

### When fair use is not enough

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



Kamil Śliwowski, @kasilwowski

Polish Coalition for Open Education / Creative Commons Polska / otwartezasoby.pl



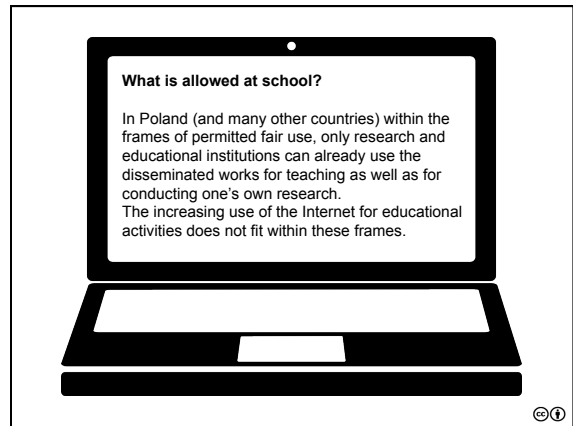
Modern education is possible without the Internet and new technologies, but then it will not be practical education.

Photo. MrPersonOnline, lic. CC BY 3.0



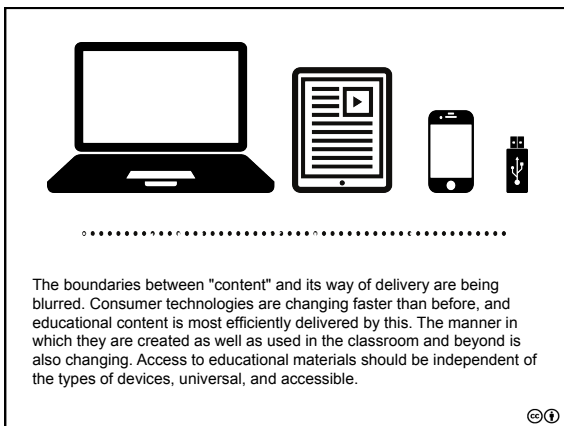
The importance of non-formal education and vocational training is growing, whose needs for educational programs and resources are different.

Fot. Mitch Altman, lic. CC BY-SA 2.0

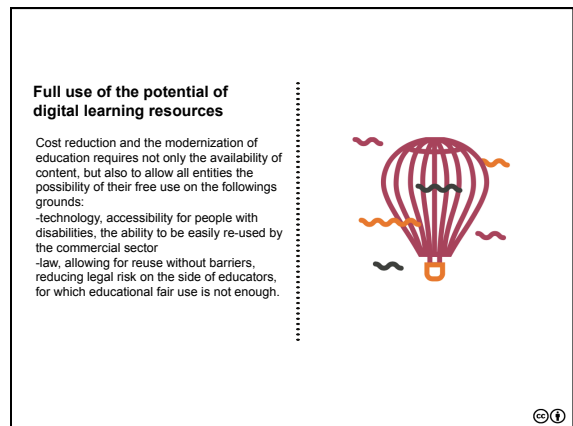


#### What is allowed at school?

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.

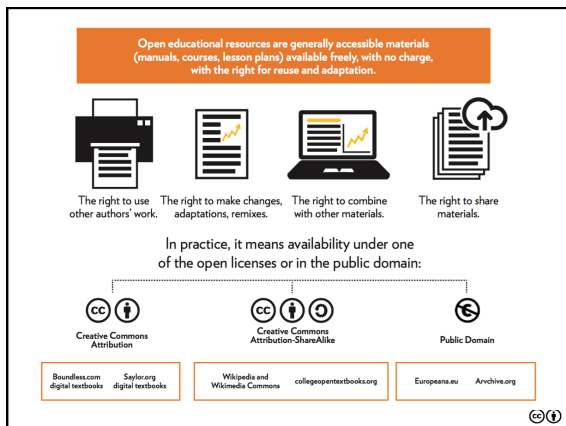


#### Full use of the potential of digital learning resources

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.





*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.*

Opening Up Education,  
A new approach to education: Investing in skills for better social and economic effects.  
European Commission 20.11.2012

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



„all right reserved” → **creative commons** “some rights 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



### 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 kąta

Licencja modułu: *Kąty i ich rodzaje*  
CC BY 3.0  
<http://creativecommons.org/licenses/by/3.0/pl/legalcode>

Licencja podręcznika: *Odkryj, zrozum, zastosuj...*  
CC BY 3.0  
<http://creativecommons.org/licenses/by/3.0/pl/legalcode>

Autorzy: Jacek Stańko

scholaris

Wychowanie przedszkolne | Edukacja wczesnoszkolna | Szkolnictwo wyższe | Gimnazjum | Szkoły ponadpodstawowe

Wyszukiwanie: Wyszukiwanie | Szkoła | Podstawy programowe

Wymiar wykształcenia "mag"

Czytanie mapy

Przetłumaczenie różnych między innymi ogólnogeograficznych i mapami tematycznymi. Wyjaśnienie pojęcia skali. Podział na mapy topograficzne, przeglądowe i tematyczne oraz na mapy przeglądowe i tematyczne z podziałem tematycznym. Wykazanie najważniejszych form ukształtowania powierzchni Ziemi oraz ich oszacowanie i opis sposobu ich przedstawienia na mapie.

Pozostałe zasoby zestawu

**Thank you for your attention**

[creativecommons.pl](http://creativecommons.pl)  
[koed.org.pl](http://koed.org.pl)

**kamil@creativecommons.pl**

**@kasliwowski**

Graphics from The Noun Project:  
Computer, Hand by Louis Prado, Box by Mourad Mokrane.  
Graphics uwolnij.podrecznik.org by Piotr Chuchla.  
Creative Commons Attribution License.