Deliverable 38af:

eTwinning Conference Workshop: Open Educational Resources: Start creating your own OERs
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<th>Enhance Teaching and Learning of Less Used Languages through OER/OEP</th>
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1. Summary of the event

The event was an eTwinning and Digital Citizenship Annual Conference held in Athens, Greece, 27-29 October 2016. The expert presenter was Elena Shulman, PhD a member of EUN’s LangOER team. The activity entitled, “Open Educational Resources: Start creating your own OERs” was carried out in two workshops on the same day and was aimed at teachers engaged in professional development activities under the eTwinning programme. Using the LangOER Handbook; the LangOER online OER course, a deliverable of WP4, (https://www.openlearning.com/courses/goingopenwithlangoer); and other relevant tools and resources, the presentation first focused on providing an overview of Creative Commons licenses and examples of open resources and how to find them. The bulk of the presentation fostered opportunities for teachers to explore resources and tools that facilitate their own efforts to discover, reuse and create their own OERs and to license these resources appropriately using Creative Commons licenses. The hands-on portion of the presentation was followed by a question and answer period. The conference programme and description can be found here: https://www.eiseverywhere.com/ehome/etwinning2016/summary/
2. **Target audience and impact**

The target audiences were teachers participating in professional development activities through eTwinning. Approximately 70 teachers took part in the two workshops (same topic). The first workshop had 55 participants and the second workshop had 15 participants. Attendees at the workshops originated from a variety of European countries such as Italy, Netherlands, Finland, Moldova, Ukraine, Turkey, Lithuania and Portugal among others. The expert answered questions throughout the sessions and engaged teachers in considering and discussing issues around OER, copyright and best practices for creating and licensing their own OERs.

3. **Outcomes**

Seventy eTwinning teachers from across Europe were introduced to tools and best practices in evaluating OERs and creating their own. They provided feedback to the expert on the issues that teachers found challenging when it came to Creative Commons licenses and the type of resources teachers were more likely to find useful in similar learning opportunities. Lesson learned from this experience included insight into what motivates or acts as barriers to teacher’s willingness to share OERs in online communities. When asked if they would be willing to share their work, teachers indicated that sharing was fine with them from the point of view of licensing and making their work ‘open’. However, many said they were not comfortable with the idea of sharing their work on online forums where others would “judge” and “rate” the quality of their work. This aspect of being criticized and judged seemed to be a barrier for some of the teachers with online sharing that encouraged online comments and ratings of other teachers. At the same time, other teachers explained that they appreciated the opportunity to receive feedback on the quality of their work through sharing OERs in online forums where other teachers could rate and comment on their quality. These insights will be fed back to ongoing activities aiming to promote the use and re-use of OERs.

4. **Slides**

![LangOER](image)

**OER – Open Educational Resources**

Elena Shulman, PhD  
European Schoolnet, Brussels  
eTwinning Workshop
A Look Ahead...

- Definition of OER
- CC and licenses
- How to find them
- Best practices
- Let’s use, re-mix and share again
- At the end of our session you should have:
  - A clearer understanding of OER’s potential in education
  - Become familiar with Creative Commons tools and licenses so you can use them yourself
  - Create your own re-usable OER to share with colleagues

What is OER?

• More than one definition...Let’s use the definition by UNESCO

"teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions."

• UNESCO, 2012, Paris OER Declaration
What are OERs?

- Many different kind of resources that can be used for teaching and learning
  - Images
  - Online animated objects like science demonstrations
  - Educational games
  - Lesson plans shared by other teachers
  - Recordings of lectures (video or audio)
  - Interactive tests
- Examples from the Learning Resource Exchange and other sources later in our discussion

Dimensions of openness  David Wiley (2007):

**Reusing**
*use the original content*

**Revising**
*adapt, adjust, modify, or alter the content itself*

**Remixing**
*combine or revised with other content to create something new*

**Redistributing**
*make and share copies of the original content, your revisions, or your remixes*

**Retaining**
*make, own, and control copies of the content*

https://creativecommons.org/licenses/by/4.0/
Why opt for “Openness”

- OERs improve affordability
- Help improve student success
- Stimulate innovation in pedagogy
- Insures the best possible and broadest impact of public investment
  - Can you think of other pro-openness arguments?
  - What about any cons to this approach?

Copy ‘rights’ and ‘wrongs’

- Reusing images found online through a simple Google search is a very common practice.
- By default, anything online is under copyright unless the author/creator has explicitly indicated that their work is ‘open’.
- Creative Commons licenses provide a standardized internationally recognized template for making these rules clear.
  - Metadata
About Creative Commons

What Is Creative Commons?
Creative Commons (CC) is a nonprofit organization that works to increase the amount of creativity (cultural, educational, and scientific content) available in “the commons” — the body of work that is available to the public for free and legal sharing, use, repurposing, and remixing.

How Does Creative Commons Work?
CC provides free, easy-to-use legal tools that give everyone from individual “user generated content” creators to major companies and institutions a simple, standardized way to pre-clear usage rights to creative work they own the copyright to. CC licenses let people easily change their copyright terms from the default of “all rights reserved” to “some rights reserved.”

http://creativecommons.org/

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About Creative Commons

What Can Creative Commons Do For Me?

Let’s you share and but does not take away your ‘rights’:
If you want to give people the right to share, use, and even build upon a work you’ve created, you should consider publishing under a CC license. CC gives you flexibility (for example, you can choose to allow only noncommercial uses) and protects the people who use your work, so they don’t have to worry about copyright infringement, as long as they abide by the conditions you have specified.

Let’s you find truly ‘freely’ available resources:
If you’re looking for content that you can freely and legally use, there is a giant pool of CC-licensed creativity available to you. There are hundreds of millions of works — from songs and videos to scientific and academic material — available to the public for free and legal use under the terms of these copyright licenses, with more being contributed every day.

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Creative Commons offers six different content licenses. The first step to sharing your work is to select the license that’s right for you. The Creative Commons license chooser helps you select a CC license that matches the conditions you want. It also provides you with a snippet of code for your website to signal which license you’ve chosen.

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Step 2: Get a License - Based on your choices, you will get a license that clearly indicates how other people may use your creative work.

Attribution

Attribution — ShareAlike (Used by Wikipedia)
Attribution — NoDerivatives
Attribution — NonCommercial
Attribution — NonCommercial — ShareAlike
Attribution — NonCommercial — NoDerivatives

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<td>This license is the most restrictive of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can’t change them in any way or use them commercially.</td>
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CC Public Domain Tools

CC public domain tools enable authors and copyright owners who want to dedicate their works to the worldwide public domain to do so, and facilitate the labeling and discovery of works that are already free of known copyright restrictions.

Public domain works are valuable because anyone can freely build upon, enhance, and reuse them for any purposes without restriction under copyright or database law.

Creative Commons supports two distinct public domain tools:

- CC0 Public Domain Dedication
- Public Domain Mark

http://creativecommons.org/publicdomain/

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## CC0 Public Domain Dedication

Use this universal tool if you are a holder of copyright or database rights, and wish to waive all your rights to the work worldwide.

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<td>By using CC0, you waive all copyright and related rights together with all associated claims and causes of action with respect to this work to the extent possible under the law. Applying CC0 to your work is easy. Simply visit the CC0 chooser which will lead you through the process. When completed, you will be provided with HTML code that you can copy and paste into your website. You let others copy, modify, distribute, and perform the work, even for commercial purposes, all without asking permission.</td>
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http://creativecommons.org/choose/zero

"OER Open Educational Resources Creative Commons Licenses" Illinois Shared Learning Environment
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<td>Works marked with the Public Domain Mark have been identified as being free of known restrictions under copyright law, including all related and neighboring rights. Anyone can copy, modify, distribute, and perform such works, even for commercial purposes, all without asking permission. Applying the PDM to a work is easy. Simply visit the PDM chooser which will lead you through the process. When completed, you will be provided with the HTML code that you can copy and paste into your website. Creative Commons does not recommend this tool for works that are restricted by copyright laws in one or more jurisdictions. Consult with your legal advisor if you are unsure whether you should use the PDM for a certain work.</td>
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- Answer the license feature questions.
- Review the selected license.
- Fill in information to help others attribute you.
- Copy/paste the code into online formats.
- If you identified the License mark as “offline” the license for non-digital works can be downloaded and included with the resource.

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- Learn more
- Use this tool

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Looking at the terms

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

Becoming CC savvy: Let’s Review

Source: How To Attribute Creative Commons Photos - http://foter.com/blog/how-to-attribute-creative-commons-photos/ by Foter - CC BY-SA
Different kind of resources require different search strategies

**Strategy 1**
Use a dedicated CC search engine
http://search.creativecommons.org/

**Strategy 2**
Use advanced search preferences in search engines
For example Google

**Strategy 3**
Use one of the dedicated repositories:
Learning Resource Exchange
http://lrefourschools.eun.org/

Source: screenshots
http://search.creativecommons.org, www.google.com, lrefourschools.eun.org

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**Google Image Search Example**

![Google Image Search Example](https://creativecommons.org/licenses/by/4.0/)

- **Search by Image**
- **Usage rights**:
  - Not filtered by license
  - Labeled for reuse with modification
  - Labeled for reuse
  - Labeled for noncommercial reuse with modification
  - Labeled for noncommercial reuse

https://creativecommons.org/licenses/by/4.0/
Keeping Track

- Keep track of the best collections’
  - Example:
    - [https://www.pinterest.com/gosiakurek/picture-repositories/](https://www.pinterest.com/gosiakurek/picture-repositories/)
- Get recommendations from trusted sources and colleagues
- What are your ‘sources’??
  - Post them in your chat

Varieties of OER

- “Openness” is more than just the type of license
- If you are creating OERs to share, there are important elements to keep in mind
- Images are just one kind of OERs
- Think whether the learning resources will “Travel Well”
- Let’s look at some of these criteria that can make up an OER
  - [https://creativecommons.org/licenses/by/4.0/](https://creativecommons.org/licenses/by/4.0/)
The user can easily find information about the license/rights (sometimes called Terms of Use, Copyright or Permissions) for this resource. This can be a Creative Commons license but can be something else as long as it clearly indicates the permissions. These statements explain if users or educators are allowed to make copies, or remix or redistribute a resource, or use images from the site in a blog without contacting the photographer, or if they can put this resource in a VLE like Moodle, etc.

This license/rights information should be understandable for a typical user.

Many resources (but not all) are distributed under Creative Commons licenses.

http://ireforschools.eun.org/web/guest/resource-details?resourceId=265528
http://ireforschools.eun.org/web/guest/resource-details?resourceId=399091

The resource can be used in any environment and runs on multiple platforms (also hand-held, IWB). For example this can be an animation that plays in a web browser without the need for additional software.

http://ireforschools.eun.org/web/guest/resource-details?resourceId=401897
Methodological support for teachers is not needed

Subject teachers can easily recognize how this resource meets their curriculum requirements or how this resource could be used in a teaching scenario without further instructions. This criteria should not be used to assess the usability (technical qualities) of a resource.

http://climate.nasa.gov/interactives/climate-time-machine

Intuitive and easy to use

The resource is intuitive to use in the sense that it has a user-friendly interface and is easy to navigate for both teachers and students without having to read or translate complex operating instructions.

Example resources with simple button commands to create maps for use on computers, printouts or interactive white boards.

https://www.geogebra.org/m/nSqC4PXg
Interactivity with or without feedback in a digital environment

This kind of resource invites or requires a significant degree of user input or engagement, other than just reading something on a page in an online or offline environment.

The interactivity can be simple or complex. Simple forms can be feedback on correct or incorrect answers in a drill/practice scenario. Complex forms can be lab activities that produce different results depending on user actions or hints to help complete tasks successfully in an online environment. An interactive resource that does not provide feedback but still requires user input would be a geometric 3D shape that can be moved and turned.

http://www.digitaldialects.com/Romanian/Food.html

Work with it – Using, revising and remixing

You can re-use CC-licensed materials only if it is allowed under license conditions.

One basic condition of all CC licenses is attribution.

You’ll need to keep track of and include:

✓ Title
✓ Source
✓ Author
✓ Type of license

Use a plug-in: http://openattribute.com/
Let’s Make an OER

• **LearningApps.org**: a Web 2.0 application, to support learning and teaching processes with small *interactive modules*. Those modules can be used directly in learning materials, but also for self studying. The aim is to collect reusable building blocks and make them available to everyone. Blocks (called Apps) include no specific framework or a specific learning scenario. The blocks are therefore not suitable as complete lessons or tasks, instead they must be embedded in an appropriate teaching scenario.

• Example of re-mixing of images and shared content they make possible and how they integrate a learning app into a full activity:

---

**LangOER**  
Share and republish – Redistributing

**Redistributing**  
share copies of the original or modified content with others

**How?**

• Choose the channel
• Choose the right license for new resource
  – [https://creativecommons.org/share-your-work/](https://creativecommons.org/share-your-work/)
• Include a meaningful description (metadata)
• Include all the attribution (originals and yours)

[https://creativecommons.org/licenses/by/4.0/]
List of Links

- http://search.creativecommons.org/
- https://creativecommons.org/choose/
- https://creativecommons.org/about/downloads/
- https://www.pinterest.com/gosiakurek/picture-repositories/
- http://reforschools.eun.org/
- http://climate.nasa.gov/interactives/climate-time-machine
- https://www.geogebra.org/m/n5Saz4PXg
- http://www.digitaldialects.com/Romanian/Food.htm
- https://wiki.creativecommons.org/wiki/Marking_your_work_with_a_CC_license
- https://wiki.creativecommons.org/wiki/Best_practices_for_attribution
- http://learningapps.org/
- https://www.flickr.com/commons/usage/
- http://segu-geschichte.de/quiz-zweiter-weltkrieg/
- http://openattribute.com/

LangOER  Thank you!

Source
langoer.eun.org/resources

Going open with LangOER
- Handbook
- Online course:
  https://www.openlearning.com/courses/goingopenwithlangoer

Authors
Malgorzata Kurek, Anna Skowron
Jan Długosz University, Poland

Stay in touch
#langOER
LangOER
OER and languages
OER and languages
LangOER teachers’ group

Contact: elena.shulman@eun.org

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5. **Other material:**

Participants were also made aware of an online seminar version of the workshop that took place on 29 September 2016. In this way, they can invite colleagues who were not able to attend to learn more on the topic. The recording (viewed over 225 times in its first month online) can be viewed on YouTube: [https://youtu.be/n0gW6CNyl9c](https://youtu.be/n0gW6CNyl9c)

![Figure 1: Screenshot from YouTube](https://example.com/screenshot.png)