**Module 2 - Intellectual Property and the Common Good: Fostering a Culture of Respect and Sharing**

**Introduction and Link to Ontario Catholic Graduate Expectations**

As members of a Catholic school community, we are called to be **collaborative contributors.** This means that we respect the rights, responsibilities and contributions of ourselves and of others.

**Instructions**

Teachers are encouraged to facilitate these discussions in a way that suits their classroom needs. Some possible strategies include:

* Students working in small groups to explore a case study and guiding questions, then share key points with the whole class
* Jigsaw groupings
* Whole class discussions of each case study and guiding questions

*See Resource List for additional tools and resources for furthering this discussion in your classroom.*

**Included in this Module**

Case Study #1 – Intellectual Property and Creative Commons

Case Study #2 – Protecting and Respecting Personal Digital Information

Case Study #3 – What does your Facebook page say about you?

**Case Study #1 – Intellectual Property and Creative Commons**

**The Scenario**

The principal of a local school created a “Student Share Portal” on the school’s website. The Student Share Portal is a place for students to post their digital work to showcase it for the school and parent community. The Student Share Portal quickly became very popular with students and parents alike.

Within a week of the official launch of the Student Share Portal, the principal received a phone call from a music production company. The representative complained that one of their recording artist’s music videos had been downloaded and used, without permission, in a student’s multimedia presentation on the school’s Student Share Portal. The music company representative said that this was a copyright violation.

After further investigation, the principal learned that many students had used popular music, videos, and pictures from the internet. Much of this material is under copyright and cannot be re-used without permission from the company.

**The Issues**

This is just one example of a host of scenarios involving unintentional and intentional intellectual property theft that, in all likelihood, occurs countless times in schools across Ontario on any given day. In this case, many students, wanting to enhance their multi-media class presentations, searched for and downloaded music, videos, and related photos from the internet.

The chances of legal action over the students’ copyright violation are slim. Yet, everyone must respect the intellectual property of others and respect copyright.

**Discussion Questions through a Catholic Lens**

**Consider the following Catholic Social Justice Teachings when answering these questions:** *Dignity of the person, Community and the Common Good, Solidarity*

1. What is intellectual property?

*Intellectual property refers to creations of the mind – inventions, literary and artistic works, as well as symbols, names, images and designs used in commerce.*

2. What does it mean when something is protected by copyright?

*Copyright means that only that person has the right to copy, distribute, publish or sell the materials.*

3. Why do people copyright materials like songs, videos, books, photos, etc.?

*To establish ownership of their work, and preserve their financial rights.*

4. How can the students involved avoid unintentional intellectual theft and breaking copyright law?

*Students can use the creative commons to find music, images and other copyright-free materials.* [*http://creativecommons.org/*](http://creativecommons.org/)*. Students should also provide the source for any materials that they use.*

5.  How can students help the school community move forward in respecting the intellectual property of others?

*Increase awareness, bring attention to infringements, teach students to use copyright-free material from the Creative Commons, teach students to site sources or seek permission when using copyrighted material, teach students to add to resources like Wikipedia so they are creating knowledge, not just consuming it.*

**Case Study #2 – Protecting and Respecting Personal Digital Information**

**The Scenario**

Karen, a normally shy student at a local Catholic school, was shocked over having learned recently that her school computer account was suspended and that she was facing a possible three day suspension from school.

Her teacher informed her that her account was temporarily suspended because several MP3 song files were downloaded through a pirate-download site during class time and found in her computer account file space. Some of the downloaded files also contained computer viruses.

Karen's shock and disbelief soon turned to anger! She knew that she had never visited the specific sites and downloaded the kinds of song files that the school's computer technician claimed were found in her computer account space.

Karen later remembered that during the period that the downloading took place, she was called out of the class for at least half an hour to attend an appointment with the Guidance Counsellor. She could not remember if she had logged off the computer when she left the class for her appointment. Someone in the class had used her computer, which she had failed to log off of, to download the songs.

**The Issues**

Under the school district's computer acceptable use policy, it is the responsibility of each user to ensure that they log out of their account whenever they are not physically at the computer they have been using. The reason behind this is to help safeguard a user's personal files and information contained in their account space and on saved internet web site links (e.g. blogs, personal web sites etc.).

Also, logging out of one's computer account while away from the computer in addition to not sharing login information with friends, helps ensure that others do not gain access to impersonate the user in order to send potentially harmful email messages and/or infected files to others.

Karen broke the rules by neglecting to log out of her account when she left the classroom for her guidance appointment. Any potential damage (infected computer files etc.) caused by another user, would still be the responsibility of the original account owner.

**Discussion Questions through a Catholic Lens**

**Consider the following Catholic Social Justice Teachings when answering these questions:** *Dignity of the person, Community and the Common Good, Solidarity*

1. Who do you believe is at fault in this situation?

*Possible responses: according to the Acceptable Use Policy for her school Karen is at fault, obviously the perpetrator is the person who did the wrong thing, but students must learn to log out to protect their digital identity. The issue may be debated as to who is “at fault”.*

2. How could Karen respond in this situation so as to benefit the school community?

*Possible responses: she could share her experience and her learning from this with her classmates and the school community so others will not have the same thing happen to them.*

3. While the person who actually downloaded material from the website in question could not be caught, if they were, what should the consequence be for them?

*Possible responses: the consequence should be in line with progressive discipline and what is spelled out in the school’s Acceptable Use Policy for computers and internet access. Additional consequences might include computer account suspension, notifying parents, detention, suspension, or community service (such as having that student create an information campaign that teaches students to log off when not using their computer or account).*

4. How is this situation similar to sharing your password with other people?

*Possible responses: in the same way someone could access your account (computer account, Facebook, Twitter, etc) they could use it in a malicious way, such as steal your information, upload pictures, download pirated or inappropriate material, or send email or post messages as you. Remind students that to protect their digital identity they should always keep their passwords private and not share passwords with even their closest friends.*

**Case Study #3 – What does your Facebook page say about you?**
**The Scenario**

Seventeen year old high school student Michelle is a big fan of Facebook. She posts to her wall almost continuously through the week, but she is a particularly active Facebook fan on weekends as she shares the highlights of her social life. She often posts pictures of her and her friends at parties, dances, and other social events. Additionally, she does not self-censor and frequently uses swear words to describe how she feels. Like many teens her age, she does not think about the long term effects of posting her social life online nor does she worry about privacy settings on Facebook and other social media tools.

As a seventeen year old nearing the end of her time in high school, Michelle will soon begin to apply to universities, colleges, and for scholarships, not to mention for a job while at a post-secondary school. Many universities, colleges, and scholarship-granting agencies now routinely check future-students’ Facebook pages to learn more about the person. Employers have also turned to screening applicants for jobs using social media tools like Facebook.

**The Issues**

Many post-secondary schools, employers, and scholarship granting agencies are now using Facebook to investigate applicants’ suitability for their programs. Even digital natives, like student Michelle, are not aware of this fact and may also not be aware of how to set their privacy settings.

This opens up students like Michelle to the risk that she may not get the job she wants, may not get into the school she wants, or may not get a scholarship she wants because of her postings on Facebook.

Furthermore, Michelle should consider the impact of her Facebook postings on her family and extended family members that she may have added as friends on Facebook.

**Discussion Questions through a Catholic Lens**

**Consider the following Catholic Social Justice Teachings when answering these questions:** *Dignity of the person, Community and the Common Good, Rights and Responsibilities*

1. What advice would you give to Michelle for posting on her Facebook page?

*Possible responses: advise Michelle that what she posts on Facebook should represent or reflect who she is as a young Christian; she should use private messages and not post things on her wall that are not appropriate where everyone can see it; avoid posting messages to your wall that are meant for just one or two people*

1. How could Michelle protect herself online while still sharing with her community of friends?

*Possible responses: increase privacy settings (see Resource section at end of this document for a link to how to raise privacy settings), think of future employers or schools before posting to Facebook wall which is very public*

1. What responsibility does Michelle have to herself, her community, and her parents in this situation?

*Possible responses: advise Michelle that what she posts on Facebook should represent or reflect who she is as a young Christian; Michelle may not be aware that posting everything to her wall in a very public social media environment is changing the way other members of her family, her school, and her community view her as a person.*

1. What are Michelle’s rights in this situation?

*Possible responses: sadly, once Michelle posts something to her wall or to any social media environment, it is “out there” and cannot be taken back. Students need to remember to always THINK BEFORE YOU POST, because once it is posted to the internet, there is little you can do to un-post it.*

1. How can Michelle’s teachers or parents advise her on how to protect her digital footprint that she is leaving online?

*Possible responses: teachers can advise all students that many employers, colleges and universities, and scholarship-granting agencies are routinely using social media to screen applicants. Teachers and parents should advise students/children to keep privacy settings high and only post what is appropriate in a public venue – which social media is. Additionally, parents and teachers might remind young people that social media is not anonymous, nor is it private.*

**Resource List** *(to access the links below, press “ctrl” and click on the link)*

*Cast Your Net* lessons and modules are based on the Catholic Curriculum Corporation’s two documents below:

*Ethical and Responsible Use Of Information and Communication Technology: A Guideline for all Stakeholders in Catholic Education. November, 2009*.

*Ethical and Responsible Use of Information and Communication Technology Part II: K-6*

[*Rules ‘N Tools Checklist: for Parents, Educators, and Other Caring Adults.*](http://www.internetsafety101.org/upload/file/Rules%20%27N%20Tools%20Checklist.pdf)  Implement both safety rules and software tools to protect children online. Focus on the positives of Internet use while teaching children about the dangers and how to make wise choices online.

[Internet Safety 101](http://www.internetsafety101.org/) is a very detailed resource dedicated to making the internet safer for children. There are videos, quizzes, and resources for parents, teachers, & students.

CBC Documentary Facebook Follies [Trailer/Preview on Youtube.com](http://youtu.be/5_qjkSS1-3M) (<http://youtu.be/5_qjkSS1-3M>)

“[10 New Privacy Settings Every Facebook User Should Know](http://www.allfacebook.com/facebook-privacy-new-2009-12)”
From<http://www.allfacebook.com/facebook-privacy-new-2009-12>

[Creative Commons](http://creativecommons.org/)

*A non-profit corporation that makes it easier for people to share* *and build upon the work of others, consistent with the rules of copyright.*

[Creative Commons: What Every Educator Needs to Know](http://www.slideshare.net/thecleversheep/creative-commons-what-every-educator-needs-to-know-presentation) - by Rodd Lucier

[Flickr-Creative](http://www.flickr.com/creativecommons/) Commons

*Many Flickr users have chosen to offer their work under a Creative Commons license,and you can browse or search through content under each type of license.*

[Copyright Matters: *Some Key Questions and Answers for Teachers*](http://www.cmec.ca/Publications/Lists/Publications/Attachments/12/copyrightmatters.pdf)

[Digital Citizenship and Creative Content Program](http://www.digitalcitizenshiped.com/Default.aspx)

*The Digital Citizenship and Creative Content program is a free, turnkey instructional program.* *The goal is to create an awareness of the rights connected with creative content.*

[Classroom Provisions of the Canadian Copyright Act](http://www.media-awareness.ca/english/resources/legislation/canadian_law/federal/copyright_act/class_prov_copyright.cfm)

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