



STEP 1 - ORIENTATE



Hints for the trainers/teachers: To start with this activity, try to engage trainees in a discussion trying to imagine the positive implications of sharing information on the Internet. You can foster the discussion by giving some ideas on crowdfunding campaigns, viral challenges, being recognized and promote your work.

STEP 2 - CONCEPTUALISE



Hints for the trainers/teachers: Engage trainees in a brief discussion to consider to which extent they would share activities or products (such as pictures, videos, or images) that they have made and what prevents them from doing it.

If your trainees are teachers, ask them what they do with the Let's STEAM activities which they adapted to their students to promote their inclusiveness: if they will share them with other colleagues and/on the Internet, or just store them in their computer, and why. The aim of this discussion is to evidence that sharing might make one feel a lack of control of who has this information and for which purposes it will be used/shared again.

After this discussion, ask how they would feel about being shared activities that they have designed on the internet without permission. Ask trainees if they have used images, videos, music, or other resources with their activities/work and, if they had if they knew that these images could be used.

The aim of this discussion is to make trainees realize that it is good to share some information on the Internet, but everyone has the right to intellectual property in the products that are created.

Additionally, other examples can be used to discuss the right to intellectual property - These examples have been extracted from https://americanenglish.state.gov/files/ae/resource_files/business_ethics_ch7.pdf.

- A well-known T-shirt manufactured logo is used on T-shirts produced in another country. Who should get the profits for the sales of the T-shirts?
- Some software is loaded on a computer at a large company. Employees are downloading the software for use on their home computers. Should someone pay? If so, who? How much? Why?
- A television program uses the same plot and characters as another show. Should the program obtain permission to use the copyrighted elements of the original show? Why/why not?
- A student in the class copies this handout and uses it in her business class at another class. Is that a violation of the copyright of these materials? - A teacher uses an article from the newspaper in her class. She copies the article and gives it to her students. Have intellectual property rights been violated? If so, whose? If not, why not?
- A company makes copies of a famous painting. The company sells copies. Who should pay for the right to copy these paintings? Why?
- An architect copies the design of a building and sells it to a client. Whose intellectual property rights have been violated? What should be done? Who should pay?

At the end of this part, trainees need to be aware of the needs of setting an intellectual property and respect it.



STEP 3 - INVESTIGATE



Hints for the trainers/teachers: The aim of this part is that trainees get familiarized with the framework of Creative Commons and the type of licenses that are offered and try and define a license that they would use if they were to share documents, images, videos, or other resources created by them on the Internet.

STEP 4 - CONCLUDE



Hints for the trainers/teachers: The objective of this final part is, on one hand, of the direct advantages of mutual benefit of resources that are made online and public, but also on the other on the importance of ethical use and responsibility by retaining and asserting copyright and authorship. To this end, a final discussion will be promoted in which trainees will share the types of licenses they have chosen to share their created resources.

The trainer can also consider introducing in the final discussion other patents that can be used, as described here. It is relevant to discuss with trainees the difference in terms of sharing and rights of use, highlighting the issue between very restrictive patents (which guarantee the rights of use and exploitation but impede other users to benefit from, such as drugs and vaccines), and patents as Creative Commons licenses, which allow the users to benefit from other's creations and develop their own ones.

Additionally, the trainer can engage trainees in the discussion of other best practices (suggested above) to ensure the ethical use of the information. Trainees can be invited to explore different repositories in which resources without royalties are being shared, as well as explore how the authors of these resources can receive credit for their work.