



Copyright literacy in the academic field: analysis of the differences between faculty, students and librarians

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Introduction

- Activities of the three members of the university community are connected with copyright legislation
- Professors and students are both users and creators of intellectual works
 - They should be aware of what can and cannot be done without breaking the law
 - They need to know what rights they hold over their own works
- Librarians are in an intermediate position that obliges them to find a balance between the rights of copyright owners and those of their users



Copyright literacy

- Copyright issues are included in the main information literacy standards/frameworks
- But copyright literacy is the 'poor relative' of information literacy
- Probably because most information professionals have felt that legal issues are something foreign (only for lawyers)
- This situation is changing in recent years: all ECIL conferences have included it in their programs



Background: 3 surveys

- The first one was developed within a research project on copyright and e-learning
- Survey to professors (94) teaching online courses at the University of Granada (Spain)
- The questionnaire included general copyright issues and questions related with e-learning
- We thought their outcomes would be better but... They were really bad
- Partial results were published in Aslib Proceedings (2011)



Survey to students

- Then our study was focused on university students
- It was developed within E. Muriel-Torrado's doctoral dissertation
- Survey to 400 undergraduate students of the University of Extremadura (Spain)
- 8 degrees representing all the different scientific disciplines taught: natural sciences, engineering, biomedicine and social sciences
- Really bad performance: their knowledge of copyright was far below the minimal requirements
- Partial results were published in Journal of Academic Librarianship (2015)



Survey to librarians

- Given that the role of copyright librarian is being developed in many universities, we decided to find out if academic librarians had the required training
- Survey to all academic librarians (25) of the same university (Extremadura)
- Since the sample was too small the results were included in the doctoral dissertation, but not published in a scientific journal



The questionnaires

- The design of each questionnaire was different, but they shared common elements
- This core content makes it possible to compare their results
- Self-reported knowledge vs. real knowledge
 - Although the questionnaires included questions on attitudes towards and awareness of this topic, the main objective was to know their 'real knowledge'
 - We thought many respondents could be unaware of their own ignorance



Objectives

- Most copyright literacy studies have focused on a single sector: librarians and other information professionals, students, or teaching staff
- There are no comparative studies between these 3 sectors
- We tried to identify and look into the main differences and similarities in knowledge of the basic matters of copyright literacy among these sectors



Methodology

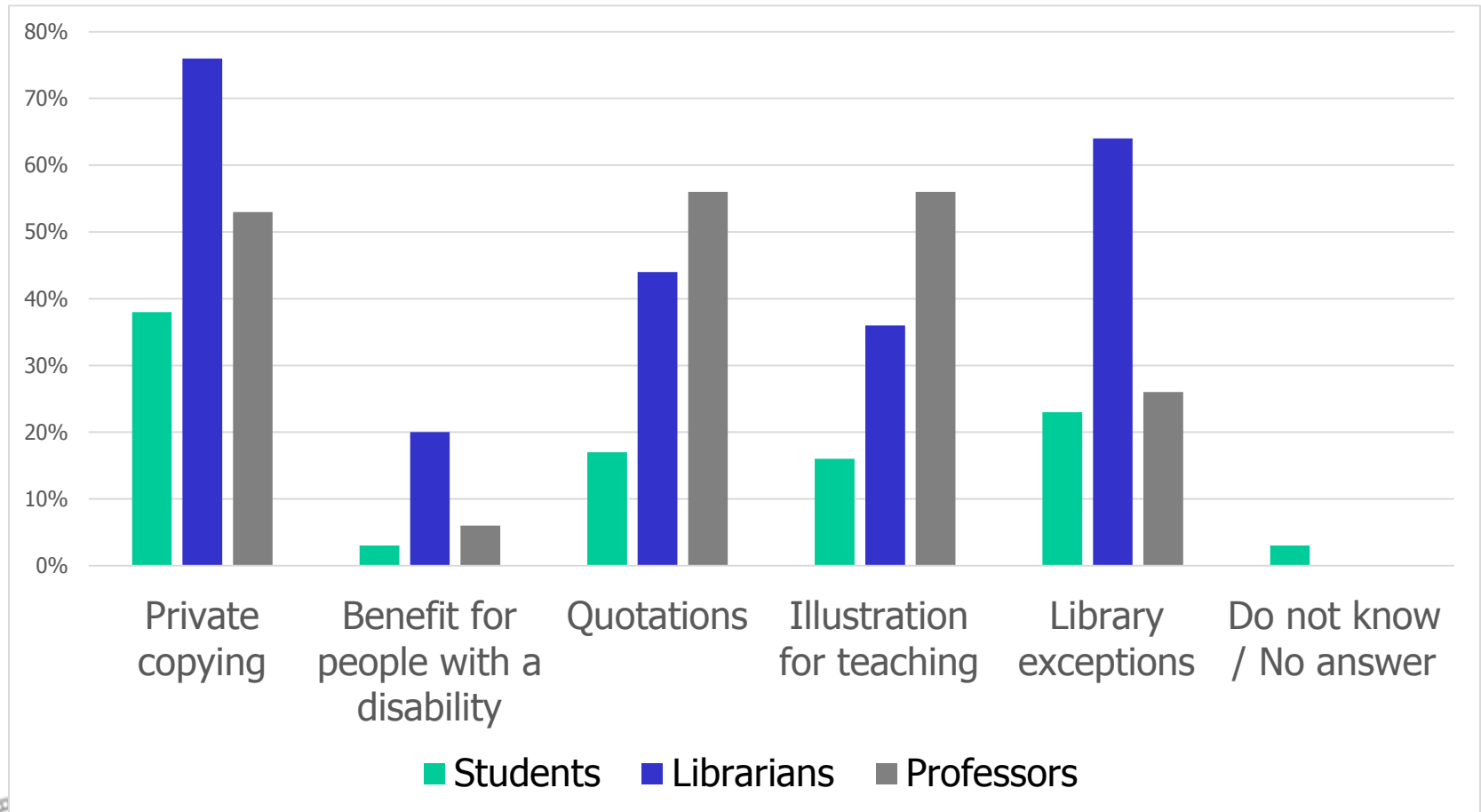
- We analyze 5 questions shared by the 3 questionnaires
- 1) Knowledge of the main copyright exceptions and limitations
- 2) Formal requirements to acquire copyright
- 3) As the general rule, how long does copyright last?
- 4) What does 'public domain' mean?
- 5) What are 'copyleft' licenses?



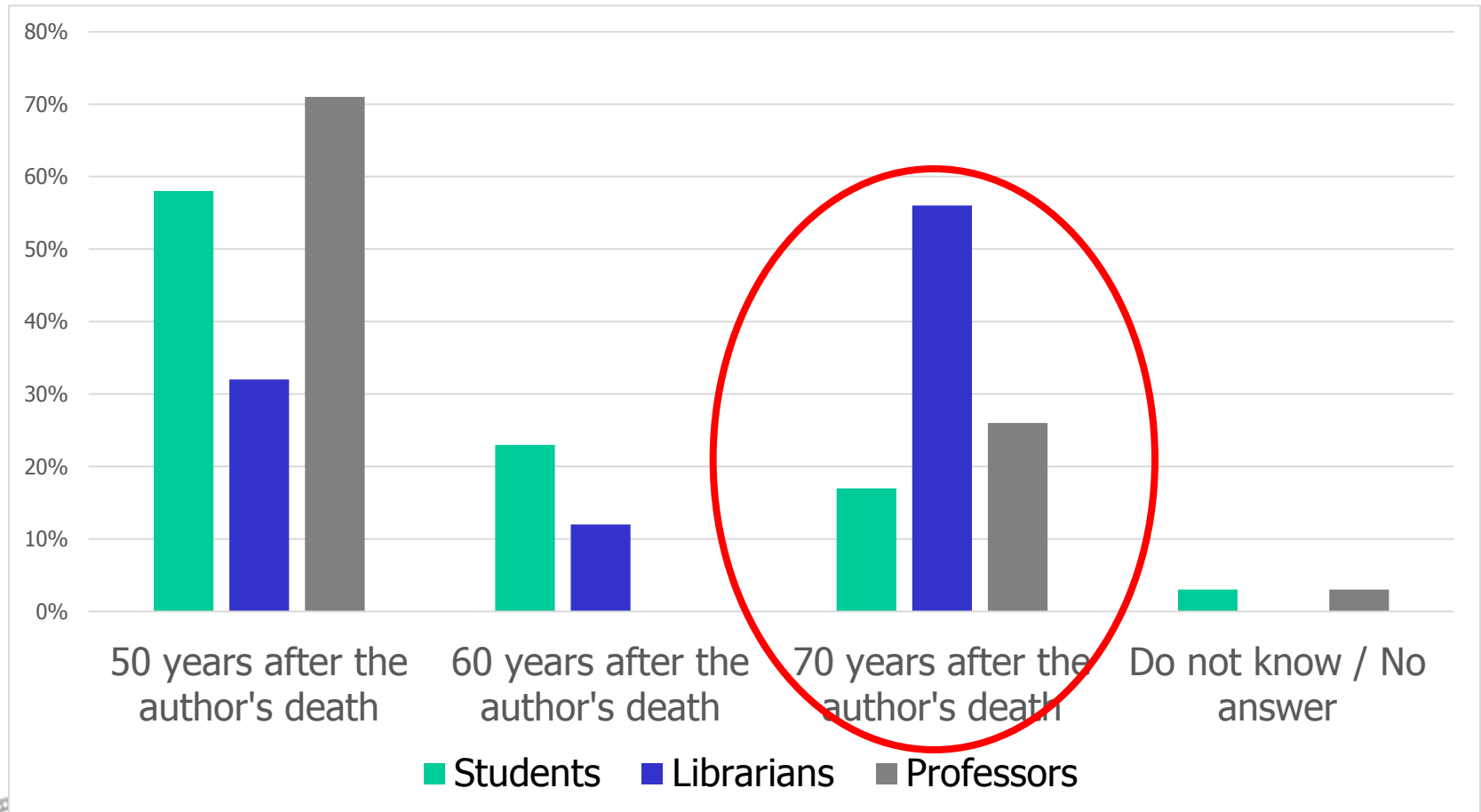
Results



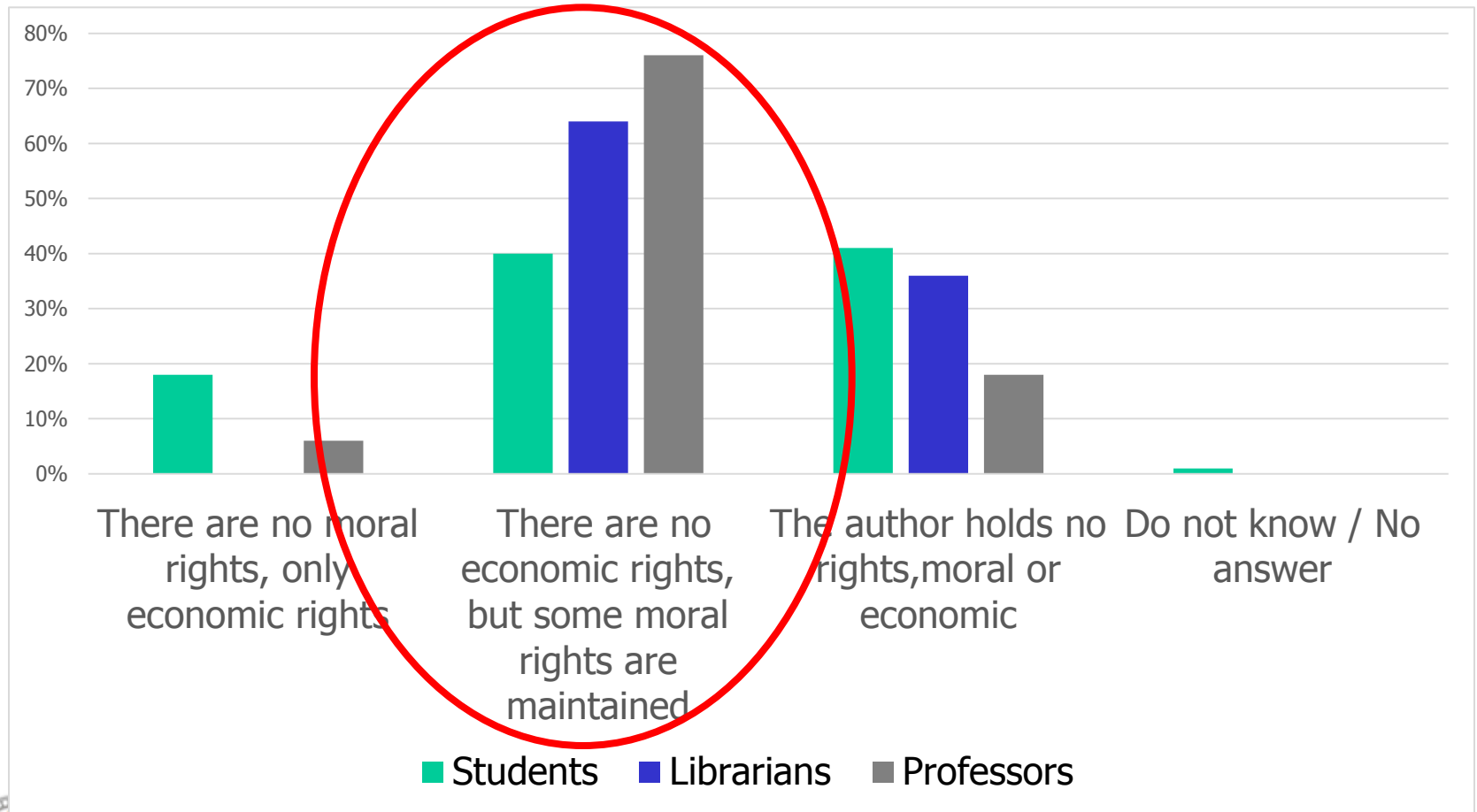
1. Copyright exceptions and limitations



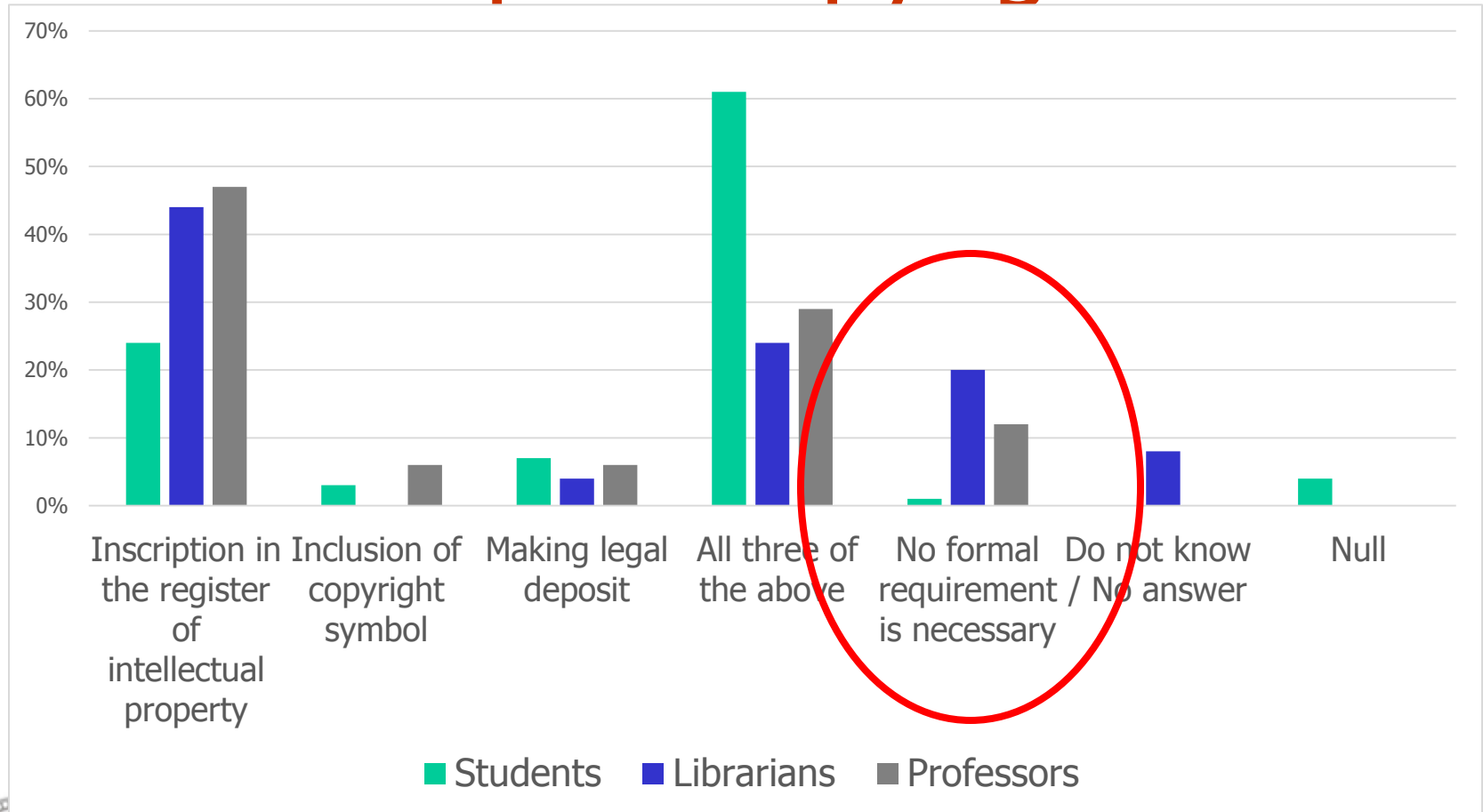
2. Duration of copyright



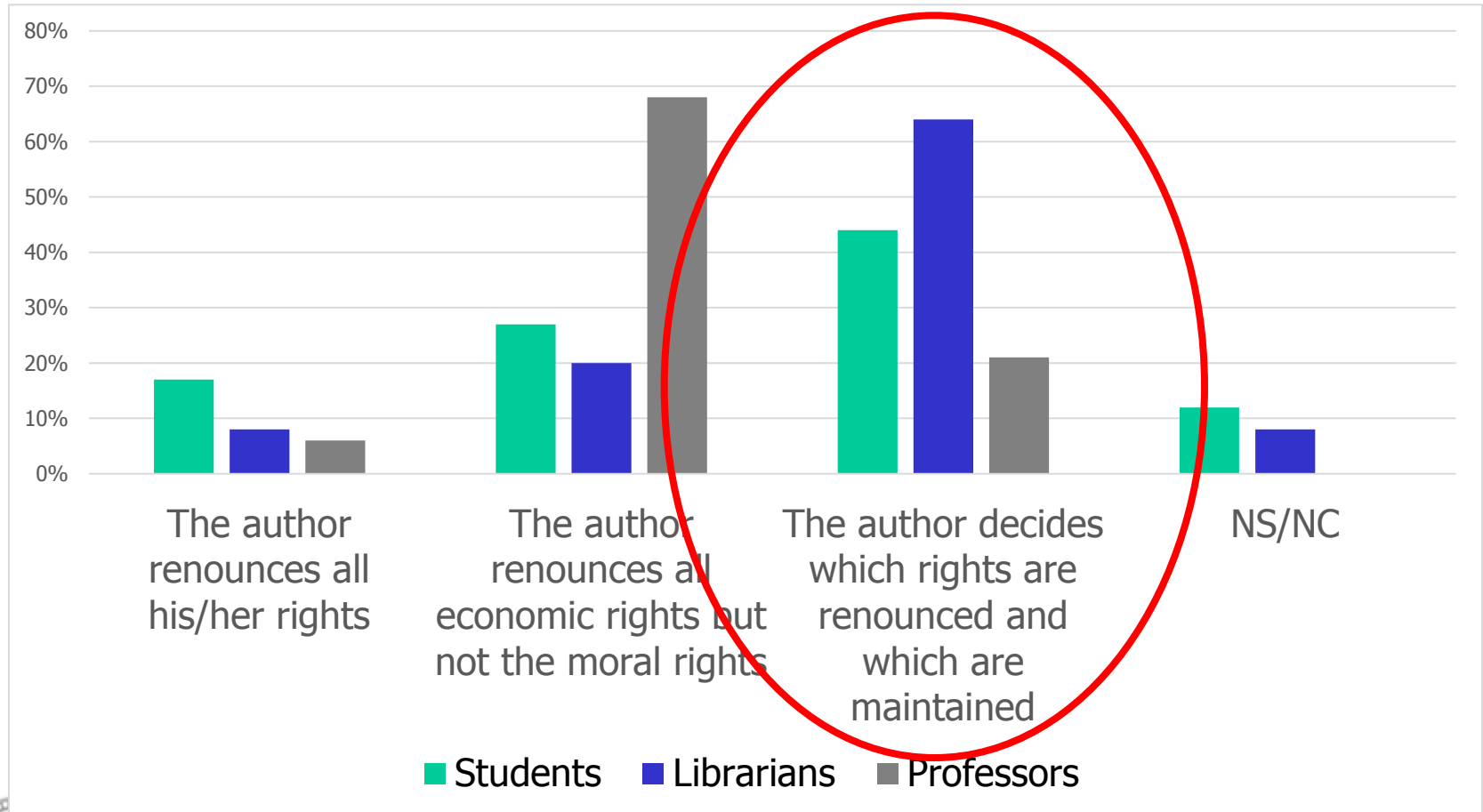
3. What does 'public domain' mean?



4. Formal requirements to acquire copyright



5. What are 'copyleft' licenses?



Findings (I)

- None of the sectors has had even a minimal training in this area
- Private copying (with a huge repercussion in the media) is better known than the exceptions affecting them more directly in their academic/professional activities
 - Illustration for teaching,
Quotations/citations(professors)
 - Quotations/citations (students)
 - Library exceptions (academic librarians)



Findings (II)

- Librarians are the only group with a minimally acceptable knowledge of the duration of copyright
- The concept of public domain is the only question where professors get good results
 - Professors are more aware of their role as authors and the moral component thereof
 - In Civil Law countries moral rights of paternity and integrity are perpetual
 - The very negative results (nearly 40%) from the librarians must be underlined



Findings (III)

- Formal requirements to acquire copyright is confusing for the all three sectors
 - Our expectations were low, but the results were even worse than anticipated
 - What do professors and students think about the ownership of papers produced as classwork/homework?
- Copyleft licenses are better known by librarians and students
 - Bad results got by professors were totally unexpected: their online courses used CC licenses



Conclusions (I)

- Most copyright literacy programs are designed to university students
- But professors also lack the minimal knowledge in this field
 - Not only to deal with the more complex questions related to scholarly communication
 - Also to solve the most elementary matters related to copyright



Conclusions (II)

- Librarians are the sector that achieves better results, but far from desirable
 - Much better knowledge is needed to take advantage of the exceptions that benefit them
 - The new role of training and advising their users on copyright issues requires a strong improvement on their knowledge on this subject
- Fortunately, the positive results obtained in recent studies allow us to be optimistic



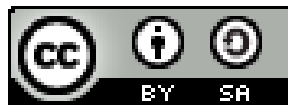
Thanks!

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