REVUE OTESSA

The Virtue and Potential of Open Education: For Supporting Belonging, Transformation of Pedagogy, Linguistic Equity, and Climate Adaptation

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We are pleased to publish our second 2023 issue of the Open/Technology in Education, Society, and Scholarship Association (OTESSA) Journal. Although this was not a special call to focus on open, the works published in this issue all have a connection to open education, albeit from different angles. Across these research and practice articles, there was an underlying theme highlighting the important contributions that open education brings, or has the potential to bring, to learning and educational contexts. In the case of this issue, authors speak to what open brings to post-secondary education specifically.

New Frontiers in Language Diversity at OTESSA

We thank all of our colleagues who have helped OTESSA grow from the beginning and we are pleased to be smoothing down the foundation of our organization, journal, and operations. Where OTESSA can continue to grow is in the inclusion and support of publication in languages other than English. In Canada, where the OTESSA Journal is based, there are two official languages, English and French. In this issue, we publish our very first French article by Catherine Lachaîne et Megan Cotnam-Kappel! We also thank our two colleagues for their patience as we had to pause the peer review process in order to locate an acting francophone editor. Achieving this goal of OTESSA Journal's first French publication surfaced the clear need for the editorial team to better prioritize inclusive practices for francophone authors, which is a priority and goal for 2024.

The editorial team recognizes the urgent need for revitalization of Indigenous languages. There are over 70 Indigenous languages spoken across Canada (Statistics Canada, 2023). While not "official," Indigenous people's words were heard on this continent long before English or French became commonplace on these lands. Along with building the journal's capacity for supporting French works, the editorial team certainly welcomes advice and recommendations on how best to support authors' expression of Indigenous works in their own language as well. As an act to show our intention, we would like to put a call out for interested individuals who may wish to join our team to help advance our language diversity. We would like to appoint a francophone journal editor and an Indigenous journal editor. We would like to also invite additional individuals to serve as a francophone conference proceedings editor and an Indigenous conference proceeding editor, who will oversee the review and publication cycles for short papers arising from the conference that connect to their language or topics affecting their communities. If you are interested in one of these roles, or would like to recommend an individual to us, we encourage you to contact us at journal [at] otessa.org. While we have not looked further on the horizon beyond these two areas of language, we welcome conversations to explore academic publishing in multiple languages further. We would also like to develop a deeper pool of reviewers and copyeditors for francophone manuscripts, so we can do a strong job of presenting these works. We currently work with a mix of volunteer and paid copyeditors, and welcome anyone with capacity and interest to contact us.

Unlike many organizations that have created policies that have become rigid over time, the OTESSA editorial team and this journal are still in a very flexible, if not malleable, phase of our growth. We encourage dreamers like us to consider what they could bring forward for linguistic diversity. As OTESSA 2024 will be part of Congress in Quebec this June, which is home to many francophones, we hope that many of our French speaking colleagues will come to the conference and enter in conversations on how we can build a stronger francophone community in OTESSA. Along with educational and technology researchers and practitioners, this

community can include partnerships with diverse Quebec-based organizations as well. We are happy to explore connections with francophone communities internationally, whether it is south of the equator or over in Europe and France. Great things happen when champions for a community meet an open door. We look forward to seeing you at OTESSA 2024!

Prior to introducing the articles in this issue, we extend our sincere gratitude to the authors and reviewers whose dedication and expertise have greatly enriched the OTESSA journal. We appreciate your contributions that advance knowledge and scholarship in our field. Thank you for sharing your expertise and experience in the writing and review process.

Research Section Overview

Student Co-Creation of Open Textbooks: Reflections on Power Dynamics and Building a Sense of Belonging in Higher Education by **Glenda Cox and Bianca Masuku**
https://doi.org/10.18357/otessaj.2023.3.2.54

Abstract: Despite calls for social justice and inclusion in higher education, there is still growing structural inequality in terms of access to education, which extends to structural and economic oppression of marginalised groups. Student inclusion in design, creation and evaluation of curricula is lauded in research as essential for student belonging, with open textbook production as one way in which student co-creation is being explored. Yet, little work has been done to look at the challenges involved when traditional power dynamics are disrupted in partnering with students. Highlighting the collaborative endeavours that lecturers undertake with students in open textbook production and the challenges therein, this paper draws on Yuval-Davis' (2011) work on student belonging and Fraser (2005) on social (in)justice, to explore the nexus of three complementary themes: open textbooks, students as partners, and student belonging in higher education. Data were derived from a set of interviews conducted with three open textbook authors at the University of Cape Town (UCT) on their efforts to foster co-creation practices with students in their classrooms as part of open textbook initiatives. Findings reveal that student co-creation of open textbooks has the potential to shift, or at the very least tilt, power balance and give students agency. Academics who undertook open textbook production with student co-creators respected students' expertise and in turn, students felt a sense of value in their departments, which enabling a sense of belonging. We highlight how the reality of student co-creation is complex as academics have the intention to shift the traditional power dynamics between lecturer and student; however, examples here show this kind of transformation is gradual and continuous and often difficult to implement when the institutional culture remains hierarchical.

Pratiques éducatives ouvertes au postsecondaire en milieu minoritaire francophone au Canada: défis et possibilités pour viser l'équité linguistique by **Catherine Lachaîne et Megan Cotnam-Kappel**
https://doi.org/10.18357/otessaj.2023.3.2.51

Abstract: This qualitative study explores the current teaching practices of professors, librarians, and lecturers in postsecondary education in a French-speaking minority context and how these practices correspond or not to open educational practices (OEP). We explore this subject from the perspective of the equity issues facing minority

Francophone communities in Canada, that is, Francophones who live in French outside the province of Quebec. These equity issues include the lack of access to French post-secondary resources, courses, and programs, both online and offline. Our pan-Canadian data collection by questionnaire allowed us to reach 68 participants from eight provinces. The results reveal limited knowledge and applications of OEPs in postsecondary education, a lack of resources in French to support OEPs and a recognition of the significant potential of OEPs in postsecondary education in a French-speaking minority environment. The reuse and sharing of content mentioned by the respondents constitute the most applied open approaches, but the data tells us that the practices are mainly ad hoc and that they do not necessarily apply throughout the teaching process and learning. Collective reflection and concrete actions are needed to highlight the potential to openly create and share educational resources and practices by and for this community to promote inclusion and equity. We recommend the creation of open educational resources and a national awareness campaign among teachers from experts in the field as first steps.

Faculty and Student Perceptions of Open Pedagogy: A Case Study from British Columbia, Canada by **Melissa Ashman**

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Abstract: A transformation in teaching and learning happens when students move from being consumers to creators of knowledge. While there is a growing body of research available on the use of open education resources by faculty and students, there is comparatively little research available with regards to open pedagogy (OP) in higher education. The few studies that have explored the perceptions of OP have focused on one specific OP practice in a small context (one or two course sections). The present review study surveyed the perceptions of faculty and students at a Canadian university across several courses and a range of types of OP. Quantitative and qualitative analyses revealed students and faculty alike were positive about the benefits and impacts of engaging in OP, but each expressed challenges with needing greater time for OP. Additionally, while students experienced challenges with process, faculty experienced challenges with supports. Recommendations are provided for ways faculty can support students when engaging in OP and ways institutions can support faculty who engage in OP. Ultimately, knowing more about the experiences and perspectives of students and faculty could help inform the development of best practices for faculty who wish to use OP with students.

Practice Section Overview

Designing agile pathways for climate adaptation skill development: Leveraging open competency frameworks, micro-credentials, and open educational resources by **David Porter, Robin Cox, and Vivian Forssman**

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Abstract: Capacity building for advancing climate-change leadership has become a critical workforce development requirement for both professionals and front-line workers. As the World Economic Forum Jobs 2020 report noted, there is an increasing need to

provide short-timeframe opportunities for reskilling and upskilling that will keep step with the increasing issues of the climate crisis. Micro-credentials have been proposed as a strategy to enable the ongoing development of knowledge and skills to address this workforce development requirement, which we examine in the context of a university initiative that has prototyped skill pathways to address key climate adaptation themes. We report and discuss the strategic use of the Climate Adaptation Competency Framework (2020)–a Creative Commons-licensed (CC) open competency framework– along with the use of open educational resources to create agile pathways to skill development for climate adaptation and action. The pathways we have designed and are testing combine self-directed learning resources, individual and group activities, and authentic assessment practices to validate skill development. Micro-credentials are awarded from a university continuing and professional studies division to learners from multiple practice domains for demonstrations of competence.

References

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