

Experiences with copyright and media reuse among undergraduate students who have created a digital media project

Jacqueline Kreller-Vanderkooy

Learning & Curriculum Support Librarian
McLaughlin Library, University of Guelph

ABC Copyright Conference

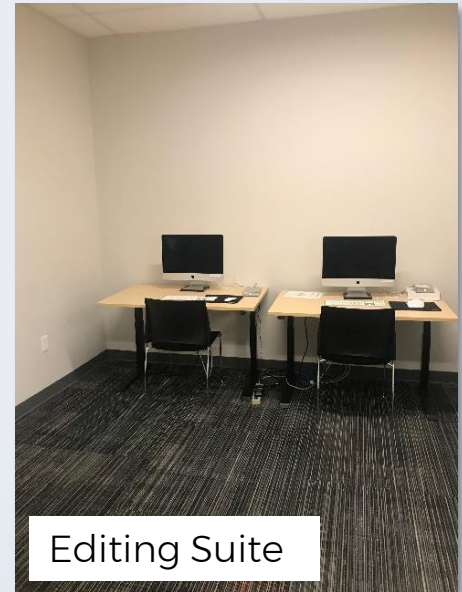
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1.

INTRODUCTION

Context & literature review

MCLAUGHLIN LIBRARY MEDIA STUDIO



RESEARCH QUESTION

What are the experiences and attitudes with respect to copyright and media reuse among undergraduate students who have created a digital media project as a course assignment?

LITERATURE REVIEW

Participants asked factual questions designed to test copyright knowledge (Chou, Chan, & Wu, 2007; Muriel-Torrado & Fernández-Molina, 2015; Fernández-Molina & Muriel-Torrado, 2018; Kovářová, 2019)

Participants asked to self-assess their level of copyright awareness (Boustany & Mahé, 2015)

Participants asked to describe their behaviours and understandings of copyright with respect to accessing content (Palfrey, Gasser, Simun, & Barnes, 2009; Wu, Chou, Ke, & Wang, 2010; Czerniewicz, 2017)

LITERATURE REVIEW

- ❑ Palfrey, Gasser, Simun & Barnes (2009)
 - ❑ Few participants could correctly define copyright
 - ❑ Many participants confused copyright with plagiarism and/or other forms of intellectual property (IP)
 - ❑ Few participants understood the legal concept of fair use
 - ❑ Participants equated both illegality and moral & ethical wrongness with behaviour that has clear consequences
 - ❑ Social norms appeared disconnected from the law
 - ❑ Those who refrained from taking illegal actions (i.e. downloading or reusing content without permission) did so because of either:
 - ❑ Fear of consequences
 - ❑ Respect for the creator (more often evident in those who themselves engaged in creative activities)



2.

METHODS

Procedures & participants

PROCEDURES



DATA COLLECTION INSTRUMENTS

- ❑ Screening questionnaire
 - ❑ Qualtrics online survey
 - ❑ Limits participants to undergraduate students enrolled in a course supported by the Media Studio in Fall 2019

DATA COLLECTION INSTRUMENTS

- ❑ Interview Guide
 - ❑ Semi-structured
 - ❑ Questions designed to elicit:
 - ❑ Specifics of digital media project creation process
 - ❑ Decision-making process for media reuse
 - ❑ Attitudes towards reuse of the participants' own creations
 - ❑ Definition of copyright

DATA COLLECTION INSTRUMENTS

- ❑ Demographic questionnaire (pencil and paper)
 - ❑ Questions:
 - ❑ Age
 - ❑ Gender
 - ❑ Country of origin
 - ❑ Year and program of study

PARTICIPANTS

- ❑ 6 participant interviews were audio recorded, transcribed and analyzed using inductive thematic analysis (Braun & Clark, 2006)
 - ❑ A 7th interview was conducted but discarded because of a failed audio recording

PARTICIPANTS

- ❑ All participants aged between 18 and 22
- ❑ Five female, one male
- ❑ Five named Canada as country of origin, one outside of Canada
- ❑ Two 1st years, two 3rd years, two 4th years
- ❑ Two CEPS, two CBS, two CSAHS
- ❑ Three different courses represented
- ❑ Both video and podcast projects represented

3.

RESULTS

Themes, quotes

MEDIA REUSE IN COURSEWORK

- ❑ All participants reused media in their digital media project(s)
- ❑ Media reused included:
 - ❑ Images
 - ❑ Music
 - ❑ Sound effects

MEDIA REUSE IN COURSEWORK

- ❑ Media sourcing:
 - ❑ Music:
 - ❑ Bensound (royalty-free music website)
 - ❑ YouTube audio library for creators
 - ❑ Images:
 - ❑ Google Images
 - ❑ Assets within animation software (PowToon)
 - ❑ Sound effects:
 - ❑ Sound effects website recommended by MS
 - ❑ Original recordings by group member

MEDIA REUSE IN COURSEWORK

- ❑ All participants believed that it was necessary to give credit to the creators of media they reused, but not all participants did so.
- ❑ Approaches to giving credit included:
 - ❑ Acknowledgement in the work itself
 - ❑ Formal academic citation in accompanying materials
- ❑ Reasons given for not giving credit included:
 - ❑ Forgetting
 - ❑ Not knowing how to cite or where to put the citation

THEMES – TERMINOLOGY

Participants had a wide range of familiarity and comfort with copyright concepts and terminology

- “copyright-free”
- “royalty-free”
- “free for use”
- “Creative Commons”

THEMES – PERSONAL CREATIVE WORK

Participants who engage in personal creative work (or who have friends/group members who do such work) tended to be more aware of copyright concepts

THEMES – ATTITUDES TOWARDS REUSE OF ONE'S OWN WORK

- ❑ Most participants had generous attitudes towards the reuse of their work by others without payment (or even attribution, in some cases)
- ❑ Some participants balked when asked about reuse for commercial purposes
- ❑ One participant was mainly concerned about reuse of their likeness without permission

THEMES – FAIR DEALING

No participant demonstrated knowledge of fair dealing as a legal concept

THEMES – FAIR DEALING

Under what circumstances is it ok to use media created by others when you don't know if the creator is ok with your use of that media?

- “Probably try and contact them? If not, then probably don't use it?”
- “Oh, I just wouldn't.”
- “I think if you're using it for a private purpose and it's not being shared, I mean if it's only for you to look at it doesn't really matter.”
- “It depends on what [you] do with it. If [you] are making money out of it. You might have to take it down if it affects them so much.”

THEMES – IMPACT OF OTHERS' BEHAVIOUR/ EXPECTATIONS

Classmates' behaviour and instructors' expectations influenced the behaviour of some participants.

THEMES – IMPACT OF OTHERS’ BEHAVIOUR / EXPECTATIONS

“[The images we used] were not cited either. Most of [my classmates] didn’t, from what I saw.”

“It was just not really on my radar that I shouldn’t have been [using copyrighted images found using Google Image Search.] Because I mean, I’ve been talked to about it before, but it was just an extra step and I was like, if my teacher doesn’t care, then why should I care?”

“If I have an instructor who instructs us that it has to be copyright-free then I’ll do that, but honestly, very few have actually said that. So we just really use whatever because we can get away with it. Because we’re not being told differently.”

THEMES – CONSEQUENCES

Most participants had, at best, a vague impression of the potential consequences of copyright infringement

THEMES – CONSEQUENCES

“I know you can definitely get in trouble for using the content if it ever is found out by the owner.”

“My friends and I were googling how to have royalty-free music. Because we don’t want to get sued.”

“You have to use copyright-free Creative Commons licensing because you can definitely get in trouble. [My teacher] was like, you can get fined.”

“I have a friend who’s into photography and videography. She’s been telling me, like, I can’t really use this because it’s someone else’s work, it’s not my own, so if you’re publishing it on YouTube you might get, is it sued? It’s not sued. It’s demonetized, yeah. So she has to be careful.”

THEMES – EDUCATION

- ❑ Aside from the Media Studio's lessons, few participants could recall any lessons on copyright or media reuse they had received in university
- ❑ When asked about what they had been taught about media reuse, most participants recalled lessons about plagiarism in elementary or high school

THEMES – PLAGIARISM & COPYRIGHT

- ❑ Most participants are confused about the differences between plagiarism and copyright infringement.
- ❑ All participants knew they were expected to avoid plagiarism; not all participants seemed to take the same care with potential copyright infringement
- ❑ Some participants believe that giving credit protects against copyright infringement.

THEMES – PLAGIARISM & COPYRIGHT

“If [the media you want to reuse] directly says, do not use this, then obviously that is completely wrong. If the concept is abstract though, if they have not said you cannot use this, or if it's just there and you cite it, then that just can't really be called wrong, especially if you cite it.”

“[Using] clips to an extent are fine as long as you reference them. If you're referencing them it's almost a research source. So say if we were to use a movie clip or an audio clip from [a movie] to [make a point]. [...], and we referenced the director or the creators, then would they be ok with it? Uh, we don't know. But we did not claim it as our own.”

4.

DISCUSSION

Limitations, implications for teaching

LIMITATIONS

- ❑ Small number of participants

IMPLICATIONS FOR TEACHING

- ❑ Learning to reuse media appropriately is an important aspect of digital media assignments and digital literacy in general
- ❑ I recommend that this importance should be reflected in the instructions and marking rubrics for digital media assignments

IMPLICATIONS FOR TEACHING

- ❑ Confusion and misunderstandings about plagiarism and copyright infringement are a major barrier to effective copyright education
- ❑ I recommend explicitly disambiguating the two concepts when teaching students about copyright

IMPLICATIONS FOR TEACHING

- ❑ Students need clarity about exactly how to satisfy licensing requirements:
 - ❑ How does attribution differ from academic citations?
 - ❑ How to provide attribution with different media types?
- ❑ I recommend spelling this out clearly to students using examples

FURTHER RESEARCH

- ❑ Larger, mixed-methods study addressing questions raised by this study:
 - ❑ What proportion of students can define various legal terms correctly (fair dealing, copyright, Creative Commons etc.)?
 - ❑ What proportion of students show what behaviours when reusing media?
 - ❑ How does experience with personal creative projects impact students' attitudes around copyright and media reuse?
 - ❑ What role do YouTube and other platforms for user-generated content have in shaping students' understandings and attitudes to towards copyright and media reuse?

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THANKS!

Any questions?

You can find me at jkreller@uoguelph.ca