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Q: What is your background in relations to Creative Commons licenses?

A: I've taught multiple English courses to graduate and undergraduate students as well as technology courses to instructors. My background means I know how Creative Commons can help education, academic research, and digital media.

Q: How do you use Creative Commons licenses?

A: Personally, I've used the Creative Commons License on my course materials, research, and website. I think Creative Commons should be used as often as possible in academia and should be used for as much entertainment as possible.

Q: Why haven't academics embraced Creative Commons licenses?

A: CC isn't well used in academic or entertainment circles because the old modes of thinking, where creation and ownership made more sense, are still in play. Before the Internet and digital media revolution, academia operated on the concept of information scarcity. Under that rubric, owning one's course syllabi or research made sense because that was a person's valuable contribution to the field and to teaching.

Now, we're not in an information scarcity situation. Instead, we have an information overload and what's important is organizing, searching, connecting, and cross-referencing information. For that, making one's information (course information, syllabi, research) more available and usable is a better idea for personal financial stability and for the fostering of academic research and education.

Q: How does Creative Commons help establish the idea of intellectual property?

A: CC should help people to better understand intellectual property. Ideally, CC will shift the way people view intellectual property to let people understand that IP isn't "just ideas," but also something of value that can be directly improved or injured through their actions. CC should also make for a better network of resources and communities so that information and entertainment can be shared/accessed/sold more largely for everyone's benefit.

Many students don't understand how plagiarism is important--something that often comes up in English courses. However, when I teach students about computer code and how computer code can mean money or reputation for the maker, students see how plagiarism isn't as simple as copying and pasting.

Once I cover code and copyright, I explain that code can also be shared with CC or CopyLeft so that it's more usable. In the context of writing classes, often with group projects, this makes sense to students because they can see how important attribution is.

CC and OpenSource communities share materials, but they do so with attribution so that the makers earn reputation. The increase in reputation allows for a sort of gift economy, which is how academia is idealistically supposed to function.

Q: What are the effects of Creative Commons outside academic arenas?

A: For artists/entertainment, the gift economy works from individual creator to general public and from companies to the individuals. Allowing customers to use particular works, like Doom allowing for modded games, acts as a gift from the company to the consumers. This increases customer interest and loyalty, which are important for businesses. The consumers, in turn, also create new works which add to the initial value of the company's work. For Indie creators, the rise in reputation and community building alone make a ton of sense and offer direct benefits.

Q: Can Creative Commons be implemented successfully on a global scale?

A: International copyright issues are a major pain and a major impediment to shared information (patent abuse and similar problems), but CC offers another better alternative to these huge issues.