

50 shades of access: Equalizing student access to media for coursework

Rumi Graham

(Copyright Advisor)

Aaron Taylor

(Drama Department)

University of
Lethbridge





"Pictures Flow" (Shutterstock, ID: 622433567)

Access: Types

Synchronous &
asynchronous

Equitable

Copyright-
compliance

Technologically
agnostic

Affordable

Persistent

Cost-efficient

Pervasive

Quality

Access: three shades

Synchronous & asynchronous

- Section 29.5 (d) - Educational User Rights
- Understood to include institutionally controlled online platforms
- Practical need: homework completion

Equitable

- Demographic
- Mobility
- Disciplinary

Copyright Compliant

- Encourage lawful access
- Does not discriminate against economically disadvantaged students

Potential remediations

- Copyright Act amendments
- Recommended /good practices

Recommendation 1

Allow educational institutions and libraries to circumvent TPMs only in order to exercise a lawful right (e.g., fair dealing) or perform a lawful action

Synchronous/asynchronous, equitable, affordable, persistent, full spectrum, & copyright-compliant access

Recommendation 2

Delete part (b) of the definition of “commercially available” from section 2 of the Copyright Act

Cost-efficient & affordable access

Recommendation 3

Encourage institutional adoption of this equitable access model for content needed for media studies

Equitable access



Summary

- “An act for the **encouragement of learning**”
- Recognizing & protecting **user’s rights**
- Resist “entrenchment of a **permissions culture**”

Aronson, M., Bratslavsky, L., Petruska, K., & Szymanski, A. (2021). SCMS' Fair Use Committee: New urgency during the COVID emergency. *Journal of Cinema and Media Studies: Teaching Dossier*. <https://quod.lib.umich.edu/j/jcms/18261332.0060.705/--scms-s-fair-use-committee-new-urgency-during-the-covid?rgn=main;view=fulltext>

Canadian Federation of Library Associations, & Canadian Association of Research Libraries. (2021). Joint response to consultation on copyright term extension. https://www.carl-abrc.ca/wp-content/uploads/2021/03/CFLA-CARL_Joint_Response_to_Consultation_on_Copyright_Term_Extension.pdf

Film Studies Association of Canada. (2020, August 12). FSAC statement on copyright and online screening. <https://www.filmstudies.ca/2020/08/fsac-statement-on-copyright-and-online-screening-declaration-sur-le-droit-dauteur-et-la-projection-en-ligne-de-lacec>

Hudson, E. (2020, August 4). Copyright guidance for using films in online teaching during the COVID-19 pandemic. *SSRN*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3667025

Lester, P. (2021). Copyright legislation and online screening in the era of COVID-19: The Canadian context. *Journal of Cinema and Media Studies: Teaching Dossier*. <https://quod.lib.umich.edu/j/jcms/18261332.0060.706/--copyright-legislation-and-online-screening-the-canadian?rgn=main;view=fulltext>

University of Lethbridge Library. Copyright FAQ: Can I show a Netflix, iTunes or paid YouTube film in class? <https://library.ulethbridge.ca/copyright/faqs?expand=videopersonal#s-lib-ctab-15624597-1>

Weidenfeld, G. (2021). Virtual classroom streaming guidelines for online cinema & media courses SCMS annual conference 2021: Seminar on Public Policy, https://docs.google.com/document/d/1dI5X9qZQWQYLXEi_W9BUYBni9aA86MqoGTNwXhEKL4/edit

Sources