

Copyright for Education

Towards Open Educational Resources



In the beginning...

Statute of Anne

- Statue of Anne 1710
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- Establishes the first legal deposit scheme (a severe fine of £5 if a book was not deposited).
- Term of copyright = 14 years
- Books only

(261)

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Copyright in Schools

2017, the Australian Joint Parliamentary Committee on Treaties heard that schools and TAFE spend approximately \$700 million (2012 figures) reproducing third-party copyright material in the classroom.

Comprised of:

- Direct purchase / Licensing
- Statutory Licensing

To reduce these costs we need Open Educational Resources (OER)

http://www.health.qld.gov.au Version: 14, 20th October, 2009

a Queensland Health

Head Lice

- Comb the hair with a fine tooth head lice comb, wiping the comb onto a white tissue after each sweep.
- Repeat until whole head is combed and little treatment formulation is visible on the hair.
- After five minutes examine the tissues and assess the lice as dead (no movement), inactive (louse is stationary but moving legs or antennae) or active (louse moving).
- If the product is effective, all lice should be dead.

What to do if the product of choice does not work

If the product is not effective, ie. head lice are not dead at the end of exposure time, you can switch to the non-chemical method while waiting 7-10 days before re-treating with a different active ingredient. Continue checking the effectiveness of treatment products until an effective product is found, or use the non-chemical method.

Why treatment agents may not work

True treatment failure has occurred when live head lice are detected immediately after the end of exposure time to a nt agent. Failures can sometimes occur even when solutions are used according to the manufacturer'

Queensland Government

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- Wash combs and hair brushes after each use (60oC for 30 seconds)
- Pillow cases of persons known to be infested should be washed daily on hot cycle or put in the clothes dryer for 15 minutes
- Treat all household members whose head lice have been detected.
- Keep hair short, particularly during an outbreak. It is easier to detect and treat head lice in short hair.
- Notify your school so that others can be alerted to the problem and can check for head lice and arrange treatment if necessary.

Help and Assistance

For more information, please contact your local population health unit. Families can get help in managing head lice from public health nurses, school health nurses, child health clinics, pharmacists and family doctors,

The Head Lice in Primary Schools Kit is also available to primary schools. Contact your local school for information.

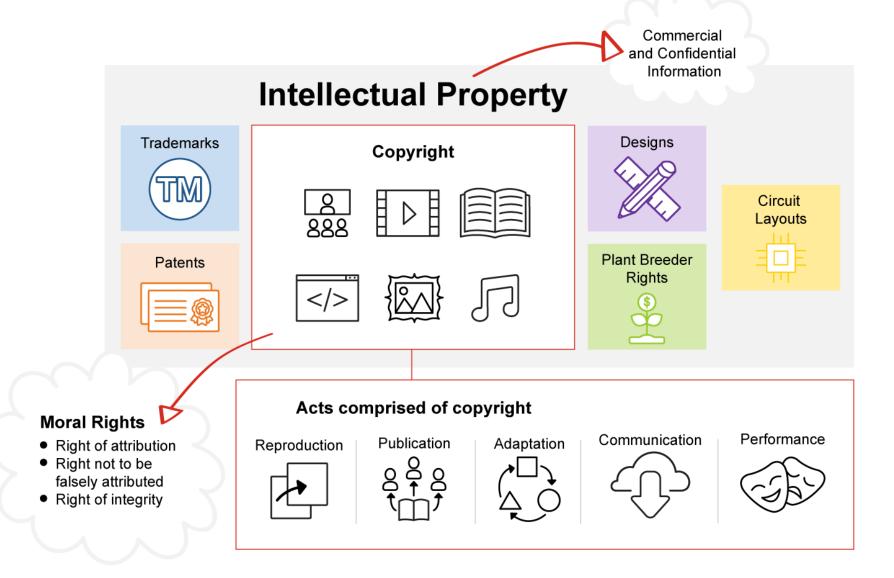
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Where does copyright fit?



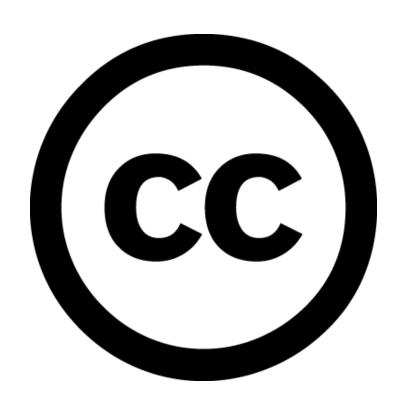
Where do you find Copyright?

Copyright	No Copyright
Literary Works	Recipes
Artistic Works	Titles
Musical Works	Factual Information
Dramatic Works	Material which lacks originality
Sound recordings	Computer generated data / raw data
Broadcasts	Certain government materials (e.g. US Federal Government)
Cinematograph films	Material which is too small or insignificant
Computer programs	Mathematical equations
	Court judgements
	Material which is too old

How Old is Too Old...

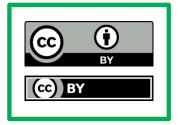
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Literary, dramatic and musical works, and engravings	Made public before creator's death	Author died before 1 Jan 1955	Life of author + 70 years
	Not made public before 1 Jan 2019	Author died before 1 Jan 1949	Life of author + 70 years
Computer programs		Author died before 1 Jan 1955	Life of author + 70 years
Artistic works (other than photographs or engravings)		Author died before 1 Jan 1955	Life of author + 70 years
Photographs		Made before 1 Jan 1955	Life of author + 70 years
Sound Recordings, Films (made on or after 1 May 1969*)	Made public on, before or after 1 Jan 2019	Made before 1 Jan 1955	Date first made public + 70 years, otherwise date made
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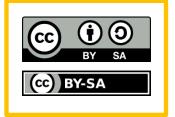
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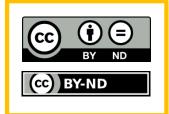


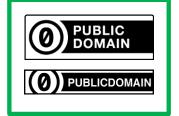
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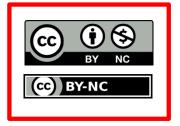
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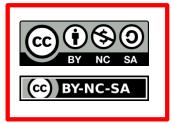


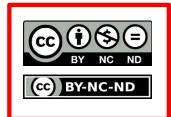


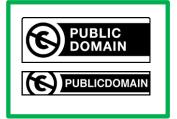
















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What does CC look like in the wild?



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Copyright in Education, in Summary

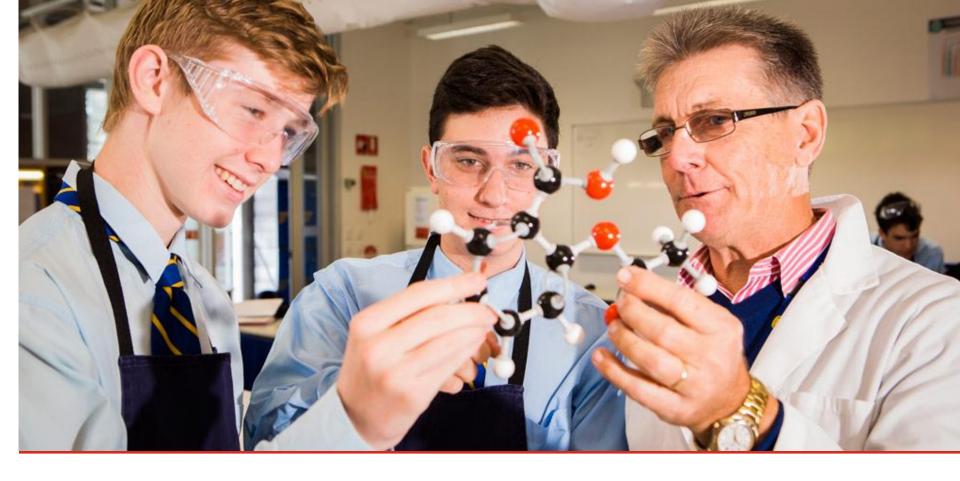
- The Paris Declaration is the authority for the policy of developing of OER in Australia.
- The QCAA and the education sector need OER.
- OER can only be created using an 'open' licence.
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- The QCAA actively seeks openly licensed material for inclusion in its resources.

Thank You

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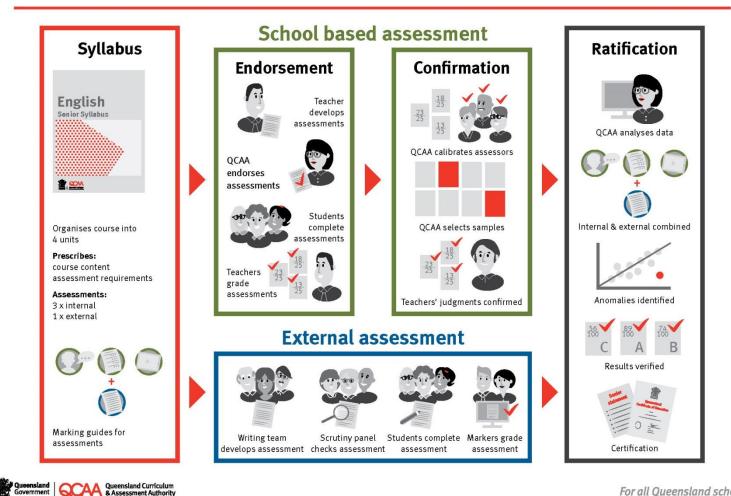
New senior Science syllabuses

Presentation to the Royal Society of Queensland



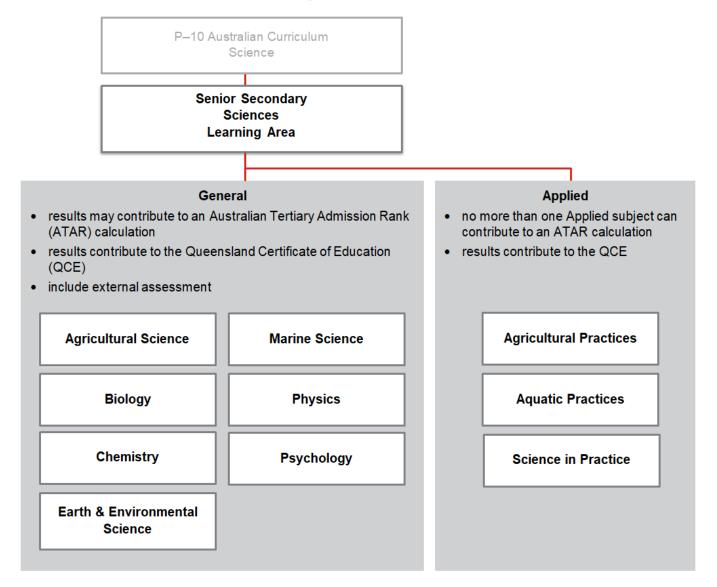
Senior phase changes — the big picture

Valid and reliable senior assessment

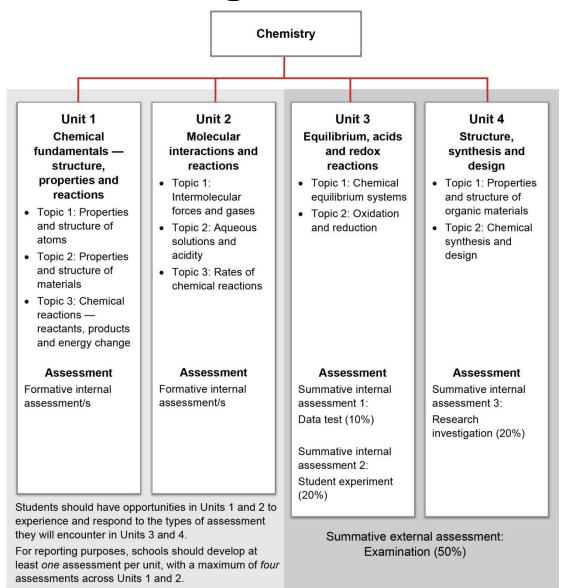


For all Queensland schools

Senior phase changes — Science syllabuses



Senior phase changes — course structure



Using the Science syllabuses

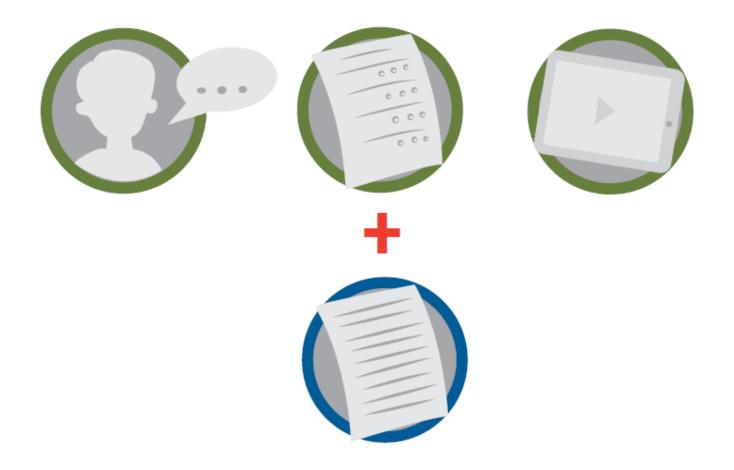
Topic 3: Chemical reactions — reactants, products and energy change

In this topic, students will:

Subject matter Guidance Exothermic and endothermic reactions Notional time: 6 hours explain how endothermic and exothermic reactions relate to the law of conservation of energy and the breaking and reforming of bonds; understand Average bond enthalpy values are given in the Chemistry data booklet. that heat energy is released or absorbed by the system to or from the surrounds Students should be aware of the limitations of using average bond • understand that heat is a form of energy and that temperature is a measure of enthalpies to <u>calculate</u> enthalpy change. the average kinetic energy of the particles Consider reactions in aqueous solutions and combustion reactions. apply the relationship between temperature and enthalpy changes to identify Formulas: ΔH = H_(products) – H_(reactants) thermochemical reactions as exothermic or endothermic; deduce from enthalpy ΔH = energy required to break bonds – energy released when level diagrams and thermochemical equations the relative stabilities of reactants bonds are formed. and products, and the sign of the enthalpy change (ΔH) for a reaction • Formula: $q = mc\Delta T$ explain, in terms of average bond enthalpies, why reactions are exothermic or endothermic Suggested practicals: - Apply Hess's Law. Data loggers could be used here. construct and use appropriate representations (including chemical symbols and - Measure the molar heat of a chemical reaction. formulas, and chemical and thermochemical equations) to communicate conceptual understanding, solve problems and make predictions Syllabus link: Unit 2 Topic 3: Rates of chemical reactions. calculate the heat change for a substance given the mass, specific heat capacity The enthalpy change (ΔH) for chemical reactions is indicated in kJ mol⁻¹. and temperature change Specific heat capacity of water is given in the Chemistry data booklet. • use data to calculate the enthalpy change (ΔH) for a reaction. Assume aqueous solutions other than water have the same specific heat Mandatory practical: Conduct a calorimetry experiment to measure the capacity as water. enthalpy of a reaction.

explain: make an idea or situation plain or clear by describing it in more detail or revealing relevant facts ...

Assessment



Data test (IA1)

Items that use quantitative and/or qualitative data derived from the mandatory or suggested practicals, activities or case studies from unit being studied.

Time: 60 minutes plus 10 minutes perusal.

Specifications

Description

The data test contains two to four datasets and consists of a number of different types of items, which include:

- short responses requiring single-word, sentence or short paragraph responses
- calculating using algorithms
- interpreting datasets.

Student experiment (IA2)

Students modify (i.e. refine, extend or redirect) an experiment in order to address their own related hypothesis or question.

Mode:

- written, 1500–2000 words or
- multimodal presentation, 9–11 minutes

Time: 10 hours class time

Research investigation (IA3)

Students gather secondary evidence related to a research question in order to evaluate a claim.

Mode:

- written, 1500–2000 words or
- multimodal presentation, 9–11 minutes.

Time: 10 hours class time

See Participant booklet

External examination

Items include multiple-choice, single-word, sentence or short paragraph responses.

Two papers

- 90 minutes plus 10 minutes perusal per paper
- Paper 1: short response (including multiple-choice)
- Paper 2: combination response (short/extended)

See Participant booklet

Other sources of information

Syllabuses and resources

https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences

Explaining the new system

www.qcaa.qld.edu.au/senior/new-snr-assessment-te/resources

Mandatory and suggested practicals (handout)

Science team

Quality Assurance	Review and Transition
	Denise Crook: 3864 0267
Chipo Gweshe: 3120 6137	Chemistry
Earth Science	
	Dylan Roche: 3120 6117
Gary Emerson: 3864 0226	Physics
Agricultural Science, Agricultural	
Practices, Earth Science, Physics,	Kellie Daly: 3120 6171
Science in Practice	Psychology
Troy Lethlean: 3864 0494	Ross Wilson: 3120 6148
Aquatic Practices, Chemistry, Marine	Agricultural Science, Earth and
Science, Biology	Environmental Science
	Tamra Brown: 3120 6151
	Biology, Marine Science

David Madden: Learning Area Manager

Science@qcaa.qld.edu.au

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