OPEN
SCHOOL

A SELF-ASSEMBLY INSTRUCTION

#COPYRIGHT LAW
#OPEN EDUCATIONAL RESOURCES
#FAIR USE

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OPEN SCHOOL

We present a specifc instruction for teachers and principals, whose goal is the widest possible use of the potential offered by Open Educational Resources (OER) which are teaching, learning, and research materials in any medium that reside in the public domain or have been released under an open license that permits their free use and re-purposing by others. This publication was prepared as an offer for teachers and principals who want to optimise their work and the work of colleagues and develop the technological potential of their school with full concern for freedom and safety.

To plan further action, you can use the self-diagnosis tool on knowledge of open educational resources and copyright in your school. The instruction also contains a list of activities which can be undertaken in the school environment – you can select them according to the level of practice and knowledge at your school and the goal you would like to achieve as a team.

If you prefer to start with something more basic, please use the **Open Lesson** material, which will help you prepare a presentation on open educational materials at your school. We wish you good luck!

This instruction was written by polish educators and experts with polish educational system in mind but we hope You will find it useful and easy to reuse and adjust to Your needs. Information specific to polish schools was replaced if possible. You will find some more hints on how to localize this material on oerpolicy.eu webisite.

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OPEN SCHOOL

Openness at school can take at least two dimensions - one connected with the values and attitudes shared by members of the school community and the dimension connected with the educational practices used by them. Sometimes realisation of the attitudes and values can stem from examining pedagogical activities, but often only from shared values can one design specific activities striving for maximum openness in teaching.

Broadly understood openness at school leads to the creation of an environment characterised by mutual trust and responsibility for the shared space, for the learning process and everything connected with it - from the school space to materials that teachers and pupils will use. Open school is a community whose foundations for action are dialogue and respect for the other, for individuality and various manifestations of creativity. Open school strives to act on shared values and takes up challenges with the awareness that you can draw a lesson from a failure as well.

However, open school is also an innovative and engaging institution, which is a common cause for the pupils, teachers and parents. Open school is constituted by a learning community. It is a place where - thanks to using the full potential of modern technologies - pupils have equal opportunities in accessing innovative forms of teaching and teachers can freely repurpose and share educational resources, involving their pupils into the learning process as effectively as it is only possible. In this model of school, the expertise needed for using the infrastructure of information-communication technologies is closely linked with the knowledge on copyright and open licenses as well as using, creating and disseminating open educational resources. Building this infrastructure also takes into account the needs for using open educational resources in everyday work of teachers and pupils. The schools which fully apply the policy of such perceived openness, share their experiences with others, present their model of action and can, within the scope of openness, engage in cooperation outside the school premises.

OPEN SCHOOL:

makes teachers' work easier,

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facilitates pupils' individual progress,

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enables teachers to present and (or) share
what they do,

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strives to increase the knowledge and skills
around OER, copyright and fair use among
teachers and pupils,

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supports the use of high quality materials
at school,

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supports and promotes creation of good
quality materials,

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uses outside support to build the openness
strategy,

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builds internal support systems in the creation
of its openness strategy,

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is aware that striving towards openness
is a cycle build from specific actions realised
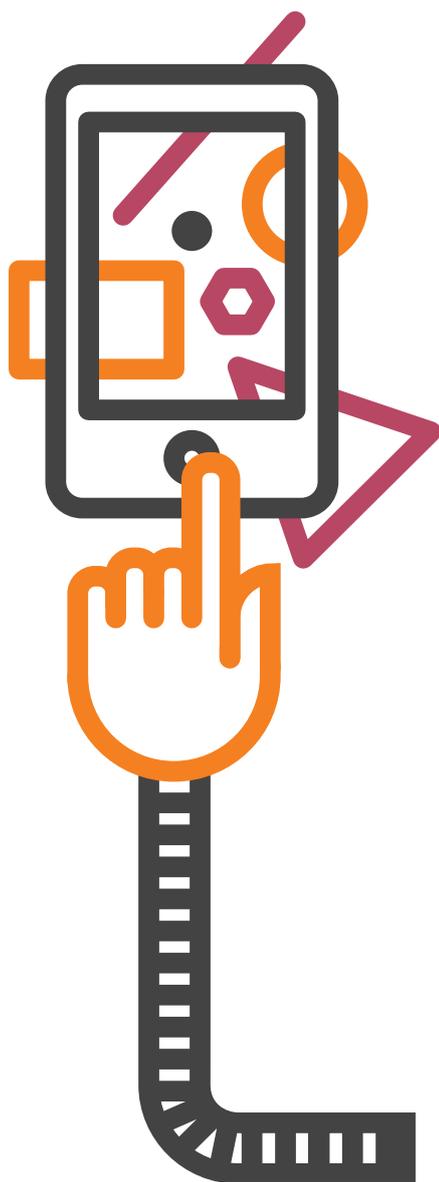in proper order.

OPEN SCHOOL - HOW TO ASSEMBLE IT?

We put in your - most probably either responsible, principal's or very active, teacher's - hands a very untypical guidebook. It is not an instruction to a specific programme or a manual which should give hard knowledge. Its job is to help your school use the digital potential of open educational resources and the knowledge about copyright in the most effective way. How? By implementing actions for using open educational resources in your school.

HOW TO USE THIS GUIDEBOOK AND HOW TO START WORK ON OPENING YOUR SCHOOL?

- If you are holding this guide, you probably already are a leader of change in your school. Implementing the open school programme will require from you motivation and thirst for new knowledge. We believe that you will infect your colleagues with these qualities, but brace yourself for occasional encounters with problems or lack of motivation as well.

- Check what your school already knows about open educational resources. Carry out the self-diagnosis process among your colleagues. It consists of two questionnaires - one for teachers and one for principals. Their results will help you assess where you currently are - the level of knowledge and expertise. It will be a good starting point to plan your further activities.

- Choose and plan activities for your school. Based on the self-diagnosis and your intuition on what works and what fails in your school, outline a plan and define effects which you want to achieve.

- Organise a support group, which will help you realise your plan. It can consist of other teachers, the management, parents, outside experts. Some of the activities will help you organise such a group and the self-diagnosis tool will in turn help you decide who in the school surroundings can offer aid (eg a university in your town/city).

- Start a dialogue in the school environment - not just with other teachers but also parents and pupils. Present to them the benefits and include them into the dialogue on what results opening your school can bring and how it will help it.

- Promote your activities and open educational resources in your school.

- Take action! Start realising activities from your plan and don't be afraid to seek support.

- In time, check what has changed, get inspired by your colleagues' activities in other schools, show off your achievements!

WHY IS IT WORTH IT?

Open education has impact on pupils, teachers, as well as parents, educational institutions, expert groups, decision makers or business: publishers, technology and training companies. Opening a growing number of educational resources and their charge free dissemination in digital form, brings benefits to all these subjects. The place where the workings of open educational resources is visible most directly and clearly is, of course, the school. It is here that decisions about the choice of manuals and extra materials used in the classroom are made. It is in educational practice that their quality and usefulness are verified. The school is the place where pupils, teachers, parents, management, administration and external partners all cooperate for mutual development. It is their expertise, knowledge, opportunities to access the right sources and the level of readiness to try out new solutions that defines whether and to what extent open educational resources will be used.

One day, **Joanna Apanasewicz**, an English teacher in a small primary school in Konin Żagański, came across a blog by Jolanta Okuniewska, an early primary education teacher from Olsztyn, who successfully runs a tablet class, where children learn through using digital materials and mobile technologies (in this case tablets). The blog contains many tips and proven methods of work with tablets, ready to be used in practice, since they are available under open licences. Inspired, the English teacher from Konin Żagański also decided to create such a class - now she not only uses tablets to teach children who often don't have the Internet at home, but also infects other teachers at her school with her passion and enthusiasm. Thanks to open educational resources of the teacher from Olsztyn, a very tangible change for the better took place in a school on the other end of Poland. It is an example showing that open educational resources can truly and tangibly contribute to creating added value in education and to the development of teachers and schools.

TEACHERS

Open educational resources can bring specific benefits to different groups. For example, teachers obtain more scope for freedom and creativity when choosing materials for work with pupils. On the basis of open scenarios, publications and manual excerpts they can create their own materials, adjusted to the needs of their pupils. They can do it more cheaply and using the technologies available. Using, and especially reusing/repurposing open resources increases teachers' prestige as authors of educational materials, but mostly it supports their professional development and increases engagement in their work. Using open educational resources also encourages teachers' reflection on their own educational practice. What is more, open educational resources provide opportunities for teachers to jointly create and repurpose content, which allows for exchange of knowledge and experiences.

TEN BENEFITS FROM OPEN EDUCATIONAL RESOURCES FOR TEACHERS

1. **Development through benefiting from others' work:** teachers can use open materials available on the Internet and treat them as the basis for extended versions, they can repurpose materials for their own needs and local conditions or update content.

2. **Participation in the global open educational resources movement** – thanks to active use of open educational resources teachers can participate in the exchange of high quality educational materials and the cooperation of people all over the world who are interested in creating them.

3. **Using common knowledge:** new technologies facilitate cooperation of many people and give access to constantly improved resources.

4. **Stimulating professional development:** sharing materials which they developed enables teachers to present their work and build authority as specialists in a given area.

5. Open educational resources are materials tested in practice by other teachers and, often, modified many times, which guarantees a product with maximum concentration of indispensable content and usefulness in professional practice.

6. Materials prepared by teachers for teachers are usually written in a clear language and based on the reality of teaching a given subject.

7. **Materials can have a "bespoke" element.** Thus, examples in workbooks can be appropriate for the region's context (e.g. a local legend), or to the group level (varied difficulty levels of activities).

8. **Thanks to the open educational resources repository, you don't have to reinvent the wheel** – starting with a concept for a lesson you may find in other materials fragments which can be easily incorporated into the basic scenario. In this way, even when creating seemingly new material, you can reuse modules instead of preparing them from scratch.

9. **Open educational resources can be treated as common effort to improve the quality of Polish education.** We move from the position of a spectator to a position of a (co)creator who can actively change the content of education.

10. **Using resources without mediators** – materials for teachers will be available for free and within easy reach, without the participation of a third party like publishing houses, without entry conditions (like an obligation to buy manuals) and without the necessity to request authors' permission to use, share and repurpose materials.

PS You may reach for open educational resources in an emergency, like an unexpected teacher replacement.

PUPILS AND PARENTS

Next groups which benefit directly from using open educational resources are pupils and parents. Pupils obtain an opportunity to learn from a much richer and varied range of materials: films, photos, exercises, or foreign sources. What is even more important, open educational resources lead to a change of the teaching model. It constitutes moving from teaching based on acquiring content to teaching based on producing content and changing the pupil's role from passive to active. Open educational resources also play an important role when one is selecting a university and a discipline of study – they give a chance to use university content prior to taking a decision about studies. Parents, for their part, can become active participants in their children's education, enriching the base of open materials through co-participation in creating educational content for the benefit of the school community.

TEN BENEFITS FROM OPEN EDUCATIONAL RESOURCES FOR PUPILS AND PARENTS

1. **Lowering the cost of education.**
2. **Pupils are better prepared for the digital reality** – digital open educational resources stimulate the use of new media, applications and information-communication technology tools in education.
3. **Accelerating the educational revolution** – pupils become (co)creators of educational resources, which increases their engagement into learning and responsibility for their educational path.
4. **Pupils increase their knowledge** on legal uses of online resources.
5. **Pupils can focus more not only on specific** content but also on ways of using it.
6. **Parents involved in homeschooling can direct children to open educational resources** – *online* courses, applications, self-study materials or instructive films.
7. **Time saving for parents and professional help for pupils** – thanks to open educational resources a pupil can repeatedly replay a fragment of a recorded lesson to fully understand the material, there is no need to involve parents in explaining - often methodically not as accurately, as it happens in the teacher's lecture - more complicated matters.
8. **Cooperation with other pupils**, also foreigners, through realisation of educational projects like *eTwinning*, improvement in communication and social bonding, often increased language competence as well.
9. **Increase of self-esteem, opportunity to get feedback** – by creating and publishing their own materials, pupils can follow their popularity, they can also receive feedback on the quality and value of the material. This way they have a chance to improve on their creations, they can develop and get better at what they do.
10. **Lack of limitations** – open educational resources can be used anywhere: while travelling, waiting for a doctor's appointment or on holiday. No need to carry thick volumes.

SCHOOL MANAGEMENT AND ADMINISTRATION

By encouraging teachers to use open educational resources, the school management and administration gain more motivated, competent and creative staff and increase the school's prestige. Not without significance is the possibility to build the school's own base of educational materials available to all interested groups, parents and pupils as well. From the technological point of view, introducing open standards applications and programmes allows for much cheaper exploitation of the information-communication infrastructure at school.
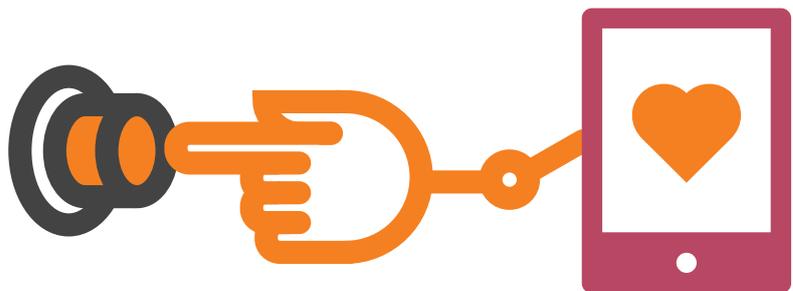
TEN BENEFITS FOR SCHOOLS FROM OPEN EDUCATIONAL RESOURCES

1. **Financial savings** – using open educational resources created outside the school as well as creating, cataloguing and collecting own ones allows to build a base of good quality materials, available for free. If teachers know and use open educational resources, there will be no need to buy ready didactic materials (for example, in the case of IT manuals, it may be difficult to find publications matching the hardware and software available at the school).

2. **Innovative methods of work at school** – open educational resources motivate to use new forms and methods of education relevant to the challenges of the 21st century. Open educational resources also respond well to the challenges posed by the development of digital technologies and new didactic methods and models (for example WebQest, flipped classroom, gamification, project method).

3. **Open educational resources respond to contemporary needs to creatively use the knowledge gained**, to adapt to changing market expectations and the need to change qualifications, to be able to learn together with others.

4. Among open educational resources teachers can find materials which let them improve their skills and develop. These materials are often better than outside trainings offered by many institutions.

5. **Building the school brand and prestige, as well as expert status of staff** – teachers, when preparing some material, sign their name and give their school's name. If the material is popular and many teachers use it, the school is perceived in the environment as more attractive and professional. Such a school can then become a reference point to other neighbouring schools, it can invite principals and teachers to help them implement the openness policy as a local expert.

6. **A school which is considered professional attracts parents and, as a result, pupils.** A parent considering choosing a school often looks at its website. If it presents interesting, attractive resources, it will definitely become a strong argument in the school's favour.

7. **In evaluation the principal can show** (off) that his/her teachers share knowledge (and give the link to the base with materials). For the leading authority it is also proof that the school works effectively.

8. **Open educational resources are always legal** – if a school uses open educational resources and capably creates their own (marking them correctly) the principal can be certain that the school doesn't break the copyright law.

9. **The school aggregates and orders content**, builds the culture of cooperation and exchange – in an open school time is not wasted on creating still new content (no need to reinvent the wheel), it is spent accumulating and ordering knowledge. Co-creating such a base, teachers feel responsible for its shape and content, they also know what it contains, where to find materials they need and what else it would be good to include.

10. **Building social trust** – the school's actions are transparent since it shows how and with what it works, parents see what methods and materials teachers use and what their children do at school.

BENEFITS FOR EVERYBODY

Universality in access to open educational resources also builds social openness for using new educational forms by different social, age or professional groups. In other words – **openness increases accessibility of education**. Since a large majority of open educational resources is free of charge, they contribute to the fight with exclusion among the poorest social groups, who can't afford the costs connected with education, as well as among people who use open education to broaden and complement their knowledge and qualifications. Often, they come from smaller places and, to save time and minimise costs, they use different open educational materials and open forms of *online* education, eg trainings or webinars. This situation refers also to a big percent of youth, students or adults who learn, work or study abroad. These people often learn languages through using open educational resources *online*.

Openness allows for adjusting educational resources to different types of dysfunctions as well. Educational resources created for a healthy user can be adapted to the needs of disabled people by using WCAG 2.0 standard on a selected level and then adjusted to the specific needs of pupils with certain dysfunctions, for example by adding sign language translation for hearing impaired pupils or using appropriate colour range for autistic ones. This way, once prepared educational resource can be redistributed, depending on pupils' needs.

OPEN SCHOOL PRACTICES IN PO-LAND AND IN THE WORLD

It is difficult to see change in a school if we don't engage the whole school community in the activities. That is why the role of the principal - leader, who will not only support the change but also actively participate in it, is so important. If a school wants to open and implement a comprehensive policy, the principal must be well aware of the needs and possibilities of his/her school, and, starting with a diagnosis, plan the process of introducing changes.

Time and awareness that change doesn't occur in an instant are also needed. Based on our long term experience of work with schools within the national programme School with Class ("Szkoła z Klasą 2.0")[1], we know that openness is built gradually, starting from creating an atmosphere of trust and strengthening cooperation of all the people who constitute the school community: principals, teachers and pupils, and then broadening this community by including parents and the local community. The following examples present different ways of introducing the openness policy.
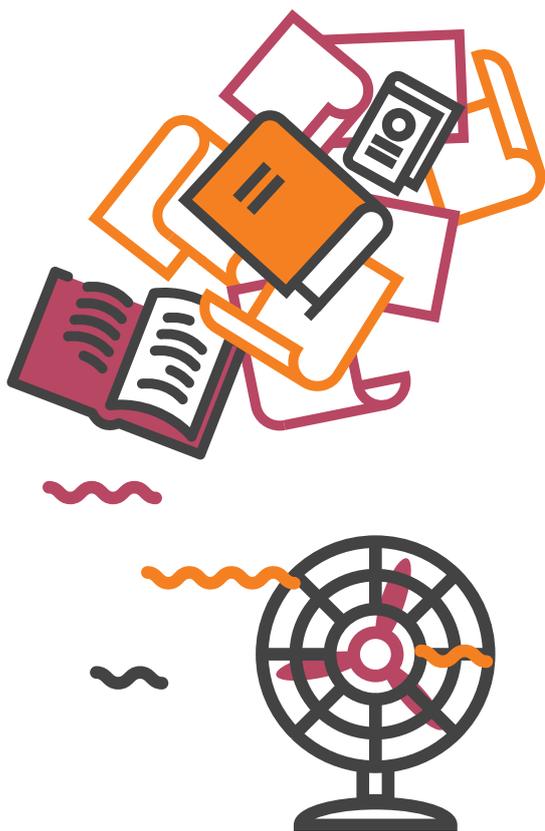
THE PUBLIC PRIMARY SCHOOL IN BRODY – OPEN RESOURCES SCHOOL

Brody is a small place located in the Lubuskie Voivodeship, close to the Polish-German border. The Primary School in Brody is an example of a place which consistently realises the openness policy and its principal, Mr Mieczysław Żmijowski, gradually introduces changes in the institution he manages. The school already uses electronic class registers, it has fast wireless Internet access and a functional website. At a meeting of the school council it was agreed that the next step will be putting in order the educational resources used by both pupils and teachers (materials available on the net as well as the content created by pupils and teachers) and also introducing coherent rules of creating educational materials. The school invited the neighbouring middle school to participate in the project.

Already at the planning stage, Principal Mieczysław Żmijowski decided that the criterion for task realisation assessment - besides creating a base of materials on the website - will be carrying out a questionnaire among pupils and teachers. If three quarters of respondents will be able to keep the standards of creating materials and describing sources, he will deem realisation of this part of the task a success.

In the task's realisation, the principal relied on his teachers and their digital expertise, which in his opinion exceeded his own. The trust he placed in his staff bore results and a lot was done, although not all elements could be completed. Introducing common rules of the materials' creation and description was very well received, as it allowed teachers to work out clear assessment

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[1]   In the programme School with Class 2.0 both teachers and principals realise tasks. Principals can choose from eleven tasks proposed by the organisers. More – http://www.ceo.org.pl/sites/default/files/SZK20/dyrektorzytabelkagraf.pdf [access: 4th November 2015].

criteria, which in turn met with a positive response from parents and pupils. Problems appeared in one area - when the copyright rules were supposed to encompass the school radio station. Pupils rebelled against the idea that they should obtain permissions to air songs, some even assumed it was the principal's idea, whose intention was to "make their lives miserable." Eventually, some pupils were persuaded while others - discouraged by the considerable effort of applying for permissions - remained hostile and sceptical.

A catalogue of websites and portals that pupils and teachers use, with division into areas (subjects), appeared on the school website. The foundations were also laid for the base of educational materials created at school. It turned out, however, that ordering, standardising and cataloguing all of them requires more time and work - and space on the server - than it had been planned previously. It is a good idea to think about it beforehand and plan activities well, when preparing such a base of materials.

II SECONDARY SCHOOL IN WEJHEROWO – "EDUCATIONAL ICT WALK", OR WE SHARE KNOWLEDGE

II Secondary School is a part of a school complex – there is also a primary school in the same building. Both schools have the same principal, Mr Andrzej Gredecki. The building itself seems immune to change - a typical Poland's Millennium Memorial School (built as part of the national programme in the 60s and 70s) in a residential area of Wejherowo, which accommodates over a thousand pupils every day. It is enough, however, to step inside to understand that pupils feel at home here - the door to the principal's office is always open for them, and the canteen (safe for meal hours) is a fantastic place for playing games and reading books. Pupils have access to wireless Internet and IT classrooms while teachers can use a set of tablets.

At a staff meeting, it was decided that writing blogs and creating open educational resources is an important element of the open school building policy, but the previous year the method which proved really effective was the "ICT Educational Walk" (ICT – Information-Communication Technologies). On the walk teachers visit each other's lessons, observe work methods (paying special attention to the use of new technologies and digital resources) and then give feedback. Both, the visitors and the visited, learn. It was planned that, as part of the programme's realisation, a few lesson plans will be created, which will later be available under proper licence on the school website, and a team of engaged teachers will create a group supporting the staff's development in the spirit of openness. All willing teachers will also take part in trainings on formative assessment.

The task was not easy to realise. The problem was feeling awkward about coming to someone's lesson uninvited - teachers were not sure whether to wait for an invitation or to issue one. A decision was taken to leave the initiative to invite guests to the host teacher. As a result, the number of teachers who wanted to host visitors was smaller than expected, though bigger than in the first year, when teachers took their first steps in "walking". The teachers who visited their colleagues' lessons gathered a lot of valuable observations on, among others, using computers, tablets and mobile phones in class. Together, they came to a conclusion that pupils work more willingly on difficult

subjects if they are allowed to use digital equipment.

Principal Andrzej Gredecki realised his objectives in fifty percent, since out of the seventeen walks which had been planned, eight actually took place and were then discussed and analysed. Still, this result is in itself a big success. Now he is counting on achieving the domino effect - if this time there were several open teachers, next time there should be even more.
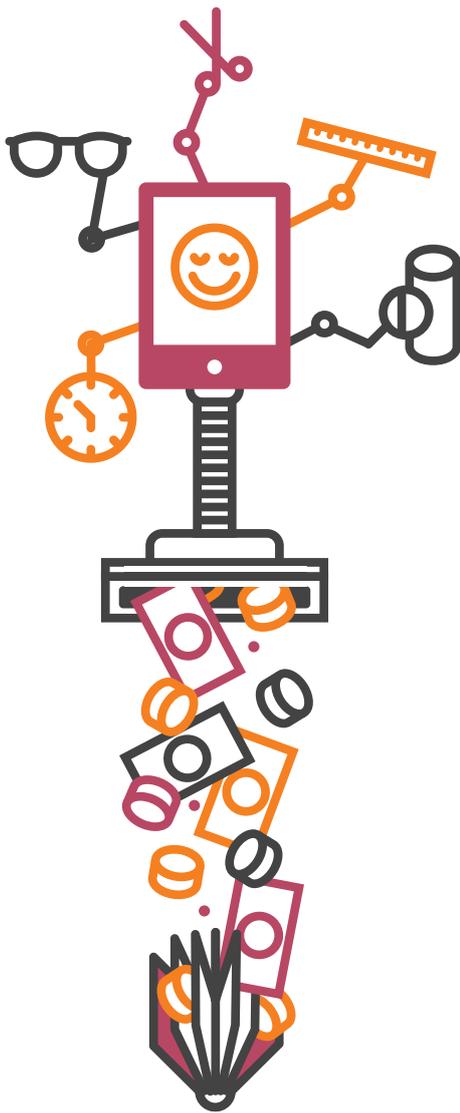
Prepared based on description of activities realised as part of the School with Class 2.0 project and placed on the programme's e-learning platform [CC BY-NC-SA 4.0 PL].

DIGILIT LEICESTER (UK)

At the end of the 2014/2015 school year – as part of the DigiLit Leicester project – the city council of Leicester invited all schools to participate in the programme of a new open schools network. Members of the network support their employees in developing digital culture with respect to copyright and the creation and use of electronic materials, especially the creation and use of open educational resources. A special programme council supports primary and special schools in establishing their own methods and procedures of work with open educational resources.

In 2015 the city council of Leicester was the first representation of municipal authorities in Europe who gave school employees formal permission to publish the open educational resources created within school work under a licence. Earlier, all rights passed onto the employer. Now the network includes twelve schools, two coordinators and a technical and content support team. On the Internet you can get acquainted with the full project documentation and the educational materials for teachers cooperating in the net[2].

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[2] *Open Education for Schools – Guidance and Resources* – http://schools.leicester.gov.uk/ls/open-education [access: 4th November 2015].

HOW DO OPEN EDUCATIONAL RESOURCES WORK?

The net offers a huge amount of graphic or musical resources. However, it is easy to forget that all these photos, pictures, graphics, music pieces or video materials belong to somebody and that this person has a right to disapprove of wide sharing and use of their work or property.
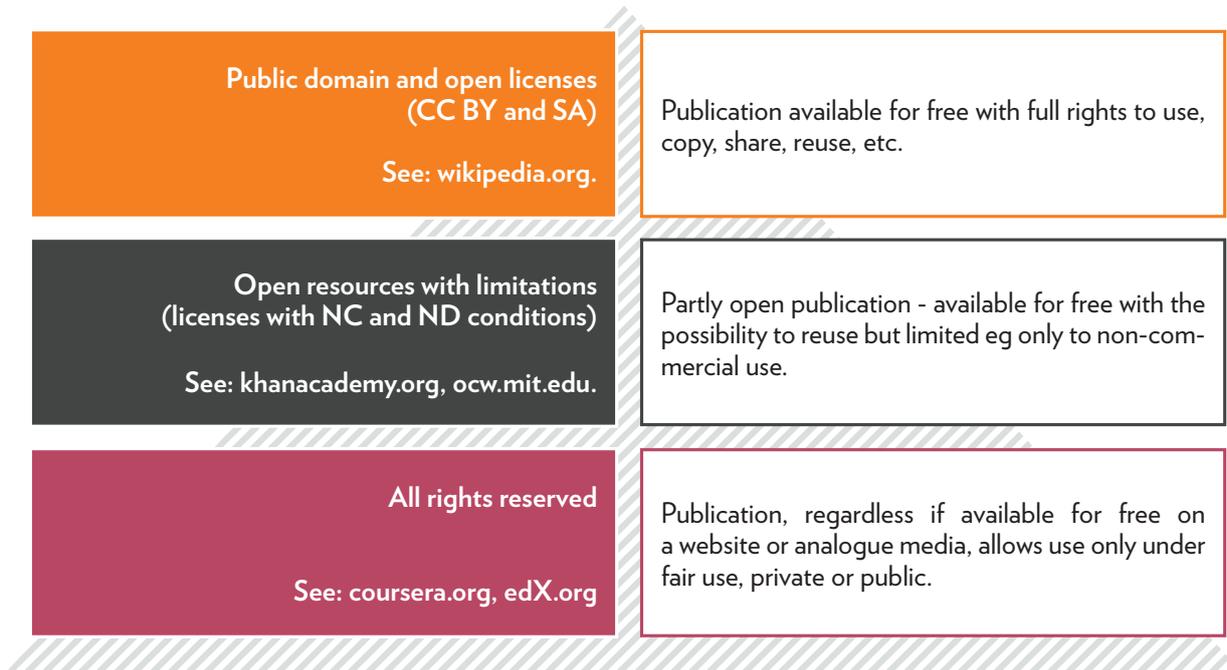
Although at school we can use content under copyright very freely (we call it fair use), outside school, any activity on the Internet connected with modifying materials or sharing them with pupils and other teachers is possible only if we use **open educational resources**.

Open educational resources (OER) are materials available for further use without the need to ask anybody's permission, since from the start they come with a guarantee allowing their users to use, copy, modify and share them. Open educational resources can come in the form of manuals, *online* courses, syllabuses, tests, multimedia, software and other tools which can be used in the teaching and learning process. Generally speaking - these can be materials prepared for a specific learning programme or in other formats which can be used in the teaching process. **Everybody has the right** to share, modify, repurpose and translate them into other languages. **To make the practice legal in the light of the copyright law, so-called open licences are used for their publication** or the resources are available in the public domain (which means all copyright financial claims to them have already expired).

There is no central organisation collecting and standardising the procedures of creating open educational resources or managing them. "Open educational resources" is a term encompassing **several different educational initiatives from around the world**, organised both traditionally and innovatively, with different goals and different groups of beneficiaries. There is, however, agreement on what open educational resources are.

Thanks to materials' availability under open licenses or in the public domain, using open educational resources is very simple. The most popular open licenses – **Creative Commons Attribution (CC BY)** and **Creative Commons Attribution – ShareAlike (CC BY-SA)** – allow for the materials available under them to be freely changed by others, transformed, modified, repurposed to individual goals and needs (eg translated into foreign languages), combined with other materials (remixed - eg text with sound) and disseminated. We also discern open resources with additional limitations, for example no permission for commercial use, or resources which can only be used under fair use (we cannot modify them or share them outside the classroom).

The Openness Levels Pyramid shows which levels of freedom in content access we can encounter:

Public domain and open licenses (CC BY and SA) **See: wikipedia.org.**	Publication available for free with full rights to use, copy, share, reuse, etc.
Open resources with limitations (licenses with NC and ND conditions) **See: khanacademy.org, ocw.mit.edu.**	Partly open publication - available for free with the possibility to reuse but limited eg only to non-commercial use.
All rights reserved **See: coursera.org, edX.org**	Publication, regardless if available for free on a website or analogue media, allows use only under fair use, private or public.

What can be done with resources under Creative Commons open licenses and works in the public domain?

Open educational resources are generally accessible materials (manuals, courses, lesson plans) available freely, with no charge, with the right for reuse and adaptation.

The right to use other authors' work.
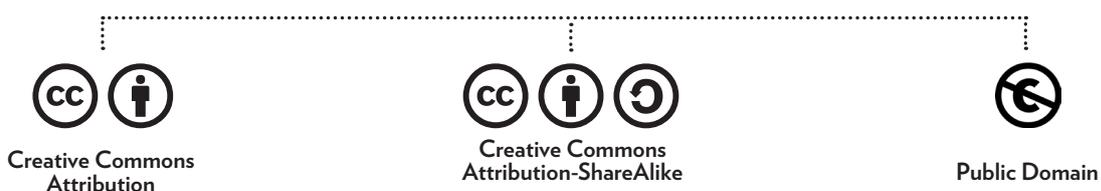
The right to make changes, adaptations, remixes.

The right to combine with other materials.

The right to share materials.

In practice, it means availability under one of the open licenses or in the public domain:

Creative Commons Attribution

Creative Commons Attribution-ShareAlike

Public Domain

| Boundless.com digital textbooks   Saylor.org digital textbooks | Wikipedia and Wikimedia Commons   collegeopentextbooks.org | Europeana.eu   Arvchive.org |

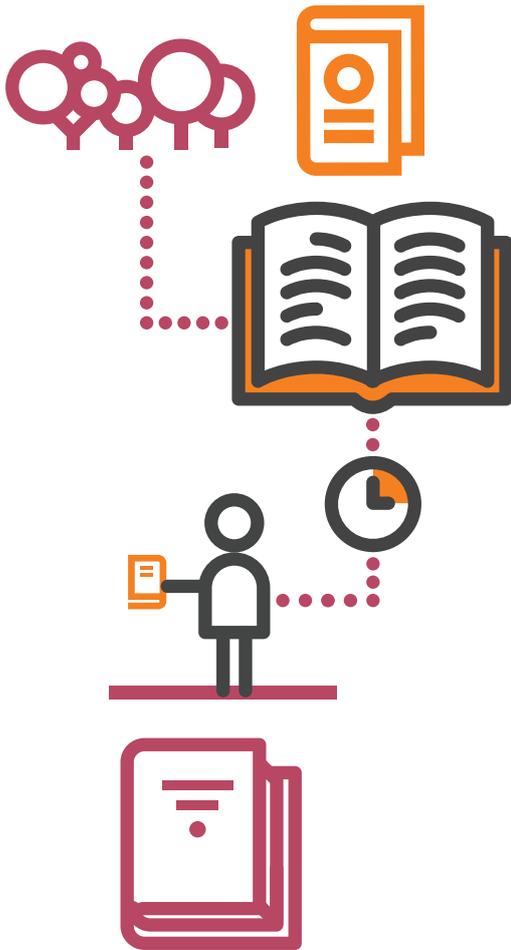# LEVELS OF OPENNESS – WHERE ARE WE AND WHERE DO WE WANT TO BE?

By now you have learnt how open educational resources work and how they can improve the work of your school and your colleagues. Time to check how much they know about them, how they work with digital materials and how they can use open resources.

We prepared two simple questionnaires - one for teachers and the other for principals - which will allow to obtain feedback on where you are right now on the path to an open school and what actions and information you will need to further implement open educational resources. The questionnaire serves self-diagnosis but if you have any questions about open educational resources and open licensing models for education reach out to your local Creative Commons affiliate team/institution responsible for local version ot this instruction.

At the end of the questionnaire you will always find a description of the results and some suggestions on activities you can undertake in your school. We described the activities in a table, with the use of two elements. The first one is the questionnaire result - the dominant levels (from A to E) will help you choose activities best suited to the level of knowledge and practices present in your school. The second element are the goals achieved through particular actions:

- working out common values,
- disseminating knowledge about copyright and open educational resources,
- improving teachers' work,
- sharing among schools,
- using external support.

The decision what you want to do and what you can achieve in your school belongs to you.

SELF-DIAGNOSTIC TOOL – TEACHER'S VERSION

The following anonymous questionnaire will serve to assess your school's potential for active engagement into and implementation of open educational resources. Its results will help estimate what knowledge and expertise in the area of copyright and new technologies in education can be useful and helpful at your school.

1. To what extent do you use educational materials from the Internet? (choose one answer, closest to your current situation)

A Not at all.

B I do it but on a limited scale, eg only to check a fact or a piece of information.

C I use them actively, for instance I search for lesson plans, games, ideas for class activities, films which I present in class.

D I use them and I adapt materials to my needs, eg I search for and then adapt lesson plans, I find graphics and multimedia which I modify or combine into sets.

E I adapt materials from the net and create my own.

2. Do you cooperate with other teachers on educational materials? How? (choose one answer, closest to your current situation)

A No.

B We cooperate on a limited scale, eg we sometimes comment on our materials.

C Rarely, for example we recommend attractive materials to each other.

D We cooperate actively, eg by sending our own or modified materials by email (in a group of known colleagues).

E I'm active on the net, I communicate and cooperate with other teachers, eg I write my own blog, I read and (or) comment on other teachers' blogs, I discuss materials at platforms, such as the Center for Citizenship Education (Centrum Edukacji Obywatelskiej) (or others - give names or addresses of places on the net where you are active).

3. What changes do you expect in work with manuals and educational materials?

A I don't want anything to change.

B I would like the current materials (eg manuals) to be available also in digital form on the net.

C I would like to be able to use all the materials from the net without limits.

D I would like to have easy access to more educational materials which I could use in my work.

E I would like to be able to create my own materials easily, to combine and modify educational resources available on the net, use them in lessons and share them with other teachers.

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4. What technical and legal limitations do you (or your colleagues) encounter in your work with educational materials?

A None.

B Not all the materials I need for lessons are available in manuals or the library (lack of interesting additional material).

C Not all the materials I need are easily accessible on the net (eg they are not easy to find, they are available for a fee).

D I have concerns if I have a right to use the materials I need (eg I don't know if I can legally use a given film in class).

E Not all the materials I need can be used as I would like to (eg I have no right to modify them when I need to use them outside class or when I create my own materials).

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5. What benefits do you have or could have from using digital educational materials?

A I don't see any special benefits from disseminating digital educational materials.

B Digital materials are cheaper and easier to use in class.

C Materials available on the net make lessons more varied and attractive.

D On the Internet I have access to materials I can use without worrying about infringing someone's copyright.

E On the Internet I have access to materials I can use without concerns and I can share my materials in the same way, or materials modified by me (eg a translation or an adapted lesson scenario).

6. Which of the following services and stores of educational materials do you know and use for work?

A TED video conferences (ted.com).

B Khan Academy (pl.khanacademy.org).

C Wikipedia (wikipedia.org).

D Internet Archive (archive.org)

E OER Commons (oercommons.org)

F Curriki (curriki.org)/

G Academic Earth (academicearth.org/)

H MIT opencourseware (ocw.mit.edu)

7. How do you understand the term "open educational resources"?
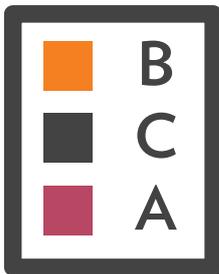
A All educational materials and other content available on the net.

B Lower quality educational materials on the net.

C Educational materials which can be used for free and without limits at school and in educational activities.

D All free educational materials available on the net.

E Educational materials and other content available to use freely without legal limitations (eg shared under Creative Commons licenses or coming from the public domain).

8. If you publish self-created educational materials or consider such a possibility in the future, what would you allow others to do with them and what would you forbid?

A I don't publish anything or even consider such a possibility.

B I publish but only to present materials - I don't want anyone using them without my permission.

C I publish and allow use of materials but only in their original form (without modifications).

D I publish and allow use of materials (and modifications), but only for strictly educational purposes.

E I publish and allow unlimited use of materials for any purpose only on condition that the information of me as the author is included.

SELF-DIAGNOSTIC TOOL – PRINCIPAL'S VERSION

1. To what extent are educational materials from the Internet used in your school? (choose one answer, closest to your current situation)

A Not at all.

B They are used but on a limited scale, eg only to check a fact or a piece of information.

C They are actively used, for instance teachers search for lesson plans, games and ideas for class activities, and films which they present in class.

D Such materials are used and adapted to teachers and pupils' needs, eg adapted lesson plans, graphics and multimedia which are combined into new sets.

E Such materials are not only adapted to teachers and pupils' needs, teachers also create their own resources.

2. How do teachers from your school cooperate with other teachers on educational materials? (choose one answer, closest to your current situation)

A They don't.

B They cooperate on a limited scale, eg they sometimes comment on each other's materials.

C Rarely, for example they recommend attractive materials to each other.

D They cooperate actively, eg by sending their own or self-modified materials by email (in a group of known colleagues).

E They are very active on the net, they cooperate with other teachers, eg they write blogs, they read and (or) comment on other teachers' blogs, they discuss materials at platforms, such as Center for Citizenship Education (or others – give names or addresses of places on the net where teachers are active).

3. What changes do you expect in work with manuals and educational materials?

A I don't want anything to change.

B I would like the current materials (eg manuals) to be available also in digital form on the net.

C I would like manuals to be available for free in analogue as well as in digital form.

D I would like teachers to have easy access to more educational materials which they could use in their work.

E I would like teachers to create their own materials, to combine and modify educational resources available on the net, to use them in lessons and share them with other teachers at school and outside it.

4. What technical and legal limitations do you encounter in your school (or another one that you know) in work with educational materials?

A None.

B Not all the materials we need for lessons are available in manuals or the library (for example lack of interesting additional material).

C Access to the materials we need at school for teaching or promotional activities (eg photos, output of school patrons) is legally limited or it is difficult to obtain these materials (eg as a result of lack of contact or a dispute with heirs).

D We have concerns if we have the right to use the materials we would like to use (eg when and to whom we can show a film in class).

E We have had situations when using content in the school context was perceived as copyright violation and there is a risk of legal action or financial consequences.

5. What benefits for your school do you see in using digital educational materials or do you have from using such materials?

A I don't see any special benefits from disseminating digital educational materials.

B Digital materials are cheaper and easier to use in class.

C On the net there are more materials which teachers can use to make lessons more varied and attractive (eg films).

D Using such materials has a positive influence on the school's image among parents and in the school's surroundings.

E Other (which?).

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6. To what extent are common practices, rules or procedures for working with digital educational materials present in your school?

A We have no common practices or rules.

B Potential cooperation in this area depends on teachers.

C We encourage teachers to engage in such practices as exchange and recommendations of materials.

D Such practices are realised thanks to the school's presence in professional improvement programmes, educational actions (eg the programme School with Class 2.0) or school exchanges (eg Commenius).

E Such practices are realised with the help of the school management, for example thanks to commonly accepted rules for sharing materials or thanks to technical support, like a common server (describe such activities)

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7. How do you understand the term "open educational resources"?

A All educational materials and other content available on the net.

B Lower quality educational materials on the net.

C Educational materials which can be used for free and without limits at school and in educational activities.

D All free educational materials available on the net.

E Educational materials and other content available to use freely without legal limitations (eg shared under Creative Commons licenses or coming from the public domain).

8. If there was such a possibility, what legal and technical rules would you establish regarding digital educational materials created by teachers?

A All materials created by the teachers at our school should be available only for them (without additional rights, like license, and without publications on the net).

B We would keep full legal protection against copying and modification of the materials, but we would make them available on the net (eg on the school website).

C We would leave full freedom of choice regarding conditions and methods of publication to the teachers (for example the decision whether to publish materials as open resources or as protected content under full copyright).

D We would leave full freedom of choice regarding conditions and methods of publication to the teachers but with the condition that - as a rule - materials should be published on the net.

E Materials should be published on the net and available as open educational resources (under open licenses, for example Creative Commons).

ANSWERS TO QUESTIONNAIRES' RESULTS

Mostly "A"

Everything is before you! Try to establish why teachers and schools use digital educational resources and which problems they can solve.

Digital school is a direction of change which is now dominant in global education. It does not have to mean being overly optimistic about new technologies, because besides the knowledge of how to use them, it highlights the knowledge of how to ethically and lawfully function in a world undergoing yet another information revolution. At present there are many different models of education. Not all must use new technologies directly, though today it is hard to imagine education which doesn't refer to the functioning of the media, especially the Internet, and their influence on our lives. To teach about it effectively, we must use new technologies and digital educational materials safely and constructively. Firstly, so that our pupils understand how these technologies work and secondly, to prepare our pupils to use them effectively in their private and professional lives.

Mostly "B"

You recognise the benefits that come from using digital educational materials, but you don't yet use them actively. Find out more about the subject - you will see for yourself how simple, safe and practical it is.

Digital school is a direction of change which is now dominant in global education. It does not have to mean being overly optimistic about new technologies, because besides the knowledge of how to use them, it highlights the knowledge of how to ethically and lawfully function in a world undergoing yet another information revolution. At present there are many different models of education. Not all must use new technologies directly, though it is hard to imagine education today which doesn't refer to the functioning of the media, especially the Internet, and their influence on our lives. To teach about it effectively, we must use new technologies and digital educational materials safely and constructively. Firstly, so that our pupils understand how these technologies work and secondly, to prepare our pupils to use them effectively in their private and professional lives.

It is especially important in the light of new challenges concerning copyright or privacy protection at school, and more broadly, in all of education. If you want to expand your knowledge and prepare to work with open educational resources, start from the Center for Citizenship Education course about information-communication technologies, during which you will get better acquainted with open educational resources and copyright issues at school.

You can also use activities proposed by us. They will increase your level of knowledge and expertise on copyright and open educational resources [see: table].

Mostly "C"

You recognise the benefits that come from using digital educational materials. Find out more about how to use their potential to their full extent - get to know resources which you can use freely, without concerns about copyright issues.

Your professional practice already encompasses new technologies, but you may still treat them as an element of normal school work. Unfortunately, copyright treats education at school and in the net differently, so new solutions are needed, and knowledge on how to use their potential safely and effectively is necessary. Open educational resources are helpful here, as well as such materials like Free Reading Assignments or e-manuals of the Digital School project, which offer unlimited use and the option to create one's own materials on their basis. There are numerous such services and using them at school is straightforward. Expand your knowledge on how to best use them in class, join the group of open teachers. You can also persuade your colleagues by disseminating open educational resources at school, eg by carrying out the Open Lesson – http://centrumcyfrowe.pl/wp-content/uploads/2015/11/OPEN-LESSON_ENG.pdf

You can also use activities which will increase your level of knowledge and expertise on copyright and open educational resources [see: table].

Mostly "D"

You actively co-create the digital educational environment. Find out more about how what you do can become even better and easier to use by other educators, thanks to open educational resources. Get to know the best practices of creating and publishing digital educational materials under Creative Commons licenses.

The potential of digital educational materials is used to the highest extent when we share the content we create or improve ourselves. Doing it with the use of such tools like Creative Commons licenses, and using the practices and tools of creating open educational resources, we invest in our development, we help others in their work and obtain access to excellent creators and materials.

You can also use activities which will increase your level of knowledge and expertise on copyright and open educational resources [see: table].

Mostly "E"

Your school is open and it has open teachers - you actively co-create digital educational environment. Check how what you do can be even better and easier to use by other educators, thanks to open educational resources. Find out more about copyright and the Creative Commons licenses. Describe your work and how you use open educational resources.

CHOOSE AMONG ACTIVITIES WHICH WILL INCREASE YOUR LEVEL OF KNOWLEDGE AND EXPERTISE ON COPYRIGHT AND OPEN EDUCATIONAL RESOURCES.

Level	Proposed activity	Goal of activity	Description – how to do it, which actors to include
D, E	introduction of issues connected with copyright and using open educational resources for the school's mission and vision (concept of work)	working out common values	In the first requirement, in the first attachment to the ordinance by the Minister of National Education concerning requirements for schools and facilities, we read: "A school or facility realises the concept of work targeted at pupils' development." The requirement on high level defines: "The concept of work of a school or facility is prepared, and if needed modified, and realised in cooperation with pupils and parents." Possible scenario of action: o- creation of a task team including members of the pedagogical council, parents and pupils, o- acquainting the team with the principles and nature of open educational resources and the benefits of their use (see below: meetings, workshops, tasks which build the team and allow for common reflection), o- formulating a provision introducing changes into the concept of the school's work which include using open educational resources, o- formulating a provision introducing changes in the school's Statute which include using open educational resources (the change can be different in different statutes, perhaps a simple statement "teachers and pupils use open educational resources in the educational process" is enough, and also "educational resources created by teachers and pupils are collected and shared under open licenses" – the methods of collecting and sharing can differ, for example the school's FTP or a repository on its website), o- passing changes in the school's Statute by the pedagogical council, o- acquainting the pedagogical council, parents and pupils with the changes in the concept of the school's work and the changes in the Statute, o- possibility: including open educational resources on the manuals list.
C, D	organising meetings and workshops which build a team around the idea of open educational resources	working out common values	Often, propagating a new idea at school requires first integration of at least a few people who could offer us support. If we already have such a group, we can run the Open Lesson for them, with practical exercises and homework, so that they understand the benefits of open educational resources and continue working together on implementing them at school. If at your school an action coming from the outside (eg part of a programme) and already used by another school/s or promoted by recognised authorities will be better received, it is worthwhile inviting somebody to a meeting. Look among teachers you know from other schools for a person dealing with open educational resources and invite them to conduct such a meeting at your school. Conduct the questionnaire among your colleagues (the self-diagnosis tool). You can also invite experts like local Creative Commons team members, Wikipedians, academics working on OER.

C, D, E	establishing a code concerning the creation of materials prepared by the school community	working out common values	A school code is a simple and interesting way to build common engagement of all the groups in the school. The code's significance may not be as huge as introducing changes at school, but it may have an attractive dimension for the pupils. o– If the whole school community works out a code about creating and describing materials prepared at school (both by pupils and teachers) it will be a document with which everybody will be able to identify more easily. o– It would be good to include pupils into the work on rules (adequately to their ages and possibilities) – the youngest pupils should also understand why rules are introduced, what their objective is and how to realise them in the school's everyday life. o– Creating the code can take the form of debates about openness or open resources (first belonging to the class, then to the school) or another type of consultations which would allow to collect the opinions and needs of all members of the school community. o– The code created is not something unchangeable and "forever". It is a good idea to have a close look at it yearly, see what worked, what could be modified and to adjust the rules to the conditions (of the school reality). o– The code should be published on the school website and be displayed in a visible place in the school building.
B, C, D	using posters and infographics at schools	disseminating knowledge about copyright and open educational resources	Poster actions – effective and well-received by both teachers and pupils – they can propagate the most important information and help consolidate it. Publish the posters on your school website, hang them in the staff room and in the hall.
	parents engagement in activities around implementing open educational resources		It is a good idea for the information on copyright and open educational resources to reach parents as well. Knowledge about copyright can be useful in the parents' work and life. However, the most important issue is to show parents how open educational resources can influence the quality of their children's education. This will help engage them in eg common initiatives. o– Information about activities carried out at school should be displayed on the school website or on a *fanpage* in social media (eg Facebook). o– It is a good idea to distribute information leaflets to parents or send them information in the electronic register (easy access – all parents in a particular school access it). o– It is also a good idea to plan giving this piece of information at a teacher-parent meeting. Consolidating the subject, widening the circles: o– If open educational resources are already used in class, you can ask parents to take an obligation to continue the subject at home (for example by preparing homework using the resources on the Internet – thanks to information from teachers, parents can make sure that their child consciously chooses photos or other materials available under the Creative Commons licenses, and that s/he describes them properly). Moreover, parents can show children that they also use this method. If the knowledge on the law and open educational resources is interesting for the parents, it can be followed up - you can organise contests or educational events in which pupils teach parents about copyright, and parents share their experience and knowledge (look for parents in such professions as photographers, musicians, journalists).

	many teachers working together on specific materials		Use *online* editors such as Google Docs or Office Online. It will be a good practice to use this opportunity to unify teachers' email addresses so that they all belong to one domain (if it hasn't been done already) and have a common layout, eg name.surname_PS11@gmail.com. If necessary, plan an active workshop--style training with computers about group work with *online* documents.
D, E	obligation to add open educational resources to the school repository, eg once a year	improving teachers work	The principal can oblige: o– internship supervisors to make sure interns fulfil this duty, o– subject teams to work out a few open educational resources (together or using the materials they share anyway).
D, E	financial motivation or additional time for work on open educational resources	improving teachers work	The principal can take into account offering financial motivation for teachers-leaders engaged in open educational resources, in the form of: o– function related supplement, o– motivational supplement, o– organising additional time for work on open educational resources by reducing the number of teaching hours (after consulting the leading authority).
C, D	encouraging teachers to give homework which requires reaching for open educational resources	disseminating knowledge about copyright and open educational resources	We recommend readoming more on on running flipped classrooms and encouragement to build similar models with the use of open educational resources – http://www.edutopia.org/blogs/tag/flipped-classroom
B, C, D	Participation in the Open Lesson	disseminating knowledge about copyright and open educational resources	Go to http://centrumcyfrowe.pl/wp-content/uploads/2015/11/OPEN-LESSON_ENG.pdf download the Open Lesson and see if there is space in your school to conduct such a workshop for teachers (see: diagnosis). Conduct the workshop and think about the way of implementing its ideas in your work. How about finding together the first few materials to use in a lesson and considering ways of using them?
A, B, C, D	looking for *online* courses (and participation in them	disseminating knowledge about copyright and open educational resources	o– School of Open, P2P University courses on open educational resources, remix, public domain and copyright law, with the possibility to get Mozilla badges – http://schoolofopen.p2pu.org/courses/#facilitated-courses. JISC Open educational resources (OERs) infokit https://jisc.ac.uk/guides/open-educational-resources o– The Official Guide to Copyright Issues for Australian Schools and TAFE http://www.smartcopying.edu.au/

B, C, D	sending one or two teachers to trainings, knowledge transfer organisation as part of internal teachers improvement programs	disseminating knowledge about copyright and open educational resources	
C, D, E	eduhackathons and booksprints – events at which teachers work together on educational materials or teaching methods	sharing among schools (and outside)	Local teacher training centres and education departments are intermediaries in organising such events. Local or regional leaders in the area of open educational resources organise monthly EduMeetUps in a pleasant environment (a coffee shop, a club, a reading room, an incubator, a technopark) to which they invite an interesting guest (a writer, a photographer, a graphic designer, a blogger) and teachers, who want to learn how to create educational materials. During the meeting work cards and lesson plans are created by teams, with the use of open educational resources. A mini eduhackathon = A night of remixes in libraries, culture centres, museums – we invite teachers, parents, specialists, leaders in the area of open educational resources for a whole day or whole night meeting, combined with watching a film, hearing a lecture on open culture, analysing examples of art created as a result of remixes. At the same time we create lesson plans, educational projects, games or work cards. A real eduhackathon – the guests invited (graphic designers, bloggers, vloggers, methodologists, programmers) help create materials based on open educational resources with the use of open software. The products created are sent out by the teacher training centre or the education division to teachers on the mailing list.
A, B, C, D	webinars – lectures and discussion meetings on the net	disseminating knowledge about copyright and open educational resources	
C, D, E	FTP servers for educational materials		If the school has an external IP, it can set up an FTP server accessible from outside (on the school server) with access to many accounts (teachers - all resources read only, individual files read and save mode). A proposed files' structure: one file for each teacher, one more !URGENT file with current materials from the principal. Another solution - in the situation when there is no school server – is buying a NAS type network drive and setting up an FTP server accessible from outside on it. The configuration in both cases should be carried out by a serviceperson or an outside IT specialist, not one of the teachers (they are to be users only). Thanks to this space, teachers will have access to their documents *online* from home or any computer with Internet access. Also, other teachers from the same school will have unlimited access to data and use them during lessons. This solution simplifies sharing materials.

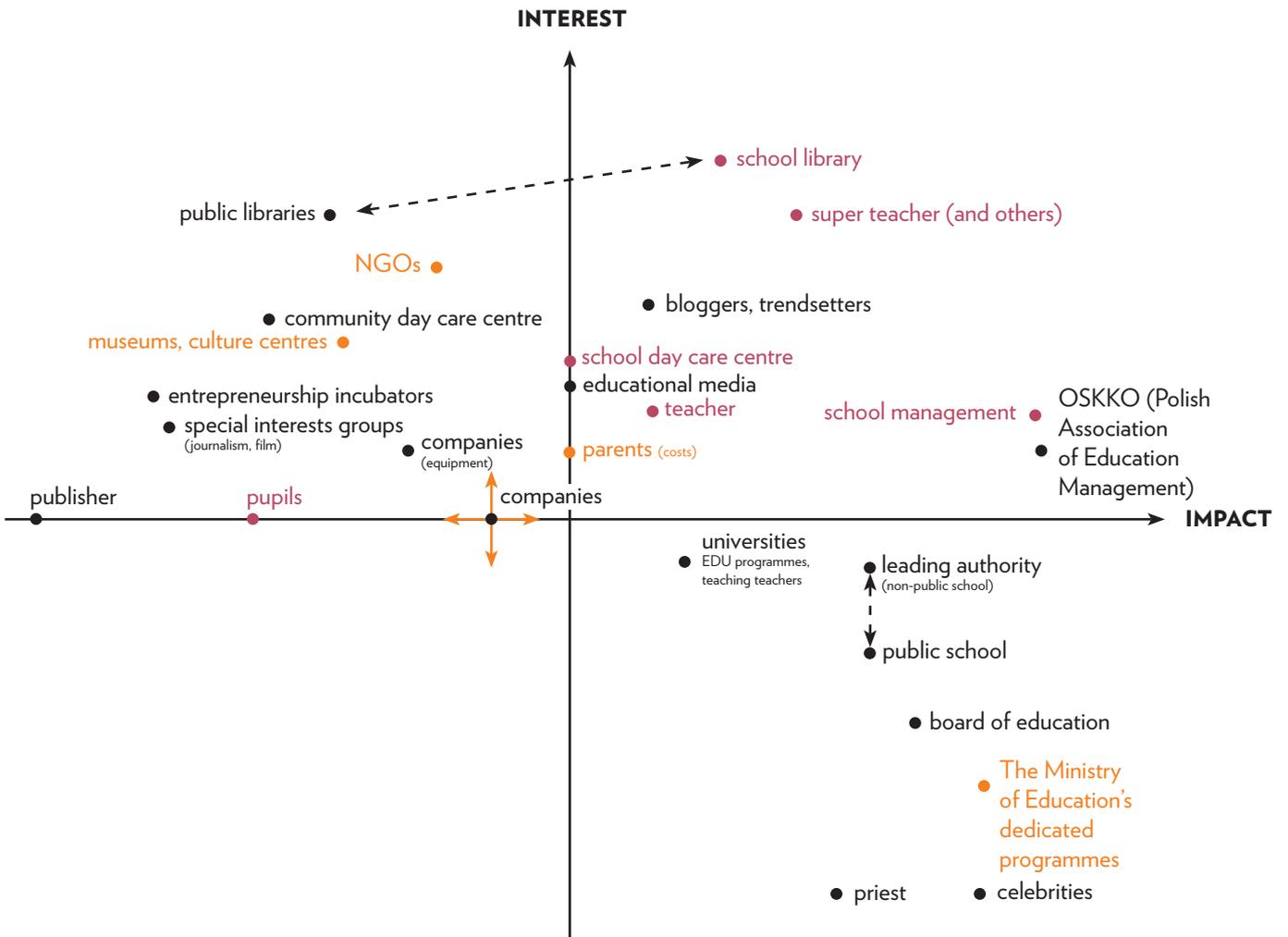|			
D, E	events integrating teachers around the process of fast and effective exchange of expe-riences and good practices in an in-formal atmosphere (eg BeerCamps)	sharing among schools (and outside)	During conferences, trainings or events organised by the teachers themselves it is possible to create open resources together, using the booksprints method (fast writing of longer texts together) or hackathons (team work on smaller pieces, applications, solutions).
A, B, C, D	knowledge where to find open edu-cational resources	using external support	Searching for and using simple open resources (photos, maps, video films) is very easy and can be done independently. There are quite a lot of materials available on the subject, both for pupils and teachers. You can browse the UNE-SCO's A Basic Guide to Open Educational Resources http://unesdoc.unesco. org/images/0021/002158/215804e.pdf
A, B, C, D	help on copyright issues	using external support	
A, B, C, D, E	openers' map (people and insti-tutions)	using external support	

WHOM TO ENGAGE?

To facilitate not only planning activities but also cooperation with other people important for the school (from principals, through teachers to parents and pupils, and even institutions - universities or libraries) which can be of help for you, we suggest a simple exercise, so-called mapping of stakeholders. It will help you define groups which can obstruct the implementation of the school opening plan and groups which can support you or whose support you can profit from in the open school.

The first step in the actors (stakeholders) analysis is defining who they are. You can just write down on a piece of paper everybody that comes to your head - the more the better, so consider also less obvious people or subjects. The next step is defining who of them have influence on or interests in the process we want to carry out. This way you will know who to talk to about opening the school and how to do it. It is easiest done with the use of a simple template (an example map is presented below), on which we put the stakeholders according to the extent of their impact (horizontal axis) and the level of interest in a given matter (vertical axis). The last step is a reflection on the role and potential interests of the most important interested sides, in order to establish how they can react to our actions or how we should win their support. Such a brainstorming session is best carried out in a group of several people. Its result will not be a precise answer to the question who and how will help your school, but it will help you notice more connections among different people and possibly discover more places and people who - with the right level of engagement - can become important elements in the work towards open school or on the factors which block the process. More on how to conduct this exercise – https://www.mindtools.com/pages/article/newPPM_07.htm.

Let us see on the example how the map could look like. Let's take a closer look at the identified groups, starting with those least interested in open education at school and ending with these potentially most interested (which not always equals the ones with the most knowledge about open educational resources) and with the biggest potential influence. It is worth pointing out here that we don't always look for those who already have a big impact on what is happening at school but also those who can have it if we only motivate them properly and convince them to cooperate with us.

AN EXAMPLE OF STAKEHOLDERS' MAPPING

INTEREST

- school library
- super teacher (and others)
- public libraries
- NGOs
- community day care centre
- bloggers, trendsetters
- museums, culture centres
- school day care centre
- educational media
- entrepreneurship incubators
- teacher
- school management
- special interests groups (journalism, film)
- OSKKO (Polish Association of Education Management)
- companies (equipment)
- parents (costs)
- publisher
- pupils
- companies

IMPACT

- universities EDU programmes, teaching teachers
- leading authority (non-public school)
- public school
- board of education
- The Ministry of Education's dedicated programmes
- priest
- celebrities

AN EXAMPLE RESULT OF WORK ON THE STAKEHOLDERS MAP

PUBLISHERS - a group with little (conscious) influence on how open an education model we will choose for our school, although, of course, it is still important which manuals teachers use, it is a subject of many discussions and - doubtless - it impacts what and how pupils learn. Contact with a low quality educational book may induce teachers to choose other sources - which may be open. However, publishers themselves have no influence on this choice. Instead, they can be placed in the middle of the interest axis because the market of commercial manuals is influenced by the scale of their use at schools. In fact, publishers are a group of little importance in taking the decision to open a school.

PUPILS - a group which should definitely be on our map. Educational materials concern pupils directly and their quality and the options they give are very important for the decision whether to introduce open resources and practices to school. In primary school, the influence of pupils on the management and teachers' decisions will not be big, but already in middle school, and higher, you can talk more consciously with pupils about the sources used and together decide about specific choices. Older pupils may also be more conscious creators of their own materials (eg presentations). At this stage, it is also worth asking the following questions: If and how to talk with pupils about open educational resources? How can they help us verify sources? Can we learn something from them in the field of digital expertise?

SPECIAL INTERESTS GROUPS - teachers running special interests groups can be the first people at school interested in open educational resources because, often, they have to make the biggest effort to find materials which expand pupils knowledge and go beyond the manuals used in class. They can be the first, natural allies of the management in introducing changes. They can prove to be the most engaged in finding sources and repositories together, and establishing contacts, eg with universities.

UNIVERSITIES - many run open Internet courses and make manuals accessible (in Poland it is first of all AGH University of Science and Technology (Akademia Górniczo-Hutnicza) in Kraków, which will probably not be of much use in primary schools, but in secondary (and especially vocational!) schools they can be an excellent source of knowledge. Typically, universities are not institutions which take a lot of interest in the lives of neighbouring schools, but if we help their authorities realise that our pupils can become their students in the future and they also can have impact on their level of education, they may be persuaded to open their materials, to our pupils' benefit.

MUSEUMS, ART GALLERIES, CULTURE CENTRES - a valuable group of stakeholders. They will understandably play different roles in big cities and in smaller places, but it is always worth taking them into account. These are places where educational materials are often created. We can work together with these institutions on freeing resources, persuade them to publish under open licences, to share publications or gather media together on generally accessible servers. These subjects have little direct influence on individual teachers or schools' decisions, but their interest can turn out quite big if we inform them about our plans and invite to cooperate with us.

SCHOOL LIBRARIES - places with a big number of educational materials but equally many can still be found, eg on the Internet. Librarians are people directly interested in what materials teachers use and seek - thus they can help with activities leading towards openness and libraries can serve as local "command centres" for the process. It is worth using the opportunity and initiate cooperation with librarians in pedagogical and local libraries.

MOREOVER, HELP FOR SCHOOLS can come from non-governmental organizations.

Certainly, the placement of all these actors on the template, the level of their interest in open educational resources and the influence on their use can be different than the one we have created on the basis of our own experience and the knowledge we have gained. However, this is what we have in mind - simply to investigate the issue a little more. For example, the librarian in our school can be a very active person, with a lot of digital expertise, who likes to learn - then her engagement and influence on whether her school decides to open resources and to use the open educational resources available can be very substantial. However, it might be a passive person, not much interested in innovative pedagogical models or in sources which she isn't familiar with. Then, we will place her in a completely different spot on our template, her potential role in the process our school wants to undertake will also be different. We need to ask ourselves the same questions in relation to each identified group of stakeholders.

USEFUL LINKS

Copyright for New Zealand Teachers – The Creative Commons solution
http://unleash.alingham.com/2015/copyright-for-new-zealand-teachers-the-creative-commonOEs-solution.

OER Copyright and Licensing Toolkit (OER Affrica)
http://www.oerafrica.org/resource/oer-copyright-and-licensing-toolkit.

OER, Technological concerns
http://www.oeconsortium.org/info-center/topic/technological-concerns.

Open Educational Resources in your Own Language, in your Way, Policy Brief
http://www.icde.org/Policy+Brief+-+Open+Educational+Resources+in+your+Own+Language,+in+your+Way.b7C_wRrQ3O.ips.

The 7 do's and don'ts of creating your own OERs
http://www.eschoolnews.com/2015/08/07/creating-oers-722/2.

Warsaw 2016

Publication available on the net at: http://oerpolicy.eu/open-school/