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Copyright? Why would I need to worry about that? - the challenges of providing copyright support for staff

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Abstract (100 words)

Presents an overview of the challenges of providing copyright training to staff at LSE. The institution does not employ a dedicated copyright officer, but instead employs a range of tactics to ensure academic, administrative and Library staff are made aware of copyright issues. Several training sessions are run throughout the year. LSE have also developed an online course and produce a range of online and printed guides to brief staff on copyright issues. Advice and queries are also dealt with by a number of individuals who have specialist knowledge in areas such as copyright and the internet and copying archival materials.

Brief biography

Dr Jane Secker works in the Centre for Learning Technology at London School of Economics and Political Science, where she trains and advises staff about copyright and other digital literacy issues in relation to their use of new technology. Jane is Chair of the Heron User Group representing over 50 higher education institutions in the UK. She is also a member of the Universities UK Copyright working group, negotiating with bodies such as the Copyright Licensing Agency (CLA) to develop licences for the higher education sector and Conference Officer for the CILIP Information Literacy Group, which organises LILAC – an international conference on information literacy.

Maria Bell is the law librarian at the Library of the London School of Economics and Political Science. In addition to collection responsibilities for the law and inter-governmental organizations collections and liaison with academic staff, she updates, advises and trains library staff on copyright issues and trains academic staff on copyright issues for teaching and research with Jane Secker.

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Introduction

Copyright is a tricky issue. Few people confess to fully understanding it and often it seems many lecturers and teachers would prefer not to think about whether they might be infringing copyright laws. Ignorance is bliss it would seem and there seems to be a general perception that copying material for educational purposes should be enshrined in UK law. So for many academic staff getting to grips with a complex beast such as the CLA Licence¹ and all the rules and regulations related to scanning material is an anathema. As librarians responsible for providing copyright training and advice it often feels like we are struggling to get our message across. We advertise training sessions only to find very few people actually show up to sessions. We design web pages, posters and booklets, but wonder if anyone actually reads them. This article discusses how at LSE two librarians employ a range of tactics to encourage staff at their institution to learn about copyright and even sometimes to attend training sessions on the topic!

Copyright Training sessions

By running face to face copyright training sessions an organization can demonstrate that they take copyright matters seriously. At LSE, sessions are run for different groups of staff, depending on what they need to know. So for example, an introductory session about copyright is run twice per year, covering copyright law basics, the Copyright Licensing Agency (CLA) Licence and other licensing schemes available at the School. Separate training is run for staff who use Moodle, the School's virtual learning environment and a third session is run for library staff.

Training for academic and administrative staff

Two face to face training sessions are run several times each year and they are open to academic and administrative staff. The first course: 'An Introduction to Copyright' tends to attract departmental administrators and a smaller number of academics. It covers the following topics:

- An overview of UK Copyright law
- What is copyright and who owns it?
- What can be copied– what is fair dealing?
- Licences at LSE including the CLA Licence
- Copyright in the electronic environment
- Using images and multimedia

This course was designed as a basic introduction to copyright, with the idea that staff might be willing to attend a second course, entitled 'Copyright, the Internet and Teaching Online' to build on their knowledge. This second course is aimed at staff using Moodle and covers:

- An introduction to copyright law and licensing schemes
- Copyright and the Internet
- Digitising text
- Linking to e-journals
- Images and multimedia
- Conclusions and any questions

In reality the trainers have found there is very little overlap between the people who sign up for each course, so much of the basic copyright information needs to be included in the second session as many people have not attended the first session. One specific point worth noting at LSE; as an international institution attracting academic staff from around the world, some staff are not familiar with UK copyright law. For example, staff from the US often confuse the terms 'fair dealing' with 'fair use'.

¹ Copyright Licensing Agency Higher Education Licence http://www.cla.co.uk/licences/licences_available/he/

Training for Library staff

The LSE Library does ensure that staff working at service points are aware of copyright law - what Library users can do within the law and when and to whom to refer copyright advice questions. Library staff working at service points are not expected to provide instruction or formal advice to users on copyright. Training provided needs to enlighten staff to the law as it relates to copying in libraries and the typical issues that arise. This became more even more important when the law changed in 2003 and users were required to declare if their photocopying was for a commercial purpose. The Library is heavily used by 'walk -in' users from other universities, government departments and businesses and the Library had to implement the CLA Library Sticker Scheme.²

Some Library departments are heavily involved in the detail of complying with copyright law – Teaching Support and Inter-lending and Document Delivery. The Library's Teaching Support team³ administer the course pack services, ensuring that all print course packs and Epacks in Moodle are compliant with the CLA HE Licence. Training is provided to all Teaching Support staff and team members may also attend external copyright seminars and training. Both teams are copying material on a daily basis and understanding what copying is allowed within the law or under the CLA HE Licence is vital.

A general training session is run for Library staff at least once a year and all staff are encouraged to attend. Last year it was run as part of a lunchtime seminar series. To encourage greater engagement in the topic, scenarios were created for discussion. Discussing real situations opens up the issues and the 'grey areas' and complexities much more easily than just presenting details about laws and licences. It can be seen as a 'dry' subject. The sessions cover the key information that staff will need to know and the trainers try not to confuse staff with too much information. A typical training session for library staff includes the following:

- Copyright law and some general points: Why do we have copyright laws? What is copyright and who owns it?
- Scenarios and discussion
- Copyright – what can you do?
- Licences
- Copyright in the electronic environment

There were three scenarios:

1. Copyright, teaching and online resources - with an example of a member of LSE academic staff querying whether he could photocopy a chapter from a 1935 book and provide copies to his students.
2. Students and copying for private study – a student asks about copying services but also mentions that they that want to copy a government report in it entirety for researching an assignment.
3. Researchers in the Library – an accountant is carrying out some research for his business and needs to make a copy of an article.

Embedding copyright training

One issue with copyright training is that a session entitled 'An Introduction to Copyright Law' can be less than enticing for staff to attend. Thinking creatively about course titles is important when marketing courses, but relatively few staff will want to come along to an entire session devoted to copyright. At LSE, one approach to counteract this has been to embed copyright information into other training sessions, particularly those offered by the Centre for Learning Technology. In this

² CLA Library Sticker Scheme http://www.cla.co.uk/licences_available/library/

³ LSE Library Teaching Support services <http://www2.lse.ac.uk/library/services/tss/teachingsupport.aspx>

way, copyright knowledge is similar to other information literacy skills, and ideally it needs to be embedded into other sessions and delivered in such a way that people immediately see the benefit to their day to day work. So for example, a training session about finding and using images for use in teaching can easily incorporate material about why copyright is an important issue, how to find copyright cleared, or copyright free image collections. However the focus is on something practical that teaching staff are keen to learn about. Wherever possible staff in the Centre for Learning Technology try to embed copyright training into their workshops and programmes on using technology in teaching. So for example, in a session on using blogs, staff are reminded they should only use images with copyright permission and they are encouraged to search for images using the Creative Commons Search (<http://search.creativecommons.org/>).

Online Courses

To supplement the face to face training, CLT now provide a number of online courses for staff. The first course they developed was an online version of Copyright, the internet and teaching online which is now available in Moodle. Rather than simply including the PowerPoint slides and links to resources, the course content is available online to work through at a convenient time and place. The online course is divided into three sections and at the end of each section includes a short quiz to assess learning. The course has the following learning outcomes:

By the end of the course you should be able to:

- Explain the concept of copyright law in the UK.
- Distinguish between copying for private study, copying for classroom use and distribution in the virtual learning environment / via a network.
- Explain the types of electronic resources that qualify for copyright protection.
- Demonstrate good practice when providing access to electronic resources.
- Explain how licences are used in the digital environment.
- Define 'Creative Commons' and identify resources licensed under 'Creative Commons'.

Since the course was launched in October 2008 it has been accessed by over 40 members of staff, however despite publicity in the all staff newsletter almost everyone who accesses the online course has attended a face to face session.

[Screenshot of online course: Copyright, the internet and teaching online. Jane will send a high resolution image of the screenshot below.]

The screenshot shows a Moodle course page for 'CLT003 - Copyright, the internet and teaching online'. The page is viewed in Internet Explorer. The course overview section includes a description of the course, a logo for the Centre for Learning Technology (CLT), and a list of learning objectives. The learning objectives are:

- Explain the concept of copyright law in the UK.
- Distinguish between copying for private study, copying for classroom use and distribution in the virtual learning environment / via a network.
- Explain the types of electronic resources that qualify for copyright protection.
- Demonstrate good practice when providing access to electronic resources.
- Explain how licences are used in the digital environment.
- Define 'Creative Commons' and identify resources licensed under 'Creative Commons'.

The activities section states: 'The content of this course has been divided into three sections. Work through each of these in turn and complete the activities associated with each section. You can use the navigation on the right of the screen to navigate through the content at your own pace.'

The right sidebar contains several sections: 'Library Resources' with a search box and links to 'Electronic Resources', 'Search E-Journals', 'Subject guides | Exam papers', 'Training | Library Companion', and 'Contact the Library'; 'Latest News' with a message '(No news has been posted yet)'; 'Upcoming Events' with a message 'There are no upcoming events'; and 'Recent Activity' with a message 'Activity since Saturday, 26 June 2010, 11:00 AM' and a link to 'Full report of recent activity...'.

Copyright advice and dealing with queries

There is a general LSE wide email account for copyright queries, although staff are also encouraged to get in touch with different individuals depending on the nature of their query. So for example, the Learning Technology Librarian deals with queries relating to copyright and Moodle. Archives staff deal with queries about copying material from their collections and queries relating to the Library's print collections are referred to the law librarian. Enquiries have included academic staff wishing to reproduce a photograph from a published book and querying the copyright status of the item for publication in their own book; a student wishing to use a quotation from an LSE PhD thesis; and library staff asking whether a pamphlet from 1920 can be copied for another library or digitized. The JISCmail discussion list Lis – Copsyseek is an invaluable help with particularly complex problems.

Not all copyright questions have clear cut answers (as other copyright specialists will know) therefore staff involved will provide their views in these cases providing the enquirer with the information required to make a decision.

Guides

LSE produce two booklets in printed format for staff to advise them about copyright issues: an *Introduction to Copyright* and *Copyright and E-learning: a guide for staff*. There is a lot of guidance and advice on the LSE Library website⁴ and the Centre for Learning Technology website⁵. New academic staff are given copies of the print guides. Library Liaison newsletters for departments will periodically carry articles to raise awareness of the issues and the guidance available.

⁴ A short guide to copyright for LSE staff <http://www2.lse.ac.uk/library/services/liaison/ShortGuideToCopyright.aspx>

⁵ Copyright and Moodle <http://clt.lse.ac.uk/Copyright/index.php>

Managing the CLA Licence

The scanning provision in the CLA Licence introduced in 2005 presented a number of challenges at LSE in terms of educating staff about what was permitted under this licence. However, it also provided a tremendous opportunity for the Library and Centre for Learning Technology to scale up the scanning service for core readings that had been offered on a pilot basis since 2001. The service, known as the E-course pack service, had become incredibly popular with staff by 2005, however, the need to obtain copyright clearance for each reading, and often to pay high permission fees meant that further expansion had been halted. The CLA Licence allowed this service to be offered to all staff using e-learning, however the reporting requirements of the licence meant that there were concerns about how this would be managed. Consequently it was decided to ensure all requests for scanned readings were dealt with centrally, by the Teaching Support team in the Library, who could ensure the material was covered by the Licence and keep the appropriate records for the purposes of the CLA data return. This means that copyright booklets inform staff that they are not permitted to scan under this licence and should refer all requests for scanning for teaching purposes to the Epack team.

Collaboration at LSE

LSE do not employ a copyright officer, but instead have a number of staff with responsibility for different aspects of copyright including training, compliance, advice and guidance. Licences and compliance are handled centrally by the Planning and Corporate Policy Division (PCPD) who also maintain a web page⁶ which directs staff to the appropriate sources of help and advice. Meanwhile, central photocopying and scanning services are provided by the Reprographics team. They work closely with colleagues to ensure staff are made aware of the copyright implications when scanning and photocopying materials. They also check all requests to ensure that they are covered by an appropriate licence or have permission and refer staff who wish to scan material for teaching purposes to the Library's Teaching Support team. Copyright advice for staff using Moodle is available from the Centre for Learning Technology, who work closely with the Library to advise staff about copying more traditional printed based resources. Good communication between all these teams helps ensure that the central messages about copyright are clear and consistent for staff.

Conclusion

In summary, LSE has staff across several departments that work with copyright matters and work collaboratively. The challenge is to ensure that all LSE staff are aware of the importance of copyright whether in research or teaching. The copyright 'specialists' have to find new methods of delivering accurate and consistent guidance that is available at the point of need whether through a one to one meeting, an online course or in a training session. With the enactment of the Digital Economy Act in April 2010 institutions may find it even more imperative that they demonstrate how they advise their staff about copyright issues and take steps to ensure infringement does not happen via their networks.

Further reading

Secker, Jane (2010). *Copyright and E-learning: a guide for practitioners*. Facet publishing: London.

⁶ Copyright and licences

<http://www.lse.ac.uk/collections/planningAndCorporatePolicy/legalandComplianceTeam/copyright/Default.htm>