

A Tale of Three Cs: Copyright and Creative Commons

Saskatchewan School Library Association

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Laurie Hnatiuk
SSLA Executive



SASKATCHEWAN SCHOOL LIBRARY ASSOCIATION

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Laurie Hnatiuk is currently taking her Master of Education in teacher-librarianship at the University of Alberta and this past summer, completed the EDES 545 Technology Integration course. The course focused on how to integrate new information technologies into the K-12 curriculum which could enhance student learning outcomes and develop information literacy and critical thinking skills.

Another aspect of the course dealt with the management of information technologies in schools, and the provision of staff development programs in technology-related areas. One of the assignments was to create an online professional development opportunity about a current technology application and the issues that teacher-librarians face.

Choosing The Tool

Hnatiuk thought this assignment would be a good opportunity to familiarize herself with Canadian copyright and to become more informed about Creative Commons. By focusing on these two areas, Hnatiuk was hoping that she would be able to share her expertise to staff and students by modelling and promoting digital citizenship. Hnatiuk knew that she wanted to use the ISTE's National Educational Technology Standards (NETS) for Students as a framework because these standards align with Saskatchewan curricula. Hnatiuk thought a wiki would be a good method for organizing, gathering, and showcasing the discovered information regarding copyright and Creative Commons. Following the philosophy of Creative Commons and of transparent learning, the wiki is public and can be found at <http://learningtogetherprofessionally.wikispaces.com/>

Sharing The Learning

Just as teacher-librarians ask students to transform their learning and not simply transmit it, Hnatiuk also had to think of a way to synthesize and share her learnings. With the help of Glogster (<http://edu.glogster.com/>), Hnatiuk created an independent online learning opportunity that had no identifiable or designated beginning and end. The glog is featured on the wiki and allows learners to use background knowledge and experiences to determine needed information without having to reinvestigate already known knowledge. Hnatiuk also wanted to be cognizant of different learning styles, so she included a podcast along with the visuals and multimedia components of the glog.

Hnatiuk advises teacher-librarians to assume the stance of the learner and to experience the inquiry process first hand. She gained valuable information about how students feel during the inquiry process - the connecting, investigating, creating, sharing, and reflecting.

Licensing with Creative Commons

As a new member of Creative Commons, Hnatiuk felt creating a license was scary and yet exhilarating. Scary because it was her work that was visible to the world, and scary because it is a work in progress where others will be able to see where it can be improved. It was an exhilarating experience because Hnatiuk is now part of that participatory culture of sharing what learnings for the benefit of others so that one can improve their own learning. Now that Hnatiuk is part of this online community, she hopes to see other teacher-librarians become participatory members too!