

Current Issues in copyright and intellectual Property – sharing information and editing

CULTURE AND CULTURE SHIFT- lots of resources shared by group members

Group One:

- Can't it be part of the learning process to have someone look over your work?
- What does substantive mean? (reference to not permitting "substantive editing")
- Who determines what is substantive?
- Rochester Honesty has a handout: piece by writing centre. Difference between what a reader does and what writer does. UofT has one too.
- **There is confusion about what is ok- not only for students, but for staff and administration.**
- Images use needs to be considered too. States 'free images' but careful may still be copyrighted materials
- **Concern that Tutoring services supplies previous exams, notes might be contravening intellectual property and copyright.**
- Who owns the course? College owns profs work vs. University professors own intellectual property
- **All material is copy righted. Don't have to put on our PPT and documents- however, good practice for role modelling and if found on file sharing sites.**
- Audio recording- not permitted by law
- Video recording- not permitted by law
- Accommodations- privacy of other student's?
- Being able to edit is a skill that needs to be considered
- Different kinds of writing- technical vs. ?
- It is the university responsibility to support students to write better?
- Who takes responsibility- parents, high school, university, etc.

Group two:

- **Culture of sharing: At law school getting summaries from senior student's and refashion to self- then write on exam; passing along notes, tests, etc. in other disciplines too.**
- But do you do in your job? No. but reference.
- Can I give a past test to another student? Students are confused. Where draw the line?
- Context is everything.
- **Culture:** Computer coding academic vs. work world is very different
- Want them to collaborate yet tell them not to share
- We are so contradictory
- **Pedagogy- Culture of grading-** At Quebec medical school- pass or fail. Scaffolding more important.
- MIT does not have grades first year; second year only pass shown; etc. the pressure vs. resilience.
- High schools- mastering is more important than grades

- Pedagogy – oral report ...make sure they have done the research...smaller scaffolded assignments. But large class sizes and students having multiple pressures
- online leaning so can choose what they want; when they want. Staggered learning. Timeline.
- If study together, create notes together, and then put notes on test... can lead to suspicion. Is this ok? More important: did they learn?
- Surge of students calling out Faculty on lack of references on graphs, PPT – no attribution.
- Librarians- responsible for all copyright revision

Group three:

- What is substantive?
- Writing centre: students want you to edit is.
- Opportunity to learn all the time- more \$ for services. Another contact centre like model needed. It might just be a quick question.
- Online writing centre at Purdue.
- EAL students – grammar checker should catch most of the errors.
- Drop of articles in our language has shifting...as it always does.
- Can you evaluate the ideas if the language is different? How relevant is grammar to understanding content? E.g. gender. some institutions not mark for grammar.
- What is necessary – peer review, research, safe cure for cancer? Know how to write?
- **Shifts in academic culture in dominant culture of north America- Centralize indigenous knowledge- oral tradition...Dominant north American values of writing needed to be reconsidered.**
- **Neo- colonial- countries and peoples who have different ideas about values and knowledge sharing need to be centralized**
- **Accessibility- universal design**
- College own instructors work vs. University
- **Open Education resources-** why do we care about our work being out in the world? What is the fear about
- What is my future work if out there?
- Mandatory writing courses at university- choose your own topic (caveat: not able to, \$, etc. BUT)

Group four:

- **Creative Commons- open access** – making learning accessible to all. Symbols that everyone can use. Open text books, **etc.** people who cannot afford.
- Is publishing still a \$ area for faculty?
- Sharing culture of our students.
- How help another student? Collaboration ok vs. not ok

- **Editing**- told to use Grammarly App
- Have tutor contact prof. so can be informed about process and expectations
- Guidelines on how to tutor- with writing- Formal vs. informal
- If it doesn't impede understanding- don't mark for grammar. Vs. supposed to learn how to write to publish
- GMV model of evaluation
- Need to be really specific about expectation of assignment for both content and writing.
- Attitude shift...
- Some institutions not allow. If you are using translation software ok sometimes not others.
- U of C- editing not permitted