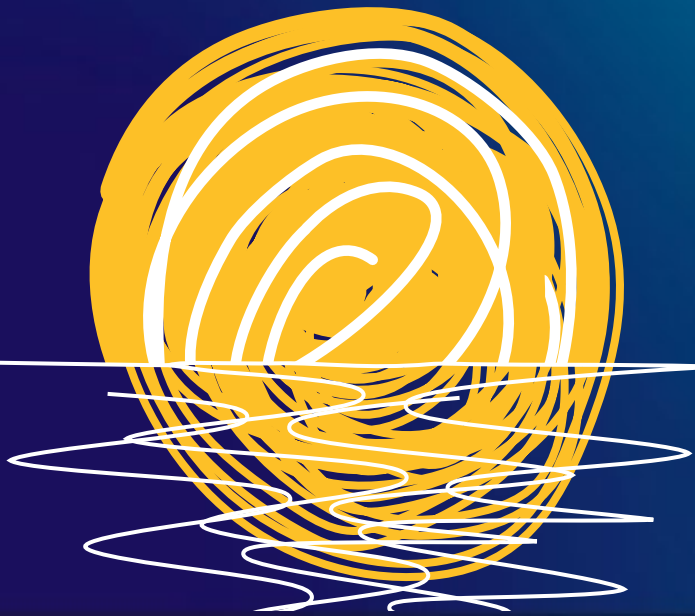


# MOVING FROM HOPE TO ACTION

PUTTING EQUITY INTO PRACTICE  
IN OPEN EDUCATION

ANGELA DEBARGER  
WILLIAM AND FLORA HEWLETT FOUNDATION

 @ANGELADEBARGER



## OUR VISION

EVERYONE SHOULD HAVE **ACCESS**  
TO THE KNOWLEDGE AND INFORMATION  
THAT THEY NEED TO LEARN

EVERYONE HAS THE RIGHT TO BE  
**CREATORS** OF KNOWLEDGE



EQUITABLE AND  
INCLUSIVE RESOURCES  
AND PRACTICES IN  
CLASSROOMS

INCREASED CAPACITY  
TO SUSTAIN OPEN  
EDUCATION INITIATIVES  
AT INSTITUTIONS

EXPANSION  
OF A DIVERSE  
AND INCLUSIVE  
FIELD





# DOES OPEN EDUCATION HAVE AN EQUITY PROBLEM?



WHAT DO WE HOPE FOR IN OUR  
WORK IN OPEN EDUCATION?



# HOKEY HOPE

IF YOU JUST WORK  
HARD ENOUGH,  
YOU CAN BE SUCCESSFUL...

JEFF DUNCAN-ANDRADE (2009)



HOKEY HOPE

# MYTHICAL HOPE

FALSE STORIES ABOUT  
EQUAL OPPORTUNITY...

JEFF DUNCAN-ANDRADE (2009)





HOKEY HOPE

MYTHICAL HOPE

HOPE DEFERRED

YOU'LL FIGURE OUT  
YOUR FUTURE SUCCESS  
ON YOUR OWN...

JEFF DUNCAN-ANDRADE (2009)





HOKEY HOPE  
MYTHICAL HOPE  
HOPE DEFERRED

CRITICAL HOPE

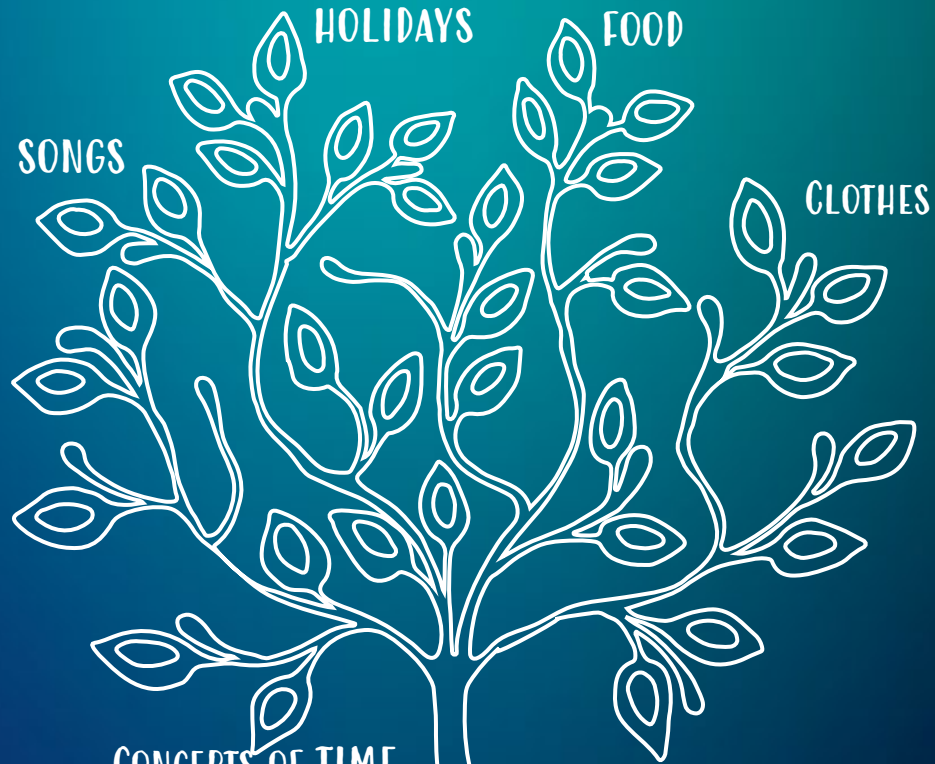
AN ACTIVE COMMITMENT  
TO REMOVE INEQUITIES

JEFF DUNCAN-ANDRADE (2009)



# HOW CAN LEARNING LOOK AND FEEL DIFFERENT?

SURFACE CULTURE



SHALLOW CULTURE

CONCEPTS OF TIME

WAYS OF HANDLING EMOTION

THEORIES OF WELLNESS AND DISEASE

DEEP CULTURE

CONCEPTS OF SELF

SPIRITUALITY

WORLD VIEW

BASED ON ZARETTA HAMMOND (2015)



DR. MICHELLE BACHELOR ROBINSON  
WRITING PROGRAM DIRECTOR, SPELMAN COLLEGE

DR. MARIA JERSKEY  
LAGUARDIA COMMUNITY COLLEGE, CUNY

“WHAT ARE SOME FIRST STEPS ONE CAN TAKE WHEN CURATING OER TO ENSURE THAT THE MATERIALS ARE NOT BIASED OR THAT THEY REPRESENT A BROAD WORLD VIEW?”





FRED STEMPLE  
ACADEMIC DIRECTOR  
STEM & DISTANCE LEARNING  
GARRETT COLLEGE

“HOW CAN FACULTY MEMBERS RECOGNIZE  
WHETHER THEIR CURRICULUM FOSTERS  
EQUITY AND WHAT QUESTIONS CAN THEY  
ASK TO ANSWER THESE EQUITY QUESTIONS  
FOR ALL STUDENTS?”



“VULNERABILITY IS THE  
BIRTHPLACE OF LOVE,  
BELONGING, AND JOY.”

BRENÉ BROWN





# S-JEDI





## Leading Courageous Conversations on Race Equity

Dec 11, 2018 · Knowledge Center

More and more organizations are beginning the important work of evaluating their internal culture and putting a focus on diversity, equity, and inclusion in the workplace and, in doing so, finding that "uncomfortable" conversations are a critical component of this work. It is increasingly important to establish not just what needs to be discussed, but also how it is discussed.

**"We're all learners, we're all teachers."**

No matter how much work has been done before, there is opportunity for everyone to continue learning and growing, especially as the work of diversity, equity, and inclusion touches on sensitive topics and individual experiences. Having regular, open conversations is an important part of beginning diversity, equity, and inclusion work, and it is important for whomever is leading or facilitating these discussions to start by building trust within the group.

Creating, sharing, and affirming Community Agreements is a way to work on building Agreement is a set of guidelines for conversation that the full group agrees to in advance. An Agreement in place encourages exchange and discussion in a respectful way; when require sensitivity, it can be helpful to establish ground rules before the conversation that people enter feeling safe and with the expectation of being heard. Examples of

- Be Present
- Listen With Respect
- Trust Intent
- Acknowledge Impact
- Stay the Whole Time
- There is No Quick Fix

### Create a Brave Space

We hear often about the need to create a safe space when discussing diversity and disagreements may still arise. Emphasizing bravery encourages individuals not but rather to take the opportunity to engage meaningfully. It can be difficult not to situation, but brave conversations are the only way to move through an uncomfortable achieve desired outcomes. Being brave means being authentic, being open, being growth and being open to change.

"Tension & conflict = opportunities for growth & expansion" (Racial Equity & Liberation webinar, week 1, [www.moveond.org](http://www.moveond.org))

If people are encouraged to be brave while operating within the Community Agreement, the possibility of genuine exchange and better understanding, which can only serve and ultimately strengthen the organization as a whole.

**How do you engage in a courageous conversation?**

### Articles

## Textbook Broke: Textbook Affordability as a Social Justice Issue

Authors: ('first\_name': 'J. Jacob', 'last\_name': 'Jenkins'), ('first\_name': 'Luis A.', 'last\_name': 'Sotillo-Incher'), ('first\_name': 'K.', 'last\_name': 'Schraedley'), ('first\_name': 'Jaime', 'last\_name': 'Hammans'), ('first\_name': 'Nitzan', 'last\_name': 'Navick'), ('first\_name': 'Jack', 'last\_name': 'Young')

### Abstract

In light of rising textbook prices, open education resources (OER) have been shown to decrease non-tuition costs simultaneously increasing academic access, student performance, and time-to-graduation rates. Yet very little research has explored OER's specific impact on those who are presumed to benefit most from this potential: historically underserved students. This reality has left a significant gap of understanding in the current body of literature, research explored the impact of OER and textbook pricing among racial/ethnic minority students, low-income students, and generation college students at a four-year Hispanic Serving Institution (HSI) in Southern California. Drawing up more than 700 undergraduate surveys, our univariate, bivariate and multivariate results revealed textbook costs to be a substantial barrier for the vast majority of students. However, those barriers were even more significant among historically underserved college students; thus, confirming textbook affordability as a redistributive justice issue, positioning OER as a potential avenue for realizing a more socially just college experience.

**Keywords:** OER, open education resources, student equity, redistributive justice, Hispanic Serving Institution

**Published on:** 21 Feb 2020, 11:54:00 Submitted on 10 Oct 2019

The rising cost of college textbooks has been well documented (e.g., [Senack & Donoghue 2016](#)). Since the late 1980s, textbook prices have increased more than 1,000% ([DiGangi 2015](#)). Through the 1980s, prices increased three times the rate of inflation ([Popken 2015](#)), and since the 2000s, they surged four times inflation rates ([Weisbaum 2016](#)). As a result, the average undergraduate student today spends \$1,200–\$1,300 per year on textbooks and supplies. In the United States, this sum equates to 72% of the total tuition and fees at an average two-year institution, and 26% of the total tuition fees at an average public four-year institution ([USGAO 2005](#); see also [USGAO 2013](#)).

Fortunately, as textbook prices continue to increase, so has the use of open education resources (OER)—openly licensed materials that can be accessed, edited, and shared without cost or restriction ([Hewlett Foundation 2017](#)). After surveying over 2,700 faculty, Seaman and Seaman (2017) found OER use at two- and four-year institutions had nearly doubled between 2016 and 2017. That figure is projected to triple by year 2021 ([Cengage 2016](#)), as faculty awareness nears saturation ([Allen 2019](#)) and OER adoption in introductory courses begins to rival that of traditional textbooks ([Straumshiel 2019](#); see also [Allen & Seaman 2016](#)). Consequently, OER are estimated to have saved students over \$1 billion dollars worldwide between 2013–2018 ([Allen 2018](#); [Nyamwaya 2018](#)), with the potential to save students an additional \$1.4 billion each year in the United States alone ([Senack 2015](#)).

Despite OER's ability to reduce current price barriers to higher education ([Hodgkinson-Williams & Arinto 2017](#)), very little research to date has explored OER's specific impact among those who are presumed to benefit most from that potential: historically underserved student populations (see [Archer 2011](#); [Jenkins et al. 2018](#); [Clinton & Khan 2019](#); [Colvard, Watson, & Park 2018](#); [Delgado, Delgado, & Hilton 2019](#)). This is because OER and textbook affordability studies typically control for issues of difference, or else fail to disaggregate their final data altogether. Other studies intentionally control for such factors through propensity score matching (PSM) or multilevel modeling (MLM). As Ekowo (2017) writes:

### Race

## Academia Isn't a Safe Haven for Conversations About Race and Racism

by Tsedale M. Melaku and Angie Beeman

June 25, 2020



Hill Street Studios/Getty Images



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Post



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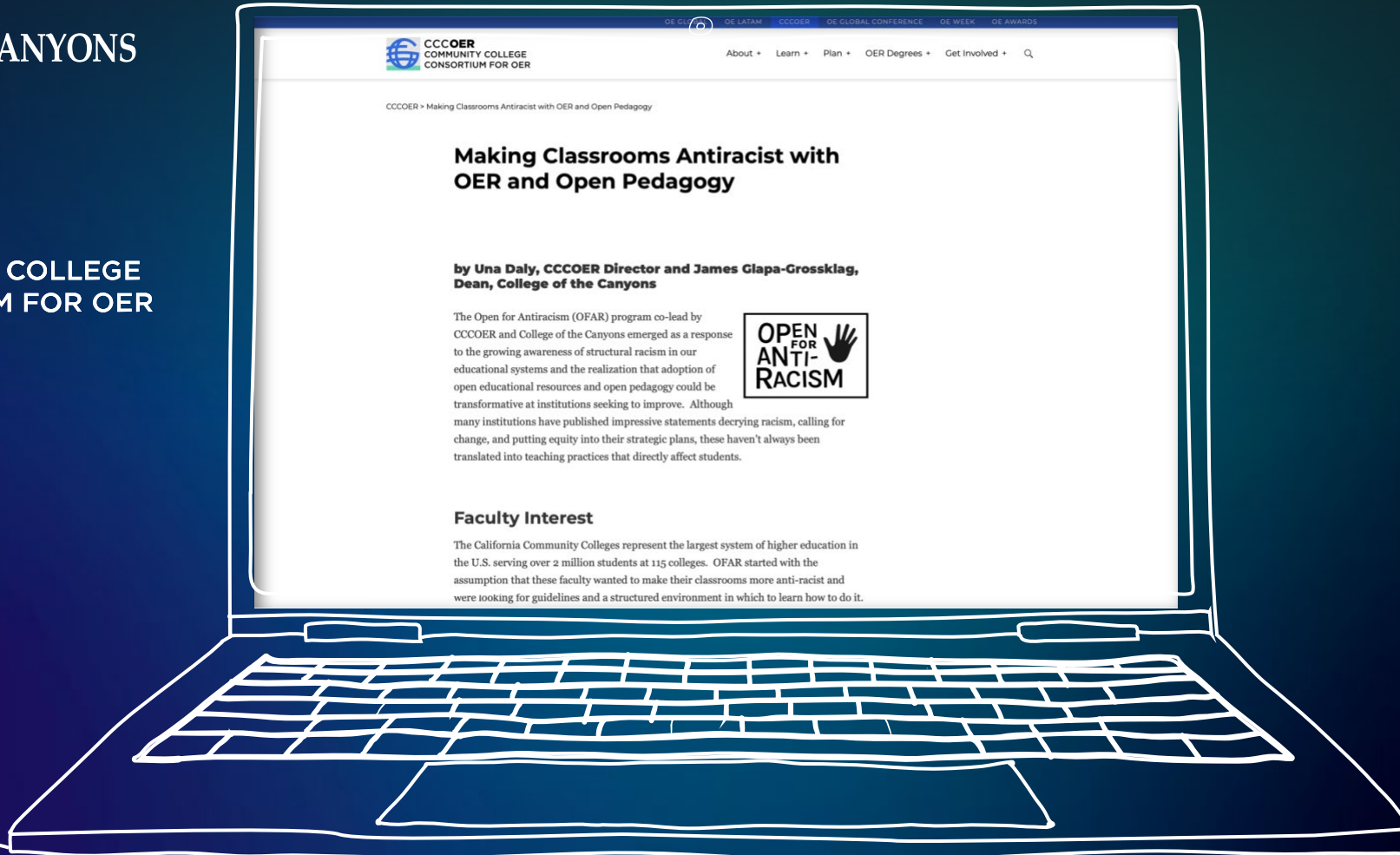
**Summary.** We are having hard conversations about racial justice in corporate America and academia right now. Will they yield anything? The research and personal stories of these authors — both scholars of color — along with experiences of many others don't offer much cause for optimism. Why? When... [more](#)

We're having hard conversations about racial justice in corporate America and academia right now. We have seen a flurry of company statements about diversity amid nationwide protests supporting the Black Lives Matter movement. Will these conversations yield anything?



Luiza Lodder

Thinking About Race in a Colorblind World





**TOPIC 1:** GROUP COMMUNICATION  
AGREEMENTS, GOALS, OER  
AND COPYRIGHT BASICS

**TOPIC 2:** CULTURALLY RESPONSIVE  
TEACHING AND COURSE  
MATERIALS THROUGH AN  
EQUITY LENS

**TOPIC 3:** UNIVERSAL DESIGN

**TOPIC 4:** OPEN PEDAGOGY;  
OPPORTUNITIES FOR  
EQUITY





MAHA BALI

ASSOCIATE PROFESSOR OF PRACTICE  
AMERICAN UNIVERSITY IN CAIRO

“HOW DO YOU DEAL WITH SITUATIONS  
WHERE EQUITY FOR ONE MARGINALIZED  
GROUP OF PEOPLE MAY INFRINGE UPON  
ANOTHER GROUP OF PEOPLE?”



“SCHOOLS ARE  
MIRRORS OF  
OUR SOCIETY.”

BETTINA LOVE

WE WANT TO DO MORE THAN SURVIVE:  
ABOLITIONIST TEACHING AND THE PURSUIT  
OF EDUCATIONAL FREEDOM (2019)



COLLEEN FLEWELLING  
ASSOCIATE DEAN  
CECIL COLLEGE



“FREQUENTLY, OER MATERIALS ARE AVAILABLE ONLINE. DURING THE PANDEMIC, WE HAVE FACED CHALLENGES WITH STUDENTS WHO HAVE EITHER NO INTERNET ACCESS AT HOME, OR INSUFFICIENT INTERNET ACCESS AT HOME, WHICH RAISED ANOTHER EQUITY ISSUE FOR US. HOW CAN WE SIMULTANEOUSLY ADDRESS EQUITY PROBLEMS RELATED TO EXPENSIVE TEXTS AND INTERNET ACCESS?”



OER CANNOT BE AN ADD-ON







CASSIE KILROY THOMPSON  
DISABILITY SERVICE COORDINATOR  
UMBC

“HOW CAN WE ENSURE EQUITY FOR ACCESS  
WHEN THE DIGITAL ACCESSIBILITY OF OER  
IS NOT ALWAYS TAGGED OR SEARCHABLE?”



# WHAT DOES COLLECTIVE WORK TO CHANGE SYSTEMS LOOK LIKE?





PURPOSE MEMBERS COVID-19 PROJECTS ABOUT CONTACT

## Driving OER Sustainability for Student Success

### Purpose

We position member organizations to realize the promise of high-quality, accessible, and sustainable OER implementations to achieve equity and student success at scale. Read our full [Statement of Purpose](#).



### Members

With 25 participating systems and statewide/provincewide initiatives, we serve over 6 million students at more than 688 colleges and universities in the US and Canada.

### Projects

Currently we are engaged in [five projects](#) in the areas of Research, Equity, and Capacity Building.



## EQUITY THROUGH OER RUBRIC

HOW TO INTEGRATE EQUITY AND EQUITY-MINDEDNESS  
INTO OER AND MOBILIZE TO CLOSE EQUITY GAPS

- WHAT: SELF-ASSESSMENT TOOL
- WHY: INTENTIONALITY OF PURPOSE AND ACTION
- WHO: EDUCATORS, STUDENTS, POLICYMAKERS
- HOW: MULTIPLE ENTRY POINTS, FOCUS ON PROGRESS

DOERS<sup>3</sup>

# OER IN TENURE AND PROMOTION

## ADOPT

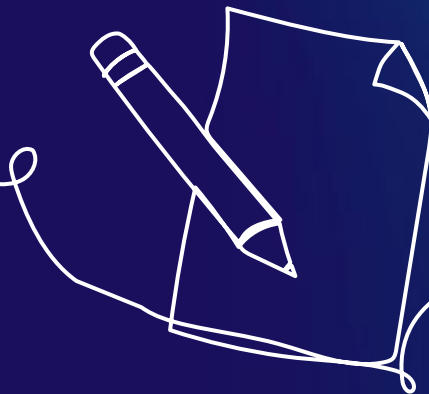
CONTRIBUTION	EVIDENCE	RESEARCH	TEACHING	SERVICE
USE OER IN A CLASS OR CLASSES	SURVEY AND GATHER DATA ON HOW THE USE OF AN OER IN CLASS AFFECTED STUDENT LEARNING. A SIMILAR STUDY WAS CONDUCTED IN BRITISH COLUMBIA AS WELL AS IN THE UNITED STATES VIA THE OPEN EDUCATION RESEARCH GROUP		YES	
USE OPEN ACCESS RESEARCH ARTICLE	PROVIDE EVIDENCE AT THE OPEN ACCESS JOURNAL ARTICLES THAT WERE USED IN COURSE OUTLINE		YES	

## ADAPT

CONTRIBUTION	EVIDENCE	RESEARCH	TEACHING	SERVICE
REVISE OTHERS' OER TO BE MORE RELEVANT TO STUDENT NEEDS	SURVEY STUDENTS IN CLASS TO LEARN MORE ABOUT THE IMPACT THE REVISED MATERIALS HAVE HAD ON THEIR LEARNING. A SIMILAR STUDY WAS CONDUCTED IN BRITISH COLUMBIA.		YES	YES
REVISE OR REMIX OER TO BE IN ALIGNMENT WITH COURSE LEARNING OUTCOMES	PROVIDE EVIDENCE ON WHAT WAS REVISED OR REMIXED TO TO BEST SUIT THE COURSE LEARNING OUTCOMES. SURVEY STUDENTS IN CLASS TO LEARN ABOUT THE IMPACT THE REVISED MATERIALS HAD ON THEIR LEARNING.		YES	

## ADAPT

CONTRIBUTION	EVIDENCE	RESEARCH	TEACHING	SERVICE
MAKE NEW OER				



“STRONG PEOPLE  
DON'T NEED  
STRONG LEADERS.”

ELLA BAKER



**“I CAN”**  
**DENISE LEVERTOV**

A CERTAIN DAY BECAME A PRESENCE TO ME;  
THERE IT WAS, CONFRONTING ME – A SKY, AIR, LIGHT:  
A BEING. AND BEFORE IT STARTED TO DESCEND  
FROM THE HEIGHT OF NOON, IT LEANED OVER  
AND STRUCK MY SHOULDER AS IF WITH  
THE FLAT OF A SWORD, GRANTING ME  
HONOR AND A TASK. THE DAY’S BLOW  
RANG OUT, METALLIC – OR IT WAS I, A BELL AWAKENED,  
AND WHAT I HEARD WAS MY WHOLE SELF  
SAYING AND SINGING WHAT IT KNEW: I CAN.







# THANK YOU

ANGELA DEBARGER

THE WILLIAM AND FLORA HEWLETT FOUNDATION

 @ANGELADEBARGER

