

Ethical Use of Information in Presentations

Students learn the importance of attributing non-textual sources of information within the context of a presentation.

CONCEPT IN CONTEXT

Like the other lessons in the chapter, this lesson concentrates on the value of information and the need to acknowledge that value through accurate attribution of sources. Unlike the others, however, it focuses not on print sources but on images and their use within the context of a presentation instead of a written paper. An effective presentation uses images that enhance the message rather than slides filled with bullet-pointed text. For students, finding the right image can be tricky. Ascertaining whether or not that image can be freely used and, more importantly, why or why not, can be even trickier. By taking students through librarian-created slides featuring a variety of images appropriately used and attributed, the lesson gets to the heart of the issue of information's value, as intellectual property, as a measure of one's reputation, and as a tool for scholarly or professional gain. Students discuss and, hopefully, develop an understanding of what goes into the creation of information in the form of an image and why that creative and intellectual effort deserves the respect and attribution of others who use it to create new information.

Overlapping Threshold Concept: This lesson also addresses the concept *Authority is Constructed and Contextual*.

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Level: Basic/general education

Estimated Time: 30 minutes

MATERIALS NEEDED

- PC/projector/screen are required; Internet is desirable.

LEARNING OBJECTIVES

- Students will learn that copyright and intellectual property rights extend beyond words and texts to visual media and the use of images in presentation slides.
- Students learn why it is important to attribute the sources they use in their research, regardless of format.

ANTICIPATORY SET

Librarian Script: “At some time in school you will probably have to do a presentation. If you’ve given a presentation, or watched a presentation, you realize the importance of keeping the audience interested while at the same time letting the audience know it is hearing from an informed, credible speaker.”

LESSON OBJECTIVE STATED

Librarian Script: “Today we’re going to review a concept you are already somewhat familiar with—crediting sources of words and ideas that are not your own—and extend it to other kinds of intellectual property and other types of delivery besides written research papers. Giving credit to the creators of the information you use makes your process transparent and, therefore, makes you a credible researcher and presenter.”

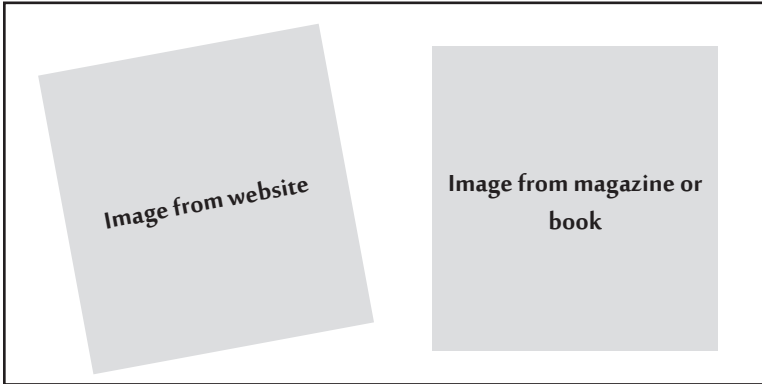
INPUT/MODELING

Students are led by the librarian through a set of presentation slides designed to model preparing a presentation that includes images. Associated with each slide are questions that provoke thought and discussion about why students should cite the source of their information, in whatever format it exists.

The following slides are to be created by the librarian, using images described in the mockups, as appropriate for the class.

In Slide 1, students are encouraged to let a picture be worth a thousand words. Thoughtful use of visuals, including images in a presentation, can give audience members a clear idea of a message. The librarian posts an image or images obviously created by someone else. Students are challenged to consider whether the producer(s) of the image(s) should be credited for the same reasons that authors of books and articles are quoted and referenced.

Slide 1:

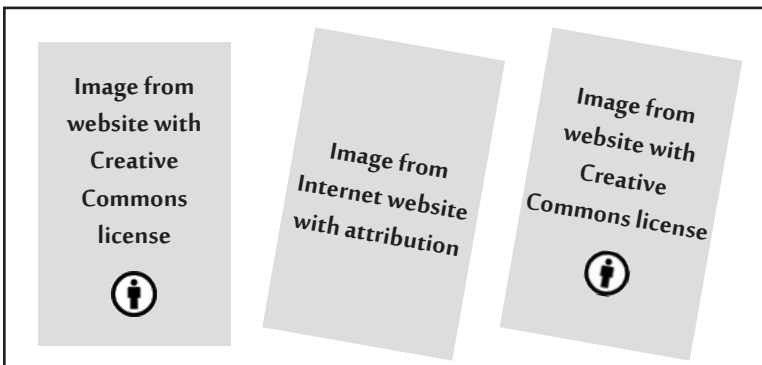


- Whose images are these?
- Where did they come from?
- How do you know?
- Why does it matter?
- May you use them freely for any purpose whatsoever?

The librarian discusses the questions listed in bullet points above with the class. The librarian can introduce the concept of fair use. For a classroom presentation, students do not infringe on the rights of copyright holders when using their images. As soon as a presentation goes anywhere beyond a one-time in-class showing, there is an obligation to obtain permission for the intended use from each rights holder. Sometimes, getting permission can be difficult, if not impossible.

Slide 2 allows students to discuss options for finding visual information elsewhere.

Slide 2:



- Sites like CC Search, flickr.com, morguefile.com, imagebase.net, wyllo.com, and Google offer images tagged with Creative Commons licenses.
- Sometimes, though, you still can't find what you need. Consider creating your own image, or use what you can find, but give credit to the creator.

Slide 3 illustrates a situation in which a photograph is used as part of a presentation. It wouldn't be obvious to a presentation viewer whether this photo is or isn't from a source like Flickr.com, but matching the in-line citation to full references or credits would reveal that the rights holder also happens to be the author of the slide presentation.

Slide 3:



- What if you use your own photograph(s) to illustrate parts of your presentation?
- Should you credit yourself?
- Why? Why not?

The librarian facilitates discussion about why a credit should follow every image in a presentation, based on the questions following each slide, making sure to include the following:

Intellectual property: Thought and energy went into creating any image. Ethical researchers honor someone else's work.

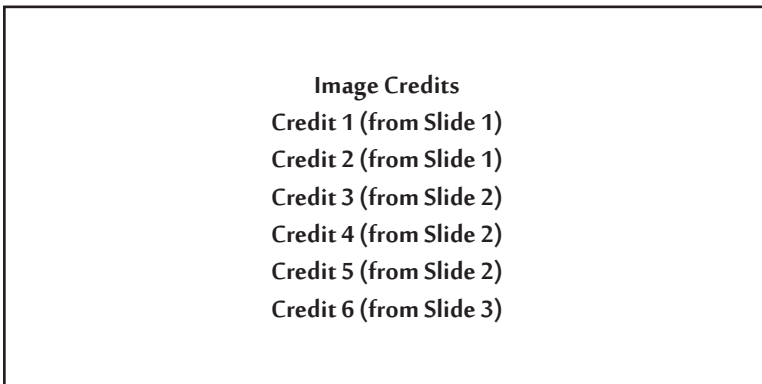
Credibility and authority: Images provide evidence for one's statements. Images without credit undermine the credibility of the message and the authority of the presenter.

Plagiarism: Student scholars can guarantee the accuracy of their work and the soundness of their research by making sure the images in a paper or presentation are properly attributed.

Protection of one's own work: Student scholars are creators of new information. When their information is shared outside the classroom, either online or in-person, students' own images and information become vulnerable to unattributed reuse or exploitation.

Finally, Slide 4 provides image credits. It is suggested that the credits may be formatted following principles of whichever style manual has been selected, but in a presentation, it may be helpful to separate them from a list of "Sources Cited," and group them in an "Image Credits" section by slide numbers or captions.

Slide 4:



- Librarian adds credits from images in slides 1–3 here, according to the format used in the class.
- The emphasis is the reason *why* we cite, not *how*. It is less important to cover the mechanics of citation.

Like the credits that roll at the end of a feature film, the image credit slide is necessary, even though the audience rarely reads it. The librarian can lead a brief discussion about format or style, making sure to address the true purpose of this portion of a presentation.