

# Open lesson

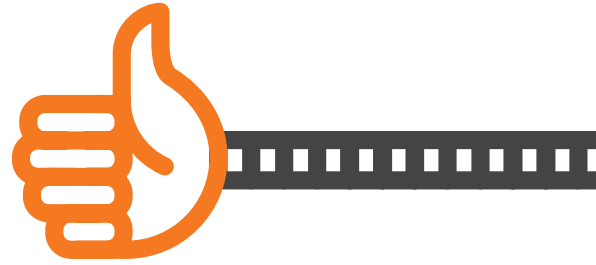


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# Open lesson



## Instructions for the person conducting the workshop

We present you a set of materials for conducting an Open Lesson: a workshop meeting about Open Educational Resources (OERs). The workshop came out of discussion in the Creative Commons community, about the need to reach out to new people, and with the help of new trainers. With the help of this scenario, anyone can conduct a basic workshop about open education.

We designed the scenario to be used by teachers and for teachers (but can be adapted for other educators, or anyone else interested in openness). We also made an effort to internationalize the scenario, originally created with the Polish education system in mind.

The materials are divided into modules, you can use as many of them as you like. We propose several basic scenarios for their use depending on workshop participants.

## INSTRUCTIONS

The set of materials for conducting open lessons includes a dozen modules. Each one contains concise and simple information that you should study and pass on to other teachers. Included you will also find proposals for exercises and activities that help to learn basic competencies useful in everyday work with open educational resources (and other resources).

### How to conduct an open lesson?

First, think to whom the lesson will be addressed. Ask yourself several questions. What do the participants already know about open educational resources? What are they interested in and what

knowledge can be useful for them? Then think how much time you will have for the meeting. How many people do you expect to come and what space do you have at your disposal (do you have access to a room with computers or will participants bring their own?). Based on this information, you should adjust and plan your Open Lesson appropriately.

Before organising the lesson, get acquainted with all modules (reading and watching the materials will take about 90 minutes, but in this way you will be well prepared for the lesson and possible questions from participants). We also recommend that you conduct a quick [survey](#) that will let you find out more about who will take part and how much do they know already about openness.

We are not providing you with a single scenario that would lead you step by step through the workshop. **We give you a tool that will allow you to build your own workshop scenario.**

No matter how advanced the participants are, we recommend that you start with the three initial modules: [Idea \(introduction\)](#), Review of [OER examples](#), [How OER work?](#) (CC licenses and the public domain).

If possible, we also recommend conducting an exercise that shows how much the participants know about sharing content (we suggest an activity called "[Cactus](#)"). Alternatively, you can ask the participants several warm up questions about their experiences and knowledge about using digital resources (e.g. do they check copyright of works they use or do they talk about it with their students?).

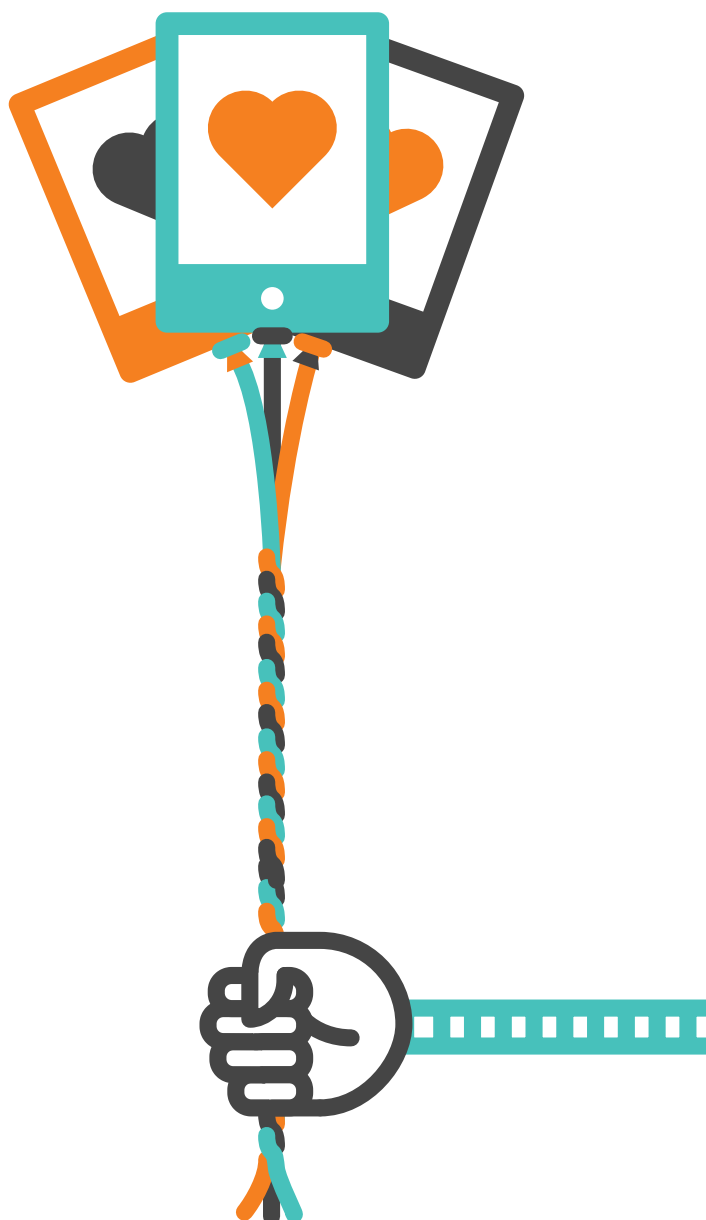
## VARIANTS:

- > If your group includes teachers of different subjects, select from the module [Review of OER repositories](#) examples fitted to their needs (if our list does not include a given subject, you can find content in general repositories, such as the Khan Academy). If the workshop is for teachers of one subject, select links concerning only that subject,
- > If you have at your disposal a room with at least one computer and a projector, you can do the exercise [Comparing results of web searches](#). If there are more computers, you can try to do an extended version of the exercise, but you have to remember that it will take more time.
- > If the questionnaire filled by participants before the workshop shows that at least several persons from your group encountered some problems related to copyright, the [exercise discussion on particular copyright problems](#) is recommended.
- > If you decide that the issue of searching for resources is interesting for your group, then focus on relevant modules: [Searching for resources](#), [Google Advanced search](#), [Creative Commons search](#). If the group gathers total beginners, perhaps it will be enough only to shortly introduce the subject.
- > If the group is more advanced and has some basic knowledge on how to use online resources, a further step can be interesting for them - [creating their own resources](#) and [sharing them](#). Then, you should use the modules: [create a new resource](#), [Creating and publishing OER](#) and [Resource sharing](#). You can also use these modules to prepare a second workshop for interested persons.

## AFTER THE WORKSHOP:

Offer to participants one or two activities to perform after the workshop. These will improve its reception and can initiate further discussions and interest in the subject. Here are our ideas:

1. Ask participants to send e-mails to three friends and share information about Open Educational Resources and the Open lesson workshop scenario;
2. Ask participants to send e-mails to friends with a short report about the workshop: what was interesting, what resources are particularly useful for them, etc.



# Idea (introduction)



These exceptions vary from country to country, especially with regard to scope of activities covered, and potential payments.

On the web, huge amounts of graphic materials, photos or audio materials are available. But we should remember that every photo, picture, graphic, audio recording or video is someone's property, and such person may object to his or her work or property being broadly distributed and used.

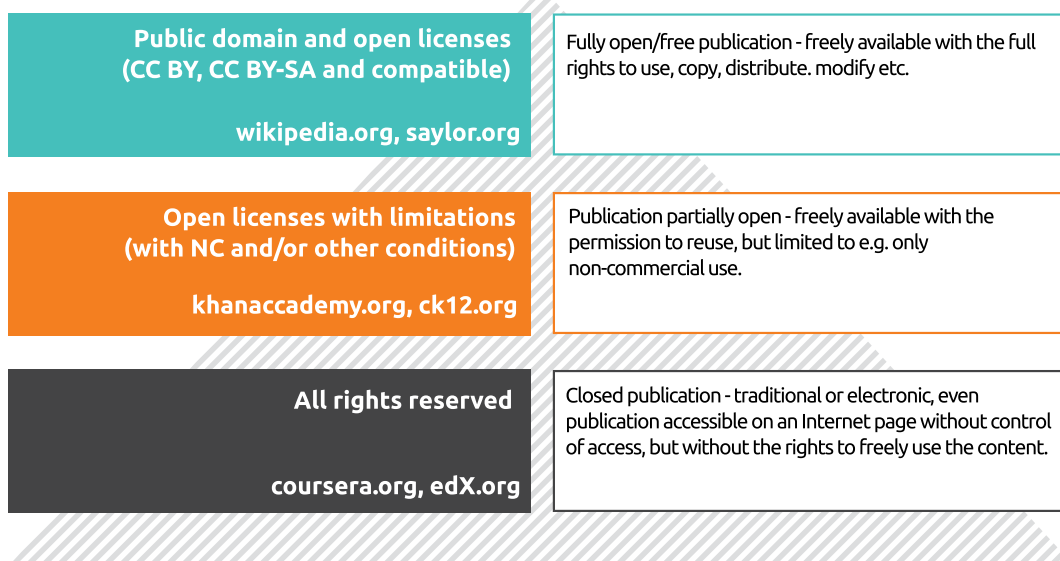
In schools, materials protected by copyright can be used quite freely (because of copyright exceptions for educational uses). But activities undertaken in other institutions or on the Web (even if you're a teacher) – in particular sharing of materials with others beyond closed e-learning solutions, are not allowed. Open Educational Resources on the other hand can be freely used.

**Open Educational Resources (OER)** are materials available for further use without the need to ask anybody for permission – it has been given beforehand. OER are made available to users with the permission to use, copy, modify and circulate them. The resources can take the form of handbooks, online courses, syllabus-

es, tests, multimedia, software and other tools useful in the process of teaching and learning. Generally speaking, these can be dedicated materials, developed for particular educational programme or in other formats that can be used in the educational process. **Anyone has the right** to share, adapt, amend and translate them into other languages.

**In order to make these uses legal within the scope of copyright, OER are published using** so-called open licenses. Alternatively, the resources might be in the public domain (when their intellectual property rights already expired, or when no copyright exists for other reasons).

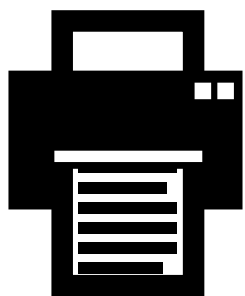
There is no central organisation that would gather, manage or standardise OER procedures or standards. The term Open Educational Resources is used to describe many different educational initiatives from all over the world, organised in both traditional and innovative ways, with different aims and groups of beneficiaries. But they all agree in principle, what OER are.



**Pyramid of levels of openness.** The figure shows different levels of access and use rights that are most commonly encountered when using educational resources.

Co można zrobić z zasobami na wolnych licencjach Creative Commons oraz z utworami należącymi do domeny publicznej?

Open Educational Resources are freely accessible learning resources (textbooks, courses, lessons scenarios), available with the right to copy, reuse and adapt them



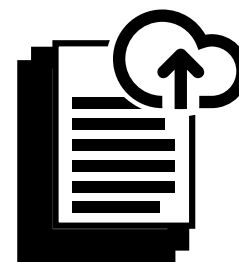
1. Right to use materials created by other authors..



2. Right to modify and adapt.

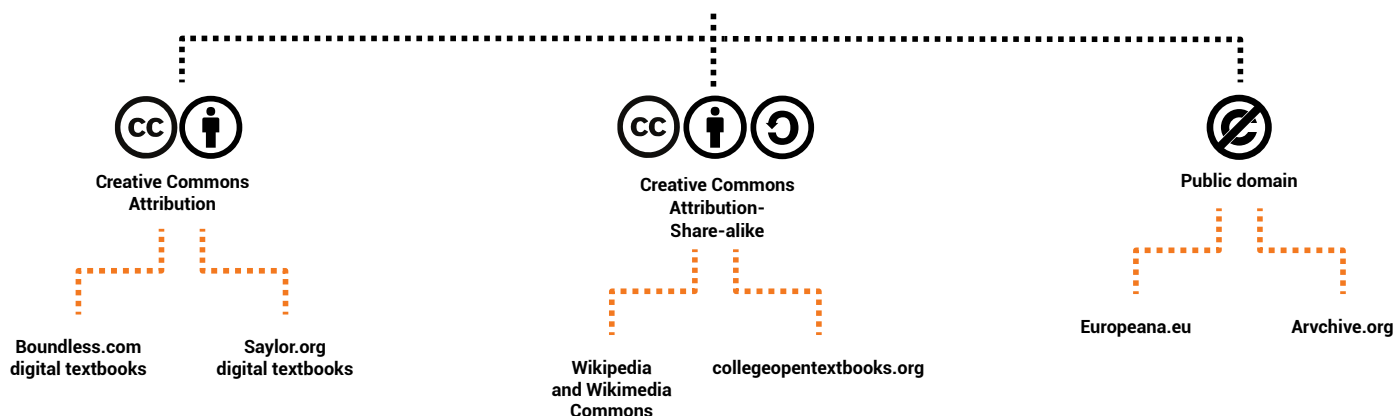


3. Right to combine with other materials.



4. Right to distribute and share new versions of works.

In practice, it means that the resources are released under open license or reside in public domain



Materials that are openly licensed or in the public domain can be easily used as open resources. The most popular open licenses, such as *Creative Commons Attribution (CC BY)* and *Creative Commons Share-alike (CC BY-SA)*, allow for free use of licensed materials. Users can change and revise, transform or remix, adapt and reuse, and redistribute them according to their needs. Content can be for example freely translated to foreign languages or texts and audio materials can be remixed into multimedia content. Some open resources can be used with limitations, e.g. cannot be used commercially, and other open resources can be used only within the limits of fair use (they cannot be modified and shared outside classroom). This depends on a particular definition of openness adapted in a given project.

## Activity idea - "Cactus"

### Aims of the activity:

As a result of the activity, participants should:

- earn what is a license for using a work,
- understand the situation of creators of resources and their different approaches to created works.

**Duration:** 15-20 min.

**Method:** individual work, discussion.

**Materials:** sheets of paper A4 (x number of participants), pen/pencil/crayon for every participant.

Ask participants to draw cactuses on their sheets of paper. Ask them to sign the sheets in a way they want them to be signed when they will show their work to others (e.g. with their name, pseudonym or otherwise).

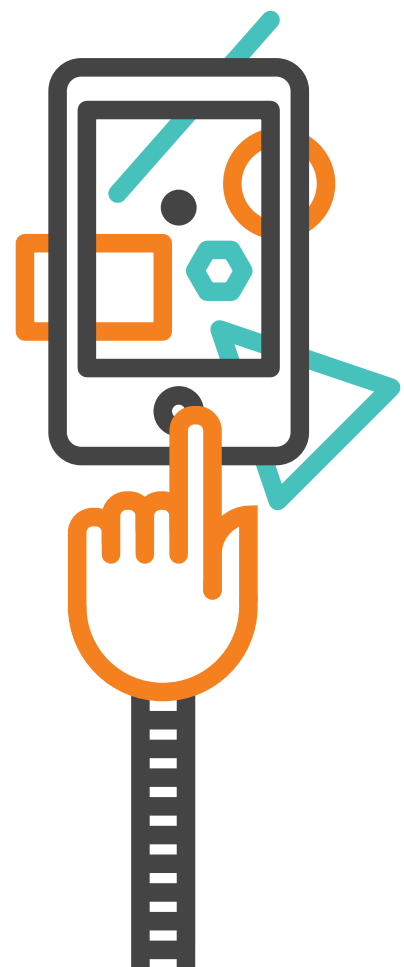
Then, ask them to describe to others, in their own words, what they allow other people do with their work, and what is not allowed. If it's not clear, you can ask additional questions, e.g. Would you allow a company to use your cactus in an advertisement of its products? Would you agree for it to be presented by teachers during visual arts lessons? Or used as a cover of a book?

Collect the drawings and place them in a row on the floor, from the ones with the least restrictive conditions for use to the ones with the most restrictive conditions for use. In the middle of the row should be placed drawings with conditions similar to normal copyright. Commenting the drawings and conditions described by participants, present in short the whole spectrum of licenses for using cactus drawings:

- Indicate that during the exercise participants gave to others non-exclusive licenses, as they made their materials available together with information how they may be used.
- Depending on the results of the exercise, you can also point out that participants defined conditions for use of their works that were less restrictive than copyright (or maybe it was the opposite?).
- Ask them to describe their feelings and reflections related to giving a license for using their works.

- Point out the most liberal sets of permissions, similar to Creative Commons licenses.
- Ask them whether materials on the Web usually have such descriptions of usage rights. If not, ask them whether they know what it means when a material has no description and how it may be used in such a case.

The exercise can be repeated at the end of the workshop/meeting to discuss changes in attitudes among participants.



# Examples of OER repositories



This section should include examples of OER repositories and resources relevant for your language and country. We are providing several examples to begin with.

[OER Commons](#) – resource hub with over 170 000 items, together with OER tools and training services, in English.

[Open Stax](#) – American repository with free college textbooks, covering all key subjects, in English.

[Nasjonal digital læringsarena](#) – Norwegian repository of K12 resources, in Norwegian and English.

[KlasCement](#) - Belgian repository of K12 resources, in Flemish and English.

[NASA for educators](#) – educational resources created by the American space agency, in English.

[Guardian's Teacher Network](#) – English teaching resources from the British newspaper, the Guardian.

[MusOpen](#) – free sheet music and recordings of classical music.

[Open Education Consortium](#) – open courses from colleges and universities around the world.

[School of Open](#) – free online courses on different “open” topics.

[Europeana](#) – an online catalog of Europe's heritage collections.





# How OER work? (CC licenses and the public domain)



If you know the shape of educational exceptions and limitations in your country, you can adapt this part accordingly. An overview of these rules in European countries has been prepared by Creative Commons and is available at <http://oerpolicy.eu/oer-and-copyright-mapping-exempted-uses-in-europe/>.

Legal limitations for using Open Educational Resources are minimal or none. OERs are most commonly available based on one of the Creative Commons (CC) licenses that allow creators or institutions publishing materials to clearly mark their works as open. Licenses also provide clear indication about what may be done with the licensed work. Many resources are also open because their intellectual property rights already expired - they belong to the public domain and no copyright in them exists.

Open Educational Resources are particularly useful in those situations, where educators cannot depend on exceptions and limitations to copyright for educational uses. These exceptions and limitations mean that certain educational institutions or certain types of activities benefit from usage rights for works that are normally protected by law. These works can be used without breaking the law (in some countries for free, while in some a fee has been paid. These rights for educational use vary in extent and shape from country to country. As a general rule, these exceptions do not allow educators to publish works on the Web or perform works in public. In every country, a large range of educational uses is not covered by these exceptions. Permission from the owners of copyright in a work is needed to use it, and appropriate royalties might have to be paid to copyright collecting societies.

In the traditional copyright model, represented by the typical "All rights reserved" statement, to use (modify, circulate, adapt etc.) someone's work, a permission from the author must be obtained. The procedure can be burdensome and discouraging, especially that in many cases authors are willing to share their works.

Creative Commons licenses make it easier to share creative works based on the principle "Some rights reserved". When publishing a work, lesson scenario, photo, novel or song, its author can indicate how other people may use such works, by choosing an appropriate license. Creative Commons provides ready-to-use licenses that offer different sets of license clauses: permissions and limitations. In this way, creators can define in a flexible manner their own rules for sharing their creative works with other people. License conditions are like modules: two or three of them can be combined to create a single license.

All Creative Commons licenses combine some common features (respect for moral rights) with particular conditions chosen by the licensor (i.e. the creator herself or the institution which bought copyright, e.g. publishing house). The creator offering the license always retains intellectual property rights, but at the same time allows other people to use his or her work. In addition, the creator can decide whether to limit commercial uses or the possibility to create derivative works.

Such legal conditions for sharing content are particularly useful in learning and teaching. These activities depend on extensive copying and adaptation of resources for particular purposes and without unnecessary limitations.

The licenses are built out of four elements called conditions - BY (Attribution), NC (Non-commercial use), ND (No derivative works), SA (Share-alike). Mixing and matching these conditions produces different licenses. Every license requires information about the author (to avoid mistakes or plagiarisms), and thus contains the Attribution condition..





### Attribution

Attribution means that licensees may copy, distribute, display and perform the work covered by copyright and make derivative works based on it only if they give the author the credits.



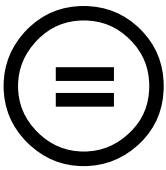
### Non-commercial use

Non-commercial use means that licensees may copy, distribute, display and perform the work covered by copyright and make derivative works based on it only for non-commercial purposes.



### Share-alike

The condition means that licensees may distribute derivative works only under a license identical to the license that governs the original work.



### No Derivative Works

The condition means that licensees may copy, distribute, display and perform only verbatim copies of the work, not derivative works based on it.

CC licensees are different combinations of the above conditions.

## Licenses

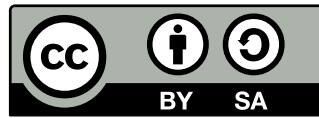


### Attribution.

The license allows users to copy, modify, distribute, display and perform the work only if the author is given the credits.

Under the license, licensees have the broadest scope of freedom.

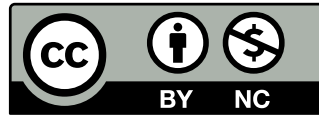
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### Attribution - Share-alike.

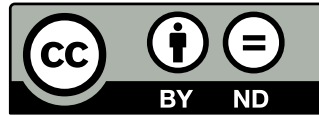
The license allows users to copy, modify, distribute, display and perform the work only if derivative works are covered by a license identical to the license that governs the original work.

*The license is used by Wikipedia and all similar projects.*



### Attribution - Non-commercial.

The license allows users to copy, modify, re-mix, distribute, display and perform the work only for non-commercial purposes. However, the derivative works are not covered by the condition (they can be covered by different license, e.g. allowing their commercial use).



### Attribution - No derivatives.

Ta licencja zezwala na rozpowszechnianie, przedstawianie i wykonywanie utworu zarówno w celach komercyjnych i niekomercyjnych, pod warunkiem zachowania go w oryginalnej postaci (nie tworzenia utworów zależnych).



### Attribution - Non-commercial - Share-alike.

The license allows users to distribute, display and perform the work only for non-commercial purposes and only if derivative works are covered by a license identical to the license that governs the original work.

*The license was used by the band Nine Inch Nails to publish their best-selling album Ghosts I-IV.*



### Attribution - Non-commercial - No derivatives.

The license allows users to distribute, display and perform the work only for non-commercial purposes and only verbatim copies of the work, not derivative works based on it. It is the most restrictive license.

# Searching for resources

## Google Advanced search



After opening the Google browser, we can open settings or choose the direct link: [https://www.google.pl/advanced\\_search](https://www.google.pl/advanced_search) to access advanced search setting. These allow us to filter content according to rights to use them. The filter applies both to WWW pages and to the graphic browser.

The screenshot shows the Google Advanced Search page. Under the 'Then narrow your results by...' section, the 'usage rights' dropdown menu is expanded. The menu items are: 'not filtered by licence', 'free to use or share', 'free to use or share, even commercially', 'free to use share or modify', and 'free to use, share or modify, even commercially'. The last option is highlighted with a red box. Below the menu is a blue 'Advanced Search' button with a red arrow pointing to it.

If the filter is set for the last option: **free to use, share or modify, even commercially**, the browser will present search results limited to content available under the Creative Commons Attribution (CC BY), Creative Commons Attribution - Share-alike (CC BY-SA) or content in the public domain.

# Creative Commons Browser



Creative Commons provides a multi-browser that allows users to search for open resources with other search engines: Google, Google graphics, flickr, Europeana, Jamendo, Wikimedia Commons and several other services. After selecting one of the services, options 'use for commercial purposes' and 'modify, adapt, or build upon' should be accepted (as shown below) to find resources that can be freely used without additional limitations.



I want something that I can...  use for commercial purposes;  modify, adapt, or build upon.

### Search using:

<b>Europeana</b> Media	<b>Flickr</b> Image	<b>Fotopedia</b> Image	<b>Google</b> Web
<b>Google Images</b> Image	<b>Jamendo</b> Music	<b>Open Clip Art Library</b> Image	<b>SpInXpress</b> Media
<b>Wikimedia Commons</b> Media	<b>YouTube</b> Video	<b>Pixabay</b> Image	<b>ccMixter</b> Music
<b>SoundCloud</b> Music			

Please note that search.creativecommons.org is *not a search engine*, but rather offers convenient access to search services provided by other independent organizations. CC has no control over the results that are returned. Do not assume that the results displayed in this search portal are under a CC license. You should always verify that the work is actually under a CC license by following the link. Since there is no registration to use a CC license, CC has no way to determine what has and hasn't been placed under the terms of a CC license. If you are in doubt you should contact the copyright holder directly, or try to contact the site where you found the content.

Add CC Search to your browser.  
[Learn how](#) to switch to or from CC Search in your Firefox search bar.

English

# Activity idea - comparing results of web search



In this part, you can replace Shakespeare with your favourite modern poet or author. Instead of a map of Poland, you can search for any city, country or geographical area.

## Aims of the activity:

As a result of this exercise participants will know how to distinguish between different methods of making resources available on the Internet (content without description, under copyright, with a Creative Commons license).

**Duration:** 10 -15 min.

**Method:** presentation, discussion.

**Materials:** computer/tablet with Internet access, projector.

Tell participants that in a while they will be shown two different methods of making resources available on the web.

Click on the link Shakespeare – [normal search](#). Ask participants to describe in short what they see on the screen. Then click on the link Shakespeare - [search with CC filter](#). Ask them about visual differences in results. Can they explain the differences? You can do the same with the map of Poland (link in the table below).

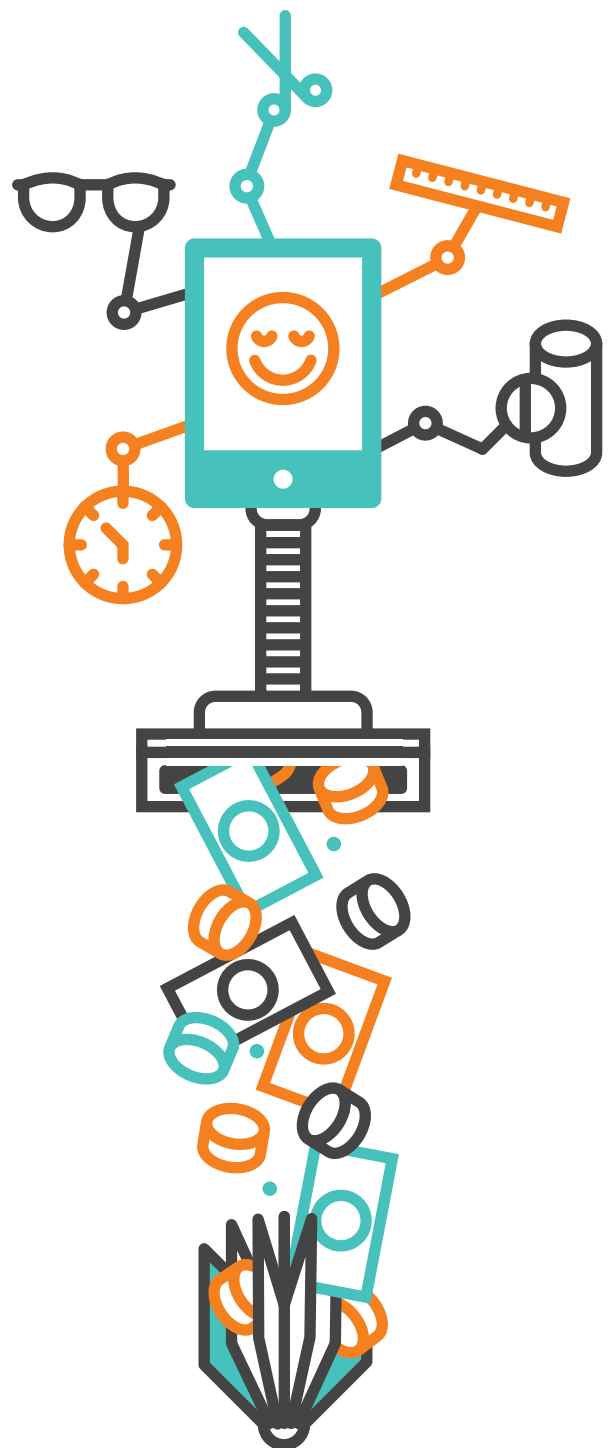
Shakespeare	<a href="#">normal search</a>	<a href="#">search with CC filter</a>
Map of Poland	<a href="#">normal search</a>	<a href="#">search with CC filter</a>

Then describe methods of making available both kinds of resources. Tell them that the second category are Creative Commons resources and explain how the licenses work.

Finally, ask them:

- What are the differences between the two methods of making resources/materials available?
- What may be done with Creative Commons resources? How may the resources be used?

If you have more than one computer, participants can search on their own, using different search terms and licensing filters. Afterwards, discuss together the results – you can both look at the types of resources and pages on which they are made available. Who uses CC licenses to share resources?



# Activity idea - discussion on particular copyright problems

## Aims of the activity:

As a result of the activity participants:

- will know some copyright problems and how to deal with them;
- will know where to ask for help in case of copyright doubts.

**Duration:** 30 - 40 min.

**Method:** work in small groups, discussion.

**Materials:** sheets of paper A4, blackboard and chalk or flipchart and marker.

***NOTE!** The exercise should be done in a group of participants who indicated that they encountered such problems and had doubts how to resolve them. Questionnaire sent to participants before the meeting will help to choose the group.*

Before the proper part of the exercise, do the exercise "Comparing results of web search" (if there is not enough time, do it in shorter version showing only one example).

Then ask participants to share their doubts/problems related to copyright that they encountered in their work. You can do it in two ways:

## In smaller groups:

Ask participants to describe situations where they encountered copyright problems. Write down their answers on the blackboard/flipchart in the form of short phrases (grouping similar ones).

Then categorise described problems (e.g. publishing articles in school newsletter, on the school web page, plagiarisms by students or teachers, homework, copying materials/textbooks, using audio materials during school events etc.) and divide participants into subgroups, assigning maximum 3 problems to each group.

On the flipchart write down tasks for the subgroups: What solutions for the problems can you find? How do you think, what is the legal point of view? (the question is optional - write it down if you think

that participants can have knowledge or ideas on the matter)

Then ask every subgroup to discuss their situations before all participants. Comment on their views and together with participants try to solve the problems. You can write down the problems and the solutions on the flipchart in the form of short phrases, and at the end take a photo of them or write down the conclusions and send them to participants after the meeting.

## In large groups:

Divide the group into subgroups.

On the flipchart, write down the following tasks for subgroups:

Describe 3 copyright problems (explain: situations where they had doubts whether the activity was legal).

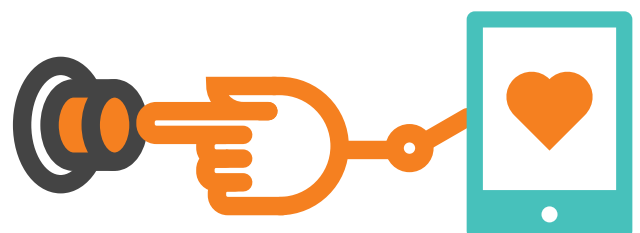
What solutions for the problems can you find? (You can explain to every subgroup: How did you deal with them? If you don't find any solution, what can be done in the situation?)

How does it look from legal perspective? (the question is optional - write it down if you think that participants can have knowledge or ideas on the matter)

Then ask every subgroup to discuss their situations before all participants. Comment on their views and together with participants try to solve the problems. You can write down the problems and the solutions on the flipchart in the form of short phrases, and at the end take a photo of them or write down the conclusions and send them to participants after the meeting.

## At the end of the exercise ask the question:

How do you intend to use the information learned during the exercise in your work?



# Creating and publishing OERs



You might want to adjust the license according to what licenses are available in your country.

## Labelling works covered by CC licenses

When choosing a license using the [Creative Commons Choose tool](#), you are provided with a basic label that usually can be used to mark a given resource as made available under a CC license. But sometimes it is good to know how to adjust the labelling to your needs. When choosing the Creative Commons - Attribution - International 3.0 license, the basic labelling both for materials presented on the Web and for traditional publications should look like:

© [List of authors], license: [CC-BY 3.0](#) (link to: <http://creativecommons.org/licenses/by/3.0/deed.pl>)

For a derivative work (i.e. created based on an existing open resource):

© [List of authors], source: [link to the original material] source license: [CC -BY 3.0] (link to: <http://creativecommons.org/licenses/by/3.0/deed.pl>), icense: (chosen by the author of the derivative work).

The labelling can be modified, but the three basic elements: list of authors, license and link to the content of the license are always necessary.

In the case of online publications, the Creative Commons Choose tool can be used to create HTML code which - when placed on the page or in the digital work - will allow search engines to filter search results according to types of licenses.

**Note:** the symbol © only indicates copyright owners and is commonly used in publishing practice. Its use is not in any way inconsistent with the use of Creative Commons licenses that are given by copyright owners (or authors) in according to copyright law.

## Where to publish?

The easiest solution is to publish your works with relevant description of license and copyright on your own WWW page or on a web page of your school or library. For many projects, excellent repositories are also available where teachers can publish their works and make them available under a free license. For photos, Flickr is an easy to use service allowing to choose Creative Commons license. If we create open educational resources under a project of e.g. cooperation with foreign schools from other countries, it is worth to ask partners about a relevant repository for results of the project and get their permission to publish works as open resources.



# Activity idea - create a new resource

## Aims of the activity:

As a result of the activity participants will:

- know how to search for educational materials
- be able to create their own educational resources
- be able to work on creating educational materials with teachers of the same subject

**Duration:** 30 - 40 min.

**Method:** work in small groups, discussion.

**Materials:** material cards (x number of groups), flip-chart and marker or blackboard and chalk.

Target group: teachers of the same subject (also from different educational levels).

Ask participants whether there are themes within the curriculum that could be better taught using additional, interesting materials (other than textbooks). Ask them whether they know where to search for such materials. Tell them that during the exercise they will have an opportunity to create such resources by themselves.

Before starting this activity, do the "Cactus" activity (to help them to understand the situation of creators and the notion of creative work/resources).

**NOTE!** *The time needed for the "Cactus" activity is not included in the description above!*

Show 2-3 slides illustrating the difference between analog materials and OER (differences in reach and availability, the idea of sharing).

Then divide participants into smaller groups (if they come from different educational levels, create separate groups for primary schools, junior high schools and high schools).

Ask each group to write down maximum 3 themes from their subjects, for which they see a need to create additional materials (these can be texts, pictures, films, audio materials, materials for students or for teachers).

If you have access to the Internet, ask the groups to search for available materials on the web (e.g. using Google advanced search). Then ask the groups to

evaluate their usefulness and substantiate their opinion (if you have no access to the Internet, skip the search stage and go to the next point).

Ask each group to select one theme for which it is most difficult to find additional materials. Ask them the following question:

What tool can help you to teach this theme? (you can suggest examples such as: film, strategic game, presentation). Let them think about it for a while and choose a tool.

Then distribute MATERIAL CARDS and ask participants to fill them out (**NOTE!** *If you cannot use the cards, write down the issues on the blackboard*)

## MATERIAL CARD TEMPLATE

ISSUE / THEME	
FORMAT (film, presentation, infographics, strategic game etc.)	
AIM	
MAIN NOTIONS	
EXAMPLE OF ACTIVITIES RELATED TO MATERIALS / QUESTIONS TO DISCUSS	
MAIN CONCLUSIONS	
ADDITIONAL COMMENTS	
LICENSE	

When the groups finish their work, ask them to share their ideas with the rest of participants. Let other groups comment them and present their recommendations on how to implement these ideas. Maybe participants want to create later these resources?

At the end, ask the group to prepare a schedule for further work and division of tasks after the workshop (tell them to take into account finishing the material, its publication on a web page, distribution through their own communication channels).



# Activity idea – resource sharing

## Aim of the activity:

As a result of the activity participants will:

- be able to analyse Internet page content and judge usefulness of materials and their compliance with a given license;
- see the value of sharing educational materials.

**Duration:** 20 min

**Method:** work in small groups, discussion

**Materials:** flipchart and marker or blackboard and chalk, computers connected to the Internet (preferably one for every subgroup)

**Target group:** Teachers/employees of one school

**NOTE!** If you want, before the meeting you can visit the Internet page of the school and check for materials that can be used during the activity.

Divide participants into groups. Ask them to sit by computers (one computer for every subgroup), and then to visit the Internet page of the school.

Give them time to get acquainted with the structure of the page and find places where different materials are published, such as reports from events, content created by students, photos, films, blogs, school newsletter etc.

Then ask participants to find resources that were copied from the web rather than made by students or teachers.

Ask participants:

- How do you think, were the materials legally posted? Are they under an open license? (If needed, explain the idea of an open license).
- How the school can obtain rights to protected materials?
- Can they be replaced by legal, open materials?
- How to do it?

Gather opinions from the group. At this point, you can also present a list of sites that can be used when searching for OERs. Ask them the question: Do you think that replacing protected materials with open ones will change the content of a given work?

Finally, ask participants to review the content posted on the school page. Ask the questions:

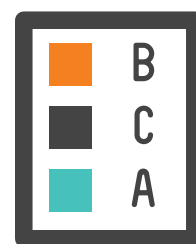
- What resources have already been created in your school?
- How can you share them? How to do it? What is needed for that?
- What benefits for school as an institution can come from sharing resources?



# Questionnaire to be filled before the training

Few days before the training, you should ask participants several questions, so that you can prepare and combine modules of the meeting, depending on the level of knowledge and interests of the group.

1. What subject do you teach?
2. How often do you use additional educational materials (other than textbooks)?
3. How often do you download materials from the Internet?
4. Do you pay attention to copyright when you download materials from the Internet?
5. Are you familiar with issues and problems related to intellectual property rights? Describe them in short.



# Open lesson

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OTWARTE!



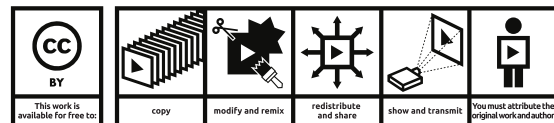
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This scenario is available online at:

<http://oerpolicy.eu/openlesson>

