



Co-Creating Open Educational Resources in the Global South: Lessons Learned from Lecturer and Student Collaboration



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Scholarship of Application

ABSTRACT

This study reports on the lessons learnt by lecturers and students in co-creating Open Educational Resources (OERs) through the processes of construction, contextualisation, and collaboration, using Ubuntu, an African philosophy; student agency; decolonisation; and open pedagogy to ground its approach. Adopting an interpretivist paradigm, six Master-in-Education students co-created an OER with their lecturers using lecture notes and formative assessments during the current study in 2021/2022. Data were collected using an open-ended questionnaire administered through Google Forms, completed by students involved in creating the OER. Data were analysed using thematic analysis. The findings revealed that open educational practices could allow students to construct and share their ideas through ownership of learning, collaboration, contextualisation, and access to learning through openness. By participating in the construction and sharing of knowledge, collaboration, and contextual aspects, students, with their lecturers, can co-create OERs aligned to the African context and applicable to real-life situations. Student agency and epistemic justice have the potential to revolutionise education in the Global South by optimising open education practices that are inclusive, locally relevant, and innovative. Through collaborative efforts among various stakeholders, including higher education institutions that offer the same types of programmes, successful OER co-creation is essential. With knowledge sharing and a commitment to equitable access, educators and students can collectively address educational challenges and contribute to a more vibrant and dynamic educational ecosystem.

KEYWORDS

OER, open education resources, open education practices, co-creation, open pedagogy, collaboration

HOW TO CITE THIS ARTICLE

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INTRODUCTION

Open educational practices (OEP) play a pivotal role in making education available to the masses, particularly in the global South, where education must be accessible through open education resources (OER) and open tools (Hodgkinson-Williams & Trotter, 2018). OEP refers to the adoption of open principles and practices in education. Cronin's (2017:10) definition situates OEP as collaborative practices that include creating, using, and reusing OER, and as pedagogical practices that employ participatory technologies and social networks for interaction, peer learning, knowledge creation, and the empowerment of learners.

These open practices are focused on creating open educational resources and adopting open tools, pedagogies, and processes that are freely available and adaptable for anyone to use, share, and modify. The goal of OEP is to promote collaboration, innovation, and inclusion in education by breaking down traditional barriers to learning (Cronin, 2017). Central to the OEP dimension is recognising students as partners, change agents, producers, and co-creators of their learning (Bovill et al, 2016; Carey, 2013; Dunne & Zandstra, 2011). However, in many universities worldwide, the creation and development of course content remain primarily within the academic's responsibility (Mhlanga et al., 2022).

With its diverse socio-economic and educational challenges, the global South will benefit significantly from the co-creation and use of OER. The literature on student co-creation suggests several approaches and strategies to create meaningful learning experiences. The concept of co-creation involves bridging the gap between student engagement and partnership, fostering meaningful collaboration between students and teachers (Bovill, 2020), allowing students to play a more active role in learning, jointly building knowledge and resources with their teachers. Another approach is to view student engagement, co-creation, and partnership as interconnected elements, recognising the flexibility in their dynamics (Bovill, 2020).

The cocreation of content and knowledge fosters open education practices that could address local needs, improve pedagogical innovation, and contribute to a more inclusive and accessible educational landscape, because the co-creation of OER involves students in creating, developing, and sharing educational resources instead of being passive recipients of information (Sanusi, 2024). This process of co-creation can include writing or reviewing content, creating multimedia resources, designing assessments, and contributing to discussions (Van den Berg & Du Toit-Brits, 2023). This article presents a case study on the co-creation of OER with students in a Master's programme in distance education at a South African ODL university. It explores the design and open pedagogical approaches adopted, and the lessons learned. The paper concludes with recommendations for practitioners seeking to integrate cocreation into OER development in pedagogically sound, culturally relevant, and socially just ways.

Research Context

Students have valuable insight into their own learning experiences and preferences and, as such, are well placed to inform curricula and learning

design, ensuring that their needs are met. This study is based on the co-creation of OER with the students in the context of a structured master's programme at a South African Open and Distance eLearning (ODL) university. The programme comprises four compulsory modules. The lecturers invited six students to collaborate with them to create an OER using lecture notes and student assignments. The researchers invited students by email to participate in the co-creation process and offered them the opportunity to decide which themes they would like to cover within the broader topics provided. A Microsoft Teams meeting was held to further discuss the project with those who accepted the invitation. The students, as authors, had four weeks to draft their respective OER units. The lecturers took the lead by completing a topic that served as an example for the students. All the drafts went through three rounds of review, i.e., peer review by the co-creators, an external review by an OER expert, and a final review by the lecturers. After the peer review process was completed, the OER was sent for language editing, and finally, the instructional design was completed. This case study implemented an open-pedagogy approach that focused on structured master students who participated in the creation of OER based on their participation in the four open-pedagogy modules.

Mudau, P. K.
JOFDL
10.61468/jofdl.v29i2.703

LITERATURE REVIEW

Open Educational Practices (OEP)

OEP (open educational practices), including open pedagogy, is often understood in terms of the use of OER (open educational resources), but can be conceived in more expansive ways (see Cronin & MacLaren, 2018). Open education practitioners and researchers describe OEP as moving beyond a content-centred approach, shifting the focus from resources to practices, where learners and teachers share the processes of knowledge creation (Deimann & Sloep, 2013; Ehlers, 2011; Lane & McAndrew, 2010). Ehlers (2011) provides a widely used definition of OEP, arising from the OPAL project, the Outdoor Play and Learning (OPAL) Primary Programme, a mentor supported school improvement programme: "Practices that support the (re)use and production of OER through institutional policies, promote innovative pedagogical models, and respect and empower learners as coproducers on their lifelong learning paths" (p. 4). Research studies deal with this broad definition of OEP in various ways. Some focus primarily on the OER aspects of OEP (Armellini & Nie, 2013; Karunanayaka et al., 2015; Schreurs et al., 2014). Other studies explore broader aspects of OEP, such as open pedagogies and learning in open networks (Nascimbeni & Burgos, 2016).

Open Educational Resources (OER)

According to the Open Education Consortium (n.d.), openness is not simply a matter of access but the ability to modify and use materials, information, and networks, enabling education to be personalised for individual users or woven together in new ways for large and diverse audiences. This change in the conception of openness is often described as the difference between 'open' as 'gratis' (free of cost) and 'open' as 'libre' (Winn, 2013). The term 'open educational resources', or OER, was first coined in 2002 and refers to resources that expressly allow reuse through open licensing or release into the public domain (Wiley et al., 2014). Open licensing, typically through a Creative

Commons license, means that resources can be altered, reused, and/or repurposed to suit specific requirements within specific contexts, depending on the license's terms. These usage rights are defined as the 5 Rs of Openness: Retain, Reuse, Revisit, Remix, and Redistribute (Wiley et al., 2014). Thus, while openness in OER is focused on freedom, the degrees of freedom available within a particular licence can vary (Lane & McAndrew, 2010). Multiple studies have shown a low but slowly increasing level of awareness and acceptance of OER among academic staff in higher education (Allen & Seaman, 2016). In general, the focus of OER is on educational content, leading to a fourth interpretation of openness: open educational practices (OEP). However, Elhers (2011) argued that using OERs does not guarantee openness in the practice. By analysing the use of OERs in context, we argue that learning architecture plays a remarkable role in the openness of the practice. Engaging students in open pedagogy requires a deep, critical understanding of OEP processes and outcomes across different learning contexts. Although interest in implementing OEP in higher education has gained momentum, the literature lacks empirically tested models and frameworks to guide its practice (Bozkurt et al., 2019).

Mudau, P. K.
JOFDL
10.61468/jofdl.v29i2.703

Collaboration in the co-creation of OERs

Collaboration in the co-creation of Open Educational Resources (OERs) involves individuals or groups working together to design, develop, and produce educational materials that are openly available and accessible for teaching, learning, and research (Bozkurt et al., 2019). This collaborative approach emphasises the shared efforts of educators, students, subject matter experts, and other stakeholders who contribute their expertise, perspectives, and skills to create high-quality educational resources. Collaboration in policymaking can be understood as an equitable, non-hierarchical process in which every participating stakeholder has a voice and a role, since co-creation also entails co-ownership (UNESCO, 2016).

Construction of new and contributions to the existing body of knowledge OERs

The construction of new contributions to the existing body of knowledge in Open Educational Resources (OER) involves both the creation of fresh educational content and the enhancement or adaptation of existing resources (Wiley et al., 2014). This process adds value to the OER ecosystem and supports the advancement of open education practices. Both the creation of new OER and contributions to the existing body of knowledge play vital roles in advancing open education practices. These processes allow educators, learners, and content creators to collaborate, share knowledge, and collectively improve the quality and accessibility of educational resources, contributing to the growth and sustainability of open educational ecosystems (Bozkurt et al., 2019).

Context and cultural relevance using real-life OER situations

Open Educational Resources (OER) are educational materials that are openly licensed and available to the public for free, thereby significantly impacting education across diverse cultural and contextual settings. The literature suggests that the development of OER often draws inspiration from OER in the northern hemisphere, leading to mismatches and a lack of relevance to real-life situations in the global south. King et al. (2019) argue that the use of Massive Open Online Courses (MOOCs) and OER in the global South has highlighted

problems such as inflexibility and decontextualisation resulting from the wholesale adoption of OER materials. Amiel (2013) conducted a study on the reuse of OER and concluded that localisation is an inherent practice. Whenever OER transitions from one source to another, new users naturally contextualise them. Wolfenden and Adinolfi (2020) reported that this form of cultural recontextualisation involves incorporating the lived experiences and practices of educators, learners, and communities into the textual content and activities in which these resources are deployed. OER initiatives have been used to develop teaching materials that incorporate diverse perspectives, histories, and experiences, helping create a more inclusive educational environment. Real-life situations demonstrate OER's profound cultural and contextual relevance, as they can adapt to diverse educational needs, languages, and cultural contexts, making quality education more accessible to a wider, more diverse population.

Mudau, P. K.
JOFDL
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CONCEPTUAL FRAMEWORK

This study's conceptual framework integrates co-creation, student agency, decolonisation, and open education underpinned by the African philosophical lens of ubuntu. These concepts provide a foundation for understanding how lecturers and students can collaboratively create OER that are pedagogically sound, culturally relevant, and socially just. The framework maps the relationships between these constructs, showing how they collectively shape OER's design, development, and dissemination in open and distance learning contexts (Figure 1).

Co-creation

Co-creation in higher education is understood as a process in which lecturers collaborate as partners to shape learning experiences (Bovill, 2020). This approach shifts the student role from passive consumer to active contributor of knowledge, mainly when learners are engaged in curriculum design, assessment, or content development. In the context of OER, cocreation represents a deliberate pedagogical strategy that enables students to contribute to the design, development, and dissemination of learning outcomes, enhancing relevance and ownership.

Student agency

Student agency is closely linked to cocreation, as students' capacity to act independently, make choices, and influence their learning environment (Bandura, 2001; Biesta & Tedder, 2007). Within the OEP, student agency is activated when students critically engage with content, take responsibility for their contributions, and collaborate with lecturers to shape knowledge artefacts. This is especially important in an open learning environment, where students' diverse voices and lived experiences inform the creation of inclusive learning materials.

Decolonisation

The decolonisation of education involves dismantling colonial power structures and epistemic hierarchies that privilege Eurocentric knowledge systems while marginalising indigenous and local ways of knowing (Le Grange, 2016). In OER development, decolonisation implies diversifying knowledge sources and

rethinking who creates knowledge, for whom, and in whose language or context. Co-creation can be a decolonising practice when students are empowered to integrate their socio-cultural experiences into OER, challenging dominant narratives and ensuring greater epistemic diversity. Open pedagogy, a core dimension of OEP, refers to teaching strategies that leverage openness, whether of content, collaboration, or processes, to promote learner participation and engagement.

Mudau, P. K.
JOFDL
10.61468/jofdl.v29i2.703

Ubuntu as a philosophical lens

Ubuntu, a philosophical tradition rooted in Southern African cultures, emphasises interconnectedness, community, and shared humanity (Letseka, 2000; Venter, 2004). It values kindness, compassion, respect, and cooperation, highlighting the belief that individual well-being is bound to the collective's well-being. In OER co-creation, Ubuntu provides an ethical and relational foundation for collaborative authorship, equitable participation, and the pooling of collective wisdom.

Open pedagogy is the operational approach.

Open pedagogy is a teaching and learning strategies that leverage content, collaboration, and process openness to promote learner participation and empowerment (Van den Berg & Du Toit-Brits, 2023). Open pedagogy fosters equity, inclusion, and shared purpose when guided by Ubuntu. It enables the integration of cocreation, student agency, and decolonisation into the practical design and use of OER, ensuring that educational resources are contextually relevant and that constructs are operationalised through open pedagogy, guiding the OER process as socially just.

Integration of concepts

Ubuntu is the overarching philosophical lens in this framework, informing the values and relationships underpinning co-creation, student agency, and decolonisation. These three constructs are operationalised through open pedagogy, which guides the OER development process. The relationships are illustrated in Figure 1, highlighting how this integration promotes the creation of high-quality, pedagogically sound, culturally grounded, and socially transformative OER.

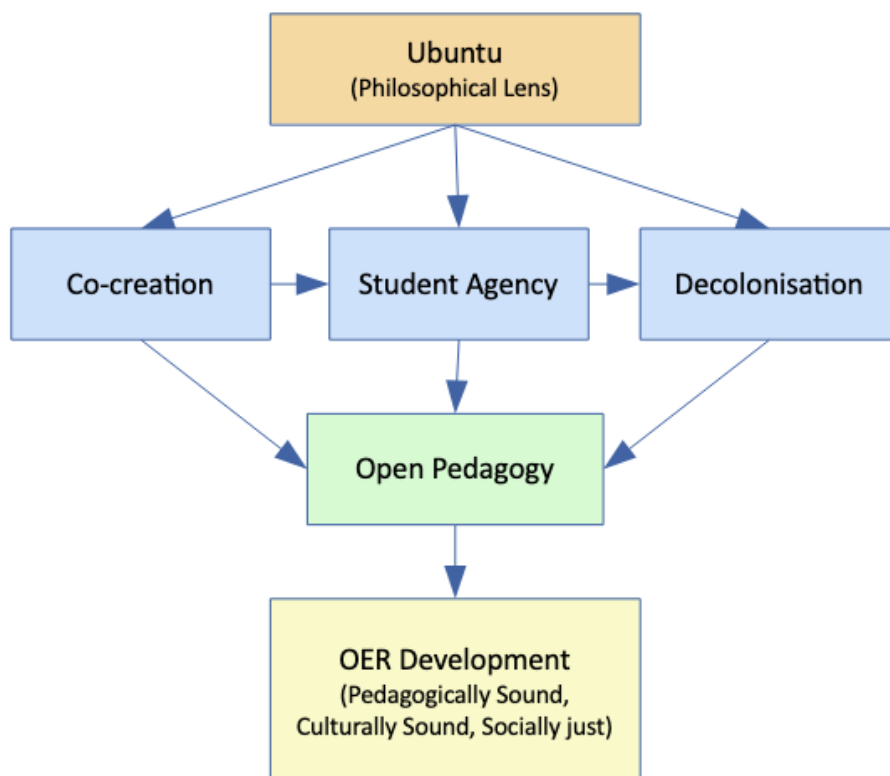


Figure 1: Research diagram

RESEARCH DESIGN AND METHODOLOGY

This study uses a qualitative, exploratory case study design, underpinned by an interpretivist paradigm that assumes reality is socially constructed and best understood through participants' lived experiences (Creswell & Creswell, 2018). The aim was to explore the processes and reflections involved in cocreating Open Educational Practices (OER) between students and academics in the context of the MEd in ODL programme in South Africa.

Research Design

The authors chose a case study methodology for its suitability in capturing the complexity, depth, and contextual richness of a single bounded system (Yin, 2018). This article focused on one developed OER based on their coursework experiences. A case study approach enabled the researcher to document processes and perceptions, allowing for a more nuanced understanding of co-creation dynamics. (Merriam & Tisdell, 2015).

Sampling and Participants

Purposive sampling was utilised to identify participants. Out of the 17 students registered in the programme, six were invited to participate based on their active, direct involvement and contributions to the development of OER. Ultimately, they were directly involved in the co-creation project. The group was balanced in gender and represented a range of professional backgrounds across higher education, TVET colleges, and basic education. Participants

included first- and second-year students, who brought varied levels of experience and reflections (Creswell & Creswell, 2018). This approach can provide valuable information and contribute to the existing literature on the design and planning of co-creation of OER with students as part of a Master's-level study programme, offering guidance to institutions and stakeholders seeking to design and implement such programmes. This small sample aligns with the qualitative norms and is appropriate for the study's exploratory intent. The goal was depth over breadth, aiming to generate rich, thick descriptions of the cocreation process and its pedagogical implications (Merriam & Tisdell, 2015).

Mudau, P. K.
JOFDL
10.61468/jofdl.v29i2.703

Data collection

Data were collected using an open-ended questionnaire administered via Google Forms. The instrument was designed to elicit participants' reflections on their roles in the OER creation process, how they adapted content to context, the collaborative aspects of the experience, and their contributions to knowledge construction (Braun & Clarke, 2006). The participants had two weeks to complete the questionnaire, allowing thoughtful reflection while maintaining consistency.

Data Analysis

The collected data were analysed using thematic analysis, employing a deductive approach guided by our theoretical framework. The researcher followed the six-phase thematic analysis approach proposed by Braun and Clarke (2006), which included several steps, including identifying and analysing patterns, themes, and insights within the collected data. The specific details of each phase, such as familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report, were followed during the analysis process (Creswell & Creswell, 2018). By adopting this deductive method and following the six-phase approach of thematic analysis, the researcher was able to systematically analyse and interpret the data, thereby identifying key themes and patterns related to the research objectives (Creswell & Creswell, 2018).

Trustworthiness of the study

This study ensured trustworthiness through member verification, which involved sharing research findings and interpretations with participants. For member checking, participants were invited to review and validate the accuracy of the collected data from their responses, using quotes that supported transparency and credibility (Creswell & Creswell, 2018). Furthermore, participants were allowed to provide feedback on the researcher's interpretations. For reflexivity, the researcher remained aware of their dual role as a lecturer and investigator, seeking to minimise bias by using participant-led interpretations of the cocreation process. By actively engaging the participants in the verification and interpretation process, the study exemplifies a dedicated commitment to accurately representing their perspectives and experiences. As Lincoln et al. (2018) highlighted, incorporating participants' feedback in qualitative research enhances the study's rigour and trustworthiness.

Ethical Considerations

Ethical approval was granted by the institutional research ethics committee (certificate number: 2022/10/12/1131109/25/AM). Participants provided informed consent and were informed about the study's purpose, procedures, and their right to withdraw at any stage. While responses were not anonymous (as students reflected on identifiable work), participants were assured of confidentiality, and data were used only for research purposes.

Mudau, P. K.
JOFDL
10.61468/jofdl.v29i2.703

Limitations

Firstly, this study was limited to six master's students enrolled in one graduate programme. Although there is no consensus on the number of participants in qualitative research, and suggestions for case studies vary from one case to another (Creswell & Creswell, 2018), this article acknowledges that the findings and conclusions from this study cannot be generalised to other populations or educational settings. Secondly, the responses were part of students' reflections, and some of those involved in the co-creation of OER were not anonymous. If they had to respond anonymously, for example, in an online questionnaire, the responses could have been different. However, this study contributed by sharing the findings from students' responses. This study was exploratory; therefore, considering the value of students' responses can add to student coproduction of OER. More research is needed, specifically, on how OER can be culturally adapted to better suit the needs and preferences of learners in diverse regions of the global South; furthermore, research on exploring opportunities for cross-cultural collaboration in OER development and knowledge sharing is needed. In addition, the question of how educators and institutions in the global South could collaborate with peers from other regions to create and disseminate high-quality OER is raised.

RESEARCH FINDING

The data yielded three key themes: (1) student agency and knowledge construction, (2) cultural and contextual relevance, and (3) collaboration and co-production.

Theme 1: Student Agency and Knowledge Construction

The participants shared how the cocreation process empowered them to take ownership of learning by integrating personal and professional experiences into the design of their OER contributions. The participants emphasised the importance of building and sharing knowledge in Africa. They highlighted its potential to help future ODL students gain valuable knowledge. They also shared their insights on how their contributions to Open Educational Resources (OER) could benefit the field. Participant A stated that his contribution, grounded in personal experiences, would provide a unique perspective and significantly enhance understanding of the topic. The participant said that:

Based on my context, my contribution is unique as I share my experience on the topic (Participant A).

The *autonomy* to select topics and build content based on real-world applications demonstrated high levels of student agency (Biesta & Tedder, 2007). The participants recognised their work as contributing to their learning

and the broader knowledge ecosystem within ODL. This active participation reflects an open pedagogy approach that situates students as producers, not just consumers of knowledge (DeRosa & Jhangiani, 2017). In agreement with the other participants, Participant B extended this viewpoint, emphasising that the OER's coverage of various ODL subjects, from conceptual issues to strategic planning, could benefit not only current ODL master's students but also ODL organisations seeking guidance in strategic planning. The participant also indicated that this OER would assist future students.

It will not just help the ODL student pursuing a master's degree; in my opinion, it can also help ODL organisations understand how to manage their strategic planning. (Participant, B)

Additionally, the information presented in this OER project will be available in various formats, which may make it easier for students to understand the material being taught in their field. Most participants underscored OER's multifaceted nature, suggesting its long-term value for ODL education. He referred to it as a knowledge repository with the potential to adapt to the evolving education landscape. The OER covers a wide range of ODL areas, from conceptual issues to strategic planning. Hence, the contribution is not only for now but also for the future.

I think it brings in the knowledge that matches the educational metaverse (Participant C)

Participant D highlighted the OER's contribution to the existing body of knowledge in ODL, making it a valuable resource for students, lecturers, and researchers.

Anyone studying or researching ODL issues will find the OER useful, as it adds to the existing body of knowledge (Participant D).

This shift from “student as receiver of knowledge to contributor” also resonates with decolonial calls to reimagine who holds epistemic authority in curriculum development (Le Grange, 2016).

Theme 2: Cultural and Contextual Relevance

Participants adapted their OER content to reflect African educational realities, embedding examples, languages, and scenarios that align with local contexts.

Participant E mentioned that their topic selection was influenced by personal interest and understanding, facilitating content creation relevant to their context.

My assignments and portfolio helped me choose the topic I enjoyed and understood, making it easier to write, including the literature that I found relevant (Participant E).

Such localisation challenges the notion of OER as universal and underscores the importance of contextualisation (Wolfenden & Adinolfi, 2020; Amiel, 2013). This decolonial act roots knowledge in place-based realities rather than replicating Eurocentric templates. One of the participants, Participant F, shared how the knowledge gained during their assignments was incorporated into the OER to address organisational strategies to address emerging challenges. This practical insight was acquired during their Master's programme.

Participants acknowledged the importance of drawing from their professional insights in ways that made the OER applicable to both current students and broader educational communities.

Mudau, P. K.
JOFDL
10.61468/jofdl.v29i2.703

The information I used in the content was practical information I learnt while participating in strategic planning at my job (Participant F).

Participant A confirmed using the literature to support theoretical elements and improve their OER section, emphasising the importance of academic rigour.

I had to review the literature to support the elements of the theory that I used to enrich my section (Participant A).

Participants D, E, and F found that their assignments were a guiding structure for content creation, ensuring that their contributions were aligned with the general objectives of the OER.

My assignments were like a map for me and the structure for writing the OER (Participant D).

Most of the material was adapted from my assignments and portfolio. I also researched articles related to my topics (Participant E).

I mainly used my assignments and discussions during my coursework, but added some of my thoughts to the software section I covered (Participant F).

This theme focused on the importance of cultural and contextual relevance in fostering open education practices, particularly in the global South and many global settings. This ability to contextualise knowledge aligns with the institution's emphasis on communal relevance and lived experience as a valid form of knowing (Letseka, 2000).

Theme 3: Collaboration and Co-production

Participants viewed collaboration as both a practical and philosophical necessity. Peer and lecturer interactions provided critical feedback, enhancing the quality of the OER outputs. The participants recognised the value of creating shared knowledge and the impact of collaboration on their work. The participants highlighted the importance of working together and exchanging ideas with peers. The collaboration allowed them to provide advice and feedback, enriching the overall quality of the OER, as participants highlighted.

Collaboration with others, as we worked together, sharing ideas on each other's work, and advising accordingly (Participant E).

I collaborated with my facilitator when developing my unit, which helped my writing ability to be relevant (Participant D).

Including multiple perspectives in the design process reflects open pedagogy and democratic knowledge-making practices (Cronin, 2017). Participants appreciated the non-hierarchical collaboration and facilitators.

My lecturer and I had the opportunity to work together, and she has vast experience in the area of study I chose, which greatly aided me in understanding what needed to be done.... (Participant F)

I worked alone but relied on comments from project coordinators to improve my sections. (Participant B).

Mudau, P. K.
JOFDL
10.61468/jofdl.v29i2.703

However, not all participants experienced the process equally. One participant reported working largely independently, underscoring the importance of structured facilitation to ensure consistency in collaborative co-creation.

CONCLUSION

The study aimed to showcase that co-creating Open Educational Resources (OER) in a postgraduate programme in the Global South is a transformative pedagogical strategy that promotes epistemic justice by recognising students' contributions as valid and valuable. Contextualising relevance, anchoring knowledge in local practice and language, and shared authorship as a principle of both pedagogy and social justice (Wiley et al., 2014). The three Cs, construction, context, and collaboration, offer a framework for implementing open educational practices in participatory, decolonising, and locally meaningful ways. They also align with Ubuntu as a guiding ethic that values collective wisdom and shared responsibility grounded in open pedagogy, student agency, and decolonisation, framed by the ethos of Ubuntu (Letseka, 2000). The research illustrates that education becomes more culturally relevant and democratically constituted when students are engaged as coproducers of knowledge. By shifting students from passive recipients to active contributors, the co-creation process challenges traditional power hierarchies in education and fosters a sense of ownership and accountability. This reconfiguration aligns with decolonial imperatives by broadening the scope of who is considered an authority in knowledge production.

The findings underscore the significance of localising content. Participants actively adapted global OER formats to resonate with African contexts, countering one-size-fits-all approaches and ensuring that educational resources are relevant and accessible. While collaboration and open pedagogy, the reciprocal process of collaboration between students and lecturers, not only enriches the content but also models non-hierarchical, peer-based learning, demonstrating that open educational practices can restructure conventional pedagogical models. This study recommends that educators embrace co-creation to foster an environment that encourages engagement and mutual learning. Higher education institutions should invest in training and supporting infrastructures to nurture these collaborative experiences. Curriculum designers should embed open pedagogy and decolonial principles into curricular design, fostering more inclusive and responsive educational practices that connect local knowledge with global perspectives. This study presents the three Cs of construction for research and future studies. Context and collaboration form a preliminary framework for further exploration. Future research can explore cross-cultural collaborations and the longitudinal outcomes of OER cocreation across diverse educational contexts.

The findings contribute to an emerging understanding of how open, collaborative, and contextually anchored education can catalyse systemic change in higher education, particularly within the Global South. Student agency and epistemic justice have the potential to revolutionise education in the Global South by optimising open education practices that are inclusive, locally relevant, and innovative. Through collaborative efforts among various

stakeholders, including higher education institutions that offer the same programmes, sharing these programmes is essential for successful OER co-creation. With knowledge sharing and a commitment to equitable access, educators and students can collectively address educational challenges and contribute to a more vibrant and dynamic educational ecosystem. Furthermore, building the capacity of educators, content creators, and students in the global South is crucial; this involves training and skill development in the creation, adaptation and use of OER. Finally, encouraging innovative teaching and learning practices that leverage OER can transform open pedagogy and how education is delivered and received.

Mudau, P. K.
JOFDL
10.61468/jofdl.v29i2.703

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