

Copyright assignment 2

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 2

Scroll down the stories to the “What’s like this?” section, and select the five most interesting objects for your course assignment/research. Click on the objects and check out their copyright status. What does this copyright mean? For which purposes can you use the object? Can you use it for your assignment? And can you use it if your assignment happened to be a non-scholarly and commercial publication? Click [here](#) for an explanation of different types of copyrights. Explain in maximally one page the implications of copyrights for the use of online sources for research purposes.

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 each of the tours.

1. When preparing for this assignment, please take into account the “Tips for use”. You can adjust the below 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 of their liking on *Inventing Europe* by either 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. Ask your students to explore the objects on display.

6. Let them select 1-3 objects that, in their view, match the course assignment / research question.
7. Pose a set of questions they need to answer, such as: “What does the copyright attached to this object mean?”, “For which purposes can you use this object?”, “Can you use this object for your assignment/research?” (see “Tips for use”, tip 4 and 5).
8. Let them write a 1-page essay in which they elaborate on the implications of the copyright attached to the object of their choice, by showing if and why the student can(not) use the object for his/her 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”, then you have the option to preselect tours from *Inventing Europe* you want your students to work with during this assignment.
3. You can start this assignment differently. Rather than starting from a narrative-based perspective in which your students select a tour, you can also let them find an object of their liking via the 1000+ object page. When clicking on the object, the student arrives at the page that deals fully with the object. At the left top, above the thumbnails you click on “Back to story”. Scroll down that page, and you 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 here, with a link to an explanation of that particular 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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