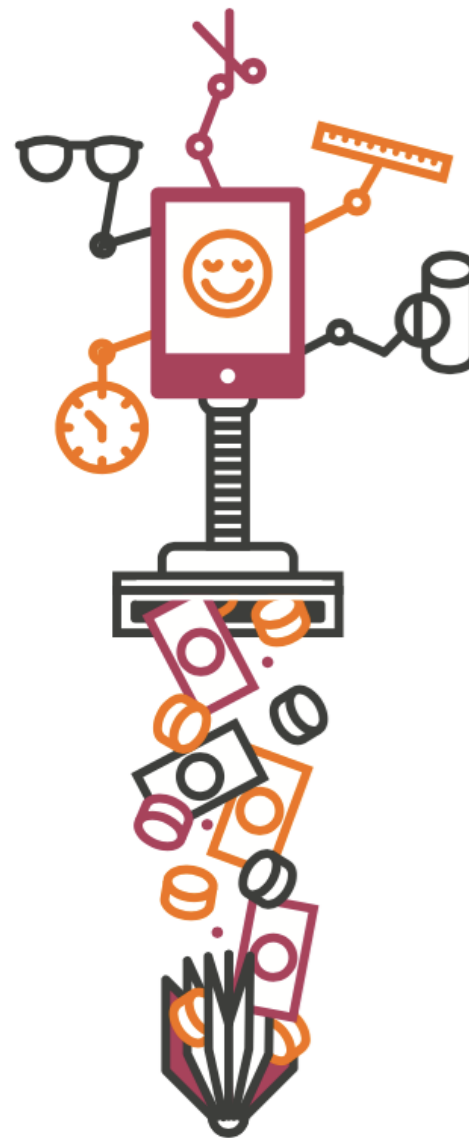# When fair use is not enough

Why we need policies supporting open educational resources and copyright reform for modern classroom.

Kamil Śliwowski, @kasliwowski

Modern education is possible without the Internet and new technologies, but then it will not be practical education.
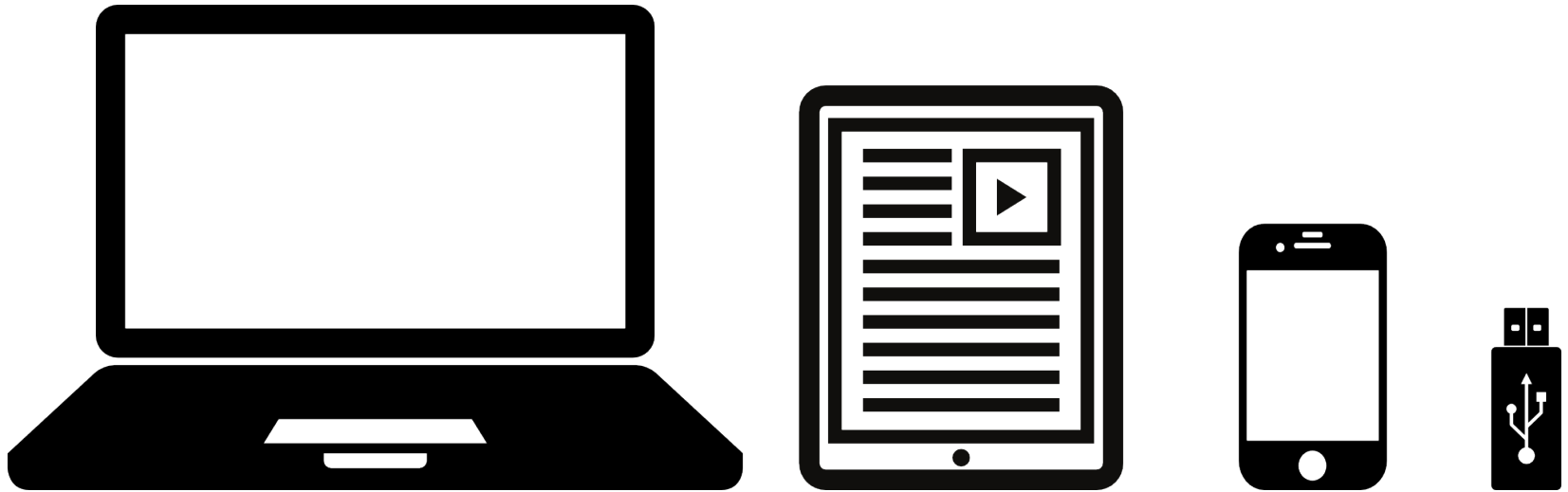
The importance of non-formal education and vocational training is growing, whose needs for educational programs and resources are different.

What is allowed at school?

In Poland (and many other countries) within the frames of permitted fair use, only research and educational institutions can already use the disseminated works for teaching as well as for conducting one's own research.
The increasing use of the Internet for educational activities does not fit within these frames.

The boundaries between "content" and its way of delivery are being blurred. Consumer technologies are changing faster than before, and educational content is most efficiently delivered by this. The manner in which they are created as well as used in the classroom and beyond is also changing. Access to educational materials should be independent of the types of devices, universal, and accessible.

Full use of the potential of digital learning resources

Cost reduction and the modernization of education requires not only the availability of content, but also to allow all entities the possibility of their free use on the followings grounds:
-technology, accessibility for people with disabilities, the ability to be easily re-used by the commercial sector
-law, allowing for reuse without barriers, reducing legal risk on the side of educators, for which educational fair use is not enough.

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

*The quality of education is based on a **combination of various educational materials.** To achieve this, universal access to open educational resources and their use must be accompanied by clear quality standards and mechanisms for assessment as well as validation of skills and competencies acquired through OER (Open Educational Resources). Education and training institutions, which are not yet using OER, should try to cooperate with more advanced organizations providing educational services to meet the expectations of learners born in the digital age.*

OECD, the World Bank and the European Commission recognize the potential of new business as well as educational-publishing models. The **coexistence of Open Educational Resources and commercial publishers is possible**, and their combination can promote the quality and emergence of innovative solutions.

OECD Report, Open Educational Resources A Catalyst for Innovation, 2015

PARKING
OWN RISK

Safe mixing open and closed resoruces is not easy and safe for most teachers and students.

Photo. pastalane, lic. CC BY-SA 2.0

"some rights reserved"

"all righst reserved"

Replacement of "default" solutions for projects financed by public funds, which produce solutions for educational materials based on free licenses which guarantees them the opportunity to be re-used and facilitates communication concerning copyrights between creators and consumers.

creative commons

With the help of the Creative Commons (CC) license, authors retain their rights (in particular by making it easier to care for author attribution) and at the same time are effectively sharing their part, allowing for copying, remixing, and sharing of their work.

❑ Standard
❑ Free
❑ For computers and search engines
❑ Compatible internationally

But we need more then that.

Photo. Alek Tarkowski , lic. CC BY-SA 2.0

New competencies of teachers

The digitization of education entails the need to improve the competencies of teachers in the use (search and verification) and creation of educational resources (quality assessment, knowledge of copyright law).

In this respect, they prove themselves to be better than trainings in network cooperation and support from the most active teachers-creators. What is limiting is the absence of these aspects in teacher education.

3.2. Kąty i ich rodzaje

Pojęcie ką

Licencja modułu: *Kąty i ich rodzaje*

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Licencja podręcznika: *Odkryj, zrozum, zastosuj...*

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Autorzy: Jacek Stańdo

płaszczyzna

C

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scholaris
Portal wiedzy dla nauczycieli

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| Wychowanie przedszkolne | Edukacja wczesnoszkolna | Szkoła podstawowa kl. 4-6 | Gimnazjum | Szkoły ponadgimnazjalne |

mapa   Więcej opcji...   Wszystkie zasoby   **Szukaj**   Podstawa programowa

Słowa kluczowe

czytanie mapy   topografia
czytanie   zdjęcia   mapa

Podstawa programowa zasobu

Gimnazjum

Geografia

Udostępnij

Umieść zasób na swojej stronie

Tweetnij

Informacje licencyjne

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Katalog zasobów ▸ **Wyniki wyszukiwania "mapa"**

Czytanie mapy

Pobierz cały zestaw   ▶ **Uruchom**

scenariusze lekcji

Przedstawienie różnic między mapami ogólnogeograficznymi a mapami tematycznymi. Wyjaśnienie pojęcia skali. Podział na mapy topograficzne, przeglądowo-topograficzne oraz mapy przeglądowe wraz z podaniem przykładów. Wskazanie najważniejszych form ukształtowania powierzchni Ziemi oraz dna oceanicznego oraz sposoby ich przedstawienia na mapie

Pokaż pliki ⌄

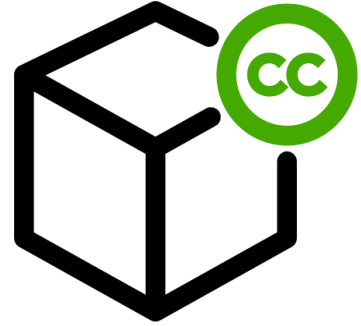Liczba wyświetleń: **831**   Liczba pobrań: **30**   Dodano: **2013-11-23**   QWE07801 (105321)

Pozostałe zasoby zestawu

Pomoc kontekstowa

Thank you for your attention

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