Teaching an invisible subject
Educating instructors about copyright

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Using third-party material in your Canvas courses

Instructors often use third-party material in their teaching. Third-party material is any material in which you do not own copyright. This usually means it was not created by you, but could also mean you created it but have transferred copyright to someone else, such as a publisher. These might include a photograph embedded in your PowerPoint presentation, a diagram pasted into an assignment, or a single item like a map, journal article or film clip uploaded individually to Canvas.

Third-party material can come from a variety of sources, both online and in physical formats, and can include those protected by copyright, those in which copyright has expired, and those which are licensed in some way for classroom use. There are also users’ rights exceptions in the Copyright Act which allow you to use copyright protected works in certain ways without permission. See the Instructors section of the copyright website for more information about the licenses and exceptions that allow you to use copyright protected material in your teaching.

The next three questions will ask about your familiarity with these licenses and Copyright Act exceptions. These links will provide additional information for the following questions:
Q7: Creative Commons
Q8: Copyright FAQs for instructors on library reserves, electronic resources and interlibrary loan

Q6. Are you familiar with fair dealing, a users’ rights exception in the Copyright Act, and how it applies to teaching? Please select one option.

- Yes, I understand and apply fair dealing when copying and distributing materials in my courses.
- I think I understand fair dealing but haven’t applied it.
- I’ve heard of fair dealing but am unsure how it applies to my teaching.
- I haven’t heard of fair dealing.

Q7. Are you familiar with Creative Commons licenses (see link above), licenses applied by authors and other creators to their materials which make them more flexible to use? Please note that this is also the licensing scheme generally used by Open Access publications. Please select one option.

- Yes, I am familiar with Creative Commons licenses, and use such licensed material in my courses (whether from an Open Access publication or other source).
- I have used Open Access publications, but wasn’t aware of whether they had a Creative Commons license.
- I have heard of Creative Commons, but haven’t used such licensed material.

Canvas LMS survey
75 instructors per semester
Questions:
- types of materials typically uploaded
- familiarity with copyright and teaching
- awareness of SFU copyright resources
Are you aware of these copyright resources?

![Bar chart showing awareness of copyright resources combined, Copyright Office, Workshops, and Websites across low, high, and average categories.](chart.png)
How are copyright administrators reaching instructors with information about copyright and how it affects their teaching?

What are the most common methods of educating instructors, and how are these opportunities communicated?

How effective do copyright educators feel their instructional methods are at giving instructors the information they need to find, use, and create teaching materials?

Methodology
Does your institution have an office or position dedicated to copyright administration?

a) Yes, we have a dedicated copyright office or equivalent.
b) We don’t have a dedicated copyright office, but we do have one or more positions that are expressly responsible for copyright.
c) No, there is no centralized responsibility for copyright administration.
d) I don’t know.

If you selected “No” or “I don’t know” above and are unable to address copyright education at your institution, please click below to go to the end of the survey.
Do you or does your office provide copyright education or training (e.g., workshops, online tutorials, drop-in sessions)?

Selecting “No” below will take you to the end of the survey. Thank you for your time.

a) Yes.

b) No (we only answer questions directly and/or provide “self-serve” material such as FAQs or subject guides).
Follow-up survey
Limitations
Demographics

- No © administration
- Position(s)
- Office

Bar chart showing the distribution of no © administration, position(s), and office across different size categories:

- **Small**: 0-10,000 FTE
  - No © administration: 0%
  - Position(s): 40%
  - Office: 60%

- **Medium**: 10,000-25,000
  - No © administration: 0%
  - Position(s): 50%
  - Office: 50%

- **Large**: 25,001+
  - No © administration: 0%
  - Position(s): 30%
  - Office: 70%
Demographics

Number of staff vs. Age of office or position
Copyright education

Mandated to provide education

Provide education...
For instructors
For staff
For students

Office
Position(s)
Combined
Content and attendance

Over 60% cover

✓ Copyright basics
✓ Fair dealing and other Act sections
✓ Teaching with ©-protected works
✓ Finding open sources
✓ Theses
✓ Author rights

- Increased 15%
- Decreased 25%
- Same 5%
- Fluctuated 30%
- Unsure 25%
- Same 5%
Assessment

How confident are you that after attending or viewing your educational opportunities, instructors are familiar with the following concepts and comfortable applying them in their work?

1 = Not at all confident
5 = Very confident
Survey institution: 10%
Survey attendees: 30%
No assessment: 60%

Assessment

Assess

Don’t assess
How did those respondents who do no assessment determine how effective their education is?
Advertising

- Email from copyright office/position: 80%
- Library website: 60%
- Copyright website: 50%
- Email from higher level: 45%
- Social media: 25%
- Newsletter: 30%
- Workshop calendar: 25%
- Posters: 0%
Do you feel all instructors at your institution are made adequately aware of educational opportunities?

“

No, not at all adequately aware.

Their workloads and schedule often prevent them from noticing.

No.

No.

I would say yes, when Library copyright sessions are offered... faculty are aware.

Where it is a bit harder is with sessionals (or part-time academics).

I think there should be more educational opportunities than there are, and I’m not sure how to go about implementing them and raising awareness.

It is almost impossible to reach out to [part-time instructors].
Problems
On demand, just in time, in person, when they want to know seems to be effective.
A more strategic approach:
Go to and through departments
Find the most effective source for messaging
Reach part-time, sessional, and distance instructors
Evaluate and assess copyright education
Further details & further study

Copyright for instructors at SFU

Canada’s Copyright Act and SFU’s copyright policies affect the ways in which you can copy and distribute materials as well as tools, resources and links related to using copyright protected materials in your teaching. Below you will find information on how to use copyright protected materials for teaching purposes as well as how to request permission to use materials beyond the instructional environment.

Instructions

Using copyright protected materials for teaching purposes

- **Using a short excerpt:**
  - Under the fair dealing provisions of the Copyright Act, you may copy one short excerpt (typically under 1000 words) from a copyright protected text, video, audio or visual work, or a musical work, for the purpose of education at your workplace or in an educational institution.

- **Want to use more?**
  - Use one of the exceptions from the Copyright Act.

Resources licensed by SFU Library can be used in various ways depending on their licenses. Please see the full infographic for details and conditions.

Workshops

Copyright in the classroom workshop for instructors

Do you upload readings or other materials into Canvas or link to them in your PowerPoint slides? Are you concerned about copyright in your teaching materials? All of these activities can implicate copyright. Copyright protects written, artistic, musical, dramatic and choreographic works, as well as other forms of expression.

The SFU Copyright Office will explain SFU’s policies and guidelines outlining how you can use copyright protected materials in the classroom and how to find materials with fewer restrictions such as open access publications and materials without the creator of your course materials. Before you copyright questions and concerns, visit the copyright website for FAQs, resources and links. Contact the Copyright Office if you can’t make it.

Upcoming workshops

Upcoming workshops will be posted soon.
Thank you

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