
This is the presentation version of the paper.

This version of the publication may differ from the final published version.

Permanent repository link: http://openaccess.city.ac.uk/17639/

Link to published version:

Copyright and reuse: City Research Online aims to make research outputs of City, University of London available to a wider audience. Copyright and Moral Rights remain with the author(s) and/or copyright holders. URLs from City Research Online may be freely distributed and linked to.
Copyright Literacy in the UK: understanding library and information professionals

JANE SECKER AND CHRIS MORRISON
LSE & University of Kent

https://ukcopyrightliteracy.wordpress.com @UKCopyrightLit
BACKGROUND AND OVERVIEW

• Originated from a European study, but we are looking to understand UK librarians’ experiences of copyright more deeply

• Copyright and IPR issues part of ethical use of information and crucial for librarians but a source of fear / annoyance / boredom

• Opportunities to enhance copyright education (both in professional qualifications and CPD)

• Looking to reduce anxiety and exploit value of games-based learning
WHAT IS COPYRIGHT LITERACY & WHY DOES IT MATTER?

I think awareness of copyright and the intellectual property of other people is central to the 'information, media and data literacy' element of the digital capabilities framework.

Understanding one's own copyright and IPR also comes into 'creation, innovation and scholarship'. And I don't think it's too far-fetched to argue that in an academic setting, copyright has implications for academic identity.

Helen Beetham writing about digital capability in 2015

Jisc (2015) Six Elements of Digital Capabilities
PLAY YOUR CARDS RIGHT
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK

Moderate to Extreme © Confidence
Europe*

% think © Policy
Important
UK

% who have © Policy
UK

% think © Policy
Important
Europe*

% who have © Policy
Europe*

*European countries surveyed: Bulgaria, Croatia, France, Turkey
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK

Moderate to Extreme © Confidence
Europe

% think © Policy Important
UK

% who have © Policy
UK

% think © Policy Important
Europe

% who have © Policy
Europe
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK 57%

Moderate to Extreme © Confidence
Europe

% think © Policy Important
UK

% who have © Policy
UK

% think © Policy Important
Europe

% who have © Policy
Europe
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK
57%

% who have © Policy
UK

Moderate to Extreme © Confidence
Europe

% think © Policy Important
UK

% think © Policy Important
Europe

% who have © Policy
Europe
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK 57%

Moderate to Extreme © Confidence
Europe 33%

% who have © Policy
UK

% who have © Policy
Europe
PLAY YOUR CARDS RIGHT

 Moderate to Extreme © Confidence
 UK
57%

 Moderate to Extreme © Confidence
 Europe
33%

 % think © Policy Important
 UK

 % who have © Policy
 UK

 % think © Policy Important
 Europe

 % who have © Policy
 Europe
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK 57%

Moderate to Extreme © Confidence
Europe 33%

% think © Policy Important
UK 76%

% who have © Policy
UK

% who have © Policy
Europe
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK: 57%

Moderate to Extreme © Confidence
Europe: 33%

% think © Policy Important
UK: 76%

% who have © Policy
UK: %

% who have © Policy
Europe: %
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK: 57%

Europe: 33%

% think © Policy Important
UK: 76%

% who have © Policy
UK: 63%

Europe: % who have © Policy
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK 57%

Moderate to Extreme © Confidence
Europe 33%

% think © Policy Important
UK 76%

% who have © Policy
UK 63%

% think © Policy Important
Europe

% who have © Policy
Europe
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK: 57%

Europe: 33%

% think © Policy Important
UK: 76%

% who have © Policy
UK: 63%

Europe: 84%
PLAY YOUR CARDS RIGHT

Moderate to Extreme © Confidence
UK 57%

Moderate to Extreme © Confidence
Europe 33%

% think © Policy Important
UK 76%

% who have © Policy
UK 63%

% think © Policy Important
Europe 84%

% who have © Policy
Europe

UK 57%

Europe 33%

UK 76%

Europe 84%

UK 63%

Europe 84%
PLAY YOUR CARDS RIGHT

- Moderate to Extreme © Confidence
  - UK: 57%
  - Europe: 33%

- % think © Policy Important
  - UK: 76%
  - Europe: 84%

- % who have © Policy
  - UK: 63%
  - Europe: 29%
OUR SURVEY SAID......

EDUCATION & CPD
EDUCATION & CPD: WHAT SHOULD IT COVER?

General copyright awareness / copyright duration/ using images /fair dealing and quotation / digital content rights / creative commons / understanding terms & conditions & re-use licenses / implications of non-compliance (but in a good way using carrot not stick)…. Whatever it is it needs to be clear and as jargon free as possible to stop people glazing over.
EDUCATION & CDP: WHAT SHOULD IT COVER?

General copyright awareness / copyright duration / using images / fair dealing and quotation / digital content rights / creative commons / understanding terms & conditions & re-use licenses / implications of non-compliance (but in a good way using carrot not stick)…. Whatever it is it needs to be clear and as jargon free as possible to stop people glazing over.
I think copyright can seem daunting if you are not familiar with it, and by encouraging an awareness at an early stage, this would reduce any anxieties to follow.

I find that people are often scared of copyright...
FOCUS ON POSITIVES

Copyright education should:

...reflect the fact that most LIS practitioners have significant exemptions and freedoms as regards copyright. Much existing copyright education is effectively written from a commercial rightsholder perspective and tends to be unduly dogmatic as a result.
I have just finished my MSc and we had limited information on copyright law provided, the little I know I know because colleagues have shared it with me.

I don't remember copyright issues being addressed at all in my Postgraduate course and I think this was unfortunate.
KEEPING UP TO DATE

…I still need to know what I am allowed to do and for whom, especially as digitisation has changed the field completely. We need updates on how legislation has changed and what a difference this makes to our work.
EMBEDDING COPYRIGHT LITERACY

Encouraging more general awareness of copyright issues so librarians/info specialists can educate academics about complying with copyright law. Also practical awareness for students’ creative work and using [copyright] material in their own work.
SURVEY CONCLUSIONS AND FURTHER RESEARCH

- Need for more cross-national analysis
- Librarians likely to compare favourably to other professionals?
- Need more qualitative data to investigate
  - How copyright literacy is effectively embedded in education
  - How to develop an effective approach to copyright literacy
- Understand the role of the generalists vs dedicated copyright professional
- More engaging training
SURVEY CONCLUSIONS AND FURTHER RESEARCH

- Need for more cross-national analysis
- Librarians likely to compare favourably to other professionals?
- **Need more qualitative data to investigate**
  - How copyright literacy is effectively embedded in education
  - How to develop an effective approach to copyright literacy
- Understand the role of the generalists vs dedicated copyright professional
- More engaging training
COPYRIGHT AND
PHENOMENOGRAPHY
UNDERSTANDING COPYRIGHT EXPERIENCES

• Copyright is not a ‘thing’ and phenomenography (people’s experience of things) seems an ideal research method.

• Undertaken 3 focus groups to test out the approach in HE.

• Allows us to understand variations in the way copyright is experienced by different types of librarians:
  • Academic support / subject librarians
  • Research support / repository staff
  • Teaching support staff
  • Enquiries / customer service

• The findings should help us to consider better ways of devising copyright education and embedding copyright into institutional strategies.
COPYRIGHT AS A PHENOMENON

Organisational Culture and Risk

Management Awareness & Support

Confidence Expertise Perception of role

Fear

Risk of legal action

Empathy / trust

Judgement / sanction

Complex Time consuming Unfair Changing Imposition Protective Rules

Information Professional

Request for help / information

Information Seeker

Proactive intervention

COPYRIGHT AS A PHENOMENON

Information Professional

Information Seeker
PARALLELS TO IL Copyright and Information Literacy
PARALLELS TO IL

• Copyright is about ambiguity - not right and wrong answers
• Copyright education can often be reactive (dealing with ‘problems’) so how can we shift it to being proactive (teaching in context)?
• Copyright education requires empathy and trust
• Copyright needs to be understood in context – it’s not simply a one size fits all
• Is learning about copyright a threshold concept – but a portal many avoid ever going through?
SO WHAT ARE WE DOING?

We’re on a mission to make copyright engaging, fun and empowering…
ENGAGEMENT*

*No endorsement implied
COPYRIGHT CARD GAME

❤️ Designed to teach librarians about copyright works, usages, licences and exceptions
❤️ Making copyright interactive and engaging
❤️ Downloaded over 2,500 times and consistently positive feedback
❤️ Creative Commons Licensed

https://ukcopyrightliteracy.wordpress.com/about-2/copyright-the-card-game/
YOU’VE SEEN THE PPT AND THE T-SHIRT, YOU’VE PLAYED THE GAME, NOW....
**IMAGE CREDITS**

Images from Flickr licensed under Creative Commons

Slide 4, 24: Microsoft clip art
Slide 25: If you are not confused [https://flic.kr/p/frJ48](https://flic.kr/p/frJ48)
Slide 26: Open: [https://flic.kr/p/mzqM](https://flic.kr/p/mzqM)
Slide 28: Video tape archive storage [https://flic.kr/p/aUgdnB](https://flic.kr/p/aUgdnB)
Slide 29: Z Smith Reynolds Library [https://flic.kr/p/d7dL8d](https://flic.kr/p/d7dL8d)
Slide 37: Back to back [https://flic.kr/p/8NCuPU](https://flic.kr/p/8NCuPU)

Others

Slide 27: Views of Aberystwyth from National Library of Wales (no known copyright)
Slide 32: Open clip art
Slide 38: Logos owned by respective organisations, no endorsement implied
Slide 39 by Jane Secker licensed under CC-BY-SA
FURTHER READING


https://ukcopyrightliteracy.wordpress.com