

Open Educational Resources (OER)

A Toolkit for Teachers, Curriculum
and eLearning Developers

National Copyright Unit
www.smartcopying.edu.au

Open Educational Resources

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A Toolkit for Teachers, Curriculum and eLearning Developers

Section 1: Introduction

This Toolkit has been developed to support teachers, curriculum writers and e-learning areas within Departments of Education, Catholic Education Commissions and Associations of Independent Schools, to understand and make use of open educational resources (OER) to create curriculum resources. The Toolkit specifically looks at how to find and use OER and how to licence these resources for incorporation into new learning resources.

In June 2014 the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) approved the amendment of the terms of use and copyright notices of the websites and publications of all Australian Departments of Education. This required the Departments of Education websites and publications to comply with the Australian Governments Open Access and Licensing Framework ([AusGOAL](#)) to reflect best practice for OER and open access. The Catholic Education Commissions and the Associations of Independent Schools are also moving towards Creative Commons and are beginning to license their learning resources and websites under Creative Commons licences.

To comply with AusGOAL, the least restrictive Creative Commons licence must be applied unless circumstances prevent it. In most cases this will be the [Creative Commons Attribution 4.0 International Licence](#) (CC-BY). This reflects best practice and is the National Copyright Unit's recommended Creative Commons licence. If you want to use a more restrictive licence or a different Creative Commons licence, contact the National Copyright Unit to discuss your options.

The CC-BY licence makes it easier for teachers by:

- removing complex copyright issues and concerns;
- enabling educators to reuse, remix and adapt resources without concern;
- making it free to copy and share materials for any reason; and
- removing the barriers of only being allowed to use a certain percentage of a resource and having to keep it behind a password protected system.

Creative Commons licences make it easier and safer for educators to reuse materials. They have been applied to an enormous range of materials already, and they can be used in the classroom in novel ways, generally without restriction.

It's important to remember that frequently, resources which are free to access are not necessarily free to reuse, remix or adapt. Those rights are generally reserved by the copyright owner. Creative Commons licences enable educators to reuse, remix and adapt resources since the copyright owner has already given permission to everyone.



For additional information on Creative Commons see:

<http://www.smartcopying.edu.au/open-education/creative-commons/creative-commons-information-pack-for-teachers-and-students>.

1.1 What are Open Educational Resources?

OER are teaching and learning materials that are freely available for everyone to use whether you are a teacher, student or self-learner. Learning and teaching materials which are made available openly under licences which permit their free access, use, adaptation and sharing by others are transformed into OER.

OER resources are licenced under Creative Commons (CC) licences and in particular the CC-BY (Attribution) and CC-BY-SA (Share Alike) licences are used. Further information about Creative Commons can be found at:

<http://www.smartcopying.edu.au/open-education/creative-commons>.

OER are not restricted to one format and can include hard copy and digital text, audio, video, images, interactive multimedia and combinations of these. OER can cover all levels of a learning plan from a single learning object to an entire course. They include worksheets, curriculum materials, lectures, homework assignments, quizzes, class activities, pedagogical materials, games and many more resources from around the world. OER's fundamental values are that they are free for anyone to use and can be freely distributed, adapted, translated, remixed and improved.

OER meet the '5Rs Framework,' meaning that users are free to:

Retain: Users have the right to make, archive, and "own" copies of the content;

Reuse: Content can be reused in its unaltered form;

Revise: Content can be adapted, adjusted, modified or altered;

Remix: The original or revised content can be combined with other content to create something new; and

Redistribute: Copies of the content can be shared with others in its original, revised or remixed form.

Why Open Education Resources are good for Australian schools, teachers and students

The current collective copyright licence schemes and free use exceptions in relation to educational uses by teachers and schools are expensive, restrictive and complicated. Educator's valuable time is spent trying to understand complex copyright rules and seeking permission to use education resources.

Australian schools pay over \$665 million purchasing education resources each year. These resources cannot be modified, shared or remixed by teachers and students except in very limited circumstances.

Another big problem is that many teachers believe that they are allowed to use material made freely available on the internet for free in their classes and at their school. This is not the case. Teachers downloading, saving, printing or emailing pages from the internet will attract fees payable under the education statutory licence for schools. Generally the only material that is free for teachers and schools to use from the internet is online material that is licenced under Creative Commons.

Currently the schools' national copyright fees paid to collecting societies are approximately \$90 million a year.

However Open Education Resources can provide the following benefits:

- **Safer:** It is much safer for teachers to use Open Education Resources (OER) as they are free to reuse, remix, redistribute and adapt education resources without running the risk of breaching the complex copyright exceptions and copyright licence rules.
- **Internet compatible:** It is better adapted to the Internet and the freedom which the Internet provides to copy, distribute, adapt and remix resources.
- **Enabler:** Resources which are free to access are not necessarily free to reuse, remix or adapt. There are many online sources of information which can be freely accessed but often the right to adapt or remix is reserved to the copyright owner. Embedding third party content in education resources also prevents that content from being shared and copied without permission of the copyright owner. OER enables educators to reuse, remix and adapt resources since the copyright owner has already given permission to everyone.
- **Accessible:** It is easy to access openly licensed materials with over 800 million CC-licensed works as of 2014 and many searchable online databases of CC-licensed work available.
- **Collaborative:** It encourages collaboration between educators and creates communities based on sharing of education resources which can increase the quality of materials and the development of ideas.
- **Cheaper:** It helps to save money on the national copyright fees and school budgets and administrative costs of seeking permission and allows education resources to be shared freely online with very low transaction costs.
- **Equitable:** It offers equal access to knowledge for everyone and allows for education resources to be adapted for minorities and those with disabilities.
- **Better learning:** Recent studies demonstrates that students with access to OER outperform those using traditional closed textbooks

OER in Australia

There is growing use and creation of OER in Australia. Recently the Australian Departments of Education agreed to license their websites and publications under CC



BY 4.0 where possible. For example, [Tasmania](#), [South Australia](#), [New South Wales](#), [Queensland](#) and the [Australian Government](#) Department of Education.

Other OER initiatives include Education Services Australia licensing more than 1600 digital learning resources from the national digital resources collection under CC licences (with hopefully many more to come). These CC licensed resources are available from Scootle (<http://www.scootle.edu.au/ec/lobjects.htm>). ACARA (www.acara.edu.au), The Australian Curriculum Reporting and Assessment Authority has licensed the Australian Curriculum (<http://www.australiancurriculum.edu.au/>) and the National Assessment Plan (<http://www.nap.edu.au/>) under CC licences with a view to them becoming CC-BY licensed soon. NCU expects to see more and more publicly funded educational resources licensed under Creative Commons licences.

1.2 Free vs. Open

'Open' has a wider meaning than something "that is available for free". There is a wealth of free-to-view content available on the Internet, but the majority of it is not free to reuse, share or build upon. For schools and teachers, those features are extremely important. This is where 'open' comes in.

Openly licensed resources come with clear permissions and specific licensing terms that have been provided up front, so that school staff, or anyone else, can reuse them, and, depending upon the licence terms, edit and adapt them 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 OER, and are exploring and practising open educational approaches. Some examples of online open / OER resource repositories are listed Section 2.

1.3 What is an open licence?

Open content, including OER, is reusable. The permissions that enable material to be reusable are expressed through a particular type of licence called an open licence, which is applied by the rights holder, whom grants others the permission to use, access and re-distribute the material with few restrictions.

For example, a set of lesson plans made available on a website under a Creative Commons licence can be viewed, printed and shared by anybody. The majority of Creative Commons licences also provide permission to adapt and change the material, and to share your adapted material online or in print.

1.4 Creative Commons Licences

The most common open licences for copyrighted material have been developed by Creative Commons. There are 6 Creative Commons licences, and each have slightly different, but standardised permissions.

Creative Commons (CC) is a non-profit organization resident in the United States dedicated to promoting better identification, negotiation and reutilisation of content to enable creativity and innovation.

The Creative Commons licences have been designed to offer a flexible and straightforward way for copyright holders to declare the things that they will allow others to do with their content, in advance. This removes the need for the one-on-one negotiations usually required to form a licence agreement between two people, because that's not always possible on the Internet. Creative Commons licences are not an alternative to copyright. They enable you to manage your copyright to best suit your needs.

For additional information on Creative Commons, see the Smartcopying website: <http://www.smartcopying.edu.au/open-education/creative-commons/creative-commons-information-pack-for-teachers-and-students>.

1.5 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 licensed content without modification, and most of the licences also allow you to modify and adapt content as well.

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 material 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.

For additional information on remixing images, see Appendix 1, and for remixing generally see Appendix 4.

1.6 Types of Creative Commons Licences

The Creative Commons licences consist of four usage conditions, which are mixed and matched to form a suite of 6 licences. We recommend the Creative Commons Attribution Licence (CC-BY) because it enables the optimal reuse of content.

Publishing under a Creative Commons licence is easy. First, choose the conditions that you want to apply to your work:

	<p>Attribution. All CC licences require that others who use your work in any way must attribute it – i.e. must reference the work, giving you credit for it – the way you request, but they must not do so in a way that suggests you endorse them or their use of the work. If they want to use your work without giving you credit or for endorsement purposes, they must get your permission first.</p>
	<p>NonCommercial. You let others copy, distribute, display, perform and (unless you have chosen NoDerivatives) modify and use your work for any purpose other than commercially. If they want to use your work commercially, they must get your permission first.</p>
	<p>NoDerivative Works. 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.</p>
	<p>Share Alike. You let others copy, distribute, display, perform and modify your work, as long as they distribute any modified work on the same terms. If they want to distribute modified works under other terms, they must get your permission first.</p>

Based on your choices, you will get a licence that clearly indicates how you intend for other people to reuse your material.

	<p>Attribution CC-BY View License Deed View Legal Code</p>
	<p>Attribution Share Alike CC-BY-SA View License Deed View Legal Code</p>

	Attribution NoDerivatives CC-BY-ND View License Deed View Legal Code
	Attribution NonCommercial CC-BY-NC View License Deed View Legal Code
	Attribution NonCommercial Share Alike CC-BY-NC-SA View License Deed View Legal Code
	Attribution NonCommercial NoDerivatives CC-BY-NC-ND View License Deed View Legal Code

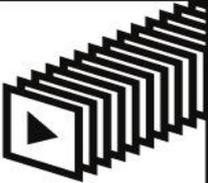
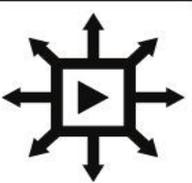
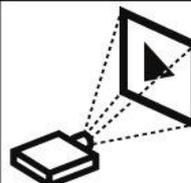
If you would like to use a Creative Commons-licensed work in a way that is not permitted by the licence, you can ask the copyright holder for permission. Copyright holders are free to offer permission for additional uses as they wish.

The following poster by Creative Commons Poland is very helpful in understanding the licences and what you are able to do under the various licences:

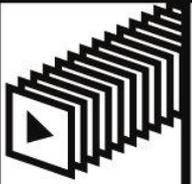
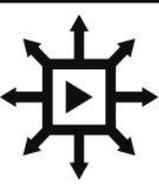
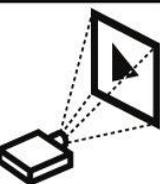
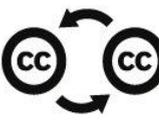
Quick Guide to Creative Commons



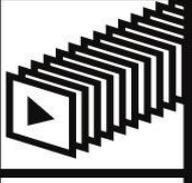
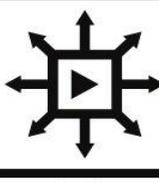
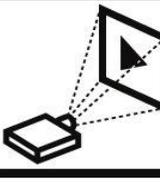
Creative Commons licenses work as “Some rights reserved” rule instead of “All rights reserved” rule. CC offers a diverse set of license conditions – the freedoms and limitations. This allows the author to define rules on which he or she would like to share his or her creations with others. At the same time users gain more rights to the use of his or her works.

 BY					
This work is available for free to:	copy	modify and remix	redistribute and share	show and transmit	You must attribute the original work and author

Attribution 4.0 – This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials. <http://creativecommons.org/licenses/by/4.0/>

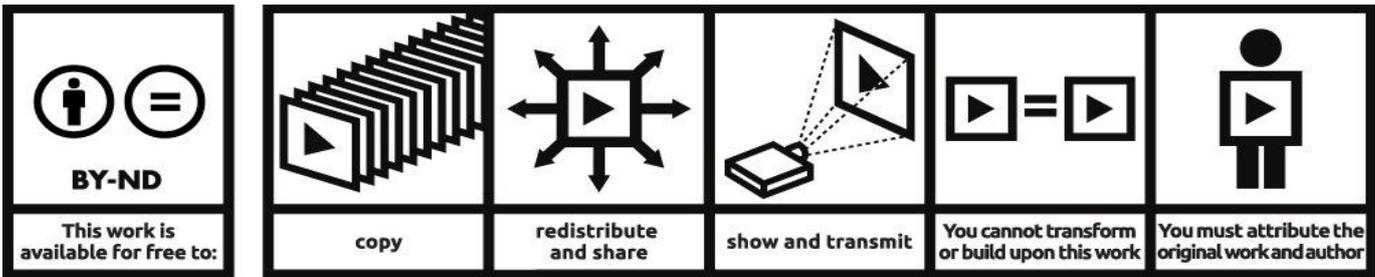
 BY-SA						
This work is available for free to:	copy	modify and remix	redistribute and share	show and transmit	but You must share it under same license	You must attribute the original work and author

Attribution-ShareAlike 4.0 – This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects. <http://creativecommons.org/licenses/by-sa/4.0/>

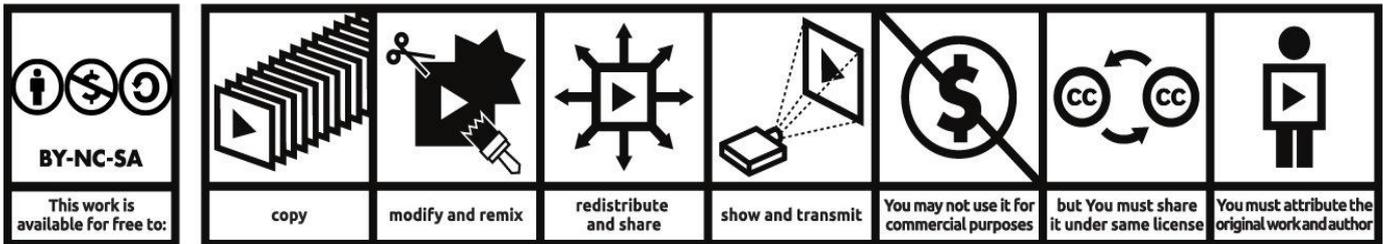
 BY-NC						
This work is available for free to:	copy	modify and remix	redistribute and share	show and transmit	You may not use it for commercial purposes	You must attribute the original work and author

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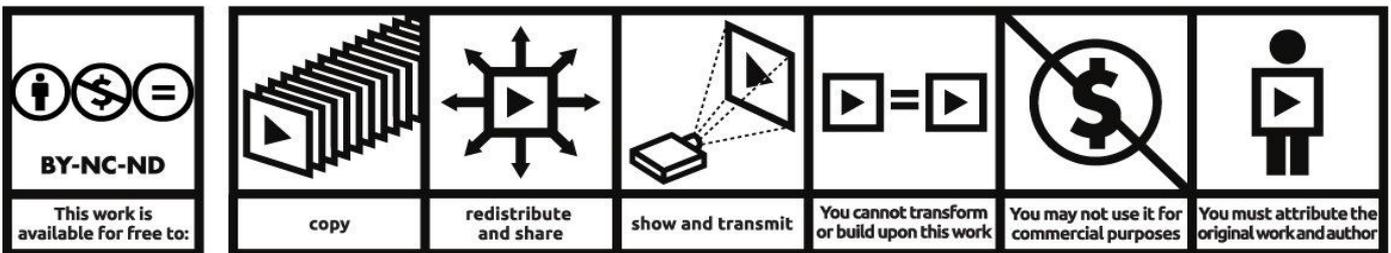




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This is an adaptation of the poster [Open poster about CC licences](#) by [Creative Commons Polska](#), designed by [Piotrek Chuchla](#) and is licensed under a [CC-BY 3.0 Poland](#). This adaptation of the poster was produced by the [National Copyright Unit](#), and is licensed under a [Creative Commons Attribution 4.0 International Licence](#).

1.7 CC-BY: The Recommended Creative Commons Licence

Of the six Creative Commons licences, the [Creative Commons Attribution](#) licence (CC-BY) provides the optimal permissions for sharing and remixing of content. This licence allows others to distribute, remix, tweak, and build upon works as long as they attribute the author of the original creation. This licence best fits the needs of educational institutions, and allows for the greatest reuse without worrying about copyright implications.

There is no requirement under any Creative Commons licence to release the content, in the first instance, to the world at large. How the material is released is entirely up to the content owner. So, for example, the material could be kept on a password protected intranet or Learning Management System, etc. But once the material has been downloaded, it can be used in any manner consistent with the Creative Commons licence, and all the licences allow for distribution to the world at large.

This licence is also in accord with all of the jurisdictions' responsibilities under [AusGOAL](#). In June 2014, all Ministers for Education committed to AusGOAL compliance. AusGOAL provides support and guidance to government and related sectors to facilitate open access to publicly funded information. To comply with AusGOAL, the least restrictive Creative Commons licence must be applied unless circumstances prevent it. In most cases this will be the [Creative Commons Attribution 4.0 International Licence](#) (CC-BY). This reflects best practice and is the National Copyright Unit's recommended Creative Commons licence. If you want to use a more restrictive licence or a different Creative Commons licence, contact the National Copyright Unit to discuss your options.

1.8 The licence URL

You will note from the table above that each Creative Commons licence has a licence deed and legal code. These URL's are very important and need to be cited with the material to enable people to access the terms and conditions of the licence. In effect, they are the link to the legal wording of the licence.

If you look at the URL of the Creative Commons licence on some material, you may notice a number (eg "2.0"), and a country code (eg "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 deed (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.

Information on how to apply a Creative Commons licence to your work is covered in more detail in Section 3.

1.9 Acknowledgements

This section of the Toolkit is an adaptation of

- '[OER Copyright and Licensing Toolkit](#)', by [South African Institute for Distance Education](#). This work is licensed under a [Creative Commons Attribution 3.0 Licence](#).
- '[OER Guidance for Schools](#)' (2014), by [Björn Haßler](#), [Helen Neo](#) and [Josie Fraser](#). Published [by Leicester City Council](#), available under [Creative Commons Attribution 4.0](#).
- Various pages of the AusGOAL website, www.ausgoal.gov.au

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You are free to use this content so long as you attribute the National Copyright Unit, Copyright Advisory Groups (Schools and TAFE's).



Section 2: Finding and Remixing Openly Licensed Resources

This section of the Toolkit 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.

2.1 Finding open resources

The default rule for all content is that it is subject to copyright protection, and all of the copyright holder's exclusive rights are reserved, meaning that only they can exercise those rights. You may have heard of the term All Rights Reserved. That's what it means - the rights holder has reserved all of the rights to reproduce, adapt, perform, communicate their material exclusively for themselves. That's the default legal position. Its closed!

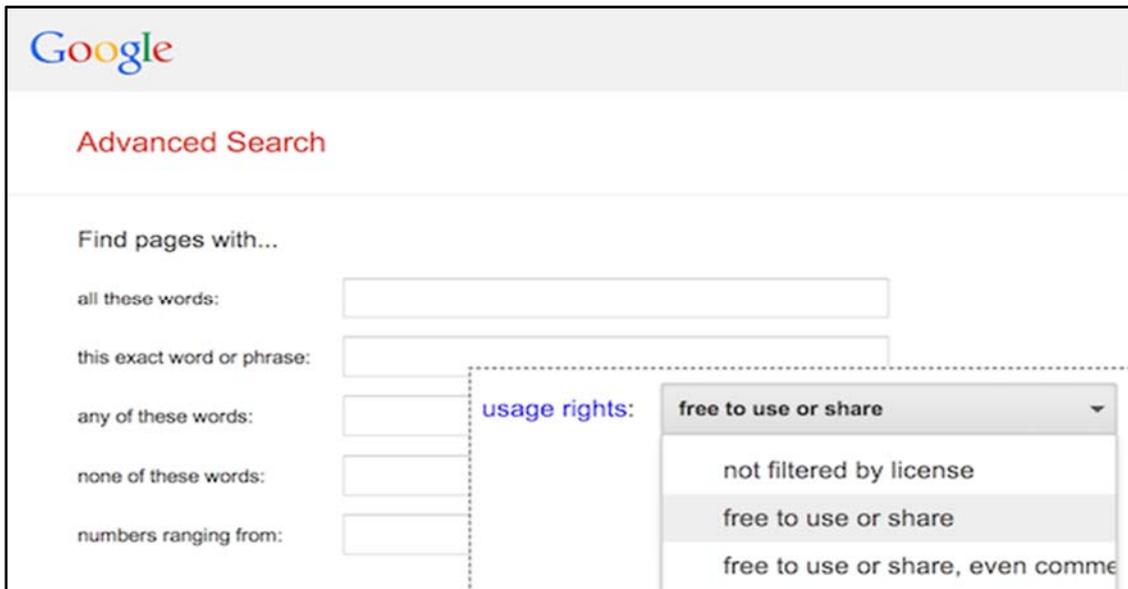
But finding OER is easy, and there are three different logos you should look out for.

	When you see the Creative Commons logo it signifies that more flexible permissions have been provided to use and reuse material.
	When you see the Creative Commons Public Domain Mark it indicates that the material is not subject to copyright protection, and is what is referred to as "public domain" material. There are no copyright restrictions.
	When you see the Creative Commons Zero it indicates that the rights holder has abandoned their copyright over the material, and consequently it may be regarded as "public domain" material. You may reuse it without restrictions.

2.2 Using search engines to find open resources

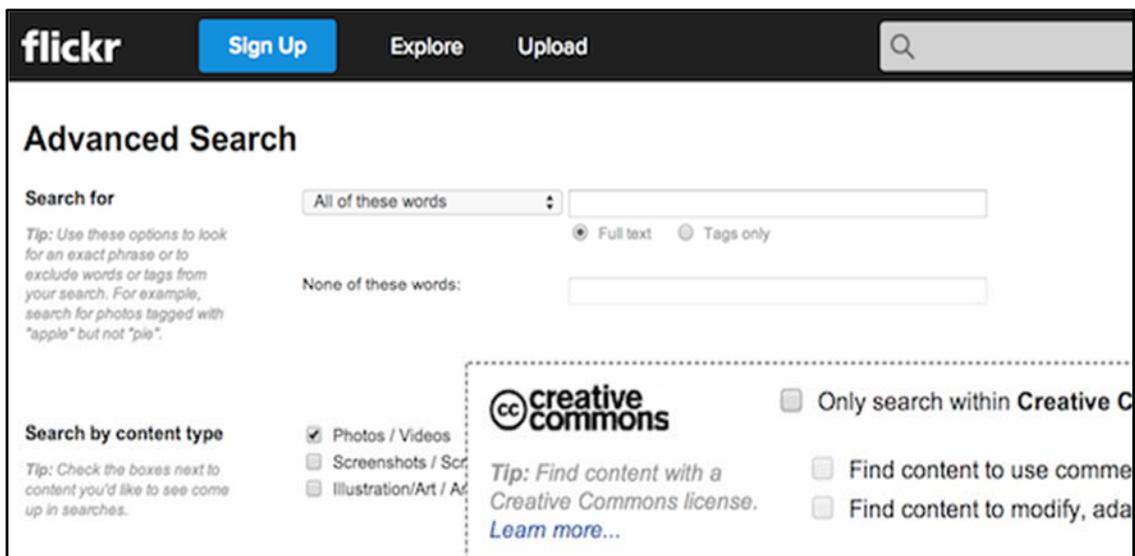
You can find Creative Commons licensed content using special search functions of search engines and websites. For example, the familiar Google search has an 'advanced search' that lets you search by 'usage rights' for content published to the Internet under an open licence. It can be found at:

http://www.google.com/advanced_search



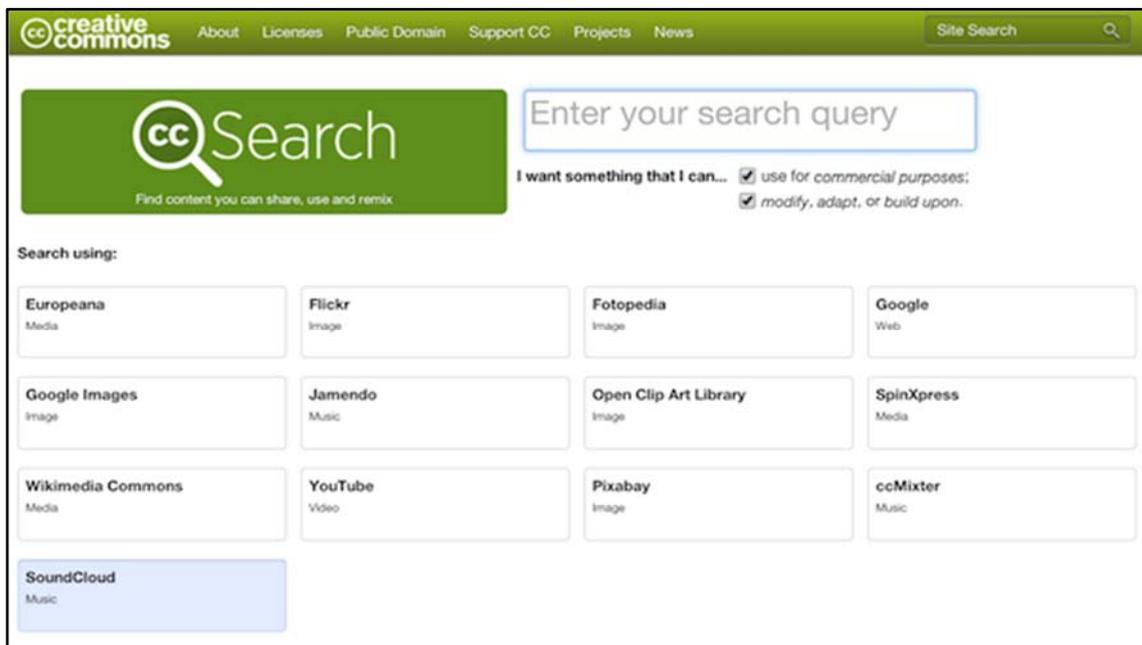
The Google Advanced Search

The image sharing site Flickr allows you to specify that you are looking for Creative Commons content. It can be found at <https://www.flickr.com/search/advanced/>



The Flickr Advanced Search

The Creative Commons search page allows you access to a range of different search engines and sites with various types of Creative Commons content including text, music and images. It can be found at <http://search.creativecommons.org/>



The CC Search

Here are some images resulting from a search for “dolphin” using the Flickr advanced 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 imagery available covering a huge range of topics. For help finding Creative Commons licensed images, see the Smartcopying website:

<http://www.smartcopying.edu.au/open-education/open-education-resources/where-to-find-cc-licensed-material/where-to-find-cc-licensed-images>.

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; as any of the Creative Commons licences permit this type of reuse.

2.3 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:

- **OER Commons** (<https://www.oercommons.org/>). OER Commons offers over 160,000 OER easily searchable by refinable topics including subject areas, education levels, material type and media formats for all levels of education.
- **Curriki** (<http://www.curriki.org/>). Curriki offers more than 60,000 curated OER easily searchable by refinable topics including subject areas, education levels, material type, languages and review ratings for all levels of education.
- **CK-12** (<http://www.ck12.org/teacher/>). CK-12 offers free high-quality, standards-aligned, open content in primary and high school level maths, science, technology, engineering and many more subjects. It also offers interactive apps for smartphones and computers.
- **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.

For more resources see Appendix #7 and the Smartcopying website:
<http://www.smartcopying.edu.au/open-education/>.

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.

2.4 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 reusing any Creative Commons content, you always need to attribute your sources.

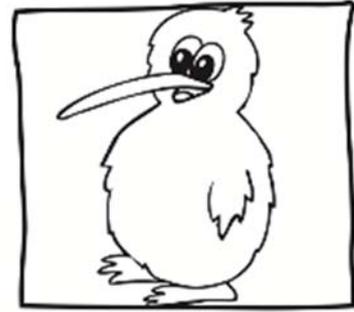


The Creative Commons attribution requirement is about acknowledging your sources fairly. Sometimes the creators specify how they would like to be attributed, but a lot of the time the creators of a work don't say how they want to be attributed. In that case, simply include:

- 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 reuse 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 the [Creative Commons Attribution 3.0 New Zealand licence](#).

If you use the CC Kiwi image in a document, you need to include the text above 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. 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. Remember, passing other people's work off as your own is still plagiarism.

2.5 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 retains its original Creative Commons licence. We can say that for Share-Alike and NoDerivatives, the licence travels with the content.

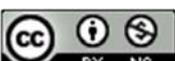
2.6 Remixing through modification and adaptation

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.

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

	Creative Commons Zero (CC0)
	Creative Commons Attribution Licence (CC-BY)
	Creative Commons Attribution NonCommercial Licence (CC-BY-NC)

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.



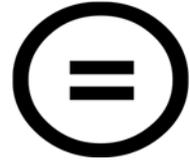
Without adaptation, Rule 2 applies. The Appendix and documents accompanying this Toolkit further explain how to license when you adapt Share-Alike content.

This rule covers the Creative Commons Share-Alike licences:

	Creative Commons Attribution Share-Alike Licence (CC-BY-SA)
	Creative Commons Attribution NonCommercial Share-Alike Licence (CC-BY-NC-SA)

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.

For best practice attribution examples see Appendix #3.

You can use content licensed under any of the Creative Commons NoDerivatives licences, but you cannot change or alter the work in any way.

This rule covers the Creative Commons NoDerivatives licences:

	Creative Commons Attribution NoDerivatives Licence (CC-BY-ND)
	Creative Commons Attribution NonCommercial NoDerivatives Licence (CC-BY-NC-ND)

2.7 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:

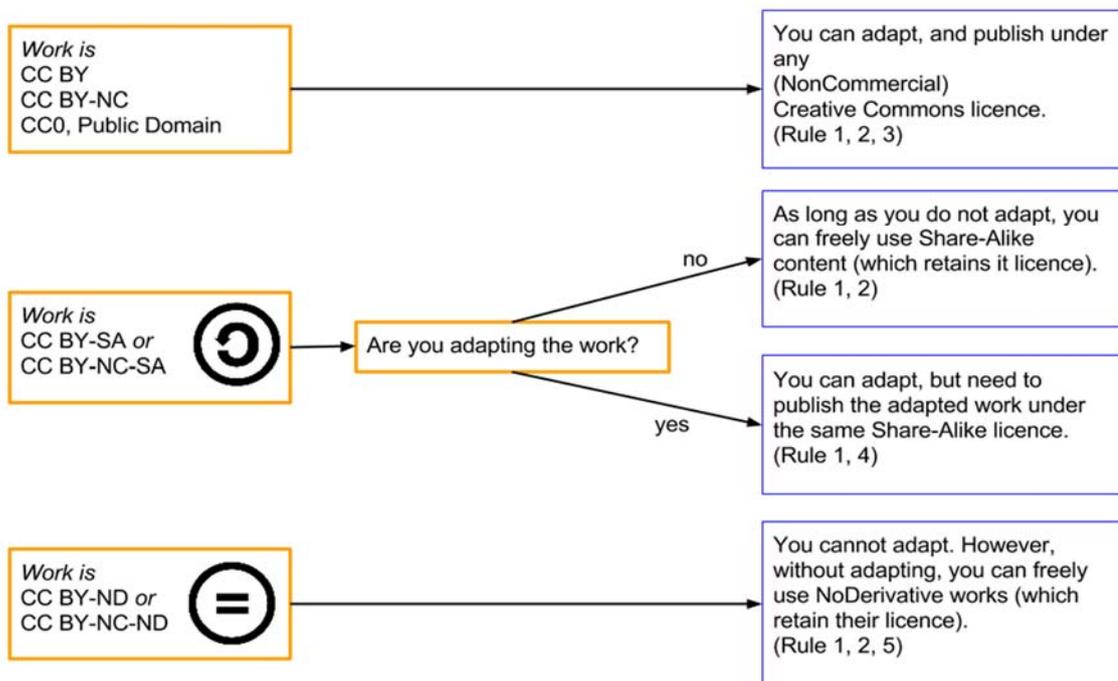
- including a short story in a collection of short stories;
- using an unedited video in the background of a live concert;

- 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.

2.8 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:



Creative Commons content path finder

2.9 Acknowledgements

This section of the Toolkit is an adaptation of '[OER Guidance for Schools](#)' (2014), by [Björn Haßler](#), [Helen Neo](#) and [Josie Fraser](#). Published by [Leicester City Council](#), available under [Creative Commons Attribution 4.0](#).

This Toolkit 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.

You are free to use this content as long as you attribute the National Copyright Unit, Copyright Advisory Groups (Schools and TAFE's)

Section 3: Openly Licensing your Curriculum Resources

Applying an open licence turns an educational resource into an Open Educational Resource (OER). This section of the Toolkit explains how to apply an open licence to your educational resources.

3.1 Preparing to openly license your learning resource

There is no registration required to license your curriculum resource. All you need to do is select a Creative Commons licence and then display the licence on your work. The important part of this process is to know which materials you have the right to license (ie openly licensed materials) and those that you do not have the right to license (ie often third-party content). Below we'll go through how to openly license material and how to do this if your openly licensed resource includes third-party material.

3.2 Applying a Creative Commons licence

If you have the rights to licence your entire curriculum resource under a Creative Commons Licence (ie you're using openly licensed resources or you have permission to licence all materials openly) then the actual process of applying a licence is straightforward.

Step 1: Selecting the correct Creative Commons for your resource

Hopefully Sections 1 and 2 were useful to help you to understand how to select an appropriate Creative Commons licence for your work.

Here are a few brief reminders:

- 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 should choose the Creative Commons Attribution licence for your content;
- If you have not included any content under a NonCommercial licence in creating your work, you should choose the Creative Commons Attribution licence for your content;
- If you have adapted content under a Share-Alike licence to create your material, you'll need to use the Share-Alike licence for your material;
- If you have adapted content under a NonCommercial licence to create your material, you'll need to use the same or another NonCommercial licence for your content.

Further information on using Share-Alike and NonCommercial content is available in the documents accompanying this Toolkit.



Step 2: displaying the Creative Commons licence on your resources

Once you select a licence, the next step is to display this licence on your material. Doing this ensures that people who wish to use your material know how they can do this by easily following the terms specified in your selected licence.

Regardless of the medium in which the material appears, the following licence information is required:

- CC licence name with a link to the appropriate licence text.
- CC logo.
- The name of the copyright holder.
- The name of the author (this may be different from the copyright holder), the year, and the title of the resource.

You may wish to add information on how you wish to be attributed. For example:

*Smartcopying requests attribution as: National Copyright Unit,
Copyright Advisory Groups (Schools and TAFEs)*

Though not required by the licence, some additional information that is frequently included is:

- Institutional branding or logo.
- General contact person and their contact details (eg email address).
- Acknowledgements of those who contributed (funders, collaborators).
- Any necessary disclaimers.
- If it's a hard document, and the work is also published on the internet, you may want to include the URL for the resource.

How you display the licence will largely depend on the type of material that you're licensing. 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 visually. 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

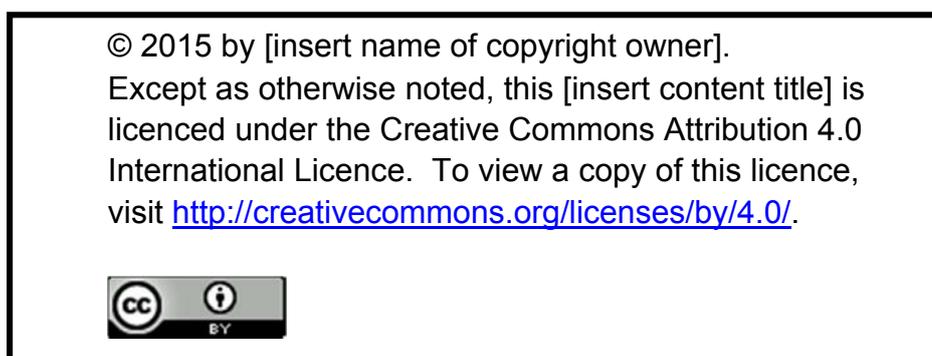
Digital resources (including images, video and audio) also allow you to mark documents with attribution details. You may be familiar with the fact that music files often contain additional information (called 'metadata'), such as the name of the artist, the name of the album and the year of the music 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.

Some common examples are set out below:

Documents

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 beginning or end of your document.

This statement contains the attribution, followed by a URL to the Creative Commons licence itself:



If it is a large document, it is recommended that attribution information be placed on every page. This is because there is a chance that the document may be cut up into smaller segments as it is distributed in the form of sections or chapters.

Webpages

On web pages, there are two steps:

1. Alter your Copyright Statement/Terms and Conditions to reflect that your website is licensed under Creative Commons (see Appendix 6 for draft terms); and
2. Apply the licence to your website (preferably with HTML and the Creative Commons logo in the footer). In this step the licence is usually inserted in the footer or near the bottom of your website so that it travels along to every page of the website (i.e. it doesn't only sit in the copyright notice or on the homepage). See the [Smartcopying website](#) as an example of this.

There are two ways to do this, depending on how your website is edited:

1. Copy and paste the CC licence logo onto the website;  or . It is also best practice to hyperlink the icon to the licence deed: <http://creativecommons.org/licenses/by/4.0/>; or

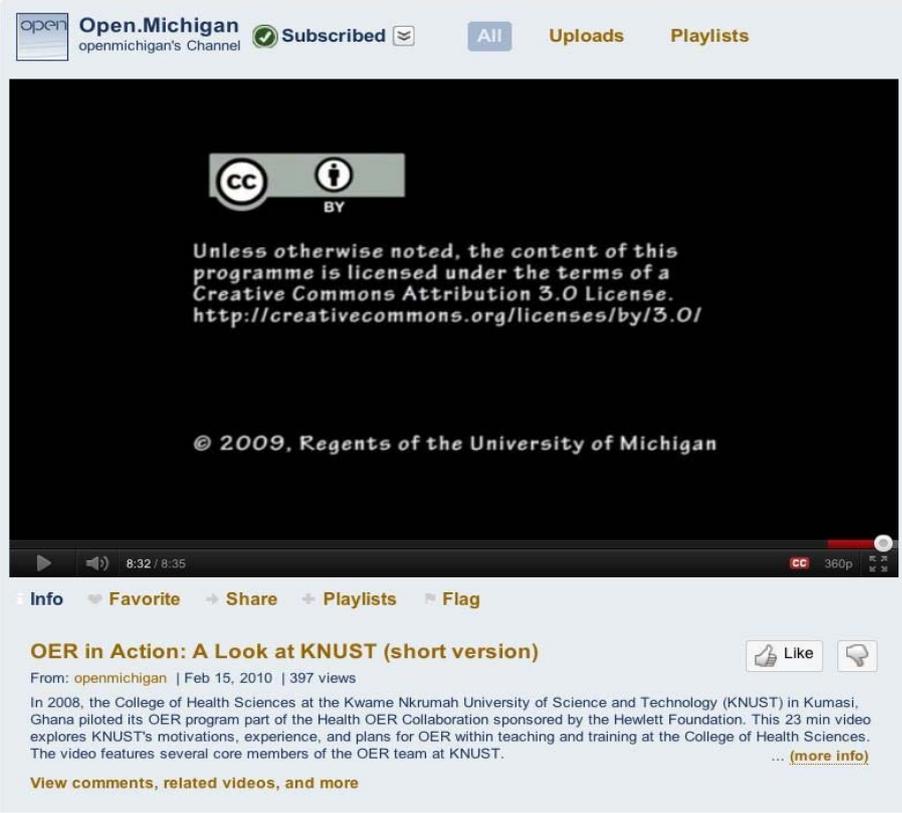
2. Insert the HTML code.

- a. For the normal icon: `
This work is licensed under a Creative Commons Attribution 4.0 International License.`
- b. For the compact icon: `
This work is licensed under a Creative Commons Attribution 4.0 International License.`

Video

Include a 'video bumper' or a still picture with the licence information at the start or end of the video.

For example:



The screenshot shows a YouTube video player interface. At the top, it displays the channel name 'Open.Michigan' and a 'Subscribed' button. The video player itself shows a Creative Commons Attribution (CC BY) logo and a text bumper that reads: "Unless otherwise noted, the content of this programme is licensed under the terms of a Creative Commons Attribution 3.0 License. http://creativecommons.org/licenses/by/3.0/". Below the bumper, the video title is "OER in Action: A Look at KNUST (short version)" and the description mentions the Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi, Ghana. The video has 397 views and was uploaded on Feb 15, 2010.



Audio

When introducing the resource, read into the script the details of attribution and licensing. If the audio files are located on the internet include the attribution and licence details with a description/link to the resource.

All this information can be found on the Creative Commons website at <https://creativecommons.org/choose/>.

The image shows a sequence of four panels from the Creative Commons license chooser. The first panel, 'License Features', has 'Yes' selected for 'Allow adaptations of your work to be shared?' and 'Yes, as long as others share alike', and 'Yes' selected for 'Allow commercial uses of your work?'. The second panel, 'Selected License', shows 'Attribution 4.0 International' with the CC BY icon and a 'This is a Free Culture License!' badge. The third panel, 'Help others attribute you!', has empty input fields for 'Title of work', 'Attribute work to name', 'Attribute work to URL', 'Source work URL', and 'More permissions URL'. The fourth panel, 'Have a web page?', shows the license icon and a code block for embedding the license on a website. The code is:

```
<a rel="license" href="http://creativecommons.org/licenses/by/4.0/"></a><br />This work is licensed under a <a
```

Selection of the Creative Common Attribution Licence in the Creative Commons Licence Chooser:

3.3 How to label third-party material in your OER

There is no single correct way to label third-party content, and different situations may require more or less complicated notices and marking.

There are two often used mechanisms – you can do either or both of these, as appropriate for the medium:

1. Giving a notice next to third-party content

This involves marking or notating all third-party content. To do this you should indicate directly underneath the content.

In addition to citing the source of copyright material, it is best practice to include the following information as well: the owner of the copyright, the terms of use for the content, and how you are allowed to reproduce the content (whether that be through direct permission from the copyright owner, through a Creative Commons licence or through a statutory licence).

Example: direct permission from the copyright owner to use content

‘How to label third-party content © NSW Department of Education, all rights reserved, used with permission.’

Example: material licensed under Creative Commons

‘How to label third-party content, © NSW Department of Education, used under the Creative Commons Attribution 4.0 International Licence. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>.’

2. A general notice listing all third-party content

This involves providing a general notice that identifies all third-party content. This notice would usually be included in your terms of use or copyright statement for a website or in the verso page or bibliography for a work.

This notice should specifically identify all third-party content. This can be done by listing all the third-party content specifically or, where possible, listing material based on content type.

Example: listing all the third-party content

‘All material on this website, except as identified below, is licensed under the Creative Commons Attribution 4.0 International Licence. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>.’

Material that is not licenced under a Creative Commons licence is:

- Government Coat of Arms
- Material protected by a trademark
- Logo
- Photographs on pages 4, 5 and 6
- Poem on page 2
- [etc]

All content not licensed under a Creative Commons licence is all rights reserved, and you must request permission from the copyright owner to use this material.’

Example: identifying third-party content by content type

‘All text on this website is licensed under the Creative Commons Attribution 4.0 International Licence. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>.’

All images are all rights reserved, and you must request permission from the copyright owner to use this material.’

3. Giving a general notice and a notice next to third-party content

This involves giving a general notice that indicates any third-party content will be identified, and then identifying the third-party content within the website/work.

This general notice would usually be included in your terms of use or copyright statement for a website or in the verso page or bibliography for a work.

Example: general notice for a website

‘Copyright material available on this website is licensed under the Creative Commons Attribution 4.0 International Licence. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>.’

Example: general notice for a document

‘Except as otherwise noted, this [insert name of content] is licenced under the Creative Commons Attribution 4.0 International Licence. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>.’

Then next to all third-party content you can include a notice regarding the relevant copyright owner and the material’s terms of use and, where possible, the licence or permission you’ve received from the copyright owner.

Example: direct permission from the copyright owner to use content

‘How to label third-party content © NSW Department of Education, all rights reserved, used with permission.’

Example: material licensed under Creative Commons

‘How to label third-party content, © NSW Department of Education used under the Creative Commons Attribution 4.0 International Licence. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>.’

With whatever method you choose, the most important thing is that you clearly and effectively identify third-party material.

For additional information see: <http://www.smartcopying.edu.au/information-sheets/schools/labelling-third-party-content-in-creative-commons-licensed-material>.

3.4 Acknowledgements

This section of the Toolkit is an adaptation of:

- ‘[OER Guidance for Schools](#)’ (2014), by [Björn Haßler](#), [Helen Neo](#) and [Josie Fraser](#). Published by [Leicester City Council](#), available under [Creative Commons Attribution 4.0](#).
- ‘[OER Copyright and Licensing Toolkit](#)’, by [South African Institute for Distance Education](#). This work is licensed under a [Creative Commons Attribution 3.0 Licence](#).

This Toolkit 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.

You are free to use this content so long as you attribute the National Copyright Unit, Copyright Advisory Groups (Schools and TAFE's)



OER Toolkit for Curriculum Developers

Appendix 1: Remixing with Images

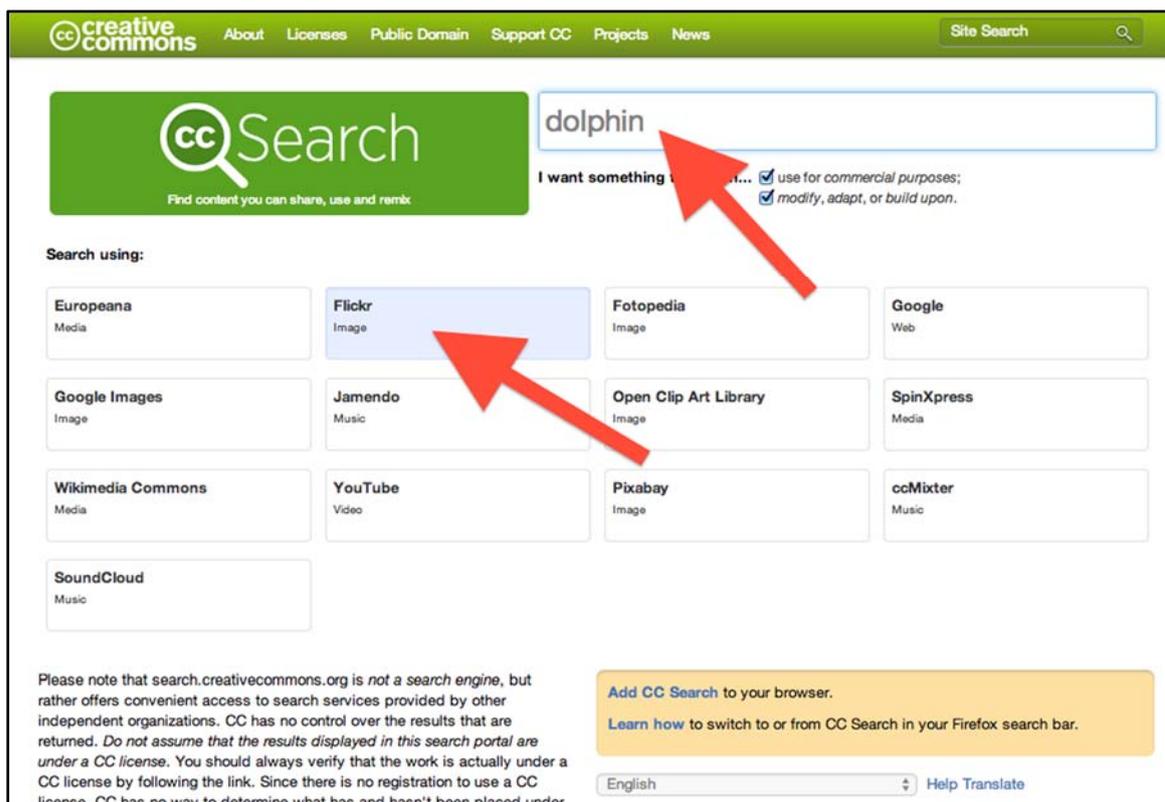
1.1 Remixing with Images

In this walk-through, we'll look at finding and using Creative Commons licensed images from Flickr.

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

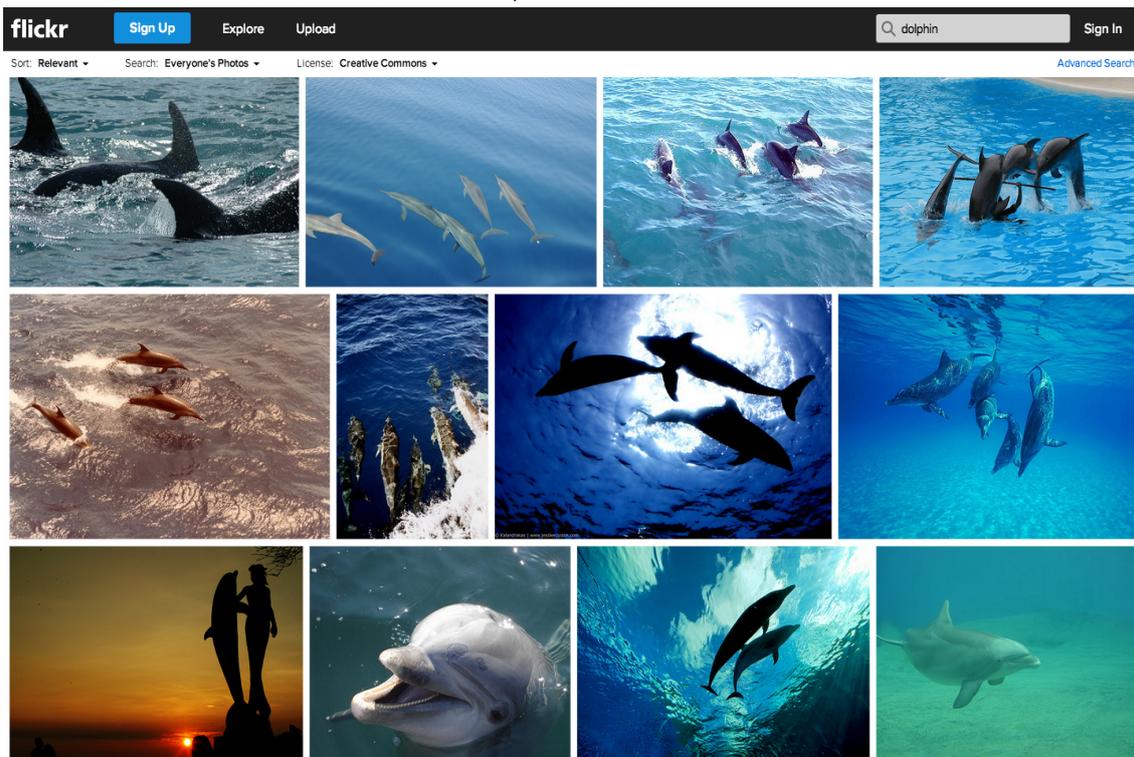
In the search box, enter "dolphin" to search for dolphin images, and then click the "Flickr" button, to search the Flickr photo sharing site.

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

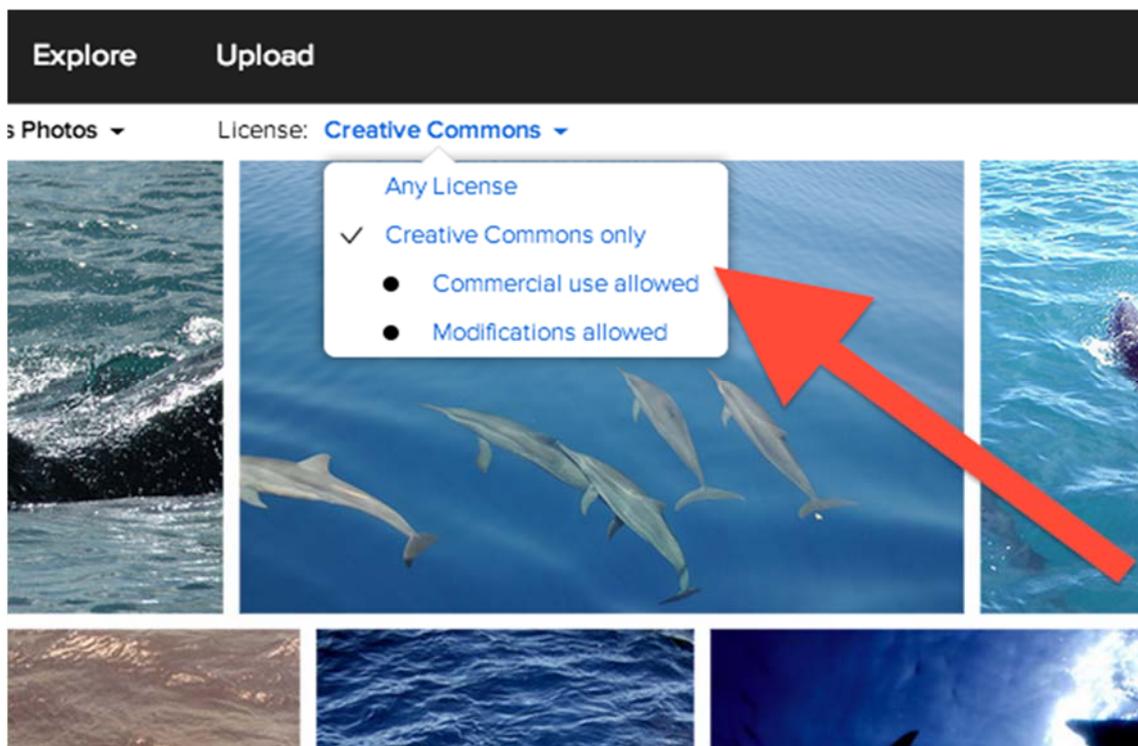


1.2 Reviewing the search results

The search takes us to the flickr site, with these results:

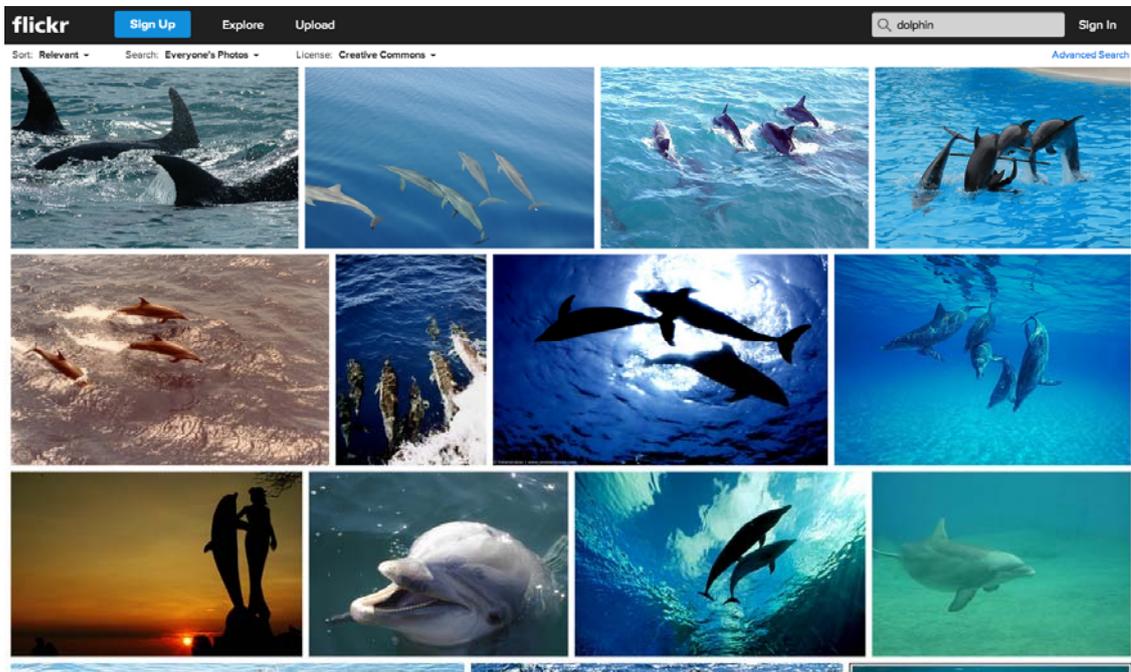


Click on the menu labeled "Licence: Creative Commons", to review the Creative Commons licences selected for this search. In the screenshot below, the licence selected permits commercial use and modification:

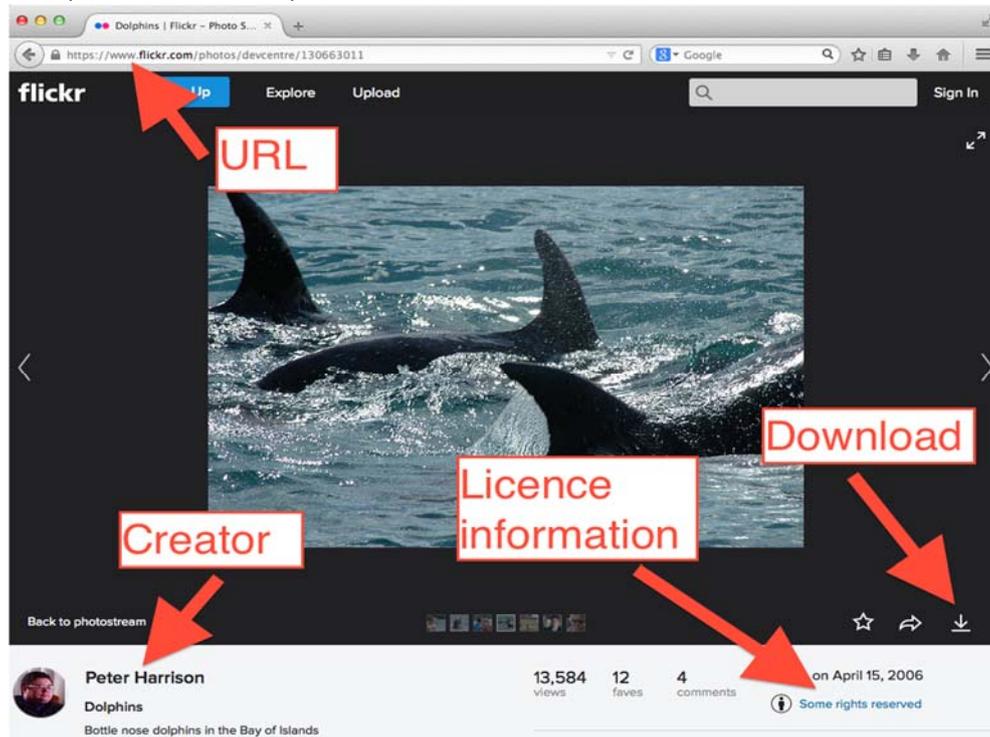


1.3 All the information needed for attribution

Let's pick one of those images. For instance, click on the first image that came up in the search:

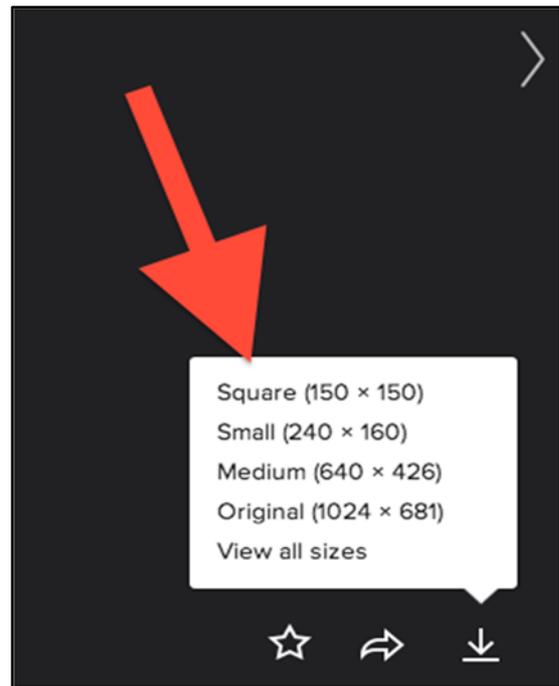


Have a closer look at the resulting page with the selected image itself (on next page). The arrows in the screenshot below indicate some important elements: the URL for the page (<https://www.flickr.com/photos/devcentre/130663011>), the name of the creator (Peter Harrison), the licence information ("Some rights reserved."), and the download button (downward arrow).



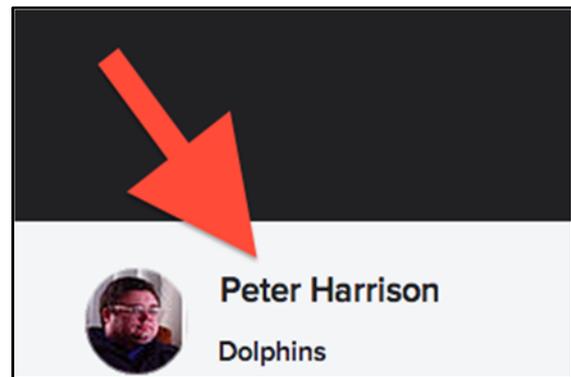
First, download the image. In the picture, click on the downward arrow (marked “Download”), and then on one of the download sizes offered (see right). For use in a presentation or online, click on “Small” or “Medium”, while for printing, select a higher resolution version (“Original”).

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

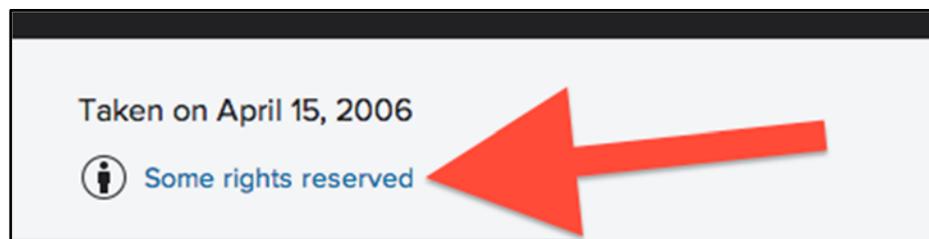


Also, make a note of the image name and the author name:

- Peter Harrison
Dolphins



Finally, have a look at the licence. The symbol is the Creative Commons Attribution logo. The text “[Some rights reserved](#)” links to the Creative Commons licence page. Click on the link, and make a note of the URL of the licence, which happens to be: <https://creativecommons.org/licenses/by/2.0/>.



Now, let's put all of this information together!

1.4 Putting together the attribution

We have now gathered the following information:

- Title: Dolphins
- URL: <https://www.flickr.com/photos/devcentre/130663011>
- Author: Peter Harrison
- Licence: CC-BY 2.0
- CC Licence URL: <https://creativecommons.org/licenses/by/2.0/>.

We can combine this into the acknowledgement as follows:

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

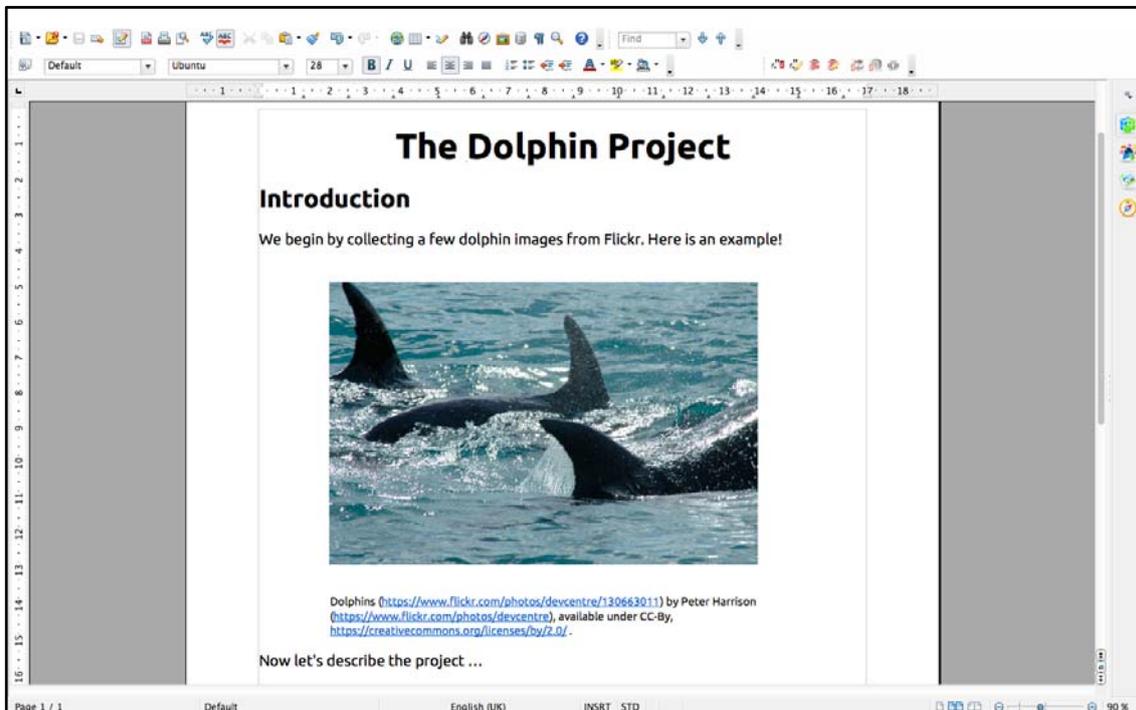
or, by renaming the hyperlinks:

[Dolphins](#) by Peter Harrison, available under [CC-BY 2.0](#).

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

1.5 Using the image in a document

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



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

1.6 Acknowledgements

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

- Dolphins, <https://www.flickr.com/photos/devcentre/130663011>, Peter Harrison, <https://creativecommons.org/licenses/by/2.0/>
- Dolphins, <https://www.flickr.com/photos/ryn413/3952952164>, Ryan Espanto, <https://creativecommons.org/licenses/by/2.0/>
- Dolphin Crest, <https://www.flickr.com/photos/jurvetson/336157>, Steve Jurvetson, <https://creativecommons.org/licenses/by/2.0/>
- Dolphins, <https://www.flickr.com/photos/nicokaiser/40857877>, Nico Kaiser, <https://creativecommons.org/licenses/by-sa/2.0/>
- Dolphins, <https://www.flickr.com/photos/cmakin/81373915>, Carey Akin, <https://creativecommons.org/licenses/by-sa/2.0/>
- Dusky? Dolphin, <https://www.flickr.com/photos/anoldent/622746491>, anoldent <https://creativecommons.org/licenses/by-sa/2.0/>
- dolphin's dance, https://www.flickr.com/photos/eelssej_/524781662, Jesslee Cuizon, <https://creativecommons.org/licenses/by/2.0/>
- 5 dolphins_Save_these_beautiful_creatures, <https://www.flickr.com/photos/jdebberly/2850385433>, Jay Ebberly, <https://creativecommons.org/licenses/by/2.0/>
- My Dolphin / Mi Delfin, <https://www.flickr.com/photos/esparta/1445468053>, Esparta Palma, <https://creativecommons.org/licenses/by/2.0/>
- Dolphin 3of3, <https://www.flickr.com/photos/tolomea/7112029433>, Gordon Wrigley, <https://creativecommons.org/licenses/by/2.0/>
- Deep Blue Dolphin Love, <https://www.flickr.com/photos/laprimadonna/4881676285>, Patrik Jones, <https://creativecommons.org/licenses/by/2.0/>
- Dolphin Encounter, <https://www.flickr.com/photos/steelmores/98391847>, Ste Elmore, <https://creativecommons.org/licenses/by/2.0/>

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

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You are free to use this content so long as you attribute the National Copyright Unit, Copyright Advisory Groups (Schools and TAFEs)

For further information see the SmartCopying website at www.smartcopying.edu.au or contact your local copyright manager. You can also contact the National Copyright Unit on (02) 9561 1204 or at email delia.browne@det.nsw.edu.au.



OER Toolkit for Curriculum Developers

Appendix 2: A Closer Look: Share-Alike, NonCommercial, NoDerivatives Licences

In this Toolkit and the appendices, we are using and recommending the Creative Commons Attribution licence (CC-BY) where possible because it meets the the Australian Governments Open Access and Licensing Framework (AusGOAL) requirements, and because it is the most re-mixable licence and the most easily understood licence. Content licensed under Creative Commons Attribution (CC-BY) can be freely adapted and reused with only an attribution required.

However, in this section, we discuss the Share-Alike, NonCommercial and NoDerivatives licences.

2.1 Share-Alike Licences

The Share-Alike (SA) element appears in two of the six standard Creative Commons licences: the CC-BY-SA and the CC-BY-NC-SA.



The CC-BY-SA licence allows content to be copied, adapted, redistributed and licensed to others, but any new material produced using CC-BY-SA content must be made available under the same CC-BY-SA licence.

The CC-BY-SA adds an additional restriction on top of the CC-BY licence and is suitable for use where you wish to limit the potential to commercialise derivatives materials. This is because anyone who uses a work licensed CC-BY-SA must also licence their resources under that same licence. This also has some advantages because it leads to further work being published under a CC licence that can be freely shared and adapted by others.

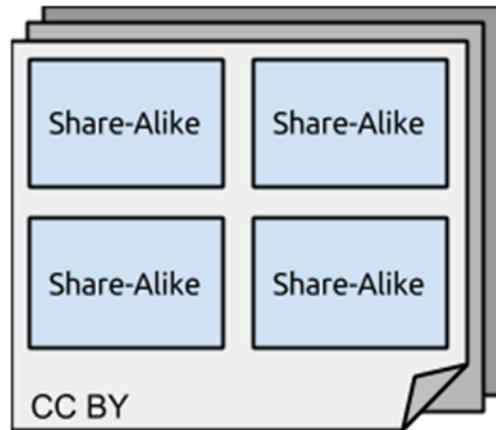
You can still sell resources that you have licensed under Creative Commons. It is important to understand that applying a Creative Commons licence to your material does not mean you are no longer able to sell content.

The CC-BY-SA licence also does not prohibit selling content for cost recovery or commercial purposes. Cost recovery would include activities directly related to the physical production of the materials (ie the cost of printing and/or shipping) and does not include a profit margin. Commercial purposes would include a profit margin.

Adaptation vs. inclusion without adaptation

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

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



However, the images shown in the diagrams below are adaptations of the original images. On the left, the images have been cropped to create a collage. On the right, text and graphics have been overlaid.



When you adapt Share-Alike content like this, the end result needs to be licensed under the same Share-Alike licence. We'll look at this in more detail now.

2.2 Non Commercial Licences

The Non Commercial (NC) feature is in three of the six standard Creative Commons licences: CC-BY-NC, CC-BY-NC-SA, CC-BY-NC-ND.



The Creative Commons NonCommercial (NC) clause allows others to copy, distribute, display, and perform your work – and derivative (i.e. modified) works based upon your work – but the work cannot be used for commercial purposes.

We do not recommend the NonCommercial licence for educational resources. This licence is the most controversial and criticised option available in the Creative Commons licence suite, particularly when related to educational courseware. There are several reasons for this.

At a basic level it is not clear what NonCommercial means. Since Creative Commons licences emerged within the past decade, there is little previous case law that exists to assist in interpreting this clause. Creative Commons' initial belief was that the term 'NonCommercial' should be left undefined so that communities would build their own definition and, if necessary, have recourse to the courts to set the standards of what the term meant. However, Version 4.0 of the licences have defined NonCommercial as:

NonCommercial means not primarily intended for or directed towards commercial advantage or monetary compensation. For purposes of this Public License, the exchange of the Licensed Material for other material subject to Copyright and Similar Rights by digital file-sharing or similar means is NonCommercial provided there is no payment of monetary compensation in connection with the exchange.

Most consider that the licence would prohibit uses that are primarily intended for or directed toward commercial advantage or private monetary compensation. There is a general understanding that pure cost recovery would not be considered 'commercial' use. Note that pure cost recovery would only cover activities directly related to producing the materials, such as the cost of printing and cost of shipping. It would not cover activities such as staffing or development of the materials.

It is also widely understood that the Share-Alike feature eliminates any chance of commercialisation without the controversy of the NonCommercial clause. This is because anyone who uses a work licensed under a Share-Alike condition must also licence their resources under that same licence. Meaning anyone can also use their resource. This is seen as a substantial deterrent to those considering commercialisation, because anyone can use their resource.

There is also concern that the NonCommercial restriction may prevent content being used in the non-government school sector and/or courses run for profit (eg by TAFEs or teacher training colleges).

There are few cases in which the use of the NonCommercial term is justifiable. For example, if there are a lot of third-party materials from for-profit entities in your educational resources, it may well be that the only way to release these materials in a more open format is to apply the NonCommercial term. However, in most cases, the NonCommercial term is likely to have undesired repercussions for your work. There are definite advantages to being less restrictive. Therefore we recommend that, where possible, you should avoid using the NonCommercial restriction.

For additional information to consider when contemplating the NonCommercial licence, see:

- <http://www.oerafrica.org/copyright-and-licensing-toolkit/frequently-asked-questions#11>
- <http://www.oerafrica.org/copyright-and-licensing-toolkit/what-does-NonCommercial-mean>
- http://wiki.creativecommons.org/Frequently_Asked_Questions#Does_my_use_violate_the_NonCommercial_clause_of_the_licenses.3F

Non Commercial licensed content may be sold for cost recovery

While the NonCommercial licence prevents commercialisation, it still allows for resources to be sold for cost recovery purposes.

‘Cost recovery’ is meant to only cover production costs. So, for example, it wouldn’t cover something like staffing costs. It would include activities directly related to the physical production of the materials (ie the cost of printing and/or shipping) and does not include a profit margin.

2.3 NoDerivatives Licences

The NoDerivatives feature is in two of the six standard Creative Commons licences: CC-BY-ND and CC-BY-NC-ND.



A Creative Commons licence with a NoDerivative restriction (CC-BY-ND, CC-BY-NC-ND) means that content cannot be adapted at all. The resources cannot be altered, transformed, or built upon.

We do not recommend the NoDerivatives licence for educational resources.

Choosing a licence that allows resources to be built upon assists in spreading ideas and bringing social and economic change based on evidence derived from its materials. Allowing derivatives supports building upon new research. The NoDerivatives restriction therefore acts as an impediment to this important ability to use research.

In the education sector this is particularly problematic since teachers often prefer to take parts of a work and combine them to build a teaching resource for students. Students also share this habit since they are accustomed to the ease with which the internet allows for remixing.

There are very few instances where the NoDerivatives Licence will be appropriate, especially for educational resources. One instance where it may be suitable is for



content in which the author has specific concerns about its potential misuse which may have serious consequences for an organisation's reputation.

For additional information to consider when contemplating the NoDerivatives Licence, see OER Africa's FAQ:

<http://www.oerafrica.org/copyright-and-licensing-toolkit/frequently-asked-questions#13>.

Before applying the NoDerivatives licence to an educational work, contact the National Copyright Unit to further discuss.

2.4 Attribution

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You are free to use this content so long as you attribute the National Copyright Unit, Copyright Advisory Groups (Schools and TAFE's)



OER Toolkit for Curriculum Developers

Appendix 3: Creative Commons – Best Practices for Attribution

3.1 Best practices for attribution

You can use CC-licensed materials as long as you follow the license conditions. One condition of all CC licenses is attribution. Here are some good (and not so good) examples of attribution.

3.2 Examples of attribution

Here is a photo. Following it are some examples of how people might attribute it.



This is an ideal attribution

"Creative Commons 10th Birthday Celebration San Francisco [\[1\]](#)" by tvol [\[2\]](#) is licensed under CC-BY 2.0 [\[3\]](#)

Because:

Title? "Creative Commons 10th Birthday Celebration San Francisco"

Author? "tvol [\[2\]](#)" - linked to his profile page

Source? "Creative Commons 10th Birthday Celebration San Francisco [\[1\]](#)" - linked to original Flickr page

License? "CC-BY 2.0 [\[3\]](#)" - linked to license deed

This is a pretty good attribution

Photo [\[1\]](#) by tvol / CC-BY [\[3\]](#)

Because:

Title? Title is not noted (it should be) but at least the source is linked.

Author? "tvol"

Source? "Photo [\[1\]](#)" - linked to original Flickr page

License? "CC-BY [\[3\]](#)" - linked to license deed

This is an incorrect attribution

Photo: Creative Commons

Because:

Title? Title is not noted.

Author? Creative Commons is not the author of this photo. Source? No link to original photo.

License? There is no mention of the license, much less a link to the license.

"Creative Commons" is an organization.

This is a good attribution for material you modified slightly



"Creative Commons 10th Birthday Celebration San Francisco [\[1\]](#)" by tvol [\[2\]](#), used under CC-BY [\[3\]](#) / Desaturated from original

Because:

Title, Author, Source, and License are all noted

Modification? "Desaturated from original"

This is a good attribution for material from which you created a derivative work



This work, "90fied", is a derivative of "Creative Commons 10th Birthday Celebration San Francisco [1]" by tvol [2], used under CC-BY [3]. "90fied" is licensed under CC-BY [3] by [Your name here].

Because:

Original Title, Author, Source, and License are all noted

Derivative? "This work, "90fied", is a derivative of..."

New author of the derivative work is also noted

Note: If you're at a point where you are licensing derivative works, go to [Marking your work with a CC license](#).

This is a good attribution for material from multiple sources

1.2.3 Box Plots

- Reading: Barbara Illowsky and Susan Dean's *Collaborative Statistics: Chapter 2: Descriptive Statistics: "Section 5: Box Plots"*

Link: Barbara Illowsky and Susan Dean's *Collaborative Statistics: Chapter 2: Descriptive Statistics: "Section 5: Box Plots"* (PDF)

Instructions: Click the link above and read this section. Section 5 discusses box plots, which give a good graphical image of the concentration a given data set.

Reading this section should take approximately 30 minutes.

Terms of Use: This work is licensed under a [Creative Commons Attribution 2.0 Generic License](#). It is attributed to Barbara Illowsky and Susan Dean, and the original version can be found [here](#).

[See a broken link? Please let us know!](#)

- Lecture: Khan Academy's Statistics: "Box-and-Whisker Plots" and "Reading Box-and-Whisker Plots"

Link: Khan Academy's Statistics: "Box-and-Whisker Plots" (YouTube) and "Reading Box-and-Whisker Plots" (YouTube)

Instructions: Click on the above link and view the lecture titled "Box-and-Whisker Plots". In this video, you will learn about box plots, which give a good graph of the concentration of the data. Then, view the lecture titled "Reading Box-and-Whisker Plots" to learn how to read and interpret a box plot.

Viewing these lectures should take approximately 15 minutes.

Terms of Use: This video is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike United States License 3.0](#). It is attributed to the Khan Academy.

[See a broken link? Please let us know!](#)

Because:

Title? Specific works are named, eg. "Box-and-whisker Plots"

Author? Different authors noted for the different works.

Source? Original materials are linked for each work

License? The different licenses (Creative Commons Attribution for Collaborative Statistics and Creative Commons Attribution-Noncommercial-ShareAlike for the Khan Academy video) are spelled out and linked for each work

Lastly, it is clear which attribution belongs to which work.

You can visit the Saylor.org Introduction to Statistics course page [\[4\]](#) to see how they marked it up directly.

3.3 Title, Author, Source, License

A good rule of thumb is to use the acronym **TASL**, which stands for **T**itle, **A**uthor, **S**ource, **L**icense.

Title - What is the name of the material?

If a title was provided for the material, include it. Sometimes a title is not provided; in that case, don't worry about it.

Author - Who owns the material?

Name the author or authors of the material in question. Sometimes, the licensor may want you to give credit to some other entity, like a company or pseudonym. In rare cases, the licensor may not want to be attributed at all. In all of these cases, just do what they request.

Source - Where can I find it?

Since you somehow accessed the material, you know where to find it. Provide the source of the material so others can, too. Since we live in the age of the Internet, this is usually a URL or hyperlink where the material resides.

License - How can I use it?

You are obviously using the material for free thanks to the CC license, so make note of it. Don't just say the material is Creative Commons, because that says nothing about how the material can actually be used. Remember that there are six different CC licenses; which one is the material under? Name and provide a link to it, eg.

<http://creativecommons.org/licenses/by/4.0/> for CC-BY.

- If the licensor included a license notice with more information, include that as well.

Is there anything else I should know before I use it?

When you accessed the material originally did it come with any copyright notices; a notice that refers to the disclaimer of warranties; or a notice of previous modifications? (That was a mouthful!) Because that kind of legal mumbo jumbo is actually pretty important to potential users of the material. So best practice is to just retain all of that stuff by copying and pasting such notices into your attribution. Don't make it any more complicated than it is -- just pass on any info you think is important.

- Regarding modifications: Don't forget to note if you modified the work yourself ([example](#)). If you are at the point where you are creating and licensing derivative works ([example](#)), see [Marking your work with a CC license](#).

Devil in the details

These best practices are based on actual CC license requirements. Noting the title is a requirement of all CC licenses version 3.0 or earlier, optional for 4.0. Noting the author, source, license, and retaining any extra notices is a requirement of all CC licenses.

See:

https://wiki.creativecommons.org/wiki/Best_practices_for_attribution#Devil_in_the_details

If you have any doubts or questions, you can read the complete attribution requirements which are spelled out in detail in the legal code of every CC license, eg. <http://creativecommons.org/licenses/by/4.0/legalcode#s3a>.

Don't make it too complicated

The license tells you to be reasonable:

You may satisfy the conditions in (1) and (2) above in any reasonable manner based on the medium, means and context in which the Licensed Material is used. For example, it may be reasonable to satisfy some or all of the conditions by retaining a copyright notice, or by providing a URI or hyperlink associated with the Licensed Material, if the copyright notice or webpage includes some or all of the required information.

There is no one right way; just make sure your attribution is reasonable and suited to the medium you're working with. Remember though, you still have to include attribution requirements somehow, even if it's just a link to an About page that has that info. (More on different media below.)

Attribution in specific media

As stated above, best practices for attribution apply as reasonable to the medium you're working with. For media such as offline materials, video, audio, and images, consider:

1. Publishing a web page with attribution information.

For example, on a webpage featuring your audio recording, provide a credit list of material you used that adheres to best practices above. Doing so allows not only your material, but the materials you attribute, to be found by search engines and other web discovery tools. If possible within the medium, make the Author, Source, and License links the user can follow.

Example: This video features the song "Desaprendere (Treatment)" ^[5] by fourstones ^[6], available under a Creative Commons Attribution-Noncommercial ^[7] license.

2. Mentioning the credits within the media itself.

For example, crediting videos can be a simple list of the materials used with their associated licenses in a screen at the end of a video. For audio, it can be a verbal recitation of credits at the end of the recording.

Video example 1: "Science Commons" by Jesse Dylan - see attribution starting at 1:52 ^[8]

Video example 2: "Video Editing and Shot Techniques: Study of jump cuts, match cuts and cutaways " video by New Media Rights - see attribution starting at 3:21 ^[9]

Audio example: "Down and Out in the Magic Kingdom" by Cory Doctorow read aloud. Mastered by John Taylor Williams - listen to attribution starting at 17:08 ^[10]

If you want to get Technical

If you really want to go there, we have a [document about marking materials](#) so that they are machine-readable.

Also, several groups are exploring ways to make attribution easier and simultaneously machine-readable for the web. Here are some tools that have been developed:

- Open Attribute [\[11\]](#) - a browser plugin for Firefox and Chrome that grabs the CC license metadata on a web page and turns it into an attribution for you
- Commons Machinery [\[12\]](#) - a suite of plugins for Firefox and open office tools that enables copying and pasting images with the attribution info already attached

Other guides to attribution

- How To Attribute CC Photos [\[13\]](#) poster by foter
- Attributing Creative Commons Material [\[14\]](#) (pdf) - Creative Commons Australia's publication is full of examples with colorful imagery.
- How to attribute works you reuse under a Creative Commons license [\[15\]](#) by New Media Rights provides real world examples by different media type

References

- [1] <http://www.flickr.com/photos/sixteenmilesofstream/8256206923/in/set-72157632200936657>
- [2] <http://www.flickr.com/photos/sixteenmilesofstream/>
- [3] <http://creativecommons.org/licenses/by/2.0/>
- [4] <http://www.saylor.org/courses/ma121/>
- [5] <http://ccmixter.org/media/files/victor/6374>
- [6] <http://fourstones.net/>
- [7] <http://creativecommons.org/licenses/by-nc/2.5/>
- [8] <https://www.youtube.com/watch?v=hZAcTNFzF-s&feature=youtu.be&t=1m52s>
- [9] https://www.youtube.com/watch?v=ONMSe_zhq70&feature=youtu.be&t=3m21s
- [10] <http://craphound.com/down/?p=1672>
- [11] <http://openattribute.com/>
- [12] <http://commonsmachinery.se/labs/>
- [13] <http://foter.com/blog/how-to-attribute-creative-commons-photos/>
- [14] <http://creativecommons.org.au/materials/attribution.pdf>
- [15] <http://www.newmediarights.org/guide/how-to/creative-commons/best-practices-creative-commons-attributions>

3.4 Attribution

“[Best practices for attribution](#)” by Akozak, Anna Daniel, CCeditman, Calvinharris, Cameron Parkins, Diane Peters, Elliot Harmon, Janepark, Jessica Coates, Kamalabacalsd, Kat Walsh, Mike Linksvayer, Nkinkade, Rafiorilya, Sarah Pearson is licensed under a [Creative Commons Attribution 4.0 Licence](#).



Image Sources, Licenses and Contributors

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License: unknown *Contributors:* Janepark

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File:Saylor_marking_example.jpg *Source:*

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OER Toolkit for Curriculum Developers

Appendix 4: Free to Mix

4.1 **Remix: a combination of two or more creative elements (text + audio + video + animation) to make a new work**

A remix is nothing more than a new work made from one or more old works. This new work can take almost any form. Some remix works are songs, stories or films; others are scientific articles or educational resources.

The word 'remix' is new, but the practice is as old as culture itself. Ancient Greek tragedians like Sophocles adapted common myths— such as Oedipus the King and Helen of Troy—for their Athenian audience. Closer to our time, Walt Disney remixed over two dozen common fairy tales for his animated films, including Sleeping Beauty, Aladdin and The Little Mermaid

These days, though, when most people hear the word remix, they think of 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 – Hip Hop. Since then, thousands of musicians have built on these early experiments, creating an extraordinarily rich global culture of remix music that includes many of the most popular artists in the world.

Because culture always builds on the past, just about all creative work is a kind of remix. What other remixes can you think of?

4.2 **Remix is at the heart of science, education and culture. With the Internet, it has become easier than ever to find content to share, remix and reuse**

It's not only culture that is constantly being shared, reused and remixed, but science and education too. Scientists, artists and teachers all build on the past, to create new works and make new discoveries.

With the Internet, this extraordinary range of material available for remix and reuse is larger than ever. And with increasingly pervasive consumer electronics, it has become much easier to make innovative new works.

In fact, according to the 2011 Creative NZ survey, "Digital art has emerged as the artform that young people most want to be more involved with."

Of course, this can cause problems when it comes to keeping track of who made what—and who owns what. Some people think that anything on the internet is free to copy and use, but this is not the case.

Both online and offline, most recently published creative work falls under copyright, and cannot be shared or reused without permission.

4.3 Copyright means that certain works cannot be shared, remixed or reused without permission from the copyright holder – usually the author.

Copyright applies to all original works, including films, songs, images, books, dramas, sounds recordings, TV and radio broadcasts and Internet publications and transmissions. For literary, dramatic, musical and artistic works (except photographs), copyright lasts for the lifetime of the creator, and then an extra 70 years following their death.

Copyright is automatic, and is granted to new works when they are recorded in a material form, such as being written down or saved in a computer. It doesn't matter if you can't see the © symbol, or if the site is NonCommercial. If you are unsure of a work's copyright status, don't copy, reuse or remix the work without getting the permission of the copyright holder.

The world's first copyright legislation, the Statute of Anne, was made law in 1710. Back then, copyright lasted for 14 years. In most countries today, copyright lasts for the life of the author, plus 70 years. In Australia, for material published by the Federal or State governments, it lasts 50 years from the date of publication.

4.4 Works in the public domain are part of the Commons. They can be shared, remixed and reused by everyone. You can use these works to inspire your new creation!

When the period of copyright in a work is over, the creator's work enters what is referred to as the public domain. This means anyone is free to use and profit from the work as they please. The term 'public domain' has evolved to have two meanings common parlance. The public domain also refers to something that is accessible by the public. However, the two meanings are not co-requisite.

The complete works of William Shakespeare are in the public domain, which has led to countless creative performances and adaptations.

Other examples of writers with literary works in the public domain include:

- Jane Austen: author of *Sense and Sensibility*.

- Hans Christian Anderson: author of *Thumbelina*.
- Katherine Mansfield: author of *The Doll's House*.
- Lewis Carroll: author of *Alice in Wonderland*.
- Charles Dickens: author of *Oliver Twist*.

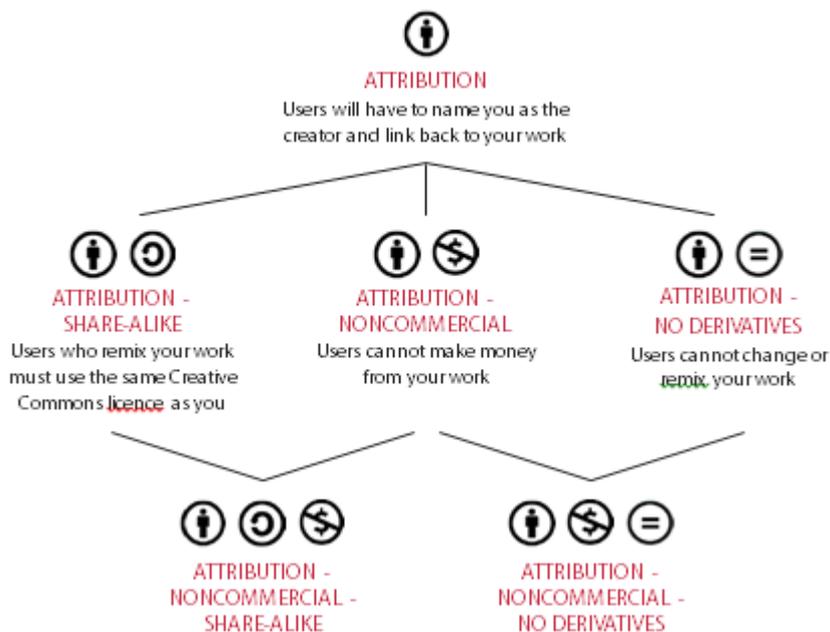
Under Australian law, most published literary works produced by an author who died at least 70 years ago are in the public domain.

4.5 Creative Commons provides free licences that copyright holders can use to allow others to share, reuse and remix their material, legally.

The Creative Commons licences give users permission to share, remix and reuse copyright works, without having to ask the copyright holder. Their licences are easy to understand and legally robust. The suite of six Creative Commons licences provides a range of options between full 'All Rights Reserved' copyright and the public domain.

Each licence has different rules and grants a different range of uses. All Creative Commons licenses require that you credit the original creator when re-using their work in any way. Note: any work that uses one of the two "NoDerivatives" licences cannot be used in a remix.

THE LICENCES



4.6 You can find Creative Commons licensed content using a range of search engines. Here are a few of the best!

Google

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.

Images

Flickr is a photo-sharing website with over 250 million Creative Commons licensed images: <https://www.flickr.com/creativecommons> .

Music

Jamendo contains over 350,000 CC licensed songs. Use the advanced search to look by licence: <https://www.jamendo.com/search>

CC Mixer has a range of samples and tracks, all with a Creative Commons licence: <http://ccmixter.org/>

Video

- YouTube now has a range of Creative Commons videos: <youtube.com/creativecommons>
- Vimeo has many, easily accessible Creative Commons videos: <vimeo.com/creativecommons>

Everything

Creative Commons aggregates a dozen other search engines: www.search.creativecommons.org.

Wikimedia Commons has nearly 14 million media files that are either out of copyright or under a Creative Commons licence, including images from major international art galleries: commons.wikimedia.org.

Remember: As you are finding and downloading content to remix, bookmark the link or write down the source - you are going to need this later.

4.7 Use these tools to adapt and remix content that has an open licence or is in the public domain. There are many more tools out there, but these are some of the best.

With so much content available to remix, it can be difficult to know where to start. Choosing what form your remix takes – video, audio or static image – can depend on both your creativity and the content you are using.

With a word processor or a photo editor, you can easily adapt and remix new content. While audio and video may present the biggest technical challenges, the restrictions of static images can make for an equally powerful remix. No one form is better than another—it all depends on how you choose to tell your story.

Once you have your content and story all planned out, the next challenge is to put it all together.

Video

Windows Movie Maker – free to download to Windows

Apple iMovie – free on some Apple computers

YouTube Video Editor - www.youtube.com/editor

Vimeo Enhancer – add music to your video: <https://vimeo.com/enhancer>

Youtube Downloader – Download videos online: www.youtubedownloaderhd.com/

Images

Pixlr – free online photo editor: www.pixlr.com

Fotoflexer – distort and retouch photos online: www.fotoflexer.com

GIMP – open source photo-editing program, free to download: www.gimp.org

Slideshare – make a presentation using your remixed images: www.slideshare.net

Audio

Audacity – a free-to-download, open source software, record, edit, and convert audio files: <http://audacity.sourceforge.net/>

Download free sound effects - www.mediacollege.com/downloads/ sound-effects/

4.8 It's easy to reference your sources and apply your own Creative Commons licence, to allow others to legally share, remix and reuse your work.

There are many different ways to reference, but you should always make sure that you give credit to the work's author or creator and link back to where you found it. If you're using a Creative Commons work, you should add a statement about what kind of licence the work was made available under.

Choosing a license

If you want to apply a Creative Commons licence to your own work, go to choose.creativecommons.org, and follow the easy steps. The licence tool will give you a Creative Commons button and a licensing statement. Put these on your work, or on the website where the work will be found, and everyone will know what kinds of permissions you want to give.

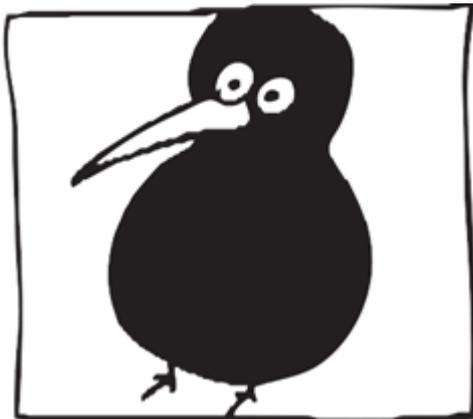
Distributing your work

Before you distribute your work, make sure you have the permission of anyone who took part in your work, or maybe modelled for a photo you took.



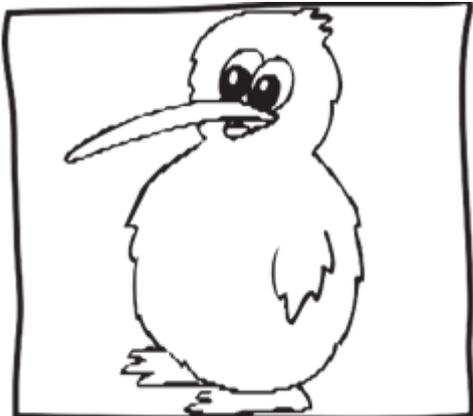
You can share your work on a variety of free websites, including Vimeo, YouTube, Blogspot, Wordpress and many more. But remember, when you upload your work to these websites to select the appropriate licence for your work, on the website service you use. For example, when uploading a video to YouTube, make sure you select which type of licence you have applied to the work, from the drop down list on the YouTube upload page.

4.9 Here's how to reference your sources and make your work available under a Creative Commons licence, to let others share, remix and reuse your work.



CC Kiwi by Creative Commons Aotearoa New Zealand.

CC Kiwi is made available under a Creative Commons Attribution 3.0 New Zealand licence: <http://creativecommons.org/licenses/by/3.0/nz/>



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

The Remix Kiwi is made available under a Creative Commons Attribution 3.0 New Zealand licence: <http://creativecommons.org/licenses/by/3.0/nz/>

4.10 Find out more information about Creative Commons and the 'Free to Mix' guide, visit the following.

On copyright: Visit the Smartcopying website: <http://www.smartcopying.edu.au/>

On Creative Commons: Go to www.creativecommons.org to find out about Creative Commons.



On Remix: Read the original Free to Mix Guide by Digital NZ and the National Library of New Zealand here: <http://goo.gl/LLjql>

Watch this remix video to learn more about the remix culture: 'Everything is a Remix,' <http://vimeo.com/14912890>

4.11 Attribution

This Appendix is an adaptation of 'Free to Mix', by [Creative Commons Aotearoa New Zealand](#) under a [Creative Commons Attribution 3.0 New Zealand](#).

This Appendix 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. You are free to use this content so long as you attribute the National Copyright Unit, Copyright Advisory Groups (Schools and TAFE's).



OER Toolkit for Curriculum Developers

Appendix 5: Website copyright notice

5.1 Short Version: used when the website has little third-party material

Copyright and Terms of Use

© [insert copyright owner] (unless indicated otherwise).

Subject to the exceptions listed below, the material available on this website is owned by the [copyright owner]. It is licensed under the [Creative Commons Attribution 4.0 International \(CC-BY 4.0\) licence](#).

0



The [copyright owner] requests attribution as: [insert attribution information].

The Creative Commons licence does not apply to:

- The [insert copyright owner] Logo;
- Material owned by third parties that has been reproduced with permission. Permission will need to be obtained from third parties to re-use their material;
- [Anything else you may want to expressly exclude].

If you have questions about the copyright in the content of this website, please contact: [insert contact information].

5.2 Long Version

Copyright and Terms of Use

© [insert copyright owner] (unless indicated otherwise).

The copyright material published on this website is subject to the Copyright Act 1968 (Cth), and is owned by the [insert copyright owner] or, where indicated, by a party other than the [insert copyright owner].

Copyright material available on this website is licensed under a [Creative Commons Attribution 4.0 International \(CC-BY 4.0\) licence](#) unless indicated otherwise [Excluded Material].



Except in relation to Excluded Material this licence allows you to:



- Share — copy and redistribute the material in any medium or format
- Adapt — remix, transform, and build upon the material
- for any purpose, even commercially

provided you attribute [insert copyright owner] as the source of the copyright material. The [insert copyright owner] requests attribution as: [insert attribution information].

Website material not available under a Creative Commons licence

The [insert copyright owner] logo, other logos and trade mark protected material are not licensed under a CC-BY licence and may not be used.

Excluded Material on this website may not be licensed under a CC-BY licence and can only be used in accordance with the specific terms of use attached to that material. If you want to use such material in a manner that is not covered by those specific terms of use, you must request permission from the copyright owner of the material.

Linked material available on third-party websites

If you use the links provided on this website to access a third-party's website, you acknowledge that the terms of use, including licence terms, set out on the third-party's website apply to the use which may be made of the materials on that third-party's website.

If this website contains links to your website and you have any objection to such link, please contact the [insert copyright owner].

If you have any questions regarding use of material available on this website, please contact us [insert contact information].

5.3 Publications



© 2015 by [insert copyright owner].

Except as otherwise noted, this [insert document title] is licensed under the Creative Commons Attribution 4.0 International (CC-BY 4.0) licence. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>

5.4 Attribution

This Appendix 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. You are free to use this content so long as you attribute the National Copyright Unit, Copyright Advisory Groups (Schools and TAFE's).



OER Toolkit for Curriculum Developers

Appendix 6: Frequently asked questions

This is a selection of some frequently asked questions taken from the [Creative Commons website](#) and the [Cape Town Declaration Open Education website](#). This FAQ is designed to help to raise awareness of the use of the Creative Commons licences. It is not a substitute for legal advice. It may not cover important issues that affect you and you wish to consult the National Copyright Unit for further information.

6.1 Questions for people thinking about applying a Creative Commons license to their work

How do I apply a Creative Commons license to my work?

For online works, you apply a Creative Commons license to a work by [selecting the license that suits your preferences](#). Once you have selected your license, and if you are applying it to an online work, follow the instructions to include the HTML code in your work. This code will automatically generate a license button and a statement that your work is licensed under a Creative Commons license, or a CC0 or public domain button if you choose to dedicate your work to the public domain or certify that a work is in the public domain via one of our [public domain tools](#). These buttons are designed to act as a notice to people who come in contact with your work that your work is licensed under the applicable Creative Commons license or is in the public domain. The HTML code will also include the metadata that enables your work to be found via [Creative Commons-enabled search engines](#).

See Section 3 of this Toolkit for additional information.

Are Creative Commons licenses enforceable in a court of law?

The Creative Commons Legal Code has been drafted with the intention that it will be enforceable in court. That said, we cannot account for every last nuance in the world's various copyright laws and/or the circumstances within which our licenses are applied and Creative Commons-licensed content is used. Please note, however, that our licenses contain "severability" clauses -- meaning that, if a certain provision is found to be unenforceable in a certain place, that provision and only that provision drops out of the license, leaving the rest of the agreement intact.

What happens if someone misuses my Creative Commons-licensed work?

A Creative Commons license terminates automatically if someone uses your work contrary to the license terms. This means that, if a person uses your work under a Creative Commons license and they, for example, fail to attribute your work in the manner you specified, then they no longer have the right to continue to use your work. This only applies in relation to the person in breach of the license; it does not apply

generally to the other people who use your work under a Creative Commons license and comply with its terms.

You have a number of options as to how you can enforce this; you can consider contacting the person and asking them to rectify the situation and/or you can consider consulting a lawyer to act on your behalf. For information about how you may be able to locate a suitably qualified lawyer, please refer to [this question and answer](#).

If I apply a Creative Commons licence to my work, does that mean I have to make it available on the internet?

No. You can use/release this content however you like; whether that be in the classroom, behind a password protected system, on an intranet, an LMS, etc. There is no requirement that the content must be released to the world at large. However, once the content is licensed under CC, others can use this material as dictated by the licence.

6.2 Questions for people thinking about using a Creative Commons-licensed work

What does the Creative Commons “Some Rights Reserved” button mean? What does a Creative Commons license do?

A Creative Commons license is a signal to you that you can use the work without having to seek out the individual creator or licensor and ask for permission—provided you use the work in the manner permitted by the Creative Commons license. The Commons Deed sets out the key terms governing your use of the work.

What happens if I want to make a different use of the work?

If you want to use a Creative Commons-licensed work in a manner that is not permitted under the terms of the Creative Commons license, you need to contact the creator and/or licensor and ask for their permission. If you use a Creative-Commons licensed work contrary to the terms of the Creative Commons license, your right to use the work terminates and you could be sued for infringement of copyright.

How do I properly attribute a Creative Commons licensed work?

All current CC licenses require that you attribute the original author(s). If the copyright holder has not specified any particular way to attribute them, this does not mean that you do not have to give attribution. It simply means that you will have to give attribution to the best of your ability with the information you do have. Generally speaking, this implies five things:

- o If the work itself contains any copyright notices placed there by the copyright holder, you must leave those notices intact, or reproduce them in a way that is reasonable to the medium in which you are re-publishing the work.
- o Cite the author's name, screen name, user identification, etc. If you are publishing on the Internet, it is nice to link that name to the person's profile page, if such a page exists.



- o Cite the work's title or name, if such a thing exists. If you are publishing on the Internet, it is nice to link the name or title directly to the original work.
- o Cite the specific CC license the work is under. If you are publishing on the Internet, it is nice if the license citation links to the license on the CC website.
- o If you are making a derivative work or adaptation, in addition to the above, you need to identify that your work is a derivative work i.e., "This is a Finnish translation of the [original work] by [author]." or "Screenplay based on [original work] by [author]."
- o In the case where a copyright holder does choose to specify the manner of attribution, in addition to the requirement of leaving intact existing copyright notices, they are only able to require certain things. Namely:
 - o They may require that you attribute the work to a certain name, pseudonym or even an organization of some sort.
 - o They may require you to associate/provide a certain URL (web address) for the work.

If you are interested to see what an actual license ("legalcode") has to say about attribution, you can use the CC Attribution 3.0 Unported license as an example. Please note that this is only an example, and you should always read the appropriate section of the specific license in question ... usually, but perhaps not always, section 4(b) or 4(c):<http://creativecommons.org/licenses/by/3.0/legalcode>.

What is a derivative work?

A derivative work is a work that is based on another work but is not an exact, verbatim copy. What this means exactly and comprehensively is the subject of many law journal articles and much debate and pontification. In general, a translation from one language to another or a film version of a book are examples of derivative works. Under Creative Commons' core licenses, synching music in timed-relation with a moving image is considered to be a derivative work.

It's important to note, however, that the Creative Commons licenses allow the user to exercise the rights permitted under the license in any format or media, even in the NoDerivatives licenses. This means that, under the Creative Commons Attribution-NonCommercial-NoDerivatives license, for example, you can copy the work from a digital file to a print file consistent with the terms of that license.

See Appendix 2 for additional information.

Can I change the terms of a CC license or waive some of its conditions?

You can change any of our licenses, but if you do so you should know that your modified license is not likely to be compatible with CC's licenses. Also, if you change our licenses then you cannot say that your work is licensed under a CC license.

This doesn't mean, however, that if a user of your work comes to you and asks permission to do (or not do) something the license says she must not do (or do), that you can't agree to that. Our licenses anticipate that a licensor may want to waive



compliance with a specific condition, such as attribution. Our 3.0 licenses specifically allow this to happen, so long as the waiver or consent is in writing and signed.

If I am required to give 'appropriate attribution', what does this mean?

The type of attribution that is appropriate depends on the creator of the work. In the open educational resource community, simply specifying the source of the version of the work used is usually sufficient, although creators and co-creators of works are able to specify what attribution they deem to be appropriate, whether they wish to be named as authors of a work, credited in a way required by a particular discipline or setting, or that a work be anonymous.

If I am allowed to 'share derivative works', what does this mean?

The phrase 'share derivative works' means that all reproductions or derivative works of a copyright work should be re-released under the same or a similar license. Licenses such as the GNU General Public License and the Creative Commons Share Alike license include this requirement.

I don't want people to make money on my open educational resources. I am going to use the noncommercial (NC) term. Is this a good idea?

Imposing restrictions on commercial activity requires careful thought. There are a few cases in which the use of the NC term is justifiable. For example, if there are a lot of third-party materials from for-profit entities in your educational resources, it may well be that the only way to release these materials in a more open format is to apply the NC term.

However, in most cases, the NC term is likely to have undesired repercussions for your work. If you are thinking of restricting commercial activity, ask yourself the following questions: What is the goal of doing so? Is it that the creators wish to make money from their contributions? Is this likely? Is it assumed that all for-profit activity is somehow inimical to education? What are the costs of restricting commercial use of open educational resources and do you wish to incur them? For example, is it your goal to forbid a for-profit publisher in a developing country from printing copies of your materials and distributing them there?

The calculation is one that each site and funder must make for itself, but there are definite advantages to being less restrictive. Thus we recommend that, where possible, you should avoid using the NonCommercial restriction.

See Appendix 2 for additional information.

Why should I use the share-alike (SA) term?

The decision of whether or not to use the share-alike (SA) term is a personal one, based on the priorities of the author. If an author's primary purpose in creating open educational resources is for it to be used as widely, freely, and creatively as possible, then using CC-BY is the better choice. CC-BY allows for a variety of motivations, including the possibility of commercial success, to drive users to adapt and re-purpose

their materials. In most cases, it seems likely that the derived materials will remain openly available, but even if they do not, there is nothing preventing someone from using the original source materials for their own needs, regardless of what others have done. If an author's primary purpose in creating open educational resources is for that material to never leave the educational commons, such as it is, then you may want to apply the SA term. In this case, the possibilities for viable commercial derivatives, though not disallowed, are diminished, and so users motivated to adapt materials for that purpose are unlikely to participate. In addition, open educational resources licensed with an SA term are only interoperable with other SA materials, which seriously limits their capacity for re-mixing.

It seems likely that the commons of open educational resources will eventually coalesce into two different domains of materials: those licensed CC-BY (or other non-SA license) and those licensed CC-BY-SA (or some other SA license). The materials in the first domain can be re-mixed with the materials in the second domain (thus converting all re-mixed products into SA materials), but not vice versa. Rather than force everyone to make their choices in the same way, we simply suggest that creators consider the differences and choose the license that appeals to them the most. We certainly hope that the overall pool of open educational resources will eventually be large enough that the costs of having two silos of content will be negligible.

See Appendix 2 for additional information.

I'm worried that people will damage the educational integrity of my work, so I want to apply the no-derivatives (ND) term. Should I do this?

Some educators feel uncomfortable about allowing changes to educational content they have created where it has an internal consistency and coherence that might be lost when edited by others.

There are two key points we would ask you to consider prior to applying the ND term. First, are you willing to prevent all of the wonderful ways in which your work might be improved upon just for the sake of preventing a few derivatives that you would consider inferior? It is worth remembering that it is the granting of the right to share, reprint, translate, combine, or adapt that makes open educational resources educationally different from those that can merely be read online for free. Thus, although materials released under the ND term are welcome additions to the pool of educational materials that can be obtained online, most of the open education community would not include such materials in the pool of open educational materials. Simply put, if you want to contribute open educational resources, you should avoid the ND term wherever possible.

Second, you must remember that digital resources are not consumable goods, in the sense that they can be shared infinitely without any loss of value for the original. As such, if inferior derivatives are created, those creations have done nothing to diminish the quality of your original work, which will remain available for others to use or improve upon as they wish. If you do not want derivatives to be attributed to you, you can specify that condition when you license the original work. And you always have the

option to request that your name be removed from any derivative works which disagree with you, if you want to try and track such things.

See Appendix 2 for additional information.

6.3 Attribution

[‘Frequently Asked Questions’](#) by [OER Africa](#) is licensed under a [Creative Commons Attribution 3.0 License](#)



OER Toolkit for Curriculum Developers

Appendix 7: OER References and Links

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

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1. OER websites with resources specifically for schools
2. Other OER sites and repositories
3. OER and Creative Commons resources
4. Search engines
5. Introductions to OER and OER support sites
6. Lists of OER portals and initiatives
7. OER organisations and initiatives
8. Open sources tools
9. Videos about OER and CC
10. MOOCs and OER courses
11. Further articles, reports, and books on OER Attribution

7.1 OER websites with resources specifically for schools

The following list of websites host OER specifically intended for school use. Often they host OER on a particular school subject (or range of subjects at primary and secondary level) or a particular topic relevant to schools or teachers (such as teacher professional development).

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



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

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

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

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

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

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

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

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

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

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

Teacher Education in sub-Saharan Africa (TESSA). Retrieved June 9, 2014, from <http://www.open.edu/openlearnworks/course/view.php?id=2042> — TESSA is an international research and development initiative bringing together teachers and teacher educators from across sub-Saharan Africa. It offers a range of materials (Open Educational Resources) in four languages to support school-based teacher education and training.

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

7.2 Other OER sites and repositories

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

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

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

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

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

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

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

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

Open Education Europa. Retrieved September 24, 2014, from <http://openeducationeuropa.eu/> — Open Education Europa is a portal aimed at learners, teachers and researchers, offering access to all existing European Open Educational Resources in different languages. There are 3 main areas for users: the “FIND” section showcases MOOCs, courses and Open Educational Resources by



leading European institutions; the “SHARE” section is a space for users to come together to discuss solutions for a diverse range of educational issues by posting blogs, sharing events and engaging in thematic discussions; and finally, the “IN-DEPTH” section hosts eLearning Papers — the world’s most visited e-journal on open education and new technologies — and provides an exhaustive list of EU-funded projects, highlights the latest news about open education, as well as the most relevant, recently published scholarly articles.

7.3 OER and Creative Commons resources

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

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

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

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

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

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

Lit2Go. Retrieved June 4, 2014, from <http://etc.usf.edu/lit2go/> — Lit2Go is a free, online collection of stories and poems in Mp3 (audiobook) format. An abstract, citation, playing time and word count are given for each of the passages. Many of the passages also have a related reading strategy identified. Each reading passage can also be



downloaded as a PDF and printed for use as a read-along, or as supplemental reading material for the classroom.

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

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

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

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

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

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

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

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

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

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

7.4 Search engines

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

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

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

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

7.5 Introductions to OER and OER support sites

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

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

Butcher, N., & Kanwar, A., Uvalic-Trumbic, S. (2011). **A basic guide to open educational resources (OER).** Vancouver; Paris: Commonwealth of Learning ; UNESCO. Retrieved from <http://www.col.org/PublicationDocuments/Basic-Guide-To-OER.pdf> — This guide, produced by UNESCO, addresses three main areas relating to OER. The first section, presented in the form of a set of "Frequently Asked Questions" provides readers with a quick and user-friendly introduction to Open Educational Resources (OER) and some of the key issues to think about when exploring how to



use OER most effectively. The second section is a more comprehensive analysis of these issues, presented in the form of a traditional research paper. For those who have a deeper interest in OER, this section will assist with making the case for OER more substantively. The third section is a set of appendices, containing more detailed information about specific areas of relevance to OER. These are aimed at people who are looking for substantive information regarding a specific area of interest.

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

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

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

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

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

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

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

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

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

7.6 Lists of OER portals and initiatives

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

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



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

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

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

7.7 OER organisations and initiatives

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

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

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

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



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

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

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

7.8 Open sources tools

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

LibreOffice - The Document Foundation. Retrieved October 7, 2015, from <http://www.libreoffice.org/> — Compatible with other major office suites, LibreOffice is free to download, use and distribute. Applications include a word processor, spreadsheet and presentation program, a drawing program that allows users to produce everything from simple diagrams to dynamic 3D illustrations, as well as a database management tool.

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

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

everything from the simplest task to the most complex image manipulation procedures to be easily scripted.

7.9 Videos about OER and CC

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

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

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

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

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

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

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

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



makers about the obviousness of open policy: public access to publicly funded resources. <http://sloanconsortium.org/conferences/2011/aln/obviousness-open-policy>

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

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

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

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

7.10 MOOCs and OER courses

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

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

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

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

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



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

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

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

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

7.11 Further articles, reports, and books on OER

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

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

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



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

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

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

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

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

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

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

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

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

OKFN. **Open Education Handbook: Useful OER Resourceshandbooks.** Retrieved May 28, 2014, from <http://booktype.okfn.org/open-education-handbook/draft/v1.0/useful-oer-resourceshandbooks/>

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

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

OTTER project. **Open Educational Resources: A Short Bibliography.** Retrieved June 2, 2014, from <http://www2.le.ac.uk/departments/beyond-distance-research-alliance/>

[projects/otter/about-oers/open-educational-resources-a-short-bibliography](#) — The Open, Transferable and Technology-enabled Educational Resources project, or OTTER, is based at the University of Leicester and enables, pilots and evaluates systems and processes designed to enable individuals, teams and departments to release high-quality Open Educational Resources for free access, reuse and repurposing by others under an appropriate open licence, in perpetuity.

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

Rory McGreal. (2013). *Creating, Using and Sharing Open Educational Resources*. Retrieved from <https://www.fosteropenscience.eu/content/creating-using-and-sharing-open-educational-resources-0>

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

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

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

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

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

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

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

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

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

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

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

For additional information see: <http://www.smartcopying.edu.au/open-education>.

7.12 Attribution

This Appendix is an adaptation of 'OER Guidance for Schools' (2014), by [Björn Haßler](#), [Helen Neo](#) and [Josie Fraser](#). Published by [Leicester City Council](#), available under [Creative Commons Attribution 4.0](#).

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