17 January 2022

UCT Open Textbook Journeys provide access to locally relevant learning materials

Lecturers at the University of Cape Town (UCT) are adopting innovative pedagogical and content production approaches to provide students with more accessible and locally relevant learning materials. The *UCT Open Textbook Journeys* monograph tells the stories of 11 open textbook development initiatives engaging with curriculum transformation, open pedagogy, multilingualism and accessibility in order to address social injustice in the classroom.

Authored by Bianca Masuku, Michelle Willmers, Henry Trotter and Glenda Cox of the Digital Open Textbooks for Development (DOT4D), the monograph contributes towards a better understanding of open textbook production by providing details related to authors' processes and their reflections on their work. The collection aims to provide rich anecdotal evidence about the factors driving open textbook activity and shed light on how to go about conceptualising and producing open textbooks. The project also aims to aid the articulation of emerging open textbook production models that advance social justice in higher education.

The monograph concludes with a list of recommendations to university managers, academics and students that address the sustainability of this work as part of the mainstream academic enterprise. Specifically, it addresses the need for institutional support in order to maximise efficiencies across the South African higher education sector, initiate pilot programmes and promote inter-institutional collaboration.

The *UCT Open Textbook* Journeys monograph is published in collaboration with UCT Libraries on its continental open access platform.

What are open textbooks?
Open textbooks are digital, freely available collections of teaching and learning content published under a Creative Commons licences on platforms and in formats that enable content delivery on a range of devices, the integration of multimedia and the incorporation of content from varying sources. The open, democratic authorship approaches associated with open textbook development enable new forms of collaboration and allow for increased student representation in textbook content.

Digital Open Textbooks for Development
The DOT4D project at UCT aims to contribute to improving inclusion in South African higher education by addressing equitable access to appropriate and relevant learning resources. Operating under the hypothesis that open textbooks have the potential to enhance social justice in teaching and learning through inclusive content development strategies.

Access the *UCT Open Textbook Journeys* monograph online

Further enquiries: Dr Glenda Cox: glenda.cox@uct.ac.za

Ends

Issued by: The Centre for Innovation in Learning & Teaching

Azraa Dawood
Content Creator and Communications Coordinator
Centre for Innovation in Learning and Teaching
Email: azraa.dawood@uct.ac.za