



Learner Analysis

General Characteristics:

Approximate Age: Students are approximately 24-59 years of age.

Education: All students have a college degree (BS, BA, MS, MA)

Abilities: Abilities are diverse with the majority being novice to moderate experience with technology.

Behavior Considerations: Adult learners tend to be attentive for 50-65 minutes at one sitting. Adult learners can be easily frustrated and reluctant if implementation is not incorporated.

Previous Experience: Learners engaged in class will have little to no knowledge of content.

Attitudes Toward Content: Adult learners who attend have an interest in the content and a curiosity for learning.

Attitude Towards Presenter: The staff I work with are confident in the material I present as well as being comfortable with me.

Preexisting Knowledge:

Learners should be able to:

- Log in using own handle and password.
- Understand file saving to local drives.
- Shut down, start and reboot PC.
- Launch web browser and choose a search engine.

Learning Styles:

- Provide a comfortable environment (music and lighting).
- Provide learning activities that include physical senses (touch and hands on experiences).
- Provide visuals and various use of media (diagrams, Power Point, transparencies, video).
- Provide activities that utilize procedures, repetition, and experimentation for exploratory learners.
- Provide example of implementation, value and relevance to the curriculum.

Strategies to avoid:

- Using a lot of technological jargon during presentation.
- Lecture should be scaled to a minimum and the focus placed on implementation.
- Activities that require a lengthy amount of time.
- Introducing several steps at one time. Steps need to be introduced slowly so learner does not become confused.

Objectives

1. Through a multi-media presentation, faculty members will be able to review the history of the copyright law.
2. Through a multi-media presentation, faculty members will be able to read the copyright law in its entirety.
2. Through an in class activity, faculty members will be able to determine fair use of copyrighted materials.
3. Through a multi-media presentation, faculty members will be able to acquire permission for use of copyrighted materials.
4. During a discussion, faculty members will be able to review frequently asked questions and answers pertaining to the use of already created materials.

Learning Process

Objective #1	Activity	Learner Participation
3,5	Begin the session with a verbal question, "What is copyright?" We will review preconceptions about copyright and I will outline the order of the presentation using the board.	Requires learner to participate with a verbal response.
1,2	Using a power point slide presentation, begin introducing the history of copyright.	Requires learner to concentrate on audiovisual presentation.
2	Continuing with slides, explain the law as it is written.	Requires active listening by learner.
1,2,3	Handout a quick reference guide to copyright laws in the classroom and read together.	Requires reading aloud and following along with presenter.
3	Continuing with slides, introduce the fair use guidelines.	Requires active listening.
3	Divide class into small groups and handout scenarios to each group.	Requires individual reading and creative response through discussion.

4	Use PowerPoint slides to critique scenarios and discuss the answers.	Requires verbal response by learners for a productive discussion.
3,4	Handout short individual quiz of five questions over fair use.	Requires individual motor and reading skills.
4	Continue with PowerPoint slides to show answers for the quiz.	Requires active listening by learners
5	As a large group, invite individual questions pertaining to copyright and usage.	Requires volunteer response and participation for discussion.
6	Hand out short lesson plan demonstrating curriculum focusing on copyright.	Requires learner to read along with presenter.
6	Using PowerPoint slides, begin with the lesson's objectives, participation checklist, learner analysis, and learning process.	Requires active listening.

Participation Checklist

1. Preview Materials

- The teacher will run through PowerPoint slides.
- The teacher will create a handout: Copyright Law and Reference Guide.
- The teacher will create a handout: Activity Scenarios.
- The teacher will create a handout: 5 Question Fair Use Quiz.
- The teacher will create a handout: Lesson Plans for Elementary Level.

2. Prepare Materials:

- The teacher will prepare a PowerPoint slide presentation on copyright.
- The teacher will prepare each handout.
- The teacher will prepare copies for all students.
- The teacher will prepare an agenda for workshop to be written on the board.

3. Prepare Environment:

- The teacher will dim the lights by half so that the slide presentation can be seen more easily.
- The teacher will check out projection machine from the professional library.

4. Prepare Learners:

- The teacher will write agenda on the board for the workshop.
- The teacher will preview subject matter informally before beginning with instruction.
- The teacher will provide one copy of each handout for each student

5. Instructions:

1. Begin the session with a verbal question, “What is copyright?” We will review preconceptions about copyright and I will outline the order of the presentation using the board.
2. Using a power point slide presentation, begin introducing the history of copyright.
3. Continuing with slides, explain the law as it is written. Handout a quick reference guide to copyright laws in the classroom and read together.
4. Continuing with slides, introduce the fair use guidelines.
5. Divide the class into small groups and handout scenarios to each group.
6. Use PowerPoint slides to critique scenarios and discuss the answers.
7. Handout short individual quiz of five questions over fair use.
8. Continue with PowerPoint slides to show answers for the quiz.
9. As a large group, invite individual questions pertaining to copyright and usage.
10. Handout short lesson plan demonstrating curriculum focusing on copyright.
11. Using PowerPoint slides, begin with the lesson’s objectives, materials, preparation and directions for the lesson.