
SECKER, Jane. *Copyright and E-Learning: A guide for practitioners*. London: Facet Publishing. 2010.

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E-Learning is a large part of any educational experience, whether it's just recording lectures and putting them up on a Virtual Learning Environment (VLE), digitizing reading lists or embedding multimedia resources into lessons. We expect a wide range of resources to be made available, but all of these resources fall under various copyright licenses and restrictions, and for those of us whose job it is to worry about these things, it can seem like we're walking through a minefield of possible copyright infringements. This book is very clearly aimed at people who work with copyright and electronic resources in a practical, educational setting, many of whom can end up being copyright advisors almost by default. Library staff, administrators, educational technologists and teachers don't want to be the person "inhibiting exciting new developments" [Secker, p xii], but they are the ones being expected to try and stay on top of ever evolving copyright rules whilst offering a wide range of resources and keeping them all nice and legal. Which is where this book comes in.

There is a detailed introduction explaining exactly what Copyright and E-Learning is aiming to cover, as well as short introductory paragraphs to every chapter. The book is divided into logical sections, starting off with some background about copyright and e-resources including the different copyright laws and agencies in various countries, and how that can affect not only what we can use, but how and where. Secker also looks at how creative commons and open source materials can be used; she then moves on to digitizing readings for a VLE, using images, using content from websites, plus born-digital material, lecture casting, web 2.0 learning resources and social media as an educational tool. The more varied the resources, the more numerous the potential copyright pitfalls that can occur unless there is someone paying attention, so the last chapter usefully focuses on staff training.

I was particularly interested in chapter 2: Digitizing published content for delivery in the VLE, as it pertains to my own work in a university library. This chapter also looks at the pros and cons of the blanket CLA scanning licence for Higher Education Institutions. I would perhaps have liked a bit more information about the CLA's auditing process for holders of the scanning licence, though it is touched upon in chapter 6: Copyright training for staff later on. Chapter 2 also looks at the results of a survey carried out by Jane Secker and June Hedges in 2009, which provided a "snapshot of activity relating to the digitization of core readings in higher education in the UK" [Secker, p44] and there are some useful case studies. It was interesting to compare the resources, workflow and staffing requirements etc. of other universities with my own experiences.

A key point the author makes in the conclusion, and which I think is very important is the need to tackle copyright and IPR upfront, as part of staff training, teaching, and when developing e-resources. Becoming familiar with copyright early on, even at a basic level, can save a lot of problems later.

The language and structure of this book is clear and concise, everything is set out clearly from the start and the case studies throughout are useful and relevant; you know what to expect from each section. This is very helpful when thinking about something as potentially intimidating or complicated as copyright, and means you can just skip to a particular section, for example on web copyright if someone asks you a question about using screen grabs. This is certainly a very worthwhile read for those of us working in education right now, and I think many will find it useful. There is a glossary of terms and a list of further resources at the back, which I may well dip back into when I need to check something copyright related in the future.

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