Changing the Narrative with Pre-Service Teachers: From Copyright Restrictions to Creative Commons Permissions & OER

Karen Kohler, EdD
Kimberly S. Grotewold, MLS & MSHE
Texas A&M University-San Antonio
Our story...

1. Let’s collaborate!
   - Teacher candidates need basic copyright understanding for PPR exam
   - Kim does in-class instruction

2. We can make an online tutorial
   - Use new tutorial software
   - Expand access to content across all sections of course
   - Begin to introduce CC licensing & OER

3. There’s this grant...
   - Summer grant targeting MSIs to explore and create OER professional development materials
   - We made an online module

4. We can research this more!
   - Tutorial re-designed with more emphasis CC licensing & OER
   - Students have in-class activity
   - Pre & Post Surveys & Reflection data
What do we have?

Pilot Study Data: Pre- & Post-Surveys, Reflections
Why are we doing it? Benefits of OER

- Remove cost barriers
- Share open practices with PreK-12 students
- Give teachers agency
- Culturally relevant/responsive content

Slide revised from K. Grotewold’s portion of “Leveraging Open Educational Resources (OER) for Courseware Improvement” ISKME presentation given on Oct. 28, 2020

Continent, antarktiks, iceberg image is “free to use” via pxfuel
What have we learned?

• Relationship between copyright, fair use, Creative Commons, and OER still not clear
• Students are more concerned about schools owning their work/copyright
• Students are excited to learn about and use Creative Commons to search photos
What are the challenges?

• Time
  – Students grasping the content
  – Creating
• Curriculum alignment
• Content creators
• Maintaining momentum
• Virtual setting
What does the future look like?

- Room to improve
- Promise of increasing diversity
- Continued collaboration across college and other agencies
- Provision of additional support and recognition
WHAT'S NEXT?
Resources

Click Here for List of Resources