

Instructional Design Plan

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IDT 5010 Copyright Laws for Online Learning and Development

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Introduction to Instructional Design Plan

The following instructional design plan and training are based on Gagne's Nine Events of Learning and are intended for new members of Goldsmith Learning. The new instructional designers at Goldsmith Learning will learn the essential contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide. This training is self-paced, online, and will address intellectual property, copyright, fair use, ADA/accessibility guidelines, and principles. The participants in this training are part of an instructional design team that is legally and ethically responsible for the contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide (hereafter referred to as "Guide) and the information presented during this training. Throughout this training, they will need access to an electronic or paper copy of the Guide.

The information in this training has been designed to maximize accessibility to all learners. Moreover, the text, font size, and color have been chosen to maximize readability for all learners. Also, closed captioning, photo captions, and alt text appear in all training materials. Additionally, any copyrighted material has been properly attributed to the original author. This training is self-paced and available online through a password-protected LMS to align with best practices for accessibility and fair use. While optimal accessibility was a determining factor in developing this plan, any team members who need ADA accommodations should request those from the training coordinator.

The following instructional design plan has been organized into three modules:

1. Following the Golden Rule: Ethics and Understanding Intellectual Property
2. Designing with Creativity and within the Law: Copyright and Fair Use Best Practices
3. Equal Learning Opportunities for Learners: ADA and Accessibility

Objectives for the Instruction

Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property

- Explain how the Instructional Designer's Guide to Legal and Ethical Responsibilities guide will impact how you develop instruction and perform your duties as an instructional designer, providing specific examples.
- Analyze the types of intellectual property, including copyright, patents, trademarks, and trade secrets.

Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices

- Analyze how copyright, creative commons, and fair use affect your role as an instructional designer.
- Identify and determine best practices for fair use of digital resources in given scenarios.

Module III: Equal Learning Opportunities for Learners: ADA and Accessibility

- Elaborate on ADA compliance/accessibility and how they impact the instruction design process.
- Modify an instructional design plan to promote accessibility and ADA compliance.

Instructional Design Plan Using Gagne's Nine Events of Instruction (1)

Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property

Objectives:

- Explain how the Instructional Designer's Guide to Legal and Ethical Responsibilities guide will impact how you develop instruction and perform your duties as an instructional designer, providing specific examples.

- Analyze the types of intellectual property, including copyright, patents, trademarks, and trade secrets.

Design Sequence	Description	Time	Instructional Strategy	Media (Technology, Worksheets, etc.)
Pre-Instruction	ADA and Accessibility	5 min	<p>All employees should see informational screens that contain the following information:</p> <p>"The following instructional design plan and training are based on Gagne's Nine Events of Learning and are intended for new members of Goldsmith Learning. The new instructional designers at Goldsmith Learning will learn the essential contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide. This training is self-paced, online, and will address intellectual property, copyright, fair use, ADA/accessibility guidelines, and principles. The participants in this training are part of an instructional design team that is legally and ethically responsible for the contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide (hereafter referred to as "Guide) and the information presented during this training. Throughout this training, all learners will need access to an electronic or paper copy of the Guide."</p> <p>Course Accessibility: Learners must understand how the LMS and modules work to accommodate virtual access. A screencast video should provide an overview of the LMS system and how to use the software. When creating the screencast video, use contrasting colors and choose a text font style and size that are easy to read. Also, ensure that on-screen images and graphics are easy to view. Have the option to zoom or make these features bigger or smaller. Finally, include closed captions burned into the video and as a separate text document.</p> <p>Provide options for learners to self-identify as being visually or hearing impaired. The Canvas LMS will store the learner selection. Afterward, the learner will be automatically branched to instructional modules tailored to their needs.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <div data-bbox="1211 827 1409 1226" style="border: 1px solid black; padding: 5px;"> <p>Video Accessibility</p> <p>Allow learners full control of video playback</p> <p>Include closed captions burned into the video and as a separate text document.</p> </div> <div data-bbox="1211 1260 1409 1537" style="border: 1px solid black; padding: 5px;"> <p>Text Accessibility</p> <p>Use contrasting colors. Choose a text font style and size that are easy to read.</p> </div> <div data-bbox="1211 1600 1409 1785" style="border: 1px solid black; padding: 5px;"> <p>Course Accessibility</p> <p>See the instructional strategy section.</p> </div>

<p>Pre-Instruction</p>	<p>ADA and Accessibility</p>	<p>5 min</p>	<p>"The information in this training has been designed to maximize accessibility to all learners. Moreover, the text, font size, and color have been chosen to maximize readability for all learners. Also, closed captioning, photo captions, and alt text appear in all training materials. Additionally, any copyrighted material has been properly attributed to the original author. This training is self-paced and available online through a password-protected LMS to align with best practices for accessibility and fair use. While optimal accessibility was a determining factor in developing this plan, any team members who need ADA accommodations should request those from the training coordinator."</p> <p>Course Accessibility: Learners must understand how the LMS and modules work to accommodate virtual access. A screencast video should provide an overview of the LMS system and how to use the software. When creating the screencast video, use contrasting colors and choose a text font style and size that are easy to read. Also, ensure that on-screen images and graphics are easy to view. Have the option to zoom or make these features bigger or smaller. Finally, include closed captions burned into the video and as a separate text document.</p> <p>Provide options for learners to self-identify as being visually or hearing impaired. The Canvas LMS will store the learner selection. Afterward, the learner will be automatically branched to instructional modules tailored to their needs.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <div data-bbox="1208 558 1409 957" style="border: 1px solid black; padding: 5px;"> <p>Video Accessibility</p> <p>Allow learners full control of video playback</p> <p>Include closed captions burned into the video and as a separate text document.</p> </div> <div data-bbox="1208 989 1409 1268" style="border: 1px solid black; padding: 5px;"> <p>Text Accessibility</p> <p>Use contrasting colors. Choose a text font style and size that are easy to read.</p> </div>
<p>Gain Attention</p>	<p>Pre-instructional Strategy</p>	<p>5 min</p>	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The LMS screen should provide the module title (Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property) and the following text to gain learner attention and introduce Module I:</p> <p>"Instructional designers must combine laws and principles concerning intellectual property, accessibility, and eLearning design. As a professional instructional designer, you must appropriately manage and make sound decisions about the legal and ethical situations you may face. This Instructional Designers' Guide to Legal and Ethical Responsibilities includes numerous sections to help you decide the best course of action during the design process. Topics include: 1) Code of Ethics Statement</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <div data-bbox="1208 1688 1409 1892" style="border: 1px solid black; padding: 5px;"> <p>Video Accessibility</p> <p>Allow learners full control of video playback</p> </div>

			<p>2) Definitions including digital citizenship, intellectual property, copyright, fair use, patent, trade secrets, copyright, and trademark</p> <p>3) Principles for Determining Fair Use</p> <p>4) Code of Best Practices for Instructional Designers</p> <p>5) Use-Case Scenario that incorporates the principles of intellectual property, copyright, accessibility, and ADA compliance</p> <p>6) Additional Resources</p> <p>"This guide is intended to be a tool to help determine legal and ethical responsibilities for instructional designers. Professional ethics is an essential component of educational technology. As defined by the Association for Educational Communications and Technology (AECT), "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (Spector, 2016, p.1003). This Instructional Designers' Guide to Legal and Ethical Responsibilities includes specific laws, legal requirements, and ethical concerns instructional designers must follow. This guide is not intended to be a replacement or provide legal advice. Use this guide as a tool for instructional designers regarding ethics, intellectual property, fair use, and appropriate accommodations for learners; however, please explore or seek legal advice when needed."</p>	<p>Include closed captions burned into the video and as a separate text document.</p> <p>Text Accessibility</p> <p>Use contrasting colors. Choose a text font style and size that are easy to read.</p>
<p>Inform Learners of Objectives</p>	<p>Pre-instructional Strategy</p>	<p>5 min</p>	<p>Teach & Train:</p> <p>All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property) and the following text to inform the learners of the objectives.</p> <p>The following training is based on Gagne's Nine Events of Learning and is intended for new members of Goldsmith Learning. The new instructional designers at Goldsmith Learning will learn the essential contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide. This training series is broken down into three modules with the following titles:</p> <ol style="list-style-type: none"> 1. Following the Golden Rule: Ethics and Understanding Intellectual Property 2. Designing with Creativity and within the Law: Copyright and Fair Use Best Practices 3. Equal Opportunities for All Learners: ADA and Accessibility 	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <p>Video Accessibility</p> <p>Allow learners full control of video playback</p> <p>Include closed captions burned into the video and</p>

			<p>This session will focus on the following: Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property</p> <p>At the end of this module, you will be able to:</p> <ul style="list-style-type: none"> • Explain how the Instructional Designer's Guide to Legal and Ethical Responsibilities guide will impact how you develop instruction and perform your duties as an instructional designer, providing specific examples. • Analyze the types of intellectual property, including copyright, patents, trademarks, and trade secrets. <p>Course Accessibility: Learners self-identified as visually or hearing impaired will automatically be branched to instructional modules tailored to their needs.</p>	<p>as a separate text document.</p> <p>Text Accessibility Use contrasting colors. Choose a text font style and size that are easy to read.</p> <p>Course Accessibility See the instructional strategy section.</p>
Stimulate Recall of Prior Learning	Pre-instructional Strategy	2 min	<p>Teach & Train: The LMS screen should provide the module title (Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property) and the following text: "Take a moment to think about what you already know or have experienced.</p> <ul style="list-style-type: none"> • Recall a situation where your ethics dictated you responded to or handled a particular situation. • How did your ethics affect your actions? • Consider various situations during the instructional design process where a designer must make ethical decisions. • How might the ethics of an instructional designer conflict with a customer? • What might an instructional designer do in such a situation? <p>Accessibility and ADA Compliance: The instructor must ensure that accessibility guidelines, UDL principles, and ADA compliance are incorporated into instructional strategies and delivery.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <p>Accessibility and ADA Compliance See the instructional strategy section.</p>
Present Stimulus Material	Initial Presentation	4 hours	<p>Teach & Train: The LMS screen should provide the module title (Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property) and the following text: "Code of Ethics Statement</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p>

		<p>A unified Code of Ethics provides a standard for maintaining a high level of professional, ethical, and legal principles and conduct within our instructional design team. Additionally, members of this instructional design team are expected to follow these Codes of Ethics standards to promote the best interests of the team, clients, and the company we serve."</p> <p>"This discussion section will take place on Perusall, and we will annotate the Instructional Designers' Guide to Legal and Ethical Responsibilities together.</p> <p>All learners will focus on the Code of Ethics Statements and Definitions found on pages three through eight in the Guide.</p> <p>This activity is intended to cultivate a collaborative reading experience that allows us all to engage the reading with one another in a thoughtful, social, and dynamic way."</p> <p>"Activity:</p> <ul style="list-style-type: none"> • Click on the button below "Module I: Activity - Code of Ethics Statements and Definitions (Perusall)." • Once you have clicked on the button, if this is the first time you have ever used it, it may prompt a Terms of Service & Privacy Policy page. Once you review these terms, please click on "OK." • There are no other logins for you to do. • You can go through the tour or skip it. • You are ready to start annotating! • See Perusall Instructions and Annotating Guidelines below. <p><i>Note: Please do not enter Perusall from the left navigation, as this may not bring you to the assignment. Please follow the instructions below."</i></p> <p>"Perusall Instructions and Tutorial: Annotating Instructions on Perusall:</p> <ul style="list-style-type: none"> • You can start a new annotation thread in Perusall by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. • To start a conversation, highlight some text; once you finish highlighting, you will see a panel on the right where you can type your comment. Press Enter or Return to submit the comment; your classmates will see it appear in real time. (If you are having trouble highlighting text, please review this 	<p>ID Authoring Tool</p>
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			<p>page, Why can't I highlight part of the text Links to an external site.?</p> <ul style="list-style-type: none"> • When someone responds to your question or comment, you will receive a notification by email, and you can post a reply by either signing on or merely replying to the email. • To add to a conversation started by one of your classmates, click on the highlight in the text to open up the conversation panel, type your comment, and then press Enter. • Using the toolbar buttons at the top, you can highlight a figure's part rather than text. When you have elected to highlight a figure, click and drag to draw a box around the area of interest or click to drop a map pin. • While reading the document, change which comments you see by clicking the filter dropdown at the top of the page (which says All comments by default). • Learn more about Perusall or technical questions. • View the following YouTube video, "<i>How to read and discuss on Perusall Tutorial Video.</i>" • https://www.youtube.com/watch?v=U5LA5eJL1Zs <p>Guidelines for Annotating on Perusall: The following are guidelines you may find helpful.</p> <ul style="list-style-type: none"> • Highlight words and concepts that are unclear to you and explain your thoughts. • Share facts and descriptions from the text that surprise you, and tell us why. • Engage the text in multiple places. • Ask questions using a "?" in your comment (Perusall automatically turns it into a question) • Read the comments and questions posed by others. • Answer your classmates' questions by "mentioning" them (use @ to tag a classmate in your response so that the individual knows you are directly engaging them). • Upvote comments or questions you find helpful. • Connect ideas found in the readings to the real-life experiences you have or know. • Use the picture tool to add a visual element to your annotation or illustrate your point. • Link to other resources to add context to your post or question." 	
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Provide Learner Guidance	Initial Presentation	2 min	<p>Teach & Train: The LMS screen should provide the module title (Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property) and the following text:</p> <p>"The new instructional designers at Goldsmith Learning should annotate their Guide to stimulate active learning of the information. Moreover, learners should write questions, scenarios, and other learning strategies that help them comprehend the information they are learning. Additionally, future designer screencasts and instructional design activities will include learner annotations, questions, scenarios, and comprehension strategies."</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p>
Elicit Performance	Generative Strategy	8 hours	<p>Teach & Train: The LMS screen should provide the module title (Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property) and the following text:</p> <p>Teach & Train "All new instructional designers at Goldsmith Learning will be given two assignments to elicit performance:</p> <ol style="list-style-type: none"> 1. All instructional designers will create screencasts using Camtasia or other screencast software. 2. Each screencast will have instructional designers instruct on the Code of Ethics Statements in the Guide. 3. All learners will author an instructional design project on all Definitions found in the Guide using an authoring tool of the designer's choice. 4. The intended audience for the instructional designers' screencasts and ID projects will be future instructional designers new to Goldsmith Learning. 5. Follow the grading rubrics for the screencasts and ID project(s) to ensure that all instructional components are present." 	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>Screencast software</p> <p>Screencast video</p>
Provide Feedback	Generative Strategy	5 min	<p>The LMS screen should provide the module title (Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property) and the following text:</p> <ol style="list-style-type: none"> 1. "All learners will attach links to their screencasts and completed ID projects through the LMS for Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property. 2. Your Goldsmith Learning instructor will provide feedback to each student. 	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>Screencast software</p>

			<p>3. Learners must view their colleagues' screencasts and ID projects if this is a group course.</p> <p>4. Quality posts and responses contribute to a rich learning community by asking questions and building on the ideas of others in a collegial manner.</p> <p>5. The following engagement expectations are required of all learners. Please respond to all learners in the course by including questions or comments about their lessons and projects in the LMS."</p>	Screencast video
Assess Performance	Post-Instructional	2 min	The Goldsmith Learning instructor will evaluate all screencasts and ID projects based on Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property rubrics as they relate to the module objectives. Also, the instructor will provide constructive and specific feedback to each learner through the LMS.	<p>Computer with internet or mobile device</p> <p>LMS system</p>
Enhance Retention and Transfer	Post-Instructional	2 min	<p>The LMS screen should provide the module title (Module I: Following the Golden Rule: Ethics and Understanding Intellectual Property) and the following text:</p> <p>"Through this module, you have learned how our Code of Ethics relates to your position as an Instructional Designer. You have also developed a working knowledge of the terms associated with intellectual property and how each type of intellectual property may relate to your job. In the next module, we will delve deeper into how copyright affects instructional designers and what constitutes a fair use of copyrighted materials. Remember the ethical considerations and terms you learned in this module as you progress."</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p>

Instructional Design Plan Using Gagne’s Nine Events of Instruction (2)

Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices

Objectives:

- Analyze how copyright, creative commons, and fair use affect your role as an instructional designer.
- Identify and determine best practices for fair use of digital resources in given scenarios.

Design Sequence	Description	Time	Instructional Strategy	Media (Technology, Worksheets, etc.)							
Pre-Instruction	ADA and Accessibility	5 min	<p>All employees should see informational screens that contain the following information:</p> <p>"The following instructional design plan and training are based on Gagne's Nine Events of Learning and are intended for new members of Goldsmith Learning. The new instructional designers at Goldsmith Learning will learn the essential contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide. This training is self-paced, online, and will address intellectual property, copyright, fair use, ADA/accessibility guidelines, and principles. The participants in this training are part of an instructional design team that is legally and ethically responsible for the contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide (hereafter referred to as "Guide) and the information presented during this training. Throughout this training, all learners will need access to an electronic or paper copy of the Guide."</p> <p>Course Accessibility: Learners must understand how the LMS and modules work to accommodate virtual access. A screencast video should provide an overview of the LMS system and how to use the software. When creating the screencast video, use contrasting colors and choose a text font style and size that are easy to read. Also, ensure that on-screen images and graphics are easy to view. Have the option to zoom or make these features bigger or smaller. Finally, include closed captions burned into the video and as a separate text document.</p> <p>Provide options for learners to self-identify as being visually or hearing impaired. The Canvas LMS will store the learner selection. Afterward, the learner will be automatically branched to instructional modules tailored to their needs.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <table border="1" data-bbox="1208 680 1409 1079"> <tr> <td data-bbox="1208 680 1409 743">Video Accessibility</td> </tr> <tr> <td data-bbox="1208 743 1409 890">Allow learners full control of video playback</td> </tr> <tr> <td data-bbox="1208 890 1409 1079">Include closed captions burned into the video and as a separate text document.</td> </tr> </table> <table border="1" data-bbox="1208 1108 1409 1390"> <tr> <td data-bbox="1208 1108 1409 1171">Text Accessibility</td> </tr> <tr> <td data-bbox="1208 1171 1409 1390">Use contrasting colors. Choose a text font style and size that are easy to read.</td> </tr> </table> <table border="1" data-bbox="1208 1453 1409 1638"> <tr> <td data-bbox="1208 1453 1409 1516">Course Accessibility</td> </tr> <tr> <td data-bbox="1208 1516 1409 1638">See the instructional strategy section.</td> </tr> </table>	Video Accessibility	Allow learners full control of video playback	Include closed captions burned into the video and as a separate text document.	Text Accessibility	Use contrasting colors. Choose a text font style and size that are easy to read.	Course Accessibility	See the instructional strategy section.
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Pre-Instruction	ADA and Accessibility	5 min	<p>"The information in this training has been designed to maximize accessibility to all learners. Moreover, the text, font size, and color have been chosen to maximize readability for all learners. Also, closed captioning, photo captions, and alt text appear in all training materials. Additionally, any copyrighted material has been properly attributed to the original author. This training is</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p>							

			<p>self-paced and available online through a password-protected LMS to align with best practices for accessibility and fair use. While optimal accessibility was a determining factor in developing this plan, any team members who need ADA accommodations should request those from the training coordinator."</p> <p>Course Accessibility: Learners must understand how the LMS and modules work to accommodate virtual access. A screencast video should provide an overview of the LMS system and how to use the software. When creating the screencast video, use contrasting colors and choose a text font style and size that are easy to read. Also, ensure that on-screen images and graphics are easy to view. Have the option to zoom or make these features bigger or smaller. Finally, include closed captions burned into the video and as a separate text document.</p> <p>Provide options for learners to self-identify as being visually or hearing impaired. The Canvas LMS will store the learner selection. Afterward, the learner will be automatically branched to instructional modules tailored to their needs.</p>	<p>ID Authoring Tool</p> <table border="1" data-bbox="1208 315 1414 714"> <tr> <td data-bbox="1208 315 1414 378">Video Accessibility</td> </tr> <tr> <td data-bbox="1208 378 1414 504">Allow learners full control of video playback</td> </tr> <tr> <td data-bbox="1208 504 1414 714">Include closed captions burned into the video and as a separate text document.</td> </tr> </table> <table border="1" data-bbox="1208 745 1414 1024"> <tr> <td data-bbox="1208 745 1414 808">Text Accessibility</td> </tr> <tr> <td data-bbox="1208 808 1414 1024">Use contrasting colors. Choose a text font style and size that are easy to read.</td> </tr> </table>	Video Accessibility	Allow learners full control of video playback	Include closed captions burned into the video and as a separate text document.	Text Accessibility	Use contrasting colors. Choose a text font style and size that are easy to read.
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Gain Attention	Pre-instructional Strategy	5 min	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices) and the following text to gain learner attention and introduce Module II:</p> <p>"Instructional designers must combine laws and principles concerning intellectual property, accessibility, and eLearning design. As a professional instructional designer, you must appropriately manage and make sound decisions about the legal and ethical situations you may face. This Instructional Designers' Guide to Legal and Ethical Responsibilities includes numerous sections to help you decide the best course of action during the design process. Topics include:</p> <ol style="list-style-type: none"> 1) Code of Ethics Statement 2) Definitions including digital citizenship, intellectual property, copyright, fair use, patent, trade secrets, copyright, and trademark 3) Principles for Determining Fair Use 4) Code of Best Practices for Instructional Designers 	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p>					

			<p>5) Use-Case Scenario that incorporates the principles of intellectual property, copyright, accessibility, and ADA compliance 6) Additional Resources</p> <p>"This guide is intended to be a tool to help determine legal and ethical responsibilities for instructional designers. Professional ethics is an essential component of educational technology. As defined by the Association for Educational Communications and Technology (AECT), "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (Spector, 2016, p.1003). This Instructional Designers' Guide to Legal and Ethical Responsibilities includes specific laws, legal requirements, and ethical concerns instructional designers must follow. This guide is not intended to be a replacement or provide legal advice. Use this guide as a tool for instructional designers regarding ethics, intellectual property, fair use, and appropriate accommodations for learners; however, please explore or seek legal advice when needed."</p>	
<p>Inform Learners of Objectives</p>	<p>Pre-instructional Strategy</p>	<p>5 min</p>	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices) and the following text to the learners.</p> <p>“The following training is based on Gagne's Nine Events of Learning and is intended for new members of Goldsmith Learning. The new instructional designers at Goldsmith Learning will learn the essential contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide. This training series is broken down into three modules with the following titles:</p> <ol style="list-style-type: none"> 1. Following the Golden Rule: Ethics and Understanding Intellectual Property 2. Designing with Creativity and within the Law: Copyright and Fair Use Best Practices 3. Equal Opportunities for All Learners: ADA and Accessibility <p>This session will focus on the following: Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices</p> <p>At the end of this module, you will be able to:</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Course Accessibility See the instructional strategy section.</p> </div>

			<ul style="list-style-type: none"> Analyze how copyright, creative commons, and fair use affect your role as an instructional designer. Identify and determine best practices for fair use of digital resources in given scenarios.” <p>Course Accessibility: Learners self-identified as visually or hearing impaired will automatically be branched to instructional modules tailored to their needs.</p>			
Stimulate Recall of Prior Learning	Pre-instructional Strategy	5 min	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices) and the following text to the learners.</p> <p>"Recall what you have learned about ethics and intellectual property. Literacy is expanding as a result of changes in communications technology. Review the four components of 21st-century skills: tool competence; creativity and expression; teamwork and collaboration; analysis, critical thinking, and ethical judgment. All teachers are responsible for supporting the development of these skills. One component of digital citizenship is understanding copyright and fair use" (Hobbs, 2010, p. 97).</p> <p>"How confident are you about copyright and fair use? Use a five-point scale to ask participants to reflect on their confidence level in their knowledge about copyright and fair use as it applies to teaching and learning. Are they very confident, somewhat confident, in the middle, not confident, or not at all confident?" (Hobbs, 2010, p. 97).</p> <p>Accessibility and ADA Compliance: The instructor must ensure that accessibility guidelines, UDL principles, and ADA compliance are incorporated into instructional strategies and delivery.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <table border="1" data-bbox="1208 913 1409 1129"> <tr> <td>Accessibility and ADA Compliance</td> </tr> <tr> <td>See the instructional strategy section.</td> </tr> </table>	Accessibility and ADA Compliance	See the instructional strategy section.
Accessibility and ADA Compliance						
See the instructional strategy section.						
Present Stimulus Material	Initial Presentation	5 hours	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices) and the following text to the learners.</p> <p>"Under certain conditions, copyright law has certain elements that permit quotations from copyrighted works without permission or</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p>		

		<p>payment. Furthermore, as stated by Hobbs (2010), "At the heart of copyright law, the doctrine of fair use states that people have a right to use copyrighted materials freely without payment or permission, for purposes such as criticism, comment, news reporting, teaching, scholarship, and research." Copyright law does not specify how to apply fair use, so each instructional designer must use reasoning and logic to assess each specific situation and context (Hobbs, 2010). Fair use doctrine is flexible; therefore, hard-and-fast rules do not apply."</p> <p>"All new instructional designers at Goldsmith Learning will view the following learning resources on copyright, creative commons, and fair use best practices. Afterward, all learners will complete the following steps:</p> <ul style="list-style-type: none"> • Compare the information presented in each learning resource with the Guide on these topics. • Participate in a discussion section on Perusall for each learning resource • Annotate each learning resource together • Write and keep permanent notes in your Guide of information or another note-taking resource to help you as an instructional designer. • Provide at least three annotations and three reply comments per Perusall text and video learning resource. <p>This activity is intended to cultivate a collaborative reading experience that allows us all to engage the reading with one another in a thoughtful, social, and dynamic way."</p> <p>Perusall Text and Video Learning Resources:</p> <p>View the video and complete the assignment on <i>A Copyright-Friendly Toolkit</i> by Joyce Valencia at https://www.smores.com/f677-a-copyright-friendly-toolkit</p> <p>Read over the website and complete the assignment on The University of Rhode Island Libraries site. Pay special attention to the <i>Copyright</i>, <i>Fair Use</i>, and <i>Alternatives to Fair Use</i> tabs. Review examples of textual materials, images, videos, and sound recordings: https://uri.libguides.com/fairuse</p>	
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			<p>View the video and complete the assignment on <i>Fair Use for Media Literacy Education</i>: https://www.youtube.com/watch?v=pk-jB9Rd5tk</p> <p>Read over the website and complete the assignment on <i>Copyright In eLearning: Intellectual Property And License Problems</i>: https://elearningindustry.com/copyright-in-elearning-intellectual-property-license-problems</p> <p>Read over the website and complete the assignment on <i>Copyright And Licence Issues In eLearning You Should Be Aware Of</i>: https://elearningindustry.com/copyright-and-licence-issues-in-elearning-aware</p> <p>Read over the website and complete the assignment on <i>Copyright And Intellectual Property In Instructional Design</i>: https://elearningindustry.com/intellectual-property-in-instructional-design-copyright</p> <p>Read over the website and complete the assignment on <i>Copyright Protection In eLearning Design: What You Need To Know To Protect Your Work</i>: https://elearningindustry.com/copyright-protection-in-elearning-design-need-know-protect-work</p> <p>Annotate the document <i>The Code of Best Practices in Fair Use for Media Literacy Education</i>: http://cmsimpact.org/code/code-best-practices-fair-use-media-literacy-education/</p>	
<p>Provide Learner Guidance</p>	<p>Initial Presentation</p>	<p>2 min</p>	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices) and the following text to the learners.</p> <p>"The new instructional designers at Goldsmith Learning should annotate their Guide to stimulate active learning of the information. Moreover, learners should write questions, scenarios, and other learning strategies that help them comprehend the information they are learning. Additionally, future designer projects will include learner annotations, questions, scenarios, and comprehension strategies."</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p>

<p>Elicit Performance</p>	<p>Generative Strategy</p>	<p>7 hours</p>	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices) and the following text to the learners.</p> <p>For this section of Module II, you will be presented with three common scenarios that instructional designers routinely experience while working through the design process. Next, you will analyze each scenario for copyright and fair use. Before using any copyrighted material, determine whether fair use applies by working through Sections I, II, III, IV, and V.</p> <p>Please record the answers to all sections in your instructional design planning documentation that has been provided to you. If uncertainties exist after applying Sections I, II, III, IV, and V, an instructional designer would use Creative Commons and our current media subscription services as legal safeguards. Moreover, Creative Commons will be explored in a future Module II lesson. Finally, should any hesitations occur during the instructional design process about using a digital asset, seek administrative approval before proceeding.”</p> <p>Section I: "Four-Factors" Principle The Copyright Act statute requires, at a minimum, the following:</p> <ol style="list-style-type: none"> 1. Consider the character of the use. What are you doing with the material; is it of a commercial nature, or is it for non-profit educational purposes? 2. Consider the nature of the original work. Is it mainly factual reporting or an imaginative production? 3. Consider the amount taken. Is it the central part of the work? What is the portion used concerning the copyrighted work as a whole? 4. Consider the effect of taking on the market value of the work. What is the effect of the use upon the potential market for or value of the copyrighted work? <p>References: (Aufderheide & Jaszi, 2018) (Hobbs, 2010) Please record the answers to Section I in your instructional design planning documentation.</p> <p>Section II: "Two Key Questions" As a result of litigation, judges have employed two questions when determining a typical fair-use</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p>
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		<p>calculation. Before using any copyrighted material, determine whether fair use applies by answering the "Two Key Questions" below.</p> <ol style="list-style-type: none"> 1. "Did the unlicensed use "transform" the material taken from the copyrighted work by using it for a different purpose than that of the original, or did it just repeat the work for the same intent and value as the original?" (Aufderheide & Jaszi, 2021, p.6). 2. "Was the material taken appropriate in kind and amount, considering the nature of the copyrighted work and of the use?" (Aufderheide, & Jaszi, 2021, p.6). <p>The answers to the "Two Key Questions" should both be yes. If not, use Creative Commons and our current media subscription services as legal safeguards. Additionally, please record the answers to Section II in your instructional design planning documentation.</p> <p>Section III: "Fair Use Evaluator" The Fair Use Evaluator is an interactive tool that takes you step-by-step through the factors of fair use and helps you better understand how to determine the "fairness" of a use under the U.S. Copyright Code. This tool does not provide legal advice. The Fair Use Evaluator tool will provide you with a time-stamped .pdf document that must be included in your instructional design planning documentation.</p> <p>Section IV: "Fair Use Checklist" Read through the Copyright Advisory Services webpage at Columbia University Libraries. Afterward, print, complete, and save the "Fair Use Checklist" in your instructional design planning documentation. Furthermore, read through the Creative Commons Attribution License at the bottom of the Columbia University Libraries webpage.</p> <p>Section V: Code of Best Practices A unified Code of Best Practices for Instructional Designers provides a standard for maintaining a high level of professional, ethical, and legal principles and conduct within our instructional design team. This Code of Best Practices offers several best practices for specific situations in sound recordings, visual arts, teaching, and media literacy, to name a few. Please note that these best practices are not law. The doctrine of fair use is flexible and, therefore, must be examined in light of each situation. Moreover, use Creative Commons and our current media subscription services as legal safeguards. Finally, should any</p>	
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		<p>hesitations occur during the instructional design process about using a digital asset, seek administrative approval before proceeding.</p> <p>All new instructional designers at Goldsmith Learning will view the following learning resources on copyright, creative commons, and fair use best practices. Afterward, all learners will complete the following steps:</p> <ul style="list-style-type: none"> • Compare the information presented in each learning resource with the Guide on these topics. • Participate in a discussion section on Persuall for each learning resource • Annotate each learning resource together • Write and keep permanent notes in your Guide of information or another note-taking resource to help you as an instructional designer. • Provide at least three annotations and three reply comments per Perusall text learning resource. <p>This activity is intended to cultivate a collaborative reading experience that allows us all to engage the reading with one another in a thoughtful, social, and dynamic way.</p> <p>Perusall Text Learning Resources:</p> <p>Annotate the document <i>The Code of Best Practices in Fair Use for Open Educational Resources</i> https://cmsimpact.org/code/open-educational-resources/</p> <p>Annotate the document <i>Documentary Filmmakers' Statement of Best Practices in Fair Use</i> https://cmsimpact.org/code/documentary-filmmakers-statement-of-best-practices-in-fair-use/</p> <p>Annotate the document <i>The Code of Best Practices in Fair Use for Online Video</i> https://cmsimpact.org/code/code-best-practices-fair-use-online-video/</p> <p>Read over the website and complete the assignment <i>Copyright Crash Course</i> at the University of Texas https://guides.lib.utexas.edu/copyright</p>	
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Provide Feedback	Generative Strategy	5 min	The Goldsmith Learning instructor should provide feedback to each learner for each Perusall text and video learning resource. Additionally, each instructor should document at least three annotations and three reply comments per Perusall text and video learning resource for each learner.	Computer with internet or mobile device LMS system
Assess Performance	Post-Instructional	2 min	The Goldsmith Learning instructor should provide a grade for each Perusall text and video learning resource using the Perusall grading rubric for each learner. Additionally, each instructor should document at least three annotations and three reply comments per Perusall text and video learning resource for each learner.	Computer with internet or mobile device LMS system
Enhance Retention and Transfer	Post-Instructional	5 min	All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices) and the following text to the learners. "In Module II: Designing with Creativity and within the Law: Copyright and Fair Use Best Practices , you have analyzed how copyright, creative commons, and fair use affect your role as an instructional designer. Additionally, you have identified and determined best practices for the fair use of digital resources in given scenarios. Use this module's new tools as you work through the design process. Moreover, regularly refer to written and permanent notes. Next, analyze each questionable instructional design scenario for copyright and fair use. Lastly, before using any copyrighted material, determine whether fair use applies by working through Sections I, II, III, IV, and V, as noted in Module II.	Computer with internet or mobile device LMS system

Module III: Equal Opportunities for All Learners: ADA and Accessibility

Objectives:

- Elaborate on ADA compliance/accessibility and how they impact the instruction design process.
- Modify an instructional design plan to promote accessibility and ADA compliance.

Design Sequence	Description	Time	Instructional Strategy	Media (Technology, Worksheets, etc.)							
Pre-Instruction	ADA and Accessibility	5 min	<p>All employees should see informational screens that contain the following information:</p> <p>"The following instructional design plan and training are based on Gagne's Nine Events of Learning and are intended for new members of Goldsmith Learning. The new instructional designers at Goldsmith Learning will learn the essential contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide. This training is self-paced, online, and will address intellectual property, copyright, fair use, ADA/accessibility guidelines, and principles. The participants in this training are part of an instructional design team that is legally and ethically responsible for the contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide (hereafter referred to as "Guide) and the information presented during this training. Throughout this training, all learners will need access to an electronic or paper copy of the Guide."</p> <p>Course Accessibility: Learners must understand how the LMS and modules work to accommodate virtual access. A screencast video should provide an overview of the LMS system and how to use the software. When creating the screencast video, use contrasting colors and choose a text font style and size that are easy to read. Also, ensure that on-screen images and graphics are easy to view. Have the option to zoom or make these features bigger or smaller. Finally, include closed captions burned into the video and as a separate text document.</p> <p>Provide options for learners to self-identify as being visually or hearing impaired. The Canvas LMS will store the learner selection. Afterward, the learner will be automatically branched to instructional modules tailored to their needs.</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <table border="1" data-bbox="1208 680 1409 1079"> <tr> <td data-bbox="1208 680 1409 743">Video Accessibility</td> </tr> <tr> <td data-bbox="1208 743 1409 890">Allow learners full control of video playback</td> </tr> <tr> <td data-bbox="1208 890 1409 1079">Include closed captions burned into the video and as a separate text document.</td> </tr> </table> <table border="1" data-bbox="1208 1108 1409 1390"> <tr> <td data-bbox="1208 1108 1409 1171">Text Accessibility</td> </tr> <tr> <td data-bbox="1208 1171 1409 1390">Use contrasting colors. Choose a text font style and size that are easy to read.</td> </tr> </table> <table border="1" data-bbox="1208 1453 1409 1638"> <tr> <td data-bbox="1208 1453 1409 1516">Course Accessibility</td> </tr> <tr> <td data-bbox="1208 1516 1409 1638">See the instructional strategy section.</td> </tr> </table>	Video Accessibility	Allow learners full control of video playback	Include closed captions burned into the video and as a separate text document.	Text Accessibility	Use contrasting colors. Choose a text font style and size that are easy to read.	Course Accessibility	See the instructional strategy section.
Video Accessibility											
Allow learners full control of video playback											
Include closed captions burned into the video and as a separate text document.											
Text Accessibility											
Use contrasting colors. Choose a text font style and size that are easy to read.											
Course Accessibility											
See the instructional strategy section.											
Pre-Instruction	ADA and Accessibility	5 min	<p>"The information in this training has been designed to maximize accessibility to all learners. Moreover, the text, font size, and color have been chosen to maximize readability for all learners. Also, closed captioning, photo captions, and alt text appear in all training materials. Additionally, any copyrighted material has been properly attributed to the original author. This training is</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p>							

			<p>self-paced and available online through a password-protected LMS to align with best practices for accessibility and fair use. While optimal accessibility was a determining factor in developing this plan, any team members who need ADA accommodations should request those from the training coordinator."</p> <p>Course Accessibility: Learners must understand how the LMS and modules work to accommodate virtual access. A screencast video should provide an overview of the LMS system and how to use the software. When creating the screencast video, use contrasting colors and choose a text font style and size that are easy to read. Also, ensure that on-screen images and graphics are easy to view. Have the option to zoom or make these features bigger or smaller. Finally, include closed captions burned into the video and as a separate text document.</p> <p>Provide options for learners to self-identify as being visually or hearing impaired. The Canvas LMS will store the learner selection. Afterward, the learner will be automatically branched to instructional modules tailored to their needs.</p>	<p>ID Authoring Tool</p> <table border="1" data-bbox="1208 315 1409 714"> <tr> <td>Video Accessibility</td> </tr> <tr> <td>Allow learners full control of video playback</td> </tr> <tr> <td>Include closed captions burned into the video and as a separate text document.</td> </tr> </table> <table border="1" data-bbox="1208 745 1409 1024"> <tr> <td>Text Accessibility</td> </tr> <tr> <td>Use contrasting colors. Choose a text font style and size that are easy to read.</td> </tr> </table>	Video Accessibility	Allow learners full control of video playback	Include closed captions burned into the video and as a separate text document.	Text Accessibility	Use contrasting colors. Choose a text font style and size that are easy to read.
Video Accessibility									
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<p>Gain Attention</p>	<p>Pre-instructional Strategy</p>	<p>5 min</p>	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module III: Equal Opportunities for All Learners: ADA and Accessibility) and the following text to gain learner attention and introduce Module III:</p> <p>"Instructional designers must combine laws and principles concerning intellectual property, accessibility, and eLearning design. As a professional instructional designer, you must appropriately manage and make sound decisions about the legal and ethical situations you may face. This Instructional Designers' Guide to Legal and Ethical Responsibilities includes numerous sections to help you decide the best course of action during the design process. Topics include:</p> <ol style="list-style-type: none"> 1) Code of Ethics Statement 2) Definitions including digital citizenship, intellectual property, copyright, fair use, patent, trade secrets, copyright, and trademark 3) Principles for Determining Fair Use 4) Code of Best Practices for Instructional Designers 	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <table border="1" data-bbox="1208 1444 1409 1843"> <tr> <td>Video Accessibility</td> </tr> <tr> <td>Allow learners full control of video playback</td> </tr> <tr> <td>Include closed captions burned into the video and as a separate text document.</td> </tr> </table> <table border="1" data-bbox="1208 1875 1409 1902"> <tr> <td>Text</td> </tr> </table>	Video Accessibility	Allow learners full control of video playback	Include closed captions burned into the video and as a separate text document.	Text	
Video Accessibility									
Allow learners full control of video playback									
Include closed captions burned into the video and as a separate text document.									
Text									

			<p>5) Use-Case Scenario that incorporates the principles of intellectual property, copyright, accessibility, and ADA compliance</p> <p>6) Additional Resources</p> <p>"This guide is intended to be a tool to help determine legal and ethical responsibilities for instructional designers. Professional ethics is an essential component of educational technology. As defined by the Association for Educational Communications and Technology (AECT), "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (Spector, 2016, p.1003). This Instructional Designers' Guide to Legal and Ethical Responsibilities includes specific laws, legal requirements, and ethical concerns instructional designers must follow. This guide is not intended to be a replacement or provide legal advice. Use this guide as a tool for instructional designers regarding ethics, intellectual property, fair use, and appropriate accommodations for learners; however, please explore or seek legal advice when needed."</p>	<p>Accessibility</p> <p>Use contrasting colors. Choose a text font style and size that are easy to read.</p>
<p>Inform Learners of Objectives</p>	<p>Pre-instructional Strategy</p>	<p>5 min</p>	<p>Teach & Train:</p> <p>All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module III: Equal Opportunities for All Learners: ADA and Accessibility) and the following text to the learners.</p> <p>"The following training is based on Gagne's Nine Events of Learning and is intended for new members of Goldsmith Learning. The new instructional designers at Goldsmith Learning will learn the essential contents of the Instructional Designer's Guide to Legal and Ethical Responsibilities guide. This training series is broken down into three modules with the following titles:</p> <ol style="list-style-type: none"> 1. Following the Golden Rule: Ethics and Understanding Intellectual Property 2. Designing with Creativity and within the Law: Copyright and Fair Use Best Practices 3. Equal Opportunities for All Learners: ADA and Accessibility <p>This session will focus on the following: Module III: Equal Opportunities for All Learners: ADA and Accessibility</p> <p>At the end of this module, you will be able to:</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <p>Course Accessibility</p> <p>See the instructional strategy section.</p>

			<ul style="list-style-type: none"> • Elaborate on ADA compliance/accessibility and how they impact the instruction design process. • Modify an instructional design plan to promote accessibility and ADA compliance." <p>Course Accessibility: Learners self-identified as visually or hearing impaired will automatically be branched to instructional modules tailored to their needs.</p>	
Stimulate Recall of Prior Learning	Pre-instructional Strategy	15 min	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module III: Equal Opportunities for All Learners: ADA and Accessibility) and the following text to the learners.</p> <p>"View the YouTube video on Shelby Nurse, a college student diagnosed with cerebral palsy when she was a year old. In Shelby Nurse's world, disability does not mean "Shelby cannot do this." Disability means figuring out a way she CAN do it. One of the tools Shelby uses to "do this" is Kurzweil 3000. In her early years, it was IntelliTools. Watch this uplifting video to learn more about Shelby and the technology that changed her life."</p> <p>https://www.youtube.com/watch?v=fHG6N-alkA</p> <p>"Think about Shelby Nurse and her life as a college student using adaptive technology. Shelby overcomes her disability by figuring out how she can achieve a goal. Now, think about the following questions:</p> <ol style="list-style-type: none"> 1. What adaptive tools did Shelby use during the video? 2. How does Shelby's disability affect the way she learns in college? 3. What other types of accommodations help learners succeed in school? 4. Think about what you already know regarding accessibility laws?" <p>Accessibility and ADA Compliance: The instructor must ensure that accessibility guidelines, UDL principles, and ADA compliance are incorporated into instructional strategies and delivery.</p> 	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Accessibility and ADA Compliance</p> <p>See the instructional strategy section.</p> </div>

<p>Present Stimulus Material</p>	<p>Initial Presentation</p>	<p>5 hours</p>	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module III: Equal Opportunities for All Learners: ADA and Accessibility) and the following text to the learners.</p> <p>"Instructional designers must combine laws and principles concerning intellectual property, accessibility, and eLearning design. Intellectual property is an extensive set of laws protecting trademarks, patents, copyrights, and trade secrets. Moreover, accessibility and eLearning design concerns principles, guidelines, and laws incorporating Web Content Accessibility Guidelines (WCAG), Section 508 of the Americans with Disabilities Act (ADA) with Standards for Electronic and Information Technology, and the Universal Design for Instruction and Learning."</p> <p>"Intellectual Property involves a nontangible good created by the mind of a human (Core Copyright, 2009). This property rights class is more complex because it deals with areas such as ideas and expressions (Cass & Hylton, 2013). Moreover, intellectual property is the broad umbrella of law protecting creative works, including copyright, patents, trademarks, and trade secrets."</p> <p>"Copyright provides the author or owner the legal right to modify, display, reproduce, or transmit the work they have created for a specified time (Hobbs, 2010). Additionally, copyrighted materials are under the doctrine of fair use, Section 107 of the Copyright Law of 1976, which provides certain users "the right to use copyrighted materials without payment or permission, depending on the specific context and situation of the use" (Hobbs, 2010, p. 2). "</p> <p>"All new instructional designers at Goldsmith Learning will view the following learning resources on ADA compliance and accessibility. Afterward, all learners will complete the following steps:</p> <ul style="list-style-type: none"> • Compare the information presented in each learning resource with the Guide on these topics. • Participate in a discussion section on Persuall for each learning resource • Annotate each learning resource together • Write and keep permanent notes in your Guide of information or another note-taking 	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p>
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		<p>resource to help you as an instructional designer.</p> <ul style="list-style-type: none"> • Provide at least three annotations and three reply comments per Perusall text and video learning resource. <p>This activity is intended to cultivate a collaborative reading experience that allows us all to engage the reading with one another in a thoughtful, social, and dynamic way."</p> <p>Perusall Text and Video Learning Resources:</p> <p>View the video and complete the assignment for "Learning Variability." by UDL IRN https://youtu.be/x76ylvROOq0</p> <p>View the video and complete the assignment for "The Myth of Average." TEDx Sonoma County by Ted Rose https://youtu.be/4eBmyttcfU4</p> <p>View the LinkedIn course and complete the assignment for Schinkten, O. (2016). <i>Watch Accessibility legislation: IEP, Section 504, and Section 508.</i> https://www.linkedin.com/checkpoint/enterprise/login/43761300?pathWildcard=43761300&application=learning&redirect=https%3A%2F%2Fwww%2Elinkedin%2Ecom%2Flearning%2Fteaching-techniques-making-accessible-learning%2Faccessibility-legislation-iep-section-504-and-section-508%3Fu%3D43761300</p> <p>Read the white paper and annotate the text. Victor, S. (2016). <i>Learning is for Everyone: Instructional Design for Accessibility.</i> https://obsidianlearning.com/white-papers/learning-is-for-everyone-instructional-design-for-accessibility.html</p> <p>View the website and complete the assignment for the <i>Section 508 Home Page.</i> (n.d.). from https://www.justice.gov/crt/section-508-home-page-1</p> <p>View the website and complete the assignment for the Section 508.gov homepage (http://www.section508.gov/) and review the <i>View Policy</i> link. Then review the <i>Create Accessible Products</i> pages to see how these policies apply in different media.</p>	
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			View the website and complete the assignment for the <i>ADA Standards for Accessible Design at the US Department of Justice Civil Rights Division: Information and Technical Assistance on the Americans with Disabilities Act</i>	
Provide Learner Guidance	Initial Presentation	3 min	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module III: Equal Opportunities for All Learners: ADA and Accessibility) and the following text to the learners.</p> <p>"As you read and view the learning resources, note accessibility and eLearning design concerns principles, guidelines, and laws incorporating Web Content Accessibility Guidelines (WCAG), Section 508 of the Americans with Disabilities Act (ADA), and the Universal Design for Instruction and Learning."</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>ID Authoring Tool</p>
Elicit Performance	Generative Strategy	12-15 hours	<p>Teach & Train: All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module III: Equal Opportunities for All Learners: ADA and Accessibility) and the following text to the learners.</p> <p>"All new instructional designers at Goldsmith Learning will be given two assignments to elicit performance:</p> <p>Project 1: All instructional designers will create screencasts using Camtasia or other screencast software. Moreover, each screencast should include the topics itemized below. The intended audience for the instructional designers' screencast projects will be future instructional designers new to Goldsmith Learning. Additionally, include closed captioning and a transcript for increased accessibility. Lastly, follow the grading rubrics for the screencasts and ID project(s) to ensure that all instructional components are present.</p> <ul style="list-style-type: none"> • Describe accessibility. • What is ADA? • What is accommodation(s)? • What are the types of disabilities? • Physical Disability • Learning Disability • Visual Impairment • Hearing Impairment 	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>Screencast software</p> <p>Screencast video</p>

			<p>Project 2: All learners will author an instructional design project on all ADA/Accessibility concepts found in the Guide on pages 22-25 using an authoring tool of the designer's choice. Moreover, each ID project should include the topics itemized below. The intended audience for the instructional designers' screencast projects will be future instructional designers new to Goldsmith Learning. Additionally, include closed captioning and a transcript for increased accessibility. Lastly, follow the grading rubrics for the screencasts and ID project(s) to ensure that all instructional components are present.</p> <p>Accessibility/ADA Compliance</p> <ul style="list-style-type: none"> • Equitable Use • Flexibility in use • Simple and intuitive design • Perceptible information • Tolerance for error • Low physical effort • Size and space for approach and use • A community of learners • Instructional Climate <p>Accessibility Laws</p> <ul style="list-style-type: none"> • ADA • Section 508 • WCAG 2.0 <p>Types of Assistive Technologies</p> <ul style="list-style-type: none"> • Keyboard Navigation • Multimedia Alt Tags • Screen Reader • Screen Magnifier • Speech Dictation • Text Reader • Video Transcript • Video Captions 	
<p>Provide Feedback</p>	<p>Generative Strategy</p>	<p>5 min</p>	<p>All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module III: Equal Opportunities for All Learners: ADA and Accessibility) and the following text to the learners.</p> <ol style="list-style-type: none"> 1. "All learners will attach links to their screencasts and completed ID projects through the LMS for Module III: Equal Opportunities for All Learners: ADA and Accessibility. 2. Your Goldsmith Learning instructor will provide feedback to each student. 	<p>Computer with internet or mobile device</p> <p>LMS system</p> <p>MS Office software</p> <p>Screencast software</p> <p>Screencast video</p>

			<ol style="list-style-type: none"> 3. Learners must view their colleagues' screencasts and ID projects if this is a group course. 4. Quality posts and responses contribute to a rich learning community by asking questions and building on the ideas of others in a collegial manner. 5. The following engagement expectations are required of all learners. Please respond to all learners in the course by including questions or comments about their lessons and projects in the LMS." 	
Assess Performance	Post-Instructional	2 min	The Goldsmith Learning instructor will evaluate all screencasts and ID projects based on Module III: Equal Opportunities for All Learners: ADA and Accessibility rubrics relating to the module objectives. Also, the instructor will provide constructive and specific feedback to each learner through the LMS.	<p>Computer with internet or mobile device</p> <p>LMS system</p>

<p>Enhance Retention and Transfer</p>	<p>Post-Instructional</p>	<p>10 min</p>	<p>All learners will log into the LMS at Goldsmith Learning. The screen should provide the module title (Module III: Equal Opportunities for All Learners: ADA and Accessibility) and the following text to the learners.</p> <p><i>"The Instructional Designers' Guide to Legal and Ethical Responsibilities</i> has provided numerous resources to help you decide the best course of action during the design process. The following topics within this Guide were thoroughly presented to help you.</p> <ul style="list-style-type: none"> • Legal and ethical responsibilities that should provide an overarching framework during the design process • Definitions for your work as an instructional designer and digital citizen in the area of intellectual property, copyright, and trade mark to name a few • Principles for determining fair use • Best practices for instructional designers • A use-case scenario in an instructional design project incorporating copyright, accessibility, and ADA compliance • Additional resources <p>As instructional design professionals, we must demonstrate uncompromising legal and ethical responsibilities at the personal, team, and company levels. Follow "the Golden Rule" as a way of professional life. <i>Do to others as you would have them do to you.</i> Moreover, we will ensure the integrity of our client's content by relentlessly respecting others' intellectual property rights. Think of your interactions with our clients as "win-win" scenarios. Our clients will form long-term relationships with us as they witness the scrupulously high standards of legal and ethical responsibilities that we seek to achieve.</p> <p>Remember that each learner is unique, which requires creative and innovative instructional strategies to meet their needs. Additionally, incorporate Universal Design for Learning principles in your design process so all learners experience accessible learning opportunities. Provide all learners multiple means of engagement, representation, action, and expression. Be strategic and goal-directed in your ongoing assessment opportunities to determine each learner's potential strengths and growth areas. Research the resources within this guide and seek out the knowledge of your colleagues</p>	<p>Computer with internet or mobile device</p> <p>LMS system</p>
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			during your design process. Be creative. Be adaptable. Think outside the box to be the best instructional designer possible."	
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