DIVERSITY, EQUITY AND INCLUSION IN OPEN ED

Presented by Camille Thomas
About Me

- Scholarly Publishing Librarian
- SPARC Open Education Ambassador
- Public Interest Community for OER
- English-speaking WOC from southern U.S.
Overview

POINTS FOR DISCUSSION

- The Open Education Community
- Diversity, Inclusion and Equity
- Designing Equitable foundations for OER
- How to Implement this at your organization
Open Education
What is Open Education?
What is the Open Ed Community?
Critiques of Open Education
Critiques

Academic Labor, Invisible Labor
Who benefits from supporting openness? Institutions.

Colonialism and Imperialistic Practice
Superior/Inferior ways of knowing. Spreading Western information vs. knowledge exchange.

Content, Format & Audience
Assumptions of By Academy, For Academy. Importance of formats beyond the textbook.
5 Assumptions about the role of information

1. If you give the poor a computer, the information poor become information rich.

2. Information inequality is a North/South issue.

3. Access to more info enriches people’s lives.

4. The information society will be more democratic and participatory.

5. Given enough information, we can solve all the world’s problems.
Context
Makes OER Transferable
Histories

Become crucial to the work
Diversity, Inclusion and Equity
talking about it

inequity
"Diversity is not abstract."

Fobazi Ettarh
Areas of Diversity and Inclusion

- Accessibility
- Language
- Culture and Post-Colonialism
- Economic Disenfranchisement and Divides
- Barred from Access
WHO is the OER community?

Who is ALLOWED in the OER Community?
Public Stakeholders
Values vs. Skills

Who is ABLE to adopt OER?

Who is able to design OER?
"Decolonization is not a metaphor."

Tuck and Yang 2012
Equity as Practice

• Recognizing critiques and mistakes as opportunities for empathy
• Recognizing the things we lack as needs rather than faculties
• Building trust and understanding
Building Equitable Foundations
Open Access Week 2018
Designing Equitable Foundations for Open Knowledge
October 22 - 28
"Such a goal [Indiginization] is not fully achievable with a design process shaped by a Western paradigm."

Scott Young
Equity X Design

- How they are connected
- Inclusive design
- Participatory design
- Equitable design
- User Experience with Underrepresented Populations (UXUP)
- Understanding by Design (ubD)
Inclusive, Collaborative vs. Universal

- self-sufficiency
- Real interactions with users > personas
- Prototyping and iterative work
- Participatory design Reflect, Democratize, Contextualize
Other Equitable Practices

- Open peer review
- Recognition for service & public scholarship
- Compensation and consideration for underrepresented groups
Design Steps for Equity

**Reflection**
- Positionality
- Build inclusion & understanding on teams
- Not a one-time act
- Biases & unique perspectives
- Design in economic & political systems

**Democracy**
- Who gets to be a designer?
- Who is designed for?
- Solutions on someone's behalf vs. valued participants

**Context**
- "Inspiration" step changes when those who are directly impacted are involved
- Who was involved in the process?
- Who benefitted?
- Who was harmed?

Staton, B., Gordon, P., Kramer, J., & Valdez, L. (2016)
LISTEN
Challenges

>>become>>

Opportunities
### University of Georgia

Change from non-OER to OER

<table>
<thead>
<tr>
<th></th>
<th>Δ Grade</th>
<th>Δ DFW</th>
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<tbody>
<tr>
<td>Non-Pell eligible</td>
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<td>-2.05%</td>
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<td>All Students</td>
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*The Impact of Open Educational Resources on Various Student Success Metrics*
The Time is Now: A Call to Open History

By Thomas Peace

This essay was originally posted on ActiveHistory.ca. I've been a rather slow convert to the open-access movement. Though ActiveHistory.ca operates under a Creative Commons Attribution, ...

Continue Reading
UXUP @ Montana State

A GUIDE TO NAVIGATING YOUR LIBRARY

#MSULIB101

Find your library — centrally located on campus, near Montana Hall

Located on the 1st Floor and 3rd Floor of the Library

Schedule a time to study with friends in the Library’s group study rooms.

A GUIDE TO NAVIGATING YOUR LIBRARY

#MSULIB101
The Algae for Fuel program at the Pecos Station developed and evaluated flocculation processes for harvesting algae to reduce the cost of algal lipid production by 30% in 2012-2013.
Implementation
"Global Activism begins at home"
<table>
<thead>
<tr>
<th>Holistic Cultural Principles</th>
<th>ACRL Frames</th>
<th>UbD Types of Understanding</th>
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<tbody>
<tr>
<td>Bias</td>
<td>Authority is Constructed and Contextual; Information Creation is a Process</td>
<td>Empathy; Perspective</td>
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<tr>
<td>Value</td>
<td>Information has Value</td>
<td>Interpretation; Self-Knowledge</td>
</tr>
<tr>
<td>Curation</td>
<td>Research as Inquiry; Searching as Strategic Exploration</td>
<td>Self-Knowledge; Application</td>
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<td>Technical Criteria</td>
<td>Information Creation is a Process; Scholarship as Conversation</td>
<td>Application; Interpretation</td>
</tr>
<tr>
<td>Routine/Lifecycle</td>
<td>Information Creation is a Process; Scholarship as Conversation</td>
<td>Application; Interpretation</td>
</tr>
</tbody>
</table>
Suggestions for Praxis

- Use Realistic Language
- Info Dump >>> Localization or Outreach beyond the learning object
- Move beyond Cost.
- Use Open Pedagogy
Notes on Diversity, Equity and Inclusion

- Language used to communicate
- Ethical conduct to address bias
- NO PERSONAS or “satisfaction”
- Community spaces
Collaborative Activity


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