

Cyberethics, Cybersafety, and Cybersecurity (C3): Implications for the Classroom Teacher



Davina Pruitt-Mentle

Educational Technology Policy, Research and Outreach

College of Education

University of Maryland



Overview



- Introductions
- Cyber Awareness Overview and & Resources
- Cybersafety
- Cyberethics
- Cybersecurity
- Questions/Closure



Maryland Teacher Technology Standards



The screenshot shows a Netscape browser window with the address bar displaying <http://www.edtechoutreach.umd.edu/standards/MDTchrTechStdsMTTS.pdf>. The browser interface includes a menu bar (File, Edit, View, Go, Communicator, Help), a toolbar with navigation buttons (Back, Forward, Reload, Home, Search, Netscape, Print, Security, Shop, Stop), and a sidebar with links (Instant Message, WebMail, Contact, People, Yellow Pages, Download, Find Sites, Channels, RealPlayer). The main content area displays a table with two columns: "SEVEN STANDARDS AND OUTCOMES" and "INDICATORS".

SEVEN STANDARDS AND OUTCOMES	INDICATORS
I. Information Access, Evaluation, Processing and Application Access, evaluate, process and apply information efficiently and effectively.	<ol style="list-style-type: none">1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.2. Evaluate information critically and competently for a specific purpose.3. Organize, categorize and store information for efficient retrieval.4. Apply information accurately in order to solve a problem or answer a question.
II. Communication A. Use technology effectively and appropriately to interact electronically.	<ol style="list-style-type: none">1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.
B. Use technology to communicate information in a variety of formats.	<ol style="list-style-type: none">1. Select appropriate technologies for a particular communication goal.2. Use productivity tools to publish information.3. Use multiple digital sources to communicate information online.
III. Legal, Social and Ethical Issues Demonstrate an understanding of the legal, social and ethical issues related to technology use.	<ol style="list-style-type: none">1. Identify ethical and legal issues using technology.2. Analyze issues related to the uses of technology in educational settings.3. Establish classroom policies and procedures that ensure compliance with copyright law, <i>Fair Use</i> guidelines, security, privacy and student online protection.4. Use classroom procedures to manage an equitable, safe and healthy environment for students.
IV. Assessment for Administration and Instruction Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.	<ol style="list-style-type: none">1. Research and analyze data related to student and school performance.2. Apply findings and solutions to establish instructional and school improvement goals.3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.
V. Integrating Technology into the Curriculum and Instruction	<ol style="list-style-type: none">1. Assess students' learning/ instructional needs to identify the appropriate technology for

The browser's status bar at the bottom shows the Windows taskbar with the Start button and several open applications: 3 Microsoft PowerPoint, 4 Microsoft Excel, 2 Netscape, and 4 Microsoft Word. The system clock indicates 9:45 PM.



III. Legal, Social and Ethical Issues



What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

1. **Identify ethical and legal issues using technology.**
2. **Analyze issues related to the uses of technology in educational settings.**
3. **Establish classroom policies and procedures that ensure compliance with copyright law, *Fair Use* guidelines, security, privacy and student online protection.**
4. **Use classroom procedures to manage an equitable, safe and healthy environment for students.**

MTTS

Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.

Performance assessment materials to be available for each standard on the PT3 website: www.smcm.edu/msde-pt3/.

Any use of these materials should credit Maryland's PT3 Catalyst Grant P342A990201.



III. Legal, Social and Ethical Issues



What is your Interpretation?

- Demonstrate an understanding of the legal, social and ethical issues related to technology use

1. Identify ethical and legal issues using technology.
 - Digital and Urban Divide
 - Access Issues
 - Cultural Differences in Multimedia
 - AT and 508/Comar Regulations

MTTS

Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.

Performance assessment materials to be available for each standard on the PT3 website: www.smcm.edu/msde-pt3/.

Any use of these materials should credit Maryland's PT3 Catalyst Grant P342A990201.



III. Legal, Social and Ethical Issues



What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

2. **Analyze issues related to the uses of technology in educational settings.**
 - **Evaluation of Content**
 - **Goal of Technology Use**

MTTS

Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.

Performance assessment materials to be available for each standard on the PT3 website: www.smcm.edu/msde-pt3/.

Any use of these materials should credit Maryland's PT3 Catalyst Grant P342A990201.



III. Legal, Social and Ethical Issues



What is your Interpretation?

- Demonstrate an understanding of the legal, social and ethical issues related to technology use

3. Establish classroom policies and procedures that ensure compliance with copyright law, *Fair Use* guidelines, security, privacy and student online protection.

- Expectations and Procedures
- Disability Statement
- Proper Citation
- Copyright Law
- Fair Use
- FERPA/ Teach Act
- Acceptable Use Policies
- Privacy and Netiquette

MTTS

Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.

Performance assessment materials to be available for each standard on the PT3 website: www.smcm.edu/msde-pt3/.

Any use of these materials should credit Maryland's PT3 Catalyst Grant P342A990201.



III. Legal, Social and Ethical Issues



What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

4. **Use classroom procedures to manage an equitable, safe and healthy environment for students.**
 - **Ergonomics**
 - **Assistive Technology**
 - **Equitable Access**
 - **Cybersafety**
 - **Filters**

MTTS

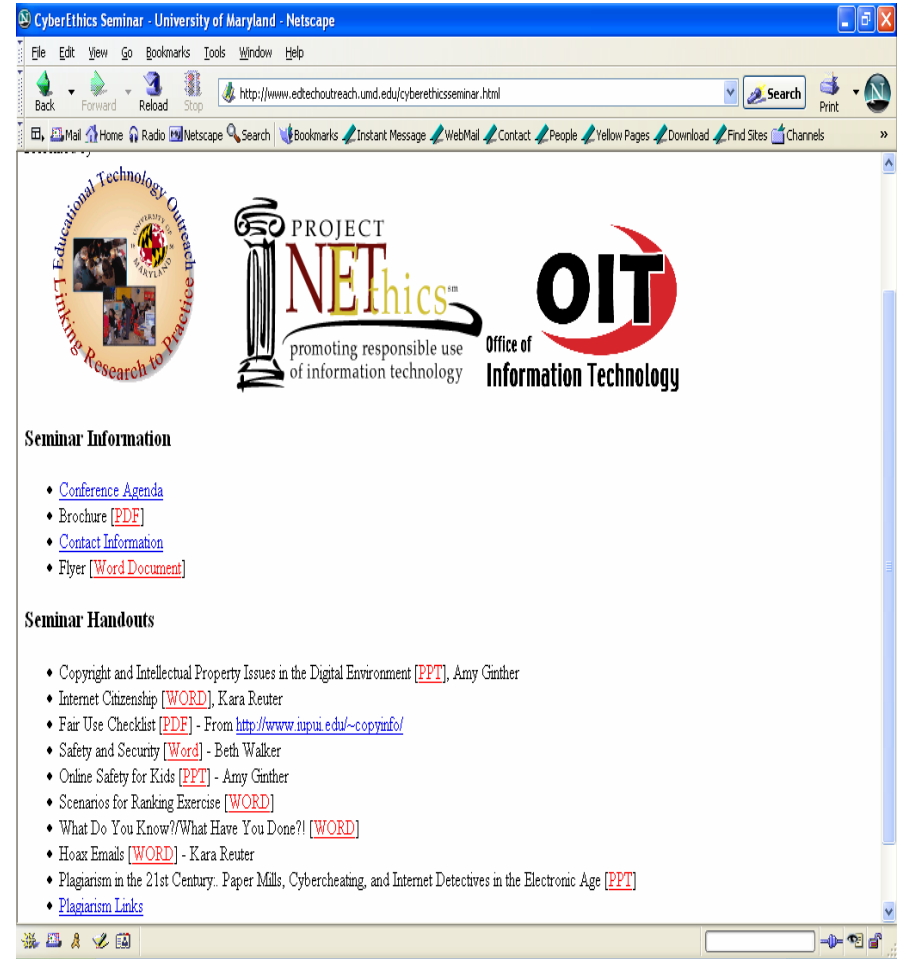
Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.

Performance assessment materials to be available for each standard on the PT3 website: www.smcm.edu/msde-pt3/.

Any use of these materials should credit Maryland's PT3 Catalyst Grant P342A990201.

Past Focus

- Copyright and Intellectual Property Issues in the Digital Environment
- Internet Citizenship
- Fair Use Checklist
- Safety and Security
- Online Safety for Kids
- What Do You Know?/What Have You Done?!
- Hoax Emails
- Plagiarism in the 21st Century: Paper Mills, Cybercheating, and Internet Detectives in the Electronic Age





Performance Assessment Outline



TSIII_Task.doc - Microsoft Word

File Edit View Insert Format Tools Table Window Help Acrobat


chaptertitle + 1 Arial 14 B I U

Final Showing Markup Show

Type a question for help

111%

1 2 3 4 5 6 7

 **Performance Assessment Outline**

**Technology Standard III:
Legal, Social and Ethical Issues**

Technology Standard	In Technology Standard III, <i>Legal, Social and Ethical Issues</i> , each teacher candidate will demonstrate an understanding of the legal, social and ethical issues related to technology use.
Technology Indicators	The assessment task product will be examined in terms of four proficiency indicators. The teacher candidate will: <ol style="list-style-type: none">1. Identify ethical and legal issues using technology.2. Analyze issues related to the uses of technology in educational settings.3. Establish classroom policies and procedures that ensure compliance with copyright law. <i>Fair Use</i> guidelines, security, privacy and student online

Draw AutoShapes

Page 1 Sec 1 1/4 At 1.2" Ln 1 Col 1 REC TRK EXT OVR

See Handout



Case Study And Questions



TSIII_CaseStudy.pdf (application/pdf Object) - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop http://www.smc.edu/msde-pt3/Docs/Tasks/TSIII_CaseStudy.pdf Search Print

Mail Home Radio Netscape Search Bookmarks Instant Message WebMail Contact People Yellow Pages Download Find Sites Channels

158%

PT³

Technology Standard III: Legal, Social and Ethical Issues

Case Study and Questions

Case Study

You are a student teacher at Greater Maryland Middle School. Today you are observing Mrs. Jones teaching her social studies class in the computer lab. Her first period is her planning period. She has asked you to assist her with setting up the lab for her lesson plan. She is installing the school's only copy of an atlas software program for a single user license on the 22 computers in the lab. She explains that her lesson will require students to download information about the country that they have been assigned from the atlas software program and to also search the Internet for more information for a PowerPoint presentation. Mrs. Jones encourages students to freely use any information from the Internet for their presentation.

At the beginning of each class, the students enter and sit where they choose, occasionally arguing over seats. For the four classes with more than 22 students, Mrs. Jones pairs a boy and a girl, assigning the boy to operate the computer and the girl to take notes. Mrs. Jones starts the class by sharing a model of a final product, a PowerPoint presentation. Without guidance, she encourages the students to freely copy any graphics and text from the Internet to brighten up their slides. She explains that they will have one day in the computer lab to complete the assignment and that, if at home within two days. She directs them to use the country assigned to them. At the completion of class

1 of 2 8.5 x 11 in Stopped

See Handout/Read Through



Answers



- Can be found at Maryland PT3 Performance Task site
- <http://www.smcm.edu/msde-pt3/TaskIII.htm>



Top Ten Educator Awareness Problems



- Passwords
- Backing Ups Files
- Patches
- Anti-Virus Protection
- Copyright
- Hoaxes
- Attachments
- 508 knowledge
- Modeling (including plagiarism)
- Equity Issues



C3™:New Directions



- **Cybersecurity**
- **Cybersafety**
- **Cyberethics**

UMCP Efforts

- C3™ Institute
- Electronic Portal
- Workshops
- PT3 pre-service module (part of undergraduate course)
- Online 3 credit graduate course
- April is Cyber- Awareness Month!
- October is Cyber Security Awareness Month!
- C3 Conference (October 4 & 5, 2007)





Cybersafety

Curricula

- iKeepSafe
- NetSmartZ
- iSAFE
- CyberSmart
- StaySafeOnline
- MANY others
- ToolKit



See Handouts



Social Networking Sites & Activities



- **FTC** <http://onguardonline.gov/socialnetworking.html>
- **NetSmartZ** <http://www.netsmartz.org/netteens.htm>
- **StaySafeOnline.org**
<http://www.staysafeonline.org/basics/family.html#>
- **Social Networking Sites**
<http://www.edtechoutreach.umd.edu/mindtools.html#networkingenviron>
- **More** <http://www.edtechoutreach.umd.edu/civics.html>



Internet Filtering



- **Children's Internet Protection Act. (CIPA)**
- **Child Online Protection Act (COPA).**
 - Any school or library that receives discounted rates for telecommunications services under the E-Rate program, or receives funding through the Library Services & Technology Act or Title III, in order to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, must comply with federal mandate.



COPA? CIPA?



- The **U.S. Federal Trade Commission** (FTC) has the responsibility for enforcing COPA and the **Federal Communications Commission** (FCC) regulates CIPA
- **COPA** requires U.S.-based Web-sites that **collect personal information** from people under the age of 13 to obtain permission from parents or guardians before asking for such **data**.
- **CIPA** requires schools and libraries prove that Internet access to objectionable material is **not available** to any user under 17 years of age.



Cyber bullying

- Take the Cyber bullying Quiz @
http://www.wiredkids.org/ktt_universal/games/javascript/cyberbullying_quiz_1/index.html
- Cyber bullying Poll @
<http://www.internetsuperheroes.org/cyberbullying/>
- Other savvy Resources
<http://www.kn.sbc.com/wired/fil/pages/listinternetmr63.html>



Cyberethics



Copyright and Intellectual Property Issues



Copyright and Intellectual Property Issues in the Digital Environment

University of Maryland
Guidelines for the Acceptable Use of
Computing Resources



The Educator's Guide to Copyright and Fair Use

Copyright Quiz



techLEARNING.com | Technology & Learning - The Resource for Education Technology Leaders - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop http://www.techlearning.com/db_area/archives/TL/2002/10/copyright_quiz.html Print

Netscape Enter Search Terms Search

techLEARNING SEARCH Go Databases --> ADVANCED SEARCH

Teachers Tech Coordinators Administrators

Home > Magazine > Archives > October 2002 > Feature > Copyright > Quiz

October 15, 2002 Send this page to a friend

The Educator's Guide to Copyright and Fair Use (con'td)

The Copyright Quiz

Answer True or False to the following 20 questions.
[Click here](#) for the answers.

Part I: Computers and Software

1. A student snaps in half a CD-ROM the teacher really needed for her next class. The teacher decides to make a back-up copy of all her crucial disks so it never happens again. This is permissible.
2. A technology coordinator owns a central server for classroom workstations.
3. A school has a site license for a software package. The teacher buys five copies of the software and installs them on five workstations. These workstations are connected to the central server. Is it permissible to install the software on all machines?

Top Stories

- [Introduction to Blogs and Blogging](#)
- [Digital Kaleidoscope: Learning with Multimedia](#)
- [21st Century Skills: Will Our Students Be Prepared?](#)

Top stories from SchoolCIO.com

- [Get Your Web 2.0 On](#)
- [Working Smarter](#)
- [IT Inside the Country's Largest School System](#)

White Papers

- [Interactive Whiteboard Helps Teachers Reach Goals and](#)

See Handout

Hall Davidson's
http://www.techlearning.com/db_area/archives/TL/2002/10/copyright_quiz.html

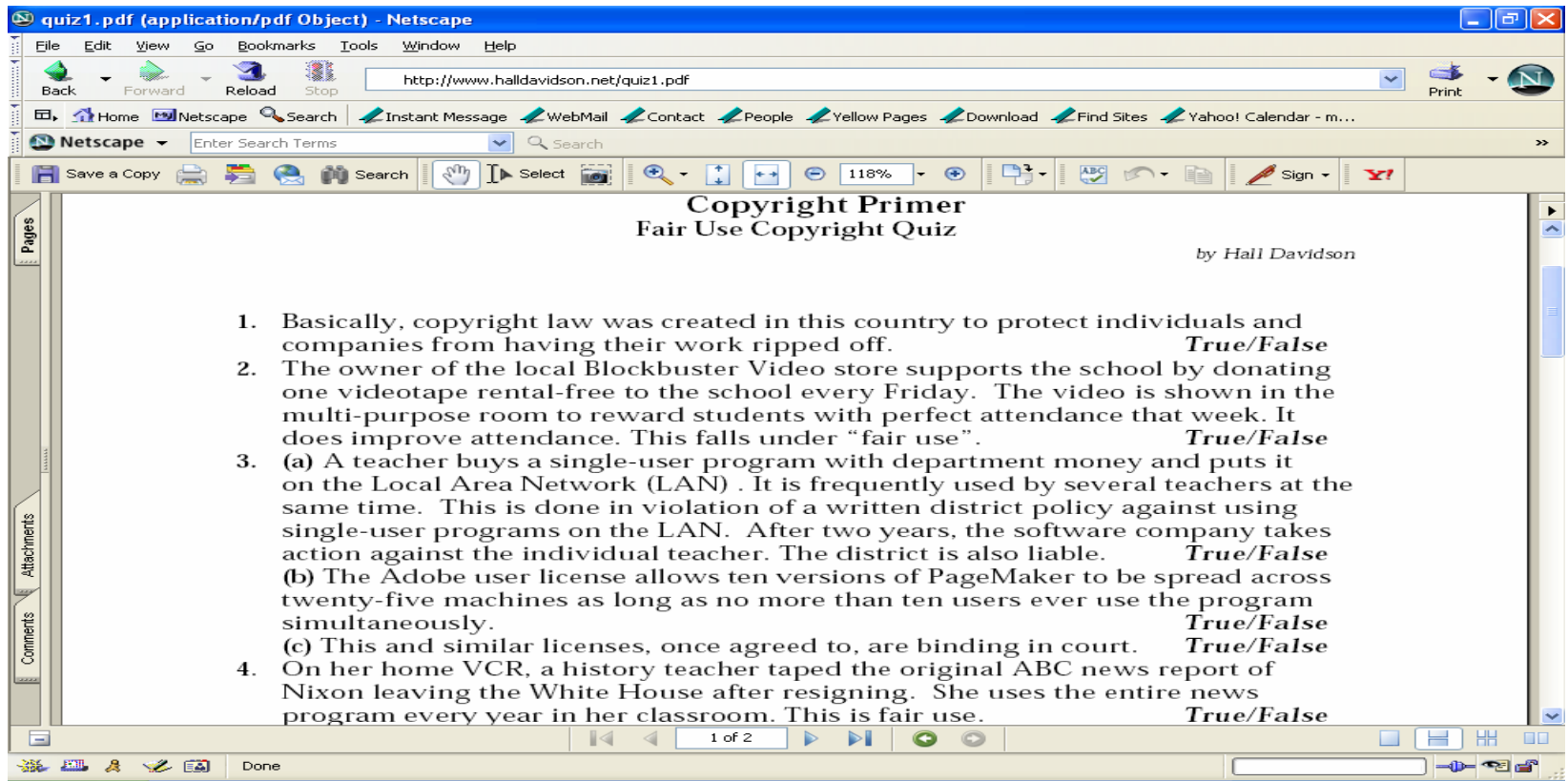
Write for Educators' eZine

Transferring data from i.cmpnet.com...



The Educator's Guide to Copyright and Fair Use

Copyright Primer



<http://www.halldavidson.net/quiz1.pdf>



Maryland Technology Performance Task III



MSDE-PT3 Technology Performance Task Summaries - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop

http://www.smcm.edu/msde-pt3/TaskIII.htm

Print

Home Netscape Search Instant Message WebMail Contact People Yellow Pages Download Find Sites Yahoo! Calendar - m...

Netscape Enter Search Terms Search

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Maryland Technology Performance Task

III. Legal, Social and Ethical Issues

A. Detailed Task Information

In Technology Standard III, *Legal, Social and Ethical Issues*, each teacher candidate will demonstrate an understanding of the legal, social and ethical issues related to technology use.

Download [MS-Word](#)

B. Scoring Tool

It is recommended that the teacher candidate use the scoring tool as a self-assessment before submitting the final product to the instructor. Score only the numbered elements by considering descriptors under that heading.

Download [MS-Word](#)

Adobe Acrobat Professional [TSM_CaseStudy.pdf]

File Edit View Document Comments Tools Advanced Window Help

Select Search Create PDF Comment & Markup Send for Review Secure Sign Forms

118%

Technology Standard III: Legal, Social and Ethical Issues
Case Study and Questions

Case Study

You are a student teacher at Greater Maryland Middle School. Today you are observing Mrs. Jones teaching her social studies class in the computer lab. Her first period is her planning period. She has asked you to assist her with setting up the lab for her lesson plan. She is installing the school's only copy of an atlas software program for a single user license on the 22 computers in the lab. She explains that her lesson will require students to download information about the country that they have been assigned from the atlas program and to also search the Internet for more information for a PowerPoint presentation. Mrs. Jones encourages students to freely use any information from the Internet for their presentation.

At the beginning of each class, the students enter and sit where they choose, occasionally arguing over seats. For the four classes with more than 22 students, Mrs. Jones pairs a boy and a girl, assigning the boy to operate the computer and the girl to take notes. Mrs. Jones starts the class by sharing a model of a final product, a PowerPoint presentation. Without guidance, she encourages the students to freely copy any graphics and text from the Internet to brighten up their slides. She explains that they will have one day in the computer lab to complete the assignment and that, if they do not finish in class, they must complete the work at home within two days. She directs them to use the atlas software and to search the web for sites about the country assigned to them. At the completion of class, she gives them time to save their work to the class folder on the local area network and reminds them not to access other folders.

During the first class period with students, a few students become distracted with the computer in the first row where Mrs. Jones had been working on her gradebook program at the end of her planning period. They begin reciting aloud the classmates' scores that are still visible on the monitor. She closes the program.

1 of 2

**See
Handout**

Source: <http://www.smcm.edu/msde-pt3/TaskSummaries.htm>



Tutorials



10 Big Myths About Copyright Explained



10 Big Myths about copyright explained - Microsoft Internet Explorer provided by AT&T WorldNet Service

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address <http://www.templetons.com/brad/copymyths.html> Go Links

10 Big Myths about copyright explained

An attempt to answer common myths about copyright seen on the net and cover issues related to copyright and USENET/Internet publication.

- by Brad Templeton

Note that this is an essay about copyright *myths*. It assumes you know at least what copyright is -- basically the legal exclusive right of the author of a creative work to control the copying of that work. If you didn't know that, check out my own [brief introduction to copyright](#) for more information. **Feel free to link to this document, no need to ask me.** Really, NO need to ask.

1) "If it doesn't have a copyright notice, it's not copyrighted."

This was true in the past, but today almost all major nations follow the Berne copyright convention. For example, in the USA, almost everything created privately and originally after April 1, 1989 is copyrighted and protected whether it has a notice or not. The default you should assume for other people's works is that they are copyrighted and may not be copied unless you know otherwise. There are some old works that lost protection without notice, but frankly you should not risk it unless you know for sure.

It is true that a notice strengthens the protection, by warning people, and by allowing one to get more and different damages, but it is not necessary. If it looks copyrighted, you should assume it is. This applies to pictures, too. You may not scan pictures from magazines and post them to the net, and if you come upon something unknown, you shouldn't post that either.

The correct form for a notice is:

"Copyright [dates] by [author/owner]"

Ads by Goooooogle Advertise on this site

Whitmore Publishing
Book publisher seeking new authors No publishing fee. We pay you.
www.whitmorepublishing.com

Public Domain Ringtones
Available Now And For Free. Send It To Your Cell Phone Now!
www.free-ringtones-now.net

Brad Templeton Home

NEW Brad Ideas (My Blog)

ClariNet

Interviews

EFF

Jokes / RHF

Photo Pages

Panoramic Photos

SE

10 Big Myths about copyright explained - Microsoft Internet Explorer provided by

Brad Templeton

<http://www.templetons.com/brad/copymyths.html>



©Primer



Welcome to ©Primer - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop <http://www-apps.umuc.edu/primer/enter.php> Print

Home Netscape Search Instant Message WebMail Contact People Yellow Pages Download Find Sites Yahoo! Calendar - m...

Netscape Enter Search Terms Search

Welcome to The ©Primer

The © Primer is an introduction to issues concerning copyright ownership and use of information. The interactive tutorial overviews the underlying principles behind copyright in the United States, outlines the requirements for copyright protection as well as discusses the parameters of use and access of copyrighted material.

The © Primer is intended to introduce both creators and users of information to the nuts and bolts of copyright law. Consisting of twenty-one questions and answers, the © Primer includes illustrative scenarios and resources for further information and study.

To enter the © Primer select the ENTER link or view the FAQ for tips on navigation and explanations of © Primer functions. You will need a Javascript enabled browser and the [Flash Player](#) utility to view the primer.

[FAQ](#) [Enter Here](#)

UMUC

This primer was prepared in part with a grant from the Alfred P. Sloan Foundation.

Copyright © 2002 by University of Maryland University College. All rights reserved. No part of the ©Primer may be used or reproduced in any form or by any means, or stored in a database retrieval system without the prior written permission of UMUC. For authorization to use the ©Primer please contact: cip-odell@umuc.edu.

Done

UMUC <http://www-apps.umuc.edu/primer/enter.php>



Getting Started



UT System Digital Library: Copyright Tutorial - Microsoft Internet Explorer provided by AT&T WorldNet Service

File Edit View Favorites Tools Help

Back Search Favorites Media

Address <http://www.lib.utsystem.edu/copyright/> Go

 **COPYRIGHT TUTORIAL**

The Copyright Crash Course Online Tutorial will help you learn about how ownership of copyrighted materials works, what is fair use and when and how to get permission to use someone else's materials. The Tutorial pages include links to pages in the [Copyright Crash Course](#) and to copyright law. Please read these materials to get the information you will need to correctly answer the 12 questions at the end of the Tutorial. In order to earn a Crash Course Certificate, you must answer all 12 Test questions correctly.

While we would encourage you to go through the Tutorial in its entirety before taking the Test, you may take or retake the [Test](#) at any time. The Test Results will tell you what you need to review if you miss a question, so you do not have to take the entire Tutorial over if you just miss a few questions. You will, however, have to take the Test over each time you fail to answer all questions correctly.

Please choose a version from the options below.

[High Bandwidth Version](#) (flash - audio)
[a few notes about what you will need to have installed to run this version](#)

Internet

University of Texas
<http://www.lib.utsystem.edu/copyright/>



Copyright Tutorial cont.



Fair Use of Copyrighted Materials - Microsoft Internet Explorer provided by AT&T WorldNet Service

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address <http://www.utsystem.edu/ogc/IntellectualProperty/copypol2.htm#test> Go Links

- make a judgment about the final balance: overall does the balance tip in favor of fair use or in favor of getting permission?

The four fair use factors:

1. What is the character of the use?
2. What is the nature of the work to be used?
3. How much of the work will you use?
4. What effect would this use have on the market for the original or for permissions if the use were widespread?

FACTOR 1: What is the character of the use?

- Nonprofit
- Educational
- Personal
- Criticism
- Commentary
- Newsreporting
- Parody
- Otherwise "transformative" use
- Commercial

Uses on the left tend to tip the balance in favor of fair use. The use on the right tends to tip the balance in favor of the copyright owner - in favor of seeking permission. The uses in

Internet

Source: deep link-

<http://www.utsystem.edu/ogc/IntellectualProperty/copypol2.htm#test>



Bruin Success with Less Stress



Bruin Success with Less Stress - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop <http://www.library.ucla.edu/bruinsuccess/> Print

Home Netscape Search Instant Message WebMail Contact People Yellow Pages Download Find Sites Yahoo! Calendar - m...

Netscape Enter Search Terms Search

BRUIN SUCCESS WITH LESS STRESS



Meet Carlos and his pal Eddie. With school, part-time jobs, and a band, these two UCLA students lead very busy lives. See how they keep on top of things and avoid getting in trouble both in and out of school.

start!

INTELLECTUAL PROPERTY	Heard of "intellectual property" but not sure what it means? Learn the basics here.
NEED A FILE, SHARE A FILE	Use KaZaa or other file sharing programs to download music and other files? Not sure why people are getting sued and what the big deal is?
CITING AND DOCUMENTING SOURCES	Not sure how to cite your sources and want to avoid accidentally plagiarizing? Learn the basics here.
AVOIDING DISTRACTIONS	Overwhelmed by the very short and very busy quarter? Learn basic tips on how to keep on top of

UCLA

<http://www.library.ucla.edu/bruinsuccess/>



Purdue Copyright Management Center



Copyright Management Center
Intellectual Property Fair Use
Higher Ed digital media rights

Indiana University - Purdue University - Indianapolis

Home
About
Director & Staff
CMC News
Documents-NEW!
University Policies
Law Resources
Distance Education
Library Issues
FAQ
Favorite Links
Archive
Contact CMC

Copyright Essentials
Copyright Quickguide!
Learn basic copyright information quickly, such as: Protection, Registration, Ownership, Rights, Duration, Fair Use, Permissions, and more.
[Go Now](#)

Fair-Use Issues
How to appropriately and lawfully use existing copyrighted materials in teaching, research, and other activities.
Including: The "Fair Use Checklist!"
[Go Now](#)

Permissions Information
How to obtain permission to use existing copyrighted materials.
[Go Now](#)

Copyright Ownership
How to get copyright protection and who holds legal

Featured Developments
Copyright Programs
Local, Regional, and National Copyright Events
[Copyright Book - NEW](#)
Learn more about Copyright from the CMC Director

TEACH Act
Use of Copyrighted Works in Distance Education
[Managing Ownership of Copyrighted Works](#)
Using the MOU to address issues of ownership at the University
[Filesharing and Copyright](#)

Checklist for Fair Use
Adobe Acrobat pdf version now available! [Introduction to Checklist for Fair Use pdf version](#)
Please complete and retain a copy of this form in connection with each possible "fair use" of a copyrighted work for your project.
[Introduction to Checklist for Fair Use](#)
Name:
Institution:
Project:
Date:
Prepared by:
PURPOSE
Exorcising Fair Use ☐ Opposing Fair Use ☐

CMC Home
[Copyright Quickguide!](#)
[Fair-Use Issues](#)
[Permissions Information](#)
[Copyright Ownership](#)
Search

Fair-Use Issues
What is Fair Use?

- Framework of Owners' Rights and Statutory Exceptions
- Section 107 of the U.S. Copyright Act
- Fair Use Guidelines

When do I need Fair Use?

- Classroom Handouts and Copyright
- Library Copying and Electronic Reserves
- Multimedia Projects (under development)
- Posting Materials on the Internet
- Course Management Systems (Oncourse, Angel, etc.)
 - Common Scenarios
- Distance Education
 - TEACH Act

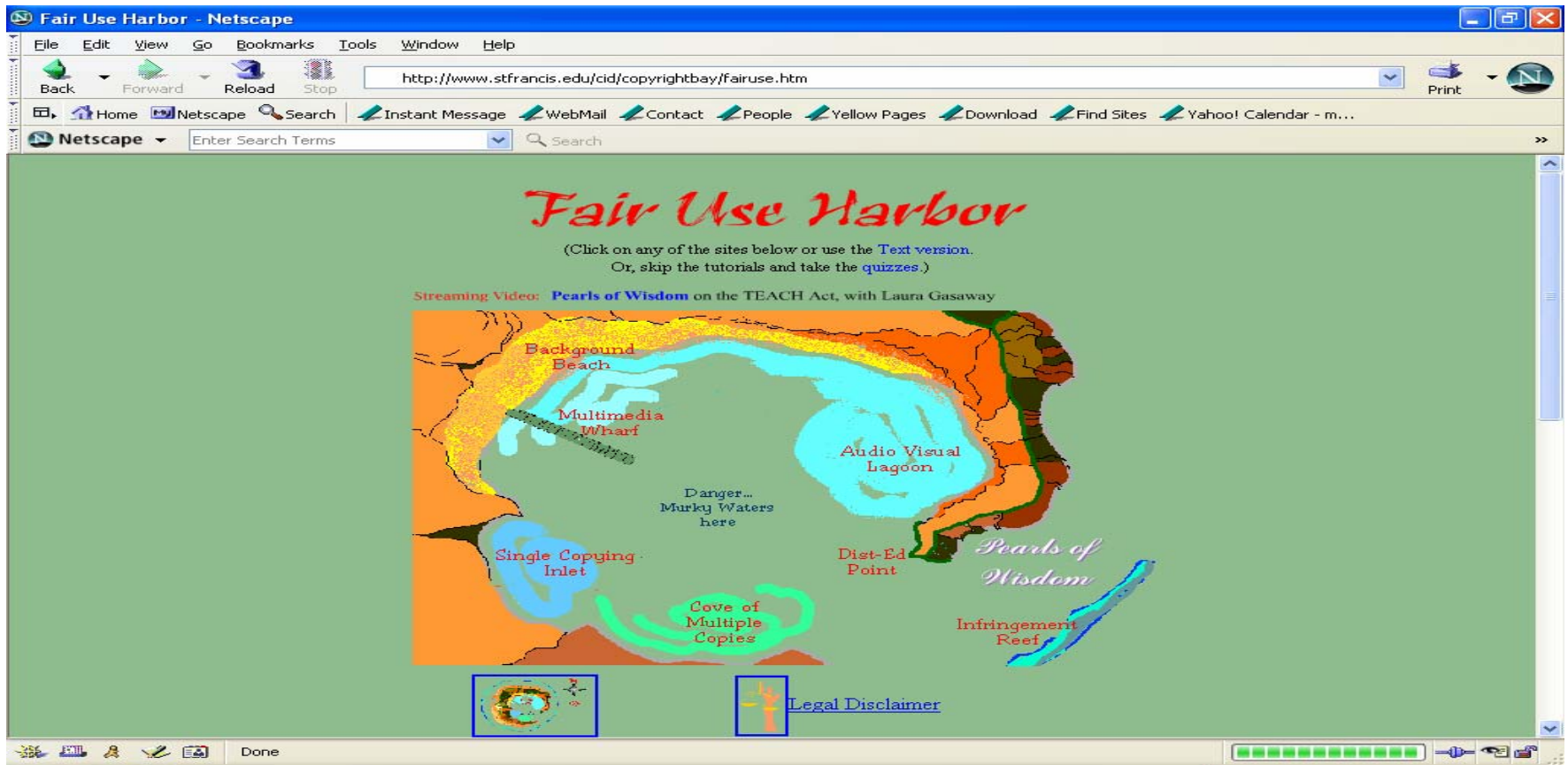
Am I Within the Limits of Fair Use?

- Meaning of the Four Factors
 - Factor 1: Purpose of the Use
 - Factor 2: Nature of the Work Used
 - Factor 3: Amount of the Work Used
 - Factor 4: Effect of the Use on the Market

<http://www.copyright.iupui.edu/>



A Visit to Copyright Bay: Fair Use Harbor



<http://www.stfrancis.edu/cid/copyrightbay/fairuse.htm>

Laura Gasaway ,
University of St. Francis



The Educator's Guide to Copyright and Fair Use: A five-part series



Education World Professional Development Center: Curriculum: The Educator's Guide to Copyright and Fair Use - Netscape

http://www.education-world.com/a_curr/curr280.shtml

Advanced Search | Browse Topics

FREE LIFETIME MEMBERSHIPS FOR TEACHERS NutshellMath

Online Degree Directory Click Here

Section Guide

Professional Development Center

Professional Development Opportunity Center

Archives:

VIEW ALL ARTICLES

Ad-a-Teacher

The Ads

Back to Basics

Behavior Management Tips

Best Ideas Ever

Book Report Makeovers

Bulletin Boards

Classroom Management

Classroom Management Tips

Classroom Problem Solver

Columnists

Contests and Competitions

Fred Jones

Home > Professional Development Center > Archives > Teacher's Lounge > Curriculum Article

CURRICULUM ARTICLE

The Educator's Guide to Copyright and Fair Use

A five-part series

When it comes to copyright law and the application of fair use exceptions, ignorance is definitely not bliss! Learn how to educate yourselves and your students and avoid making a costly mistake!

You really did plan to find time over the summer to familiarize yourself with the latest information on copyright law. You absolutely intended to look up the fair use guidelines for using technology resources. You truly meant to create a classroom copyright policy, locate agencies that grant permissions to use copyrighted materials, write a template for a permission request form, and locate sites to teach students about the value of original work and the societal benefits of obeying copyright laws. You just had a few other things to do.

Click Here

FREE MEMBERSHIPS NutshellMath

Online Degree Directory

Ad by Google

Education World Professional Development Center: Curriculum: The Educator's Guide to Copyright and Fair Use - Netscape

http://www.education-world.com/a_curr/curr280.shtml

Advanced Search | Browse Topics

FREE LIFETIME MEMBERSHIPS FOR TEACHERS NutshellMath

Online Degree Directory Click Here

Section Guide

Professional Development Center

Professional Development Opportunity Center

Archives:

VIEW ALL ARTICLES

Ad-a-Teacher

The Ads

Back to Basics

Behavior Management Tips

Best Ideas Ever

Book Report Makeovers

Bulletin Boards

Classroom Management

Classroom Management Tips

Classroom Problem Solver

Columnists

Contests and Competitions

Fred Jones

Home > Professional Development Center > Archives > Teacher's Lounge > Curriculum Article

CURRICULUM ARTICLE

The Educator's Guide to Copyright and Fair Use

A five-part series

When it comes to copyright law and the application of fair use exceptions, ignorance is definitely not bliss! Learn how to educate yourselves and your students and avoid making a costly mistake!

You really did plan to find time over the summer to familiarize yourself with the latest information on copyright law. You absolutely intended to look up the fair use guidelines for using technology resources. You truly meant to create a classroom copyright policy, locate agencies that grant permissions to use copyrighted materials, write a template for a permission request form, and locate sites to teach students about the value of original work and the societal benefits of obeying copyright laws. You just had a few other things to do.

Click Here

FREE MEMBERSHIPS NutshellMath

Online Degree Directory

Ad by Google

http://www.educationworld.com/a_curr/curr280.shtml

http://www.educationworld.com/a_curr/curr280b.shtml



Copyright Snippets: Warm-ups



- Place in Order
Workplace.html
Monitor/oct00
http://
www.apa.org/
Article in an Internet-only
newsletter
(1998, July).
<http://www.telehealth.net/subscribe/newsletter4a.html1>
2(2).
Retrieved from
Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al.
Telehealth News,
Videocounseling for families of rural teens with epilepsy -- Project update.



Article in an Internet-only newsletter

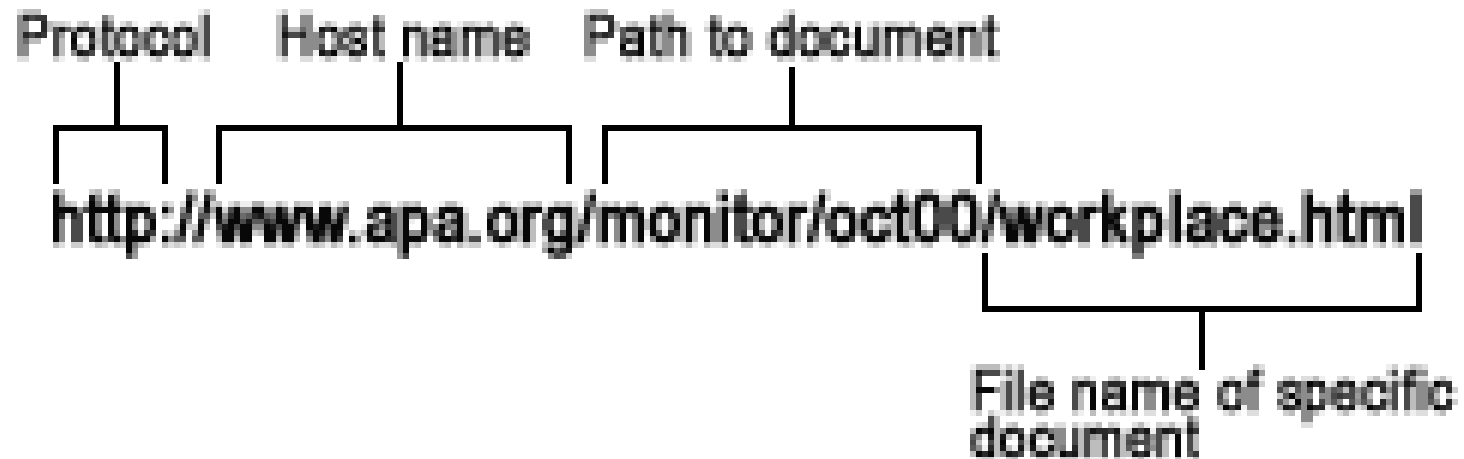


- Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al. (1998, July). Videocounseling for families of rural teens with epilepsy -- Project update. *Telehealth News*, 2(2). Retrieved from <http://www.telehealth.net/subscribe/newslettr4a.html>

APA style format



Components of URL



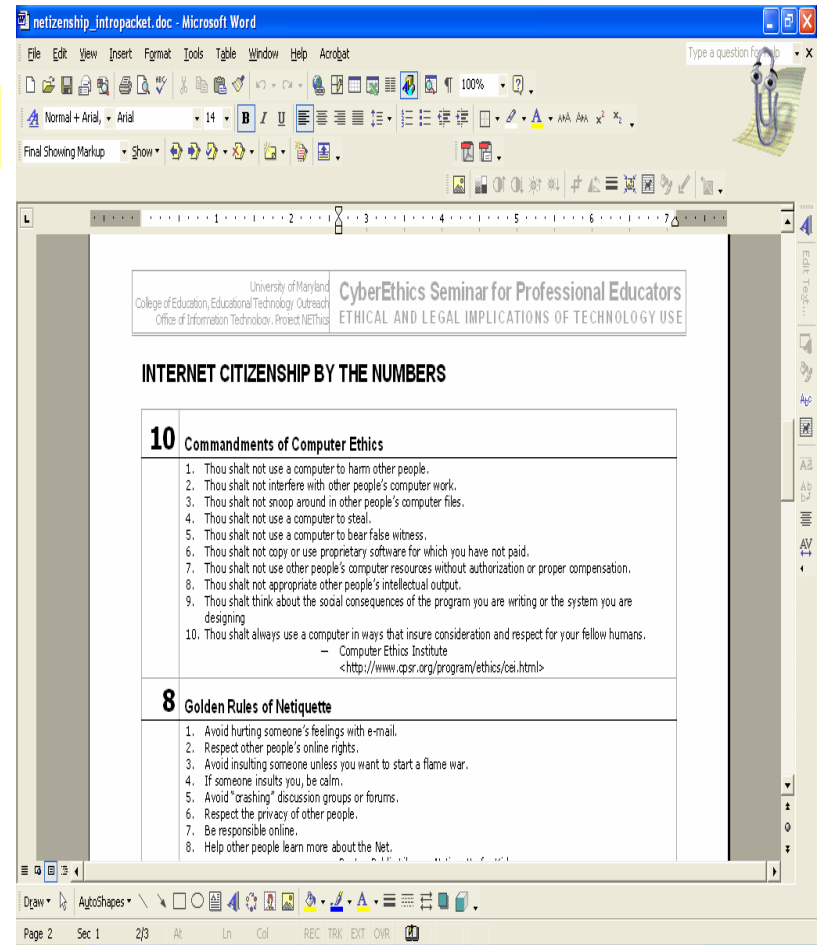


Internet Citizenship



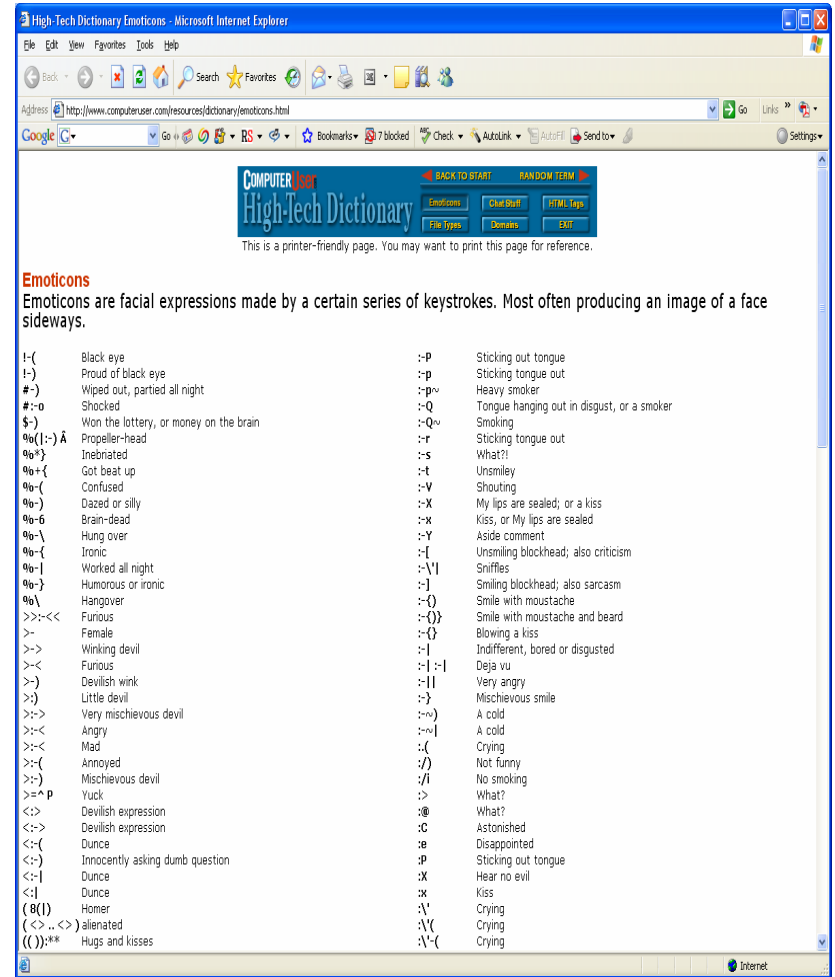
Presentation by Karen Reuter

- <http://www.edtechoutr each.umd.edu/cyberethicsseminar.html>



Emoticons and Jargon

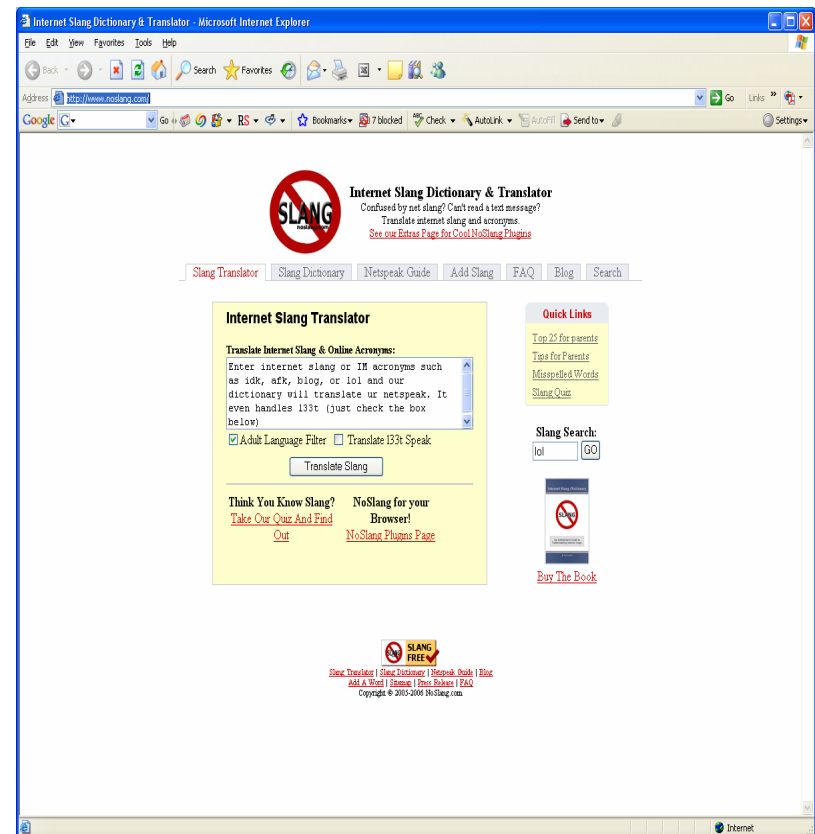
- Go to
<http://www.computeruser.com/resources/dictionary/emoticons.html>
- Online Lingo
<http://www.edtechoutreach.umd.edu/ArchivedWebsites/USMilw/onlinelingo.pdf>
 - Which ones are you familiar with?
 - Which ones have you used?
 - Reflect on why it is important to understand the jargon (or at least where to go to find out) as a parent?
 - As an educator?



Online Translator

emoticons, jargon, slang and leet.

- Using an online slang translator
<http://www.noslang.com/about.php> (talks about what it is)
<http://www.noslang.com/>
translate the following message
 - John: gg.wth were they thinking?
 - Steve: Tnx. imho we pwned them.
 - John: I agree – rotflmao.
 - Steve: They need to rtfm.
 - John: ttyl
- What was the message? Was this online slang translator helpful? Why or why not?





Plagiarism



Plagiarism in the 21st Century: Paper Mills, Cyber-cheating, and Internet Detectives in the Electronic Age

- <http://www.edtechoutreach.umd.edu/cyberethicsseminar.html>



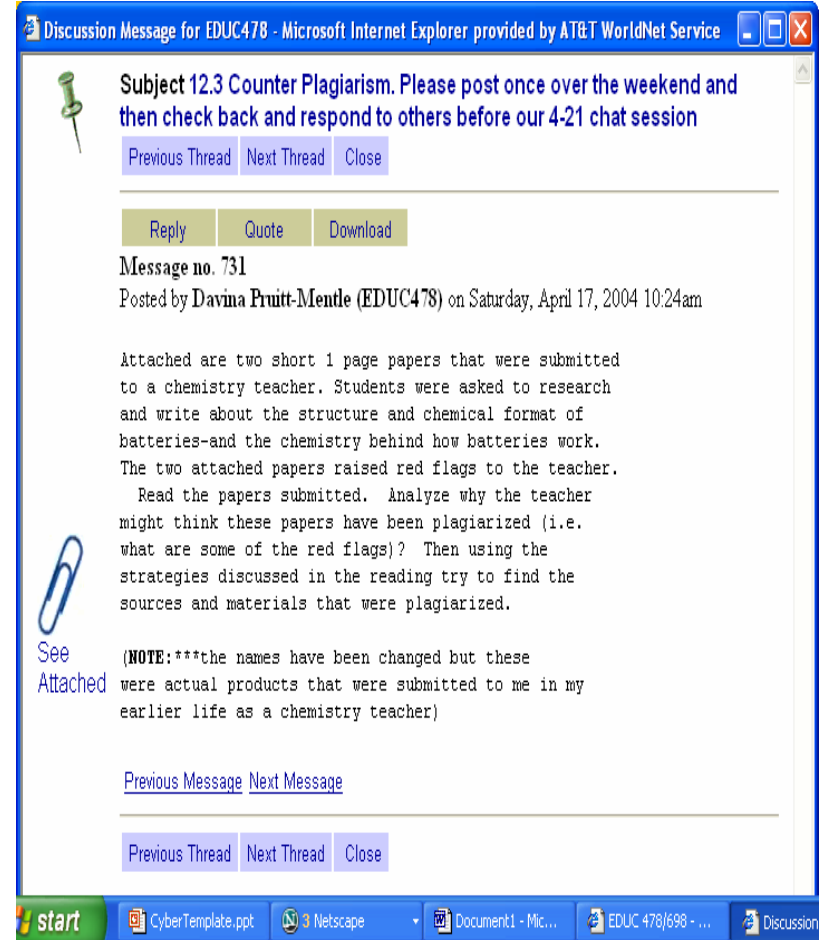
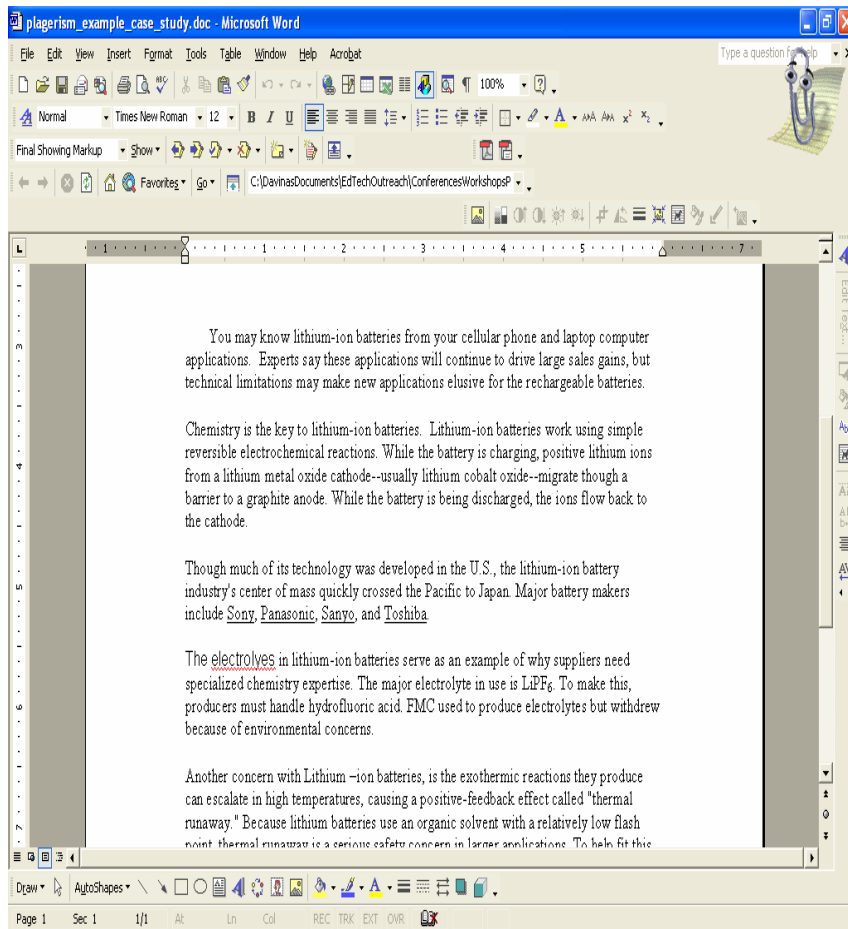
Plagiarism Snippets: Warm-ups



- **Examine paper-mill sites - some of them are listed below (you do not have to look at them all)**
 - **A-1 Term Papers - <http://www.a1-termpaper.com/index.shtml>**
 - **Academic Term papers - <http://www.academictermpapers.com/>**
 - **Top 100 Essay sites - <http://www.freeessay.com/top100/>**
 - **Pink Monkey - <http://www.pinkmonkey.com/>**
 - **School Sucks - <http://www.schoolsucks.com/>**
 - **Cheat House - <http://www.cheathouse.com/>**
- **Discuss the quality of a few of the sites above and the materials gained. How easy were the sites to navigate? What levels were the sites targeting? Were you able to find papers/materials that met your specific needs? Rate the quality of the materials located. How easy would it be for a student to access the materials?**



Plagiarism Snippets: Warm-ups

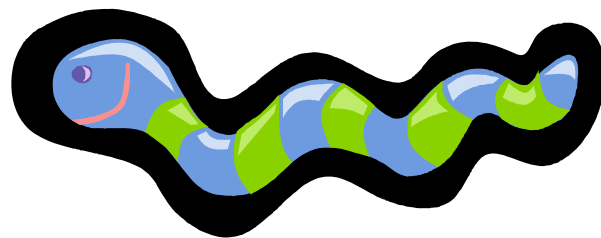


See Handouts

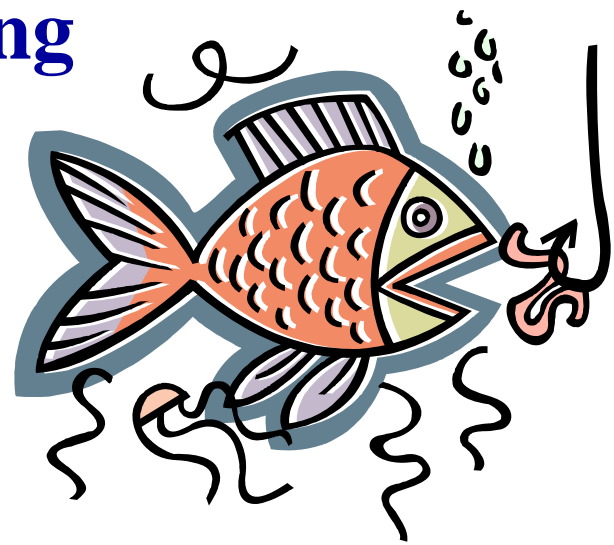
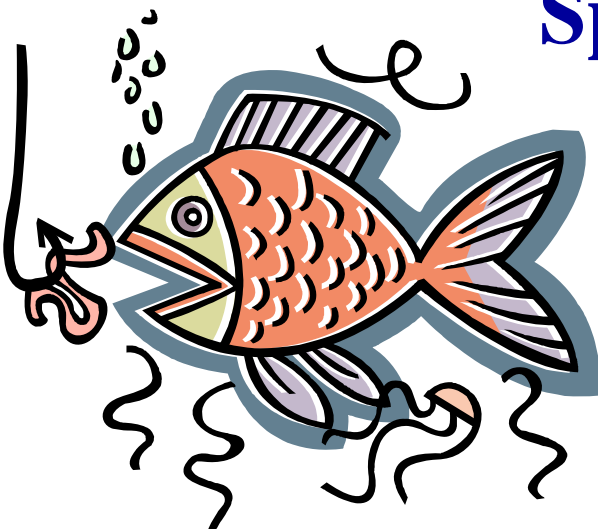


Cybersafety

Phishing For Worms!



**Just What Are Worms, Adware,
Spyware, and Phishing
Expeditions?**





Definitions

- **Worm:** a self-replicating computer program, similar to a computer virus. It is self-contained and does not need to be part of another program to propagate itself.
 - Example: Sobig and Mydoom.
- **Virus:** attaches itself to, and becomes part of, another executable program;
 - Macro viruses are written in the scripting languages for Microsoft programs such as Word and Excel.
- In general, a virus cannot propagate by itself whereas worms can. A worm uses a network to send copies of itself to other systems and it does so without any intervention. In general, worms harm the network and consume bandwidth, whereas viruses infect or corrupt files on a targeted computer. Viruses generally do not affect network performance, as their malicious activities are mostly confined within the target computer itself.

From Wikipedia - http://en.wikipedia.org/wiki/Computer_worm



Definitions

- **Trojan Horse:** A malicious program that is disguised as legitimate software
 - These are often those attachments to email that entice you to open them
- **Malware:** Software designed to infiltrate or damage a computer system, without the owner's consent
 - Includes computer **viruses, Trojan horses, spyware and adware**



What to do



- Signs of infection
 - May seem sluggish or slow down significantly
 - Might 'lock up' more often than usual
 - Browser program may not work correctly
 - Pop-up ads
 - Unusual hard drive activity
- Ways to get rid of
 - Use your anti-virus software (you have one right!!!)
 - Scan all your drives
 - Use Microsoft Malicious Software Removal Tool
 - <http://www.microsoft.com/security/malwareremove/default.aspx>
 - McAfee:
<http://ts.mcafeehelp.com/?siteID=1&resolution=1280x1024&rurl=vrContactOptions.asp>
 - Symantec:
<http://security.symantec.com/sscv6/default.asp?productid=symhome&langid=ie&venid=sym>



Chain Letter Hoax

- **Definition: An email which urges the recipient to forward the email to other people**

- DEAR SIR,

URGENT AND CONFIDENTIAL BUSINESS PROPOSAL

I AM MARIAM ABACHA, WIDOW OF THE LATE NIGERIAN HEAD OF STATE, GEN. SANI ABACHA. AFTER HE DEATH OF MY HUSBAND WHO DIED MYSTERIOUSLY AS A RESULT OF CARDIAC ARREST, I WAS INFORMED BY OUR LAWYER, BELLO GAMBARI THAT, MY HUSBAND WHO AT THAT TIME WAS THE PRESIDENT OF NIGERIA, CALLED HIM AND CONDUCTED HIM ROUND HIS APARTMENT AND SHOWED HIM FOUR METAL BOXES CONTAINING MONEY ALL IN FOREIGN EXCHANGE AND HE EQUALLY MADE HIM BELIEVE THAT THOSE BOXES ARE FOR ONWARD TRANSFER TO HIS OVERSEAS COUNTERPART FOR PERSONAL INVESTMENT.

ALONG THE LINE, MY HUSBAND DIED AND SINCE THEN THE NIGERIAN GOVERNMENT HAS BEEN AFTER US, MOLESTING, POLICING AND FREEZING OUR BANK ACCOUNTS AND EVEN MY ELDEST SON RIGHT NOW IS IN DETENTION. MY FAMILY ACCOUNT IN SWITZERLAND WORTH US\$22,000,000.00 AND 120,000,000.00 DUTCH MARK HAS BEEN CONFISCATED BY THE GOVERNMENT. THE GOVERNMENT IS INTERROGATING HIM (MY SON MOHAMMED) ABOUT OUR ASSET AND SOME VITAL DOCUMENTS. IT WAS IN THE COURSE OF THESE, AFTER THE BURIAL RITE AND CUSTOMS, THAT OUR LAWYER SAW YOUR NAME AND ADDRESS FROM THE PUBLICATION OF THE NIGERIAN BUSINESS PROMOTION AGENCY. THIS IS WHY I AM USING THIS OPPORTUNITY TO SOLICIT FOR YOUR CO-OPERATION AND ASSISTANCE TO HELP ME AS A VERY SINCERE RESPONSIBLE PERSON. I HAVE ALL THE TRUST IN YOU AND I KNOW THAT YOU WILL NOT SIT ON THIS MONEY.



More Definitions

- **Adware:** Software package which automatically plays, displays, or downloads advertising material to a computer after the software is installed on it or while the application is being used.
- **Spyware:** designed to intercept or take partial control of a computer's operation without the informed consent of that machine's owner or legitimate user.



What to do



- Signs of infection
 - An affected computer can rapidly become infected with large numbers of spyware components.
 - Pop-up advertisements
 - Unwanted behavior and degradation of system performance.
 - Significant unwanted CPU activity, disk usage, and network traffic
 - Slows down other programs
 - Stability issues—application or system
- Ways to get rid of or protect
 - **Anti-spyware programs**
 - *OptOut*
 - *Ad-Aware SE*
 - *Spybot - Search & Destroy*

Definitions

- **Spamming**
 - Sending of unsolicited bulk unsolicited e-mail and received by multiple recipients
- **Solutions**
 - Source-based blocking solutions prevent receipt of spam
 - Content filtering solutions identify spam after it's been received
 - Disposable identities
- **Spoofing**
 - one person or program successfully pretends to be another by falsifying data and thereby gains an illegitimate advantage
 - "Webpage spoofing," : a legitimate web page such as a bank's site is reproduced in "look and feel" on another server under control of the attacker. They fool users into thinking they are connected to a trusted site, to gather user names and passwords.



Identity Theft



- **Phishing**

- Phishing is a popular and growing method of identity theft, typically performed either through email or through the creation of a Web site that appears to represent a legitimate company. Victims are asked to provide personal information such as passwords and credit card numbers in a reply email or at the bogus Web site.

- **“Spear phishing”** the practice of targeting an attack to a specific group is gaining in sophistication and frequency.

- **Pharming**

- A scamming practice in which malicious code is installed on a personal computer or server, misdirecting users to fraudulent Web sites without their knowledge or consent. Pharming has been called "phishing without a lure."



Identity Theft

<http://www.ftc.gov/>

- The Federal Trade Commission reports that identity theft now affects more than 10 million people every year representing an annual cost to the economy of \$50 billion



Activities



- James Mason's Computer Security Awareness tutorial page
 - <http://www.jmu.edu/computing/security/> -
- George Mason University's IT Security Quiz
 - <http://itu.gmu.edu/security/quiz/>
- [STAYSAFEONLINE.org](http://staysafeonline.org)
 - <http://staysafeonline.org/basics/quiz.html>
- [Carnegie Mellon's Home Computer Security tutorial site](#)
- Microsoft Spyware Quiz part 1 and part 2
<http://www.microsoft.com/athome/security/quiz/spywarebasics1.msp>



Activities

- Humorous video on Passwords at George Mason's Security Website
<http://itu.gmu.edu/security/practices/>.
- The University of Arizona's Security Awareness Posters
<http://security.arizona.edu/posters.html>
and
the <http://www.itd.umich.edu/posters/>
University of Michigan's posters (my favorite).



C3™ Institute




Center for C3: UMCP - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites RSS Feeds

Address <http://www.edtechoutreach.umd.edu/C3Institute/index.html> Go Links

Google C Go RS Bookmarks 7 blocked ABC Check AutoLink AutoFill Send to Settings



Cyberethics, Cybersafety, & Cybersecurity (C3™) Institute

Educational Technology Outreach at the University of Maryland

Home

C3 Conference

C3 Awareness

Online Courses

Consulting

C3 Resources

C3 Blog

TappedIn

About ETO



WELCOME TO THE C3™ INSTITUTE

The Cyberethics, Cybersafety and Cybersecurity (C3™) Institute provides outreach services to the educational community about the ethical, legal, safety, and security implications of technology use.

Our goals are to:

1. raise community awareness of ethical, legal, safety, and security implications of technology use [more]
2. provide guidance to parents, educators, students and policy makers regarding effective strategies, techniques and protocols to assist themselves and young people in gaining the knowledge and skills about ethical, legal, safety, and security implications of technology use [more]
3. provide professional development opportunities for educators, [more] and
4. help increase the workforce pipeline of information security, information assurance and information technology professionals in the MD/VA/DC area and nationwide [more]

College of Education
University of Maryland
Benjamin Building
College Park, MD 20742
<http://www.edtechoutreach.umd.edu>
dpuritt@umd.edu



Copyright © 2006 College of Education
University of Maryland, College Park
<http://www.education.umd.edu>

<http://www.edtechoutreach.umd.edu/C3Institute/index.html>

Cyberethics, Cybersafety, and Cybersecurity (C3)

- <http://www.edtechoutreach.umd.edu/C3Institute/c3resources.html>





C3™ Conference



Educational Technology Outreach - College of Education - University of Maryland, College Park - Microsoft Internet Explorer

Address: <http://www.edtechoutreach.umd.edu/C32006/index.html>

Cyberethics, Cybersafety, & Cybersecurity Conference

October 5-7, 2006

Register Now

- Home
- Brochure
- Flyer
- Press
- Agenda
- Registration
- Who Should Attend
- Sponsorships
- Speakers
- Directions/Parking
- Lodging
- Past Conferences
- While in MD
- ETO Home

5th Annual C3™ Conference
Cyberethics, Cybersafety, & Cybersecurity

Implications for the Educational Community

Part of the National Cyber Security Awareness Month Initiative

October 5, 2006 - Pre-Conference Workshops
Thursday: **Benjamin Building**

October 6-7, 2006 - Conference Sessions
Friday: **Stamp Student Union**
Saturday: **McKeldin Library**
University of Maryland, College Park, MD

The core mission of the C3 Conference is to inform the educational community about the ethical, legal, safety, and security implications of technology use. This year will include a special emphasis on Cyberethics and Academic Integrity.

Participants will hear from a number of National Educational Technology and Information and Assurance Technology Experts on topics including Netiquette, Acceptable Use of Computing Resources, Copyright, Promotion Strategies for Academic Integrity and Character Education, Ethical Development and Decision Making, Privacy, Educational Curriculum Options, Security and Safety. Through a variety of

Keynote Speaker:
Maryland's First Lady
Kendel S. Ehrlich

Keynote Speaker:
Don McCabe
Founding past President of the Center for Academic Integrity
Professor of Organization Management Strategy & Policy, Rutgers University.

Keynote Luncheon Speaker:
Ron Teixeira
Executive Director
National Cyber Security Alliance

Speakers: CyberSmart, FTC, iKeepSafe, iSafe, ISTE, NetSmartz, NSA, Project NEThics, Socrates Institute



April/October Cyber- Awareness Month!




Educational Technology Outreach - College of Education - University of Maryland, College Park - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop http://www.edtechoutreach.umd.edu/cyberawareness.html Search Print

Mail Home Radio Netscape Search Bookmarks Instant Message WebMail Contact People Yellow Pages Download Find Sites Channels

 College of Education
Educational Technology Outreach
Linking Research to Practice

COE HOME WHAT'S NEW ED TECH POLICY SEARCH DIRECTIONS CONTACT US


Home
Professional Development
Modules
Consulting
Initiatives
Partners
Presentations
Resource Center
Other Outreach Programs
Standards
History
Calendar
Edtech Listserv

April is Cyberawareness Month!

Setting your clocks forward or back for Daylight Saving Time and replacing the batteries in smoke detectors are rituals repeated every spring and fall. Similarly, the [National Cyber Security Alliance](#) established April 4, 2004, as Cyber Security Day to raise awareness about Internet safety and computer security issues ([EDUCAUSE, 2004](#)). While colleges and universities across the country planned security education and awareness events to help promote Cyber Security Day, [Educational Technology Outreach](#) planned a month's worth of activities to help the K-20 community's awareness of cybersecurity issues and promote safe online practices.

- [Rutgers University](#) is encouraging its students, faculty, and staff to "Spring Ahead to Security!!" on a Web site devoted to National Cyber Security Day.
- [University of Maryland's Project Nethics and OIT](#) promoted "Spring Cleaning: Computers Need It Too!" through print and web based resources and a student awareness event.
- [The George Mason University IT Security Office](#) featured a week-long lineup of lunchtime presentations promoting cyber security awareness.
- [The University of Arizona](#) developed a series of humorous posters to reinforce messages that are designed to prevent identity theft and other consequences of improperly secured computers.
- The Office of Information Technologies at the University of Virginia has published on the topic of developing campus-wide security education and awareness in [EDUCAUSE Quarterly \[PDF - 57KB\]](#) and serves as part of the Virginia Alliance for Secure Computing and Networking (VASCAN) that has compiled a [collection of security tools and best practices](#) from Virginia universities.

First held in 2002, the semi-annual National Cyber Security Days are coordinated with daylight savings in April and October in the U.S. and are intended to raise the public's awareness of cybersecurity issues and promote safe online practices. Read on to find out more about National Cyber Security Day:



Questions

Contact Information:

Davina Pruitt-Mentle

**Director: Educational Technology Policy,
Research and Outreach**

University of Maryland

2127 TA WES

College Park, MD 20742

(301) 405-8202

dpruitt@umd.edu