

Building trust in open educational resources for multiliteracies in English and Applied Linguistics

Aletta Mweneni Hautemo# and Sylvia Ithindi
Namibia University of Science and Technology
#Corresponding author: ahautemo@nust.na

(Submitted: 30 September 2024; Accepted: 4 September 2025)

Abstract

The paper examines the issue of trust in adopting open educational resources (OER) to develop multiliteracies in the field of English and Applied Linguistics. The goal is to intentionally integrate best practices in teaching, ultimately transforming educational resources to be more open, inclusive, equitable, and accessible. A mixed-method approach was employed, purposively involving 22 postgraduate English and Applied Linguistics students. Data collection methods included closed-ended questionnaires and open-ended written reflections. Participants wrote reflections that assessed the credibility of OER, contributing to a broader social understanding of their personal experiences with the phenomenon and focusing on the systemic implications that hinder social transformation and trust-building around OER. The data analysis was themed to assess and develop strategies to facilitate a radical paradigm shift in enhancing the trustworthiness of adopting and using OER across diverse learning contexts. The findings reveal that OER provides a wealth of tools that empower students to explore diverse genres, fostering the development of multiliteracies. Integrating OER into multiliteracies can create an engaging and dynamic reading environment, ultimately enhancing students' reading habits. However, users may hesitate to fully embrace OER due to concerns about the quality and reliability of the resources, leading to a lack of confidence. Therefore, trust emerges as a crucial factor of contestation in the collaborative process of OER creation, adaptation, use, and sharing that contributes to knowledge-building processes and practices.

Keywords: English and Applied Linguistics, epistemic justice, multiliteracies, open educational resources, trust

Introduction

The proliferation of open educational resources (OER), defined by UNESCO (2019) as freely accessible, openly licensed materials that permit no-cost adaptation and redistribution, has reshaped access to pedagogical tools in higher education. OER encompass diverse formats, including textbooks, videos, and course modules, which are increasingly integrated into English



This publication is covered by a Creative Commons Attribution 4.0 International license.
For further information please see: <http://creativecommons.org/licenses/by/4.0/>.

and Applied Linguistics curricula to support multiliteracies: competencies enabling learners to critically engage with multimodal texts across cultural, digital, and linguistic contexts (Esperat, 2024; New London Group, 1996; Song, et al., 2021). While OER are lauded for democratising education by removing financial barriers (Hilton, 2020), their role in fostering multiliteracy skills remains contentious. Scepticism persists about the quality, accessibility, and trustworthiness of OER, particularly as many repositories host materials that lack clear licensing, editable formats, or institutional vetting (Otto, 2021; Santos-Hermosa, et al., 2022). For example, while public domain materials inherently qualify as OER due to their absence of copyright restriction, most OER rely on open licenses that permit adaptation while stipulating conditions such as attribution (Blomgren, 2022; UNESCO, 2019). This distinguishes OER from open access materials, which provide free online access to scholarly works but often retain restrictive copyrights prohibiting derivative uses, such as modifying or redistributing content (Miao, et al., 2022). For instance, an OA journal article may be freely readable, but legally restrict adaptation, rendering it incompatible with OER principles (Wiley, et al., 2020). This discrepancy underscores systemic challenges in aligning OER with pedagogical goals, as educators and students may question the reliability of resources that lack standardised metadata, technical adaptability, or transparent licensing (Blomgren, 2022).

In English and Applied Linguistics, OER hold significant potential for advancing multiliteracies, competencies that enable students to critically engage with diverse textual, digital, and cultural formats (Cope & Kalantzis, 2009; New London Group, 1996). Multiliteracies in this context involve comprehending and creating texts across media, genres, and cultural settings, necessitating pedagogical tools that support interaction with multimodal resources (Clinton-Lisell, 2023). OER open licensing removes financial barriers and empowers educators to adapt materials to local linguistic and cultural contexts, promoting inclusivity (Hilton, 2020; Santos-Hermosa, et al., 2022). However, trust in OER remains a critical challenge, as users often question the quality, accessibility, and institutional credibility of resources hosted in repositories lacking standardised metadata, editable formats, or transparent licensing (Blomgren, 2022; Otto, 2021). For example, platforms like the Internet Archive, while providing broad access to 'free' materials, frequently fail to meet OER criteria due to unclear licensing or non-editable file formats (Santos-Hermosa, et al., 2022). Furthermore, while OER theoretically promote inclusivity, their implementation often falters due to fragmented repository infrastructures and uneven institutional support, limiting their potential to advance multiliteracies in linguistically diverse classrooms (Clinton-Lisell, 2023). Addressing these gaps requires a nuanced understanding of how trust in OER is cultivated and how its design can be optimised for pedagogical efficacy.

This study examines the mechanisms for enhancing trust in OER, assesses their efficacy as credible knowledge sources, and leverages evidence-informed strategies to foster multiliteracies in English and Applied Linguistics within local educational contexts. The research seeks to identify actionable pathways for empowering postgraduate students to critically engage with diverse linguistic, digital, and sociocultural resources, ultimately driving equitable, context-specific pedagogical innovation.

The study presented here aims to:

- Analyse factors that shape students' trust in OER as tools for multiliteracies development.
- Evaluate design-based principles for OER to promote cultural relevance and multiliteracies in English and Applied Linguistics.
- Suggest actionable strategies to enhance the perceived trustworthiness of OER within the field of English and Applied Linguistics.

Literature review

This section reviews literature pertaining to the use of OER in the English and Applied Linguistics setting and their impact on learning. It also deliberates on the issue surrounding trust in using OER for specific educational contexts by educators and students of diverse learning needs.

OER in the English and Applied Linguistics field

The fundamental principles of OER are rooted in the belief that access to high-quality education is a human right and that sharing knowledge and educational materials can foster equity, inclusion, and collaboration in the global learning community (Elder, 2019). As such, OER offers significant potential for promoting innovative teaching practices and modifying education by providing cost-effective alternatives to traditional copyrighted materials (Cronin, 2017). Free and open educational materials have recently arisen as a transformative force in studying English and Applied Linguistics, in that they offer remarkable access to high-quality educational materials for teachers and learners worldwide (Hodgkinson-Williams & Arinto, 2017). These materials and resources are licenced under Creative Commons (CC) licences, which empower authors/content creators to grant permission for others to use their work upfront, under specific conditions (Gauthier, 2013). By utilising a CC license, creators enable users to reuse, redistribute, remix, adapt, and build upon their material across various mediums and formats, while ensuring that proper attribution is given to the original creator (Creative Commons, 2013). This innovative approach not only fosters collaboration and creativity but also enhances the accessibility of content for everyone.

OER enables the integration of diverse linguistic resources and cultural perspectives into curriculum design. Educators can access and customise OER from various regions worldwide to immerse students in authentic language use and cultural contexts. This, in turn, fosters intercultural understanding and empathy (De Laat, et al., 2018). In addition, it is important to highlight that educators have the unique opportunity to adapt and personalise OER to precisely align with their students' diverse learning requirements and areas of interest. This level of adaptability enables the creation of tailored learning activities specifically designed to accommodate various learning preferences and proficiency levels. As a result, this approach promotes active engagement and facilitates a deeper level of learning among students (Wiley & Hilton, 2018). In English and Applied Linguistics, OER facilitates access to various linguistic resources, texts, and multimedia that enhance students' multiliteracies (Hilton, 2016). The

affordability and customisability of OER make them well-suited for promoting multiliteracies, which involves the ability to navigate diverse communication modes (New London Group, 1996). Using OER in English and Applied Linguistics supports accessibility and affordability, aligning with the ethical imperative to provide equitable educational opportunities (Hilton, 2016). By using OER, educators can introduce diverse linguistic resources and perspectives, expanding students' multiliteracies skills encompassing traditional, digital, visual, and cultural literacies (New London Group, 1996). Studies have shown that OER can empower educators to customise learning experiences that cater to students' varied linguistic and cultural backgrounds (Ebner & Mignolo, 2018; De Laat, et al., 2018). This diversity allows educators to create learning environments that accommodate multiple languages, catering to students from various linguistic backgrounds.

Enhancing multiliteracies through OER

Multiliteracies refer to the ability to engage with various forms of communication within different social and cultural contexts, including linguistic, visual, digital, and cultural modes (Cope & Kalantzis, 2009). In English and Applied Linguistics, multiliteracies emphasise the importance of understanding and utilising multiple modes of communication and literacy in today's digital and globalised world (Clinton-Lisell, 2021). This approach recognises that language learning and communication extend beyond traditional text-based formats and encompass digital media, visual representations, and cultural nuances.

By engaging with diverse types of texts and media, users develop the ability to analyse, evaluate, and create meaning across multiple modes and formats of communication, thus enhancing their overall literacy skills. Therefore, teachers can effectively promote multiliteracies, engage students through diverse modes of communication, and create a more inclusive and culturally responsive learning environment (Clinton-Lisell, 2021). With multiliteracies, teachers can develop students' language proficiency and critical thinking skills more engagingly and inclusively and expose them to diverse perspectives and modes of communication (Song, et al., 2021). However, the problem is that there are barely enough multimodal devices to accommodate all learners. Some students may face challenges in accessing OER resources due to technical obstacles. Students without reliable internet access or necessary software may struggle to fully employ these resources, potentially creating inequalities in access to educational materials and, as a result, hindering the enhancement of multiliteracies in the field (De Laat, et al., 2018; Song, et al., 2021). OER and multiliteracies advocate for inclusion in education, addressing learners' diverse needs and backgrounds (Song, et al., 2021) by equipping individuals with diverse abilities for effective communication, study, and societal engagement. OER provides multimodal resources aligned with the multiliteracies approach, promoting interaction with various forms of communication (Song, et al., 2021). Therefore, this versatility allows educators to adapt to changing curriculum and industry demands, promoting lifelong learning in a multilingual environment (De Laat, et al., 2018).

Trust issues in the use of OER

Fostering effective learning environments through OER hinges on establishing trust between educators and students due to its open nature (Greenaway, 2018). Trust is crucial for adopting and implementing OER in academic settings, and its establishment involves being transparent in using OER and ensuring accuracy and reliability in content (Wiley & Hilton, 2018). It is important to critically evaluate OER to ensure they are genuinely open and accessible for diverse learners – rather than superficially open but still limited in their usefulness for multilingual education. This means that although OER may be freely available, they may not be designed to meet the specific needs of multilingual students. They may lack the necessary adaptations or cultural considerations to foster intercultural understanding in a multilingual learning environment (Wiley & Green, 2016).

Trust is crucial for promoting collaboration, open communication, and shared responsibility within the learning environment (Zhao & Kuh, 2004). When trust exists, it comes with autonomy. Hence, students are more likely to actively engage with OER, ask questions, and contribute meaningfully to discussions (Vygotsky, 1978). On the other hand, a lack of trust can lead to scepticism and resistance towards OER, limiting their potential to enhance multiliteracies development (ibid.). In addition, educators need to consider ethical issues, such as attribution and proper licensing, to maintain academic integrity and respect intellectual property rights (Weller, 2014). Ethics helps to build a culture of trust among stakeholders (students, educators, and content creators), which is essential for nurturing collaborative research relationships (Rolfe, 2016).

Trust can be established by promoting transparency among educators regarding the selection and adaptation of OER (Greenaway, 2018). Students tend to benefit more when they understand the reasoning behind the choice of resources and can contribute to shaping their learning experiences. Moreover, collaborative approaches, such as involving students in curating and adapting OER, can potentially cultivate a sense of ownership and investment in the learning process (Gutrajés & Bates, 2015). This collaborative spirit not only strengthens trust but also empowers students to actively participate in constructing their knowledge through OER. Therefore, maintaining trust in research relationships requires educators to continuously reflect and develop professionally to develop their teaching efficacy (Guskey, 2021). Educators can benefit from engaging with relevant scholarship on trust-building strategies when using OER, as it provides valuable tools and approaches.

Theoretical framing: Critical theory and epistemic justice

The evaluation delves into the trust aspect concerning incorporating OER to inculcate multiliteracies underpinned by critical theory to ensure emancipation and epistemic justice (Flicker, 2007). Integrating multiliteracies with OER in English and Applied Linguistics is crucial for promoting empowerment, equity, and epistemic justice in language education. It is essential to adopt a critical theory approach to ensure that the use of OER is practical and truly emancipatory. As Paulo Freire (1970) described, critical theory emphasises the importance of dialogical and

problem-posing education that empowers learners to examine their social and political realities. This approach recognises that knowledge is not neutral and that education can be a tool for either maintaining or transforming existing power structures (Khandekar, 2021a). Theory demands interrogating whose knowledge is represented and who benefits (Freire, 1970). The dominance of Global North scholarship in OER repositories risks perpetuating epistemic colonialism (Khandekar, 2021a), eroding trust among marginalised learners. To counter this, the OER quality model's (Mayrberger, et al., 2018) target-group orientation and reusability criteria must prioritise decolonial design, such as through the incorporation of indigenous languages or non-Western case studies (Hodgkinson-Williams & Arinto, 2017). This approach aligns with Flicker's (2007) call for emancipatory education that redistributes knowledge authority.

The OER quality model proposed by Mayrberger, et al. (2018) introduces pedagogical and technical dimensions, with subdimensions like content, instructional design, accessibility, and usability encompassing fifteen quality criteria. This model presents a perfect arena for reflection that can inform institutions, educators, and students' choice of suitable materials that align well with their curriculum and educational, social, and economic contexts. The model is illustrated in Figure 1, which is explained in the subsequent section.

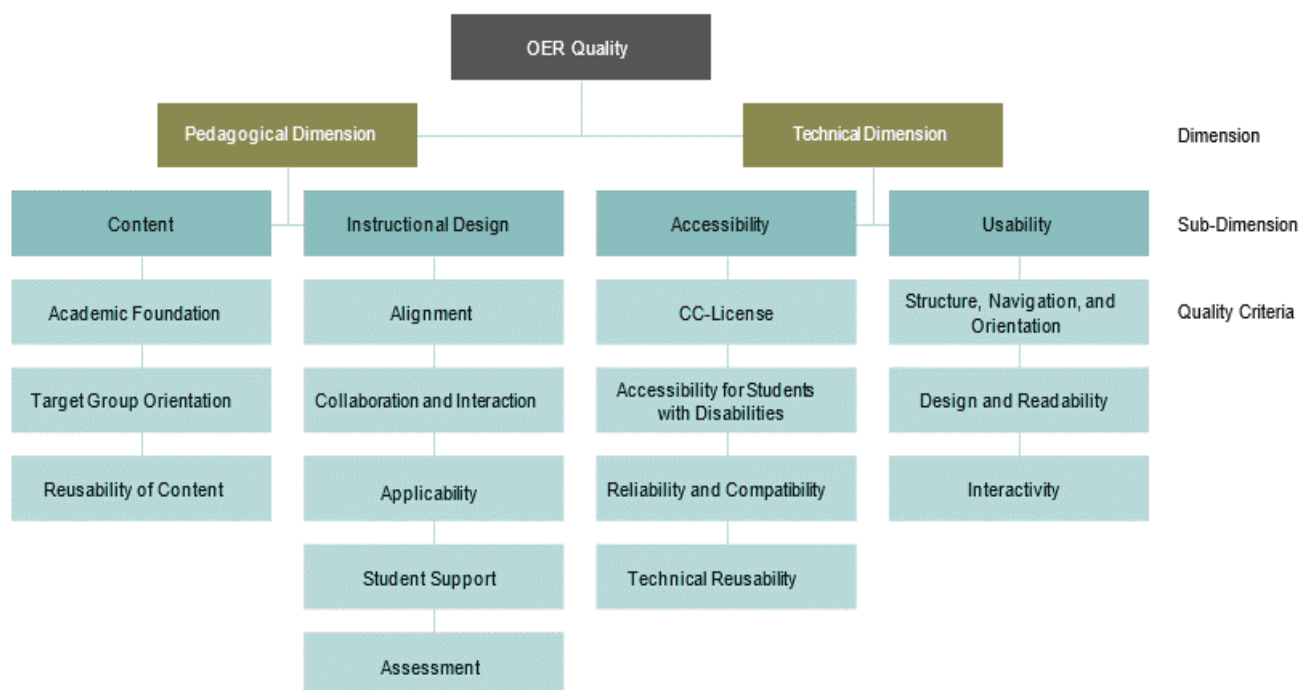


Figure 1: OER quality model proposed by Mayrberger, et al. (2018)

Zawacki-Richter and Mayrberger (2017) shed light on the diverse landscape of OER quality assessment tools, revealing varying levels of complexity and depth of trust-building. Trust-building strategies in OER are intrinsically aligned with principles of accessibility, usability, and instructional design, as outlined in Mayrberger, et al.'s (2018) OER quality model. This alignment ensures that OER meets technical and pedagogical standards, fostering epistemic justice and

multiliteracies through critical, learner-centred approaches (Flicker, 2007; Freire, 1970). Below is an elaboration of how these elements intersect and justify their criteria using literature on multiliteracies and critical theory.

Trust-building and accessibility

Accessibility in OER transcends mere technical compliance; it embodies a commitment to equitable participation. The OER quality model's criteria, such as use of CC licensing, disability access, and technical reusability, ensure that resources are legally, culturally, and functionally accessible to diverse learners. For marginalised communities, trust in OER hinges on their ability to access and adapt materials without systemic barriers (Hodgkinson-Williams & Arinto, 2017). For instance, adherence to Web Content Accessibility Guidelines (Mayrberger, et al., 2018) ensures that learners with disabilities are not excluded, fostering trust in OER's inclusivity. This aligns with critical theory's emphasis on dismantling hegemonies that privilege specific knowledge systems (Cheuoua, 2021). When OER are designed with multilingual metadata and culturally relevant content, they empower learners to engage with materials reflective of their identities, advancing epistemic justice (Khandekar, 2021b).

Trust-building and usability

Usability criteria that include structure, navigation, readability, and interactivity directly influence user trust by ensuring intuitive and engaging experiences. A well-structured OER with clear navigation (Zawacki-Richter & Mayrberger, 2017) reduces cognitive load, allowing learners to focus on critical engagement with multimodal texts (New London Group, 1996). Interactivity, such as embedded quizzes or collaborative annotation tools, fosters active learning, a cornerstone of multiliteracies pedagogy (Cope & Kalantzis, 2009). For example, interactive video annotations in language courses enable students to analyse linguistic nuances, enhancing digital and visual literacies (Clinton-Lisell, 2021). However, profit-driven platforms (Amiel, et al., 2020) often prioritise superficial interactivity over pedagogical depth, undermining trust. Thus, usability must prioritise learner agency, enabling users to co-create knowledge as advocated by Freire's (1970) problem-posing education model.

Trust-building and instructional design elements

Instructional design elements in the OER quality model, alignment with learning outcomes, collaboration, applicability, and assessment are critical for fostering multiliteracies and trust:

- Alignment with learning outcomes: Transparent objectives ensure OER are purposefully designed to develop specific literacies. For instance, a module targeting intercultural literacy might integrate comparative analyses of global media, aligning with outcomes prioritising critical discourse analysis (Song, et al., 2021).
- Collaboration and interaction: Activities requiring peer feedback or group projects mirror Vygotsky's (1978) sociocultural theory, where learning is socially constructed.

Such designs build trust by validating diverse perspectives, which is crucial for multilingual classrooms (Ebner & Mignolo, 2018).

- Applicability to real-world contexts: Tasks that apply linguistic theories to real-world scenarios (e.g., drafting advocacy campaigns) bridge theory and practice, fostering critical literacy and student ownership (Wiley & Hilton, 2018).
- Formative assessment: Competency-based assessments with iterative feedback, such as reflective journals, align with multiliteracies' focus on metacognition and self-regulated learning (Cope & Kalantzis, 2009).

Credibility and trustworthiness in OER

The establishment of trust in OER relies on integrating Little and Green's (2021) tripartite framework of credibility, which includes trustworthiness, expertise, and identification, alongside Olivier's (2020) multiliteracies approach to self-directed learning (SDL). Trustworthiness, as defined by transparent sourcing and institutional rigour (e.g. peer-reviewed materials from reputable universities and/or experts in the field), ensures the reliability of content. At the same time, expertise, demonstrated through creator qualifications and inclusive co-creation with marginalised communities, validates pedagogical authority. Identification, the alignment of resources with learners' cultural and linguistic contexts, fosters resonance and epistemic justice, countering the dominance of Global North perspectives (Cheuoua, 2021; Little & Green, 2021). Olivier (2020) complements this by positioning OER as catalysts for SDL, where scaffolded autonomy (modular pathways), metacognitive prompts (reflective journals), and contextual adaptability (editable multilingual templates) empower learners to navigate digital, linguistic, and cultural literacies independently. However, trust and SDL intersect with critical pedagogy's imperative to interrogate power structures (Freire, 1970) – SDL's success hinges not only on usability and accessibility, but also on equitable access to credible resources, particularly in regions plagued by infrastructural gaps (Lee & Kim, 2015). To operationalise trust, OER design must prioritise transparency in authorship and licensing, collaborative co-creation with marginalised voices, and reflective tasks that align with the metacognitive goals of multiliteracies (Mayrberger, et al., 2018; Olivier, 2020). This synthesis underscores the fact that trust in OER is not merely technical, but also deeply ideological, requiring pedagogies and designs that democratise knowledge while fostering learner agency and critical engagement.

Despite various frameworks, challenges such as faculty scepticism (Bossu, et al., 2014) and inconsistent infrastructure (Lee & Kim, 2015) continue to exist. Building trust requires institutional investments in professional development, including community-driven OER curation, where educators and learners collaboratively design resources (De Laat, et al., 2018). Reflexivity is essential; educators must critically assess whether OER reinforce or challenge existing power structures, ensuring they align with Freirean (1970) principles of liberation 1970.

Conceptual framework

This study is grounded in a conceptual framework that positions OER as transformative tools for advancing multiliteracies in English and Applied Linguistics, guided by principles of equity, access, collaboration, and inclusivity (Hodgkinson-Williams & Arinto, 2017). OER's structural attributes – customisability, diverse resources (e.g. multilingual texts and multimedia), and adaptability (Ebner & Mignolo, 2018; Wiley & Hilton, 2018) – enable pedagogical innovation by aligning with critical (emancipatory and epistemic justice) and multiliteracies theories (Flicker, 2007; Freire, 1970; New London Group, 1996). These theories emphasise that learning occurs through scaffolded collaboration and engagement with multimodal texts (texts that have been represented through different modes of technological tools, such as audio, video, blogs, infographics, etc.), fostering digital, intercultural, and critical literacies (Cope & Kalantzis, 2009; Clinton-Lisell, et al., 2021).

OER's potential is mediated by factors such as trust, transparency in licensing (Weller, 2014), and educator-student co-creation (Blomgren, 2021), while barriers like technical inequities (Song, et al., 2021) and ethical gaps in attribution (Rolfe, 2016) threaten its efficacy. Ethical considerations, including designing for linguistic diversity (Hodgkinson-Williams & Arinto, 2017), are critical to ensuring OER fosters equitable learning environments (Hilton, 2016). Outcomes include enhanced multiliteracies, intercultural competence, and reduced resource disparities, which inform iterative refinements to OER design and implementation through a feedback loop. Figure 2 illustrates the conceptual framework for the study.

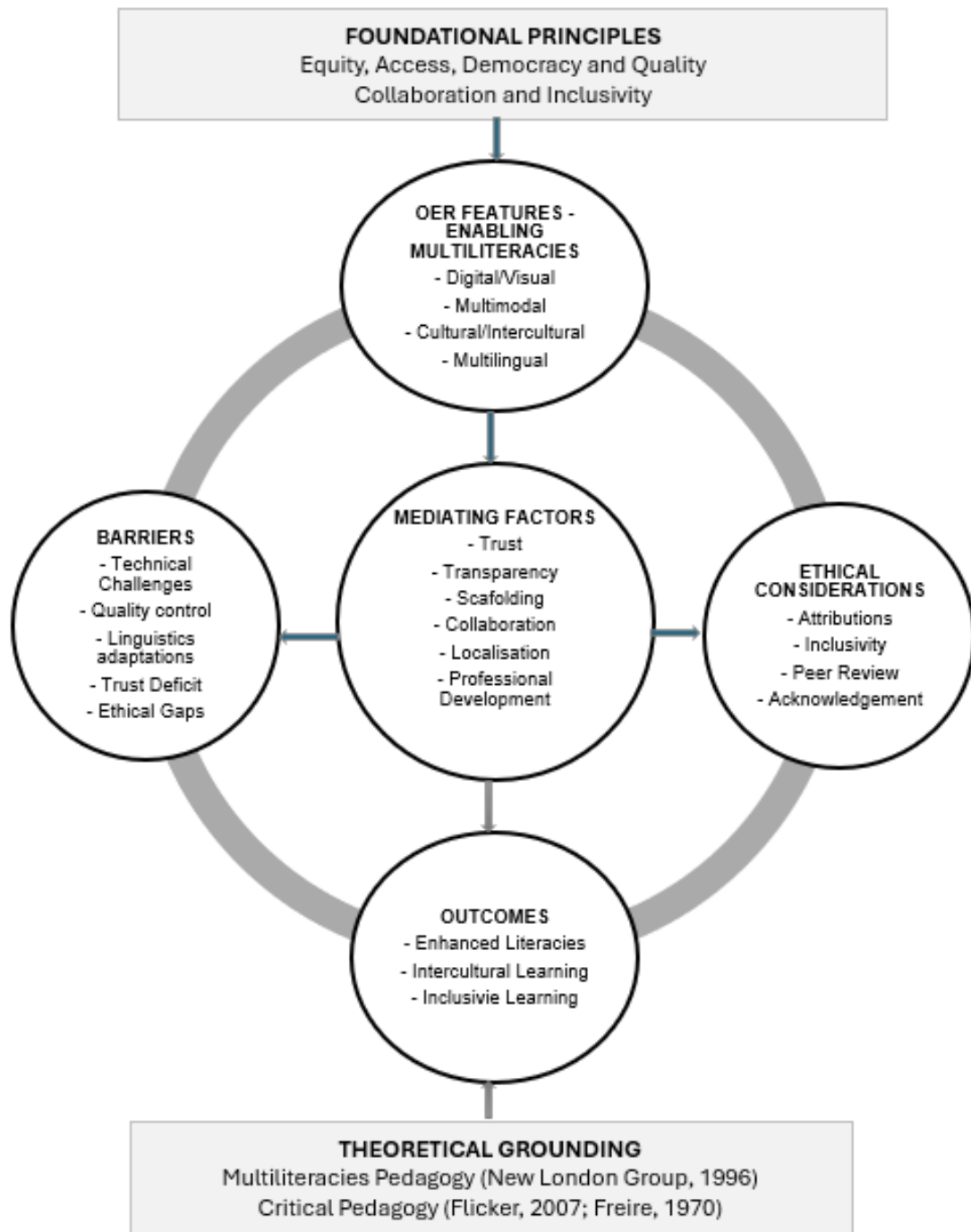


Figure 2: The interplay between OER and multiliteracies

This framework emphasises the dynamic interplay between OER's potential and the contextual factors shaping its effectiveness in fostering inclusive, multiliterate learning environments. The framework integrates critical theory's emphasis on collaborative knowledge-building and multiliteracies pedagogy's focus on critical engagement with diverse communication modes, advocating for ethically grounded, inclusive approaches to OER adoption. This dynamic interplay between OER's affordances, contextual challenges, and ethical imperatives underscores its role in redefining language education in a globalised, digital age.

Research design and methodology

This study employed a mixed-methods approach, utilising a case design to explore the use of OER in enhancing multiliteracies among students in the Master of English and Applied Linguistics programme. Methodological triangulation was used to integrate multiple methods to enhance the credibility and comprehensiveness of findings (Hussein, 2015). The study employed a purposive total sampling approach, enrolling 22 participants to achieve broad demographic inclusivity and representational depth. These students exhibited heterogeneous academic and cultural profiles, with varying prior engagements with OER. Prior to the investigation, all participants received structured instruction on OER fundamentals, CC licensing frameworks, and major OER repositories as a curricular component of their digital literacy training. This preparatory phase ensured baseline familiarity with OER ecosystems before their evaluative task. Participants were subsequently tasked with critically analysing five digital platforms: two general educational repositories and three specialised OER repositories. Platform selection criteria prioritised relevance to English and Applied Linguistics, with participants gravitating toward these resources due to their discipline-specific utility. The evaluation framework required participants to assess platform trustworthiness through a multidimensional lens, operationalising quality metrics derived from Mayrberger, et al.'s (2018) OER quality model. This process involved systematic reflection on content credibility, pedagogical alignment, and technical reliability to determine suitability for academic application within their field.

Data collection involved questionnaires administered via Google Forms, which featured a Likert scale to assess different aspects of competencies portrayed in the repository. This approach enhances data collection efficiency and broadens participant reach, yielding higher response rates compared to traditional methods (Glover & Bush, 2005). The questionnaire included open-ended questions designed to assess the effectiveness of OER in promoting multiliteracies and ensuring trust within the repository. The triangulation design facilitated a comprehensive understanding by integrating quantitative and qualitative findings (Hussein, 2015).

Data analysis involved statistical techniques for the quantitative data and thematic analysis for the qualitative responses, ensuring a comprehensive exploration of the research questions. The data collected was corroborated to form rich descriptions that fitted the coded themes to assist in examining the evidence to build a coherent justification for themes and to avoid biased information. The data was analysed thematically using codes, themes, and sub-themes, drawing from the narrative testimonials and reflections to break down the data into constituent parts. The Department Research Ethics Committee for the Department of Communication and Languages at the Namibia University of Science and Technology granted permission to conduct the study. Confidentiality in concealing the participants' details using pseudonyms was ensured, and assurance of confidentiality and rights to withdraw from the study were explained to the participants.

Findings

Overall rating of the online platforms on different aspects of integrating multiliteracies

The findings presented in this section summarise the most common features of the five repositories identified and their appropriateness for use in promoting multiliteracies.

The presence of sufficient multimodal tools to enhance reading

Participants were asked to evaluate the presence of sufficient multimodal tools to enhance reading on the five repositories identified. Although the majority of the participants were never trained in using OER, they attested that they found materials to use in their classroom. Figure 3 displays the results.

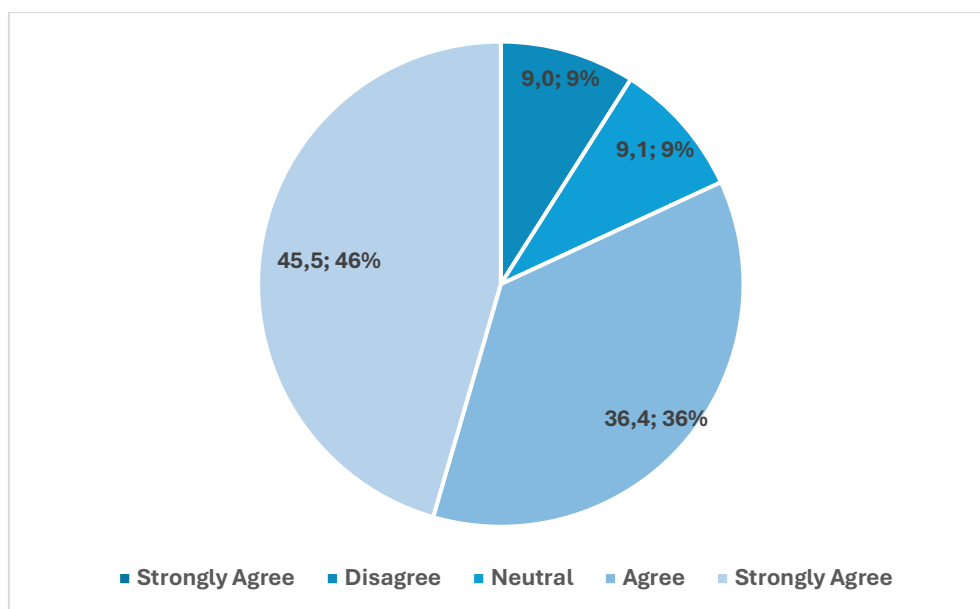


Figure 3: Presence of sufficient multimodal tools to enhance reading

Despite minimal prior training in OER use, participants reported adequate access to multimodal tools such as videos and interactive texts. This perceived sufficiency likely reflects the platforms' intuitive usability (Mayrberger, et al., 2018). However, untrained users may equate basic multimedia features like static images with pedagogical adequacy, overlooking advanced tools such as simulations. This aligns with Olivier's (2020) emphasis on learner agency in SDL, where accessibility fosters autonomy but risks complacency. This suggests that to advance multiliteracies, platforms must balance usability with richer interactivity, encouraging deeper engagement beyond surface-level interaction.

Enhancement of cultural diversity

Enhancement of cultural diversity is critical for developing multiliteracy skills in English and Applied Linguistics. Therefore, the participants were asked to ascertain if the repositories recognised the integration of multimodal tools for enhancing cultural diversity. The results are displayed in Figure 4.

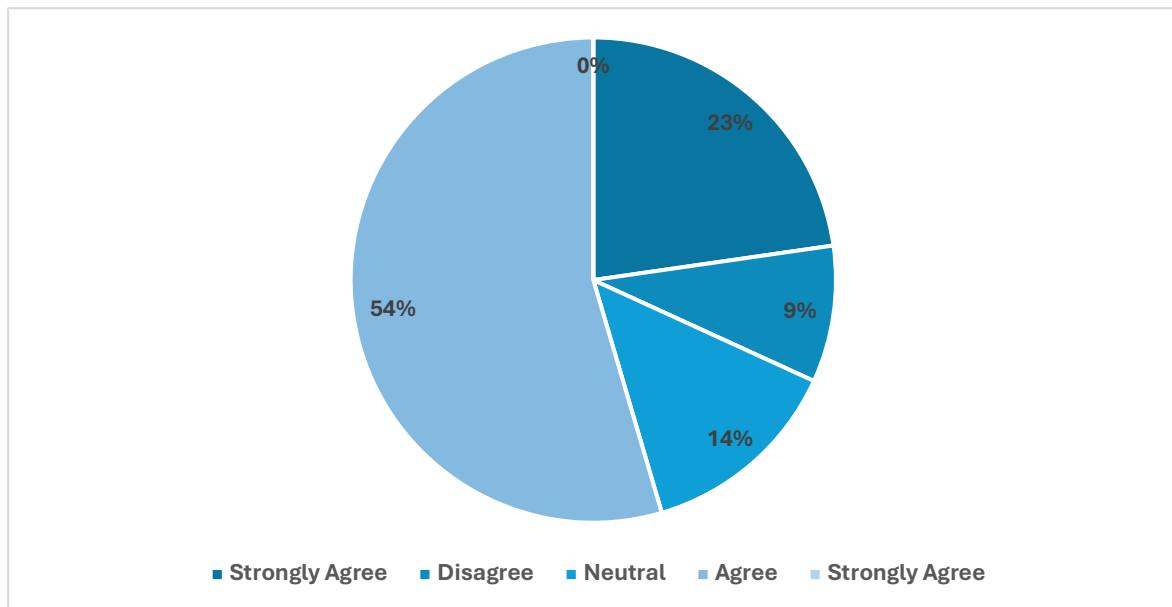


Figure 4: Enhancement of cultural diversity

Responses to cultural diversity integration were mixed, suggesting platforms may rely on tokenistic inclusions, such as isolated cultural references, rather than meaningful representation. Critical theory (Freire, 1970) demands a decolonial design that centres on marginalised voices, yet the lack of identification (Little & Green, 2021) with non-Western perspectives undermines trust among marginalised users. Co-creating resources with Global South educators could ensure authentic cultural representation and advance epistemic justice (Cheuoua, 2021), transforming OER into empowerment tools rather than perpetuating hegemonic narratives.

Recognition of multimodal tools for linguistic diversity

The participants were required to ascertain if multimodal tools for linguistic diversity (localisation, translation, and multilingualism) were recognised. The results are displayed in Figure 5.

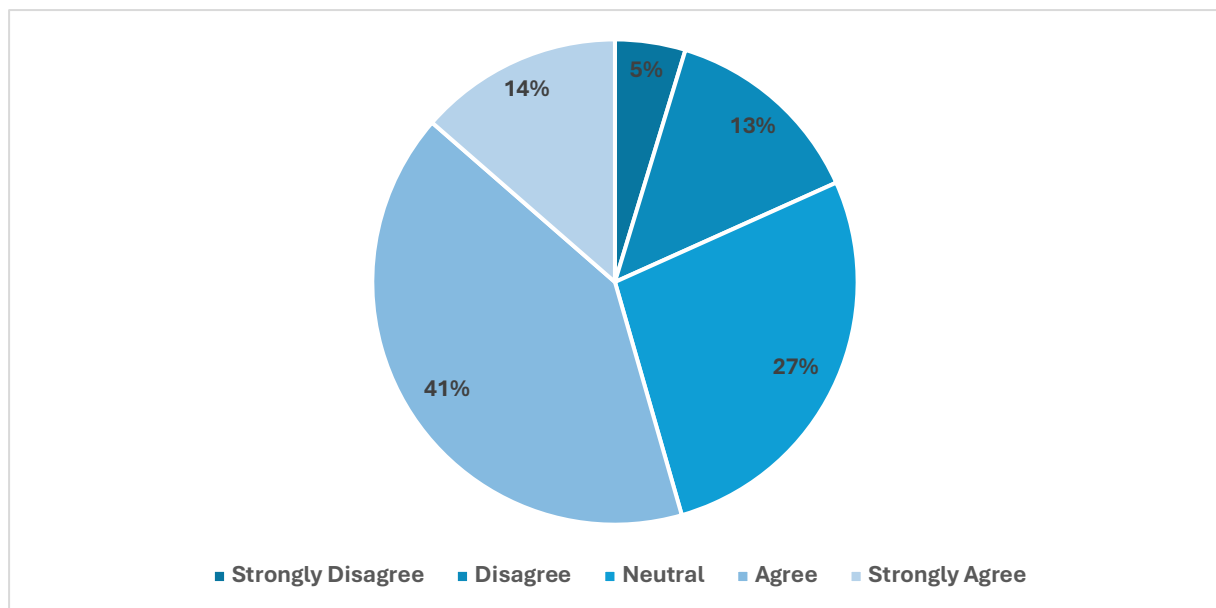


Figure 5: Recognition of multimodal tools for linguistic diversity

Recognition of localisation and translation tools varied, highlighting a dominance of English-centric resources that marginalise multilingual learners. This contradicts Mayrberger, et al.'s (2018) target-group orientation principle, which prioritises adaptability to learner contexts. Olivier's (2020) SDL framework underscores the need for resources that support self-directed learning in native languages. The findings suggest that integrating AI-driven translation and multilingual metadata tagging could address linguistic inequities, ensuring OER cater to diverse linguistic backgrounds.

Enhancement of reading the 'word' to reading 'multimodal texts'

Reading is an important component for developing literacy in students. However, in online platforms there could be some omission of that critical element. Therefore, the participants were asked to verify if there is a shift of focus from reading the 'word' to reading 'multimodal texts' on the five repositories. The results are displayed in Figure 6.

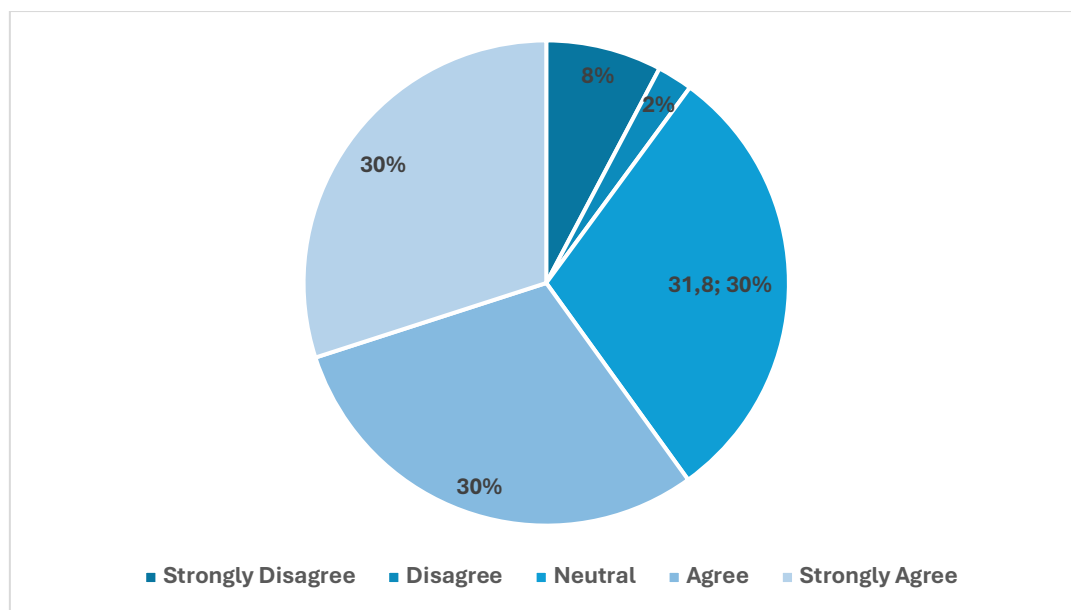


Figure 6: Enhancement of reading the 'word' to reading 'multimodal texts'

A moderate shift toward multimodal content was observed, though text-heavy formats persist, reflecting institutional inertia rather than pedagogical innovation. While the New London Group (1996) advocates for multimodal literacy, platforms may prioritise familiarity over transformative design. This suggests educators should leverage multimedia for critical analysis to bridge this gap, fostering engagement with diverse communication modes.

Enhancement of critical thinking and critical engagement

The participants were asked to comment on whether the online repository enhances critical thinking and engagement. The findings are displayed in Figure 7.

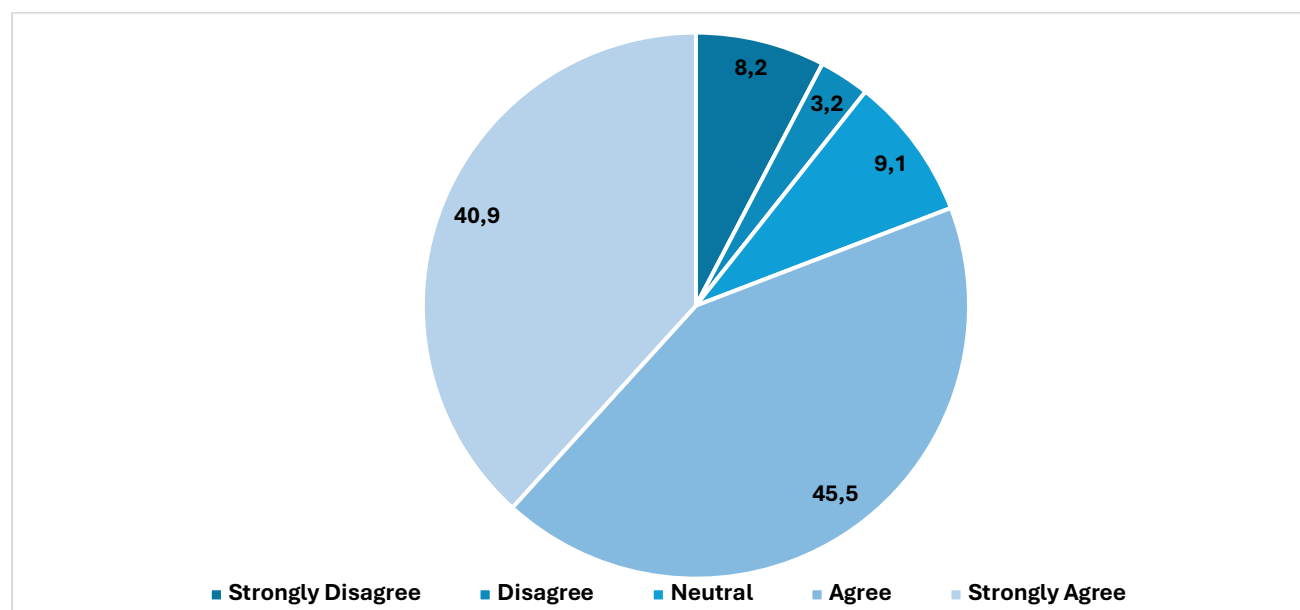


Figure 7: Enhancement of critical thinking and critical engagement

Critical thinking promotion was limited in the platform, as most of the content was fully developed without practical engagement. This suggests that resources emphasise content delivery over problem-posing activities (Freire, 1970). Without tasks that challenge dominant narratives, such as analysing colonial biases in literature, OER risk replicating passive learning. The findings suggest that embedding reflective prompts and discussion forums could foster critical multiliteracies, empowering learners to interrogate power structures and engage in socially conscious inquiry.

Encouragement of creativity and innovation for further multimodalities

The participants also had time to reflect on the multimodal tools (audio, video, infographics, simulations, creative design platforms, etc.) that encourage creativity and innovation for further multimodalities, such as going beyond what is on the platform and exploring the use of other OER through hyperlinks, etc. Figure 8 displays the findings.

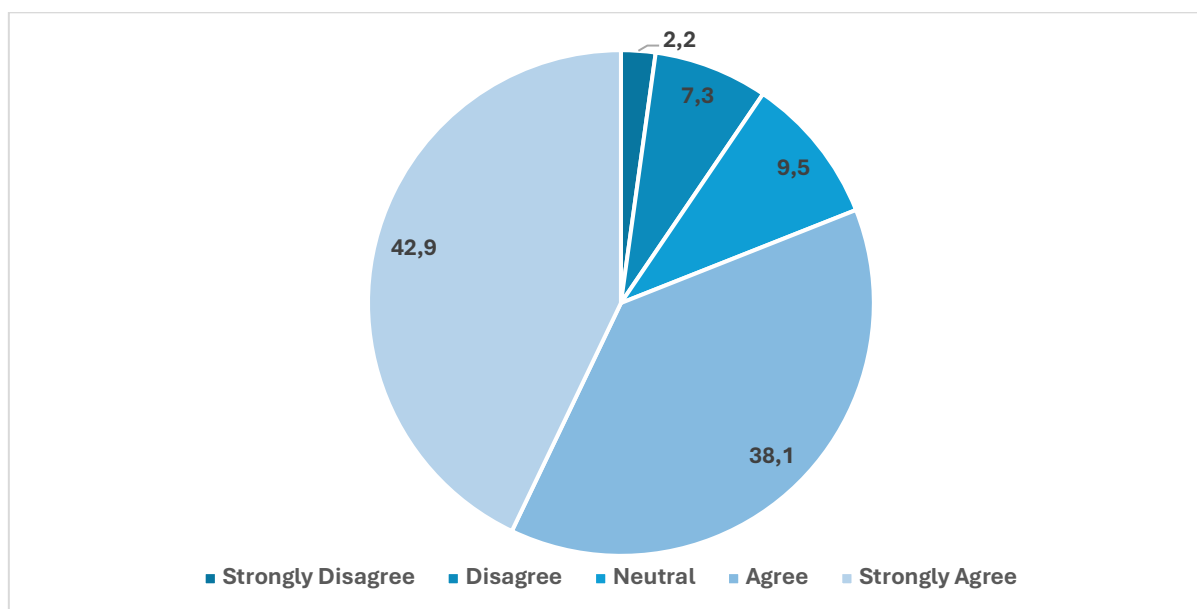


Figure 8: Encouragement of creativity and innovation for further multimodalities

Low encouragement for creative exploration indicates static, closed-system designs that stifle remixing and adaptation (Wiley & Hilton, 2018). SDL thrives on hyperlinked, open-ended tasks (Olivier, 2020), yet such hyperlinked features are observed to be absent in certain platforms. The results indicate that integrating annotation tools and crowdsourced content hubs could inspire innovation, enabling students to repurpose resources for local contexts and drive participatory knowledge creation.

OER/multimodal tools encouraging working in a community of practice

The findings in Figure 9 illustrate the availability of multimodal tools for enhancing community of practice among participants.

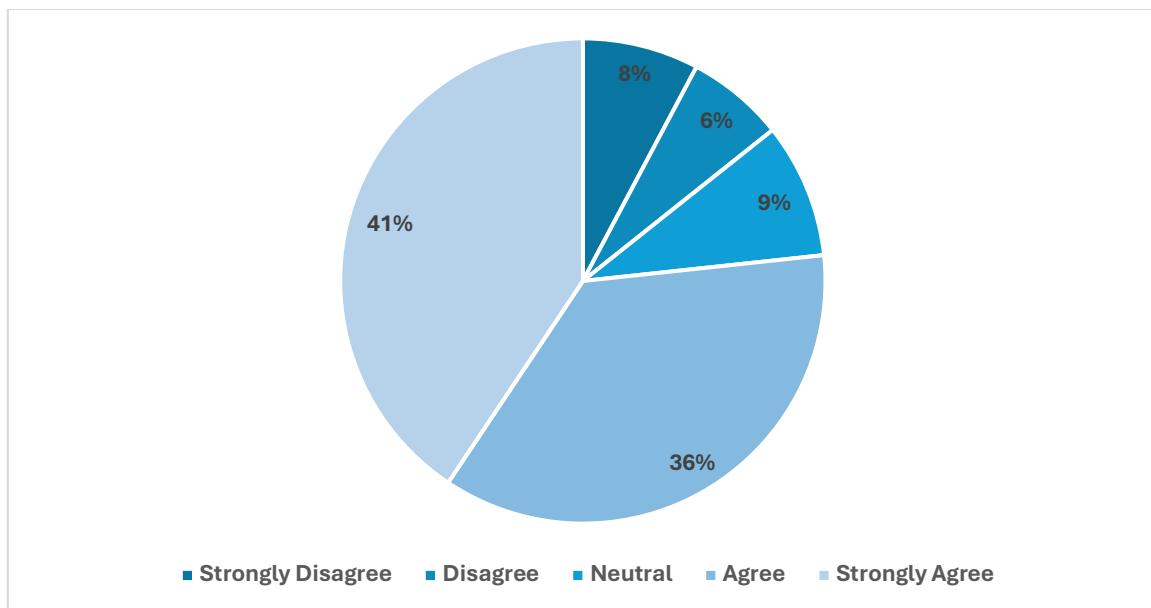


Figure 9: OER/multimodal tools encouraging working in a community of practice

The absence of co-creation tools, such as shared annotation platforms, limits trust-building through collective inquiry (Little & Green, 2021). This suggests introducing peer review workflows and collaborative projects that could foster social learning, aligning OER use with community-driven pedagogies.

Quality and trustworthiness

Participants were also asked to evaluate the online platforms in terms of quality to see if the multimodal tools and all the OER included were deemed trustworthy for enhancing multiliteracies in English and Applied Linguistics. The results are displayed in the Figure 10.

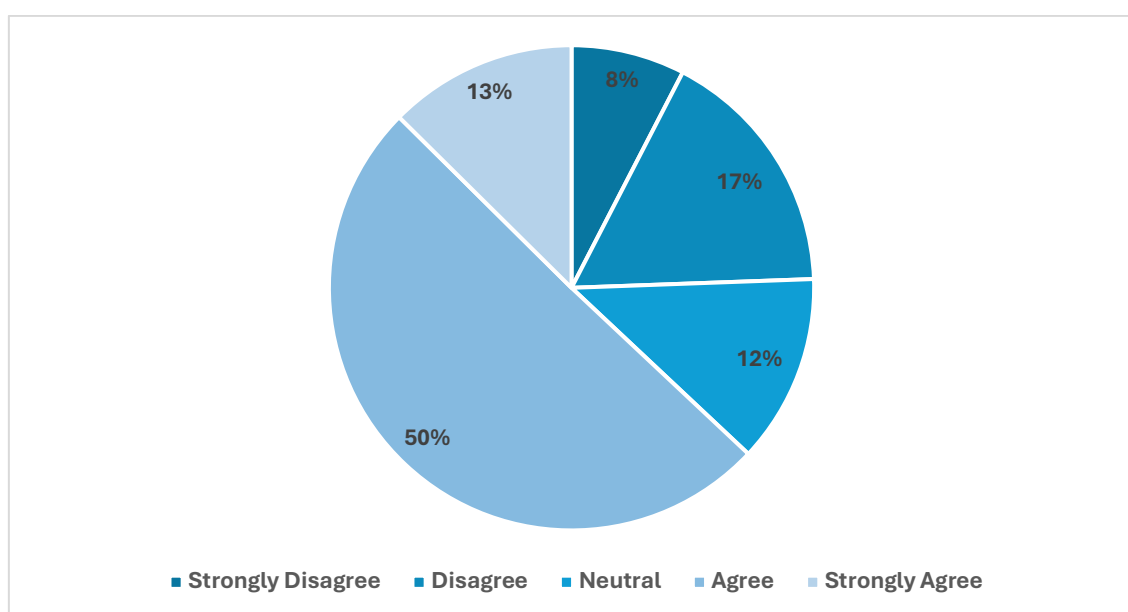


Figure 10: Quality and trustworthiness

Concerns about credibility stem from opaque sourcing, such as anonymous authorship, which erodes trustworthiness (Little & Green, 2021). Platforms lacking peer review or institutional vetting fail to meet Mayrberger, et al.'s (2018) academic foundation criteria. The results suggest that transparent disclosure of authorship, licensing, and peer-review status is essential to build trust and ensure that resources are perceived as credible and reliable.

Written reflection on the specific online repository

This section provides a summary of participants' written reflections on specific online platforms concerning the presence of content that enhances the building of trust in OER for enhancing multiliteracies in English and Applied Linguistics.

Trust and quality standards in online repositories hosting OER

H5P

H5P fosters trust in OER by prioritising user-driven customisation and accessibility, enabling educators to design interactive, multimodal content tailored to diverse learning needs. Participants lauded its versatility, with one educator noting:

H5P is a versatile OER platform that allows me to create engaging and interactive content ... accessible to teachers and students, allowing for easy creation and sharing of materials.

The platform's emphasis on inclusivity through features such as subtitles, alt-text, and responsive design aligns with the principles of equitable pedagogy, as highlighted by a participant:

H5P's accessibility features improve readability for a wider audience, including students with impairments.

Participants found it to offer interactive materials that:

[Enhance] learning by engaging students of all ages and providing accessibility features, making it suitable for students with diverse abilities. As a teacher, it aids me in creating inclusive resources that cater to their students' specific needs.

H5P nurtures a communal spirit among educators, facilitating content sharing and cultivating a rich repository of resources tailored to the varied needs of English and Applied Linguistics learners. One participant highlighted four areas pertinent to the platform's clarity and accuracy:

Clarity: H5P provides various content formats for visually appealing, well-structured, and understandable content, while its interactive aspect breaks down complex topics into smaller chunks, enhancing learners' comprehension of the intended message. **Comprehensibility:** H5P tools utilise multimedia and interactive features to enhance learners' content comprehension, catering to various learning preferences and enhancing their subject matter knowledge. **Readability:** H5P allows content creators to develop materials with clear layouts and formatting, improving the overall readability of the content. Furthermore, H5P's **accessibility** features, such as subtitles and alternate text descriptions, improve the content's readability and accessibility to a wider audience, including students with impairments.

However, trust in H5P hinges on creator expertise, as content quality varies depending on individual skill levels. A participant cautioned:

The content quality of H5P-generated material depends on the authors' competence ... Privacy and data security are crucial.

To address this, educators recommended community-driven quality assurance, such as peer review frameworks and training programmes (e.g. seminars and tutorials), to standardise resource reliability. By fostering a collaborative ethos where educators share and refine materials, H5P strengthens trust through collective accountability. One participant affirmed that:

OER like H5P enhance multiliteracies by fostering collaboration and preparing learners for the digital era.'

One participant further reflected that:

The adaptability and modularity of H5P resources are key strengths of the platform. H5P is a flexible and modular content management system that enables us as English teachers to customise materials, including layout, colours, and fonts, to meet unique design requirements and accessibility of our subject and learners. It also allows for developing content in multiple languages, making it adaptable to various linguistic situations and global audiences.

This adaptability and community oversight balance positions H5P as a dynamic tool for advancing critical engagement and digital literacy in English and Applied Linguistics.

Internet Archive

Internet Archive cultivates trust by serving as a global cultural and linguistic heritage repository, offering unparalleled access to historical texts, multilingual resources, and multimedia artefacts. Participants emphasised its role in promoting intercultural competence, with one noting:

Internet Archive provides resources in multiple languages and cultural contexts, encouraging learners to appreciate diversity.

Its Open Library and Wayback Machine features enable educators to explore language evolution and sociolinguistic practices, fostering critical multiliteracies. A participant reflected:

Students gain insights into diverse cultures and language usage across contexts through their historical lens.

The participants then reflected on the clarity provided by the platform:

*In terms of clarity, the platform provides a user-friendly interface that allows for easy navigation and searching of its extensive collection of materials; the website is well-organised. **Comprehensibility:** the archive preserves and provides access to a wide range of digital content, and reliability can vary depending on the specific content. Most of the material found is trustworthy and reliable.*

However, trust is challenged by copyright ambiguities and occasional inaccuracies in digitised texts. The platform's disclaimer that '[u]sers must ensure compliance with copyright laws ... the Internet Archive does not guarantee copyright status', shifts legal accountability to users, potentially undermining confidence. Participants also highlighted the need for critical evaluation skills, as errors in digital texts may compromise accuracy. One participant cautioned that:

Because there is so much content on the Internet Archive, students must learn to think critically to assess sources' reliability and validity. Because not all resources are trustworthy or authoritative, students need to evaluate the calibre and applicability of the information they come across.

Recommendations included cross-referencing archival materials with peer-reviewed sources and integrating collaborative peer review exercises into pedagogy. Despite these challenges, the platform's commitment to democratising knowledge by providing 'free access to invaluable resources for cultural heritage preservation', solidifies its role as a trusted resource for fostering linguistic diversity and historical literacy.

*Trust and quality standard in fully fledged OER platforms*MERLOT

The Multimedia Educational Resource for Learning and Online Teaching (MERLOT) platform fosters trust in OER by integrating peer-reviewed content and community-driven collaboration, ensuring resources meet academic standards while promoting adaptability. Participants highlighted its value in advancing multiliteracies through multimedia tools like simulations and videos, encouraging critical analysis and digital literacy. One participant noted:

The MERLOT material is generally credible and useful, but may have factual, grammatical, or typographical errors.

This underscores the platform's reliance on contributor expertise and the need for educator vigilance. MERLOT features peer-reviewed content, which ensures that the resources available meet high standards of quality and reliability.

MERLOT OER operates as a platform for sharing educational resources, but it does not automatically grant permission to adapt and reuse materials as you wish. Instead, individual contributors retain the copyright to their materials. This means that you would need to check the specific licensing or permissions granted by each contributor for their resources. Some contributors may use open licenses like Creative Commons that allow for more flexible use, while others may have more restrictive terms. Always check the licensing information provided with each resource on MERLOT or contact the contributor for clarification on permissions.

The platform's open licensing framework allows customisation of materials to diverse linguistic and cultural contexts, though participants cautioned about copyright complexities, as contributors retain control over permissions.

One user remarked that MERLOT promotes inclusive and fair access to education, emphasising its role in fostering cross-cultural understanding. MERLOT leverages peer review systems and community forums where educators share best practices to enhance trust. However, variability in content quality necessitates robust vetting processes. One participant reflected that:

The quality, error-free nature, and unbiasedness of MERLOT OER content are determined by various factors, including the specific material, its creators, and the verification systems in place. The MERLOT material is generally credible and useful, but may have factual, grammatical, or typographical errors. As with any resource generated by individuals, there is always the possibility of oversight or mistakes slipping through, whether in terms of factual correctness, grammar, or typographical problems.

By balancing collaborative innovation with structured quality assurance, MERLOT empowers educators to design tailored, context-sensitive resources that align with multiliteracies' demands for critical engagement and inclusivity.

Khan Academy

Khan Academy builds trust through its non-profit mission and pedagogically rigorous design, offering high-quality, standardised resources across disciplines. Its multimodal approach, integrating videos, interactive exercises, and multilingual support, enhances accessibility and caters to diverse learning preferences. A participant observed that:

Khan Academy offers resources on grammar, writing, and communication skills, which can help marketers craft compelling messages.

This reflects its applicability beyond core subjects. Features like text-to-speech functionality and adaptive feedback mechanisms align with principles of inclusive pedagogy, fostering self-directed learning. Students' multimodal literacy is enhanced as they gain proficiency in interpreting and producing diverse texts by engaging with these many learning modalities. As one participant observed:

Khan Academy offers content in multiple languages, making educational materials accessible to learners from diverse linguistic backgrounds. By providing resources in languages other than English, Khan Academy promotes inclusivity and ensures that learners worldwide can benefit from its platform. This is good for English-speaking countries such as Namibia.

However, participants noted potential biases in non-core areas like marketing, urging users to critically evaluate the credibility of marketing-related materials. One participant emphasised that the platform's structured content and real-time feedback loops ensure reliability, stating that:

Khan Academy maintains a commendable level of multimodal production quality ... intuitive user interfaces and immediate feedback mechanisms enhance the learning experience.

By prioritising universal access and pedagogical consistency, Khan Academy exemplifies how structured OER can advance multiliteracies while maintaining trust through transparency and nonprofit accountability.

OER Africa

OER Africa ensures trust by centring cultural specificity and contextual adaptability, offering resources co-created by African educators for African learners. Its CC licensing enables free modification, allowing educators to localise content. A participant highlighted its relevance, stating that:

Materials are culturally responsive to the African context ... designed to be sensitive to African learners' cultural, linguistic, and socio-economic contexts.

The platform's multilingual support and diverse formats (PDF, audio, video) enhance accessibility, though reliance on English remains a barrier. Underscoring its role in democratising education, a user noted that:

The platform provides free and legal access to high-quality educational resources ... an alternative to expensive books.

Challenges like outdated materials and inconsistent audio quality highlight gaps in sustainability, necessitating community-driven updates. A participant reflected that:

The availability of reading activities includes pre-and post-reading activities, which we (as teachers) typically forget to do in the classroom when assessing reading and listening skills. Some audio and video materials have excellent sound quality, while some have lower sound quality because of the basic equipment used. Lastly, the platform hosts content from multiple sources. It may contain broken links or outdated formats.

Despite these issues, OER Africa's emphasis on decolonial pedagogy, prioritising African voices and epistemologies, strengthens trust among educators. Despite its commendable initiatives, OER Africa faces challenges, including the limited availability of materials in various languages, which disadvantages many users. As one participant stated:

Most of the Content on OER Africa is available in English, if not all, which may be a barrier for non-native speakers and those with limited English proficiency. However, although the content on the OER Africa platform is clear and readable, factors such as language proficiency and prior knowledge of what the person is looking for can influence the user's ability to understand the content provided. The OER Africa platforms offer these materials in various formats, such as audio recordings and videos, and thus help with comprehensibility by accommodating users who learn and understand things through visual and auditory forms.

One participant affirmed:

Educators can modify materials to reflect students' diverse experiences, illustrating how adaptability fosters inclusivity.

By bridging cultural relevance with open access, OER Africa empowers educators to advance multiliteracies through contextually grounded, equitable resources.

Challenges in building trust and enhancing quality resources

Both H5P and Internet Archive exemplify how OER platforms can build trust through accessibility and cultural relevance, while addressing quality through community and critical engagement. The evaluation indicates that H5P thrives on collaborative innovation, empowering educators to create adaptable resources that prioritise learner agency (Olivier, 2020). However, its reliance on user-generated content introduces challenges in quality standardisation, as variability in creator expertise risks inconsistent pedagogical value. One participant emphasised that:

H5P's accessibility features ensure inclusivity, but quality depends on the author's competence.

This underscores the need for structured oversight through peer review frameworks and training programmes. Similarly, Internet Archive leverages preservation to enrich critical literacy by providing access to multilingual historical texts. However, its open curation model raises concerns about accuracy (e.g. errors in digitised materials) and copyright compliance, necessitating transparent verification processes. As one participant urged:

[C]ross-referencing with peer-reviewed sources is vital to mitigate risks of misinformation.

Conclusively, both H5P and Internet Archive need to balance their open ethos with accountability mechanisms to sustain trust.

MERLOT, Khan Academy, and OER Africa demonstrate how OER platforms navigate challenges unique to their contexts. MERLOT's peer-reviewed collaboration ensures academic rigour, but content variability persists due to restrictive licensing and dependence on contributor expertise. Khan Academy's non-profit mission and structured pedagogy prioritise inclusivity, yet potential biases in non-core subjects (e.g. marketing resources lacking diverse perspectives) demand educator vigilance. OER Africa's cultural decolonisation through locally authored materials fosters epistemic justice; however, linguistic barriers such as over-reliance on English limit accessibility for non-Anglophone users, calling for indigenous language integration. These challenges highlight the tension between openness and quality control, requiring platforms to adopt hybrid models of community-driven curation and institutional oversight.

Ultimately, advancing multiliteracies through OER hinges on addressing these challenges through continuous collaboration. Educators play a pivotal role in curating resources, fostering critical literacy, and advocating for systemic improvements. One participant stressed that:

[T]ransparency and peer collaboration are essential for fostering trust.

By embedding culturally sustaining pedagogies (Paris, 2012) and prioritising equitable design, online repositories/platforms can transform into robust ecosystems for global learners, blending innovation with accountability to meet the evolving demands of digital age multiliteracies.

Discussion

The findings indicate that **the development of multiliteracies** through online platforms relies on a delicate balance between trust, which is achieved through accessibility, transparency, and cultural relevance and quality, ensured by pedagogical rigour, adaptability, and critical engagement. Grounded in theoretical frameworks such as multiliteracies pedagogy (New London Group, 1996) and critical pedagogy (Freire, 1970), these platforms employ diverse strategies to empower educators and learners in navigating digital, linguistic, and cultural literacies. For instance, H5P's intuitive design and open-source ethos enable educators to create interactive content like quizzes and timelines, aligning with Olivier's (2020) emphasis on learner autonomy and Little and Green's (2021) identification. However, trust in such platforms is contingent on creator expertise, necessitating community-driven curation and standardised training to mitigate variability. As one participant noted:

H5P's accessibility features ensure inclusivity; however, the quality of the content depends on the author's competence.

Similarly, Internet Archive fosters trust by serving as a global repository of multilingual texts and historical artefacts, critical for analysing language evolution and intercultural discourse. However, its reliance on user-generated content introduces challenges like copyright ambiguities and OCR errors, prompting participants to stress the need for cross-referencing with peer-reviewed sources to validate accuracy.

Quality assurance strategies across platforms emphasise multimodal pedagogical innovation and critical literacy. Platforms like H5P and Khan Academy leverage videos, simulations, and adaptive feedback tools to align with Jenkin's (2009) digital literacy imperatives, fostering self-directed learning (Olivier, 2020). Meanwhile, Internet Archive and OER Africa promote critical engagement through historical analysis (e.g. the Wayback Machine) and decolonial case studies, echoing Freire's (1970) problem-posing pedagogy. MERLOT's peer review system ensures academic credibility, while OER Africa's culturally responsive materials prioritise inclusivity and epistemic justice. However, challenges persist, such as restrictive licensing

on MERLOT and linguistic inequities on OER Africa, highlighting the need for transparent frameworks and localised updates. Moreover, challenges such as variable content quality (H5P), copyright ambiguities (Internet Archive), and linguistic inequities (OER Africa) underscore the need for hybrid oversight models and systemic support, including peer review systems and professional development (Mayrberger, et al., 2018).

Cross-platform integration, as well as tensions between openness and accountability, underscore the necessity of hybrid oversight models. Trust in online repositories is built through diverse mechanisms. H5P prioritises collaborative usability via intuitive tools for creating quizzes and timelines, though its reliance on creator expertise necessitates community-driven curation (Olivier, 2020). Internet Archive fosters trust through cultural preservation, offering multilingual historical texts, yet requires transparent curation to address errors and legal compliance (Hilton, 2016). MERLOT enhances credibility via peer-reviewed collaboration, while Khan Academy's non-profit rigour ensures structured, inclusive pedagogy. Quality assurance strategies include multimodal innovation, as seen in Khan Academy's adaptive feedback tools, and critical literacy promotion through Internet Archive's historical analysis. Community collaboration, exemplified by OER Africa's co-creation model and MERLOT's forums, strengthens resource relevance and inclusivity (De Laat, et al., 2018). Cross-platform challenges, such as balancing openness with accountability and addressing Anglocentric biases, highlight the role of culturally sustaining pedagogies (Paris, 2012) and educator agency in curating ethically sound materials (Weller, 2014). Educator agency remains pivotal, as one participant emphasised:

Teachers must evaluate OER for cultural relevance and accuracy before adoption.

To maximise impact, platforms must integrate educator training, community co-creation, and policy transparency, ensuring OER remains a transformative tool for equitable, globally responsive education. Strategies include implementing quality assurance mechanisms (e.g. peer review and user ratings), transparent licensing (Hilton, 2016), and capacity-building initiatives like workshops on multimodal literacy (Serafini, 2015). Ethical considerations such as attribution, data privacy, and cultural sensitivity are paramount to maintaining trust (Weller, 2014). By fostering community ownership and leveraging feedback loops, stakeholders can create equitable ecosystems where OER advances multiliteracies (Jenkins, 2009).

Conclusion

The findings of this study underscore the transformative potential of OER and multiliteracies in advancing education and research within English and Applied Linguistics. Platforms such as H5P, Internet Archive, MERLOT, Khan Academy, and OER Africa exemplify how OER's adaptability fosters lifelong learning in multilingual environments, while multiliteracies equip learners to navigate the complexities of digital and globalised communication. OER repositories have proven valuable for linguistic data and cultural artefacts and enrich critical engagement with language evolution. However, their reliance on user-generated content demands rigorous accuracy

verification to uphold trust. To fully realise OER's promise, collaborative efforts must address challenges such as copyright compliance, institutional oversight, and equitable access. Capacity-building initiatives, including workshops on digital literacy and peer review forums, can empower educators to integrate OER effectively, blending innovation with accountability. By prioritising transparency, community co-creation, and policy alignment, stakeholders can cultivate a globally responsive educational landscape where learners thrive through participatory, inclusive practices. In conclusion, OER and multiliteracies collectively foster a future of dynamic, interconnected scholarship. Mayrberger, et al.'s (2018) OER quality model provides a robust scaffold for trust-building, but its efficacy depends on intentionality. By integrating accessibility, usability, and instructional design with critical pedagogy, OER can transcend technical compliance to become empowerment tools. This requires centring marginalised voices in design, fostering collaboration, and prioritising transformative learning outcomes, ultimately advancing multiliteracies as a pathway to equity and epistemic justice.

Author biographies

Dr **Aletta Mweneni Hautemo** serves as a Senior Lecturer in Digital Literacies at the Namibia University of Science and Technology (NUST) in the Faculty of Commerce, Human Sciences, and Education. Her academic credentials include a PhD in Technology-Enhanced Language Learning from Stellenbosch University (South Africa), an MEd in ICT in Education (cum laude) and a BEd Honours (cum laude) from Rhodes University (South Africa), a Postgraduate Diploma in ICT Leadership from Dublin City University (Ireland), and a Master of Leadership in Open Education from the University of Nova Gorica (Slovenia). With a career spanning general, vocational, adult, and distance education since 2007, Dr Hautemo has held pivotal roles such as Coordinator for Instructional Design and Technology at NUST and Lecturer in Language Education at the University of Namibia. Her expertise encompasses instructional design, e-learning curriculum development, and online pedagogy for Open and Distance Learning and Open Schooling. She is a certified Recognition of Prior Learning Assessor and Curriculum Developer and has authored pedagogical textbooks, book chapters, and multiple peer-reviewed articles, alongside presenting at national and international conferences. Dr Hautemo has supervised doctoral and master's candidates across Namibian higher education institutions. Her research focuses on technology-enhanced language learning, digital localisation of indigenous languages, ICT integration in education, multimodal learning, and innovations in open/distance education and e-learning. 

Dr **Sylvia N. Ithindi** is a senior lecturer in Communication and Languages at the Namibia University of Science and Technology. She holds a PhD in Humanities Education and an MEd in Literacies and Learning. Her research spans innovative language teaching, multiliteracies pedagogy, AI in linguistics, and students' use of OER, particularly as relates to trust issues. She also supervises postgraduate research in Linguistics and Education.

References

- Amiel, T., Ter Haar, E., Vieira, M.S. & Soares, T.C. 2020. Who benefits from the public good? How OER is contributing to the private appropriation of the educational commons. In Burgos, D. (Ed.). *Radical Solutions and Open Science: An Open Approach to Boost Higher Education*. London: Springer, 69–89.
- Blomgren, C. 2022. OER and open pedagogy: A sustainable framework for literacy development. *Journal of Open Educational Resources in Higher Education*, 1(1): 45–62.
- Bossu, C., Brown, M. & Bull, D. 2014. Academic adoption of OER in Australia. *Distance Education*, 35(2): 145–158.
- Cheuoua, A. 2021. Decolonising open education: A critical cartography. *Journal of Interactive Media in Education*, 1(1): 1–12.
- Clinton-Lisell, V. 2021. Multiliteracies in the digital age: Redefining OER's role. *Journal of Literacy and Technology*, 22(3): 45–67.
- Clinton-Lisell, V. 2023. Multimodal pedagogies in OER-enabled classrooms: A case for multiliteracies. *Journal of Educational Technology & Society*, 26(1): 112–125.
- Cope, B. & Kalantzis, M. 2009. "Multiliteracies": New literacies, new learning. *Pedagogies: An International Journal*, 4(3): 164–195.
- Creative Commons. 2013. Attribution 3.0 Unreported (CC BY 3.0). <http://creativecommons.org/licenses/by/3.0>
- Cronin, C. 2017. Openness and praxis: Exploring the use of open educational practices in higher education. *International Journal of Education Technology in Higher Education*, 14(1).
- De Laat, M., Van De Grift, E. & Weller, M. 2018. *Opening Up Education: The Collective Endeavor for Transforming Learning and Teaching*. London: Routledge.
- Ebner, S. & Mignolo, W.D. 2018. Open educational resources and the politics of knowledge: A postcolonial perspective. *Educational Philosophy and Theory*.
- Elder, A. 2019. *Introduction to Open Educational Resources*. Pressbooks.
- Esperat, T.M.K. 2024. Multiliteracies in teacher education. In *Oxford Research Encyclopedia of Education*, 1–27.
- Fricker, M. 2007. *Epistemic Injustice: Power and The Ethics of Knowing*. Oxford: Oxford University Press.
- Freire, P. 1970. *Pedagogy of the Oppressed*. London: Continuum.
- Gauthier, C. 2013. Introduction: Open access to open schooling. In Ferreira, F. & Gauthier, C. (Eds.). *Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities*. Commonwealth of Learning.
- Glover, D. & Bush, T. 2005. The online or e-survey: A research approach for the ICT age. *International Journal of Research & Method in Education*, 28(2): 135–146.
- Guskey, T.R. 2018. The past and future of teacher efficacy. *Educational Leadership: Cultivating Educator Efficacy*, 29(3): 20–25.
- Guskey, T.R. 2021. Professional learning and teacher trust. *Journal of Staff Development*, 42(2): 45–48.

- Hilton, J. 2020. Open educational resources and college affordability. *Journal of Interactive Media in Education*, 1(3): 1–15.
- Hilton, J. 2016. Open educational resources and college textbook choices: A review of research on efficacy and perceptions. *Educational Technology Research and Development*, 64: 573–590.
- Hodgkinson-Williams, C. & Arinto, P.B. 2017. Towards a theory of open educational resource adoption in the Global South. *Journal of Learning for Development*, 4(2):114–129.
- Hussein, A. 2015. The use of triangulation in social sciences research: Can qualitative and quantitative methods be combined? *Journal of Comparative Social Work*, 4(1): 106–117.
- Jenkins, H. 2009. *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. Cambridge: MIT Press.
- Khandekar, S. 2021a. Paulo Freirean ideas at the grassroots: From problem posing education to critical consciousness. *The International Journal of Community and Social Development*, 3(1): 30–44.
- Khandekar, A. 2021b. Epistemic justice in open education. *Journal of Open Education*, 5(1): 112–125.
- Lee, J. & Kim, H. 2015. Challenges in adopting OER in South Korea. *International Review of Research in Open and Distributed Learning*, 16(4): 1–15.
- Little, D. & Green, D. 2021. *Identity, Pedagogy, and Multiliteracies*. London: Routledge.
- Mayrberger, K., Zawacki-Richter, O. & Müskens, W. 2018. *Qualitätsentwicklung von OERVorschlag zur Erstellung eines Qualitätssicherungsinstrumentes für OER am Beispiel der Sonderband zum Fachmagazin Synergie*. Hamburg: Universität Hamburg.
- Miao, F., Mishra, S. & McGreal, R. 2022. *Open Educational Resources: Policy, Costs, and Transformation*. Paris: UNESCO.
- New London Group. 1996. 'A pedagogy of multiliteracies: Designing social futures'. *Harvard Educational Review*, 66(1): 60–92.
- Otto, D. 2021. 'Students' perceptions of OER quality: A mixed-methods study'. *Educational Technology Research and Development*, 69(1): 45–68.
- Olivier, J. (ed.). 2020. *Self-Directed Multimodal Learning in Higher Education*. Cape Town: AOSIS.
- Paris, D. 2012. 'Culturally sustaining pedagogy: A needed change in stance, terminology, and practice'. *Educational Researcher*, 41(3): 93–97.
- Santos-Hermosa, G., Ferran-Ferrer, N. & Abadal, E. 2022. OER repositories: Facilitating openness or perpetuating barriers? *International Review of Research in Open and Distributed Learning*, 23(2): 167–185.
- Serafini, F. 2015. Multimodal literacy: From theories to practices. *Language Arts*, 92(6): 412–423.
- Song, M., Xing, K. & Kim, M. 2021. Technology-enhanced multiliteracies towards a culturally responsive curriculum: a multiliteracies approach to ECE. *Interactive Learning Environment*, 1–13.
- Song, Y., Chen, X. & Murphy, J. 2021. Multiliteracies in language teaching: A thematic review of the literature. *TESOL Quarterly*, 55(4): 1085–1108.

- UNESCO. 2019. *Recommendation on Open Educational Resources (OER)*. Online at: <https://unesdoc.unesco.org/ark:/48223/pf0000370936>.
- Vygotsky, L.S. 1978. *Mind in Society*. Harvard: Harvard University Press.
- Weller, M. 2014. *The Battle for Open: How Openness Won and Why It Doesn't Feel Like Victory*. London: Ubiquity Press.
- Wiley, D. & Green, C. 2016. Why openness in education? *Interdisciplinary Studies: A Connected Learning Approach*.
- Wiley, D. & Hilton, I. J. L. 2018. Defining OER-enabled pedagogy. *The International Review of Research in Open and Distributed Learning*, 19(4).
- Wiley, D., Bliss, T.J., & Mary, M. 2020. Open educational resources: A review of the literature. In Spector, J.M. (Ed.). *Handbook of Research on Educational Communications and Technology*. London: Springer, 267–281.
- Zawacki-Richter, O. & Mayrberger, K. 2017. Tools for OER quality assessment. *Open Praxis*, 9(2): 133–146.
- Zhao, C.M. & Kuh, G.D. 2004. Adding value: Learning communities and student engagement. *Research in Higher Education*, 45: 115–138.