

Video, Images and Audio


Media literacy skills for discovering, evaluating and re-using visual and sound resources.

How to use this resource.

This e-booklet is a brief introduction to the things you need to consider when using media resources.

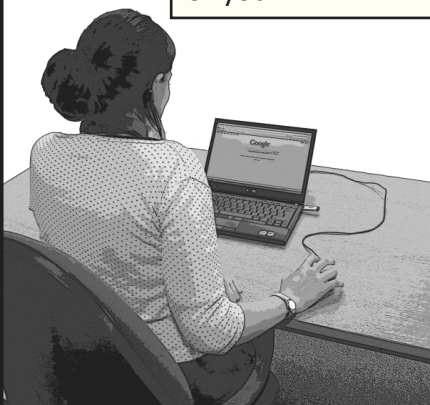
There are interactive elements on the pages. By clicking on any of the colourful images or text that is red you can link to external resources should you wish to explore any of the themes further.

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We're living in an media rich society with access to a wealth of images, video and sound archives at our finger tips.

If you're looking for media to include in your essays, to liven up your PowerPoint or to put on a web page...




it's not a problem, it's easy. Google does it all for you.

Type in your search and...



BINGO!



If only it was that simple.

In truth the do's and don'ts of using digital media can be complex.

Just because it's easy to find doesn't always make it right or legal to use it.

There are lots of things to consider like copyright, formats, resolution, authority...

This resource is to help you you make informed decisions when searching for, critically evaluating and re-using resources like videos, images and sound and so help you become more 'media literate'.



It's just an overview of the things you need to consider however...

there will be links out to more comprehensive sites should you wish to explore any of the themes further.

Image, Video, Sound or Text?



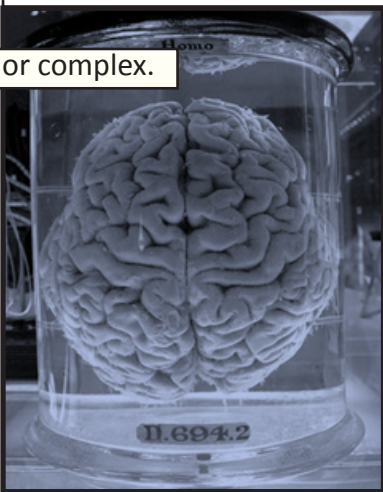
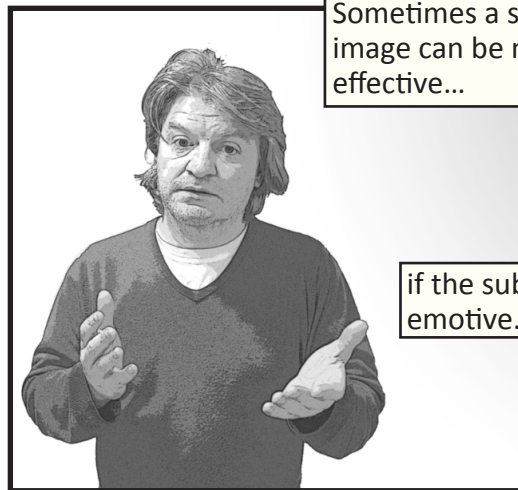
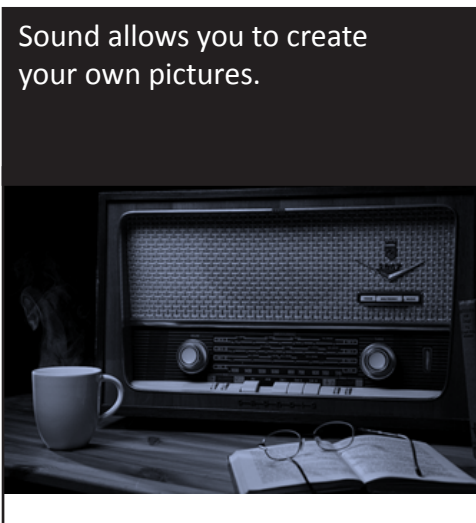
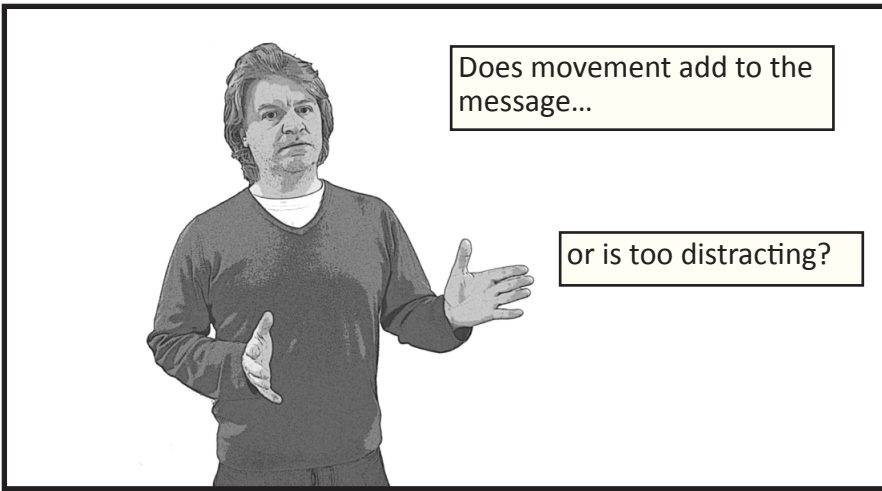
OK, there are several things you need to decide upon when you're looking for media resources.



You need to ask yourself is 'Is this going to convey something that text can't?'

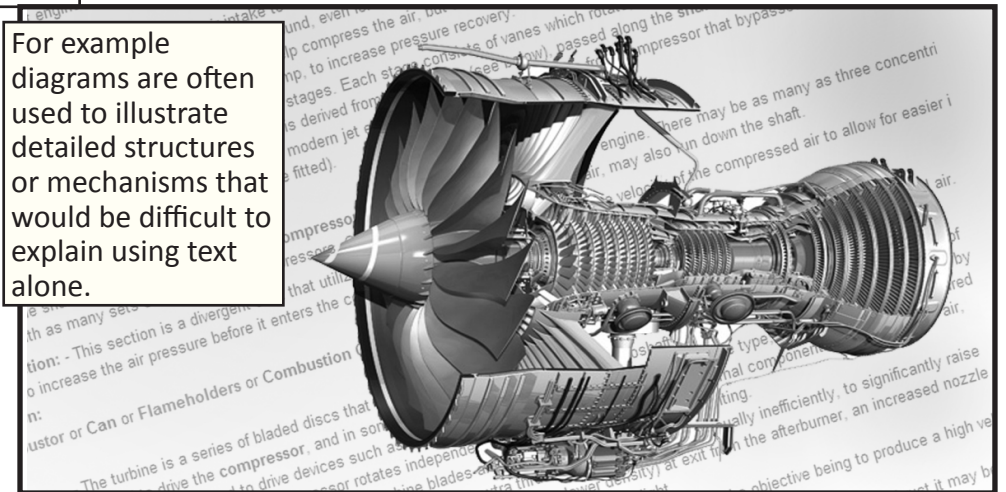
'Is it going to add anything of value?'

Is it a better way to present an idea or illustrate a point?'



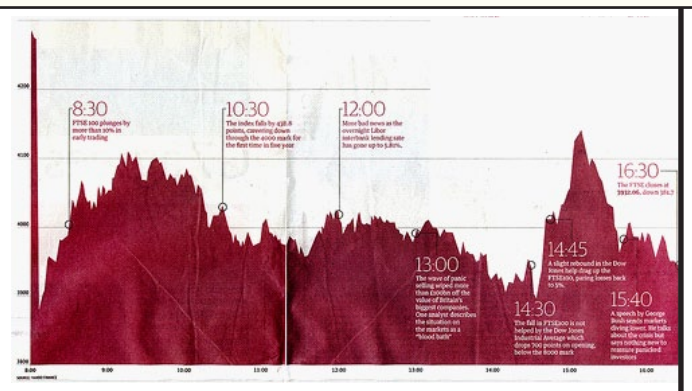
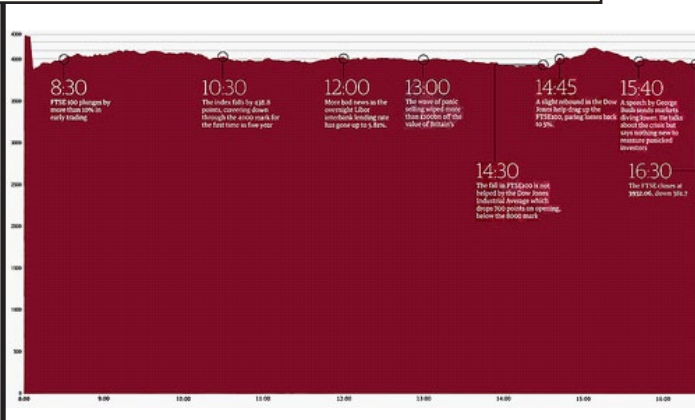
or complex.

For example diagrams are often used to illustrate detailed structures or mechanisms that would be difficult to explain using text alone.



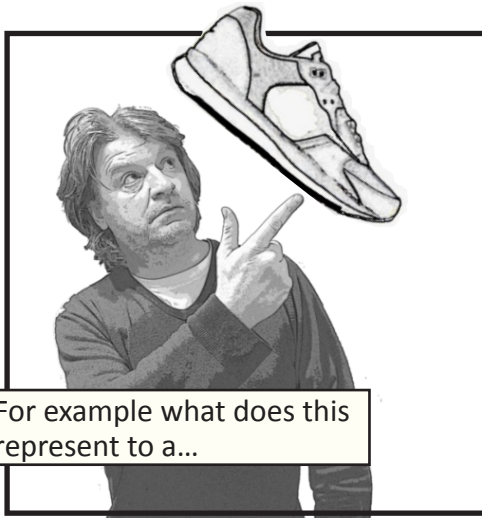
Graphical representation of complex datasets can help understanding...

On the other hand graphical representation of complex datasets can be used to manipulate as well. Scales and starting points can distort what you are seeing.



Personal experience, gender, age, cultural origin can distort the message you are trying to get across to your audience.

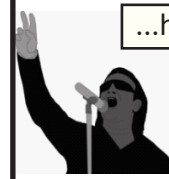
Meaning



For example what does this represent to a...



...designer



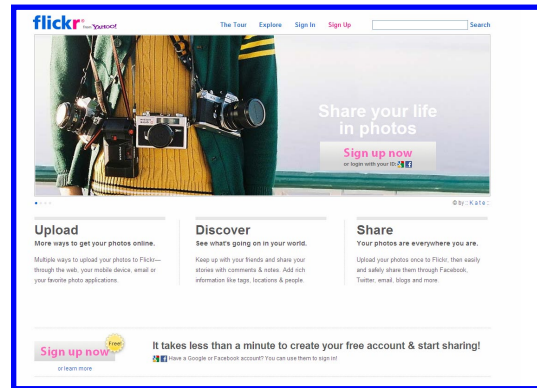
...human rights campaigner



...businessman

Try this out, visit [FLICKR](https://www.flickr.com) or another image library and see if you would tag (keywords describing the image) in the same way... chances are you wouldn't.

Try and decide why particular tags have been used - is it age, gender, cultural?



Ethics

You may want to consider the ethical implications of using media.

Does a manipulated image distort the truth?

Has the video or sound been edited to get a particular message across?

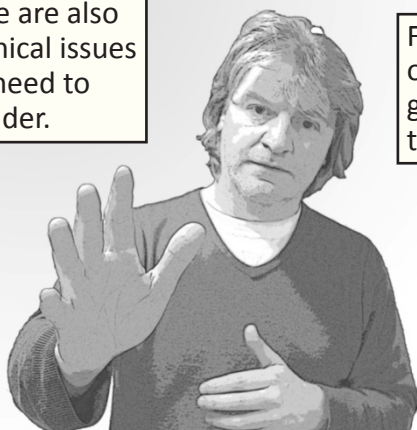
Has anybody been exploited?

Are you deliberately trying to shock or antagonise your audience?

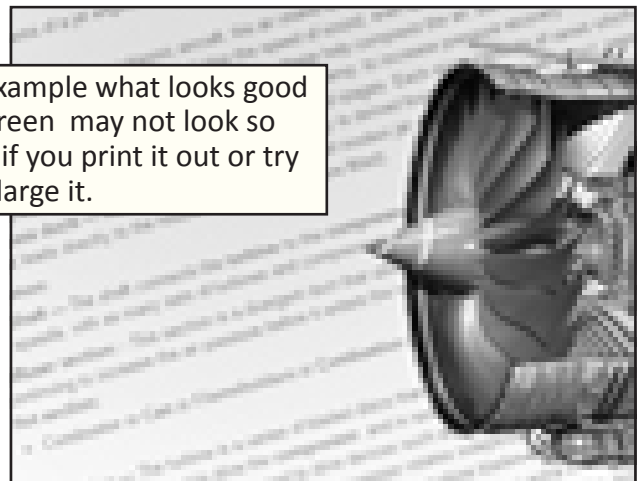



Technical Issues

There are also technical issues you need to consider.



For example what looks good on screen may not look so good if you print it out or try to enlarge it.





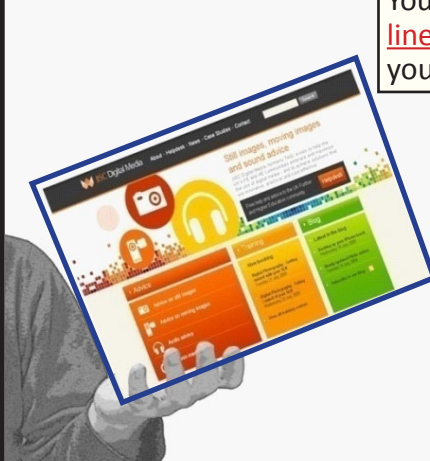
On a practical level the technical issues you need to consider include...

the resolution of image and video files. Is it the right size for my needs?

e.g. Is it too small and pixellated?

Or is it too big?

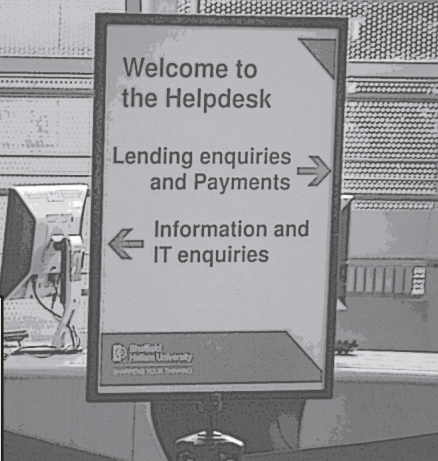
Will I have to edit it?




You can find plenty of resources online that will explain what resolution you'll need for a particular purpose...

and also how to crop, rotate, resize or manipulate the resource.

If this is new to you or you are unsure what to do, ask your tutor or staff in the Learning Centres who will be able to point you in the right direction.




Date



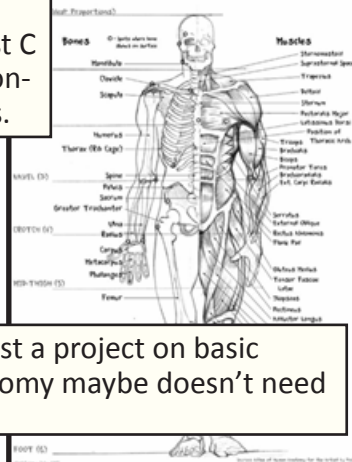
When you have found a resource ask yourself 'Is the date of the material right?'

If you are talking about contemporary issues this can be important.

For example fashion can date an image and alter the message you are trying to get across...




A project on eco-tourism in the 21st C probably needs contemporary images.



Whilst a project on basic anatomy maybe doesn't need to...

If there isn't a date use your eyes...



and if it looks wrong or dated to you, then it probably is.

Provenance

Provenance or where the material has come from also needs to be considered – just like you would for text based material.

Resources from reliable sources will have good [metadata](#)* and will be dated.



*I've just linked to Wikipedia –you know that you have to use your judgement when using [Wikipedia](#) - now just apply that judgement to every website you access.

Ask yourself 'Is this site reliable and authoritative?'

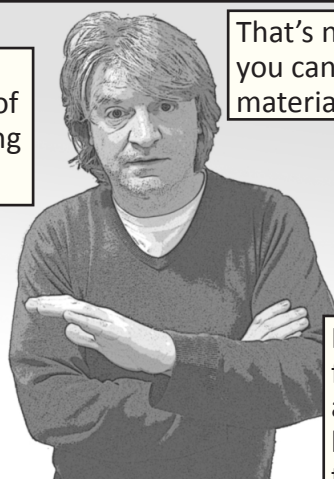
You need to consider who posted the resource. Are they an expert?



Maybe they have taken it from elsewhere, reproducing it out of context and are misrepresenting the facts.

Or maybe they didn't have permission to reproduce it in the first place!

Basically, can you rely on it?



That's not to say that you can't find useful material.

It's just a reminder for you to think about the source before you use any thing you find.

Try looking for a famous painting or photograph you like using one of the image search engines. Then ask yourself a few questions.



Does it look like a scan from a book? Are the colours correct..... has it been manipulated in any way.....is it cropped or distorted ?

Where is the image from?

If there is any textual information with the image - does it look reliable?

Copyright

A reliable resource should have a clear usage policy stating what you can and can't do with it.



What I'm saying here is check for a clear copyright and usage statement – It's important.

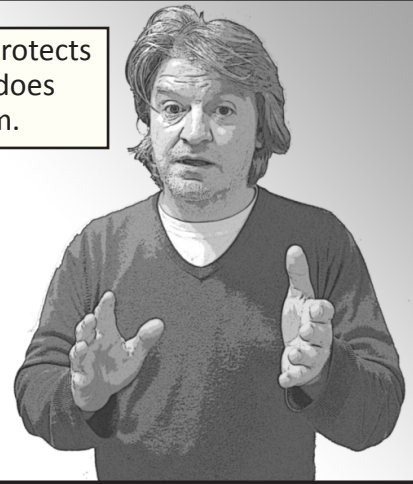
Can you use it for the purposes you want to use it for?

And it's important because...

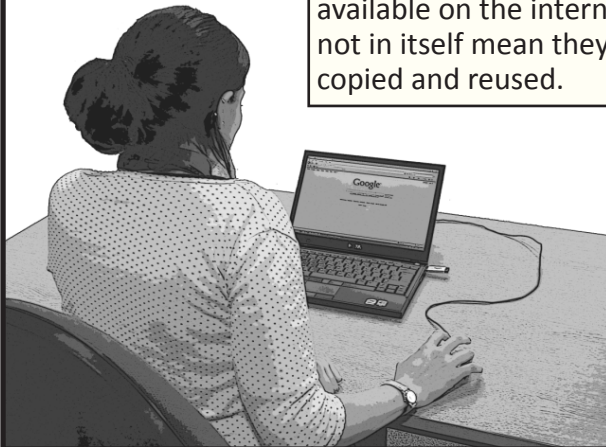
although digital materials can be reproduced, manipulated and disseminated at very low cost...



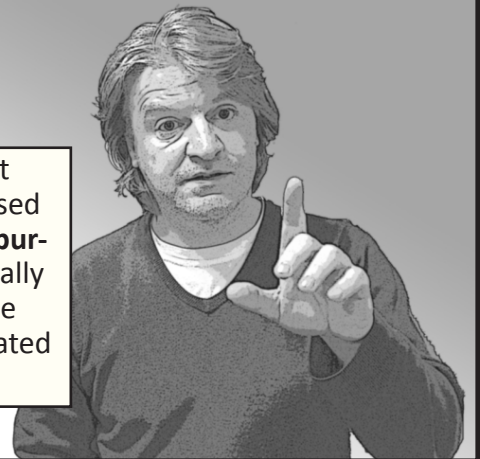
copyright legislation still protects digital materials just as it does materials in analogue form.



The fact that resources are available on the internet does not in itself mean they can be copied and reused.



Nor does the fact they are being used for **educational purposes** automatically mean they can be copied, manipulated and reproduced.



So why do we have copyright?

Copyright exists to protect the rights of creators.

It protects their economic rights – i.e. the right to exploit the material...

and also their moral rights – the right to be identified as the creator, to object to false attribution and to derogatory treatment



Copyright protection is automatic at the time of creation once an idea has been expressed in material form.



Protection lasts for a specified period of time; this varies slightly according to the type of material, but a rule of thumb is 70 years.

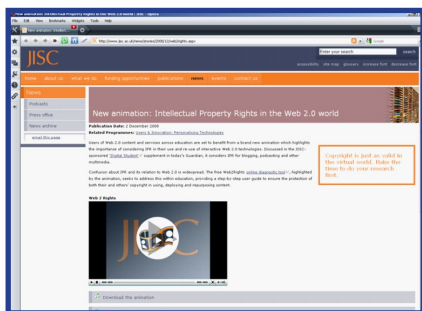


More information, including ownership of copyright, how long copyright lasts and the extent to which copying is 'defensible' under legislation can be found [here](#).



Ownership can change hands - this is important to remember when trying to track down a copyright holder.

The JISC has produced a [short animation](#) which highlights the importance of IPR (Intellectual Property Rights) when using and re-using web 2.0 technologies.



There are 3 case studies from the perspective of the student, the researcher and the lecturer.

They have also developed an [on-line diagnostic tool](#) which is a step by step guide on how to ensure the protection of your own copyright and protection of others copyright when you use and repurpose their content.

[Here's](#) an interesting discussion, it's from a U.S. perspective so the legal aspects are different but it gets you thinking about what you can and can't do with media. It's also a better comic strip than this.



You can get around many of the problems we've talked about by creating your own resources.



The good news is that you retain copyright...

but, again there are a few things you need to consider.

You need to consider anyone who may appear in your photographs, films and sound recordings.



To protect them (and yourself) you'll need to get anyone appearing in your work to sign a [release form](#) stating what the work can be used for.

A screenshot of a document titled 'ReleaseForm-for-self-created-resources'. The form contains fields for 'Name' and 'Address', followed by a paragraph of text regarding consent and agreement. The text is partially obscured by a large, faint watermark.

The [JISC Digital Media](http://jiscdigitalmedia.ac.uk) site is a good place to start for advice on creating and manipulating your own media.



When you've created it why not assign your* work a [Creative Commons](https://creativecommons.org/licenses/) licence so others can use it.

There are six licences so you can limit how your work can be used.

If you want to learn more - here's a link to a few videos that explain how Creative Commons works.



*You can only assign a licence to your work if you own the copyright - e.g. work created as part of your job may be owned by your employer.

Referencing & Rights

When using media it is good practice to reference your source – as you would text based material.

Additionally you may also need to acknowledge the rights holder (you'll need to check the usage policy to see if this is the case).



So what's the difference ?

Referencing lets people know where you found the resource.

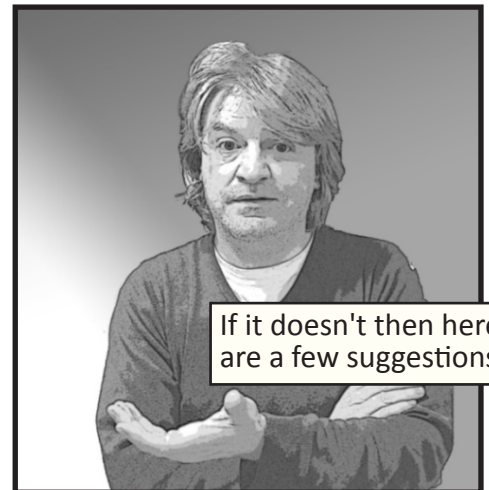
The rights holder is whoever owns the copyright - which to complicate things may or may not be the creator.

So how do you do this?

The usage policy often states where you need to put this information and how it should be written.

It may ask you to combine rights information with the reference, this makes things a lot easier. For example;

Source: <http://jiscmediahub.ac.uk/record/display/028-00011459>
 Title of film(s): MINERS STRIKE/DAY 32
 Copyright: CHANNEL 4 NEWS/ITN
 Year: 12-04-1984



If it doesn't then here are a few suggestions.

We'll start with the rights information.

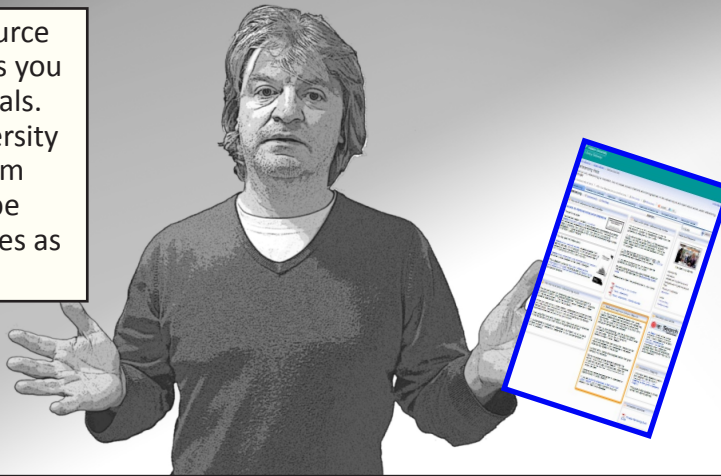
You could put the rights information with the resource.

For example you can often see this at the bottom or at the side of an image.

or you could put it after a caption.

Figure 1. A few suggestions. © Sheffield Hallam University

When referencing a resource just follow the same rules you use for text based materials. At Sheffield Hallam University we use the Harvard system of referencing - this can be applied to media resources as well.



This [page on the Library Gateway](#) explains how to get started.

The key is to be consistent but if you are unsure what to do ask your tutor or the staff in the Learning Centre.

As you have seen searching for media requires a bit of thought.

Before you start you need to formulate a search strategy, just as you would when searching for journal articles.

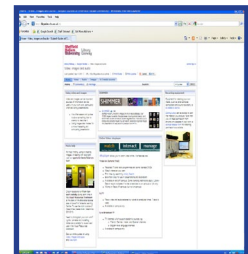
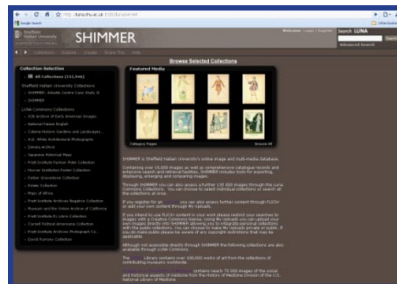
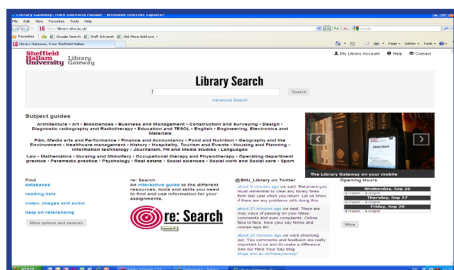
Jumping straight in and using a search engine may be faster...

but as we've seen you don't always find material that you can legitimately use or rely on.

Where to look for media is just as important as the keywords and concepts that you choose to search with.



Searching for Media



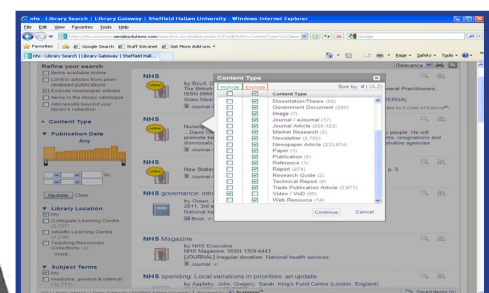
From here you can access [SHIMMER](#) the University's Image database...

or subject guides where you can access [video, image and audio resources](#) where the rights have been cleared for use in HE.

A good place to start here at Sheffield Hallam University is the [Library Gateway](#).

If you're looking for video, have you considered TV broadcasts?

At Sheffield Hallam University we have a licence which allows us to record TV and radio. They are available online and can be accessed via [Library Search](#)



Just limit your search to 'content type' = 'Video/VOD' and 'items available online'.

Recordings of radio broadcasts can be found via Library Search (limit your search to 'audio recording')

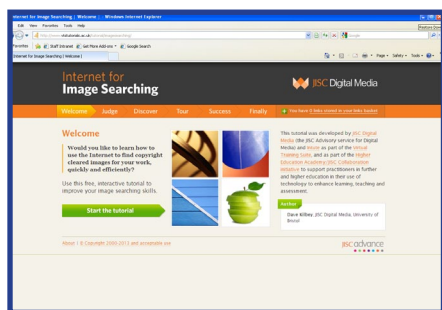
If you're searching for background music and have a budget try searching for 'royalty free music' on the internet or check out a site like ccmixter.org for free music licensed under Creative Commons.



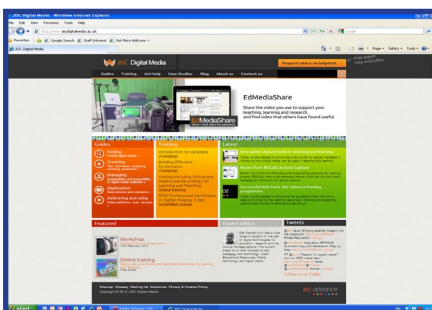
If you do use a search engine add 'Creative Commons' to your key-word string. It may return results that have a CC licence.

[Google Advanced Search](#) will allow you to narrow results by 'Rights Usage' and the [Creative Commons](#) site allows you to search for CC cleared material, but they aren't fool proof so you still need to check your results.

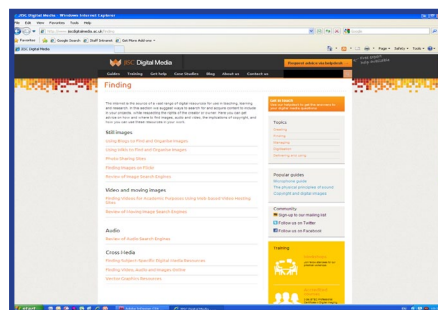
JISC Digital Media have produced a number of online tutorials to help staff and students find images, audio and video for use in teaching and learning.



Internet for Image Searching.



Jisc guides to Finding, Creating, Managing...Media



Finding Media

The Exam Rule



There is a situation where you can use anything you find. If the piece of work is for an exam or will count towards your final award mark then you can use whatever you find but you can only do this if the work will only be seen by your examiner - if it counts towards your final mark but it will be seen by others (degree show etc.) then you will not be able to use it. However group presentations that are assessed are OK.

I hope we have given you a few thing to think about.

There are lots of things to consider but if you just remember to think about using CPR* on your resources before you use them...

then you're halfway there. Happy searching!



CPR

*C P R = Copyright Provenance Referencing

References

All image © Sheffield Hallam University except:

Page 4, Panel 3: http://farm4.static.flickr.com/3317/3297961043_1ab2a0f94b

Page 4, Panel 6: <http://www.flickr.com/photos/leemer/1044340264/>

Page 4, Panel 8: <http://www.flickr.com/photos/35034346050@N01/2931964129>

Page 4, Panel 9: <http://www.flickr.com/photos/philgyford/2932821996/>

Page 6, Panel 7: http://farm4.static.flickr.com/476963117_bc85ce202d.jpg

Page 9, Panel 4: http://farm4.static.flickr.com/476963117_bc85ce202d.jpg

External Links

NB Some of these links may only work if you are logged into the SHU network

Page 5: <http://www.flickr.com/>

Page 6: <http://www.jiscdigitalmedia.ac.uk>

Page 7: <http://www.wikipedia.org/>

Page 8: <http://catalogue.shu.ac.uk/record=b1568097~S2a>

Page 9: <http://www.jisc.ac.uk/news/stories/2008/12/web2rights.aspx>

Page 9: <http://www.web2rights.org.uk/navigator/content/ipr/diagnostic/index.html>

Page 9: <http://www.law.duke.edu/cspd/comics/zoomcomic.html>

Page 9: <http://lcdastore.shu.ac.uk/ReleaseForm2012.pdf>

Page 10: <http://www.jiscdigitalmedia.ac.uk/>

Page 10: <http://creativecommons.org/>

Page 10: <http://creativecommons.org/videos/>

Page 10: <http://jiscmediahub.ac.uk/record/display/028-00011459>

Page 11: <http://students.shu.ac.uk/lits/resources/referencingandbibs/referencing.html>

Page 11: <http://libguides.shu.ac.uk/referencing>

Page 11: <http://library.shu.ac.uk/>

Page 11: <http://luna.shu.ac.uk:8180/luna/servlet>

Page 11: <http://libguides.shu.ac.uk/vis>

Page 12: <http://ccmixter.org/>

Page 12: http://www.google.co.uk/advanced_search?hl=en

Page 12: <http://search.creativecommons.org/>

Page 12: <http://www.jiscdigitalmedia.ac.uk/crossmedia/advice/finding-video-audio-and-images-online>

Page 12: <http://www.jiscdigitalmedia.ac.uk/>

Page 12: <http://www.jiscdigitalmedia.ac.uk/finding>
