

# Using Images and Music Ethically in Multimedia Writing

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## Fair Use Resources

*Copyright Clarity: How Fair Use Supports Digital Learning* – Renee Hobbs

Temple University Media Lab  
<http://mediaeducationlab.com>

Code of Best Practices in Fair Use for Media Literacy Education  
<http://mediaeducationlab.com/code-best-practices-fair-use-media-literacy-education>

Code of Best Practices in Fair Use for Online Video  
[www.centerforsocialmedia.org/fair-use/related-materials/codes/code-best-practices-fair-use-online-video](http://www.centerforsocialmedia.org/fair-use/related-materials/codes/code-best-practices-fair-use-online-video)

Position adopted by NCTE Executive Committee,  
[www.ncte.org/positions/statements/fairusemedialiteracy](http://www.ncte.org/positions/statements/fairusemedialiteracy)

Promoting Fair Use in Online Video  
[www.fairusetube.org](http://www.fairusetube.org)

## Curriculum Resources

Videos <http://mediaeducationlab.com/copyright>

- interactive reflection tool on potential Fair Use (U of M)  
<http://www.lib.umn.edu/copyright/fairthoughts>
- Scenarios  
<http://copyrightconfusion.wikispaces.com/Scenarios>

High School/College Fair Use curriculum  
<http://mediaeducationlab.com/copyright-and-fair-use-lesson-plans-high-school-college-and-graduate-education>

Read-Write-Think lesson plans related to the Code of Best Practices: [www.readwritethink.org/professional-development/professional-library/code-best-practices-fair-30389.html](http://www.readwritethink.org/professional-development/professional-library/code-best-practices-fair-30389.html)

Teaching Copyright  
<http://www.teachingcopyright.org/curriculum/hs/3>

## Copyright, Fair Use, and YouTube

YouTube copyright school:  
[www.google.com/support/youtube/bin/static.py?page=guide.cs&guide=25903&topic=25065](http://www.google.com/support/youtube/bin/static.py?page=guide.cs&guide=25903&topic=25065)

Fair Use Tube: Promoting Fair Use in Online Video  
[www.fairusetube.org](http://www.fairusetube.org)

Copyrighted Material Staying Up on YouTube  
<http://marketplace.publicradio.org/display/web/2011/03/28/pm-copyrighted-material-staying-up-on-youtube/>

## Creative Commons Resources

- Contest-winning video on Creative Commons  
<http://creativecommons.org/videos/building-on-the-past>
- Explanation of different Creative Commons licenses  
<http://creativecommons.org/licenses>
- Slide Show [http://wiki.creativecommons.org/Sharing\\_Creative\\_Works\\_18](http://wiki.creativecommons.org/Sharing_Creative_Works_18)

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## Music Resources

<http://freeplaymusic.com>

Free family/home use. Free student use for class assignments – may be broadcast on school close circuit. No website posting. Music also be available in segmented loop formats

\$ [www.partnersinrhyme.com](http://www.partnersinrhyme.com)

No restrictions on music use

\$ [Royaltyfreemusic.com](http://Royaltyfreemusic.com)

Apply for free music for film festivals, etc Annual and monthly subscriptions.

Creative Commons example

[www.danosongs.com](http://www.danosongs.com)

Free use with link or attribution

## Image Resources

Searching for Flickr images & license

<http://compfight.com/>

Hotlists of image sources

- [http://en.wikipedia.org/wiki/Wikipedia:Public\\_domain\\_image\\_resources](http://en.wikipedia.org/wiki/Wikipedia:Public_domain_image_resources)
- <http://teacherlibrarianwiki.pbworks.com/w/page/19823564/Copyright-Friendly-Image-Sources>
- <http://www.copyright-free-images.com>
- <http://www.morguefile.com/archive>
- <http://gimp-savvy.com/PHOTO-ARCHIVE> - mainly science photos
- <http://www.freedigitalphotos.net>
- [www.public-domain-image.com](http://www.public-domain-image.com)
- [www.usa.gov/Topics/Graphics.shtml](http://www.usa.gov/Topics/Graphics.shtml)

## Videos from presentation

- A Fair(y) Use Tale  
[www.youtube.com/watch?v=CJn\\_jC4FNDo](http://www.youtube.com/watch?v=CJn_jC4FNDo)
- Fair Use and Cultural Development  
[www.youtube.com/watch?v=8lhcuKfm-Cg](http://www.youtube.com/watch?v=8lhcuKfm-Cg)
- Elementary Case Study  
[www.youtube.com/watch?v=VoCnzVZ1phY](http://www.youtube.com/watch?v=VoCnzVZ1phY)
- Which Simpson character are you like?  
[http://creativethinking.nku.edu/student\\_activities/quiz/](http://creativethinking.nku.edu/student_activities/quiz/)
- Harry Potter/Mamma Mia  
[www.youtube.com/watch?v=X38VmspTOri](http://www.youtube.com/watch?v=X38VmspTOri)
- Dark Side of Chocolate  
[http://mabryonline.org/archives/2006/04/2006\\_film\\_festi.html](http://mabryonline.org/archives/2006/04/2006_film_festi.html)
- Filmography 2010  
[www.youtube.com/watch?v=I4dEWOB6THE](http://www.youtube.com/watch?v=I4dEWOB6THE)
- Anything you can do. . .  
[www.youtube.com/watch?v=bNCKMnHAJ7o](http://www.youtube.com/watch?v=bNCKMnHAJ7o)
- Anne Frank #1  
[www.youtube.com/watch?v=D54VhHsM7VY](http://www.youtube.com/watch?v=D54VhHsM7VY)
- Anne Frank #2  
[www.youtube.com/watch?v=eART4T1AfXc](http://www.youtube.com/watch?v=eART4T1AfXc)
- Impact of Religion on American People  
[www.youtube.com/watch?v=4glpUZjZRz0](http://www.youtube.com/watch?v=4glpUZjZRz0)
- Pathfinder Book Trailer  
[www.youtube.com/watch?v=yBJz05AIJXo](http://www.youtube.com/watch?v=yBJz05AIJXo)

No one fair use checklist “fits” a particular case or situation. In some cases, a checklist can actually interfere with reasoning. A checklist can become a substitute or a short-cut for critical thinking. In thinking about fair use, each particular case must be critically examined through a reasoning process. Here are two examples of ways students can document their “fair use” reasoning during their project.

**Template for an analytical storyboard for a Book Trailer or PSA ~ Sandy Hayes**

Music Choice(s): <input type="checkbox"/> Commercial <input type="checkbox"/> Copyright Free <input type="checkbox"/> Creative Commons <input type="checkbox"/> Public Domain Why was this music selected?					
Script	Sketch of visual	Soundtrack	Image Thumbnail	Image Critique	Reflection
<input type="checkbox"/> Voiceover <input type="checkbox"/> Print			Short URL:	# of images considered _____  Why this image was selected:	What I want viewer to know, think, or feel at this point:
<input type="checkbox"/> Voiceover <input type="checkbox"/> Print			Short URL:	# of images considered _____  Why this image was selected:	What I want viewer to know, think, or feel at this point:

**Reflection Supporting the Fair Use Reasoning Process** ~ adapted from Kristin Hokanson & Renee Hobbs

**RATIONALE: Why is this project being created?**

Describe the rationale of the project. Why are you creating this?

**PURPOSE**

How is your purpose for using the copyrighted work different from the author's original purpose?

**NATURE & AMOUNT**

Explain how you think the material taken was or was not appropriate in kind and amount considering the nature of the copyrighted work and of the use.

**TRANSFORMATIVENESS**

Did the unlicensed use “transform” the material taken from the copyrighted work by adding value? Is the use of copyrighted material contributing to a unique new creative work or does your use of the copyrighted material mostly repeat the work for the same intent and value as the original?

**EFFECT: What are my choices?**

Now that you have considered the rights of owners and you own needs and purposes as a user in determining whether to ask for permission, pay a license fee, or claim fair use what do you think you should do?

- Use the material as Fair Use
- Pay a license fee
- Ask for permission
- Choose another source (your own original work, Creative Commons or Public Domain)