

Media Literacy in the Digitalised Era: Supporting Teachers through a Whole-School Approach

MODULE 4: E-SAFETY

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UNIVERSITY OF
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Module 4: E-Safety

DESCRIPTION

This module aims to introduce teachers to a range of scenarios and ways to stay safe online. Issues like risks and responsibilities online, protecting personal data, online misinformation and harmful content, digital copyright, and cyberbullying effective and ineffective practice will be discussed.



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Module 4: E-Safety

SYLLABUS

Topic 1: Risks and responsibilities online

- Potential threats to hardware and software
- Threats to Data and Information
- Ways of reporting Internet scammers
- Online rights and responsibilities

Topic 2: Protecting personal data

- Create and Keep Strong Passwords
- Importance of Updated Antimalware Software and Operating System
- Vulnerability of Mobile Devices and Ways to Keep them Secure
- Malicious Emails
- Ways of Protecting Personal Data on Social Networking Sites

Topic 3: Digital Copyrights

- Discuss new legal policy developments in copyright law and understand how copyright law has adapted to the digital age.
- Understand how to protect digital content created and published by you or your students
- Understand plagiarism and how it can be avoided in the age of information overload where the content can be used and reused in a variety of ways by countless sources
- Explore series of open access sources and understand what and when can digital content be used and reused for educational purposes
- Work in groups to produce a digital copyright short, easy-to-read manual for their schools



Module 4: E-Safety

SYLLABUS

Topic 4: Online misinformation and harmful content

- The difference between a genuine and a copycat website
- Evaluate and report fake websites
- The concept of ‘fake news’ and how to evaluate and identify them
- Why it is important to report fake websites and their detrimental impact on democracy, society and individuals

Topic 5: Cyberbullying

- What cyberbullying is and why it is important
- Different forms of cyberbullying
- Identify students who are victims of cyberbullying in a variety of ways
- Actions that will help students who are victims of cyberbullying
- The importance of having a cyberbullying intervention and prevention strategy in schools



Module 4: E-Safety

LIST OF TOPICS

TOPIC 1 RISKS AND RESPONSIBILITIES ONLINE

TOPIC 2 PROTECTING PERSONAL DATA

TOPIC 3 DIGITAL COPYRIGHT

TOPIC 4 ONLINE MISINFORMATION AND HARMFUL CONTENT

TOPIC 5 CYBERBULLYING



Topic 3: Digital Copyright

BRIEF DESCRIPTION AND SUB-TOPICS

This topic will familiarize teachers with the concept of digital copyright, protecting digital content, open access resources and plagiarism.

The following will be discussed:

- New legal and policy developments in copyright law and how copyright law has adapted to the digital age.
- How to protect digital content created and published by you or your students.
- Plagiarism and how it can be avoided in the age of information overload where content can be used and reused in a variety of ways by countless sources.
- Open access resources and what/when digital content can be used and re-used for educational purposes.
- Working in groups to produce a digital copyright short, easy-to-read manual for their schools.



Topic 3: Digital Copyright

NEW LEGAL AND POLICY DEVELOPMENTS IN COPYRIGHT LAW AND HOW COPYRIGHT HAS ADOPTED TO THE DIGITAL AGE

Due to fundamental differences in the interpretation and goals of copyright legislature, defining “copyright” is not an easy task. Here we will define it as **the protection of an intellectual property**.

In April 2019, the EU adopted a directive to modernise copyright law for the digital world. Member States have 2 years to bring their national laws into line with the directive. This will better protect authors and artists when someone wants to access or share their content online in the EU. The Romanian Minister for Culture and National Identity, Valer Daniel Breaz, has stated:

“I am very glad that we have achieved a balanced text, creating multiple opportunities for Europe’s creative sectors, which will thrive and better reflect our cultural diversity and other European common values, but also for the users, whose freedom of expression on internet will be consolidated. This is a milestone for the development of a robust and well-functioning digital single market.”



Topic 3: Digital Copyright

HOW TO PROTECT DIGITAL CONTENT CREATED AND PUBLISHED BY YOUR STUDENTS

Licensing

In the context of copyright, a license is a permission or agreement which allows someone to use or own (digital) content. The development of the digital era has led to simplification of the licensing system.

Creative Commons





Creative Commons allows creators to easily share their works according to legal rules without coming up with their own licenses conditions. Users can license these works in a simple way with an easy to understand ruleset.

All the licenses are connected to a deed and to a contract. The DEEDS are one-page explanations of the conditions attached to these licenses. The CONTRACT contains the contract conditions in a complete text, composed by legal experts. An example of a complete contract can be found here: <https://creativecommons.org/licenses/by/4.0/legalcode>



Topic 3: Digital Copyright








HOW TO PROTECT DIGITAL CONTENT CREATED AND PUBLISHED BY YOUR STUDENTS

ICON	NAME OF THE MODULE	ABBREVIATION	EXPLANATION: https://en.wikipedia.org/wiki/Creative_Commons_license
	Attribution	BY	Licensees may copy, distribute, display and perform the work and make derivative works and remixes based on it only if they give the author or licensor the credits (attribution) in the manner specified by these.
	Share-alike	SA	Licensees may distribute derivative works only under a license identical (“not more restrictive”) to the license that governs the original work. (See also copyleft) Without share-alike, derivative works might be sublicensed with compatible but more restrictive license clauses, e.g. CC BY to CC BY-NC).
	Non-commercial	NC	Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for non-commercial purpose.
	No Derivative Works	ND	Licensees may copy, distribute, display and perform only verbatim copies of the work, not derivative works and remixes based on it



Topic 3: Digital Copyright

HOW TO PROTECT DIGITAL CONTENT CREATED AND PUBLISHED BY YOUR STUDENTS

ICON	NAME
	CC-BY
	CC-BY-SA
	CC-BY-NC
	CC-BY-NC-SA
	CC-BY-ND
	CC-BY-NC-ND
	CC0



Topic 3: Digital Copyright

HOW TO PROTECT DIGITAL CONTENT CREATED AND PUBLISHED BY YOUR STUDENTS

How to use Creative Commons licenses?

STEP 1: Find out if the CC licenses were ported to your jurisdiction and read through the explanation.

STEP 2: Research which CC license is attached to the work you want to use. Since our example image was uploaded to the Wikimedia Commons, you can simply look up which license was used for the image. In this example, it is CC-BY-SA 3.0:



This is a file from the [Wikimedia Commons](#). Information from its [description page there](#) is shown below.
Commons is a freely licensed media file repository. [You can help.](#)

Description	Deutsch: Bauernkirche in Iserlohn.
Date	Taken on 17 July 2005
Source	Self-photographed
Author	Asio otus
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You are free:

- **to share** – to copy, distribute and transmit the work
- **to remix** – to adapt the work

Under the following conditions:

- **attribution** – You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).
- **share alike** – If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

 CC
SOME RIGHTS RESERVED

This licensing tag was added to this file as part of the [GFDL licensing update](#).



Topic 3: Digital Copyright

HOW TO PROTECT DIGITAL CONTENT CREATED AND PUBLISHED BY YOUR STUDENTS

STEP 3: You may download the image and include it in your presentation.

STEP 4: Next to the image, you should include the following information: the name of the creator (pseudonyms are allowed if needed), the title of the work (if available), a link to the original file (if not available, use a link to the creator's page), the attached license acronym or the license icon, a link to the respective CC deed.

STEP 5: Since you are using an image under the CC-BY-SA license, you must publish your own work under this license (or at least under no license with more restrictions) as well.

STEP 6: You are done. If you are unsure that you have done it right, you can always try to contact the creator. If this is not possible and you have doubts, then simply do not use the image. There are always alternatives! Maybe you could take your own images and make it available under CC?



Topic 3: Digital Copyright

HOW TO PROTECT DIGITAL CONTENT CREATED AND PUBLISHED BY YOUR STUDENTS

To license your own work under Creative Commons licenses, you need to follow these steps:

STEP 1: Look at the licenses and decide which one suits you best. Some people might only use licenses to demonstrate they have an open sharing culture. Let's assume you want other people to share their work as well, anything else does not matter to you. In this case, you could decide to use a CC-BY-SA 4.0 license.

STEP 2: You upload the image to your own website. Next to the image, you show the following example statement: "This image maybe used under Creative Commons license CC-BY-SA 4.0." You state your own name and you link to the CC deed.

STEP 3: That's it, you are done.



Topic 3: Digital Copyright

PLAGIARISM AND HOW IT CAN BE AVOIDED IN THE AGE OF INFORMATION OVERLOAD WHERE THE CONTENT CAN BE USED AND RE-USED IN A VARIETY OF WAYS BY COUNTLESS SOURCES

Plagiarism can have various forms, e.g. buying an essay on line and stating it is your own work, putting sources in your bibliography even if you do not use them in your paper, working on a project in a group and later claiming it was an individual work.

According to the Cambridge dictionary, plagiarism can be defined as:

“The process or practice of using another person’s ideas or work and pretending it is your own”



Topic 3: Digital Copyright

PLAGIARISM AND HOW IT CAN BE AVOIDED IN THE AGE OF INFORMATION OVERLOAD WHERE THE CONTENT CAN BE USED AND RE-USED IN A VARIETY OF WAYS BY COUNTLESS SOURCES

There are some ways to do it in efficient and effective way.

Some ideas for teachers to share with their students:

- Be an exemplary student.
- Learn about your topic.
- Keep your drafts.



Topic 3: Digital Copyright

OPEN ACCESS SOURCES AND WHAT/WHEN DIGITAL CONTENT CAN BE USED AND RE-USED FOR EDUCATIONAL PURPOSES

Researching for “free” or easy-to-license content can be difficult. You have to research every single piece of content that you did not create on your own. Depending on the art form, you may use the following sources:

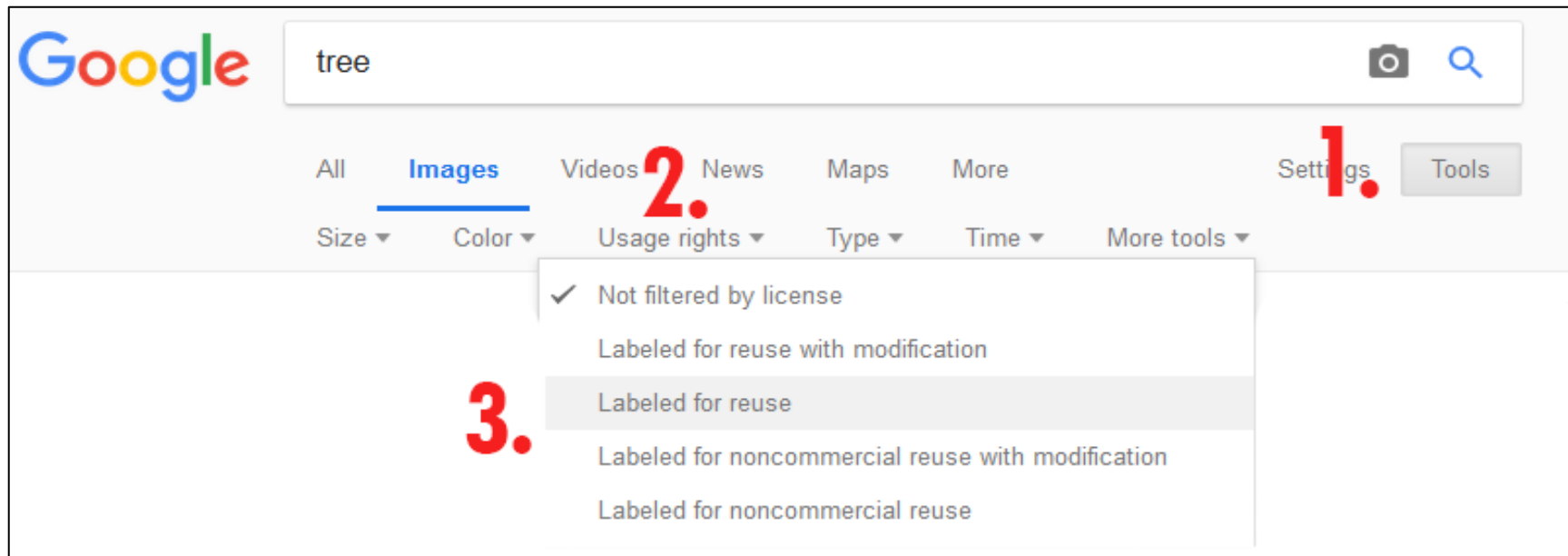
- **Wikicommons** | <https://commons.wikimedia.org>
- **Flickr** | <http://flickr.com>
- **Free Music Archive** | https://freemusicarchive.org/curator/Creative_Commons/
- **Incompetech** | <https://incompetech.com>
- **DeviantART** | <https://deviantart.com>
- **YouTube** | <https://youtube.com>
- **Unsplash** | <https://unsplash.com>



Topic 3: Digital Copyright

OPEN ACCESS SOURCES AND WHAT/WHEN DIGITAL CONTENT CAN BE USED AND RE-USED FOR EDUCATIONAL PURPOSES

There are many other sources you can use. In case you want to perform a more general research, you can try to use the built-in search functions in Google:



Topic 3: Digital Copyright

WORKING IN GROUPS TO PRODUCE A DIGITAL COPYRIGHT SHORT, EASY-TO-READ MANUAL FOR THEIR SCHOOLS

It is good to put theory into practice. One idea would be for your students to use their knowledge of digital copyrights is to work in groups and prepare a short easy-to-read manual, which can be later used and re-used in the school. Thanks to this kind of group exercise, the teacher can easily notice how/if the students have understood the presented topic.

While creating such a manual, the students can follow this [10-steps-guide](#):

- Decide on your subject
- Define your audience
- Choose style of your text
- Do further research
- Do not forget about the glossary
- Organize your text
- Start writing
- Do not forget about the copyrights
- Add photos/pictures/illustrations



Topic 3: Digital Copyright

SUMMARY

While talking about protection of an intellectual property (copyright), we must acknowledge the fact that the way of protecting copyrights differs from country to country, and becomes even more difficult when it comes to digital copyright.

Sharing and using creative content is not only about the law. It requires mutual respect and understanding for it to work.

The digital era makes sharing content easy and national copyright laws have struggled to keep pace. However, innovations such as the Creative Commons license and the new EU Directive are a step in the right direction.



Have any questions?



You can find us at <http://meldeproject.eu>



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Topic 3: Digital Copyright

REFERENCES

- <https://wac.colostate.edu/resources/writing/guides/plagiarism/>
- <https://www.consilium.europa.eu/en/press/press-releases/2019/04/15/eu-adjusts-copyright-rules-to-the-digital-age/>
- <http://www.copyrightandschools.org/>
- <https://www.copyrightuser.org/understand/exceptions/education/>
- <https://dictionary.cambridge.org/dictionary/english/plagiarism>
- <https://www.exprance.com/protect-digital-content/>
- <https://www.wikihow.com/Write-a-Manual-from-Scratch>



Module 4: E-Safety

GLOSSARY

Term	Definition
A creative commons contract	Contains the license conditions in a complete text, composed by legal experts
Creative commons deeds	One-page explanations of the conditions attached to the licenses
Plagiarism	Using another person's ideas and pretending that they are your own

