

This is a pre-print version of the Timothy R. Amidon, Les Hutchinson, TyAnna Herrington, and Jessica Reyman webtext “Copyright, Content, and Control: Student Authorship Across Educational Technology Platforms,” published in *Kairos: Rhetoric, Technology, Pedagogy* (24.1), available at <http://kairos.technorhetoric.net/24.1/topoi/amidon-et-al/implications.html>

00:01 [IP Casts music, a soft harmonic resonance, builds to a crescendo]

00:06 Les: You’re listening to IP Casts.

00:13 [IP Casts music fades out]

00:14 Tim: Certainly an end user should have quite a bit of agency over what they do. But I think it’s, in a lot of ways, maybe we don’t even know what’s created in that, so returning to your question, I think, the part for me I think is that when we participate on social media we don’t see, we understand that we’re kind of being public in some ways. Versus like a Canvas or a content management system or a learning management system that we’re participating in in an educational system, we might just see that as some platform that the university owns, where that has the university rights to, and we might not be understanding that downstream they might be sharing that content with other third parties, where other people, then, down the line, and that they might be doing things that are transformative in nature with some of the content or intellectual property that we’ve introduced into those systems. And I think that’s where it gets really tricky for two reasons, right? I think, one, we have to wonder, in an economy where we’re giving away so much. Is that sustainable long-term? Our educational systems, right? If we’re just giving away all the value that we create in these systems, what’s the consequence of that, will we ever have access to it again? And, two, by giving it away, and giving other people access to create, they can be creating new tools and new things that have value, and that have use value potentially. But who’s profiting and is there reciprocity in that economy? And I think currently there isn’t, right? That’s what I think is at stake in both systems, where we’re just kinda giving content away downstream.

01:56 Les: And in what capacity are students actually consenting to participating in this? I think this goes back to pedagogy again. How can we teach students to be critical of using these things while they’re having to use them? How can students understand where their content is going, where things that they’ve authored are going, and are they okay with that?

02:27 TyAnna: Do they have a choice to do otherwise?

02:29 Les: Right - do they have a choice. But, I mean, even if they don’t have a choice, I would still want to know what is happening. You know, I don’t have a choice when I use Twitter what they’re going to do with what I post. But I still use it. But I know that now, and I know that I could opt out by just not using Twitter. But, I don’t know, is ignorance bliss? Are we doing a disservice to our students if we don’t teach them this even though we know it? I think it helps them to think long-term. They might not care in this moment, but they might care in the future. And did we help encourage that maybe this company owns this data or that content now. There’s questions about the ways that these things can be used in the future that we cannot foresee.

03:23 TyAnna: Well, and we're really teaching, not so much, well, we are teaching about communication but but beyond communication we're teaching about information...

03:35 Les: Uh-huh.

03:36 Ty: ...and information pathways as much as anything else these days. If we're only teaching about communication in whatever forms that takes, we're limiting what the reality is for where all of that data, which is really what communication is, where all of it goes, and what the potential is for use or for benefit or for misuse or whatever. So, we're not really teaching the full picture of what should be done. So, I keep saying, pedagogically, we're kind of missing some of our responsibility if we're not doing that.

04:09 Les: Mmhmm.

04:10-04:24 [IP Casts music, a soft harmonic resonance, builds to a crescendo, then begins to fade out]