PROMOTING AND SHARING

#R2AS04

What is it?

The activity sheets #R2AS03 and #R2AS04 aim to address general themes in order to engage teachers and students in a discussion on the different ethical and security issues related to data sharing and promotion.

Going further activity.

Modalities

Duration

1h

Level of difficulty

Basic

Material

- No specific material needed
- Access to the internet will be a plus to check the resources proposed in the activity sheet
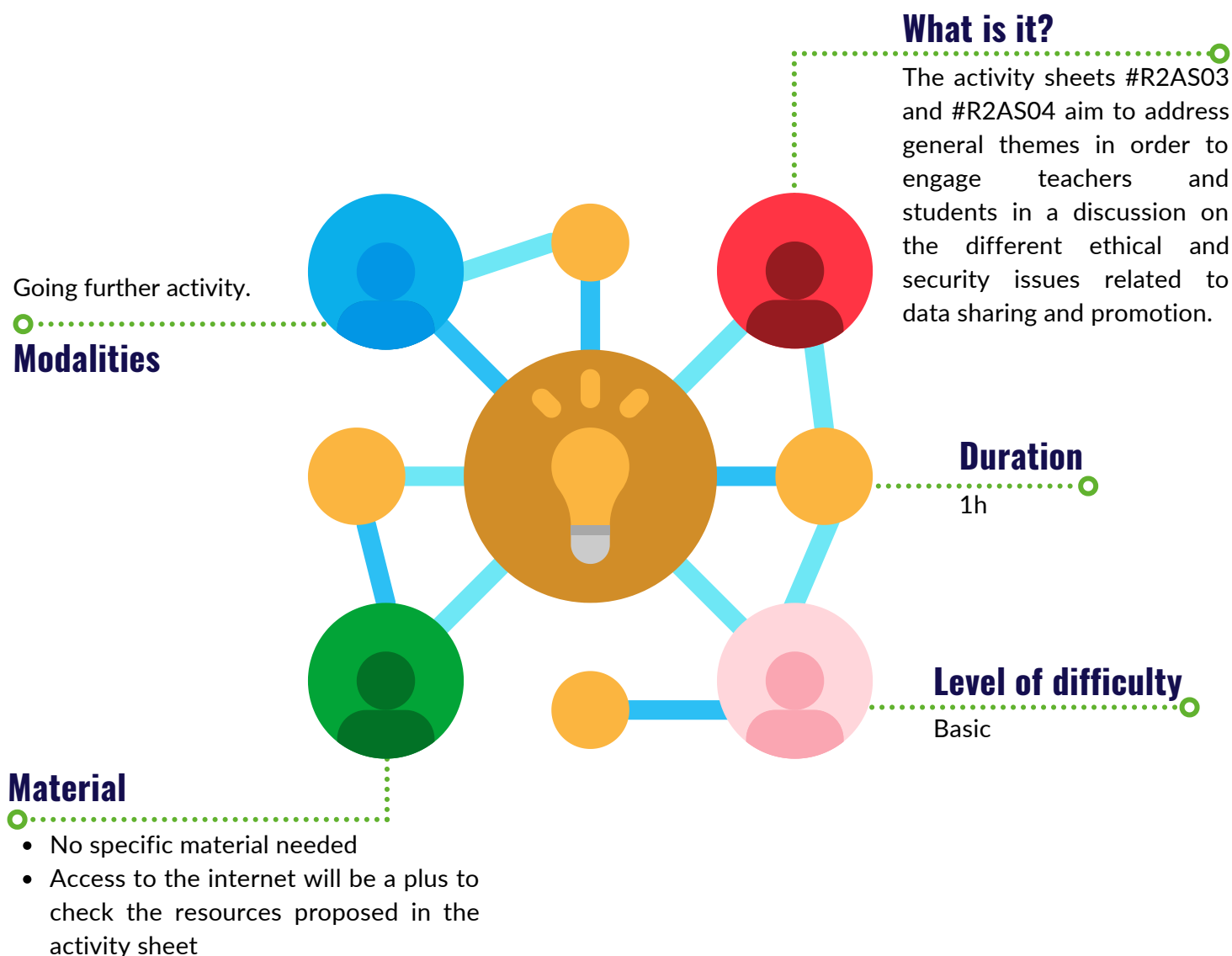
LEARNING OBJECTIVES

- Imagine the positive implications of sharing information on the Internet
- 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
- Get familiarized with the framework of Creative Commons

PROMOTING AND SHARING

STEP 1 - ORIENTATE

10 min.

Following the discussion about sharing different personal information about you and your friends and peers on the Internet, **try to think now about the positive uses** of sharing information can have.

STEP 2 - CONCEPTUALISE

15 min.

So sharing information on the Internet can indeed have some positive aspects. Based on what you have previously discussed, **will you be keen on simply sharing activities** or other products (such as pictures, videos, or images) that you have made? **Will you share the Let's STEAM activities you adapted to promote inclusion and equity? What can prevent you/others from doing it?**

Discuss with your peers how you would feel if these pictures/videos/images are shared again on the Internet from people whom you do not know without your permission? Have you used images, videos, music, or other resources from other people in previous works? Did you know if you could use those resources? How?

Consider different situations:

▶ **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 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 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 company makes copies of a famous painting. The company sells copies. Who should pay for the right to copy these paintings? Why?**

▶ **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?**

▶ **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?**

STEP 3 – INVESTIGATE

25 min.

If you like that, when you share documents, images, videos, or other resources created by you on the Internet people give you credit as the author, **there are some tools you can benefit from**.

One is the use of **Creative Commons licenses**, which are tools that offer the possibility of a simple and standardized way to grant copyright permissions on their creative works. In this part, we ask you to **have a look at the types of Creative Commons licenses** and think about which license would you use if you were to share documents, images, videos, or other resources.

▶ **Check here!**
https://creativecommons.org/licenses/

If there is too much information on this page, try with the **simpler version** to choose which type of license would be more useful for you. Try to put the type of license you have chosen on the document, image, video, or other resources you would like to share.
Resource: https://chooser-beta.creativecommons.org
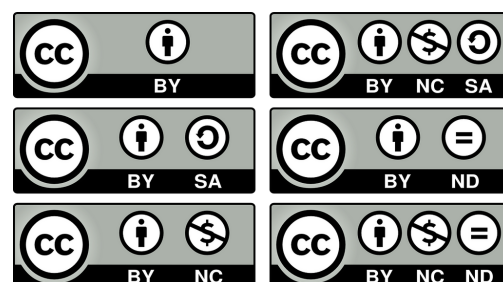
STEP 4 – CONCLUDE

10 min.

Share with your peers **which type of license you have chosen**. Explain to them why you have selected this license and listen to their choices. Refine the type of license you would use in case you need it. To end with, discuss with your peers and consider other possible best practices that can be implemented to **give credit and respect the ownership of the shared materials**, as:

▶ **Share a link to a mentioned work instead of making copies of it (e.g., via open libraries, website, or by linking to another legitimate depository or website).**

▶ **Use caution in downloading digital material from the Internet. Some copyrighted works may have been posted to the Internet without the authorization of the copyright holder (creator).**

▶ **In your creations, take precautions to protect the copyrighted work from broader distribution (e.g., by streaming rather than posting a video; by posting on a password-protected site).**

▶ **When you do a project, credit all sources, display the copyright notice, and indicate which materials have been used with permission. Sometimes citing the material does not grant permission to use a copyrighted work.**

Consider the use of creative commons repositories, as: