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Copyright for Students and Teachers

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Assignment: **Copyright for Students and Teachers**

Dept/Course Number: **CSCI 1303-1**

Course: **Essential Computers Skills in Education (Essential Information Technology with an emphasis on Educational Leadership)**

Level: **All**

Information Literacy Goals: **Understand, Access, Use Ethically**

Following a presentation from the University Librarian regarding copyright and Fair Use, review the following sources to gain a fuller understanding of the implications of copyright and Fair Use for teachers and students.

- Copyright information from Coates Library - <http://lib.trinity.edu/servcols/circ/copyrgh.html>
- "Guide to Copyright and Fair Use" - http://www.education-world.com/a_curr/curr280.shtml
- *Tales from the Public Domain: Bound by Law?* <http://www.law.duke.edu/cspd/comics/digital.php>

Use MS Word to create a newsletter:

- appropriate for secondary students that explains copyright and the need to credit and cite sources. OR
- that attempts to persuade teachers and students to work for the establishment of Creative Commons licenses as a desirable alternative to copyright.

Newsletters should be at least 2 pages in length, be laid out in a 2-column, fully justified format, and include clear explanations with text and graphics. All sources of information and graphics should be cited correctly at the end of the newsletter.

Assignment: **Technology in the Classroom**

Dept/Course Number: **CSCI 1303-1**

Course: **Essential Computers Skills in Education (Essential Information Technology with an emphasis on Educational Leadership)**

Level: **All**

Information Literacy Goals: **Understand, Access, Evaluate, Use Ethically**

What are the advantages and disadvantages of using technology in the classroom?

Following the presentation by the Library Liaison for Education, you will create an annotated bibliography about the use of technology in elementary or secondary education.

THE PROCESS*

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

Cite the book, article, or document using the appropriate style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

**How to Prepare an Annotated Bibliography.* (n.d.). Retrieved May 17, 2009, from <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

Additional information and examples of annotated bibliographies:

- From Cornell - <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>
- UC-Santa Cruz - <http://library.ucsc.edu/ref/howto/annotated.html>

Locate possible useful articles using the Coates Library databases (Understand, Access), and use RefWorks to record citations to the articles (Use ethically-citation). Your bibliography should include at least 5 articles and may be prepared in either MLA or APA style using MS Word. Be sure to include a title and your name in a header. Page numbers should be included in the footer. The document should be saved as **yourlastnameib** and be submitted through TLEARN. Your bibliography will also be posted on your CSCI 1303 website.

Assignment: **Technology Effects Education**

Dept/Course Number: **CSCI 1303-1**

Course: **Essential Computers Skills in Education (Essential Information Technology with an emphasis on Educational Leadership)**

Level: **All**

Information Literacy Goals: **Understand, Access, Use Ethically, Create**

How does current technology effect education?

From the articles below (selected in class), create a PowerPoint (or Keynote) presentation to present/compare the authors' viewpoints and your own evaluation of the topic. Research and include popular and scholarly critiques found in journals or newspapers using Library databases. What does this mean for you as a teacher and how does it relate to the NETS for students and teachers?

You will present your PowerPoint in class. Include a YouTube, TeacherTube or other video *if* appropriate. Be sure to cite all sources of information and graphics correctly. Your PowerPoint file along with any inserted sound or video files (other than an embedded video) *must* be copied into the student work folder in my class (N) drive.

Follow the guidelines for using PowerPoint effectively that were presented in class and that are discussed in the article about "Powerpointlessness".

Be sure to cite all sources of information, graphics and video correctly in either MLA or APA style.

The articles and reviews can be found in online journals or newspapers in the Coates Library databases.

- "Listen to the Natives" – Marc Prensky and "Tools for the Mind" – Mary Burns
- "Overdominance of Computers" – Lowell Monke and "Educators' Guide to Read/Write Web" – Will Richardson
- "The World is Flat" – Thomas Friedman – (search *NY Times* or book info.)
- "A Whole New Mind" - Daniel Pink (search for book info and reviews in journals)
- Wikinomics - <http://www.wikinomics.com/book/IntroAndOne.pdf>
- World of Digital Storytelling – Jason Ohler
- "Do they really think differently?" Prensky (Prensky website) and "Turning on the Lights" - Prensky