

# Living Library Copyright and Fair Use Guide for Contributors

## Overview and Guidelines

Mary Creek  
Ludwig School  
Library Media Specialist

[mcreek@d92.org](mailto:mcreek@d92.org)

## **Introduction**

As a Library Media Specialist, one of my roles is to teach information literacy skills to fourth and fifth grade students. Parts of that responsibility includes instilling the notion of fair use and copyright laws in the students. With the advent of technology, more and more of students' projects use multimedia such as movie clips, songs, photos from the Internet, etc.

## **The TEACH Act**

As teachers, it is vital that we are familiar with copyright law and the TEACH act. TEACH stands for "Technology, Education, and Copyright Harmonization Act" and has been in place since 2002. The TEACH act offers a set of guidelines on what can and cannot legally be used in the context of your lessons. Keep this in mind as you are preparing your contributions for the Living Library project as well as when planning your day to day lessons.

There is much online information regarding the TEACH act. Here are two excellent resources that you might explore:

<http://tlt.its.psu.edu/dmd/teachact/>

<https://www.cu.edu/ip/copyright/downloads/TeachActChecklist.pdf>

## **Fair Use Guidelines**

There are specific rules and guidelines to assist teachers in making appropriate copyright decisions. The best source I have found for the Fair Use Guidelines can be found at

<http://www.utsystem.edu/ogc/intellectualproperty/ccmcguid.htm>

Pay special attention to the "Important Reminders" section (Section 6). To assist you, let me share some specifics.

6.1 discusses exercising caution when downloading material from the Internet to use as part of your instruction. Too often, it is assumed that if something is on the Internet, it is permissible to use it without giving proper credit. Internet sites can and do contain copyrighted information. The website author may have inadvertently included copyrighted information in his site; as you use this information, the problem becomes compounded. Simply be vigilant of your

sources and do your best to assure that proper credit is given whenever using anything you find on the Internet.

6.2 reminds educators and students to look for the copyright notice on any original source, and to include copyright information as well as bibliographic information at the end of any multimedia or print project. The exception to this rule is when including images in a project. The image's credit/ownership should be immediately displayed at the point at which it is entered in the project. Thus, if you insert a picture that you have downloaded from Flickr.com into your PowerPoint presentation, include the citation as a caption under the picture.

6.3 reminds students and educators to note that their content may be included in the multimedia project as part of the fair use exemption clause of U.S. copyright law. In other words, students should know that using certain materials in a school assignment is permissible under these guidelines, but that no one else may use their assignment's contents for their own project at a later date.

6.4 explains that, if you choose to publish your multimedia project to the Internet, you include a way for anyone else who wishes to use your project in the future to contact you for permission to do so. Teaching students that their work is their own intellectual property is key; they are entitled to the same courtesies and rights as adults.

6.5 discusses that alterations of copyrighted materials may only be made if these alterations are vital to the purposes of the lesson. Teachers and students must always note that these alterations have been made.

6.6 talks about computer programs and their underlying source codes. These codes may not be altered under any circumstances under fair use guidelines.

6.7 discusses the need to find out if information used from the Internet or other source requires the user to obtain a license or a contract for such use.

## Contributor Citation Guidelines - An Overview

As part of the Living Library project, all participants should adhere to Fair Use guidelines. Simply stated, you must give credit for any ideas, lessons, worksheets, books used, etc., that you use as part of your contributions.

If an idea comes from a printed or electronic source, cite your source in such a way that another teacher can find the original source, explore further, purchase the referenced media, book, music, etc.

We are all teachers. Teachers, by nature, share with each other. Anything that you have created yourself can be linked as either a .pdf or a .doc file. PowerPoints and other formats can also be posted, provided you are the author or you have been given permission to share the information by the author. If you absolutely do not want your document altered, use .pdf. If you do not mind if fellow teachers alter your work to suit their individual situations, a .doc file is preferred. That being said, remember that you can *only* post worksheets or other materials that you have created or that you have permission by the author to post. Bear in mind that you may not include a scanned worksheet from a copyrighted book, even if the book is intended for teachers to use with their classes. The spirit of the copyright law is that each teacher purchases the original book, not that entire books or parts of books are electronically shared.

## Contributor Citation Guidelines

While APA or MLA style is not necessary for our purpose, I recommend that you include a minimum of the following information:

### Books

Title, Author, Publisher, Publication Year

Where to purchase (i.e, is it available via Amazon? Scholastic? Follett?)

Page number/s of specifically cited activities

Example:

*Teaching Math with Favorite Picture Books*

Judy Hechtman and Deborah Ellermeyer

Scholastic Professional Books, 1998

Available from: Amazon.com (both new and used)

Lesson ideas and coin chart referenced in lesson found on pp. 43 - 45

### Web Pages

Title of site/individual page

Website author (if available)

Last Update (if available)

Date of access

Complete URL

Brief description of what your reader should look for

Example:

*42eXplore/Thematic Pathfinders for All Ages*

Annette Lamb/Larry Johnson

Last Update: July 2007

Accessed January 31, 2011

<http://www.42explore.com/index.htm>

This site gives students “pathfinders” of four sites on a given topic. For the 50 States unit topic, click on “Social Studies” links (top of site) and go to “50 States of the US” link (second from top). Here your students will find 4 excellent sources to begin their research on the 50 states/regions of the US project. In addition, note that this site offers recommendations for teens, additional activities to explore, and both student/teacher friendly sites that you may find helpful. Be sure to scroll to the bottom of the page, where “Words 2 eXplore” hot links are provided.

## **DVDs/Videos**

Title, Publisher, Publication Year

Where to purchase/locate

Total running time (if known)

Brief description of overall video OR indicate which part of DVD/video to use. Be specific, if possible

Example:

*Disney Presents School House Rock! Special 30th Anniversary Edition*

Walt Disney Studio, 2003

Available from Amazon.com

Total Running Time: 283 minutes (video clip in lesson runs approximately 2 1/2 minutes)

In the lesson referenced above, use the video “We the People” as an Introduction to the unit on the US Constitution. Video found on Disc 1.

## **YouTube/TeacherTube/SchoolTube**

Title, Author (if known)

Date of Access

Complete URL

Brief description

Example:

*The Water Cycle Song*

David Bydlowski/Scienceexplosion.com

Accessed on February 10, 2011

[http://www1.teachertube.com/viewVideo.php?video\\_id=7708&title=Water\\_Cycle\\_Song](http://www1.teachertube.com/viewVideo.php?video_id=7708&title=Water_Cycle_Song)

Offers introduction to the stages of the water cycle, set to tune of *Turkey and the Straw*.

## **United Streaming Videos**

Title of Video

Running Time

Number of Segments

Additional Materials Available

Brief description

Example:

*Discovering Simple Machines: Compound Machines*

10 Minutes

21 Segments

Teacher Guide and Blackline Masters available

This program is excellent for introducing students to the concept that compound machines are comprised of simple machines.

## **Magazines/Periodicals**

Magazine Name

Article

Author

Publication Date

Page Number

Brief Description

Example:

*Tech & Learning*

Creating Video in Classrooms

No author - Advertorial

November 2010

Page 19

Gives reasons why videos in the classroom are a powerful learning tool.  
Lists 9 steps to creating video, including a guide to creating the rubric for how the students will be assessed

## Software

Program Name

Publisher/Developer/Year

Platform (PC, Mac)

Where to find (download? Best Buy? Amazon?)

Brief Description

Example:

*ComicLife Magiq*

Plasq 2011

PC or Mac

Available for download from <http://plasq.com/products/comiclifemagiq>

Useful for creating comic strips for a variety of purposes, such as cause and effect, character traits, sequence of events, personification, etc.

Advanced tools, such as green screen, also available.

## Web 2.0 Tools

Tool Name

URL

Platform (PC or MAC)

Brief Description

Example:

Voki

<http://www.voki.com/>

PC or Mac

Voki tool can be used to create an avatar that can speak via typing in text, phoning in text, or using an internal or external microphone.

## **Music/Audio**

Song Title  
Artist Name  
Publisher  
Length  
Where to find  
Brief description

Example:

*Meet the Elements*

By *They Might Be Giants*

Here Comes Science Audio/Video Series

3:19

Available from iTunes for \$0.99

Pop-style song that explains the different chemical elements

## **Podcasts**

Podcast Title  
Artist  
Length  
Publisher  
Where to Find (Be specific - see example)  
Brief description

Example:

Bats, Bones, and Biology

Dr. Biology

30:47

Arizona's iDEAL eLearning Platform

Accessible via iTunes U -

K-12

Arizona's iDEAL eLearning Platform

"Ask a Biologist"

Episode 54

## Final Thoughts

Place your bibliographic/citation information at the end of the section that it pertains to the most. For example, if you are referencing Web 2.0 tools in the Teacher Instruction section, place the citation at the end of your instructions. Likewise, if your citation corresponds with your student handouts, place your citation at the end of your remarks in this session.

The purpose of citations is to help guide your fellow educators to finding the wonderful materials you have discussed. Do everything you can to assist your readers in being successful in acquiring the materials, websites, podcasts, movies, or Web 2.0 tools to use in their own classrooms.

Questions? Feel free to contact me at

Mary Creek  
[Mcreek@d92.org](mailto:Mcreek@d92.org)

Or (815) 838-8020 EXT 137