

MODULE FOUR: During this module we will discuss copyright issues, fair use and ethical issues, grading scales, and use Word to create a quiz and the Internet to create a rubric

ASSIGNMENTS: one assignment, one participation post

ANNOUNCEMENTS: continue adding to your syllabus – this week add grading scale and grades relative to your goals and objectives

SUGGESTED READINGS:

- Evaluating grading and scoring by Houghton Mifflin <http://www.eduplace.com/rdg/res/ch11.html>
- An interesting formula for weighting grades <http://www.eduplace.com/rdg/res/weight.html>
- Mary Hess' web page <http://www.luthersem.edu/mhess/freeideas.html>
- FYI: Wabash Center's Web Resources http://www.wabashcenter.wabash.edu/resources/teach_web.aspx
- View Kenneth Snyder's article, p. 29 http://www.wabashcenter.wabash.edu/resources/teach_web.aspx
Beyond Entertainment: A Rationale for the Pedagogy of Technology in the Classroom.
- "Technology will not Fix Teaching" in the current edition of *Theological Education*, vol 42, No. 2, p. iii. <http://tchlrm.org/ncea/TE42-2.pdf>

COMMENTARY/LECTURE:

The following are presentation formats for a single narrated PowerPoint presentation with the purpose of reflecting on what a student will experience:

Pro: Animation, narration are all there. Copy of the original. Easy to print handouts. Can be edited and reused.

**Original PowerPoint
.ppt**

Con: Student must have PowerPoint or the ppt viewer. Does not run directly in browser. Does not begin to play automatically. Must be downloaded and saved before playing. No streaming. Can be edited and reused by others. Often large file (6.5 MB file in this small sample). <http://tchlrm.org/ncea/choice/1.ppt>

**Original PowerPoint
saved as .pps
(PowerPoint Show)**

305 K file (you can set Adobe Reader 8 to print 6 on a page just as you can in PowerPoint.)

Pro: PowerPoint runs automatically.

Con: Uses ppt viewer or PowerPoint not browser. Handouts print best using Adobe .pdf format or by opening .pps in PowerPoint. Must be downloaded and saved before playing. No streaming. May be edited and reused by others. Often large file same as original .ppt (6.5 MB file in this small sample). <http://tchlrm.org/ncea/choice/2.pps> or as PDF <http://tchlrm.org/ncea/choice/2.pdf>

Pro: Student only needs a browser to see this PowerPoint presentation. Quick download. PowerPoint creates both a file and a folder when this save choice is selected.

Easy .ftp to a website.

**Original PowerPoint
saved as .htm (Web
Page)**

Con: Not all .ppt features work (animation and audio particularly tricky). Different browsers show presentation differently. 6.6 MB about the same as the original .ppt. In our sample, the file was optimized for IE browser 6.0 or later with .png illustrations allowed. Some problems in Windows XP with latest browser. Looks best in Vista with latest browser. <http://tchlrm.org/ncea/choice/3.htm>

Pro: Single File Web Page .mht created. Only need browser to view. Quick download. No separate support folder as with standard .htm web page above.

**Original PowerPoint
saved as .mht**

Con: Not all browsers can support .mht files. This format is good for archiving but not ppt distribution. 9 MB (3 MB LARGER than original .ppt!) It's hard to see advantages

(Single File Web Page) in this format. Same problems with tricky animation or audio as above.

Pro: PowerPoint images saved as web friendly individual .jpg images. In our sample we used both 7 K thumbnails and 70K full size images. Whole presentation is only 568 kB.

Original PowerPoint saved as .jpg (jpg bitmap files)

Con: The vector quality of the original PowerPoint type suffers from being changed into less sharp fixed resolution bitmap images. URL links disappear. No easy way to link .jpg with audio except by hyperlink. <http://tchlrn.org/ncea/choice/5/choice.htm>

Pro: Windows friendly file save choice similar to html but with a little more control

Original PowerPoint saved as .wmf (Windows Metafile)

Con: Almost the same size as the PowerPoint original. Graphics at best are like .jpg. Not much to recommend this “save as” choice.

Pro: .rtf word files are universally readable.

Original PowerPoint saved as .rtf (Outline/RTF file)

Con: .rtf for saving outline of .ppt. Only works if the outline is fully used when creating the .ppt. If you build your PowerPoint graphically instead of from a Word document this will not be a helpful “save as” choice.

Original PowerPoint saved as .swf flash presentation in Breeze Presenter or Swish Presenter

Pro: Flash based presentation from original PowerPoint. Starts within 10 seconds with no need to save before running. Links are active. Flash retains vector based type as much as possible. Students need only the free flash plugin to view. All audio is active. <http://tchlrn.org/ncea/choice/8/index.htm>

Con: Software to make these presentations costs at least \$100. A few of the PowerPoint animation commands will not work in the Breeze or Swish version of the presentation.

Original PowerPoint saved as .wmv video (Windows Media File file using Camtasia)

Pro: video version of your PowerPoint presentation. Could be used for saving to *YouTube* or for pod videocasting. Students can view .wmv files in the free Windows media player within windows. Video will stream so no saving before running. 640x480 video is only 538k. <http://tchlrn.org/ncea/choice/9/9.wmv>

Con: *Camtasia* is about \$150. All links are no longer active. Slides have been made into bitmaps so not quite as sharp as original vector type in PowerPoint.

ProShow Gold web presentation saved from PowerPoint slides (.jpg) and audio (.mp3)

Pro: *ProShow Gold* version of presentation offers the most sophisticated choices for making presentations on the web or on DVD. Needs free activeX plugin installed on the student’s computer. ProShow Gold is the most sophisticated presentation tool listed here. It is capable of far more sophisticated presentations than our simple sample. Still and video images can be combined with video effects and layering to do presentations like those of Ken Burn’s on PBS. Useful for making DVDs as well as web presentations. Our sample is only 3.7 MB.

<http://tchlrn.org/ncea/choice/5/choicewebshow.html>

Con: Software is \$70. Learning curve to make presentations can be steep. Download is quick but not fully streamed. Students will have no problem running presentation but they will need an activeX plugin for their browser. Word slides made in vector based PowerPoint need to be made into bitmaps but if you create the text directly in ProShow Gold it will be in vector mode and much sharper.

CAMTASIA – creating video tutorials

Click on [PowerPoint tutorial sample](#) and download the two-slide PowerPoint presentation

Next click on [Camtasia video tutorial sample](#) and view the same tutorial but this time in a video format (Both links reside at <http://www.marybeckmann.com/id4.html>)

Video is usually more appealing usually.

Here is a step by step set of directions on how to create a Camtasia video from a PowerPoint presentation:

1. Create PPT
2. Open PPT
3. Open Camtasia
4. Click 'new screen recording'
5. Click on 'select area to record'
6. Draw a box around the PPT
7. Change width and height to 640 x 480
8. Click 'record'
9. Record (when finished with each slide click 'pause' if you want to take a break and then go to next slide and click on 'resume' otherwise continue recording as you click on each slide)
10. When finished click on 'stop'
11. Save and wait
12. Select the button in front of 'produce my video in a shareable format'
13. Click OK
14. Choose 'custom production' then 'next'
15. Choose WMV
16. Click next, next, next (if size remained the same or change size to 640 x 480)
17. Click next, next, next, and finish and wait
18. Find the WMV file and send that one via email

Rubrics

A rubric is helpful to both instructor and student: it is a simple way to set up grading criteria for assignments or can be used as a self-assessing tool or check list. "A rubric defines in writing" what is expected to get a "specific grade" from uen.org/rubric/html/know <http://rubistar.4teachers.org/index.php> click on one of the **blue buttons** for a rubric template, or on **create** at the top. (You may have to **register**, but it is free.)

Using Excel to create a grade book

Grade books in LMS are comprehensive and provide many options; but, at times instructors prefer to also have a grade book independent from the LMS (to keep personal notes without having to be online, to have a hard copy for files, i.e.). We won't cover Excel in this course because unlike PowerPoint, the program will most likely not be used to create online course content. Here is a tutorial for anyone who would like to create a grade book in Excel. If you get stuck, I'll be happy to help.

<http://wwwnew.towson.edu/adminfinance/ots/training/documentation/Excel%202003/Excel%202003%20Grade%20Book.pdf>

Using Word to create a quiz or survey

Most likely you're familiar with the basics of Word; probably even the more advanced features as well, but if anyone needs a refresher course or a tutorial, please contact your instructor. Word is more than a word processing program. Word provides a multitude of learning and teaching possibilities. Access the link titled **Create a Quiz** and follow the directions - Office 2007 directions are at the end.

Online Surveys

Online surveys are often free and very useful to online learners and instructors. Surveys are easy and fun to create, and to take. The uses for online surveys are unlimited: go to this link and answer the questions, this one was created by your instructor and took approximately five minutes to set up.

http://www.surveymonkey.com/s.aspx?sm=2foAvvu8GqgTbDsZxHnRZQ_3d_3d

<http://info.zoomerang.com/> Zoomerang

<http://surveymonkey.com/> Survey Monkey

Creating a survey is easy but determining the web address of the survey (so you can give it to students to access) is not as intuitive. Click on the SurveyMonkey **help** button at the top right, enter **Send Survey Link or Post it on Webpage** then click the link **'How do I post the survey link...'** (the following link may still be active and if so, it'll take you directly to the help page: [How do I post the survey link on my website using a Web Link collector?](#) This is a short, easy to understand tutorial.

Fair Use

- [Fair Use](#)
- [§ 110. Limitations on exclusive rights: Exemption of certain performances and displays](#)
- [Copyright and Fair Use Guidelines for Teachers](#)

Technology has caused havoc with copyright and fair use laws. Fair use relates to exceptions to property rights for education. Copyright was originally set in place to protect the rights of artists and writers, but the law has gone through remarkable changes as it attempts to keep up with technology, and currently copyright is under political debate. <http://darkwing.uoregon.edu/~tep/technology/onlinelearning/fairuse.html>

Fair use changes constantly, the only suggestion is to stay current and research what you want to do (if you're unsure), prior to doing it. Multimedia has different rules than print material, and it is worth taking time to research to stay current.

Copyright

- [Technology, Education, and Copyright Harmonization Act of 2002](#)
- [Distance Education and the TEACH Act](#)
- [Digital Millennium Copyright Act of 1998](#)
 - [1201 Rulemakings \(short version\)](#)
- TEACH Act 2002 – <http://www.utsystem.edu/ogc/intellectualproperty/teachact.htm>
- American Library Association on Copyright - <http://www.ala.org/ala/issuesadvocacy/copyright/teachact/teachactbest.cfm>
- [TEACH Act Best Practices using Blackboard](#)

Two laws govern our use of intellectual property: the Copyright Law of 1976 and the Technology, Education, and Copyright Harmonization Act of 2002. It is necessary for us not only to respect these laws in regards to the material that we place online for our students to engage but also to engender within our students a respect for these laws concerning the materials they place online for the benefit of their coursework and their classmates.

To explore this at its most fundamental level, let's consider the use of images in our PowerPoint presentations. It is likely that those of you enrolled in this course already have a number of PowerPoints created that are used in the context of face-to-face classes. The images with which you decorated your PowerPoints likely convey all that is needed, and each slide has an appropriate balance of images and text – a perfect background to your interpretive presence in the classroom as you explain untrippingly the substantive matter of the day's topic.

The question to ask yourself before you move that PowerPoint onto your website is whether the images contained therein are subject to copyright. This question is prior to the method you plan to use to incorporate your interpretive voice onto each slide because once you make a video capture using Camtasia 7.0 or some other screen capture product, you essentially assume the right to reproduce and disseminate the image and take away the right of the copyright owner to control reproduction and disseminate of his or her work.

At this point in the reading, you may be breathing a sigh of relief that says "Thank goodness I never produced any PowerPoints with images in them and don't have to worry about going back into each slide and hunting down the source of all my images!" or you may be panicked to the point of dismissing what you have just read because you know you have 1,200 PowerPoint slides filled with images downloaded from Google and have absolutely no time to amend any of them right now. You may just as likely fall somewhere in between these two extremes. Fortunately, the TEACH Act of 2002 provides a way out of copyright infringement when using course templates. ([The American Library Association](#)) explains it in this way:

"[I]f instructors and/or institutions wish to take advantage of the opportunities provided by the TEACH Act for using copyrighted materials, they must reasonably:

- limit access to copyrighted works to students currently enrolled in the class;
- limit access only for the time needed to complete the class session or course;
- inform instructors, students, and staff of copyright laws and policies;
- prevent further copying or redistribution of copyrighted works; and
- not interfere with copy protection mechanisms

What this means is that the TEACH Act of 2002 allows a faculty member under fair use guidelines to use copyrighted material if he or she:

"(I) applies technological measures that reasonably prevent-- (aa) retention of the work in accessible form by recipients of the transmission from the transmitting body or institution for longer than the class session"

"What does it mean?"

The copyrighted materials should not be available to students after the class session or course is complete. The instructor can use the date availability option on individual content items in Blackboard™ [or any course template] so that the materials become unavailable to students after the class session in which they are being used. The instructor or the institution can also set the date availability for the entire course, such that the course and all of its content is no longer available to the students after the end of the course."

"(bb) unauthorized further dissemination of the work in accessible form by such recipients to others"

"What does it mean?"

The copyrighted materials should not be copied and redistributed to others. Copying and redistributing Web accessible content is a general characteristic of the Web which is not easily prevented by current technological methods. Therefore a "reasonable" solution for the instructor in Blackboard™ [or any course template] is to provide a warning in the description of the content that notifies students that copying and redistributing these materials is a breach of copyright law. Note that instructors are expected to use "reasonable" means to comply with the Act, not obscure, difficult, or expensive technological measures."

This gives us teachers an opportunity to continue making use of our PowerPoints with copyrighted images provided we do so within our course templates and not on our personal websites.

Ethics

Alongside law, lies ethics, which tells us that just because we can do something that does not mean that we should do it. It is ideal in every situation to receive permission to use a copyrighted image from the person who owns the intellectual property rights of that image. The reason for this is fairly simple – the day is going to come when you will want to make a PowerPoint movie and post it either to your own website or to YouTube™ in order to save space on your own course template's server (many course templates limit the amount of

megabytes you can use to 100 or so, and one narrated video might be as many as 10-20 megabytes depending upon the length. If you start now ensuring that the images that you use are copyright-free, you will fast develop the habit that you can pass onto your students (whose work you may want to reproduce as examples for future classes of students) to also ensure that their presentations are copyright-free.

A way to do this is to stop using the Google image search to hunt for meaningful images and to use search engines that provide a clear guarantee of copyright free material. Among the search engines that provide this service are

- [Wikimedia](#) To use this site, simply type a keyword into the search field on the top right and click the "multimedia" link on the page that opens.
- [Creative Commons](#) which allows you to search for copyright-free images you can use even for commercial reproduction.
- Here's one I found on a Google search typing in the keywords "copyright free images": [Gimp-Savvy.com](#) Use of this site is self-explanatory, and it includes a lot of images concerning the cosmos linked from NASA. All images on all U.S. government websites are copyright free.

It is so easy, in fact, to find copyright free images, or to simply email the site owner where you find an image that you really want to use, that we no longer have an excuse not to be socially responsible in our reproduction of the intellectual property of others.

Beyond Images

Beyond the images we use in our courses, a discussion which has provided us with a good foundation for problematizing every reproduction of the intellectual property of others, we may also rely upon articles and book chapters that we once photocopied for distribution to our face-to-face classes and that we now scan for posting onto our course templates in support of either our face-to-face or online courses.

As a result of our institutional subscriptions to various theological databases via our libraries, we now have quite a bank of articles that we can use for free without having to seek copyright permission. The way to ensure the necessary permissions for inclusion of materials into an electronic course pack accessible from your course template is a two-step process.

1. Enter into your library's database and see whether the full-text of the article is accessible from there. If so, then your institution already has the rights to disseminate that article to its students. You can download it as a PDF and upload it to your course template.
2. If the article is not already available to you, then you have to request permission to use it from the [Copyright Clearance Center](#). The cost of this may be ten cents per page per student, so an article of 10 pages within a course containing 20 students would cost \$20. You will want to check with your academic office about its policy on paying for copyright permissions. Some academic offices have a fund set up to support faculty while others do not. In some institutions, the cost is redirected to the student via the bookstore. The way that works is an instructor will submit the invoice from the Copyright Clearance Center to the bookstore for payment. The bookstore will divide the total cost by the number of students and invoice each student for the electronic course pack. In other institutions, no policies or methods have yet been established.

ASSIGNMENTS: 1 post with an attachment

1. **a. Create a Quiz in Word** - submit the quiz as an attachment - about 3 or 4 questions - on any topic, no need to relate to the course that you'll be teaching (or taking). Have fun with this – the object is to become familiar with this aspect of Word (to show that you do not need expensive software to create a quiz)

b. Create and attach a rubric to the same post – this web site is useful <http://rubistar.4teachers.org/index.php> but feel free to use another web site or a different method such as Excel to create a rubric – a few points only

2. **a. Complete** a quiz submitted by a classmate (no need to submit the quiz) – as a reply to the classmate’s post, share your thoughts on the quiz you took and on your thoughts using Word to create a quiz – few short sentences – for example: would this be useful, useless, was it easy, difficult, will you ever use it...

b. Download Camtasia and in the same post as 2a. above, create a video from a PowerPoint presentation. Share your experience and thoughts on using Camtasia to create video tutorials.

This concludes module four. Thank you.