OER Guidance for Schools
Supplementary Information 1

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 schools 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 teachers (from your school or across several schools), 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 and the Schools Sector](#)
- [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 document that you might want to have ready. However, the quickest way to download all documents is to get these two zip files:

- [OER_Guidance_for_Schools_main.zip](#) for G1-G4 and S1-S6;
- [OER_Guidance_for_Schools_additional.zip](#) for add additional documents needed.

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 schools?" 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' schools.

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' schools;
- 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" (available from this page), produced by Digital New Zealand with the support of Services to Schools (National Library of New Zealand). This document is also included with the Guidance documents (see "OER_Guidance_for_Schools_additional.zip", file "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.

Below is a screenshot of the add-on in action:
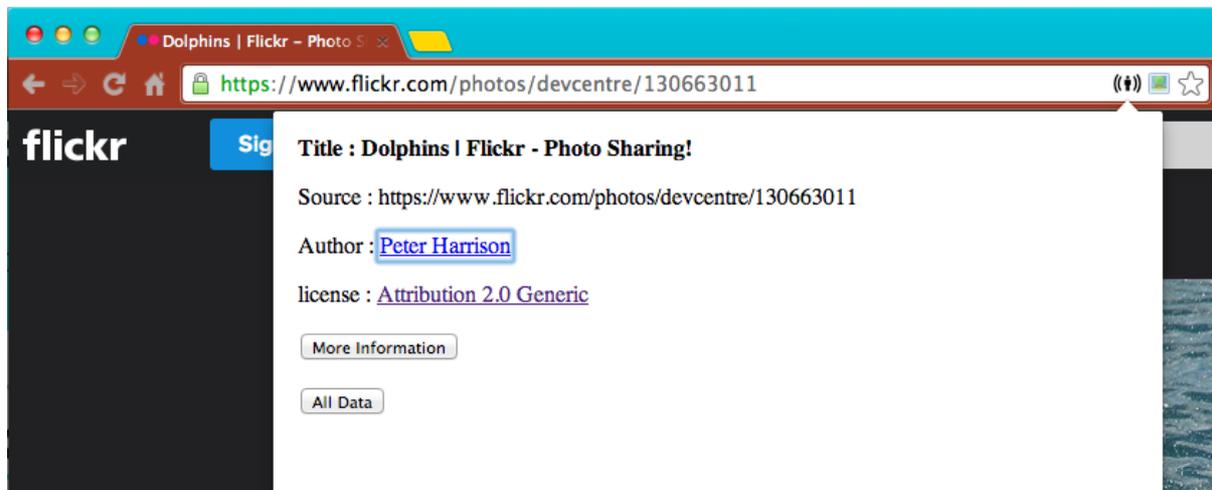
You simply need to copy the text (title, source, author, etc.) to create the attribution. Alternatively, you can click on "More Information", where you will find the following attribution:

> 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 two zip files:

- OER_Guidance_for_Schools_main.zip for G1-G4 and S1-S6;
- OER_Guidance_for_Schools_additional.zip for additional documents needed.

If you prefer to download the documents individually, please see the Introduction to the OER Guidance for Schools, which has links for all Guidance documents and supplementary documents.

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).

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