

Caught in the Web: Legal, Ethical and Responsible Online use of the Internet in the Classroom

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Copyright Law

- * Canadian Copyright law protects creative endeavours by ensuring that the creator has the sole right to authorize their publication, performance or reproduction (section 3(1)).
- * However, under its "fair dealing" provisions, the Copyright Act does allow individuals or organizations to use original works without such use being considered an infringement: criticism and review, news reporting, and private study or research (section 29). The Act also exempts certain categories of users, such as non-profit educational institutions (section 29.4) under certain circumstances.

*Media Awareness Network

New Copyright Legislation

Bill C-32*

- * Expands some fair dealings to mash-up, time-shifting, format-shifting and backups
- * Peer-to-Peer (P2P) networks are cracked-down on.
- * Digital Rights Management (DRM) will override other rights. If a digital lock is used it trumps other rights.
- * Fair Dealing is extended to education, however, the extent of viewing and posting for educational purposes has yet to be fully established.

Stay tuned

*not passed yet.

Avoiding Copyright Issues

- * To be safe, use of copyrighted material should be avoided. There is no lower limit of use of copyrighted material that may trigger a copyright violation.
- * This is especially tough for teens to follow since they are likely downloading and sharing content all the time.
- * However, the use of creative commons licensing can allow them to use content as they wish in their school work and freely distribute as part of their work.

Using Creative Commons Licensing



- * Using Advanced Searches in Google, Yahoo and search for “reuse” or Creative Commons use
- * [Yahoo Advanced Image Search](#)
- * [Creative Commons Search](#)
- * <http://labs.creativecommons.org/demos/search/>
- * Or [WikiMedia](#) for Creative Commons Content

Creative commons music:

www.jamendo.com

www.ccmixer.org

www.audiofarm.org

Worry Free Copyright

* KEEP IT ALL ORIGINAL

Music Creation

www.jamstudio.com

Monkey Machine

Loop Labs

[Aviary Music Creator](#)

Photo Editing

www.picnik.com

www.photoshop.com

www.fotoflexer.com

www.onlinephototool.com

Audio Editing

[Aviary Audio Editor](#)

[Audacity](#)

Video Editing

www.jaycut.com

Windows Live Movie Maker

iMovie

Privacy and Identity Issues

Posting and Sharing

- * Maintaining privacy involves not revealing personally identifiable information such as full names, ID numbers, birthdays, or birthplaces
- * First names, ages, and gender can usually be used safely since this information is common to many people. However, the combination of generic information can be used to gain more specific information about a person's name, location, or activities.

Protecting Privacy/Identity

* KEEP IT ANONYMOUS

Social Media – Blogs, Wikis, Facebook

- * Use of alias or first names, no pictures, avatars

Visual Media – Flickr, YouTube – Others

- * Don't show faces, have strong agreements which include parents

Content Appropriateness

* KEEP IT G-RATED

- * Depictions of sexuality and violence are definitely taboo, whether portrayed or implied. Innuendo and allusion is less obvious, however are open to interpretation, and can just as easily be scrutinized.
- * Content should be viewable by both grandparents and grandkids alike and should conform to school and division rules

Content Appropriateness

Some hints and pre-cautions

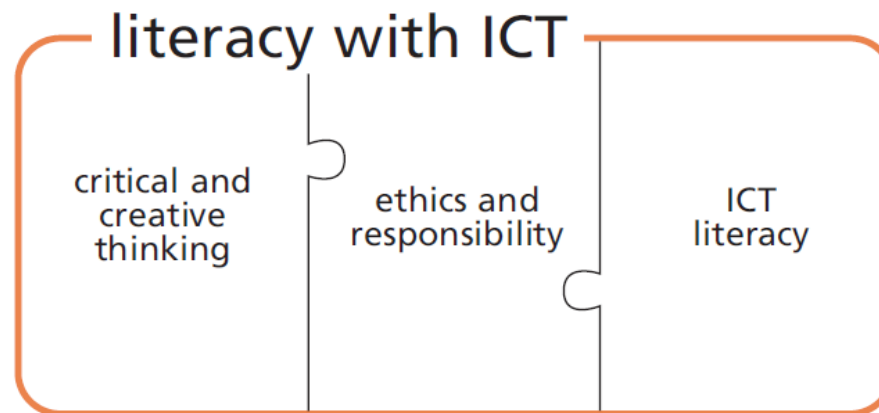
- * Always pre-screen content before posting
- * Ask other teachers to screen content
- * Ask your administration to screen content
- * Ask parents to screen content
- * Always get second opinions on content if content is artistic, personal, emotive, or possibly controversial.
- * If you or others are not sure, don't post.

Cover Your Agreements

- * Establish clear rules for school created content
 - * What the projects are for
 - * How they are allowed to be shared
 - * What are their responsibilities for the content
 - * What are the consequences for breaking the rules
- * Have agreements sent home for signing

Supporting LwICT

Making **original** content supports critical and creative thinking, as well as ethics and responsibility. Their use of technology promotes ICT literacy.



- * What at first may seem undo restrictions on content creation, actually supports LwICT

Supporting LwICT

- * Making original content supports the cognitive and affective domains of LwICT

Cognitive Domain

- Plan and Question
- Gather and Make Sense
- Produce to Show Understanding
- Communicate
- Reflect

Affective Domain

- Ethics and Responsibility
- Social Implications
- Collaboration
- Motivation and Confidence

Last Words

- * Always clarify with your administration what you intend to share over the internet.
- * Make sure you are following division policy and follow specific guidelines if they exist.
- * Make sure all stakeholders understand the agreements for the use of Social Media and the internet for school work.
- * Always collaborate and share the working process and the products with all those involved.