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## Part A

[http://fairuse.stanford.edu/Copyright and Fair Use Overview/chapter0/o-e.html](http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter0/o-e.html)  
Grading Teachers on Copyright Law -- Videotaping for the Classroom

1. The time limitations for off-air taped videos are as follows:
  - a. Can be watched in a general context for the 10 consecutive school days after the recording
  - b. Can be watched in an evaluation context up to 45 days after taping
  - c. Must be destroyed after 45 days
2. The content of the tape cannot be altered through editing.
3. The guidelines for Off-Air Recording of Broadcast programming for educational purposes does not cover broadcasts on cable channels.

[http://fairuse.stanford.edu/Copyright\\_and\\_Fair\\_Use\\_Overview/chapter9/9-b.html#1](http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html#1)  
(as linked from

[http://fairuse.stanford.edu/Copyright and Fair Use Overview/index.html](http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/index.html))

## B. Measuring Fair Use: The Four Factors

1. The laws on copyright are open to interpretation, and the guidelines are suggestions for use so that teachers could, if need be, argue that their use falls under fair use.
2. The four aspects a judge would examine to determine if usage falls under fair use would be:
  - a. How the material is being used
  - b. What type of material is being used
  - c. The amount of material being used
  - d. If the usage of the material affects the creator's ability to market the work.
3. The guideline on how much material may be used and still fall under fair use also encompasses how important that segment is to the original work as a whole, in that even short segments would not fall under fair use if said segments were the most substantial parts of the original.

<http://www.dpi.state.nc.us/copyright1.html>

Copyright in an Electronic Environment  
Copying and Distribution Limitations

1. If using fair-use exempted material in a multimedia project, only post the project on secured websites.
2. Two copies of the project can be made for use
3. One additional copy of the project can be made for preservation, but it is for distribution.

One of the links did not work for me, so I used this site instead  
[http://www.copylaw.com/new\\_articles/copy\\_myths.html](http://www.copylaw.com/new_articles/copy_myths.html)

1. Works do not have to display a copyright symbol in order to be considered copyrighted, as the very act of creation confers copyright.
2. Giving credit or citing a work is not the same as seeking and receiving permission to use a work.
3. Using the material in a non-profit or education setting does not automatically fall under fair-use.

## Part B

I found Henry County's Student Handbook, with the AUP on pages 18-19.  
[http://schoolwires.henry.k12.ga.us/15161035103133/lib/15161035103133/Elementary Approved Version 2010-11 061410 Ready for Printer.pdf](http://schoolwires.henry.k12.ga.us/15161035103133/lib/15161035103133/Elementary_Approved_Version_2010-11_061410_Ready_for_Printer.pdf)

I would say that it is ok, but I'm curious as to what the students might actually read. The wording for the elementary and secondary student handbooks is identical, so I doubt any 2<sup>nd</sup> grade student would understand exactly what is acceptable. My main issue with this AUP (and with almost all AUPs that I have ever read) is that they make sure to note that students/staff should abide by copyright laws, but how would students learn about them? How many teachers hold classes on digital media copyright restrictions? It seems like a nice legal loophole, so that when (not if) violations occur, the administration has covered itself but the students didn't even know they were breaking any rules.

## Part C

For an activity that I could do with my "students" (teachers), I would create a myth busting website called Copyright or Copywrong?. From my experience, the teachers I work with tend to tune out when given information about the guidelines because they think they know copyright. To get their attention I would quiz them using the website. Either the teachers would do very well (in which case, success!) or it would open their eyes to areas they need to brush up on. I would put a good deal of emphasis on busting the "it's in a school so it must be fair use!" myth. I would also focus heavily on technology, because there are teachers who would never consider copying an entire book ("That's illegal!") but have no qualms about wanting to copy computer discs.

I have a very, very, very rough example of my proposed webpage at  
<http://stu.westga.edu/~eking8/medt6401/copyright.html>

If I were in the position to create policies and procedures for teachers to follow, I would keep all the standard AUP policies in place (as they apply to teachers), but I would elaborate on the sections related to copyright law and add a standard form letter teachers could use to seek permission to use copyrighted materials.