

ED 654: Digital Citizenship, Internet Legal Issues, Digital Copyright and Fair Use

3 Credits

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Office Hours: By appointment

Prerequisites

Students must either be admitted to the School of Education M.Ed. program or obtain instructor permission to enroll in this course.

Technology Requirements

This is an asynchronous online course that will utilize several multimedia technologies. Consistent Internet access and a computer with the ability to access online multimedia (audio, video, Flash) will be required.

Students are expected to be active participants in online exchanges with MITI cohorts and with other colleagues and mentors through their personal learning environment.

Students will be expected to have the most current versions of their web browser and several applications that will be used in this course, including QuickTime, Flash, iTunes and Java.

Course Readings/Materials

The legislation for this course is constantly evolving and being updated therefore we will be utilizing the most current electronic version possible as we need to be aware of changes in the field by including online text of legislation studied in the course such as Copyright Act(s), TEACH, CIPA, COPPA, and DMCA.

- Benkler, Yochai. (2008). *The Wealth of Networks: How Social Production Transforms Markets & Freedom*. Retrieved from: <http://yupnet.org/benkler/>.
- Lessig, Larry. (2004). *Free Culture*. Retrieved from <http://www.free-culture.cc/freeculture.pdf>
- Lethem, Jonathan. (2007). "The Ecstasy of Influence: a Plagiarism." *Harper's Magazine*. Retrieved from <http://harpers.org/archive/2007/02/0081387>
- Litman, Jessica. (2006). *Digital Copyright*. Retrieved from <http://deepblue.lib.umich.edu/bitstream/2027.42/56221/2/Digital%20Copyright.pdf>.
- Longford, Graham. (2005). "Pedagogies of Digital Citizenship and the Politics of Code." *Techné: Research in Philosophy and Technology*, v9 n1. Retrieved from <http://scholar.lib.vt.edu/ejournals/SPT/v9n1/longford.html>.
- Ribble, Mike & Bailey, Gerald. (2007). *Digital Citizenship in Schools*. International Society for Technology in Education/ISTE.
- Schultz, Mark F. (2006). "Copynorms: Copyright and Social Norms." Retrieved from http://works.bepress.com/mark_schultz/1/
- Stanford University Libraries. (2009). "What is Fair Use?" Retrieved from: <http://fairuse.stanford.edu/CopyrightandFairUseOverview/chapter9/index.html>
- Zittrain, Jonathan. (2009). *The Future of the Internet (and How to Stop It)*. Retrieved from <http://yupnet.org/zittrain/>.

Catalog Description

An examination of critical elements of digital citizenship, a survey of contemporary legal issues, and an exploration of copyright, fair use, and intellectual property relevant to educators and instructional designers.

Course Goals

This course provides students with an understanding of common elements of digital citizenship models. From this vantage point, students undertake a survey of contemporary legal issues important to educators, with an emphasis on digital rights and technology legislation. Finally, students learn how copyright law and the provisions of Fair Use, including the DMCA and TEACH Act, effect and inform educational practice.

All students will interact with multiple learning communities and build/strengthen their personal learning environments through collection of resources, public reflection and engagement, and creation of curriculum and professional materials.

Student Learning Outcomes

Based on an examination of current literature on digital citizenship, students will:

- reflect publicly on critical elements of digital citizenship as they have experienced them
- develop a personalized digital citizenship model that informs their own practice
- illustrate the concept of the 'virtuous circle' through their own practice contributing to a community of learners
- create and participate in role-playing scenario exercises exploring problems of security, engagement, and privacy
- work through the Information Fluency Learning Assessment Cycle model with a sample unit of their own curriculum

Based on a survey of contemporary legal issues (currently including speech acts, net neutrality, and privacy/security), students will:

- reflect publicly on selected legal issues and how they effect their own practice
- prepare materials for, and participate in, an online debate with a peer on a currently or recently-decided issue
- publish a brief for other educators or instructional designers on their selected issue
- write a sample Privacy and Security guidelines document for an identified student population and/or course

Based on an exploration of intellectual property including Copyright legislation, Fair Use provisions, and the mechanisms of alternative licenses, students will:

- create and share scenarios demonstrating both Fair and Infringing use of Copyrighted materials in an educational setting
- share a selection of material developed as part of this course using an alternative licensing method with an explanation for why that method was chosen
- document what their institution (or an institution they would like to work with) would need to do to become TEACH Act compliant
- produce a remix or mashup resource using existing materials, with documented sources and an accompanying Fair Use justification

Instructional Methods

This is an online course that will be taught primarily utilizing asynchronous methodology, there will be three required check-ins for synchronous discussions and content delivery. These will occur at the second week of the semester, one week before instructor withdrawals, and the week before finals. We will be using a variety of teaching methods that include web content delivery and discussion, blogging, Twitter, Internet research, reading assignments, student presentations, debates, and dialogues.

Alignment with School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- increase the number of qualified educators for Alaska's schools
- enhance the professional skills of Alaska's K-12 educators
- develop and support ongoing systemic educational collaborations with Alaska schools and communities.
- conduct collaborative research on cross-cultural and multicultural education.

This course supports the UAF School of Education's mission by providing students with the skills necessary to design thoughtful individualized instructional environments utilizing technologies and strategies appropriate to all learners. Students will acquire skills in the management and implementation of technology that will enhance their professional qualifications based on ISTE and Alaska teacher standards for technology and instructional design.

Course Calendar: There are 3 primary modules that will be covered according to the following schedule.

Module 1: Digital Citizenship & Identity

Week 1: Etiquette & Communication

Week 2: Online Safety/Security/Privacy

Week 3: Digital Literacy, Information Fluency (inc. Digital/Participatory Divide)

Week 4: Participation, Engagement, and Activism

Week 5: Productivity (and Health/Wellness) & Sharing, Reputation, & the Attention Economy

Module 2: Internet Legal Issues

Week 6: Digital Law & Digital Ethics

Week 7: CIPA and COPPA

Week 8: Digital Rights: Speech Acts (inc. freedom of speech, censorship, slander)

Week 9: Net Neutrality, Bullying, Harassment, Trolling

Module 3: Digital Copyright & Fair Use

Week 10: Copyright: Analog & Digital (inc DMCA)

Week 11: Fair Use: Analog & Digital

Week 12: Educators & the TEACH Act

Week 13: Creative Commons and Other Alternatives

Week 14: Remixing, Mashups, & Emerging Forms

Week 15: Finals

Course Policies

Evaluation

Overall grade is based on the following:

- 15% - Participation (Discussion, Dialogue, Debates)
- 15% - Blogging, Microblogging, and Reflection Activities
- 50% - Seven Writing and Project Assignments
- 20% - Research project: selected contemporary legal issue

Rubrics will be provided for writing activities.

Grading scale:

- A 90 - 100%
- B 80 - 89%
- C 70 - 79%
- D 60 - 69%
- F 59% and below

Participation

Students are expected to participate in all class discussions, debates, dialogues readings, and network activities. Participation is a major factor in determination of the final grade.

Assignment Due Dates

This is a community based class with assignment and activity deadlines. Late assignments will be penalized at 5% per day unless an excused exception has been arranged with the instructor.

Writing Standards

Citations and references should adhere to the [American Psychological Association Formatting and Style Guide](#) 6th Edition. Additionally, blog, discussion, debate, and dialogue submissions (but not necessarily tweets and comments) will be evaluated for proper spelling and grammatical usage.

Plagiarism and Academic Honesty

Plagiarism is using what another person has developed as your own words or thoughts. Plagiarism is never acceptable. UAF requires students to conduct themselves honestly and responsibly and to respect the rights of others. Cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action and sanctions. The [UAF Student Code of Conduct](#) is adhered to in this course.

Support Services

Writing support services are available to UAF students through the Writing Center, located in 801 Gruening, 474-5314, online at: <http://www.alaska.edu/english/studentresources/writing/>. You are encouraged to use this resource to meet writing expectations.

Technology support services are available through the OIT Support Center, 450-8300 (Toll Free: 800-478-8226), online at: <http://www.alaska.edu/oit/sc/about/contact.xml>, and via email to helpdesk@alaska.edu.

Disability Services

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Your instructor will work with the [Office of Disability Services](#) (203 WHIT, 907-474-7043) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDD) campuses and UAF Center for Distance Education (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit the [Office of Disability Services](#) on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu.