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Workshop on Models for Copyright Education in Information Literacy: An Initiative of the International Federation of Library Associations and Institutions

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As a co-chair of the Workshop on Models for Copyright Education in Information Literacy, held during the 2017 World Library and Information Congress of the International Federation of Library Associations and Institutions (IFLA), I am pleased to introduce this special issue of the *Journal of Copyright in Education and Librarianship*.

The Workshop was organized the IFLA Information Literacy Section and the IFLA Copyright and Other Legal Matters Advisory Committee to provide a forum for discussing models for education on copyright, licensing, and related legal matters within the framework of library information literacy programs. With more than 14 countries represented, the papers and discussions were far-ranging and comprehensive, touching on issues of pedagogy, instructional design, learning theory, author rights, copyright limitations and exceptions, applications of the law nationally, international copyright, open access, and education for library and information science practitioners. The papers in this special issue started as presentations at the workshop but were further developed based on feedback and then through peer review before publication.

The Workshop was a very successful event with participants reporting that it was highly informative and offered a welcome chance for global knowledge exchange on the topics that sit at the intersection of copyright education and information literacy. I want to thank my co-chairs for the Workshop, Tomas Lipinski, Dean of the School of Information Studies, University of Wisconsin-Milwaukee, and Janice Pilch, Government Documents/Maps Librarian of the New Brunswick Libraries, Rutgers University, both

members of the IFLA Copyright and Other Legal Matters Advisory Committee at that time, as well as our local hosts at the University of Lower Silesia.

Spurred on by the interest and engagement at the Workshop, in 2018 IFLA released the *IFLA Statement on Copyright Education and Copyright Literacy*. This statement recognizes that copyright affects what libraries and their users can do with information works and that knowledge of the law is important for librarians in avoiding risking unnecessary restrictions on access and in avoiding infringement. The *Statement* goes on to state importance of building skills related to copyright and makes recommendations to governments, libraries, library associations and library educators in support of this goal. The *Statement* is available on the IFLA website in English, French, German, Spanish, Arabic, Russian, Chinese, Bulgarian, and Swedish (<https://www.ifla.org/publications/node/67342>).

IFLA is now developing a set of case studies on how library associations provide professional development for their members on issues related to copyright education and will conduct a global survey of library associations on this topic in the coming year. In doing so, IFLA hopes to further catalyze the conversation about copyright education for library workers and library users and identify strategies for building global library capacity for copyright education. I am pleased to be co-leading with work in collaboration with Stephen Wyber, IFLA Manager of Policy and Advocacy. We look forward to continuing this work and building on the foundation built at the Workshop.