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Copyright Literacy in the UK: understanding library and information professionals

https://ukcopyrightliteracy.wordpress.com @UKCopyrightLit

JANE SECKER AND CHRIS MORRISON

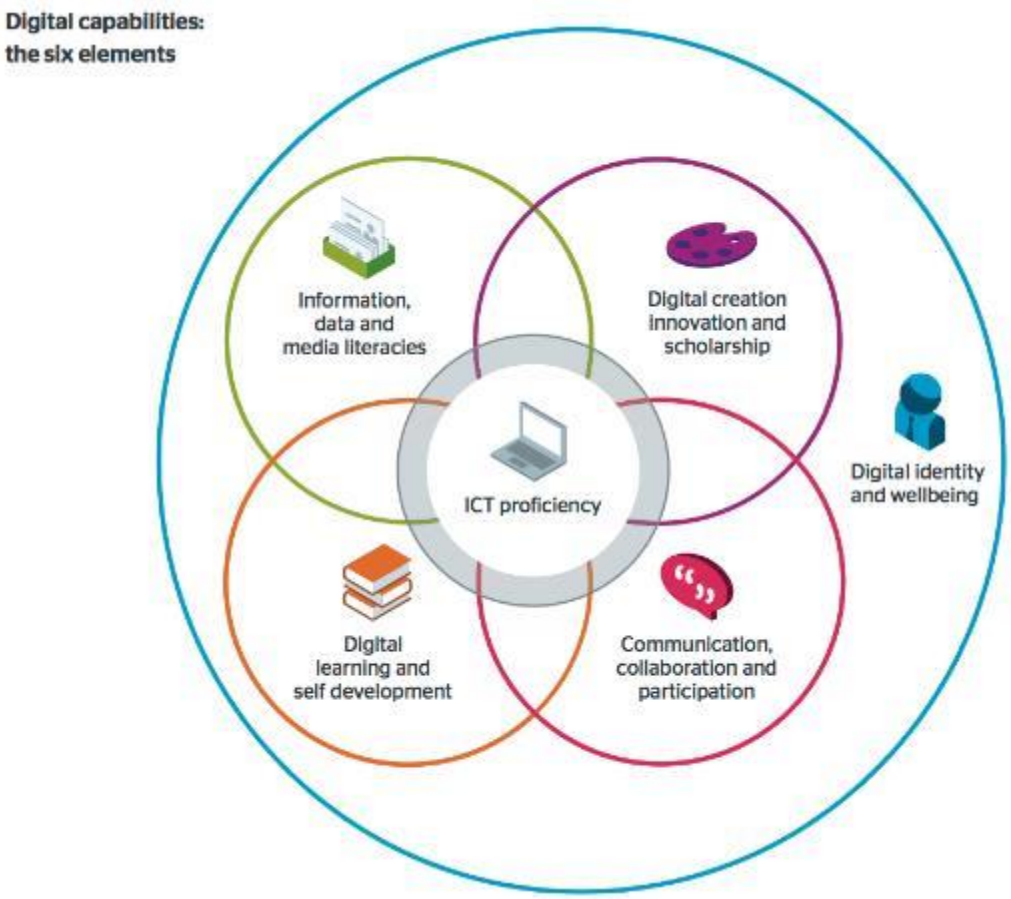
LSE & University of Kent

CC BY

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?



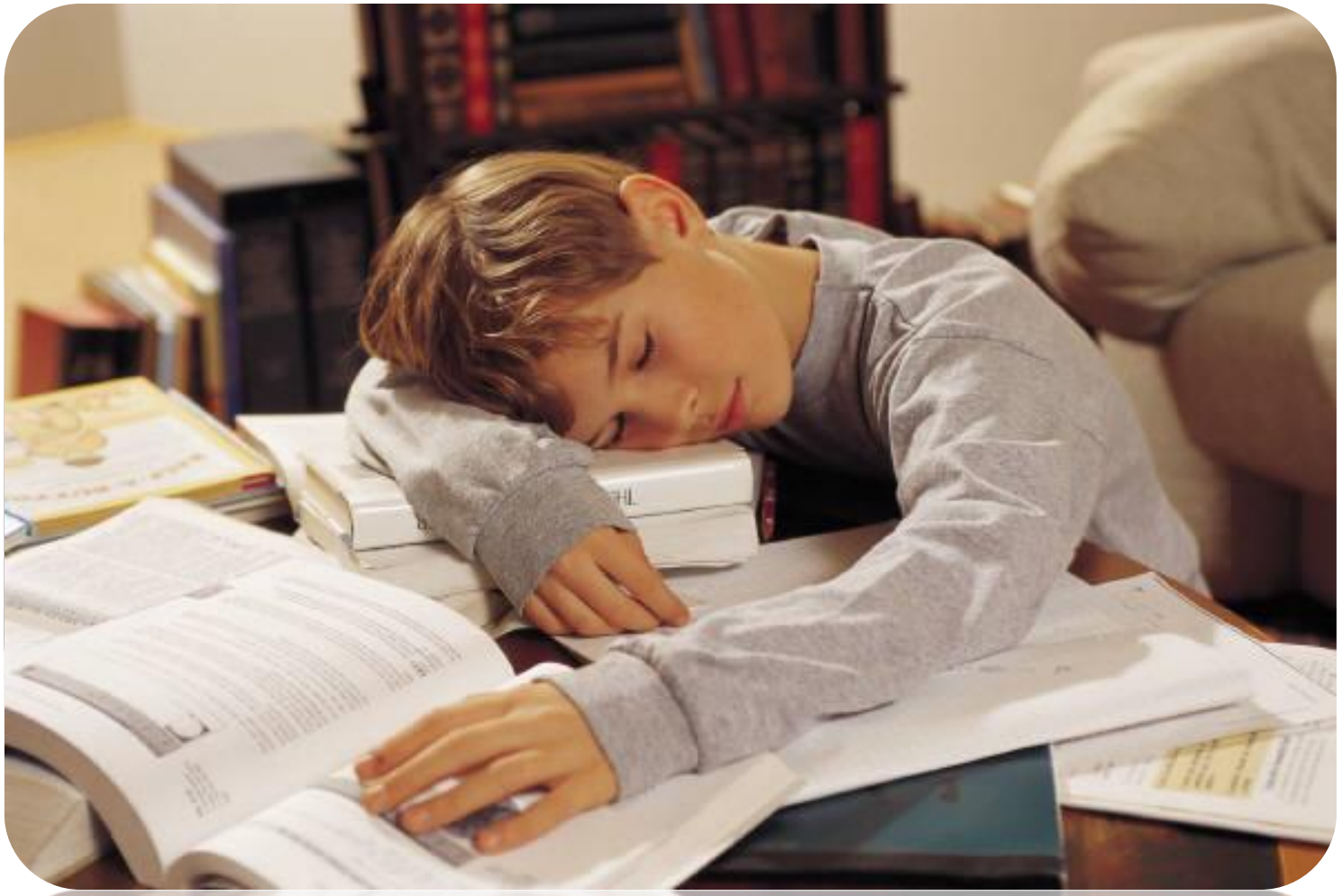
Jisc (2015) Six Elements of Digital Capabilities

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

COPYRIGHT? ZZZZZZZZZZZZ



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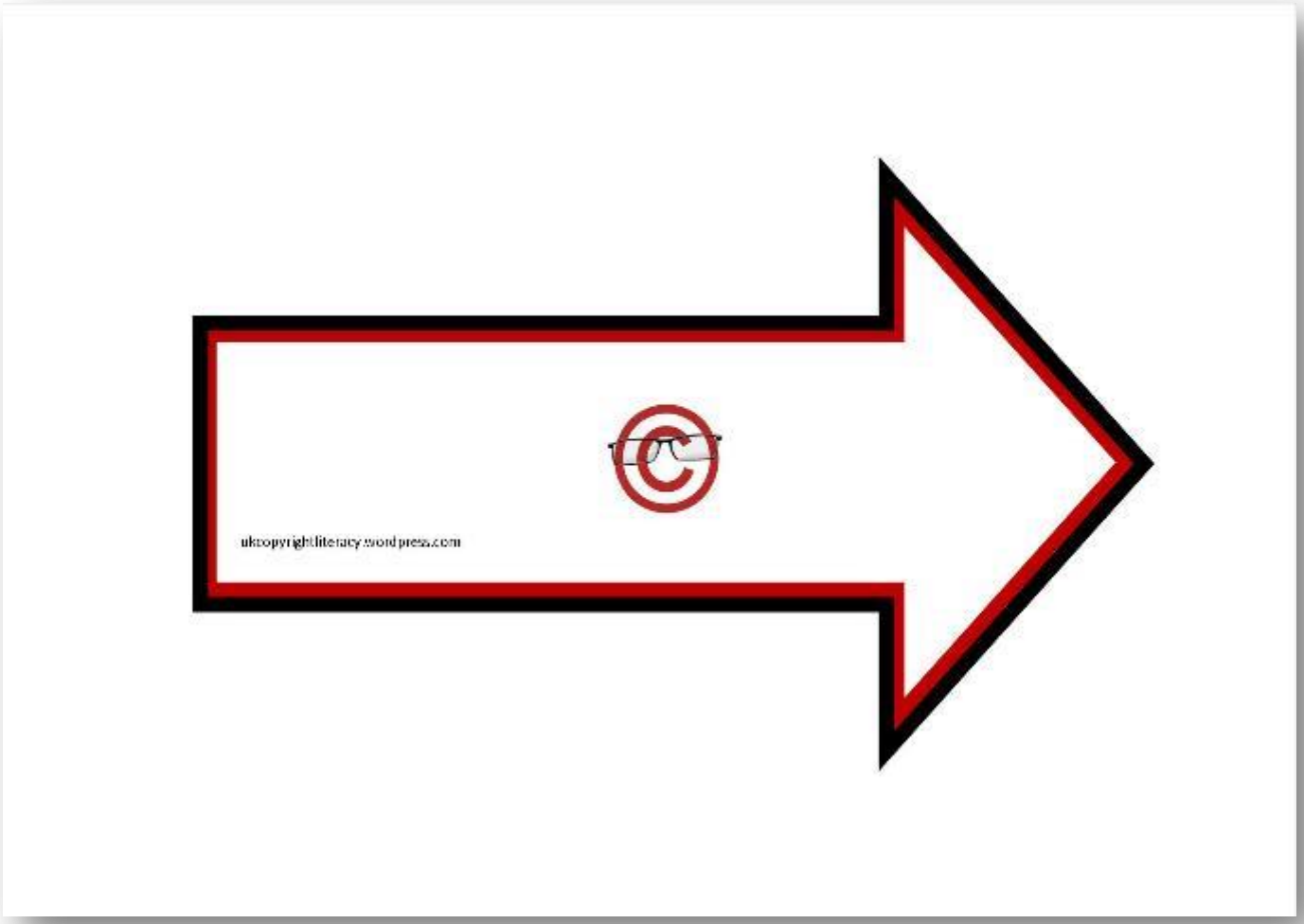

PLAY YOUR CARDS RIGHT

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

?

50%

Moderate to Extreme © Confidence UK

Moderate to Extreme © Confidence Europe

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% who have © Policy UK

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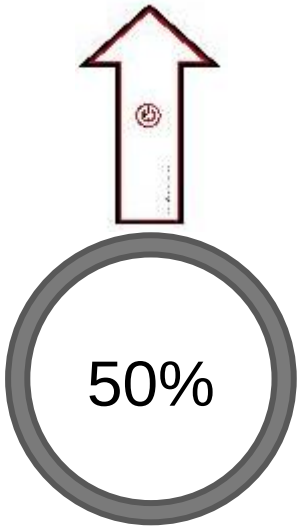

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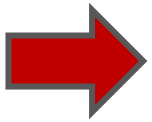

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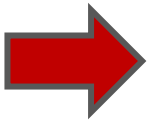

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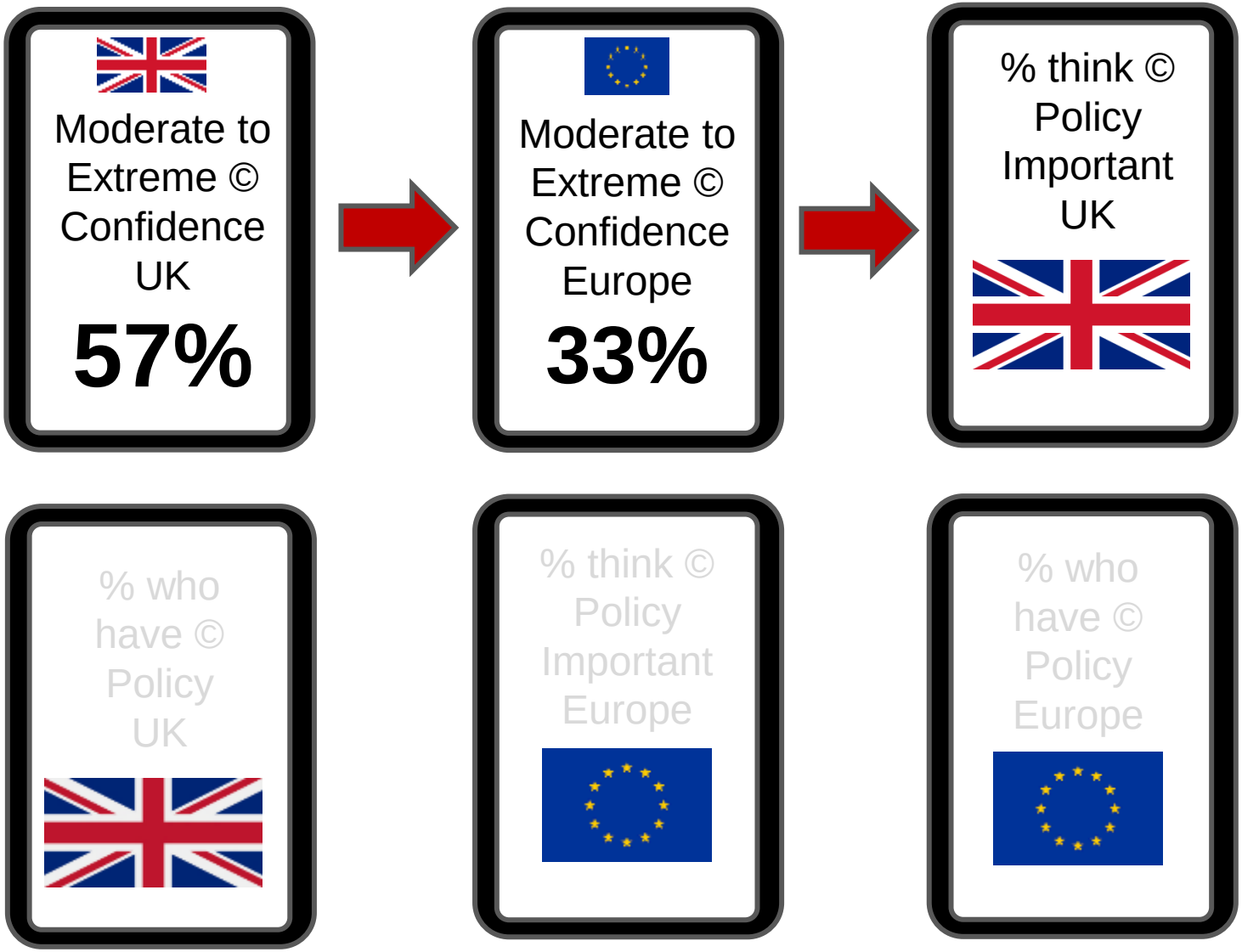

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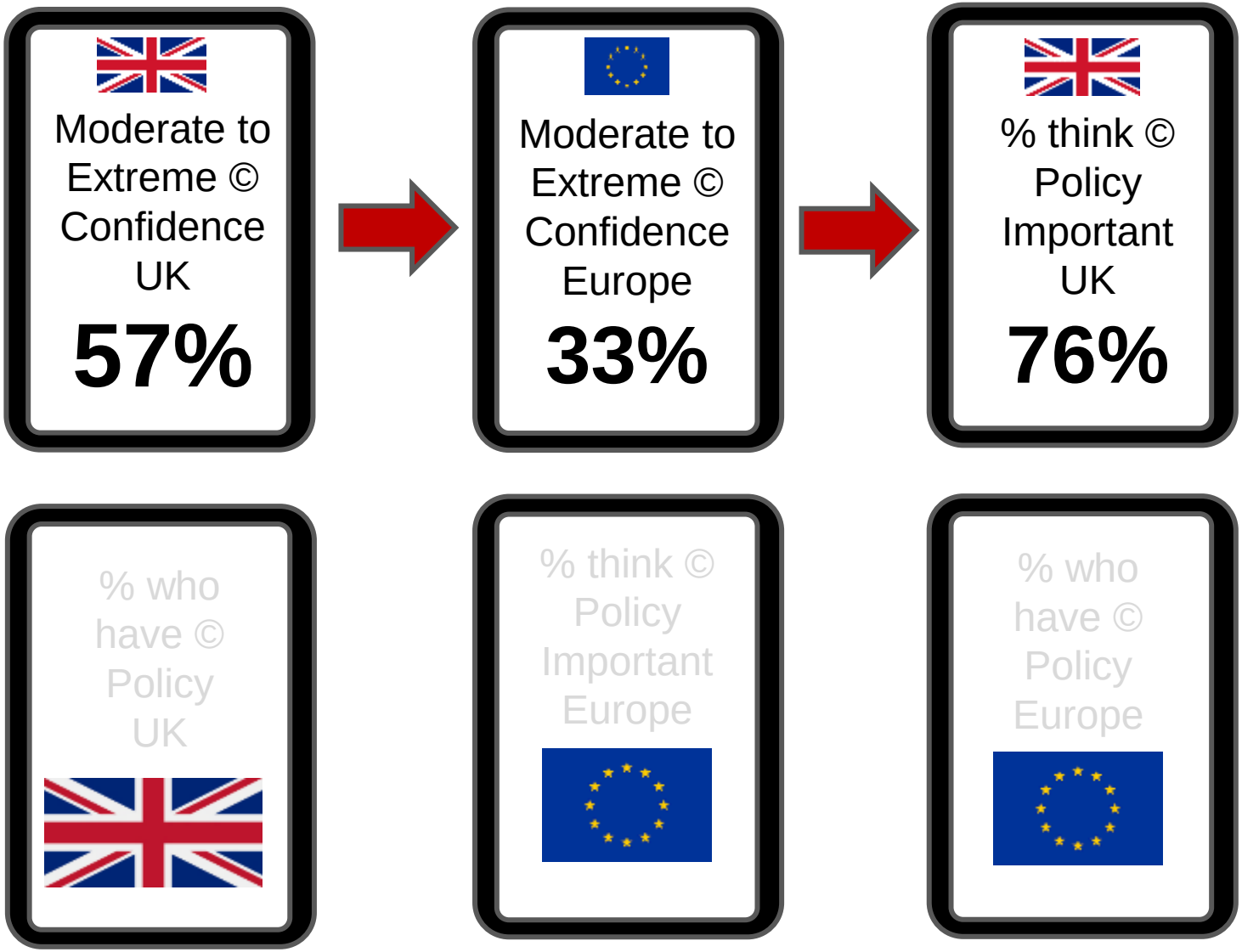

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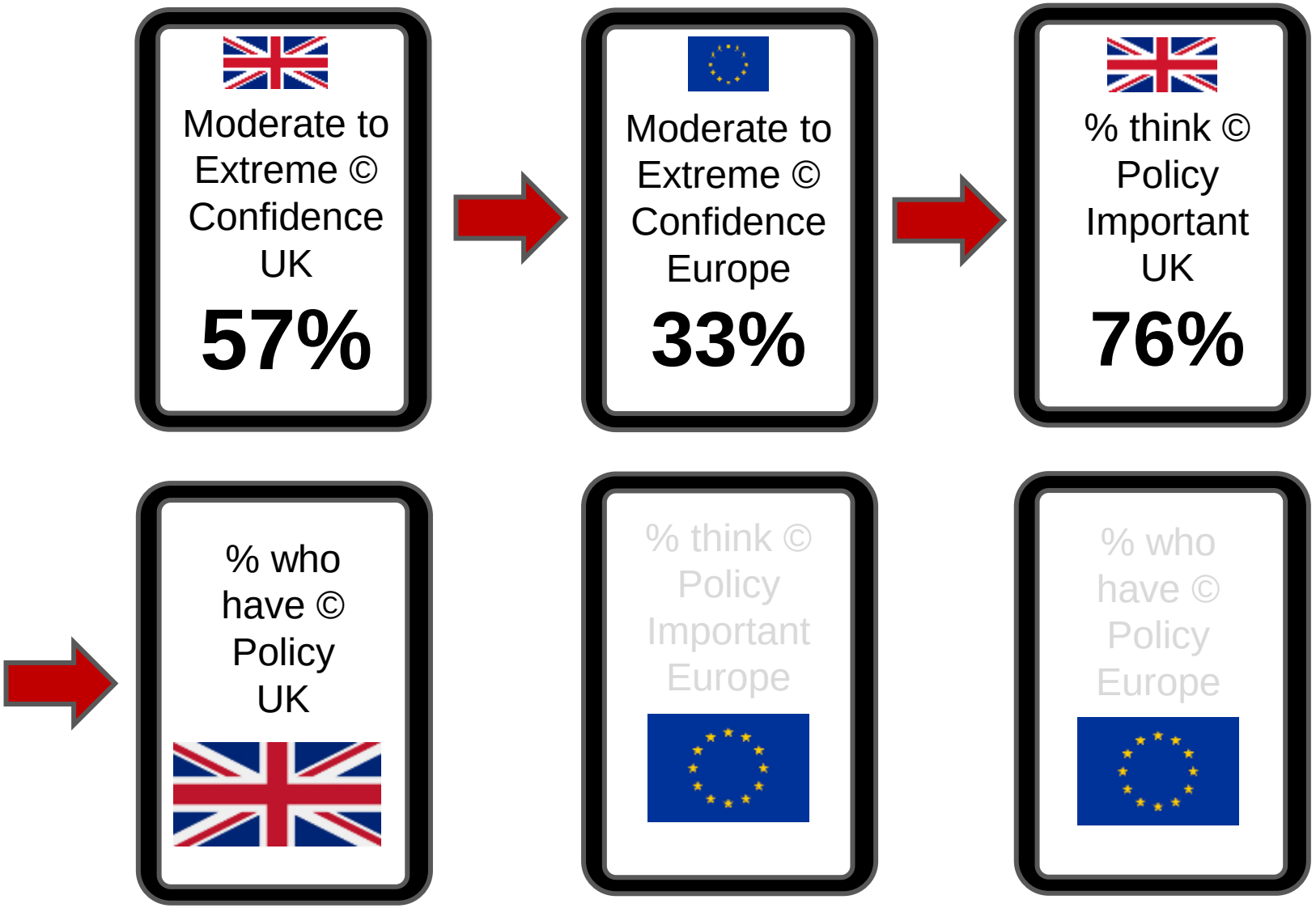

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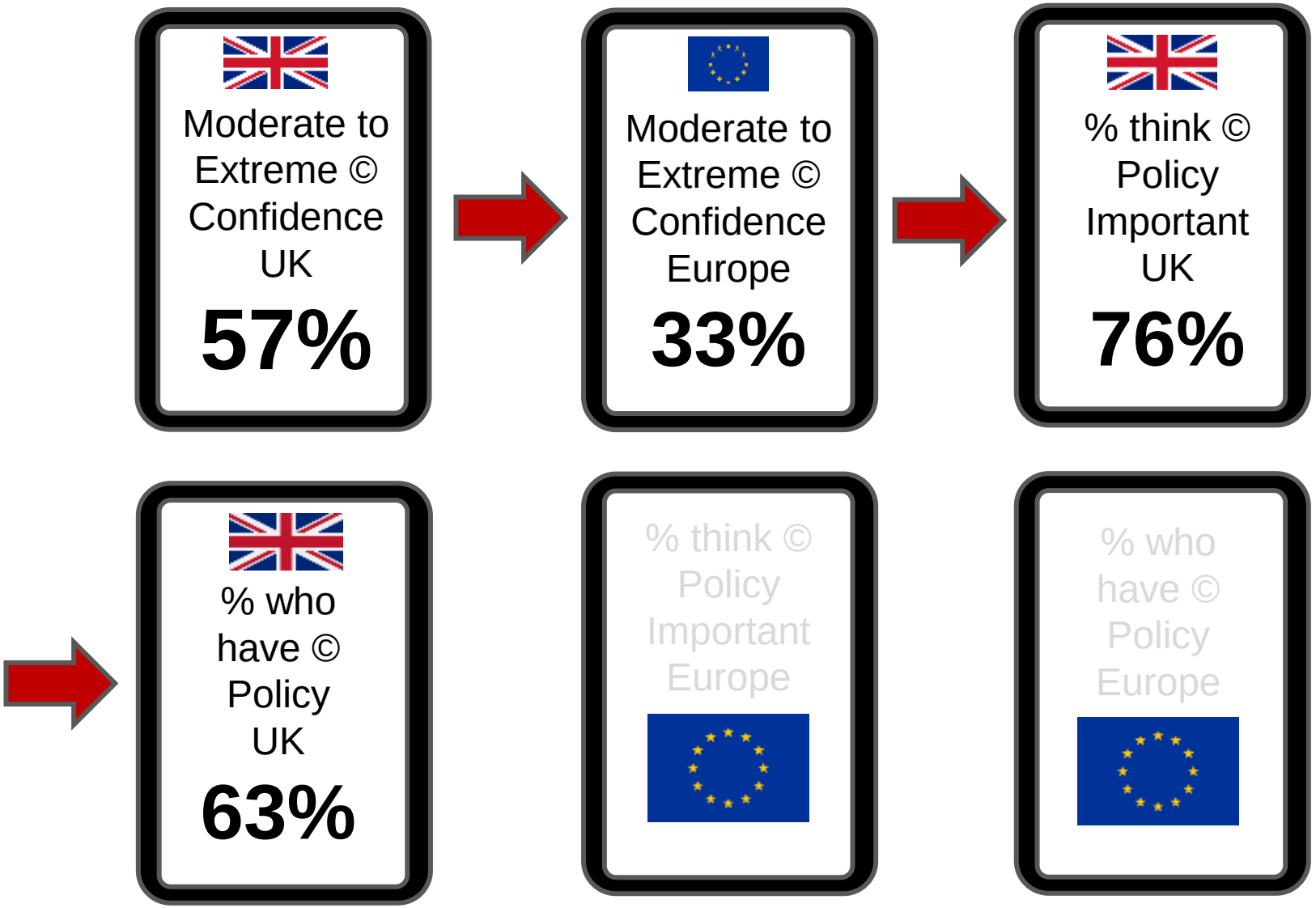

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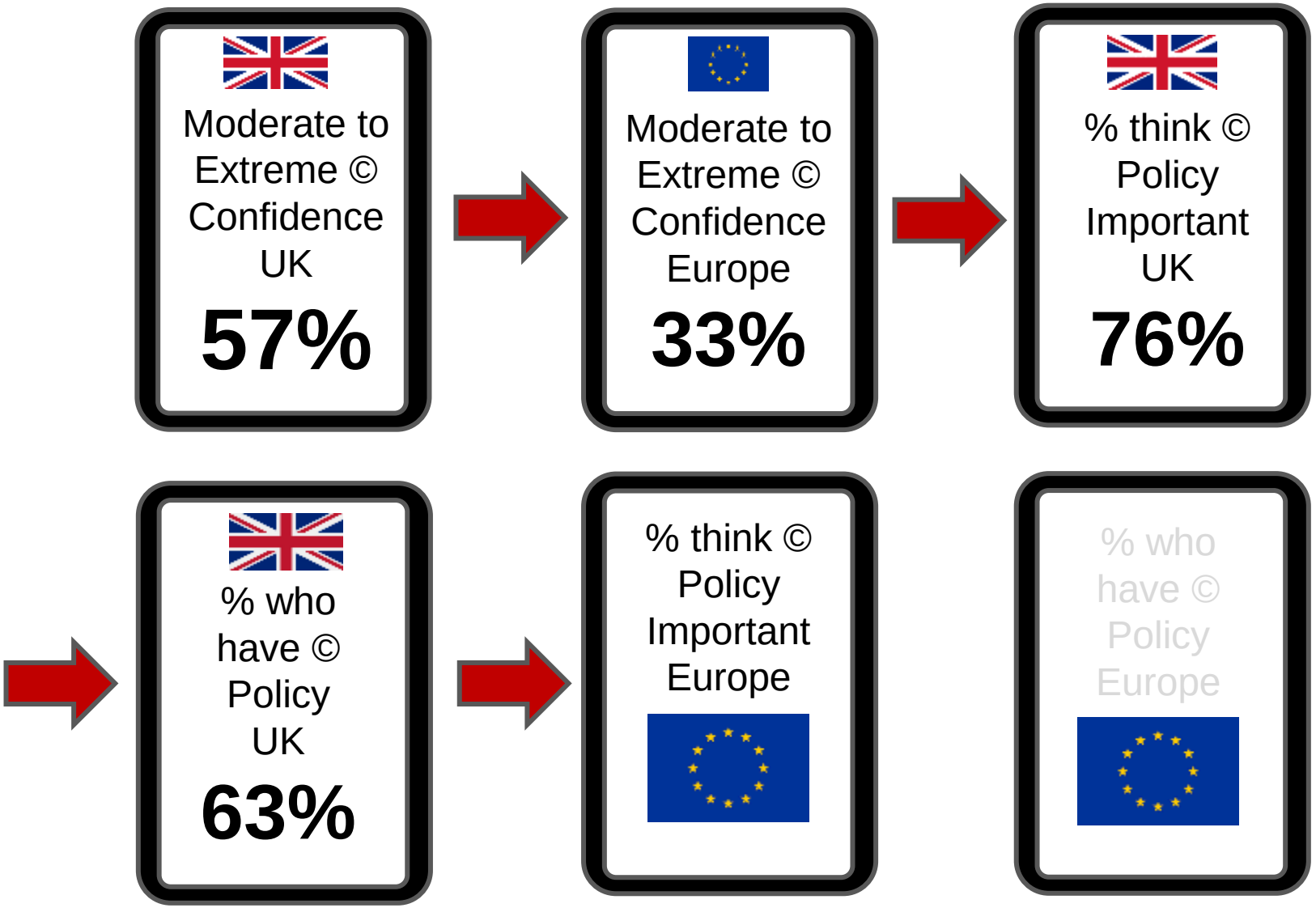

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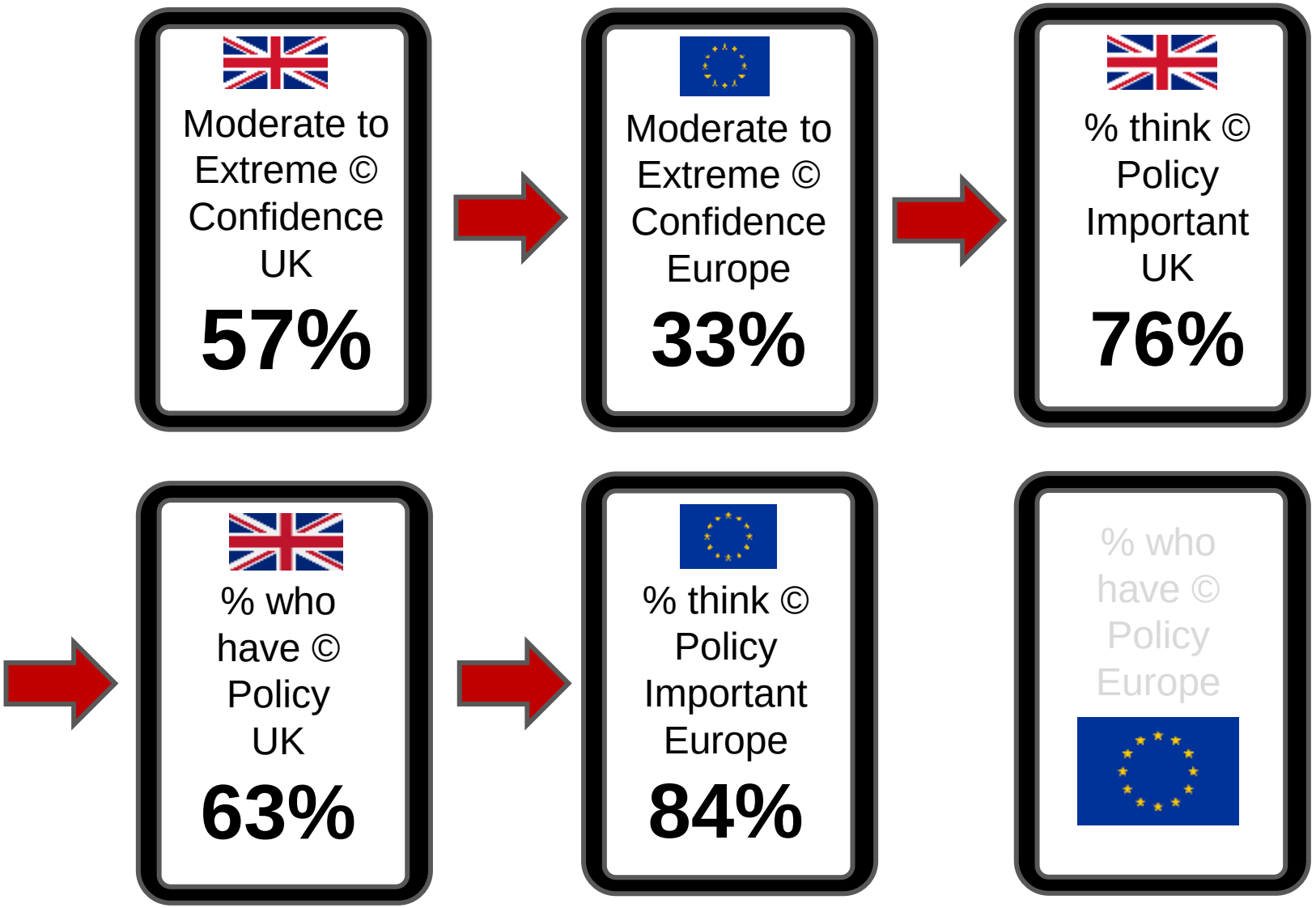

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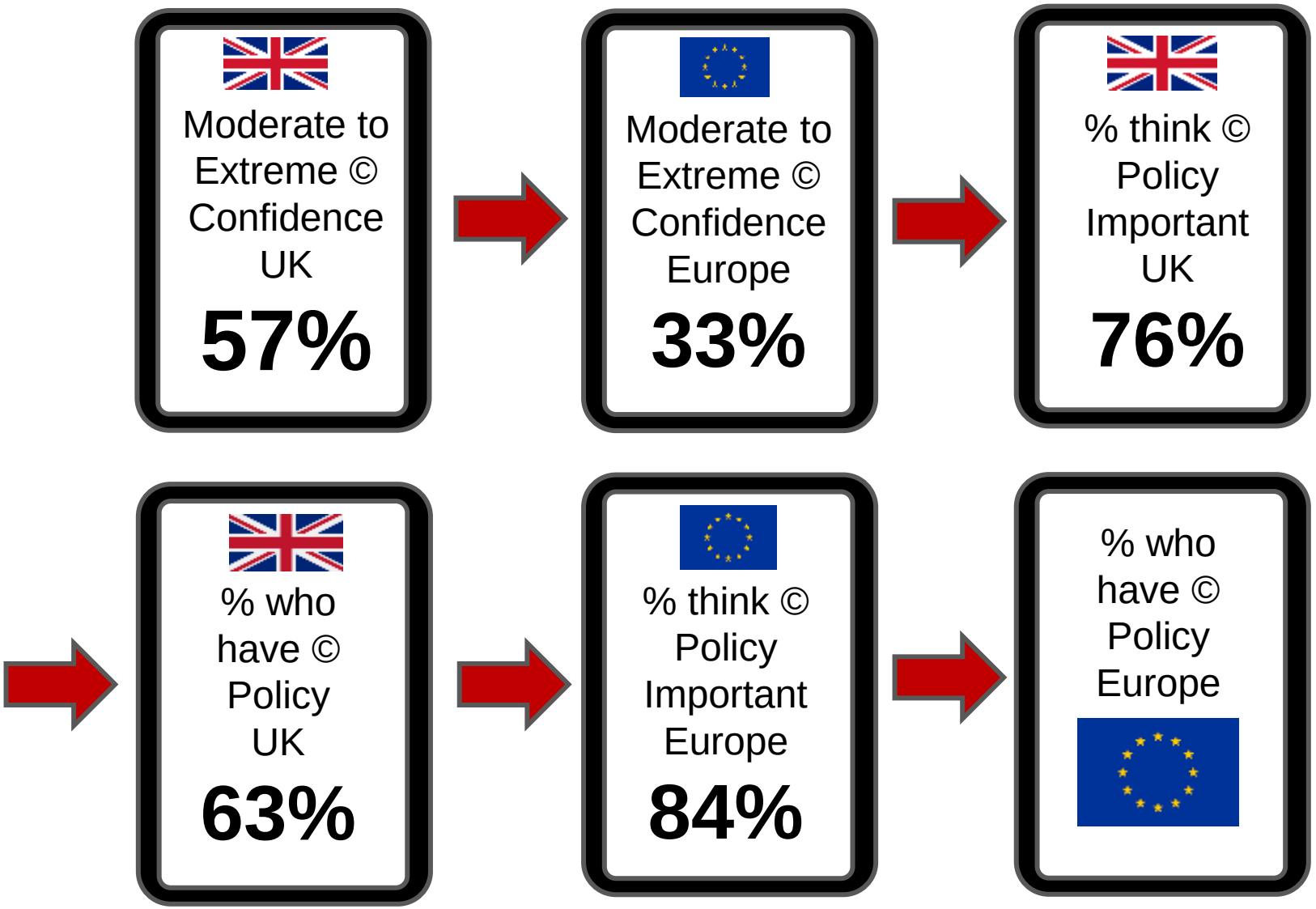

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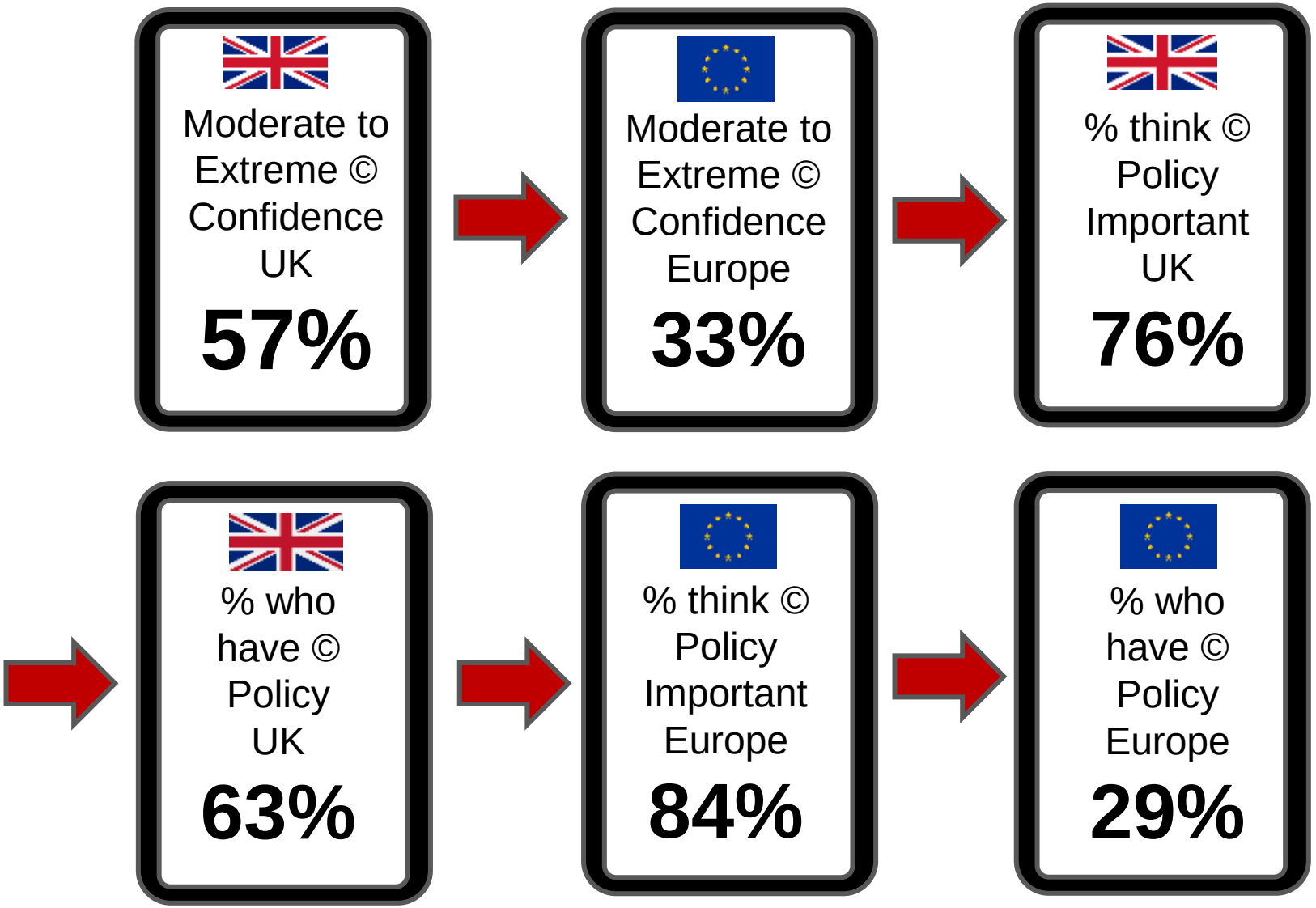
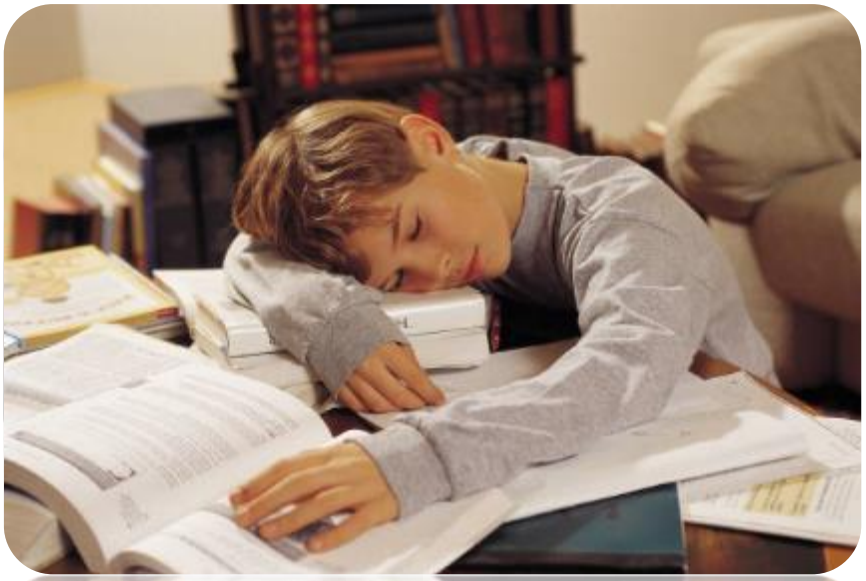


OUR SURVEY SAID……

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.



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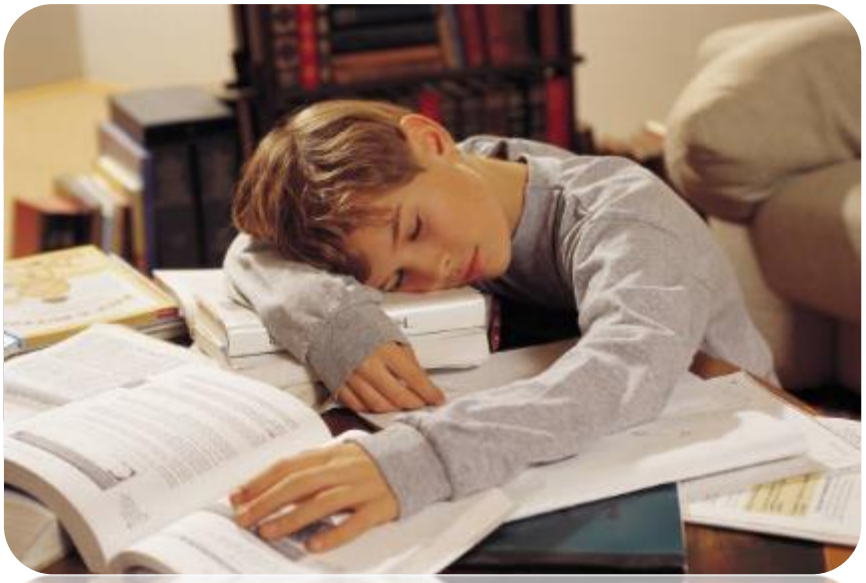

FEEL THE FEAR

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.*

EMBEDDING IN LIS EDUCATION

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 a effective approach to copyright literacy
- **Understand the role of the generalists vs dedicated copyright professional**
- **More engaging training**

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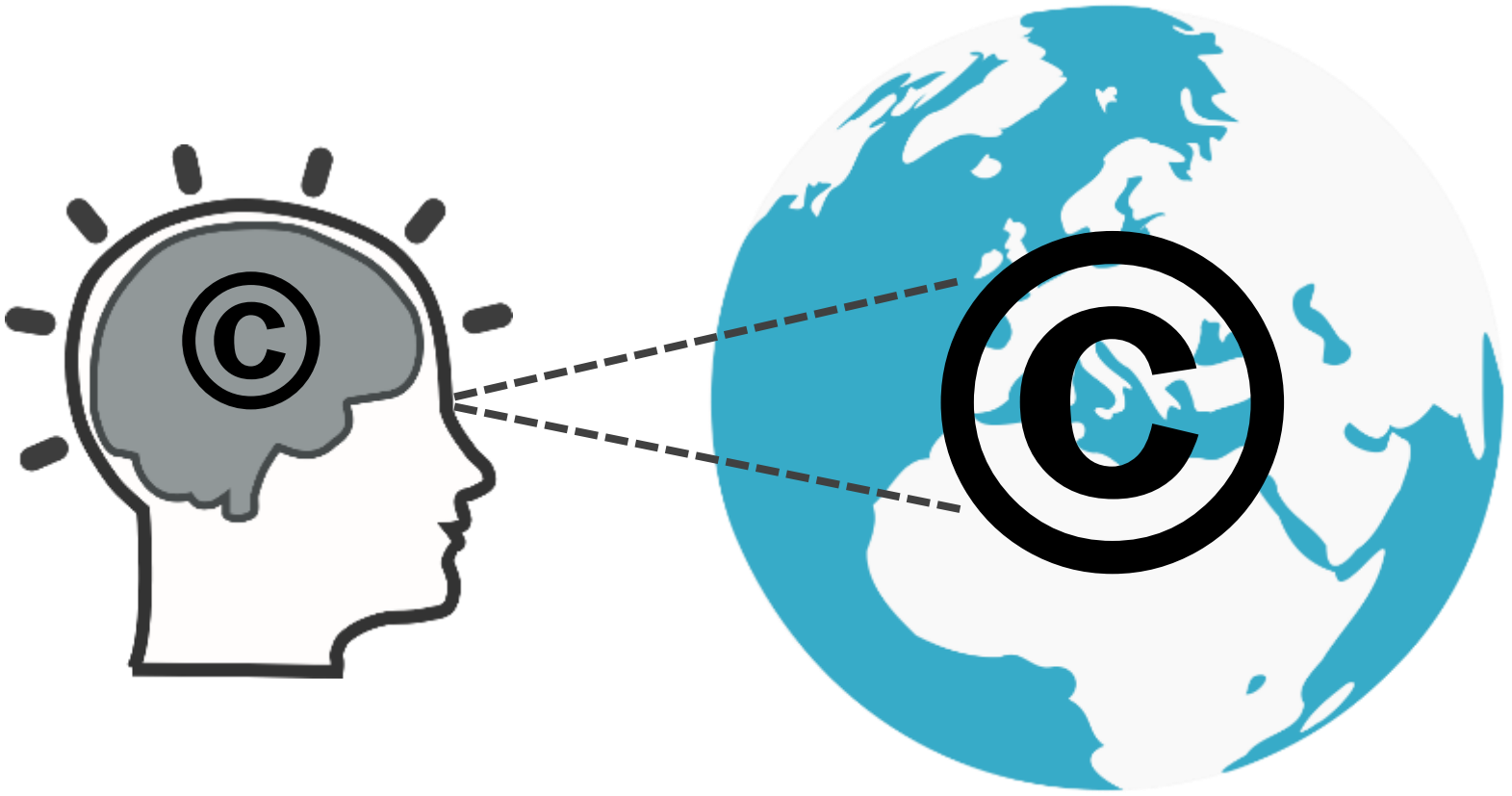
COPYRIGHT AND PHENOMENOGRAPHY

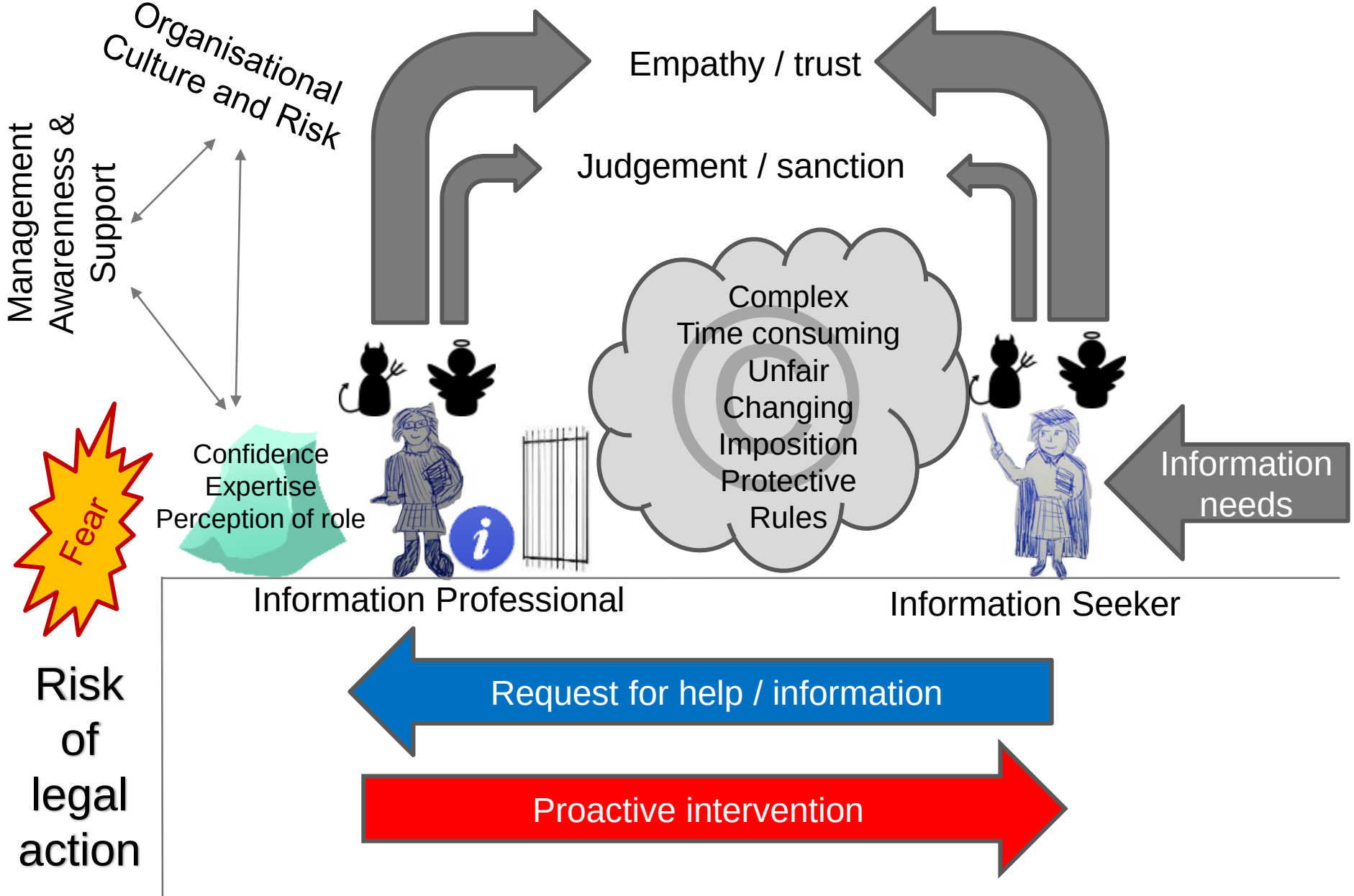


UNDERSTANDING COPYRIGHT EXPERIENCES

- **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



PARALLELS TO IL

Copyright and

Information Literacy

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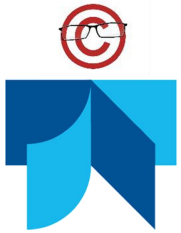


Copyright and Information Literacy

- **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*

cilip
Chartered Institute of Library and Information Professionals

Universities UK

GuildHE

CLA
The Copyright Licensing Agency

Intellectual Property Office

era
educational recording agency

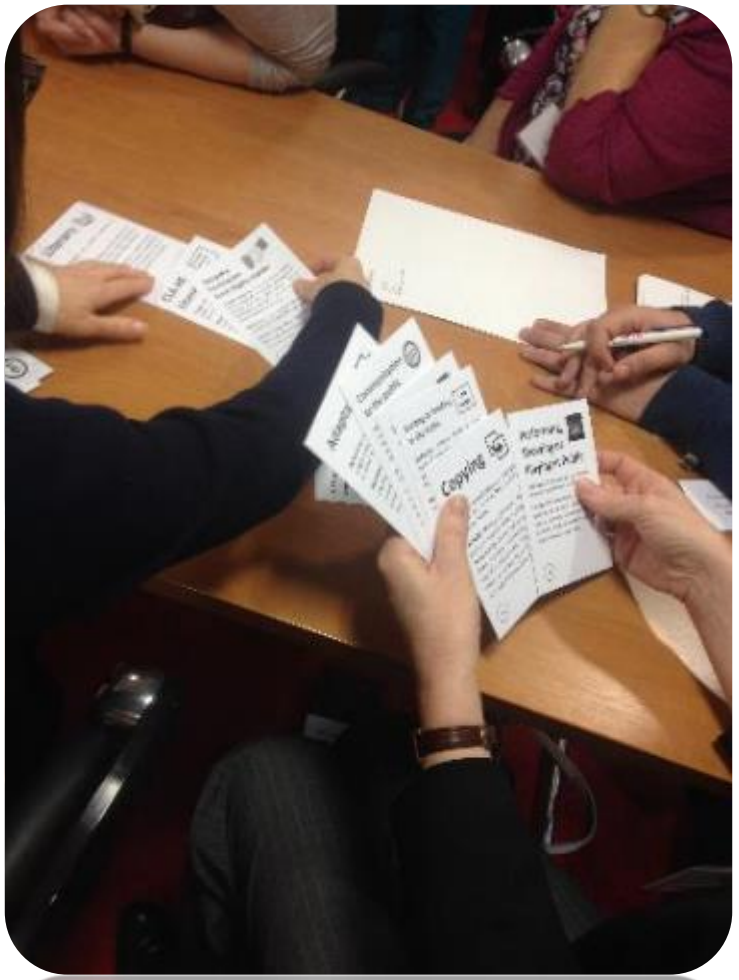
CREATe

THE COPYRIGHT HUB

*No endorsement implied

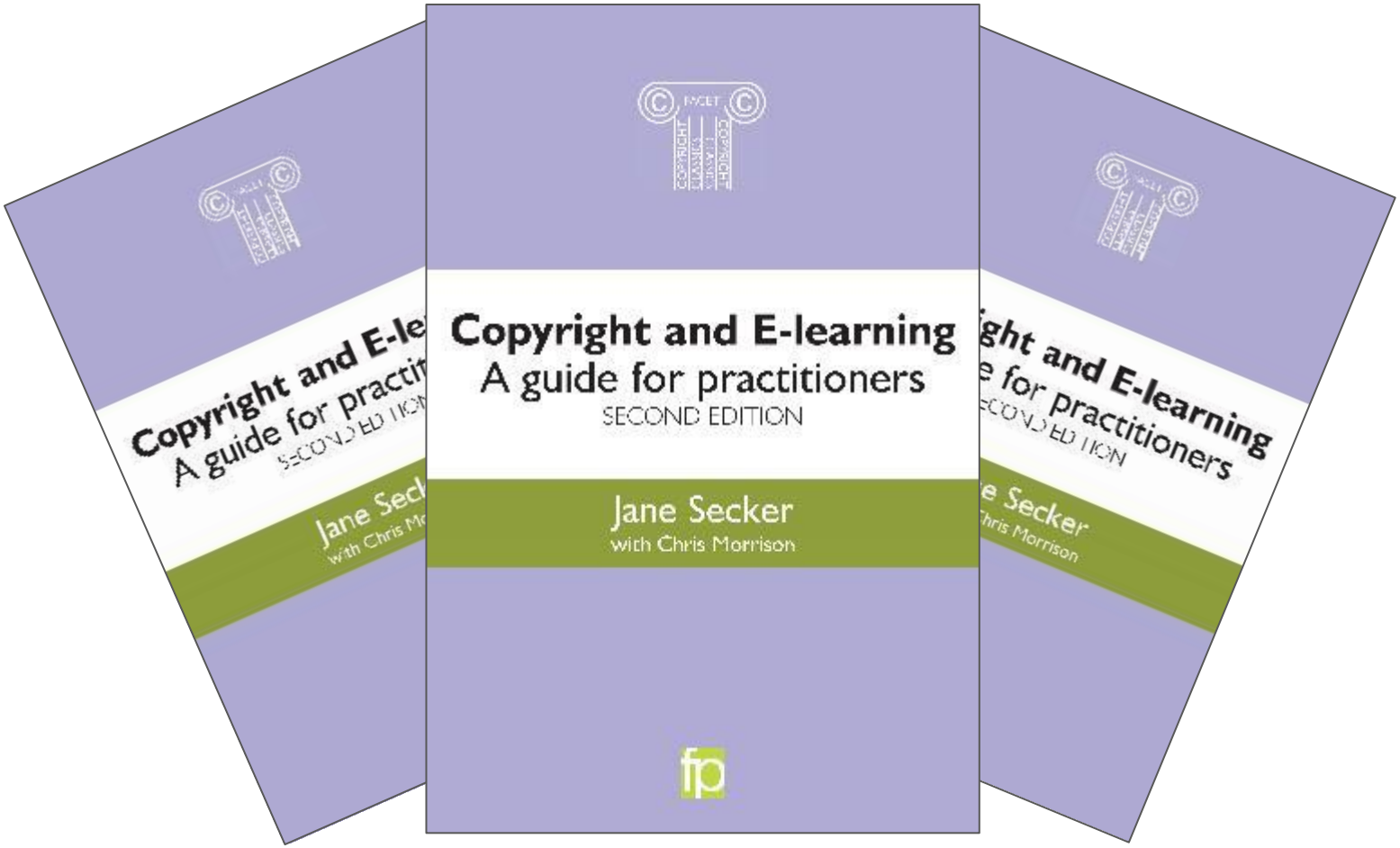
COPYRIGHT CARD GAME

- 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....



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Slide 4, 24: Microsoft clip art

Slide 25: If you are not confused https://flic.kr/p/frJ48

Slide 26: Open: https://flic.kr/p/mzqM

Slide 28: Video tape archive storage https://flic.kr/p/aUgdnB

Slide 29: Z Smith Reynolds Library https://flic.kr/p/d7dL8d

Slide 37: Back to back 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

Elmborg, C (2004) Literacies Large and Small: The Case of Information Literacy, *International Journal of Learning, 11 (2004), pp. 1235-1239.*

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https://ukcopyrightliteracy.wordpress.com