



OPEN EDUCATIONAL RESOURCES GUIDANCE FOR SCHOOLS





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OER Guidance for Schools

Open Educational Resources (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 OER Guidance for Schools was commissioned by Leicester City Council, and is part of the Digilit Leicester project. The Guidance aims to support school staff in understanding and making use of open licensing, and creating and sharing their own OER.

The OER Guidance for Schools is available at <http://schools.leicester.gov.uk/openeducation> and at <http://oer.educ.cam.ac.uk/wiki/OERGS>. It consists of four documents, as well as a range of supporting materials. The main four Guidance documents (G1-G4) are:

- **G1 Open Education and the Schools Sector** - this covers OER, open education, OER freedoms and benefits of OER to schools.
- **G2 Understanding Open Licensing** - this addresses copyright, fair dealing, different types of Creative Commons licences and the public domain.
- **G3 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.
- **G4 Openly Licensing and Sharing your Resources** - this provides information on OER school 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 (with a graphic design), and Word/OpenOffice (without the graphic design, but all text and images, for easy editing). An archive file with the InDesign files and other graphic files is also available. All files (and various zip archives) can be accessed from the above URLs.

Alongside the four Guidance documents, there are a number of supporting documents (S1-S6):

- **S1 OER Activities for Workshops, the Classroom, and for Self-study** - a longer document, with a large range of activities for different settings; some activities are fairly structured, others are open ended; each activity in that document refers to one or more Guidance documents (G1-G4).

Detailed guides (“step-by-step walk-throughs”) are available to supplement those activities, as well as Guidance 3:

- **S2 Remixing with Images** - finding and using Creative Commons licensed images via the Creative Commons search and Flickr;
- **S3 Remixing with Shakespeare** - remixing text from different sources;
- **S4 Remixing with Wikipedia Text and Images** - using wikipedia text and images;
- **S5 Share-Alike, NonCommercial, and Public Domain** - detailed information about adapting Share-Alike content, some information on NonCommercial, and the public domain;
- **S6 References and Links** to further resources - lists sites with OER, (school-specific and general), search engines, OER support, videos for learning about OER, MOOCs, and a lot of further reading at various levels.

There are also a number of additional documents created by other organisations that are needed for some of the activities in supplementary document S1. The list of files needed is included in that document. For convenience, we have also bundled these additional files into a zip file, available from above URLs.

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 Schools 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 used in this Guidance are also available alongside the documents as separate files. Zip archives for bulk download are provided.

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 in school. We've included workshop and classroom ideas, as well as "walk-throughs". To enable readers to take part in discussion of the documents, we've also placed copies on a public wiki site (<http://oer.educ.cam.ac.uk/wiki/OERGS>). This wiki uses the same software as Wikipedia, which enables users to comment on them, as well as develop and adapt them.

Leicester City Council has taken the visionary step to give permission to the 84 community and voluntary controlled schools across the city to engage with the three freedoms, by creating and sharing OER. This permission makes sharing resources simpler for everyone, and provides additional opportunities for schools and school staff.

Shortly after the guidance was published, it was also taken up the Africa Virtual University, for use during teacher education workshops. As an outcome, French and Portuguese translations are now available.

We hope that you will find these materials easy to use, and that they will help to support schools in getting started with producing OER, and ultimately foster a culture of creating and sharing OER as part of everyday practice. We're very happy to engage with teachers in implementing OER, so please do contact us with any questions you may have. We are hoping to collaborate on future versions of the Guidance, and will post updates and answers to frequently asked questions at the URLs provided above.

Björn Haßler, Josie Fraser
January 2015



Acknowledgements

The Guidance 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.

We gratefully acknowledge the help and suggestions of Nora Ward (**St. Paul's Catholic School, Leicester**), Suzanne Lavelle (**Childrens' Hospital School, Leicester**), Naomi Korn and Matt McGregor (**Creative Commons Aotearoa New Zealand**). Thanks also to Sarah Newman, who developed the graphic design, and Leah Loughnane for copy editing.

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



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Open Education and the Schools Sector

The OER Guidance for Schools has been produced in partnership with Leicester City Council to introduce schools to open education and Open Educational Resources (OER). This document explains what OER are, and how school staff can use them to support teaching and learning.

What are Open Educational Resources?

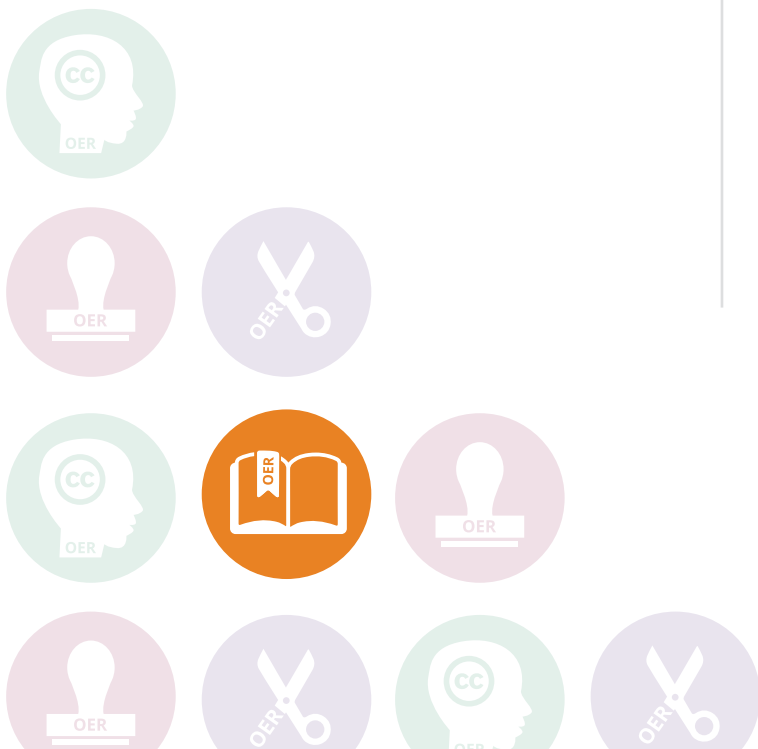
Open Educational Resources (OER) are free learning resources that have been openly licensed or are in the public domain, and can be used or reused for free.

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 school 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 school, 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 school may have. This means that you (and your school) 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 anticipatory provision (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.

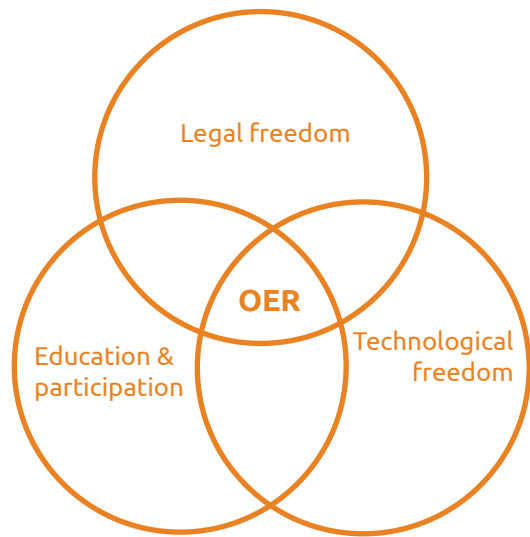
Technological freedom relates to anticipatory provision (UK Equality Act 2010) and making reasonable adjustments to ensure resources are accessible, including to users with disabilities.



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 schools?

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

By openly licensing learning materials, schools 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 **school level**, use of OER (instead of paid-for resources) can help reduce costs, and get the most out of existing budgets. Schools 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 schools can collaborate and share flexible learning materials (such as worksheets, course or textbooks) alongside innovative and effective practice. Use of OER enables schools to work together. Releasing resources under open licences promotes the often outstanding work that staff and schools are doing.

From an **educator's perspective**, OER use and creation can bring educators together and support school staff in achieving shared goals. Through sharing resources in common areas of interest, working with OER can help develop school 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 school 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 document is part of a 4-part series, available at <http://schools.leicester.gov.uk/openeducation> for download and in editable versions, alongside 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 (in press).
- 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.

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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**.

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Understanding Open Licensing

This Guidance document introduces school 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 school'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.

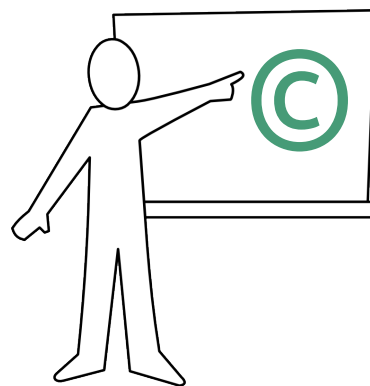
If a work is copyrighted, or if you are unsure of a work's copyright status, you should not copy, reuse or modify the work without getting the permission of the copyright holder.

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 schools through classroom presentation technologies and ‘secure distance learning networks’ (for example, a Virtual Learning Environment).

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 dealing” in the UK covers the use of a limited amount of copyrighted material.



“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 schools, the fair dealing exceptions are useful, but the additional rights they provide to educators are limited.

Copyright licences available to schools

From April 2014, the **Department of Education** provides licences from the following copyright management organisations for all primary and secondary state-funded schools in England:

- **Copyright Licensing Agency**, for print and digital copyright content in books, journals and magazines;
- **Printed Music Licensing Limited**, for printed music;
- **Newspaper Licensing Agency**, for newspapers and magazines;
- **Educational Recording Agency**, for recording and use of copies of radio and television programmes;
- **Filmbank and Motion Picture Licensing Company**, for showing of films.

These licences are provided to maintained schools, academies, free schools, special schools, non-maintained special schools and pupil referral units (PRUs).

The Copyright Licensing Agency (CLA) is a UK non-profit organisation which licenses organisations to copy and reuse extracts from print and digital publications on behalf of the copyright owners. All maintained schools and academies in England are covered by the national CLA Education Licence. The CLA Education Licence is very broad, providing blanket permissions to photocopy and scan a certain amount of content from the millions of books, journals and magazines covered by the licence. Under the terms of the licence, you can copy a chapter or 5% of a book (whichever is greater) for a particular course of study. The licence also permits copying from a wide range of digital material including e-books and some websites. Not all resources you might want to use are necessarily included, so school staff should check the CLA website first.

While the CLA Education Licence gives you permission to use a certain amount of selected copyright content in schools, it does not cover combining and adapting content, or publishing content more widely (e.g. through the school website).



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 school 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.



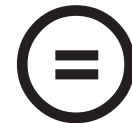
Types of Creative Commons licences

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














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 waiving 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.

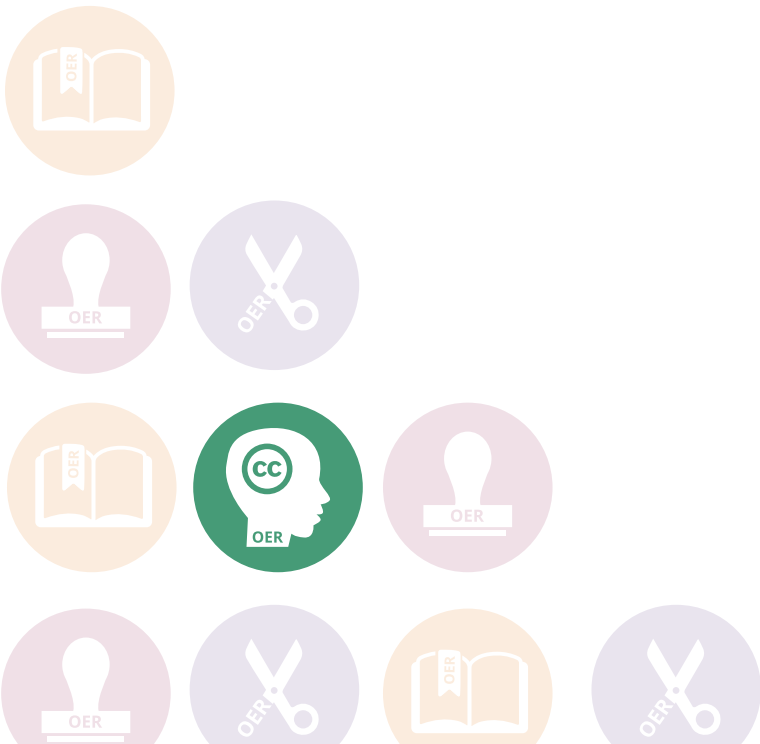


These permissions can be combined to give six different types of Creative Commons licences:

		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

This document is part of a 4-part series, available at <http://schools.leicester.gov.uk/openeducation> for download and in editable versions, alongside supplementary information sheets, workshop and classroom ideas, as well as step-by-step walk-throughs.

- The Copyright Licensing Agency has a number of resources available for schools and educators (all accessed September 2014):
 - For more information on the CLA Licence, you can visit the [CLA website for schools](#).
 - General information about what copyright content can be copied under all the collective licences offered to schools can be found here on the [Copyright and Schools](#) website.
 - Search for material available via the “[title search](#)” of the [Copyright Licensing Agency](#).
 - A list of UK digital material publishers that have opted in to the CLA Education Licence is available at [CLA Schools: Digital Materials Publishers](#).
 - Further information about copyright is available at [CLA Schools: How to avoid infringing copyright](#).
- A detailed explanation of copyright suitable for schools and educators: [Copy rights and wrongs: What is copyright?](#) (accessed September 2014).
- You can find out more about fair dealing here: [Copy rights and wrongs: Fair dealing](#) (accessed September 2014), and particularly with regard to the changes to fair dealing from 1st October 2014, see [Exceptions_to_copyright_-_Education_and_Teaching.pdf](#) (October 2014).
- The [Creative Commons licence chooser](#) is a useful, quick tool for selecting and exploring the Creative Commons licences.
- The [UK Open Government Licence \(version 2\)](#) is compatible with the Creative Commons Attribution licence.



Acknowledgements

The Guidance 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.

We gratefully acknowledge the help and suggestions of Nora Ward (St. Paul's Catholic School, Leicester), Suzanne Lavelle (Childrens' Hospital School, Leicester), Naomi Korn and Matt McGregor (Creative Commons Aotearoa New Zealand).

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

- 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-Improux from openclipart.org.

The OER Guidance for Schools documents are available from <http://schools.leicester.gov.uk/openeducation>.

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.



Finding and Remixing Openly Licensed Resources

This Guidance document 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

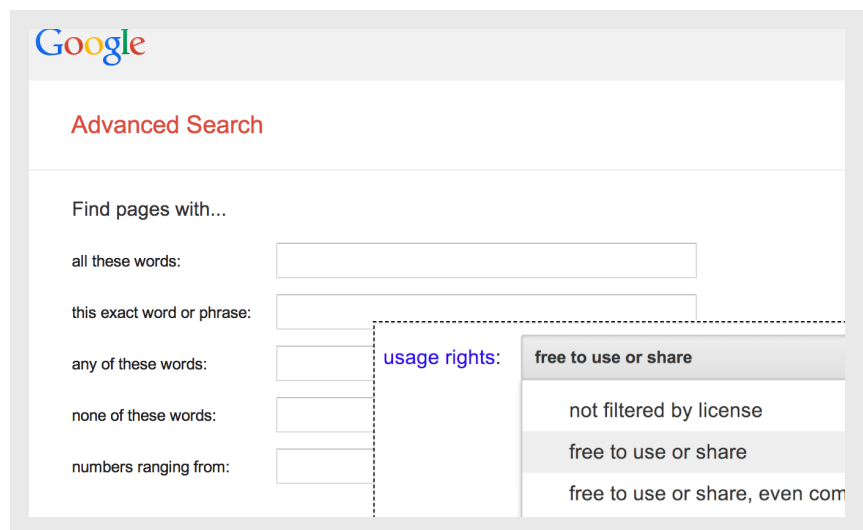
Finding OER is easy. The Creative Commons logo shows that more flexible permissions have been provided to use and reuse content. The public domain logo indicates that resources are available, free from any restrictions.



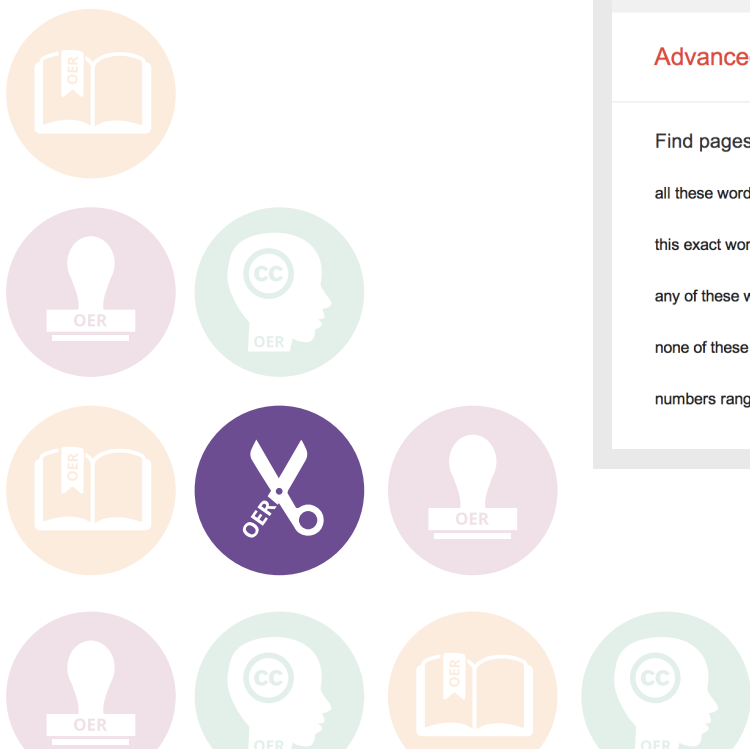
Using search engines to find openly licensed resources

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

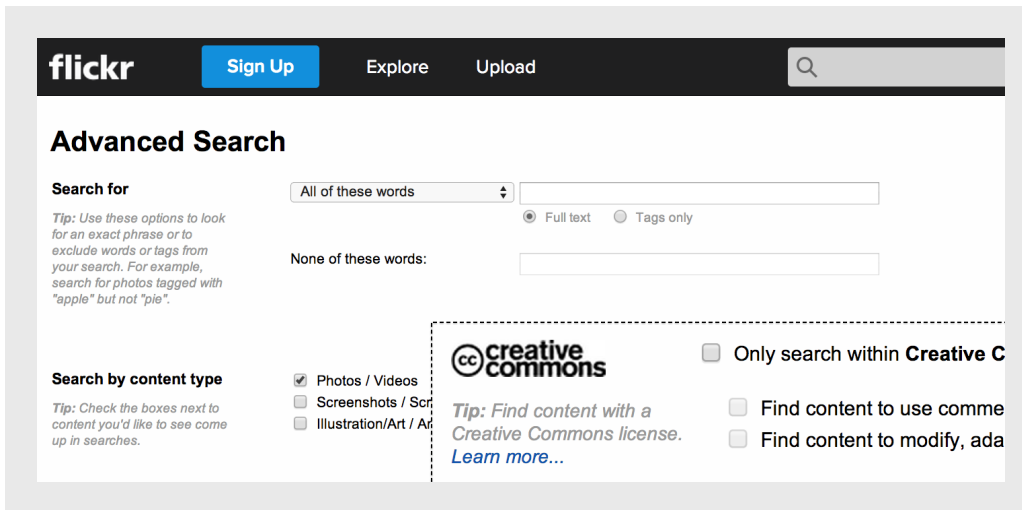
For example, the familiar Google search has an 'advanced search' that lets you search by 'usage rights' for content shared under an open licence:



http://www.google.com/advanced_search

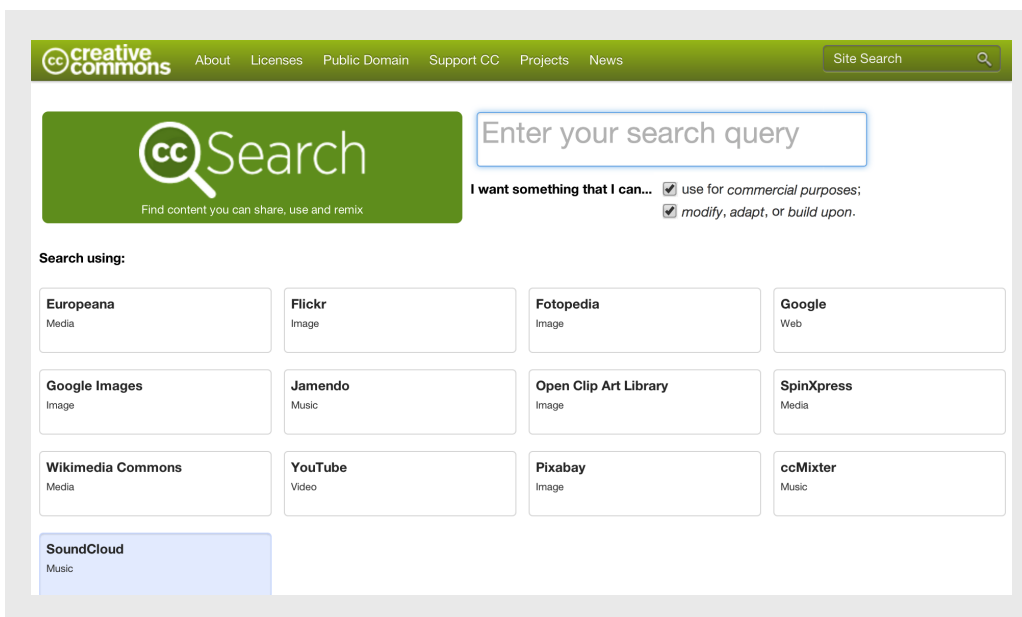


The image sharing site Flickr allows you to specify that you are looking for Creative Commons content:



<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 school 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:

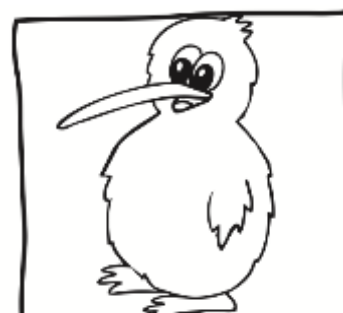


Rule 1: Attribution.

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

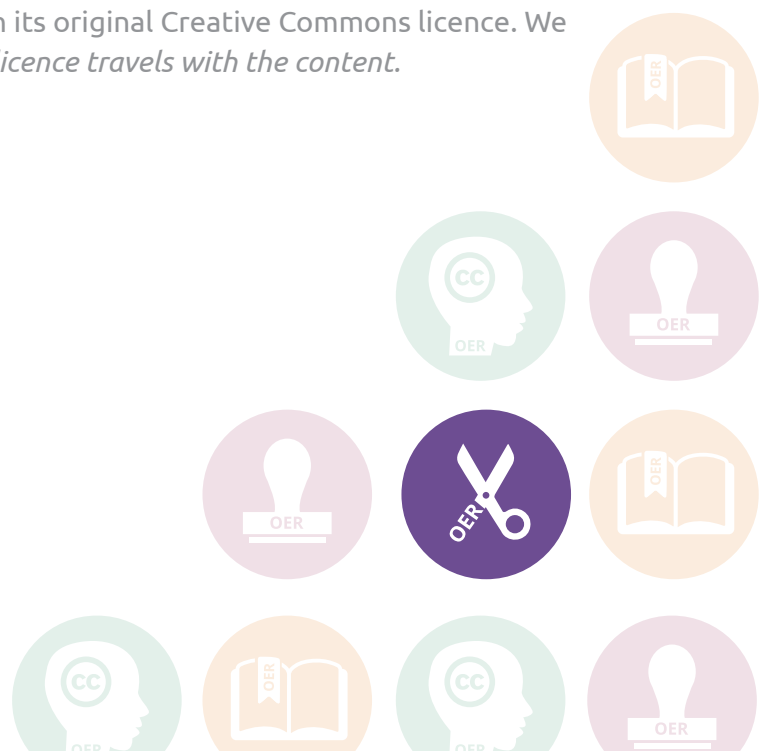
Rule 2: Using content without modification.

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 school's website or school 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

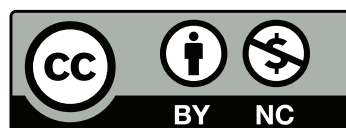
Some Creative Commons licences allow you to make modifications without restrictions. These licences are:



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 NoDerivatives 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 NoDerivatives 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:

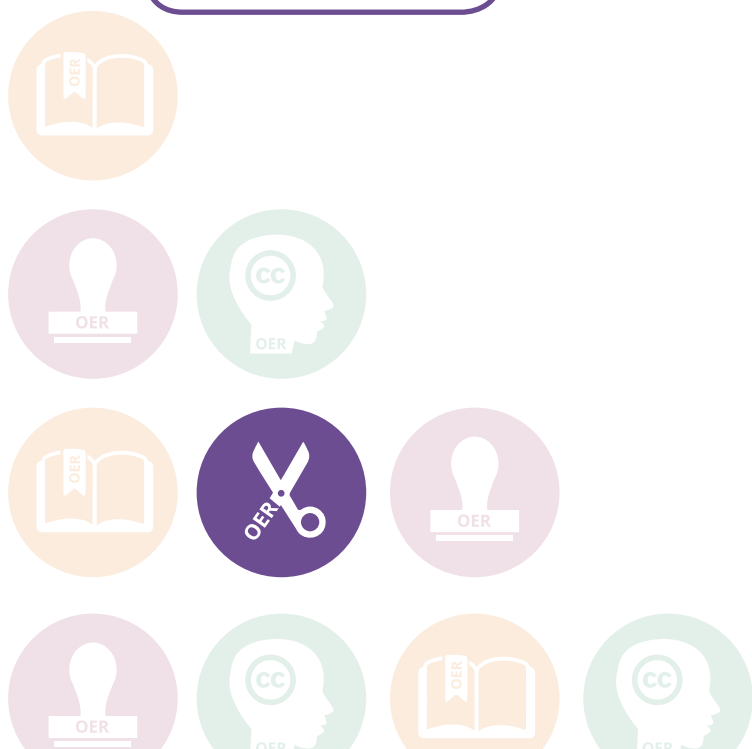
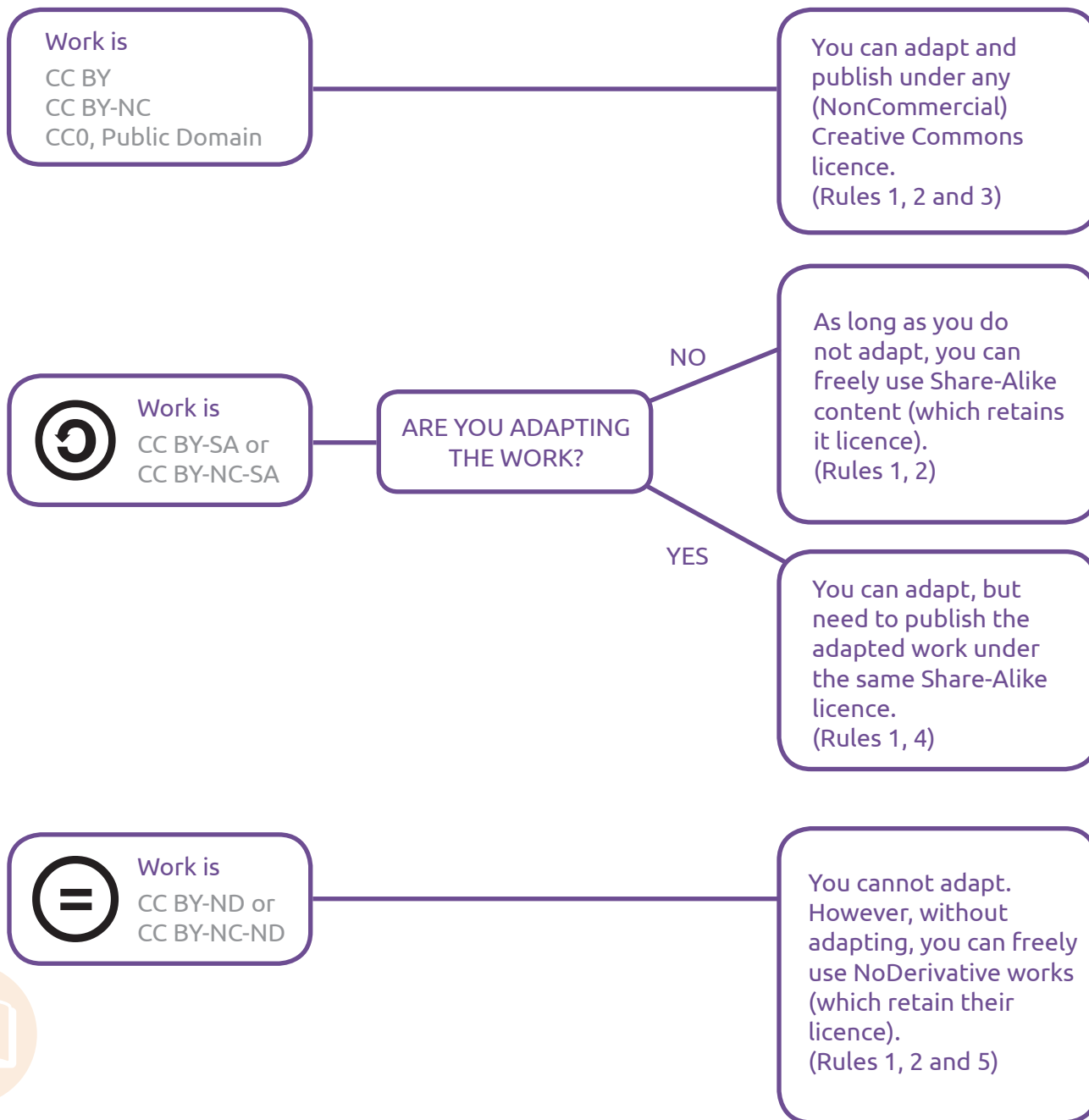
- including a short story in a collection of short stories;
- using an unedited video in the background of a live concert;
- reproducing an unedited image on a website or in a document (such as Word or Powerpoint).

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:



Further reading

This document is part of a 4-part series, available at <http://schools.leicester.gov.uk/openeducation> for download, and in editable versions, alongside 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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- 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.



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Openly Licensing and Sharing your Resources

Applying an open licence turns an educational resource into an Open Educational Resource (OER). This Guidance document discusses OER school 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

By default, employers (in all sectors) 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.



The employer of staff working at community schools (often called maintained schools) and voluntary controlled schools will be the Local Education Authority (LEA). The LEA owns the school buildings and land, and employs school staff; with the governing body taking responsibility for running the school. In Leicester, the LEA is Leicester City Council. For other types of school, including voluntary aided schools, foundation schools (sometimes called trusts) and academies, the governing body will usually be the employer.

Legally speaking, unless an agreement is already in place, staff should obtain permission from their employer to apply any additional permissions to their work (including an open licence), or to share work on web-based resource sites (for example, the TES Teaching Resources site). Staff don't have an automatic right to take copies of their work from one employer to another. Putting agreements in place to openly license work makes sharing and accessing resources simpler for everyone.

OER school policies and processes

Currently, few LEAs and school governing bodies have 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 school employees are negotiated on an individual basis. Some schools 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 school level (where the governing body is the employer), or at a local authority level (where the LEA is the employer), is an important way of supporting staff and school communities in creating and sharing OER. **Leicester City Council has provided permission for all community and voluntary aided schools in the city to openly license the educational resources that staff create.** Teachers across UK primary and secondary schools have always fostered a culture of sharing resources and good practice. OER and Creative Commons licensing are good ways of supporting this, and introducing them to your school can help promote discussion around ownership, attribution and the use of digital resources. 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 (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 schools in promoting the great work that staff and schools are producing.

Permission to share educational resources through open licences represents an exciting opportunity for schools to take a fresh look at the original materials staff are producing, and how these can best be used to promote the school 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 school.

OER policies should make it clear that the employer (the LEA or governing body) 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.

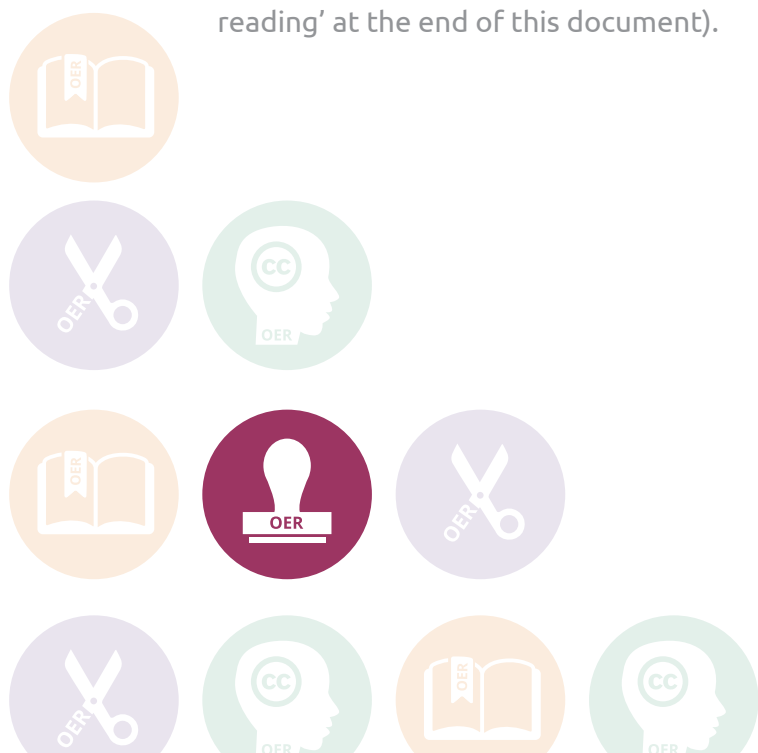
Governing bodies should review the approaches schools will already have in place relating to sharing work online. Processes to support permission to openly license materials should seek to build on existing checks and support for professional standards; for example, advice and training relating to the 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 school has an OER policy, the licence should be completed accordingly, and be clearly displayed, as appropriate.

Leicester City Council has also produced model documents to encourage and support schools 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.

Despite being able to use content under the conditions of the school CLA licence in your teaching, such content cannot be included in documents you intend to license openly. 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 school), followed by the Creative Commons licence itself:



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

For example, at a school maintained by Leicester City Council, you might attribute as follows:



Life-cycle of a butterfly, by Teresa Smith (Red Admiral School, Leicester City Council). 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 schools 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 school website or blog (and your own website or blog);
- You can upload your resource to your school 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 school 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 document is part of a 4-part series, available at <http://schools.leicester.gov.uk/openeducation> for download, and in editable versions, alongside supplementary information sheets, workshop and classroom ideas, as well as step-by-step walk-throughs.

- The Leicester City Council model documents for implementing open licensing in schools are also available on the same web page.

Acknowledgements

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