CHAPTER 13

"Caring about Sharing": Copyright and Student Academic Integrity in the University Learning Management System

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The growth of the Learning Management System (LMS) has become a fixture in many postsecondary classrooms, putting a wealth of course material at students' fingertips. Many postsecondary courses today are taught within a virtual learning environment, whether solely online or using an LMS as a supplement to an in-person class, which provides students with access to readings, the course syllabus, assignment instructions, and recorded lectures, among many other things. College and university LMS online classrooms are typically closed environments—providing students with access to course material for a limited time—often with an expectation that the material will not be shared outside of the LMS system. Problems arise, however, when students share course materials (including tests, syllabi, and other material) from these virtual classrooms on the web. Websites such as Course Hero and other third-party course material sharing sites (referred to in this chapter as Academic Resource Sharing (ARS) sites) that enable this type of sharing have gained media attention in Canada, the United States, and beyond and have drawn the ire of faculty and administrations in many postsecondary institutions.[1]

Instructors and institutions alike are concerned that sites of these nature not only encourage students to take instructors' intellectual property and post it without permission but also that these sites take that information and sell access to it for a profit. Moreover, some argue that these sites facilitate academic integrity offences such as plagiarism and various forms of academic dishonesty.[2]

The issue of sharing course material outside of the classroom is very much intertwined with academic integrity and information literacy issues. This chapter explores the key issues surrounding this topic. First, this chapter explores the ill-conceived notions that might exist around students' perceptions that everything on the internet is free and can be shared.[3] This chapter explains that copyright—as it relates to the sharing of course materials through third-party sites—is part of a larger conversation about academic integrity and information literacy. Also, this chapter will explore ways in which postsecondary institutions and instructors have responded to the issue and what actions have been taken to prevent the unauthorized sharing of course material. In seeking potential solutions for this problem, this chapter examines the place that copyright occupies within academic integrity and what conversations and collaborations might occur among academic integrity offices, information literacy initiatives, and copyright offices to attempt to address this issue. As part of this, the sharing of teaching material as part of open pedagogy and open educational resources are explored and whether some course materials should be licensed in such a way to facilitate sharing and reuse (such as through the use of Creative Commons licensing) to optimize student learning and promote academic integrity.

Students' Understanding of Intellectual Property

Postsecondary students can and do access a wealth of digital information to advance their educational goals. Despite such access, many postsecondary students have unclear ideas about the legitimate and ethical use of information resources used as part of their education.[4] Students may receive piecemeal instruction on matters related to academic integrity, either incorporated into statements on class syllabi or delivered as part of

a larger program, covering topics like plagiarism, academic dishonesty, and other associated academic integrity issues. Copyright infringement is distinct from plagiarism in that it involves the copying of substantial or whole parts of works without permission, whereas plagiarism involves the copying of a smaller portion of works without appropriate attribution. Library instruction generally does not include content addressing the inappropriate sharing of course materials and basic concepts surrounding intellectual property in the classroom. To make matters more complex, the digital age has made it difficult for students to discern how they are permitted to use works they receive as part of classroom instruction. Students may not know (or be informed by their instructor) about the nature of the intellectual property status of materials they routinely use in the classroom. Instructors may assume that students already know what constitutes ethical and unethical sharing of materials distributed as part of classroom instruction, but this is not likely to be the case.

Students are not homogeneous when it comes to their understanding of intellectual property. Students' understanding of intellectual property may vary considerably. Generations of younger students, immersed in the creation and consumption of content online for most of their lives, are often characterized by their lack of understanding around intellectual property.[5] The term "digital natives"—those who have grown up immersed in the digital world "with access to technologies and the skills to use them in sophisticated ways"—encompasses one group of students that are noted to have less copyright awareness in this area.[6] Digital natives may not understand what actions constitute copyright infringement, and this confusion is pervaded with myths about copyright and other related notions such as plagiarism.[7]

Students do not always receive adequate information regarding the appropriateness of sharing classroom materials. Can a student share a syllabus? Assignment instructions? Policies concerning the distribution of classroom material are not always made explicit (or even sometimes adequately understood by the instructor). The sharing of classroom materials in and among students is certainly not a new practice.[8] However, the amount of classroom material that students are now capable of accessing through LMSs and the means through which they are able to share this material has changed considerably in recent years. Students—especially undergrad-

uate students—may not have much awareness around intellectual property, let alone intellectual property in a classroom context. Or, students may have many misconceptions about what exactly this means in the classroom. While some more copyright-savvy instructors may be in the know, others may lack the requisite knowledge to address and express issues surrounding copyright. Some instructors may have a lack of understanding of the copyright ownership of material they use as part of their classroom instruction (e.g., the use of third-party materials such as journal articles or other course material) that is not their own intellectual property.

Ownership of Intellectual Property in the Classroom

The intellectual property (IP) ownership of classroom content can vary considerably among postsecondary institutions. Universities may have policies or collective agreements with a clause clearly stating that the faculty member owns the rights to the material that they develop in the course of research, teaching, and scholarship. Other colleges and universities may not, and it may be the institution that lays claim to owning the IP. There is some variety in this schema as part-time instructors may have a different intellectual property arrangement whereby they do not retain the intellectual property rights of material they create in the course of research, teaching, and scholarship. Additionally, some of these materials may constitute students' own IP, and students may be within their rights to upload the material they create (for example, in the case of their own notes based on a class lecture). In some cases, it is the institution that may own the material in question, if created under the pretense of work-for-hire or if the institutions' policy states that it owns the intellectual property rights to course material.

Academic Libraries and Copyright Expertise

Academic libraries have become an important authority for copyright-related expertise on campus.[9] Libraries have mostly provided information about copyright issues affecting research and teaching at their home institutions, through online guides or other information resources. Copyright

instruction has typically been aimed at faculty members' use of copyrighted materials in their teaching and research.[10] Instruction pertaining to copyright geared toward students, especially undergraduate students, tends to be less common. Efforts should be made to help students understand the importance of allowances and limitations afforded to them regarding sharing copyrighted works in a postsecondary context. Such understanding is a valued skill as part of an increasingly digitally enabled society and labor market in which information is a core resource.[11]

Instructors responsible for teaching their own subject matter generally have less flexibility to address issues related to copyright in and out of the classroom.[12] Librarians, or copyright office staff, tend to be responsible for educating students on copyright-related matters. Librarians typically provide information literacy instruction in a one-shot instruction session, which may not cover copyright due to the complexity of the topic or may mention it just briefly.[13] Even if students are fortunate enough to take part in more in-depth information literacy curriculum, such as a for-credit information literacy course, copyright and the appropriate sharing of copyrighted materials is seldom addressed.

Copyright and the *Framework for Information Literacy for Higher Education*

An earlier set of information literacy objectives established by the Association of College and Research Libraries (ACRL) acknowledged that students should have some basic understanding of key copyright concepts. Despite the emphasis on copyright as part of these objectives, the economic, legal, and social issues associated with sharing information (of which copyright is one part) may not register on the radar of many librarians who might provide information literacy sessions as part of classes or integrated into a broader curriculum. The ACRL *Information Literacy Competency Standards for Higher Education* were a benchmark for what to teach as part of information literacy efforts in many postsecondary institutions, and provided that, ideally, a student should be able to "post permission granted notices, as needed, for copyrighted material."[14] The updated ACRL objectives (2015) frame copyright issues as they relate to information literacy in a different light. Rather than focusing on a series

of standards or learning outcomes as the last iteration of the objectives did, the new framework focuses on a number of conceptual underpinnings (frames) that organize many other concepts and ideas about "information, research, and scholarship into a coherent whole."[15]

The ACRL *Framework for Information Literacy for Higher Education* emphasizes copyright and intellectual property more broadly, as one of the "frames" that is part of the overall "framework." This particular frame, Information Has Value, elaborates on how information is a commodity and explains that there are legal and socioeconomic interests at play when it comes to information production and dissemination.[16] One practical application of this frame for those providing information literacy instruction would be to discuss copyright as it relates to the sharing of classroom material. For example, a librarian teaching an information literacy session could ask students what kinds of sharing they thought was permissible regarding classroom material. Such discussions could result in some interesting class discussion and a teachable moment around how intellectual property relates to classroom material.

The new ACRL *Framework* also emphasizes knowledge practices, "which are demonstrations of ways in which learners can increase their understanding of these information literacy concepts, and dispositions, which describe ways in which to address the affective, attitudinal, or valuing dimension of learning."[17] It is important that students understand knowledge practices as they relate to their ability (or inability) to share instructional materials outside of the classroom. For example, one knowledge practice provides that information-literate learners "give credit to the original ideas of others through proper attribution and citation."[18] This type of attribution is unlikely when material is shared through ARS sites, where the creator may not be acknowledged and credited as the author of the work. This knowledge practice notes that information-literate users "articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain."[19] Understanding, for example, that the instructor of the course is likely to own the intellectual property of a certain amount of material that is part of the course and that it is the instructors' decision as to how it is disseminated outside of the course is an important concept for students to grasp. Another concept is to "respect the original ideas of others"[20]—again reiterating to students

that they should respect intellectual property owners and realize that considerable effort has been expended to create information resources used in courses.

Students' misunderstandings about what constitutes appropriate sharing of someone's intellectual property has multiple dimensions. For example, cultural differences exist in the understanding of ownership of intellectual property. In some cultures, a greater emphasis is placed on collective rather than an individualistic approach to the ownership of intellectual property.[21] Interestingly, in countries such as the United States, national and state teaching standards may even endeavor to ensure that students in secondary education are aware of what constitute copyright violations and what potential penalties might result.[22] Despite this, the existence of robust unauthorized student sharing on ARS sites demonstrates that students continue to misunderstand the appropriate use of the intellectual property shared with them.

The importance of student understanding of the commodification of the production and dissemination of information is a key part of the ACRL *Framework*. Students using sites like Course Hero might not pause to think about the site, its business model, and how it operates; they are more likely to see how it benefits them (and possibly their peers who might benefit from their sharing). Students should also understand the business models of commercial sites benefitting from the distribution of others' intellectual property without compensating or attributing copyright owners. Recognizing one's own role as a creator of intellectual property is a message around copyright that resonates more with digital natives.[23] It is important for students to recognize their own roles as information creators and disseminators. For example, in uploading a resource to Course Hero they have, in effect become a creator (albeit an illegitimate one)—they have created a digital resource that will have unintended implications and may have the ability to enable academic dishonesty. The unauthorized sharing of this resource has an impact on the creator and the student has played a role in facilitating the dissemination of material that is not their own intellectual property. By the same token, students should consider what outputs constitute their own intellectual property: How would they feel if their copyright-protected works were shared without their consent? Putting themselves in their instructor's shoes, so

to speak, and considering their own role in the creation of intellectual property and the distribution of it, can help to illustrate the importance of author's rights to students.

Cornell University openly acknowledges the students' stake in their own intellectual property (and the exceptions afforded as a part of copyright law) by emphasizing students' roles as both creators and consumers. For example, the Cornell digital literacy initiative provides:

> [C]opyright considerations for undergraduate and graduate students extend to academic work as well. Your original work—for example, a research paper or a video that you make for a class project—is copyright protected. By the same token, other people's work is protected, too, although often with meaningful exceptions that allow you to use it in classroom or academic settings.[24]

This kind of copyright statement enables students to "see themselves as contributors to the information marketplace rather than only consumers of it."[25] The latest ACRL *Framework* is still relatively new, and librarians are still in the midst of determining how to best incorporate this framework into different types of instruction, so it will take some time for its impact to become more apparent, including in the context of copyright literacy. Collaborating with copyright colleagues to ensure that information related to students' responsibility to share class-based resources in an appropriate manner can go a long way toward getting the message across to students about unauthorized sharing of intellectual property. Even if students were to receive a brief mention of copyright in a library instruction session and are then referred to the appropriate copyright experts on campus, this type of instruction would at least make students aware of their responsibilities around intellectual property in the classroom. There are a number of aspects of the new ACRL frames that afford opportunities for students to think about intellectual property. Giving these specific aspects at least some priority in information literacy instruction would be a step in the right direction.

Fostering students' knowledge on responsible and ethical use of information "is a key aspect of information literacy."[26] Not teaching the responsible and ethical use of information can have significant consequences

for students who might misappropriate or misuse information, either as part of their postsecondary studies or possibly in future work contexts. Concepts like plagiarism and proper citation may be covered as a part of library instruction or emphasized by the instructor of the course, whether as part of formal instruction or being included as part of class policies or through some other means. Additionally, libraries may also use self-directed learning materials in the form of short instructional videos or other online resources intended to provide "just in time" instruction through library websites. Taking a proactive approach would be preferable, which entails training students early in their postsecondary education (i.e., first or second year) rather than a reactive approach designed to respond to students who might run afoul of academic integrity guidelines. And, in particular, a proactive approach, should serve as part of a broader information literacy plan in which intellectual property is a key consideration.[27]

Academic Integrity and Copyright—A Shared Responsibility

Teaching students to be responsible stewards in their use of intellectual property is not a burden that can fall squarely on the shoulders of libraries. Academic integrity statements, policies, rules, and regulations developed and adopted at the institutional level may or may not include course material sharing on external websites. Academic integrity statements may be included as part of student codes of conduct, honor codes, or may appear in the form of statements in syllabi. Such statements may give mention to copyright, but still, students' perceptions of copyright may vary and the sharing of course material might not resonate with their own understanding of what constitutes copyright infringement.

Some institutions have drafted policies aimed directly at the issue of ARS sites. The approach taken as part of these policies (or sometimes they exist in the form of guidance) is typically aimed at faculty members and advising them what to do should they find their copyrighted material on ARS. Advising faculty members on protecting themselves against copyright infringement is one aspect of such policies. However, it is also important to help students to understand when and where to share infor-

mation ethically, which will better equip them to address with intellectual property in future workplaces.[28]

Addressing Unauthorized Sharing

Some institutions have started to tackle the problem of students disseminating instructors' material from ARS sites without their permission but have done so from the perspective of protecting the faculty members' intellectual property from unauthorized uses. This is prudent, especially as some postsecondary institutions may have some obligation to protect instructors' copyright (or the institutions themselves may own the intellectual property) when infringed upon (or at least endeavor to assist with the matter by providing advice). A first step in addressing this issue is acknowledging it as an issue and clarifying to students why it is wrong and how such unauthorized sharing intersects with other institutional policies. In particular, acknowledging that unauthorized sharing of copyright-protected resources is, in fact, a violation of the academic integrity policy/student honor code/code of conduct (if spelled out in an institutions' policies) is key. And it would be best to explicitly mention the use of these sites in an academic integrity policy/student code of conduct/honor code, etc. For example, the University of Waterloo in Canada mentions ARS sites as part of an FAQ:

> Below are examples of some of the more common violations. It's not an exhaustive list but provides some examples of what NOT to do:

> Posting your Professor's lecture notes, presentation slides, assignments, exams/quizzes, answer keys, pages or excerpts from text books and/or any other material you receive in class or via the learning management system to note sharing web sites including (but not limited to): Book Neto, Course Hero, OneClass (formerly Note Solution)[29]

The University of Colorado Boulder's (UCB) frequently asked questions (FAQ) takes a different approach:

> Like it or not, Course Hero and similar websites are probably here
> to stay. They've introduced an innovative product that will not stop
> here, but grow in the future. The thing to worry about now, is how
> to address these websites. Instructors need to be sure to tell their
> students what will be considered cheating and what won't. Request
> that students tell you if they find your information online. Share
> with students that posting information online may result in harder
> tests, at the detriment of an instructor's time and a student's grade.[30]

The FAQ issued by UCB acknowledges that sites like Course Hero are
unlikely to go away and that the best option is to be forthright with
students about copyright infringement and to discourage the use of sites
like Course Hero for illegitimate purposes. The statement also acknowl-
edges that there is some merit in sites like these and that they do, in some
cases, share legitimate material and facilitate students' academic success.
By acknowledging unauthorized resource sharing, students understand
acceptable behavior with respect to sharing classroom material. This does
not completely solve the problem of students making use of sites like
Course Hero for illegitimate purposes, but it does provide students with
some advanced notice of the kinds of practices that are acceptable to the
institution and their instructors.

It can be difficult to pinpoint a particular individual responsible for up-
loading infringing material on an ARS. The approach that many institu-
tions and individual instructors have taken, or at least recommended, is
to issue take-down notices to sites like Course Hero. Issuing take-down
notices involves the copyright owner asserting their rights and requesting
either a website or online service provider remove their copyright-pro-
tected material.[31] This is a right afforded under the United States' Digital
Millenium Copyright Act; other countries may have similar provisions
in their copyright legislation. This approach has limited impact since
offenders can easily repost the material once the site has taken steps to
remove the offending documents. Infringing behavior is often not mon-
itored or moderated by ARS sites unless reported. Sites like Course Hero
seek to distance themselves from any liability for copyright infringement,
noting that they do not exercise any oversight over posted content, and
much like the approach taken at YouTube, they only take down content in
the event of a complaint.[32] This is a futile approach, as the same resource

can be posted again even after being taken down from a site, and it can be quite difficult to identify those involved in the infringing activity.[33]

An additional issue is *where* to address this problem and how to make students aware that the unauthorized sharing of course material constitutes unethical behavior. Granted, it is likely only a small number of individuals who are taking an individual instructors' material and uploading it to ARS, but having a conversation about copyright as a part of academic integrity in the classroom is important. This conversation could begin with a short section in a syllabus notifying the students of the copyright status of materials produced as part of a course and what constitutes appropriate sharing of these materials. This could include letting students know which materials are the intellectual property of the course instructor (or the institution), and which may belong to third parties. Additionally, marking the instructor's intellectual property in such a way that clearly notes it as their intellectual property and prohibits (or allows) sharing of the work according to the instructor's preferences is another method of informing students of what may or may not constitute ethical use of the work.

Dalhousie University Libraries' Copyright Office offers some advice on this matter, providing advice to instructors concerning labeling their material with copyright information:

> In some cases there has been concern about students downloading and reposting this material on third party websites. If you are concerned about marking your slides and course materials to clearly communicate your ownership of the material may be a method of deterring this behavior. The materials may be marked with a simple statement like the following:
>
> © Your Name, Year
>
> You may also wish to add a statement such as this: **"*Note: copying this material for distribution (e.g. uploading material to a commercial third-party or public website) may lead to a violation of Copyright law.*"** Alternatively, you may also wish to add **a Creative Commons (CC) license** to your material. This communicates that

you are allowing the re-use and distribution of your course content, but only under certain conditions you set. There are six licenses, which are outlined here: https://creativecommons.org/licenses/.[34]

Informing students within the LMS about their responsibilities around intellectual property can be an important way to send this message. Students access course materials in an LMS for a limited amount of time—while their course is ongoing. During this time, they should have an understanding and appreciation for what constitutes ethical and appropriate use of the information contained in their course materials. Students should be aware of what their rights and responsibilities are with respect to use the material within an LMS for the purposes of the course. Can they download material for personal use? Share it with classmates? Share it outside of the classroom? Students unfamiliar with copyright are not likely to be well-informed of what they can and cannot do with course material unless it is made known to them in some manner. One approach is to provide clear messaging in an LMS. For example, at Dalhousie University, a "widget" (displayed in figure 13.1) was developed that a faculty member can easily deploy in the LMS to prominently display this notice to students.
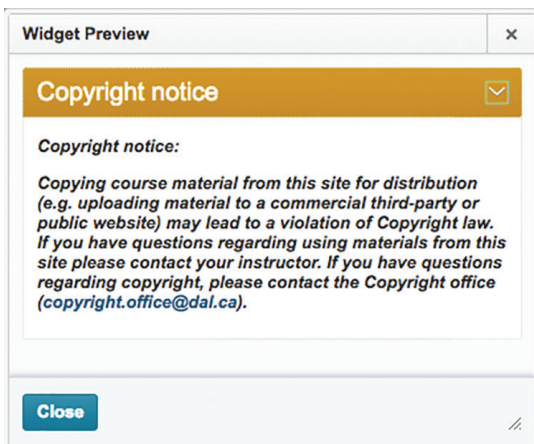

Figure 13.1. Learning Management System "Widget" providing copyright information to students https://libraries.dal.ca/services/copyright-office/for-faculty/protecting-your-own-copyright.htmldents. Dalhousie University Libraries. Licensed under CC-BY-SA. Retrieved from: https://libraries.dal.ca/services/copyright-office/for-faculty/protecting-your-own-copyright.html.

Making instructors aware of the need to provide this information, and making it easy for them to do so, is a step in the right direction.

Open Educational Resources and Open Pedagogy

The ACRL frames emphasize scholarship as a conversation noting that research and scholarship do not occur in a vacuum, rather scholars draw on previous scholarship for inspiration and the same is true for instructors seeking new teaching materials. The goal of open access advocates is to make research outputs openly accessible. Prominent open access scholar John Willinsky notes that "a commitment to the value and quality of research carries with it a responsibility to extend the circulation of this work as far as possible, and ideally to all who are interested in it and all who might profit by it."[35] Similarly, the principle of open pedagogy promotes the free availability and permission for reuse and sharing of Open Educational Resources (OER)—teaching outputs rather than research outputs. Kwantlen Polytechnic University, a leader in open pedagogy in Canada, provides the following primer on Open Pedagogy:

> Open Pedagogy refers to a set of teaching and learning practices that are only possible in the context of the free access and additional permissions that characterize open educational resources (OER). In practice, open pedagogy often takes the form of a "renewable assignment" in which students produce, adapt, or refine useful resources for the commons. This is contrasted with more traditional, "disposable" assignments in which students produce content that is meant only for their instructor's eyes and that will likely be discarded as soon as the course ends. Open pedagogy empowers students by granting them more ownership over their learning process and allowing them to make valuable contributions to the world and their community while simultaneously helping to develop critical skills (e.g., digital literacy).[36]

Students upload material to ARS sites without authorization sites in an attempt to give themselves more control and engagement over their learn-

ing processes. Granted, there are a number of underlying issues related to ARS sites, such as commercialization of the work of academics and the aforementioned issues concerning copyright infringement. However, students' use of ARS sites is not necessarily motivated directly by a desire to cheat or engage in academically dishonest behavior, but rather stems from an expectation to have more engagement around course content matter that is not available in the traditional classroom or even the virtual classroom that is part of the LMS. Yes, on one level, students engaging in infringing activity might be misusing such a platform by adding materials without permission. But, on the other hand, this begs the question: Can instructional materials be shared and licensed as OERs to help mitigate some of the issues associated with copyright infringement when it comes to ARS sites?

The concept of open pedagogy extends to allowing students to produce, adapt, and refine useful resources instead of only permitting the reproduction of course content as required by the instructor, empowering students and giving them more ownership over their learning processes while simultaneously helping students to develop critical digital literacy skills.[37] ARS sites may well be filling a gap that closed-access LMS sites neglect to fill, even though students might be misguided in their thinking around the ability to share.

Even though instructors own the intellectual property rights to their instructional materials, they can still permit those materials to be openly distributed and licensed in the digital environment. New efforts in open pedagogy have opened up a number of doors in for instructors to make their teaching resources openly available and licensed to permit other instructors to remix and adapt the materials. Open education advocates assert that the use of OER can help raise the quality of education for students because instructors will be in a position to share and build on one another's pedagogical innovations.[38]

Some instructors might be hesitant to share their work outside of the classroom and in an online environment, but should they be? What harm is being done by sharing a course syllabus, class slides, or even assignment instructions with other instructors and students? Concerns over sharing materials such as test banks, assignment instructions, and even test answers are legitimate because the sharing of such material might lead

to academic dishonesty.[39] On the other hand, open pedagogy expert and psychology professor Rajiv Jhangiani engaged his students in the creation and peer review of exam questions that are used for their final exam. He emphasized that such experiences can serve to foster engagement with the class subject matter and can be rewarding and engaging for students.[40]

For material that is openly licensed and permits sharing, such as materials with a Creative Commons license, it is important that students also understand the legal implications of each type of license. For example, the Creative Commons BY license—a commonly used Creative Commons license—requires that the creator of the work being reused be appropriately attributed.[41] The terms of the license are key for the instructional material to meet the requirements of an OER. For example, the Open Content alliance stipulates that OER should be licensed for free and perpetual permission to engage in the five "R" activities:

- Retain—the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
- Reuse—the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
- Revise—the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
- Remix—the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
- Redistribute—the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)"[42]

Not all instructors who have the ability to share their teaching materials with open licenses will be willing to do so. There may be some who might be happy to share their work and have others remix and reuse it. Others, though, may not be comfortable making their teaching materials available on open platforms for fear it could be misappropriated.[43] A move to an open pedagogy model requires a significant shift in thinking on the part of instructors and institutions in terms of the treatment of instructor-created, copyright-protected material. Further, resources, training, labor, and incentives for the production of OER are also important considerations for helping faculty to create OER. For example, in terms of incentives and

recognition, the University of British Columbia has acknowledged and emphasized OER as a part of promotion and tenure processes.[44]

Open pedagogy and OER acknowledge that creative works, including instructional materials, are part of a larger conversation—they build upon preexisting works and can be used to build on future works. The concept of pedagogy as a conversation aligns very much with the ACRL frame of Scholarship is a Conversation. As open pedagogy expert Robin Derosa notes, "What we once thought of as pedagogical accompaniments to content (class discussion, student assignments, etc.) are now inextricable from the content itself, which has been set in motion as a process by the community that interacts with it."[45]

The use of OER lets students see that thought and effort goes into creating such assignments and that they have value past being evaluative measures that they must persevere through to pass a class. Students stand to benefit the most from having access to OER, and enabling the sharing of such materials can serve to help students meet learning outcomes.

Jhiangiani notes this that this particularly relates to assignments and what are termed "disposable" assignments, ones that "students complain about doing and faculty complain about grading." He notes further that these assignments that "add no value to the world—after a student spends three hours creating it, a teacher spends 30 minutes grading it, and then the student throws it away."[46] On the one hand, yes, students need to think before sharing, but on the other hand, instructors and institutions need to think about why students have taken this route to sharing. Are students driven to sharing content in this manner due to a lack of access to course materials?

The issue of unauthorized sharing of classroom materials is unlikely to go away anytime soon. Faculty, librarians, academic administrators, and the broader campus community involved in academic integrity need to collaborate to effectively address this issue. Understanding where student perceptions of intellectual property might fall short is a key step forward in addressing this issue. For librarians involved in information literacy instruction, in particular, the new ACRL *Framework* offers a real opportunity to include copyright as a part of the conversation to help develop students understand the ethical and legal use of information. It is critical

to ensure that students understand their own place as creators of intellectual property to prepare them to be part of a digital environment that is increasingly concerned with the creation, curation, and dissemination of information. There are a number of concrete steps that libraries, learning management system administrators, instructors, and others involved in the dissemination of information in postsecondary instructional context can take to ensure that the message is clearly conveyed to students. Clear messaging through academic integrity guidelines in learning management systems and as part of instructional material is key. It is important for instructors to know what rules apply to their own intellectual creations. Instructors should also understand how sharing beyond the classroom can have an impact on students' learning. Open pedagogy and OER offer an important opportunity for instructors to rethink their relationship to the materials they produce and to openly share and invite remixing and reuse of materials they produce to benefit other instructors as well as their own students. The issue of unauthorized sharing of classroom materials and the rise of sites like Course Hero offer an important opportunity for instructors and students alike to engage in meaningful dialogue about what ethical and legal sharing of pedagogical material can look like in the digital age.

Endnotes

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