



# TIDE

Transformation by Innovation  
in Distance Education

# Exploring Openness and Open Licenses

May 2019 Residential School

The Transformation by Innovation in Distance Education (TIDE) project is enhancing distance learning in Myanmar by building the capacity of Higher Education staff and students, enhancing programmes of study, and strengthening systems that support Higher Educational Institutions in Myanmar. TIDE is part of the UK-Aid-funded Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) programme ([www.spheir.org.uk](http://www.spheir.org.uk)). SPHEIR is managed on behalf of FCDO by a consortium led by the British Council that includes PwC and Universities UK International. The TIDE project will close in May 2021.



SPHEIR  
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# Exploring Openness and Open Licenses



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# Learning Outcomes



By the end of this workshop you will have:

- Have an understanding of different forms of openness and what role 'open' has within the context of the TIDE project and your university
- Have shared your experiences of looking for and creating different types of educational resources
- Understand the basic features of copyright and open licenses in enabling sharing and reuse of educational resources



# Session one: Exploring Openness

**What does openness mean to you?**

**What practices do you consider to be open?**





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# TIDE

# WHAT IS OPEN EDUCATION?



# What does 'open' mean for TIDE?

TIDE





# Openness at your institution

Working together in small groups (3-4 persons), reflect on the following questions:

- How might 'open' be able to help your everyday practices and role?
- How might being more 'open' benefit your institution?
- What kind of challenges/barriers would need to be overcome in order to be more 'open' in one's practice?

After 10 minutes, each group will share one example with the whole group.



# Session two: Types and Forms of Educational Resources

# Activity

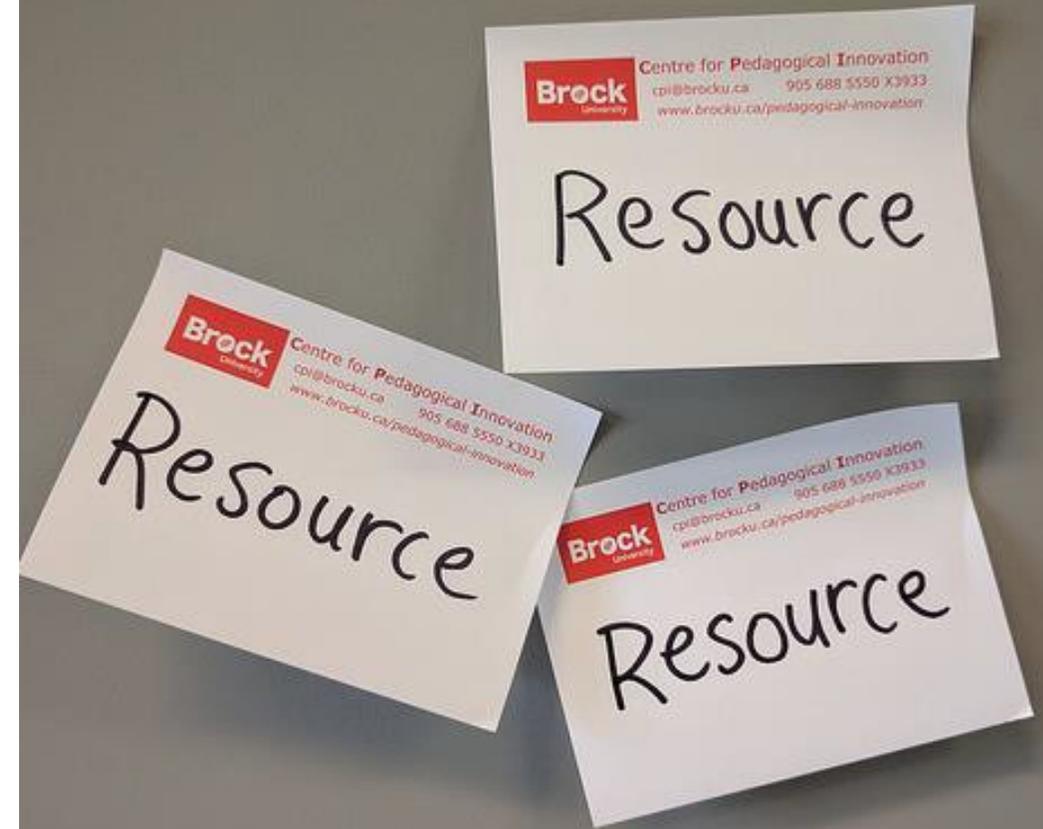
- In this session you start by working in small groups (3-4 persons) for 15 minutes
- In this time record on separate post-it notes responses to the following questions (on the next slide) regarding your use of resources
- In the remaining 15 minutes work with me to collate these post it notes on flip charts
- I will then lead a discussion on the overall picture that emerges around trends and issues you might face when looking for such resources



Source: Andy Lane

# Questions to consider:

- What kind of educational resources do you look for?
- Where do you find educational resources?
- How do you create resources?
- How do you share resources?
- How do you ensure that you adhere to copyright?
- What works well? What could be improved?



# The opportunity: being open to change



Open Educational Resources are “... digitised materials offered freely and openly for educators, students and self learners to use and reuse for teaching, learning and research.” *Giving Knowledge for Free: The Emergence of Open Educational Resources, OECD 2007*

“The most promising initiative in e-learning is the concept – and the developing reality, of open educational resources.” *Sir John Daniel (OU, UNESCO, Commonwealth of Learning)*



Image by: mag3737,  
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# Abbreviated history of open educational resources



- 1998 David Wiley launches an open content license
- 2001 Creative Commons launched
- 2002 MIT launch their OpenCourseWare initiative (<https://ocw.mit.edu/index.htm>)
- 2002 UNESCO meeting sets out first definition of OER
- 2006 Open University launches OpenLearn (<http://www.open.edu/openlearn/>)
- 2008 OpenCourseWare (now Open Education) Consortium launched ([www.oeconsortium.org/](http://www.oeconsortium.org/)) and Cape Town Open Education Declaration released (<http://www.capetowndeclaration.org/>)
- 2012 1<sup>st</sup> World OER Congress and UNESCO Paris OER Declaration released (<https://en.unesco.org/oer/paris-declaration>)
- 2017 2nd World OER Congress (<https://www.oercongress.org/>)



Global OER logo  
<http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/global-oer-logo/>



# Open educational resources policies

- There are international, national, regional, and institutional policies regarding the use of open educational resources
- Creative Commons hosts an open educational resources policy registry which lists 112 current and proposed open education policies from around the world
- Such development are often done alongside policies on open access publication of research findings
- Given dominance of developments in English both UNESCO (<http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/guidelines-for-open-educational-resources-oer-in-higher-education/>) and International Council for Open and Distance Education – ICDE - ([https://www.icde.org/assets/AboutUs/Who we are/PolicyBrief-OpenEducationalResourcesinyourOwnLanguageinyourWay-20150107-final2.pdf](https://www.icde.org/assets/AboutUs/Who_we_are/PolicyBrief-OpenEducationalResourcesinyourOwnLanguageinyourWay-20150107-final2.pdf)) have guides to OER policy in other languages.

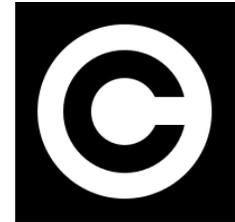


# Session Three: Copyright and Creative Commons

# Copyright (1a)



- Copyright is a legal right created by the law of a country that grants the creator of an original work exclusive rights for its use and distribution. This is usually only for a limited time.
- Copyright is a form of intellectual property, applicable to certain forms of creative work. It is often shared among multiple authors, each of whom holds a set of rights to use or license the work, and who are commonly referred to as rights holders. These rights frequently include reproduction, control over derivative works, distribution, public performance, and moral rights such as attribution.
- Copyrights are considered "territorial rights", which means that they do not extend beyond the territory of a specific jurisdiction. While many aspects of national copyright laws have been standardized through international copyright agreements, copyright laws vary by country.



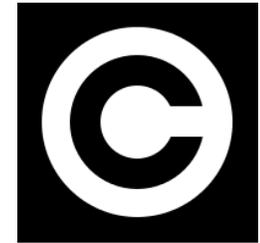
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# Copyright (1b)

- Some countries require certain copyright formalities to establishing copyright, but most recognize copyright in any completed work, without formal registration.
- Most jurisdictions recognize copyright limitations, allowing "fair" exceptions to the creator's exclusivity of copyright and giving users certain rights.
- The development of digital media and computer network technologies have prompted reinterpretation of these exceptions, introduced new difficulties in enforcing copyright, and inspired additional challenges to the philosophical basis of copyright law.

Source: <https://en.wikipedia.org/wiki/Copyright>



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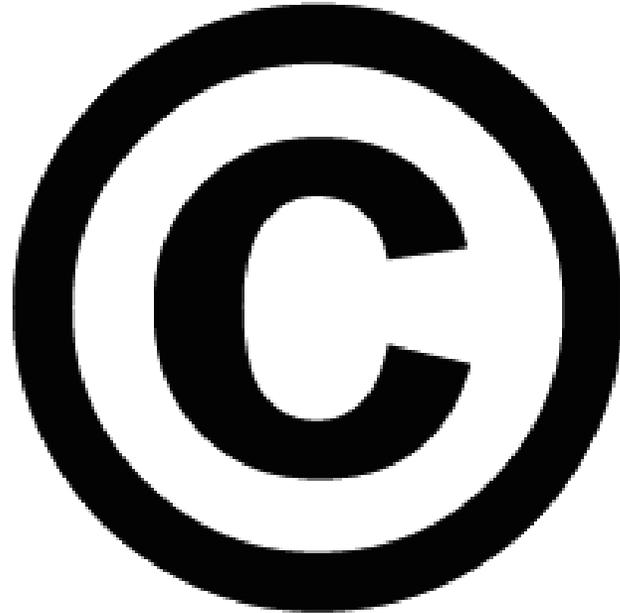
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# Copyright in Myanmar

- Copyright in Myanmar is currently protected under the Copyright Act of 1914 (CA 1914). The CA 1914 contains only basic provisions related to the term of copyright and civil remedies for infringement.
- A new Copyright Law similar to the modern copyright laws in many other ASEAN countries and international standards is expected to be passed into law imminently
- Works protected under the new Copyright Law will, among other things, include:
  - Books, pamphlets, poems, novels, articles, computer programs and other writings;
  - Addresses, lectures, speeches, sermons and other oral works;
  - Audio-visual works including cinematographic works

Source: <http://www.youripinsider.eu/copyright-protection-myanmar/>



All Rights  
Reserved



Some Rights  
Reserved

# Creative Commons



- Creative Commons is an organisation that helps you legally share your knowledge and creativity to build a more equitable, accessible, and innovative world. They aim to unlock the full potential of the internet to drive a new era of development, growth and productivity.
- With a network of staff, board, and affiliates around the world, Creative Commons provides free, easy-to-use copyright licenses to make a simple and standardized way to give the public permission to share and use your creative work – on conditions of your choice.



Source: <https://creativecommons.org/about/>



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# Creative Commons Licenses- types

The following describes each of the six main licenses offered when you choose to publish your work with a Creative Commons license:

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# Creative Commons Open Licenses

most free



least free



PUBLIC  
DOMAIN



BY



BY SA



BY NC



BY NC SA



BY ND



BY NC ND



OER

Not OER



# Open educational practices

Within the bounds of Creative Commons licensing there are 5 key points to consider when using OERs:

1. Reuse - Content can be reused in its unaltered original format
2. Retain - Copies of content can be retained for personal archives or reference
3. Revise - Content can be modified or altered to suit specific needs
4. Remix - Content can be adapted with other similar content to create something new
5. Redistribute - Content can be shared with anyone else in its original or altered format



# Examples of use of CC licenses (1a)



- [Copyright Berne Convention: Country List](#) List of the 164 members of the Berne Convention for the protection of literary and artistic works
- Education
  - <https://copyrightcortex.org/>
  - [A Bibliography on the Origins of Copyright and Droit d'Auteur](#)
  - [MIT OpenCourseWare 6.912 Introduction to Copyright Law](#) Free self-study course with video lectures as offered during the January 2006, Independent Activities Period (IAP)
- USA
  - [Copyright Law of the United States Documents](#), US Government
  - [Compendium of Copyright Practices](#) (3rd ed.) United States Copyright Office
  - [Copyright](#) from *UCB Libraries GovPubs*
  - [Early Copyright Records](#) From the Rare Book and Special Collections Division at the Library of Congress
- UK
  - [About Copyright](#) at the UK Intellectual Property Office
  - [UK Copyright Law fact sheet](#) (April 2000) a concise introduction to UK Copyright legislation
  - [IPR Toolkit – An Overview, Key Issues and Toolkit Elements](#) (September 2009) by Professor Charles Oppenheim and Naomi Korn at the Strategic Content Alliance

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TIDE

# Reflection & Summary

