

ED 654: Digital Citizenship, Intellectual Property, and Social Media
3 Credits

Prerequisites

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

Location: Web Based

Meeting Time: Tentatively Saturdays (9am-12pm)

Instructor: TBA, BA Ed. M.A. and Ed.S. Rachel Elizabeth

Office Location: Gruening 707 B

Office Hours: Weds. 8am – 10 am and by appointment

Phone: 907-474-5453

Email: rfrucht@alaska.edu, egruening@alaska.edu

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 law by including online text of legislation available for this course with a Creative Commons License.

Benkler, Y. (2008). *The Wealth of Networks: How Social Production Transforms Markets and Freedom*. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1245738

Lessig, L. (2004). *Free Culture*. Retrieved from <http://www.free-culture.cc/freeculture.pdf>

Letam, J. (2007). "The Ecstasy of Influence: a Plagiarism." *Harpers Magazine*. Retrieved from <http://harpers.org/archive/2007/02/0081387>

Litman, J. (2006). *Digital Copyright*. Retrieved from <http://deepblue.lib.umich.edu/bitstream/2027.42/56221/2/Digital%20Copyright.pdf>

Longford, G. (2005). "The Negatives of Digital Copyright and the Positive of Creative Commons." *Journal of Philosophy and Technology*, v9 n1. Retrieved from <http://www.techlib.net/vol9/iss1/longford.html>

Ribble, M., & Bailey, G. (2007). *Digital Citizenship in Schools: International Society for Technology in Education/ISTE*

Schultz, M. (2006). *Copynorms: Copyright and Social Norms*. Retrieved from <http://www.copyright.com/copyright/basics/118771.html>

Stacy, M. (2009). *University of Alaska Fairbanks: What is Fair Use?* Retrieved from <http://lib.libraries.uaf.edu/copyright/fairuse/veryfew/fairuseindex.htm>

Zittrain, J. (2009). *The Future of the Internet and How to Stop It*. Retrieved from <http://www.zittrain.com/zittrain/>

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 the internet are required.

Students are expected to be active participants in online exchanges with faculty 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: Microsoft Word, Excel, PowerPoint, and Java.

Course 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.
- contemporary legal issues pertinent to educators.
- digital rights.
- technology legislation.
- copyright law and the provisions of Fair Use, including the DMCA and TEACH Act.

Student Learning Outcomes

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

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

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

- reflect publicly on selected legal issues and how they affect 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, registration, 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 documentation of 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 withdrawal, and the last week of the semester. We will be using a variety of teaching methods that include webinars, synchronous and asynchronous discussions, Twitter chats, 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 of Alaska's Native rural and Native nonurban students. Through the UAF rural campuses, we are responsive to local and regional educational 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 intercultural 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 the UAF 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 & Security

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 Efficiency) w/InJESSY & Social Media, Reputation, & the Attention Economy

Module 2: Internet Legal Issues

Week 6: Digital Law & Digital Ethics

Week 7: DMCA & COPPA

Week 8: Digital Copyright, Search, Access, and Sources of Speech, Censorship, and

Week 9: Net Neutrality, Bullying, Harassment, ... and more

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 Machine & Emerging Forms

Week 15: Final

Course Policies

Participation

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

Assignment 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's 7th and 8th Editions. Additionally, blog, discussion, debate, and dialogue submissions are 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. Plagiarism is not acceptable. UAF requires students to conduct themselves with integrity and responsibility 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.

Evaluation

Overall grade is based on the following:

- 15% - Participation, Discussion, and Journal Activities
- 15% - Blogging, Microblogging, and Reflection Activities
- 50% - Writing and Project Assignments
- 20% - Research project on a selected contemporary global 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

Support Services

Writing support services are available to UAF students through the Writing Center located in suite 414-5314, online at <http://www.alaska.edu/writingcenter>, or by appointment 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 helpdesk@alaska.edu.

Disability Services

The UAF Office of Disability Services implements the provisions of the Americans with Disabilities Act. UAF students have equal access to the campus and course materials. I am committed to working with the Office of Disability Services (208 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Disabled 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 Disability Education. The Disability Services is a part of UAF Center for Health and Counseling, providing reasonable accommodations to disabled 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 at www.alaska.edu/disability or contact a staff person at your local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fdsc@uaf.edu.