

How open are we? How open should we be?

Degrees of openness

Openness is not like a light switch which is on or off. Rather it is like a dimmer switch, with varying degrees of openness.

(Hilton, J. et al, 2010, p.10)

How open is African Storybook as to USE?

How open is African Storybook as to FORMAT?

How open is African Storybook in terms of DISCOVERABILITY?

How open is African Storybook in terms of COLLABORATION?

Open as to use

4 R's	ASb interpretation	ASb examples
Re-use	Individual/NPO/govt use; commercial use; Print, digital, App	Reading Support Project, VLS in Kenya, iACT, Ntataise etc; Stories 'sold' on Afric Shopping; Local publishers could print & sell (DW example)
Re-distribute	Re-publishing on other platforms	Global Digital Library, World Reader, iMlango, Bloom, Global Storybooks, CSLP READs, Widernet, Kolibri, Vodacom Digital Classrooms, DPLA's Open Bookshelf (possible)
Revise	Translate, Adapt, Edit Create audio/video	Audio: Bloom, Global Storybooks; Anthologies on Amazon; Video: A Better Africa (possible); Trilingual books: Monica Shank in Cheche Community Library; Malawi Early Grade Reading Improvement Activity – Adapt, translate, embed.
Remix	Create storybooks with existing ASb images	See many independently created storybooks. Are there other examples of remixing?

Open as to format

ALMS criteria (Hilton et al, 2010)	African Storybook interpretation
Access to editing tools	Four levels of access: Full admin rights; full editor; editor of one or more languages; rights to edit own work (before ASb approved).
Level of expertise required to revise or remix?	As simple as we could make it to create, translate, adapt and edit.
Meaningfully editable?	Can our images be edited? Our text certainly can. We attempted to create elements that could be recombined to create composite illustrations, but abandoned this.
Source-file access?	GPL licence for code, but not yet packaged into a format that makes the code easily accessible. What about high resolution images?

Open – but what about ACCESSIBLE?

WCAG 2.0 Guidelines <https://www.w3.org/TR/WCAG21/>

1 Perceivable

- 1.1 **Provide text alternatives for any non-text content** so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.
- 1.2 Provide alternatives for time-based media.
- 1.3 Create content that can be presented in different ways (for example simpler layout) without losing information or structure.
- 1.4 Make it easier for users to see and hear content including separating foreground from background.

2 Operable

- 2.1 **Make all functionality available from a keyboard.**
- 2.2 Provide users enough time to read and use content.
- 2.3 Do not design content in a way that is known to cause seizures.
- 2.4 Provide ways to help users navigate, find content, and determine where they are.

3 Understandable

- 3.1 Make text content readable and understandable.
- 3.2 Make Web pages appear and operate in **predictable** ways.
- 3.3 Help users avoid and correct mistakes.

4 Robust

- 4.1 Maximize compatibility with current and future user agents, including assistive technologies.

Open in terms of discoverability

	ASb strategies	<p>‘Most current free licenses have detailed requirements relating to attribution, which often requires the inclusion of the names of all contributors to a collective work, publishers, title, identification of modifications and links to prior works.’ Guibault, L., & Angelopoulos, C., 2011, p.23</p>
Discoverability within the website	<ol style="list-style-type: none"> 1. Google type search for stories and images 2. Story summaries – often with attribution of funder (OMT) or event that produced it (Nigeria workshop) 3. Collections of themed stories (forthcoming) 	
Discoverability on the web generally	<p>Ensuring high Google ranking</p> <p>Ensuring that it is the website people find, not individual storybooks or images</p>	
	Insisting on attribution of source (and URL, with logo), not only contributors	
	Ongoing advocacy	

Open in respect of collaboration

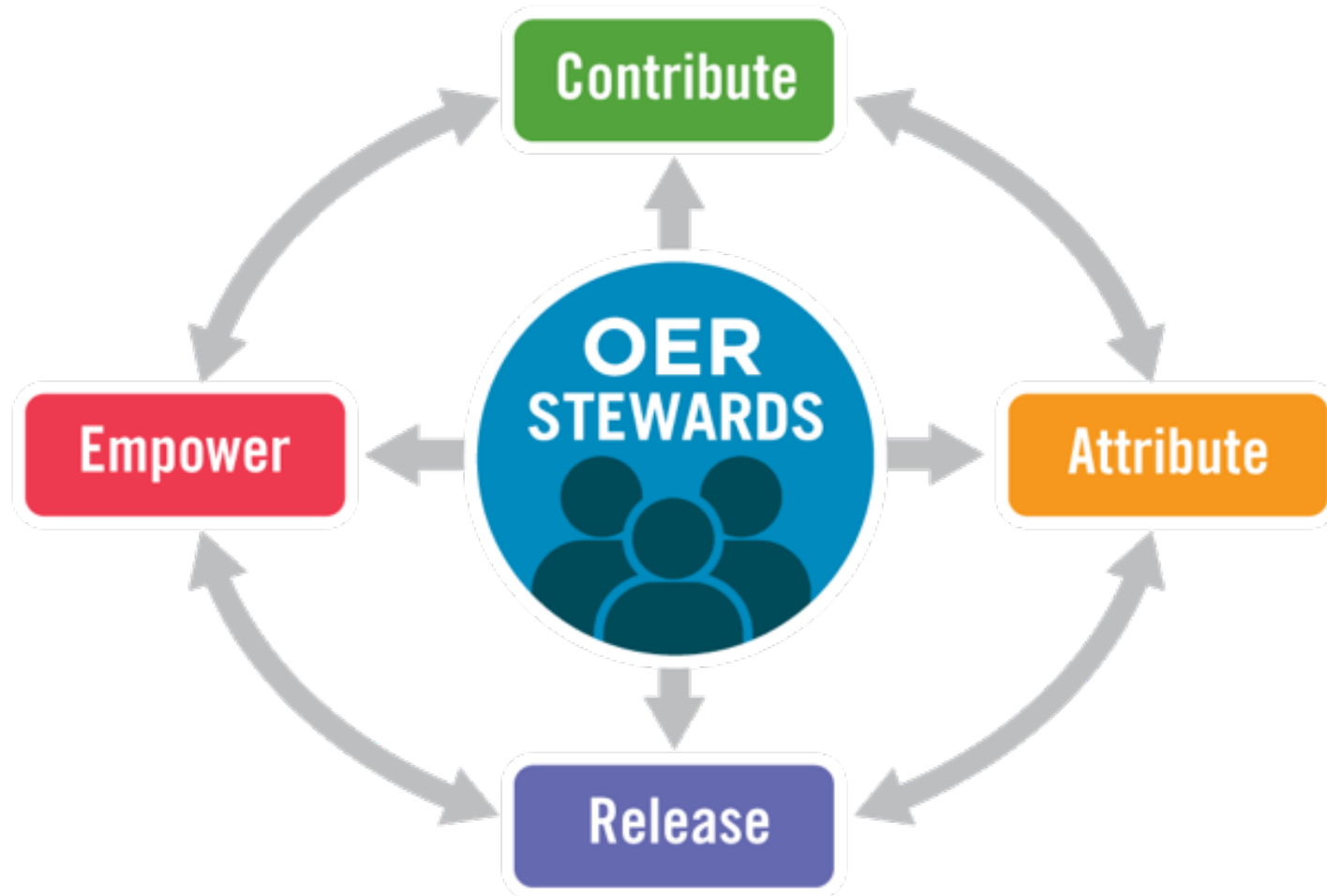
What has collaboration got to do with open?

One notion: commons-based peer production (Benkler)

- Is African Storybook engaged in peer production?
- If so, how do we define peers?
- Is it peer production if our stories are used, but not our software?

The CARE Framework for OER Stewardship

(L Petrides et al, 2018)



Agreements for collaboration?

What do we do when our partners seem to be more interested in competition rather than collaboration?

Excerpt from DRAFT MoU with Global Storybooks

The parties agree to work in a complementary and collaborative manner, and in no way to undermine the work of each other, in order to

- promote language learning and literacy,
- work in the best interests of the people for whom the various sites are intended, and
- leverage the affordances of the digital open licence publishing model.

References

Butcher, N., Hoosen, S., Levey, L., & Moore, D. (2016). *The impact of open licensing on the early reader ecosystem*. NBA and Associates.

Guibault, L., & Angelopoulos, C., (2011). Open Content Licensing: From Theory to Practice. Retrieved May 6, 2018, from <http://press.uchicago.edu/ucp/books/book/distributed/O/bo12378513.html>

Hilton, J., Johnson, A., Stein, J., & Wiley, D. (2010). The Four R's of Openness and ALMS Analysis: Frameworks for Open Educational Resources. *All Faculty Publications*. Retrieved from <https://scholarsarchive.byu.edu/facpub/822>

lpetrides. (n.d.). Retrieved May 7, 2018, from <http://www.iskme.org>

TakeAways from the Global Book Alliance event Pretoria 8th to 10th May

- Track and Trace (see Nigeria Education Initiative Plus) – tech plus community – involved behaviour change
- Scalability Assessment Tool
<https://www.msiworldwide.com/approach/tools/scaling-up-framework-toolkit/>
- There is now a digital classroom assessment tool for EGRA.
<http://www.tangerinecentral.org/class/>. Sound out letters and sounds, 50 words to read aloud, and comprehension questions.
- State of the art app to teach deaf children to read:
<http://www.picsterbooks.co.za/>
- MathsUp (Grade R level) – course design – activity and then theory.
<https://play.google.com/store/apps/details?id=org.thereachtrust.mathsup>