Open Educational Resources

GUIDANCE FOR **COLLEGE OF EDUCATION**

Transforming Teacher Education and Learning

T-TEL Professional Development Programme

Open Educational Resources
Guidance for College of Education

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About These Resources

Welcome to the *Transforming Teacher Education and Learning OER Guidance for Colleges.*

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme seeking to improve learning outcomes — for tutors in Colleges of Education, (student) teachers, and above all for pupils in school. To that end, we are creating a set of professional development resources for use by you, the tutor, to enhance college-based and school-based teacher education. The resources are divided into 12 themes.

Theme number	Theme
1	Creative Approaches
2	Questioning
3	Talk for Learning
4	Group work
5	Teaching and Learning Materials
6	Leadership for Learning
7	Assessment for Learning
8	Gender and inclusion
9	Project work and investigation
10	Teaching reading, writing, and numeracy across the curriculum
11	Using digital and mobile technology for effective teaching and learning
12	The tutor as a researcher

Figure 1. The themes covered in the professional development programme.
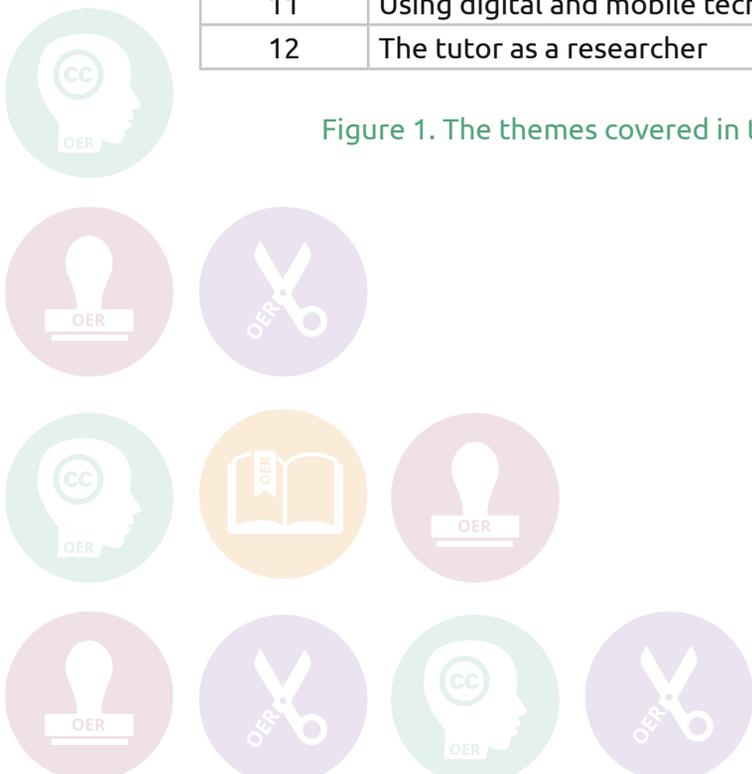
For each theme, a number of teaching strategies are presented together in a single book (in print), but they are also available online on the T-TEL website in various formats (such as HTML, ePub, PDF, see oer.t-tel.org) alongside supporting information.

All T-TEL resources are Open Educational Resources (OER). OER are learning resources that have been openly licensed, and can be used for free. For OER, clear permission has been provided up front so that school staff, and anyone else, can use these resources to best suit their teaching aims, as well as the needs of their learners. Globally, educators are working to make, share and promote OER. The T-TEL resources are available under a Creative Commons Attribution Share-Alike licence. This means that you are free to use and adapt them as long as you attribute T-TEL and retain the same licence. In fact, we have used that same process to develop these materials using other readily available OER,, such as the OER4Schools programme (www.oer4schools.org), the TESSA Ghana materials (www.tessafrica. net), and even materials originally developed for India (www.tess-india.edu.in).

The OER Guidance for Colleges

The OER Guidance for Colleges was produced by T-TEL, based on the OER Guidance for Schools by Leicester City Council (UK). The OER Guidance for Schools project was initiated and funded by Leicester City Council, and is part of the DigiLit Leicester project (http://www.digilitleic.com/). It supports school staff in understanding and making use of Open Licensing, and creating and sharing their own Open Educational Resources. The original resources were adapted byT-TEL for the Ghanaian educational context.

The four main topics chapters in this Guidance are:

- **Open Education and the Colleges of Education** — this covers OER, open education, OER freedoms and benefits of OER to colleges.

- **Understanding Open Licensing** — this addresses copyright, fair dealing, different types of Creative Commons licences and the public domain.

- **Finding and remixing openly licensed resources** — this looks at search engines, OER sites, attribution and creating new resources legally by 'remixing' and making use of existing work that has been shared under Creative Commons licences.

- **Openly Licensing and Sharing your Resources** — this provides information on OER college policies and processes, applying an open licence and ways of sharing OER.

The Guidance is released under a Creative Commons Attribution 4.0 International licence (CC BY 4.0), so that it can be shared and adapted openly, as long as attribution is given. Each document is available in a range of formats, to make accessing, using and remixing them as easy as possible: PDF, Word, and InDesign files (including graphic files in editable formats.
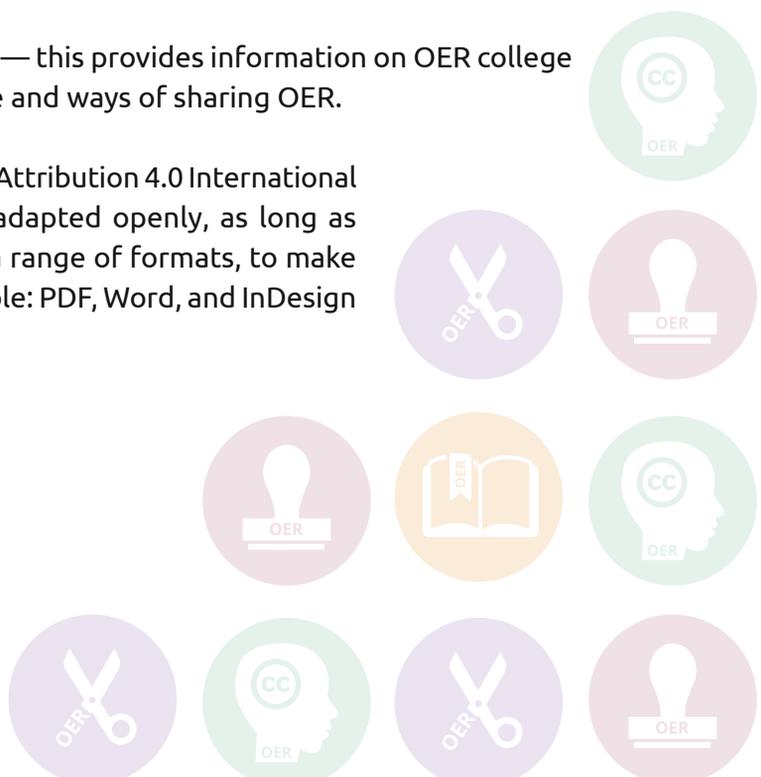
The Guidance advocates the remixing of OER to create new OER; the documents themselves have been remixed using a range of other openly licensed resources, which are credited in the acknowledgements section of each document. Therefore, the OER Guidance both advocates and models OER practice. Guidance 1 (Open Education and the Colleges Sector) advocates the three OER freedoms as complementary features; the Guidance documents themselves embody those three OER freedoms as follows:

Legal freedom. The OER Guidance documents are licensed under a Creative Commons Attribution licence, which means that they are "legally free", and in particular meet the definition for "free cultural works". The Creative Commons Attribution licence meets the EU directives for publicly funded content.

Technical freedom. The Guidance documents are available for download, as pdf, and can be printed. When laying out the document, we paid attention to readability and carried out basic accessibility checks. The documents are also available as Word and OpenOffice documents, which are easier to edit. Images that we use for this Guidance are available alongside the documents.

We have also included the InDesign documents. These aren't something that all readers will be interested in using, but allow the documents to be adapted to produce updated PDFs using the InDesign documents (and graphics) provided.

Educational freedom. In addition to producing the four Guidance documents, we thought about how OER use can be practically supported. To support this, we've included workshop and classroom ideas, as well as worksheets. Readers can also take part in discussion of the documents, we've also placed copies on a public wiki site (http://oer.educ.cam.ac.uk/wiki/oerguidance). This wiki uses the same software as Wikipedia, which enables users to comment on them, as well as develop and adapt them.

We hope that you will find these materials easy to use, and that they will help to support colleges in getting started with using and producing OER, and ultimately foster a culture of creating and sharing OER as part of everyday practice.

Attribution

You are free to use the content of these guides to create your own content, as long as you include this attribution:

Transforming Teacher Education and Learning, OER Guidance for College, May 2016. Available under Creative Commons Attribution 4.0.

Based on: OER Guidance for Schools (October 2014), commissioned by Leicester City Council, produced by Björn Haßler, Helen Neo and Josie Fraser. Available under Creative Commons Attribution 4.0.

As far as the authors are aware the information contained within these documents is accurate on the date upon which they were produced. However, the information contained in the documents is not legal advice. If you require such advice, please seek advice from a suitably legally qualified professional.

G1. Open Educational Resources

The OER Guidance for College of Education produced to introduce colleges to open education and Open Educational Resources (OER). This chapter explains what OER are, and how college staff can use them to support teaching and learning.

What are Open Educational Resources?

Open Educational Resources (OER) are free learning resources that have been openly licensed or are in the public domain, and can be used or reused for free.

OER formats include text (either print or digital); audio, video, or multimedia, or various combinations of these. They can support a single learning point, a lesson, a series of lessons, a whole course, or even an entire programme of study.

What is open education?

Open education refers to educational approaches that prioritise participation in, and access to, teaching and learning. One of the defining features of open educational approaches is the creation and use of Open Educational Resources —- learning resources that have been made available under an open licence. The best known open licences for OER are the Creative Commons licences.

The Universal Declaration of Human Rights states that everyone has the right to education. Education —- the development of the child's personality, talents and mental and physical abilities to their fullest potential —— is a cornerstone of our society, enshrined in the UN Convention for the Rights of the Child.
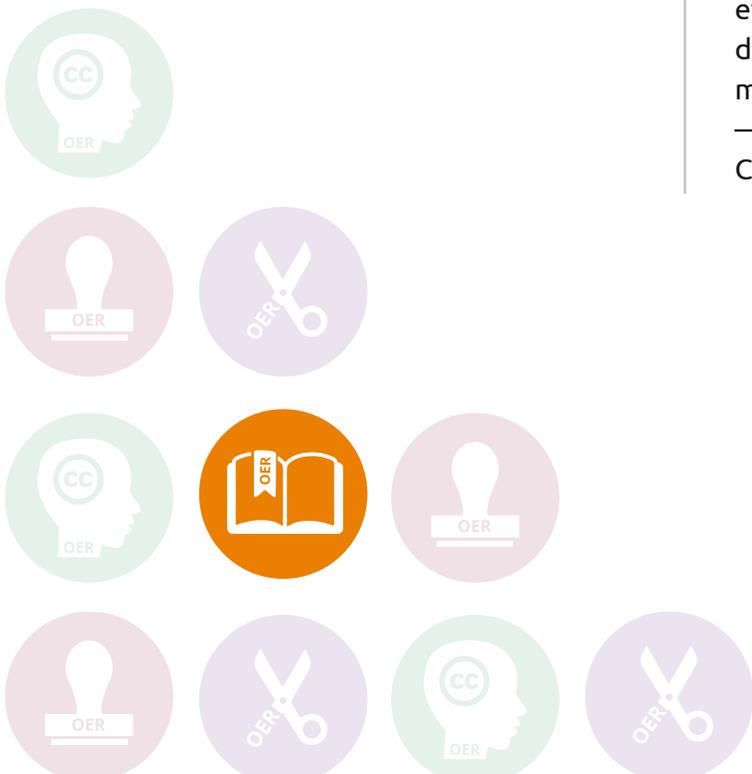
The UNESCO 2012 Paris OER Declaration states that UNESCO member states (including the UK) should:

Promote and use OER to widen access to education at all levels, both formal and non-formal, in a perspective of lifelong learning, thus contributing to social inclusion, gender equity and special needs education. Improve both cost-efficiency and quality of teaching and learning outcomes through greater use of OER.

The use and creation of open content can support many different teaching and learning approaches, but is strongly linked to, and supports, open education approaches. Globally, educators and groups are working to make, share and promote Open Educational Resources.

Free vs. open

'Open' has a wider meaning than just something that is available for free. There is a wealth of free-to-view content available online, but the majority of this content is not free to reuse. For schools and teachers, being able to share and build upon resources is extremely important. This is where open comes in.

By openly licensing resources, clear permission communicated by specific licensing terms has been provided up front so that college staff, and anyone else, can reuse and, depending upon the licensing terms, edit and adapt existing works to best suit their teaching aims and the needs of their learners. These adaptations can also be freely shared with others.

The engagement with OER is a global movement, which includes many developing regions of the world, where open approaches contribute to the aim of achieving access to quality education for all. Educators all around the world create and use open educational resources, and are exploring and practising open educational approaches.

# How are Open Educational Resources different from "just sharing"?

When educators share resources informally with colleagues, their expectations and conditions for sharing may not be explicit. When sharing something with a colleague, you might just tell them that they "can use this", without saying precisely how you are happy for them to use the resource. When sharing resources more widely, it is important to be clear about the expectations that we have.

If you share resources online with a service provider who is not your college, it's important to always check the agreement that you are entering into.

You should always take time to read the terms and conditions before deciding which sites to share your work on. On some sites, you may find a statement that gives the site owner very comprehensive rights. That can mean that once the content is uploaded, the site operator can use your content in ways that you may not want it to be used. Sites sometimes state that you waive any moral rights you and your college may have. This means that you (and your college) do not even need to be given credit for the work. Some sites stipulate that you may not adapt or share downloaded content with others.

Open licences, including the Creative Commons licences, provide educators and everyone else with a clear, simple way to specify how resources can be used and reused, and how the work should be credited. This straightforward approach to licensing helps to explain why Creative Commons licences are most frequently used to convert "resources" to "Open Educational Resources". Some websites (see additional documents) provide you with the ability to apply a Creative Commons licence to your work within their site, so that the ways you want to share and be credited for your work are displayed next to your resource.

Downloaded Creative Commons content can be shared by adhering to clear rules, including crediting the content creators. With most Creative Commons licences, content can also be adapted, and those adaptations can also be shared.
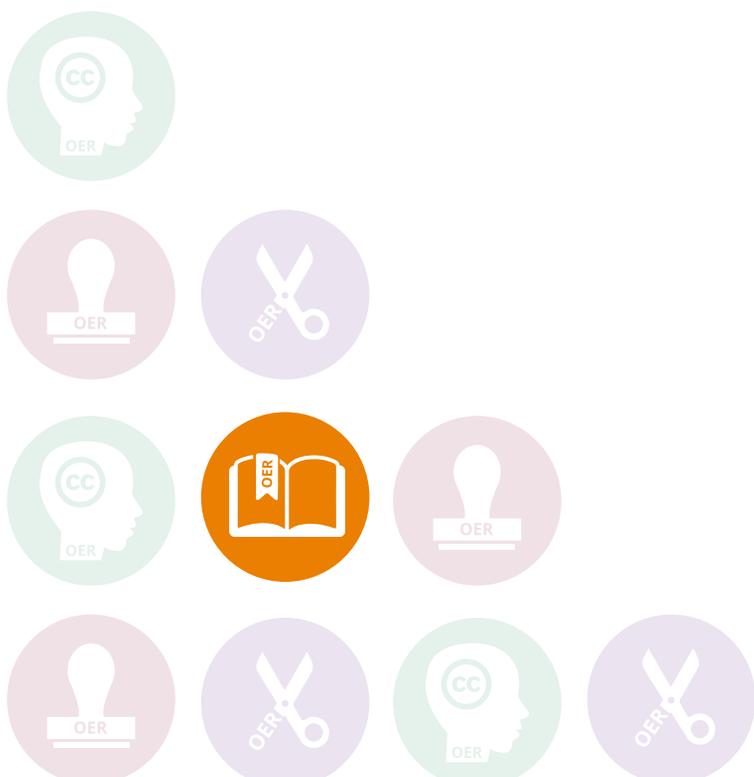
Open in principle and practice

Legal freedom, which grants permission to use content through an open licence, is just one aspect of open. There are two other important freedoms that relate to openness: technological freedom (for example, ease of use and accessibility, with different kinds of devices and software), and freedom in terms of education and participation (inviting dialogue and adaptation, promoting flexible and inclusive approaches to teaching, making learning objectives and teaching strategies explicit). Often, legal freedom is the only freedom that is considered essential, but it is important to think about the other freedoms as well, even though it may not always be feasible to fully implement all freedoms for all resources.

Legal freedom is about permission. However, this is a permission in principle only. **Technological freedom** is about permission in practice. For example, if a resource is available in only one proprietary file format (for which expensive software is needed), then it may be available to use in principle. In practice, however, only people who can afford the software required can access it. In other words, the resource is legally free, but not technologically free. If the same resource is available in several file formats (including open file formats), then it has a greater degree of technological freedom. Imagine a resource bank that has no search facility; the content may be (legally) free, but in practice it may just be too hard to find in order to be useful. Technological freedom relates to the notion of "anticipatory provision" in some legislations (e.g. UK Equality Act 2010) and making reasonable adjustments to ensure resources are accessible, including to users with disabilities.

There are also many resources on the internet that are technologically free, but not legally free — although you can download them, it may be illegal to do so. While legal freedom provides a basis for technological freedom, technological freedom isn't assured by legal freedom, but needs to be considered at the same time.

Technological freedom relates to the notion of "anticipatory provision" and making reasonable adjustments to ensure resources are accessible, including to users with disabilities.

The third freedom, **education and participation**, is about educational values. There are a wide range of resources available which can be used to support learning and teaching. Ideally these resources make educational uses explicit, e.g. by including learning objectives and success criteria, or by including information relevant for specific learning settings (for example, for use with younger learners, or with adults). The third freedom relates to inclusive, effective and participatory educational practice.

The three freedoms (legal, technological, education/ participation) represent the key considerations for educators wanting to create open, accessible resources. Legal freedom (through an open licence) is considered essential for OER, while the second (technological) freedom incorporates certain legal requirements (such as accessibility) for institutions hosting OER.

OER provide a basis for learning resources to be produced jointly, between educators, and also between students. Collaborative learning and the co-construction of knowledge and educational resources are valuable educational approaches. The process of collaboratively working and creating resources is an important part of learning, and openly licensed resources make it possible for communities and individuals to collaborate with and develop work created by other communities and individuals.
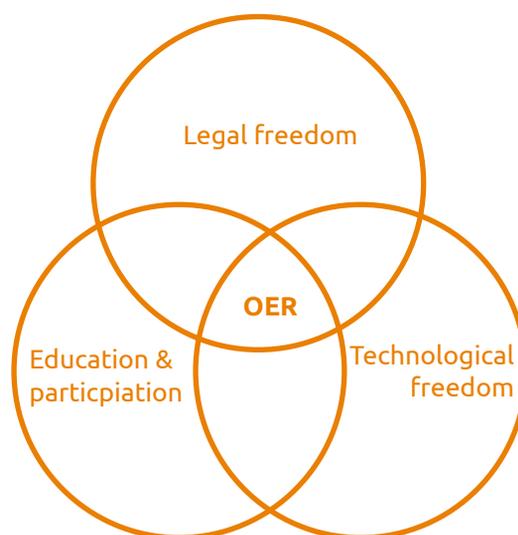
Why use OER in colleges?

Open Educational Resources enjoy a range of social, educational and financial benefits. OER can support colleges and college staff in increasing access, fostering collaboration and ensuring value for money.

By openly licensing learning materials, colleges can provide additional value — making publicly funded works available for public benefit, through open and free exchange.

Education benefits from good resources, and reusing existing OER frees up time that can be spent on other aspects of teaching and learning.

At the **college level**, use of OER (instead of paid-for resources) can help reduce costs, and get the most out of existing budgets. Colleges can benefit by increasing their capacity through connecting to OER networks of educators and expertise. OER (and Creative Commons licences) provide a framework on the basis of which colleges can collaborate and share flexible learning materials (such as worksheets, course or textbooks) alongside innovative and effective practice. Use of OER enables colleges to work together. Releasing resources under open licences promotes the often outstanding work that staff and colleges are doing.

From an **educator's perspective**, OER use and creation can bring educators together and support college staff in achieving shared goals. Through sharing resources in common areas of interest, working with OER can help develop college communities. Being able to draw on multiple sources, new approaches and expertise invigorates teaching and can increase quality.

OER increases the pool of resources available for activities in the **classroom**. This can support differentiation more easily, and increase the variety of classroom activities, as well as help provide extension tasks.

OER also provide a range of benefits from a **student perspective**. They can increase the availability of free-to-access resources and supplementary materials available to learners. They can support independent and informal learning, providing educationally focused materials in areas young people are interested in learning more about, which might not be covered by the college curriculum, or might be taught on courses they aren't able to take. OER also make resources available to learners globally who may not be as well supported as UK learners.
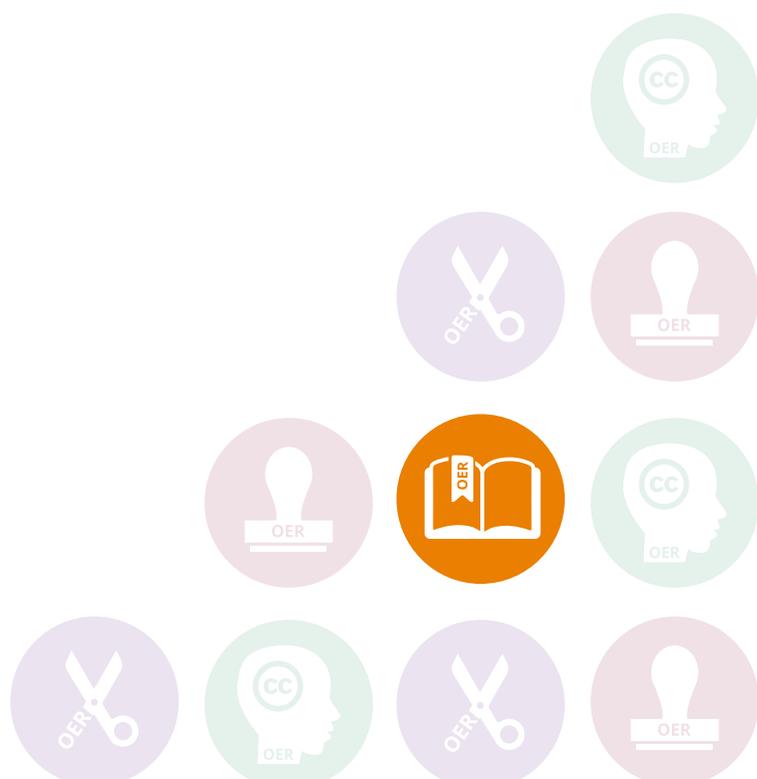
Further reading

This chapter is part of OER Guidance for Colleges, available at http://oer.t-tel.org for download (also in editable versions), which also includes supplementary information sheets, workshop and classroom ideas, as well as step-by-step walk-throughs.

• For background to OER and open content: B. Haßler & T. Mays (2014). Open Content. An open chapter in: R. Mansell & P. Hwa (eds.), The International encyclopedia of digital communication and society, Wiley-Blackwell. Available from http://onlinelibrary.wiley.com/store/10.1002/9781118767771. wbiedcs154/asset/wbiedcs154.pdf

• To find out more about Creative Commons and education (including the global context), visit http://creativecommons.org/education.

• The UNESCO 2012 Paris OER Declaration was an important milestone in the OER movement, with a number of recommendations for states to adopt, promote and collaborate on OER. Available from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/Paris%20OER%20 Declaration_01.pdf

Acknowledgements

The OER Guidance for Colleges is closely based on the OER Guidance for Schools (see sources below). You are free to use the content of these guides to create your own content, as long as you include this acknowledgement:

T-TEL Professional Development Programme (2016). *OER Guidance for Colleges*. Published by the Ministry of Education (Ghana), under Creative Commons Attribution 4.0. Available online at http:// oer.t-tel.org.

Sources

OER Guidance for Schools (2014), by Björn Haßler, Helen Neo and Josie Fraser. Published by Leicester City Council, and available from http://schools.leicester.gov.uk/openeducation under Creative Commons Attribution 4.0.

Our definition of an OER is based on Rory McGreal (2013), *Creating, Using and Sharing Open Educational Resources*. Inspiration for various sections came from the Open Knowledge Open Education Handbook, and from Butcher and Kanwar (2011), A basic guide to open educational resources.
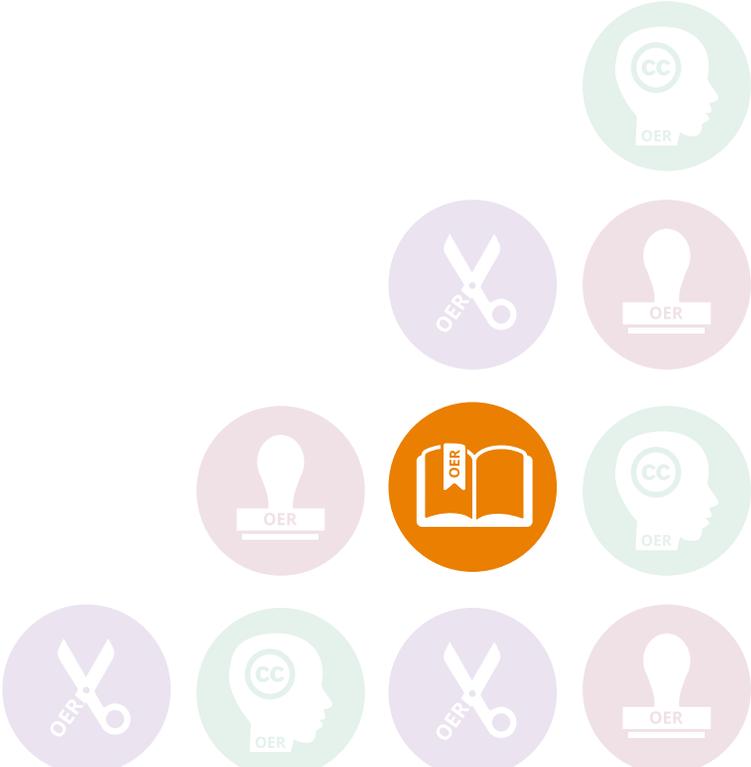
G2. Understanding Open Licensing

This Guidance chapter introduces college staff to open licensing. It covers copyright, fair dealing, different types of Creative Commons licences and the public domain.

What is an open licence?

Open content, including Open Educational Resources (OER), can be described as legally free. This legal freedom is expressed through a licence — called an open licence — through which the copyright holder grants permission to use, access and re-distribute work with few restrictions. For example, a set of lesson plans made available under a Creative Commons open licence on a website means that anybody is free to view, print and share the work. The majority of Creative Commons licences also provide permission to adapt and change the work, and share your adapted content online or in print.

Understanding copyright

Copyright is a type of intellectual property which grants the owner of the copyright exclusive rights to control how their work is used, reproduced and credited, as well as compensation in association with any use or reproduction of their work.

Usually, the owner is the author of a work, unless they have transferred the copyright to someone else, like a publisher. Where a work has been produced in the line of employment, the employer, rather than the author, holds the rights to the work, unless a specific agreement has been made. Copyrighted content without a licence granting permissions for reuse or further distribution is 'closed' content; the work cannot legally be copied or reused in its entirety, unless usage can be defended under one of the UK's limited "fair dealing exceptions" (see below). Generally, the only permission granted by default is for viewing, reading or listening to the work. These works cannot be shared, modified or reused without permission from the copyright holder. Copyright applies to all original works, including films, songs, images, books, dramas, sound recordings, TV
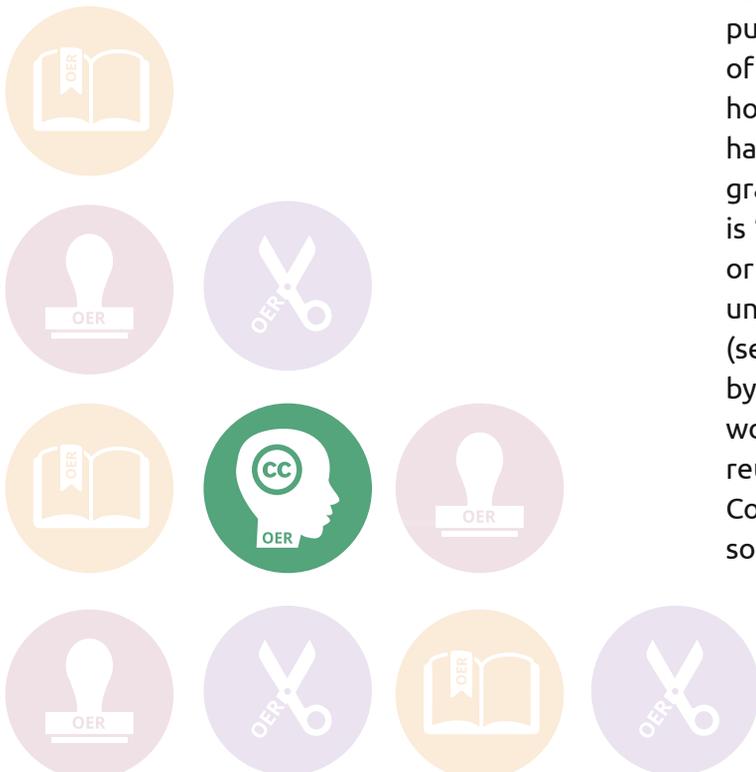
and radio broadcasts, and Internet publications and transmissions. From a college's perspective, works also include educational resources such as lesson plans, study materials, revision guides, homework tasks, and diagrams. Works acquire copyright automatically, without the need to register the work. Copyright is granted to new works when they are recorded in a material form, such as being written down or saved on a computer. It does not matter if you cannot see the © symbol — or if the site hosting the work is non-commercial —- copyright rules still apply.

Copyright lasts for the lifetime of the creator, plus usually an additional few decades following their death, depending on the type of work. In the UK, copyright for literary, dramatic, musical or artistic works lasts for 70 years from the death of the last remaining author of the work.

If a work is copyrighted, or if you are unsure of a work's copyright status, you should not copy, reuse or modify the work without getting the permission of the copyright holder.

Fair dealing

"Fair dealing" in the UK covers the use of a limited amount of copyrighted material for the purposes of quotation, caricature, parody and pastiche, illustration for instruction purposes, non-commercial research or private study and current news reporting (excluding photos). Fair dealing also includes some provisions for educational use. UK Copyright Law has recently been amended and the Educational Exceptions now cover digital media (such as film, audio files, webpages), and use of digital materials in colleges through classroom presentation technologies and 'secure distance learning networks' (for example, a Virtual Learning Environment).

"Fair dealing" in the UK covers the use of a limited amount of copyrighted material.
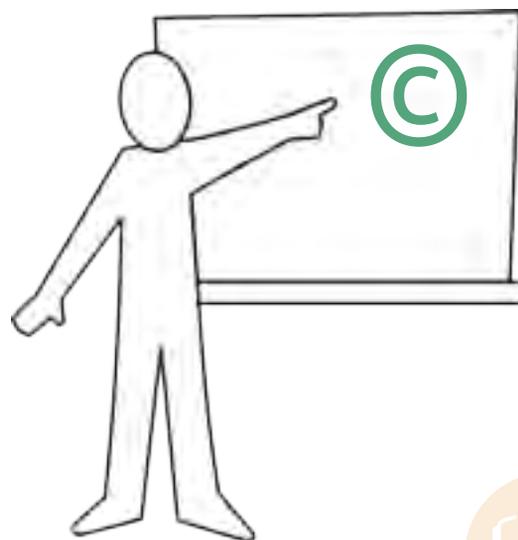
The updated Educational Exceptions are still based on the principle of fair dealing, which cover copying where it is used to 'illustrate a point'. Under fair dealing rules, this copying must be for educational and non-commercial use, and the creator and source of the work needs to be acknowledged. There is no formal definition of fair dealing, but it is used in law to determine infringement of copyright and asks how a fair-minded person would act. In practice, this means that displaying an image, some text from a book, or a few lines of poetry on a projector or interactive whiteboard in order to illustrate a point is permitted. However, any use that may undermine the sale of educational materials (such as copying a book chapter for distribution to students) still requires a licence, for example, from the Copyright Licensing Agency.

"Fair use" is often used colloquially instead of "fair dealing", but may also refer to "fair use" copyright law in the US, which shares many similarities with "fair dealing", but is not identical.

Because of the extensive use of licensed material in UK colleges, the fair dealing exceptions are useful, but the additional rights they provide to educators are limited.
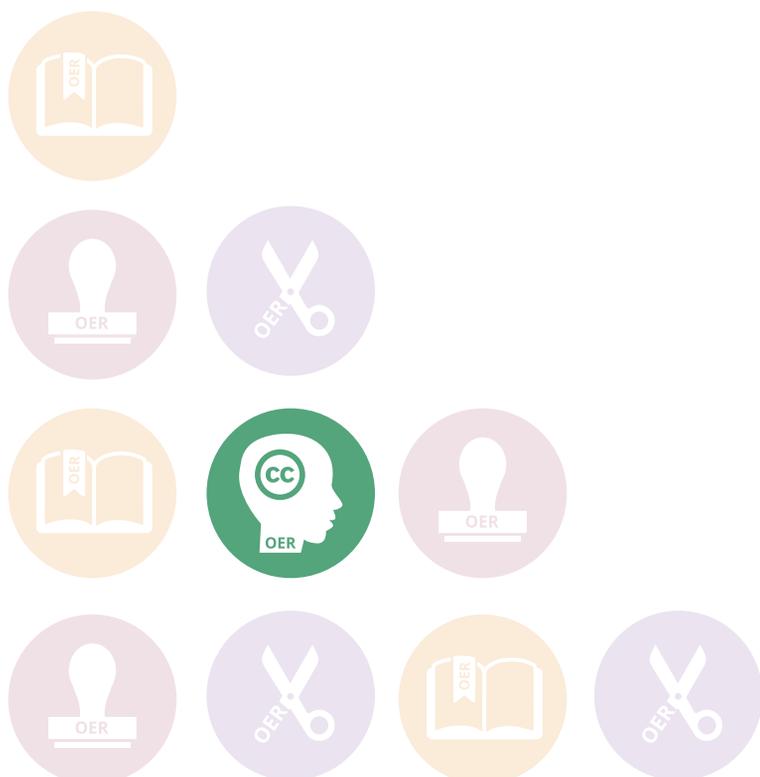
Open licensing and Creative Commons

There are a range of licences which can be used by educators to provide additional permissions to use and reuse work. In this Guidance, we focus on Creative Commons licences. Creative Commons licences are one type of open licence, often used for a variety of media, including documents and images. Other types of open licences include the UK Open Government licence (OGL), as well as licences used for open source software.

In this Guidance, we focus on Creative Commons licences because they are well established, standardised, internationally recognised, and there are a significant number of resources available to support college staff in learning more about the licences. The licences are also optionally machine-readable, which means that a summary of the key information can be read by software systems and search engines.

CC licences work alongside existing copyright laws to provide more flexible and fit-for-purpose access, and to support creativity, innovation and sharing. Their suite of free licences can be used by copyright holders to allow others to share, reuse and remix their works, legally and without having to ask permission first. All Creative Commons licences allow you to use and share content. Creative Commons licences are flexible, easy to understand and legally robust.
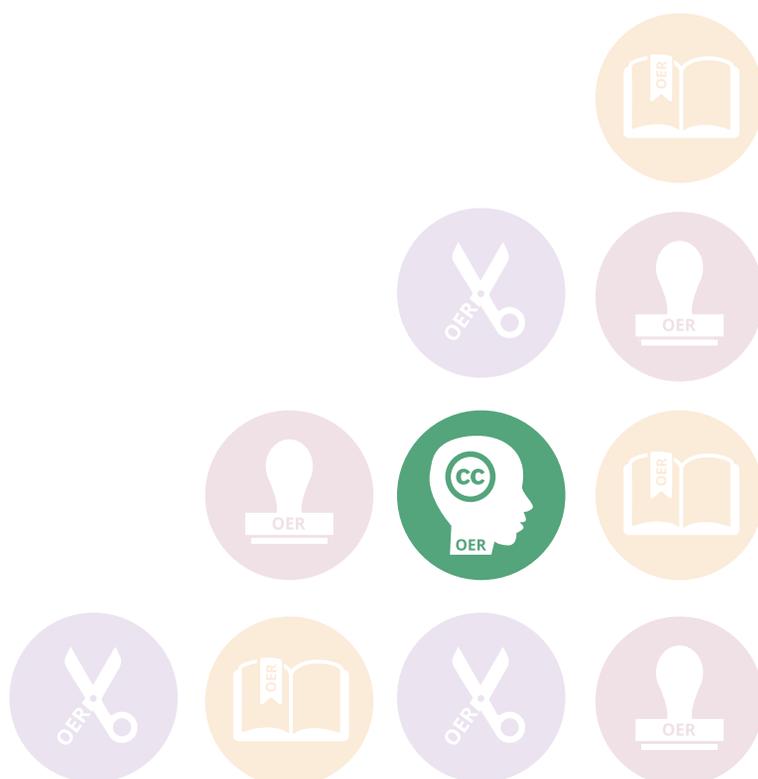
Remixing with Creative Commons

Creative Commons licences are great for educators because they allow you to "remix" content: all Creative Commons licences allow you to combine resources without modification, and most of the licences also allow you to modify and adapt resources.

Remixing is often associated with music. In the 1980s, musicians mixed and mashed old jazz, blues and reggae records, before adding their own beats and raps to create a whole new sound – and Hip Hop emerged. Since then, thousands of musicians have built on these early experiments, creating an extraordinarily rich global culture of remix music.

Because culture always builds on the past, just about all creative work is a kind of remix. Remixing also happens in other areas, such as research and, of course, education: scientists, artists and teachers all build on the past to create new works and make new discoveries. With the development of the Internet, the range of materials available for remix and reuse is larger than ever. In the digital age, it has become much easier to make innovative new works, and supporting learners to be creative (including by creating digital art, music and film), is important. Of course, this can cause problems when it comes to keeping track of who made what — and who owns what.

So, while borrowing and adapting is part of the creative process, educators have a responsibility to set the example and to take the time to **credit the work of others**. Giving credit also places the work in its context, which may benefit its users.

Acknowledgement is independent of copyright and is necessary to avoid plagiarism. Being identified and credited as the author of a work is a "moral right". If no other arrangements are in place (such as an employment contract), the author of a work is also the original copyright holder. The same is true for moral rights. When an employment contract is in place, copyright and moral rights are usually held by the employer.
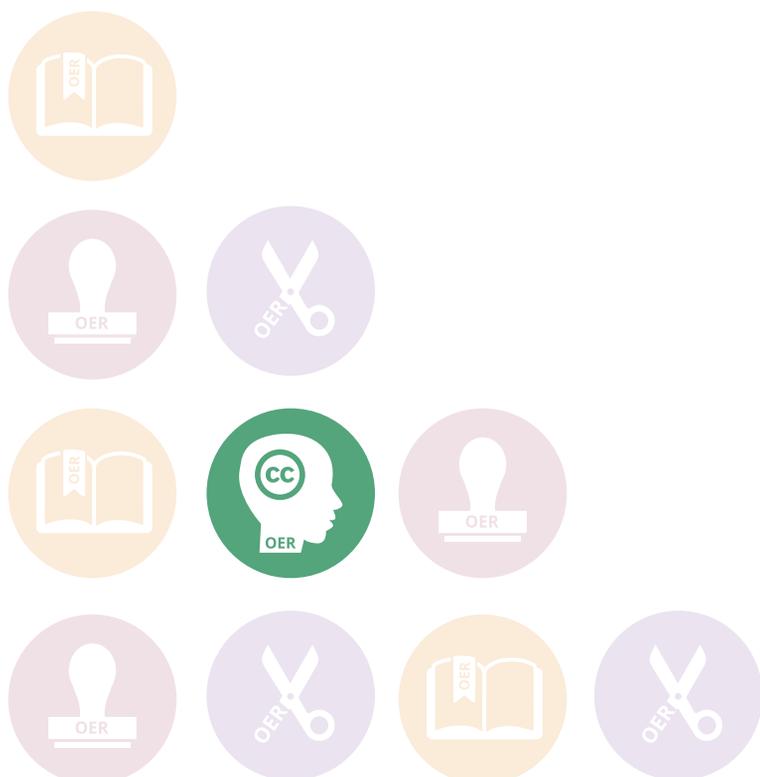
Types of Creative Commons licences

Creative Commons licences offer a range of choices between full copyright (i.e. reserving all rights) and waving as many rights as possible (allowing the work to be treated like a work in the "public domain").

A work is in the public domain if the intellectual property rights have expired. For example, the works of Shakespeare are in the public domain because the author died over 70 years ago, and all intellectual property rights have expired. Works in the public domain can be used free of any restrictions. Often copyright holders are happy to share their work in principle, but would like to apply some conditions, rather waving as many rights as possible. The six Creative Commons licences enable rights holders to apply a range of permissions. Each licence has different features through which copyright holders specify certain restrictions, as well as grant users various freedoms:

1. All Creative Commons licences require that you credit the copyright holder when reusing their work in any way. Likewise, others who use your work in any way must give you credit in the way you request, but not in a way that suggests you endorse them or their use. If they want to use your work without giving you credit, or for endorsement purposes, they must get your permission first.

2. "Share-Alike" (SA): You let others copy, distribute, display, perform and modify your work, as long as they distribute the work and any modified work on the same terms. If they want to distribute modified works under other terms, they must get your permission first.

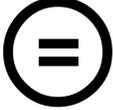**3. "NoDerivatives" (ND):** You let others copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must get your permission first.
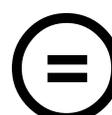
4. "NonCommercial" (NC): You let others copy, distribute, display, perform and (unless you have chosen NoDerivatives) modify and use your work for any purpose other than commercially, unless they get your permission first.

These permissions can be combined to give six different types of Creative Commons licences:

Attribution
CC BY

Attribution - Share-Alike
CC BY-SA

Attribution - NoDerivatives
CC BY-ND

Attribution - NonCommercial
CC BY-NC

Attribution - NonCommercial - Share-ALike
CC BY-NC-SA
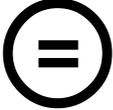
Attribution - NonCommercial - NoDerivatives
CC BY-NC-ND

Creative Commons licences do not affect fair dealing rights. Share-Alike and NoDerivatives licences do not prevent you using extracts of the work if your use falls under fair dealing.

If you would like to use a Creative Commons-licensed work in a way that is not permitted by the licence, you can ask the copyright holder for permission. Copyright holders are free to offer permission for additional uses as they wish.
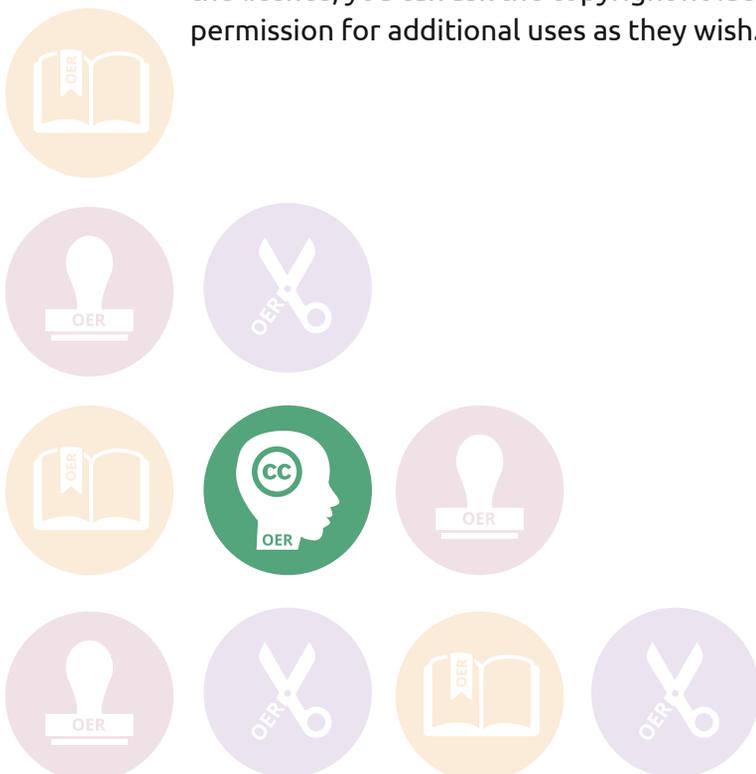
The licence URL

Each Creative Commons licence has a particular web address or URL, where you can find a description of the licence, as well as a link to the legal wording on the licence. For example, the Creative Commons Attribution licence can be found here:

http://creativecommons.org/licenses/by/2.0/uk/

If you look at the URL for the Creative Commons licence above, you'll notice a number ("2.0"), and a country code ("uk"). The number indicates a particular version of the licence, which is necessary because the Creative Commons licences are occasionally revised. At the time of writing, the most recent version is version 4.0, which has been designed to apply internationally and does not need individual country codes. The Creative Commons Attribution licence (version 4.0) can be found here:

http://creativecommons.org/licenses/by/4.0/

Creative Commons licensing allows you to find content that you can use legally to support teaching and learning. When sharing content, Creative Commons clarifies the terms on which you are happy for your work to be shared.

Further reading

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Sources

In producing this guide, the authors drew on the following sources:

OER Guidance for Schools (2014), by Björn Haßler, Helen Neo and Josie Fraser. Published by Leicester City Council, and available from http://schools.leicester.gov.uk/openeducation under Creative Commons Attribution 4.0.

- Free to Mix by Creative Commons Aotearoa New Zealand, available under a Creative Commons Attribution 3.0 New Zealand licence.Guide to Open Licensing by Open Knowledge, available under Creative Commons Attribution 3.0.

- The list of copyright licences schools have access to was adapted from Copyright licences: information for schools, Department for Education (8 April 2014), available under the Open Government Licence v2.0.

- We have also used (and adapted) the public domain image professeur--teacher-by-lmproulx from openclipart.org.
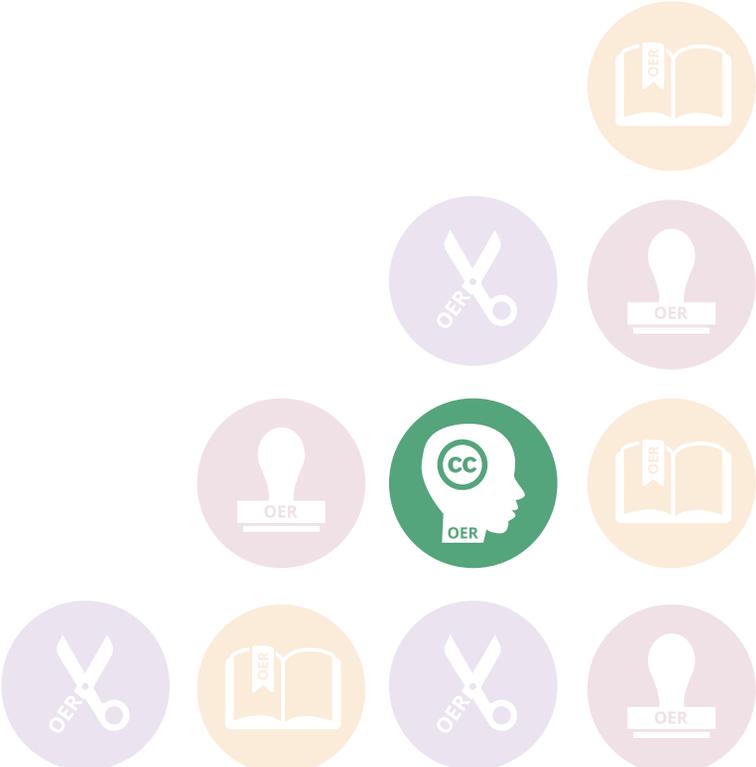
G3. Finding and Remixing Openly Licensed Resources

This Guidance chapter will help you to find Open Educational Resources (OER) from a variety of sources. It will also demonstrate how to legally remix OER to create your own content. It explains what Creative Commons licences mean in practice, and how they enable you to share your content with others on terms that you choose.

Finding openly licensed resources

Finding OER is easy. The Creative Commons logo shows that more flexible permissions have been provided to use and reuse content. The public domain logo indicates that resources are available, free from any restrictions.

Using search engines to find openly licensed resources

You can find Creative Commons licensed content using special search functions of search engines and websites.

For example, the familiar Google search has an 'advanced search' that lets you search by 'usage rights' for content shared under an open licence:
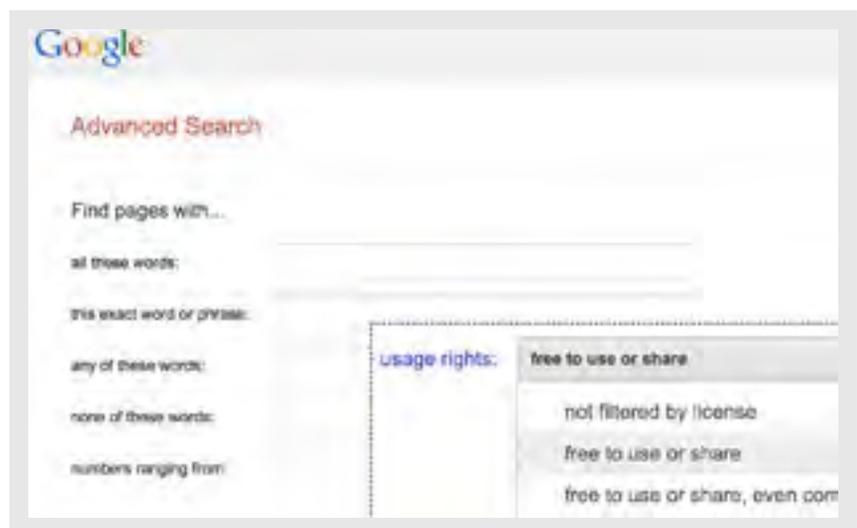
http://www.google.com/advanced_search
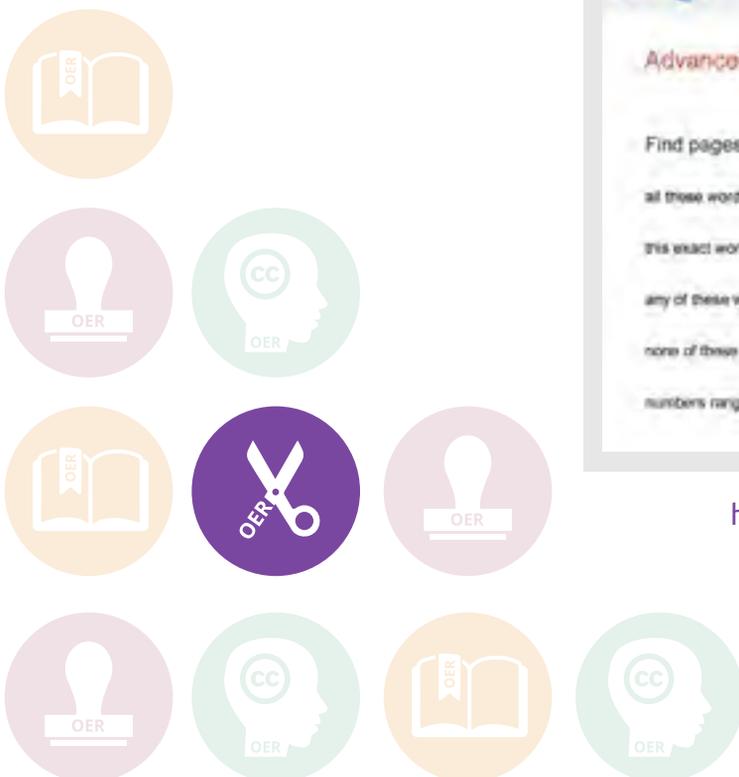
The image sharing site Flickr allows you to specify that you are looking for Creative Commons content:

https://www.flickr.com/search/advanced/
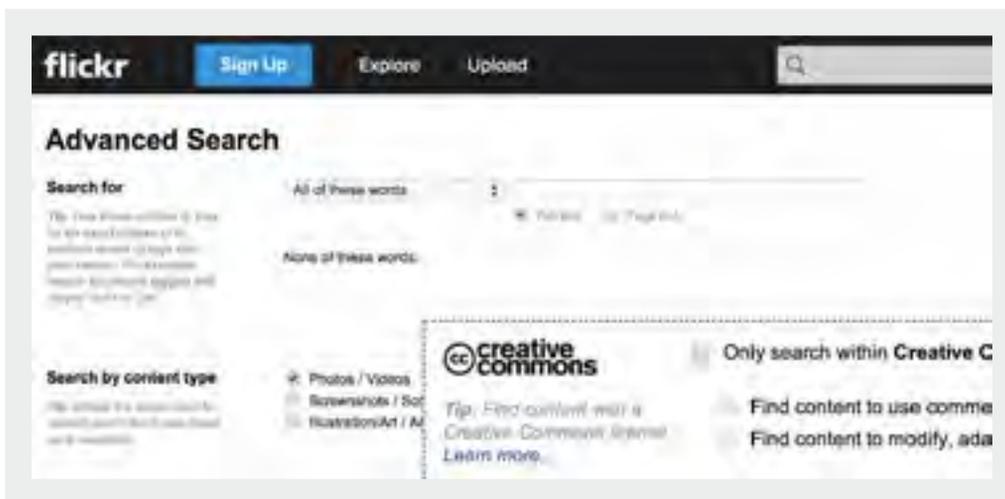
The Creative Commons search page at http://search.creativecommons.org/ allows you access to a range of different search engines and sites with various types of Creative Commons content including text, music and images:
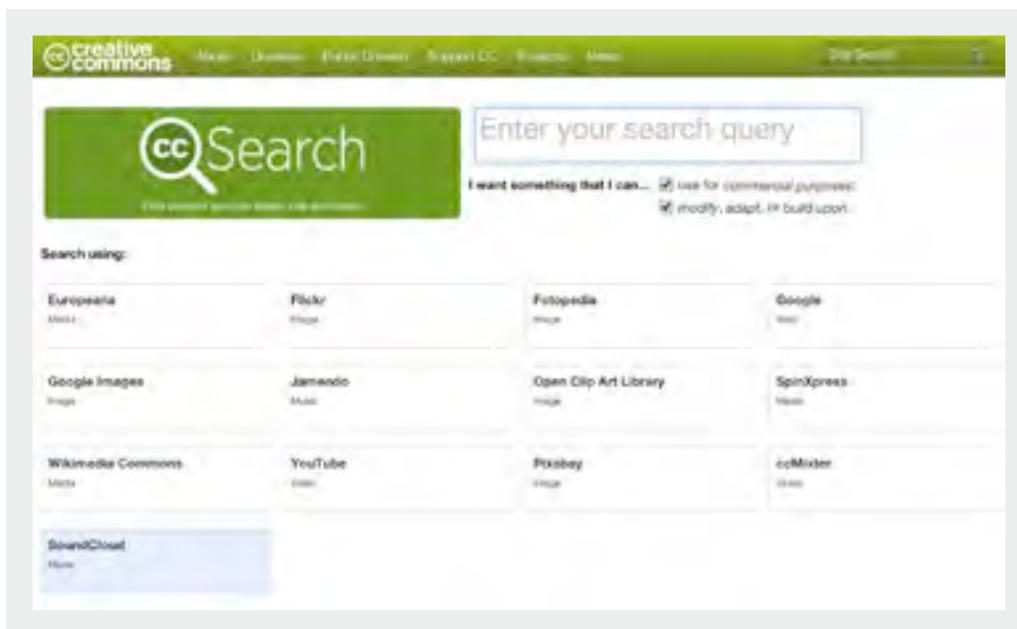
Here are some images resulting from a search for "dolphin"using the 'Flickr' search option:

Dolphin - aboriginal painting style street art, Newtown, Sydney, by Neerav Bhatt, CC BY-NC-SA 2.0
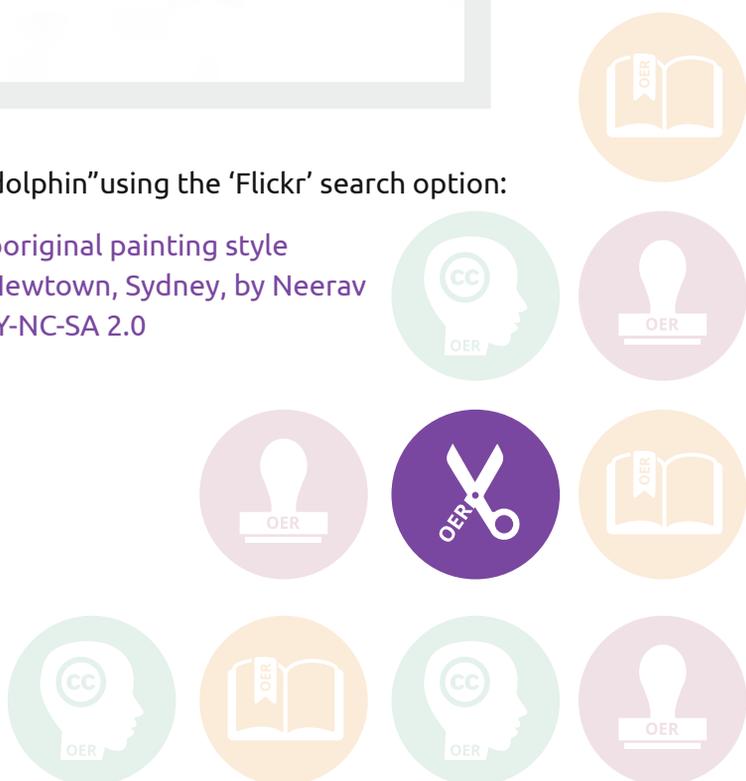
Spinner Dolphins, Big Island, Hawaii, by Steve Dunleavy, CC BY-NC-ND 2.0

Dolphin and Ship, 8/4/10, by Louis Vest, CC BY-NC 2.0

Dolphins, by lowjumpingfrog, CC BY 2.0

Images are particularly easy to find and there is a large amount of openly licensed content available, covering a huge range of topics. Accompanying this suite of Guidance documents are further documents with activities, suggestions and walk-throughs (see further reading) that will help you to find openly licensed content. Note that in the examples above, we have attributed the images alongside the image. However, this could also be done at the end of the document.

If you are simply looking for content to use in its original form (i.e. without modification), the type of Creative Commons licence doesn't matter; anything with a Creative Commons licence is usable in that way.

Sites with Open Educational Resources

Apart from using a search engine, another way to find resources is to use dedicated OER sites. This is particularly useful if you are looking for OER for a specific subject or topic. OER content sites that provide college level resources include:

- **ORBIT** (http://oer.educ.cam.ac.uk/). The University of Cambridge's Faculty of Education maintains a site with many OER suitable for teachers. It includes ORBIT, an open resource bank for interactive teaching in maths and science, with many lesson ideas for primary and secondary. Each lesson idea is linked to particular teaching strategies, as well as ICT use. The site also contains a number of resources that are suitable for other subjects.

- The **DigiLit Leicester** project (http://digilitleicester.com) focuses on digital literacy in schools, helping teachers and teaching support staff in the effective use of technologies to support learners. All of the project outputs, including the school digital literacy framework and survey content, and the outputs and resources from school-led projects and a range of activities organised by the project team, have been released under Creative Commons licences. These include e-safety resources for staff supporting learners on the autistic spectrum, the Siyabonga project, which involved learners collaborating via Skype on a live concert with children from South Africa, and work on a "Bring Your Own Device" trial.

- **PHET** (http://phet.colorado.edu/). Educational simulations covering subjects including physics, chemistry, biology and earth science.

- The **Virtual Genetics Education Centre** (http://www2.le.ac.uk/departments/genetics/vgec). An online hub of genetics-related resources for teachers of all age groups. The site features a "Genetics for Schools and Colleges" section, with content available under a Creative Commons licence. There are also links to resources on external websites (with a range of licences).

- **Open Education Europa** (http://openeducationeuropa.eu/). A large, searchable site with a range of resources and links to other sites, for different education sectors and under different licences. The search allows you to narrow the resource to primary and secondary education, as well as to Creative Commons resources.

- **Digital Futures in Teacher Education** (http://www.digitalfutures.org/). This site offers professional development resources for teachers on new pedagogies facilitated by digital technology and new social media for learning.

If you plan to reuse content with learners or other staff members, or share resources, remember to record the web address (URL) or source in order to acknowledge it.
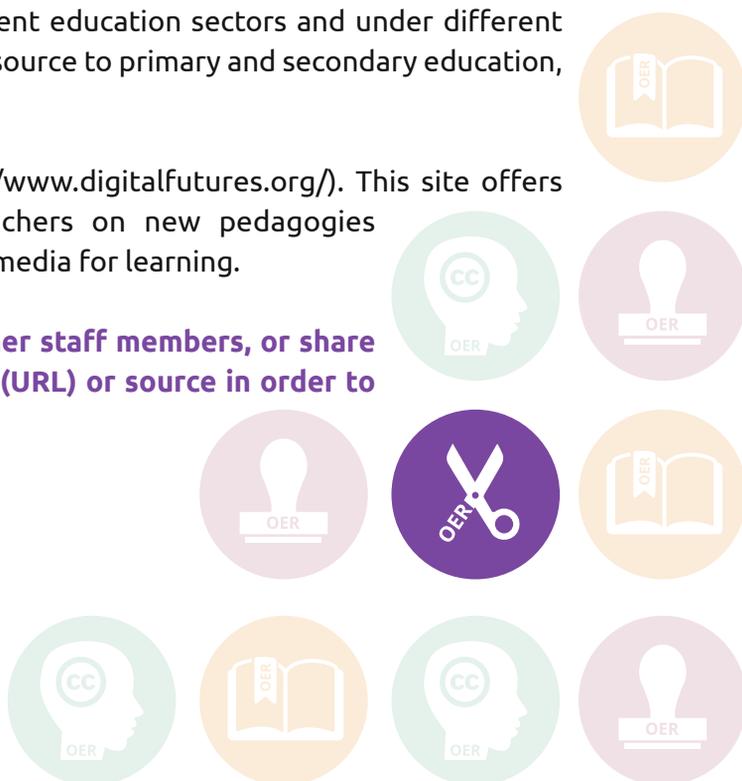
Using Creative Commons content: Attribution

Creative Commons helps you to easily find materials that you can use, makes permissions and restrictions on use very clear and lets you safely share your work through wider networks. Here are five rules that will help you understand what you can and can't do with licensed resources:

Rule 1: Attribution.
When using any Creative Commons content, you always need to attribute your sources.

The Creative Commons attribution requirement is about acknowledging your sources fairly. Sometimes the creators specify how they would like to be attributed, but a lot of the time the creators of a work don't say how they want to be attributed. In that case, simply include:

- the **title** of the work;
- if the resource is hosted online, the web address (**URL**) where you found the work;
- the **creator** of the work;
- the Creative Commons **licence** under which the work is available (together with the URL for the licence).
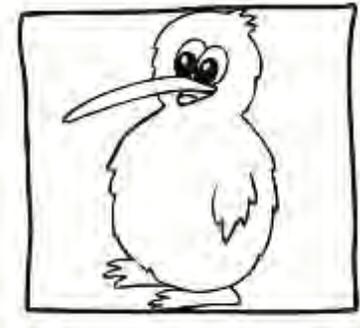
There is no standard format for putting together an attribution, so you can rearrange the elements as you see fit, so long as all the information is included.

For instance, to attribute the use of the "CC Kiwi" image on the right, the following elements are needed for the acknowledgement:

- Title: CC Kiwi
- URL: http://creativecommons.org.nz/resources/
- Creator: Creative Commons Aotearoa New Zealand
- Licence: Creative Commons Attribution 3.0 New Zealand licence, http:// creativecommons.org/licenses/by/3.0/nz/.

Your actual acknowledgement will look like this:

CC Kiwi (http://creativecommons.org.nz/resources/) by Creative Commons Aotearoa New Zealand, available under Creative Commons Attribution 3.0 New Zealand licence, http://creativecommons.org/licenses/by/3.0/nz/or, with the hyperlinks included in the text:

CC Kiwi by Creative Commons Aotearoa New Zealand, available under Creative Commons Attribution 3.0 New Zealand licence.

If you use the CC Kiwi image in a document, you need to include the above text, either where you use the image, or at the end of your document. For a presentation, you would acknowledge the image at the end of the presentation (e.g. on the final slide). If you were using the image in a movie, you would acknowledge it in the credits at the end of the movie. If you create a new image from the CC Kiwi (for example, by colouring it in), you cannot attribute by adding text, so you would use the 'metadata' function within the software used to create the image.

The attribution requirement applies to the six Creative Commons licences, and other licences that require attribution. Content that is in the public domain (e.g. with CC0 or the Public Domain mark) does not need to be attributed, although it's good practice to do so. The rights in public domain content have expired, but passing other people's work off as your own is still plagiarism.

Remixing content without modification

Rule 2: Using content without modification.
You are free to use any Creative Commons content *without modification or adaptation*, so long as you attribute your sources, retain the original Creative Commons licence and the use is NonCommercial.

This means that you can go online to find any Creative Commons content, and:

•   make copies, e.g. copying a lesson plan, copying worksheets;

•   share it with other educators;

•   post it online - on the college's website or college intranet;

•   perform the work (e.g. music or plays);

•   include it in other documents, e.g. copy images into your presentation (without changing the images themselves).

All you need to do is to **make sure that all your sources are attributed**. Some Creative Commons licences allow you to adapt, and even choose, a different licence. However, content under any of the Share-Alike and NoDerivatives licences always retain its original Creative Commons licence. We can say that for Share-Alike and NoDerivatives, the *licence travels with the content*.

Remixing through modification and adaptation

Content that allows free adaptation

Some Creative Commons licences allow you to make modifications without restrictions. These licences are:
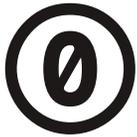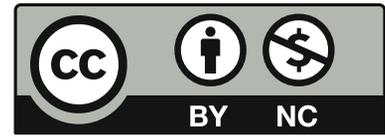
CC0   CC Attribution   CC Attribution-NonCommercial

Here's the rule:

Rule 3: CC0, CC Attribution and CC Attribution - NonCommercial.
Creative Commons content under CC0, CC BY and CC BY-NC licences can be used freely (non-commercially, in the case of NonCommercial). You can do what you like, as long as you attribute your sources.

Content under these licences can be used freely (non-commercially). So you can adapt, modify and build upon work as long as you attribute your sources (as always). Public domain content can be freely adapted.

Content that requires using the same licence

The final rule covers the Creative Commons Share-Alike licences:

Rule 4: Share-Alike.
Creative Commons content licensed with Share-Alike can be used freely (including adaptation), as long as you make the original or adapted version available under the same Share-Alike licence.

Without adaptation, Rule 2 applies. The documents accompanying this Guidance further explain how to license when you adapt Share-Alike content.

Content that cannot be adapted

You can use content licensed under any of the Creative Commons NoDerivatives licences, but you cannot change or alter the work in any way. The rule is this:
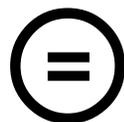
Rule 5: NoDerivatives.
Creative Commons content licensed with NoDerivates can be used freely, as long as you do not modify or adapt, i.e. as long as you do not create an adaptation. Creative Commons content licensed with NoDerivates always retains its original licence.

Rule 2 ('Using content without adaptation') explains how you can use NoDerivatives content.

What is an adaptation?

The following are examples of adaptations as defined by the Share-Alike / NoDerivatives licence:

- modifying an image to create another image (for example, by cropping) is an adaptation;

- translating a short story from one language to another;

- photoshopping a picture to add to, or alter, its original elements;

- using a sample from one song to make a new song;

- adding a song as a soundtrack to a video.

The following uses are **not** adaptations:

- including a short story in a collection of short stories;

- using an unedited video in the background of a live concert;

- reproducing an unedited image on a website or in a document (such as Word or Powerpoint).

When reproducing an unedited image in a document, you need to make sure that the image is really unaltered; you cannot overlay text, graphics or another image.

Creative Commons licence pathfinder

The diagram below shows the simple questions you need to ask yourself when finding and creating content for use with your learners and colleagues:
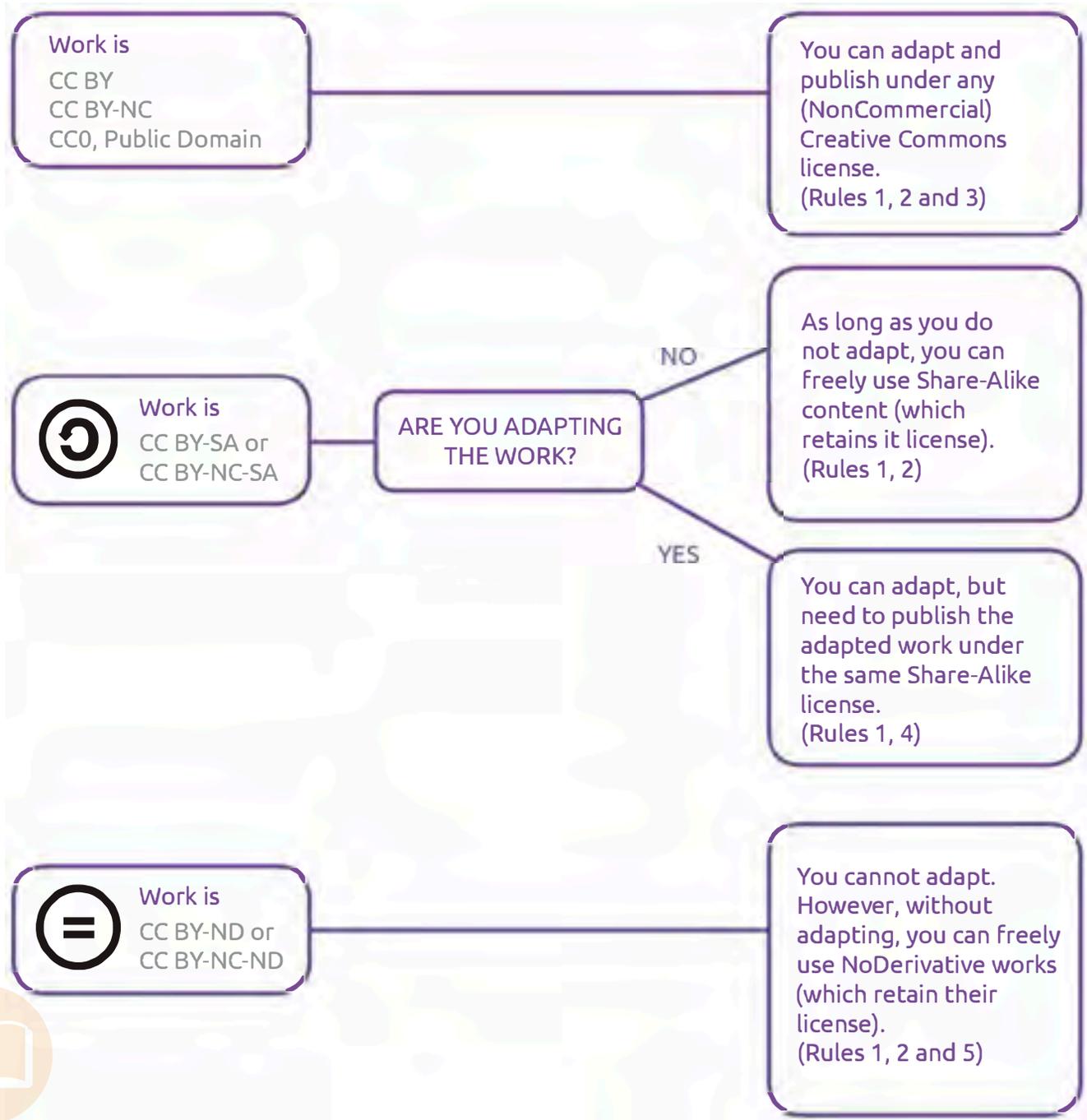
Work is
CC BY
CC BY-NC
CC0, Public Domain

You can adapt and publish under any (NonCommercial) Creative Commons license.
(Rules 1, 2 and 3)

Work is
CC BY-SA or
CC BY-NC-SA

ARE YOU ADAPTING THE WORK?

NO

As long as you do not adapt, you can freely use Share-Alike content (which retains it license).
(Rules 1, 2)

YES

You can adapt, but need to publish the adapted work under the same Share-Alike license.
(Rules 1, 4)

Work is
CC BY-ND or
CC BY-NC-ND

You cannot adapt. However, without adapting, you can freely use NoDerivative works (which retain their license).
(Rules 1, 2 and 5)

Further reading

This chapter is part of OER Guidance for Colleges, available at http://oer.t-tel.org for download (also in editable versions), which also includes supplementary information sheets, workshop and classroom ideas, as well as step-by-step walk-throughs.

• The Creative Commons wiki provides further information on best practices for attribution. The Creative Commons licence chooser is a useful, quick tool for selecting and exploring the Creative Commons licences.

Acknowledgements

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• Free to Mix by Creative Commons Aotearoa New Zealand, available under a Creative Commons Attribution 3.0 New Zealand licence. The Remix Kiwi is adapted from 'Creative Commons Kiwi' by Creative Commons Aotearoa New Zealand, available under a Creative Commons Attribution 3.0 New Zealand licence.

• Creative Commons Frequently Asked Questions, When is my use considered an adaptation?, Creative Commons Attribution 4.0.

• Molly Kleinman (2008). CC HOWTO #3: How to use a work with a Share Alike license available under Creative Commons Attribution 3.0.

• Molly Kleinman (2008). CC HowTo #4: How to use a work with a No Derivatives license, available under Creative Commons Attribution 3.0.
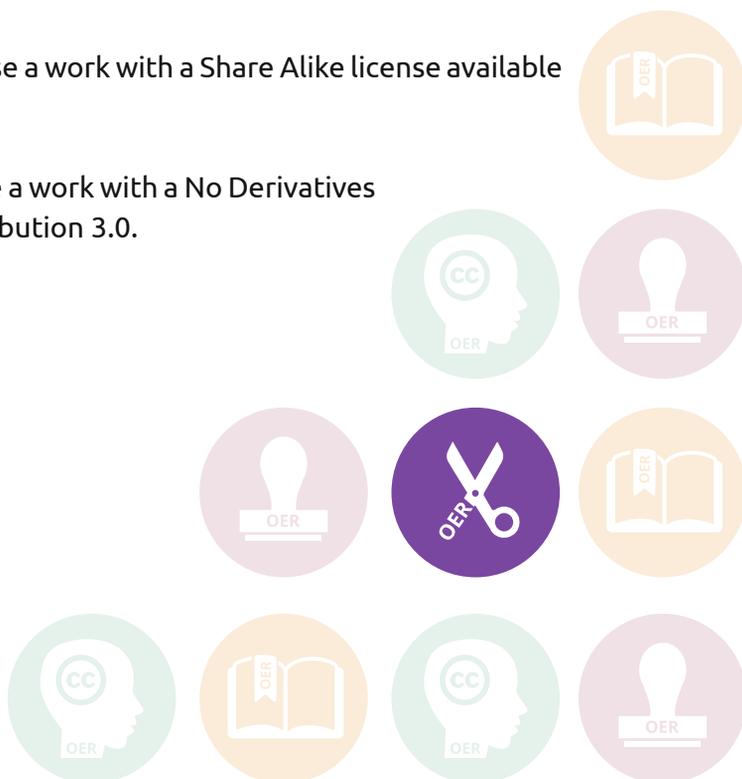
The following images were included without adaptation:

- Dolphin - aboriginal painting style street art, Newtown, Sydney, by Neerav Bhatt, CC BY-NC-SA 2.0; Spinner Dolphins, Big Island, Hawaii, by Steve Dunleavy, CC BY-NC-ND 2.0;

- Dolphin and Ship, 8/4/10, by Louis Vest, CC BY-NC 2.0;

- Dolphins, by lowjumpingfrog, CC BY 2.0.

G4. Openly Licensing and Sharing your Resources

Applying an open licence turns an educational resource into an Open Educational Resource (OER). This Guidance chapter discusses OER college policies and processes, explains how to apply an open licence to your educational resources and looks at how you can share the resulting OER.

Preparing to openly license your learning resource

There are two checks that you need to make before you add an open licence to a resource:

1. If you've produced the resource in the course of your employment, you will need to have permission from your employer to share it in this way.

2. If you have included materials in your resource that have been created by anyone else, you need to make sure that you have permission to include these materials. For instance, content under a Creative Commons licence can be used (subject to the licence terms, e.g. attribution).

You should never incorporate resources or learning materials that other people have produced in your own teaching materials, unless you have permission to do so.

Once you have made sure you have permission to share your resource, and any materials created by other people included in your resource, you can apply a licence.

Educational resources - rights and permissions

Usually, employers are the legal and beneficial owner of the copyright of materials produced by an employee in the line of their employment. Your employer retains copyright ownership of works you have produced, unless a specific agreement has been made. Work produced outside of your employment, for example the copyright of any work you do to further your own professional development (e.g. keeping a blog, creating a presentation), that is not organised or paid for by your employer, and completed in your own time, belongs to you. However, there are some institutions
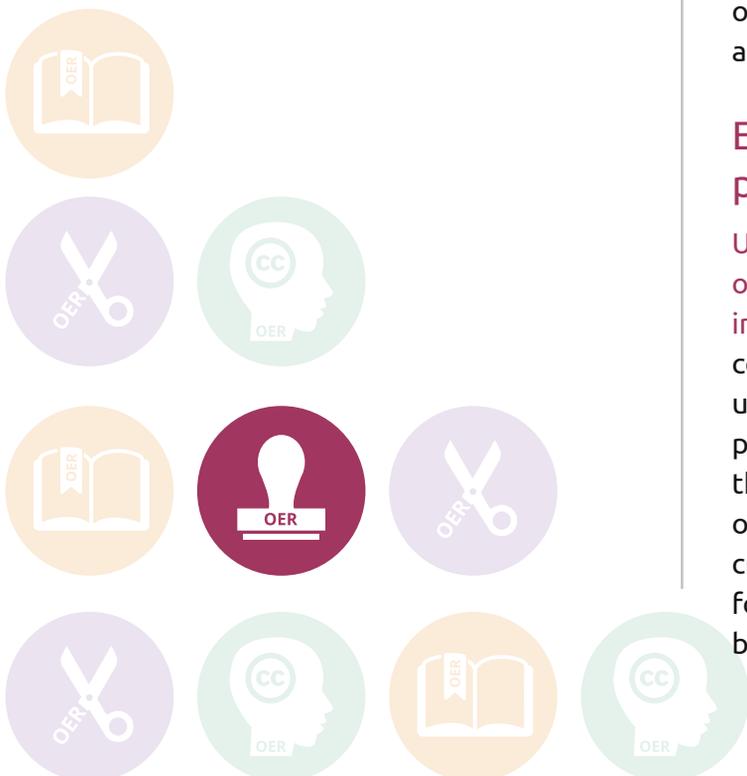
(including some academic institutions like the University of Cambridge, UK) where employees (researchers) retain copyright over their work.

Legally speaking, unless an agreement is already in place, staff should check with their employer and if necessary obtain permission to apply any additional permissions to their work (including an open licence), or to share work on web-based resource sites. Putting agreements in place to openly license work makes sharing and accessing resources simpler for everyone.

OER college policies and processes

Currently, a growing number of educational institutions put policies and processes in place that provide permission for staff to share their educational resources. Typically, specific requests relating to the rights of work produced by employees are negotiated on an individual basis. However, some institutions do have policies and practices in place for work that is shared online, but these are more likely to focus on accessibility and quality assurance, rather than copyright.

Putting agreements and processes in place at college level or at a government level is an important way of supporting staff and college communities in creating and sharing OER. Educators and teachers globally are already fostering a culture of sharing resources and good practice. OER and Creative Commons licensing are good ways of supporting this, and introducing them to your college can help promote discussion around ownership, attribution and the use of digital resources.

Some guidelines (e.g. the European Commission and UK Government guidelines) on the use and reuse of public sector information recommend that licences which place as few restrictions on reuse as possible (while providing acknowledgement) should be used to share publicly funded resources. In line with these guidelines, we are using and recommending the **Creative Commons Attribution** licence. Applying a Creative Commons Attribution licence means that your resources can be reused freely by others. Openly licensing learning resources can support colleges in promoting the great work that staff and colleges are producing.

Permission to share educational resources through open licences represents an exciting opportunity for colleges to take a fresh look at the original materials staff are producing, and how these can best be used to promote the college and build connections with other educators and organisations.
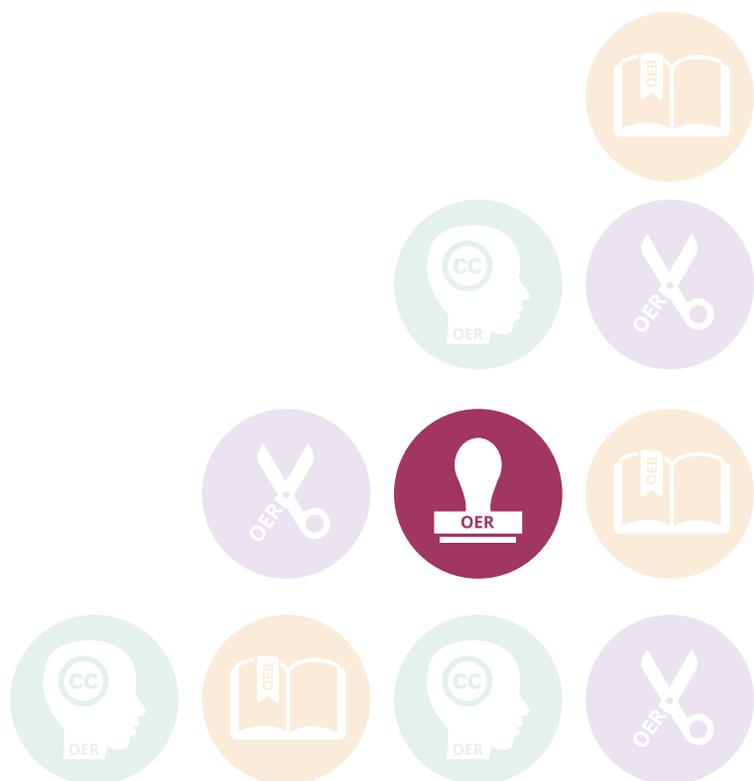
Governing bodies should consider what steps can be taken to encourage staff to openly license materials which represent the quality of learning and teaching that takes place at the college.

OER policies should make it clear that the employer encourages staff to openly license materials. Policies should also state that the open licence selected should place as few restrictions on use and reuse of the materials as possible, and should require acknowledgment of the source, for example, the Creative Commons Attribution licence. A short, clear policy should state what permission is being given to staff, outline the terms of the permission and provide contact details for, and queries relating to, the permission.

Governing bodies should review the approaches colleges will already have in place relating to sharing work online. Processes to support permission to openly license materials should seek to build on existing checks and support for professional standards; for example, advice and training relating to the creation of accessible resources. Governing bodies should not seek to introduce procedures that are unnecessarily onerous and unwieldy, and that would discourage the sharing of educational resources under open licence.

Materials shared externally under open licence should be of the same standard and quality as materials used internally:

• The resource should not include the work of others, unless there is permission to do so, or where the work is in the public domain;

• Any additional work used should be properly credited;

• The work should be accurate and neat.

Basic checks and steps should be taken to promote accessibility. The work should be shared in a file format that enables others to adapt it (e.g. in Word or OpenOffice format, rather than just as a PDF file). If your college has an OER policy, the licence should be completed accordingly, and be clearly displayed, as appropriate.

> Wider institutional support is important in implementing OER policies. For example, Leicester City Council has also produced model documents to encourage and support colleges and other local authorities to implement open licensing policies and practice (see 'further reading' at the end of this document).

Applying a Creative Commons licence

The actual process of applying a licence is straightforward. Any content that you produce yourself, such as text, images, diagrams, audio and movies, can be licensed openly (we recommend Creative Commons Attribution). If you have created the resource using content created by, or building on, the work of colleagues, check that they are happy with how you are attributing them. If you are incorporating the work of your students, you should be aware that they have ownership over resources that they create, and you should check that they are happy for you to use them.

If the resource you made contains content by others:

- make sure that you are not using any content for which you have no permission (or content with unknown permission);

- check that you have only used openly licensed content (i.e. most likely Creative Commons content) and/or content that is in the public domain;

- make sure that you have appropriately attributed all content that you have used.

Your college may have access to other content, such as commercial content procured by the National Council for Tertiary Education. Despite being able to use content in your teaching, such content cannot be included in documents you intend to license openly as an OER. Similarly, content that you are using in class under fair dealing cannot be used in an OER.

Once you have made the above checks regarding content produced by others, you can then decide what licence to use:

- If you have not included any content with a Share-Alike licence (or, more precisely, if your work is not an adaptation of a Share-Alike work), then you choose the Creative Commons Attribution licence for your content;

- If you have not included any content under a Non-Commercial licence in creating your work, you choose the Creative Commons Attribution licence for your content;

- If you have adapted content under a Share-Alike licence to create your work, you'll need to use the same Share-Alike licence for your content;

- If you have adapted content under a Non-Commercial licence to create your content, you'll need to use the same or another Non-Commercial licence for your content.
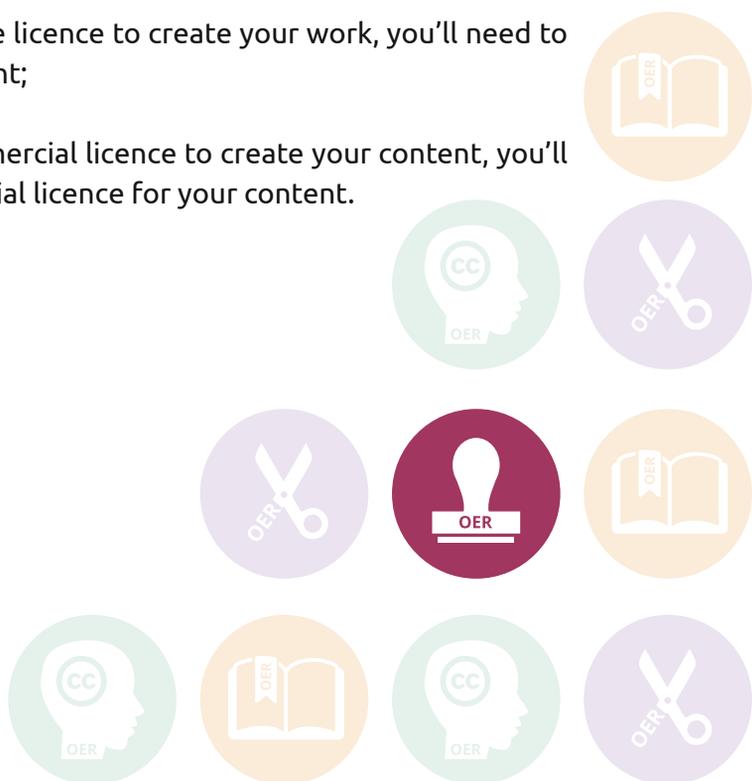
Further information on using Share-Alike and Non-Commercial content is available in the documents accompanying this Guidance.

Example licence

To license a document that you have produced under a **Creative Commons Attribution licence**, the simplest way is to paste a suitable statement at the end of your document. This statement contains the attribution (to you and your college), followed by the Creative Commons licence itself:

[RESOURCE TITLE], by [TEACHER NAME/URL] at [COLLEGE NAME/URL]. This work is licensed under the Creative Commons Attribution 4.0 International Licence.

For example, at Peki College of Education, you might attribute as follows:

Life-cycle of a butterfly, by Emmanuel Mensah (Peki College of Education, Ghana). This work is licensed under the Creative Commons Attribution 4.0 International Licence.

Either before or after your own licence statement, you should also place the attribution for any resources that you have used. The 'acknowledgements' section at the end of this document provides an example of how you can attribute any resources that you have included or adapted.

Attaching a licence to different types of educational resources

Depending on the type of the work, there are a range of ways you can include the licence details. For instance, if you were licensing a presentation, your licence could be included on a final slide. If you were licensing a film, you would include the licence in your end credits. There may be certain works (such as images or audio files) where it's not possible to attach the licence itself in a visual way. For images, the licence could be attached along the side of the image (depending on the size), or in the information provided about the image, or on the web page displaying the image. For an audio file, the licence can be spoken. You can also include the licence in brief in the filename itself, e.g.:

CC_Kiwi_by_Creative_Commons_Aotearoa_New_Zealand_**CC-BY**.jpg

Digital resources (including images, video and audio) also allow you to mark documents with attribution details. You may be familiar with the fact that music files often contain additional information (called 'metadata'), such as the name of the artist, the name of the album and the year of the music release. Similarly, photographs often contain the date when the picture was taken, or even the location. Such metadata can also be used to include information about the Creative Commons licence. Typically, this is done using the metadata function within the software used to create the resource,

and you should be able to find this in the software manual by searching for 'metadata'. Further tips are available alongside these Guidance documents.

What should I share?

Think about sharing your work in ways that make it as easy as possible for other educators to use and reuse your content. Non-editable formats (for example, PDF) make it difficult for others to obtain extracts in order to build on your work. You should always provide work in an editable format; for example, an OpenOffice or Microsoft Office application. The more people who have access to, and can open and work with, your resources, the better.

Think about making your shared resources as useful as possible to other educators. As well as sharing individual or sets of images, you can contextualise these by sharing your lesson plan, or providing information about why the images were created, or how you made use of them. If you share a presentation, you could provide information about the content of the slides in the notes section.

To get started, look at which materials you have already created (e.g. a single image or a scheme of work) that could be shared under an open licence. Skills and knowledge will develop as staff become more confident about openly sharing, and colleges develop a culture of openly licensing resources.

Letting others know about your OER

Once you have licensed your resources, they are now an OER. It's important to let others know, and there are many ways to do that:

- You can share resources with others directly, via email, memory sticks and shared folders;

- You can put resources on to your college website or blog (and your own website or blog);

- You can upload your resource to your college Virtual Learning Environment (if the site you share your resource on is only accessible by password, you should also look at ways of sharing openly);

- You can share your resource on specific OER sites, including the ORBIT site (http://oer.educ.cam.ac.uk).

Next steps: putting OER into practice

Set yourself, your department or your college some tasks or goals for integrating OER into your practice, and creating and sharing some of your resources as OER. For example:

- search for, and find, an openly licensed resource that you can use in your practice;

- incorporate an openly licensed resource into a resource that you've created yourself, making sure that you acknowledge the source appropriately;

- apply an open licence to a resource that you have created;

- share a resource that you have openly licensed online.

Further ideas for activities are available alongside these Guidance documents.

Further reading

This chapter is part of the OER Guidance for Colleges, available at http://oer.t-tel.org for download (also in editable versions), which also includes supplementary information sheets, workshop and classroom ideas, as well as step-by-step walk-throughs.

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In producing this guide, the authors drew on the following sources:

OER Guidance for Schools (2014), by Björn Haßler, Helen Neo and Josie Fraser. Published by Leicester City Council, and available from http://schools.leicester.gov.uk/openeducation under Creative Commons Attribution 4.0.

- The Remix Kiwi is adapted from 'Creative Commons Kiwi' by Creative Commons Aotearoa New Zealand, available under a Creative Commons Attribution 3.0 New Zealand licence.

The OER Guidance for Colleges documents are available from http://oer.t-tel.org.
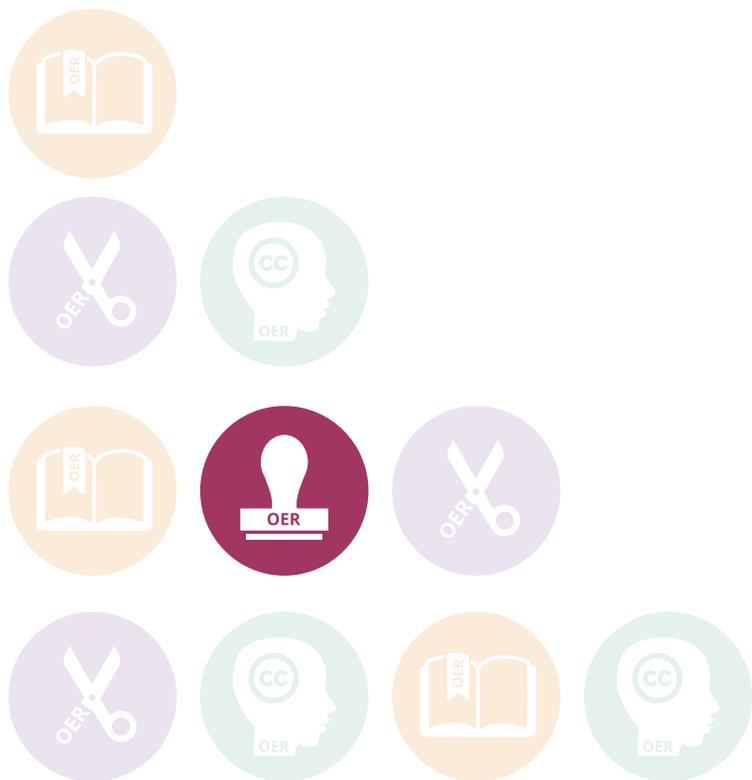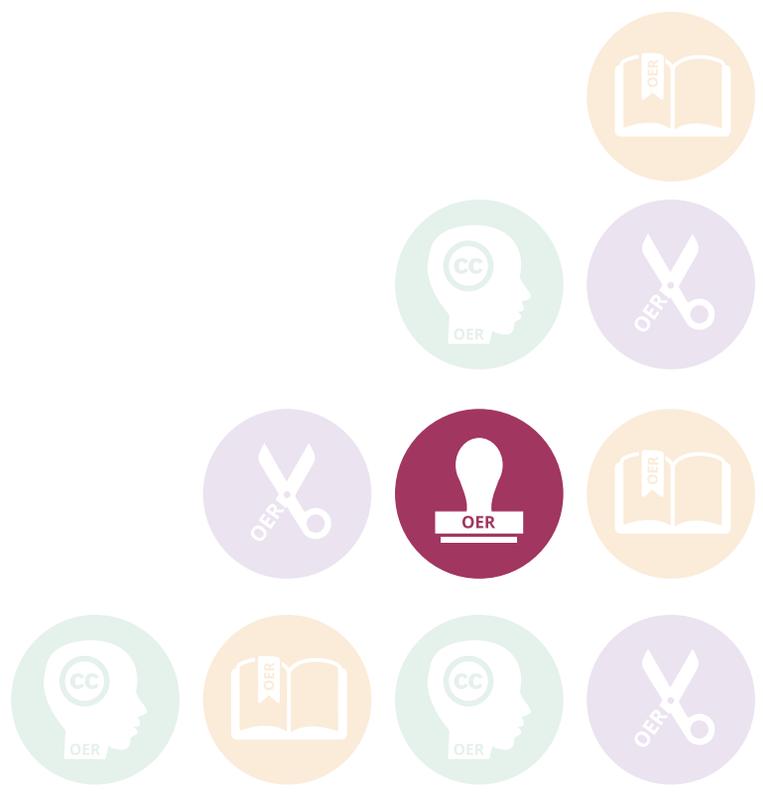
S1. OER Activities for Workshops, the Classroom and for Self-study

Table of Contents

Introduction

This document contains ideas and activities to get you started with Open Educational Resources (OER). Creating, sharing and using OER may not happen routinely at your school. Working together with staff within and between colleges will help to embed OER into everyday practice.

The ideas and activities in this document can be used in a range of ways, for example to support staff development workshops or twilight sessions, for use in the classroom, for discussion between colleagues, or for self-directed learning. Unless otherwise noted, all activities are suitable for workshops. We have labelled activities that might be particularly useful in other contexts (e.g. classroom, self-study) accordingly, but feel free to engage with whatever idea interests you most.

This document is not prescriptive, but provides pointers for activities that you may find useful, and that you can develop further yourself. We also make no assumptions as to who might facilitate workshops. Facilitators could be teachers, key stage leaders, library staff, ICT staff, etc.

The activities in this document are grouped into a series of three workshops, as well as a set of additional activities. Though it is not possible to provide a concrete workshop plan without knowing the audience, these three workshops should be seen as logical sequences of activities that could form the basis for a series of workshops. Equally, they could form units for self-study.

If you are working with a group of tutors (from your college or across several colleges), we suggest that you start with workshop 1 as it is presented here, allowing around one to two hours to complete the activities. Some activities include estimated durations (indicated in the title of the activity) - typically 15 or 30 minutes. These timings are suggestions only, and indicate whether an activity should be "shorter" or "longer".

We do encourage facilitators to tailor the workshop content to the participants based on criteria such as whether the participants have encountered the idea of OER before, their technical expertise, as well as their skills and background as teachers. With some of the more introductory activities, we have provided ideas for differentiation.

What you need

For many of the activities, you will need to have the following Guidance documents to hand. The **Guidance documents** are referred to as G1 - G4:

- G1 Open Education

- G2 Understanding Open Licensing

- G3 Finding and remixing openly licensed resources

- G4 Openly Licensing and Sharing Your Resources

There is a further list of required documents at the end of the present chapter that you might want to have ready. When facilitating a workshop, ask participants to download the required documents in advance. During the workshop, participants will need access to the Internet for many of the activities. Ask participants to bring along laptops, or run the workshop in a computer room.

Workshop 1: Understanding and finding OER

Learning objectives:

- Understanding what an OER is, and how it differs from free resources;

- Understanding and experiencing some of the benefits of OER;

- Knowing at least one search engine, and being able to find OER with that search engine (as opposed to just finding free content).

Success criteria:

- Participants were able to find OER suitable for their teaching or other school-related work.

Resources needed:

- Access to the Internet, e.g. with laptops;

- The set of Guidance documents and supporting documents;

- Whiteboard or flip chart, and pens;

- Ideally, a projector.

Facilitator notes. If you are running a workshop where some participants have not met each other before, start with introductions and an ice-breaker (if needed).

What are Open Educational Resources? (G1; 15m)

Activity 1. Do a brainstorm on the resources that participants are already using in their teaching (or for other activities at school). What are the sources of these resources? How can they be used? What are the licence conditions?

Activity 2. Read pages 1-3 in G1.

Activity 3. Discuss:

- What are Open Educational Resources (OER)?

- How are free resources different from open resources?

- How are OER different from "just sharing"?

- What is a Creative Commons licence (CC)? How does it relate to OER?

- What is the difference between the following two symbols?

Facilitator notes. What resources do teachers use? Where do these resources come from? Have participants heard about OER? As a facilitator, make sure that these questions are discussed and that participants understand their significance. If it's useful (and, depending on group size), make notes on a flip chart.

Creative Commons content (G3; 30min)

Activity 1. Review Rules 1 and 2 in G3:

- All Creative Commons licences require attribution (G3, Rule 1).

- All Creative Commons licences permit certain uses "without modification" (G3, Rule 2).

Facilitator notes. This brief activity introduces attribution and basic use of Creative Commons content. As a facilitator, provide some examples of what you can do with all types of Creative Commons licences (see list in G3, Rule 2) as a rationale for the use of OER, and then move on to the next activity. The details of modification and adaptation are covered in a future workshop.

Activity 2. Here are three suggestions when searching for OER, using different search engines. Each item below references additional materials (including step-by-step walk-throughs) which provide participants with scaffolding, in case this is needed.

Working in pairs, everybody should start with a search on Flickr (item 1 below). If you have already used Flickr images in your teaching, see whether other participants need help. Then try out the other searches as well. Record the web addresses (URLs) for the resources that you discover, so that they can be used in the next activity.

1. **Using the Creative Commons search with Flickr.** A good way to start searching for content is here: http://search.creativecommons.org.

   ○ **Tip:** The document "S2 Remixing with Images" (included with the Guidance set of documents) provides a step-by-step walk-through, starting with the Creative Commons search. It also explains how to find, use, and attribute Creative Commons licensed images. If needed, this walk-through can serve as a scaffold while they search for images themselves.

2. **The Google advanced search.** Google also has an advanced search, available here: http://www.google.com/advanced_search.

   ○ **Tip:** Look out for the "usage rights" box, which allows you to specify the licence. If you need further help, have a look at "How to find Creative Commons materials using Google" in the NCU/CCA Creative Commons Information Pack.

3. **YouTube**. You can also use the search on YouTube to find Creative Commons licensed materials. Explore the YouTube search, and see if you can find where the option to search for Creative Commons contents is located.

   ○ If you need help, see "How to find Creative Commons Material using YouTube" in the NCU/CCA Creative Commons Information Pack, included with this Guidance.

Facilitator notes. This activity is designed to help participants get started using different search engines to find OER (G3). Depending on the previous experience and interests of the participants, the facilitator may initially want to focus on the mechanics of doing the search (and, in the following activity, the attribution); if participants are interested in the application of OER to support particular teaching strategies and classroom activities, you could focus on finding images to create meaningful lesson activities. Searching for Creative Commons resources can also be useful for students. For example, they can use these resources to find images for their project work. Some participants may want to incorporate this search activity into a lesson.

If you have started focusing on the mechanics of doing the search, and the activity is going well, do ask participants to think about a topic they are going to teach, and then ask them to find a number of useful OER under a variety of different licences.

Basic attribution (G3; 15m)

Activity: Having found some Creative Commons works (for example, content types such as texts, images, movies) in the previous activity, look at how to do attribution. Review the requirements for attribution (G3, Rule 1) in pairs.

Some points for discussion in pairs: *What does the attribution need to contain? What do the various elements of the attribution mean?*

Once you have clarified this in pairs, discuss as a whole group. Is there anything that needs further explanation? Can you give examples of good and poor attribution?

Facilitator notes. As a facilitator, remind participants of the need for attribution in all Creative Commons licences. To find more examples of attribution, see the supporting documents "S2 Remixing with Images" and "Creative Commons wiki - Best practices for attribution" (also included with this Guidance). You can project some of these attributions so that they can be discussed.

Benefits of OER (G1; 15m)

Activity. If there is time, continue a discussion of the benefits of OER. If you are out of time, move on to the next activity.

Facilitator notes. As a facilitator, review the section "Why use OER in Colleges?" in G1. In a group of experienced content creators, discuss the three freedoms (G1). How do these freedoms relate to inclusive education (and its underlying values)?

Agreeing follow-up activities (10m)

Activity. If the workshop is part of a series, agree follow-up activities to be undertaken before the next workshop. Follow-up activities could include:

- reviewing the Guidance documents and some of the supporting documents;

- further searches for OER (see activities above);

- collecting a few images (with proper attribution);

- thinking about how to integrate OER with the day-to-day activities of participants' colleges.

Facilitator notes. At the end of the workshop, ask participants whether there are any questions.

Workshop 2: Remixing text, subject-specific resources and Wikipedia

Learning objectives:

- Understanding the different types of Creative Commons licences (NoDerivatives, NonCommercial, Share-Alike);

- Understanding how to remix text;

- Learning how to find subject-specific OER;

- Learning how to reuse content from Wikipedia;

- Understanding the concept of an adaptation.

Success criteria:

- Participants are able to search for OER with different Creative Commons licences;

- Participants understand the permissions and requirements of the various Creative Commons licences;

- Participants combine OER from different sources to create teaching and learning materials.

Resources needed:

- Access to the Internet, e.g. with laptops;

- Projector connected to laptop (to play back a video);

- The set of Guidance documents and supporting documents;

- Whiteboard or flip chart, and pens;

Facilitator notes. If you are running a workshop where some participants have not met each other before, start with introductions and an ice-breaker (if needed).

Types of Creative Commons licences: watching a video (G2; 15m)

Activity 1. This short video introduces Creative Commons licences and provides an overview of what Creative Commons licences mean for sharing and reusing content. Watch the video to get an overview of the different licences, while referring to G2. The URL for the video is http://vimeo.com/25684782 (5 minutes duration).

Discuss the following questions:

- What do the different licences allow you to do?

- What do the licence elements ND, SA and NC mean?

- Which licences are more or less restrictive?

- What are free cultural works?

- Do Creative Commons licences only apply to education?

Activity 2. The video mentions the Creative Commons licence chooser (http://creativecommons.org/choose/), a useful tool to select Creative Commons licences. Have a look at it, and use it to understand the different types of Creative Commons licences.

Facilitator notes. Following the video, check whether everybody has understood the different licence elements. You could also see whether participants have encountered other types of open licences (such as the OGL, open source software licences). Do participants know of any works or websites that use open licensing?

Remixing text (G2, G3; 15m)

Activity. Usually, commercially licensed content cannot be remixed, but Creative Commons content can be remixed (unless a "NoDerivatives" licence is used). Read the document "S4 Remixing with Shakespeare" to see a detailed example of remixing. Discuss any questions that you have before moving onto the "Exploring Wikipedia" activity.

Facilitator notes. It's important for participants to understand that text can be remixed legally under Creative Commons (except for NoDerivatives). The attribution should state the sources for the resulting text. This exercise is a preparation for understanding "adaptation", see below.

Finding more subject-specific OER and exploring Wikipedia (G3; 30m)

Activity. Guidance 3, as well as the list of references, highlight a number of subject-specific OER sites such as ORBIT, Wikipedia, etc. Choose an OER site to explore. Here are some example activities:

- **Finding content on ORBIT.** Browse ORBIT (http://oer.educ.cam.ac.uk), and pick an idea that you can use in a lesson coming up in the next couple of weeks. Download the required resources and make the adaptations.

- **Exploring Wikipedia.** The "Exploring Wikipedia" activity follows on from the "Remixing text" activity. Look at "S3 Remixing with Wikipedia text and images", which provides a step-by-step guide on how to use text and images from Wikipedia. Identify a topic of interest, and collect suitable OER content from Wikipedia.

Facilitator notes. This activity emphasises finding content that is suitable for upcoming lessons. Discuss any issues encountered. Was the content easy to find? Is it suitable for upcoming lessons? What would need to be changed? If you are doing this activity on your own, share your experiences with your colleagues, face-to-face or via Edmodo.

What is an adaptation? (G3; 15m)

Activity. In pairs, review the document "S5 Share-Alike, NonCommerical and Public Domain", and clarify your understanding of what an adaptation is. Then discuss whether the following uses are adaptations or not:

- Resizing an image;

- Making an image black and white;

- Converting a document from Word to OpenOffice;

- Overlaying text on to an image;

- Translating a paragraph from English to Spanish.

Facilitator notes. Understanding the concept of adaptation is crucial when using Share-Alike and NoDerivates licences. The above activity is an introduction to adaptation, and we return to this in the next workshop.

Practising attribution (G3; 30m)

Activity. In the activity above, different types of Creative Commons works (e.g. texts, images, movies) were explored. In pairs, discuss how to attribute these works when you are using them in your own documents and presentations. Work through the whole cycle of finding an OER, creating the attribution, and then copying it into a document, so that it's ready to use for your intended purpose (such as teaching). To find more examples of attribution, see the document "Creative Commons Wiki - Best practices for attribution". Note that the style of attribution depends on whether you use a work with or without adaptation.

Once you have practised attribution for the content you found (allow around 15 minutes), discuss the following points:

- What does the attribution need to contain? What do the various elements of the attribution mean?

- How do you attribute a work that has **not** been modified?

- How do you attribute a work that has been adapted?

- How do you attribute material from multiple sources?

Following this discussion, correct you attribution as needed. The next activity could be used as an extension activity.

Facilitator notes. Attribution is of key importance when using Creative Commons content, so make sure that there's enough time to explore this.

Agreeing follow-up activities (10m)

Activity. If the workshop is part of a series, agree follow-up activities to be undertaken before the next workshop. Follow-up activities could include:

- reviewing the Guidance documents and some of the supporting documents;

- further searches for OER (see activities above);

- thinking about how to integrate OER with the day-to-day activities of participants' colleges;

- select one or more pieces of content (documents, lessons plans, etc.) that you produced and bring this along to the next workshop (ideally, the document should be free of commercially-licensed content, such as a piece of text that you have written in its entirety).

Facilitator notes. At the end of the workshop, ask participants whether there are any questions, and then agree the follow-up activities. The outcomes of follow-up activities will be reviewed at the start of the next workshop.

Note that in the next workshop, one of the activities uses the "Open Attribute" browser add-on, which is compatible with Firefox, Chrome and Opera web browsers. You need to consider whether this can be installed on the computers that you are using for the workshop. Participants may want to bring their own laptops to install the add-on. For school-owned computers, participants may need to ask technical staff at their school to install the add-on prior to the workshop. The add-on is very useful, but if the activity is not feasible, you should plan an alternative activity.

Workshop 3: Share-Alike, remixing in the classroom

Learning objectives:

- Understanding the Creative Commons Share-Alike licences;

- Understanding remix;

- Understanding how to apply a Creative Commons licence to your content.

Success criteria:

- Participants understand the permissions and requirements of the various Creative Commons licences;

- Participants are able to create remix lesson ideas or lesson ideas using Creative Commons content (e.g. an infographic);

- Participants have licensed one of their documents under Creative Commons.

Resources needed:

- Access to the Internet, e.g. with laptops;

- The set of Guidance documents and supporting documents;

- Whiteboard or flip chart, and pens;

Facilitator notes. If you are running a workshop where some participants have not met each other before, start with introductions and an ice-breaker (if needed). The activities in this workshop are more open-ended than in the previous workshops, and no timings are provided.

Applying a licence to your content (G4)

Activity. One of the follow-up activities from workshop 2 was to select one or more pieces of content (documents, lessons plans, etc.) that you produced. Consider the selected content to make sure that it is suitable for Creative Commons licensing (see G4). Apply a Creative Commons licence to the piece of content.

Facilitator notes. Ideally, the document should be free of commercially licensed content, such as a piece of text that a participant has written in its entirety. In this case, applying a CC-BY licence is really straightforward. However, some content selected by participants may have commercial content in it, or the source of the content may not be clear (e.g. images "from the web"). In this case, discuss the provenance of that content. Discuss options for replacing the content with Creative Commons content (e.g. replacing images that have unclear rights with Creative Commons images).

Remixing with Share-Alike licences (G3)

Activity. Find some Creative Commons works under Share-Alike licences (e.g. content from Wikipedia or Wikimedia Commons). What does the licence permit you do to? If necessary, consult "S5 Share-Alike, NonCommerical, and Public Domain" in the supporting documents of the Guidance.

Discuss how you can combine Share-Alike content with other Creative Commons content, and how the resulting documents need to be licensed, as well as how derivative works are attributed.

Facilitator notes. Make sure that participants understand that content with a Share-Alike licence always retains that same licence. We say that the "licence travels with the content" (but it is permissible to adapt the content). The same applies to content with a NoDerivatives licence; the licence always stays with the content (and the content cannot be adapted).

"Free to mix" - understanding remix (G2, G3)

Activity. This activity is about developing a better understanding of remix. In this activity, you will refer to the document "Free to Mix: An educator's guide to reusing digital content" produced by Digital New Zealand with the support of Services to Schools (National Library of New Zealand). This document is also included with the additional Guidance documents (see "Digital New Zealand free-to-mix_v190112_0.pdf").

Locate the following sections:

- Understanding Remix - classroom ideas (p. 8)

- Remixing with Respect - classroom ideas (p. 12)

- Creative remix - classroom ideas   (p. 23)

In the workshop, decide which section interests you most (dividing the groups according to interest) and follow the instructions in the related sections. For those teaching topics that can involve remixing (e.g. media studies), you could also discuss how to use these activities in class.

Facilitator notes. Make sure that you review the above activities in advance in order to draw out some stimulating questions. Or perhaps you would like to develop your own "Understanding Remix" activity based on the material above? The "Free to Mix: An educator's guide to reusing digital content" document is also available in Word format (see zip) file, which participants can use as a basis for developing their own ideas. Make sure that you attribute appropriately.

Developing classroom ideas: storytelling and infographics

Activity. This section is about developing some classroom ideas that you can try out in your own class. The "Free to Mix: An educator's guide to reusing digital content" document (referenced in the last activity) contains the following sections with ideas for classroom activities:

- Digital storytelling ideas (p. 24; classroom ideas p. 25)

- Photo remix classroom ideas (p. 29; classroom ideas p. 30)

- Creating infographics (p. 32)

Divide into groups of four. You can arrange groups by interest (digital storytelling, photo remixing or infographics), subjects and/or by the student age groups you teach. Each group will develop a lesson plan based on one of the above areas of interest.

Facilitator notes. As with the previous activity, make sure that you review the above activities in advance, and draw out some stimulating questions. The "Free to Mix: An educator's guide to reusing digital content" document is also available in Word format (see zip) file. Participants want to draw on this content for developing their lesson plans. By now, everybody should be familiar with how to attribute their adaptations.

Practising Attribution: *Open Attribute* (G3)

Activity. Open Attribute (http://openattribute.com/) is a browser add-on which can help to attribute Creative Commons sources. It's available for a range of web browsers (Firefox, Chrome, Opera). For this activity, we suggest forming small groups, mixing participants who are familiar with browser add-ons with those participants that are not. In each group, one person could demonstrate how the add-on works before the others try it out.

You simply need to copy the text (title, source, author, etc.) to create the attribution. Alternatively, you can click on "More Information", where you will find the following attribution:

> Dolphins | Flickr - Photo Sharing! : taken from - https://www.flickr.com/photos/devcentre/130663011 Author: Peter Harrison https://creativecommons.org/licenses/by/2.0/

Further information on how to attribute with Open Attribute is available here:

- "How to attribute Creative Commons licensed materials" in the NCU/CCA Creative Commons Information Pack.

Facilitator notes. Facilitators should be aware that participants may not be familiar with browser add-ons, and may need time to get used to the Open Attribute add-on. Firstly, they may encounter

CC licensed material that is not recognised by the add-on, which could be confusing. Secondly, the add-on provides attribution in a number of specialised formats (such as RDF) which may also be confusing. However, a lot of content *is* recognised, and the add-on is a really useful tool that makes attribution very easy.

Agreeing follow-up activities

Activity. If the workshop is part of a series, agree follow-up activities to be undertaken before the next workshop.

Facilitator notes. Workshop 3 is the last workshop detailed in this document, but you may want to design another workshop (perhaps on the basis of some of the other activities for workshop facilitators).

As always, at the end of the workshop, ask participants whether there are any questions, and then agree the follow-up activities. The outcomes of follow-up activities will be reviewed at the start of the next workshop.

Activities for workshop facilitators

The following activities do not follow the same pattern as Workshops 1-3, above. They are meant for self-study, to increase your understanding of OER and open education. These activities are also good preparation for facilitating an OER workshop, as they provide additional background information that may come up in discussion. Because the activities here are less self-explanatory compared with the activities above, each activity starts with a "rationale" explaining the activity and how it can be used.

Inspiration for greater freedom (G1)

Rationale. The purpose of this activity is to become more familiar with the discourse around the word "open", including open education and OER.

Activity. Have a look at the links below, which include links to people and organisations who want the law to be changed to allow for greater fair dealing (e.g. Lawrence Lessig and Creative Commons), or creators and musicians that give their work away (e.g. Moby), as well as public institutions holding up fair use:

- Moby is a highly successful, commercial musician who has created a space on his website for users to listen to, and make use of, his music for film and video soundtracks: http://www.mobygratis.com/;

- Lawrence Lessig is an American academic and political activist, and a proponent of reduced legal restrictions on copyright, trademark, and radio frequency spectrum, particularly in technology applications. Here is his 2007 TED talk on creativity and the law: http://youtu.be/7Q25-S7jzgs;

- The Center for Internet and Society at Stanford Law School focuses on law and policy concerning the Internet and other emerging technologies. Have a look at their work on copyright and fair use: http://cyberlaw.stanford.edu/focus-areas/copyright-and-fair-use;

   - Also have a look at the "Fair(y) Use Tale", http://cyberlaw.stanford.edu/blog/2007/03/fairy-use-tale. (Note that as of 1st October 2014, parody is now considered fair use in the UK.)

- Some organisations are embracing the open sharing of information:

   - The **National Library of New Zealand** has a number of image sets available on The Commons (accessible via Flickr). Many images here have a 'no known copyright restrictions' licence: http://www.flickr.com/photos/nationallibrarynz_commons/sets;

   - NASA has a collection of royalty-free resources, both from NASA and other organisations: http://www.nasa.gov/connect/artspace/participate/royalty_free_resources.html;

   - The UK National Archives and the Open Government Licence: http://www.nationalarchives.gov.uk/legal/copyright.htm.

With a view to facilitating a workshop, think about how you might use these videos and links in a workshop activity. What is most interesting to your audience? What points should be made? What might inspire participants to contribute to an engaging discussion?

Understanding copyright and fair dealing (G2)

Rationale. This activity helps to sharpen your understanding of copyright and fair use. Many of the cases below are fun and can stimulate discussion.

Activity. Copyright law changes over time, as does the notion of fair dealing. There have been a number of famous cases in the news (see below). Pick one or several of these cases, do a web search, and see what the dispute was about.

Here are the cases:

- Barack Obama "Hope" poster

- Wikimedia vs. the National Gallery

- Search for "macaque copyright":

    ○ http://en.wikipedia.org/wiki/Celebes_crested_macaque

    ○ http://www.theguardian.com/technology/2014/aug/22/monkey-business-macaque-selfie-cant-be-copyrighted-say-us-and-uk

    ○ http://www.theguardian.com/commentisfree/2014/aug/06/wikipedia-monkey-selfie-copyright-artists;

- The Pirate Bay

- RIAA vs. Jammie Thomas

- Sione's Wedding copyright

You can find more cases at http://cyberlaw.stanford.edu.

As a workshop facilitator, you need to familiarise yourself with these cases in advance, and make sure that you have a good understanding of copyright and fair dealing. You could use the "Deepening your understanding of copyright" exercise below to learn more about copyright, as well as the web links provided within the Guidance documents and the supporting documents.

For a workshop activity, participants could break into pairs to research these cases online (allow a few minutes). Depending on the size of the workshop, you can then form groups of 4-6 participants who have all researched the same case, and ask them to discuss those cases, and see whether they can come to a consensus. Ask participants to clarify what the disputes were about and how they were resolved. What is their own opinion? A number of participants in each group could represent the case "for" and others, the case "against". In a plenary session, each group can present the case, taking questions from the other participants.

Deepening your understanding of Creative Commons v4.0 (G3, G4)

Rationale. This is an advanced exercise, suitable for staff who deal with Creative Commons regularly, and who want to gain a deeper understanding of the Creative Commons v4.0 licences, and how they differ from other licences.

Activity. The Creative Commons education page (http://creativecommons.org/education) has made a set of slides available which discuss the Creative Commons v4.0 licences:

http://wiki.creativecommons.org/File:V4.0_for_Education_FINAL.zip

Each slide has annotations. In addition, there is a recorded talk.

Read through the slides or listen to the talk. What are the changes compared with previous versions of the Creative Commons licence, and what has remained the same?

Deepening your understanding of copyright (G2)

Rationale. This is an advanced exercise, suitable for staff who deal with copyright and Creative Commons regularly, and who want to gain a deeper understanding of copyright.

Activity. Have a look at http://copyrighttoolkit.com/. It contains a number of exercises on copyright ownership, multi-media rights clearance and moral rights. These exercises could be carried out individually or in pairs and then discussed with colleagues.

There are more technical resources available from Web2Rights, with OER IPR support. These resources were originally developed for use in higher education, but you might find them useful, for example, when implementing OER policies for a school:

- http://www.web2rights.com/OERIPRSupport/starter.html;

- http://www.web2rights.com/OERIPRSupport/diagnostics.html.

As a facilitator, you should develop a good understanding of copyright. The exercises above do not relate to subject teaching. This exercise could be run as a workshop aimed at staff dealing with copyright issues.

Becoming an OER advocate and developing OER in schools (G4)

We conclude this document with an open-ended exercise. We assume that you are familiar with the OER Guidance documents and the additional documents provided. Review the section "Inspiration for greater freedom" above. If you are not familiar with it yet, review the model schools OER policy from Leicester City Council.

In this activity, reflect on the following questions:

- Which aspect of open policy are you the most passionate about?

- What opportunities exist for you to advocate for open policies?

- If you had 15 minutes with a policymaker, which open policy would you try to persuade them to adopt?

- How can your institution and your colleagues benefit from adopting open approaches to education?

In developing your thinking, you can draw on the following resources:

- Cable Green - The obviousness of open policy

- Open Policy Around the World

- The Open Policy Registry

- The Washington K-12 Example

- The Utah K-12 Example

- Creative Commons in Schools (New Zealand), and

- The California Higher Education Example

The POERUP initivative has surveys of OER use in many countries, available at http://www.poerup.info/key_outputs.html. Also, there are a number of courses and MOOCs available that you can use to stimulate your thinking, e.g. P2PU - Intro to Openness in Education and Open Knowledge: Changing The Global Course Of Learning.

If you like, publish your thoughts (in writing or in video) on your own blog or a shared site.

List of additional documents needed

The quickest way to download all documents is to get the following zip file (originally produced for the "OER Guidance for Schools"):

- OER_Guidance_for_Schools_additional.zip for additional documents needed.

The additional documents (contained in OER_Guidance_for_Schools_additional.zip) are:

- "*Free to Mix*" by Creative Commons Aotearoa New Zealand, Creative Commons Attribution 3.0 New Zealand licence.

- "Free to mix: An educator's guide to reusing digital content", by Digital New Zealand with the support of Services to Schools (National Library of New Zealand), Creative Commons Attribution 3.0 New Zealand licence.

- Creative Commons Wiki - Best practices for attribution, CC By 4.0;

- National Copyright Unit and Creative Commons Australia, Creative Commons Information Pack (CC By 4.0, see screenshot below) is available here (in Word and PDF formats), and the following files are needed for some of the above exercises:

  - "How to find Creative Commons materials using Google", (document number 4 in our zip, see "Creative Commons Information Pack" folder);

  - "How to find Creative Commons Material using YouTube" (document number 5, same folder);

  - "How to attribute Creative Commons licensed materials" (document number 6, same folder).

Attribution

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Sources

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This document also uses content from the following sources:

- "Free to Mix: An educator's guide to reusing digital content", developed by Digital New Zealand with the support of Services to Schools (National Library of New Zealand). More information about Digital New Zealand can be found at www.digitalnz.org. Resources, as well as online help and advice, can be found at makeit.digitalnz.org and schools.natlib.govt. nz. This guide is licensed under a Creative Commons Attribution 3.0 New Zealand Licence. In essence, you are free to copy, distribute and adapt the work, as long as you attribute the work to National Library of New Zealand Te Puna Mātauranga o Aotearoa (when required), and abide by the other licence terms. Revision version 19.01.12

S2. Remixing with Images

tIn this walkthrough, we'll look at finding and using Creative Commons licensed images from Flickr.

Start by going to the Creative Commons search: http://search.creativecommons.org.

In the search box, enter "dolphin" to search for dolphin images, and then click the "Flickr" button, to search the Flickr photo sharing site.

Alternatively, go to the Flickr search directly: https://www.flickr.com/search. However, you need to adjust the licensing tab to find Creative Commons material (further details below).
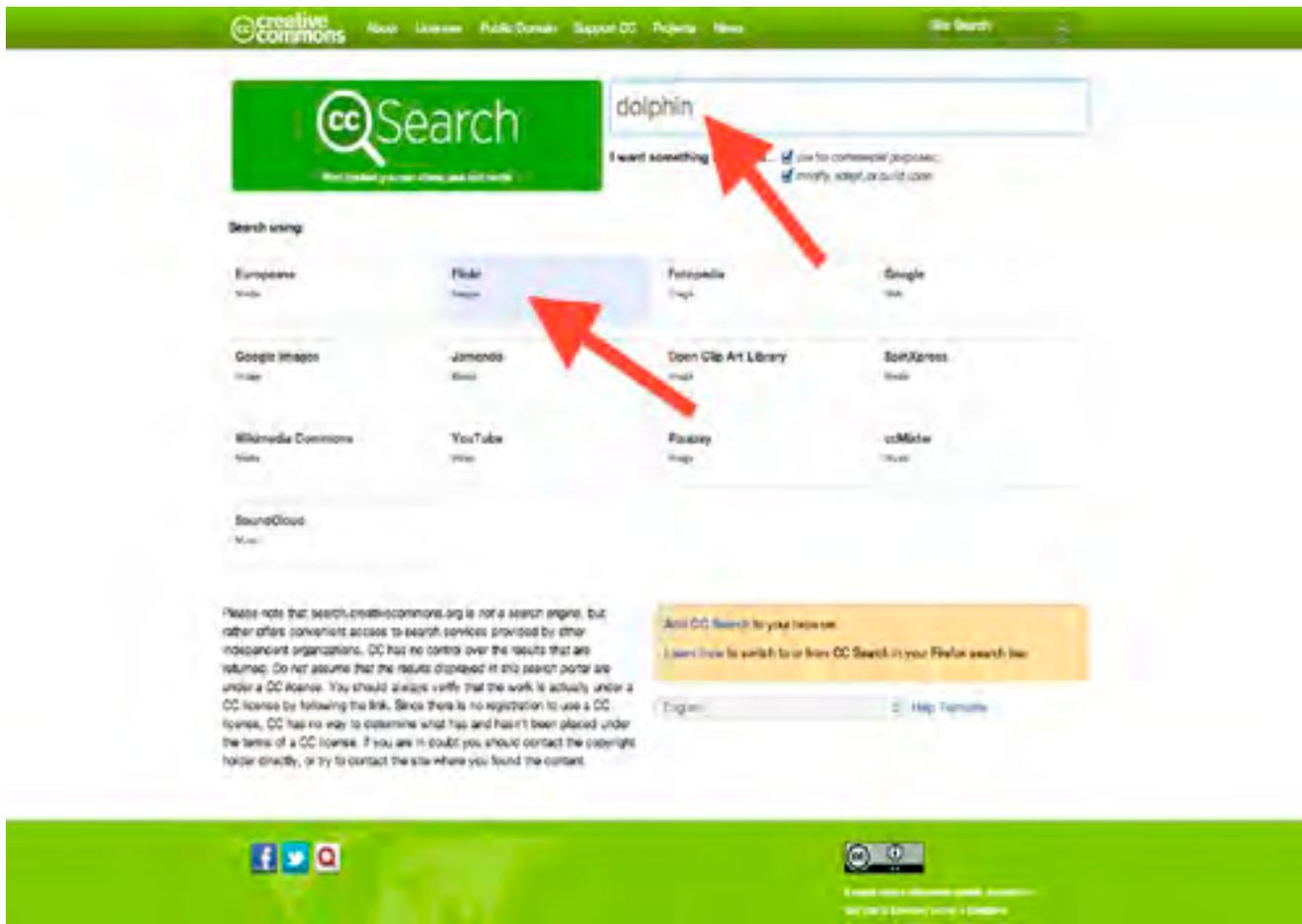
Reviewing the search results

The search takes us to the flickr site, with these results:
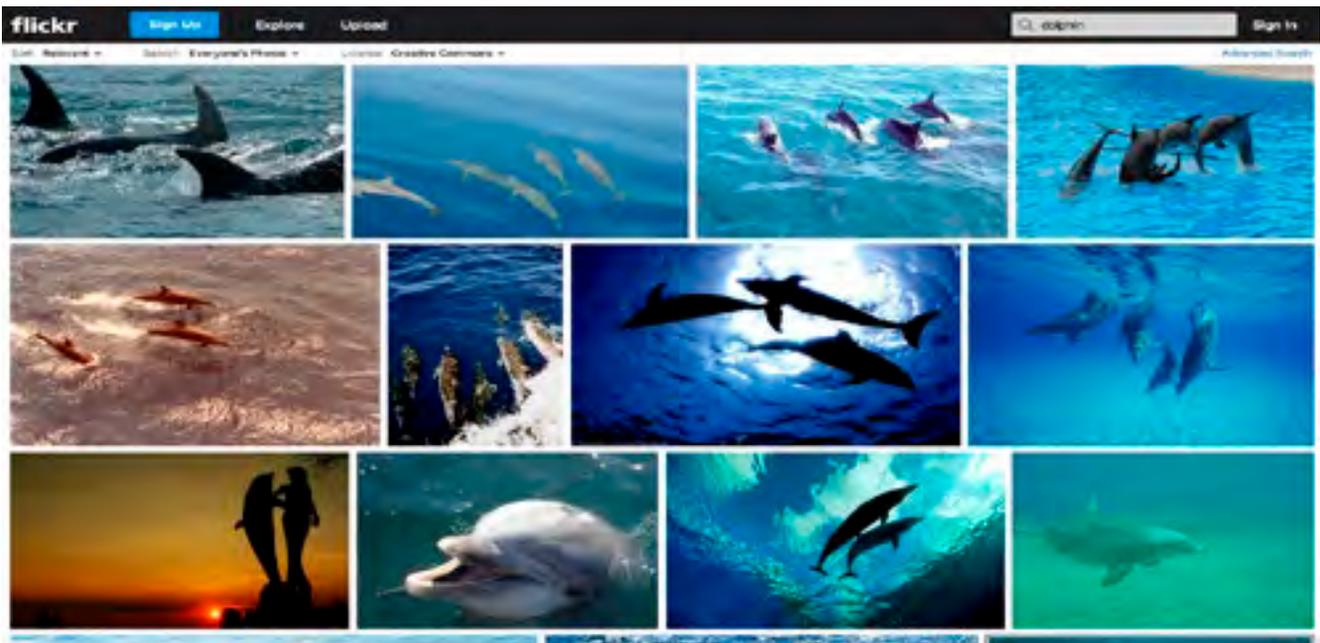
Click on the menu labeled "Licence: Creative Commons", to review the Creative Commons licences selected for this search. In the screenshot below, the licence selected permits commercial use and modification:

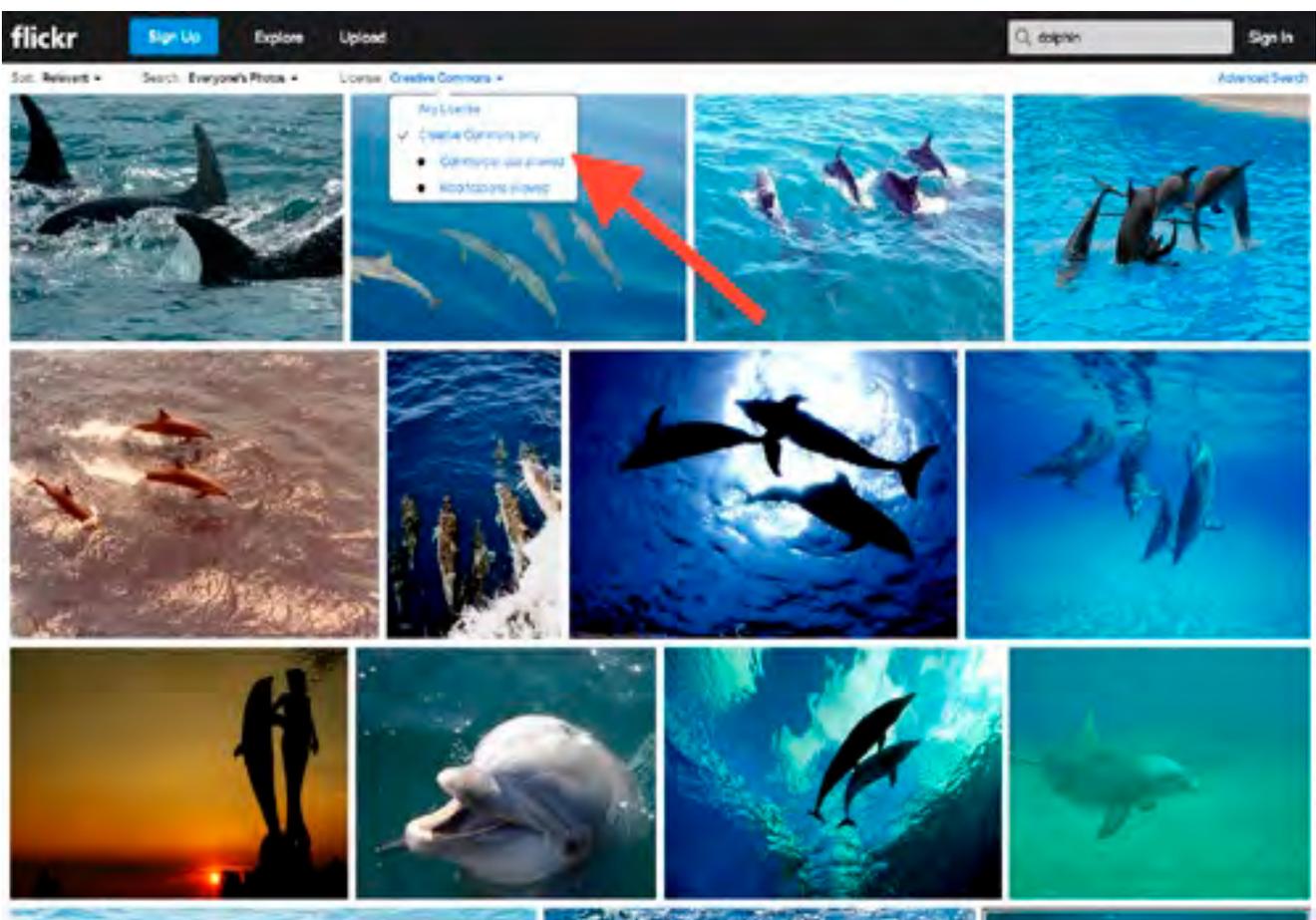# Downloading the image and making sure you have all the information needed for attribution

Let's pick one of those images. For instance, click on the first image that came up in the search:
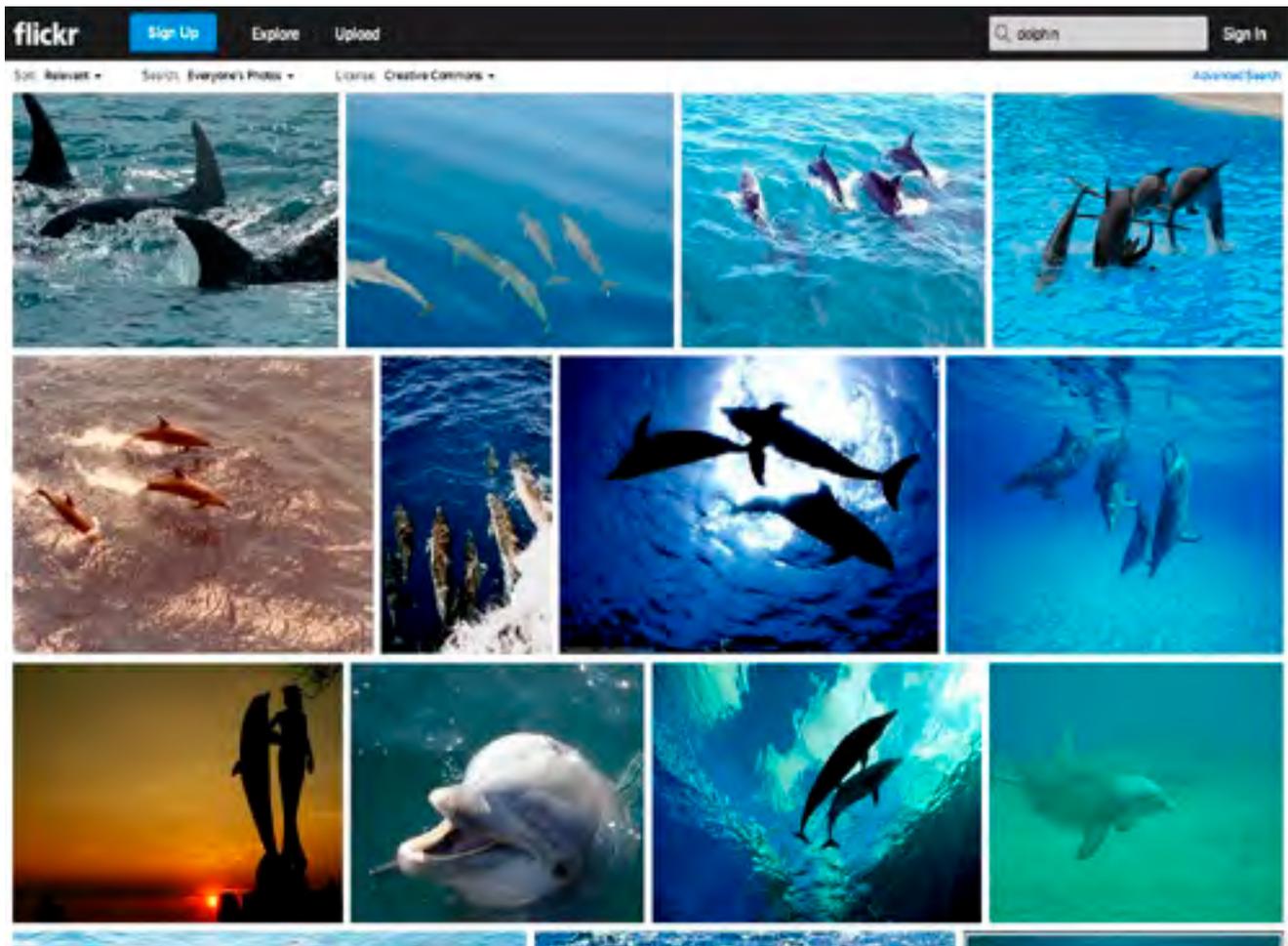
Have a closer look at the resulting page with the selected image itself (on next page). The arrows in the screenshot below indicate some important elements: the URL for the page (https://www.flickr.com/photos/devcentre/130663011), the name of the creator (Peter Harrison), the licence information ("Some rights reserved."), and the download button (downward arrow).
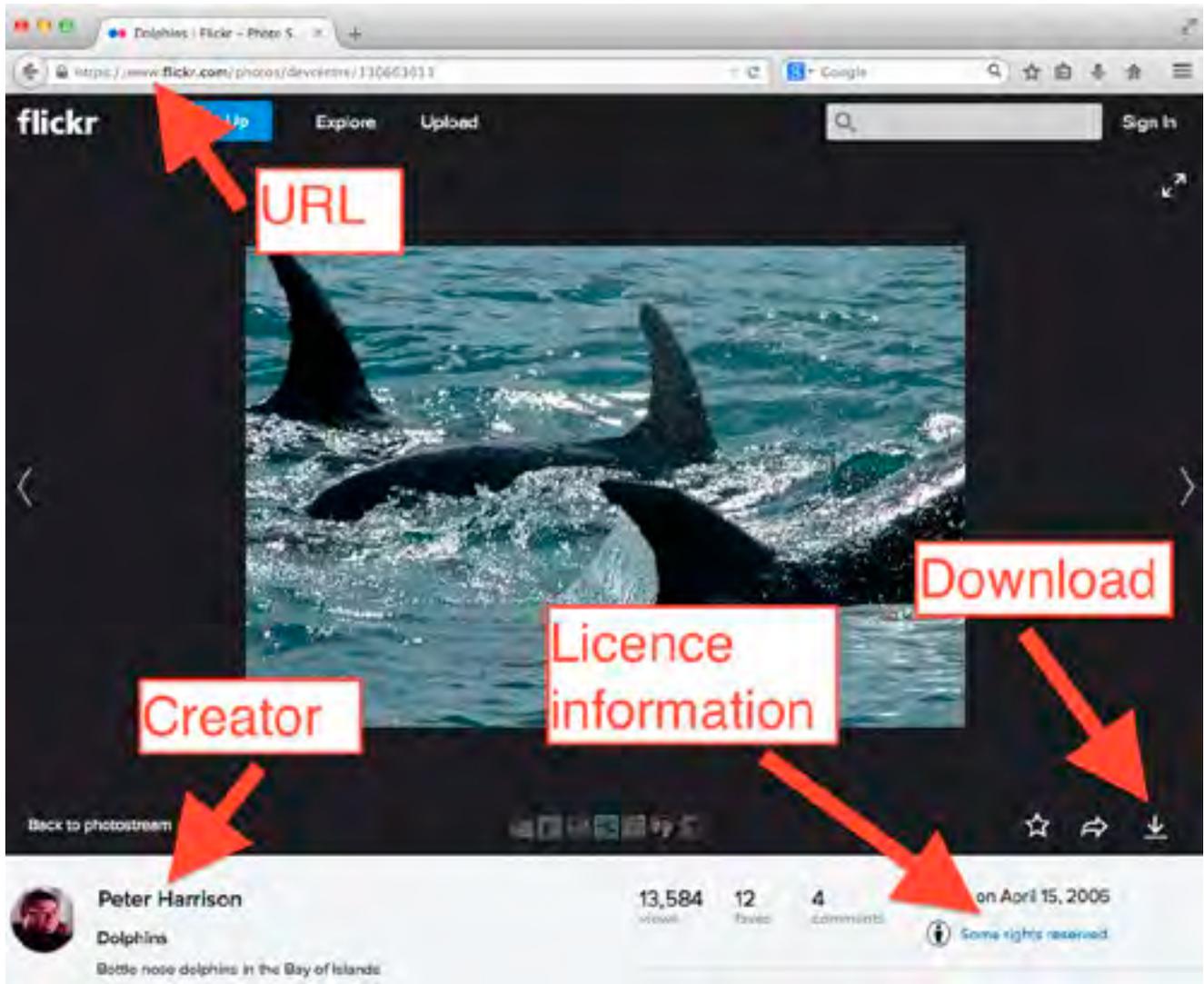
First of all, download the image. In the picture, click on the downward arrow (marked "Download"), and then on one of the download sizes offered (see right). For use in a presentation or online, click on "Small" or "Medium", while for printing, select a higher resolution version ("Original").

Now that you have downloaded the image and saved it to your computer, copy and save the image URL (https://www.flickr.com/photos/devcentre/130663011) from the location bar of the browser (see image on previous page).

Also, make a note of the image name and the author name:

- Peter Harrison

- Dolphins
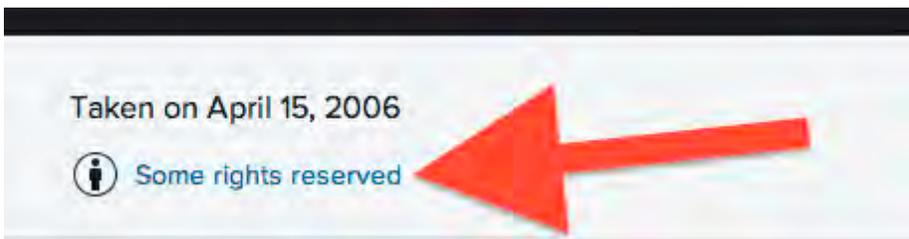
Finally, have a look at the licence. The symbol is the Creative Commons Attribution logo. The text "Some rights reserved" links to the Creative Commons licence page. Click on the link, and make a note of the URL of the licence, which happens to be:

https://creativecommons.org/licenses/by/2.0/.

Let's put all of this information together.

Putting together the attribution

We have now gathered the following information:

- Title: Dolphins

- URL: https://www.flickr.com/photos/devcentre/130663011

- Author: Peter Harrison

- Licence: CC BY 2.0

- CC Licence URL: https://creativecommons.org/licenses/by/2.0/.

We can combine this into the acknowledgement as follows:

>   Dolphins (https://www.flickr.com/photos/devcentre/130663011) by Peter Harrison,
>   available under CC BY, https://creativecommons.org/licenses/by/2.0/,

or, by renaming the hyperlinks:

>   Dolphins by Peter Harrison, available under CC BY 2.0.

There is no one right way to attribute. However, it's important that all of the key information (title, URL / web address of the resource, author, and licence type).

Using the image in a document

Now open a new text document in a word processing application. Insert the downloaded image into the document, followed by the attribution text. Below is a screenshot of an example document created in OpenOffice (a widely used open source application):

You have now completed this step-by-step walk through!

Acknowledgements

In the same way that we have attributed the dolphin image in the example document on the previous page, we need to attribute all the images we have used in this document:

- Dolphins, https://www.flickr.com/photos/devcentre/130663011, Peter Harrison, https://creativecommons.org/licenses/by/2.0/

- Dolphins, https://www.flickr.com/photos/ryn413/3952952164, Ryan Espanto, https://creativecommons.org/licenses/by/2.0/

- Dolphin Crest, https://www.flickr.com/photos/jurvetson/336157, Steve Jurvetson, https://creativecommons.org/licenses/by/2.0/

- Dolphins, https://www.flickr.com/photos/nicokaiser/40857877, Nico Kaiser, https://creativecommons.org/licenses/by-sa/2.0/

- Dolphins, https://www.flickr.com/photos/cmakin/81373915, Carey Akin, https://creativecommons.org/licenses/by-sa/2.0/

- Dusky? Dolphin, https://www.flickr.com/photos/anoldent/622746491, anoldent https://creativecommons.org/licenses/by-sa/2.0/

- dolphin's dance, https://www.flickr.com/photos/eelssej_/524781662, Jesslee Cuizon, https://creativecommons.org/licenses/by/2.0/

- 5 dolphins_Save_these_beautiful_creatures, https://www.flickr.com/photos/jdebberly/2850385433, Jay Ebberly, https://creativecommons.org/licenses/by/2.0/

- My Dolphin / Mi Delfin, https://www.flickr.com/photos/esparta/1445468053, Esparta Palma, https://creativecommons.org/licenses/by/2.0/

- Dolphin 3of3, https://www.flickr.com/photos/tolomea/7112029433, Gordon Wrigley, https://creativecommons.org/licenses/by/2.0/

- Deep Blue Dolphin Love, https://www.flickr.com/photos/laprimadonna/4881676285, Patrik Jones, https://creativecommons.org/licenses/by/2.0/

- Dolphin Encounter, https://www.flickr.com/photos/steelmore/98391847, Ste Elmore, https://creativecommons.org/licenses/by/2.0/

You are free to use the dolphin images under their respective licences.

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Sources

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S3. Remixing with Wikipedia Text and Images

Wikipedia is a great source of text and images. Content on Wikipedia is CC BY-SA, so if you adapt the text, you need to use the same licence when publishing your adaptation. In this walkthrough, we'll take text and images from Wikipedia, and put them into a document of our own. There are two ways of doing this: one uses the "book creator" tool, and the other uses copy and paste.

Start by going to Wikipedia directly (www.wikipedia.org) and search for "dolphin". You should arrive at https://en.wikipedia.org/wiki/Dolphin.

The book creator: PDF and OpenOffice

The book creator is a tool available on Wikipedia that allows you to make collections from Wikipedia pages, and then download these collections in various formats, such as PDF files or files suitable for OpenOffice. The PDF format export option is useful if you would like to provide a number of Wikipedia pages for students without modifying those pages. If you wish to modify Wikipedia content after downloading it, you can use the OpenOffice format instead. You can also make collections with your students in class, asking groups of students to compile a set of Wikipedia pages on a particular topic (while thinking about why they include or exclude certain pages as they create).

To start, locate the "Create a book" link (this appears on all Wikipedia pages, under 'Print/export' in the left hand menu):

Then click on the green "Start book creator" button:
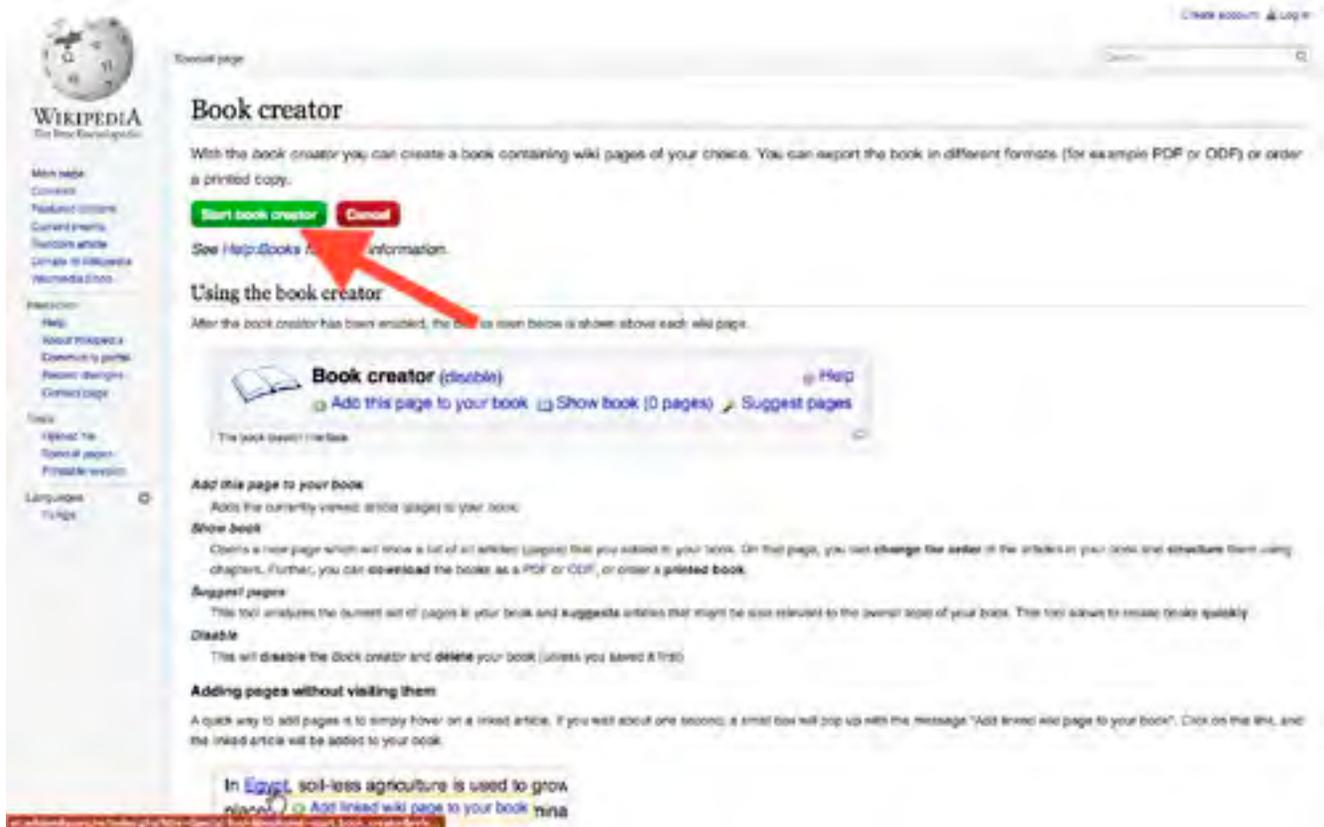
Once you have clicked on 'Start book creator', a banner appears on all pages that allows you to add pages to the book:

Click on "Add this page to your book", to add the page being displayed to your collection.

Repeat this with a few pages. Once you've added the pages that you want, click on "Show book":
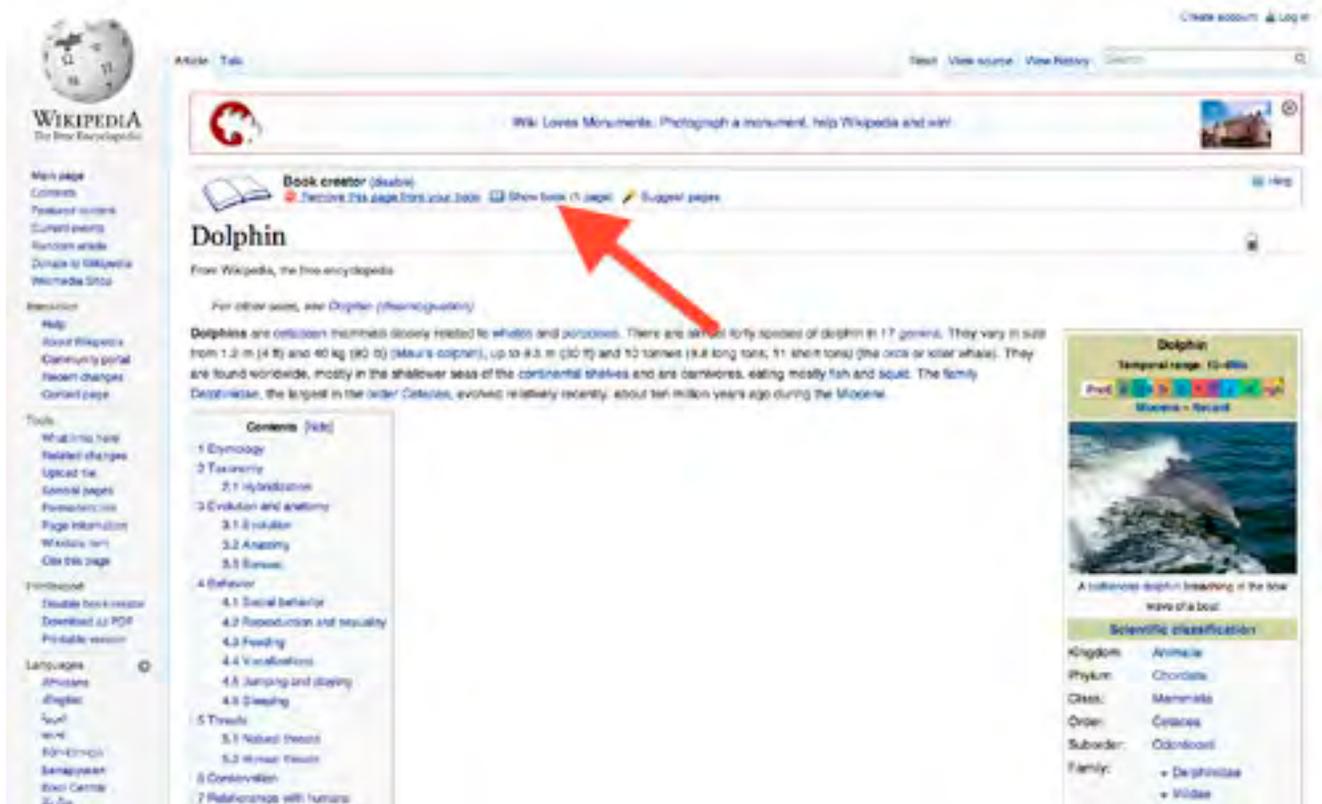
Now, choose the format you wish to download your book as. Choose PDF if you don't intend to further modify the collection. Otherwise choose the option to export to OpenOffice:
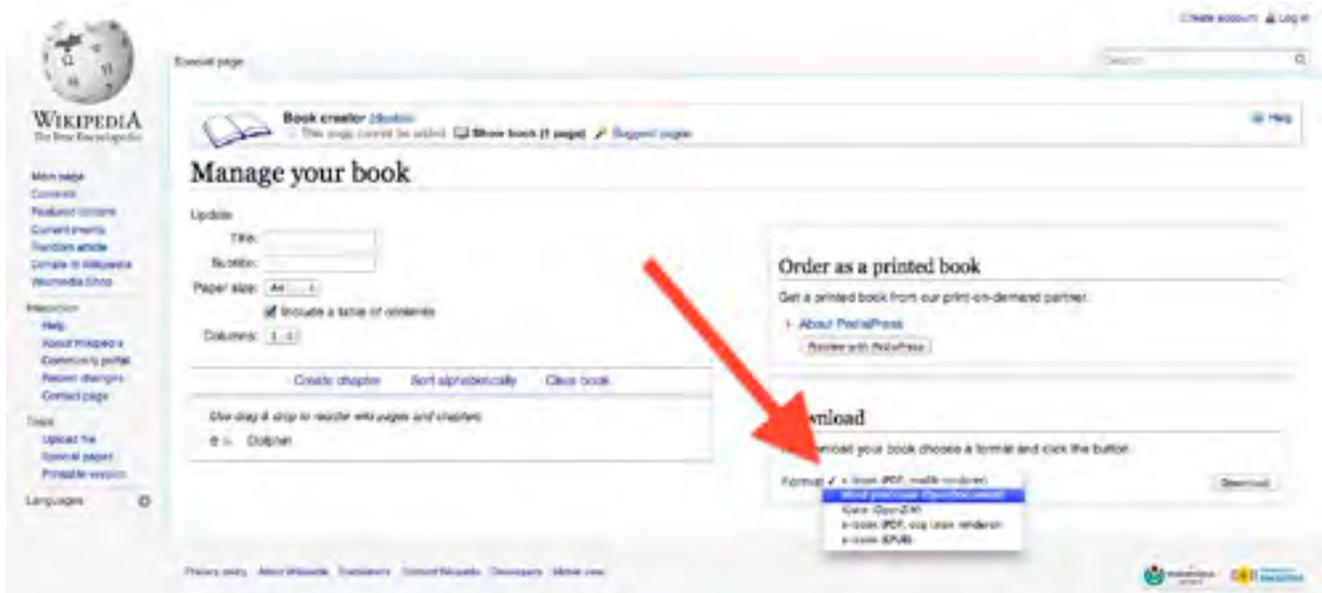
Now click on the "Download" button:
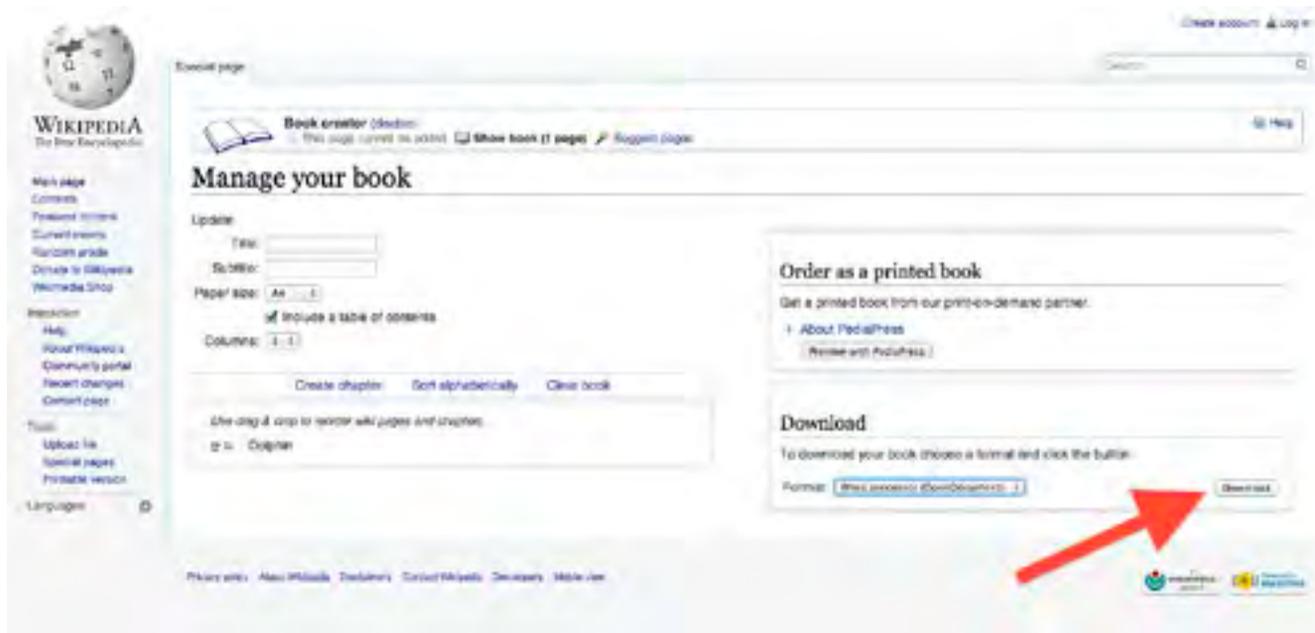
Your book is now "rendering" (meaning, the individual pages are being combined into a single document):

When this is done, click "Download the file" to download the new document:
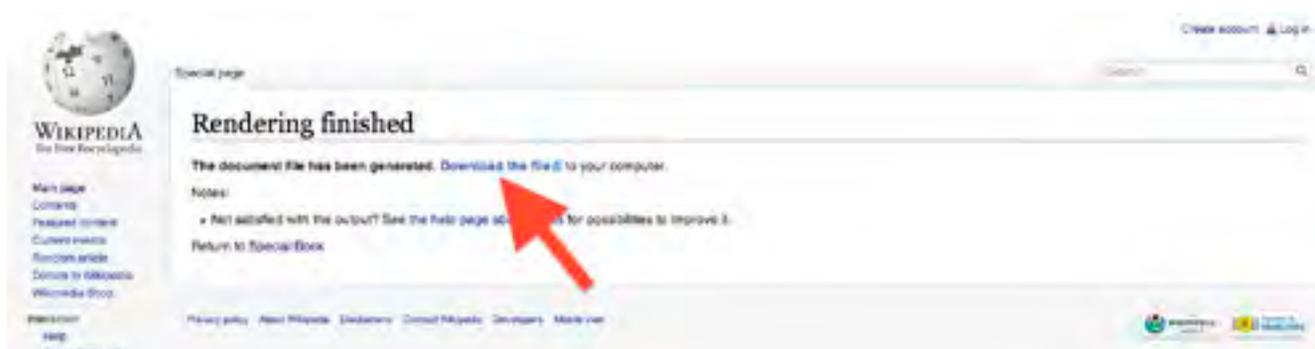
This way of exporting allows you to export a large number of pages conveniently. Further information on the Book Creator tool is available at https://en.wikipedia.org/wiki/Help:Books, which explains additional features, such as adding titles, organising chapters and saving your book on Wikipedia. Files created with the Book Creator tool already have the necessary attributions inserted automatically. So if you use the file as it was download, you do not need to add additional attributions: You can share it straight away.

If you want to adapt the collection using a word processing application, you need to download your collection in the OpenOffice format (rather than PDF):

- If you have OpenOffice, you can edit the downloaded document directly.

- If you use Google Drive (Google Documents), you can upload the OpenOffice document to Google Drive (with conversion enabled), and edit on Google Drive.

- Similarly, if you have another word processing application that can open OpenOffice documents, you can use that to edit the downloaded OpenOffice document.

However, not all software programmes are compatible with OpenOffice files, so this method may not work for you. We now describe another method that you can use to copy text from Wikipedia pages.

Method 2: Copy and paste

If you don't want to create a PDF, or you don't use OpenOffice, you can always use copy and paste. Go back to the Dolphin page and locate the "Printable version" option in the left menu:

You now have a page just containing the Dolphin page content. The screenshot shows the text after selection (in blue):

Now open your word processing software (e.g. Word), and copy and paste all (or part) of the text into it:
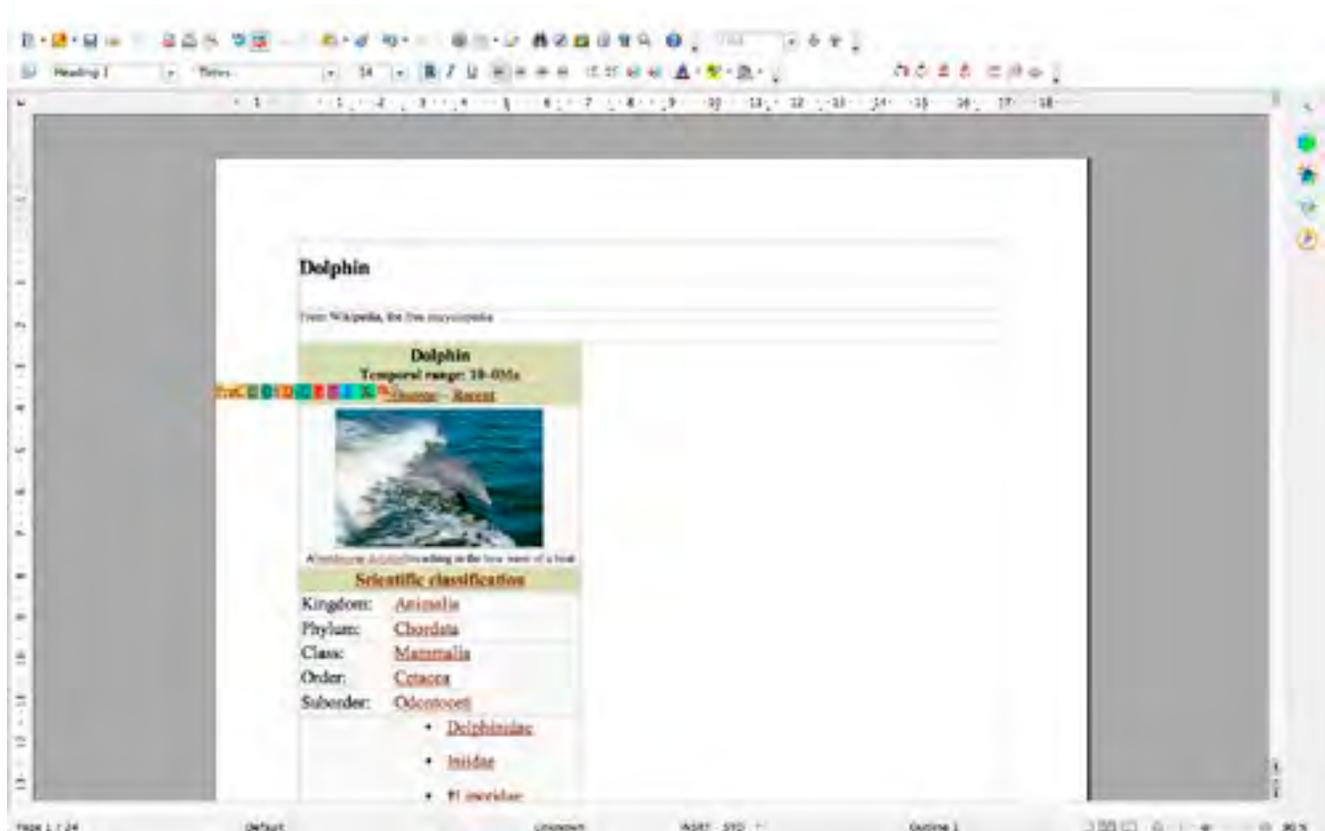
You can now adapt this text as you see fit. However, remember that content on Wikipedia is CC BY-SA, so if you adapt it, you need to use the same licence when publishing your adaptation. You can find more information about the Share-Alike licences in the OER Guidance for Schools, S6. In the above image, you will also notice that the image isn't properly attributed. Now we'll show you how to fix this.

Images on Wikipedia

Wikipedia is also a useful source of images. Now we will look at how you can reuse an image from Wikipedia (and provide proper attribution). First, find an image on Wikipedia:
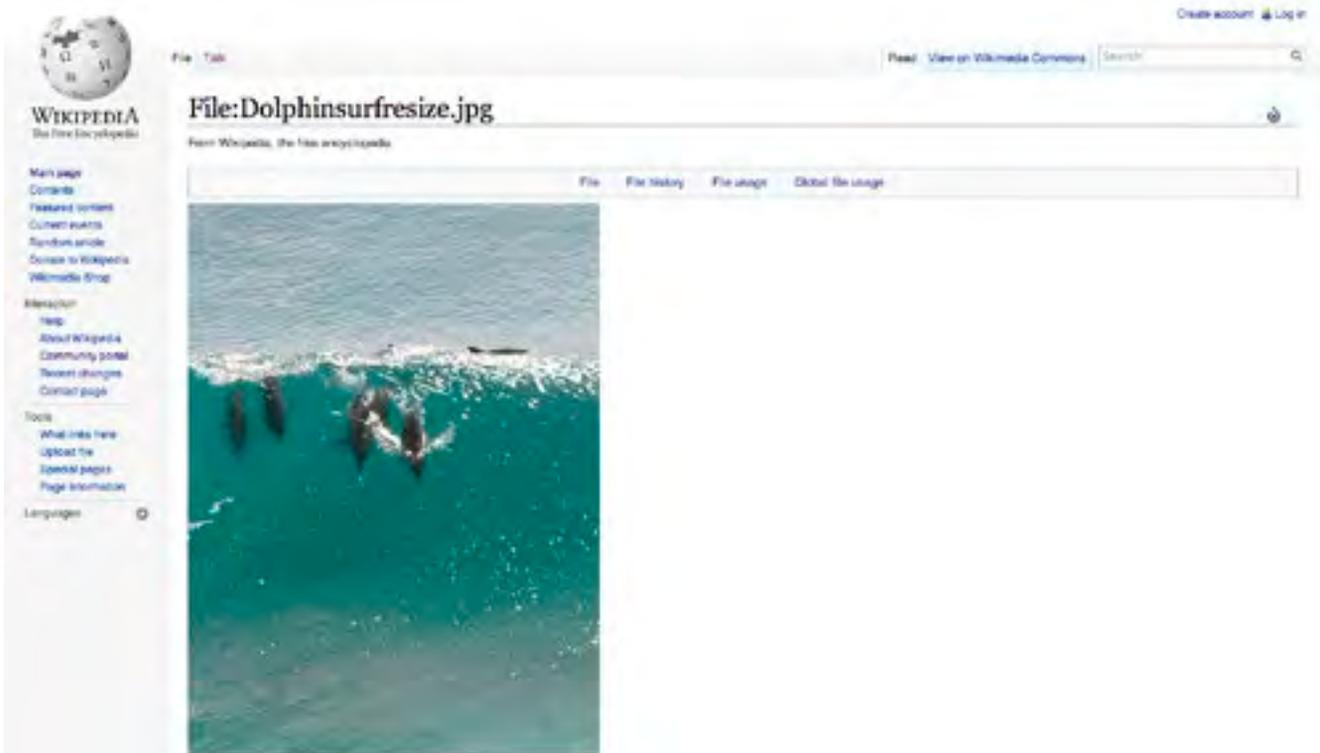
Next, you will download the image, and create the attribution.

Look for the "Expand view" button underneath the image, and click it:
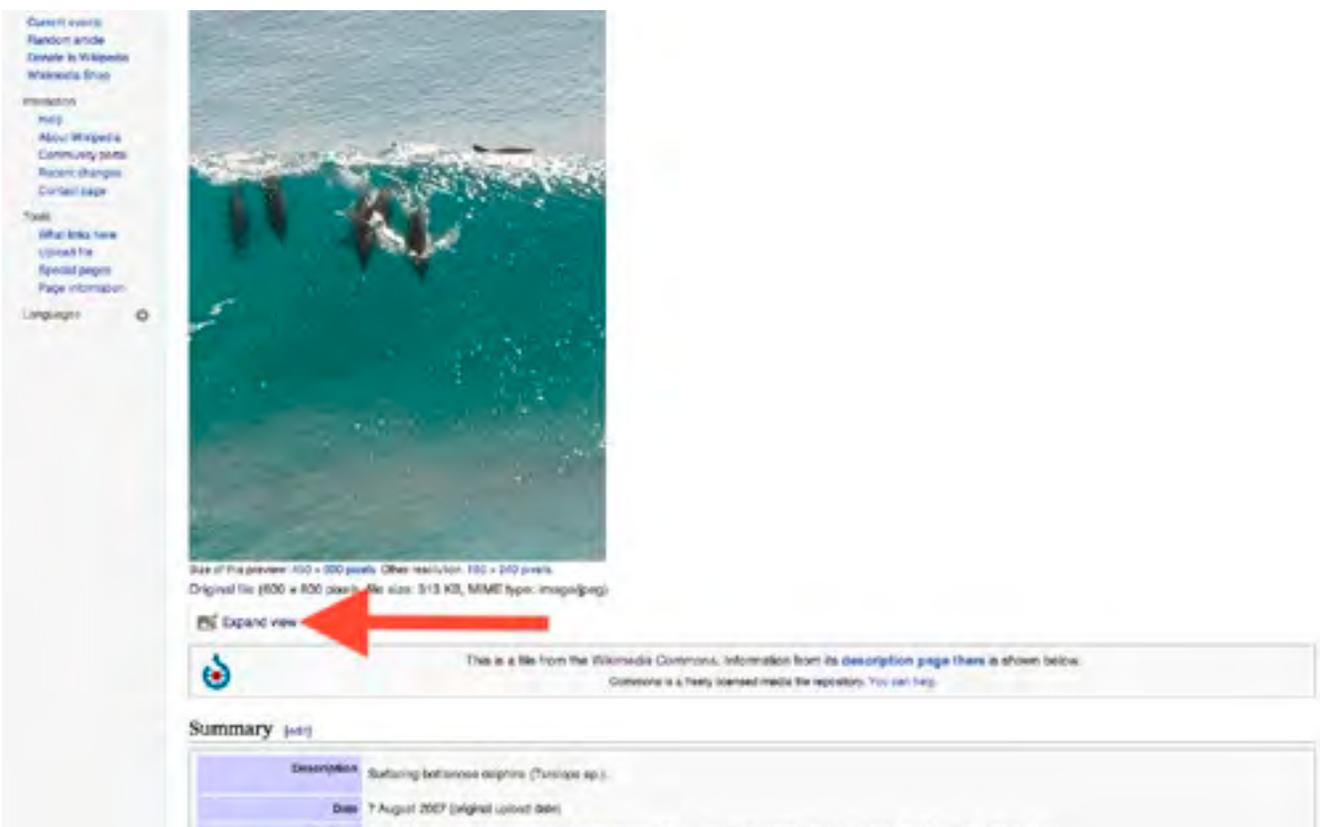
In the expanded view, click on "Use this file":
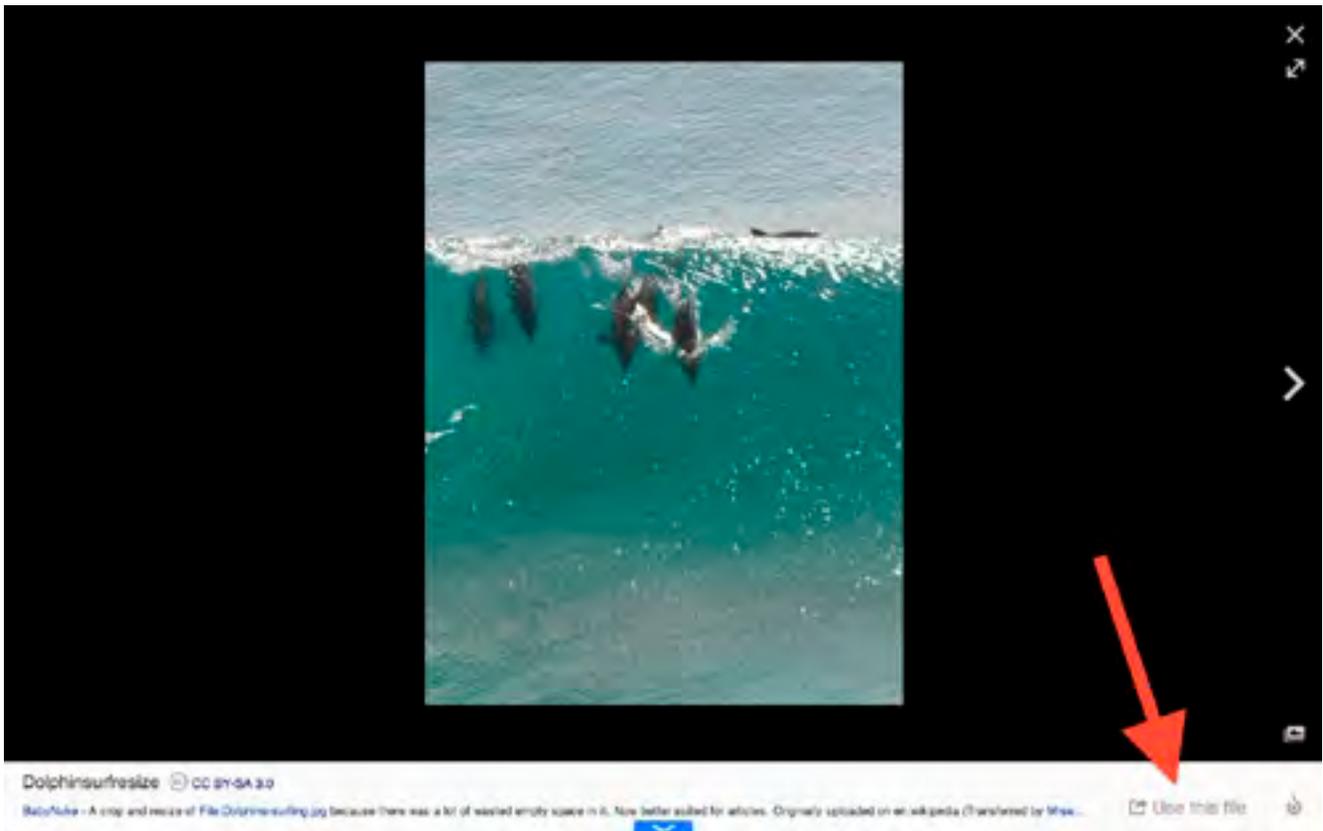
Now click "Download original file" to see the available sizes, and then download the image:
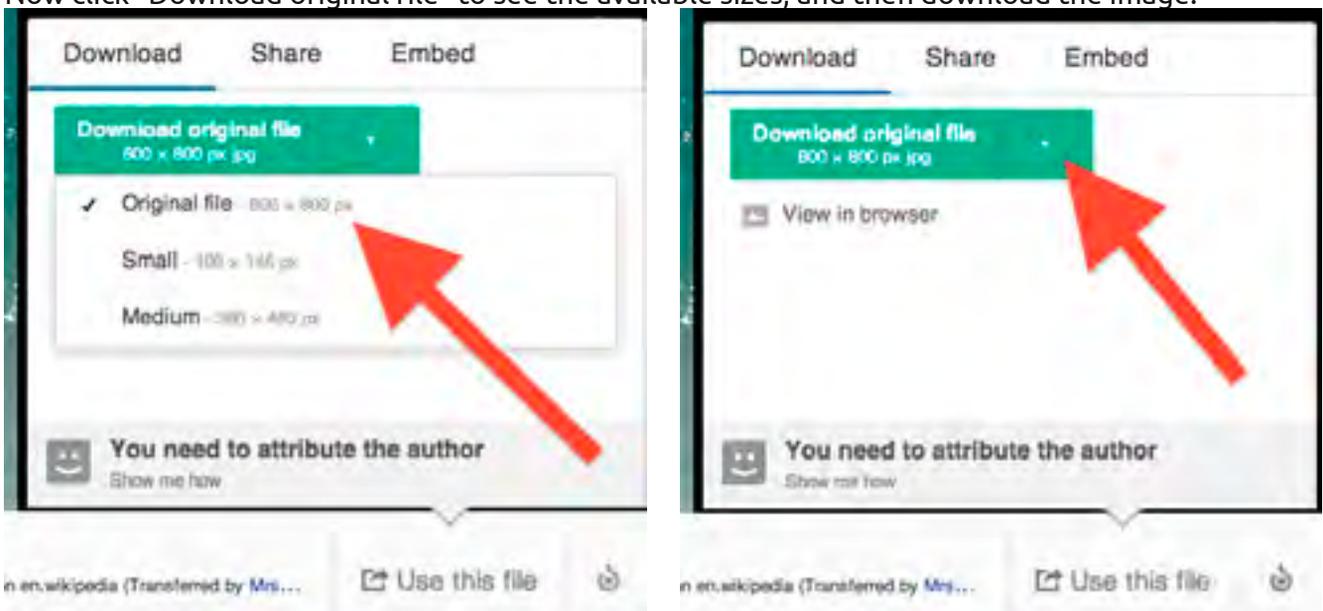
To see the attribution, click on "Show me how" (underneath "You need to attribute the author"). A text box pops up containing the attribution text:
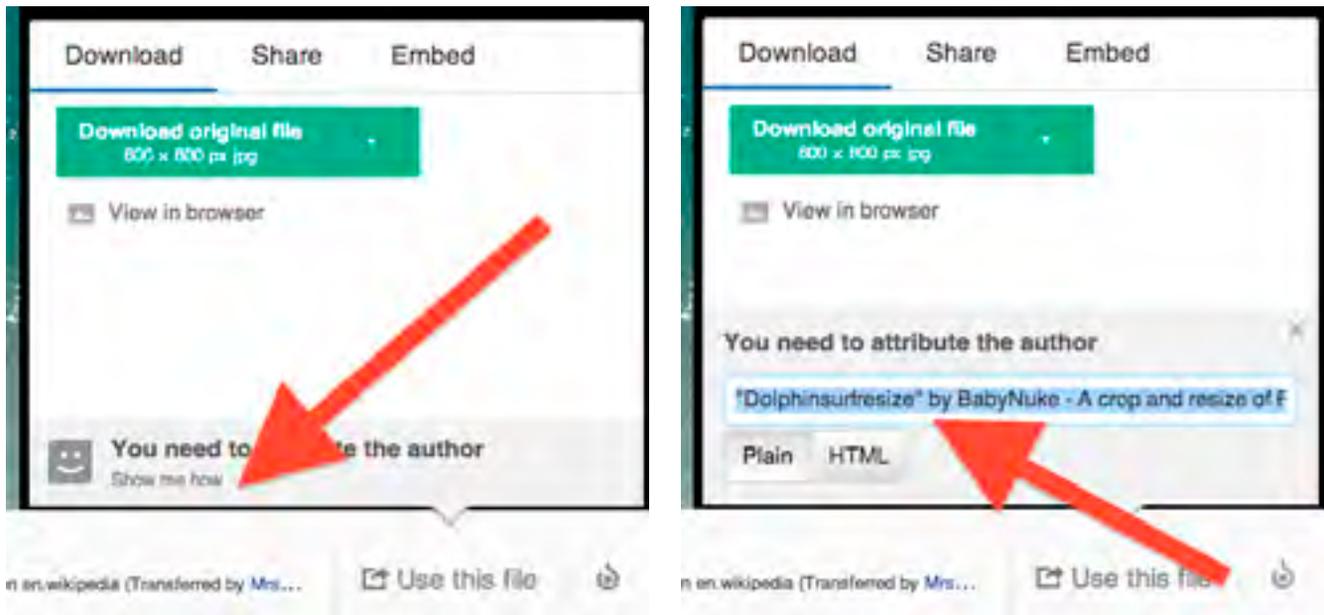
We now can simply copy and paste the attribution text which, in this case, is:

- "Dolphinsurfresize" by BabyNuke - A crop and resize of File:Dolphins-surfing.jpg because there was a lot of wasted empty space in it. Now better suited for articles. Originally uploaded on en.wikipedia (Transferred by Mrseacow). Licensed under Creative Commons Attribution-Share Alike 3.0 via Wikimedia Commons - http://commons.wikimedia.org/wiki/File:Dolphinsurfresize.jpg#mediaviewer/File:Dolphinsurfresize.jpg

As you can see, this attribution is slightly different from the format we recommended - that's ok, because there isn't a uniform way of attributing.

Let's see how to attribute this image using the format we have recommended. Return to the image page (see right):
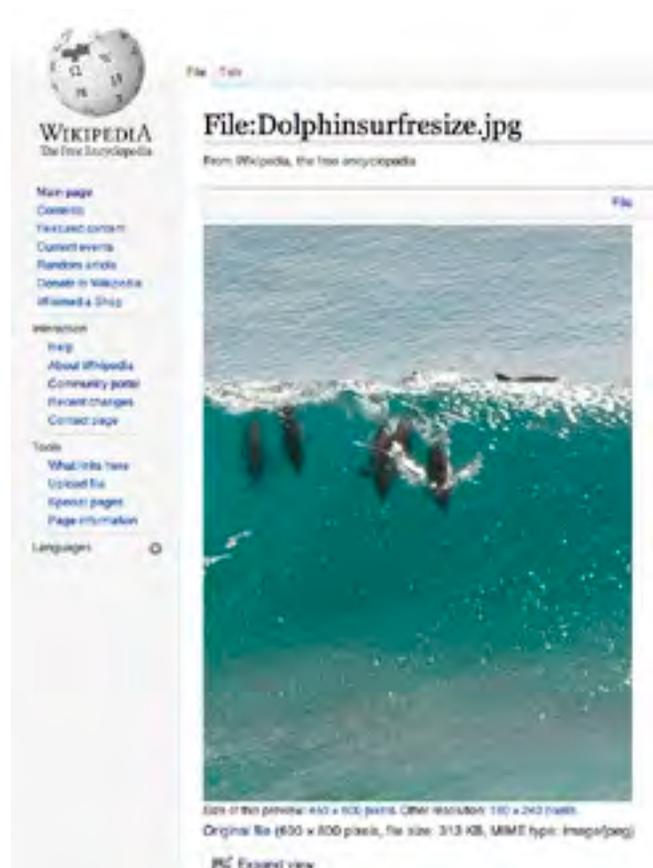
Scroll down to locate the licence URL:

Put this together in to the attribution as follows:

- Dolphinsurfresize, http://en.wikipedia.org/wiki/File:Dolphinsurfresize.jpg, by BabyNuke, at the English language Wikipedia, Creative Commons Attribution-Share Alike 3.0 Unported, http://creativecommons.org/licenses/by-sa/3.0/.

We can also rename the above hyperlinks to create the following attribution:

- Dolphinsurfresize, by BabyNuke at the English language Wikipedia, Creative Commons Attribution-Share Alike 3.0.

Attribution

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S4. Remixing with Shakespeare

In the Guidance documents, we talked about the idea of "remixing", and here we provide another example for remixing text from several sources. **A remix is** simply a **new work made from one or more old works. This new work can take almost any form. Some remixed works are songs, stories or films, others are scientific articles or educational resources.**

The word "remix" **is new, but the practice is as old as culture itself. Ancient Greek tragedians like Sophocles adapted common myths — such as Oedipus the King and Helen of Troy — for their Athenian audiences.** The oldest known version of Shakespeare's Romeo and Juliet was first told by the Roman poet Ovid (43 BC - 17 AD) as the story of Pyramus and Thisbe, two lovers in the city of Babylon. Over a 1,000 years later, it was retold by Italian author Giovanni Boccaccio and by Matteo Bandello (1370s and 1550s), then adapted into an English poem by Arthur Brooke, and into English prose by William Painter (1560s and 1580s). William Shakespeare borrowed and added to create Romeo and Juliet (1590s). Romeo and Juliet has been adapted many times since, for instance in the movie by Baz Luhrmann (1996), with the original dialogue retold in a modern day setting. Despite being a 400 year old play, the creators acknowledged their sources and gave the movie the full title of "William Shakespeare's Romeo and Juliet". The continuing process of adaptation has kept the story alive, adapting and contextualising it for different audiences.

In fact, the paragraphs above are a remix of several other documents. Look at the blue text and **red text (in bold)** above: this text is taken from "Free to mix: An educator's guide to reusing digital content" produced by Digital New Zealand and the New Zealand National Library as well as **"Free to mix" by Creative Commons Aotearoa New Zealand** (who, like us, also drew on the earlier "Free to mix" text). Reusing the text is not plagiarism, because we're acknowledging the great sources we are building on. And we're not breaking copyright law, because the text was licensed as Creative Commons (see our list of sources at the end of this document). We've marked the text from different sources in **dark red** and blue simply to illustrate how we combined the text, but of course you don't need to do that when you edit or use Creative Commons resources.

For comparison, here are the original sources:

Free to Mix

Free to mix: An educator's guide to reusing digital content

We could attribute these at the end of this document, but given that you might want to have a look at those documents, here's the attribution:

The above text and pages came from the following two guides:

- "*Free to Mix*" (http://creativecommons.org.nz/wp-content/uploads/2013/03/Free-to-Mix.pdf) by Creative Commons Aotearoa New Zealand (http://creativecommons.org.nz), Creative Commons Attribution 3.0 New Zealand licence, http://creativecommons.org/licenses/by/3.0/nz/.

- "Free to mix: An educator's guide to reusing digital content" (http://bit.ly/lez5M1), by Digital New Zealand, with the support of Services to Schools, National Library of New Zealand, Creative Commons Attribution 3.0 New Zealand licence, http://creativecommons.org/licenses/by/3.0/nz/.

  - Shakespeare image: Wikimedia Commons

The Shakespeare image

The attribution for the Shakespeare image provided in "Free to mix: An educator's guide to reusing digital content" is very brief:

- Shakespeare image: Wikimedia Commons

There is no one right way to attribute sources. You can read more about attribution in Guidance 3, "Finding and Remixing Openly Licensed Resources". In this instance, we can use the information provided, or we can try and find further information, to make our attribution more complete, which will help people who might also want to use the image or find out more about it.

A quick search for the "Shakespeare portrait" shows that it's based on the "Droeshout portrait" http://en.wikipedia.org/wiki/Droeshout_portrait. The exact same image used in the guide is available on the Haw-language wikipedia: http://haw.wikipedia.org/wiki/William_Shakespeare, where we can find the full attribution:

- "Hw-shakespeare" by In Helmolt, H.F., ed. History of the World.
  New York: Dodd, Mead and Company, 1902. Author unknown, but the portrait has been used for several centuries - from the Perry-Castañeda Library, University of Texas at Austin. Licensed under Public domain via Wikimedia Commons - http://commons.wikimedia.org/wiki/File:Hw-shakespeare.png

Given that the image is in the public domain, we don't actually need to attribute the image. In fact, that's why the attribution in the document is rather brief, and doesn't follow Creative Commons best practice: The image is in the public domain, and we don't need to attribute it. However, it's still nice to credit where we got the image from, i.e. Wikimedia Commons, and this also helps others find the image, if they want to reuse it. You could use the longer attribution immediately above, or you could simplify it as follows:

- Shakespeare image, public domain, available via Wikimedia Commons, http://commons.wikimedia.org/wiki/File:Hw-shakespeare.png.

Attribution

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Sources

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S5. Share-Alike, NonCommerical, and Public Domain

This document provides some additional information on Creative Commons Share-Alike licences, NonCommercial licences, as well as public domain content.

Table of Contents

Using Share-Alike content

Both the European Commission and UK Government guidelines on the use and reuse of public sector information recommend that licences which place as few restrictions on reuse as possible should be used to share publicly funded resources. In the Guidance documents, we are using and recommending the **Creative Commons Attribution** licence where possible, since it meets the conditions of both the European and UK directives. It is also the licence which is used to achieve the "Gold" Open Access standard in research publications. The Creative Commons Attribution licence (CC BY) is the most most re-mixable licence, and the most easily understood licence. It is equivalent to the UK Open Government Licence.

Content licensed under Creative Commons Attribution (CC BY) can be freely adapted and reused with only an attribution required.

In this section, we discuss the NoDerivatives and Share-Alike licences, which require an understanding of what an adaptation is.

- The NoDerivates licences are Creative Commons Attribution NoDerivates (CC BY-ND), and Creative Commons Attribution NonCommercial NoDerivates (CC BY-NC-ND).

- The Share-Alike licences are Creative Commons Attribution Share-Alike (CC BY-SA), and Creative Commons Attribution NonCommercial Share-Alike (CC BY-NC-SA).

A Creative Commons licence with a NoDerivative restriction (CC BY-ND, CC BY-NC-ND) means that content cannot be adapted at all.

Share-Alike licensed content *can* be adapted. However, when you are adapting or re-licensing a Share-Alike work to create a new work, you have to use the same Share-Alike licence for that new content. This means that an adaptation or re-licensing of a work under CC BY-SA has to be licensed as CC BY-SA, and an adaptation or re-licensing of a work under CC BY-NC-SA has to be licensed as CC BY-NC-SA. It is possible to replace one Share-Alike licence with a later version of that licence, e.g. you can adapt a work under the CC BY-SA 2.0 (UK) licence, and instead apply a CC BY-SA 4.0 (International) licence.

In essence, a work licensed under CC BY-SA will always stay CC BY-SA. We can say that the CC BY-SA travels with the work, and remains attached to that work.

We now consider a number of different scenarios, involving the use of these licences.

Adaptation vs. inclusion without adaptation

The Share-Alike rule only applies when you are adapting a work, but not when you are including an unaltered work within another document.

This can be illustrated using the diagram on the right. Here, the four images are used without adaptation; they are just placed in a document (such as a text document or a presentation). If you add Share-Alike content to another document without adaptation, you must retain the Share-Alike licence on the Share-Alike content, but you can still license the remainder of the document under CC BY. The Share-Alike content always retains its SA restriction ("the licence travels with the content").

However, the images shown in the diagrams below are adaptations of the original images. On the left, the images have been cropped to create a collage. On the right, text and graphics have been overlaid.
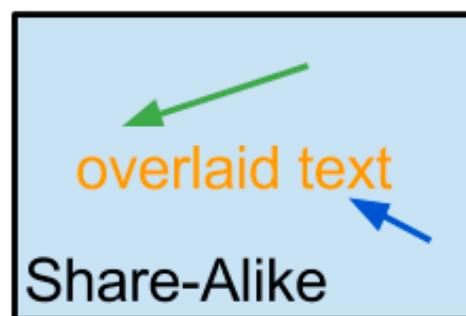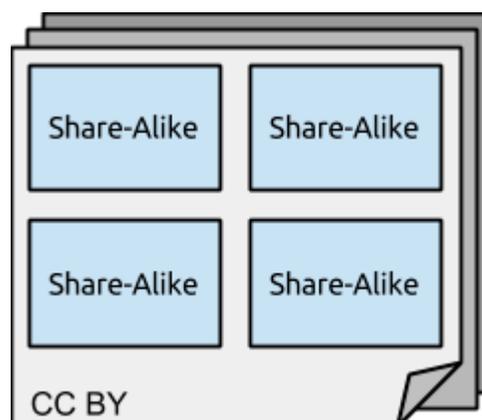
When you adapt Share-Alike content like this, the end result needs to be licensed under the same Share-Alike licence. We'll look at this in more detail now.

Adapting a single Share-Alike work

The next scenario we consider is adapting a single Share-Alike work to create another one (the adaptation). Typically, this means:

- cropping an image or changing colours;

- overlaying graphics on to an image;

- cutting a clip from a movie or audio file;

- editing a text (where all your changes are original, i.e. not pasted from other sources).

In these cases, if the original work has a Share-Alike licence, the resulting work (the adaptation) needs to be licensed under the
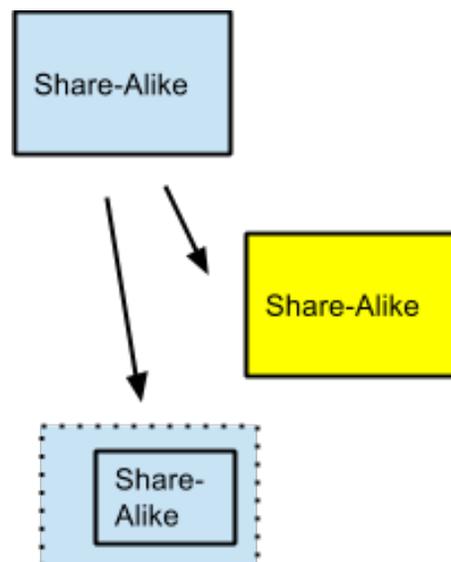
same licence. For instance, if you crop a CC BY-SA image, the new image has to be licensed under CC BY-SA. As always, you must properly credit all of the sources with the required attribution and licence information — see below on how to attribution adaptations.

As we saw above, the SA work resulting from adapting another SA work can still be included in a document that is CC BY licensed overall. This means that the document can be used under CC BY, with the exception of the part that is CC BY-SA, which needs to retain its original licence.

Adapting several Share-Alike works to create another

The next scenario shows how a number of original works can be combined to produce a separate work (the adaptation), and where one or more of the original works has a Share-Alike licence.

The Share-Alike licence of the original work(s) means that the adaptation has to be licensed under the same licence as the original. For instance, combining a number of CC BY-SA images to form a new image means that the new image has to be licensed under CC BY-SA.

There are two SA licences (CC BY-SA and CC BY-NC-SA), and content under those licences cannot be adapted to jointly form a single new work. However, you can combine content licensed under Share-Alike with content licensed differently to create an adaptation, as follows:

- You can adapt works under CC BY and CC BY-SA to produce an adaptation under CC BY-SA.
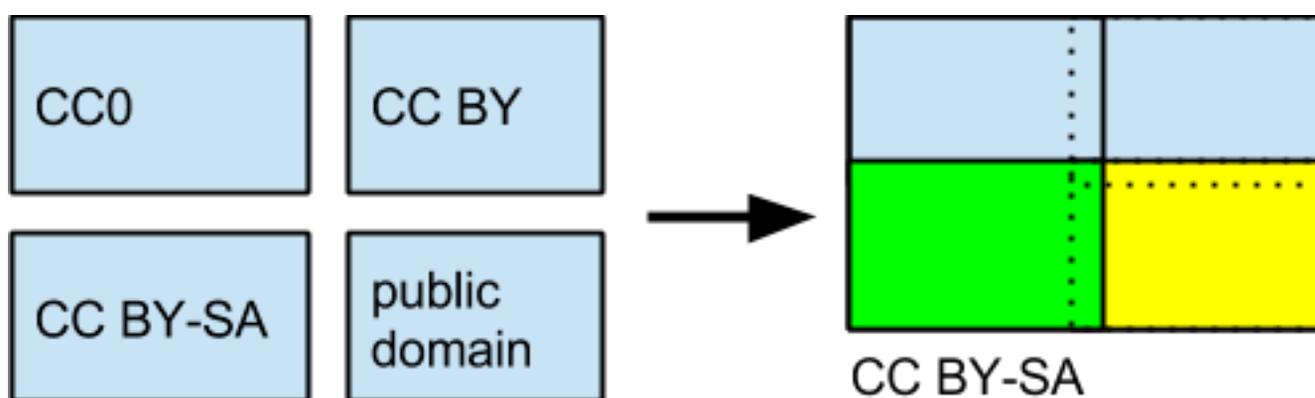
CC BY-SA

- You can adapt CC BY, CC BY-NC and CC BY-NC-SA material to result in CC BY-NC-SA; however you cannot use CC BY-SA in that mix.

In both adaptations, you can also include CC0 and public domain works. For further information, please refer to the detailed chart showing which CC-licensed material can be remixed at Creative Commons, or use the OER IPR Support Creative Commons Licence Compatibility Wizard.

As we saw above, the resulting SA work from such an adaptation can still be included in a document that is CC BY licensed overall. This means that the document can be used under CC BY, with the exception of the part that is CC BY-SA, which still needs to retain its original licence.

The image on the right schematically shows four Share-Alike works that were adapted (and need to be licensed under the same Share-Alike licence), but are then included in a document that is CC BY licensed overall.
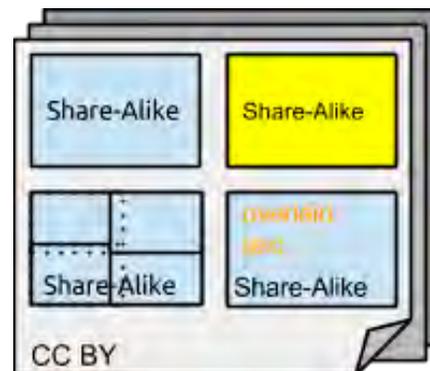
Share-Alike content in a movie

Remember that adding a song as a soundtrack to a video is always an adaptation. So if you use a CC BY-SA song as a soundtrack (even without changing the song), the whole video needs to be licensed as CC BY-SA. Similarly, adding images to a video are also adaptations. If you add a CC BY-SA image to a video, the whole video needs to be licensed as CC BY-SA. This also means that you cannot use NoDerivatives material in movies.

Share-Alike: example attribution

The Share-Alike attribution works in the same way as other Creative Commons licences (c.f. "Creative Commons - Best practices for attribution", included with this Guidance). Here's an example:

Jumping humpback whale, by Dirk Kirchner, CC BY-NC-SA 2.0

Whale Icon, by Björn Haßler, CC BY-NC-SA 4.0, adapted from Jumping humpback whale, by Dirk Kirchner, CC BY-NC-SA 2.0

The above image has been taken from Flickr ("Jumping humpback whale").

1. **Left image:** The image is scaled to fit into the table cell. Scaling doesn't create a new work, so the image is attributed to the original creator, and the original licence (CC BY-NC-SA, 2.0) is provided.

2. **Right image:** The original image has been used to create a whale icon (for a school project on whales, for example). To create this icon, the image has been cropped, and the colours have been adjusted. This creates a new work ("Whale Icon"), which needs to be licensed under the same Share-Alike licence, or a later version of the same licence. The licence chosen by the creator is the CC BY-NC-SA 4.0.

Note that the attribution for the image on the right includes both the title and creator of the new work (Whale Icon, Björn Haßler), together with the new licence (CC BY-NC-SA 4.0), as well as the title and creator of the original work (Jumping humpback whale, Dirk Kirchner, CC BY-NC-SA 2.0).

Reusing content from documents

It may be the case that a document as a whole is licensed under one particular licence (e.g. CC BY), but various elements in the document are licensed under other Creative Commons licences (e.g. images within the document).

Let's imagine a document, with a story, that is illustrated with two images, licensed as follows:

- The overall document "My CC Safari" (and the story within it) is licensed under a CC BY-SA licence.

- The image "CC Lion" is licensed under a CC BY licence.

- The image "CC Zebra" is licensed under a CC BY-ND licence.

This means that:

- You can adapt the story (i.e. the text) as you like, but the adaptation has to be made available under the same licence.

- Independently of the licence for the overall story, the images can be used under their respective licences. The "CC Lion" image can be used freely (including adaptation), with the usual acknowledgement. The "CC Zebra" image can be used, but only without adaptation, because of the CC BY-ND licence.

As a second example, imagine a document that includes both text and images licensed under CC BY-SA (such as a Wikipedia page). You are free to take content from this page (such as images or parts of text), as long as you attribute and license your work under the same licence (CC BY-SA).

Use cases for Creative Commons licensed content

The following lists give example use cases for how Creative Commons content can be used.

Use permitted by all Creative Commons licences (c.f. Guidance 3, Rules 1 and 2). All Creative Commons works can be used in the following ways (under the original licence; with the original attribution; without adaptation):

- Making copies of the work, e.g. copying a lesson plan, copying worksheets, etc.; printing the work onto paper;

- Sharing these copies with others;

- Posting content online, e.g. on the schools website, VLE, school intranet, Edmodo, facebook;

- Performing the work (e.g. performing music or plays);

- Converting the file format (e.g. from Word docx to OpenOffice odt; from odt to PDF; from jpg to png; from wav to mp3; from wmv to mp4);

- Resizing an image (e.g. from 600x400 to 60x40);

- Transcoding a movie (e.g. from high bitrate to low bitrate);

- Converting an unencrypted DVD to a movie (e.g. mp4);

- Playing an unedited video in the background of a live concert;

- Reproducing the work on a poster or display board, e.g. as part of a book display;

- Embedding the whole work within another work.

Where a Creative Commons work comes complete with sufficient attribution (such as a lesson plan that has the attribution statement in it), you can simply share that work, as long as you do not adapt it. If there is sufficient attribution within the work already, there is no need to add further attributions.

Including an unmodified work. Without the work being "translated, altered, arranged, transformed, or otherwise modified" (see licence deeds), all Creative Commons works can be

- reproduced on websites;

- included in a document (e.g. text document, presentation, pdf, ebook);

- and be included in a collection, e.g. including a short story in a collection of short stories (by creating a zip file that contains the individual stories, or creating a single document with all the unmodified stories);

as long as the work is attributed, as usual (including the source, author and original licence).

When the a work is included in this way, the resulting website, document or collection of short stories can be CC BY licensed, and does not need to be Share-Alike-licensed. The original work that

is included on the website, document or collection retains its original licence (in the case of Share-Alike and NoDerivatives), or a compatible licence (e.g. in the case of NonCommercial) — see further discussion about this within this document.

Adapting a work. Whenever you "translate, alter, arrange, transform, or otherwise modify" an original work, a new work is produced. The list below highlights some example use cases of adapting works. These uses are not permitted for works under CC BY-ND, CC BY-NC-ND. For works under CC BY-SA and CC BY-NC-SA, these uses *are* permitted, but you need to use the same licence for the resulting work. For example:

- Photoshopping a picture or diagram to add to, or alter, its original elements is an adaptation; this include modifications like cropping, adjusting colour, making monochrome, adding effects, removing or adding text or other graphics.

- Editing (adding, removing, correcting words) and translating a text is an adaptation.

- When using an audio track in a movie (even when using the audio track in its entirety), the movie is deemed a derivative work. This means that if the audio track is under CC BY-SA, the movie needs to be licensed under CC BY-SA.

- Similarly, if a CC BY-SA image is included in a movie, then the whole movie needs to be CC BY-SA (and likewise for CC BY-NC-SA).

- Using a sample from one song to make a new song.

The NonCommercial licences

There are a number of Creative Commons licences that have a NonCommercial restriction (CC BY-NC, CC BY-NC-SA, CC BY-NC-ND). We did not discuss this in the main Guidance document, as educational use is usually deemed non-commercial. However, if you want to use OER for commercial purposes, you cannot incorporate material released under one of the NonCommercial licences.

If you are using content under NonCommercial licences to create content, you will follow similar (but not identical) rules as for Share-Alike content:

- When you adapt NonCommercial content, you need to publish the adaptation under a NonCommercial licence:

    - If the content is CC BY-NC, you can use any other NonCommercial licence, opting for CC BY-NC to keep the content as open as possible.

    - If the content is CC BY-NC-SA, you have to use the same licence.

    - Content under CC BY-NC-ND cannot be adapted (as with all NoDerivatives content).

- When you include NonCommercial content (without adaptation) in another document, that NonCommercial content retains its licence. You can still licence the resulting document under CC BY. However, this new document cannot be used commercially, because there is some NonCommercial content in it. To use the document commercially, you would have to first remove the content licensed under the NonCommercial licence.

Further information about the the NonCommercial licences can be found on the Creative Commons wiki, see "NonCommercial interpretation".

Using CC0 and the Public Domain Mark

Works in the public domain are free of any copyright restrictions, and can be used in any way (even without the need for attribution). Works that are in the public domain can be recognised through the Public Domain Mark, or with the CC0 mark (see icons further below). Any work marked like this can be used freely, without restrictions.

Works enter the public domain when their copyright expires, which is typically several decades after the author's death. However, the precise duration varies depending on the country and the type of work. Some works also have perpetual copyright, such as the Authorized King James Version of the Bible in the UK, and the play Peter Pan, or the Boy Who Wouldn't Grow Up.

Because of such variations, the Public Domain Mark can be used to mark works that are already in the public domain, i.e. to mark an existing work that is free of known copyright restrictions and clearly convey that status. The Public Domain Mark allows such works to be easily discovered, and provides valuable information about the work. The Public Domain Mark is intended for use with old works that are free of copyright restrictions around the world.

For a work that you have created, it is also possible to use the CC0 licence to waive as many rights to the extent possible, such as moral rights. Under UK law, it is legally not possible to fully waive copyright, and therefore not possible to place a work in the public domain. However, CC0 grants users comprehensive rights, as if all copyright had been waived. In other words, CC0 permits the same use as you would have for a work in the public domain. From a user's perspective, a work under CC0 and a work in the public domain can be treated the same. You can use the CC0 licence for something that has been created from scratch, or if you are building on other works that are already CC0 licensed or in the public domain.
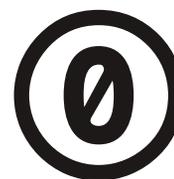
Attribution

The OER Guidance for Colleges is closely based on the OER Guidance for Schools (see sources below). You are free to use the content of these guides to create your own content, as long as you include this acknowledgement:

T-TEL Professional Development Programme (2016). *OER Guidance for Colleges*. Published by the Ministry of Education (Ghana), under Creative Commons Attribution 4.0. Available online at http:// oer.t-tel.org.

Sources

This document is based on: OER Guidance for Schools (2014), by Björn Haßler, Helen Neo and Josie Fraser. Published by Leicester City Council, available under Creative Commons Attribution 4.0.

S6. References and Links

This document provides links to sites where you can find OER; some specifically for schools, others with more general Creative Commons licensed content, including images, clipart, music and video. There are also materials suitable for learning about OER, and staff development activities for OER, including documents, support sites, tools, videos and online courses.

Table of Contents

1. OER websites with resources specifically for colleges schools

The following list contains sites that exclusively host OER specifically intended for school use. Often, they host OER on a particular school subject (or range of subjects at primary and secondary level) or a particular topic relevant to schools or teachers (such as teacher professional development). Because of the launch of the new computing curriculum in 2014, we've included Creative Commons licensed documents (rather than websites) on computing.

Computing in the national curriculum: A guide for primary teachers. Miles Berry (2013). Retrieved from http://www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf — This open document covers various aspects of computing in the national curriculum, including subject knowledge, project work, inclusion, gifted and talented students and assessment.

Digital Literacy for Educators, Teachers and Schools (DeFT). Retrieved June 2, 2014 from http://www.digitalfutures.org/ — The Digital Futures in Teacher Education (DeFT) project has been developed for educators, teachers and schools. The project has produced an open textbook called "Digital Literacy (DL) for Open and Networked Learning", incorporating two main goals: first, to create materials for teacher education involving the (re)use of Open Education Resources (OERs) and associated pedagogical design; and second, to develop guidance on practice in teaching and learning in the school sector involving digital literacy. Examples of practice are available for exploration.

HelpingWithMath.com. Retrieved June 4, 2014, from http://www.helpingwithmath.com/ — HelpingWithMath.com supports parents who want to help their children with math. It provides a large number of printable math resources that help students to practice what they are learning at home and at school. For example, there are lots of math worksheets, several multiplication charts and tables, plenty of number lines, various flashcards and games.

Kids Open Dictionary Builder. Retrieved June 4, 2014, from http://dictionary.k12opened.com/ — The Kids Open Dictionary is a free, public-domain dictionary aimed at students, and written in easy-to-understand language. This is a collaborative project with people all over the world, enabling anyone to add new definitions to the dictionary, with any changes being monitored by the project team to ensure quality. This dictionary will ultimately be published in a variety of formats and for multiple platforms.

OER4Schools Professional Learning Resource. Faculty of Education, University of Cambridge. Retrieved June 9, 2014, from http://oer.educ.cam.ac.uk/wiki/OER4Schools — OER4Schools is a professional learning resource for teachers in sub-Saharan Africa, focusing on interactive pedagogy for teaching with and without Information and Communication Technology (ICT). A key feature of this resource is the use of video as a stimulus for discussion. The videos have been produced mainly in the Zambian primary school context, but the project anticipates that other video materials will become available. Materials are designed to be useful in other contexts too.

Open Resource Bank for Interactive Teaching in Science and Mathematics (ORBIT). Faculty of Education, University of Cambridge. Retrieved June 2, 2014, from http://oer.educ.cam.ac.uk/wiki/ORBIT — ORBIT shares existing expertise on teacher education and classroom teaching that promotes active learning in mathematics and science. ORBIT aims to support HE teaching (PGCE), training schools and teacher mentors, as well as continuing professional development. The ORBIT resources include lesson ideas (with supporting materials) in mathematics and science at primary and secondary levels, as well as resources aimed at teacher education. All resources are further organised by the particular teaching approach used, as well as by the ICT tools used in the lesson idea.

Open Resources for English Language Teaching Portal (ORELT). Commonwealth of Learning. Retrieved May 7, 2014, from http://www.colorelt.org/ — Open Resources for English Language Teaching (ORELT) aims to support teachers in junior secondary schools by providing access to a bank of "open content" multi-media resources (both online and traditional text formats) to assist with school-based education and further training for teachers. ORELT also provides resources aimed at educators helping to prepare teachers for junior secondary schools.

Open Source ICT Computer Science Curriculum. Retrieved October 4, 2014, from http://ictcomputerscience.org/ — A computing curriculum for KS3, released under a Creative Commons BY NC-SA 3.0 licence (see curriculum document).

PhET. University of Colorado. Retrieved June 4, 2014, from http://phet.colorado.edu/ — PhET provides free online access to interactive, research-based simulations of physical phenomena. Produced by the University of Colorado and covering a range of subjects in the sciences and mathematics, PhET's extensively tested simulations enable students to make connections between real-life phenomena and the underlying science.

SEN Teacher. Retrieved October 4, 2014, from http://www.senteacher.org/ — The SEN Teacher site has printable formats, specialist links, software downloads and search tools for all types and levels of special education. Most SEN Teacher Resources are provided under a Creative Commons Licence.

Siyavula. Retrieved May 7, 2014, from http://www.siyavula.com/our-products/#everything — Siyavula is an initiative providing access to openly-licensed textbooks for high schools in South Africa, covering subjects including Mathematics, Sciences and Technology.

STAR SEN Toolkit (Childnet). Retrieved June 9, 2014, from http://www.childnet.com/resources/star-toolkit — Practical advice and teaching activities to help educators explore e-safety with young people with autism spectrum disorders (ASD) in Key Stages 3 and 4. The resource promotes a positive, fun and safe approach for young people with ASD in understanding the concept of friendship and the importance of finding the balance between online and offline interaction.

Teacher Education in sub-Saharan Africa (TESSA). Retrieved June 9, 2014, from http://www.tessafrica.net/pan-african-version — TESSA is an international research and development initiative bringing together teachers and teacher educators from across sub-Saharan Africa. It offers a range of materials (Open Educational Resources) in four languages to support school-based teacher education and training.

Virtual Genetics Education Centre (VGEC). Retrieved June 9, 2014, from http://www2.le.ac.uk/
departments/genetics/vgec — The Virtual Genetics Education Centre (VGEC) provides
access to evaluated genetics teaching resources for teachers and learners in schools and
higher education, health professionals and the general public. Resources include simple
experiments (suitable for all ages), tutorial material, videos on useful techniques, and
current and relevant links to other evaluated resources.

2. Other OER sites and repositories

By repository, we mean a website that contains OER from many different providers, and covering different subjects and topics, ranging from primary to tertiary. All of the repositories below have some content for school, but at times it's presented alongside content for higher education, so some searching may be required.

Curriki. Retrieved May 7, 2014, from http://www.curriki.org/ — With a community of nearly 10 million global users, Curriki encourages collaboration between teachers, students and parents, using their diverse experiences to develop freely available "best of breed" learning resources (peer-reviewed and classroom tested) to create a culture of continuous improvement. The site features inquiry-based instruction, assessment activities, projects, interactive simulations, and more, all aligned with various curricula.

DigitalNZ. Retrieved June 2, 2014, from http://www.digitalnz.org/ — DigitalNZ allows users to search across more than 28 million digital items to discover New Zealand treasures such as amazing aerial photos, posters and memorabilia, newspaper clippings, artworks and publications, retrieved from the digital stores of libraries, museums, government departments, publicly funded organisations, the private sector and community groups.

Saylor Foundation. Retrieved October 4, 2014, from http://eportfolio.saylor.org/ — The Saylor foundation offers tuition-free courses, created by credentialed educators. Amongst a wide variety of courses are two full discipline-specific pathways, Business Administration and Computer Science.

Khan Academy. Retrieved October 4, 2014, from https://www.khanacademy.org/ — The Khan Academy offers a very large number of learning resources available under CC By-NC-SA 3.0 US, as well as offering learning statistics and badges.

MERLOT II. Retrieved June 4, 2014, from http://www.merlot.org/ — MERLOT is a free and open peer-reviewed collection of online teaching and learning materials and faculty-developed services contributed to, and used by, an international education community. Resources have a range of licences.

National Archives - Education. Retrieved June 4, 2014, from http://www.nationalarchives.gov.uk/education/ — The National Archives Education pages contain award-winning resources for students and teachers. Users can explore the materials by navigating through the various time periods presented, including Medieval, early modern, empire and industry, Victorians, early 20th century, interwar, Second World War, and postwar to present. The resources have been provided by the UK government under the Open Government licence, unless otherwise noted.

Open Education Consortium (OpenCourseWare Consortium). Retrieved April 28, 2014, from http://www.openedconsortium.org/about-ocw/ — The Open Education Consortium is one of the foremost actors in the field of Open Educational Resources. The website hosts a repository of over 25,000 courses, mainly for higher education. You may find some of the courses of interest to A-level students who wish to study additional university-level materials.

Open Education Europa. Retrieved September 24, 2014, from http://openeducationeuropa.eu/ —
Open Education Europa is a portal aimed at learners, teachers and researchers, offering
access to all existing European Open Educational Resources in different languages. There
are 3 main areas for users: the "FIND" section showcases MOOCs, courses and Open
Educational Resources by leading European institutions; the "SHARE" section is a space
for users to come together to discuss solutions for a diverse range of educational issues
by posting blogs, sharing events and engaging in thematic discussions; and finally, the
"IN-DEPTH" section hosts eLearning Papers — the world's most visited e-journal on open
education and new technologies — and provides an exhaustive list of EU-funded projects,
highlights the latest news about open education, as well as the most relevant, recently
published scholarly articles.

3. OER and Creative Commons resources

The following websites are also repositories (i.e. sites with OER from many different providers, and on different topics). However, while the content is useful for schools, it hasn't been specifically developed for schools. The repositories feature music, images, video, etc.

ccMixter. Retrieved June 4, 2014, from http://www.ccmixter.org/ — ccMixter is a community music site featuring remixes licensed under Creative Commons. Users are free to download and sample from music on the site, and share the results with anyone, anywhere, anytime. Some songs may have certain restrictions, depending on their specific licences. Each submission is marked clearly with the licence that applies to it.

Flickr. Retrieved June 4, 2014, from https://www.flickr.com/creativecommons — Flickr is a well known and established image sharing site. Many Flickr users have chosen to offer their work under a Creative Commons licence, and users can browse or search through content under each type of licence.

Freesound.org. Retrieved June 4, 2014, from http://www.freesound.org/ — Freesound aims to create a huge collaborative database of audio snippets, samples and recordings released under Creative Commons licences that allow their reuse. Users can browse the sounds using keywords, as well as a "sounds-like" type of browsing. Users can also upload and download sounds to and from the database (under the same creative commons licence) and interact with fellow sound-artists.

Jamendo. Retrieved June 9, 2014, from http://www.jamendo.com/en/search — With more than 400,000 music tracks, Jamendo is the world's largest library of free music, allowing unlimited listening and downloading. The advanced search allows you to search for Creative Commons music.

LibriVox. Retrieved June 4, 2014, from https://librivox.org/ — LibriVox is a library of free public domain audiobooks, read by volunteers from around the world. Titles can be searched or browsed by author, title, genre/subject and language.

Lit2Go. Retrieved June 4, 2014, from http://etc.usf.edu/lit2go/ — Lit2Go is a free, online collection of stories and poems in Mp3 (audiobook) format. An abstract, citation, playing time and word count are given for each of the passages. Many of the passages also have a related reading strategy identified. Each reading passage can also be downloaded as a PDF and printed for use as a read-along, or as supplemental reading material for the classroom.

ManyBooks.net. Retrieved June 4, 2014, from http://manybooks.net/ — ManyBooks.net contains more than 29,000 free eBooks available for Kindle, Nook, iPad and most other eReaders. Titles can be browsed or searched by author, title, genre and language. Users can also contribute reviews or recommendations to the site.

morgueFile. Retrieved June 4, 2014, from http://www.morguefile.com/ — The morguefile contains photographs that have been freely contributed by many artists, to be used in creative projects by visitors to the site. Although all images in this repository are free to use, users are asked to acknowledge the artist's accomplishments by crediting the photographer where possible.

Musopen. Retrieved June 4, 2014, from https://musopen.org/ — Musopen is a non-profit organisation focused on improving access and exposure to music by creating free resources and educational materials. Musopen provides recordings, sheet music and textbooks to the public for free, without copyright restrictions.

Open Clipart. Retrieved June 4, 2014, from https://openclipart.org/ — Openclipart is a repository of royalty-free clipart that may be used for any purpose, including unlimited commercial productions, as well as in non-commercial settings such as schools and religious institutions. The Openclipart community subscribes to the belief that clipart should have as few restrictions as possible so that the clipart may spread as widely as possible.

Project Gutenberg. Retrieved June 4, 2014, from http://www.gutenberg.org/ — Project Gutenberg was the first provider of free electronic books, or eBooks. Users can access almost 50,000 free ebooks with subject, language and title searching.

TED talks. Retrieved June 10, 2014, from https://www.ted.com/ — TED is a nonprofit organisation devoted to disseminating knowledge and ideas from eminent thinkers from around the world. The presentation of these ideas usually takes the form of short, powerful talks (18 minutes or less), covering almost all topics — from science to business to global issues — in more than 100 languages.

Vimeo. Retrieved June 9, 2014, from http://vimeo.com/creativecommons — Vimeo is a repository of videos contributed by filmmakers from all over the world, including Creative Commons licensed videos.

Wikimedia Commons. Retrieved June 9, 2014, from https://commons.wikimedia.org/ — Wikimedia Commons is a media file repository making available public domain and freely-licensed educational media content (images, sound and video clips) to everyone, in their own language. The repository is created and maintained by volunteers.

WPClipart. Retrieved June 4, 2014, from http://www.wpclipart.com/ — Primarily developed for school children, WPClipart is an expanding collection of artwork free of copyright concerns, as well as safe from inappropriate images. Users can browse or use the search tools to discover artwork for school research and reports. In addition, photos and clips may be used for commercial purposes, book illustrations, office presentations, etc.

YouTube. Retrieved June 9, 2014, from https://www.youtube.com/creativecommons — YouTube allows users, now numbering in the billions, to discover, watch and share original video content, including Creative Commons licensed videos.

4. Search engines

Search engines that you can use to find Creative Commons content.

Creative Commons Search. Retrieved June 2, 2014, from http://search.creativecommons.org/ — The Creative Commons Search allows you to search several sites with Creative Commons materials including documents, presentations, videos, images and more.

Flickr Advanced Search. Retrieved September 25, 2014, from https://www.flickr.com/search/advanced — The Flickr advanced search allows you to specify that you want to search Flickr's millions of user-generated images for Creative Commons licensed material.

Google Advanced Image Search. Retrieved June 9, 2014, from http://images.google.com/advanced_image_search — Google's advanced image search allows you to search online content for Creative Commons licensed images.

5. Introductions to OER and OER support sites

Sites and articles that support you in understanding and using OER. A more general list of reading is included below.

B. Haßler, & T. Mays. (2014). ***Open Content.*** In (Peng Hwa Ang & Robin Mansell, Eds.) International Encyclopedia of Digital Communication and Society. Wiley-Blackwell. Retrieved from http://bjohas.de/Publications/Hassler_Mays_OpenContent — This open chapter, written by B. Haßler and T. Mays, appears in the International Encyclopedia of Digital Communication and Society, edited by Professor Peng Hwa Ang and Professor Robin Mansell (published by Wiley-Blackwell).

Butcher, N., & Kanwar, A., Uvalic-Trumbic, S. (2011). ***A basic guide to open educational resources (OER)***. Vancouver; Paris: Commonwealth of Learning ; UNESCO. Retrieved from http://www.col.org/PublicationDocuments/Basic-Guide-To-OER.pdf — This guide, produced by UNESCO, addresses three main areas relating to OER. The first section, presented in the form of a set of "Frequently Asked Questions" provides readers with a quick and user-friendly introduction to Open Educational Resources (OER) and some of the key issues to think about when exploring how to use OER most effectively. The second section is a more comprehensive analysis of these issues, presented in the form of a traditional research paper. For those who have a deeper interest in OER, this section will assist with making the case for OER more substantively. The third section is a set of appendices, containing more detailed information about specific areas of relevance to OER. These are aimed at people who are looking for substantive information regarding a specific area of interest.

Chris Sharples. (2014, February). ***DigiLit Leicester Briefing: Student Digital Leaders.*** Retrieved from http://lccdigilit.our.dmu.ac.uk/files/2014/02/Digital-Leaders-Briefing-140212.pdf — This document contains descriptions and links to 13 Student Digital Leaders initiatives, which represent a creative and effective approach to supporting learners who are enthusiastic about technologies playing an active role in school ICT development and use. Programmes usually involve one or more students in each class being identified as digital leaders, to create "a team of enthusiastic students who work with teachers and students on regular or one-offprojects to improve learning with digital technologies." This could be through trialling devices or techniques, making recommendations about the best technologies and apps to use for specific tasks, providing training to peers or staff members, or being able to provide basic technical support in the classroom.

DigiLit Leicester. Retrieved September 24, 2014, from http://www.digilitleic.com/ — The DigiLit Leicester project focuses on digital literacy in schools, helping teachers and teaching support staff in the effective use of technologies to support learners. All of the project outputs, including the school digital literacy framework and survey content, and the outputs and resources from school-led projects and a range of activities organised by the project team, have been released under Creative Commons licences. These include e-safety resources for staff supporting learners on the autistic spectrum, the Siyabonga project, which involved learners collaborating via Skype on a live concert with children from South Africa, and work on a "Bring Your Own Device" trial.

Open Educational Resources (OER): Resource Roundup (Edutopia). Retrieved May 6, 2014, from http://www.edutopia.org/open-educational-resources-guide — Open Educational Resources (OER): Resource Roundup is an educator's guide to OER and includes information about online repositories, curriculum-sharing websites, sources for lesson plans and activities, and open textbooks for primary- and secondary-level learning.

JISC Open Educational Resources infoKit. Retrieved May 28, 2014, from https://openeducationalresources.pbworks.com/w/page/24836480/Home — Produced by the JISC, the Open Educational Resources infoKit aims to both inform and explain OERs and the issues surrounding them (including licence options) for managers, academics and those in learning support. It is aimed at senior managers, learning technologists, technical staff and educators with an interest in releasing OERs to the educational community. This infoKit, as with the whole of the JISC infoNet website, is itself released under a Creative Commons Attribution-Share Alike licence.

K-12 OER Community of Practice. Retrieved May 29, 2014, from http://www.k12opened.com/community/gettingstarted/ — The K-12 OER Community of Practice is an online community of practice focused on Open Educational Resources (OER) and their use in K-12 education. It is intended for educators who are using OER, those who are interested but not yet using OER, OER advocates, and anyone else interested in OER in K-12. As a community site, all users are welcome to contribute to the development of the site.

OKFN Open Education Handbook. Retrieved from http://booktype.okfn.org/open-education-handbook/why-write-an-open-education-handbook/ — The Open Education Handbook is a collaborative "living" web document aimed at educational practitioners and the education community generally. It has been created to provide a point of reference useful to readers coming from a variety of viewpoints and looking to the concept of Open Education to help them deal with a variety of situations.

Support Centre for Open Resources in Education (SCORE, The Open University). Retrieved May 28, 2014, from http://www.open.ac.uk/score/ — The Support Centre for Open Resources in Education (SCORE) is based at the Open University, and supports individuals, projects, institutions and programmes across the higher education sector in England as they engage with creating, sharing and using open educational resources (OER).

Copyright Guidance and Resources (produced by the OTTER project, University of Leicester). Retrieved May 9, 2014, from http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter/about-oers/copyright-guidance-and-resources — The Open, Transferable and Technology-enabled Educational Resources project, or OTTER, is based at the University of Leicester and enables, pilots and evaluates systems and processes designed to assist individuals, teams and departments to release high-quality Open Educational Resources for free access, reuse and repurposing by others under an appropriate open licence, in perpetuity. This page provides links to resources that provide advice and training on managing open content.

Choosing a license (Wikimedia Commons). Retrieved May 6, 2014, from http://commons.wikimedia.org/wiki/Commons:Choosing_a_license — This web page from Wikipedia Commons is a guide for people who are contributing their own work, and want advice about free licences and the "best" one to choose to apply to their work.

6. Lists of OER portals and initiatives

Here are some links to sites that have lists of initiatives, lists of repositories, etc. These sites don't have direct links to OER, but instead link to sites with OER and various OER initiatives.

Global List of OER Initiatives. Retrieved May 7, 2014, from http://www.wsis-community.org/pg/directory/view/672996 — WSIS Knowledge Communities maintain a global list of OER initiatives. This is a comprehensive list, and you may want to add your own school initiative to it.

Directory of OER repositories. Retrieved October 1, 2014, from http://oerqualityproject.wordpress.com/2012/10/22/directory-of-oer-repositories/ — OER Quality Project maintains a large list of OER repositories that you may find interesting to look at.

Exemplary Collection of Open eLearning Content Repositories (WikiEducator). Retrieved May 7, 2014, from http://wikieducator.org/Exemplary_Collection_of_Open_eLearning_Content_Repositories — A wikiEducator collection of open eLearning Content repositories including portals, gateways, institutional respositories, subject portals/collection, standalone digital media resources and community-developed content.

Useful Resources for Teachers and Learners (Commonwealth Telecommunications Organisation). Retrieved May 7, 2014, from http://www.cto.int/training/learning-resources/ — Whilst the Commonwealth Telecommunications Organisation encourages people to develop their own local content that reflects their needs, cultures and contexts, this page provides links to some of the most valuable primary and secondary educational resources for teachers' and learners' use. These, and other, sources of content (many of which are free), can be adapted to suit all needs.

7. OER organisations and initiatives

A number of OER initiatives and organisations.

Commonwealth of Learning (Open CourseWare and OERs). Retrieved May 7, 2014, from
http://www.col.org/resources/crsMaterials/Pages/OCW-OER.aspx — Resources from
the Commonwealth of Learning - an intergovernmental organisation created by
Commonwealth Heads of Government to encourage the development and sharing of open
learning/distance education knowledge, resources and technologies.

Creative Commons Aotearoa New Zealand. Retrieved June 2, 2014, from http://creativecommons.
org.nz/resources/ — Useful videos explaining Creative Commons.

K12 Open Ed. Retrieved June 4, 2014, from http://www.k12opened.com/ebooks/ — K12 Open Ed
is as an online community focusing on Open Educational Resources (OER) and their use in
K-12 education. It is intended for educators using OER, those who are interested but not
yet using OER, OER advocates, and anyone else interested in OER in K-12. As a community
site, all users are welcome to contribute to the development of the site.

OER Africa. Retrieved May 2, 2014, from http://www.oerafrica.org/ — OER Africa is a ground-
breaking initiative established by the South African Institute for Distance Education
(Saide). OER Africa play a leading role in supporting higher education institutions across
Africa in the development and use of Open Educational Resources (OER) to enhance
teaching and learning.

OER IPR Support. Retrieved May 9, 2014, from http://www.web2rights.com/OERIPRSupport/ — The
OER IPR Support Project aims to provide IPR and licensing support for JISC/HEA funded
OER Phase 1, 2 and 3 projects in order to help them identify and manage IPR issues with
particular emphasis on the use of Creative Commons Licences.

Open educational resources (United Nations Educational, Scientific and Cultural Organization).
Retrieved May 7, 2014, from http://www.unesco.org/new/en/communication-and-
information/access-to-knowledge/open-educational-resources/ — UNESCO believes that
universal access to high quality education is key to the building of peace, sustainable social
and economic development, and intercultural dialogue. Open Educational Resources
(OER) provide a strategic opportunity to improve the quality of education, as well as
facilitate policy dialogue, knowledge sharing and capacity building.

Open Education Consortium. Retrieved May 7, 2014, from http://www.oeconsortium.org/ — The
Open Education Consortium is a worldwide community of hundreds of higher education
institutions and associated organizations committed to advancing open education and
its impact on global education. The Open Education Consortium realizes change by
leveraging its sources of expert opinion, its global network and its position as the principal
voice of open education.

8. Open sources tools

Some open source software tools. We thought it would be useful to include some basic examples.

Apache OpenOffice - The Free and Open Productivity Suite. Retrieved June 9, 2014, from https://www.openoffice.org/ — Compatible with other major office suites, Apache OpenOffice is free to download, use and distribute. Applications include a word processor, spreadsheet and presentation program, a drawing program that allows users to produce everything from simple diagrams to dynamic 3D illustrations, as well as a database management tool.

Audacity: Free Audio Editor and Recorder. Retrieved June 9, 2014, from http://audacity.sourceforge.net/ — Audacity is a free, easy-to-use, multi-track audio editor and recorder for multiple operating systems. The interface is translated into many languages. Audacity can be used to record live audio, record computer playback on any Windows Vista or later machine, convert tapes and records into digital recordings or CDs, edit various sound files, cut, copy, splice or mix sounds together, as well as add numerous effects including change the speed or pitch of a recording.

GIMP - The GNU Image Manipulation Program. Retrieved June 9, 2014, from http://www.gimp.org/ — GIMP, an acronym for GNU Image Manipulation Program, is a freely distributed program for tasks such as photo retouching, image composition and image authoring. GIMP can be used as a simple paint program, an expert quality photo retouching program, an online batch processing system, a mass production image renderer, an image format converter, etc. The advanced scripting interface allows everything from the simplest task to the most complex image manipulation procedures to be easily scripted.

9. Videos about OER and CC

Some videos that you can watch to learn about OER and Creative Commons.

Creating open educational resources - OpenLearn (Open University). Retrieved October 6, 2014 from http://www.open.edu/openlearn/education/creating-open-educational-resources/content-section-0 — This course from OpenLearn features a number of videos to do with creating OER and combining licences.

Creative Commons Kiwi (2011). Retrieved October 6, 2014 from http://vimeo.com/25684782 — A video explaining how to download and share digital content legally, and how to let people know that you are happy for them to reuse your own work.

Fair(y) Use Tale (2007). Retrieved October 6, 2014 from http://cyberlaw.stanford.edu/blog/2007/03/fairy-use-tale — A funny and informative video on the subject of fair use (fair dealing), created by Professor Eric Faden of Bucknell University. Note that although the video is US-centric, as of 1st October 2014, parody is also considered fair dealing in the UK.

Finding Open Educational Resources (Open Education Week, 2012). Retrieved October 6, 2014 from http://www.youtube.com/watch?v=wJI9RShrxr4 — A video for Open Education Week - learn how to find Open Educational Resources in 60 seconds!

Open Educational Resources (OER) - A Video Primer. Retrieved October 6, 2014 from http://contactnorth.ca/tips-tools/open-educational-resources/videos — Ten videos on: What are Open Educational Resources (OER); Comparing Commercial and Open Educational Resources; Where to find quality French-language Open Educational Resources; The use of Open Educational Resources in Teaching and Learning; Mobile Learning Access and Technology; Assembling Open Educational Resources; Understanding Copyright; Fair Dealing in Canada; Creative Commons Licensing.

Open Educational Resources (OER): Resource Roundup. Retrieved October 6, 2014 from http://www.edutopia.org/open-educational-resources-guide — This educator's guide to Open Educational Resources includes information about online repositories, curriculum-sharing websites, sources for lesson plans and activities and open textbooks.

The Obviousness of Open Policy (ALN Conference Keynote, 2011). Retrieved October 6, 2014 from http://www.youtube.com/watch?v=bPTzFbpKIFA — Dr. Cable Green, Director of Global Learning; Creative Commons. November 10, 2011 Plenary Session. Abstract: The Internet, increasingly affordable computing, open licensing, open access journals and open educational resources provide the foundation for a world in which a quality education can be a basic human right. Yet before we break the "iron triangle" of access, cost and quality with new models, we need to educate policy makers about the obviousness of open policy: public access to publicly funded resources. http://sloanconsortium.org/conferences/2011/aln/obviousness-open-policy

Turning a Resource into an Open Educational Resource (2012). Retrieved October 7, 2014 from https://www.youtube.com/watch?v=CUVW5fhQP2k — An animation illustrating the steps involved in embedding open licences in educational resources, and some of the associated IPR issues.

Understanding Licensing and IPR for OER Projects (2010). Retrieved October 6, 2014 from http://www.youtube.com/watch?v=5BWqgVpcHCs — A video presented by Naomi Korn explaining licensing and intellectual property rights for OER. Film by Guy Shapir.

Why OER? (2013). Retrieved October 6, 2014 from http://vimeo.com/78580907 — This is "Why OER?" by Karen Fasimpaur on Vimeo. Video defines OER, gives examples, references Creative Commons. Case study of school in California, Utah, New York.

Why Open Education Matters (2012). Retrieved October 6, 2014 from http://www.youtube.com/watch?v=cHQp33rbg5k — Why Open Education Matters: using OER to create a global community of teachers and learners.

10. MOOCs and OER courses

These are sites that offer courses on "open", "open education", and OER, including some MOOC (Massively Open Online Courses). Most of the courses on offer are not specifically designed for schools or teachers, but we have listed a few that relate to open education, OER, or indeed, are specifically for teachers.

Coursera.org. Retrieved June 9, 2014, from https://www.coursera.org/ — Coursera is an education platform that partners with top universities and organisations worldwide, offering free, online courses for anyone to take.

Creating open educational resources - OpenLearn - Open University. Retrieved May 9, 2014, from http://www.open.edu/openlearn/education/creating-open-educational-resources/content-section-0 — This course from OpenLearn features a number of videos to do with creating OER and combining licences.

Introduction to Openness in Education. Retrieved September 24, 2014, from https://learn.canvas.net/courses/4 — This course provides a broad overview of the ways in which openness impacts many areas of education – curriculum, instruction, learning, policy, technology, research and finance, among others.

edX. Retrieved September 24, 2014, from https://www.edx.org/ — EdX offers free online courses and classes. Find the latest MOOC from the world's best universities including MIT, Harvard, Berkeley, UT and others. Topics include business, computer science, finance, history, literature, math, science, statistics and more.

ICT in Primary Education: Transforming children's learning across the curriculum. Retrieved September 24, 2014, from https://www.coursera.org/course/ictinprimary — Why and how are teachers integrating ICT (Information and Communication Technology) into primary education? This course analyses examples from schools in different parts of the world, and brings professional teachers, headteachers and policymakers together to share their best ideas and inspiring stories. The Institute of Education, University of London (IOE http://www.ioe.ac.uk/) and the UNESCO Institute for IT in Education (IITE http://iite.unesco.org/) are collaborating to run this professional development course.

Open Knowledge: Changing the Global Course of Learning. Retrieved September 24, 2014, from http://online.stanford.edu/course/open-knowledge-changing-global-course-learning — This course at Stanford Online provides an introduction to the important concept of openness - open source, open science, open data, open access, open education, open learning - from a variety of perspectives, including education, publishing, librarianship, economics, politics, and more, and asks you to discover what it means to you. Open Knowledge is international and multi-institutional, bringing together instructors and students from Canada, Ghana, Mexico, the United States, and the rest of the world. It will challenge you take control of your own education, to determine your own personal learning objectives, to contribute to the development of the curriculum, to reflect on your progress, to learn new digital skills, and to take a leadership role in the virtual classroom.

OpenupEd. Retrieved May 7, 2014, from http://www.openuped.eu/ — The portal of a pan-European initiative OpenupEd around so-called MOOCs (Massive Open Online Courses).

Intro to Openness in Education (P2PU). Retrieved September 24, 2014, from https://p2pu.org/en/
courses/140/intro-to-openness-in-education/ — This is an introductory course exploring
the history and impacts of openness in education. The main goal of the course is to give
users a broad but shallow grounding in the primary areas of work in the field of open
education. Users have plenty of opportunity to dive deeper in the specific areas that
interest them.

11. Further articles, reports, and books on OER

This section lists a number of articles and reports that provide in-depth information about open education and OER.

Bibliography of Learner Use of OER - Researching Virtual Initiatives in Education. Retrieved May 28, 2014, from http://virtualcampuses.eu/index.php/ Bibliography_of_Learner_Use_of_OER

Copyright Toolkit. Retrieved June 2, 2014, from http://copyrighttoolkit.com/

Creative Commons. *YouTube launches support for CC BY and a CC library featuring 10,000 videos.* Retrieved June 2, 2014, from http://creativecommons.org/weblog/entry/27533

Creative Commons Aotearoa New Zealand. *Creative Commons in Schools*. Retrieved June 2, 2014, from http://creativecommons.org.nz/ccinschools/

David, K., & Amber, T. (2012). *OER - a historical perspective*. Retrieved from http://repository.jisc. ac.uk/4915/ — A paper delivered at ALTC2012 and OpenEd2012.

DigiLit Leicester (Resources). Retrieved September 26, 2014, from http://www.digilitleic. com/?page_id=8 — The DigiLit Leicester project is designed to support teaching staff in secondary schools with the incorporation of technology in their work. The Resources page provides links to materials that promote the development and consolidation of digital literacy knowledge, skills and practice.

Finding OERs (Open Educational Resources infoKit). Retrieved June 2, 2014, from https:// openeducationalresources.pbworks.com/w/page/27045418/Finding%20OERs

Haßler, B., Hennessy, S., Knight, S., & Connolly, T. (2014). *Developing an Open Resource Bank for Interactive Teaching of STEM: Perspectives of school teachers and teacher educators.* Journal of Interactive Media in Education. Retrieved from http://jime.open.ac.uk/jime/ article/viewArticle/2014-09

Jisc. *A guide to open educational resources*. Retrieved June 2, 2014, from http://www.jisc.ac.uk/ publications/programmerelated/2013/Openeducationalresources.aspx

LinkedUp: Linking Web Data for Education. Retrieved June 2, 2014, from http://linkedup-project. eu/resources/ — An EU project about the potential of open data in education.

OER Handbook. Retrieved June 2, 2014, from http://wikieducator.org/OER_Handbook

OKFN. *Open Education Handbook: Useful OER Resourceshandbooks.* Retrieved May 28, 2014, from http://booktype.okfn.org/open-education-handbook/_draft/_v/1.0/ useful-oer-resourceshandbooks/

Open Educational Resources infoKit. *What are Open Educational Resources?*. Retrieved June 2, 2014, from https://openeducationalresources.pbworks.com/w/page/24836860/What%20 are%20Open%20Educational%20Resources

Open Education Working Group. *Timeline*. Retrieved June 2, 2014, from http://education.okfn.org/
     timeline/

OTTER project. *Open Educational Resources: A Short Bibliography*. Retrieved June 2, 2014, from
     http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/otter/
     about-oers/open-educational-resources-a-short-bibliography — The Open, Transferable
     and Technology-enabled Educational Resources project, or OTTER, is based at the
     University of Leicester and enables, pilots and evaluates systems and processes designed
     to enable individuals, teams and departments to release high-quality Open Educational
     Resources for free access, reuse and repurposing by others under an appropriate open
     licence, in perpetuity.

Pawlowski, J. M., & Hoel, T. (2012). *Towards a global policy for open educational resources: the
     Paris OER Declaration and its implications*. White Paper, Version 0.2, Jyväskylä, Finland.
     Retrieved from http://monet.informatik.rwth-aachen.de/giotto/OpenScout_df6f1252-
     bfa6-11e1-a668-e13baff9bd23.pdf

Rory McGreal. (2013). *Creating, Using and Sharing Open Educational Resources*. Retrieved from
     http://dspace.col.org/handle/123456789/511

Smith, M. L., Elder, L., & Emdon, H. (2011). *Open Development: A new theory for ICT4D.* Information
     Technologies & International Development, 7(1), iii–ix. Retrieved from http://www.
     itidjournal.org/index.php/itid/article/download/692/290 — "Open development" is
     a particular approach to international development. It relates to ideas around open
     education and OER, particularly in developing contexts.

The Cape Town Open Education Declaration. Retrieved September 25, 2014, from http://www.
     capetowndeclaration.org/read-the-declaration

Thomas, A., Campbell, L. M., Barker, P., & Hawksey, M. (2012). *Into the wild–Technology for open
     educational resources*. University of Bolton. Retrieved from http://publications.cetis.
     ac.uk/2012/601

Tony Booth. (2011). *Index for inclusion: developing learning and participation in schools.* (3rd ed.
     / Tony Booth and Mel Ainscow). Bristol: Centre for Studies on Inclusive Education. — The
     approach to OER and open education relates to values and certain aspects of inclusive
     education practice.

United Nations Educational, Scientific and Cultural Organization. *What is the Paris OER
     Declaration?* Retrieved September 25, 2014, from http://www.unesco.org/new/en/
     communication-and-information/access-to-knowledge/open-educational-resources/
     what-is-the-paris-oer-declaration/

Weller, M. (2013). *The Battle for Open - a perspective.* Journal of Interactive Media in Education,
     Nottingham OER 2013 special issue. Retrieved from http://jime.open.ac.uk/jime/article/
     viewArticle/2013-15/html

Wikibooks. *Open Education Practices: A User Guide for Organisations and
     Individuals*. Retrieved June 2, 2014, from https://en.wikibooks.org/wiki/
     Open_Education_Practices:_A_User_Guide_for_Organisations

WikiEducator. *OER Handbook for Educators 1.0*. Retrieved June 2, 2014, from http://wikieducator.
     org/OER_Handbook/educator_version_one

William and Flora Hewlett Foundation. (2013). *Open Educational Resources - Breaking the Lockbox on Education*. Retrieved June 2, 2014, from http://www.hewlett.org/sites/default/files/OER%20White%20Paper%20Nov%2022%202013%20Final.pdf

Yuan, L., & Powell, S. (2013). *MOOCs and Open Education: Implications for Higher Education*. Retrieved June 2, 2014, from http://publications.cetis.ac.uk/2013/667

Yuan, L., Powell, S., & Olivier, B. (2014). *Beyond MOOCs: Sustainable Online Learning in Institutions*. Retrieved June 2, 2014, from http://publications.cetis.ac.uk/2014/898

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Sources

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www.t-tel.org