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INFO 250 - Final Project

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Instructional Design Plan for Copyright and Fair Use Workshop

The purpose of this unit of instruction is to provide an overview of the concepts of copyright and fair use to people employed in an academic setting.

Needs Assessment

Potential learners are librarians, faculty, and researchers in an academic environment. For the purpose of this instructional unit, it will be assumed that learners have a very basic understanding of copyright. Learners need to know the basics about what copyright is, along with concepts such as fair use. Learners also need to know how to find images, text, or other materials that are in the public domain, or are available for use with a Creative Commons license. These skills and concepts are important because increasingly people post blogs, course materials, or presentations online, and many people do not realize that images cannot simply be pulled from the internet and reused without permission from the material's owner. Additionally, when doing research, there are restrictions to materials used in writing research papers and presenting these papers publically. Understanding copyright and fair use can help an author understand when it is okay to reuse material, and when permission to use the material is required. This instructional unit will be presented in the form of a 45 minute workshop session.

U.S. Copyright Office has some materials online regarding fair use and existing definitions of copyright according to U.S. law. Stanford University Libraries has a webpage

dedicated to fair use also, which includes some good information and examples about fair use exceptions. The Creative Commons search webpage can be used for learners to search for materials which are free to use without restrictions. The New York Public Library, Pixabay, and Flickr will be used to discuss the use of images, and Project Gutenberg will be used for examples of text. In addition, I have some materials that I have created while working as a Permissions Assistant for a publishing company that may be useful for instruction.

Instructional Goals Statement

Learners need to be trained in copyright and fair use to prevent punishment by law, or to prevent having materials removed or censored due to copyright infringement. Often people believe that if something is available on the internet, that it is free to reuse. This is not the case. Many researchers try to reuse materials previously published in their works to back up their claims, or professors distribute articles in class that they found online. Sometimes these uses are lawful, but other times they are not. Images used in blogs, on course sites, or even in presentations may be copyrighted. While it may seem easier to use the material anyway, taking the time to understand copyright and fair use can protect learners and their institutions from legal action (and potentially large legal fees) in the long run. A portion of the workshop will be devoted to hands-on learning activities. The instructional goals will be measured based on whether or not the learners are able to complete the learning activities successfully.

Entry Behavior and Learner Characteristics

Learners are expected to have basic computer and web browsing skills. Knowledge of how to use a mouse, keyboard, and a word processing program such as Microsoft Word or Google Docs will be required. Learners should be able to conduct a basic Google web search, and should be able to save files to the computer. Entry behaviors will be assessed via a Google Sites survey prior to the workshop.

Learning Outcomes

Learning Outcomes are:

- 1) **Learners will be able to identify** at least three instances of fair use of copyrighted materials;
- 2) **Learners will be able to search and find materials** (texts, images, videos, datasets) that are free to use either via public domain, or under a Creative Commons license; and
- 3) **Learners will be able to create** an attribution (citation) for a Creative Commons item.

The purpose of the instruction for this group of learners is to help them make educated choices regarding the ethical use and distribution of materials that they themselves did not create. The learning outcomes are designed to give the learners practice identifying materials that are available to use without fear of copyright infringement, or, where copyrighted materials are involved, to ethically use the copyrighted materials.

Instructional Strategies

Please see the below diagram for step by step instructional analysis. I have broken the content down into three major topics:

- 1) Copyright

2) Fair Use

3) Creative Commons

Each of these topics have subcategories and activities as appropriate to ensure that learners have the tools and topics necessary to meet the instructional goals. (See Figure 1 below.)

Learner Motivation

Learners will be motivated to participate to ensure that their current practices are ethical and legal under U.S. copyright law and fair use guidelines. Learners will also be motivated by the chance to learn new resources and websites where they can find materials that are available to use free of charge, and without needing to go through the process of acquiring permissions.

Instructional Delivery

In order to deliver the instruction according to the design, learning will take place in a room equipped with computers that have internet connectivity. Learners will either need to have one computer each, or will need to work in pairs or small groups to complete the learning activities. Delivery will consist of a mix of lecture and hands-on learner activity. The potential obstacles or limitations will be providing sufficient computers and ensuring that all equipment is in working order.

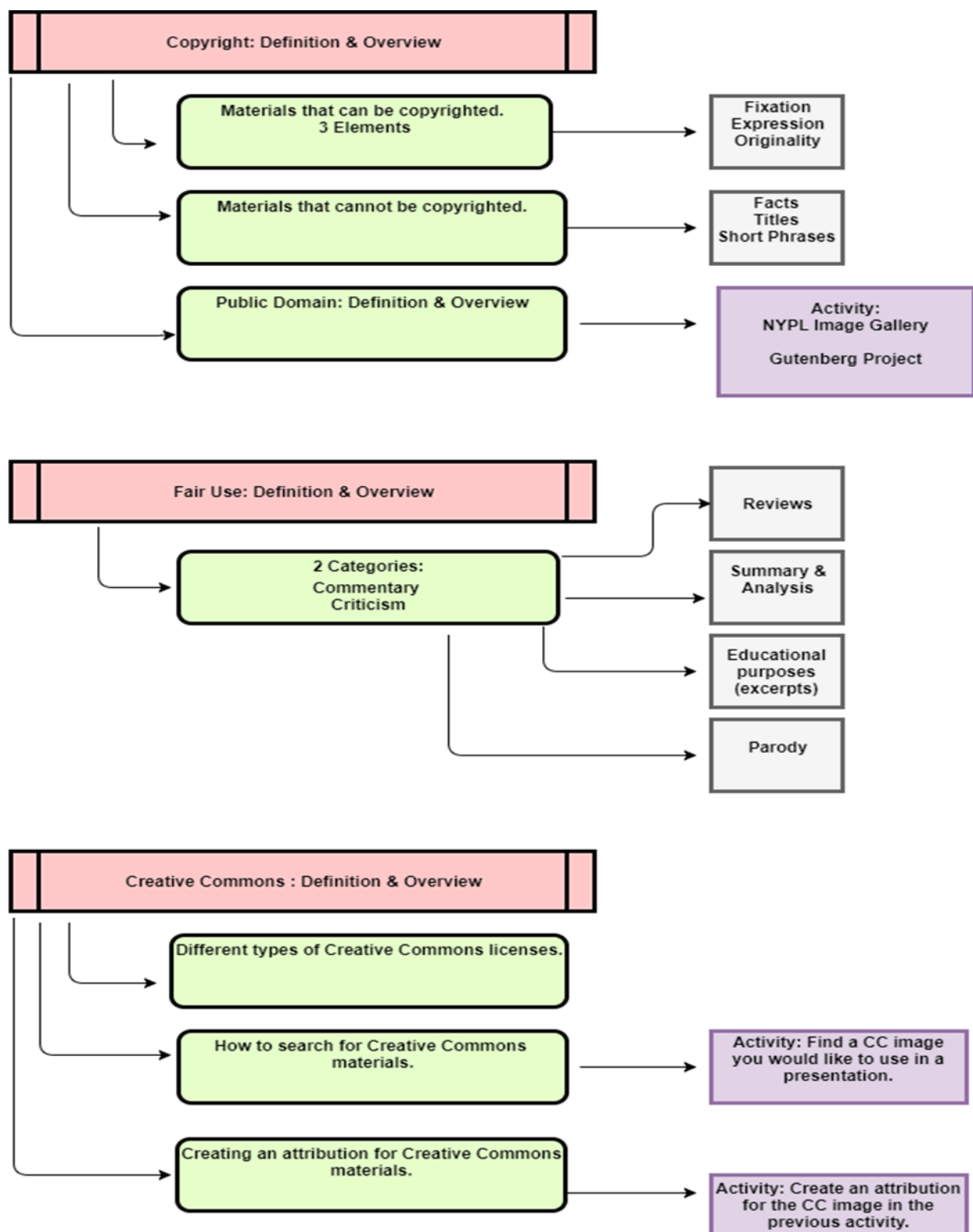


Figure 1

Learner Participation

Learners will work alone or in small groups to complete tasks associated with each topic of content delivered. During the portion of the instruction about Copyright, students will be instructed to navigate to webpages such as the Gutenberg Project, Pixabay, and the New York Public Library's digital image archive to learn how to find materials freely available in the Public Domain. For the fair use activity, learners will search for a parody of a popular song, movie, or commercial. For the Creative Commons unit, learners will conduct a search using the Creative Commons Search website and Flickr. Short breaks for questions and discussion will be held between each unit to ensure that learners have an understanding of the material before advancing to the next topic.

Assessment

Learners will be given a questionnaire along with a short project to complete. The questionnaire will ask students to identify fair use and Creative Commons materials. The project will ask learners to find an image that they would like to use for a hypothetical presentation or blog post, and to create an attribution for that image.

Learner success or failure will be tested to determine if the instruction provided is effective in demonstrating the basics of copyright and fair use. If learners are unable to answer questions correctly, to find available material, or create an attribution, then the instructional methods and topics should be evaluated before such instruction is delivered again.

Formative Evaluation

The formative evaluation will take place informally, as the learners work their way through the instructional materials. This unit of instruction is based heavily on modeling, where learners will apply the techniques being demonstrated by the instructor. After the initial instruction, the instructor will walk around to the stations where the learners are working, and will observe how students apply the instruction.

By using this method of formative evaluation, the instructor can correct individual student mistakes without slowing the progress of the entire course. Additionally, the instructor will be able to see patterns and commonalities in tasks or objectives that learners struggle with, allowing the instructor to know which areas would benefit from either additional instruction, or alternate methods of instruction in future sessions.

Summative Evaluation

The evaluation will be summative, and will be administered via a Google Sites survey. I will ask learners which topics they found to be most helpful, and what type of delivery they found to be most useful. I will also ask learners to indicate if they would have liked more time spent on any of the topics covered, and if so, which topics.

Sample questions will include:

“Do you feel that this instruction provided coverage of the topics as advertised?”

“Do you feel that the instructor spent adequate time covering each topic?”

“Which topics, if any, are you interested in learning more about?”

“Were you able to follow along with the instructor during the session? If not, please briefly explain why.”

“Did you enjoy completing tasks as the instructor was demonstrating them? Would you have preferred a different format? If so, please provide more information below.”

I will respond to the questionnaire responses by making adjustments to the content or delivery method of instruction as necessary. For example, if learners indicate that they would prefer future sessions to be conducted online as a webinar, then I would adopt the course to that format, and then evaluate the results of the new format to find out if learners were more pleased with that type of instruction.

Implementing the Instructional Design Plan

My instruction plan will be implemented on-site, in workshop format. The main focus for this instructional unit will be on the face-to-face component of the in-person workshop, and therefore, the use of an LMS is not necessary. The training will, by necessity, take place either in the library or in a computer lab on campus. The purpose for this type of implementation is that learners will need to have access to a computer. Since the instruction is computer based, it could easily be recorded and placed online, as learners will have all of the resources that they need to complete the learning activities on their own time. Instruction will include the use of a computer, internet connection, and web browser. The instructor will be using screen sharing/projection software so that learners can observe and follow along (modeling).

I will be developing and using Web-based activities for the instruction, along with 1-2 handouts for participants. I will also develop overheads, a PowerPoint presentation, or another type of visual for use during the lecture portion of the instruction. The instruction will be in-person, with a recording so that it can be archived online for future use.

The plan for instruction requires interactive group discussions, and teacher to learner interactions. There will be a portion with the instructor providing guidance and information to the learners, but a significant portion of the instruction will be dedicated to learners engaging in tasks either alone or in small groups. Additionally, the instruction session will be recorded using a program like Screencast-o-matic, so that the instruction could later be put on the web for those who were unable to attend the in-person training. Unfortunately, Screencast-o-matic is not ideal because it only allows for teacher to learner communication, and would drastically reduce the engagement of the learners. Recording and placing the instruction online for future use will add an asynchronous option for instruction.

The tool that I chose to provide an asynchronous option (Screencast-o-matic) allows for recorded audio, but does not allow for text annotation. A script will need to be created and placed online for accessibility purposes. I have used Screencast-o-matic in the past, and found it to be a great tool for creating quick how-to videos. Additional tools that will be used are Google Docs, Google Web Search, and presentation software such as PowerPoint.