4.1. Open licensing

Learning objectives

- Familiarize yourself with open licensing and why it's important
- Learn about the different Creative Commons licenses that are available and how they can be used.
- Find out more about Open Educational Resources, how and where you can access them, and how they can be used.
- Understand how you can adapt open content to suit your purposes.

Introduction

In previous modules we explored the value of African stories, as well as how to source these stories, or to write, adapt and translate resources without permission, where these resources are open licensed. This section explains what constitutes open content.

In the second half of Module 4, we are going to explore the idea of open licensing by working through two tutorials that were created by OER Africa. These tutorials focus on '*finding open content*' and '*adapting open content*'.

You might be asking yourself, why is open licensing important for me in my role as a librarian or library staff member? Open licensing is important for a number of reasons, as you'll discover while working through the tutorials, but also because, as we have established in earlier modules, children urgently need access to story books and early literacy resources. Unfortunately, in many cases, there may be a shortage of early literacy books in our libraries in general. And more specifically, there is a shortage of books that are produced by African writers, illustrators and publishers, and made available in the child's mother tongue.

One of the ways we can get around this problem is by sourcing and adapting existing story books and resources, however, we can only do this if these resources are openly licensed.

Let's get started on the tutorials.

4.1.1 Tutorial 1: Find Open Content

This is a short, simple tutorial to acquire the skills necessary to search for open content, decipher Creative Commons rights and permissions, and evaluate the usefulness of Open Educational Resources (OER) for new purposes. These openly licensed resources will prove invaluable to librarians and library staff members who are sourcing content, creating new content, or sharing existing content that's been adapted or translated. This tutorial was

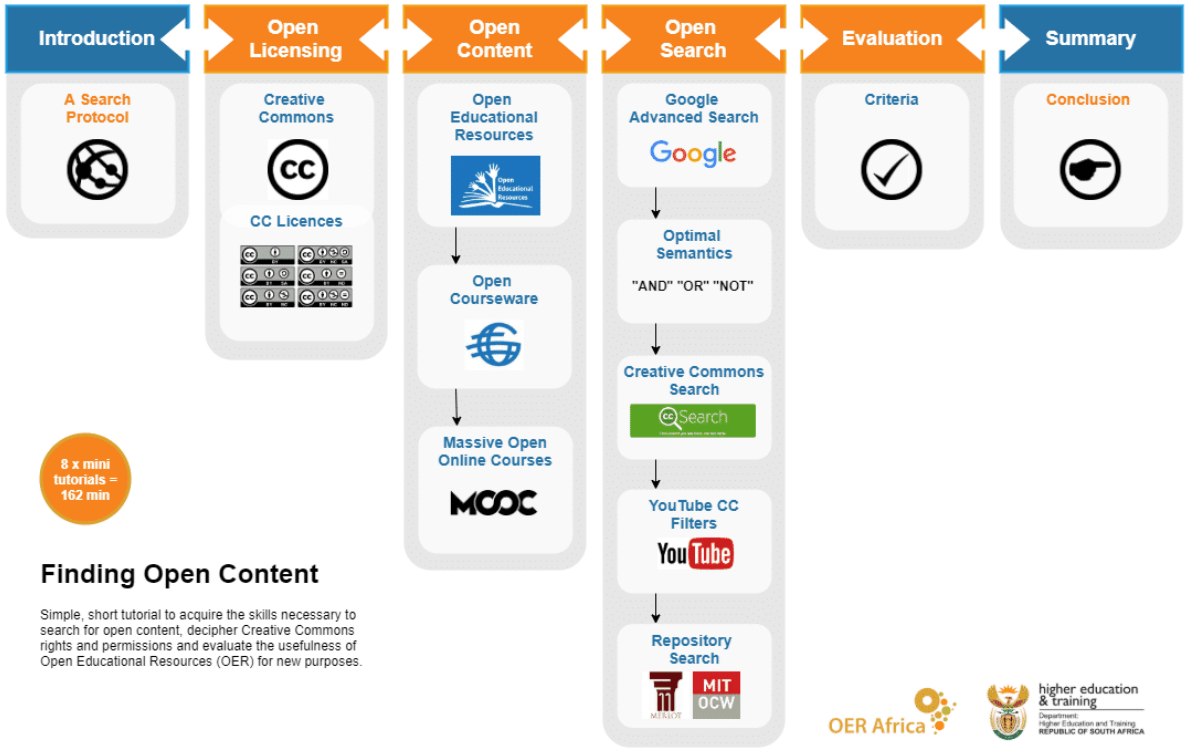
developed by OER Africa as one of their learning pathways for continuous professional development for the tertiary level. Although it has been adapted, some parts of the course will be more relevant to participants than others.

Let's begin.

Section 1 of 12: Tutorial and outcomes

Where are we going?

Below is a diagram of the *Find Open Content* learning pathway. If you are new to the topic we would recommend that you work through the topics sequentially. This diagram is used by OER Africa and is intended for academic librarians at the tertiary level. Not all components may be relevant to you.



[Alt text: This infographic is a breakdown of the various elements featured in this tutorial. The headings include Introduction, Open Licensing, Open Content, Open Search, Evaluation, Summary. Each heading is broken down further into subheadings that describe what will be covered in each section of the tutorial.']

Objectives

Once you have worked through the tutorial, you will be able to…

Outcome 1 - Decipher open licensing

Identify rights and permissions contained in Creative Commons licences attached to open content.

Outcome 2 - Identify open content types

Identify different types of open content including **story books** and **early literacy resource materials** as well as **Open Courseware** (OCW), **Open Educational Resources** (OER), **Open Access** (OA) journals, **Open Data** and **Massive Open Online Courses** (MOOCs).

Outcome 3 - Use different search tools to find open content

Search for open content using common tools and filters (such as on **Google Advanced Search** and the **YouTube Creative Commons** filters) as well as specialized services (such as **Creative Commons Search** to find open media).

Outcome 4 - Peruse open repositories

Investigate well-known open content repositories, both institutional and global, that contain open resources.

Outcome 5 - Evaluate open resources

Apply **evaluation criteria** to open content to determine usefulness.

Section 2 of 12: Why find and use open content?

Think: Why bother? Is there an advantage in looking for and using open content?

This illustration is taken from an openly licensed storybook on the African Storybook website. Available to translate and adapt, ***Searching for the Spirit of Spring*** was written by Mosa Mahlaba, illustrated by Selina Masego Morulane and published by African Storybook.

Many educators appreciate the value of openly licensed content. That is, to find and share quality, free educational resources, without having to ask for permission , and that can be adapted to better suit local contexts and needs. The video below provides an overview of this value proposition.

Video title: Open Educational Resources on Vimeo

OER include full courses, course materials, knowledge activities, textbooks, streaming videos, tests, and any other tools, materials, or techniques used to support access to knowledge.

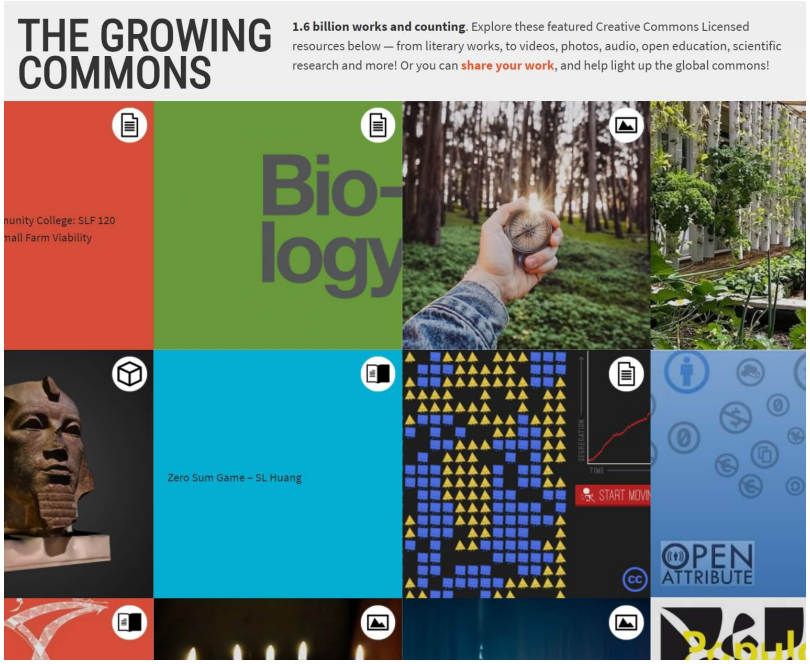
The issue, however, is how to find these resources as there is no one-stop shop for open resources. Many librarians, library staff, educators and designers don't know how to efficiently search for and identify useful resources. Some throw up their hands in horror and give up when tasked with finding suitable resources on the Internet.

Reflect: Do you know how to find OER or openly-licensed storybooks? Where would you start?

This illustration is taken from an openly licensed storybook on the African Storybook website. Available to translate and adapt, ***Searching for the Spirit of Spring*** was written by Mosa Mahlaba, illustrated by Selina Masego Morulane and published by African Storybook.

Reflect: Feedback

According to Creative Commons there are at least 1.6 billion openly licensed resources out there! The Internet, however, is a big 'place' and finding those resources requires a little bit of technique.



[Alt text: an infographic made from a montage of images, colourful blocks and text from the Creative Commons showing the variety and number of openly licensed resources that are potentially available]

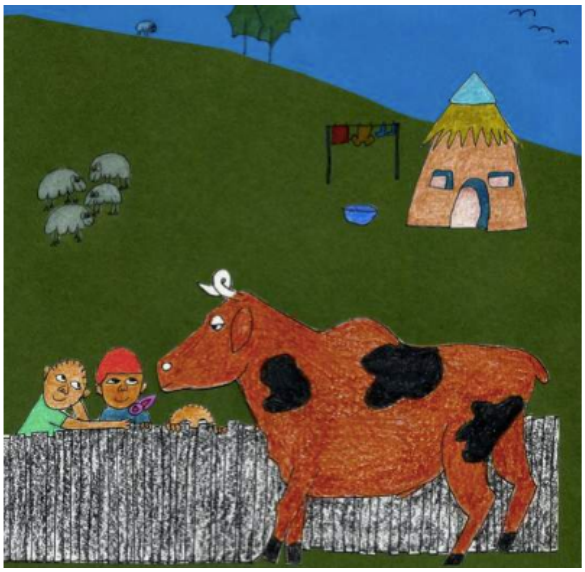
So, what is Creative Commons?

Video title: What is Creative Commons?

When you take a photo, make music or shoot a video it's yours, you own it. You also own the copyright. Which means you decide how it is used and who can use it and if it can be copied and shared (or remixed). Creative Commons is a set of licenses that enable lawful collaboration to do things like copy, share and remix. Creative Commons is a way to give permission to everyone to freely reuse your creative works. Hundreds of sites use these licenses: Wikipedia, YouTube, StoryWeaver, BookDash, African Storybook, Archive.org, Vimeo, Soundcloud, Flickr, Bandcamp, Boundless, Jamendo, TED, Musopen, The Metropolitan Museum of Art, Free Music Archive, Freesound.

Section 3 of 12: What is open licensing?

In this tutorial, we are committed to providing a search strategy for open content - a suggested set of procedures to ensure that you quickly find and evaluate open resources. Let us get started on this exciting journey.



Think: How do we know when a resource is 'open' and how is it different from any other educational resource?

This illustration is taken from an openly licensed storybook on the African Storybook website. The story, ***/Gui//nâ Gomas xa***, is written in the Khoekhoegowab language spoken in Southern Africa. It was written by Sebongile Daniel, Mpho Ntlhanngoe and Khothatso Ranoosi and translated by Mattheus Goraseb. It was illustrated by Marion Drew.

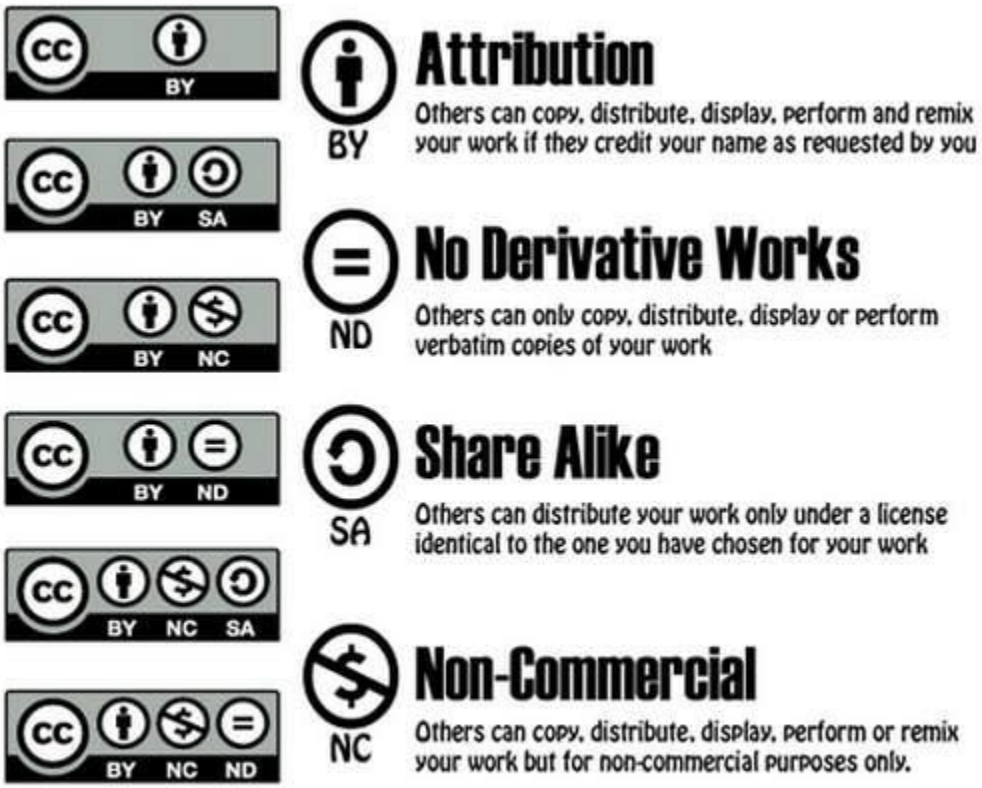
We know when educational content is 'open' because these resources display an **open licence**. Open licences reserve specific rights and relax others making it easier for people like you working in the library space, or educators and course designers to use the resources. A basic knowledge of the specific rights open licences reserve (or not) is important if we want to access, copy, or adapt open content.

The video below considers the most popular open licensing system **Creative Commons**.

Video title: What is an open license and how does it work?
Video: CC BY 4.0 Music: Flattered by Blue Dot Sessions: CC BY NC 4.0 Support for this work was provided by the William and Flora Hewlett Foundation

Creative Commons license options

When searching for educational resources that can be used and adapted in lessons and courses, look out for these Creative Commons licence combinations:



Licence details

Need to know more? Go through each licence below to see details and examples from the Creative Commons website.

Attribution - CC BY	This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. **Recommended for maximum dissemination and use of licensed materials.** **Examples** **African Storybook (ASb):** On a continent where conventional publishing produces relatively few titles in African languages, the African Storybook initiative provides open access to thousands of picture storybooks for children's literacy, enjoyment and imagination.

	ASB works with organizations and individuals to facilitate access to storybooks and create website tools for users to create, translate, and adapt them. So far, the initiative has created storybooks in 94 African languages with the support of 30 partner organizations across Africa. Multiple projects in multiple countries use the website and/or storybooks with the intervention of the African Storybook project team: schools or community libraries serve as pilot sites; governments use the content on their platforms to print and distribute; and partners add to and use content in their literacy development programmes. In addition, the project serves educators who integrate the website tools and storybooks into their pre-service training programs, as well as lecturers in higher education institutions stimulating their postgraduate students to experiment with and research use of the African Storybook. Source: Creative Commons **StoryWeaver:** All the content on StoryWeaver is openly licensed under Creative Commons. The license that has been used for all stories and images is the CC BY 4.0 license. This license lets you distribute, remix, tweak, and build upon the work, even commercially, as long as you credit the original creators, StoryWeaver, the publisher of the story, and the donor/funder of the story. Take a look the AfLIA partnership page on the StoryWeaver website.
Attribution - ShareAlike - CC BY-SA	This license lets others **remix**, **tweak**, and **build upon** your work even for **commercial** purposes, as long as they credit you and license their new creations under the **identical terms**. This license is often compared to “copyleft” free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects. **Examples** **Wikipedia** and **Wikimedia Commons** sites allow content to legally flow in and out with ease, enabling one of the great cultural resources of the digital revolution to legally interact with an endless array of works from similar cultural institutions. Says Wikipedia founder Jimmy Wales, “Creative Commons is about building infrastructure for a new kind of culture — one that is both a folk culture, and wildly more sophisticated than anything before it.” Much of the media that

	accompanies Wikipedia articles, such as photos and illustrations, are also licensed under CC BY-SA or a more liberal license. **African Fossils**: African Fossils seeks to increase public knowledge about prehistory by harnessing modern technology. Through digitizing otherwise inaccessible discoveries, African Fossils is dedicated to creating a growing repository of 3D models of significant fossils and artifacts, thus making them freely accessible to all. By allowing members to share their 3D printed creations, we hope to aid teachers, students and enthusiasts to exchange ideas and to be inspired to think about our tenuous place on the planet. This virtual lab showcases a spectacular collection of fossils and artifacts found mostly at Lake Turkana in East Africa. The digital collection of animals, human ancestors, as well as ancient stone tools offers a unique tool for scholars and enthusiasts to explore and interact with the collection online. It also provides an opportunity to download models for 3-D printing as well as to comment and share images of your favorite printed fossil objects on our forum. The digital models on the site have been made available under the Creative Commons Attribution-Non Commercial-Share Alike License.
Attribution-NoDerivs - CC BY-ND	This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you. **Examples** **Drupal Security Report:** Drupal, a free and open source software package for publishing and sharing content, released its security report under a CC BY-ND license. The report is written by experts in Drupal security and "handles the important task of maintaining security in systems that are built to take input from a variety of sources." Drupal cites several reasons for choosing BY-ND, including protecting the credit of its sponsors and maintaining the appropriate context for the security report. **GNU and FSF:** The Free Software Foundation (FSF) is dedicated to promoting computer users' right to use, study, copy, modify, and redistribute computer programs. The FSF promotes the development and use of free software, in particular the GNU operating system and its GNU/Linux variants, and free documentation for free software. The

	FSF also helps to spread awareness of the ethical and political issues of freedom in the use of software, and its websites (fsf.org and gnu.org) are an important source of information about GNU/Linux. The FSF licenses both websites under the CC BY-ND license, particularly recommending this license for its works of opinion. Adapted from Creative Commons: See Creative Commons — Attribution-NoDerivatives 4.0 International — CC BY-ND 4.0
Attribution-NonCommercial - CC BY-NC	This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms. **Examples** **Room to Read:** Room to Read uses both CC BY and CC BY-NC licences on its platform. Room to Read's Literacy Program supports literacy development for primary school students. The organization works with local authors and illustrators to create and distribute children's books as well as videos. It also introduced an online learning platform called Literacy Cloud during the COVID19 pandemic. Through its Girls' Education Program, Room to Read supports girls with resources, mentorship and a life skills curriculum that helps them overcome challenges to education. **Brooklyn Museum:** The Brooklyn Museum is a major contributor to the commons on Flickr and licenses its online image collection under a CC Attribution-NonCommercial license. According to chief of technology, Shelley Bernstein, "We had started with [the] CC-BY-NC-ND [license] back in 2004 and having had a good experience, wanted to open it up a bit more. CC allows us to change as we grow and that's very valuable — it means we can take small steps toward larger goals and do so as the institution feels comfortable." Adapted from Creative Commons: See Creative Commons — Attribution-NonCommercial 4.0 International — CC BY-NC 4.0
Attribution-NonCommercial-ShareAlike - CC BY-NC-SA	This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.

	Example **The Mango Tree Parent's Literacy Guide:** This useful guide was written by the team at Mango Tree Literacy Lab specifically to support parents who are helping their children learn to read and write their mother tongue language, Leblango, in Uganda. The guide is a wonderful template for anyone else who would like to produce a similar resource (in any other language) to help parents and caregivers supporting their children learning to read and write in their mother tongue. Adapted from Creative Commons: See Creative Commons — Attribution-NonCommercial-ShareAlike 4.0 International — CC BY-NC-SA 4.0
Attribution-NonCommercial-NoDerivs - CC BY-NC-ND	This license is the **most restrictive** of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they **can't change them** in any way or use them commercially. **Examples** **Ubongo Toolkits:** Ubongo selected the most restrictive CC licence – attribution, non-commercial, no derivatives. Its goal was to make the resources easily and freely available – without requiring permission – to encourage distribution and maximum impact, but only with attribution, for noncommercial purposes, and without making any changes. Each episode undergoes numerous educational and technical reviews, including during the animation and translation processes. Stories are developed through focus groups with children, who review the stories at different steps of the way to test for comprehension and engagement of key topics. Ubongo does not wish its strict quality assurance methods to be compromised in any way through someone else's adaptation, even if the alteration is acknowledged in the citation statement. Source: Closed or Open? Ubongo's switch from copyright protected to Creative Commons Licensing.

	TED Talks videos: The popular TED Talks are licensed under the CC BY-NC-ND license, which allows them to be redistributed unmodified for noncommercial purposes. Says TED Media's Executive Producer June Cohen, "Creative Commons was the most efficient way to empower the growth of our product and free us from conversations about what could or couldn't be done with our videos." Though TED doesn't allow remixes of its videos without its consent and the consent of the speaker, TED does encourage translations through its Open Translation Project. Since releasing videos under CC, TED Talks have been viewed over 200 million times. See The Power of Open: TED Talks. Adapted from Creative Commons: See Creative Commons — Attribution-NonCommercial-NoDerivatives 4.0 International — CC BY-NC-ND 4.0
Creative Commons Zero - CC0	CC0 is the "no copyright reserved" option in the Creative Commons toolkit - it effectively means relinquishing all copyright and similar rights that you hold in a work and dedicating those rights to the public domain. CC0 is a single purpose tool, designed to take on the dedication function of the former, deprecated **Public Domain** Dedication and Certification. How effectively CC0 works will depend on the legal regime in which the work is used, but the tool is intended to effectively release rights even in jurisdictions where it is difficult to do so. From Creative Commons Wiki CC BY

Sharing

Besides using open resources shared by others, Creative Commons encourages you to release your best work with an open licence.

Video title: Creative Commons licences explained *When you take a photo, make music or shoot a video it's yours, you own it. You also own the copyright. Which means you decide how it is used and who can use it and if it can be copied*

and shared (or remixed).

Reflect: When releasing one of your own resources as an OER, which CC licence would you choose? Why?

This illustration is taken from an openly licensed storybook on the African Storybook website. The story, ***/Gui//nâ Gomas xa***, is written in the Khoekhoegowab language spoken in Southern Africa. It was written by Sebongile Daniel, Mpho Ntlhanngoe and Khothatso Ranoosi and translated by Mattheus Goraseb. It was illustrated by Marion Drew.

Reflect: Feedback

Most educators appreciate the value proposition of open content. Yet, many are inherently conservative and struggle to 'let go' of their resources. Consequently, educators new to OER tend to select restrictive CC licences for their work. Some librarians and library staff may also be afraid to adapt or to translate a children's story and let it go.

The reality, however, is almost none are in a position to police the implementation of the licence. It therefore makes more sense to release the resource with as little restriction as possible.

Quick quiz on Creative Commons Licences

[Note, the answers can be found below, try to complete the quiz without looking at the answers. You should endeavor to achieve at least an 80% pass rate or get at least eight out of ten answers right.]

Let's see if you have the Creative Commons licences under your belt. Answer these ten questions.

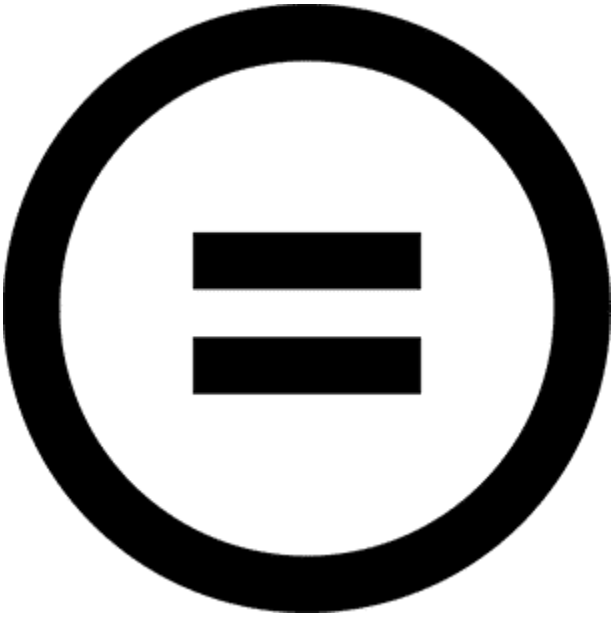
Question 01/10

What can you do with MIT's open courseware (OCW)? Circle the correct answers below:

1. Use components of their course as resources in a traditionally published textbook ©
2. Adapt course materials for use in your classes
3. Use to create a 'for-profit' course
4. Use without asking MIT permission

Question 02/10

Which statement best describes the ND right? Select one correct answer below.



1. Users cannot make any copies
2. Users cannot change the resource
3. Users can change only the images in the resources

4. Users can make only one copy of the original

Question 03/10

Which statement best describes the SA right? Select one from the options below.

1. Users must ask permission to use the resource
2. Use the same licence as the original resource
3. Users cannot change the resource
4. Users cannot make profit from the resource

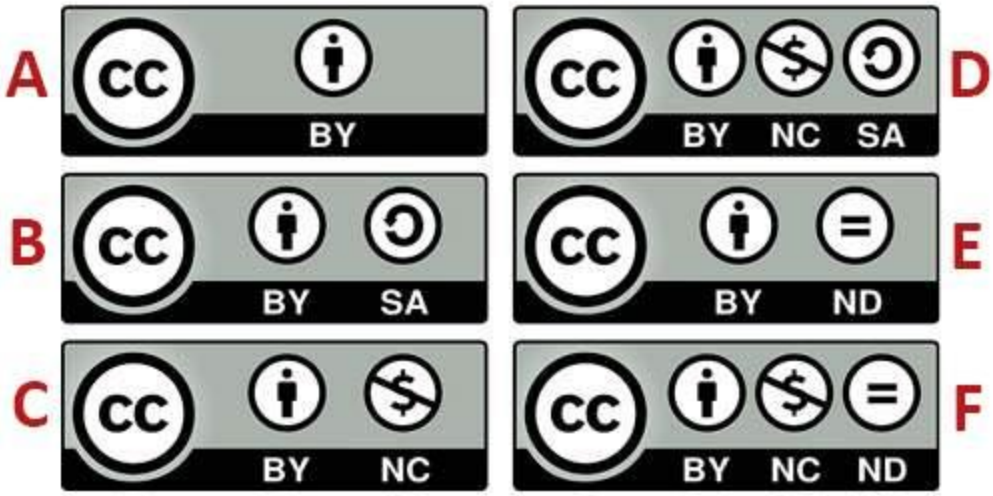
Question 04/10

True or false? When you create a piece of work it is automatically copyrighted with an open licence.

- ☐ True
- ☐ False

Question 05/10

Identify the most ‘open’ licence. Select one of the options from the list below.



1. A (CC BY)
2. C (CC BY-NC)
3. B (CC BY-SA)
4. E (CC BY-ND)

Question 06/10

Which Creative Commons right is reserved with this symbol?

1. No Derivatives
2. Non-Commercial
3. Attribution
4. Share-Alike

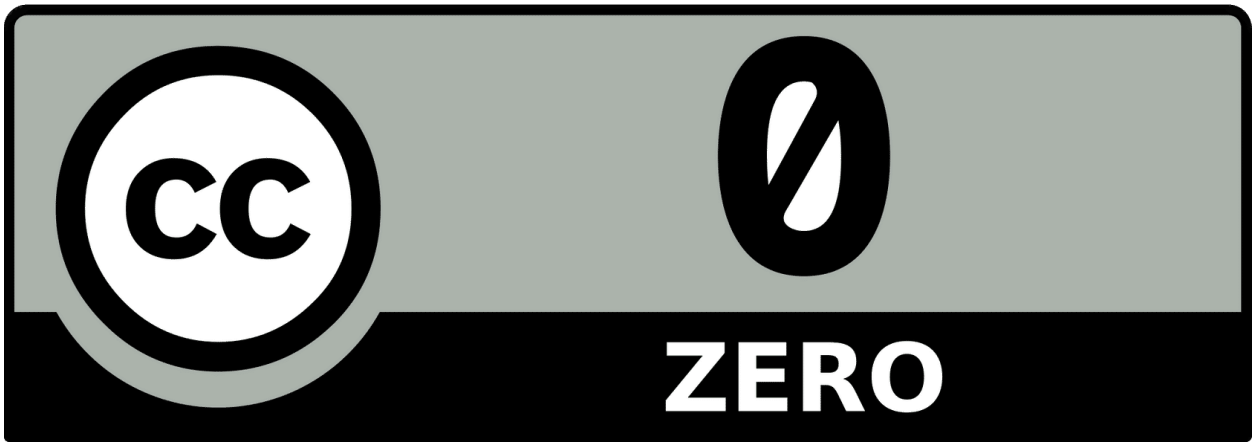
Question 07/10

Identify which right the author has reserved when using this CC symbol.

1. Share-Alike
2. Non-Commercial
3. Attribution
4. No Derivatives

Question 08/10

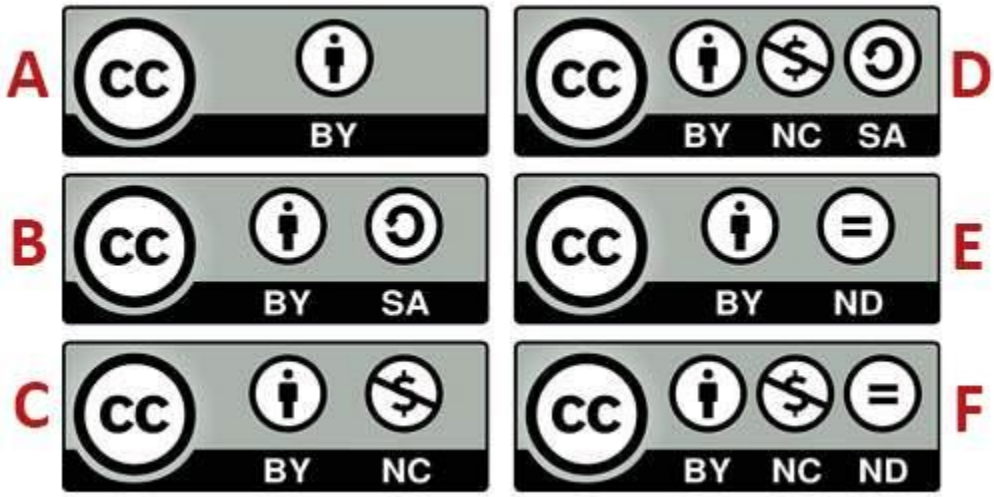
Creative Commons Zero licence is equivalent to…



1. CC BY
2. GNU licence
3. Fully copyright
4. Public domain

Question 09/10

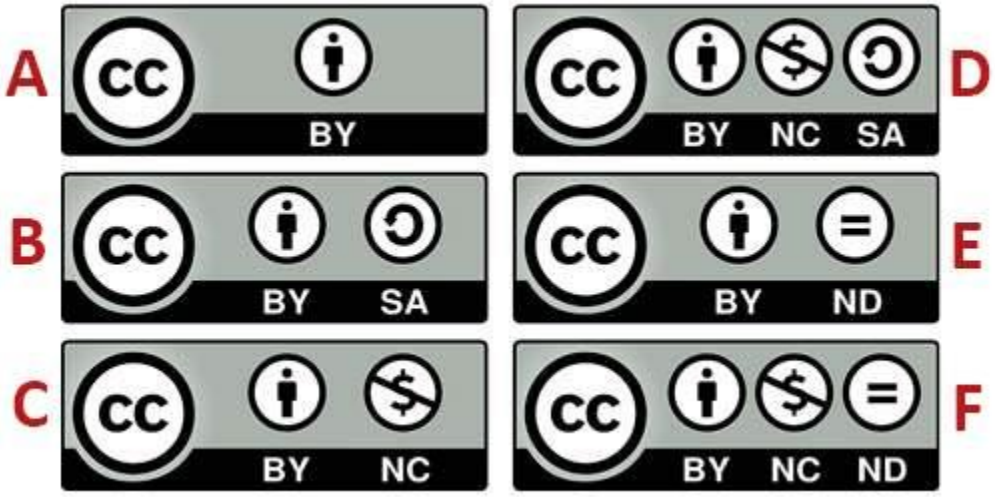
Which licences do not allow repurposing or adaptation?



1. D and F
2. E and F
3. C and F
4. A and B

Question 10/10

Which licences prohibit the use of the resource in new works that will be fully copyrighted?



1. B and D
2. C and F
3. B and F
4. D and F

Please complete all the quiz questions before you review the answers.

Answer 01/10
Answers 2 and 4 are correct. Keep in mind that MIT's OCW is licensed as **CC BY-NC-SA**. This licence lets others remix, tweak, and build upon their work, non-commercially, and as long as you credit MIT and licence any new creations under the identical terms: CC BY-NC-SA.

Answer 02/10
Answer 2 is correct. No Derivatives: ND: You let others copy, distribute, display, and perform only original copies of your work. If they want to modify your work, they must get your permission first.

Answer 03/10
Answer 2 is correct. Share Alike (SA): You let others copy, distribute, display, perform, and modify your work, as long as they distribute any modified work on the same terms. If they want to distribute modified works under other terms, they must get permission first.

Answer 04/10
The statement is False. In fact the truth is the other way around. When you create a piece of

work it is automatically fully copyrighted as ‘All Rights Reserved’.

Answer 05/10
Answer 1 is correct.

Answer 06/10
Answer 2 is correct. Possibly never seen in Africa, but any currency symbol, including the Yen, can be used to depict ‘Non-Commercial’. The dollar, ‘$’, is possibly the most commonly used.

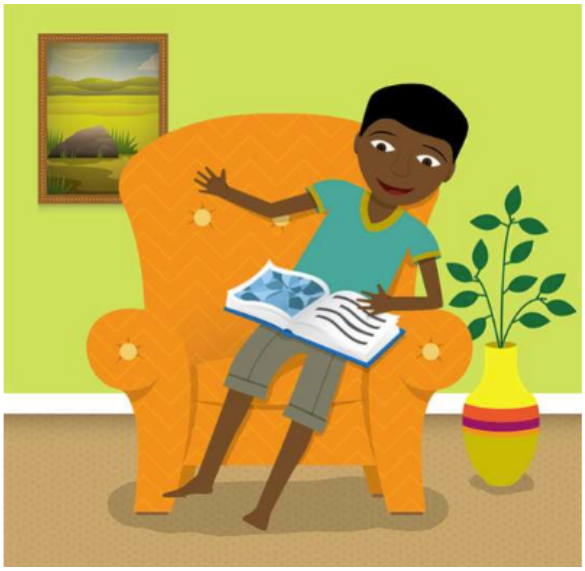
Answer 07/10
Answer 3 is correct. All CC licences require that others who use your work in any way must give you credit (attribution) the way you request, but not in a way that suggests you endorse them or their use. If they want to use your work without giving you credit, or for endorsement purposes, they must get your permission first.

Answer 08/10
Answer 4 is correct. CC0: The work is in the public domain. The author has waived all of his or her rights to the work worldwide under copyright law.

Answer 09/10
Answer 2 is correct. Remember that licences that contain **ND** (No Derivatives) do not permit modifications to the original source.

Answer 10/10
Answer 1 is correct. Remember that licences that contain SA (Share-Alike) require the new work or derivative, to have exactly the same licence. A published fully copyrighted work would need to change the licence.

Section 4 of 12: What is open content?



Think: So what exactly are you looking for? A storybook, a lesson plan, a worksheet, a textbook, or perhaps some media… or maybe a whole programme?

This illustration is taken from an openly licensed storybook available on the African Storybook website. ***A Lage Se a Ga*** was written by Letta Machoga and translated into the Kasem language by Kaba Conrald (OLE Ghana). The story was illustrated by Wiehan De Jager.

What type of open content is available to librarians, library staff, educators and course designers? In this session we will investigate OpenCourseWare (OCW), Open Educational Resources (OER), and Massive Open Online Courses (MOOCs). Open Access (OA) research journals and Open Data, additional examples of Open Content, are covered in a learning pathway entitled 'Publish Open Access'. This pathway can be found here on the OER Africa website.

Distinguish between OER, OCW and MOOCs

Open content comes in different forms ranging from simple assets such as a children's story, an alphabet chart, a worksheet or a photo, to a unit of study or a whole course. It is important to know exactly what you are looking for.

1: OER

> Open educational resources (OER) are free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes. OER are teaching, learning materials in any medium - digital or otherwise - that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Read more here: Open Educational Resources (OER)

Example: OER Commons

OER Commons is a digital public library and collaboration platform. It offers a comprehensive infrastructure for curriculum experts and instructors at all levels to identify high-quality OER and collaborate around their adaptation, evaluation, and use to address the needs of teachers and learners. Diving into OER Commons is an exciting opportunity to collaborate with other educators and learners, at the forefront of a new educational era.

OER Commons: https://www.oercommons.org/

2: OCW

An openCourseWare (OCW) is a free and open digital publication of high quality college and university-level educational materials. These materials are organized as courses, and often include course planning materials and evaluation tools as well as thematic content. OpenCourseWare are free and openly licensed, accessible to anyone, anytime via the internet.

What is Open Courseware?

Example: UCT

One of Africa's top universities, the University of Cape Town (UCT) releases some content with an open licence.

UCT Open Educational Resources

3: MOOC

A massive open online course (MOOC) is an online course aimed at unlimited participation and open access via the web. Early MOOCs often emphasized open-access features, such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources.

Later MOOCs, however, use closed licences for their course materials while maintaining free access for students. Some MOOCs have begun to restrict student access to course materials after completing their studies. SO the openness of MOOCs vary from course to course.

Massive open online course - Wikipedia

Example: Coursera

> Every course on Coursera is taught by top instructors from world-class universities and companies, so you can learn something new anytime, anywhere. Hundreds of free courses give you access to on-demand video lectures, homework exercises, and community discussion forums. Paid courses provide additional quizzes and projects as well as a shareable Course Certificate upon completion.
>
> Coursera

Match the open content type label with the correct description. Complete the exercise before you review the answers below.

1.	MOOC	A.	Individual assets such as text files, audio files, diagrams often distributed individually
2.	OCW	B.	University level course materials
3.	OER	C.	Offers free access to students to attend classes offered by the world's top academics

Answers:

1. C
2. B
3. A

Reflect: Which open content type would you find most useful?

This illustration is taken from an openly licensed storybook available on the African Storybook website. ***A Lage Se a Ga*** was written by Letta Machoga and translated into the Kasem language by Kaba Conrald (OLE Ghana). The story was illustrated by Wiehan De Jager.

Reflect: Feedback

Good question, and the answer… depends!

- If you are new to the role of 'educator' and have been allocated a subject, or topic, you are not too familiar with, then adapting **OCW** does make sense. Developers too, might find the structures inherent in a course design of interest too.
- The vast majority of us, however, probably just want a graphic, video clip, story book, picture book, poster, or the definitions of specific terms to supplement what we are doing. Then, **OER** are much more useful, and manageable.
- **MOOCs,** because their content is generally not open, makes sense when learning itself is the goal. These free courses are attractive to learners.

Section 5 of 12: How to search for open content using Google

Think: Can you use Google to filter search results to show only open resources?

This illustration is taken from an openly licensed storybook available on the African Storybook website. ***Abebe and the English Boys*** was created at a story development session at Ras Abebe library in Debre Birhan (Ethiopia) in May 2018. The story was written by Kokeb Abera, Mohammed Mesele and Tibebu Tadesse. It was illustrated by Adonay Gebru.

Sadly there is no one-stop shop to search for and collect your open content. We need to use various search techniques. Google is a popular search engine and is familiar to many people. However, most of us rarely use the customizable functions offered in Google Advanced Search.

Watch the video explaining how to adjust the usage rights filter.

Video title: Using Google Advanced Search to find Open Content
Video demonstrating how to use the usage rights filter on Google Advanced search in order to identify open content

Google advanced search

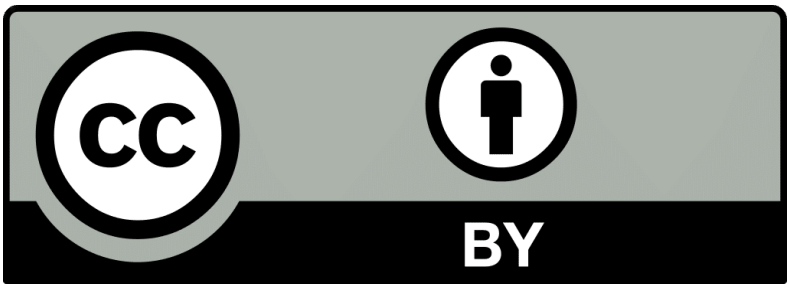
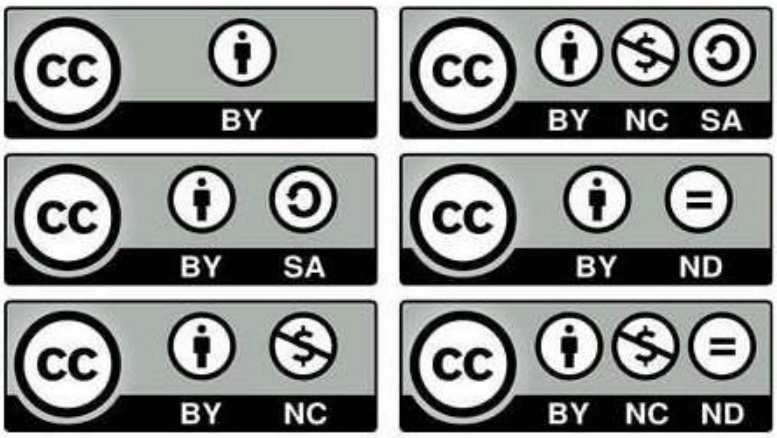
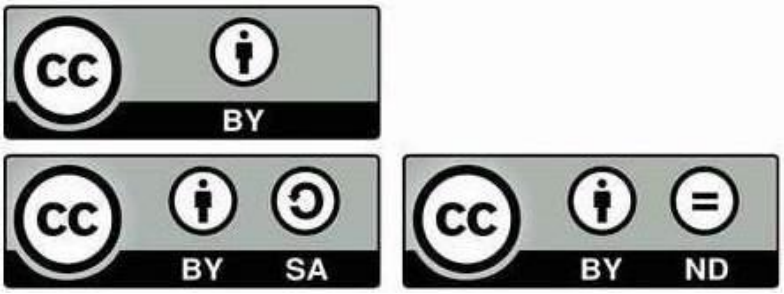
Customize your search with Google's Advanced Search additional search criteria. In our case we will use the 'Usage Rights' fields to identify open content.

Google Advanced Search

When searching for open content on Google we need to use the usage rights filter offered at the bottom of the advanced search screen and understand what Creative Commons (CC) licences are implied by permissions such as:

- Not filtered by licence
- Free to use or share
- Free to use or share, even commercially
- Free to use, share or modify
- Free to use, share or modify, even commercially

Before looking at the definitions below, create a mental image of a licence outlined in the earlier section on Creative Commons licensing that matches Google's usage rights descriptions above. How many did you get right?

Not filtered by licence	© All licences actually, but we have to assume they are all fully copyrighted
Free to use, share or modify, even commercially	
Free to use or share	
Free to use or share, even commercially	

Google image search

Google image search works differently, although it does have a usage rights filter that uses similar permissions to those listed above.

Customize your search with Google's image search, 'Usage Rights' criteria, to identify images that could be used without asking for permission or incurring costs.

Images

Search activity

Now that you've got an idea about how to do it, can **you** use Google advanced search and Google image search to find open content.

1. Access Google Advanced Search (https://www.google.com/advanced_search) or Google Images (https://images.google.com/)
2. Insert search terms into the top field to see if you can find resources about **Street Art** that incorporates motifs of **Nelson Mandela**.
3. Then click the 'Tools' button and adjust the 'usage rights' field to limit the results to resources licensed as 'Creative Commons Licences'.
4. Perform your search with the usage rights filter activated.
5. Did you find this image below? If not, perhaps add the search term 'Graffiti street art on hoardings'.

Photo: Elliot Brown (CC BY-SA)

[Alt text: Photo of graffiti featuring a close-up image of Nelson Mandela's smiling face. There are panels of patterns on either side. The image is overlaid with some text that is inviting the reader to reflect, and that asks, 'Reflect: Consider yourself successful if you found this image by Elliot Brown, 'Graffiti street are on hoardings - Kings Square?']

Section 6 of 12: Search using Creative Commons search

Think: Do you and your colleagues ever need media (music, video, audio) in your projects? How can you guide them to find and use open content?

This illustration is from an openly licensed storybook available for translation and adaptation on the African Storybook website. ***Azizi wa ximpopi*** was written by Lawrence A Konjuro and translated into Xitsonga by Given J Hlongwani. It was illustrated by Natalie Propa.

Another popular tool used to find open content is Creative Commons Search. This tool is favoured by courseware designers and developers looking for free, quality media they can adapt. It is also appealing to teams assembling multimedia projects and presentations.

For example, they might be looking for background music, or perhaps some artwork, to add to a video they are producing. Watch the video below illustrating the search process using this tool.

[NB. The URL mentioned in the video has changed since the video was made. It is now:

https://oldsearch.creativecommons.org/]

Video title: Search for Creative Commons content
Uploaded by Stephanie Martinez on 2015-10-22

Search activity

Use Creative Commons search to find a piece of music that could be used as part of your story hour event, presentation, blog, website or video.

1. To try out this search tool, type the following URL in your browser: https://oldsearch.creativecommons.org/
2. See if you can find a piece of music called '*Kids on the Beach - Cheerful Background Music'* by Keith Fane on SoundCloud.
3. Note this piece of music should have a CC BY-NC-SA licence.

Album cover: Keith Fane Music for Kids

Did you find this piece of music? - 'Kids on the Beach - Cheerful Background Music' by Keith Fane - CC BY-NC-SA:
Stream Kids on the Beach

Did you find the song? Is it something you think the children at the library will relate to?
It might be an acquired taste. :)

Reflect: Now you know how to find open media, how can you let your colleagues know the difference between using open vs. proprietary media?

This illustration is from an openly licensed storybook available for translation and adaptation on the African Storybook website. ***Azizi wa ximpopi*** was written by Lawrence A Konjuro and translated into Xitsonga by Given J Hlongwani. It was illustrated by Natalie Propa.

Reflect: Feedback

It is important that we model best practice when it comes to using legal teaching resources. It is essential that our colleagues and patrons know how to locate and use open content for their projects and for the events hosted by our institutions. It is also important to talk about copyright and plagiarism. One way to do this is to insist that, within our institutions, we attribute media we have used in the creation of our work.

Section 7 of 12: Search for open content on YouTube

Think: How many videos are out there that are relevant to the services you offer in the library, like story time?

This illustration is taken from an openly licensed storybook on the African Storybook website. Available to adapt and translate, ***Mondli Ne Mbali Kosra Won Nenabea*** was written by Violet Otieno and translated into Akuapem Twi by Michael Baah-Agyeman. It was illustrated by Catherine Groenewald.

Sometimes you know where to look on the Internet and you don't need to use a search tool. The issue though is how to identify what is open and what is not. **YouTube** (http://www.youtube.com) is an obvious repository for video content and Flickr (http://www.flickr.com) is a photo repository. These platforms do offer a filter that allows users to identify videos and photos licenced with a **Creative Commons** licence. To see how you can make use of these filters, watch the video below.

Video title: Using Creative Commons Filters on Popular Platforms
Using Creative Commons Filters on Popular Platforms such as YouTube, Flickr and Open Clipart.

OER Africa. (2017). Using Creative Commons Filters on Popular Platforms. YouTube. (CC BY).

Note that if the design of your project links to YouTube videos via an Internet connection, you don't need to worry about copyright as, technically, you are not taking a 'copy'. So all the videos on the platform can be used in your project.

However, if your project is going to be delivered to your patrons **offline**, with content loaded onto a USB stick, for example, then you should copy only openly licensed videos. Also, if you should want to adapt or re-purpose a video, then you need to work with only openly licensed videos.

In addition, YouTube only allows the use of one Creative Commons licence: **CC BY**. According to YouTube a video is either open or it is not!

Search activity

Can you use CC filters on YouTube? See if you can find a video on the African Union (AU) anthem on YouTube.

1. Navigate to YouTube:
2. Do a search for the AU anthem.
3. Apply the CC filter to the results to see only openly licensed videos.
4. Can you find the AU anthem?

Image: Wikipedia (CC Zero)

[Alt text: Image with a green background, displaying the African Union logo with a partial map of Africa visible, as well as the white sun behind the map, within a circle of gold stars. The image is overlaid with some text that is inviting the reader to reflect, and that asks, 'Reflect: Did you find the AU anthem on YouTube? Can you now search for open videos to support your work in the library space?']

Reflect: Feedback

Let us all unite and celebrate together

The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity
O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life
Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on earth

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life
Let us all unite and toil together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn.
O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life

Video title: Anthem of the African Union (English version)
License: *Creative Commons Attribution license (reuse allowed)*

Section 8 of 12: Search for content in open repositories

Think: Some educational institutions have made a commitment to share their teaching resources openly. Do you know where to look to find resources that might help you as a librarian or library staff member?

This illustration is taken from an openly licensed story book on the African Storybook website. Available to translate and adapt, ***Cisaka Canzoka*** was written by Joseph Sanchez Nadimo and translated into ChiTonga by Edith Sikota Habwanda. It was illustrated by Rob Owen.

If you are looking for an open course or a specific resource, it might be worth looking through institutional repositories to see what is on offer. It is possible that they have resources that have not been indexed by search engines. Below are links to some well-known open content repositories.

Some of the links provided below are focused on Early Literacy resources, others may be more general.

African Storybook

Resources to support early literacy and reading. The repository provides open access to picture storybooks in the languages of Africa. Stories can be downloaded, adapted, translated and created. The aim is to provide reading materials for children that reflect the history and culture of the community in which they live.

Go to African Storybook: http://www.africanstorybook.org/

StoryWeaver

StoryWeaver is an open source, digital repository of multilingual children's stories from Pratham Books. On StoryWeaver users can read, create, translate, download and share stories for free.

Go to StoryWeaver: https://storyweaver.org.in/

Bloom Library

The Bloom Library offers over 10 000 books in a range of languages. Books can be filtered by language and topic.

Go to Bloom Library: https://bloomlibrary.org/

Global Digital Library

This online library has over 6000 books available for reading and download. Books are available at different levels and in a variety of languages.

Go to Global Digital Library: https://digitallibrary.io/

Ubongo Toolkits

As of 19 October 2020, there were 954 resources on the Ubongo Toolkits platform, primarily short-segment videos from Akili and Me. Additional resources in multiple languages, including print resources, are frequently uploaded.

Go to Ubongo Toolkits: https://toolkits.ubongo.org/

Book Dash

South African based Book Dash gathers volunteers to create new African storybooks in just one day anyone can freely print, adapt and translate, and distribute.

Go to Book Dash: https://bookdash.org/

OER Africa

This repository offers access to articles and resources on OER by Africans about Africa.

Go to OER Africa: https://www.oerafrica.org/

TESSA (Teacher Education in Sub-Saharan Africa

TESSA is a collaborative network that aims to help teacher or teacher educators improve their skills and practice. The network provides free, quality resources to support the national curriculum and help educators plan lessons that engage, involve and inspire.

Go to TESSA: https://www.tessafrica.net/

Early Literacy Resource Network

The Early Literacy Resource Network provides links to research and resources on licensing, policies, creation and use of high quality children's materials in the global South.

Go to the Early Literacy Resource Network: http://www.earlyliteracynetwork.org/

BC Campus

Search for quality open textbooks offered in a variety of digital formats.

Go to BC Campus: https://open.bccampus.ca/browse-our-collection/find-open-textbooks/

African Virtual University

OER@AVU, an African Virtual University initiative has, as of July 2018, well over 1000 resources released under the Creative Commons license CC BY.

Go to AVU OER: https://oer.avu.org/

University of Cape Town

One of Africa's top universities releases some content with an open licence.

Go to Open UCT: http://open.uct.ac.za/handle/11427/29116

Open University (UK)

The Open University (UK) offers a number of short and foundational courses for free.

Go to OpenLearn: https://www.open.edu/openlearn/free-courses/full-catalogue#

Commonwealth of Learning

COL is committed to promoting equitable access to quality lifelong learning for all - believing that access to learning opportunities will lead to progress in achieving sustainable development.

Go to Education: http://oasis.col.org/handle/11599/2415

OER Commons

OER Commons is a freely accessible online library that allows teachers and others to search and discover open educational resources and instructional materials.

Go to OER Commons: https://www.oercommons.org/

Skills Commons

Explore free and open educational resources in Workforce Development, developed in partnership with local industries, reviewed by subject matter experts and focused on skills businesses need today.

Go to Skills Commons:https://www.skillscommons.org/

Search activity

Work through at least **five** of the repositories and see if you can find resources on any of the following:

- Stories that children coming to your library would want to read
- Illustrations that are particularly pertinent to your community
- Resources that would help you professionally.
- Literacy and numeracy for young children
- Courses that might further your career

Compare your resources with what your group has found. Take notes as you will be expanding on this activity later on.

Reflect: Do you think your library or institution should create such an open repository? What might you and your colleagues share more widely?

This illustration is taken from an openly licensed story book on the African Storybook website. Available to translate and adapt, ***Cisaka Canzoka*** was written by Joseph Sanchez Nadimo and translated into ChiTonga by Edith Sikota Habwanda. It was illustrated by Rob Owen.

Reflect: Feedback

It is an interesting question… Most open content users start off being 'consumers', that is they search for and use /adapt other peoples' open content, then in time they become 'producers', developers and shares of resources.

Some institutions see this sharing of open educational resources as a way to generate positive exposure for the institution. Open repositories showcase quality work being developed by institutional staff. By inference the public and other educators assume the teaching and learning being done at the school must also be of quality.

Prof. Peter Donkor, former Pro Vice Chancellor at Kwame Nkrumah University of Science and Technology, Ghana, is on record as saying:

'We struggle to have access to information. If we have information, why do we not also share it as a part of a pool of universities? Using OER, our institutions are able to exchange information for the purpose of improved learning.'

Open repositories also house research and librarians publish articles, case studies and other content. Have you thought about what kind of licence you would want to use for your content?

Source: Glennie, J (ed). (2012). **OER and Change in Higher Education: Reflections from Practice**. Commonwealth of Learning. Available online at https://www.oerknowledgecloud.org/archive/pub_PS_OER_web.pdf (CC BY).

Section 9 of 12: How to evaluate open content

Think: Once you have found some likely OER, how do you know if they are any good?

This illustration is taken from an openly licensed storybook on the African Storybook website which is available for adaptation and translation. ***Wankyundan u nan Bem*** was written by John Nga'sike and translated into Tiv by Terkule Aorabee. It was illustrated by Jacob Kono.

WIth so many freely available resources online, choosing open content can be overwhelming. The BC OER Librarian's checklist below contains some suggestions when choosing resources for use at your institution.

Relevance

- ☐ Does the information directly address one or more of the course objectives?

Accuracy

- ☐ Is the information accurate? Are there major content errors or omissions?
- ☐ Are there spelling errors or typos?
- ☐ Has the material been peer reviewed?

Production quality

- ☐ Is the information clear and understandable?
- ☐ Is the layout and interface easy to navigate?

- ☐ Do the design features enhance learning?
- ☐ For multimedia resources, are the audio / video quality high?

Accessibility

- ☐ Is the resource available in alternative formats? E.g. .docx or .odf (open doc format)
- ☐ For audio and video resources, is there a transcript or subtitles?

Interactivity

- ☐ Does the resource encourage active learning and class participation? If not, are you able to add this to the resource?
- ☐ Are there opportunities for the students to test their understanding of the materials, e.g. a video with embedded questions?

Licensing

- ☐ Does the licence allow for educational reuse of the materials?
- ☐ Does the licence allow modifications or adaptations of the materials? If so, can you modify the resource to better fit the class objectives or encourage active learning?

Follow this link to open a larger version of this checklist in PDF format, suitable for downloading or printing.

Go to: Faculty Guide for Evaluating Open Education Resources

Reflect: Can you think of any additional criteria that should be added to the list above?

This illustration is taken from an openly licensed storybook on the African Storybook website which is available for adaptation and translation. ***Wankyundan u nan Bem*** was written by John Nga'sike and translated into Tiv by Terkule Aorabee. It was illustrated by Jacob Kono.

Reflect: Feedback

The list here works very well for individual resources, such as OER assets. However, for evaluating open courseware you might want to adjust the criteria or add in some more. Some evaluators want to assess the extent systemic course structures encourage open education; particularly open access to the course. Other evaluators like to include an evaluation of learner support mechanisms to ensure students have the highest chances of success in the course etc.

Additional criteria? Across Africa, bandwidth is notoriously expensive and often insufficient for intensive resources like streaming video. Unless our students have access to ubiquitous connectivity we might want to prioritize low-tech resources (text and simple images) over video for example.

Section 10 of 12: Do it for real

Activity 4.1 - Research, Moodle

Do you think you can put all those search skills and tips together? If so, here is an assignment.

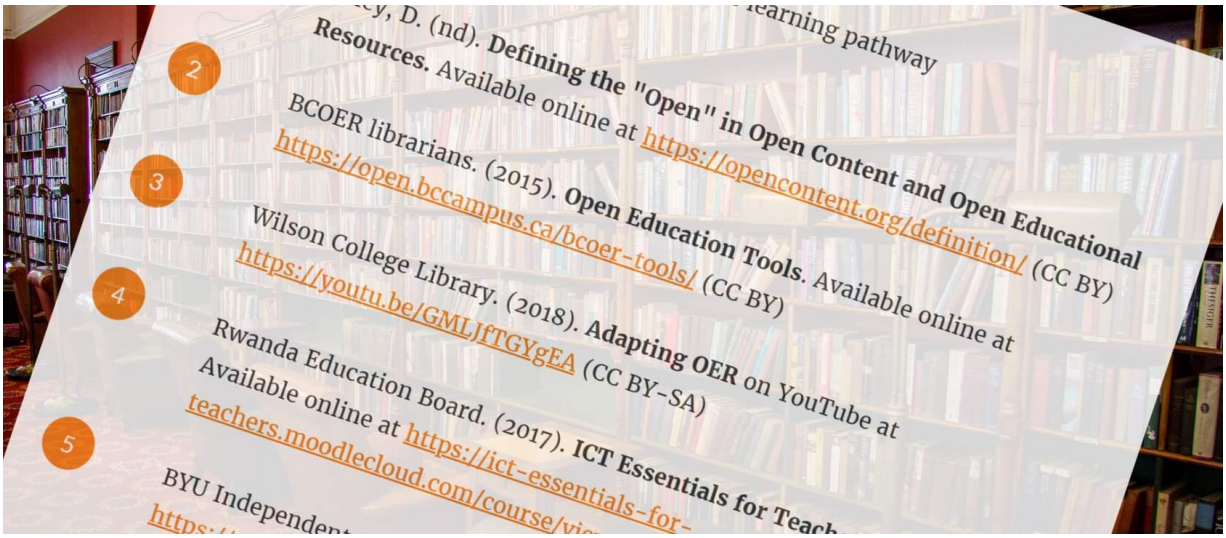
Step 1: Identify the parameters of your early literacy offering at the library where you work

We want you to create a list of OER and OCW that could be used by your institution to further your early literacy offering. Before you start searching, review and identify a segment that would benefit from additional resources and multimedia.

Step 2: Create an ‘attribution list’ template

In MS Word, or any other word processor, create a template where you can store the open content you will discover. We would suggest you use a format like the one below.

1. Author’s surname, Initial. (year). *Resource title.* Web location with link. Creative Commons licence.



[Alt text: Image showing an example of an attribution list displayed in the exact way the example in Step 2 above sets out. Image is a white page featuring orange and black text, the list is numbered. Image behind the main page is a wall of bookshelves.]

Step 3: Identify at least one OCW

Use the skills and tips included in this lesson to search for and identify at least one open course similar to the one you are currently studying. (Hint! We used some of the material provided in this course in Module 3.) Include the details and a live hyperlink to the course in your attribution template created in Step 2 above.

Step 4: Identify at least one video OER

Use the skills and tips included in this lesson to search for and identify at least one openly licensed video that can supplement your early literacy events or plans at the

library. Include the details, a live hyperlink to the video, and the CC licence your attribution template created in Step 2 above.

Step 5: Identify at least one graphic, chart, image, or photo OER

Use the skills and tips included in this lesson to search for and identify at least one openly licensed image or graphic that can supplement your early literacy events or plans at the library. Include the details, a live hyperlink to the image, and the CC licence in your attribution template created in Step 2 above.

Step 6: Identify at least one text resource

Use the skills and tips included in this lesson to search for and identify at least one openly licensed text-based resource that can supplement your early literacy events or plans at the library. Include the details, a live hyperlink to the image, and the CC licence in your attribution template created in Step 2 above.

Now upload your attribution list to Moodle and share your resources with your cohort group. Did any of you get the same resources? Combine your efforts to create a master list of resources and share widely with your colleagues at the library and further afield.

*This is a completion exercise, although the discussion won't be marked, feedback must be provided within the group via Moodle, this counts towards your course completion requirements.

Section 11 of 12: Summary

You have reached the end of this tutorial. Ideally you should be able to:

1. Identify rights and permissions contained in Creative Commons licences.
2. Identify different types of open content including Open Courseware (OCW), Open Educational Resources (OER), and Massive Open Online Courses (MOOCs).
3. Search for open content using common tools and filters (such as Google and YouTube) as well as specialized services (such as Creative Commons Search).
4. Investigate well-known open content repositories.
5. Apply evaluation criteria to open content to determine usefulness.

Remember to apply a search protocol that provides a series of steps, or a process, to ensure your searches are effective:

1. Have a clear idea of what you are looking for.
2. Use Google Advanced Search Usage Rights to identify potential open content aligned to a subject or topic.
3. Use Creative Commons Search to identify specific media types.
4. Use the filters on popular platforms, like YouTube, to identify open content.

5. Be familiar with those open repositories that regularly publish open content in your subject area.
6. Use a set of quality criteria to evaluate the usefulness of the content you have found.

Section 12 of 12: Attribution, references, and licence

Attribution

The following OER were adapted to create this tutorial:

1. BC OER. (2015). Faculty Guide for Evaluating Open Education Resources. Available online at BC Campus http://lms.nba.co.za/pluginfile.php/3329/mod_resource/content/1/OER%20Evaluation%20Faculty-Guide-22-Apr-15.pdf. (CC BY)
2. Clark, S. (2016). Online Research: Tips for Effective Search Strategies. Available on YouTube at https://youtu.be/LTJygQwYV84. (CC BY)
3. Commonwealth of Learning. (2015). OER Search Techniques. Available on YouTube at https://youtu.be/EV4K-V2cHYk. (CC BY-SA)
4. Council of Chief State School Officers. (2016). What is an open license and how does it work? Available on YouTube at https://youtu.be/cHqB0OTNHhg. (CC BY-NC)
5. Creative Commons. (2019). Licenses and Examples. Available on Creative Commons at https://creativecommons.org/share-your-work/licensing-types-examples/licensing-examples. (CC BY)
6. Department of Higher Education - South Africa. (2019). Open Learning Approaches in South African TVET and CET Colleges. Available on DHET at http://lms.nba.co.za/course/view.php?id=81. (CC BY)
7. Department of Higher Education - South Africa. (2018). Using Google Advanced Search to find Open Content. Available on YouTube at https://youtu.be/UuSOuyzP1wM. (CC BY)
8. Glennie, J (ed). (2012). OER and Change in Higher Education: Reflections from Practice. Commonwealth of Learning. Available online at https://www.oerknowledgecloud.org/archive/pub_PS_OER_web.pdf (CC BY)
9. Hendricks, S. (2015). Search for Creative Commons Content. Available on YouTube at https://youtu.be/1fkr_ApFPyk. (CC BY)
10. International Librarians Network. (2015). Copyright, Creative Commons and Open Access. Available on WordPress at https://ilnetwork.wordpress.com/2015/11/03/copyright-creative-commons-and-open-access/. (CC BY-NC)
11. OER Africa. (2017). Using Creative Commons Filters on Popular Platforms. Available on YouTube at https://youtu.be/jlqKmvDZtTI. (CC BY)
12. Wikimedia Foundation. (2017). What is Creative Commons? Available on YouTube at https://youtu.be/dPZTh2NKTm4. (CC BY)

References

1. TVET Academy. (2019). Home Page. Available on TVETA at http://www.tvetacademy.org/en/. ©

Licence

Find Open Content by OER Africa is licensed under a Creative Commons Attribution 4.0 International License.

4.1.2 Tutorial 2: Adapt Open Content

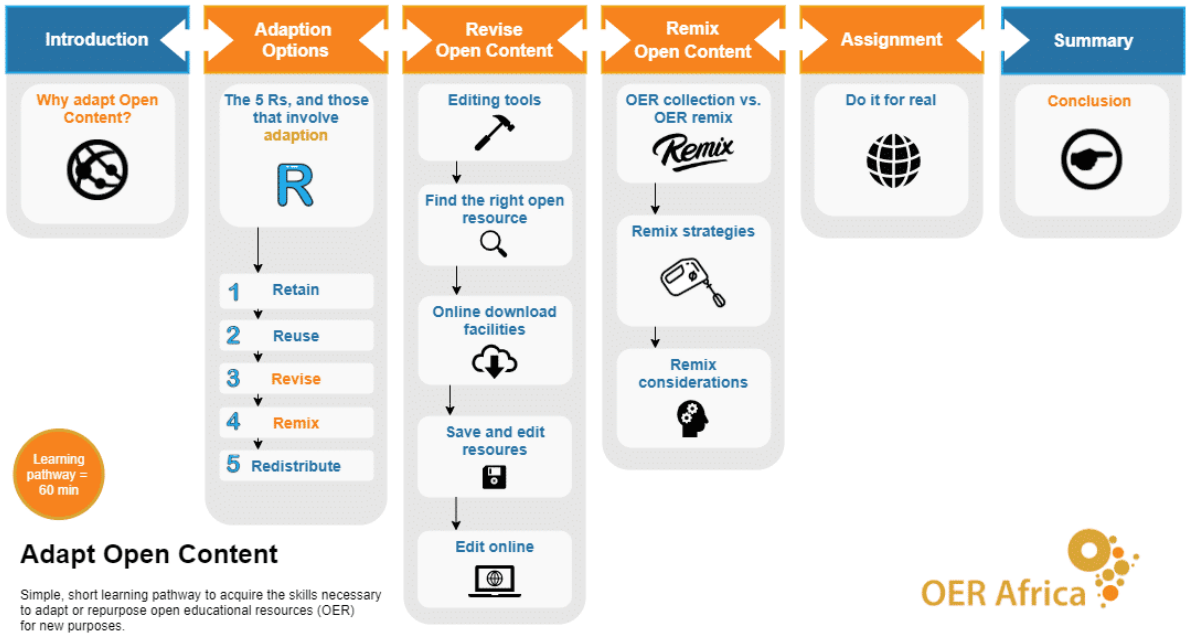
This tutorial provides a quick and simple solution to adapting open content for new purposes. It was developed by OER Africa as one of their learning pathways for continuous professional development for the tertiary level. Although it has been adapted for this course, some parts will be more relevant to participants than others.

Let's begin.

Section 1 of 10: Tutorial and outcomes

Where are we going?

Below is a diagram of the Adapt Open Content tutorial.If you are new to the topic we would recommend that you work through the tutorial sequentially. This diagram is used by OER Africa and is intended for academic librarians at the tertiary level. Not all components may be relevant to you.



[Alt text: This infographic is a breakdown of the various elements featured in this tutorial. The headings include Introduction, Adaption Options, Revise Open Content, Remix Open Content, Assignment, Summary. Each heading is broken down further into subheadings that describe what will be covered in each section of the tutorial.']

Once you have worked through the tutorial, you should understand and feel confident about the following outcomes.

Outcome 1 - Why adapt?

This tutorial will outline the benefits of adapting or ‘repurposing’ open resources.

Outcome 2 - Identify the right resources

You will investigate which Creative Commons licences permit resource adaptations and repurposing.

Outcome 3 - Revise a resource

You will, on completion, have some practical tricks and tips to effectively revise open content to suit your specific context.

Outcome 4 - Remix resources

You will, on completion of the tutorial, be able to ‘remix’, or combine multiple open resources to create a new resource.

Section 2 of 10: Why adapt open content?

It is rare that a search for open content reveals resources perfect in every way for a new learning context. It is possible that the language style is not suited for your patrons. Perhaps, a full translation into another language is necessary! Images that accompany a resource might need to be replaced with familiar local examples. It is also possible that not the entire resource is appropriate and needs to be shortened or supplemented with additional information or activities.

This illustration is taken from an openly licensed storybook on the Book Dash website. Available to translate and adapt, the Siswati version, ***Bora Lonesibindzi***, was written by Edna Gicovi, illustrated by Ellen Heydenrhych, edited by David Mann and designed by Raeesah Vawda.

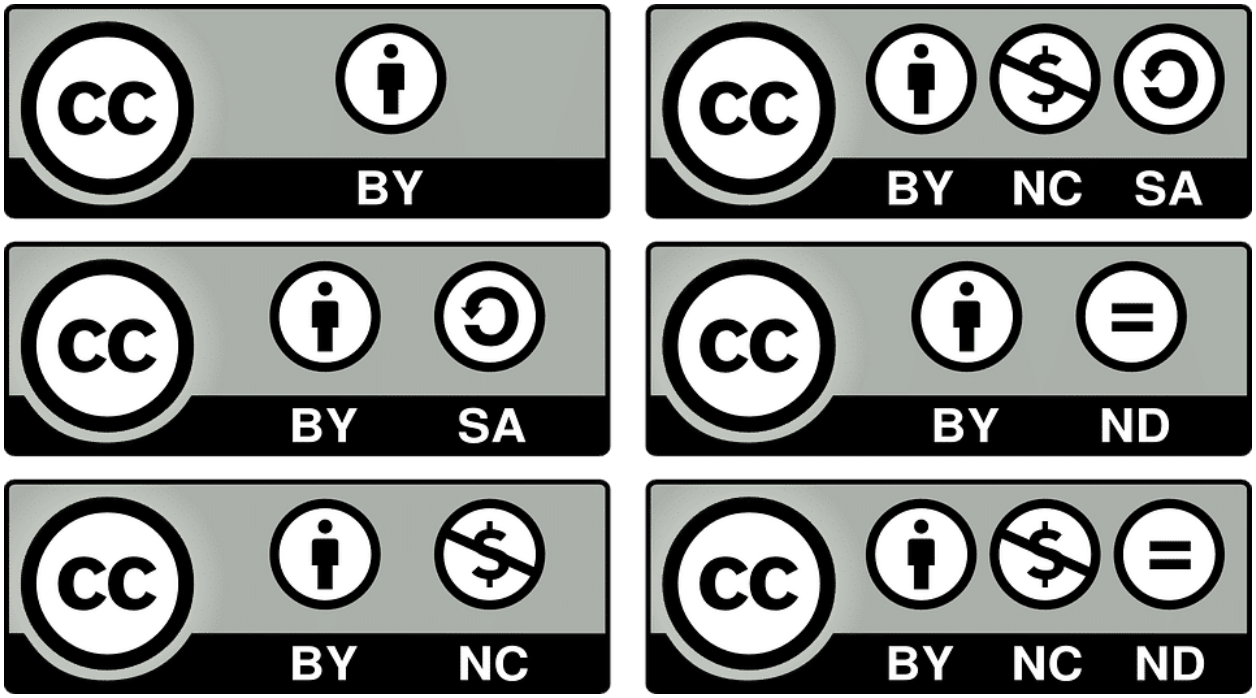
Think about what we have learned so far - adaptation and translation is necessary to create the kinds of resources we want and need - you might have found the perfect children's book, or early literacy resource, but the language is wrong for your young library visitors. We will go into adaptation and translation in more detail later in the module in the section about translation.

Think: In what ways do most education resources need to be different to better suit your library patrons or learners visiting your library?

This illustration is taken from an openly licensed storybook on the StoryWeaver website. Available to translate and adapt, ***The Great Cake Contes***t was written by Lebohang Masango, illustrated by Nompumelelo Mdluli and published by Book Dash.

Repurpose?

Open Educational Resources (OER) are useful because they are free, don't require permission to download, and can mostly be adapted or repurposed. When creating their resources, OER authors usually know that educators, materials developers and course creators would want to adapt these resources to suit new contexts and audiences. To this end, users of open content must have some digital skills and choose an appropriate Creative Commons (CC) licence that omits No-Derivatives (ND) in order to permit re-purposing.



[Alt text: Gray scale image displaying the most common Creative Commons licences in their graphic / symbolic representation.]

The vast majority of Creative Commons (CC) licences do encourage re-purposing. When sourcing OER to adapt, avoid those that include the No-Derivative (ND) right as those CC licences don't permit changes to the original.

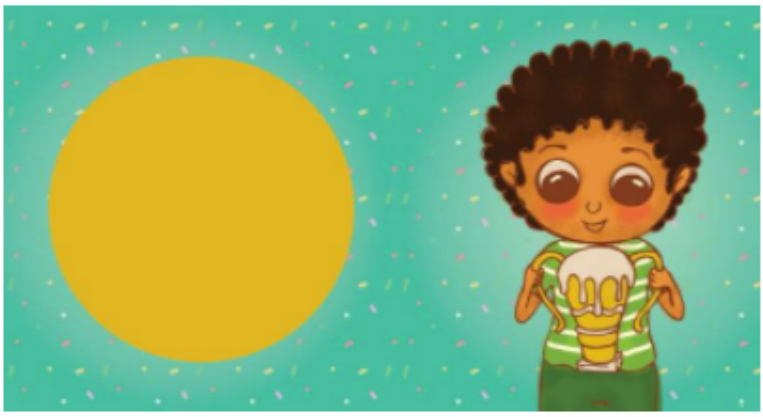
Sort the CC licences below into either "Permits repurposing' or 'Does not permit re-purposing' depending on whether adaptation of the resource is allowed or not. Do this before looking at the answers below.

- CC BY-SA
- CC BY-NC-SA
- CC BY
- CC BY-ND
- CC BY-NC-ND
- CC BY-NC

The answers:

Permits repurposing	Does not permit re-purposing
CC BY-SA	CC BY-ND
CC BY-NC-SA	CC BY-NC-ND

CC BY	
CC BY-NC	



Reflect: As repurposing or adapting resources requires digital know-how, what basic computer skills do you need to adapt OER?

This illustration is taken from an openly licensed storybook on the StoryWeaver website. Available to translate and adapt, ***The Great Cake Contes***t was written by Lebohang Masango, illustrated by Nompumelelo Mdluli and published by Book Dash.

Reflect: Feedback

Open content is not exclusively digital in nature as it is possible to find paper-based resources. However, the vast majority of open resources are digital. It can be argued that the open content movement came about because of the Internet. The Internet provided the mechanism for people across the globe to connect and share resources on a scale not possible prior to the Internet.

Consequently, users of open content will at some point require digital skills to harvest existing resources and then share their content widely. It is worth spending some time acquiring basic digital skills.

This tutorial on adapting OER assumes that you have basic web search skills and productivity app experience.

Section 3 of 10: Adaption options: the 5 Rs

Think: When we say we want to ‘adapt’ or ‘repurpose’ a resource, what exactly do we mean?

What adaptation options are there?

This illustration is taken from an openly licensed storybook on the StoryWeaver website. Available to translate and adapt, ***Princess Bahati*** was written by Deogratias Simba, translated by Sanjana Khoobchandani, illustrated by Michael Sagikwa and originally published by Room to Read as ***Bahati Binti Mafalme***.

The 5 what?

Before we start adapting resources, let us be clear on just how OERs can be used. A popular understanding of what can be done with OERs is called, ‘the 5 Rs’. Within the bounds of what is permissible under Creative Commons (CC) licensing there are five key ways to use OERs:

Retain: Copies of content can be retained for personal archives or reference - the right to own and control copies of the content (e.g. download, store, and manage)

Reuse: The right to use the content in a wide range of ways (e.g. in a library, in a class, in a study group, on a website, in a video)

Revise: Content can be modified or altered to suit specific needs - the right to adapt, adjust, modify, or alter the content itself (e.g. translate the content into another language)

Remix: Content Can be adapted with other similar content to create something new - the right to combine the original or revised content with other material to create something new (e.g. incorporate the content into a mash-up)

Redistribute: Content can be shared with anyone else in its original or altered format - the right to share copies of the original content, your revisions, or your remixes with others (e.g. give a copy of the content to a colleague)

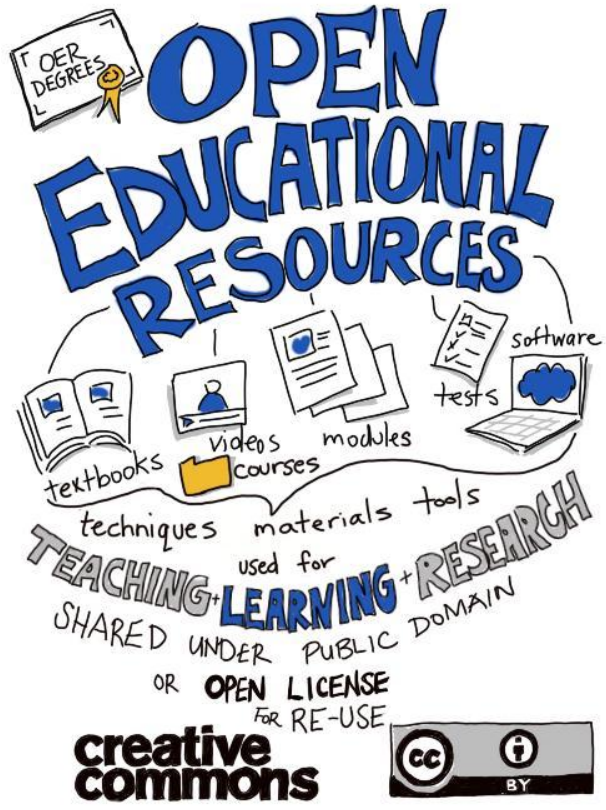


Image: Giulia Forsythe on Flickr (CC BY)

[Alt text: Blue and yellow infographic reinforcing the benefits of OER through text and graphics.]

Activity

Match the item in the first column with the correct description in the second column to check if you remember what we've discussed about the 5 Rs. Do the exercise before checking the answers below.

1. Retain	A). Users can combine multiple OER into a single new resource.
2. Reuse	B). Users of the resources can make copies and share with patrons and colleagues.
3. Redistribute	C). Users of the resource can store a copy of the resource for their own personal use.
4. Remix	D). Users can share either the original resource of the new derivative with others.
5. Revise	E). Users can make changes to a resource to suit a specific learning context.

Answers

1: C

2: B

3: D

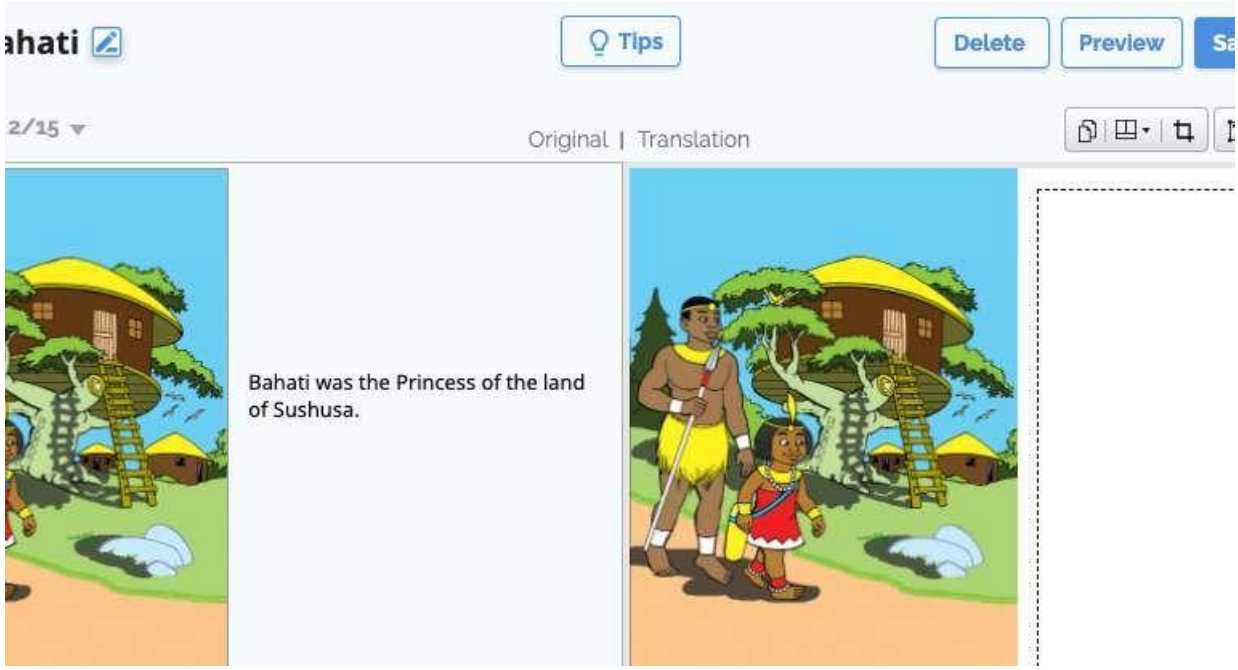
4: A

5: E

Which of the 5Rs involve adapting?
The first two options, **retain** and **reuse** don't require any adaptation techniques as the resources stay the same. **Redistribution** also does not require any changes as it focuses on sharing resources.

However, **Revise** and **Remix** uses **do** require changes.

Revise	Now OERs are beginning to make a lot of sense! It is possible to take an OER and 'fix' it so that it responds to your (and your library's) specific needs. Perhaps you want to shorten the resource, rework the language, add images, translate it, expand it so that it covers your requirements etc. The image below is taken from the online translation tool on the [StoryWeaver website](). This tool allows users to translate the story online or offline and to download the translated version once they are done.



Remix	Sometimes you might want to use and adapt more than one OER. We call this 'remixing'. In fact, some developers like to 'mash' together lots of text-based OERs to create a textbook, or combine text, images and music/sounds into a multimedia learning experience.

The ability to **revise** and **remix** is expressly forbidden in fully copyrighted works. The phrase ‘All Rights Reserved’ means that you would have to negotiate directly with the author and publishing house if you wanted to adapt the resource in any way.

Also, keep in mind CC licences that contain **No-Derivatives** (ND) also cannot be revised or remixed.

Reflect: When creating resources for your library events have you ever combined multiple resources to create something new? Most likely you already have some experience of remixing!

This illustration is taken from an openly licensed storybook on the StoryWeaver website. Available to translate and adapt, ***Princess Bahati*** was written by Deogratias Simba, translated by Sanjana Khoobchandani, illustrated by Michael Sagikwa and originally published by Room to Read as ***Bahati Binti Mafalme***.

Reflect: Feedback

For hundreds of years educators have created their own resources by synthesizing whatever they can get their hands on, such as text books, magazines, newspapers, library resources etc. Adapting existing resources to better suit our students is part of our DNA!

In recent years, however, publishers have been tightening copyright regulations to outlaw these practices. Adapting open content means we don't have to worry about the legality of our actions and it also allows us to network globally with like-minded colleagues and peers who encourage the use of their resources.

Section 4 of 10: How to revise open content

Think: Most OER editing tools can be found on the average PC, laptop or tablet. Do you have access to, and the skills to use common software programmes?

This illustration is taken from an openly licensed storybook on the StoryWeaver website. Available to translate and adapt, ***Lost in the Internet*** was written by Madhurima Chakraborty and Kris Stokes, illustrated by Gaurav Wakankar and published by Pratham Books.

Editing tools to revise a resource

When we start revising OER to respond to specific learning needs they begin to make a lot of sense! Perhaps you want to shorten the resource, rework the language, add images, translate it, or expand it so that it covers your syllabus requirements.

Most of the tools required to edit OER can be found on a laptop or tablet. Think about productivity suite software, such as your word processor, presentation package, and graphics package. Usually OER are available as files that can be viewed and edited in the most popular application software or apps, including popular Office applications for PC and Macs and popular iOS and Android applications. OER are not exclusive to only Open Source software formats. This means you probably already have access to the software you need to do adaptations.

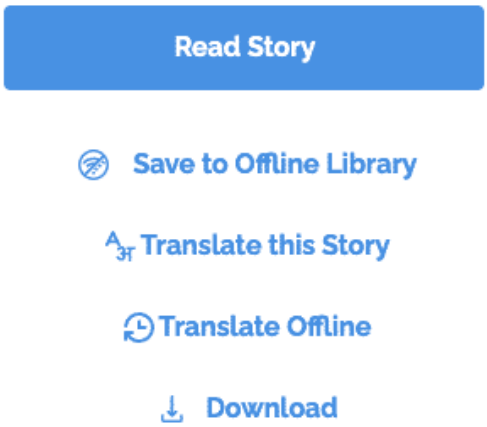
Here are some simple steps to revise open content.

1. **Find the right open resource**

The first step to editing an OER is searching for and finding it. Think about everything you learnt in the first tutorial in Module 4: Find Open Content - you should feel confident about this!

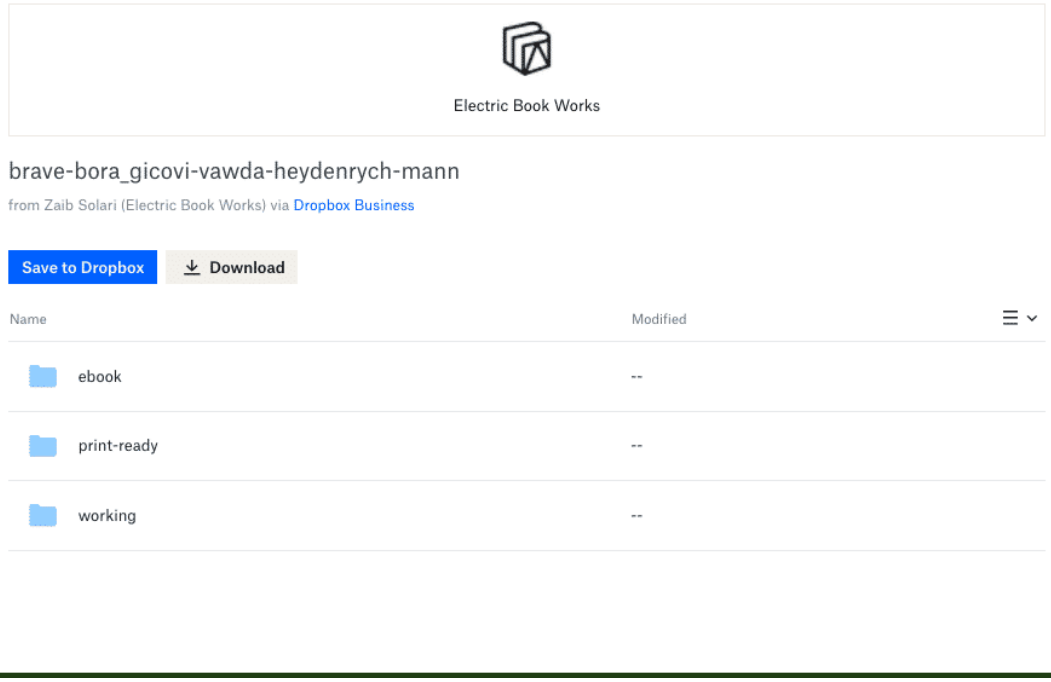
2. **Use the online download facility**

Some OER repositories provide a download facility for individual files, and some even provide you with a zipped file containing numerous open resources.

	The StoryWeaver translate functionality (see image on the left) is available on every story you view on the website.

Some OER repositories, or websites like StoryWeaver, provide a download facility for individual files, and some even provide you with a zipped file containing numerous open resources. The StoryWeaver translate functionality is available online and offline, and you can also download a PDF version of the book.

You will need to register on the StoryWeaver website to start using these resources. StoryWeaver, African Storybook and Book Dash have a download facility where all the resources linked to a specific storybook can be downloaded in one compressed zip file. It is up to you to extract the files, sort, and decide what you'd like to use.



These are the source files for the story ***Brave Bora*** which is available to download, adapt and translate. Book Dash makes these source files available on their website for all of their books. While they do not have an online translation tool, most of the Book Dash books can be found on the StoryWeaver website, and can be translated there.

3. **Save to your device**

Perhaps you're not looking for storybooks to translate, but rather other early literacy resources.

The reality is that many OER repositories do not have built-in automatic download facilities. They expect you to just take what you want. If you are viewing the OER file in the same software in which it was authored, for example in word processor software, then retaining a copy of the resource is relatively simple. Just save it directly to your device using that software's 'Save' function.

Unfortunately, some OER is in PDF format, which makes it more difficult to edit without specialist software.

Copy and paste

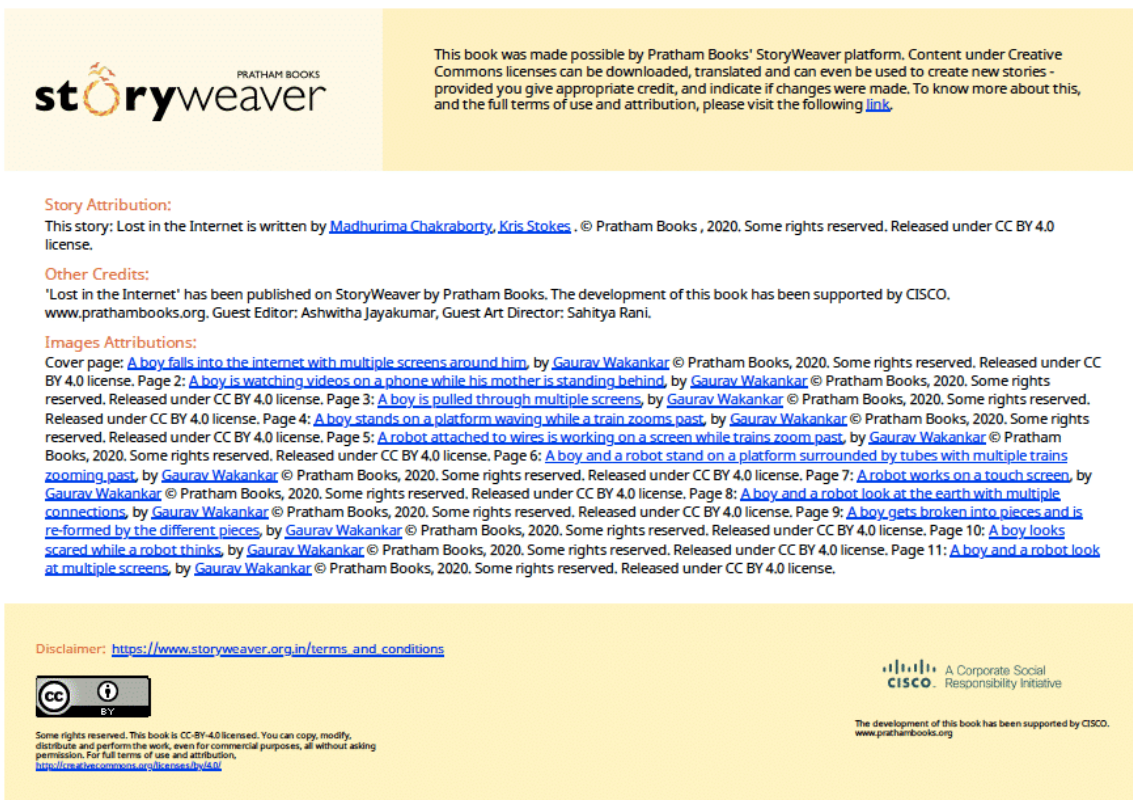
Don't underestimate the power of 'Copy' and 'Paste'. Sometimes it is easiest to select the part of the OER that interests you and copy it and paste it into another application and save it directly to your device. If you are not sure how to copy and paste, view the video tutorial on how to do that.

Video title: **How to COPY and PASTE text & images.**
Copy and paste commands are probably among the most, if not most used functions on almost every computer and device. During this brief tutorial, learn how to use them to copy and paste text, files, pictures and more!

4. **Edit**

Once you have an editable copy of the OER saved to your device it is time to start adapting and making it your own! Use whatever software you are familiar with and create a version that speaks to your patrons and your context within the library. You can change terminology, add in additional texts and images.

Don't, however, forget to **attribute** the original resource and the author(s) somewhere in your new resources. That's the right thing to do.


PRATHAM BOOKS storyweaver

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Story Attribution:
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Disclaimer: https://www.storyweaver.org.in/terms_and_conditions

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CISCO. A Corporate Social Responsibility Initiative

The development of this book has been supported by CISCO. www.prathambooks.org

An example of the attribution page on the StoryWeaver story, ***Lost in the Internet***.

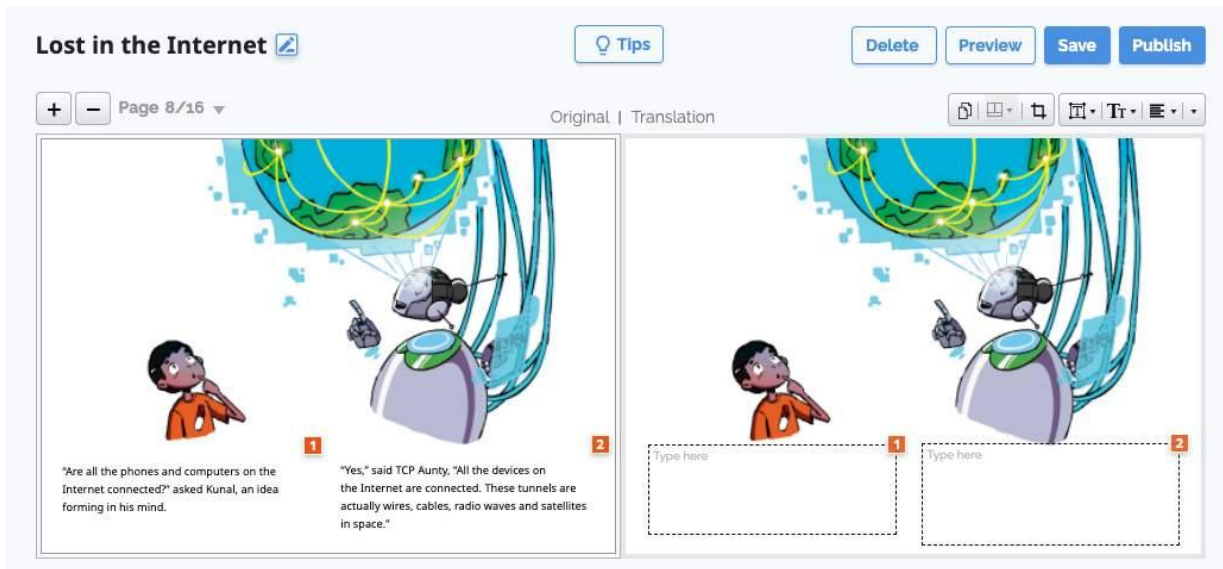
5. **Edit online**

OER Commons, a popular OER repository, allows you to revise some of the OER registered on their platform using their online revision tool. This tool is called Open Author. Once you have created a new version of the existing resource it too is available to others inside the OER Commons platform. Attribution is automated by the platform.

Video title: **How to Use Open Author on OER Commons**
Learn more about authoring and remixing open resources using ISKME's OER Commons teaching and learning network and tools: https://www.oercommons.org/authoring/4466-how-to-use-open-author-on-oer-commons/view Find more free and open curriculum at oercommons.org Video licensed by ISKME Creative Commons Attribution-NonCommercial-ShareAlike (CC BY-NC-SA)

Go to the OER Commons and investigate their OER revision and authoring tools: https://www.oercommons.org/authoring-overview

Translating with StoryWeaver and African Storybook
It is also possible to translate directly on the StoryWeaver and African Storybook websites, with all the text editing tools made available to translators - see image above to get an idea of what the translate tool on the StoryWeaver website looks like.



The online translation tool for the StoryWeaver story, *Lost in the Internet*.

Watch the StoryWeaver translate tutorial video below and then visit StoryWeaver, African Storybook and Book Dash websites for more info. The relevant links are also provided below.

Video title: **Translate Tutorial 2 0**
Here's a quick and easy tutorial you can watch before you begin translating stories on StoryWeaver!

Go to StoryWeaver

Learn more about the translation facility on the StoryWeaver website by reading through these translation guidelines.

Go to Book Dash

Go through the download options and story source files on the Book Dash website.

Go to African Storybook

This PDF document outlines the steps you need to follow to translate a storybook on the African Storybook website.

Go to Open Author on OER Commons

Visit OER Commons and investigate their OER revision and authoring tools.

Reflect: What is your preferred revision technique? Would you restrict yourself to OER distributed in a specific format?

This illustration is taken from an openly licensed storybook on the StoryWeaver website. Available to translate and adapt, ***Lost in the Internet*** was written by Madhurima Chakraboty and Kris Stokes, illustrated by Gaurav Wakankar and published by Pratham Books.

Reflect: Feedback

OER practitioners, that is, people who regularly adapt open content, claim that the intended function of the resource will determine whether they create from scratch or revise an existing resource. The more generic the purpose, the more likely they would revise an existing resource; while the more specialized the purpose, the more likely they will need to develop something new.

Open content comes in numerous formats and the better your skill set the more options you have in terms of finding, and fixing, the ‘right’ resource.

Section 5 of 10: Revision considerations

Considerations
Revising resources requires a specific skill set and not everyone is familiar with the process. Here are some issues to keep in mind when revising an OER.

Think: How much revision is too much revision? At what point should you develop a new resource rather than investing time and resources revising an existing resource?

This illustration is taken from an openly licensed storybook on the StoryWeaver website. Available to translate and adapt, ***What's at the Park*** was written by David Mann, illustrated by Jess Jardim-Wedepohl and published by Book Dash.

When creating 'from scratch' makes sense
The Africa Health OER initiative decided to produce their own OER because sourced open resources were not suitable for use in Africa. The sourced OER, developed for a Developed World context, included equipment that was not available, funding models that did not exist, responsibilities for health practitioners that did not align with local training etc. After a careful analysis of available OER the decision was made to create new materials relevant to the African context and through an open licence share these new resources regionally.

From an early literacy perspective, there are a number of recently created storybooks that are more representative of African children and their lives. Can you use these as a foundation with some adaptation or translation, or will you need to start from scratch?

When does revision make sense?
Some people claim that they would rather create a resource from scratch than fix someone else's resource. They claim revising is time consuming and can result in a resource becoming

‘disjointed’. Revising a resource does require a specific skill set and not everyone is good at it. Therefore, it is worth spending time searching for and identifying OER that require minimal revision to save time and effort.

It is worth noting that The AfLIA Early Literacy Development Course you are currently completing is a blend of work created from scratch and various OER that has been sourced, adapted and revised to suit the purpose.

Troublesome resources
Steer clear of resources that are difficult to revise unless you have the specific editorial know-how and/or the correct editing tools. Troublesome resource types include:

1. **Video files** - YouTube videos, for example, rarely allow you to download the actual file, making editing very difficult. There are, however, online video download sites to get around this problem. Even if you do acquire the file, revision will require specialized video editing software.
2. **PDFs** - Some PDFs don’t allow users to copy and paste text out of the document.
3. **Learning Management System (LMS) courses** - LMS units of study are often locked inside an institutional LMS making access difficult unless public access has been granted. Also, these study materials are composed of multiple text blocks and individual files. The easiest way to access all the resources is to request the LMS administrator to send the course back-up file and then to install on a different institutional LMS platform.

Attribution: Note the OER you revise
Make sure that you have collected the attribution data from the original OER you decide to revise. Make a note of the ‘Author’, ‘Title’, ‘CC licence’ and the web address of where you found the original resource so that you can provide attribution information somewhere in the new resource.

Reflect: Which format do you normally use to distribute and share your resources? Is it revision friendly?

This illustration is taken from an openly licensed storybook on the StoryWeaver website. Available to translate and adapt, ***What's at the Park*** was written by David Mann, illustrated by Jess Jardim-Wedepohl and published by Book Dash.

Reflect: Feedback

Keep in mind that if you have used an existing OER there is an obligation to share your new derivative of that resource. Just as the original author could never have guessed how you ended up using their resource, so neither can you guess how your OER will end up being used.

Consequently you want to share it in a format that will encourage others to adapt and add value to what you have done. Use common software formats that allow others to manipulate and change the resource.

Section 6 of 10: A ‘collection’ of OER vs a ‘remix’ of OER

Think: Some people create an OER bank of enrichment resources while others change OER to suit new purposes. For what purpose do you mostly use OER?

This illustration is taken from an openly licensed storybook on the African Storybook website. Available to translate and adapt, '***Yar da a Ke Kauna*** was written by Rita Katetemera and Mulongo Bukheye and translated into Hausa by Muhammad Umar. It was illustrated by Brian Wambi.

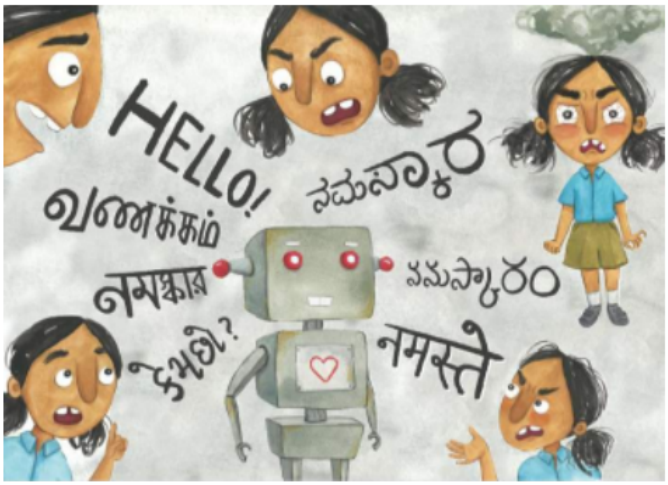
A collection vs a remix

Before we start adapting resources we need to distinguish between a ‘collection of OER’ versus a ‘remix of OER’. Watch the video below to sort out these different adaptation approaches.

Video title: Adapting OER

This brief video talks about how to adapt open educational resources (OER) and maintain compliance with Creative Commons licensing. This video was created as part of the Creative Commons Certification Course in August 2018.

Section 7 of 10: How to remix open content



Think: When is revising just one OER not enough? Have you had a need to combine multiple resources into something new?

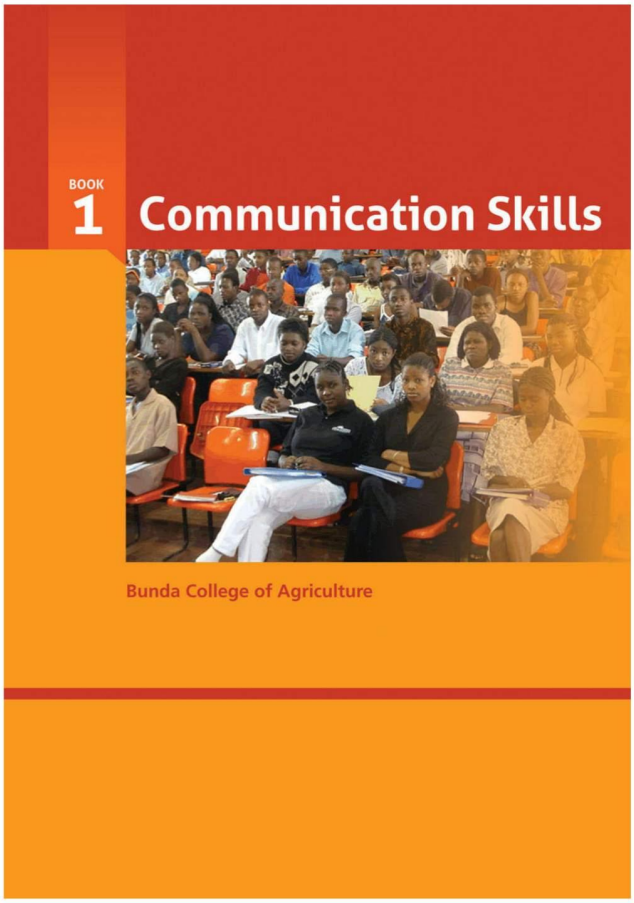
This illustration is taken from an openly licensed storybook on the StoryWeaver website. Available to translate and adapt, ***Sharanya Speaks to Robots*** was written and illustrated by Thanvi Bhat and published by Book Dash.

Combining resources

Sometimes you might want to use and adapt more than one OER. We call this 'remixing'. In fact, some developers like to mash together lots of text-based OERs to create a textbook, or combine open text, open images, and open music / sounds into a multimedia learning experience. To do this you would use the same tools used to revise OER in the previous section.

A remix exemplar

Consider this example of a remix.



A university faculty in Malawi required an affordable textbook that all students and staff could own. They developed the text by searching for, adapting and then compiling multiple OER into a single digital book.

An additional advantage was that the textbook aligned perfectly with the faculty and student needs.

This textbook can be found on the OER Africa website here.

At the back of the textbook, the faculty developers dutifully attributed the open content they had adapted and developed further. See image below.

Textbook Copyright Information

The following Open Education Resources (OER) were used and adapted in the construction of each chapter:

2: STUDY SKILLS

1. WikiHow, *How To Make Lecture Notes*, Available at: http://www.wikihow.com/Take-Lecture-Notes
   Copyright CC: BY-NC-SA
2. McKinlay, A et al (2000), *Multimedia Study Skills,* Douglas College. Available at http://douglas.bc.ca/services/learning-centre/multimedia-tutorials.html, Copyright CC:BY-SA 2.0
3. Wikipedia, *Goal*, Available at: http://en.wikipedia.org/wiki/Goal_(management)
   Copyright CC: BY-SA

4: LISTENING SKILLS

4. Rivers. D, *The Power of Creative Questioning*, New Conversations Available at http://www.newconversations.net/pdf/seven_challenges_chapter5.pdf
   Copyright CC: BY-SA
5. OpenLearn, *Reading and Note Taking – Preparation for Study,* Open University. Available at: http://openlearn.open.ac.uk/mod/resource/view.php?id=190358, http://openlearn.open.ac.uk/mod/resource/view.php?id=190360, http://openlearn.open.ac.uk/mod/resource/view.php?id=216434, http://openlearn.open.ac.uk/mod/resource/view.php?id=366017,
   Copyright CC: BY-NC-SA 2.0
6. Wikipedia, *Nonverbal Communication*, Available at http://en.wikipedia.org/wiki/Nonverbal_communicaton
   Copyright CC: BY-SA
7. Wikipedia, *Listening Problems*, Available at http://en.wikipedia.org/wiki/Listening_problems
   Copyright CC: BY-SA

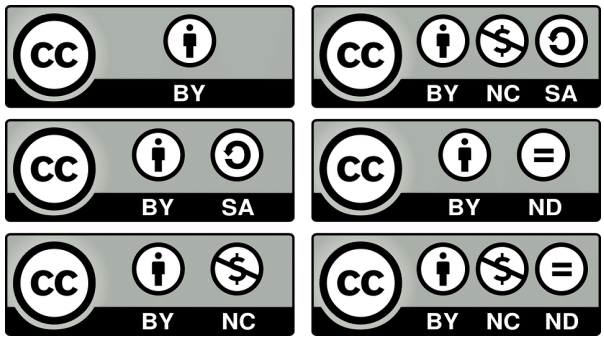
Remix considerations

To create a remix, however, you do need to consider the following issues:

Does the Creative Commons licence on each resource permit remixing?

Keep in mind that the ***Finding Open Content*** tutorial looks closely at the four rights Creative Commons (CC) licences do reserve. One of the CC rights explicitly excludes re-purposing or changing the resource and consequently those resources can't be used for remixing.

Which of these CC licences don't permit remixing?
Make your selection before checking on the answers below.



- ☐ CC BY
- ☐ CC BY-SA
- ☐ CC BY-NC-SA
- ☐ CC BY-ND
- ☐ CC-BY-NC
- ☐ CC BY-NC-ND

Answers:

- ☐ CC BY
- ☐ CC BY-SA
- ☐ CC BY-NC-SA
- ☑ ~~CC BY-ND~~
- ☐ CC-BY-NC
- ☑ ~~CC BY-NC-ND~~

Keep in mind that No-Derivatives (ND) does not allow any changes to a resource and stipulates that it must be used 'as is'. **Consequently, no resource licensed with ND can be used for remixing.**

Besides **No-Derivatives (ND)**, the **Share-Alike (SA)** right can also cause consternation to those wanting to combine OER. The SA right requests users of a resource to licence derivatives with the same CC licence. This causes issues when resources, licensed with different SA combinations, for example CC BY-SA and CC BY-NC-SA, are to be combined. Technically it is not permitted.

Want to see this in action? Go to the online game to practice combining the different CC licences to see what combinations are permissible and which ones are not.

Video title: OER Remix Activity Demonstration
This is a demonstration of how to use the OER Remix Activity produced by the Brigham Young University Independent Study.

Follow this link to open the OER Remix game. This printed card game, developed by BYU, teaches you the issues related to the compatibility of different open educational resources online.

Go to: http://www.opencontent.org/game/print/

Is each of the OER in a format that encourages editing and adaptation?
Remixing often requires some editing of the resources to ensure they 'flow' into each other seamlessly. Ideally one should identify and use OER that lend themselves to adaptation. Some file types encourage new users to edit and adapt while others prove to be very difficult to change. Therefore, choose adaptable resources.

Sort the resources below according to how easily they can be edited. Do this before looking at the answers below. You can sort the resource types under two headings: 1. Resource is easily edited, and 2. Resource is difficult to edit.

- Video on YouTube
- Word processing document (e.g. .doc, .docx or .txt)
- PDF document
- The size of an image (jpeg)
- The colours and subject of an image
- Music file on Spotify
- PowerPoint file (pptx)
- Text on the internet (html)

The answers:

Resource is easily edited	Resource is difficult to edit
Word processing document (e.g. docx or .txt)	Video on YouTube
The size of an image (jpeg)	PDF document
PowerPoint file (pptx)	The colours and subject of an image
Text on the Internet (html)	Music file on Spotify

Can you attribute the authors of each of the remixed OER?
Even though we might mash multiple resources into something new it is important to acknowledge the original authors. Therefore, as you identify which resources to remix, make sure you keep a record of them in order to attribute each resource. An attribution section can be added at the end of your remix.

Consider this example of an attribution page - see number key below followed by the image showing the number key.

1. **Attribution** - note that in this section the developers have identified which OER were adapted and remixed to create their course.

2. **Hyperlinking back to the original** - note that it is possible to trace back the original resource as there is a link.

3. **Creative Commons Licence** - note that the original Creative Commons licence of each remixed OER is identified.

4. **Reference non-OER** - note the Attribution section also references any resources that were consulted but NOT adapted because they were not openly licensed.

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Attribution

attribution 1

The following Open Education Resources (OER) were consulted and/or adapted to create this unit

1. OER4schools. (2013). *Unit 1: Introduction to interactive teaching and the use of ICT*. University of Cambridge, Faculty of Education. CC BY SA. Available online at http://oer.educ.cam.ac.uk/wiki/OER4Schools/Introduction_to_interact 2 ing_and_the_use_of_ICT
2. COL/Guyana. (2012). *Module 3, Unit 1: Integrating ICT into Didactic Teac hodologies*. CC BY. Available online at http://colccti.colfinder.org/sites/default/files/guyana/pages/TL/Module03/Unit01/01.html
3. OER4schools. (20 3 *ractive Lesson using MobiMaths Visual Mapping*. University of Cambridge, Faculty of Education. CC vailable online at https://sms.cam.ac.uk/media/1165259
4. OER4schools. (20 Zambian teacher's experience of introducing interactive teaching with ICT. University of Cambridge, Faculty of Education. CC BY SA. Available online at https://sms.cam.ac.uk/media/1093072
5. COL/Guyana. (2012). *TL Module 3, Unit 3: Strategies for Integrating ICT into Learning*. CC BY. Available online at http://colccti.colfinder.org/sites/default/files/guyana/pages/TL/Module03/Unit03/01.html

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1. Adams, S. (2000). Dilbert - Death by PowerPoint. Available online at http://dilbert.com/strip/2000-08-16
2. Fishburne, T. (nd). Death by PowerPoint. Marketoonist. Available online at https://marketoonist.com/2011/12/death-by-powerpoint.html
3. Univ. of Warwick. (2012). Using PowerPoint Presentations in Teaching. Available online at https://www2.warwick.ac.uk/services/ldc/resource/eguides/usingppt/
4. GCF LearnFree. (2017). PowerPoint, 2016 Tutorials. CC BY SA. Available online at https://www.gcflearnfree.org/powerpoint2016/

License

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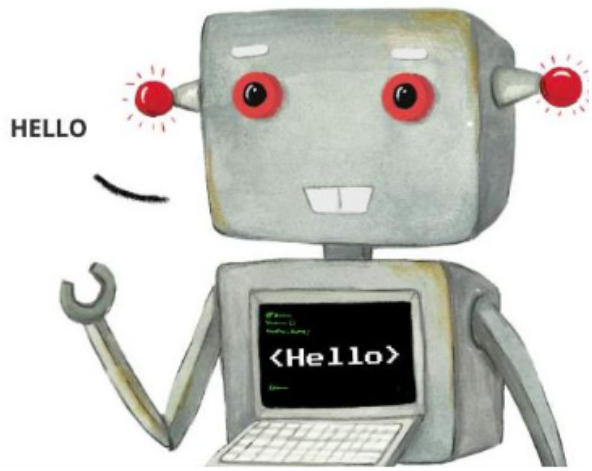
Remix in OER Commons

If the open resource was found on the OER Commons platform, they provide online tools to help you remix right there on the platform. Watch the video online for more info.

Video title: Remix a Lesson in Open Author



Reflect: Do the library books and other resources you have available to you align perfectly with what you'd like to use in your children's section, or what the children who visit your library need?

Would a remix of resources prove useful?

This illustration is taken from an openly licensed storybook on the StoryWeaver website. Available to translate and adapt, ***Sharanya Speaks to Robots*** was written and illustrated by Thanvi Bhat and published by Book Dash.

Section 8 of 10: Do it for real

Activity 4.2 - Research, Moodle

Do you think you can put all those search skills and tips together? If so, here is an assignment.

Step 1: Review the offering

We want you to create a resource that you can use in the library, or offer to a colleague to use in their library. So the first step is to review your library 'story time' or events offering and identify where a revised or remixed OER will add value to what is happening, or what you'd like to happen.

Step 2: Find a resource to revise

Do a search on the Internet for a suitable open resource/s.

Not sure how to do this step? Go back to the *Finding Open Content* tutorial.

Step 3: Revise and / or remix

Use the skills and tips included in this tutorial, as well as what you have learnt in the section on basic translation to create a new derivative of the open resource/s.

Step 4: Attribute

Make sure your new resource does attribute where the adapted content came from.

Step 5: Share

Share your new resource with others.

*This is a completion exercise, although the discussion won't be marked, feedback must be provided within the group via Moodle, this counts towards your course completion requirements.

Section 9 of 10: Summary

In this tutorial we covered the following.

1. What can you do with OER? We investigated the 5Rs.
2. What do we mean by Revise and Remix?
3. Suggestions about what digital tools to use for revision and remixing
4. A step-by-step approach to downloading and adapting resources.
5. Revising and remixing considerations including, which licences permit changes, which file formats are easy to edit, and the need to acknowledge original sources.

Section 10 of 10: Attribution, references, and licence

Adapt Open Content: Attribution, references, and licence

Attribution

The following OER were adapted to create this tutorial:

1. Wiley, D. (nd). *Defining the "Open" in Open Content and Open Educational Resources*. Available online at https://opencontent.org/definition/ (CC BY)
2. BCOER librarians. (2015). *Open Education Tools*. Available online at https://open.bccampus.ca/bcoer-tools/ (CC BY)
3. Burn to Learn. (2020). *How to COPY and PASTE text & images*. Available on YouTube at https://youtu.be/D5dl05QXrpA. (CC BY)
4. Designers for Learning. (2017). *Remix a Lesson in Open Author*. Available on YouTube at https://youtu.be/KaZN9AVq7Ng. (CC BY)
5. Wilson College Library. (2018). *Adapting OER on YouTube* at https://youtu.be/GMLJfTGYgEA (CC BY-SA)
6. Rwanda Education Board. (2017). *ICT Essentials for Teachers Course*. Available online at https://ict-essentials-for-teachers.moodlecloud.com/course/view.php?id=14 (CC BY-SA)
7. BYU Independent Study. (nd). *OER Remix:: The Game*. Available online at http://www.opencontent.org/game/print/ (CC BY-NC-SA)
8. Williams, L. (2014). *OER Remix Activity Demonstration*. Available on YouTube at https://youtu.be/7kMFMkwsU4U (CC BY)

References

1. ISKME. (2013). *How to Use Open Author on OER Commons*. Available online at https://youtu.be/kaFbQcvF9r4 (Standard YouTube Licence)

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