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Reviewer 1

Review: The meaning of sharing under marketised education: an Ubu-ntu perspective ×

Thomas Hervé Mboa Nkoudou

Once this review has been read, press "Confirm" to indicate that the review process may proceed. If the reviewer has submitted their review elsewhere, you may upload the file below and then press "Confirm" to proceed.

Completed: 2022-10-16 05:50 AM

Recommendation: Revisions Required

1 - Self-evaluation report

As reviewer, please provide a self-evaluation report, in as many words as you see fit, which includes your perspective (your values and worldviews in relation to education and research at the time of the review of the article) and also if you wish your reasons for having chosen to review the article.

*

I am social scientist with a focus on decolonial studies and critical approaches to development. My research interests include traditional knowledge, philosophy of technology, digital humanities, the 4th industrial revolution, digital technologies and particularly artificial intelligence for the common good.

Your expertise in relation to the topic of the article.

5 - Fully confident

2 - Scientific dimensions

Does the content presented address important issues within the field of Open Education research and/or offer ideas for practice improvement ?

*

6 - Strongly agree

Is the contribution consistent throughout the different parts of the article ? *

i.e. is there deep alignment ?

4 - Slightly agree

Are aims clearly stated ? *

5 - Moderately agree

If this is a reflexive article, are the foundation and positionality of the author clearly stated ? *

6 - Strongly agree

If this is an empirical article, is the theoretical foundation clearly stated and justified ? *

5 - Moderately agree

If this is a practice-based article, is the praxis (theory and practice) foundation clearly stated and justified ? *

7 - Not applicable

If this is a research article, is the main research question clearly stated? *

7 - Not applicable

If this is a research article, is the research methodology and design appropriately chosen and rigorously implemented ?

*

7 - Not applicable

If this is a research article, are findings clearly described and backed with robust analysis and interpretation ?

*

7 - Not applicable

Are conclusions and interpretations presented clearly and justified? *

4 - Slightly agree

If instruments are used (e.g. survey, interview form, etc.), are they available in the appendices? *

- Yes for all of them
- No for none of them
- Some are available

If this is a research article, and if there is a dataset, is it openly accessible (i.e. available from Zenodo)? *

- Yes
- No

3 - Tables, Figures and language

Are visual artefacts self-contained (i.e. without the text)? *

Yes

Do visual artefacts have an added value ? *

- No
- slightly
- Yes

Is language an obstacle to understand the content ? *

- No
- Slightly
- Yes

4 - Beneficiaries and impact

Are the beneficiaries of the content clearly stated ? *

i.e. for whom is the content of the article relevant (scholars, young researchers, citizens, decisions makers, etc.) ?

3 - Neither disagree nor agree v

Is the potential impact of the content mentioned ? *

i.e. does the content of the article have societal impact beyond academic borders ?

- No
 Slightly
 Yes

5 - Overall feedback

Please provide your overall feedback to start a constructive discussion with the author so that he or she can improve the contribution.

*

Aside the need to restructure and clarify some concepts in order to make them accessible to various publics, there is nothing to add on logics of coloniality and Ubuntu philosophy.

But the paper should clearly present the different meanings of sharing in Marketised education, Ubuntu and Open education. Moreover, we need to discuss how Ubuntu/associated with open education as a way to resist logics of coloniality, can mitigate the bad effects of marketised education.

- If the author want, I can assist on this.

Hence my main comment below:

"Meaning of sharing and marketised education are attractive concepts clearly stated in the title of your paper. Unfortunately they are not well described here.

I was expecting to see a whole section on this, where you explain how it operates in the conqueror South Africa.

Discuss the link between the marketized education and the trinity of colonialism in South Africa.

Present the different meaning of sharing marketized education, Ubuntu, and in open education (which is the purpose of this journal).

It is crucial to show the link between Ubuntu education and open education. And discuss how we can take advantage of this Ubuntu/Open education to mitigate the effects of the trinity of colonialism driven by marketized education. "

⌘

Reviewer 2

Review: The meaning of sharing under marketised education: an Ubu-ntu perspective

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Pasch Mungwini

Once this review has been read, press "Confirm" to indicate that the review process may proceed. If the reviewer has submitted their review elsewhere, you may upload the file below and then press "Confirm" to proceed.

Completed: 2022-10-19 09:25 AM

Recommendation: Revisions Required

1 - Self-evaluation report

As reviewer, please provide a self-evaluation report, in as many words as you see fit, which includes your perspective (your values and worldviews in relation to education and research at the time of the review of the article) and also if you wish your reasons for having chosen to review the article.

*

I am a philosopher with keen interest in issues of knowledge and justice.
I have expertise in African philosophy.

.....
Your expertise in relation to the topic of the article.

5 - Fully confident

2 - Scientific dimensions

Does the content presented address important issues within the field of Open Education research and/or offer ideas for practice improvement ?

*

6 - Strongly agree

Is the contribution consistent throughout the different parts of the article ? *

i.e. is there deep alignment ?

6 - Strongly agree

Are aims clearly stated ? *

6 - Strongly agree

If this is a reflexive article, are the foundation and positionality of the author clearly stated ? *

3 - Neither disagree nor agree

If this is an empirical article, is the theoretical foundation clearly stated and justified ? *

3 - Neither disagree nor agree

If this is a practice-based article, is the praxis (theory and practice) foundation clearly stated and justified ? *

3 - Neither disagree nor agree

If this is a research article, is the main research question clearly stated? *

3 - Neither disagree nor agree

If this is a research article, is the research methodology and design appropriately chosen and rigorously implemented ?

*

3 - Neither disagree nor agree

.....
If this is a research article, are findings clearly described and backed with robust analysis and interpretation ?

*

3 - Neither disagree nor agree

.....
Are conclusions and interpretations presented clearly and justified? *

3 - Neither disagree nor agree

.....
If instruments are used (e.g. survey, interview form, etc.), are they available in the appendices? *

- Yes for all of them
 No for none of them
 Some are available

.....
If this is a research article, and if there is a dataset, is it openly accessible (i.e. available from Zenodo)? *

- Yes
 No

Provide here any information you wish to bring to the attention of authors, related to your review of the "scientific dimension" section :

Several dimensions above do not apply - please revise the form.

3 - Tables, Figures and language

Are visual artefacts self-contained (i.e. without the text)? *

slightly

.....
Do visual artefacts have an added value ? *

- No
 slightly
 Yes

.....
Is language an obstacle to understand the content ? *

- No
 Slightly
 Yes


Provide here any information you wish to bring to the attention of authors, related to your review of the "Tables, Figures and language" section :

There are no figures nor tables: these dimensions do not apply - please revise the form.

4 - Beneficiaries and impact

Are the beneficiaries of the content clearly stated ? *

i.e. for whom is the content of the article relevant (scholars, young researchers, citizens, decisions makers, etc.) ?

6 - Strongly agree 

Is the potential impact of the content mentioned ? *

i.e. does the content of the article have societal impact beyond academic borders ?

- No
- Slightly
- Yes

Provide here any information you wish to bring to the attention of authors, related to your review of the "beneficiaries and impact" section :

The article is written for researchers and experts - young and old. It has impact beyond academic borders.

5 - Overall feedback

Please provide your overall feedback to start a constructive discussion with the author so that he or she can improve the contribution.

*

I have read the article with keen interest and agree with the author's line of argument. In fact, the style of writing and the ability to bring into conversation a number of seemingly disparate topics into a narrative that inspires new thinking is something one cannot fail to admire. I take it that education should be a tool to address injustice and reduce "social distancing" in the world. To do that it must be inspired by the values of ubuntu and be premised on the ideals of the ubuntu philosophy of education. Hans N Weiler (2009) in the article "Whose knowledge matters? Development and the politics of knowledge" looks at the relationship between knowledge and power and describes it as 'a relationship of reciprocal legitimation'. I am sure that it is this sort of relationship which continues to ensure that education, even in independent Africa, continues to fulfil its role in the service of domination. Part of the domination stems from the marketisation of knowledge and education. Given the situation that "the threesome, economicide, epistemicide and religicide" have such a strong presence in poor countries, I would have wanted the author and drawing from his years of experience to provide some practical insights (though briefly if that were possible) with reference to the school and the university on how ubuntu can assist in setting a new agenda for knowledge production in Africa even in the face of these seemingly insurmountable challenges.

Other minor issues:

1. Page 3- correct the spelling of epistemicide in the paragraph which begins: "The threesome..."
2. Could you please verify the correctness of the following statement in the quotation on page 3: "The White man, with his background of well over a thousand years of Christianity and civilisation, has accepted the vital mission of bring the message of Christianity to the Black man,..."
If that is how it reads in the original then there is no issue.
3. Page 6- their? "On the basis of this imputed opposition be-ing becoming is fragmented into pieces of reality with an independent existence of thier own."
4. P8 In the vernacular (Northern SeSotho) of the ubu-ntu philosophy of education this is conveyed by the ethical maxim: bakgori ba moriti ga se badudi ba wona. - is a translation of this maxim required?
5. P12- "It is inconsistent with the of ubu-ntu ethical maxim of life is mutual aid and, not authoritarian unilateral exploitation of other human beings."- is there a word missing between "the of ubu-ntu"?

Thank you
Mungwini P
18//10/2022