

**Title:**                   **Copyright Literacy, Open Practice and the role of academic development**

**Presenter:**       **Chris Morrison, Jane Secker**  
University of Kent and City, University of London

### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Define and articulate open practice and copyright literacy and its relevance to academic development
- Discuss the benefits and challenges of introducing open practices and copyright literacy into your institution
- Explore the role that policy and strategy play in helping academic staff understand these issues, and compare this to the approach of introducing a formal accredited module.
- Considering how open practices and copyright literacy might fit in their own institution and plan next steps.

### **Session Outline**

This workshop will consider the experience of two UK universities in supporting understanding of two important concepts and their relationship to academic development: copyright literacy and open practice. The workshop will be an opportunity to consider your own institutional approach to these issues at a time when there is a growing pressure on academic staff to share their research outputs, data and teaching materials openly, whilst also tracking the impact of their work and protecting valuable intellectual property (IP). Arguably this means all staff, including academic developers need a greater level of understanding about copyright and licensing from the outset of their careers in higher education.

The Open Knowledge in Higher Education course at the University of Manchester influenced both presenters who also draw on concepts such as the Digital Scholar (Weller, 2011) and the idea of 'Residents and Visitors' (White and Le Cornu, 2011). The workshop will also include discussion of their own research into copyright literacy (Morrison and Secker, 2017a), playful learning and the relationship with open praxis (Cronin, 2017). Participants will play the presenters' board game "The Publishing Trap" (Morrison and Secker, 2017b).

The University of Kent are approaching this issue by developing a Copyright Literacy Strategy. We will outline its development, engagement with academic staff and its impact on academic development.

At City, University of London, a module called *Digital Literacies and Open Practice* was launched as part of the MA in Academic Practice in October 2018. We will discuss its design, assessment and feedback to date. We will also share early findings from research into the attitudes of staff towards broader issues of digital literacies and open practice.

We will consider the following questions:

- What are the key issues related to copyright literacy and open practice for university teaching staff?
- Where do issues such as open education policies, copyright literacy and digital capabilities fit into institutional strategies and policies?
- What are the implications for academic developers and do they need to develop a greater understanding of copyright literacy and open practice?

The presenters will discuss both a top down policy approach versus a ground up approach. Participants will be encouraged to suggest other possible interventions.

### **Session Activities and Approximate Timings**

- Introductions and definitions (5 minutes)
- A brief activity using polling software to find out what participants already know about copyright literacy and open practice (5 minutes)
- Introduction to Copyright the Card Game (5 minutes)
- Overview of approach at University of Kent (10 minutes)
- Overview of approach at City, University of London (10 minutes)
- Playing The Publishing Trap – academic game of life board game (30 minutes)
- Addressing the key questions in four break-out groups (15 minutes)
- Wrap up, feedback and next steps (10 minutes)

### **Preparation before session**

Ahead of attending the session participants are encouraged to review the course Digital Literacies and Open Practice at City, University of London which has a blog and public webinar series with a series of guest speakers (see <https://blogs.city.ac.uk/dilop/webinars/>).

The University of Kent will be documenting work on their copyright literacy strategy at:

<https://blogs.kent.ac.uk/copyrightliteracykent/>

### **References**

Cronin, C. (2017). Openness and praxis: Exploring the use of open educational practices in higher education. *The International Review of Research in Open and Distributed Learning*, 18(5).

Morrison, C & Secker, J. (2017a) The Publishing Trap. Available at <https://copyrightliteracy.org/resources/the-publishing-trap/>

Morrison, C & Secker, J. (2017b). Understanding librarians' experiences of copyright: findings from a phenomenographic study of UK information professionals. *Library Management*, 38 (6/7)

University of Manchester (2018) Open Knowledge in Higher Education. Available at: <https://medium.com/open-knowledge-in-he/about>

Weller, M (2011) *The Digital Scholar: How Technology Is Transforming Scholarly Practice*. London: Bloomsbury Academic. Available online: <https://www.bloomsburycollections.com/book/the-digital-scholar-how-technology-is-transforming-scholarly-practice/>

White, D. S., & Le Cornu, A. (2011). Visitors and Residents: A new typology for online engagement. *First Monday*, 16(9).