

The Missing Link:

# The Lack of Citations and Copyright Notices in Multimedia Presentations

By Stephanie Huffman

## Abstract

Many of the projects and assignments we have our students complete for our classes include a multimedia presentation. Why are we not teaching our students how to cite their sources for these presentations? Writing style (APA, MLA, or Chicago) does not matter. Re-

gardless of whether it is a paper or multimedia presentation students should always cite their sources, otherwise plagiarism is occurring. This is a skill we must teach and demand that our students take responsibility for when completing multimedia presentations. This article covers a brief overview of copyright law, provides helpful resources for students and teachers, and outlines a model that can be used in citing sources in multimedia presentations.

This model goes beyond the producer required credit slide to argue for the inclusion of “in product/text” citations for multimedia presentations.

**Keywords:** Copyright, Fair Use, Intellectual Property, Multimedia

*“We are excited by their use of images, text, video, and audio as a means of expression. Yet, we allow or overlook the fact that often they do not give credit for the use of others’ work...”*

As part of our course requirements, we offer and encourage students to integrate technology within their assignments. One of the fundamental techniques is the multimedia presentation. We are excited by their use of images, text, video, and audio as a means of expression. Yet, we allow or overlook the fact that often they do not give credit for the use of others’ work within the multimedia presentation. We set and demand high standards for our students concerning the papers they submit for evaluation. We would be displeased with, and likely not accept, work that was not formatted or appropriately cited for others’ works.

Our students are not alone. As part of our scholarly activity, we present our research at professional conferences and attend sessions for professional development. This is a vital part of sustained professional growth, as well as serving as an avenue for contributing to the overall body of knowledge in academia. In addition, we use multimedia presentations as a guide for our classroom lectures. Yet, the lack of citations and copyright notices is glaring and shocking. We can and must hold ourselves to a higher standard.

## Why the Lack of Citations?

First, most do not understand that legally, regardless of the format used for expression or

communication, credit must still be given to the authors/designers/photographers, etc., of works that are used as a foundation for professional presentations, classroom lectures, videos, teaching materials, and student work. Yes, we are made allowances under the *Copyright Fair Use Guidelines*, but *Fair Use* does not give us free reign. We must take responsibility. We must do everything within our power to ensure that proper credit is given.

Second, those faculty and students who do understand they should be citing sources do not know how to successfully accomplish this task or to what extent. There are numerous formatting guidelines for research papers and manuscripts (e.g., APA, MLA, Chicago), yet none of these publication manuals provide outlines or guidance in the realm of formatting “in product/text” citations for multimedia presentations. They do provide guidance in citing multimedia sources within a paper or manuscript and format of bibliographic citations listed on the reference page, works cited page, bibliography, etc. Scholars have written numerous articles about the necessity to cite sources when using these new media, the latest being the Code of Best Practices in Fair Use for Media Literacy published in November of 2008 in *Education Week*. “Whenever possible, educators should provide attribution for quoted materials, and of course they should use only what is necessary.” (National Council of Teachers of English, 2008, p 11). Section 6.2 of, *The Fair Use Guidelines for Educational Multimedia* (1996), delineates the requirements for attribution and acknowledgements. Specifically, producers only require a credit slide for multimedia presentations. Should we not be doing more than this especially in regards to the text included within the multimedia presentation?

Therefore, the purpose of this article is twofold: 1) to provide some basic background information on intellectual property; and, 2) to share a guide/model for citing sources in a multimedia presentation; thus addressing the two major reasons for the lack of citations.

## Intellectual Property

Products developed as a direct result of human activity are intellectual property. These products might include songs, designs, clothing, and inventions. Intellectual property refers to any intangible asset. “Intellectual property establishes how and when a person and society as a whole can benefit and profit from someone’s creation.” (Waxer & Baum, 2006, p 5) The treatment of tangible property versus intangible ideas can be difficult to understand. Notwithstanding a

natural disaster, tangible property passes from owner to heir, unless sold. Intangible property cannot disappear. Property rights extend to the owner’s heirs for decades after death. This contentious aspect of intangible property inspires argument and litigation as the law evolves in a constantly changing world.

The origins of intellectual property law are outlined in the United States Constitution, Article 1, Section 8, and Clause 8. “Congress has the power to promote the progress of science and useful arts, by securing for limited time to authors and inventors the exclusive right to their respective writings and discoveries.” (Waxer & Baum, 2006, p. 6) There are seven categories of Intellectual Property. Copyright is the one most familiar and applicable to educators. Copyright law protects the expression of an idea but not the underlying idea itself. For example, subject matter is not protected, but the matter in which it is expressed is protected. There are eight main categories of copyrighted works: 1) literary works, 2) musical works, 3) dramatic works, 4) pantomimes and choreographic works, 5) pictorial, graphic, and sculptural works, 6) motion pictures and audiovisual works, 7) sound recordings, and 8) architectural works.

Copyright in most instances is the life of the author plus 70 years. Joint authorship, corporate authorship, old law copyright extensions, and the rights of copyright heirs are a few exceptions that could affect the length of the copyright. For these instances further examination of copyright law is recommended, but for most purposes only a basic understanding is needed. At one time, it was life plus 50 years, but that changed in 1998 when Congress enacted the Sony Bono Copyright Extension Act. (Underwood & Webb, 2006) A work enters public domain once the copyright lapses. The rights of the copyright owner are extended to five broad areas: 1) to reproduce the work, 2) to distribute the work publicly, 3) to make derivative works, 4) to display the work publicly, and 5) to allow public performance of the work.

## Fair Use

“Fair use is an essential balance to the wide range of rights that copyright law grants to copyright owners. Remember, even simple quoting can constitute an unlawful reproduction of the original work.” (Crews, 2004, p. 48) By simply citing our sources (giving the author credit and avoiding plagiarism), we are following fair use, although limits do apply. One must weigh four factors to determine if fair

use is applied. For fair use to apply, the new work must be transformative, thus meaning the work is transformed into something new or of a new utility. For example, quoted text incorporated into a paper or pieces of mixed media put into a multimedia product for teaching purposes (Underwood & Webb, 2006). The second determining factor is nature. Nature refers to the characteristics of the work. Third, one must consider the amount of usage. Both quantity and quality define the amount of usage. The law does not outline an exact measure (quantity). The final factor is the potential impact on the market for, or value of, the original work; this directly links to the other three factors. The first three factors establish a baseline for the potential impact of the market place for the work. If the amount of the work used will influence the market value of the original work, then it is a copyright violation.

It is important to remember that copyright law is in constant flux, therefore, it is noted that the information previously outlined is a cursory treatment of copyright law and the Fair Use guidelines. It is recommended that every reader familiarize him or herself further with more detail. Listed below are excellent Web resources for information on fair use and copyright guidelines:

- Books, Periodicals, Music and Off-air Recordings  
<http://www.musiclibraryassoc.org/copyright/>
- Videotapes and Computer Software  
<http://www.ifla.org/en/publications/the-ifla-position-on-copyright-in-the-digital-environment>
- Visual Images, Distance Learning, and Multimedia  
<http://www.uspto.gov/web/offices/dcom/olia/confu/conclu2.html>
- Library of Congress: United States Copyright Office  
<http://www.copyright.gov/>
- Fair Use Guidelines for Educational Multimedia  
<http://www.adec.edu/admin/papers/fair10-17.html>
- A Proposal for Educational Fair Use Guidelines for Digital Images  
<http://www.utsystem.edu/ogc/intellectual-property/imagguid.htm>
- Copyright and Fair Use in the Classroom  
<http://www.umuc.edu/library/copy.shtml>
- Copyright and Other Legal Information  
<http://www.libraries.psu.edu/mtss/resources/copyright.html>

## Extending Accountability

As educational technology leaders we must first hold ourselves accountable for our work and second hold our students accountable for their work. Regardless of the vehicle with which our students or we choose to communicate, we must give respect to the work of others. Knowing the rules that govern copyright is just the beginning. The difficulty begins with explaining the importance of compliance to students who are lackadaisical in following any societal rule, (Hoffman, 2001). So, why would they be concerned with copyright law? Extending accountability is essential to academic integrity, professionalism, and ethical behavior. Our expectations for students should be the same, as those we demand of ourselves. Educators need to be leaders, not followers in establishing best practices, holding themselves accountable, and extending that accountability to their students (NCTE, 2008).

As stated earlier the, *Fair Use Guidelines for Educational Multimedia* (1996), producers only require a credit slide for multimedia presentations. We should at least include a credit slide (reference slide) for our multimedia presentations and for those of our students. An argument can be made and should be made for extending accountability beyond this point. When requiring our students to write a paper or when developing a manuscript for publication, accountability is extended beyond the reference page. Within the body of the paper, “in text” citations are required and provide a [link](#) to copyrighted material listed on the reference page. These “in text-citations” distinguish the work of others from our work. When using photos, images, or figures created by others in a paper or manuscript a caption is required. Multimedia presentations have become extensions or substitutions (in some cases) to the term paper required of our students and for our research and manuscripts.

Why should these fundamental guidelines not be extended to the multimedia presentation? They should be. Otherwise, how are we distinguishing our work from the work of others within the presentation itself? Is plagiarism not occurring? Anyone might be accused of plagiarism if he or she only included a reference page for a paper and did not include in text-citations. As outlined by the, *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition*, “psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author, you will

need to credit the source in the text.” (American Psychological Association, 2001, p. 349) Ethical principals are imperative in ensuring the integrity of knowledge and to protect the intellectual property rights of others.

Thus, the main thrust for this article, which is to share a model for citing sources in multimedia presentations. The model goes beyond the mere producer requirement of a credit slide to include in-product/text citations, captions for images, figures, audio clips, and video clips, and an appendix slide for documenting free sources. There is a missing link between the content slides and the reference slide in multimedia presentations.

It should be noted that this model is specifically designed for multimedia presentations. It does not lend itself to other forms of multimedia. Although an argument can be made for the creation of models for the other various forms of multimedia. As was done in the past for written forms of communications, the links between the content of the product and the reference page should be included in order to remove all doubt as to the author of the ideas used to generate the product.

## Huffman Multimedia Presentation Model for Citing Sources

This model was developed by reviewing the current literature on citing sources, applying the formatting and design principles used in Microsoft PowerPoint, and applying guidelines outlined in the *Publication Manual of the American Psychological Association* (APA). (Huffman & Rickman, 2008) Unless the information included within the multimedia presentation is one's original work, then the following set of basic components should be included.

### 1. General Guidelines

- a. "Use only lawfully acquired copyrighted works or self created works." (Simpson, p 10, 2005)
- b. All pictures, files, or text taken from the Internet must be from a free site, found in public domain, or authorized by a webmaster/author. APA recommends obtaining written permission for reuse (for both print and electronic form) from the copyright holder.
- c. One may not modify scanned images, video clips, or audio clips without permission. (Walter, 1998) One must note all alteration in an appendix.
- d. Select a publication style to use as a guide for formatting citations (e.g., APA, MLA, Chicago).

## Appendix A – Images, Video, and Audio

- ▣ Images
  - Clip art located on slides 7, 8, & 18 were taken from the Microsoft Clip Art Gallery.
- ▣ Video
  - The presentation did not include any video clips.
- ▣ Audio
  - The presentation did not include any audio files.

Figure 1. Appendix Slide from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Regional Association of Teacher Educators Annual Conference in November of 2008.

### 2. Specific Formatting Guidelines

- a. The basic sequence of screens/slides is as follows: 1) title slide, 2) content slides, 3) reference slide, and 4) appendix.
- b. Place a copyright notice on the opening screen or slide. (Walters, 1998) For example, "Notice: Certain materials are included under the Fair Use exemptions of U.S. copyright law, and have been prepared according to the Educational Multimedia Fair Use Guidelines and are restricted from further use."

## DIGITAL RESPONSIBILITY: CITING SOURCES IN MULTIMEDIA PRESENTATIONS

Presented By  
Dr. Stephanie Huffman &  
Dr. Wendy Rickman

\*\*Notice: Certain materials are included under the Fair Use exemptions of the U.S. Copyright Law, and have been prepared according to the Educational Multimedia Fair Use Guidelines and are restricted from further use.

Figure 2. Title Slide from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Regional Association of Teacher Educators Annual Conference in November of 2008.

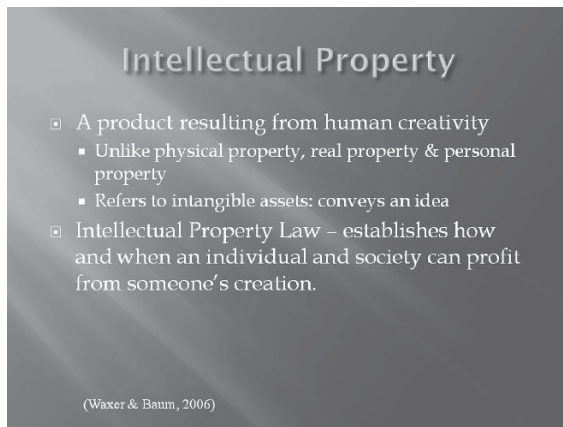


Figure 3. Intellectual Property Slide from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Association of Teacher Educators Annual Conference in November of 2008

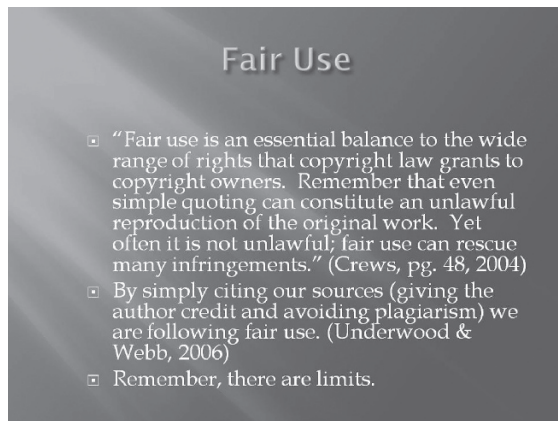


Figure 4. Fair Use Slide from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Association of Teacher Educators Annual Conference in November of 2008.

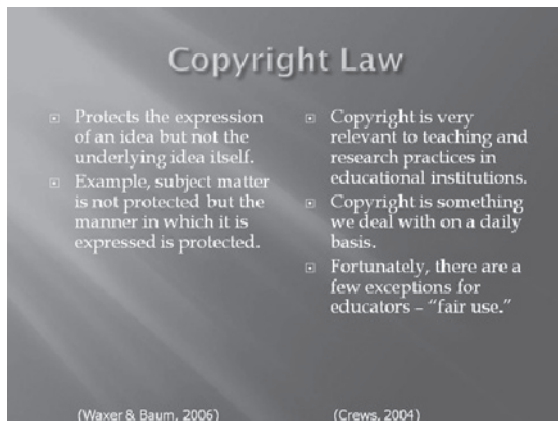


Figure 5. Copyright Law Slide from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Association of Teacher Educators Annual Conference in November of 2008.

- c. Acknowledge all sources used to create a screen or slide with a bibliographic citation, with an in product/text citation. Follow the rules outlined by the publication manual for specific format. The example demonstrates APA format for the in product/text citation.
- d. Single Column Layout
  - i. If only one source is used for that screen or slide, then the citation is placed at the bottom of the slide aligned with the text. Placement of the citation in this location allows for maximum use of space on the screen/slide (see Figure 3).
  - ii. If multiple sources are used for the content of the screen/slide, the citation is placed immediately following the text. If the text is directly quoted from the source, it is place in quotation marks and a page number is included within the citation.
  - iii. If the text is original (i.e., one's own thoughts & ideas), then no citation is necessary.
- e. Multiple Column Screen/Slide Layout
  - i. The same rules apply as outlined for single column layout.
  - ii. Each column should be treated as a separate unit.
  - iii. If only one source is used for the contents of the column, then the citation is placed at the bottom of the column aligned with the text
  - iv. If multiple sources are used for the content of the column, the citation is placed immediately following the text.
  - v. If the text is quoted directly from the source, it is placed in quotation marks and a page number is included within the citation.
  - vi. If the text is original, no citation is necessary.
- f. Images (including tables and illustrations), Video, and Audio
  - i. Images
    - 1. APA requires that a caption be created and that the author and copyright holder be acknowledged. "Any reproduced table (or figure) must be accompanied by a note at the bottom of the reprinted table (or in the figure caption) giving credit to original author and to the copyright holder." (American Psychological Association, 2001, p. 174)
    - 2. Due to limited space on a slide/screen, modifications to this rule are necessary. A brief caption is included along with an in product/text citation on the slide/screen in which the image appears. A full bibliographic citation is placed on the reference slide.
    - ii. Video clips and Audio clips

1. APA requires an in product/text citation and a full bibliographic citation on the reference page for papers and manuscripts. Because of the nature of multimedia presentations (icons used as placeholders for clips), this rule has been modified.
2. Since the icon (placeholder for the clip) becomes an image, the same format discussed above should be utilized for giving credit to the author of the clips. A brief caption is included along with an in product/text citation on the slide/screen in which the audio or video appears. A full bibliographic citation is placed on the reference slide.
  - iii. Any image, video clip, or audio clip that is from a free source should be acknowledged by listing the source(s) in an appendix. This demonstrates a commitment to high ethical standards by documenting all sources. It also provides instructors with a way to check the integrity of the students work with minimal effort.
  - iv. Any image, video clip, or audio clip that is not from a free source, should include a caption.
    1. Due to space limitation, the caption should only include the title of the work. An abbreviated title can be used for works containing long titles.
    2. The caption is place under the image, video icon, or audio icon, and should be aligned with the left most edge of the icon or image. The in product/text citation should be listed under the caption.
    3. A caption is not included for any audio clip that plays in the background and/or is part of the time sequencing of the presentation. If taken from a free source, it should be listed in the appendix. If not taken from a free source, a full bibliographic citation should be included with the references.

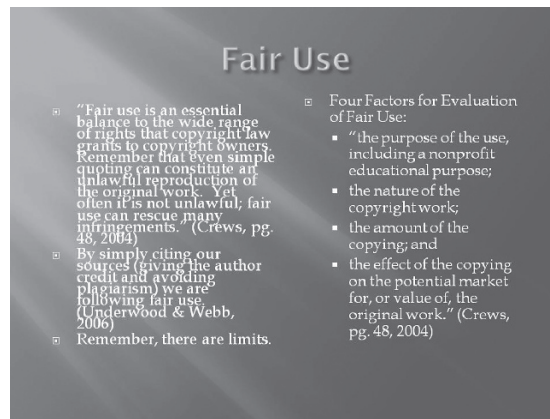


Figure 6. Fair Use Slide from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Association of Teacher Educators Annual Conference in November of 2008.

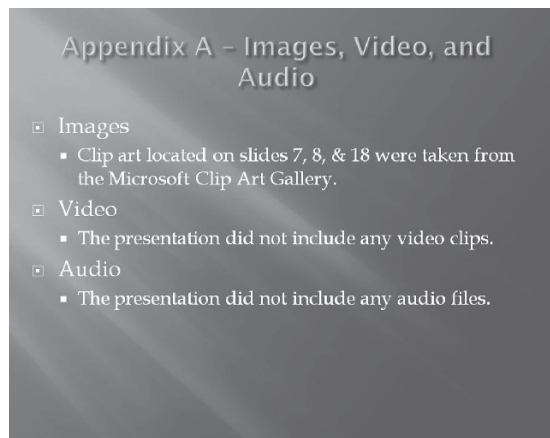


Figure 7. Appendix Slide (Version #2) from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Association of Teacher Educators Annual Conference in November of 2008.

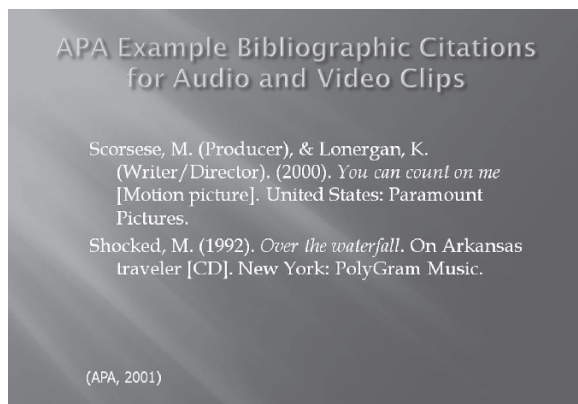


Figure 9. (above) APA Slide from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Association of Teacher Educators Annual Conference in November of 2008. from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Association of Teacher Educators Annual Conference in November of 2008.

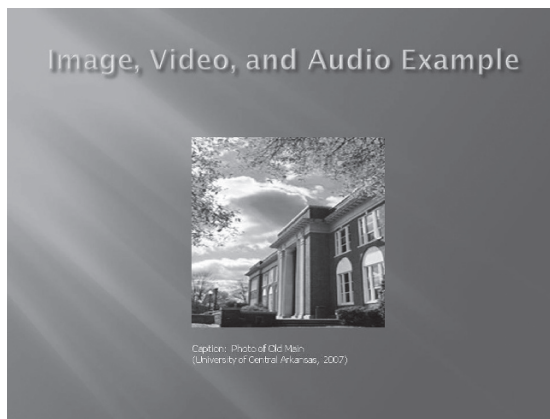


Figure 8. Image Slide from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Association of Teacher Educators Annual Conference in November of 2008.

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- Waxer, B. & Baum, M. (2006). *Internet surf and turf revealed: The essential guide to copyright, fair use, and finding media*. Boston, MA: Thomson Learning.

Figure 10. Reference Slide from the Digital Responsibility presentation delivered by Stephanie Huffman and Wendy Rickman at the Southeast Regional Association of Teacher Educators Annual Conference in November of 2008.

4. A full bibliographic citation for all images, video, and audio should be included with the references.
  - a. The following is an example of a bibliographic citation for both audio and video clips.
  - b. For more examples, consult the APA manual.
- g. References
  - i. Include a reference slide, works cited page, or a bibliography slide at the end of the presentation.
  - b. For more examples, consult the APA manual.
- g. References
  - i. Include a reference slide, works cited page, or a bibliography slide at the end of the presentation.

## Conclusion

Technology has drastically changed the way in which we share ideas and information. Faculty and students have unparalleled access to all types and forms of information (text, images, sound, and video). This level of access combined with the simplicity in which people can publish their work, presents a new level of complexity to the relevance of copyright law (Provenzo, 2004). In creating multimedia products, faculty and students may use lawfully acquired copyrighted works as long as proper credit and citations are included in the multimedia product. Care should be used in downloading material from Internet sites. Faculty and students should be aware that some copyrighted works have been posted to the Internet without authorization of the copyright holder. Therefore, it is vital that they contact the primary source to get permission to use the material.

The Huffman Multimedia Presentation Model provides a structure for citing sources that goes beyond the producer requirement of a credit slide (outlined in the Fair Use Guidelines for Educational Multimedia). It establishes a set format for “in product/text” citation placement and for the essential components necessary to insure that the Fair Use Guidelines of Copyright Law are being followed. Without structure, links between sources cited on the reference screen/slide and actual content are missing. Whether paraphrasing or quoting an author directly, one must give credit to the source; otherwise, plagiarism is occurring. (American Psychological Association, 2001)

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