Call for chapters

Localisation of Open Educational Resources in Higher Education

Open Educational Resources (OER) have the potential to play a vital role in widening access to quality educational materials globally, especially within the context of Open and Distance Learning (ODL). In the context of higher education, the Commonwealth of Learning (COL) has committed to "[p]romote the rapid design, development and delivery of quality gender-responsive OER" (COL, 2021). Equitable access to OER requires not only availability but also relevance and usability within specific local contexts. This is where the process of localisation becomes essential.

The concept of OER is understood as "learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others" (UNESCO, 2019). When open licenses are used with resources that allow for adaptation and contextualisation, such resources can be localised for a specific community.

According to Wolfenden and Adinolfi (2019), localisation refers to both adaptation – where the content is made relevant to a specific context – and translation – where the text is converted into another language or language variety that is appropriate to the target learners. This dual emphasis on cultural and linguistic appropriateness is further reflected in the UNESCO (2019) Recommendation on OER, which encourages the creation and use of OER that are gender-sensitive, culturally grounded and linguistically diverse, with a particular focus on Indigenous languages and under-resourced contexts.

Despite this recognition, localisation remains a less understood aspect of OER adoption and implementation (Wiley et al., 2014). Furthermore, it is evident from the literature that teachers may face challenges in localising resources (Bradshaw, Kimmons & Bondah, 2024) and that there may also be language-specific and institutional challenges (Letsoalo, 2024). The potential of generative artificial intelligence towards the localisation of OER should also be critically evaluated (Ossiannilsson et al., 2024; Shilibekova, 2025). Furthermore, it is recognised that localised OER have the potential to support efforts to decolonise the curriculum (Mncube, 2024; Olivier, 2020;).

Proposal

Submit a chapter proposal before 15 August 2025 to jolivier@col.org. Proposals should include:

- Chapter title
- Author(s) name, affiliation and email address
- Abstract of between 500 to 700 words including indicative references
- Three to six keywords
- Indication of the theme(s) to be addressed (see list below)

Timeline

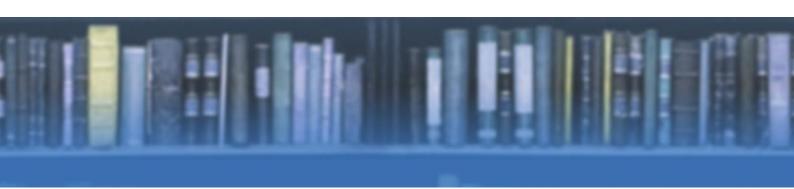| Activity	Timeline
Call for chapter proposals	July 2025
Selection of chapter contributors	September 2025
Due date: first draft of the chapters	**31 January 2026**
Review of the chapters	March 2026
Revisions and copyediting	April 2026
Final submission to COL	May 2026
Estimated publication	June 2026

Book focus

Each chapter must engage substantively with the localisation of OER within higher education. Contributions may address case studies, comparative analyses, theoretical perspectives, or evaluations of specific localisation strategies and tools.

Potential chapter themes

Submissions should address at least one of the following themes:

- Translation and adaptation practices for OER
- Cultural relevance and inclusion in localised OER
- Language diversity and Indigenous knowledge
- Technological tools supporting localisation
- Institutional, regional or national strategies for OER localisation
- Learner agency and open educational practices
- Pedagogical frameworks supporting localisation
- Community-driven or collaborative localisation models
- Decolonising the curriculum through localised OER
- Generative artificial intelligence and OER localisation
- Gender inclusion and sensitivity in localised OER
- Policy perspectives on OER localisation in higher education

Length
Chapters should be between 4,000 and 6,000 words (excluding references, tables and figures) and be accompanied by a 150-to-200-word abstract.

Referencing and Format
Authors must use APA 7th edition referencing style. Submissions must be in 12-point Times New Roman, with a maximum of three levels of heading structure:
- Main heading: 14-point bold
- Second level heading: 12-point bold
- Third level heading: 11-point italics

Image Formatting
Images must be submitted in high-resolution formats:
- Halftones (photos): 300 dpi, minimum 1,500 x 1,500 pixels
- Line art (graphs, charts): 1,200 dpi, minimum 6,000 x 9,600 pixels

Permissions
Authors are responsible for securing appropriate permissions for all third-party content. All images and text excerpts not covered by a CC BY or CC BY-SA licence require written permission from the copyright holder. The publication will be released under a CC BY-SA licence.

Process
All chapters will be subject to peer review and professional copyediting.

Editors
Lynne Bowker is a professor and Canada Research Chair in Translation, Technologies and Society at Université Laval in Canada. She is also a certified French-English translator. A strong advocate for the open movement, she is particularly interested in exploring ways that technology can support linguistic and cultural diversity in scholarly communication, including in OER.

Jako Olivier is an Adviser: Higher Education at the Commonwealth of Learning in Vancouver, Canada, and an Adjunct Professor of Open Education at the University of Nova Gorica, Slovenia. His research and advocacy work relate to open educational resources, open and distance learning, self-directed learning, micro-credentials, localisation and multilingualism in open education.