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Module 3 – Copyright in Literature

Lesson Plan

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REFERENCED DOCUMENTS

ID	Reference	Title
1	2020-1-UK01-KA201-078934	IPinSTEAM Proposal
2		

APPLICABLE DOCUMENTS

ID	Reference	Title
1		
2		

Contents

1. Title of the lesson plan.....	Error! Bookmark not defined.	4
1.1 General Information		4
1.1.1 Brief Description		4
1.1.2 Learning Objectives – Intellectual Property in STEAM topics.....		4
1.1.3 Links to curriculum.....		4
1.1.4 Duration.....		4
1.1.5 Extra materials required		54
1.2 Step-by-step instructions		54
1.2.1 Introduction or orientation		65
1.2.2 Preparation or conceptualization		65
1.2.3 Investigation		6
1.2.4 Conclusion		76
1.3 Key questions for knowledge testing		76
2. Additional resources		7
2.1 Further reading.....		7
2.2 Appendix		87
References		87

1. The cost of Copyright confusion

1.1 General Information

Copyright law protects original expression in different fields, such as literary, dramatic, musical and artistic "works". More specifically, this includes things such as novels, software, plays, films, songs, paintings, photographs and sculptures.

The objective of copyright law is to stop others copying, adapting their work or show it in public, depending on the kind of work.

That is why teaching more about copyright can help students understand how to protect their intellectual property and avoid misuse.

1.1.1 Brief Description

The following lesson plan called "The cost of Copyright confusion" is an exercise aimed at improving the general knowledge of students on copyright and at the same time raise awareness on how the lack of appropriate knowledge about the topic can have a negative impact on learning, teaching and fair use of the mentioned topic.

1.1.2 Learning Objectives – Intellectual Property in STEAM topics

Students will understand:

- how lack of knowledge about copyright and fair use negatively affects teaching and learning;
- why the many different "educational use guidelines" do not have the force of law and how they interfere with educators' genuine understanding of fair use.

1.1.3 Links to curriculum

The following lesson plan is linked to the STEAM subject "Social Studies", and more specifically related to the importance of Copyright in Literature.

1.1.4 Duration

1 hour for a classroom of 20-25 students.

1.1.5 Extra materials required

For the following lesson plan, the following material is required:

- Youtube video “The cost of Copyright confusion” (<https://www.youtube.com/watch?v=fAhWMU1TdvE>)
- Pdf “ file “The cost of Copyright confusion”, if the Youtube videos isn’t available. <https://mediaeducationlab.com/sites/mediaeducationlab.com/files/Final%20CSM%20copyright%20report.pdf>
- Copies of the reading selection
- Computer with Internet connection

1.2 Step-by-step instructions

- **Engage interest.** Show the video, "The Cost of Copyright Confusion." If the video is not available, show the pdf file "The Cost of Copyright Confusion" and give 20 minutes time to the students to read the material.
- **Discuss:** How did all this confusion get started? What factors contribute to the confusion?
- **Explore online.** One source of confusion is the many different interpretations of copyright and fair use that are available online. Demonstrate how easy it is to find many different (and sometimes conflicting) educational use guidelines by conducting an Internet search on the term "copyright." Some sites to present may include:

Baruch College (uses a subway map): <http://www.baruch.cuny.edu/tutorials/copyright/>

Hall Davidson (uses a chart): <http://www.halldavidson.net/chartshort.html>

- **Provide context.** Explain that each of these websites is an interpretation of fair use that has been developed by the authors of the site. They are confusing-and they are not the law. They are based on guidelines that were private negotiations between media companies and educational groups. They were intended to provide a "safe harbor" to illustrate obviously clear examples of fair use. But in recent years, they have been interpreted as the "ceiling" - the maximum amount of use required to claim fair use under the law.
- **Read and discuss.** Read "Educational Use Guidelines FAQ" and "The Cost of Copyright Confusion." (<https://mediaeducationlab.com/sites/mediaeducationlab.com/files/SECTION%20%20the%20cost%20of%20copyright%20confusion.pdf>) To assess students' reading comprehension, invite students to explain the advantages and disadvantages of the educational use guidelines. Students should be able to explain why the educational use guidelines have contributed to copyright confusion.

- **Critical thinking.** Ask students to offer inferences about why business leaders sought to have specific, detailed rules as presented in various educational use guidelines; and why some educational leaders sought to have specific, detailed rules.

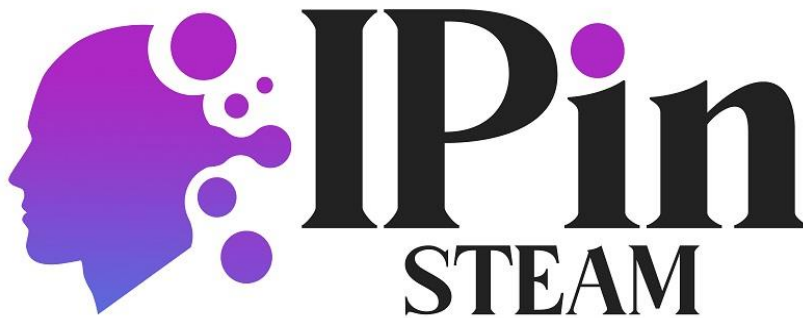


Image 1: Project logo

Source: IPinSTEAM project

1.2.1 Introduction or orientation

In this phase the topic to be studied or investigated is presented to the students by their teacher. In this case, the topic is Copyright. The teacher's role in this phase is to encourage students to express ideas, prior knowledge and questions about the topic, while promoting interaction and communication between them.

1.2.2 Preparation or conceptualization

In this phase the teacher can answer potential questions or clarify any doubts the students might have about the context given in the previous phase.

In this phase the teacher also starts presenting the theoretical material about the topic, in this case the document about "Copyright in Literature" module, which includes concept definitions, theoretical knowledge and other prerequisite background information.

Once again, the students can ask questions and get any clarification from their teacher before starting the exercise.

1.2.3 Investigation

In this investigation stage the material for the completion of the lesson plan is provided to the students. In this case, the video "The Cost of Copyright Confusion" or eventually the report "The Cost of Copyright Confusion", are presented to the students.

1.2.4 Conclusion

In the conclusion phase, main points, answers, results and steps are summarized. In this phase you may have discussion, communication and reflection to wrap-up key topics addressed in the lesson plan.

1.3 Key questions for knowledge testing

The lesson plan can be accompanied by a short quiz of about five key questions that can be used to check the learners' knowledge acquisition. Correct answers in multiple choice questions can be marked in bold.

Question 1: Fair use relies on four factors: the purpose of the use; the nature of the use; the amount of the use; and the effect of the use on the potential market.

[True] [False]

Question 2: According to the Aspen Institute conference in 1993, what does *media literacy* education imparts?

[The ability to comment critically written works, such as books] **[the ability to access, analyze, evaluate, and communicate messages in a wide variety of forms]** [The ability to analyze content in tv shows]

Question 3: Computer programs and databases are considered "literary work"

[True] [False]

Question 4: If a piece of work is under copyright protection, others cannot copy this work but they can adapt it and show it in public.

[True] **[False]**

Question 5: How is copyright infringed?

[By copying the whole work] [By copying the author's intellectual creation".] [By using a substantial part of the work] **[all of the answers above]**

2. Additional resources

2.1 Further reading

Reading 1: The Cost of Copyright Confusion
<https://mediaeducationlab.com/sites/mediaeducationlab.com/files/Final%20CSM%20copyright%20report.pdf>

This report explains the current state of understanding about copyright and fair use among educators - and the misinformation sometimes passed on to students.

Reading 2: Crews, K.D. (2001). The law of fair use and the illusion of fair-use guidelines. The Ohio State Law Journal, 62, 602-700. Available at: <http://moritzlaw.osu.edu/lawjournal/issues/volume62/number2/crews.pdf>

Educational use guidelines - which are negotiated agreements between media companies and educational groups-- have come to be misinterpreted as law, creating problems for educators and students alike.

Reading 3: McGeeveran, W. & Fisher, W.W. (2006, August). The digital learning challenge: Obstacles to educational uses of copyrighted material in the digital age. Berkman Center Research Publication No. 2006-09. Available at: <http://cyber.law.harvard.edu/media/sites/mediaeducationlab.com/files/copyrightandeducation.html>

Reading 4: <https://mediaeducationlab.com/sites/mediaeducationlab.com/files/SECTION%20%20the%200cost%20of%20copyright%20confusion.pdf>

2.2 Appendix

Attach or include here any additional items such as student worksheets, hand-outs that accompany this lesson plan

References

Section 2. The Cost of Copyright Confusion | Media Education Lab. (2007). Mediaeducationlab.Com. <https://mediaeducationlab.com/section-2-cost-copyright-confusion>