

Where is the 'Justice' in Open Education?



Photo by [Gemma Evans](#) on [Unsplash](#)

Speaker: Jasmine Roberts, *Lecturer in the School of Communication at the Ohio State University*

Moderated by NEBHE Fellow for Open Education, *Lindsey Gumb*

Before we begin...

- Please use the **Question and Answer box** for questions.
- The webinar will be recorded.
- This presentation, and any other resources referenced, will be available at **nebhe.org/openeducation**.
- Please feel free to tag **@NEBHE** when tweeting

Welcome to NEBHE

We support innovation, engage conversation and drive change by working with New England's higher education stakeholders in public and private education, government and business.

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Today's guest speaker



Jasmine Roberts

Territory Acknowledgement

We meet here on land that is indigenous territory. The following are the traditional stewards of the land in Ohio:

Wyandot, Delaware, Shawnee, Ottawa, Miami, Eel River, Wea, Chippewa, Potawatomi, Kickapoo, Piankashaw, Kaskaskia, Mingo, Seneca and Ojibwa people.



University of Massachusetts

Amherst, MA

UNIVERSITY STATEMENT

This university did not respond to our request for comment.

1867	30,593	37	\$872 million	Public
UNIVERSITY OPENED	STUDENTS (2018)	AMERICAN INDIAN OR ALASKA NATIVE STUDENTS (2018)	TOTAL UNIVERSITY ENDOWMENT (2018)	UNIVERSITY TYPE



University of New Hampshire

Durham, NH

UNIVERSITY STATEMENT

This university did not respond to our request for comment.

1866	15,298	21	\$776.8 million	Public
UNIVERSITY OPENED	STUDENTS (2018)	AMERICAN INDIAN OR ALASKA NATIVE STUDENTS (2018)	TOTAL UNIVERSITY ENDOWMENT (2018)	UNIVERSITY TYPE



Gains from the Morrill Act

1863	67%	366,711	\$9,177	\$158,313	17:1
ASSIGNED LAND GRANT BY STATE	SHARE OF MORRILL ACT GRANT	ACRES RECEIVED	U.S. PAID FOR INDIGENOUS TITLE	ENDOWMENT PRINCIPAL RAISED FROM GRANT	ENDOWMENT RETURN ON PAYMENTS TO TRIBES

Gains from the Morrill Act

1866	100%	144,073	\$7,310	\$80,000	11:1
ASSIGNED LAND GRANT BY STATE	SHARE OF MORRILL ACT	ACRES RECEIVED	U.S. PAID FOR INDIGENOUS TITLE	ENDOWMENT PRINCIPAL RAISED FROM GRANT	ENDOWMENT RETURN ON PAYMENTS TO TRIBES



University of Rhode Island

Kingston, RI

UNIVERSITY STATEMENT

This university did not respond to our request for comment.

1890

UNIVERSITY OPENED

17,777

STUDENTS (2018)

39

AMERICAN INDIAN OR ALASKA NATIVE STUDENTS (2018)

\$139.6 million

TOTAL UNIVERSITY ENDOWMENT (2018)

Public

UNIVERSITY TYPE



University of Vermont

Burlington, VT

UNIVERSITY STATEMENT

This university did not respond to our request for comment.

1801

UNIVERSITY OPENED

13,395

STUDENTS (2018)

9

AMERICAN INDIAN OR ALASKA NATIVE STUDENTS (2018)

\$566.7 million

TOTAL UNIVERSITY ENDOWMENT (2018)

Public

UNIVERSITY TYPE

Gains from the Morrill Act

1894

ASSIGNED LAND GRANT BY STATE

100%

SHARE OF MORRILL ACT GRANT

119,249

ACRES RECEIVED

\$4,607

U.S. PAID FOR INDIGENOUS TITLE

\$50,000

ENDOWMENT PRINCIPAL RAISED FROM GRANT

11:1

ENDOWMENT RETURN ON PAYMENTS TO TRIBES

Gains from the Morrill Act

1865

ASSIGNED LAND GRANT BY STATE

100%

SHARE OF MORRILL ACT GRANT

148,397

ACRES RECEIVED

\$11,153

U.S. PAID FOR INDIGENOUS TITLE

\$122,626

ENDOWMENT PRINCIPAL RAISED FROM GRANT

11:1

ENDOWMENT RETURN ON PAYMENTS TO TRIBES

Legacy of African Slave Trade Acknowledgement

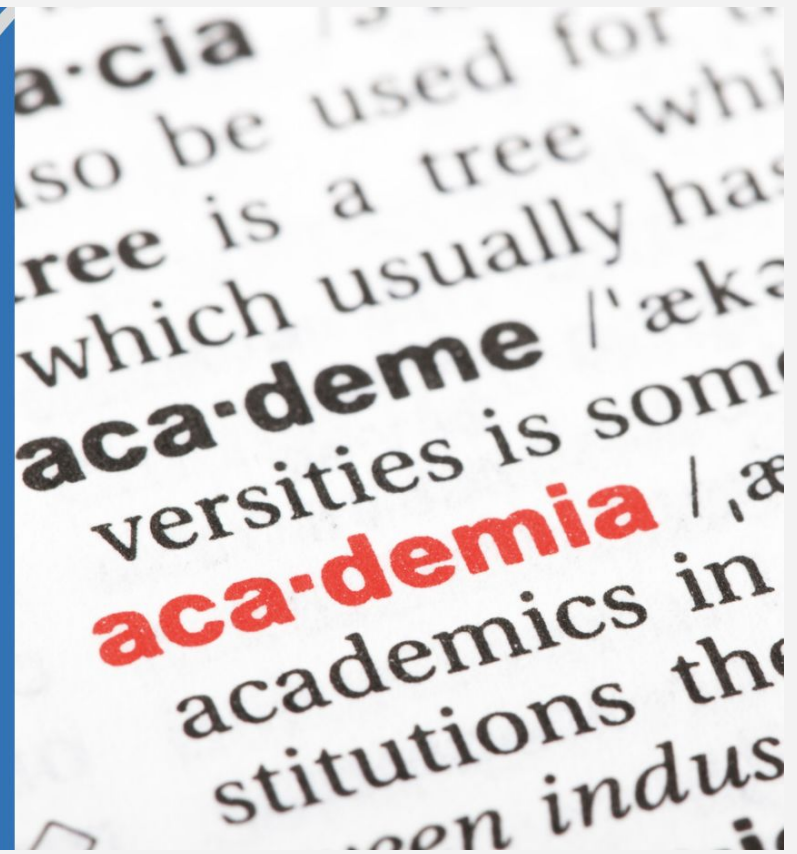
In August 1619, the first enslaved Africans landed on the shores of a British colony in Virginia. They were taken from their homeland to work on stolen foreign land.

This marked the beginning of discriminatory and dehumanizing systems whose legacies remain in the fabric and DNA of what we now know as the United States.

“Our founding ideals of liberty and equality were false when they were written. Black Americans fought to make them true. Without this struggle, America would have no democracy at all.” - Nikole Hannah Jones, creator of 1619 project



- How does a socially-just open education look during a nationwide racial awakening and a global pandemic?
- What are commitments and promises open education needs to revisit?
- What now takes priority in open education?







*We are teaching students,
not content.*

White Academia: Do Better.

Higher education has a problem. It's called White supremacy.



Jasmine Roberts [Follow](#)

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Photo: [Lyu Hu](#)



Social Justice and Open Education

- How do we make sure that scholars and sources from marginalized communities are better represented?
- How can we talk more to educators about how open education can help decolonize their curriculum?
- How can we make sure that the Global North isn't always writing for the Global South in openly-licensed materials.

Black Feminist Roots in Open Education

"The foundational works of Black Feminist scholars like bell hooks and Regina Austin are both intellectual foremothers to many concepts in contemporary Open practice.

Their work also provides inspiration on how Open practitioners of all professional roles might engage with OER as a space for liberatory praxis for both students and teachers/faculty."

-Marco Seiferle-Valencia, presentation at 2020 Open Education Conference



"I celebrate teaching that enables transgression-a movement against and beyond boundaries. It is that movement which makes education a practice of freedom." -bell hooks, Teaching to Transgress

We see this idea reproduce in open pedagogy and "disposable" vs. "renewable assignments" arguments.



Knowing Home: Braiding Indigenous Science with Western Science, Book 1

Edited by Gloria Snively and Wanosts'a7 Lorna Williams

Knowing Home attempts to capture the creative vision of Indigenous scientific knowledge and technology that is derived from an ecology of a home place. The traditional wisdom component of Indigenous Science—the values and ways of decision-making—assists humans in their relationship with each other, the land and water, and all of creation. Indigenous perspectives have the potential to give insight and guidance to the kind of environmental ethics and deep understanding that we must gain as we attempt to solve the increasingly complex problems of the 21st century.

Braiding Indigenous Science and Western Science is a metaphor used to establish a particular relationship. Linked by braiding, there is a certain reciprocity. Each strand remains a separate entity, but all strands come together to form the whole. When we braid Indigenous Science with Western Science we acknowledge that both ways of knowing are legitimate forms of knowledge.



KNOWING HOME

Braiding Indigenous Science
with Western Science

Edited by
Gloria Snively & Wanosts'a7 Lorna Williams

[Download this book](#) ▼

Dr. Sherry Deckman



Kristen L. Miller Final Project: *The Presence of Slavery in Everyday Life*

Website Goals:

- A public site intended to be an open educational resource
- A way to connect and collaborate with others
- Share ongoing academic work
- Disrupt traditional epistemologies
- Connect the gap between theory and praxis



Table 1: Three Principles of Social Justice Applied to Open Education

Social Justice Principle	Open Education Example
Redistributive Justice	Free educational resources, textbooks or courses to learners who by circumstance of socio-cultural position cannot afford them, particularly learners who could be excluded from education or be more likely to fail due to lack of access to learning materials.
Recognitive Justice	Socio-cultural diversity in the open curriculum. Inclusion of images, case studies, and knowledges of women, First Nations people and whomever is marginalised in any particular national, regional or learning context. Recognition of diverse views and experiences as legitimate within open assignments and feedback.
Representational Justice	Self-determination of marginalised people and groups to speak for themselves, and not have their stories told by others. Co-construction of OER texts and resources about learners of colour by learners of colour, about women's experiences by women, about gay experiences by gay identifying people. Facilitation to ensure quiet and minority views have equal air-time in open online discussions.

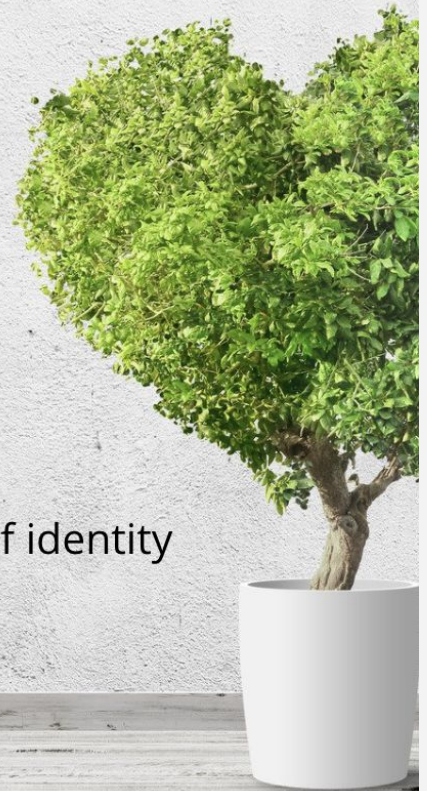
Example

- **Maybe:** Understand the foundational role of news gathering and news writing in strategic communication industries.
- **Yes:** Interrogate traditional news processes to understand how the experiences of BIPOC, women, queer, and persons with disabilities are marginalized and underrepresented in media narratives.
- **Yes:** Understand how white norms influences the news gathering process in the U.S.



How do we put this into action?

- Syllabi and inclusive content (making this openly available)
- Co-creation of assignments, policies, and textbook
 - Caution: avoid exploitation of student labor
 - Caution: avoid reproduction of dominant epistemologies
- Interrogation of traditional language (Social Justice Design Tool)
- Scholar of the week: Show pictures of scholars who share facets of identity with your students (OSU assessment conference)
- ***Open work needs to count toward tenure and promotion***



Reparative Justice Pillars (Gentles-Peart & Cruz)

1. **Transformation:** focus on institutional practices of injustices instead of placing responsibility on BIPOC scholars/students
 2. **Restoration:** making BIPOC labor more visible and valued
 3. **Nourish and Uplift:** investments in resources that specifically support BIPOC communities
-

*"Social justice is a process,
not a destination."- Michelle Alexander*



Q&A

Please use the Question and Answer box.





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