

Emotional copyright support for PGRs

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Contact us: The Goddesses, Mount Olympus

What do PGRs contact us for? Scenario 01

And all the roads we have to walk are winding

And all the lights that lead us there are blinding

What we hear

I have a copyright query about including images in my thesis, which is due for submission very soon.

Reading between the lines...

I feel a bit lost and unsure what to do/I am nearing completion and need to tie up a lot of things I left last minute.

What the student expects...

Guidance (often at very short notice), reassurance, and a range of options, at a time of uncertainty and high workload.



Highlight: “Very helpful to have official advice/interpretation of guidelines that can otherwise be confusing.”

In other words: ‘I said, “Maybe (I said maybe), you’re gonna be the one that saves me, and after all, You’re my wonderwall’.

What do PGRs contact us for? Scenario 02

'The student with the thorn in their side'

How can they look into my eyes

And still they don't believe me?

How can they hear me say those words

Still they don't believe me?

What we hear...

I have an authorship dispute – this can be with the supervisor, with another student or with an external partner.

Reading between the lines...

I feel upset and overwhelmed with things that go beyond copyright (power dynamics, relationships with others, competitive environments).

What the student expects...

Empathy and advice on how to handle difficult conversations. Us to play the role of the mediator.



Highlight: thank you so much for sharing this information. I did talk to her today and the decision is they credit me for my help (...). Your advice to have a conversation first was a good one and I'm glad I took the time to calm down which gave space for the conversation to go well with a positive ending. **In other words:** "But don't look back in anger," I heard you say"

What do PGRs contact us for? Scenario 03

'I wanna be adored' The Stone Roses

'I don't need to sell my soul

He's already in me.

What we hear

I want to protect my IP, possibly commercialise it, but also make my research as open as possible

Reading between the lines...

I am proud about what I have achieved and want to feel seen and my research to be seen. I also feel I need to think beyond the life of the PhD, explore how my research can have an impact.

What the student expects

To be listened to, to be given options that extend beyond the life of the thesis.



Highlight: your guidance has been exceptional through and through. Thank you so much for your insights and for taking the time to understand my research.

In other words: *'I wanna be adored, I wanna be adored, I wanna be adored'*

If working towards a competency framework for copyright professionals, this is what it would probably look like.



Ultimately this is what we need to say to students (all together now!):

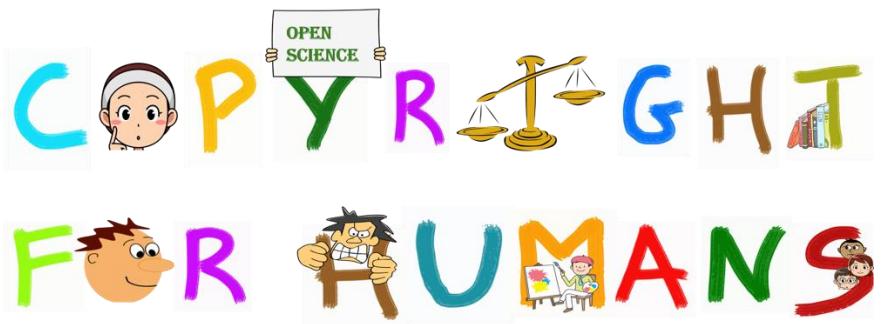


*Now I'm relieved to hear
That you've been to some far out places
It's hard to carry on
When you feel all alone*

*Oh sit down (sit down)
Oh sit down (sit down, sit down)
Oh sit down (sit down)
Sit down next to me
Sit down, down (sit down, sit down)
Down, down, down (sit down, sit down)
In sympathy*

To find out how we address emotional aspects of copyright at our institutions:

- Contact Irene Barranco Garcia i.barranco-garcia@imperial.ac.uk or Christine Daoutis c.daouti@ucl.ac.uk about building copyright communities of practice around various topics, including TDM, AI and OERs. This is a joint Imperial/UCL project.
- Consider playing the [Copyright for Humans game](#) and explore other playful approaches



Colin
the Copyright Literacy Nerd

Attributions

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Slide 7. Copyright for Humans image created by Christine Daoutis using icons from OpenClipart. Colin image is AI-generated by Microsoft Copilot, with prompts by Christine Daoutis.

Song lyrics

Slide 2. Oasis. (1995). *Wonderwall*. [Recorded by Oasis] On (*What's the Story*) *Morning Glory?* [CD]. Creation Records.

Slide 3. The Smiths. (1985). The Boy with the Thorn in His Side. [Recorded by The Smiths] On *The Queen Is Dead* [Vinyl]. Rough Trade Records. Available at: [Genius Lyrics](#) (Accessed: 2 September 2025)

Slide 3. Oasis. (1995). Don't Look Back in Anger. [Recorded by Oasis] On (*What's the Story*) *Morning Glory?* [CD]. Creation Records.

Slide 4. The Stone Roses. (1989). I Wanna Be Adored. [Recorded by The Stone Roses] On *The Stone Roses* [CD]. Silvertone Records. Available at: [Genius Lyrics](#) (Accessed: 2 September 2025)

Slide 6. James. (1990). Sit Down. [Recorded by James] On *Gold Mother* [CD]. Fontana Records. Available at: [Genius Lyrics](#) (Accessed: 2 September 2025).

Recording clips (sound clips played in the presentation but not included in the final slides).

Slide 2. Oasis (2011) Wonderwall (Official Video). Available at: <https://www.youtube.com/watch?v=bx1Bh8ZvH84>. (Accessed: 3 September 2025). [Clip used: 1:21–1:31]

Slide 3. The Smiths (2011) The Boy With The Thorn In His Side (Official Music Video). Available at: <https://www.youtube.com/watch?v=qdOHPjMzY8s> (Accessed: 3 September 2025). [Clip used: 0:23–0:38]

Slide 4. The Stone Roses (2009) I Wanna Be Adored (Official Video). Available at: <https://youtu.be/4D2qcbu26gs> (Accessed: 3 September 2025) [Clip used: 1:54–2:09]

Slide 6. James. (1991) Sit Down [YouTube]. Available at: https://www.youtube.com/watch?v=zPNw_2h0CnU (Accessed: 3 September 2025). [Clip used: 2:01–2:16]