

Presentation Script for “Remix and Share: Teaching Others to Navigate Copyright Issues in Open Education & Open Licensing Contexts”

A double blind peer-reviewed poster presentation by Anita Walz at the Kraemer Copyright Conference, June 4-6, 2018, Colorado Springs, CO.

Background

In the summer of 2017 a librarian colleague asked me for information about Creative Commons and open educational resources which she could share with staff and faculty in the departments with whom she works. I have several [brochures](#) and [online resources](#) already developed, but what I realized she needed was a short presentation she could deliver to her faculty. Hence, I created [Creative Commons and OER in 30 Minutes](#), an interactive presentation intended to introduce and illustrate the benefits of Creative Commons licenses, introduce these licenses as part of open educational resources (OER), and provide a memorable model (the ELMS model) for evaluation and marking of third party material within Creative Commons licensed resources. . . and a built in request for creators to publicly share their works with some suggestions regarding where to share them. The presentation also has information on finding OER, Creative Commons licensed, and Public Domain resources as well as a listing of services offered by the University Libraries.

My colleague told me that the presentation was extremely helpful to her and was well received. I shared it publicly under a Creative Commons Attribution license 4.0 and it has apparently been discovered on Twitter.

In the hopes that this approach might be useful for others, I submitted a post presentation to the 2018 Kraemer Copyright Conference.

Poster Summary

The poster includes problem statement (the topic summary) which describes some of the problems instructors and others face in creating open educational resources, namely wanting to incorporate third party works. Uncertainty around copyright, citation, and attribution issues in incorporating third party works influence instructor decisions to share with their students but to *not* share publicly.

The poster displays summary permissions and limitations of Public Domain, Creative Commons, and in-copyright content, indicating whether adaptation or redistribution are permitted, whether attribution is required, and whether fair use is eliminated.

The EMLS Model (Evaluate, Mark, License and Share), a derivative of my earlier ELMS model, is presented with examples of “marking” when citing or attributing Creative Commons licensed works, works in the Public Domain, worked used under permission, or works for which Fair Use is asserted.

What's not included: Neither the poster nor the presentation include in depth information about Fair Use, the Public Domain, or obtaining permission. Citation formats are also not prescriptive. Suggestions of formats are available from two links in the poster, one from the APA Style Blog and another from Rightsstatements.org. Information about CC-licensing your work and making your work machine readable is also linked from the poster.

Discussions/Questions

The last part of the poster invites readers to discuss the following questions with the author.

It features a number of teaching-related questions: what kind of expertise would a presenter need to be able to accurately engage an audience around this topic? What effective models exist for teaching about highly nuanced topics such as Public Domain and Fair Use? Are there opportunities to discuss the differences between plagiarism and copyright infringement? A second set of questions asks about the content of the teaching presentation, specifically ways to refine and make the model into a best practice: Are there models for obtaining transferable permission? Does "fair use is not allowed" within Creative Commons' licensed works an appropriate standard? What are some examples of valid non-transformative fair use arguments for including 3rd party content in openly licensed work?

The author welcomes your feedback on this poster presentation and her presentation which was the genesis for this poster at arwalz@vt.edu

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References

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