**1. After reviewing the guidelines presented by Simonson in chapter 10 of his text [see Lipinski, chapter 28 of the Moore handbook, for additional information], how confident are you that you and your institution are copyright compliant? If you are copyright-compliant, how did that come about? Beyond the obvious reasons for copyright infringements, such as funding, what are some issues that create the general failure to comply, and if your institution was in complete compliance how would that affect your ability to deliver instruction? As always, be sure to provide examples and, where appropriate, citations to the readings.**

After reading this chapter, I am not confident that my institution is copyright complaint. One of the misconceptions about copyright is that copyrighted materials can be used for educational purposes without having to obtain permission under "fair use" (Simonson, Zvacek & Smaldino, 2019). For example, in my school, teachers make copies of textbooks and workbooks to use as instructional materials, because the school does not have the required budget to purchase new books or workbooks for all students. According to Lipinski and Brennan (2019), course-pack, subject reader, and reproduction are forms of not fair use. Their use it is not considered transformative, even though for the classroom, such use avoids paying the high prices that reprinting represents.

I believe that these limitations have made possible the success of websites like "Teachers Pay Teachers". In this website, teachers can sell their own work, at a moderate cost, and other teachers are able to purchase classroom resources at a low cost or sometimes for free. The variety of resources in this website is incredible; for a specific topic you can find several activities and you select the one that accommodates to your needs. With the pandemic, this website began to offer school memberships, which I believe was a great idea to alleviate teachers who were spending money looking for resources for their students. I personally use this website and the number of resources I always find is incredibly amazing.

2. **Imagine\* you have just been given responsibility to manage/lead a distance education organization. Considering your interests and temperament, would you be pleased to have this new job? Which aspect/issue/responsibility of the job (as described by Simonson in chapter 11 of his text) would you find most challenging--and why? Which would you find most enjoyable--and why? \*If you already have this job, well...you won't have to imagine.**

If I am given the responsibility to manage a distance education organization, I will be scared about the position, but I will definitely accept the challenge. The most challenging responsibility would be making decisions about budgeting. Budgeting decisions includes course developing, the technology been used, staffing, support services, learning services, administration, and marketing. To analyze any cost method, I must be able to recognize the risks of estimating expense and income that depend on data from other institutions (Simonson, Zvacek & Smaldino, 2019). I am not familiar with this field, therefore I will need to recruit staff for my team that are experts in this area.

The aspect I would enjoy the most would be bringing support to staff members. Identifying the instructors' needs and looking for the tools that will help them succeed will be something I will enjoy doing. Instructors need to be trained in the use of technology, and even tough if they are trained, sometimes they need additional assistance in implementing instructional strategies. In addition to the use of technology, instructional trainings should also be focused on: needs of distance learners, pedagogies that promote higher order thinking, assessing learning progress at a distance, course evaluation resources and requirements, and instructional design for online courses (Simonson, Zvacek & Smaldino, 2019).

3. **Identify one item--fact, observation, etc.--presented by Beaudoin (chapter 23) that you found interesting and explain how you could apply it in your work or personal environment.**

While reading chapter 23, I found interesting how literature, on distance education, occasionally mentions any useful contribution made by institutional leadership to the field. The role of leadership in this setting has been neglected for years. The outcomes of distance education programs are always measure based on student's enrollment, technology applications, and the like of initiatives at selected institutions, but they never consider the role of leadership (Beaudoin, 2019). It is recommended that publications and meetings related to distance education request contributions on leadership-related topics. Entire conferences, journal issues, or even books should be dedicated just to leadership in distance education. The success of a distance education programs not only depend on student enrollment, how well design a course is, or the type of technology the institution uses, it also depends on the role leaders play in the institutions.

**References**

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3. Simonson, M., Zvacek, S, & Samaldino, S. (2019). *Teaching and learning at a distance education.* (7th Edition) IAP-Information Age Publishing