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Creative rights management for intellectual property in K-12 education

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Research problem

- Ridiculously easy to infringe upon intellectual property rights when information is digitized
 - Unlimited, perfect copies available that do not take away from free and unfettered use of the original
 - Web-based interface infrastructure makes cataloging and upload/download simple and efficient
 - Copyrighted and public domain information mixed
- Infrastructure makes enforcement easier as well
 - Easier to track infringers
 - Digital signatures/watermarks embedded in content
 - Online registration for copyright
 - DMCA takedown notice

Research problem, cont.

- As a result, copyright specifically (and IP protection generally) is at the forefront of societal interest, particularly for the education system
 - Consumes and produces a great deal of information
 - Exploring new technologies and means of self-expression
 - Students as a body provide a neatly-wrapped target for copyright enforcement bodies to express their ire and frustration
 - Lack of high-powered attorneys on retainer to keep children and educators out of trouble

Children and Copyright Awareness

- Children increasingly accessing and using intellectual property in text, graphical, video forms
- Children do not understand copyright, and by extension intellectual property protection and (proper) use
- As a result, protections are intangible, punishments/ sanctions not meaningful (everyone's doing it, why would I get in trouble?)
- *Note: This only gets worse in higher education*

Children and Copyright Awareness, cont.

- Why is this a problem?
 - Law and policy is confusing (e.g. even work not registered and marked with © is copyrighted when fixed)
 - Conflicting messages about proper and improper use of material from available sources such as internet (NOT a millennial generation problem – societal, and cultural)
 - No filter on ‘responsible’ or ‘beneficial’ actions – on web DRM hacker may be reviled or celebrated, same as MPAA
 - Educators, parents just as confused – difficult to set example or even to provide accurate guidance

What happens when infringement is unchecked?

- Rights holders IP unjustly infringed
 - Royalties
 - Lose control over copies, expression
 - Cannot track their success
- Legal action and economic sanction against infringers (even unknowing ones)
- Rise in plagiarism and academic dishonesty cases
- Potential impacts on federal funding for education (e.g. College Opportunity and Affordability Act of 2008)

Current Education Efforts

- Numerous education efforts aim to explain copyright to K-12 students
- Primary foci:
 - Enforcing copyright law
 - Sanctions for those who do not follow law
- Problem: See previous slide...

Research problem, revisited

- Children do not understand copyright, and by extension intellectual property protection and (proper) use
- Why?
 - Law and policy is confusing (e.g. even work not registered and marked with © is copyrighted when fixed) – e.g., **Fair Use**
 - Conflicting messages about proper and improper use of material from available sources such as internet (NOT a millennial generation problem) – e.g., **'Download now for free,' 'Share this' tabs, 'Unmarked copyrighted content'**
 - No filter on 'responsible' or 'beneficial' actions – on web DRM hacker may be reviled or celebrated, same as MPAA – e.g. **Wired, TechCrunch, EFF, MPAA, Microsoft**
 - Educators, parents just as confused – difficult to set example or even to provide accurate guidance – e.g. **school projects, DMCA takedowns, we didn't grow-up digital!**

Examples of available web-based education initiatives

- WIPO Copyright Handbook
- Captain Copyright
- CyberBee
- MPAA/BSA Respect Copyrights
- CopyrightKids.org
- IPREducation.com (Microsoft)

WIPO Copyright Workbook

- “Learn from the Past, Create the Future” 75 page ‘workbook’ (lessons, games, activities)
- Good explanation of basic copyright
- Focuses on owners rights, economic losses
- http://www.wipo.int/freepublications/en/copyright/935/wipo_pub_935.pdf

Captain Copyright

<http://www.captaincopyright.ca> circa August 2006
As archived by <http://www.archive.org>

Welcome teachers

Captain Copyright is here with some great classroom activities for your students. Educators like you were surveyed and focus groups were conducted and the results were clear – you wanted instructional resources to help you teach your students about copyright, but no such copyright awareness tools existed.

Captain Copyright was created to respond to this need, with materials written by educational experts and reviewed by an advisory panel of educators. The response from teachers who have used these tools so far has been overwhelmingly positive, so this website and the materials on it will continue to evolve and grow – Captain Copyright episodes and new lesson plans focusing on the creative commons, public domain, fair dealing and more are being prepared for the new school year.

In the meantime, if you have ideas for other topics or activities you'd like to see on the site, please send your suggestions to captain@captaincopyright.ca



Captain Copyright Grade 1-3 Activities

Classroom Activities for Grades 1-3

Activity 1

Who is Captain Copyright?

This activity will introduce the concept of copyright to the students, using physical examples of everyday classroom items. They will also learn what the copyright symbol looks like and be able to identify it on items.

[download](#)

Activity 2

Respe©t Copyright

The students will learn to recognize the copyright symbol on many types of materials and they will begin to appreciate that they have copyright on what they produce. The economic impact of copyright will be introduced, as well.

[download](#)

Activity 3

A World Without Copyright

The economic effects of copyright to creators will be further discussed and students discuss what would happen if there was no copyright.

[download](#)

Activity 4

Situation Copyright

The students will be introduced to copyright infringement and learn to identify what is and is not copyright infringement using various scenarios in group discussions.

[download](#) [download line master](#)

Activity 5

Post It!

Students will work in groups to produce informational posters about copyright to share what they have learned with others.

[download](#) [download line master](#)

Activity 6

Celebrate Creativity

Students will, either individually or in groups, create a class book to celebrate creativity.

[download](#)

Activity 7

Giving Permission

Class discussion about why and how people may want to use copyrighted material will lead to the design of a permissions form for use of students' materials.

[download](#)



<http://www.captaincopyright.ca>

circa August 2006

As archived by

<http://www.archive.org>

Sample of activities Listed:

- A World Without Copyright (economics)
- Respe©t Copyright (meaning of ©)
- Giving Permission (why people seek permission of rights holder)

CyberBee

- http://www.cyberbee.com/cb_copyright.swf
- Flash application in which students in a virtual classroom pose and answer copyright questions
- Example(s):
 - Finding the copyright holder
<http://www.cnn.com> copyright notice vs. mixx, digg, share, email
 - Who's going to know?

BSA “Respect Copyrights” patch

- MPAA-sponsored material for LA-area Boy Scouts
- Specifies activities for understanding how movies/music/books/games are pirated using web technology. Excerpt from:
http://mpaa.org/press_releases/RespectCopyrightsCurriculum.pdf
- **Movie**
 - Go to a movie and stay through all of the credits. Tell your counselor and/or troop leader who you think, in addition to the main actors and actresses, would be hurt if that film were stolen?
 - Explain what a bootleg DVD looks like and how people can avoid purchasing counterfeit DVDs on the streets.
- **Video Game**
 - Play your favorite videogame. Identify who the designers are and describe the elements of the game which are copyrightable. Discuss with your troop
- **Music**
 - Play your favorite CD for your troop leader and explain why you enjoy listening to it. List all of the people that contributed to making this CD and what their individual responsibilities were.

CopyrightKids.org

Welcome to Copyright Kids!

What Is Copyright?

Copyright Basics
& FAQs

Register Your
Own Works

About Us

The Copyright
Challenge:
A Quiz

For
Parents &
Teachers

Definitions

Links



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Please e-mail us with comments and suggestions at amy@csusa.org

[Legal disclaimer](#)
[Credits](#)

Microsoft IP Rights Education

- <http://www.ipreducation.com>
- Targets grade 8-10 with full curriculum of activities
- Spans different content creation areas (e.g. journalism, computer science)

DOWNLOADS You must be a registered educator to access the course curriculum downloads. [Register.](#)

UNIT ONE **UNIT TWO** **UNIT THREE** **UNIT FOUR**

Unit One: "Intellectual What?"

This unit explores the general topic of intellectual property. Using the backdrop of a high school's Battle of the Bands, the unit will help students define intellectual property by relating it to a common scenario they might encounter. Students will begin to recognize and internalize the importance of respecting intellectual property rights and will conduct their own research to help clear up misconceptions about the rights that apply to them and their peers.

Research Thesis

- Past educational efforts have used existing copyright law and procedures as an educational basis and copyright enforcement and sanction as a motivational backdrop to learning
- Why not focus on alternative licensing strategies as a basis and content creation as a backdrop to learning?

Alternative Licensing Strategies

Creative Commons



Creative Commons defines the spectrum of possibilities between full copyright — *all rights reserved* — and the public domain — *no rights reserved*. Our licenses help you keep your copyright while inviting certain uses of your work — a **“some rights reserved” copyright**.

Source: <http://creativecommons.org/about/>

Note: Screengrab turns webpage yellow

Content Creation

- Roughly 50% of school-age students (12-17) have authored some content for the web (Lenhart & Madden, 2005)
- Blogs
- YouTube
- Wikis
- Website design (heck – business)
- Flickr
- Podcast
- Twitter...File sharing...Game development...etc. etc. etc.

How Creative Commons Works

- Don't HAVE to reserve all rights
- Easy to understand
- Easy to apply

CC License Selection Criteria

- [About](#)
- **License your work**
- **Review Conditions**
- Creators choose a set of conditions they wish to apply to their work.
- **Attribution.** You let others copy, distribute, display, and perform your copyrighted work — and derivative works based upon it — but only if they give credit the way you request.
- **Noncommercial.** You let others copy, distribute, display, and perform your work — and derivative works based upon it — but for noncommercial purposes only.
- **No Derivative Works.** You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.
- **Share Alike.** You allow others to distribute derivative works only under a license identical to the license that governs your work.

Source: <http://creativecommons.org/about/license/>

CC License Types

- **Attribution (by)**

- This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered, in terms of what others can do with your works licensed under Attribution.

- **Attribution Share Alike (by-sa)**

- This license lets others remix, tweak, and build upon your work even for commercial reasons, as long as they credit you and license their new creations under the identical terms. This license is often compared to open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use.

- **Attribution No Derivatives (by-nd)**

- This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.

- **Attribution Non-commercial (by-nc)**

- This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.

- **Attribution Non-commercial Share Alike (by-nc-sa)**

- This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms. Others can download and redistribute your work just like the by-nc-nd license, but they can also translate, make remixes, and produce new stories based on your work. All new work based on yours will carry the same license, so any derivatives will also be non-commercial in nature.

- **Attribution Non-commercial No Derivatives (by-nc-nd)**

- This license is the most restrictive of our six main licenses, allowing redistribution. This license is often called the “free advertising” license because it allows others to download your works and share them with others as long as they mention you and link back to you, but they can't change them in any way or use them commercially.

Example Code – CC License

```
<a rel="license"
href="http://creativecommons.org/licenses/by-nc-nd/3.0/"></a><br />This work is
licensed under a <a rel="license"
href="http://creativecommons.org/licenses/by-nc-nd/3.0/">Creative Commons Attribution-
Noncommercial-No Derivative Works 3.0
Unported License</a>.
```

Source: <http://creativecommons.org/licenses/by-nc-nd/3.0/>

Why CC Licensing for Children?

- Economic remuneration is often of the LEAST concern – creative expression and reuse are often the foremost concerns
- Menu option allows successively more restrictive licensing
- Full-blown copyright still an option
- Plug-in software can all but automate license selection
- Age appropriate extensions possible using open-source tools

Age-Appropriate Menu Demonstration

- Selecting a license for a painting

Education with CC

- How does this licensing strategy help educators?
 - Children already encouraged to be content creators – CC enhances rather than restricts this mindset
 - Graduated licensing choices easy to comprehend and to explain
 - Unambiguous rights for works educators may use (student, educator, or otherwise) helps avoid under- and over-compliance
 - Easier for educator to track and verify compliance with copyright laws and CC licensing policy
 - Network effect for society – more open content, more CC licensed work, feedback loops

Growing up with License Awareness

- Age-appropriate plug-in licensing tools can be expanded and revised as more sophisticated education is needed
- Explore new ways to sponsor and share student and educator works in public forum
- Media-independent strategy – suitable for emergent media/content combinations that we have not yet envisioned
- Greater awareness during K-12 years means less plagiarism in higher ed – working years

Does this Address the Problem?

- Law and policy is confusing (e.g. even work not registered and marked with © is copyrighted when fixed): **Clear and unambiguous, transferrable and universal**
- Conflicting messages about proper and improper use of material from available sources such as internet (NOT a millennial generation problem – societal, and cultural): **As CC diffuses through web, greater regularity and support. Millennials become synonymous with attribution not piracy**
- No filter on ‘responsible’ or ‘beneficial’ actions – on web DRM hacker may be reviled or celebrated, same as MPAA: **Open access advocates support CC and alternative licensing**
- Educators, parents just as confused – difficult to set example or even to provide accurate guidance: **Licensing scheme useful in education and beyond, promotes greater use of content at all levels**

Thank you!

- *Discussion*

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property in K-12 education**