DRAFT Manifesto for Liberatory Open Education

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ANYONE CAN EDIT THIS DOCUMENT - PLEASE ADD YOUR IDEAS!

Edit/ Add comments to this section

Since early 2020, schools have been disrupted, along with lives. Among open educators, much attention has been focused on ways of teaching online (i.e., synchronous vs. asynchronous, online proctoring, etc.), on the use of pre-packaged, corporate based educational apps or platforms that purport to provide the "best quality" and "standards" for teaching and on the learning that students have missed and the content not covered, particularly as the boundaries between face-to-face learning and open (online) learning have blurred.

- *We know that students learn with or without us.*
  We are not satisfied simply engaging our students in "active learning" but also celebrate activism as learning (and learning as activism). We commit to inviting students to teach and teachers to learn. We refuse to place limits on our imaginations. We will not be afraid to ask, "What if…"

- *We know that obstacles in affecting change are real.*
  We know that racism, sexism, classism and many other forms of discrimination are real. We refuse to "imagine" them away, but instead resolve to collectively and continuously demand equal rights and justice.

- *We know that boundaries between physical classrooms, digital spaces & the real world are colonial constructs.*
  We believe we must challenge the boundaries between the classroom, whether physical or digital, and the world. We will not ask students returning to classes what content they missed, but instead what *they learned* while away. We will listen. We will not underestimate our students. Encourage students to share their knowledge if someone missed an Office Hour, for example.

- *We know that the focus on textbooks (whether open or not, or print or digital) is a distraction.*
  A ruse, red herring, misguided, trojan horse, and distracts us from the real work of creating liberatory education

- *We are committed to finding ways that enable learners to consent fully in the work that they are asked or expected to do. Consent re: their engagement with certain*

technologies, practices (camera on or off), [informed open pedagogy](#), opting in or out of publisher platforms and other edtech…

- *Are we asking if students fully consent to the content of the course? How might we ask that?*
- *Our education system seems to be layered in power systems - power of teacher over student, power of peer reviewer over teacher/researcher - how might we change these power relationships, or question whether students consent to them?*

- *We believe the public has the right to access scholarship created in the academy and to participate fully and equitably in the production of knowledge.*

- *We believe that students want to learn with integrity. We believe that most students do not cheat and in fact complete their work with integrity. Assessments should be designed to enable students to demonstrate their learning without traps set to catch cheaters.*

- *We believe that authenticity in assessments opens opportunities for students to go beyond rote learning and make connections to real and true professional scenarios.*

- *We know that our educations have been biased. That textbooks, false objectivity, government regulations, etc have created biases in our knowledge.*

- *We know that public higher education in the United States is being [defunded](#), leading towards increasing neoliberalism that impacts learning, the allocation of resources, and the experiences of students, faculty, and staff, especially those who belong to minoritized social groups.*

- *We know that our education system is currently closed. We are committed to actions and structures that experiment with making systems radically open, but we demand that openness does not propagate oppression in any form.*

- *We know access to technological devices is uneven.*

- *We know that not all students learn the same way, which demands the use of multimodal learning strategies and pedagogical approaches - e.g. using graphic novels in the classroom to teach complex concepts through a visual/textual medium.*

- *Students should have a voice - in assessments, course design. They have things to say, even though they are not experts. Students over content.*

- *Consider the various power dynamics that uphold the hierarchies at our academic institutions. Who holds the power and how can we redistribute it based on our values and ethics. Administrators, faculty, librarians, graduate students, students, staff.*

- ○ *Yes, and an important power relationship/dynamic is who makes & controls the money*

- *Something about how students are part of families and communities and support needs to go beyond the individual and to the communities..*
- *Labour considerations*

- *We know…. Something about corporations? Surveillance? Privacy? Use LTIs that model privacy practices that consider the person using it*
  - ○ *Like this?* We know that data gathered from the interaction of learners, faculty, other participants in the learning community, and the technologies they use are now considered valuable commodities. We believe that those participants should be the owners of that data, that the right to be forgotten should be considered a basic right, and that participation in learning should not be contingent on transferring that ownership of data.
  - ○ We know that the technology used in support of the learning process perpetuates bias and systematic racism. We believe that technology, especially algorithms, should be interrogated for these biases and abandoned if not equitable; that no advantage gained from the use of these tools is worth the price of biased results. The tools and algorithms should be documented, open, and transparent.
  - ○
- *What about the social presence?*
  Students are missing their social activities ,parties,outings, physical touch ,feelings and sports.

- *We … what do we believe about radically humane education? What role do we plan*

- *We … something about consent or control of our own content? And/ or the flow of ideas, content and ways of thinking from/to dominant/ historically excluded communities?*

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Add Questions/ Ideas/ Other Stuff
- **Not tying education to specific tools - limits to devices, data, internet access.**

Group Brainstorming

I like AnswerGarden's confidentiality practices. See below for their approach and demonstrative language:

What are cookies?

Cookies are small pieces of text sent by your web browser by a website you visit. A cookie file is stored in your web browser and allows the Service or a third party to recognize you and make your next visit easier and the Service more useful to you.

Our own (session) cookies are used to detect:

- Whether a particular user has answered an answer multiple times
- whether you have just created a new AnswerGarden
- whether entered an Admin password for an AnswerGarden

We (Richard and Sander) do NOT track your identity, do not collect your email address (unless you subscribe to our mailing list). Basically, we do not know who you are.

Jamboard links *(Locate your breakout room number in the upper righthand corner of your Zoom window (next to the icon))*.
  Breakout room 2

Note: We will combine all of the JamBoards into a single file to share at the end of the session.

Read full manifesto examples:
- Manifesto for Teaching Online
  https://blogs.ed.ac.uk/manifestoteachingonline/the-text/
- Fight the Tower - **https://www.fighttower.com/about** (Scroll to the bottom and click red Read Full Manifesto button)

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References:
Bayne, S. et al. (2016). Manifesto for Teaching Online. Retrieved from:
https://blogs.ed.ac.uk/manifestoteachingonline/the-text/

Fight the Tower:
https://books.google.ca/books?id=pPy9DwAAQBAJ&printsec=frontcover&source=gbs_ViewAPI&redir_esc=y#v=onepage&q&f=false

Manifesta, young women, feminism and the future
https://www.amazon.com/Manifesta-10th-Anniversary-Feminism-Future/dp/0374532303

Brian Alexander: Video of authors: https://www.youtube.com/watch?v=H-4j_f-4ij4 (10 minutes)