**Creative Commons**

**Some rights reserved**

 

**1st Teaching period**

**1st Activity**

Time: 5’

Type of activity: Warm up activity - Discussion

Class organisation: whole class

Actions/Tasks: When we publish something it can be hard to control what other people do with it. Sometimes people use our work in ways that don't seem fair to us. I'm going to describe a few [situations](https://docs.google.com/document/d/1wVHJmNDFr2NVgmYiWwsaVYJRZKbYf7cDxRjmphYVGF4/edit?usp=sharing) for you. If you think what happened was fair, raise your hand. If you think it was unfair, keep it down.

**2nd Activity**

Time: 20’

Type of activity: Video lesson

Class organisation: whole class

Actions/Tasks: the students are presented with a [video lesson](https://app.playpos.it/go/listcode/1175356/1506808/1047458/0/What-are-Creative-Commons-Licenses) that has been prepared

by the teacher. The students are encouraged to think deeper about copyrights and licences

[What are Creative Commons Licenses? - YouTube](https://www.youtube.com/watch?v=srVPLrmlBJY)

[1.2 What are Creative Commons Licenses - Google Docs](https://docs.google.com/document/d/1jaQ8ArPpNwVk6s6gctJyX9TaIra6kj6nzIQv3Wph7iw/edit)

**3rd Activity**

Time: 15’

Type of activity: Discussion

Class organisation: whole class

Actions/Tasks: The students are [presented with 6 different scenarios](https://docs.google.com/presentation/d/1sAZOV0Bk_qAWJvdKmC_-BZMPFMnBdKimWkZN2qAmLW4/edit?usp=sharing) and are asked to determine whether the subsequent use of the CC-licensed work is acceptable or unacceptable. If it is unacceptable students are encouraged to explain why.

**4th Activity**

Time: 5’

Type of activity: One-minute paper

Class organisation: whole class

Actions/Tasks: Students are asked to reflect on their understanding on a [One-Minute Paper](https://docs.google.com/document/d/17Dulfd5yMhG3Cy3x_hNlm4xs9ZJXRkKyOG8vQ_sxNLA/edit?usp=sharing)

*“What do you think was the most important point or central concept communicated during today’s class?”*

**2nd Teaching period**

**1st Activity**

Time: 15’

Type of activity: Discussion

Class organisation: group activity

Actions/Tasks: the teacher hands out a [worksheet](https://docs.google.com/document/d/1tLOFe2HpGXd6ddOcCkDmOfw0saiClORF_xcrEd8ASwc/edit?usp=sharing) with 4 scenarios and the students, working in groups, are asked to identify the appropriate CC license.

**S1: (CC BY-NC)**

**S2: (CC BY-NC-ND)**

**S3: (CC BY-NC-SA)**

**S4: (CC BY-ND)**

While there may not be a specific "right" license for each of these scenarios, encourage students to always consider whether the license they chose is more restrictive than it strictly needs to be. One of the design goals of the Creative Commons license is to increase the amount of creative material available to the general public, promoting the sharing of intellectual property for the common good. With this in mind we should only be adding the minimal restrictions needed to meet the content creator's wishes.

**2nd Activity**

Time: 25’

Type of activity: video projection and discussion

Class organisation: Think - Pair - Share

Actions/Tasks: the teacher shows a [short](https://www.youtube.com/watch?v=1OULrgm4iW4) [video](https://www.youtube.com/watch?v=1OULrgm4iW4) on the use of Creative Commons content and hands out a [worksheet](https://docs.google.com/document/u/0/d/1FM3Md--0CViwyPSVZk36sSLiObXMC8RDsaWjqVx1D_k/edit) or two [LiveWorksheets: Part A](https://www.liveworksheets.com/3-al12558qd) and [Part B](https://www.liveworksheets.com/mf1947971ls) with questions (inspired by <https://learn.canvas.net/courses/415/quizzes/4865>, [Licencias Creative Commons](https://www.liveworksheets.com/rl1017175en), and [Άδειες Creative Commons](https://www.liveworksheets.com/yj1661215mz)) asking the students to **think** about it **individually**, and then **work in pairs to complete the questions**. Some questions are based on the [video](https://www.youtube.com/watch?v=1OULrgm4iW4) and some others refer to real-case scenarios for using and creating Creative Commons content.

Discussion: Ask the students to **share their responses** to the Choosing the Right Licenses scenarios. Encourage discussion and debate if students identify different licenses for the same scenarios.

**3rd Activity**

Time: 5’

Type of activity: One-minute paper

Class organisation: whole class

Actions/Tasks: Students are asked to reflect on what they liked most about the course on an [One-Minute Paper](https://docs.google.com/document/d/1zSn8XTCQ-fRqSHLUArzMsHJuf3DJCl6MhixboFxgYUk/edit?usp=sharing)

*“Without looking at your notes, what was most memorable or stands out in your mind about today’s lesson?”*

**3rd Teaching period**

**1st Activity**

Time: 10’

Type of activity: review the [poster](https://drive.google.com/file/d/1ZiDkTaCOuWWcUXoMPFb57glP-O_iveB0/view?usp=sharing) and play a game (H5P activity)

Class organisation: whole class

Actions/Tasks: the teacher hands out a [poster](https://drive.google.com/file/d/1ZiDkTaCOuWWcUXoMPFb57glP-O_iveB0/view?usp=sharing) with the different types of Creative Commons Licenses and asks the students, through an [H5P picture sequencing activity](https://mougiakou.sites.sch.gr/drupal/node/10) to put the pictures of the licenses in the right order.

Discussion: For each [scenario](https://docs.google.com/document/d/1j1gEup5WYlVKxjJ1EonZ5CahmzLOZKMMv6DD4hUwfZc/edit?usp=sharing), students are asked to evaluate which CC license is the *least restrictive* but still addresses the concerns and needs of the content creator.

**S1: CC BY**

**S2: CC0**

**S3: CC BY-ND**

**2nd Activity**

Time: 15’

Type of activity: Mark your work with a CC license

Class organisation: whole class

Actions/Tasks: the teacher hands out the “[Mark your work with a CC License](https://docs.google.com/document/d/1Se2RxlhtQdLOVN1beDcxQ3eAt8BlpbLrbfYxtatH06k/edit?usp=sharing)” activity worksheet and asks the students to draw a picture and select the creative commons license using the online tool <https://creativecommons.org/choose/?lang=en>. The students **present their work** in the classroom describing the license they chose.

**3rd Activity**

Time: 15’

Type of activity: Share your work on a Creative Commons platform

Class organisation: whole class

Actions/Tasks: the teacher hands out the “[Share your work on a Creative Commons platform](https://docs.google.com/document/d/12pNj_3r5sg4YAS7VZlVvj5XjUopN_a_CjivMdp9FQ88/edit?usp=sharing)” activity worksheet and asks the students to take a photo of an object with their mobile phone and share it in a Creative Commons platform like [flickr](https://www.flickr.com/creativecommons/), defining the CC License and the metadata of the photo.

The students **share** their photo by posting the link on a [padlet](https://padlet.com/smougiakou/bqki6h7gu9gd2h25).

**4th Activity**

Time: 5’

Type of activity: One-minute paper

Class organisation: whole class

Actions/Tasks: Students are asked to reflect on their understanding on a [One-Minute Paper](https://docs.google.com/document/d/1H1AxEco4vISry5Qrjv2mvSHFoVEEwwochuV_Q1xBGm8/edit?usp=sharing)

*“For you, what interesting questions remain unanswered about the topic?”*

**4th Teaching period**

**1st Activity**

Time: 30’

Type of activity: Find and Use Creative Commons content

Class organisation: group activity

Actions/Tasks: the teacher hands out the “[Finding and Using Creative Commons content](https://docs.google.com/document/d/1JTTclw70TCZ40p6C8DionYIAfiPyHS4Q2ekijv0gSd4/edit?usp=sharing)” activity worksheet and asks the students to find images that are marked "CC BY" on a creative commons platform like

* [Creative Commons Search](https://search.creativecommons.org/)
* [Google Image Advanced Search](https://www.google.com/advanced_image_search)
* [Wikimedia Commons](https://commons.wikimedia.org/)
* [Flickr Creative Commons](https://www.flickr.com/creativecommons/)

and create a **slideshow** of **three** images that are properly **attributed** to the original author.

The students present their work in the classroom

See also:

* [How to find Creative Commons materials using Google - Smartcopying](https://smartcopying.edu.au/how-to-find-creative-commons-materials-using-google/)
* [How to find Creative Commons Material using YouTube - Smartcopying](https://smartcopying.edu.au/how-to-find-creative-commons-material-using-youtube/)
* [How to attribute Creative Commons licensed materials - Smartcopying](http://smartcopying.edu.au/how-to-attribute-creative-commons-licensed-materials/)
* [OER - Creative Commons](https://creativecommons.org/about/program-areas/education-oer/education-oer-resources/)

**2nd Activity**

Time: 10’

Type of activity: Self-evaluation questionnaire

Class organisation: whole class

Actions/Tasks: Students are requested to self-evaluate their understanding through an online questionnaire. The teacher presents the results of the questionnaire that the students

have completed.

**3rd Activity**

Time: 5’

Type of activity: One-minute paper

Class organisation: whole class

Actions/Tasks: Students are asked to reflect on what they liked most about the course on an [One-Minute Paper](https://docs.google.com/document/d/1Xp27GynBSriNvSVXx_eCZclHf8dfNIVLE4GvelljEHM/edit?usp=sharing)

*“What idea expressed in the course strongly affected or influenced your personal opinions, viewpoints, or values?”*

|  |
| --- |
| **Learning Checklist****Course title: Creative Commons - Some rights reserved** |

*Use this document to track completed activities. Make a copy, print it out, and record completed activities.*

|  |  |  |
| --- | --- | --- |
| **Learning Topic** | **Learning Tasks** | **Completed** |
| **1st Teaching Period: Getting familiar with CC Licenses** | 1. [Warm up activity - Discussion](https://docs.google.com/document/d/1wVHJmNDFr2NVgmYiWwsaVYJRZKbYf7cDxRjmphYVGF4/edit?usp=sharing)
 |  |
| 1. [Complete the video lesson](https://app.playpos.it/go/listcode/1175356/1506808/1047458/0/What-are-Creative-Commons-Licenses)
 |  |
| 1. [Discuss the scenarios](https://docs.google.com/presentation/d/1sAZOV0Bk_qAWJvdKmC_-BZMPFMnBdKimWkZN2qAmLW4/edit?usp=sharing)
 |  |
| 1. [Reflect on an One-Minute Paper](https://docs.google.com/document/d/17Dulfd5yMhG3Cy3x_hNlm4xs9ZJXRkKyOG8vQ_sxNLA/edit?usp=sharing)
 |  |
|  |  |  |
| **2nd Teaching Period: Identifying the appropriate CC License** | 1. [Identify the appropriate CC license](https://docs.google.com/document/d/1tLOFe2HpGXd6ddOcCkDmOfw0saiClORF_xcrEd8ASwc/edit?usp=sharing)
 |  |
| 1. [Watch short video](https://www.youtube.com/watch?v=1OULrgm4iW4)
 |  |
| 1. [Complete the Worksheets](https://docs.google.com/document/u/0/d/1FM3Md--0CViwyPSVZk36sSLiObXMC8RDsaWjqVx1D_k/edit)
 |  |
| 1. [Reflect on an One-Minute Paper](https://docs.google.com/document/d/1zSn8XTCQ-fRqSHLUArzMsHJuf3DJCl6MhixboFxgYUk/edit?usp=sharing)
 |  |
|  |  |  |
| **3rd Teaching Period: Applying CC Licenses - Marking and Sharing your work** | 1. [Review the poster](https://drive.google.com/file/d/1ZiDkTaCOuWWcUXoMPFb57glP-O_iveB0/view?usp=sharing)
 |  |
| 1. [Complete the H5P picture sequencing activity](https://mougiakou.sites.sch.gr/drupal/node/10)
 |  |
| 1. [Identify the least restrictive CC license for each scenario](https://docs.google.com/document/d/1j1gEup5WYlVKxjJ1EonZ5CahmzLOZKMMv6DD4hUwfZc/edit?usp=sharing)
 |  |
| 1. [Mark your work with a CC License](https://docs.google.com/document/d/1Se2RxlhtQdLOVN1beDcxQ3eAt8BlpbLrbfYxtatH06k/edit?usp=sharing)
 |  |
| 1. [Share your work on a Creative Commons platform](https://docs.google.com/document/d/12pNj_3r5sg4YAS7VZlVvj5XjUopN_a_CjivMdp9FQ88/edit?usp=sharing)
 |  |
| 1. [Reflect on an One-Minute Paper](https://docs.google.com/document/d/1H1AxEco4vISry5Qrjv2mvSHFoVEEwwochuV_Q1xBGm8/edit?usp=sharing)
 |  |
|  |  |  |
| **4th Teaching Period: Applying CC Licenses - Finding and attributing CC content** | 1. [Finding and Using Creative Commons content](https://docs.google.com/document/d/1JTTclw70TCZ40p6C8DionYIAfiPyHS4Q2ekijv0gSd4/edit?usp=sharing)
 |  |
| 1. [Self-evaluation questionnaire](https://forms.gle/a7UdoawcLPUqiz127)
 |  |
| 1. [Reflect on an One-Minute Paper](https://docs.google.com/document/d/1Xp27GynBSriNvSVXx_eCZclHf8dfNIVLE4GvelljEHM/edit?usp=sharing)
 |  |