

Module 3: Information Fluency: Ethical Use of Digital Resources



Objectives

You will be able to:

1. Develop ethical conduct for using and creating digital resources.
2. Distinguish the difference between copyright infringement and fair use.
3. Summarize intellectual property concerns when creating and posting online content.
4. Summarize how copyright and fair use apply to the online public educational environment.
5. Identify suspected plagiarized student submission.
6. Outline strategies for reducing cheating in the online classroom.
7. Develop course policies and responses when students engage in plagiarism.
8. Develop strategies for teaching the responsibilities of becoming a digital citizen.

This is Important Because...

Publishing any material to the Web has become very easy, and perhaps easier still is the ability to copy most content directly from the Web — including images, videos, and text. Students are not the only individuals who tend to violate copyright law. Educators and corporate trainers can be equally as guilty of "borrowing" or using protected works simply because they do not have a clear understanding of copyright infringement. Today, copyright must be assumed even if the copyright symbol is not displayed. While copyright and fair use of materials in public education have always been a concern, in the online educational environment it is even more critical. As the educator, it is important to not only model appropriate use of materials to your students, but also to teach them how to use resources properly. Placing materials protected by copyright in your online course, blended courses, or on the Web without permission reveals copyright infringement and fair use violations.

In this module, you will explore the basics of copyright as it relates to use of various materials and resources. You will also learn how to correctly assess the ownership of original works and follow the guidelines of fair use when using and creating educational resources. In addition to following the guidelines of copyright and fair use, as an educator or corporate trainer, you have a responsibility to teach students and employees how to respect original works and help them become responsible digital citizens.

Copyright

A teacher affects eternity; he can never tell, where his influence stops.

– Henry B. Adams

Source: [World of Quotes](http://www.worldofquotes.com/topic/Education/) (<http://www.worldofquotes.com/topic/Education/>)

Everyone would find it helpful if all copyright laws were a clear set of rules that were easily understood and interpreted - and in some respects, they are. Copyright law is very specific about what can be protected by copyright and how long this copyright will last. Copyright law also provides for fair use of protected materials by others that do not have a specific right to use or copy the material. At this point, the use of protected works becomes more complicated.

Reflect on the following scenario: You have just purchased a new music CD. You find that you are enjoying the CD and would like to share it with a friend; however, you don't want to give up your new CD so you simply copy the CD for your friend. As you know, this is a direct violation of copyright law. Let's make this illustration a little more complicated. Instead, you save the songs on your MP3 player and allow your friend to borrow the CD. You are not sure if your friend is going to just listen to the CD or save the music files to (his/her) MP3 player. Is this copyright infringement if your friend burns the music from the CD to (his/her) MP3 player? Yes it is. Listen to this podcast from National Public Radio:



(<https://secure.flickr.com/photos/15319336@N07/2060971197/>)

- NPR.org (2008). [Is It Legal to Copy Music onto Your Computer?](http://www.npr.org/templates/story/story.php?storyId=17814972) (<http://www.npr.org/templates/story/story.php?storyId=17814972>) Talk of the Nation [Podcast]

Instead of a favorite CD, let's say you have found a textbook workbook in the teacher's workroom at your school. This workbook goes along with one of your language arts textbooks. The workbook is intact, missing no pages, and it is the only one that you can find. You try contacting the publisher to see if additional copies are available, and they no longer stock the workbook. You want to use the workbook as an educational tool, so you take the workbook and make copies for your class. Do you believe this is a clear violation of copyright? The answer is **YES!**

There are many misconceptions of how copyright is obtained and how to identify works protected by copyright. Previously, individuals assumed that if something did not display the copyright symbol (©), then it was not protected. With the advent of the Internet, many individuals feel that if materials are found online, then they were available for the taking. This, however, is a misconception. Copyright law protects any work that has been expressed in a fixed and tangible form. This means that even the finger painting of a kindergarten student created in art class has immediate copyright protection. Copyright does not, however, extend to ideas; only the fixed tangible form that the idea takes.

- [Digital Copyright Slider](http://librarycopyright.net/resources/digitalslider/) (<http://librarycopyright.net/resources/digitalslider/>) - This interactive slider will help you to identify whether or not a piece of work is protected by Copyright.



Review the Web sites below to learn more about copyright law.

- [United States Copyright Office A Brief Introduction and History](http://www.copyright.gov/circs/circ1a.html) (<http://www.copyright.gov/circs/circ1a.html>) – This site provides interesting information about what is copyright, its origins, and purpose. Review this site to better understand why copyright law exists and to view a timeline of its development.
- [Copyright Quick Guide](https://copyright.columbia.edu/basics/copyright-quick-guide.html) (<https://copyright.columbia.edu/basics/copyright-quick-guide.html>) – Columbia University Libraries offers a concise overview of copyright law.
- [Cyberbee Copyright Information](http://www.cyberbee.com/cb_copyright.swf) (http://www.cyberbee.com/cb_copyright.swf) – This interactive site is an excellent tool to use with elementary students. It is very creative and provides good information on copyright, fair use, public domain, and other concepts around the ethical use of materials.
- [Taking the Mystery Out of Copyright](http://www.loc.gov/teachers/copyrightmystery/text/) (<http://www.loc.gov/teachers/copyrightmystery/text/>) – Sponsored by the Library of Congress, this site is a great tool to use with middle school students for teaching copyright.
- [How to Avoid Copyright Infringement](http://www.wikihow.com/Avoid-Copyright-Infringement) (<http://www.wikihow.com/Avoid-Copyright-Infringement>) – This site, from WikiHow, offers information on the range and scope of copyright law.
- [The Fundamentals of Intellectual Property for the Entrepreneur](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjJybnDiOfOAhVKQiYKHYYHVD4gQFggeMAA&url=https%3A%2F%2Fwww.p5QQpps850S3xg&sig2=yIMkz8XVkmuONDR0dFb2rA) (<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjJybnDiOfOAhVKQiYKHYYHVD4gQFggeMAA&url=https%3A%2F%2Fwww.p5QQpps850S3xg&sig2=yIMkz8XVkmuONDR0dFb2rA>) - This Intellectual Property PDF presentation was developed by the U.S. Patent and Trademarks Office. The presentation reviews a number of topics including patents, trademarks, and Copyright.
- [How Mickey Mouse Keeps Changing the Copyright Law](http://artlawjournal.com/mickey-mouse-keeps-changing-copyright-law/) (<http://artlawjournal.com/mickey-mouse-keeps-changing-copyright-law/>) - This article explores the history of Copyright and the impact that Mickey Mouse has had on the law.

Fair Use

Fair use is an important consideration for educators working in public institutions. There are times when you may legally use protected materials; however, you must be careful. The rules around fair usage of protected materials are even more confusing at times because they are very situational and in some countries, they are seeking to eliminate fair use.

Most of the published information on fair use relates to the public education sector, but fair use may apply to other settings in some cases. Typically, instructors and designers who work in commercial settings, such as for-profit universities or business that produce education products, are not advised to use protected works under fair use. A defendant trying to apply fair use in a commercial setting rather than a non-commercial setting, will have some additional hurdles to overcome in order to use it as a defense. Read the articles below to learn how challenging it can be to determine if fair use can be applied in a commercial setting.

- **U.S. Copyright Office – Fair Use** (<http://www.copyright.gov/fls/fl102.html>) – Section 107 of the Copyright law discusses fair use. This is a government site that discusses fair use and the four factors used to determine if in fact the use of materials protected by copyright is fair. (
- **The Seinfeld and The Wind Done Gone Cases: Studies in Fair Use** (<http://www.ivanhoffman.com/seinfeld.html>) — Attorney Ivan Hoffman reviews how two different Court of Appeals cases came back with different outcomes when applying fair use to commercial products. Mr. Hoffman explains the subtle differences between the two cases and how a court's decision can be a "roll of the device."
- **Baltimore Ravens Unauthorized Use of Logo is Not Fair Use** (<http://www.lexology.com/library/detail.aspx?g=31b2c2ff-4999-4c4b-a39f-0f57a7a42150>) — A summary of a legal case that was appealed to U.S. Court of Appeals for the Fourth Circuit that prevented the Baltimore Ravens football team from using a logo from 1996 to 1998 in highlight films and in exhibiting on items in the corporate lobby.
- **Fair Use Interview from SXSW** (<http://website101.com/social-media/fair-use-blogging/>) — A 10 minute video interview of Professor Pat Aufderheide and Attorney Michael Donaldson talking about the use of fair use in movies, songs, and blogging.

Mashups and Sampling

Another issue that is calling copyright and fair use into question is the continued evolution of the Internet and digital technologies. It is easy for today's digital students to take two or more original pieces of work (music, images, videos, etc.) and create a new piece. Where does something like this fall under copyright and fair use? For a comprehensive, yet humorous example of this, view the following video:



- **A Fair(y) Use Tale** (<http://cyberlaw.stanford.edu/documentary-film-program/film/a-fair-y-use-tale>) created by Stanford Law School – The Center for Internet and Society

This video is also a very good example of what is called 'mashups or smashups.' Today's digital students can be very creative, and digital media and technology allows new ways to demonstrate that creativity. Currently under discussion is the idea that if someone creates a new product / image / video using the original work of others, the new piece may be protected by copyright laws. With these types of situations and the new technologies that enable this type of creation, some believe copyright law is becoming obsolete and may become more flexible with the creation of these products. Others, however, are considering updating copyright and fair use to become more limiting. Like all discussions, it depends on if you are the creator or user of the materials.

Read the following blogs on copyright, fair use, and how the Internet is changing the rules.

- **Has Copyright Become Obsolete?** (<http://www.teachwatts.com/2009/04/has-copyright-become-obsolete.html>) – This blog post questions the need for copyright in today's society.
- **Web 2.0, Secondary Orality, and the Gutenberg Parenthesis** (<http://campustechnology.com/articles/2008/03/web-20-secondary-orality-and-the-gutenberg-parenthesis.aspx>) – Copyright law began after Gutenberg invented the printing press and the distribution of printed materials became widespread. This author has an interesting perspective on how the Internet and new technologies are creating a 'secondary orality' and that copyright laws may no longer be appropriate.
- **Fair Use, Liabilities, and Electronic Toll Booths** (<http://www.nea.org/home/35379.htm>) – This article by the National Education Association proposes changes to copyright and fair use.
- **Proposals for Changes to the Fair Use Doctrine in the Context of Digital and Internet Media** (<http://www.techlawjournal.com/intelpro/20010306boucher.asp>) – This is the transcript of Rep. Rick Boucher's (D-VA) thoughts on how Congress should expand the use of the Fair Use Doctrine to keep up with the digital age.
- **Online Video and Fair Use Doctrine — Interview with Daisy Whitney** (<http://www.youtube.com/watch?v=JWooxfL0tks>)



<http://www.youtube.com/watch?v=JWoofxL0tks>

- In this video, Daisy Whitney shares her thoughts on Fair Use Doctrine.

Recently, an event took place that raised a great deal of conversation and revealed the power of social communities. On January 17th, 2012, there was an Internet blackout that marked an event in history in how Americans voiced opinion on Internet legislation and control.

- [SOPA and PIPA Controversy explained: Just the Facts](http://www.pcworld.com/article/248298/sopa_and_pipa_just_the_facts.html) (http://www.pcworld.com/article/248298/sopa_and_pipa_just_the_facts.html) – Despite weeks of intense lobbying by consumer advocates, technology companies, and others, the controversial anti-piracy bills seemed on track to pass in Congress. Then Google, Wikipedia, O'Reilly, and others took a stand this week, declaring a 24-hour blackout on January 18, 2012.
 - [Tim O'Reilly](http://boingboing.net/2012/01/16/tim-oreilly-on-sopa-it-prot.html) (<http://boingboing.net/2012/01/16/tim-oreilly-on-sopa-it-prot.html>)
 - [Reports of Google](http://www.washingtonpost.com/business/economy/sopa-bill-shelved-after-global-protests-from-google-wikipedia-and-others/2012/01/20/gIqAN5JdEQ_story.html) (http://www.washingtonpost.com/business/economy/sopa-bill-shelved-after-global-protests-from-google-wikipedia-and-others/2012/01/20/gIqAN5JdEQ_story.html)
 - [Sopa and Pipa anti-piracy bills controversy explained](http://www.bbc.co.uk/news/technology-16596577) (<http://www.bbc.co.uk/news/technology-16596577>)

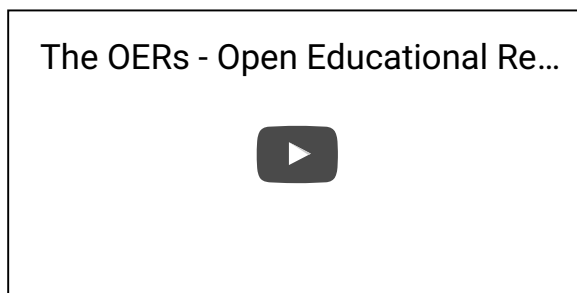
Intellectual Property

It is important to understand how intellectual property fits into the category of copyright particularly as it applies to online education. Currently, there is controversy over intellectual property rights. With corporations, it is generally assumed that the materials produced by an in-house corporate trainer are owned by the corporation; however, many universities also believe when a professor creates an online course while employed by the institution, that the institution owns the copyright to that intellectual property. This means that if the professor moves to a different university, he/she would no longer be able to use the materials created while employed by the first university. Obviously, this does not encourage professors to create online content. Faculty members are seeking policies to prevent this from happening and universities have to consider the negative impact of not giving faculty the intellectual property rights to their course content. As an educator teaching f2f, the lessons are yours, but once you place course content online this becomes a more complicated intellectual issue. As you begin creating online course content, you will want to find out the position of your district or institution on this important issue.

In most cases, students own the intellectual property rights to work they have completed during their courses of study. Instructors may wish to use exemplary student assignments to demonstrate quality work for learners in subsequent courses. In order to use a student's work as an example in an online course without violating a student's intellectual property, the instructor must seek the student's permission and remove the student's name from the sample assignment.

Open Educational Resources

While there is a plethora of information available on the Internet that is copyright protected, you can also find information that is available in the public domain. These resources are most commonly referred to as Open Educational Resources or OERs. Ko and Rossen (2010) state, "The definition of OER not only includes the notion that content of OER is free for use but also that sharing of knowledge is actively encouraged" (p. 241). OER's can include learning objects, images, quizzes, lesson plans, syllabi, modules, and even entire courses. OERs are normally available for your use and reuse without charge.



While looking at OERs, you may find that some of them have a Creative Commons license. A Creative Commons license allows the author to share their work while controlling how the public is able to use it. Creative Commons licenses are available to individual creators, small businesses, large companies, and educational institutions. There are six types of licenses that dictate how a work can be used. Some limit how

works can be shared, and some limit how they can be changed. It all comes down to the actual license itself. Review the following resources to become familiar with the various types of Creative Commons licenses.

- [Creative Commons Licenses](https://creativecommons.org/licenses/) (<https://creativecommons.org/licenses/>) - Creative Commons provide a number of different licenses that dictate what the user can and cannot do. Use this resource to explore the different types of licenses available.
- [Creative Commons License and How it Helps us Share Digital Content](https://www.youtube.com/watch?v=HKfqoPYJdVc&spfreload=1) (<https://www.youtube.com/watch?v=HKfqoPYJdVc&spfreload=1>)



<https://www.youtube.com/watch?v=HKfqoPYJdVc&spfreload=1>

Finding Media

Whether you design for K-12, higher education, or industry, you will likely want to incorporate images and other media in your presentations to engage your audience. Avoid the common misconception that it is acceptable to use any image as long as you provide attribution/citation. While it may be tempting to conduct a quick Google image search, using random images, videos, or other pieces of media from Google or other similar search engines is not advised. Most, if not all, of the images found in such a search will be copyrighted, and it will be difficult for you to identify the nature of those copyright licenses.

Instead, utilize search engines that allow you to search for Creative Commons media by license type. Remember, there are six different types of Creative Commons licenses; when selecting sources, it is critical to check the license type to make sure you do not violate the creator's rights. Explore and bookmark the following websites, which are trusted sources for finding Creative Commons materials.

- [Compfight.com](http://compfight.com/) (<http://compfight.com/>) - This site allows users to search for images and graphics by license type. Users can search for images licensed under Creative Commons for non-commercial or commercial use.
- [Flickr: Creative Commons](https://www.flickr.com/creativecommons/) (<https://www.flickr.com/creativecommons/>) - This platform allows creators to share their original work under various licenses. Not all Flickr images are licensed for reuse and/or remixing, but it is easy to look up the license to determine if an image can be used or altered.
- [Pixabay](https://pixabay.com/) (<https://pixabay.com/>) - This site provides images, stock footage, and graphics licensed under Creative Commons in the Public Domain.
- [Morquefile](https://morquefile.com/) (<https://morquefile.com/>) - This search engine offers images and graphics free for commercial, non-commercial, reuse, and remixing.
- [Wikimedia Commons](https://commons.wikimedia.org/wiki/Main_Page) (https://commons.wikimedia.org/wiki/Main_Page) - This site allows users to search for images, videos, and sound files licensed under Creative Commons.
- [digccMixer](http://dig.ccmixer.org/) (<http://dig.ccmixer.org/>) - This site houses music licensed under various Creative Commons licenses.

Providing Attribution

Another common misconception is that Creative Commons media can be used without citing the original creator. On the contrary, most media licensed under Creative Commons requires attribution. When using a Creative Commons image, graphic, song, or film clip in a project, you must give credit to the original creator. In order to properly select, use, and cite Creative Commons media, follow these basic steps:

Steps for Using Creative Commons Media

Step 1
Search for media using a website or resource that displays Creative Commons licenses.

Step 2
Check the license type. Only use media for the intended use described in the license.

Step 3
Provide attribution to the original creator using TASL (title, author, source, license).

As you can see, the procedure for providing attribution for Creative Commons media using TASL (title, author, source, and license) is a bit different from the procedure for citing sources in an academic paper. Look at the samples found at [Creative Commons: Best Practices for Attribution](https://wiki.creativecommons.org/wiki/Best_practices_for_attribution#This_is_an_incorrect_attribution) (https://wiki.creativecommons.org/wiki/Best_practices_for_attribution#This_is_an_incorrect_attribution), and review the examples below.

Citing Media in PowerPoint or Keynote Presentations

Students, educators, and designers are often be called upon to create visually engaging slideshow presentations. It is important to provide attribution for Creative Commons media used in these projects, but there is often some confusion regarding the proper attribution format.

On the slide where the media is used, include the title, author, source (URL/hyperlink), and type of license (TASL). This need not detract from the aesthetic appeal of your design. Use a small font in a color that is complimentary to the color scheme. The slide image below depicts an example of this. Note that the attribution provided above the slide title does not interfere with the slide design.



Attribution
provided
here

FIRST TO DISCUSS INFORMAL LEARNING

Citing Media in a Blog or Website

As with other forms of publication, it is important to give credit where credit is due when using another creator's protected works on a blog or website. When using an image from a Creative Commons source, include the image title, author, source (URL/hyperlink), and type of license (TASL) under or near the embedded image.

Visit [Moving at the Speed of Creativity](http://www.speedofcreativity.org/2016/12/28/student-voice-youtube-digital-citizenship-rachel-fryer-on-the-tedx-stage/) (<http://www.speedofcreativity.org/2016/12/28/student-voice-youtube-digital-citizenship-rachel-fryer-on-the-tedx-stage/>) to see an example of a properly cited blog image.

Citing Ideas and Images in a Print Document

As you know, you can use quotes, paraphrases, and summaries from outside sources to support your original ideas in a paper, however, those sources must be cited appropriately. The citation style used to cite ideas from outside sources in a print document depends on the discipline. APA Style is the standard citation style for the social sciences, which include education and business. As an academic or business professional, you should use [APA Style](http://www.apastyle.org/) (<http://www.apastyle.org/>) to cite your sources in papers and documents. Depending upon the subject you teach, you may teach your students a different citation style. For example, if you teach English, you will instruct students in [MLA Style](https://www.mla.org/MLA-Style) (<https://www.mla.org/MLA-Style>), which is the standard citation style for that discipline. Review this [Citation Style Guide](http://subjectguides.library.american.edu/citation) (<http://subjectguides.library.american.edu/citation>), which provides a general overview of each citation style.

As with ideas from outside sources, you may want to include Creative Commons images in a paper or other print document. You are permitted to do so if the media is licensed for reuse and cited appropriately in the document. When citing Creative Commons images in a paper, follow the standard citation style used for the entire document. For example, if you are writing a paper in APA Style, use that documentation style's format for citing images in-text and in the references list.

Teaching Learners About Academic Honesty

As noted throughout this module, it is imperative that teachers and trainers teach their students about copyright and fair use laws and model appropriate use of protected materials. Teaching learners about copyright sets the stage for explaining plagiarism and academic integrity policies.

In academia, individual schools and colleges create policies regarding academic honesty expectations. Consequences of plagiarism vary, but typically range from failing an assignment or course to being suspended or expelled from an institution. Sometimes, plagiarism is caused by a lack of understanding of how to properly cite sources, which is known as misuse of sources. In some cases, educators may treat misuse of sources as a teaching moment by addressing the learners' knowledge gaps.

In corporate training, each corporation typically has an established policy in place that prohibits plagiarism (or copyright infringement) of other organizations' or individuals' works. Executives should closely monitor this policy to ensure that the trainers and employees understand it and are following it accordingly. Anyone or any materials found not in compliance with this policy should be addressed immediately.



Plagiarism can be even more of a concern in the eLearning environment due to easy access to online texts and media, but there are a variety of ways to identify plagiarism. Some school districts and higher education facilities use the source: Turnitin.com. This is an excellent tool that can be used online. Educators can submit papers online, and the tool will analyze the paper and provide statistics on how much is original content or taken from other resources. This is an excellent way to check for any plagiarism.

If you do not have access to a tool such as [Turnitin](http://www.turnitin.com/static/index.html) (<http://www.turnitin.com/static/index.html>), you may conduct your own search on the Internet. You can copy and paste a sentence from the questionable student work in the search engine. By placing double quotes (") at each end of the sentence, you will force the search engine to return results with the exact phrase or sentence.

Finding plagiarism is always challenging; you need to be tuned into your students' writing abilities. See the scenario below:

As a teacher, you suspect the following sentence to be uncharacteristic of a student's work:

From 1759 to the outbreak of the American Revolution, Washington managed his lands around Mount Vernon and served in the Virginia House of Burgesses.

You copy and paste the sentence from the submitted paper into an Internet search engine using double quotes before and after the sentence.

The following example will illustrate searching Google for suspected plagiarized work. The actual Web site (first sentence in fourth paragraph):

<https://www.whitehouse.gov/1600/presidents/georgewashington> (<https://www.whitehouse.gov/1600/presidents/georgewashington>)

[Google Results for the exact sentence found at the Web site](http://www.google.com/search?q=%22From+1759+to+the+outbreak+of+the+American+Revolution%2C+Washington+managed+his+lands+around+Mount+Vernon+and+served+in+the+us&ie=UTF-8&oe=UTF-8&startIndex=&startPage=1) (<http://www.google.com/search?q=%22From+1759+to+the+outbreak+of+the+American+Revolution%2C+Washington+managed+his+lands+around+Mount+Vernon+and+served+in+the+us&ie=UTF-8&oe=UTF-8&startIndex=&startPage=1>)

By teaching learners about copyright and fair use, you are establishing your expectations for them to complete their own work and giving them clear guidelines of what that means. Look through the following games and interactive tutorials. Use them to test your knowledge prior to completing the assignments in this module, and share them with your students.

- [Goblin Threat Plagiarism Game](http://www.lycoming.edu/library/instruction/tutorials/plagiarismgame.aspx) (<http://www.lycoming.edu/library/instruction/tutorials/plagiarismgame.aspx>) from Lycoming College
- [Plagiarism - Rags to Riches](https://www.quia.com/rr/634467.html) (<https://www.quia.com/rr/634467.html>) from Quia
- [You Quote It, You Note It](http://library.acadiau.ca/sites/default/files/library/tutorials/plagiarism/) (<http://library.acadiau.ca/sites/default/files/library/tutorials/plagiarism/>) from Vaughan Memorial Library
- [Plagiarism - Match and Plagiarism - Choose Wisely](http://www.niu.edu/ai/students/section05/games/index.htm) (<http://www.niu.edu/ai/students/section05/games/index.htm>) from Northern Illinois University
- [Plagiarism Tutorial](http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php) (<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>) from University of Southern Mississippi

Assignments

1. Readings

- Module 3 and provided Web resources, including [Teaching Copyright](http://www.teachingcopyright.org/) (<http://www.teachingcopyright.org/>)
- Chapter 8, "Copyright and Intellectual Property" in *Teaching Online: A Practical Guide*

2. Discussion: Academic/Workplace Integrity Resource and Peer Review

Reflect on this week's reading and the importance of understanding copyright law, plagiarism, fair use, and integrity. Using one of the Web 2.0 tools provided below, create an infographic that can be used in your online course to teach students about a concept relating to academic or

workplace integrity. You can choose to focus on APA Style, Creative Commons, Fair Use, or another topic discussed in the module. **The infographic should be a resource you can use in your course module for the final project in this class.** Using the Creative Commons search engines provided in the module, find at least two images or graphics from outside sources to include in your infographic, and provide appropriate attribution. Post your infographic to the discussion board and state the audience for the infographic (K-12, higher education, or business).

- [Canva](https://www.canva.com/) (<https://www.canva.com/>)
- [PiktoChart](https://piktochart.com/) (<https://piktochart.com/>)
- [Venngage](https://venngage.com/) (<https://venngage.com/>)

Post your response to the **Module 3: Discussion - Academic/Workplace Integrity Resource and Peer Review** discussion thread. **Your initial posting is due on or before 11:55 pm EST on Module 3 Monday.**

Reply to at least two of your classmates' postings. Be sure to follow the Discussion Protocols. Remember that replies such as "great idea" or "I agree" do not count for credit. Your replies should add to the depth of the conversation. **Address the following questions when discussing your peers' submission:**

- Is the infographic appropriate for the intended audience?
- Is the information about academic/workplace integrity accurately presented?
- Is appropriate image attribution provided?
- How could this infographic be incorporated into an online course?

In order to receive full credit for your Discussion, be sure to **respond** to classmates who reply to your posting **on or before 11:55 EST on Module 3 Tuesday**. See the Schedule for specific due dates. Your Discussion will be evaluated using the [Discussion Rubric](#)

<https://webcourses.ucf.edu/courses/1258035/files/61442454/download?wrap=1> 

<https://webcourses.ucf.edu/courses/1258035/files/61442454/download?wrap=1> 

<https://webcourses.ucf.edu/courses/1258035/files/61442454/download?wrap=1>.