

This reply comment expresses my support for the DMCA exemption request submitted by Renee Hobbs for Media Literacy Education (classes 4c and 4d). I support this because I am a chemistry teacher needing to use everyday video examples of physical science applications to explain a very abstract subject. Not being able to rip dvd video clips for classroom purposes has drastically impeded my classroom teaching.

I have been teaching high school chemistry for 19 years. The curriculum I've developed over the past 15 years has the ultimate goal of creating self-sufficient scientific communities of learners. They practice and appreciate critical thinking skills of professional scientists and the connections that must be made to other content areas, including economics, history, politics, and other areas of science. There are three major strategies I employ when trying to achieve this goal that have been negatively impacted.

1.) PRESENTATIONS (from teacher to students)

Visual examples of the applications to physical science are imperative to understanding. Students must have a framework or context of the information we are discussing. I use portions of videos, from documentaries (like *The Elegant Universe*), fictional movies (like *Apollo 13*) and educational shows (like *Mythbusters*) as the focus of these discussions. Students can connect with these "everyday" ideas and are better able to model the abstract, challenging information presented.

Years ago, I used to be able to take VHS clips and string them together to show numerous parallel or contradictory pieces of information related to the subject of the presentations. It was time-consuming and I ended up with low-quality videos, but I still had the option. VHS tapes are no longer available for me to use. And even if I could, we no longer have the equipment for me to copy from one to the other. If I were to somehow access all VHS tapes for all of these movies, I would literally need to move from one area of the room to another, stop my presentation, change the input on the projector, place the VCR in the machine, find the clip I need and show it. Then I would need to change the input back and continue the presentation.

If I were to try this same process using a stack of dvds, it would take even longer since I can't cue up the dvds to the exact clip we need. And I am not allowed to rip the dvd clips I need.

I need to be able to embed these clips into my Powerpoint/Keynote presentations for my classes. Every minute counts in education. And the uninterrupted flow during challenging content discussions is crucial for learning.

2.) STUDENT PRESENTATIONS (from students to teacher/students)

Another example includes having students create their own presentations to teach the class a specific content area. Years ago, my students would include video clips from the everyday movies or television shows. This allowed them to use things they're interested in as a means of connecting with their peers while teaching the content. They can no longer do this. When they could, it was particularly helpful in our organic chemistry unit. (The same limitations above apply.)

3.) PROFESSIONAL PRESENTATIONS (from educator to educator)

(Same reasons as above. We all learn better w/ visual applications.)