Proposal for the 2016 CARLI Instruction Showcase
Tim Lockman, Reference & Instruction Librarian
Kishwaukee College, Malta IL
tim.lockman@kishwaukeecollege.edu

Topic: Citing Online Images

Learning Objectives:

1. Learners will practice academic integrity by utilizing Creative Commons licensed images that are appropriate for reuse in an academic setting.
2. Learners will apply essential technical skills in order to create a presentation slide with an appropriately attributed image.

Relevant Knowledge Practices and Dispositions (from the *Framework for Information Literacy*)

- Learners will give credit to the original ideas of others through proper attribution and citation (Information Has Value; Scholarship as Conversation)
- Learners will respect the original ideas of others (Information Has Value)
- Learners will understand the responsibility that comes with entering the conversation through participatory channels (Scholarship as Conversation)
- Learners will see themselves as contributors to scholarship rather than only consumers of it (Scholarship as Conversation)

Materials

Computers with Internet connectivity and presentation software; whiteboard and markers

Brief Lesson Outline

After a very brief discussion of intellectual property and the Creative Commons model, and using the provided worksheet as a guide, each student chooses an image that has a Creative Commons license. Students then complete the following steps:

1. save the image to the local computer
2. insert the image into a presentation slide
3. create an image credit that includes:
    a) the name of the image's rights holder (as a hyperlink)
    b) the Creative Commons license for the image (as a hyperlink)

Teaching Suggestions

- *Simplify complex material*: Intellectual ownership is a notoriously complicated subject, but it is essential to address it as simply and quickly as possible to give students background knowledge for the activity. We show students a web article from *Rolling Stone* on Ryan Adams's *1989* record. This is a song-for-song cover album of Taylor Swift's hit record, played in a different style. We ask students if they think Adams had to get permission to record Swift's songs; of course, they understand that he did. We use this to illustrate—in very broad terms—the concepts of intellectual property and ethical use of other people's material. This leads nicely into the online image activity.

- *Do not assume technical fluency*: Even with "digital natives," we find that many students lack some of the technical skills required to complete this activity, and need some extra help. For example, they often struggle with:

- o saving copies of online images to their local machines
- o inserting text boxes into presentation slides
- o copying the link location of an online hyperlink
- o applying a copied url to plain text in a slide to create a hyperlink

- *Expect a high level of interaction with students*: Students will discover a new concept (Creative Commons licensing), apply some challenging technical skills, and complete a final product in a brief time period. This involves multiple steps and requires a lot of hands-on help from the instruction librarian. It's somewhat demanding, but also very engaging for the students. They are surprised at new ways of accessing content (e.g., the Google Images search limits); many discover valuable and practical new technical skills (e.g., creating links out of plain text); and they finish with a final product very similar to something they might use in an authentic college assignment. And besides engaging with the content and the librarian, students also engage with one another. Several times, we have observed students helping others who are struggling, doing some spontaneous peer teaching. This is an opportunity for them to stretch themselves intellectually, technically, and socially. So the activity is a bit messy, but well worth the effort.

- *Consider time constraints*: Due to the technical assistance required, instructors should allow sufficient time for the activity. We have had good success with a single librarian working with as many as 19 students, but others may want to enlist an assistant. However, you can also encourage more proficient students to help their peers. Typically the brief discussion, activity, and review together take about 30 minutes. We try to let every student complete the finished product, but sometimes we have to wrap things up before everyone can finish.

Assessment

After finishing the activity, we encourage students to set aside all those little details they were focusing on for a moment, and remember the three reasons for going to the trouble of finding appropriately licensed material and citing it:

1. **Use other people's intellectual property in an ethical manner**
   Relevant Knowledge Practices and Dispositions:
   - Learners will give credit to the original ideas of others through proper attribution and citation (Information Has Value; Scholarship as Conversation)
   - Learners will respect the original ideas of others (Information Has Value)
   - Learners will understand the responsibility that comes with entering the conversation through participatory channels (Scholarship as Conversation)
2. **Establish their own credibility as researchers and information users**
   Relevant Disposition: Learners will see themselves as contributors to scholarship rather than only consumers of it (Scholarship as Conversation)
3. **Help others learn from their academic work**
   Relevant Disposition: Learners will see themselves as contributors to scholarship rather than only consumers of it (Scholarship as Conversation)

We have students restate these three reasons—which we establish before beginning the activity—in their own words from memory, and they are typically able to do so with minimal or no help from us.

The activity worksheet (attached) prompts students to record information about the images they find, including image owner names and the associated Creative Commons licenses. Librarians may collect these worksheets as assessment artifacts. If desired, they also may have students submit their presentation slides via print or email and retain them as evidence of student learning.