

Title: Blended learning – rights and duties		
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Blended learning - rights and duties

As is well known, CBS wishes to disseminate the application of blended learning in all CBS' programmes. According to our blended learning strategy, the initiative has the following purpose: *“The purpose of blended learning at CBS is to enhance student learning by means of increasing student engagement and time spent on learning tasks, providing a higher degree of learning activities that actively involve, motivate and engage students including feedback on their performance”*. The purpose is therefore primarily to enhance the learning outcome and ensure a high study intensity by giving the students better opportunities to do and learn something outside the lecture hall.

Today, the use of different pedagogical IT tools as support for the learning process is a natural part of teaching activities at universities. The initial initiatives often include the use of video, e.g. to record key concepts, review theories etc., thereby enabling the contact time in class to be used for dialogue and discussion between lecturers and students. However, there has also been experimented with a range of other tools such as quizzes, peer evaluations, case presentations etc.

So far, the results are positive both in the blended and the pure online courses. The students give good evaluations, both in relation to the flexibility but also the learning outcome. This also applies to pure online courses, and our MOOCs (Massive Open Online Courses) have also received a very positive response from the participants.

In some cases, the so-called “lecture capturing” is also used where parts of the lectures, entire lectures or series of lectures are recorded in order to make them available for the students either for repetition or if they have been unable to attend due to work or exchange stays. This can be useful in a number of situations, and we often meet students who ask for the possibility. Our general policy is; however, that pure lecture capturing usually is not an optimal solution. It is much better to produce specific videos or other material for repetition and organise a course with elements you can work with by yourself while acknowledging that the dialogue-based part of the teaching activity in fact results in dialogue and teaching, which just cannot be recorded.

Guidelines for copyright

Concurrently with the dissemination of blended learning, a wish to create clarity about copyrights has been presented. CBS invests large amounts in the development of blended learning, and the development usually involves many people, so CBS needs to ensure a widespread use in teaching activities of high quality. Employees at universities are traditionally given considerable freedom to apply the materials (work) they have produced, and many guard their copyright. As a result, written guidelines have been requested.

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With the law firm Plesner and legal advisers from AC's (The Danish Confederation of Professional Associations) committee on protection of academic work (UBVA), we have mapped out current rules; however, a discussion with the academic staff employee representatives has taken place simultaneously to clarify how we wish to implement the rules here at CBS. In these discussions, we have made efforts to avoid a conflict between the wish for blended learning and the wish for high academic standards and professional pride just as we also want to both preserve the copyright entitled to the individual employee in our academic staff and the employee's influence on what his or her work (incl. teaching) is used for.

The legal outset is that the employees have the copyright, but CBS can use what the employees develop in their work hours as long as it is for CBS' usual business. Teaching activities can be recorded, and the material can also be used by others at CBS after the employee may have left CBS.

In the recently prepared guidelines, our wish has been to describe how we can do this correctly and without conflicting with other legitimate interests of the employees.

Among other things, we do this by ensuring:

- That the creators are credited.
- That inappropriate or outdated content is removed.
- That the material can be used in meaningful extracts but not be edited .
- That the material is not to be available for eternity - one can ask for it to be removed after a period.
- That if the programme wishes to record the teaching activities, the people involved must be notified well in advance, so they can adapt to the situation and if necessary, change their participation.
- That the traditional right to publish textbooks remains unchanged.
- That the material prepared for CBS cannot be accessed or used by people outside CBS without further agreement between CBS and the employee, and if such use involves income, these will generally be divided between CBS and the employee.

This is explained in more legal terms in the attached guidelines. The ambition is that we thereby provide a safer framework for the continued development of blended learning in the individual programmes and courses. Since the area is still new, it is agreed that the guidelines are revisited in two years to assess the experiences and evaluate whether adjustments are necessary.