

Cyberethics, Cybersafety, and Cybersecurity (C3™): Implications for the Educational Community

Linking
Research



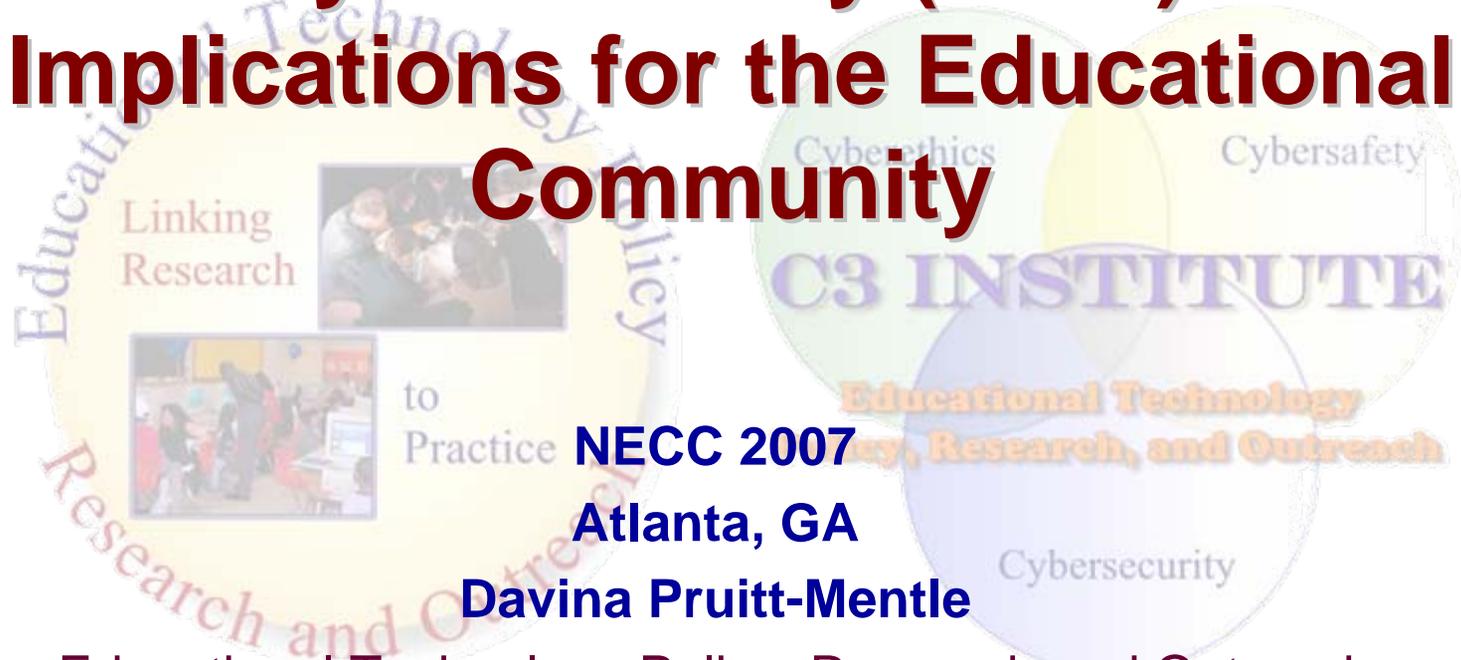
to
Practice

NECC 2007

Atlanta, GA

Davina Pruitt-Mentle

Educational Technology Policy, Research and Outreach



Maryland Teacher Technology Standards and ISTE NETS*T

NETS: National Curriculum/Content Area Standards - Mozilla Firefox

http://cnets.iste.org/currstands/cstands-netst.html

istENETS Curriculum / Content Area Standards

ISTE HOME | NETS HOME | SITE MAP

- NETS Main
 - Introduction
 - Project Overview
 - Consortium
 - Credits
 - Copyright Policy
 - Get NETS Documents
 - NETS-S Book
 - NETS-T Book
- NETS for Students
 - Search Lessons and Units
- NETS for Teachers
 - Search Lessons
- NETS for Administrators
- CAPT3
- NCATE
- Digital Edge Project

Curriculum and Content Area Standards

NETS for Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS-T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education [Technology Standards for Students](#))
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.

Netscape

Location: http://www.edtechoutreach.umd.edu/standards/MDTchrtTechStdMTTS.pdf

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"> Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology. Evaluate information critically and competently for a specific purpose. Organize, categorize and store information for efficient retrieval. 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"> 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"> Select appropriate technologies for a particular communication goal. Use productivity tools to publish information. 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"> Identify ethical and legal issues using technology. Analyze issues related to the uses of technology in educational settings. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy and student online protection. 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"> Research and analyze data related to student and school performance. Apply findings and solutions to establish instructional and school improvement goals. 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"> Assess students' learning/ instructional needs to identify the appropriate technology for

IV. Social, Ethical, Legal and Human Issues

What is your Interpretation?

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

1. model and teach legal and ethical practice related to technology use
2. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities
3. identify and use technology resources that affirm diversity
4. promote safe and healthy use of technology resources
5. facilitate equitable access to technology resources for all students

ISTE NETS*^T

The International Society for Technology in Education (ISTE) NETS for Teachers Project, developed through a US Department of Education, *Preparing Tomorrow's Teachers to Use Technology* grant



IV. Social, Ethical, Legal and Human Issues



What is your Interpretation?

- **model and teach legal and ethical practice related to technology use**

ISTE NETS*T

The International Society for Technology in Education (ISTE) NETS for Teachers Project, developed through a US Department of Education, *Preparing Tomorrow's Teachers to Use Technology* grant

Establish classroom policies and procedures that ensure compliance with

- **Copyright Law**
- **Fair Use Guidelines**
- **Security**
- **Privacy**
- **Student Online Protection**
- **Expectations and Procedures**
- **Disability Statement**
- **Proper Citation**
- **FERPA/ Teach Act**
- **Acceptable Use Policies**
- **Netiquette**



III. Legal, Social and Ethical Issues



What is your Interpretation?

Promote safe and healthy use of technology resources

ISTE NETS*T

The International Society for Technology in Education (ISTE) NETS for Teachers Project, developed through a US Department of Education, *Preparing Tomorrow's Teachers to Use Technology* grant

Use classroom procedures to manage an equitable, safe and healthy environment for students.

- **Ergonomics**
- **Assistive Technology**
- **Equitable Access**
- **Cybersafety**
- **Filters**

Past Focus

- **Copyright and Intellectual Property Issues in the Digital Environment (ethics)**
- **Fair Use Checklist (ethics)**
- **Online Safety for Kids (safety)**
- **Plagiarism in the 21st Century: Paper Mills, Cybercheating, and Internet Detectives in the Electronic Age (ethics)**



CyberEthics Seminar - University of Maryland - Netscape

http://www.edtechoutreach.umd.edu/cyberethicsseminar.html

Educational Technology Outreach
Linking Research to Practice

PROJECT NEThics™
promoting responsible use of information technology

OIT
Office of Information Technology

Seminar Information

- [Conference Agenda](#)
- Brochure [\[PDF\]](#)
- [Contact Information](#)
- Flyer [\[Word Document\]](#)

Seminar Handouts

- Copyright and Intellectual Property Issues in the Digital Environment [\[PPT\]](#), Amy Gunther
- Internet Citizenship [\[WORD\]](#), Kara Reuter
- Fair Use Checklist [\[PDF\]](#) - From <http://www.iupui.edu/~copyinfo/>
- Safety and Security [\[Word\]](#) - Beth Walker
- Online Safety for Kids [\[PPT\]](#) - Amy Gunther
- Scenarios for Ranking Exercise [\[WORD\]](#)
- What Do You Know/What Have You Done?! [\[WORD\]](#)
- Hoax Emails [\[WORD\]](#) - Kara Reuter
- Plagiarism in the 21st Century: Paper Mills, Cybercheating, and Internet Detectives in the Electronic Age [\[PPT\]](#)
- [Plagiarism Links](#)

Performance Assessment Outline

TSIII_Task.doc - Microsoft Word

File Edit View Insert Format Tools Table Window Help Acrobat

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Final Showing Markup Show

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Type a question for help

PT³

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

Draw AutoShapes

Page 1 Sec 1 1/4 At 1.2" Ln 1 Col 1 REC TRK EDT OVR

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

1 of 2 8.5 x 11 in Stopped



Answers

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



Top Ten Educator Awareness Problems



- Passwords (security)
- Backing Ups
Files/Patches/Anti-Virus
Protection (security)
- Copyright (ethics)
- Cyberbullying
(safety/ethics)
- Issues w/ new
technology (social
networking/blogs/cell
phones)
(safety/ethics/security)
- Plagiarism/Modeling
(correct citation) (ethics)
- Equity Issues –DD
(ethics)
- Equity Issues –AT/508
knowledge (ethics)
- Internet Citizenship
(security/ethics)
 - Hoaxes
 - Attachments
- Internet Citizenship
(ethics/security)
 - Downloading
 - Identity theft



C3™:New Directions



- **CyberSecurity**
- **CyberSafety**
- **CyberEthics**

ETPRO 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)
- **NCSA-National Cyber Security Alliance National Campaign for C3 Awareness**
- National Cyber Security Alliance's Cyber Security Assembly Toolkit
- **National C3 Baseline Study**





Cybersafety

Curricula

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



See Handouts



Online Activity Together



Blog Beware Quiz: NetSmartz

- <http://www.netsmartz.org/news/blogbeware.htm>



Social Networking Sites & Activities (Group Review)



- **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>



What's the difference between CIPA, COPPA, COPA, and CDA?



- **Children's Internet Protection Act (CIPA)**
 - 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 to filter or block (passed 2000).
- **Children's Online Privacy Protection Act (COPPA)**
 - Requires commercial Web sites oriented to minors to get parental permission to collect personally identifiable information from children under age 13 (passed 1998).

COPPA? CIPA?

- The **U.S. Federal Trade Commission** (FTC) has the responsibility for enforcing COPPA and the **Federal Communications Commission** (FCC) regulates CIPA
- **CIPA** requires schools and libraries prove that Internet access to objectionable material is **not available** to any user under 17 years of age.
- **COPPA** 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**.

COPA & CDA

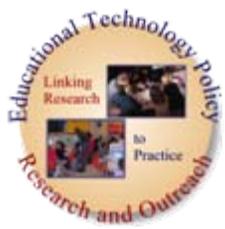
- Children's Online Protection Act (COPA)
 - Prohibited commercial Web sites from providing "harmful to minors" content to (passed 1997). Because of an odd legal twist, COPA has been bouncing around the legal system without a final resolution. The law already has been reviewed by the U.S. Supreme Court once--which agreed with a temporary ban on enforcement--but the justices said they wanted more information about the current state of filtering technology and stopped short of a definitive ruling on its constitutionality.**
- Communications Decency Act (CDA)
 - Passed as part of the 1996 Telecommunications Deregulation Act. The CDA prohibited "indecent" communication over the Internet. It was found unconstitutional by a unanimous Supreme Court decision in 1997.

**Source: http://news.zdnet.com/2100-9588_22-6169621.html

Cyber bullying (Group Review)

- **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.att.com/wired/fil/pages/list_cyberbuve.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

Copyright for Teachers & School Librarians

Copyright for Teachers and School Librarians - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

http://users.mhc.edu/facultystaff/awalker/brim%20site/index.html

Customize Links Free Hotmail Windows Marketplace Windows Media Windows Yahoo! Calendar - ma...

 Copyright for Teachers and School Librarians

Home FAQs Links About This Project Contact Us

Video Chapters

- Essential Questions
- Why Care About It?
- What is Copyright?
- What is Fair Use?
- Fair Use Conditions
- Fair Use Test
- Public Performance
- Public Domain
- Multimedia
- Managing Copyright Policy - Overview
- Copyright Policy - Managing Things
- Copyright Policy - Managing People
- It's the Law

Welcome to Copyright for Teachers and School Librarians!

We are here to help you deal with copyright issues in your school. North Carolina educator John Brim will share his knowledge of copyright and how it applies to teachers, media technology professionals and students.

As educators, we have special 'fair use' privileges. Be sure you know what the privileges limitations are and you will do all right.

To use this website, click on the Video Chapters on the left side of this page and you will see and hear John Brim on different topics. The video you select will play in Real Player. If you don't have Real Player, click [here](#).

Click on the [Frequently Asked Questions](#) and John will respond to a number of questions that were asked during a recent series of workshops held in Western North Carolina.

Copyright laws can be vague and confusing. We hope that you can find you way with the help of this website. Although this website was developed for North Carolina educators, it should be of use to anyone.

[Home](#) [FAQs](#) [Links](#) [About this Project](#) [Contact Us](#)

This site was developed by Adventure of the American Mind for use in professional development workshops with teachers, school librarians and other media technology professionals to enhance their learning about copyright. The AAM program is made available through a Library of Congress grant funded by the U.S. Congress.

http://users.mhc.edu/facultystaff/awalker/brim site/index.html

Copyright for Teachers and School Librarians - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

http://users.mhc.edu/facultystaff/awalker/brim%20site/FAQ_page_2.htm

Customize Links Free Hotmail Windows Marketplace Windows Media Windows Yahoo! Calendar - ma...

 Copyright for Teachers and School Librarians

Home **FAQs** Links About This Project Contact Us

Copyright FAQ Guide

Hover over a link to see a short answer.
Click on a link see John respond with more info.

<p>Video</p> <ul style="list-style-type: none"> DVD fundraiser Using videos as a reward or rainy day activity Student-owned videos Sanitized movies Videotaping from TV Copying from an obsolete format Rescuing old videos Adaptation for Student Needs Enlarging print for the visually impaired Audio recording books for the visually impaired Recording read-a-long books 	<p>Music</p> <ul style="list-style-type: none"> CDs as background music Ring tones from CDs MP3s from my CDs Photocopying Photocopying consumable worksheets Copying articles Limit on copying reproducibles Copying pages from a book on order Multimedia Clipart on a web page Time limit on PowerPoints Scanning pages for a PowerPoint 	<p>Using Easily Recognized Characters</p> <ul style="list-style-type: none"> Using cartoon characters Hand-drawn Dr. Seuss Drawing Garfield with a speech bubble Misc Digitizing a form Creating a work based on archive materials Outside the School! Renting the school to show a movie My liability when others violate copyright Copying a CD from a wedding or funeral home
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Special Note: All videos on this site can be saved to your PC or Mac computer for later use. Simply hover over the desired link, right-click, and select 'Save Target As...' and choose a location to save the clip in.

Mac users can hover over the link and Apple-click to save the video.

[Home](#) [FAQs](#) [Links](#) [About this Project](#) [Contact Us](#)

Done

Will move to: <http://www.aamprogram.org/resources/copyright.aspx>



The Educator's Guide to Copyright and Fair Use

Copyright Quiz (Group Together)



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 in the classroom workstation.
3. A school has a site license for software. The teacher buys five copies of them on five workstations. These workstations are used by five computers (running software) 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

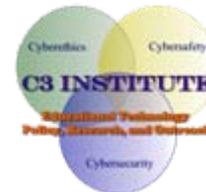
Write for Educators' eZine

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



The screenshot shows a desktop environment with two windows. The left window is Netscape, displaying the Maryland State Department of Education website. The right window is Adobe Acrobat Professional, displaying a PDF document titled 'TSIII_CaseStudy.pdf'.

Left Window (Netscape): The address bar shows <http://www.smcm.edu/msde-pt3/TaskIII.htm>. The page content includes the Maryland State Department of Education logo and the following text:

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](#)

Right Window (Adobe Acrobat Professional): The document content includes:

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

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

Their begin reciting aloud the classmates' scores that are still visible on the monitor. She closes the program

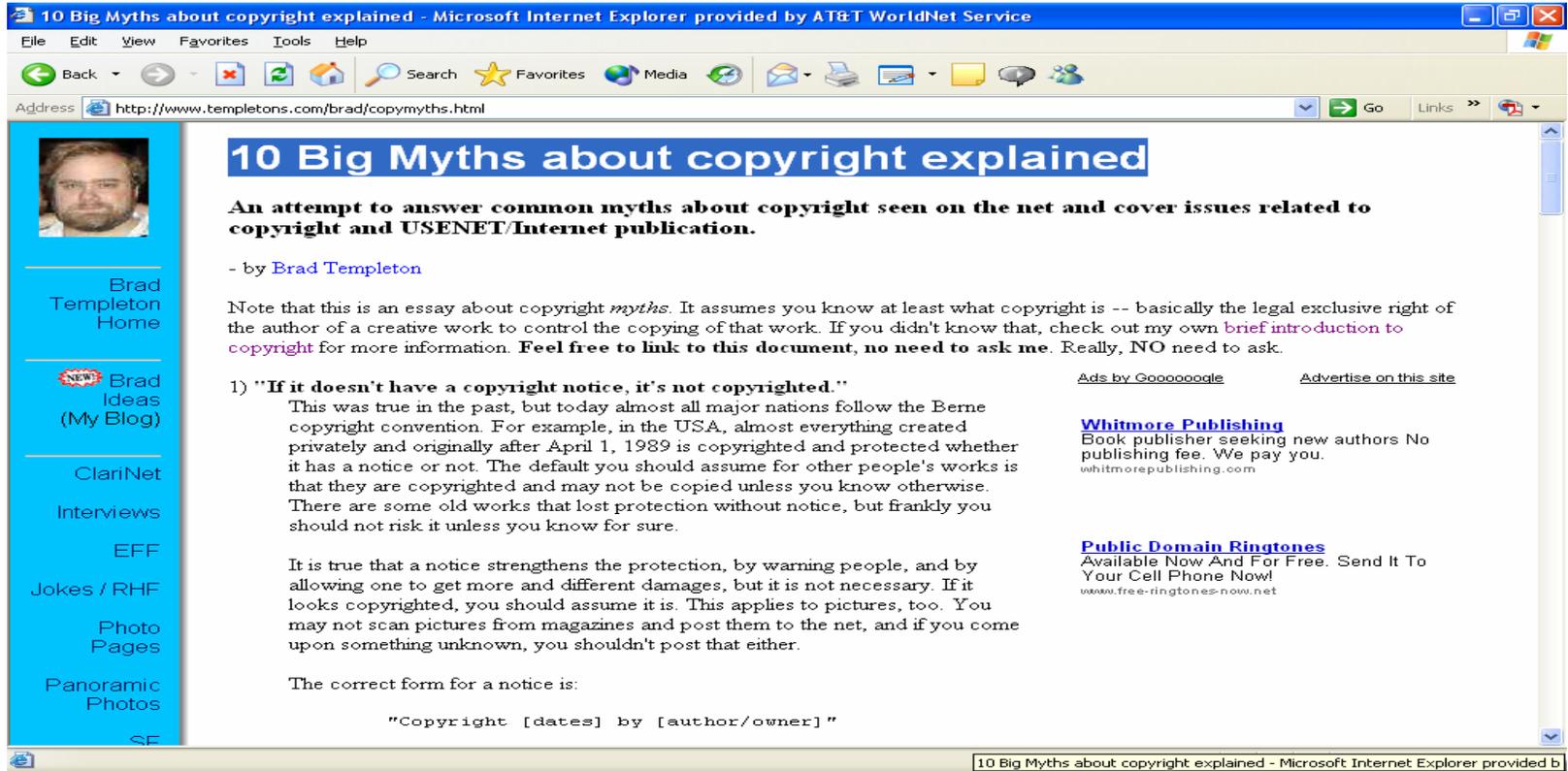
See Handout

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> Go Links

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)
<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.

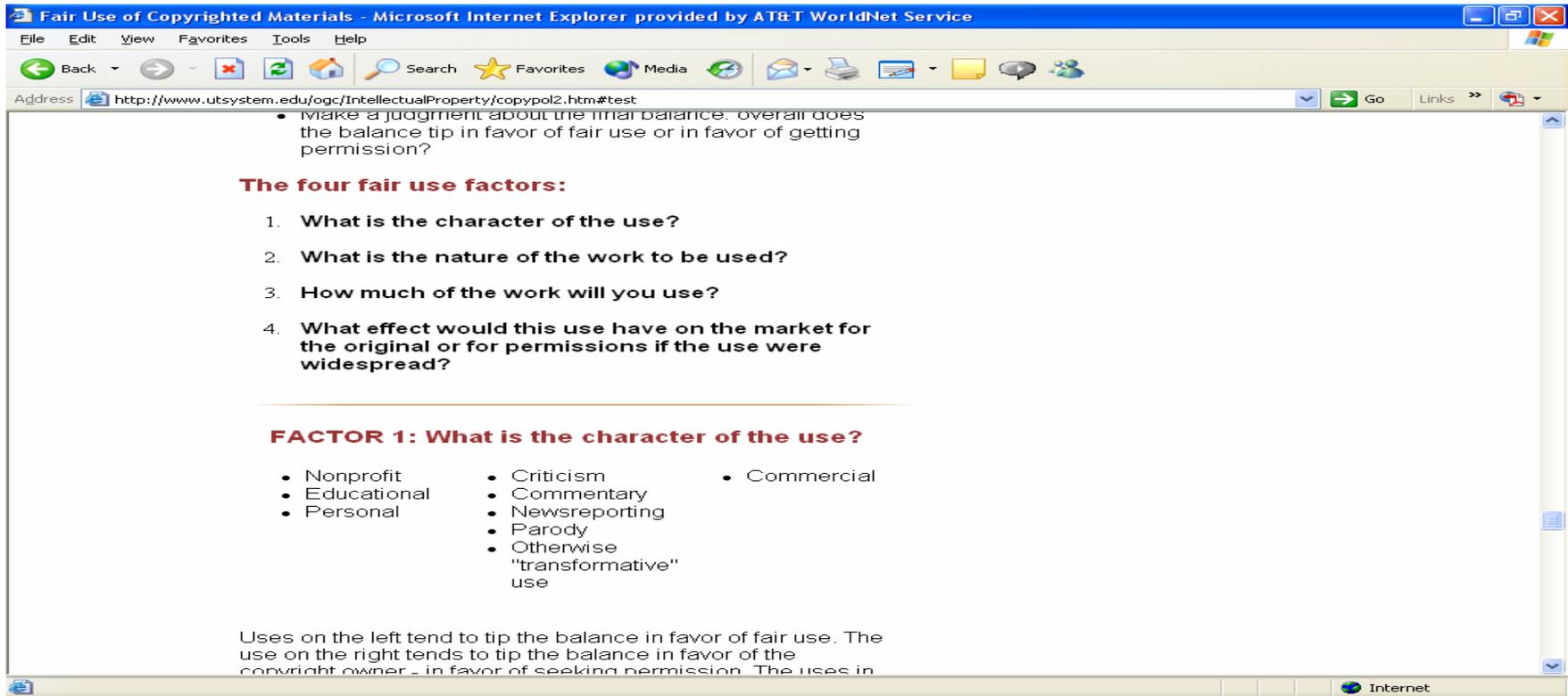
Please choose a version from the options below.

[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.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/>



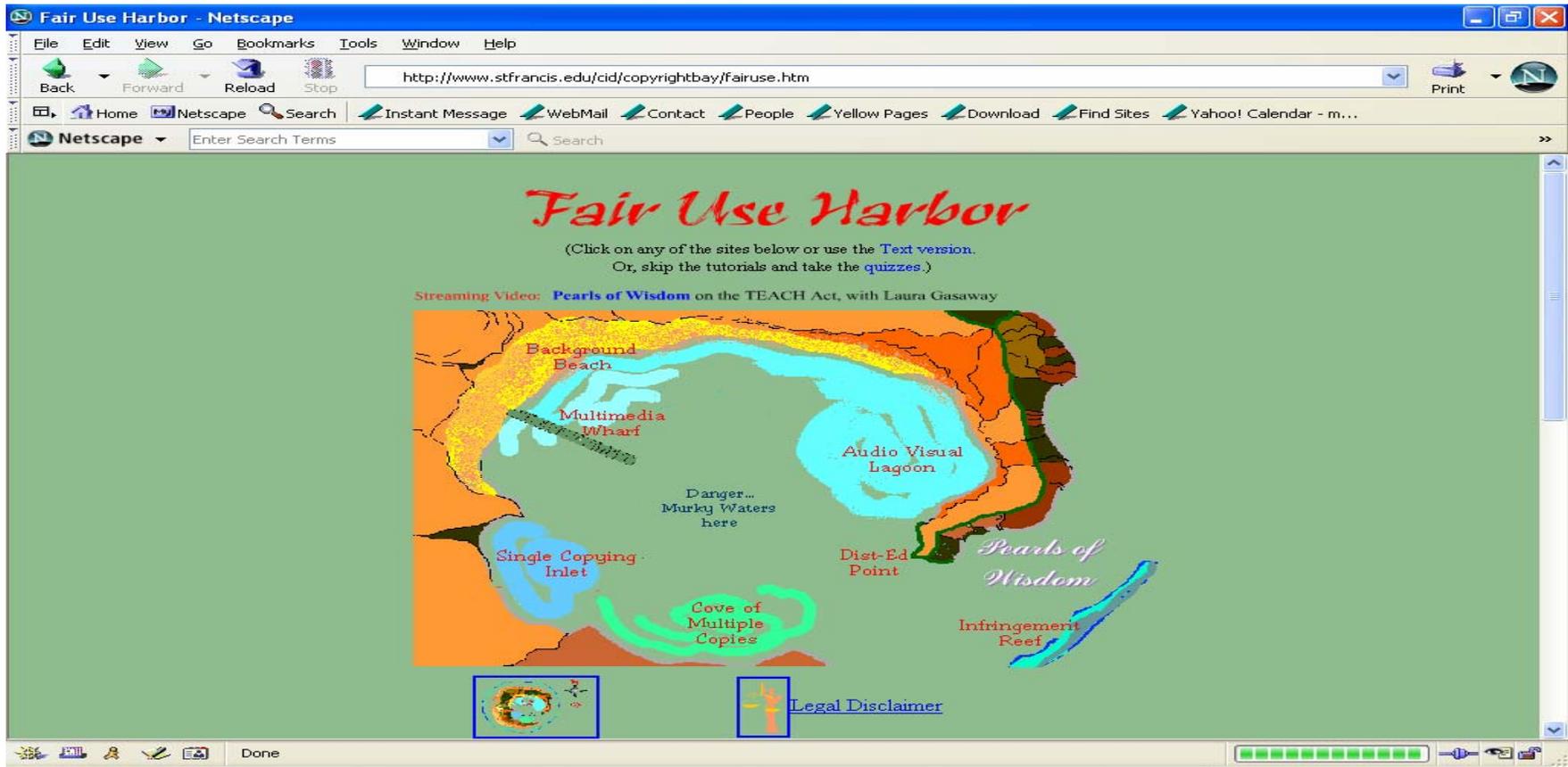
Purdue Copyright Management Center



The screenshot shows a Netscape browser window displaying the Purdue Copyright Management Center website. The browser's address bar contains the URL <http://www.copyright.iupui.edu/>. The website features a navigation menu on the left with links such as Home, About, Director & Staff, CMC News, Documents-NEW!, University Policies, Law Resources, Distance Education, Library Issues, FAQ, Favorite Links, Archive, and Contact CMC. The main content area is divided into several sections: 'Copyright Essentials' with a 'Copyright Quickguide!' link, 'Fair-Use Issues' with a link to the 'Fair Use Checklist!', 'Permissions Information', 'Copyright Ownership', 'Featured Developments' with links to 'Copyright Programs', 'Copyright Book - NEW', 'TEACH Act', 'Managing Ownership of Copyrighted Works', and 'Filesharing and Copyright'. A 'Checklist for Fair Use' form is prominently displayed, including fields for Name, Institution, Project, Date, and Prepared by, along with a 'PURPOSE' section for Favorable Fair Use and Opposable Fair Use. A search bar is located at the bottom left of the page. The browser's status bar at the bottom shows the page title as 'Indiana University Policy'.

<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

Online Degree Directory

Section Guide

Professional Development Center

Professional Development Opportunity Center

Archives:

VIEW ALL ARTICLES

- Ask a Teacher
- The Ads
- Back to Basics
- 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

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.

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
- Inedisciplinatory
- 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 Blogs
- Wiki 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

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www.alliant.edu

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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.



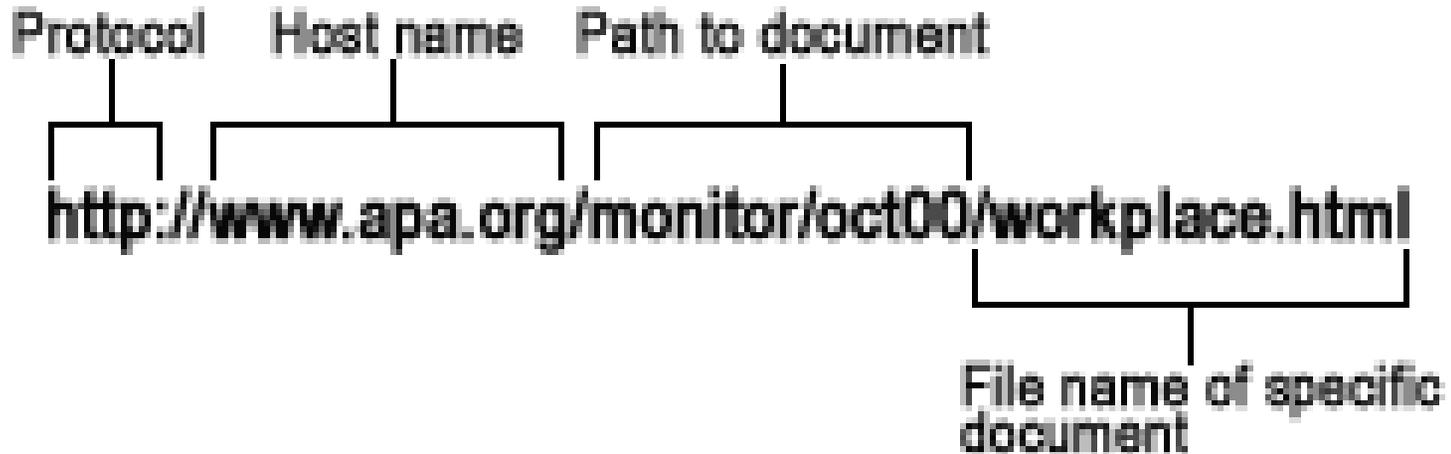
Article in an Internet-only newsletter



- 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

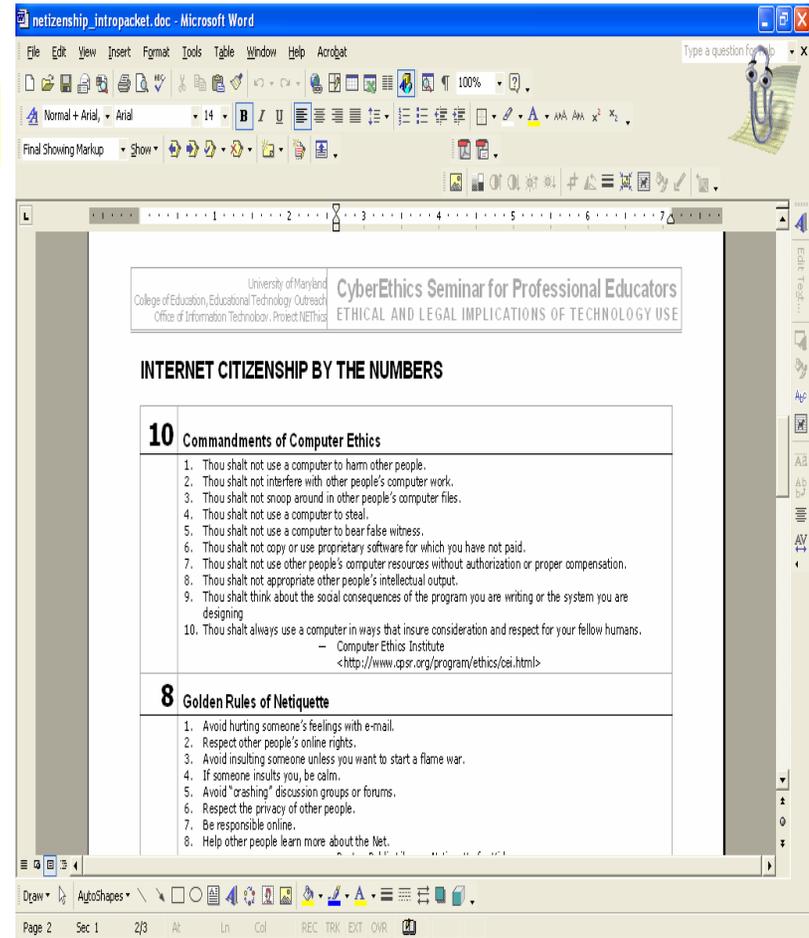
Components of URL



Internet Citizenship

Presentation by Karen Reuter

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



netizenship_intropacket.doc - Microsoft Word

File Edit View Insert Format Tools Table Window Help Acrobat

Normal + Arial, Arial 14

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>>

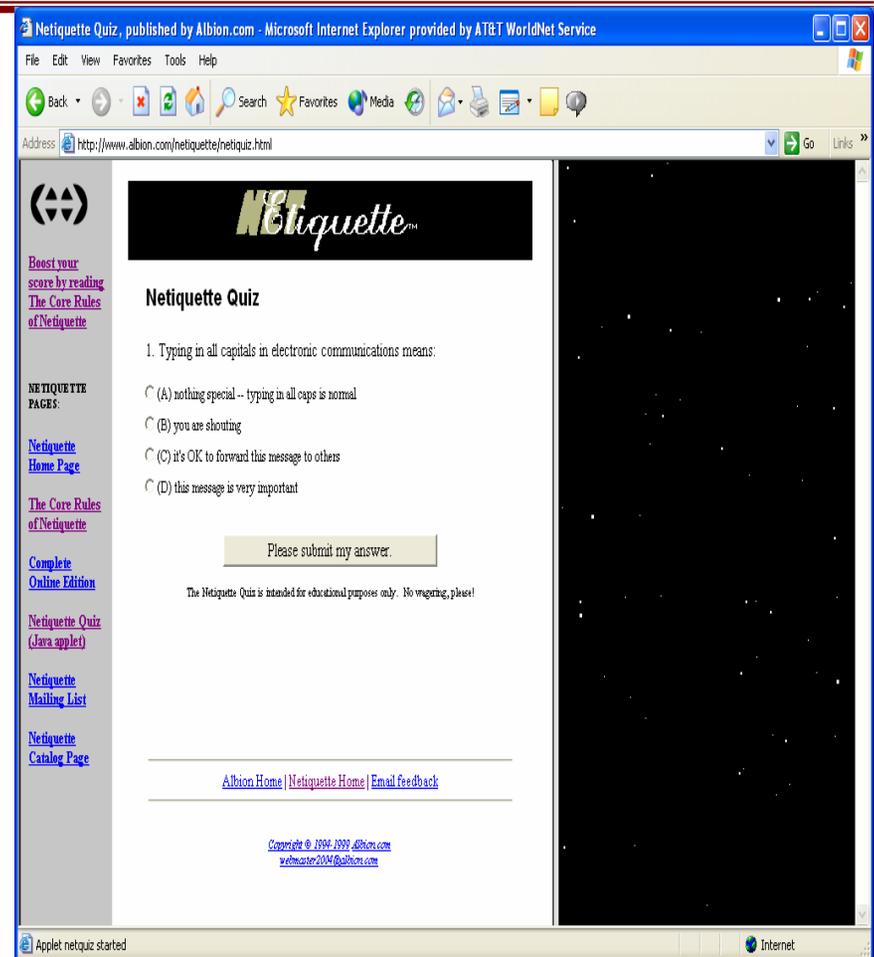
8 Golden Rules of Netiquette

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.

Page 2 Sec 1 2/3

Other Netiquette Snippets: Warm-ups

- 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.netlingo.com/emailsh.cfm>
- 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?

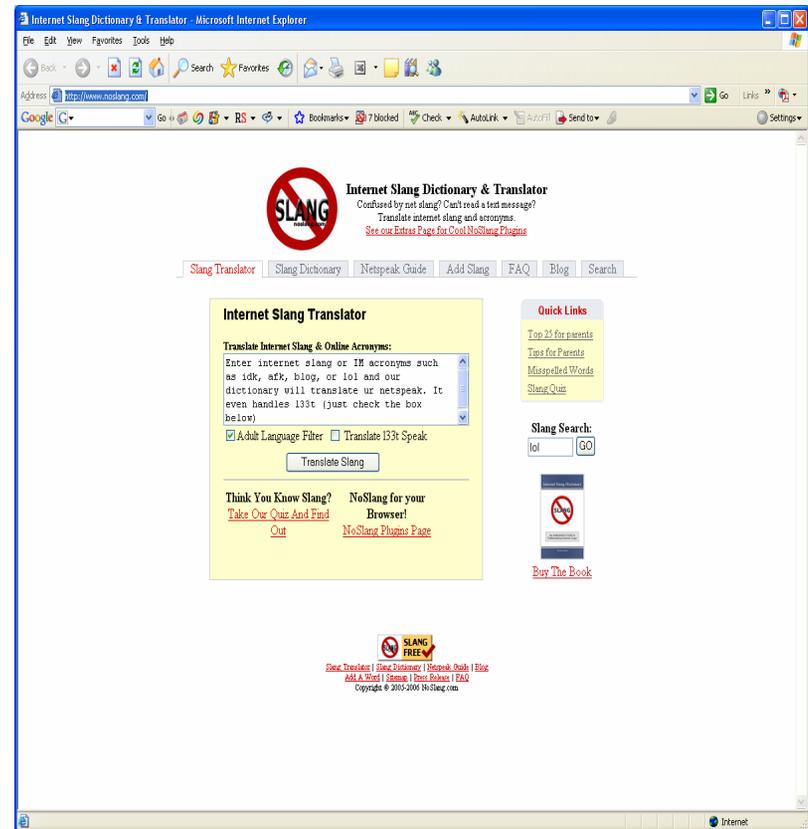
Emoticons
Emoticons are facial expressions made by a certain series of keystrokes. Most often producing an image of a face sideways.

!-(Black eye	:-P	Sticking out tongue
!-)	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
%(=)	Brain-dead	:-x	Kiss, or My lips are sealed
%(=)	Hung over	:-Y	Aside comment
%(=)	Ironic	:-[Unsmiling blockhead; also criticism
%(=)	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	:-f)	Not funny
>>:-)	Mischievous devil	:-/i	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>

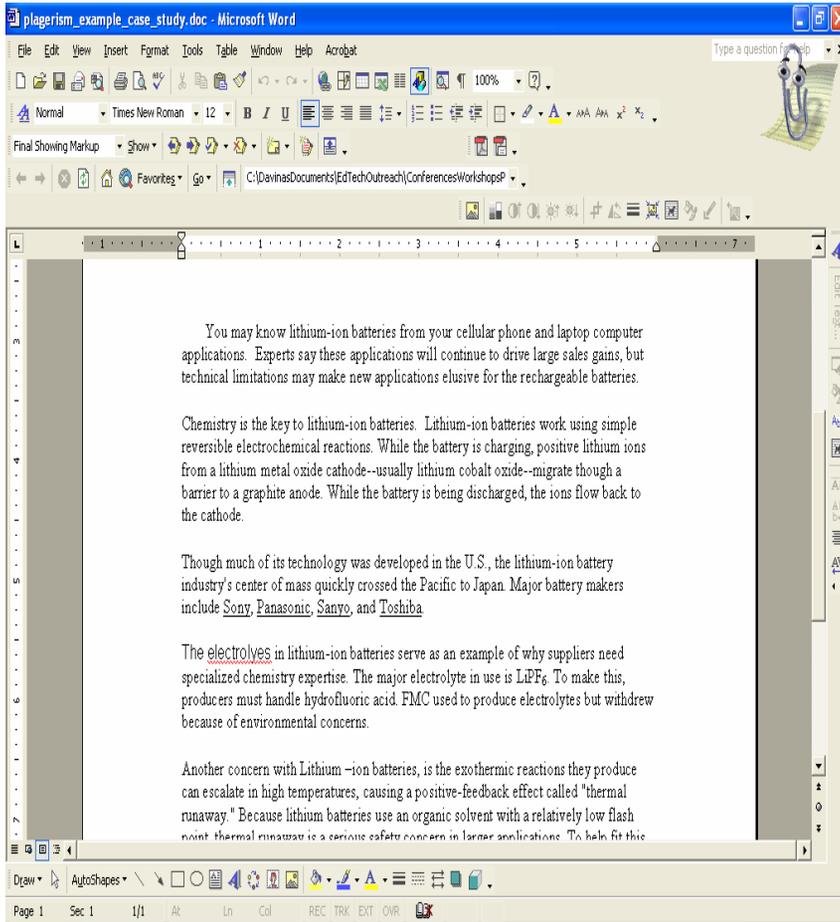


Plagiarism Snippets: Warm-ups



- **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:\Davinas\Documents\EdTech\Outreach\Conferences\WorkshoSP

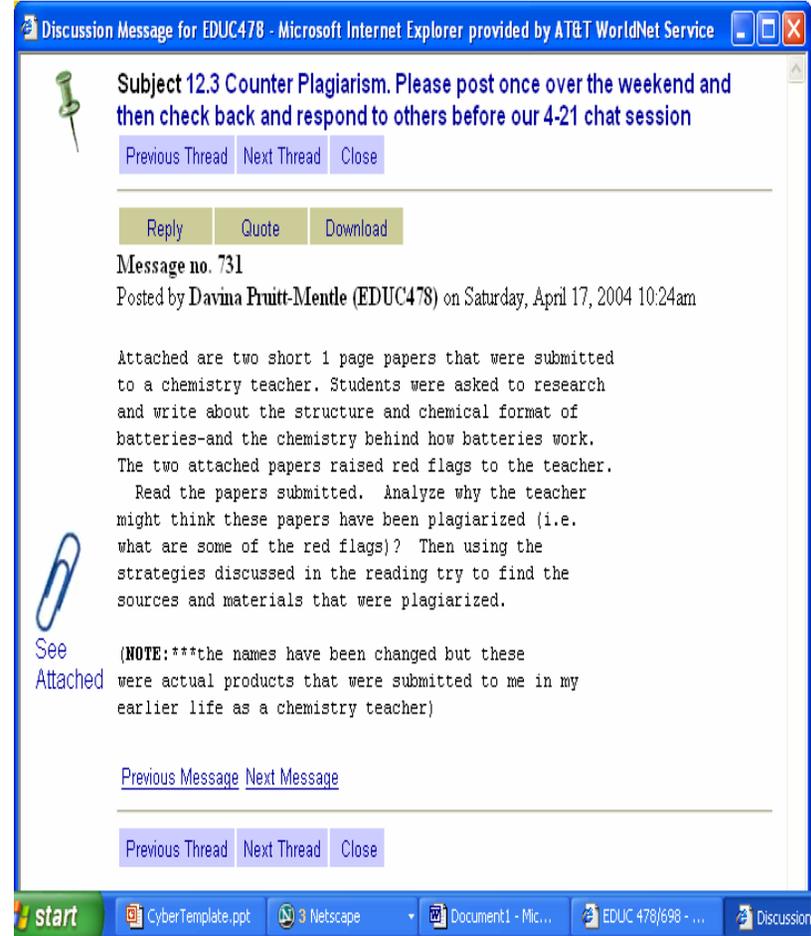
You may know lithium-ion batteries from your cellular phone and laptop computer applications. Experts say these applications will continue to drive large sales gains, but technical limitations may make new applications elusive for the rechargeable batteries.

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 LiPF₆. 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](#)

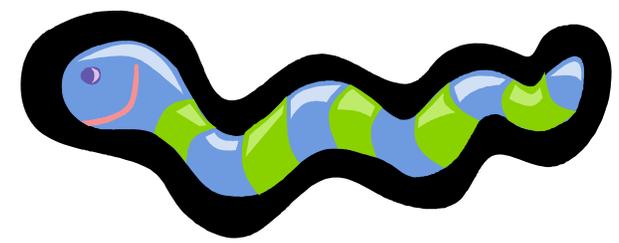
start CyberTemplate.ppt Netscape Document1 - Mic... EDUC 478/698 - ... Discussion

See Handouts

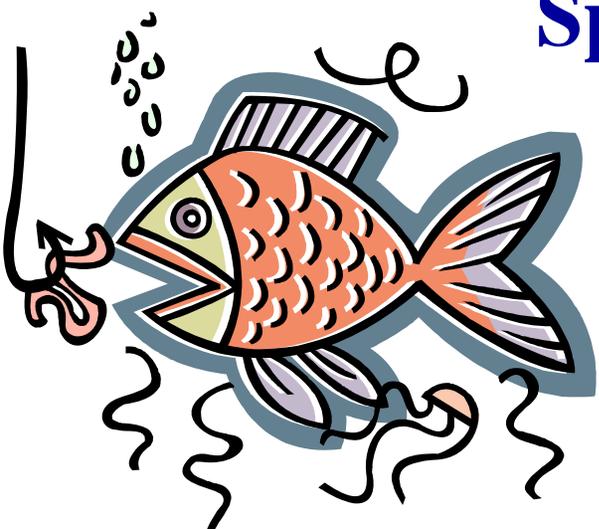
Cybersecurity



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/>

On Guard <http://onguardonline.gov/phishing.html>

- 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

- NCSA StaySafeOnline <http://staysafeonline.org/basics/quiz.html>
- 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/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/spywarebasics1.mspX>
<http://www.microsoft.com/canada/athome/security/quiz/default.mspX>

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>

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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Done

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

Electronic Portal

Cyberethics, Cybersafety, and Cybersecurity (C3)

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



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

October 5-7, 2006

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

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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:

SEE OUR ACTIVITY!



Questions

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