FROM COPYRIGHT RESTRICTION TO THE POSSIBILITIES OF USING CC LICENSES IN K12 EDUCATION IN COLOMBIA


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IDRC Grant/ Subvention du CRDI: 107311-001-Research into Open Educational Resources for Development
From Copyright Restriction to the Possibilities of Using CC Licenses in K12 Education in Colombia

Preliminary Findings of the coKREa Project

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Subproject 6 – Colombia
ROER4D

Banff, Canada
April 22, 2015
Research on Open Educational Resources for Development in the Global South

GENERAL OBJECTIVE:
IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries by better understanding the use and impact of OER

August 2013 - February 2017

PROJECT CLUSTERS
- OER Desktop Review
- OER Survey
- Academics’ adoption of OER
- Teacher educators’ adoption of OER
- OER adoption in one country
- OER impact studies
- Baseline educational expenditure

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ROER4D – Colombia
The proposed research aims to study “whether and how, a bottom-up approach, where participants collaboratively and actively co-create contextual resources ('embedded' within a 'community of interest'), can support effective OER models.”
Context: ICT in K12 Colombia
Lots of contradictions
From *magical realism* to one of the *most inequal countries* in the region. Vast biodiversity, but a long history of violence and social conflict.

Pilar Sáenz (2015)
ICT
• Since 2000, mass distribution of computers, laptops & tablets to public schools + ICT teacher training.
• 2 millions equipment in the last 4 years
• Progress is being made in infrastructure, without ensuring stability and broadband Internet.
Context: ICT in K12 - Colombia

- Colombia’s National Strategy on Digital Open Educational Resources (REDA)
  - aimed at HigherEd to create repositories
  - not linked to teacher training programs
- Licensing is not part of teachers training programs
- Teachers create basic resources w/o considering copyright
- No fair use, but an exhaustive exception & limitation list

Docentes de Popayan en curso de publicación en la web (2014) Oriana Robles. En Flickr. CC by
Subproject 6 – Colombia
ROER4D
Teachers and coordinators of coKREA
Photo: Luis Orlando Serna (2014)

Adaptación Marcela Hernandez a “Colombia-Cauca” Shadowxfox. CC by SA

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ROER4D – Colombia
Research phases

- **Induction**
  - April – June 2014

- **Co-creation**
  - July – September

- **Deployment**
  - October – November

- **Systematization**
  - February – June 2015

- Participatory action research
- Permanent teacher training & consultancy
- Assistance in reflecting & socializing classroom experiences w/ OER

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ROER4D – Colombia
Achievements & Outcomes
Ordinary teacher practices

- Previous work w/ ICT
- Use & creation of digital resources (‘unlawfully’)
- Little or no publication
- No recognition of teacher themselves as authors
- No attribution to others’ work beyond quotation
Training Sessions

• OER
• Licensing
• Tools for creating & adapting basic resources
• Authoring tools
Teamworking

• Strengthening knowledge acquired
• Promoting collaborative work

Teacher-Teacher
Teacher-Students
Teacher-CoKREA team

Emerging
Teacher -- authors
Primary findings

Phases in the appropriation of licensing issues:

1. Concern
2. Interest to know
3. Urgency to diseminate
How to introduce OER in the classroom? How to modify teaching practices?

New teacher roles are emerging
Licensing generates reflections on formation in values such as producing, sharing, recognizing others and reaching agreements.

Co-creating OER enables teachers to recognize themselves as authors, as subjects of rights & duties in their community.

Context: Adaptation as a possibility of placing knowledge.
1. Systematization of teaching strategies
2. Content creation & experiences about the close socio-cultural context
3. Adaptation and reuse of open licensed content
4. Incorporation of CC Licenses in the curriculum
5. Use of local technical infrastructure w/ free software to not depend on Internet
Possibilities of using CC licenses in K12 education

1. Teachers as authors
2. Teachers as ambassadors
3. Teachers in the process to be involved in a larger community
Teachers as ambassadors

- Publication & socialization of OER
- Curriculum Review
- Workshops to colleagues
- coKREA team visits
- Socialization of experiences w/ OER

LicenciasCC24 (2014) Archivo: Mientras cambia la Escuela. En Flickr. CC by
Systematization: Ground Theory for Data Analysis

Analysis of qualitative data:
- Grounded Theory (Corbin & Strauss)
- Selective categories
  - Validation axial categories
- Axial categories
  - Data reconstruction
- Cultural or Open categories
  - Data deconstruction
- Cultural or Open categories
  - Data deconstruction

Condensation:
- Condense
- Core categories
- Selective categories
  - Validation axial categories

Deepening:
- Validate
- Selective categories
  - Validation axial categories
- Axial categories
  - Data reconstruction
- Cultural or Open categories
  - Data deconstruction
- Cultural or Open categories
  - Data deconstruction

Approach:
- Describe
- Core categories
- Selective categories
  - Validation axial categories
- Axial categories
  - Data reconstruction
- Cultural or Open categories
  - Data deconstruction
- Cultural or Open categories
  - Data deconstruction

Data collection

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