

Stay Current on Copyright

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ABSTRACT

I recently dusted off my copyright presentation to share with a high school journalism class. They needed to better understand basic principles around the use of digital images in their online magazine publications. So I pulled some related books from our professional collection. This got me thinking about how rapidly digital creation tools evolve and how, just as rapidly, we need to revisit copyright. My students are creating 3-D models in the maker space, and they're writing code. They're creating music, original works, and images that they post online. What do they understand about copyright, and what do they need to learn?

FULL TEXT

Stay Current on Copyright

I recently dusted off my copyright presentation to share with a high school journalism class. They needed to better understand basic principles around the use of digital images in their online magazine publications.

So I pulled some related books from our professional collection. There was NEA's *Copyright Primer for Librarians and Educators* --from 1995. I then grabbed *Copyright Clarity* by Renee Hobbs, only to discover that it is six years old!

This got me thinking about how rapidly digital creation tools evolve and how, just as rapidly, we need to revisit copyright. My students are creating 3-D models in the maker space, and they're writing code. They're creating music, original works, and images that they post online. What do they understand about copyright, and what do they need to learn?

With the help of Common Sense Media and Hobbs's Copyright Clarity Media Education Lab resources (mediaeducationlab.com/copyright), I was off and running with my lesson. My collaborating teacher found "Blog Basics: Copyright and Fair Use," a nice site that the students reviewed before we met. We began by considering copyright as defined in Article 1, section 8 of the U. S. Constitution: "To promote creativity, innovation and the spread of knowledge."

"Is everything copyrighted?" one student queried. "Yes!" I replied. And if we want to incorporate it, we need to find out who owns it, get permission to use it, and possibly pay for it, give credit to the author, and then use it responsibly. Here is a link to my presentation for the students: <http://ow.ly/ZFASv>. Feel free to use or adapt as needed.

Fair use: We must teach students to consider the purpose of use, the nature of copyrighted work and the effect that use will have on the market. Each step is vital, because it involves students thinking critically about these

issues and the extent to which they might have transformed or compromised the work. The teens were interested to learn about Creative Commons, which allows creators to share their products in a variety of ways.

With this information, students accessed Google to search for images labeled for reuse. We explored Creative Commons Search for images, video, and music. For images, we tried Pixabay, Unsplash, and Pexels and researched licensing and attribution in order to properly cite each item.

I'm happy that people much smarter than me have provided resources. Hobbs is still fighting for educators by providing lesson plans for teaching fair use in the classroom, and she has also created a Slideshare that explains "Using Copyrighted Materials and Digital Learning" to colleagues.

Students are ready to be actively involved in this conversation. They are already contributing their creations on sites, such as Facebook, Instagram, and Snapchat as well as their blogs and magazines for class. They must understand how to protect the content they create and how to ethically incorporate the work of others.

The reality is that we will always be playing catch up when it comes to copyright issues. As the volume of available information expands, we will need to continually evaluate the ethical use of information. In the realm of education, we must teach students how to distinguish between what they create and what they are using from an outside source. We must all remain diligent in giving credit where credit is due.

SLJ Debuts "Popular Picks"

"Popular Picks," a list of must-have new titles for kids and teens selected by *SLJ*'s book review editors, debuts in this issue. Chosen from among the works reviewed each month, the list will appear on the page preceding *SLJ*'s starred reviews. "We hope that this list will be a helpful collection development tool that children's and YA librarians can use to stock their libraries with the books we anticipate won't remain on the shelves for long," says Shelley Diaz, *SLJ* reviews manager. "Popular Picks" will include a mix of nonfiction, picture books, chapter books, middle grade, YA, and graphic novels. "These are the works that might be the next *Red Queen* or *The Day the Crayons Quit*. In short, books you definitely want on your shelves—perhaps even multiple copies," adds Diaz.

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DETAILS

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