"We are not here as the Copyright police"

Collaborative staff development to empower digital scholars

Irene Barranco Garcia, Collaborations, Compliance and Copyright Manager, University of Greenwich

Alison Gilmour, Lecturer in HE Learning and Teaching, University of Greenwich Co-designed and co-delivered CPD premised on Copyright education as:

- participative and developmental
- supporting staff to negotiate Copyright 'risks'
  (Secker et al., 2019)

Our aim:

- avoiding training-oriented compliance
- developing personal and professional judgement
- empowering staff as digital scholars through understanding of 'risk' and 'exceptions.

# Copyright Literacy

## Adjusting to Blended Learning Environment



### Supporting a blended learning model



Developed use of the Virtual Learning Environment

_	 -	,

More developed Copyright and Digital literacies to support appropriate use of different types of content

#### CREENWICH Moodle Home Dashboard

### Adjusting to Blended Learning Environment (ABLE)-CPD



A really warm welcome to this Moodle site, which will support your move to blended learning by offering pragmatic, practical advice. This site is intended for you to dip in and out of as best if teaching you will do next year and your individual needs. As you work through parts of the site, we hope you will also get a sense of what aspects of it help your learning so that you can replik in your course.

The site is divided into seven main sections, mainly based around different types of delivery you may offer next year. The sections are of different lengths, but we estimate that it will take 6 work through the entire site.

GLT facilitators are looking after the site - you can contact them at any time via the QSA forum.

We are constantly working to update the site, so please do give us your feedback and come back to see what has changed!

To start with, you may find it useful to watch the video about the site itself below. This describes the design choices we made in building it and will help you to navigate through the resource

## Digital Scholarship

- Effective partnerships for supporting professional development of digital scholarship, situated in the literature about copyright education, and shares learning shaping future plans at Greenwich
- Digital Capabilities and Digital Scholarship

# Collaboration and looking ahead...

- Supporting professional development of teaching through CPD workshops, taught programmes, and self-paced/ resources
- The origins of the collaboration and the broader benefits
- The legitimacy of digital spaces and implications for staff development
- Digital Scholarship, Open Education and beyond...

## References

Chauhan, V. and Willett, P. (2019) 'Academics' experience of copyright: A case study of teaching at the University of Greenwich', *Global Knowledge, Memory and Communication*, Vol. 68 No. 6/7, 2019, pp. 601-616. DOI: 10.1108/GKMC-01-2019-0010

Farrelly, T., Raftery, D. and Harding, N. (2018) 'Exploring lecturer engagement with the VLE: findings from a multi-college staff survey', *Irish Journal of Technology Enhanced Learning*, 2018-05-21, Vol.3 (2), p.11-23.

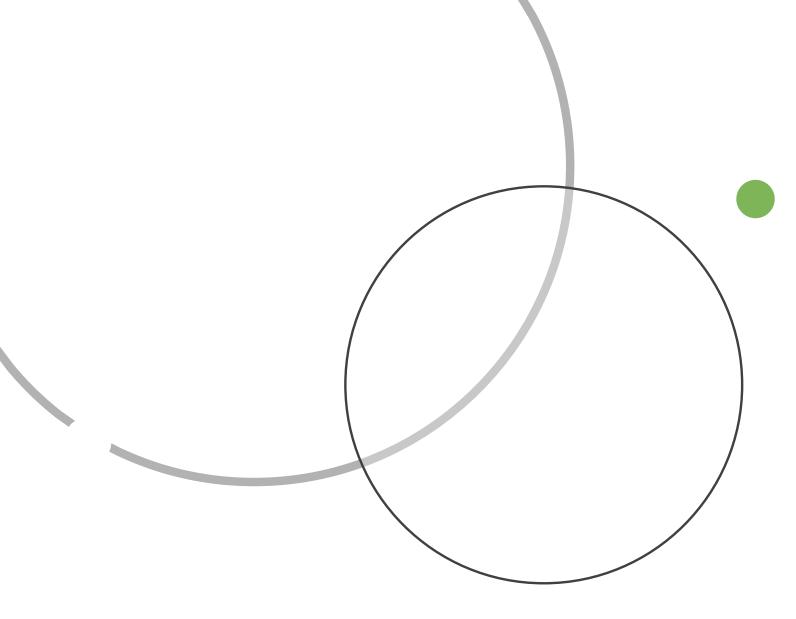
JISC (2020) *Digital pedagogy toolkit: Helping academics to make informed choices when embedding digital into the curriculum.* Available at: <a href="https://www.jisc.ac.uk/guides/digital-pedagogy-toolkit">https://www.jisc.ac.uk/guides/digital-pedagogy-toolkit</a> (Accessed: 19.10.20)

Morrison, C. (2018) 'Copyright and Digital Literacy: Rules, Risk and Creativity' in Part II - Learning in a Digital World, edited Katharine Reedy and Jo Parker, Facet: pp. 97-108. DOI: 10.29085/9781783301997.009

Secker, J. and Bell, M. (2010) 'Copyright? Why Would I Need to Worry About That? The Challenges of Providing Copyright Support for Staff', Legal Information Management, 2010-09, Vol.10 (3), p.166-170. DOI: 10.1017/S1472669610000654

Secker, J. and Morrison, C. (2016) Copyright and E-learning, A guide for practitioners (2nd edition), London: Facet Publishing.

Secker, J., Morrison, C., and Nilsson, I. (2019) 'Copyright literacy and the role of librarians as educators and advocates: an international symposium', *Journal of Copyright in Education and Librarianship*, 3(2), 1-19. DOI: 10.17161/jcel.v3i2.6927



## Discussion

- Do you feel equipped to use the Copyright exceptions?
- Do you feel constricted by Copyright requirements?
- Does the current Staff Development provision support your development as Digital Scholar?