

Copyright assignment 1

Type: Short assignment

Learning objectives

- Students learn to engage with the web in an academic way by understanding the role and importance of copyright issues in the online world.
- Students learn to engage critically with digital heritage environments, by dealing with questions of access and authority.

Assignment suggestion

Do you think that everything on the internet is available for free? Have a reality check! Similar to doing historical research in archives and libraries, the use of the internet as a tool for historical audiovisual and textual research is bound by copyrights. Explore *Inventing Europe* and find a tour that interests you.

Assignment suggestion 1

Scroll down the stories to the “What’s like this?” section, and take a look at the objects on display. Are there many? Are there videos and audios? Then open the “Adapt search”. Check and adapt both the “Can I use it?” and the “Copyright” filters. What happens to the search results on display? Click [here](#) for an explanation of the different categories in the two filters. What influence do these copyrights have on your option to use the different objects for your research? Explain in maximally one-page the implications of copyright for your use of the objects.

Approach

This assignment takes place online at *Inventing Europe* by making use of the “What’s like this?” section that can be found below each of the stories in the tours.

1. When preparing for this assignment, please take into account the “Tips for use” you will find below. Of course you can adjust this approach based on your own preferences.
2. Introduce the assignment to your students within the context of your course.
3. Let your students search for a tour they like on *Inventing Europe* either by exploring the various exhibitions or by using the search function placed in the menu bar on the website (see “Tips for use”, tip 2 and 3).
4. Let them scroll down to the “What’s like this?” section below one of the stories in the tour.
5. Let them explore the objects on display.

6. Make them “adapt search” by playing with the “Can I use it?” and the “Copyrights” filter (see “Tips for use”, tip 4 and 5).
7. Pose a set of questions they need to answer, such as: “What influence do these copyrights have on your option to use the different objects for your research?” (see “Tips for use”, tip 4 and 5).
8. Let them write a one-page essay in which they elaborate on the role that copyrights play in using digital cultural heritage for their own purposes, either for research purposes or for private purposes (see “Tips for use”, tip 6).

Tips for use

1. You can easily integrate this assignment in another assignment, for instance the “Object Contextualization” assignment, the “Tour” assignment, the “Write an essay” assignment. In these cases you can let your students reflect on copyright issues, without making them write a 1-page explanation.
2. If your course deals with a specific topic, such as “food” or “history of informatics”, you have the option to preselect tours from *Inventing Europe* that you want your students to work with during this assignment.
3. You can also start this assignment differently. Usually the starting point is a narrative-based perspective which allows your students to select a tour. Alternatively you can also let your students find an object of their liking via the 1000+ object page. When clicking on the object, the student arrives at the page that is fully dedicated to the selected object. If you want your students to navigate to the “What’s like this?” section from here, then they need to click on “Back to story”, after which they can scroll down the story page to arrive at the “What’s like this?” section.
4. The “What’s like this?” section below each of the stories in the tours on *Inventing Europe* contains an option to filter for copyrights. This option equals the way in which [Europeana](#) deals with copyrights in its online portal. The copyright of an object can be found easily. You select an object in the “What’s like this?” section. At the right hand side of the pop-up that opens, you find the object’s accompanying metadata. If the category ‘copyright’ is available for this specific object, you will find it there, with a link to an explanation of that particular category of copyright.
5. On the *Inventing Europe* website you can also find an overview of the different copyright categories. Simply click [here](#) for an explanation of the different categories in the two filters.
6. As a teacher you decide if, and if so, how you desire to evaluate the assignment.

Are you planning on using this suggestion and teach with *Inventing Europe*? Then we invite you to join our teaching community. You then keep up-to-date on activities, have ample opportunity to share your materials and experiences, and are able to be in touch with other teachers.

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