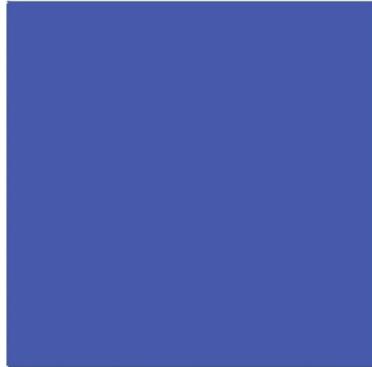


An enabling strategy for Free and Open Educational Resources at the University of the Witwatersrand, Johannesburg



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1 subject to adding the provision that where journals do not allow deposit to an institutional repository, it would not be required – this is no longer relevant as it is deposit is not a requirement of the current version.

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Executive summary

This strategy attempts to create an enabling environment for Wits academics, students and other staff to participate in the use, adaptation, creation, and sharing of educational and research resources as *free and open educational resources* (FOER). This new approach to old academic traditions is a global trend, led by some of the top institutions in the world, and as a world class, research-intensive university, Wits should keep abreast of these developments. The strategy provides examples of content types and recommends appropriate Creative Commons licenses for use when choosing to create FOER. In addition, the strategy provides for an open access institutional repository (IR) for research output, and provides means for researchers to add their papers to the IR. It also provides for the establishment and maintenance of a repository for academic presentations.

The strategy grants explicit permission for Wits staff to participation in the creation of FOER, including courseware, and the deposit of research articles in an IR. It also establishes mechanisms to support and raise awareness of FOER and IR work at Wits. This will increase exposure of Wits researchers to other researchers around the world and to the media, contribute to increased citations, and enhance the already strong reputation that Wits enjoys internationally. It will also provide for a long-term archive for our research output. A number of projects and programmes of action will be used to implement this strategy.

Introduction

The sharing of teaching, research and archival materials among individuals and institutions is an age-old tradition in the academic world. Traditionally, academics may teach or research at each other's institutions, exchange research papers and experimental data, presentations at conference, and make use of inter-library loan arrangements. This sharing continues to happen between individual academics and students, as well as at the institutional level. Of course, the age of electronic connectedness has opened enormous opportunities to share general educational resources more effectively, with the result that more and more individuals and institutions make use of digital technologies together with content licenses that foster the reuse of content.

While many academics already participate in the electronic sharing of research and teaching materials, this document aims to:

- create an enabling environment for Wits staff and students to participate in the use, adaptation, creation, and sharing of educational and research materials, in an electronic or digital form;
- identify and provide guidance on mitigating the individual and institutional risks involved in sharing educational and knowledge materials electronically;
- encourage Wits staff and students to share teaching and research materials in a manner that broadens local and international access to such materials, within the limits of other legal and contractual considerations.

Free and Open Educational Resources

Three main areas have emerged in knowledge sharing in academic institutions in recent years:

- the licensing of general educational content that is produced in a variety of forms including text, images, presentations, audio and video;
- the sharing of course materials in the form of open courseware;
- the emergence of open access institutional repositories for sharing and enhancing awareness of research output, including papers, theses and 'grey literature'.

These forms of electronic sharing together with the software that enables them, constitute *open educational resources*, sometimes referred to as *free and open educational resources (FOER, see Appendix IV)*. This new approach to old academic traditions is a global trend, led by some of the top institutions in the world, and as a world-class, research-intensive university, Wits should not be left behind in these developments.

FOER is generally defined as educational materials and resources offered freely and openly for anyone to use and, under some licenses – to revise (re-mix), to improve and to redistribute. Free and Open Educational Resources may include:

- Guidelines, toolkits² and good practice information;
- Licences (e.g. Creative Commons³) to promote the free and open publishing of resources;
- Learning materials such as course syllabi, the content of full courses or modules, individual learning objects, lecture notes, presentations, data sources, and real-time generated activity and information;
- Learning tools, including software to support the creation, licensing, delivery, use and improvement of open learning content; tools for creating online learning communities; and tools to support personal learning environments.

Generally, FOER are made available in digital formats and as noted on the UNESCO OER

² e.g. http://oerwiki.iiep-unesco.org/index.php?title=UNESCO_OER_Toolkit/

³ <http://creativecommons.org/>

Wiki (Stacey, 2007), this brings with it some unique value propositions, including their ability to be socially authored, economically distributed, and easily customized. Wikipedia, the volunteer-created encyclopedia, is a FOER; textbooks can be released as FOER; open courseware⁴ is a FOER for publishing course materials. FOER does not replace existing campus-based or distance education offerings, it merely makes resources available to support learning.

Through this strategy, we wish to create an enabling institutional environment for Wits to participate in the use, adaptation and creation of FOER, and thereby benefit by making progress in achieving its institutional goals and objectives. This enabling environment will be created by:

- having a strategy that explicitly allows for participation in FOER projects, communities and the use of appropriate licenses;
- supporting academics who wish to participate in FOER through providing support with copyright matters;
- providing access to the technologies, such as the institutional repository, that makes it possible to place research publications online and publicly accessible;
- providing advice on licensing of content;
- raising awareness of FOER and related issues through seminars, expositions and conferences;
- building the possibility to create FOER into eLearning technology and processes;
- seeking an external funding partner to help turn this strategy into concrete projects for implementation.

Community before content⁵

Communities of practice are vital to the sustainability of FOER initiatives, and collaboration is essential to reap the benefits of global FOER initiatives. Wits staff may wish to participate in relevant communities of practice⁶.

Licensing Wits content

This section has appendices (Appendix I, II, III, IV) which go into some detail regarding licensing because licensing is a major minefield⁷. The following types of content may be created and licensed as FOER:

- Courseware, including
 - Course syllabi,
 - Course notes,
 - Course content;
- Individual learning objects within course content;
- Items used for assessment;
- Podcasts and video recordings;
- Academic research publications, including
 - Journal articles,
 - Non-reviewed academic output,
 - Magazine articles and informal publications,
 - Conference presentations including podcasts or video recordings,
 - Textbooks and other academic books;
- Video and multimedia productions;
- Press releases and content regarding discoveries by Wits researchers;

4 e.g. MIT Open Courseware – <http://ocw.mit.edu/OcwWeb/web/home/home/index.htm>

5 The Apache Software Foundation has “put community before code” as one of its mantras. This doesn't mean that high quality software is not important, but rather that without a strong community you will not get an abundance of high quality software. Both are essential for success. The same applies to content.

6 Keats (2003) discussed how discipline-specific communities might be used to create FOER in Africa.

7 see Keats (2006) and Bissell (2009) for some of the issues related to licensing

- Publications by Wits Press;
- Digital representations of art, historical papers and other historical items, museum objects and other items, all of which may require a dual licensing strategy in order to gain revenue and ensure sustainability⁸;
- Music recordings.

Nothing in this document should be interpreted as interfering with, or precluding the commercialisation or commercial publication of the intellectual products of the University.

Creative Commons licenses consist mainly of six copyright licenses that allow the distribution of copyrighted works while ceding some of the rights to the user that would be retained by the owner under the 'all rights reserved' of full copyright. Licenses are made available in legal, simple and machine readable formats, and cover most jurisdictions worldwide, including South Africa. When choosing a FOER approach, the following approach to content licensing is recommended:

1. Where no *immediate* commercial revenue is expected

The default license recommended for content produced at Wits is the Creative Commons Attribution-ShareAlike (**by-sa**) licence. This is the licence that most respects freedom, by allowing copying for any purpose and production of derivative works as long as those derivative works are made available under identical terms. It is this restriction that ensures any derivative works, even if done for commercial purposes, come back to the author and the community.

2. Where content is expected to be published commercially

The appropriate licence is Creative Commons *Attribution Share Alike Non-commercial* (**by-sa-nc**), which allows content to be copied and extended for non-commercial purposes only. It may seem counter-intuitive, but content published in this manner generally earns greater revenue from sales than content published under full copyright. Following the elapse of a period of time after which commercial revenue is unlikely to be gained, the licence may be stipulated to revert to **by-sa** even for work in this category. The recommended time period is 5 years, but authors wishing to use this option can alter this to a shorter or longer period depending on circumstances.

3. Where the content contains ideas with potential business benefit for which there is commercial intent, for example in the area of patents or trade secrets

It is not expected that such content will be published, or if so, will be published only after commercial potential is realised or protected. When publishing, this document may be used to guide the selection of a licence.

4. Where derivative works are not appropriate, such as when the item is an opinion piece

The appropriate licence under is Creative Commons Attribution-No Derivatives (**by-nd**), which permits only verbatim copying.

5. Where the content is part of a collection with broader licensing issues, for example, containing a mixture of full copyrighted and CC licensed materials

The collection should contain a notice informing the user of this fact, and warning them to check the license on the object(s) they wish to use before proceeding. This document may serve as a guideline for discussion among key role players regarding the choice of licence or full copyright and the terms thereof.

⁸ For example, making low resolution versions available as FOER but charging and using commercial licenses for higher resolution versions or for exclusive commercial use.

6. Wits Press is encouraged to explore how best to sustain a productive business while, as far as possible, creating opportunities to engage with this FOER strategy including the use of FOER to enhance its reach and improve the marketing of its products.

There may be rare circumstances where these licences are not possible, for example, when publishing in a collection where the publisher does not allow such licences. However, in most cases, even die-hard publishers will allow individual articles or chapters to publish under such licences when asked to do so. Academic staff may therefore wish to request that their article to be granted a **by-sa** license.

An unfortunate outcome of having many different open content licences and licensing options is that, inevitably, some licences are incompatible with others. Licence incompatibility means that content that is licensed under a particular licence cannot be combined with content licensed under certain other licences. As a result, the user might not be able to combine FOER that come from different sources, even though they are "Open" Educational Resources. This is especially unfortunate as authors have generally chosen to release resources under a free or open licence to make them as widely accessible and as easily adaptable as possible. Particularly insidious is the non-commercial restriction (Keats, 2006), which has almost the opposite effect from what most people intend by using it. It is therefore recommended that the non-commercial restriction only be applied to Wits resources when it is absolutely necessary.

Content and open standards

To help ensure future compatibility, where possible content that is published as FOER should be made available in formats that use open standards, open specifications or formats that can be accessed fully using FOSS tools. A list of recommended formats will be made available and updated as necessary by Computer and Networking Services in collaboration with the Library and the eLearning Support and Innovation unit.

Software tools

Wits eLearning, library, and CNS staff will – when it is appropriate to do so – participate in Free and Open Source Software communities and contribute to and make use of FOSS tools applied to education⁹. This strategy will be backed up through the provision of FOSS tools that will facilitate participation in global FOER initiatives and the free sharing of our content with others via the medium of the Internet using appropriate protocols. Where possible, software tools will automate the sharing of FOER and other content, with workflow built into existing processes. For example, when content is licensed according to FOER licences within the eLearning platform, the platform itself should automate the publishing of such content to the broader community.

Institutional repository and FOER sites

An Institutional Repository (IR) is an online site for collecting, preserving, and disseminating – in digital form – the intellectual output of an institution. For a university, this may include materials such as research journal articles, before (preprints) and after (postprints) they have undergone peer review, electronic versions of theses and dissertations (ETD), as well as technical reports and other 'grey literature'. Wits already has an IR¹⁰ and an ETD policy, and theses are already in the IR as part of our ETD initiative. However, the uptake of the IR for research publications is very low, well below international norms, and needs to be further enhanced for the institution and researchers to take advantage of the benefits of this facility.

⁹ Such tools also constitute FOER

¹⁰ <http://wiredspace.wits.ac.za>

Wits Library will maintain an IR for research publications, presentations, articles and other grey literature. With the approval of Senate granted here, academics are encouraged to place a copy of research reports, papers, and other related documents in the IR, except where the journal explicitly prohibits such deposit. This obviates the need to get permissions to digitize papers afterwards and the IR will automatically grow with every new publication or research report. Many external funders also now require this deposit (see the SHERPA/JULIET website¹¹ for a list of funders requiring IR deposit) .

Academic staff wishing to deposit their research articles in the Wits institutional repository may use the SHERPA/ROMEO website¹² to look up deposit rights according to journal. When finalizing an article for publication, researchers may wish to complete the Author's Addendum and keep it on file to ensure that the author may give reasonable access to research publications and may deposit said publication in the institutional repository. The Author's Addendum is available from:

<http://kim.wits.ac.za/authorsadendum>

A postprint version (final version that is sent to the publisher after review and corrections), or better still, the publishers' PDF published version (where allowed by the publisher) may be deposited in the institutional repository.

Through the Copyright Office, the Wits library will assist authors to use the Author Addendum. The Wits Author Addendum empowers researchers and authors to advocate for themselves in their relationship with their publisher, and – taken together with similar initiatives at other institutions – has the potential to revolutionize the scholarly communication system and improve it for the better. This may be obtained from:

<http://kim.wits.ac.za/authorsadendum>

The Wits Library will maintain a presentation repository to enable the sharing of presentations so that academic staff and others may deposit conference and other types of presentations. The Presentation tools allow for the selection of licences to follow the guidelines presented in this document.

Eventually, the Wits Library will maintain a video repository, and members of the university community will be assisted to contribute videos to it and/or to the Wits EDU channel on YouTube. Video licences may follow the guidelines presented in this document.

Use and adaptation of FOER

Through this strategy, Wits staff and students are granted explicit permission to participate in discipline and research area specific FOER communities, and to use and contribute to resources within those communities according to the license recommendations of this document. Library and eLSI staff will, on an ongoing basis, promote participation in the FOER and use of the materials. Library staff will maintain, or contribute to, the maintenance of a list of reviewed, discipline-specific repositories or areas within repositories that are relevant to Wits.

Copyright compliance

One of the most burdensome aspects of publishing FOER is to ensure that none of the intended material falls under someone else's full copyright, and that licences are compatible with one another. In other words, you may not publish content as an FOER unless you are the copyright holder, have obtained explicit permission from the copyright holder, or the content has a licence giving such permission. Any content produced at Wits, and for which Wits holds the copyright is, by this document, granted permission for use under the terms of this strategy. Where this document conflicts with current 'intellectual property' policy at Wits, said policy shall take precedence until it is revised if necessary to accommodate FOER and usage of FOER material.

¹¹ <http://www.sherpa.ac.uk/juliet/>

¹² <http://www.sherpa.ac.uk/romeo/>

The Wits library, possibly in collaboration with eLSI, will need to provide a service on request to help check whether educational resources used in a FOER include content created by others, for example images or diagrams that were copied from a website into lecture presentation slides. Those building educational content that they intend to share as FOER are encouraged to use existing FOER (i.e. where the site specifically states that this is permitted and there are no licence conflicts). Supposing that the materials are not already licensed under an open licence, three options exist:

- **Remove:** If they are not essential to the use of the FOER, you could decide to remove third-party materials. If you decide to do this, it is good practice to mention it in the FOER and to make sure that users understand where content is missing and why.
- **Replace:** It is now possible to find open alternatives to many non-free images and diagrams, for example, by looking on websites such as Flickr. In other cases, where it is not too much work, you could decide to recreate an image or diagram, which you can then licence openly.
- **Relicence:** You could ask the copyright holder to license the materials under an open licence. This usually requires explaining how open licences work and why you are requesting an openly licensed version of their materials. In cases where removal or replacement are not possible, or you have a reasonable expectation that the copyright holder is happy to relicence, this can be a good option. Another benefit is that once the materials have been relicenced they can be used by any one else who wishes to. Anyone intending to relicence content would have to take into account possible copyright costs in this regard.

Takedown policy

All resources made available under the conditions of this strategy are subject to temporary or permanent removal pending the outcome of any complaint that is made by any party regarding ownership or copyright ownership of material, moral rights or any other legal or ethical issue. Grounds for complaint may include (but not be limited to) unauthorised reproduction, integrity, plagiarism, breach of confidence or data protection.

Social content

Where content is made available on social networking or social content sites such as Flickr, YouTube, SlideShare and others, this strategy may be applied to determining the licence of such content.

Attribution

Please note that attribution is required by all of the licenses recommended here, except if material is made available under a public domain dedication. Different content sources may require attribution to be done differently. Users of FOER are responsible for ensuring that attribution follows an acceptable style. For example, for MIT Open Courseware, this takes the form:

[Name], [Course Title], [Term]. (Massachusetts Institute of Technology: MIT OpenCourseWare), <http://ocw.mit.edu> (Accessed [Date]). License: Creative Commons BY-NC-SA, for example,

Jane Durphy, 21F.225/21F.226 Advanced Workshop in Writing for Science and Engineering (ELS), Spring 2007. (Massachusetts Institute of Technology: MIT OpenCourseWare), <http://ocw.mit.edu> (Accessed March 10, 2008). License: Creative Commons BY-NC-SA

For smaller objects, attributions may be maintained in an attribution file, that lists all assets, and the license under which they are used.

How to license content

At Wits, many of our websites and web-based applications can be used to license content that can then be made available for reuse under a Creative Commons license. These include the presentation repository, the Knowledge and Information Management portal, the Wits website and others. For other content, please see the arrangements recommended on the Creative Commons sites at <http://creativecommons.org> and <http://za.creativecommons.org>.

Site	URL
Presentation repository Licences can be applied to uploaded slides.	http://presentations.wits.ac.za
KIM Portal Licences can be applied to any content or file in the system.	http://kim.wits.ac.za
Wits portal Licences can be applied to any content on the system	http://www.wits.ac.za

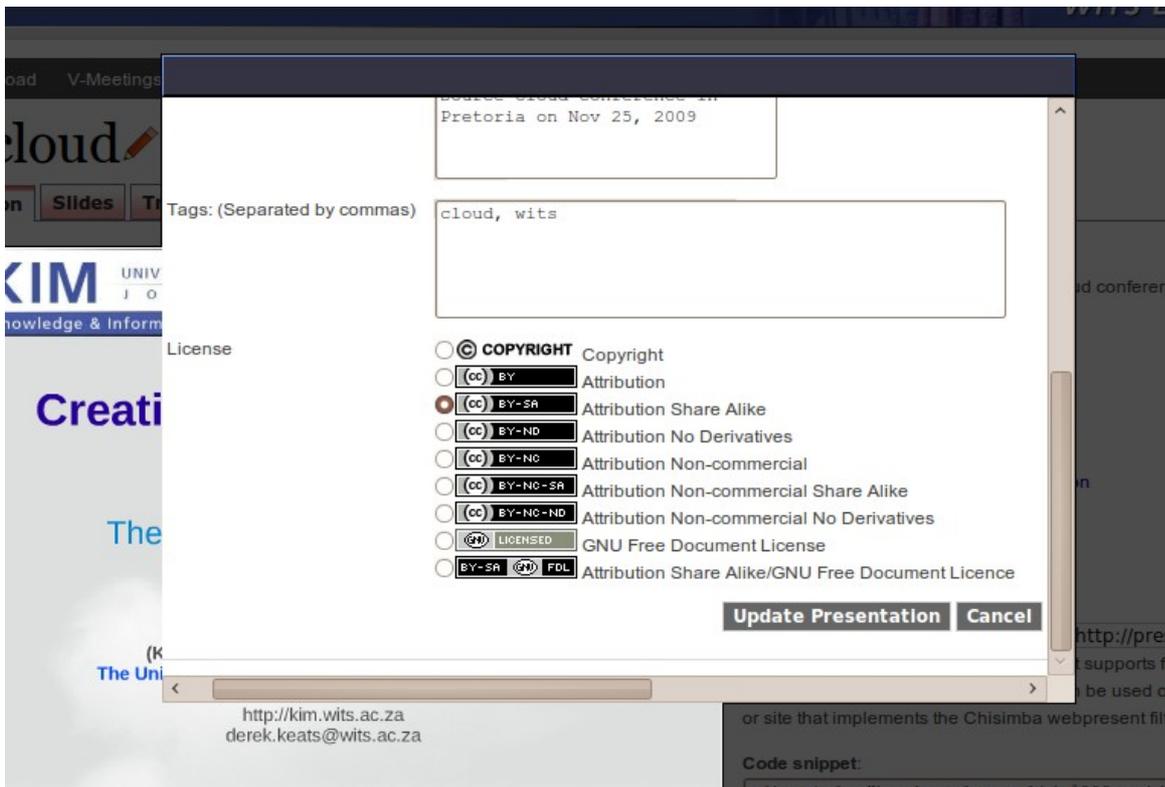


Illustration 1: Choosing a license in the Wits presentation repository at <http://presentations.wits.ac.za>



Wis cloud

Presentation Slides Transcript Live presentation

KIM UNIVERSITY OF THE WITWATERSRAND
JOHANNESBURG
Knowledge & Information Management <http://kim.wits.ac.za>

Creating synergy through private cloud

The Wits cloud architecture

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Description: Presented at the SITA Open Source Cloud conference in Pretoria

Tags: cloud, wits



Download

- OpenOffice Impress Presentation
- PowerPoint Presentation
- PDF Document

Uploaded By: Derek Keats

Filter: [WPRESNET: type=byurl, url=http://presentations.wits.ac.za]
This filter can be pasted into any tool that supports filters. It will be displayed. Note that this filter can be used on the same server or site that implements the Chisimba webpresent filter.

Code snippet:

```
<div style="border: 1px solid #000; width: 534px; height: 100px; text-align: center;"><object classid="clsid:D27CDB6E-AE6D-11cf-9b58-000000000000" codebase="http://download.macromedia.com/pub/shockwave/cabs/flash/swflash.cab#version=6,0,29,0" width="540" height="100"><param name="movie" value="http://presentations.wits.ac.za/presentation.swf"></object></div>
```

Add New Comment

DISQUS COMMENTS

Illustration 2: License icon showing adjacent to the presentation in the Wits presentation repository at <http://presentations.wits.ac.za>

Training marketing

The Centre for Learning and Teaching Development (CLTD), librarians and the marketing department should market FOER on an ongoing basis, and academics who wish to promote FOER will be assisted in doing so by these units. Training will be offered by the eLearning Support and Innovation (eLSI) unit and the CLTD as appropriate to their function. ELSI and the Library will maintain a FOER information resource accessible at <http://kim.wits.ac.za/FOER> and it will be sustained and maintained by regular contributions from the Library, eLSI, CLTD, academic staff who wish to contribute and others where appropriate. eLearning self-study courses will be available on using and contributing to FOER.

Initial projects and programmes of action

The following projects and programmes of action will be carried out in the implementation of this strategy.

Project / programme of action	Responsibility
Launch and promotion of this strategy following final approval	Library, eLSI, Marketing & Communication, Research Office, University Research Committee, Teaching and Learning Committee, Library Committee, Senate ICT Reference Committee, Faculty ICT Committees, Deans
Membership of the Open Courseware Consortium, and the provision of 10 courses on a voluntary basis ¹³	eLSI, DVC:KIM to raise donor funds
Provision of easy access to other Free and Open Educational Resources for use in eLearning and research. Sources include repositories such as Open CourseWare as well as sites such as SlideShare, YouTube, Vimeo, iTunes University, and others.	Subject librarians, eLSI
Training courses and just-in-time learning opportunities for FOER	eLSI, Centre for Learning and Teaching Development, Library
Establish collaboration with other FOER initiatives in South Africa and elsewhere	eLSI, Library copyright office
Establish automated export of appropriately licensed courses on the eLearning platform	eLSI software team
Maintain an institutional repository	Library IT Services, CNS
Enhance institutional repository software to foster easier contribution of articles by academic staff	Library IT Services, possibly using interns
Awareness campaigns regarding the institutional repository	Library, Marketing & Communication, Research Office, University Research Committee, Teaching and Learning Committee, Library Committee, Senate ICT Reference Committee, Faculty ICT Committees, Deans, eLSI
Create and maintain a presentation repository, including further enhancements	Library IT services and eLSI software team
Promote presentation repository within the campus community	Library, Marketing & Communication, Research Office, University Research Committee, Teaching and Learning Committee, Library Committee, Senate ICT Reference Committee, Faculty ICT Committees, Deans, eLSI
Fund-raising for FOER initiative at Wits	DVC:KIM

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 URL: <http://www.informaworld.com/smpp/content~db=all~content=a909092757>

¹³ The Open CourseWare Consortium is the only global FOER community of its kind in existence today

Carson, S. 2009. The unwallied garden: growth of the OpenCourseWare Consortium, 2001-2008, *Open Learning: The Journal of Open and Distance Learning*, 24: 1, 23 — 29
URL: <http://dx.doi.org/10.1080/02680510802627787>

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URL: <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1625/1540>

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Keats, D.W. 2009. The road to Free and Open Educational Resources at the University of the Western Cape: a personal and institutional journey. *Open Learning: The Journal of Open and Distance Learning*, 24:1, 47-55.
URL: <http://www.informaworld.com/smpp/content~db=all~content=a909093035>

Stacey, P. 2007. OER Stories: BCcampus.
URL: http://oerwiki.iiep-unesco.org/index.php?title=OER_stories:_BCcampus

Attributions

This document uses material used verbatim or altered from the Unesco OER Toolkit at http://oerwiki.iiep-unesco.org/index.php?title=UNESCO_OER_Toolkit under the Creative Commons Attribution-ShareAlike License.

Appendix I. The free and open nature of Creative Commons licenses

The ideas behind OER arose out of Free and Open Source Software (FOSS), and just like software, there is some tension between the idea of *free* (as in freedom) and the harder-to-explain concept of *open* even though *free* is a subset of *open* in this context (Illustration 3). So as not to lose the notion of *freedom* from the concept¹⁴, some advocates prefer to talk of Free and Open Educational Resources (FOER), or *Libre* Resources¹⁵ where '*libre*' is used instead of 'free' to remove any ambiguity. The English word 'free' is used in this document, having the same connotation as '*libre*' as used by the Libre Knowledge movement.

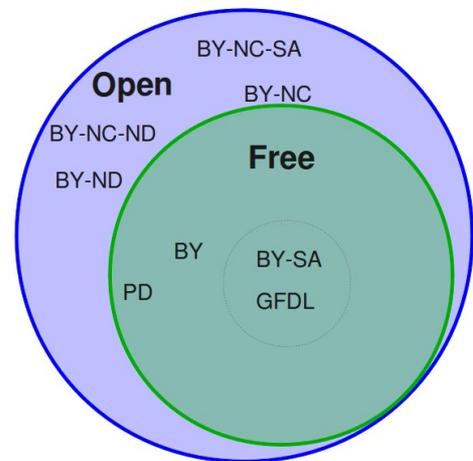


Illustration 3: The relationship between 'free' and 'open' using Creative Commons licenses.

14 see Keats (2009)

15 http://en.wikipedia.org/wiki/Libre_knowledge

Appendix II. The four Creative Commons (CC) license elements from which the 6 main CC licenses are derived

Symbol	Name	Meaning
	Attribution	You let others copy, distribute, display, and perform your copyrighted work — and derivative works based upon it — but only if they give you credit.
	Share Alike	You allow others to distribute derivative works only under a license identical to the license that governs your work.
	Noncommercial.	You let others copy, distribute, display, and perform your work — and derivative works based upon it — but for noncommercial purposes only.
	No Derivative Works	You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.

(modified from <http://creativecommons.org/about/licenses/> under Creative Commons Attribution License)

Appendix III. The six creative commons licenses (see <http://creativecommons.org/about/licenses> for further information).

Symbols	Name	Meaning
	Attribution Non-commercial No Derivatives (by-nc-nd)	This license is the most restrictive of the six main Creative Commons licenses, allowing redistribution. This license is often called the "free advertising" license because it allows others to download your works and share them with others as long as they mention you and link back to you, but they can't change them in any way or use them commercially. Any license which includes the Non-commercial restriction is potentially damaging to educational content.
	Attribution Non-commercial Share Alike (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. Others can download and redistribute your work just like the by-nc-nd license, but they can also translate, make remixes, and produce new stories based on your work. All new work based on yours will carry the same license, so any derivatives will also be non-commercial in nature. Any license which includes the Non-commercial restriction is potentially damaging to educational content.
	Attribution Non-commercial (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. Any license which includes the Non-commercial restriction is potentially damaging to educational content.
	Attribution No Derivatives (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. It is particularly suitable to opinion pieces.
	Attribution Share Alike (by-sa)	This license lets others remix, tweak, and build upon your work even for commercial reasons, as long as they credit you and license their new creations under the identical terms. This license is often compared to the Free Software license. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license that most respects the rights of the author and users as it has a restriction ensuring that the freedoms given are protected in derivative works.
	Attribution (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, in terms of what others can do with your works licensed under Attribution. However, it is less free than the Attribution Share Alike license as it does not compel producers of derivative works to give anything back.
CC0	No Rights Reserved CC0	Note that CC0 itself is not usually a license, but a waiver. However if the waiver is not effective for any reason, then it acts as an unconditional, irrevocable, non exclusive, royalty free license to use the work for any purpose. For that reason and for convenience it is placed in the License category. This is equivalent to a 'Public Domain' dedication, which has been dropped from the CC License stable because of confusion with the legal concept of 'Public Domain' which arises out of copyright expiry.

Appendix IV. Baseline rights and restrictions in all Creative Commons licenses

All Creative Commons licenses have many important features in common.

- Every license will help you retain your copyright
- announce that other people's fair use, first sale, and free expression rights are not affected by the license.

Every license requires licensees

- to get your permission to do any of the things you choose to restrict — e.g., make a commercial use, create a derivative work;
- to keep any copyright notice intact on all copies of your work;
- to link to your license from copies of the work;
- not to alter the terms of the license
- not to use technology to restrict other licensees' lawful uses of the work

Every license allows licensees, provided they live up to your conditions,

- to copy the work
- to distribute it
- to display or perform it publicly
- to make digital public performances of it (e.g., webcasting)
- to shift the work into another format as a verbatim copy

Every license

- applies worldwide
- lasts for the duration of the work's copyright
- is not revocable

Appendix V. Frequently asked questions

Will using Creative Commons licenses promote plagiarism?

The only Creative Commons licence that allows use and modification without attribution is the Public Domain dedication. All other licenses require attribution, so the same principles apply with respect to plagiarism as apply to copyright with all rights reserved. Public domain materials may be used without attribution from a legal perspective, but in a university context, passing off public domain materials as your own would still be considered plagiarism in an academic context, and therefore be unacceptable.

How will use of Creative Commons licenses affect our intellectual property rights?

The notion of 'intellectual property' (IP) as used today includes copyright, patents, trade secrets, trademark and is often used as a substitute for 'know-how'. The licenses only apply in respect to copyright, and no other IP conditions are affected. Where other aspects of IP are intended to be used, the same considerations of publication should be made as if one were considering publication under full copyright.

Why do you say Creative Commons content is copyrighted?

Creative Commons builds on copyright to cede to the user some of the rights that would be reserved under full copyright. It reserves some of the rights of copyright in order to accomplish this.

Academics have been sharing their work since the beginning of academic institutions. What is significantly new and different in this strategy?

Firstly, the 'all rights reserved' aspect of copyright means that work cannot be shared freely among peers, cannot be built upon by creating derivative works, and you cannot use the work of others without first asking their permission. The recommended licenses and the FOER approach removes that barrier, and makes it possible for sharing to have a knock-on effect as others may continue to build on our academic work, and we on theirs, without the difficult at sometimes impossible seeking of permission. Secondly, the IR and presentation repository provide institutionally approved and supported vehicles for disseminating and promoting access to research results.

How does this strategy affect sponsored research?

Sponsored research would either be published or not depending on the terms of the sponsorship. In the case where it is not published, even an IR deposit of its 'grey literature' might not be appropriate, and if so the and the strategy would not apply. In the case where it is published, there is no reason an IR deposit could not be made and other aspects of this strategy applied.

How will putting my content in an institutional repository (IR) benefit me as a researcher?

You will benefit from increased exposure of your work to other researchers around the world. Since searches often begin with Google, having your work in an IR increases the probability of someone finding it, and that once found, they will be able to access it.

What are some of the benefits of FOER for the institution and for individual academics?

- better alignment to contemporary academic values of sharing knowledge freely, particularly in a more digitally networked world;
- contributing to and drawing upon educational resources as a public good, in line with what is rapidly becoming the norm for higher education institutions globally;
- marketing benefits from having materials in a global knowledge repository, including using the strategy as a marketing tool;
- ensuring that investment in the creation of educational content is reusable, with the result that over time, we lower the cost per student of providing high-quality educational materials;
- access to high-quality learning resources from some of the world's top institutions, and the potential to adapt it to local circumstances;
- ensuring that licences are used so that people may know what rights they have to educational resources;
- increased awareness of, and access to, our own research output by the research office;
- enhanced global awareness of our research strengths and output;
- enhanced research citations from research publications being easier to find and access;
- raised awareness of Wits as a 21st Century, forward-looking institution;

How does this strategy articulate with other Wits strategies & strategic plans?

The diagram below illustrates how this strategy fits into the other strategic frameworks, including the Wits 2022 strategy, the KIM strategy, and other strategies that derive from the KIM strategy, leading to operational plans for the units that make up the KIM portfolio.

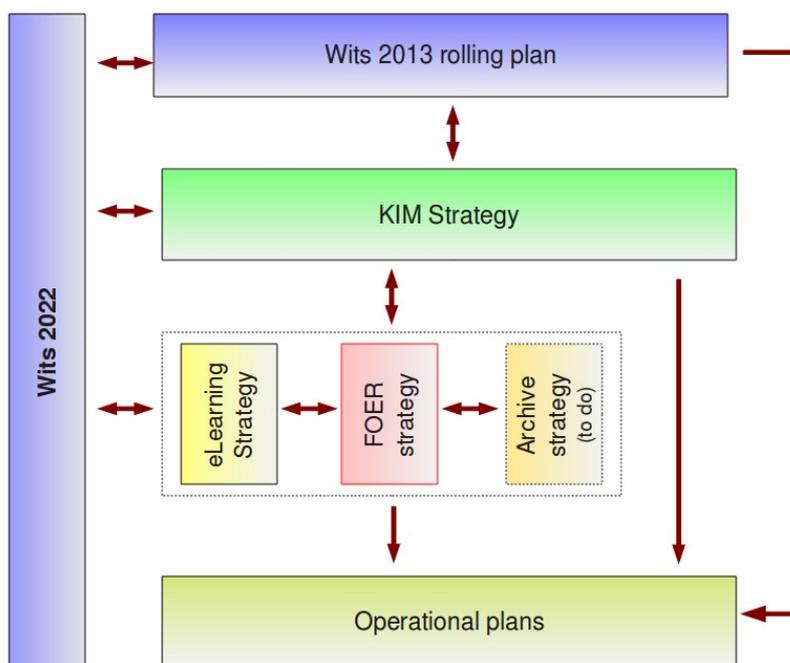


Illustration 4: Strategic framework into which this strategy fits.

The table below lists existing strategic initiatives, and how the FOER strategy articulates with them.

Strategy	Statement	Articulation
Teaching and Learning plan	GOAL 12: All courses will have an active eLearning presence which contains at least the essential information for the course and a facility which will allow all course participants to communicate electronically. All courses will have an appropriate blend of contact and electronic learning components that mutually support and enhance the learning experience.	The use of a FOER approach can help with achieving this component of Goal 12. This will be particularly easy if content from Open Courseware repositories can be pulled into a course for local modification.
Strategic Research Plan: 2007 to 2011	GOAL 1: Qualifications, research output and research quality . Subgoals: increase the number of Wits researchers who enjoy national and international recognition for the quality of their work increase the number of citations of our publications by other respected researchers	The IR contributes to both of these subgoals by raising awareness, and making papers easier to find. Research on IR impacts has shown this to be the case.
	GOAL 6: Research Funding and Securing Research Intensiveness in the long term Subgoal: improve the number and calibre of postgraduate students who choose to work under the supervision of Wits academics	The IR may contribute to this subgoal by raising awareness and ease of locating research output
Wits 2022 strategic framework	6.6. An IT Savvy university. (k). Expand IT platforms to include open access methods, licenses and approaches, along with more traditional full copyright where appropriate, to enhance our reputation as a global university participating actively in the knowledge commons.	This strategy is a direct outcome of this item of the 2022 strategic framework
	6.2. Research and Knowledge Leadership	A number of strategic objectives can be positively impacted by increased awareness of our research output, particularly from articles in the IR. Of particular significance is the potential improvement to the impact factor of our research.

Appendix VI. Dictionary of acronyms

CC – Creative Commons

CLDT – Centre for Learning and Teaching Development

CNS – Computer and Network Services

DVC – Deputy Vice Chancellor

eLSI – eLearning Support and Innovation

ETD – Electronic Theses and Dissertations

FOER – Free and Open Educational Resources

ICT – Information and Communications Technology

IR – Institutional Repository

IT – Information Technology

KIM – Knowledge and Information Management

OER – Open Educational Resources