

# **Have a Thirst for Adventure? Travel the Uncharted Path of Teaching Copyright to Archivists**

**World Café 2/I Can't Believe It's Not Icepops!**

**14:30-15:15 British Summer Time**

**1:30 pm Greenwich Mean Time**

**Friday, June 21, 2021**

**Emilie Algenio, she/her, Director of Publishing**

## Emilie Algenio

- She/her
- Acknowledgement
- Current: UTX Arlington
- July 2020
- What's here: work done at Texas A&M University



# Wait, what?

## THEN:

College Station:  
where I did this work,  
from Jan. 2018  
to June 2020



## NOW:

University of  
Texas at  
Arlington:  
where I work  
currently,  
July 2020-  
present

# Why we're here

## Conference themes...

- Copyright education: cultural heritage sector
- Copyright literacy community: locally
- Engaging approaches

# Background

- **The Why:** build the TX A&M Digital Library
- **The Where:** Cushing Memorial Library & Archives, at Texas A&M University
- **The Who:** Cohort of three Cushing employees...namely...



# The Who...

The cohort, who named themselves the Cushing Copyright Facilitators...



**John Bondurant**  
Digital Archivist



**Leslie Winter**  
Public Services  
Coordinator



**Anton DuPlessis**  
Mexican Colonial  
Collection Curator

....in the Cushing Memorial Library & Archives



# Kudos to...

- Administrators
- Cohort
- Colleagues
- Guest speakers



# How it worked

- **Time:**

- Once a month
- Two hours, in person, all together
- January 2018 – June 2020

- **Setup:**

- Curriculum: drew largely from Peter Hirtle's book (*Copyright and Cultural Institutions: Guidelines for Digitization for U.S. Libraries, Archives, and Museums*)
- Homework: involved videos, readings, attending local and national events
- Assessment: start/end of each meeting



# Instructional approaches

- **Dedicated face-to-face classroom time**
- **Events**
  - National: Harvard Symposium
  - Local: Fair Use/Fair Dealing Week celebrations: crossword puzzle
- **Supplement: other educational opportunities**
  - Online course: Lesley Ellen Harris
  - Guest speakers: Glynn Lunney



# Instructional approaches, continued

- **Answer questions together:** via email, and during face-to-face meetings
- **Card sorting**

In the United States, how long  
a copyright lasts, overall, is  
affected by...

(a) The date of creation and/or publication,  
(b) the circumstances of creation, including authorship,  
(c) the work's compliance with copyright formalities.

Meeting #2: Copyright Duration, Tu., Feb. 6, 2018  
Book: Chapter 3, Duration and Ownership  
Section 3.2  
Page(s): 41

- Open ended-essay questions & multiple-choice quizzes

1. If a work is in the Public Domain, it means:

- a. You can find it at the Clara B. Mounce Public Library.
- b. You can get it for free online.
- c. The term of copyright in the work has run out.
- d. You can copy it without getting permission.

- Problem-based learning...

Use the space below to jot down your own scenario: feel free to choose a burning issue, or a question about using material in an online classroom, or a concern you have about your research. Be sure to include:

1. **What is the item?** E.g. a web site, a physical object, or a digital photograph.
2. **Where did I find it?** E.g. on the open web, copied from a textbook, or I made it myself.
3. **How will I use it?** E.g. for a webinar, on a PPT slide for a conference, or in my lecture.

# Outcomes...

- **Draft policy** for Special Collections
- Cohort: has **their own community** of copyright learners
- Unexpected: **teach the teacher**



i.e.



learned ***a lot*** about how archives work!

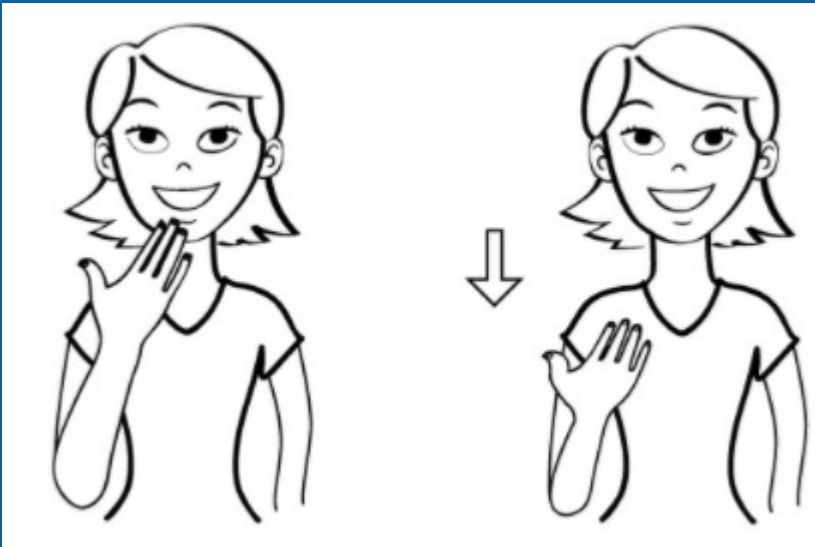
# What worked...

- Problem-based learning
- Discussing real-time problems
- Self-selected learners
- Having resources:
  - Lunch with the guest speaker
  - Taking an online course
  - Building their library: e.g. *A Guide to Oral History and the Law*

# What I would change, next time...

- **For the cohort:** meet more than once a month, too much time in between meetings
- **Verify buy-in:** at every level, discuss expectations, timeline, end goals
- **Ideal:** manage the expectations and workload of the learners and their administrators

# Thank you!



## Questions?

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