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## Book review

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Chan, L. et al. 2002. Budapest Open Access Initiative. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Accessed: 18 November 2015].

**Secker, J. and Morrison, C. (eds). (2016). *Copyright and E-learning: a guide for practitioners*. 2<sup>nd</sup> ed., London: Facet. 270pp. 978-1783300600. £49.95. Pbk.**

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This new work significantly updates and expands upon the content in the first edition – by Jane Secker (2009) – being almost a third longer. The book is aimed primarily at a UK Higher Education (HE) audience although the brief legal overview and examples throughout the text cover legislation and examples from Ireland, Australia, New Zealand, Canada and the US. This is very much a practitioners' book (as stated in the title) offering practical advice and support regarding copyright issues (primarily in a HE setting), with each chapter including a case study. The book is also relevant to other educational sectors, particularly Further Education and also secondary schools, in addition to non-educational sectors which provide electronic content (such as public libraries, government libraries and museums and archives) and includes case studies and examples from outside the HE sector (and from outside the UK).

E-learning within the context of this title covers a range of online provision including Virtual Learning Environments (VLEs), the internet in general and institutional intranets. Copyright of electronic resources can be in the form of identifiable copyrighted works (such as e-books, e-journals or streamed media) or more problematically the use of copyrighted material (for example, images, audio or video) in educational material produced by teaching or support staff.

Following a legal overview in Chapter one; Chapter two deals with the use of electronic content in VLEs, primarily in terms of scanning copyrighted materials, as permitted by the various Copyright Licensing Agency (CLA) licences. The chapter includes a useful case study and details of a UK survey of scanning in the HE sector, along with some basic guidance on what is and is not permitted. This chapter focuses predominantly on the HE sector, although there is an acknowledgement that the CLA does provide different licences for different sectors, which tend to be very similar but there are some differences which are not highlighted (e.g. NHS libraries in Wales being able to scan two articles per journal issue rather than the standard single article permitted by the other CLA licences).

Chapter 3 looks at specific issues relating to the use of digital media (images, video and sound), which tend to be the most problematic material to store electronically because of the multiplicity of copyright issues involved (and the resulting necessity to require permission from a number of rights holders). This issue is particularly important given the increased use of lecture capture which has resulted in the electronic storing of teaching materials which may not previously have had to undergo scrutiny for copyright issues. This is at a time when copyright restrictions in classroom use itself have been relaxed. The chapter covers the full range of digital media and highlights where and how to obtain material which is copyright compliant.

Chapter 4 considers the issue of 'born digital' content (i.e. content which was created as digital content, as opposed to content which has simply been digitised from another format). This is another very problematic area regarding copyright – particularly freely available content on the web, which is assumed by many to be copyright free. The chapter includes a discussion of Digital Rights Management (DRM) and a good practice guide to using web based content in teaching and learning. The chapter also gives an overview of the major platforms for paid-for e-journal and e-book content, in addition to the use of electronic content in course reading list software.

The fifth chapter gives an overview of copyright issues in relation to the use of social media and cloud based content. The chapter also includes a brief discussion of data security and other organisational issues, aside from copyright, in relation to using externally hosted third party platforms. The chapter covers a wide range of social media platforms and includes copyright guidance for authors writing in this media. The case study in this chapter is taken from the schools sector, where the use of social media is closely linked with issues concerning safeguarding. The final chapter considers copyright training for staff and library users. There is a brief discussion of the copyright literacy needs of various user groups and the copyright card game developed by Chris Morrison is highlighted as the case study in this field.

In conclusion, this collected volume contains an excellent overview of copyright in relation to electronic content and will appeal primarily to librarians with responsibility for this type of content and for those responsible for managing e-learning. The chapter on social media is of interest to anyone writing on a social media platform in a professional capacity and the work in general does not assume an expert knowledge of general copyright issues.