

Cyberethics, Cybersafety, and Cybersecurity (C3): Implications for the Classroom Teacher



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Educational Technology Policy, Research and Outreach

College of Education

University of Maryland



Overview



- Introductions
- Cyber Awareness Overview and & Resources
- Cybersafety
- Cyberethics
- Cybersecurity
- Questions/Closure



Maryland Teacher Technology Standards



The screenshot shows a Netscape browser window displaying a PDF document titled "SEVEN STANDARDS AND OUTCOMES" and "INDICATORS". The browser interface includes a menu bar (File, Edit, View, Go, Communicator, Help), a location bar with the URL "http://www.edtechoutreach.umd.edu/standards/MDTchrTechStdsMTTS.pdf", and a toolbar with various navigation and utility icons. The document content is as follows:

SEVEN STANDARDS AND OUTCOMES	INDICATORS
I. Information Access, Evaluation, Processing and Application Access, evaluate, process and apply information efficiently and effectively.	<ol style="list-style-type: none">1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.2. Evaluate information critically and competently for a specific purpose.3. Organize, categorize and store information for efficient retrieval.4. Apply information accurately in order to solve a problem or answer a question.
II. Communication A. Use technology effectively and appropriately to interact electronically.	<ol style="list-style-type: none">1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.
B. Use technology to communicate information in a variety of formats.	<ol style="list-style-type: none">1. Select appropriate technologies for a particular communication goal.2. Use productivity tools to publish information.3. Use multiple digital sources to communicate information online.
III. Legal, Social and Ethical Issues Demonstrate an understanding of the legal, social and ethical issues related to technology use.	<ol style="list-style-type: none">1. Identify ethical and legal issues using technology.2. Analyze issues related to the uses of technology in educational settings.3. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy and student online protection.4. Use classroom procedures to manage an equitable, safe and healthy environment for students.
IV. Assessment for Administration and Instruction Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.	<ol style="list-style-type: none">1. Research and analyze data related to student and school performance.2. Apply findings and solutions to establish instructional and school improvement goals.3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.
V. Integrating Technology into the Curriculum and Instruction	<ol style="list-style-type: none">1. Assess students' learning/ instructional needs to identify the appropriate technology for instruction.



III. Legal, Social and Ethical Issues



What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

1. **Identify ethical and legal issues using technology.**
2. **Analyze issues related to the uses of technology in educational settings.**
3. **Establish classroom policies and procedures that ensure compliance with copyright law, *Fair Use* guidelines, security, privacy and student online protection.**
4. **Use classroom procedures to manage an equitable, safe and healthy environment for students.**

MTTS

Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.

Performance assessment materials to be available for each standard on the PT3 website: www.smcm.edu/msde-pt3/.

Any use of these materials should credit Maryland's PT3 Catalyst Grant P342A990201.



III. Legal, Social and Ethical Issues



What is your Interpretation?

- Demonstrate an understanding of the legal, social and ethical issues related to technology use

1. Identify ethical and legal issues using technology.
 - Digital and Urban Divide
 - Access Issues
 - Cultural Differences in Multimedia
 - AT and 508/Comar Regulations

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III. Legal, Social and Ethical Issues



What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

2. **Analyze issues related to the uses of technology in educational settings.**
 - **Evaluation of Content**
 - **Goal of Technology Use**

MTTS

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III. Legal, Social and Ethical Issues



What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

3. **Establish classroom policies and procedures that ensure compliance with copyright law, *Fair Use* guidelines, security, privacy and student online protection.**
 - **Expectations and Procedures**
 - **Disability Statement**
 - **Proper Citation**
 - **Copyright Law**
 - **Fair Use**
 - **FERPA/ Teach Act**
 - **Acceptable Use Policies**
 - **Privacy and Netiquette**

MTTS

Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.

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III. Legal, Social and Ethical Issues



What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

4. **Use classroom procedures to manage an equitable, safe and healthy environment for students.**
 - Ergonomics
 - Assistive Technology
 - Equitable Access
 - Cybersafety
 - Filters

MTTS

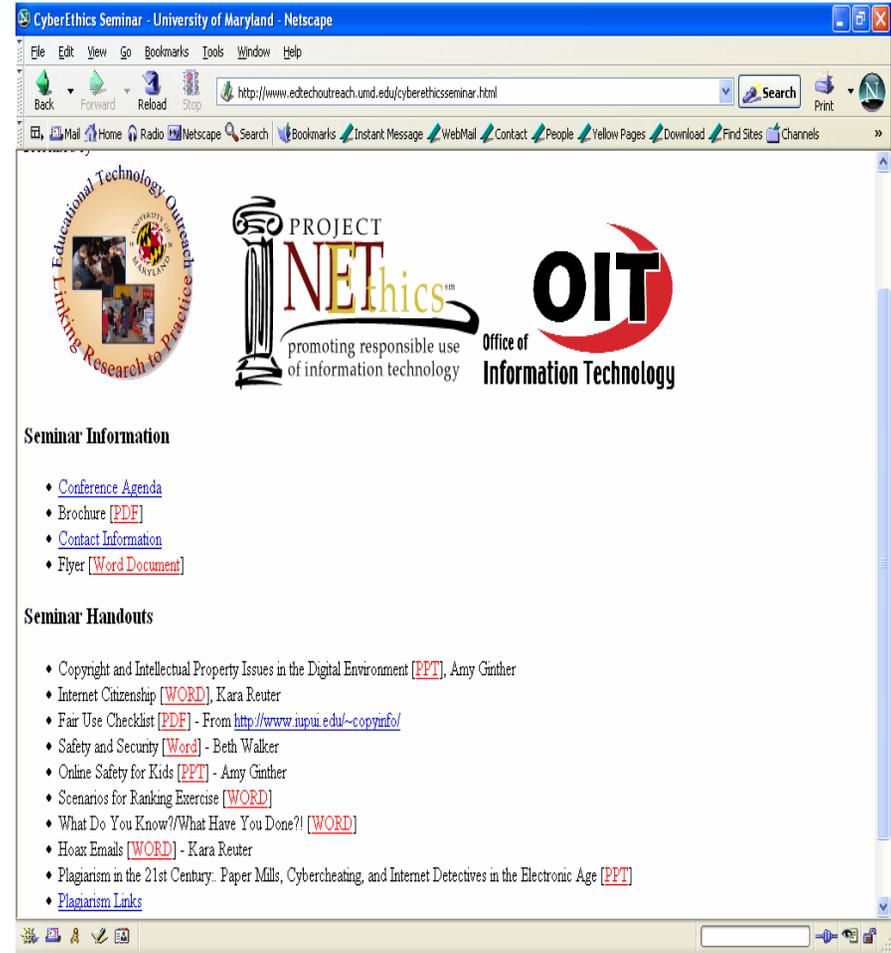
Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.

Performance assessment materials to be available for each standard on the PT3 website: www.smcm.edu/msde-pt3/.

Any use of these materials should credit Maryland's PT3 Catalyst Grant P342A990201.

Past Focus

- **Copyright and Intellectual Property Issues in the Digital Environment**
- **Internet Citizenship**
- **Fair Use Checklist**
- **Safety and Security**
- **Online Safety for Kids**
- **What Do You Know?/What Have You Done?!**
- **Hoax Emails**
- **Plagiarism in the 21st Century: Paper Mills, Cybercheating, and Internet Detectives in the Electronic Age**

A screenshot of a Netscape browser window displaying the CyberEthics Seminar website. The browser's address bar shows the URL "http://www.edtechoutreach.umd.edu/cyberethicsseminar.html". The website content includes the University of Maryland logo, the Project NEThics logo (promoting responsible use of information technology), and the Office of Information Technology (OIT) logo. Below the logos, there are sections for "Seminar Information" and "Seminar Handouts". The "Seminar Information" section lists links for "Conference Agenda", "Brochure [PDF]", "Contact Information", and "Flyer [Word Document]". The "Seminar Handouts" section lists several topics with corresponding file formats: "Copyright and Intellectual Property Issues in the Digital Environment [PPT]", "Internet Citizenship [WORD]", "Fair Use Checklist [PDF]", "Safety and Security [Word]", "Online Safety for Kids [PPT]", "Scenarios for Ranking Exercise [WORD]", "What Do You Know?/What Have You Done?! [WORD]", "Hoax Emails [WORD]", and "Plagiarism in the 21st Century: Paper Mills, Cybercheating, and Internet Detectives in the Electronic Age [PPT]". A "Plagiarism Links" link is also present.



Performance Assessment Outline



Performance Assessment Outline

**Technology Standard III:
Legal, Social and Ethical Issues**

Technology Standard	In Technology Standard III, <i>Legal, Social and Ethical Issues</i> , each teacher candidate will demonstrate an understanding of the legal, social and ethical issues related to technology use.
Technology Indicators	The assessment task product will be examined in terms of four proficiency indicators. The teacher candidate will: <ol style="list-style-type: none">1. Identify ethical and legal issues using technology.2. Analyze issues related to the uses of technology in educational settings.3. Establish classroom policies and procedures that ensure compliance with copyright law. <i>Fair Use</i> guidelines, security, privacy and student online

See Handout



Case Study And Questions



TSIII_CaseStudy.pdf (application/pdf Object) - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop http://www.smcn.edu/msde-pt3/Docs/Tasks/TSIII_CaseStudy.pdf Search Print

Mail Home Radio Netscape Search Bookmarks Instant Message WebMail Contact People Yellow Pages Download Find Sites Channels

158%

PT³

Technology Standard III: Legal, Social and Ethical Issues Case Study and Questions

Case Study

You are a student teacher at Greater Maryland Middle School. Today you are observing Mrs. Jones teaching her social studies class in the computer lab. Her first period is her planning period. She has asked you to assist her with setting up the lab for her lesson plan. She is installing the school's only copy of an atlas software program for a single user license on the 22 computers in the lab. She explains that her lesson will require students to download information about the country that they have been assigned from the atlas program and to also search the Internet for more information for a PowerPoint presentation. Mrs. Jones encourages students to freely use any information from the Internet for their presentation.

At the beginning of each class, the students enter and sit where they choose, occasionally arguing over seats. For the four classes with more than 22 students, Mrs. Jones pairs a boy and a girl, assigning the boy to operate the computer and the girl to take notes. Mrs. Jones starts the class by sharing a model of a final product, a PowerPoint presentation. Without guidance, she encourages the students to freely copy any graphics and text from the Internet to brighten up their slides. She explains that they will have one day in the computer lab to complete the assignment and that, if at home within two days. She directs them to use the country assigned to them. At the completion of class

See Handout/Read Through



Answers



- Can be found at Maryland PT3 Performance Task site
- <http://www.smcm.edu/msde-pt3/TaskIII.htm>



Top Ten Educator Awareness Problems



- Passwords
- Backing Ups Files
- Patches
- Anti-Virus Protection
- Copyright
- Hoaxes
- Attachments
- 508 knowledge
- Modeling (including plagiarism)
- Equity Issues



C3™:New Directions



- **Cybersecurity**
- **Cybersafety**
- **Cyberethics**

UMCP Efforts

- C3™ Institute
- Electronic Portal
- Workshops
- PT3 pre-service module (part of undergraduate course)
- Online 3 credit graduate course
- April is Cyber- Awareness Month!
- October is Cyber Security Awareness Month!
- C3 Conference (October 4 & 5, 2007)





Cybersafety

- iKeepSafe
- NetSmartZ
- iSAFE
- CyberSmart
- StaySafeOnline
- MANY others
- ToolKit



See Handouts



Social Networking Sites & Activities



- **FTC** <http://onguardonline.gov/socialnetworking.html>
- **NetSmartZ** <http://www.netsmartz.org/netteens.htm>
- **StaySafeOnline.org**
<http://www.staysafeonline.org/basics/family.html#>
- **Social Networking Sites**
<http://www.edtechoutreach.umd.edu/mindtools.html#networkingenvirom>
- **More** <http://www.edtechoutreach.umd.edu/civics.html>



Internet Filtering

- **Children's Internet Protection Act. (CIPA)**
- **Child Online Protection Act (COPA).**
 - Any school or library that receives discounted rates for telecommunications services under the E-Rate program, or receives funding through the Library Services & Technology Act or Title III, in order to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, must comply with federal mandate.



COPA? CIPA?

- The **U.S. Federal Trade Commission** (FTC) has the responsibility for enforcing COPA and the **Federal Communications Commission** (FCC) regulates CIPA
- **COPA** requires U.S.-based Web-sites that **collect personal information** from people under the age of 13 to obtain permission from parents or guardians before asking for such **data**.
- **CIPA** requires schools and libraries prove that Internet access to objectionable material is **not available** to any user under 17 years of age.



Cyber bullying

- Take the Cyber bullying Quiz @ http://www.wiredkids.org/ktt_universal/games/javascript/cyberbullying_quiz_1/index.html
- Cyber bullying Poll @ <http://www.internetsuperheroes.org/cyberbullying/>
- Other savvy Resources <http://www.kn.sbc.com/wired/fil/pages/listinternetmr63.html>



Cyberethics



Copyright and Intellectual Property Issues



Copyright and Intellectual Property Issues in the Digital Environment

University of Maryland Guidelines for the Acceptable Use of Computing Resources



The Educator's Guide to Copyright and Fair Use Copyright Quiz



techLEARNING.com | Technology & Learning - The Resource for Education Technology Leaders - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop http://www.techlearning.com/db_area/archives/TL/2002/10/copyright_quiz.html Print

Netscape Enter Search Terms Search

techLEARNING SEARCH [input] Go Databases --> [v]
ADVANCED SEARCH

Teachers Tech Coordinators Administrators

Home > Magazine > Archives > October 2002 > Feature > Copyright > Quiz

October 15, 2002 Send this page to a friend [email icon]

The Educator's Guide to Copyright and Fair Use (con'td)

The Copyright Quiz

Answer True or False to the following 20 questions.
[Click here](#) for the answers.

Part I: Computers and Software

1. A student snaps in half a CD-ROM the teacher really needed for her next class. The teacher decides to make a back-up copy of all her crucial disks so it never happens again...This is permissible.
2. A technology coordinator owns a central server for all classroom workstations.
3. A school has a site license for five computers. The teacher buys five more computers (running the same software) for the classroom. It is permissible to install the software on all machines.

Top Stories

- [Introduction to Blogs and Blogging](#)
- [Digital Kaleidoscope: Learning with Multimedia](#)
- [21st Century Skills: Will Our Students Be Prepared?](#)

Top stories from SchoolCIO.com

- [Get Your Web 2.0 On Working Smarter](#)
- [IT Inside the Country's Largest School System](#)

White Papers

- [Interactive Whiteboard Helps Teachers Reach Goals and](#)

See Handout

Hall Davidson's
http://www.techlearning.com/db_area/archives/TL/2002/10/copyright_quiz.html

Write for Educators' eZine

Transferring data from i.cmpnet.com...



The Educator's Guide to Copyright and Fair Use

Copyright Primer



quiz1.pdf (application/pdf Object) - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop http://www.halldavidson.net/quiz1.pdf

Home Netscape Search Instant Message WebMail Contact People Yellow Pages Download Find Sites Yahoo! Calendar - m...

Netscape Enter Search Terms Search

Save a Copy Print Search Select 118% Sign

Copyright Primer
Fair Use Copyright Quiz

by Hall Davidson

1. Basically, copyright law was created in this country to protect individuals and companies from having their work ripped off. **True/False**
2. The owner of the local Blockbuster Video store supports the school by donating one videotape rental-free to the school every Friday. The video is shown in the multi-purpose room to reward students with perfect attendance that week. It does improve attendance. This falls under "fair use". **True/False**
3. (a) A teacher buys a single-user program with department money and puts it on the Local Area Network (LAN) . It is frequently used by several teachers at the same time. This is done in violation of a written district policy against using single-user programs on the LAN. After two years, the software company takes action against the individual teacher. The district is also liable. **True/False**
(b) The Adobe user license allows ten versions of PageMaker to be spread across twenty-five machines as long as no more than ten users ever use the program simultaneously. **True/False**
(c) This and similar licenses, once agreed to, are binding in court. **True/False**
4. On her home VCR, a history teacher taped the original ABC news report of Nixon leaving the White House after resigning. She uses the entire news program every year in her classroom. This is fair use. **True/False**

1 of 2

<http://www.halldavidson.net/quiz1.pdf>



Maryland Technology Performance Task III



MSDE-PT3 Technology Performance Task Summaries - Netscape

http://www.smcm.edu/msde-pt3/TaskIII.htm

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Maryland Technology Performance Task

III. Legal, Social and Ethical Issues

A. Detailed Task Information

In Technology Standard III, *Legal, Social and Ethical Issues*, each teacher candidate will demonstrate an understanding of the legal, social and ethical issues related to technology use.

Download [MS-Word](#)

B. Scoring Tool

It is recommended that the teacher candidate use the scoring tool as a self-assessment before submitting the final product to the instructor. Score only the numbered elements by considering descriptors under that heading.

Download [MS-Word](#)

See Handout

Adobe Acrobat Professional - [TSM CaseStudy.pdf]

Technology Standard III: Legal, Social and Ethical Issues

Case Study and Questions

Case Study

You are a student teacher at Greater Maryland Middle School. Today you are observing Mrs. Jones teaching her social studies class in the computer lab. Her first period is her planning period. She has asked you to assist her with setting up the lab for her lesson plan. She is installing the school's only copy of an atlas software program for a single user license on the 22 computers in the lab. She explains that her lesson will require students to download information about the country that they have been assigned from the atlas program and to also search the Internet for more information for a PowerPoint presentation. Mrs. Jones encourages students to freely use any information from the Internet for their presentation.

At the beginning of each class, the students enter and sit where they choose, occasionally arguing over seats. For the four classes with more than 22 students, Mrs. Jones pairs a boy and a girl, assigning the boy to operate the computer and the girl to take notes. Mrs. Jones starts the class by sharing a model of a final product, a PowerPoint presentation. Without guidance, she encourages the students to freely copy any graphics and text from the Internet to brighten up their slides. She explains that they will have one day in the computer lab to complete the assignment and that, if they do not finish in class, they must complete the work at home within two days. She directs them to use the atlas software and to search the web for sites about the country assigned to them. At the completion of class, she gives them time to save their work to the class folder on the local area network and reminds them not to access other folders.

During the first class period with students, a few students become distracted with the computer in the first row where Mrs. Jones had been working on her gradebook program at the end of her planning period. They begin chatting about the classmates' scores that are still visible on the monitor. She closes the program.

Source: <http://www.smcm.edu/msde-pt3/TaskSummaries.htm>



Tutorials



10 Big Myths About Copyright Explained



10 Big Myths about copyright explained - Microsoft Internet Explorer provided by AT&T WorldNet Service

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address http://www.templetons.com/brad/copymyths.html

10 Big Myths about copyright explained

An attempt to answer common myths about copyright seen on the net and cover issues related to copyright and USENET/Internet publication.

- by Brad Templeton

Note that this is an essay about copyright *myths*. It assumes you know at least what copyright is -- basically the legal exclusive right of the author of a creative work to control the copying of that work. If you didn't know that, check out my own [brief introduction to copyright](#) for more information. **Feel free to link to this document, no need to ask me.** Really, NO need to ask.

1) **"If it doesn't have a copyright notice, it's not copyrighted."**

This was true in the past, but today almost all major nations follow the Berne copyright convention. For example, in the USA, almost everything created privately and originally after April 1, 1989 is copyrighted and protected whether it has a notice or not. The default you should assume for other people's works is that they are copyrighted and may not be copied unless you know otherwise. There are some old works that lost protection without notice, but frankly you should not risk it unless you know for sure.

It is true that a notice strengthens the protection, by warning people, and by allowing one to get more and different damages, but it is not necessary. If it looks copyrighted, you should assume it is. This applies to pictures, too. You may not scan pictures from magazines and post them to the net, and if you come upon something unknown, you shouldn't post that either.

The correct form for a notice is:

"Copyright [dates] by [author/owner]"

[Ads by Goooooogle](#) [Advertise on this site](#)

Whitmore Publishing
Book publisher seeking new authors No publishing fee. We pay you.
whitmorepublishing.com

Public Domain Ringtones
Available Now And For Free. Send It To Your Cell Phone Now!
www.free-ringtones-now.net

10 Big Myths about copyright explained - Microsoft Internet Explorer provided b

Brad Templeton
<http://www.templetons.com/brad/copymyths.html>



©Primer



Welcome to ©Primer - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop Print

Home Netscape Search Instant Message WebMail Contact People Yellow Pages Download Find Sites Yahoo! Calendar - m...

Netscape Enter Search Terms Search

Welcome to The ©Primer

The © Primer is an introduction to issues concerning copyright ownership and use of information. The interactive tutorial overviews the underlying principles behind copyright in the United States, outlines the requirements for copyright protection as well as discusses the parameters of use and access of copyrighted material.

The © Primer is intended to introduce both creators and users of information to the nuts and bolts of copyright law. Consisting of twenty-one questions and answers, the © Primer includes illustrative scenarios and resources for further information and study.

To enter the © Primer select the ENTER link or view the FAQ for tips on navigation and explanations of © Primer functions. You will need a Javascript enabled browser and the [Flash Player](#) utility to view the primer.

[FAQ](#) [Enter Here](#)

UMUC

This primer was prepared in part with a grant from the Alfred P. Sloan Foundation.
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Done

UMUC <http://www-apps.umuc.edu/primer/enter.php>



Getting Started



UT System Digital Library: Copyright Tutorial - Microsoft Internet Explorer provided by AT&T WorldNet Service

File Edit View Favorites Tools Help

Back Search Favorites Media

Address <http://www.lib.utsystem.edu/copyright/> Go

COPYRIGHT TUTORIAL

The Copyright Crash Course Online Tutorial will help you learn about how ownership of copyrighted materials works, what is fair use and when and how to get permission to use someone else's materials. The Tutorial pages include links to pages in the [Copyright Crash Course](#) and to copyright law. Please read these materials to get the information you will need to correctly answer the 12 questions at the end of the Tutorial. In order to earn a Crash Course Certificate, you must answer all 12 Test questions correctly.

While we would encourage you to go through the Tutorial in its entirety before taking the Test, you may take or retake the [Test](#) at any time. The Test Results will tell you what you need to review if you miss a question, so you do not have to take the entire Tutorial over if you just miss a few questions. You will, however, have to take the Test over each time you fail to answer all questions correctly.

Please choose a version from the options below.

[High Bandwidth Version](#) (flash - audio)
[a few notes about what you will need to have installed to run this version](#)

Internet

University of Texas
[http://www.lib.utsyste m.edu/copyright/](http://www.lib.utsystem.edu/copyright/)



Copyright Tutorial cont.



Fair Use of Copyrighted Materials - Microsoft Internet Explorer provided by AT&T WorldNet Service

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address <http://www.utsystem.edu/ogc/IntellectualProperty/copypol2.htm#test> Go Links

- make a judgment about the final balance - overall does the balance tip in favor of fair use or in favor of getting permission?

The four fair use factors:

1. **What is the character of the use?**
2. **What is the nature of the work to be used?**
3. **How much of the work will you use?**
4. **What effect would this use have on the market for the original or for permissions if the use were widespread?**

FACTOR 1: What is the character of the use?

- Nonprofit
- Educational
- Personal
- Criticism
- Commentary
- Newsreporting
- Parody
- Otherwise "transformative" use
- Commercial

Uses on the left tend to tip the balance in favor of fair use. The use on the right tends to tip the balance in favor of the copyright owner - in favor of seeking permission. The uses in

Internet

Source: deep link-

<http://www.utsystem.edu/ogc/IntellectualProperty/copypol2.htm#test>



Bruin Success with Less Stress



BRUIN SUCCESS WITH LESS STRESS

Meet Carlos and his pal Eddie. With school, part-time jobs, and a band, these two UCLA students lead very busy lives. See how they keep on top of things and avoid getting in trouble both in and out of school.

start!

INTELLECTUAL PROPERTY	Heard of "intellectual property" but not sure what it means? Learn the basics here.
NEED A FILE, SHARE A FILE	Use KaZaa or other file sharing programs to download music and other files? Not sure why people are getting sued and what the big deal is?
CITING AND DOCUMENTING SOURCES	Not sure how to cite your sources and want to avoid accidentally plagiarizing? Learn the basics here.
AVOIDING DISASTER	Overwhelmed by the very short and very busy quarter? Learn basic tips on how to keep on top of

UCLA

<http://www.library.ucla.edu/bruinsuccess/>



Purdue Copyright Management Center



Copyright Management Center
Intellectual Property Fair Use
Higher Ed digital media rights

Indiana University - Purdue University - Indianapolis

Home
About
Director & Staff
CMC News
Documents-NEW!
University Policies
Law Resources
Distance Education
Library Issues
FAQ
Favorite Links
Archive
Contact CMC

Copyright Essentials

Copyright Quickguide!
Learn basic copyright information quickly, such as: Protection, Registration, Ownership, Rights, Duration, Fair Use, Permissions, and more. [Go Now](#)

Fair-Use Issues
How to appropriately and lawfully use existing copyrighted materials in teaching, research, and other activities. Including: "Fair Use Checklist!" [Go Now](#)

Permissions Information
How to obtain permission to use existing copyrighted materials. [Go Now](#)

Copyright Ownership
How to get copyright protection and who holds legal

Featured Developments

Copyright Programs
Local, Regional, and National Copyright Events

Copyright Book - NEW
Learn more about Copyright from the CMC Director

Copyright Law for Librarians and Educators
Copyright Law for Librarians and Educators
Copyright Law for Librarians and Educators
Copyright Law for Librarians and Educators

TEACH Act
Use of Copyrighted Works in Distance Education

Managing Ownership of Copyrighted Works
Using the MOU to address issues of ownership at the University

Filesharing and Copyright

Checklist for Fair Use

Adobe Acrobat pdf version now available! [Introduction to Checklist for Fair Use pdf version](#)

Please complete and retain a copy of this form in connection with each possible "fair use" of a copyrighted work for your project.

[Introduction to Checklist for Fair Use](#)

Name:

Institution:

Project:

Date:

Prepared by:

PURPOSE

Favorable Fair Use Oppositive Fair Use

Fair-Use Issues

What is Fair Use?

- Framework of Owners' Rights and Statutory Exceptions
- Section 107 of the U.S. Copyright Act
- Fair Use Guidelines

When do I need Fair Use?

- Classroom Handouts and Copyright
- Library Copying and Electronic Reserves
- Multimedia Projects (under development)
- Posting Materials on the Internet
- Course Management Systems (Oncourse, Angel, etc.)
 - Common Scenarios
- Distance Education
 - TEACH Act

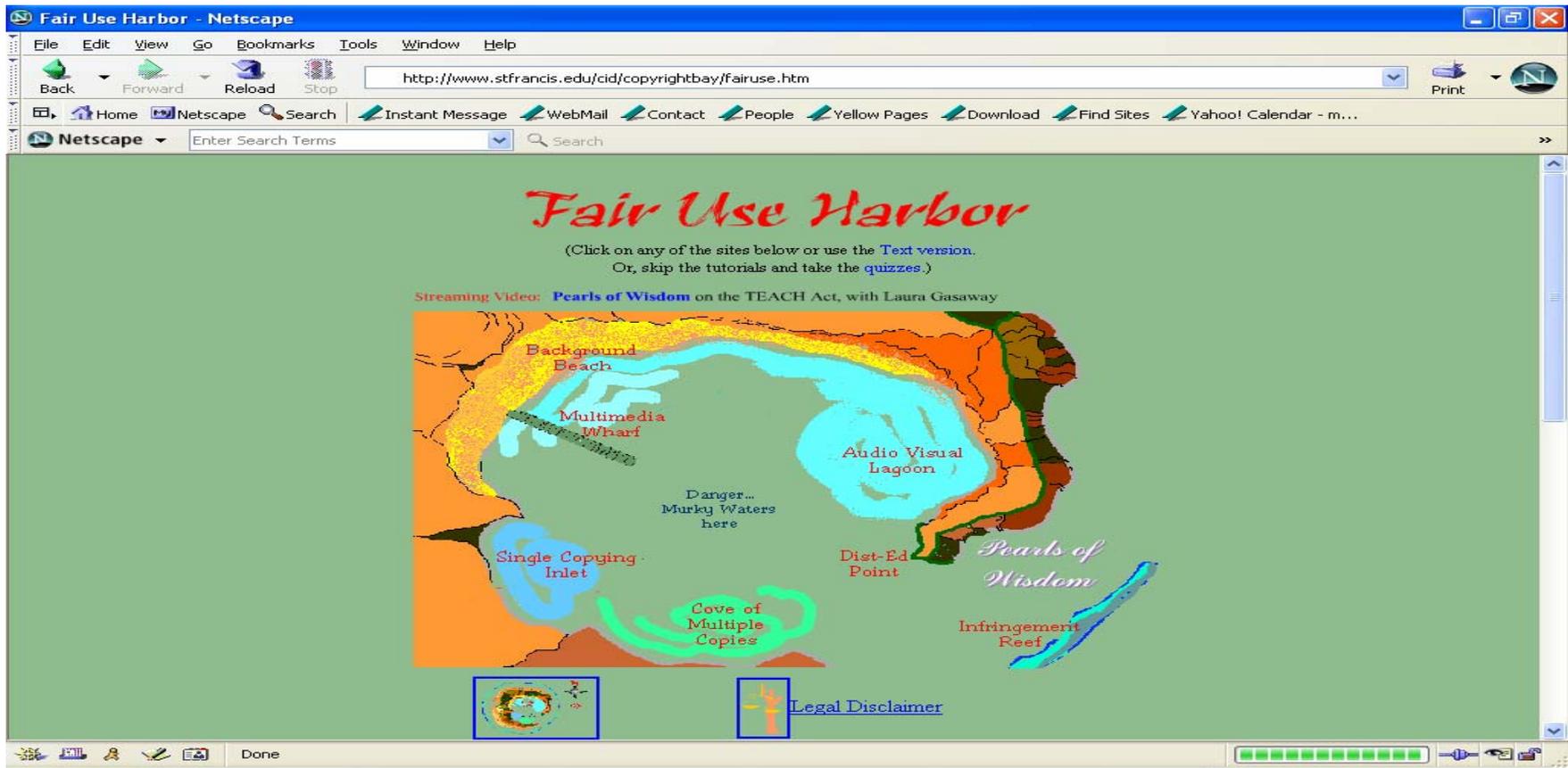
Am I Within the Limits of Fair Use?

- Meaning of the Four Factors
 - Factor 1: Purpose of the Use
 - Factor 2: Nature of the Work Used
 - Factor 3: Amount of the Work Used
 - Factor 4: Effect of the Use on the Market

<http://www.copyright.iupui.edu/>



A Visit to Copyright Bay: Fair Use Harbor



<http://www.stfrancis.edu/cid/copyrightbay/fairuse.htm>

**Laura Gasaway ,
University of St. Francis**



The Educator's Guide to Copyright and Fair Use: A five-part series



Education World Professional Development Center: Curriculum: The Educator's Guide to Copyright and Fair Use - Netscape

http://www.education-world.com/a_curr/curr280.shtml

Advanced Search | Browse Topics

FREE LIFETIME MEMBERSHIPS FOR TEACHERS NutshellMath

7th Education World ON-LINE STORE The EdWorld Coffee Mug!

Home > Professional Development Center > Archives > Teacher's Lounge > Curriculum Article

CURRICULUM ARTICLE

The Educator's Guide to Copyright and Fair Use

A five-part series

When it comes to copyright law and the application of fair use exceptions, ignorance is definitely not bliss! Learn how to educate yourselves and your students and avoid making a costly mistake!

You really did plan to find time over the summer to familiarize yourself with the latest information on copyright law. You absolutely intended to look up the fair use guidelines for using technology resources. You truly meant to create a classroom copyright policy, locate agencies that grant permissions to use copyrighted materials, write a template for a permission request form, and locate sites to teach students about the value of original work and the societal benefits of obeying copyright laws. You just had a few other things to do.

Professional Development Center

Professional Development Opportunity Center

Archives:

- VIEW ALL ARTICLES
- Ask a Teacher
- The Arts
- Background Activities
- Behavior Management Tips
- Best Ideas Ever
- Book Report Makeovers
- Bulletin Boards
- Classroom Management
- Classroom Management Tips
- Classroom Problem Solver
- Columnists
- Contests and Competitions
- Fred Jones

Online Degree Directory

Click Here

FREE MEMBERSHIPS NutshellMath

Online Degree Directory

Ads by Google

Education World Professional Development Center: Curriculum: The Educator's Guide to Copyright and Fair Use - Netscape

http://www.education-world.com/a_curr/curr280.shtml

History

- Holidays & Special Days
- Homework Help
- Interdisciplinary
- Internet
- Joke of the Day
- Language Arts
- Letters About Literature
- Love Teaching
- Math
- New Teachers
- Online Degree Directory
- Parent Issues
- Quote of the Day
- Reader's Theater
- Reading Coach
- Reading Tips
- Reading Room
- Responsive Classroom
- Science
- The Seasons
- Sneak Peek at New Books
- Social Science
- Special Ed / Guidance
- Special Themes
- Strategies That Work
- Teacher Diary
- Teacher Feature
- Teacher's Lounge
- Technology
- Virtual Workshop
- Voice of Experience
- Web Sites
- Wide Side Chats

Professional Development Message Board

Professional Development Resources

Click Part 1: Copyrights and Copying Wrongs below to begin.

EDUCATION WORLD'S COPYRIGHT SERIES

- Part 1: Copyrights and Copying Wrongs
- Part 2: Is Fair Use a License to Steal?
- Part 3: Copyright Law and New Technologies
- Part 4: Applying Fair Use to New Technologies
- Part 5: District Liability and Teaching Responsibility

Related Articles from Education World

- Who Said That? How to Cite Electronic Resources

Today

Special Education Teacher Shortage Make more money & a difference! [SpeedDegreeOnline.com](#)

Educational Leadership

Masters and Doctoral degrees K-12, Higher Ed, Comm. College Adm. [www.alliant.edu](#)

Professional Degree

Looking to improve your career? Earn your College Degree online! [www.aluonline-degrees.com](#)

Special Education Degrees

Earn your degree online Grand Canyon University [www.grand-canyon.edu](#)

Advertise on this site

http://www.educationworld.com/a_curr/curr280.shtml

http://www.educationworld.com/a_curr/curr280b.shtml



Copyright Snippets: Warm-ups



- Place in Order

Workplace.html

Monitor/oct00

http://

www.apa.org/

- Article in an Internet-only newsletter (1998, July).

<http://www.telehealth.net/subscribe/newsletter4a.html>

2(2).

Retrieved from

Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al.

Telehealth News,

Videocounseling for families of rural teens with epilepsy -- Project update.



Article in an Internet-only newsletter

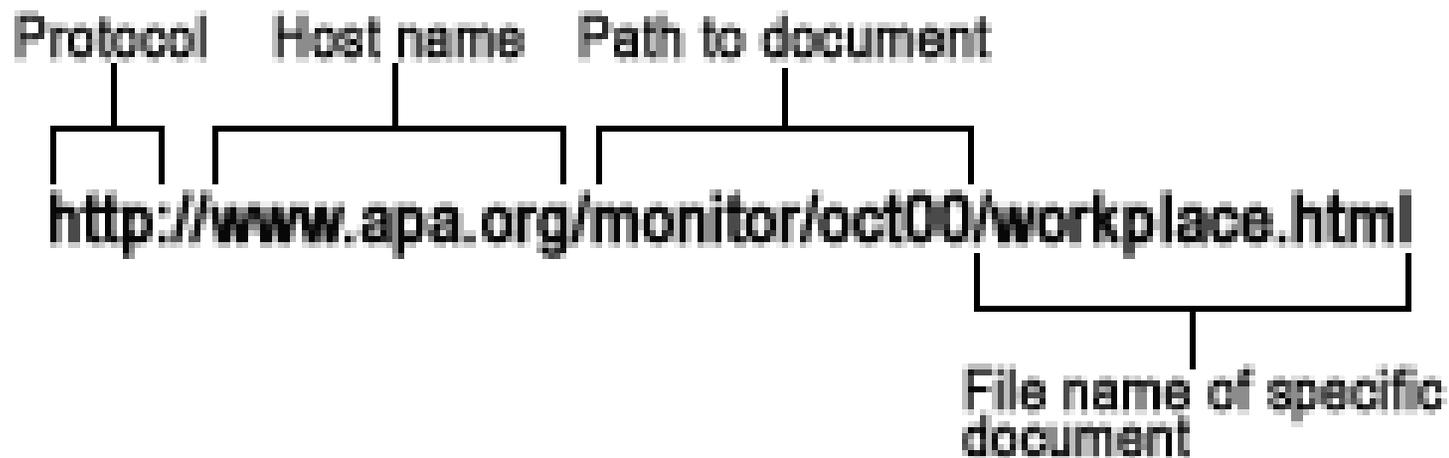


- Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al. (1998, July). Videocounseling for families of rural teens with epilepsy -- Project update. *Telehealth News*,2(2). Retrieved from <http://www.telehealth.net/subscribe/newslettr4a.html1>

APA style format



Components of URL





Internet Citizenship



Presentation by Karen Reuter

- <http://www.edtechoutr each.umd.edu/cyberethicsseminar.html>

University of Maryland
College of Education, Educational Technology Outreach
Office of Information Technology, Project NETEthics

CyberEthics Seminar for Professional Educators
ETHICAL AND LEGAL IMPLICATIONS OF TECHNOLOGY USE

INTERNET CITIZENSHIP BY THE NUMBERS

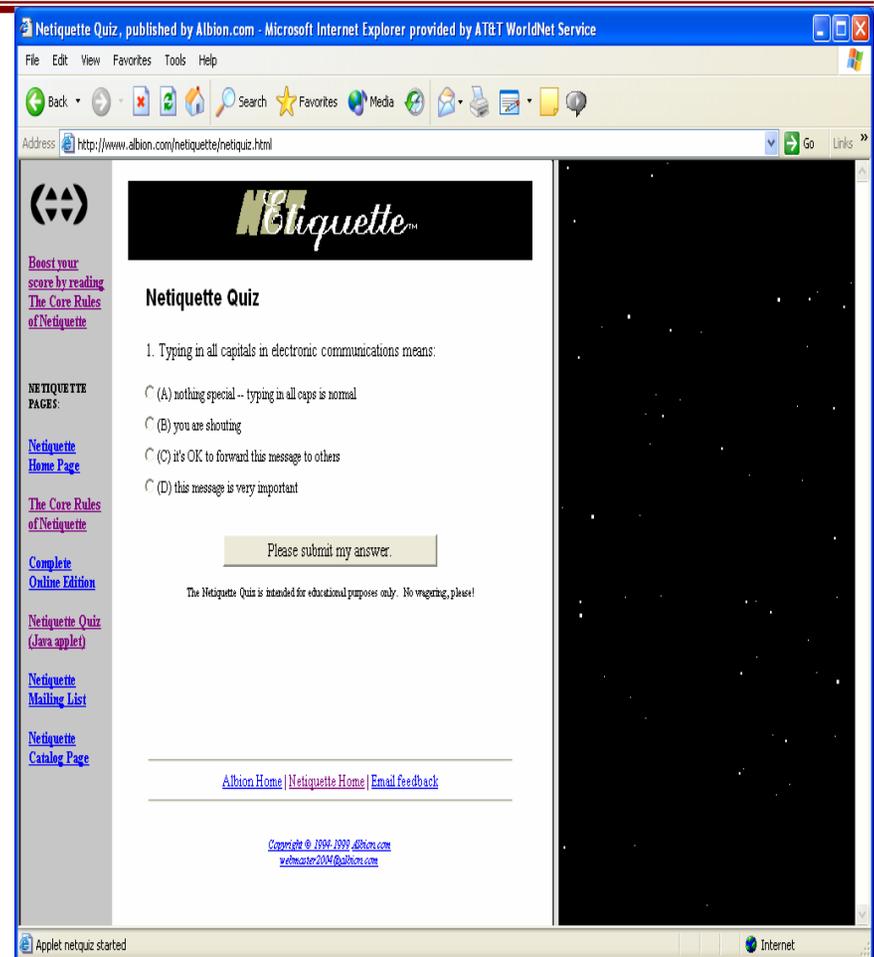
10 Commandments of Computer Ethics

1. Thou shalt not use a computer to harm other people.
2. Thou shalt not interfere with other people's computer work.
3. Thou shalt not snoop around in other people's computer files.
4. Thou shalt not use a computer to steal.
5. Thou shalt not use a computer to bear false witness.
6. Thou shalt not copy or use proprietary software for which you have not paid.
7. Thou shalt not use other people's computer resources without authorization or proper compensation.
8. Thou shalt not appropriate other people's intellectual output.
9. Thou shalt think about the social consequences of the program you are writing or the system you are designing.
10. Thou shalt always use a computer in ways that insure consideration and respect for your fellow humans.
— Computer Ethics Institute
<<http://www.cpsr.org/program/ethics/cei.html>>

8 Golden Rules of Netiquette

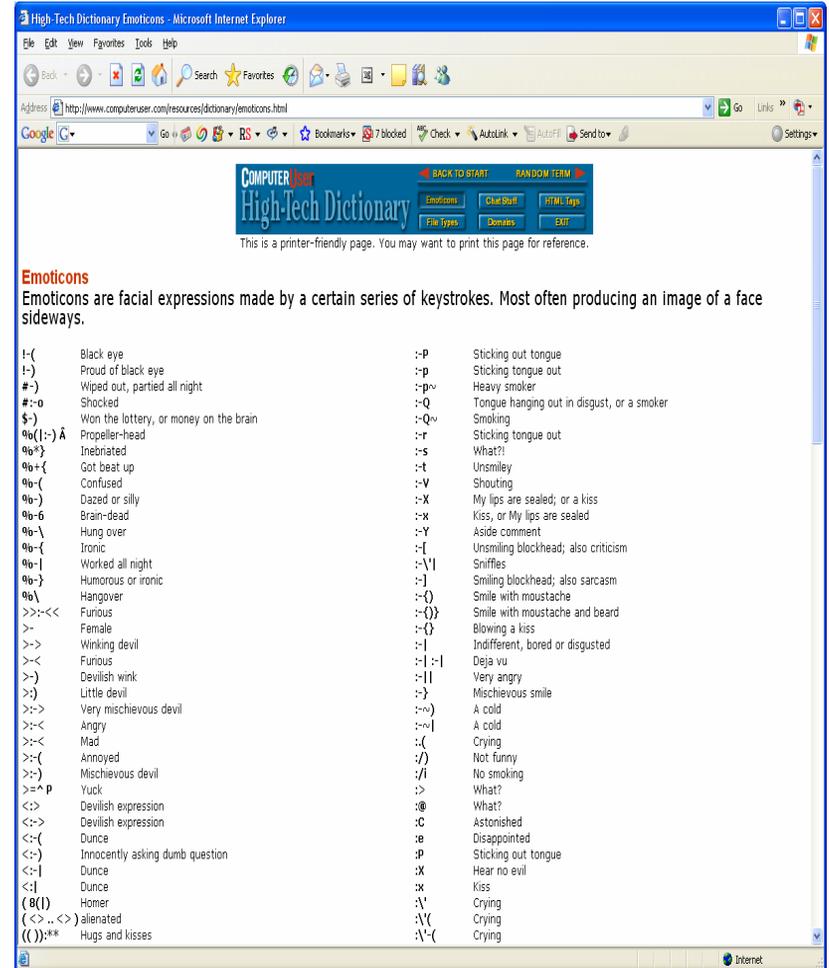
1. Avoid hurting someone's feelings with e-mail.
2. Respect other people's online rights.
3. Avoid insulting someone unless you want to start a flame war.
4. If someone insults you, be calm.
5. Avoid "crashing" discussion groups or forums.
6. Respect the privacy of other people.
7. Be responsible online.
8. Help other people learn more about the Net.

- Take the Core Rules Netiquette Quiz
 - <http://www.albion.com/netiquette/corerules.html>



Emoticons and Jargon

- Go to <http://www.computeruser.com/resources/dictionary/emoticons.html>
- Online Lingo <http://www.edtechoutreach.umd.edu/ArchivedWebsites/USMilw/onlinelingo.pdf>
 - Which ones are you familiar with?
 - Which ones have you used?
 - Reflect on why it is important to understand the jargon (or at least where to go to find out) as a parent?
 - As an educator?



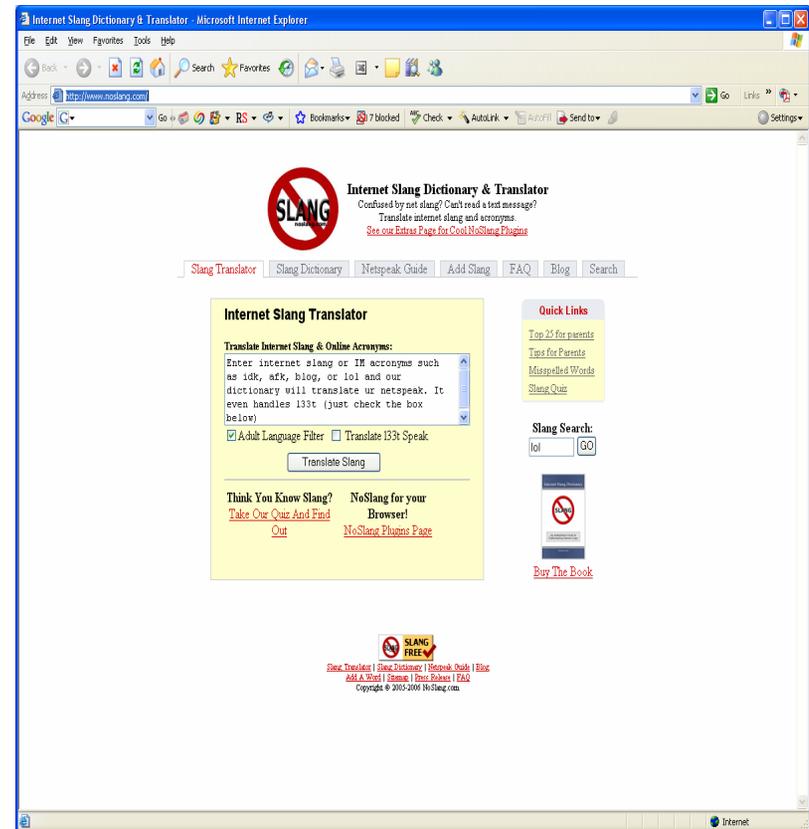
Emoticons
Emoticons are facial expressions made by a certain series of keystrokes. Most often producing an image of a face sideways.

I-(Black eye	:-P	Sticking out tongue
I-)	Proud of black eye	:-P	Sticking tongue out
#-)	Wiped out, partied all night	:-p~	Heavy smoker
#:-o	Shocked	:-Q	Tongue hanging out in disgust, or a smoker
\$-)	Won the lottery, or money on the brain	:-Q~	Smoking
%{(1:-) Å	Propeller-head	:-r	Sticking tongue out
%*}	Inebriated	:-s	What?!
%+{	Got beat up	:-t	Unsmiley
%-(Confused	:-v	Shouting
%-	Dazed or silly	:-x	My lips are sealed; or a kiss
%-6	Brain-dead	:-x	Kiss, or My lips are sealed
%-\	Hung over	:-y	Aside comment
%-{	Ironic	:-[Unsmiling blockhead; also criticism
%-l	Worked all night	:-\	Sniffles
%-}	Humorous or ironic	:-]	Smiling blockhead; also sarcasm
%\	Hangover	:-()	Smile with moustache
>>:-<<	Furious	:-()}}	Smile with moustache and beard
>>	Female	:-{}	Blowing a kiss
>>>	Winking devil	:-	Indifferent, bored or disgusted
>>	Furious	:-	Deja vu
>>	Devilish wink	:-	Very angry
>>	Little devil	:-}	Mischievous smile
>>>	Very mischievous devil	:-~)	A cold
>><	Angry	:-~	A cold
>><	Mad	:-(Crying
>>(-	Annoyed	:-/)	Not funny
>>:-	Mischievous devil	:-/!	No smoking
>>^P	Yuck	:->	What?
<<>	Devilish expression	:-@	What?
<<>	Devilish expression	:-C	Astonished
<<(-	Dunce	:-e	Disappointed
<<)	Innocently asking dumb question	:-P	Sticking out tongue
<<	Dunce	:-X	Hear no evil
<<	Dunce	:-x	Kiss
(B(1)	Homer	:-'	Crying
(<> .. <>)	alienated	:-\	Crying
(()):**	Hugs and kisses	:-'\	Crying

Online Translator

emoticons, jargon, slang and leet.

- Using an online slang translator
<http://www.noslang.com/about.php> (talks about what it is)
<http://www.noslang.com/>
translate the following message
 - John: gg.wth were they thinking?
 - Steve: Tnx. imho we pwned them.
 - John: I agree – rotflmao.
 - Steve: They need to rtfm.
 - John: ttyl
- **What was the message? Was this online slang translator helpful? Why or why not?**





Plagiarism



Plagiarism in the 21st Century: Paper Mills, Cyber-cheating, and Internet Detectives in the Electronic Age

- <http://www.edtechoutreach.umd.edu/cyberethicsseminar.html>



Plagiarism Snippets: Warm-ups



- **Examine paper-mill sites - some of them are listed below (you do not have to look at them all)**
 - **A-1 Term Papers - <http://www.a1-termpaper.com/index.shtml>**
 - **Academic Term papers - <http://www.academictermpapers.com/>**
 - **Top 100 Essay sites - <http://www.freeessay.com/top100/>**
 - **Pink Monkey - <http://www.pinkmonkey.com/>**
 - **School Sucks - <http://www.schoolsucks.com/>**
 - **Cheat House - <http://www.cheathouse.com/>**
- **Discuss the quality of a few of the sites above and the materials gained. How easy were the sites to navigate? What levels were the sites targeting? Were you able to find papers/materials that met your specific needs? Rate the quality of the materials located. How easy would it be for a student to access the materials?**



Plagiarism Snippets: Warm-ups



plagerism_example_case_study.doc - Microsoft Word

File Edit View Insert Format Tools Table Window Help Acrobat

Type a question for help

Normal Times New Roman 12 B I U

Final Showing Markup Show

C:\DavinasDocuments\EdTechOutreach\Conferences\WorkshopsP

You may know lithium-ion batteries from your cellular phone and laptop computer applications. Experts say these applications will continue to drive large sales gains, but technical limitations may make new applications elusive for the rechargeable batteries.

Chemistry is the key to lithium-ion batteries. Lithium-ion batteries work using simple reversible electrochemical reactions. While the battery is charging, positive lithium ions from a lithium metal oxide cathode--usually lithium cobalt oxide--migrate through a barrier to a graphite anode. While the battery is being discharged, the ions flow back to the cathode.

Though much of its technology was developed in the U.S., the lithium-ion battery industry's center of mass quickly crossed the Pacific to Japan. Major battery makers include Sony, Panasonic, Sanyo, and Toshiba.

The electrolytes in lithium-ion batteries serve as an example of why suppliers need specialized chemistry expertise. The major electrolyte in use is LiPF_6 . To make this, producers must handle hydrofluoric acid. EMC used to produce electrolytes but withdrew because of environmental concerns.

Another concern with Lithium-ion batteries, is the exothermic reactions they produce can escalate in high temperatures, causing a positive-feedback effect called "thermal runaway." Because lithium batteries use an organic solvent with a relatively low flash point, thermal runaway is a serious safety concern in larger applications. To help fit this

Discussion Message for EDUC478 - Microsoft Internet Explorer provided by AT&T WorldNet Service

Subject 12.3 Counter Plagiarism. Please post once over the weekend and then check back and respond to others before our 4-21 chat session

Previous Thread Next Thread Close

Reply Quote Download

Message no. 731

Posted by Davina Pruitt-Mentle (EDUC478) on Saturday, April 17, 2004 10:24am

Attached are two short 1 page papers that were submitted to a chemistry teacher. Students were asked to research and write about the structure and chemical format of batteries--and the chemistry behind how batteries work. The two attached papers raised red flags to the teacher.

Read the papers submitted. Analyze why the teacher might think these papers have been plagiarized (i.e. what are some of the red flags)? Then using the strategies discussed in the reading try to find the sources and materials that were plagiarized.

(NOTE:***the names have been changed but these were actual products that were submitted to me in my earlier life as a chemistry teacher)

Previous Message Next Message

Previous Thread Next Thread Close

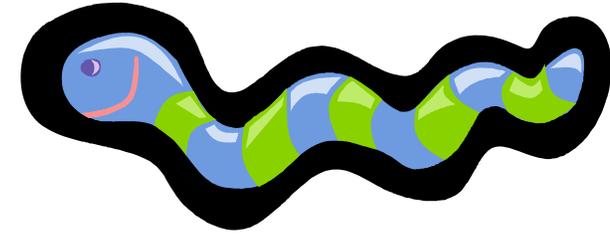
start CyberTemplate.ppt Netscape Document1 - Mic... EDUC 478/698 - ... Discussion

See Handouts

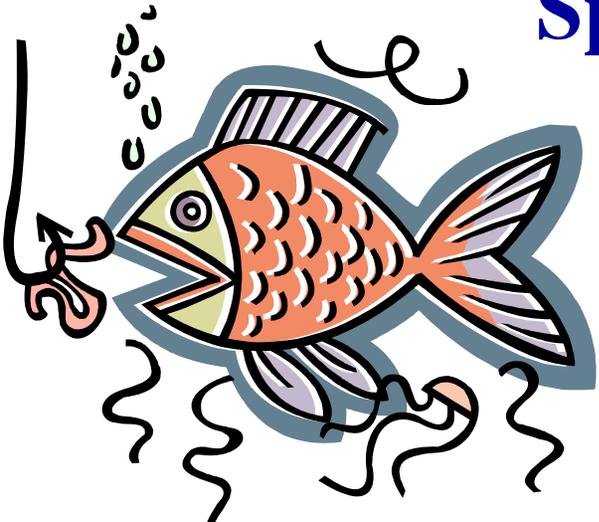


Cybersafety

Phishing For Worms!



**Just What Are Worms, Adware,
Spyware, and Phishing
Expeditions?**





Definitions

- **Worm:** a self-replicating computer program, similar to a computer virus. It is self-contained and does not need to be part of another program to propagate itself.
 - Example: Sobig and Mydoom.
- **Virus:** attaches itself to, and becomes part of, another executable program;
 - Macro viruses are written in the scripting languages for Microsoft programs such as Word and Excel.
- In general, a virus cannot propagate by itself whereas worms can. A worm uses a network to send copies of itself to other systems and it does so without any intervention. In general, worms harm the network and consume bandwidth, whereas viruses infect or corrupt files on a targeted computer. Viruses generally do not affect network performance, as their malicious activities are mostly confined within the target computer itself.

From Wikipedia - http://en.wikipedia.org/wiki/Computer_worm



Definitions

- **Trojan Horse:** A malicious program that is disguised as legitimate software
 - These are often those attachments to email that entice you to open them
- **Malware:** Software designed to infiltrate or damage a computer system, without the owner's consent
 - Includes computer **viruses, Trojan horses, spyware and adware**



What to do

- Signs of infection
 - May seem sluggish or slow down significantly
 - Might 'lock up' more often than usual
 - Browser program may not work correctly
 - Pop-up ads
 - Unusual hard drive activity
- Ways to get rid of
 - Use your anti-virus software (you have one right!!!)
 - Scan all your drives
 - Use Microsoft Malicious Software Removal Tool
 - <http://www.microsoft.com/security/malwareremove/default.aspx>
 - McAfee:
<http://ts.mcafeehelp.com/?siteID=1&resolution=1280x1024&rurl=vrContactOptions.asp>
 - Symantec:
<http://security.symantec.com/sscv6/default.asp?productid=symhome&langid=ie&vendorid=sym>



Chain Letter Hoax

- **Definition: An email which urges the recipient to forward the email to other people**

- DEAR SIR,

URGENT AND CONFIDENTIAL BUSINESS PROPOSAL

I AM MARIAM ABACHA, WIDOW OF THE LATE NIGERIAN HEAD OF STATE, GEN. SANI ABACHA. AFTER HE DEATH OF MY HUSBAND WHO DIED MYSTERIOUSLY AS A RESULT OF CARDIAC ARREST, I WAS INFORMED BY OUR LAWYER, BELLO GAMBARI THAT, MY HUSBAND WHO AT THAT TIME WAS THE PRESIDENT OF NIGERIA, CALLED HIM AND CONDUCTED HIM ROUND HIS APARTMENT AND SHOWED HIM FOUR METAL BOXES CONTAINING MONEY ALL IN FOREIGN EXCHANGE AND HE EQUALLY MADE HIM BELIEVE THAT THOSE BOXES ARE FOR ONWARD TRANSFER TO HIS OVERSEAS COUNTERPART FOR PERSONAL INVESTMENT.

ALONG THE LINE, MY HUSBAND DIED AND SINCE THEN THE NIGERIAN GOVERNMENT HAS BEEN AFTER US, MOLESTING, POLICING AND FREEZING OUR BANK ACCOUNTS AND EVEN MY ELDEST SON RIGHT NOW IS IN DETENTION. MY FAMILY ACCOUNT IN SWITZERLAND WORTH US\$22,000,000.00 AND 120,000,000.00 DUTCH MARK HAS BEEN CONFISCATED BY THE GOVERNMENT. THE GOVERNMENT IS INTERROGATING HIM (MY SON MOHAMMED) ABOUT OUR ASSET AND SOME VITAL DOCUMENTS. IT WAS IN THE COURSE OF THESE, AFTER THE BURIAL RITE AND CUSTOMS, THAT OUR LAWYER SAW YOUR NAME AND ADDRESS FROM THE PUBLICATION OF THE NIGERIAN BUSINESS PROMOTION AGENCY. THIS IS WHY I AM USING THIS OPPORTUNITY TO SOLICIT FOR YOUR CO-OPERATION AND ASSISTANCE TO HELP ME AS A VERY SINCERE RESPONSIBLE PERSON. I HAVE ALL THE TRUST IN YOU AND I KNOW THAT YOU WILL NOT SIT ON THIS MONEY.



More Definitions

- **Adware:** Software package which automatically plays, displays, or downloads advertising material to a computer after the software is installed on it or while the application is being used.
- **Spyware:** designed to intercept or take partial control of a computer's operation without the informed consent of that machine's owner or legitimate user.



What to do

- Signs of infection
 - An affected computer can rapidly become infected with large numbers of spyware components.
 - Pop-up advertisements
 - Unwanted behavior and degradation of system performance.
 - Significant unwanted CPU activity, disk usage, and network traffic
 - Slows down other programs
 - Stability issues—application or system
- Ways to get rid of or protect
 - **Anti-spyware programs**
 - *OptOut*
 - *Ad-Aware SE*
 - *Spybot - Search & Destroy*



Definitions

- **Spamming**
 - Sending of unsolicited bulk unsolicited e-mail and received by multiple recipients
- **Solutions**
 - Source-based blocking solutions prevent receipt of spam
 - Content filtering solutions identify spam after it's been received
 - Disposable identities
- **Spoofing**
 - one person or program successfully pretends to be another by falsifying data and thereby gains an illegitimate advantage
 - "Webpage spoofing," : a legitimate web page such as a bank's site is reproduced in "look and feel" on another server under control of the attacker. They fool users into thinking they are connected to a trusted site, to gather user names and passwords.



Identity Theft

- **Phishing**
 - Phishing is a popular and growing method of identity theft, typically performed either through email or through the creation of a Web site that appears to represent a legitimate company. Victims are asked to provide personal information such as passwords and credit card numbers in a reply email or at the bogus Web site.
- **“Spear phishing”** the practice of targeting an attack to a specific group is gaining in sophistication and frequency.
- **Pharming**
 - A scamming practice in which malicious code is installed on a personal computer or server, misdirecting users to fraudulent Web sites without their knowledge or consent. Pharming has been called "phishing without a lure."



Identity Theft

<http://www.ftc.gov/>

- The Federal Trade Commission reports that identity theft now affects more than 10 million people every year representing an annual cost to the economy of \$50 billion



Activities

- James Mason's Computer Security Awareness tutorial page
 - <http://www.jmu.edu/computing/security/> -
- George Mason University's IT Security Quiz
 - <http://itu.gmu.edu/security/quiz/>
- [STAYSAVEONLINE.org](http://staysafeonline.org)
 - <http://staysafeonline.org/basics/quiz.html>
- [Carnegie Mellon's Home Computer Security tutorial site](#)
- Microsoft Spyware Quiz part 1 and part 2
http://www.microsoft.com/athome/security/quiz/spywa_rebasics1.msp



Activities

- Humorous video on Passwords at George Mason's Security Website
<http://itu.gmu.edu/security/practices/>.
- The University of Arizona's Security Awareness Posters
<http://security.arizona.edu/posters.html>
and
the <http://www.itd.umich.edu/posters/>
University of Michigan's posters (my favorite).



C3™ Institute



Center for C3: UMCP - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.edtechoutreach.umd.edu/C3Institute/index.html>

Google

Cyberethics, Cybersafety, & Cybersecurity (C3™) Institute

Educational Technology Outreach at the University of Maryland

Home
C3 Conference
C3 Awareness
Online Courses
Consulting
C3 Resources
C3 Blog
TappedIn
About ETO

WELCOME TO THE C3™ INSTITUTE

The Cyberethics, Cybersafety and Cybersecurity (C3™) Institute provides outreach services to the educational community about the ethical, legal, safety, and security implications of technology use.

Our goals are to:

1. raise community awareness of ethical, legal, safety, and security implications of technology use [more]
2. provide guidance to parents, educators, students and policy makers regarding effective strategies, techniques and protocols to assist themselves and young people in gaining the knowledge and skills about ethical, legal, safety, and security implications of technology use [more]
3. provide professional development opportunities for educators, [more] and
4. help increase the workforce pipeline of information security, information assurance and information technology professionals in the MD/VA/DC area and nationwide [more]

College of Education
University of Maryland
Benjamin Building
College Park, MD 20742
<http://www.edtechoutreach.umd.edu>
dpruitt@umd.edu

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<http://www.edtechoutreach.umd.edu/C3Institute/index.html>

Electronic Portal

Cyberethics, Cybersafety, and Cybersecurity (C3)

- <http://www.edtechoutreach.umd.edu/C3Institute/c3resources.html>





C3™ Conference



Educational Technology Outreach - College of Education - University of Maryland, College Park - Microsoft Internet Explorer

Address: <http://www.edtechoutreach.umd.edu/C32006/index.html>

Cyberethics, Cybersafety, & Cybersecurity Conference
October 5-7, 2006

Register Now

- Home
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- Press
- Agenda
- Registration
- Who Should Attend
- Sponsorships
- Speakers
- Directions/Parking
- Lodging
- Past Conferences
- While in MD
- ETO Home

5th Annual C3™ Conference
Cyberethics, Cybersafety, & Cybersecurity

Implications for the Educational Community

Part of the National Cyber Security Awareness Month Initiative

October 5, 2006 - Pre-Conference Workshops
Thursday: **Benjamin Building**

October 6-7, 2006 - Conference Sessions
Friday: **Stamp Student Union**
Saturday: **McKeldin Library**
University of Maryland, College Park, MD



 The core mission of the C3 Conference is to inform the educational community about the ethical, legal, safety, and security implications of technology use. This year will include a special emphasis on Cyberethics and Academic Integrity.

Participants will hear from a number of National Educational Technology and Information and Assurance Technology Experts on topics including Netiquette, Acceptable Use of Computing Resources, Copyright, Promotion Strategies for Academic Integrity and Character Education, Ethical Development and Decision Making, Privacy, Educational Curriculum Options, Security and Safety. Through a variety of

Keynote Speaker:
 Maryland's First Lady
Kendel S. Ehrlich

Keynote Speaker:
 Don McCabe
Founding past President of the Center for Academic Integrity
Professor of Organization Management Strategy & Policy, Rutgers University.

Keynote Luncheon Speaker:
 Ron Teixeira
Executive Director
National Cyber Security Alliance

Speakers: CyberSmart, FTC, iKeepSafe, iSafe, ISTE, NetSmartz, NSA, Project NEThics, Socrates Institute



April/October Cyber- Awareness Month!



Educational Technology Outreach - College of Education - University of Maryland, College Park - Netscape

File Edit View Go Bookmarks Tools Window Help

Back Forward Reload Stop <http://www.edtechoutreach.umd.edu/cyberawareness.html> Search Print

Mail Home Radio Netscape Search Bookmarks Instant Message WebMail Contact People Yellow Pages Download Find Sites Channels

College of Education
Educational Technology Outreach
Linking Research to Practice

COE HOME WHAT'S NEW ED TECH POLICY SEARCH DIRECTIONS CONTACT US

April is Cyberawareness Month!

Setting your clocks forward or back for Daylight Saving Time and replacing the batteries in smoke detectors are rituals repeated every spring and fall. Similarly, the [National Cyber Security Alliance](#) established April 4, 2004, as Cyber Security Day to raise awareness about Internet safety and computer security issues ([EDUCAUSE, 2004](#)). While colleges and universities across the country planned security education and awareness events to help promote Cyber Security Day, [Educational Technology Outreach](#) planned a month's worth of activities to help the K-20 community's awareness of cybersecurity issues and promote safe online practices.

- [Rutgers University](#) is encouraging its students, faculty, and staff to "Spring Ahead to Security!!" on a Web site devoted to National Cyber Security Day.
- [University of Maryland's Project Nethics and OIT](#) promoted "Spring Cleaning: Computers Need It Too!" through print and web based resources and a student awareness event.
- [The George Mason University IT Security Office](#) featured a week-long lineup of lunchtime presentations promoting cyber security awareness.
- [The University of Arizona](#) developed a series of humorous posters to reinforce messages that are designed to prevent identity theft and other consequences of improperly secured computers.
- The Office of Information Technologies at the University of Virginia has published on the topic of developing campus-wide security education and awareness in [EDUCAUSE Quarterly \[PDF - 57KB\]](#) and serves as part of the Virginia Alliance for Secure Computing and Networking (VASCAN) that has compiled a [collection of security tools and best practices](#) from Virginia universities.

First held in 2002, the semi-annual National Cyber Security Days are coordinated with daylight savings in April and October in the U.S. and are intended to raise the public's awareness of cybersecurity issues and promote safe online practices. Read on to find out more about National Cyber Security Day:

Questions

Contact Information:

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Research and Outreach**

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