

Stop Saying No, Start Empowering Copyright Role Models

**Carrie Bertling Disclafani
Renee Hall
Johns Hopkins University**

Abstract

The Excelsior College Library is turning fearful faculty members into empowered copyright role models. Geared towards institutions operating without a copyright policy or department, this article outlines a three-step process for fostering faculty collaboration surrounding copyright practices: 1) Give faculty and course developers the tools and confidence necessary for making responsible copyright decisions. In addition to providing quick guides about fair use and the TEACH Act, we also promote the use of library resources and other rights-cleared materials such as those with Creative Commons licenses. 2) Reinforce the library's recommendations by hosting periodic professional development sessions that emphasize the faculty member's responsibility in making balanced and fair copyright decisions. 3) Share specific examples of how to model good copyright behaviors in online courses. The authors emphasize that by simply modeling copyright responsibly, faculty can help students learn how to avoid plagiarism.

Background

Throughout a partnership spanning ten years, the distance education librarians of the Johns Hopkins University's Sheridan Libraries have developed and continue to manage the full-service online library of Excelsior College. Excelsior is an accredited, nonprofit, entirely online institution of higher education. The librarians serve a diverse community of faculty, staff and over 31,000 students, providing curriculum support to associate, bachelor's and master's degree programs in Liberal Arts, Nursing, Health Sciences, Business and Technology.

Excelsior's teaching faculty are located throughout the world, with the majority based within the United States. In addition to their positions at Excelsior, many also teach at institutions local to them. Therefore, they come to Excelsior with very diverse experiences regarding copyright, fair use and online education. Currently, Excelsior does not have an institutional policy or office devoted to issues of copyright. Instead, faculty and staff in need of formal guidance can consult the College's General Counsel. However, contacting General Counsel for routine questions concerning copyright and fair use is an unsustainable practice. Therefore, in lieu of a copyright office or institutional policy, the librarians are the resource many faculty and staff refer to with these types of questions. The librarians, in turn, strive to provide accurate advice about copyright and the four factors of fair use to the Excelsior College community. Over the years, the library team has implemented various outreach and instructional strategies to promote good copyright practices. Recently, we compiled the methods that have proven most successful and have begun taking steps to empower our faculty to make their own decisions regarding copyright and fair use.

The steps are outlined below, but before diving into details we would like to discuss how our approach, with its emphasis on faculty empowerment, came about. It stems from an endless stream of questions, each evidencing faculty uncertainty regarding their rights and responsibilities as information users. For a time, when confronted with questions like, "Can I use this graph in my course?" the Excelsior College Library, like many academic libraries, would point instructors to resources such as the doctrine of

fair use (Section 107 of the U.S. Copyright Law) and the TEACH Act (the Technology, Education and Copyright Harmonization Act, which revised Sections 110(2) and 112 of the U.S. Copyright Law). Ultimately refraining from providing “yes” or “no” answers, the librarians encouraged faculty members to use these documents in order to make responsible copyright decisions. Despite being on opposite ends of this exchange, rarely were either the instructors as receivers *or the librarians as givers* satisfied with this type of advisement. From the instructors, it usually inspired a cascade of new questions digging for a more definitive resolution. For the librarians, the ineffectualness of this approach was clear and exceedingly troubling. The library needed a method to better empower faculty, effectively preparing them to be informed, fair and confident copyright decision makers. Consequently, we were inspired to develop a new approach that not only emphasizes the instructors’ decision making responsibilities (as the users of copyrighted materials), but also prepares and encourages them to apply their analytical abilities, ultimately enabling them to take advantage (when appropriate) of their rights under the doctrine of fair use.

With advances in technology, social media and online education, the Excelsior College librarians have pursued many professional development and learning opportunities to stay abreast of the changing landscape in copyright, fair use and distance education. In 2010, the library began exploring the scholarship of Renee Hobbs, Peter Jaszi and Patricia Aufderheide to help shape our new approach to addressing questions about copyright and fair use.

- Dr. Renee Hobbs is the Founding Director of the Harrington School of Communication and Media at the University of Rhode Island and is the founder of the Harrington School’s Media Education Lab.
- Dr. Peter Jaszi is a professor of law and is Faculty Director of the Glushko-Samuels Intellectual Property Clinic at American University’s Washington College of Law.
- Dr. Patricia Aufderheide is a professor of film and media arts and is Director of the Center for Social Media at American University.

Since co-authoring *The Code of Best Practices in Fair Use for Media Literacy Education* in 2008, Hobbs, Jaszi and Aufderheide have redoubled their efforts to educate educators about their rights as creators and users of copyrighted works by offering online and in-person workshops.

While participating in one such online workshop, *Fair Use and Balance in Copyright: The Best Practices Model*, the Excelsior library team was introduced to the definition of copyright that Hobbs, Jaszi and Aufderheide teach: “The purpose of copyright in the U.S. is to promote the creation of culture—‘science and the useful arts.’ It is not primarily to protect copyright owners” (Aufderheide & Jaszi, 2010, sec. 1). Instead, they explain that the very nature of sharing resources, while still giving attribution to the creator, helps to enhance and elevate culture. The message was a positive one that resonated with the team immediately – copyright protects creators, but most creations build off of what has already been created. We recognize that instructors seeking permission to use copyrighted materials are not looking to rob the copyright holder of credit or profit. Instead, they are working to create and teach courses with materials (often copyrighted) that stimulate students and inspire learning.

This message was reinforced by Hobbs in the Association of College and Research Libraries (ACRL) workshop, *Copyright and Fair Use for Digital Learning: Teaching Strategies that Work*. She emphasized that “fair use provides the necessary balance between the rights of copyright holders and the rights of users, fulfilling copyright’s mission to promote knowledge, creativity and the spread of innovation” (Hobbs, 2011, sec. 1). This equilibrium is often challenged by the high levels of insecurity, anxiety and caution that surround copyright. Often unsure about what would or would not be considered fair use, many instructors become hypercautious, deciding not to use something or using it in secret behind the password-protected environment of online courses. In order to combat these tendencies, the Excelsior College librarians have embraced Hobbs, Jaszi and Aufderheide’s practice of educating educators, so that they may feel empowered to decide when and how to use copyrighted materials.

Our Approach

The doctrine of fair use is central to the enterprise of education – [...] educational leaders and classroom teachers must join scholars, librarians, and others to understand their responsibilities and to advocate for their rights under copyright law (Hobbs, 2010, ix).

1.a. Provide faculty with resources *and the confidence* necessary for making responsible copyright decisions

Supporting preparedness and encouraging confidence are key components of the Excelsior College Library's empowerment approach. The librarians recognize that the process of finding electronic resources (articles, books, images, films, etc.), analyzing the fairness of their use, and then knowing how best to link/embed and properly cite them within a course management system can seem overwhelming. Therefore, we develop faculty resources and offer services designed to remove the guesswork and prepare faculty for the process from start to finish:

- Our collection development policy considers the resource needs of course developers. For instance, with their needs in mind, we made multimedia a priority for FY2010, adding several new databases containing images, streaming videos and music.
- When working with database vendors, we investigate terms of use for online classes and negotiate licensing agreements to best serve the needs of Excelsior College.
- We participate in course development kick-off meetings, which highlight subject guides, multimedia databases, and relevant resources (databases, journals, books, films, etc.) available through the library.
- We offer research assistance for finding and incorporating supplemental materials to enhance the teaching and learning process.
- We create and market faculty resources about copyright, fair use, creating persistent links, embedding multimedia and proper citation formatting.
- We place these materials in point-of-need locations, such as in course development shells, to help increase instructor confidence in making reasonable and sound decisions about resource inclusion.

The Excelsior College librarians also provide extensive support and encouragement as faculty work to bring their ideas for a course into fruition. As mentioned above, we develop collections that include both subscription-based and free resources and help instructors find materials that support teaching and learning. When reaching out to course developers, the librarians emphasize how we can help ensure their success in designing robust, resource enhanced classes that fully support the course's unique focus and its subject discipline as a whole. We encourage faculty to create dynamic courses that include both multimedia and full-text resources. We market the library as a place to receive copyright guidance, in addition to research assistance. We promote the use of library-created faculty resources as helpful tools for making copyright decisions. Always choosing a positive stance, we emphasize what can be done within the purview of fair use instead of focusing on copyright restrictions. We convey that while each determination must be made on a case-by-case basis, the task will become less challenging as the faculty member becomes more familiar with the thought process behind balanced copyright decisions and continues to put the four factors of fair use into practice. Ultimately, we have found that this approach offers greater flexibility than an institutional copyright policy would allow, and helps to establish and maintain a collaborative relationship between the librarians and faculty. By cultivating these relationships, we are able to increase the use of library materials in online courses and learn which of our resources faculty find most useful. Additionally, by boosting instructor confidence, we are able to empower faculty to make balanced decisions about copyright and fair use, thus shifting them into the role of decision maker.

1.b. Promote the use of library resources and other rights-cleared materials

While the library's teaching philosophy now stresses the *user's* responsibility in making balanced decisions about which materials will both meet their needs and fall within fair use, we strive to provide instructors with all the tools necessary for making appropriate resource selections. For example, in some

instances, we encourage faculty to close Google, YouTube, etc. and instead begin their search for resources in the library's collections or within appropriate free alternatives. Simply providing faculty with ideas about where to find and how best to use subscription-based and rights-cleared resources frees them to select highly relevant materials without the fear of copyright infringement. For instance, using older resources from the public domain or newer materials licensed under the Creative Commons may be suitable options. Also, exploring library resources before turning to the open-Web may retrieve relevant resources that the institution has procured access to through subscription or purchase. Persistent links to library resources can then be placed within the password-protected environment of online courses, establishing quick access for students and essentially eliminating much of the confusion surrounding copyright decisions.

1.c. Provide quick guides about fair use and the TEACH Act to support the use of copyrighted materials

Excelsior College course developers and teaching faculty often work in traditional brick and mortar institutions before or while teaching in Excelsior's entirely online environment. They may have taught similar courses in a physical classroom or chosen supplemental resources while using another (potentially larger) library's collection. When faced with resources not available through the Excelsior College Library, we ask faculty to consider whether it is essential to use that particular resource or if we can assist them in finding appropriate alternatives from our collection. They often accept our offer of research assistance and appreciate this opportunity to revisit and refresh their course materials.

If a particular resource is deemed essential but is not available through our library or other rights-cleared collections, then the librarians return the faculty member's attention to the four factors of fair use and the TEACH Act. We continue to reference these documents as they provide the basis from which balanced copyright decisions must stem. However, in an effort to provide more substantial guidance, the librarians have developed and market a set of recommendations for use of electronic resources in educational settings (Appendix). Created in the fall of 2010, the two-page document outlines key points to consider and questions to ask oneself when working to determine if the educational use of an electronic resource falls within fair use. The document is available through the library's website on the faculty resources and copyright pages, is shared in all course development meetings, and is discussed in periodic copyright webinars.

Since implementing this approach, we have witnessed more instructors beginning their search for course materials in the library's collections. They may later widen their net in search of additional resources not available through the library. With this broadening of their search, they often return to us with new questions about how to proceed. Again, we refer the faculty member to our recommendations document and talk them through the key points and considerations for determining whether their proposed use falls within fair use. We take as much time as needed to help them ask the necessary questions and thoroughly think through the process in order to make a balanced decision. Each exchange strengthens the collaborative relationship between the course developer and the library.

2. Reinforce library recommendations with professional development webinars that emphasize faculty responsibility in making balanced and fair copyright decisions

The library's copyright webinars are designed to reinforce the recommendations document by providing more in-depth instruction about the four factors of fair use and other helpful resources such as the TEACH Act. Like Hobbs, Jaszi and Aufderheide, the Excelsior College librarians place particular emphasis on factor number one: the purpose and character of *how* a resource will be used, including whether the use will be transformative or merely a reproduction of the original. For example, we explain that by pairing quotations or images with commentary or criticism, one adds educational value and thus transforms the original into something new (Columbia, 2011). We ask faculty members to weigh their proposed use against the four factors of fair use and the TEACH Act, thus shifting them into the role of decision maker. This approach removes the frequently assumed decision making responsibility from the librarian and returns it to the faculty member, i.e. the actual *user* of the resource. Nonetheless, librarians should anticipate common misconceptions and educate educators about avoiding these pitfalls. For example, also relating to factor number one is the purpose of using a resource for teaching and learning. Within the

environment of a college or university, it will often be determined that the use of a particular resource is for educational purposes and is therefore well suited for fair use consideration. However, the doctrine of fair use requires the balanced application of *all four factors*. Faculty must be warned that stopping their evaluative process at factor number one is woefully insufficient.

For factors two, three, and four the Excelsior College Library emphasizes the following:

- Factor two focuses on the nature of the work being used. Unpublished and creative or nonfiction works tend to receive greater protection. Additionally, use of materials commercially available for educational purposes, such as textbooks and course packs, do not generally fall within fair use.
- Factor three looks at the amount and portion used in relation to the copyrighted work as a whole. The law does not set exact quantity limits and the “amount” of a work can also be measured in qualitative terms. For example, photographs and artwork can be tricky because usually the full image is needed. In these cases, using a thumbnail or low-resolution version of an image may be considered using a lesser amount. In general, the rule of thumb is that the more you use, the less likely it would be considered within fair use.
- Factor four considers the use’s effect upon the potential market or value of the copyrighted work. Fundamentally, this means that if a work is available for purchase or licensing, then making it freely available weighs against claims of fair use. Additionally, if the purpose of using the work is commercial or promotional in nature, then a negative effect on the market may be easier to prove (Columbia, 2011).

After providing these explanations, the librarians point out that fair use creates flexibility, and we stress that while this ambiguity may cause some initial frustration, it is important to recognize that a flexible approach allows the law to adapt to changes in technologies and to the information landscape as a whole.

The webinars are brief, lasting only 30 minutes, in order to fit within the busy schedules of course developers and teaching faculty. To supplement the webinars and reach those unable to attend, the librarians also:

- Share the recorded webinars through the library’s website and liaison emails.
- Maintain a copyright web page that includes links to resources and tip sheets.
- Market this page in course development meetings, faculty newsletters, blog posts, liaison emails, etc.
- Nurture collaborative relationships with faculty by participating in course development meetings and sending periodic liaison emails.
- Use phone or web conferencing calls as teaching opportunities to reinforce the importance of responsible copyright decision making.

Through these interactions and the webinar, we remind faculty that one must be *reasoned* when considering where to find resources, determining what and how much to use, and designing student interactions with copyrighted materials (e.g., Would the interaction be considered transformative? How will it enhance the learning experience?). The librarians continually stress that each situation is unique, thus requiring balanced consideration on a case-by-case basis. Ultimately, this model allows for the infinite number of use scenarios that an instructor could encounter. If the fair use decision were left up to others (copyright offices, general counsels, the library, or written policies), it would lose the flexibility that it was designed to include.

3. Lead by example, modeling good copyright behaviors in online courses

The Excelsior College librarians recognize that responsible behavior can have a domino effect. Starting with the library, we model good copyright practices and encourage faculty to do the same – all of this in an effort to gently steer our students in the right direction. For example, we host copyright webinars for faculty entitled, *Copyright Role Models: ‘I learned it by watching you!’* This pop culture reference refers to an anti-drug PSA about, “Parents who use drugs, have children who use drugs” (1987). In the

webinar, we teach faculty that by understanding and asserting their rights as information users, knowledge and innovation are spread through legal and ethical channels; and that by using information in legal and ethical ways, they are modeling appropriate behaviors to their students. Through the webinar, the librarians share specific examples of how to model good copyright behaviors.

First, the librarians ask faculty to encourage student use of library resources. We offer to collaborate on the design of assignments that include information literacy and research skills. Alternatively, we suggest pointing students towards rights-cleared resources, such as those licensed under the Creative Commons. These and other recommended web resources can be found on the library's multimedia research guide. The librarians explain that both avenues provide students with responsible options for resource selection and generally remove fears of copyright controversy.

Second, the librarians strive to demonstrate copyright best practices in everything we do. For instance, we include citations for sources and images in all library-created materials (tip sheets, PowerPoint presentations, webinars, etc.). At the end of all of our PowerPoint presentations we include slides that list works cited and images used. Additionally, by using in-text citations in our writings and presentations we model responsible scholarship. The in-text citations point our audience to the complete citation at the end of the work where they can learn where to find additional information. Simply by putting citations to use and applying proper formatting, librarians and faculty encourage students to do the same.

Lastly, we describe how the library handles APA citations on our website. HTML is not conducive to double spacing or hanging indents, but beyond these two formatting issues, we do our best to model correct APA citations. We show course developers examples of how to cite commonly used materials such as journal articles and images. We explain that in correct APA (6th ed.), if a doi is not available, then the URL to the journal's homepage is placed at the end of the citation. The librarians acknowledge that including the journal URL has the potential to cause confusion. Students may think that they should use the URL to find the full text of the article. Nonetheless, we feel it is very important to demonstrate the correct citation formatting. Therefore, to minimize confusion, we recommend that the journal's URL not be hyperlinked and that instead a link reading "Click here to read the article" be placed directly below it. We encourage course developers to use a similar format in their online classes. This way, students are consistently shown correct citation formatting. Our ultimate goal is to teach faculty that by simply modeling copyright responsibly, we can help students learn how to avoid plagiarism.

Conclusion

By keeping the focus on empowerment, the Excelsior College Library is working to dissipate the shroud of fear that surrounds copyright in online learning environments. Starting with our own team, the librarians strive to stay abreast of copyright's changing landscape by attending classes and workshops, reading professional literature, and participating in listservs and conferences where we can share and learn amongst other academic librarians. These efforts afford us more confidence as we educate educators about copyright and fair use. By enfolded these professional development activities into our daily routines we are continually building our knowledge and confidence regarding copyright and fair use. Our team approach to copyright has led to the successful creation of the library's recommendations for use of electronic resources in educational settings (Appendix) and the regular occurrence of librarian led faculty development sessions about modeling responsible copyright behaviors.

While fair use can sometimes feel like a moving target, changing as the U.S. Copyright Law is interpreted by the Courts in new ways, the library team remains confident in the fact that we are making every effort to stay informed and apply reason while imparting up-to-date recommendations. The librarians work collaboratively with faculty and one another as we consider questions relating to copyright and fair use. In place of a copyright office or institutional policy, we bolster one another's confidence via this team approach. Recognizing that faculty members often seek our advice about copyright and fair use, the Excelsior College librarians have developed an approach to educating educators that both promotes faculty-library collaboration and prepares instructors to make *and model* good copyright decisions. Our approach to fostering faculty collaboration surrounding copyright practices can be summarized in three steps:

1. Give faculty and course developers the tools and confidence necessary for making responsible copyright decisions
2. Reinforce the library's recommendations by hosting periodic professional development sessions that emphasize the faculty member's responsibility in making balanced and fair copyright decisions
3. Share specific examples of how to model good copyright behaviors in online courses

Through this paper, the Excelsior College librarians have shared our experiences and suggestions about establishing a new approach to copyright that frees the library from the role of naysayer. Our approach both empowers faculty to make responsible copyright decisions when selecting materials for online courses and prepares them to be copyright role models for our students.

References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- American University Center for Social Media, Media Education Lab at Temple University, & Washington College of Law, Program on Intellectual Property and the Public Interest. (2008). *The code of best practices in fair use for media literacy education*. Retrieved from <http://mediaeducationlab.com/>
- American University, Washington College of Law. (2011). *Faculty: Peter Jaszi*. Retrieved from <http://www.wcl.american.edu/faculty/jaszi/>
- Aufderheide, P., & Jaszi, P. (2010, November 8-19). *Fair use and balance in copyright: The best practices model*. Online workshop at the Center for Intellectual Property, University of Maryland University College, Adelphi, MD. Retrieved from <http://cipcommunity.org/>
- Aufderheide, P., & Jaszi, P. (2011). *Reclaiming fair use: How to put balance back in copyright*. Chicago, IL: University of Chicago Press.
- Columbia University. (2011). What is fair use? In *Copyright, fair use, and education*. Retrieved from Columbia University Libraries/Information Services, Copyright Advisory Office website: <http://copyright.columbia.edu/copyright/fair-use/what-is-fair-use/>
- Copyright Confusion [wiki]. (2011). Retrieved from <http://copyrightconfusion.wikispaces.com/>
- Crews, K. D. (2006). *Copyright law for librarians and educators: Creative strategies and practical solutions*. Washington, DC: American Library Association.
- Hobbs, R. (2010). *Copyright clarity: How fair use supports digital learning*. Thousand Oaks, CA: Corwin.
- Hobbs, R. (2011, April 7). *Copyright and fair use for digital learning: Teaching strategies that work*. Workshop at the Association of College and Research Libraries, 2011 Conference, Philadelphia, PA.
- Russell, C. (2004). *Complete copyright: An everyday guide for librarians*. Washington, DC: American Library Association, Office for Information Technology Policy.
- School of Communications and Theater, Temple University. (2009). *Media Education Lab: Teaching resources*. Retrieved from <http://mediaeducationlab.com/curriculum/materials>
- United States. U.S. Copyright Office. (2009, November). *Doctrine of fair use; Copyright law of the United States; section 107*. Retrieved from U.S. Copyright Office website: <http://www.copyright.gov/fls/fl102.html>
- United States. U.S. Copyright Office. (2011, September). *Copyright law of the United States and related laws contained in Title 17 of the United States Code*. Retrieved from U.S. Copyright Office website: <http://copyright.gov/title17/>
- University of Rhode Island. (2011). *URI names first chief of Harrington School of Communication and Media*. Retrieved from <http://www.uri.edu/news/releases/?id=5992>

Appendix



Recommendations

For Use of E-Resources in Educational Settings

The Excelsior College librarians have compiled a list of resources to consult, as well as some recommendations to help clarify how to apply fair use when using electronic resources (such as journal articles, ebook chapters, and images/multimedia from subscription databases and the open-Web) in educational settings.

There are several key points to keep in mind, resources to refer to, and questions that each individual must ask themselves in order to decide how to proceed in determining the fair use of each resource.

Note: These are recommendations only. You may also wish to review the [Excelsior College Copyright Law and TEACH Act](#) (March 2005). Additional questions on copyright can be referred to General Counsel.

Key Points:

1. The [Four Factors of Fair Use](#) (U.S. Copyright Law - Section 107) should be reviewed and applied when considering to use a resource:
 - a. Purpose and character
 - b. Nature of copyrighted work
 - c. Amount to be used
 - d. Market effect
2. Review the [Technology, Education and Copyright Harmonization Act](#) for guidance, also referred to as the [TEACH Act](#) (revised Sections 110(2) and 112 of the U.S. Copyright Law).
3. Each use and each item/resource is examined on an individual, case-by-case basis.
4. First determine **how** you are using the resource, more importantly than **what** the resource is.
5. Think reasonably about the intent of use for educational purposes.

Recommendations:

1. **Cite It.** Always be sure to [give credit by fully citing](#) each resource (including images, multimedia, journal articles etc.) This shows where the item was obtained, gives the reader information to be able to find it again in case the hyperlink changes, and models responsible scholarship.
2. **Link It.** Include the direct link (permalink or persistent link) for database resources within Blackboard. Questions about how to create a persistent link? Check out our [easy steps for creating permalinks](#).
3. **Ask For It.** When in doubt about using a resource ask [permission](#) from the owner/author/publisher.
4. **Note It.** Place a copyright notice in each course stating the materials used cannot be redistributed in any form and are for the intended audience only.
5. **Check It.** Check the Terms of Use for the item or database. For example, the [Credo Reference](#) database explicitly states that their images may be used in the online classroom.
6. **Teach It.** Think about how the use of this resource is enhancing the educational experience. Use resources wisely where it makes sense to illustrate a point, enhance student discussion, etc.
7. **Open Source It.** Use Creative Commons or public domain resources for use in educational settings. Where to find these types of resources and more can be found on our Library's [Multimedia](#) page.
8. **Still not sure?** Consult with the Excelsior College General Counsel.

Additional Resources:

- [Fair Use Checklist](#) (document your decision making process when making fair use determinations) Columbia University Libraries/Information Services. (2009). *Fair use checklist*. Retrieved from <http://copyright.columbia.edu/fair-use-checklist>
- [Excelsior College Copyright Law and TEACH Act](#) (PDF) Miranda, D. (2005, March). *Excelsior College Copyright Law and TEACH Act*. Albany, NY: Heslin Rothenberg Farley & Mesiti P.C.
- [Know Your Copy Rights: What You Can Do](#) (PDF) Association of Research Libraries. (2007). *Know your copy rights: Using works in your teaching—what you can do: Tips for faculty and teaching assistants in higher education*. Retrieved from <http://www.knowyourcopyrights.org/bm~doc/kycrbrochurebw.pdf>
- [Fair Use](#) U.S. Copyright Office. (2009). *Fair use*. Retrieved from <http://www.copyright.gov/fls/fl102.html>
- [TEACH Act Best practices using Blackboard](#) American Library Association. (2011). *TEACH Act best practices using Blackboard*. Retrieved from <http://www.ala.org/Template.cfm?Section=distanceed&Template=/ContentManagement/ContentDisplay.cfm&ContentID=34705>
- [Copyright Clearance Center: Products & Solutions](#) Copyright Clearance Center. (2011) *Products & solutions*. Retrieved from <http://www.copyright.com/content/cc3/en/toolbar/productsAndSolutions.html>

Special Considerations for Multimedia:

First, it is important to determine fair use.

As noted above, the librarians recommend linking to items from the Library's subscription databases in online courses. However, if you would rather embed an image from a library database within an online course, you will still want to follow the factors of fair use and recommendations listed above.



For example, place citation

Next, if you decide your use falls within fair use, here's an example of how to cite an image in APA format:

Spurny, J. (2008, October 27). *Online collaboration* [Graphic]. Retrieved from <http://www.kolabora.com/>

For additional citation formatting examples in APA and other styles, please refer to the [Citing Sources](#) page.

If you decide to choose this route, we recommend putting the citation directly below or beside the image, or in a list of references (bibliography).

Need help? Please [contact your librarians](#).