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7377 Introduction to Technology in Schools
Technology Integration Learning Plan
Copyright in Digital Media

OVERVIEW

The ability to copy and/or alter digital images, music and video has become relatively easy with digital editing software. In my Digital Media course, students use image, audio and video files in their projects to learn how to use such software, from image editing, to illustration, and audio and video software. While students have access to purchased stock media and royalty-free files, sometimes the files they use are copyrighted materials from the Internet. It is critical that students understand the difference between using/altering these digital files in a learning environment verses infringing on the copyrights of others. In addition, as students learn to create their own original work, they need to be aware of options to protect that work from copyright infringement.

Technology to be used includes a Senteo Interactive Response system to complete the pre- and post-tests, a teacher computer connected to the Internet for projecting videos and audio files, student computers connected to the Internet for group research, and access to an online learning management system discussion board (Angel) for student fact and opinion responses. It is hoped that using technology will enhance student interest in the discussion and emphasize how copyright knowledge is critical for someone with a career in the digital media field.

ANALYSIS

A pre-test will be given to students prior to the beginning of the unit to determine knowledge of copyright and ethics in digital reproductions, especially related to digital copying of images, music, and video. Questions will consist of basic copyright terminology and hypothetical situations in which students have to determine whether copyright infringement has occurred. The results will determine where students are in their knowledge of copyright and will determine what basic remediation needs to occur in preparation for the unit. Students will see results immediately following the last question. It is anticipated that students will want to discuss some of the hypothetical situations which will allow me to segue into the unit. This elective course is open to students from 10th through 12th grade; therefore, it is likely there will be a gap in student knowledge. Generally speaking, seniors have had more experience writing research papers and have been exposed to referencing and citations, thus more knowledge in the concept of plagiarism and copyright.

The purpose of this unit is to provide students with the information necessary to make legal and ethical decisions in the creation of their digital projects in this class, for other courses, and for post-secondary options whether college or career. The focus will be on learning the basics of copyright law, including the concepts of fair use and public domain and how copyright affects intellectual property generated in a digital age.

This unit will last 2-3 (50 minute) class periods, depending on the depth of discussion that surfaces during activities and class discussion.

DESIGN AND DEVELOPMENT

After completing this unit, students will understand basic copyright law and how the law is designed to promote creativity and the growth of knowledge, know how to determine if fair use applies to a copyrighted work by weighing the four fair use factors, learn how to locate a copyright holder for permission, and know how to protect their own work.

Structure and Sequencing:
- Copyright Pre-Test (using the Senteo Interactive Response System)
- *Copyright Basics* video (Copyright Clearance Center, http://learn.copyright.com/page.aspx?QS=773ed3059447707d329d70250963fa772c9614113a1a9c3d181ffaedc54972c2
- *Copyright Frequently Asked Questions* (http://www.teachingcopyright.org/handout/copyright-faq)
- Vanilla Ice vs. David Bowie and Queen (video and audio)
- *A Fair(y) Use Tale* video
- Small group fair use/case analysis, http://www.benedict.com
- Angel (learning management system) Discussion Board
- Assessment: test and assessment on use in class projects

Supplemental activities:
- http://www.teachingcopyright.org/download/handout/tc_fair_use_faq.pdf
- http://www.teachingcopyright.org/download/handout/tc_public_domain_faq.pdf
- http://mediaeducationlab.com/1-whats-copyright-music-video

1. Students will take the pre-test prior to beginning the unit in order to determine current knowledge. The pre-test will be given using Smart Notebook and the Senteo Interactive Response system. Questions will be projected and will also be read aloud to address students with low reading skills. It is assumed that students will answer basic copyright questions accurately but scenario-based questions will be more difficult. Senteo will be used so that students can see immediate results and their results as compared to peers. Based on responses, instruction will be modified to accommodate all students.
2. Students will watch the video, *Copyright Basics,* downloaded from the Copyright Clearance Center, followed by reading *Copyright Frequently Asked Questions.* A Copyright PowerPoint presentation will follow the reading which will identify key points from both the video and reading and emphasize terminology. It is anticipated that information heard and read will prompt a general class discussion.
3. Using *The Copyright Website* (www.benedict.com), as a class, students will listen to "Ice, Ice Baby" (Vanilla Ice) and "Under Pressure" (Bowie/Queen) and the subsequent video interview of Vanilla Ice claiming the two riffs are different. Before presenting the verdict of the lawsuit, students will discuss how copyright was violated in this case.

4. Students will watch *A Fair(y) Use Tale* video, a video created to educate viewers about fair use principles using short clips from Disney works. As a class, students will discuss how/whether the video meets the four requirements of fair use.
5. In small groups, students will be assigned other similar court cases via the Internet to research and analyze for copyright infringement/fair use. Each group will work together to summarize the case and present findings in a short summary to be posted in a discussion board on Angel. Students will then individually read the other group submissions and post a response to each submission: one fact-based comment in which they share what they are learning about copyright and fair use, and one opinion-based comment in which they can share their feelings, personal experiences and reflections. Students will be graded on accuracy of summary and fact-based posting and seriousness of opinion-based posting. These posts will also help me determine if the students generally are understanding the concepts.
6. At the end of the unit, students will take a post-test using Angel (learning management system) that includes the same questions from the pre-test in addition to other basic terminology questions. In addition, students will be assessed for copyright compliance on all future projects; project rubrics will include a category to assess compliance.

Activities and lessons completed in this unit will accommodate various learning styles, from auditory, to visual and kinesthetic, thus lending themselves to a cognitive learning approach to instruction. Students will watch videos, listen to sound files, and actively visit Internet websites. The use of technology reaches various learning styles that otherwise would not be available in such a "boring" unit. The overall intent of the unit is to inform and change behavior, at least that of those who are currently engaging in illegal downloading practices, thus a behaviorist theory to learning will also be employed.

IMPLEMENTATION:

Results from the pre-test should provide some idea of prior knowledge, with the hope that most students have been exposed to copyright law; however, instruction will be modified if results indicate students need the basic terminology, such as fair use, public domain, etc. Numerous websites are available to address copyright terminology. The discussion posts should indicate whether students are grasping the concepts or not, in which case additional activities can be modified or added to augment instruction. In planning for this unit, I found it more difficult to narrow the focus because there are an abundance of websites devoted to the many facets of copyright. It would not be difficult to include additional activities in this unit.

EVALUATION:

Improvement from pre- to post-test will be only one indicator that students learned the intended objectives. Discussion posts will also provide me with additional information that can be used to determine whether additional instruction is required. Probably the biggest determiner will be how students apply their learning to future projects in this class. Are they following copyright when creating digital videos or a website for their portfolio? Will they be able to defend use of Internet images or audio with an accurate fair use argument? Will some of them want to legally

protect their own work?   It is anticipated that discussion will continue throughout the remainder of the year.

Course Level Expectations, Information and Communications Technology Literacy, 9-12
6a - Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital
6b - Practice strategies to avoid plagiarism
6c - Document each source referenced using an appropriate citation format

Missouri Show-Me Standards:
1.4 - use technological tools and other resources to locate, select and organize information
2.7 - use technological tools to exchange information and ideas
4.4 - recognize and practice honesty and integrity in academic work and in the workplace

ISTE Nets for Students Standards:
5a - advocate and practice safe, legal, and responsible use of information and technology.
5d - exhibit leadership for digital citizenship