RATIONAL/NEED

- Medical knowledge base: ever-expanding in breadth and depth
- Audience: increasingly high expectations for polished, accessible, relevant content
- Curriculum materials
- In that context, it is challenging to:
  - Construct relevant, accurate, and high-quality medical education teaching materials and interactions based on one's own collection of images, diagrams, and tables.
  - Increasingly easy electronic access to a wealth of outstanding, useful materials can be made available to audience for whom the license was negotiated (ECU)
  - Virtually no peer

Evaluate the “fair use” of copyrighted materials

- Institutions would be well served to have established individuals who seek permission in a literature, Web for use in presentations (PowerPoint)
- Various interests and perspectives must be considered in the academic use of copyrighted materials
- Copyright holder (author, publisher)
- In some cases a user and the user's/author's audience

METHODS/DESCRIPTION

- Objective:
  - Evaluate the “fair use” of copyrighted educational materials (May 14) efficiently and effectively
  - Distinguish critical elements of “fair use” provisions of the US Copyright law relevant to medical education
- Content / Modalities
  - Power Point
  - Textbooks
  - “Textbook” – standard and electronic
  - Relevant historical and medical educational use (SAME)
- Critical items
  - Teaching
  - Scholarship
- Teaching
  - Textbooks
  - Power Point
  - “Textbook” – standard and electronic
  - Relevant historical and medical educational use (SAME)