

5th World Conference on Teaching and Education



08-10 December 2022

Berlin, Germany

Open educational resources as the panacea for decolonisation of e-learning contents

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Abstract

Globally, higher education institutions are advocating open educational resources (OER) for tuition and learning. The South African institutions released the need for the adoption and development of OER. However, there is an emerging need for decolonisation in different aspects including educational content. Yet, there is a lack of knowledge and theories concerning the decolonisation of learning content. This study sought to establish possibilities of decolonisation of OER in digital learning. To follow the appropriate lens of decolonisation of content, the study opted for Transformative Learning Theory by Mezirow (1997). This theory enabled the study to follow relevant aspects of decolonisation suitable for developing contexts. Consequently, the lesson learned from decolonization guided the appropriate systems for decolonisation of content. Therefore, the Model of Technology Appropriation (Carroll, et al., 2022) was used as a guide for adopting and developing OER appropriate for the African context. The interpretive paradigm and qualitative approach. The study found that open distance e-learning advocates for OER. However, there is still a lack of strategies, policies and practical guides for the decolonisation of OER. Therefore, the study proposed a decolonisation of the e-learning content model used by academia to progress the decolonisation of content.

Keywords: open educational resources, decolonisation, e-learning, open distance e-learning