University of Kent

# The Kent Copyright Literacy Strategy:

*Creating Knowledge 2021*

*Chris Morrison, Copyright, Licensing & Policy Manager – 3 June 2021*

# The Kent Copyright Literacy Strategy

https://blogs.kent.ac.uk/copyrightliteracykent/launch-of-the-university-of-kent-copyright-literacy-strategy/

# Copyright Literacy

Information professionals and copyright literacy: a multinational study

Tania Yordanova Todorova, Serap Kurbanoglu, Joumana Boustany, Güleda Dogan, Laura Saunders, Aleksandra Horvat, Ana Lúcia Terra, Ane Landøy, Angela Repanovici, Chris Morrison, Egbert J. Sanchez Vanderkast, Jane Secker, Jurgita Rudzioniene, Terttu Kortelainen, Tibor Koltay

Library Management
ISSN: 0143-5124
Article publication date: 15 August 2017 Reprints & Permissions

Abstract

Purpose

The purpose of this paper is to present findings from a multinational survey on copyright literacy of specialists from libraries and other cultural institutions.

Design/methodology/approach

This paper is based on a multinational survey of copyright literacy competencies of Library and

Related articles

Information professionals and copyright literacy: a multinational study
Tania Yordanova Todorova, Librarian Career Development, 2017

Library and information management at the University of the West of England
Paul Matthews, Aslib Proceedings, 2010

Todorova, T. et al. Information Professionals and Copyright Literacy: A Multinational Study. Library Management Journal, 2017, 38 (6/7). https://doi.org/10.1108/LM-01-2017-0007

IFLA STATEMENT ON COPYRIGHT EDUCATION AND COPYRIGHT LITERACY

*This IFLA policy statement, aimed at governments (including intergovernmental organisations), libraries, library associations and library educators, looks to explain the concept of copyright literacy, its importance within the broader work of libraries, and make recommendations for improvements.*

Copyright laws with appropriate limitations and exceptions are critical to the work of libraries, enabling activities such as access, lending, copying and preservation. Having few or no adequate provisions for libraries creates serious restrictions on the ability of our institutions to carry out their mission of giving access to information legally.

Nonetheless, the experience of users is shaped as much by the way in which libraries interpret and apply the rules, as by the text of the law itself.

IFLA's *Code of Ethics for Librarians and Other Information Workers*[1] underlines that alongside the responsibility to recognise intellectual property rights, there is a parallel duty not to impose unnecessary restrictions on users' right to access information. In short, libraries should use all possibilities provided by the law to give access and enable learning.

To do this, librarians and other information workers need to be copyright literate, in order both to carry out their own functions and duties, and to support colleagues and users, in the most effective way possible.

Copyright literacy can be defined as sufficient copyright knowledge to be able to take well informed decisions on how to use copyrighted materials[2]. It includes understanding the structure, functioning and implications of the copyright system, as laws, practices, and user expectations evolve. Copyright education is the process of developing and updating copyright literacy.

Copyright literacy is an issue for all types of library. Public and school libraries, for example, may need to advise library users, staff and others on what they can copy or use, make accessible format copies of works for people with disabilities, or provide educational services (including activities such as maker spaces).

[1] IFLA Code of Ethics for Librarians and Other Information Workers (2012): https://www.ifla.org/publications/node/11092. The *Code of Ethics* also underlines a duty to advocate for stronger user rights in future. It is worth noting that experts have also noted a the 'latent flexibility' within copyright law – Hudson (2019, forthcoming).

[2] "Acquiring and demonstrating the appropriate knowledge, skills and behaviours to enable the ethical creation and use of copyright material", Secker and Morrison, (2016) p.211. Morrison and Secker define it as the "increasing range of knowledge, skills and behaviours that individuals require when working with copyright content in the digital age" (Morrison and Secker, 2015). Arguably, a copyright-literate person also understands the wider policy debate around copyright, and whilst not necessarily engaging directly in copyright advocacy is able to relate their own approach to the history and development of copyright laws. This involves an awareness of the inherent tensions between the various stakeholders.

IFLA (2018) Accelerating Access: IFLA Statement on Copyright Education and Copyright Literacy. Available at: https://www.ifla.org/publications/node/67342

# Definition of Copyright Literacy

"acquiring and demonstrating the appropriate knowledge, skills and behaviours to enable the ethical creation and use of copyright material."

Secker and Morrison, 2016, p.211

# copyrightliteracy.org

## UK Copyright Literacy

*Decoding copyright and bringing you enlightenment*

About · Research · Events
Resources · Publications · Contact us

### Communia survey on copyright and remote learning

We have been contacted by friends at Communia about a new survey they recently launched at the beginning of May....

#copyright education, #COVID-19, #research, #schools / Edit

OPEN COMMUNITY PRODUCTION

### Open practices, copyright literacy and online teaching

Introduction This is a reflective blog post written by Greg Walters from the University of Glasgow. It discusses the Open...

#copyright literacy, #OERxDomains21,

### Copyright and online learning in Australia – upcoming webinar

# The Kent 2025 Strategy

https://www.kent.ac.uk/strategy/

# Project Working Group

- Prof Paul Allain – Dean of the Graduate School
- Matt Arter – Software Licensing & Policy Coordinator, Information Services
- Dr Jose Bellido – Senior Lecturer in Law, Kent Law School
- Ania Bobrowicz – Senior Lecturer in Digital Arts, School of Engineering & Digital Arts
- Dr Helen Brooks – Reader in Theatre & Cultural History, Director of Research & Director of UG Drama, School of Arts
- Dan Clark – University Learning Technologist, Curriculum Development Team
- Dr Marcus Goodall – Technology Transfer Manager, Kent Innovation & Enterprise
- Dr Richard Misek – Senior Lecturer, School of Arts
- Dr Julia Hope – Lecturer in Higher Education and Academic Practice, Academic Practice Team
- Dr Gary Robinson – Senior Lecturer in Microbial Biotechnology / Senior Commercialisation Manager, School of Biosciences
- Justine Rush – Head of Academic Liaison, Information Services
- Sarah Slowe – Head of Scholarly Communication, Information Services
- Ben Watson – Accessible Information Adviser, Student Support & Wellbeing
- Matt Wilson – Digital Imaging Team Leader, Information Services
- Gill Woodhams – Assistant Director Planning & Administration, Information Services

https://blogs.kent.ac.uk/copyrightliteracykent/introducing-the-kent-copyright-literacy-strategy/

# Workshops

Taking/sourcing
Lecture
Accessibility
educational
clearance
remix
online
datasets
collections
media
subjects
etc
Use
best
public
platforms
Lack
using
text
Creation
software
encourage
material
promote
Ensuring
social
design
scanning
increase
materials
consent
use
issues
want
e.g
self-scans
CLA
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apply
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awareness
links
resources
practice
Infringing
rights
confidence
already
accessibility
legal
research
Digitisation
tools
attribution
teaching
people
provided
raise
reuse
move
Quotation
outputs
exhibitions
Self-censorship
recording
performance
photographs

# Strategy in a nutshell

Vision

Values

Activities

Success measures

# Copyright Literacy Strategy Vision



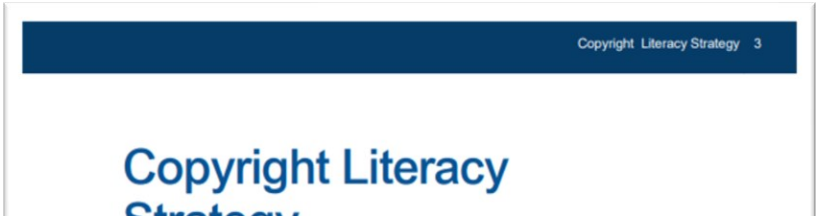
## Copyright Literacy Strategy

### Our vision

By 2025 people working and studying at the University of Kent will feel confident in making informed decisions about using copyright material and will understand the role copyright plays in innovation and creation of new knowledge.

The University's approach to copyright education will support its strategic objectives by informing policy and practice.

# Copyright Literacy Strategy Vision

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# Copyright Literacy Strategy Values



## Our values

The University takes a responsible yet critical approach to copyright law. This recognises that:

- Staff and students are expected to behave lawfully and responsibly, but should be able to question assumptions about copyright law.
- A balance is required between the concept of copyright as private property and the importance of communication and dissemination of knowledge.
- Management and licensing of copyright content created by University staff and students requires different approaches depending on the context.
- The use of fair dealing and statutory copyright exceptions is an essential aspect of academic activity and a vital supplement to the use of licensed resources. The University will support its staff and students in taking advantage of these legal provisions.
- It is often necessary to take a risk-managed approach to copyright when working with third party copyright material.
- Copyright law operates on an international basis and good decision making requires an appreciation of different cultural and legal customs.
- There are a number of related legal and compliance issues such as information security, data protection and accessibility considerations which often need to be considered alongside copyright when assessing risk.

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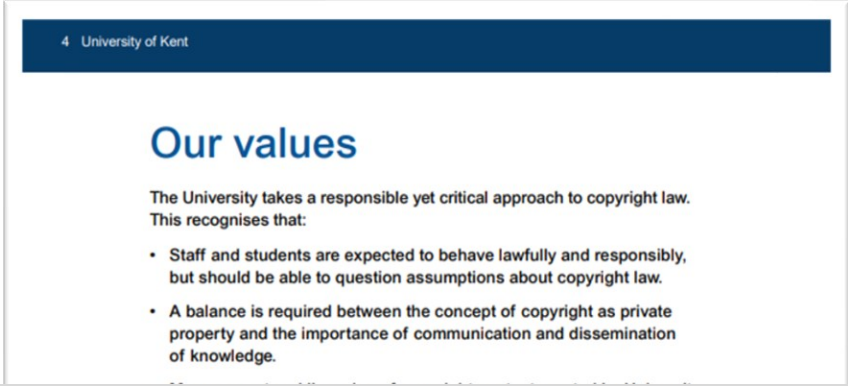


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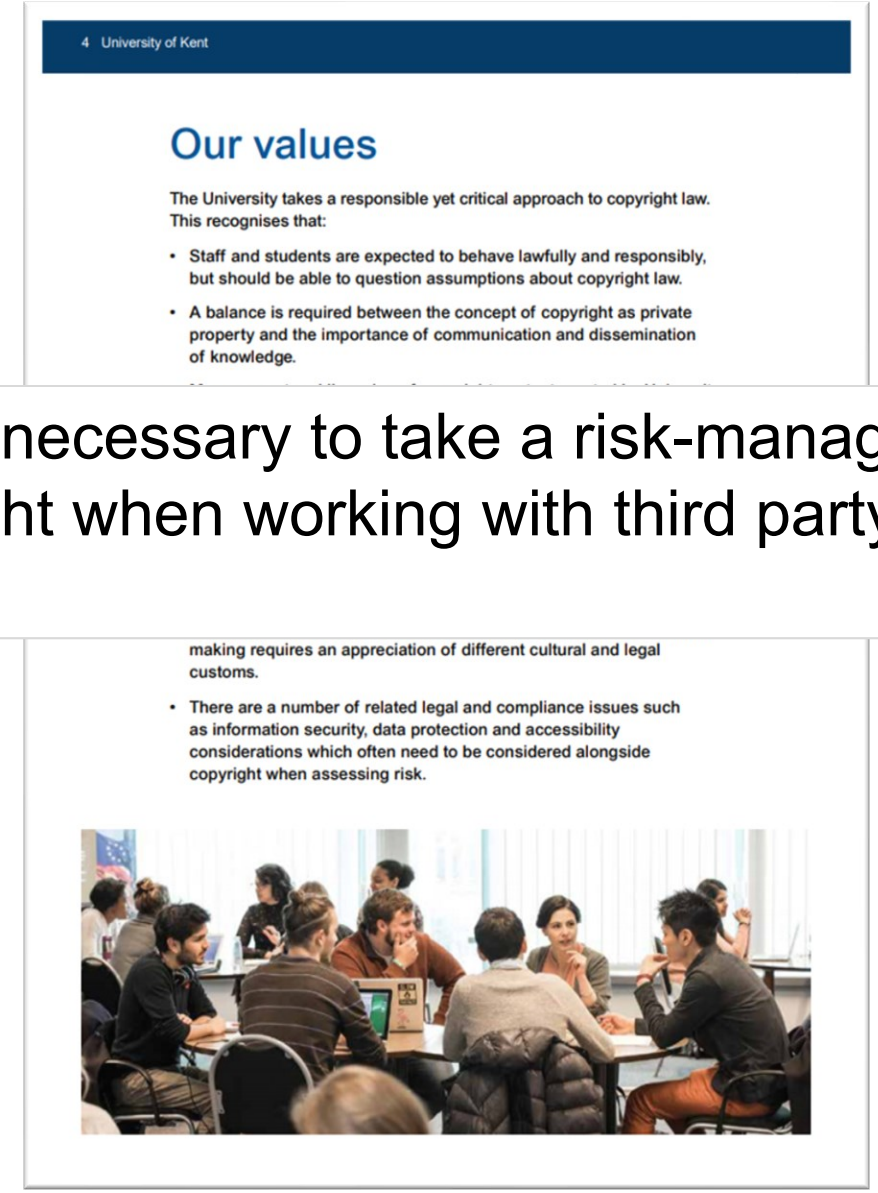

4 University of Kent

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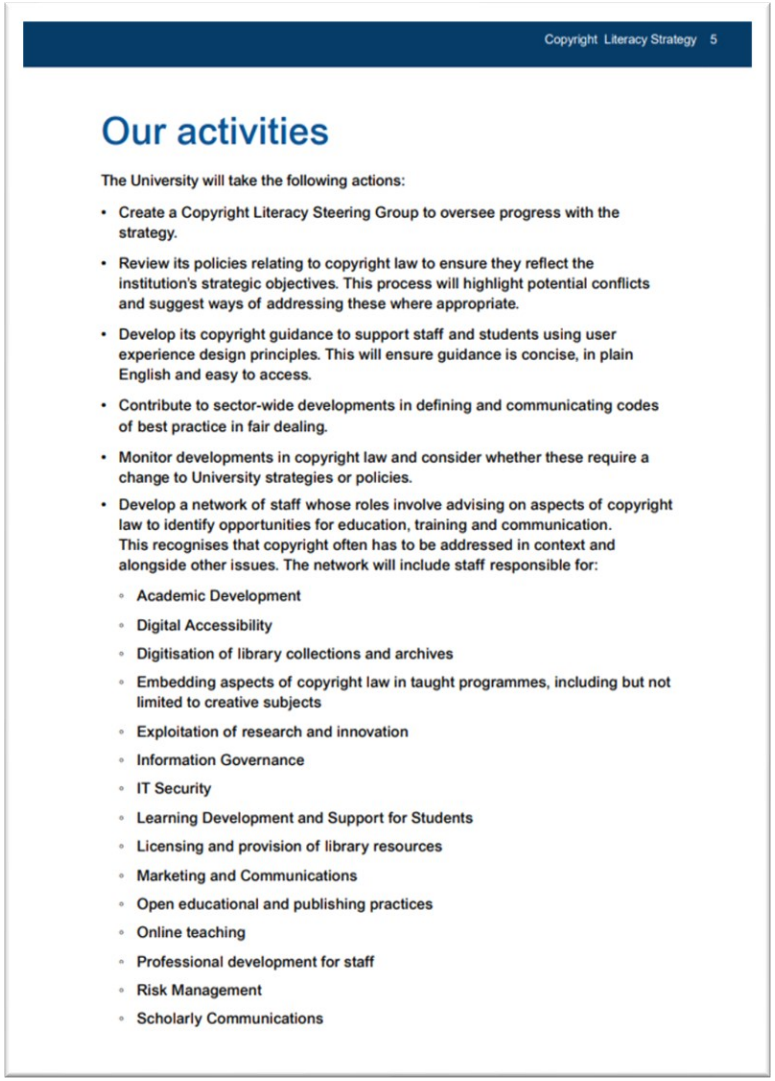
# Copyright Literacy Strategy Activities



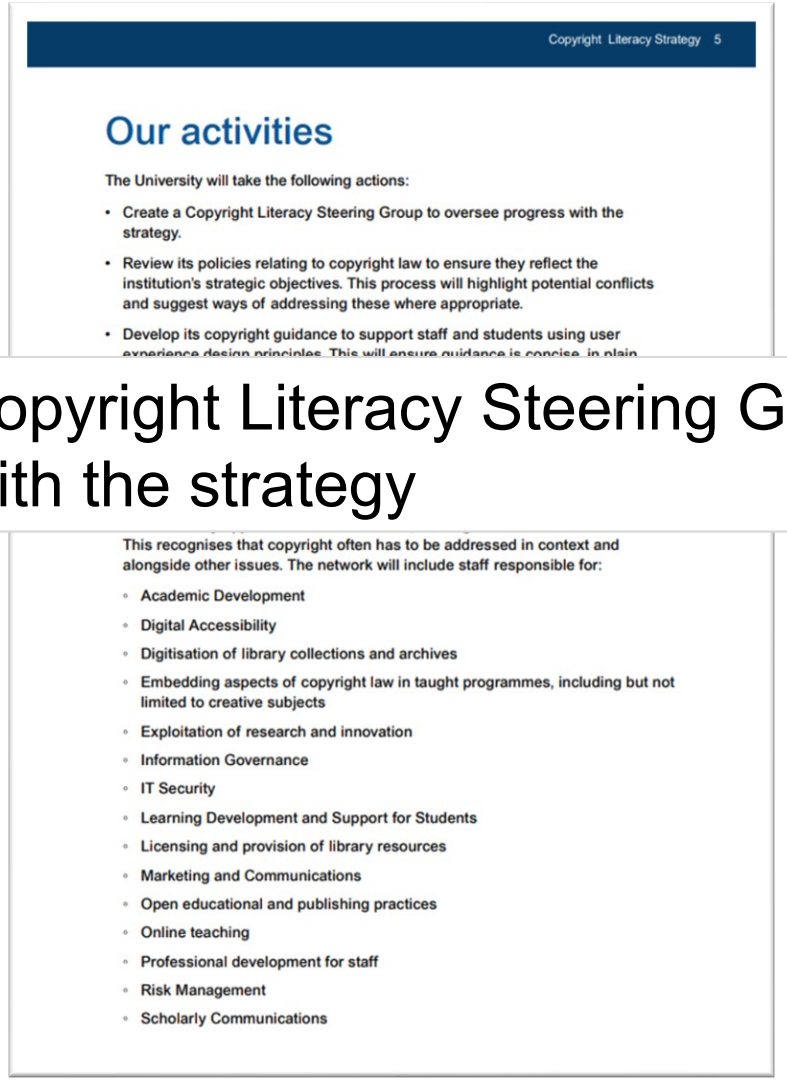


## Our activities

The University will take the following actions:

- Create a Copyright Literacy Steering Group to oversee progress with the strategy.
- Review its policies relating to copyright law to ensure they reflect the institution's strategic objectives. This process will highlight potential conflicts and suggest ways of addressing these where appropriate.
- Develop its copyright guidance to support staff and students using user experience design principles. This will ensure guidance is concise, in plain English and easy to access.
- Contribute to sector-wide developments in defining and communicating codes of best practice in fair dealing.
- Monitor developments in copyright law and consider whether these require a change to University strategies or policies.
- Develop a network of staff whose roles involve advising on aspects of copyright law to identify opportunities for education, training and communication. This recognises that copyright often has to be addressed in context and alongside other issues. The network will include staff responsible for:
  - Academic Development
  - Digital Accessibility
  - Digitisation of library collections and archives
  - Embedding aspects of copyright law in taught programmes, including but not limited to creative subjects
  - Exploitation of research and innovation
  - Information Governance
  - IT Security
  - Learning Development and Support for Students
  - Licensing and provision of library resources
  - Marketing and Communications
  - Open educational and publishing practices
  - Online teaching
  - Professional development for staff
  - Risk Management
  - Scholarly Communications

# Copyright Literacy Strategy Activities





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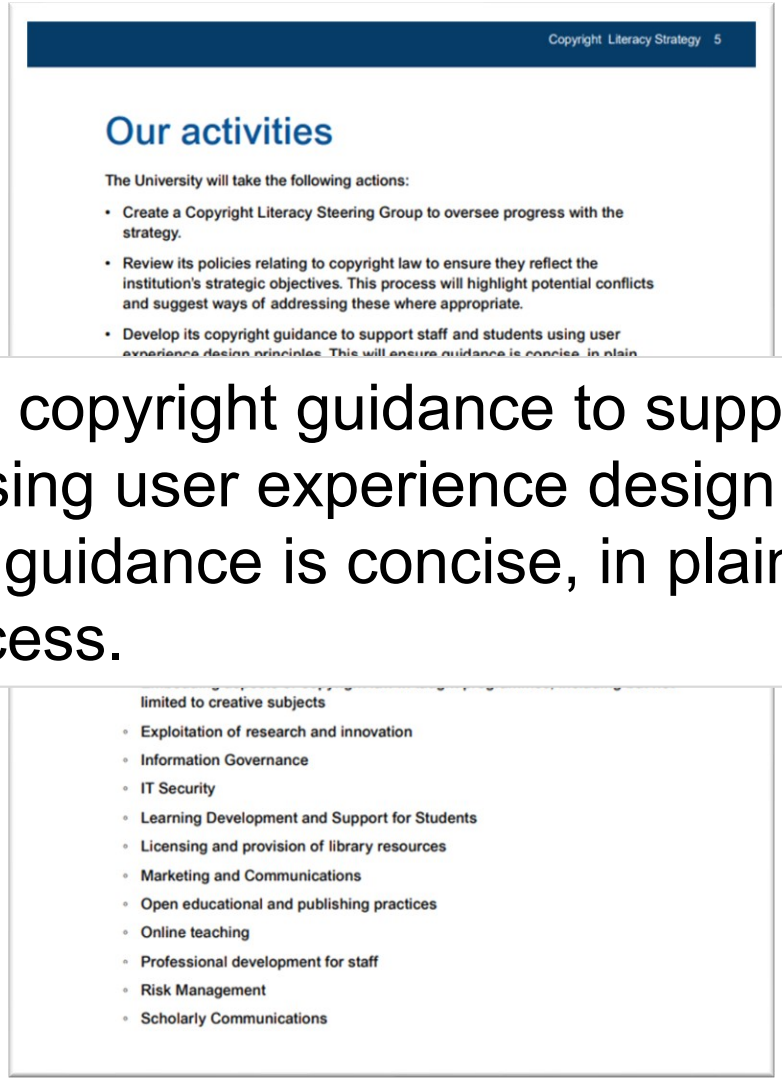


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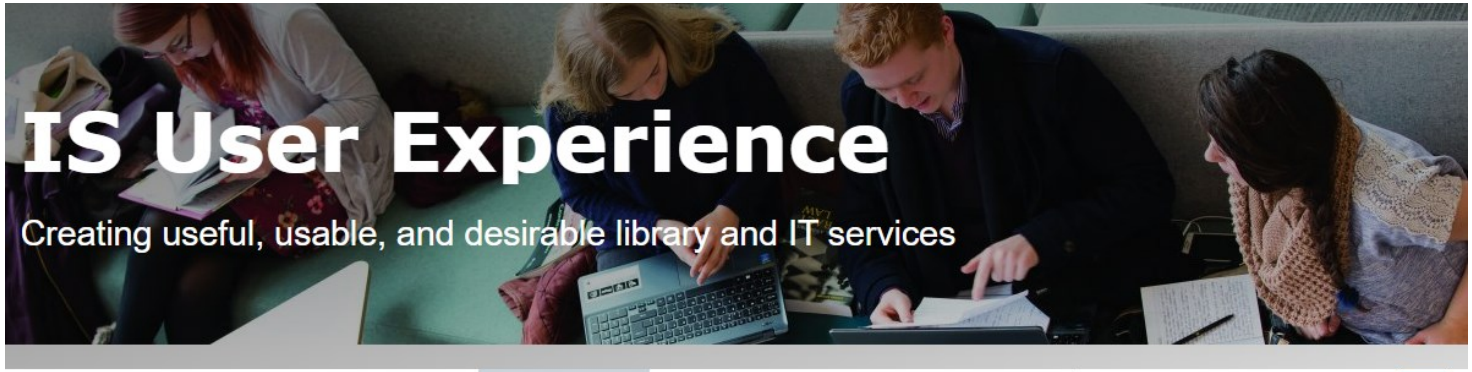
# Information Services User Experience at Kent




Home | How to use this blog | Techniques | **UX resources** | Tags

Search this blog

## UX resources

**This list is now in the Kent reading list system, with direct links to LibrarySearch.**

### Short introductions to UX in libraries

- Structured introduction to UX and ethnography by Ned Potter (reflecting York University's approach to UX in libraries)
- UXLibs – it's kind of a movement; there's an annual conference, workshops, and an annual conference yearbook
- Elements of UX: A Librarian's Guide to User Experience Design – Massachusetts Libraries Board of Library Commissioners

### Books

### Tags

academics books card sorting case studies cognitive mapping customer experience journey mapping CXJM disabilities feedback forms Find-a-book Find a PC first impressions focus group furniture graffiti wall interviews IT and Library Support Desk journey mapping Laptop lecturers Library cafe LibrarySearch library website love/break-up letters mature students new students non Kent examples observation part-time students postgraduates questionnaires researchers research support SPS staff students Study spaces Study zones Templeman East Templeman Library Templeman West

https://blogs.kent.ac.uk/isux/ux-resources/

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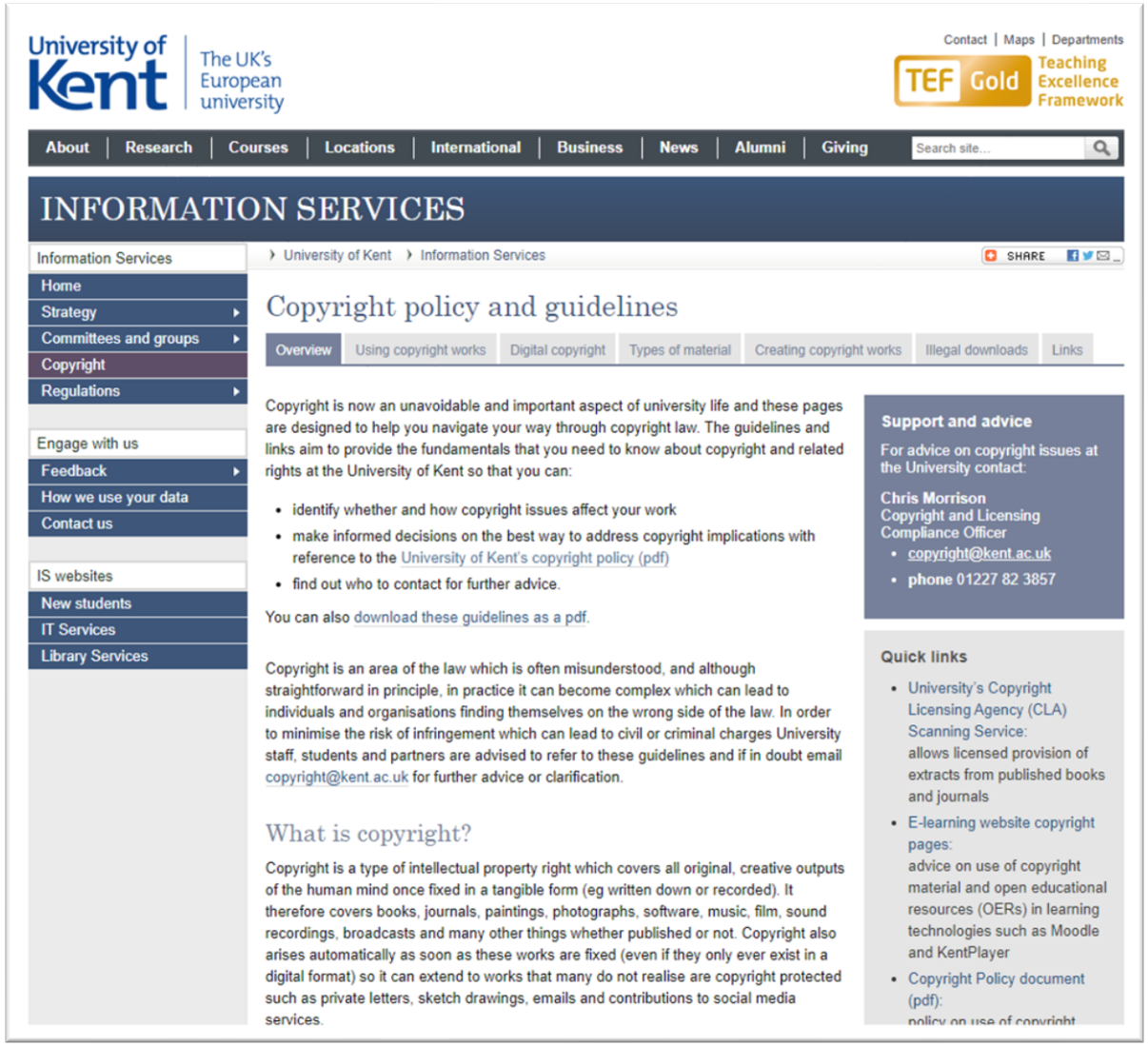
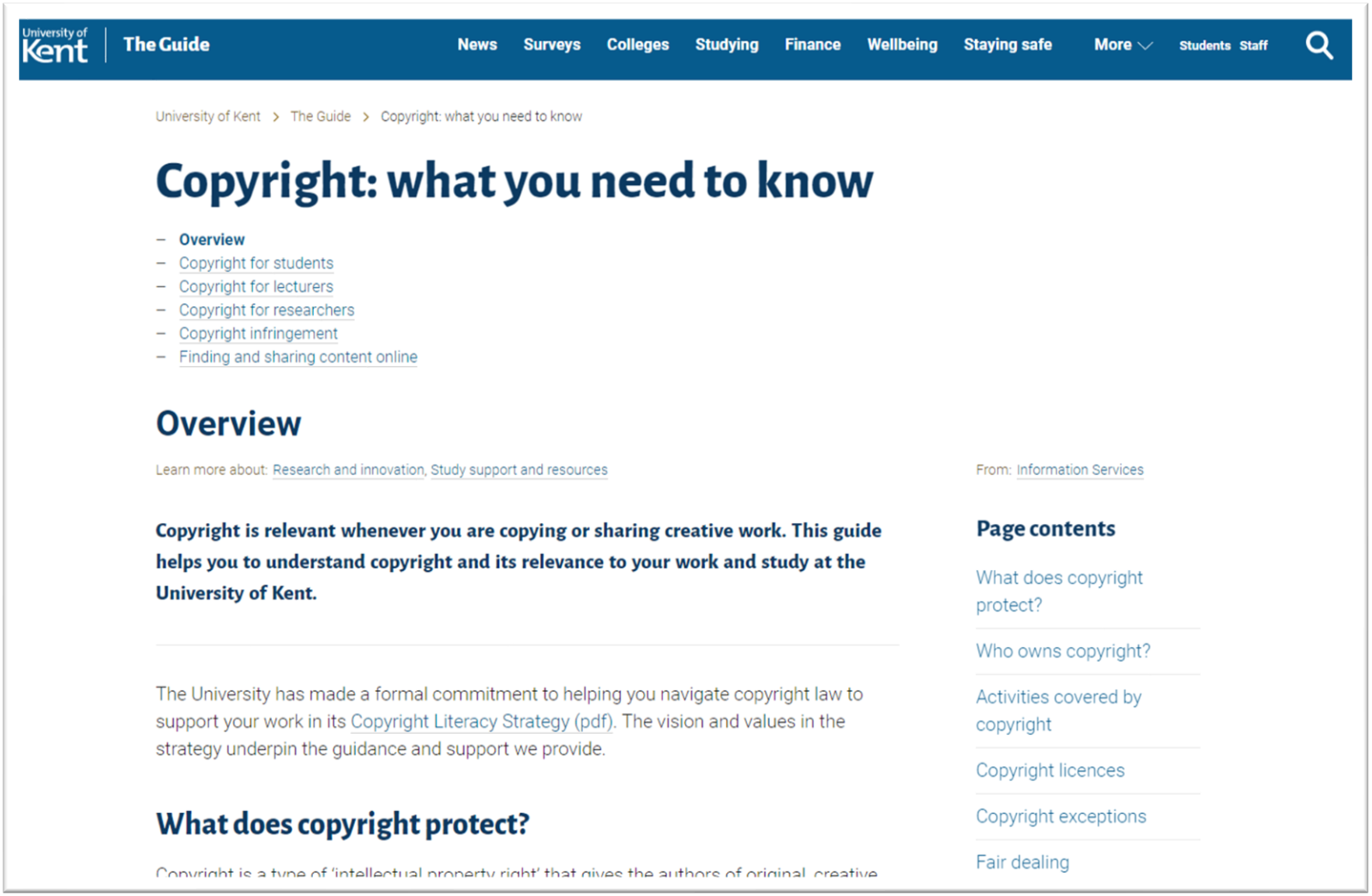
# Copyright Guidance - Card Sorting Exercise

# Copyright Guidance - old



# Copyright Guidance - new



University of Kent | The Guide

News Surveys Colleges Studying Finance Wellbeing Staying safe More Students Staff

University of Kent > The Guide > Copyright: what you need to know

## Copyright: what you need to know

- **Overview**
- Copyright for students
- Copyright for lecturers
- Copyright for researchers
- Copyright infringement
- Finding and sharing content online

## Overview

Learn more about: Research and innovation, Study support and resources

From: Information Services

**Copyright is relevant whenever you are copying or sharing creative work. This guide helps you to understand copyright and its relevance to your work and study at the University of Kent.**

The University has made a formal commitment to helping you navigate copyright law to support your work in its Copyright Literacy Strategy (pdf). The vision and values in the strategy underpin the guidance and support we provide.

### What does copyright protect?

Copyright is a type of 'intellectual property right' that gives the authors of original, creative

**Page contents**

- What does copyright protect?
- Who owns copyright?
- Activities covered by copyright
- Copyright licences
- Copyright exceptions
- Fair dealing

www.kent.ac.uk/copyright

# Copyright Guidance – Performing works in class

**Showing recorded media**

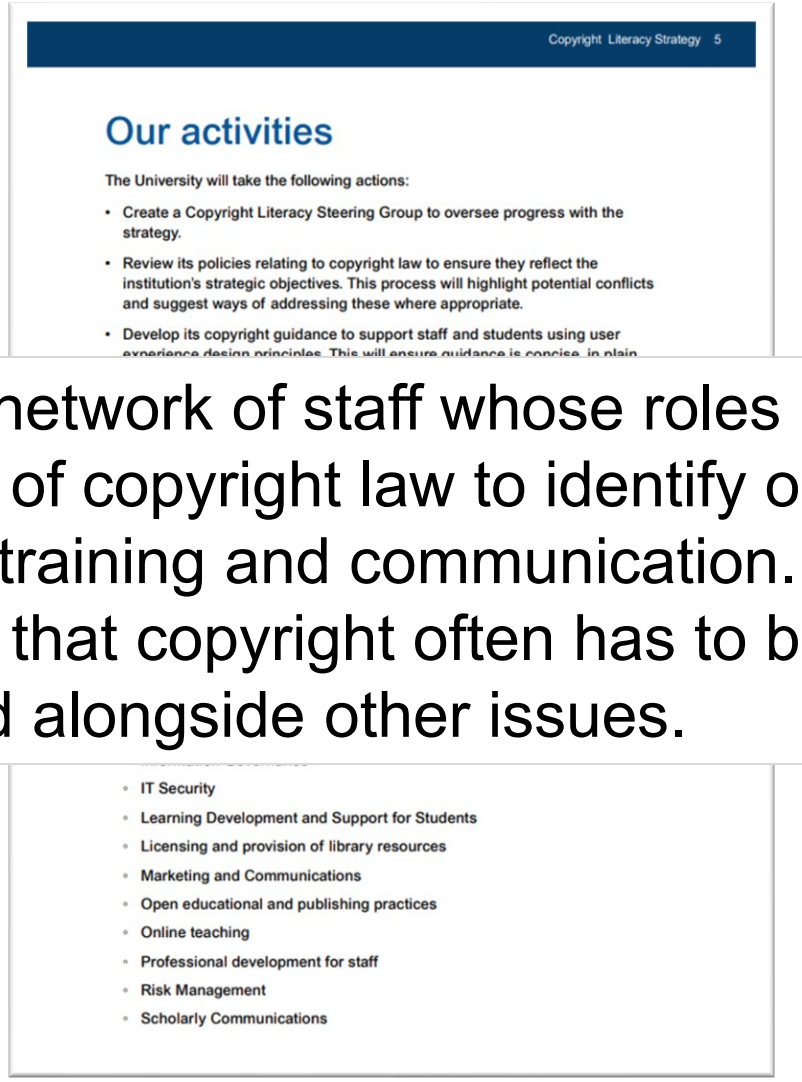
You can show films or play recorded audio to students without needing a licence from the copyright owner in:

- lecture or seminar rooms.
- online teaching events as long as you only provide access only to your students

This is because there's a specific copyright exception which covers the performing, playing or showing work in the course of the activities of an educational establishment.

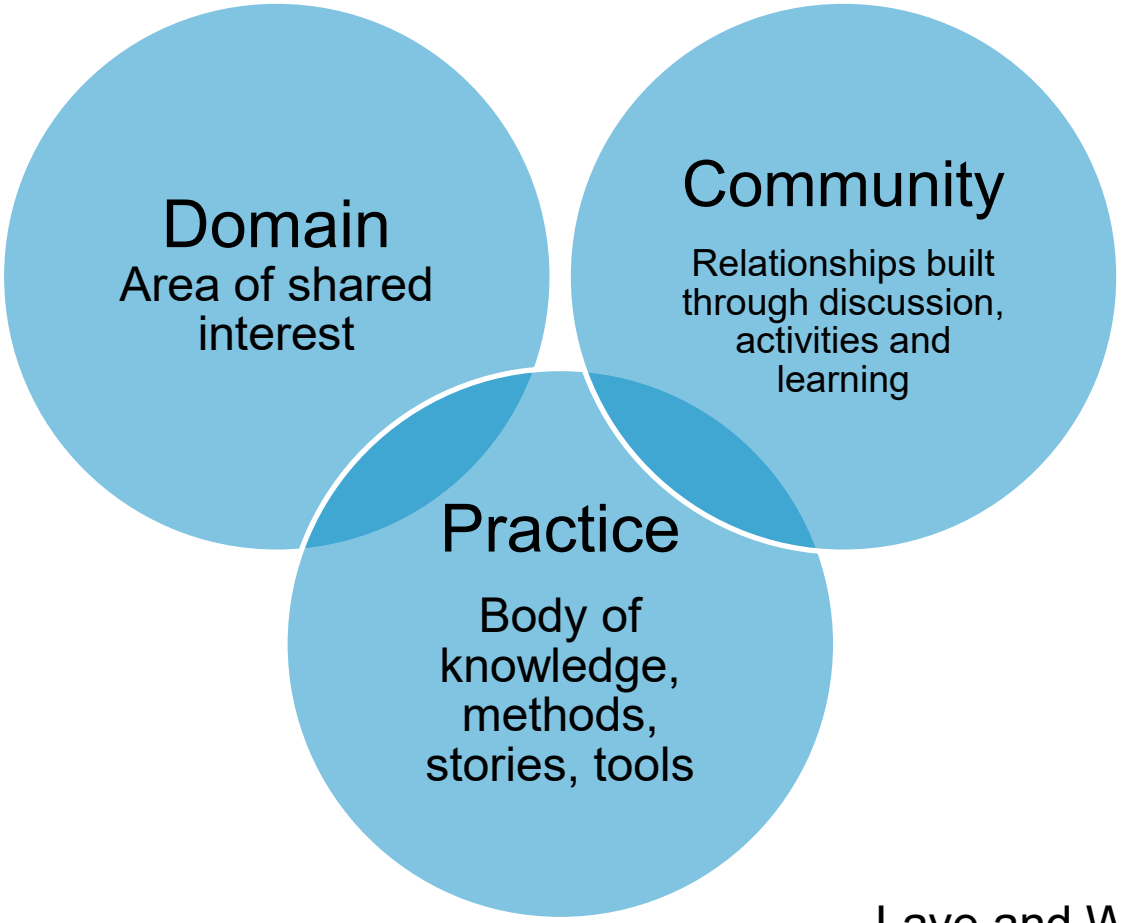
https://www.kent.ac.uk/guides/copyright-what-you-need-to-know/copyright-for-lecturers#performing-works-in-class

# Copyright Literacy Strategy Activities



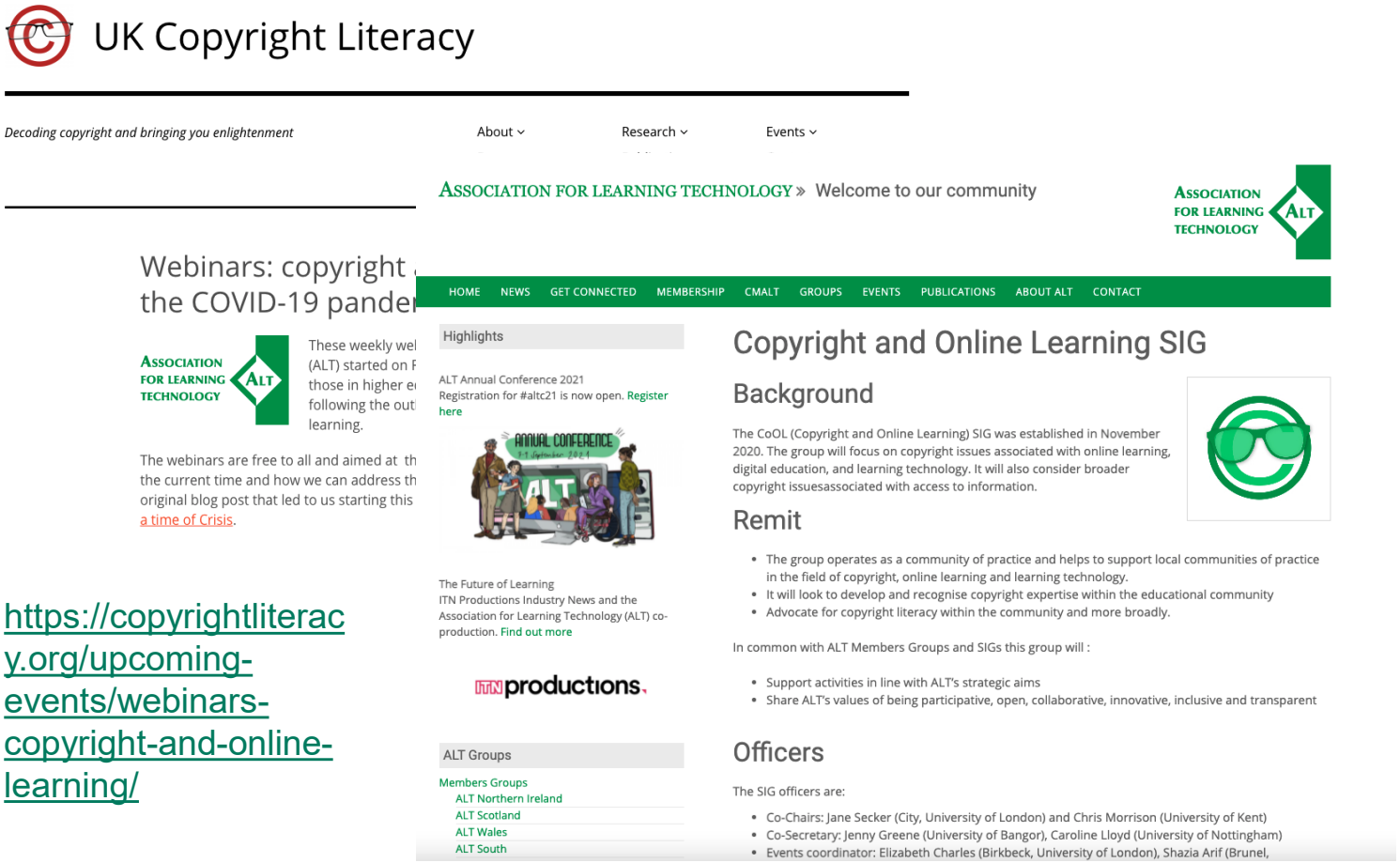

Develop a network of staff whose roles involve advising on aspects of copyright law to identify opportunities for education, training and communication. This recognises that copyright often has to be addressed in context and alongside other issues.

# Communities of Practice




Lave and Wenger (1991)

# Copyright as a Community




https://copyrightliteracy.org/upcoming-events/webinars-copyright-and-online-learning/

https://www.alt.ac.uk/groups/special-interest-groups/copyright-and-online-learning-sig

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# Measuring Success

## Measuring Success

This strategy will enable the empowerment of staff and students but recognises that it will be challenging to compile quantitative data on behavioural change. It will therefore report on a range of available measures including:

- Case studies demonstrating how the strategy is supporting teaching, research and engagement at Kent
- A periodic survey measuring confidence in working with copyright amongst staff
- Numbers of enquiries to the copyright support team
- Analysis of engagement with online guidance
- Number of people who have attended copyright training sessions
- Level of engagement with other institutions on Kent's approach

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# Credits

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