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# An Explorative Review of Copyright Education: Studies and Resources

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## Abstract:

Copyright education is a contested field characterised by disagreements about definitions and aims. The present report seeks to identify and map current debates about copyright education by surveying relevant literature. The paper identifies 10 distinct categories of copyright education discussed in research and scholarship about copyright. These categories include consumer education initiatives in the tradition of public warnings against criminal behaviour 'You wouldn't steal a handbag...', studies of use of media materials by educators in classrooms, and debates about open access to knowledge in higher education. The paper closes with a discussion of the findings and recommendations for future research about copyright education.

## Author's biography:

Hayleigh Boshier is a PhD candidate at Bournemouth University under the supervision of Professor Dinusha Mendis (CIPPM) and Professor Martin Kretschmer (Glasgow, CREATE). Hayleigh's research involves a consideration of online copyright infringement by way of copying and communication to the public, in particular focusing on the internal and external perspectives of the internet.

## Introduction

This paper provides an explorative review of academic studies and other resources in the field of copyright education and awareness. Copyright education is a controversial field due to the complex nature of copyright law and the diverse stakeholder perspectives involved. For example, educators may be interested in legally using or adapting copyright-protected materials for teaching purposes, and therefore may be concerned about exceptions to copyright which may permit such uses. On the other hand, media industry stakeholders are concerned about reducing piracy and industry bodies have pursued public education as one strategy. Both activities may fall under the broad category of 'copyright education' but are widely different in terms of target audience and purpose. As a result, the content of copyright education materials and how copyright should be taught is disputed in public discourse. Producing accessible educational and teaching resources about copyright, which meets the needs of diverse stakeholders, is not straightforward.

The study described in this working paper was commissioned to inform the Copyright Education Symposium, held on 24th May 2016 at the offices of the British Recorded Music Industry (BPI) in London. The event was an unprecedented effort to bring together policymakers, academics, creative industry representatives, independent consultants and information professionals with the goal of exploring the role that evidence and data can play in the copyright education and awareness arena, as well as to examine how evaluation of data collection, research and education initiatives might take shape in the future. The Symposium was sponsored by CREATE, ALCS, CLA, ERA, PRS for Music, the Industry Trust for IP Awareness and supported by the UK Intellectual Property Office (IPO).

The aim of this review was to search and pinpoint studies in the area of copyright education to act as a signpost for future research. Short executive summaries also accompany the studies reviewed. The studies and resources in this review were located using three search techniques in order to encapsulate the broadest possible search whilst producing relevant results. Firstly, legal database Westlaw was utilised to locate studies by searching for the keyword "education" within journals articles categorised by the additional term "copyright". Secondly, Google was used as a public search engine in order to locate publically available studies and resources by searching for the terms "copyright education". Thirdly, a snowball technique was used, whereby one study pointed to another and a trail was followed to collate further research.

As most of the studies relating to copyright education were not isolated in one particular category the studies were organised by way of a categorisation method which enabled tagging individual articles with multiple categories. The different categories which emerged from this study are identified in the table below. Each category has a short title, or tag, and a description of what kind of studies would fall within this category. An additional location tag allows one to contextualise the study as per jurisdiction. Following this summary, each study is listed including a short summary which provides details about the aims of the project, its methods and findings. The studies are then grouped with the relevant category titles which emerged inductively from the review exercise. This enables the researcher (and reader) to gain an overview of the scope of existing research in the broader field of 'copyright education'. The studies are organised in three sections; academic articles (including books), reports, and educational resources.

Table 1: Categories used to identify research sub-fields

	<b>Category</b>	<b>Description</b>
1.	Educational Institutions	Studies relating to how educational institutions use copyright materials (e.g. for teaching media literacy).
2.	Academic and Industry Relations	Studies relating to how the copyright industries coexist with academic institutions (e.g. open access publishing, notice and takedown for academic libraries).
3.	Consumer Education	Studies relating to educating the consumer about copyright, in particular relating to piracy (e.g. the three strikes law and consumer response/apathy to the ISP notification letters.)
4.	Primary & Secondary Education	Studies relating to the teaching of copyright within schools and colleges.
5.	Higher Education	Studies relating to the teaching of copyright at Higher Education level.
6.	Creator Education	Studies relating to the teaching of copyright aimed at creators.
7.	SME Education	Studies relating to the teaching of copyright aimed at SMEs or start-up companies.
8.	Public Awareness	Studies which relate to increasing public awareness of copyright, copyright law, and / or changing of public perception about copyright.
9.	Student Attitudes	Studies which relate to students' attitudes about learning and copyright within their school education or Higher Education.
10.	Academic Attitudes	Studies which relate to the attitudes of academics or teachers about the teaching of copyright in school or Higher Education.

## Academic Studies

### **Arnold M. A., Darmon E., Dejean S. and Penard T., Graduated Response Policy and the Behaviour of Digital Pirates: Evidence from the French Three-Strike (HADOPI) Law (2014).**

This study investigated whether the HADOPI ‘three-strikes’ law in France had any effect on digital music sales of the iTunes music store. In order to do this, the research considered sales data from four major record labels in comparison to a control group of European countries to simulate the counterfactual of what music sales in France would have been if HADOPI had not been passed. The research suggested that iTunes’ song and album sales increased by 22.5% and 25% respectively relative to changes in the control group and argued that this was due to increased consumer awareness of HADOPI and the ‘three-strikes’ law.

Tags: Public Awareness

Location: France

### **Aufderheide P., and Jaszi P., Reclaiming Fair Use: How to Put Balance Back in Copyright (The University Chicago Press: Chicago; 2011).**

This book aimed to help the reader “think and use copyright”, particularly in relation to fair use as well as providing strategies to deal with copyright policy problems. It did this by providing the reader with knowledge of the historical and legal background of copyright in order to enable them to make informed decisions. The researchers work particularly with documentary filmmakers, looking at their decision making in light of their copyright knowledge.

As part of the project the researchers also worked with filmmakers, dancers, creators of open-access university courseware, media literacy teachers and librarians to create codes of best practice in fair use that assisted them in using copyright materials without needing permission. On their website - <http://cmsimpact.org/program/fair-use/> - codes of practice for documentary filmmakers, visual arts, journalism, scholarly research, academic and research libraries are available. Furthermore, educational and teaching materials are also available.

Tags: Creator Education

Location: USA

### **Bosher H. and Mendis D., Swings and Roundabouts: The Impact of Legal Drafting on the Language and Understanding of Copyright Law and the Need for Educational Materials (publication due summer 2016) 30(3) International Review of Law, Computers & Technology, pp. 211-228.**

This article first considered the challenging task of drafting copyright law. It looked at the process which takes into account the views of various stakeholders, intended policy and technological developments whilst also ensuring that the wording and language used is accurate and precise. The article argued that in meeting these objectives, the law becomes complex and is not easily accessible to the layperson, thereby highlighting the need for supplementary materials for the public and the introduction of learning copyright into school education.

Secondly, the article evaluated resources that have been created to assist the public understanding of copyright, educational resources and teaching materials provided for schools. It considered the relevant factors involved in creating copyright education materials, particularly for non-law students, highlighting the methodology used to create Contemporary Media Regulation: A Case Study in Copyright Law, an A Level Media Studies copyright resource presented on [copyrightuser.org](http://copyrightuser.org)

Tags: Consumer Education, Primary & Secondary Education, Public Awareness  
Location: UK

**Congleton R. J. and Yang S. Q. A., Comparative Study of Academic Digital Copyright in the United States and Europe in Research and Advanced Technology for Digital Libraries International Conference on Theory and Practice of Digital Libraries Proceedings (September 2011) pp. 216-226.**

This was a comparative study looking at how the USA and EU have developed copyright law to address the needs of Higher Education institutions in the digital age. The study focused on how the use of digital materials in colleges and universities was regulated in the US, compared to the EU. In order to do this, the researchers considered international treaties, case law and philosophical differences.

In particular, the study considered the application of copyright exceptions for the purpose of teaching, criticism and news reporting, provided by The Berne Convention, the WIPO Copyright Treaty and the WIPO Performance and Phonograms Treaty.

Tags: Education Institutions  
Location: USA and EU

**Depoorter B., Van Hiel A., Vanneste S., Copyright Backlash (2010-11) 84 S Cal Rev, pp. 1251-1292.**

This study found students to have relatively high levels of anti-copyright norms. The researchers concluded that the imposition of stricter penalties for copyright infringement would further erode respect for copyright law and may even prove counterproductive to the entertainment industries.

In this study, 404 non-law students were surveyed. The results suggested that students' evaluation of the music industry was negatively affected by the enforcement of copyright law and the researchers argued that the younger demographic were convinced that file sharing technology had many beneficial uses and that copyright law was out-dated or biased towards music publishers.

Tags: Primary & Secondary Education, Student Attitudes, Consumer Education, Public Awareness  
Location: USA

**Giletti T., Why Pay if it's Free? Streaming, Downloading and Digital Music Consumption in the "iTunes Era" (2012) London School of Economics and Political Science, Media@LSE Electronic Dissertation Series.**

This study aimed to contribute to the understanding of copyright infringement as a social norm among young consumers and aimed to establish why consumers would be willing to pay for digital music. In order to do this the research used an online questionnaire which was completed by 162 consumers.

The results indicated that a large portion of consumers were willing to pay for digital music but that consumers were not encouraged to pay for digital music by the threat of legal repercussions. In addition consumers were not willing to subscribe to streaming services, even if they were satisfied with the service. Furthermore, the study argued that consumers believed that material available on the internet was free.

Tags: Public Awareness

Location: UK

**Hobbs R., Jaszi, P. and Aufderheide P., The Cost of Copyright Confusion for Media Literacy (September 2007) Centre for Social Media.**

This study undertook interviews with teachers in order to find out what they understood by copyright regulation and how that affected their teaching in the classroom. The study found that teachers avoided using copyright works in the classroom as they did not understand the premise of fair use. The information that the teachers received about copyright was mostly negative and mostly hampered their pedagogical goals. As a result, they failed to develop the most effective teaching materials, transmitted erroneous and contradictory copyright information, and failed to take advantage of new communication technologies. This study made two recommendations. Firstly, that the media literacy education community should educate itself further about copyright law. Secondly, that a code of best practice should be developed for educators from Key Stage 12 up to university level.

Tags: Primary & Secondary Education, Higher Education, Academic Attitudes

Location: USA

**Kapitzke C., Dezuanni M., and Iyer R., Copyrights and Creative Commons Licensing: Pedagogical Innovation in a Higher Education Media Literacy Classroom (2011) 8(3) E-Learning and Digital Media, pp. 271-282.**

This article argued that literacy and media literacy programs for teachers and students should include some form of copyright education. It suggested that due to the content and hands-on practice of media literacy, educators have a central role to play in raising awareness about copyright, and are well placed to demonstrate the role and importance of copyright.

The authors described how they integrated copyright into a unit of media literacy in a pre-service teacher education program in Queensland. This was done through workshops with trainee educators, with the aim of exploring the possibilities for a progressive approach to copyright education in schools.

Tags: Primary & Secondary Education, Higher Education, Academic Attitudes

Location: Australia

**Kitz V., The New Free for Education Licence in Australia (2005) International Review of Intellectual Property and Competition Law.**

This article discussed the “Free for Education Licence” (FfE) introduced as a standard licence by the Australian organization AShareNet Limited in order to offer an improved and less costly global availability of learning materials. The article argued that there was an overlap with creative commons. However, in the realm of organised copyright licensing, AShareNet demonstrated how easy it was for any country and any group to go their own way.

Tags: Educational Institutions, Academic and Industry Relations  
Location: Australia

**Maffioletti A. and Ramello G. B., Should We Put Them In Jail? Copyright Infringement, Penalties And Consumer Behaviour: Insights From Experimental Data (2004) 1(2) Review of Economic Research on Copyright Issues, pp. 81-95.**

The purpose of this paper was to deepen the knowledge of consumer behaviour in information goods markets, taking as a reference the sound recording market. The study used experimental methods through both hypothetical and real choices, relating to individual preferences in legal and illegal CDs.

This study argued that lawsuits could effectively lower the rate of copying as they raised the probability perceived by consumers of being caught and thus being punished. However, it also argued that this did not necessarily raise legal sales since the measured consumer willingness to pay was generally lower than the market price for legal products and therefore increased copyright enforcement may only lead to demand withholding.

Tags: Public Awareness  
Location: USA

**Palfrey J., Gasser U., Simun M. and Barns R. F, Youth, Creativity and Copyright in the Digital Age (2009) 1(2) International Journal of Learning and Media, pp. 79-97.**

This study examined youth understanding, attitudes, and discourse surrounding creativity and copyright law through qualitative research conducted with students aged 12–22. The study suggested that young people were overwhelmingly unaware of the rights and the restrictions established by copyright law. For example, when students were asked “do you know what copyright means?” 84% responded yes. However, their subsequent description of copyright was either wholly or partially incorrect. Furthermore, although students often engaged in illegal online activity such as peer-to-peer music sharing, they also demonstrated an interest in the rights and livelihoods of creators.

Tags: Primary & Secondary Education, Consumer Education, Public Awareness, Student Attitudes  
Location: USA

**Schofield B. L. and Urban J. M. Takedown and Today's Academic Digital Library (2015) UC Berkeley Public Law Research Paper No. 2694731.**

This research used survey questions and interviews to examine the interaction between academic libraries and Digital Millennium Copyright Act (DMCA) and non-DMCA takedown notices. This study was undertaken in light of libraries digitalising academic work and subsequently receiving copyright take down notices.

The research found that academic libraries most commonly received non-DMCA takedown requests that were based on non-copyright issues such as privacy, or that target materials the library itself had placed online. In general, libraries had well-developed norms and practices in place to manage these types of requests to remove material. It also found that formal DMCA takedown notices had previously been less common but that this may be changing due to the growth in open access repositories hosted by libraries. In general, libraries had not developed norms and practices in dealing with DMCA requests.

Tags: Education Institution, Academic and Industry Relations, Public Awareness  
Location: USA

**Stannard E., A Copyright Snapshot: The Impact of New Copyright Legislation on Information Professionals (2015) Legal Information Management.**

This article discussed recent changes in the law and the effect within the cultural heritage and education sectors. The article explained that the exception for educational establishments was expanded to include the communication of broadcasts off-premises via a secure electronic network (e.g. a Virtual Learning Environment). However, if licences exist for this activity, the licence terms take precedence.

The research argued that the Educational Recording Agency (ERA) was the sole licensing body for this activity, which only offered one form of licence for recording broadcasts and communicating them to the public via a secure electronic network, leaving education institutions with few options.

Tags: Educational Institutions, Academic and Industry Relations  
Location: UK

**Waelde C. and MacQueen H., From Entertainment to education: the Scope of Copyright? (2004) Intellectual Property Quarterly.**

This paper considered the scope of copyright in the light of the digital revolution. It argued that the relationship between copyright law and Higher Education teaching and research in the United Kingdom had deteriorated. Furthermore that the current state of the law creates an unreasonable barrier to universities in the course of teaching and research.

The article concluded that educational institutions are increasingly interested in e-learning, and providing courses and materials over the internet, but that education purposes are caught up in the entertainment policy restrictions. The article suggested that further empirical research is necessary in order to find out what is happening in the research, education, library and archival sectors within Europe.

Tags: Educational Institutions, Academic and Industry Relations  
Location: UK, EU

## Reports

### **Australia's Intellectual Property Awareness Foundation (IPAF) Study (2015).**

The authors of this report, Creative Content Australia, aim to raise awareness about the value of screen content, the role of copyright and the impact of infringement. The group does this by commissioning regular independent research, creating free online curriculum-linked education resources for Australian schools and producing consumer campaigns.

In this study, their research investigates attitudes and behaviours of Australians in relation to online infringement of films and TV programs. The most recent study, the seventh wave of quantitative research into Australians aged 18-64 years old, was conducted by Sycamore Research, an independent research organisation, in partnership with Omnipoll. The study argues that piracy was in decline, and that users who claimed to be pirating less factored in legal alternatives, moral (and legal) considerations, and self-interest in making this decision.

Tags: Public Awareness

Location: Australia

### **Hanway S. and Lyons L., Teens OK With Letting Music Downloads Play (30 September 2003) Gallup Poll.**

The Gallup Youth Survey used an online methodology to conduct research into illegal downloading in the US. This questionnaire was completed by 517 respondents aged 13 to 17, between 1 August and 29 August 2003. This study indicated that a substantial number of young people believed that there was nothing wrong with file sharing, and that 83% of respondents believed that it was morally acceptable to download music from the internet for free.

Tags: Public Awareness

Location: USA

### **Hargreaves I., Digital Opportunity; A Review of Intellectual Property and Growth (May 2011).**

This research was commissioned by the Prime Minister in November 2010 and undertaken by Professor Ian Hargreaves. In the report Hargreaves criticised public awareness campaigns as being ineffective. However, it argued that an effective enforcement regime requires education and that the Government should respond to copyright infringement in four ways, including through education. The report also considered copyright within educational institutions. Hargreaves argued that academics and teachers are uncertain what copyright permits for themselves and their students. Furthermore, large sums of public money is spent on allowing academics and research students access to works which have often been produced at public expense by academics and research students in the first place.

Tags: Public Awareness, Education Institutions

Location: UK

**Harris L. E, Understanding Copyright- A Life Skill, WIPO Magazine (April 2012).**

This commentary identified the need to introduce copyright education for schoolchildren, college students, graphic designers, IT professionals, and librarians as well as those who work in copyright-based industries such as music, filmmaking, and publishing. It argued that a high level of copyright awareness makes it possible to avoid legal challenges, and when they arise, to better respond to them. As such, it can support cost-effective risk management. Therefore, suggesting that copyright education programs should be introduced in public libraries, schools, businesses and academia.

Tags: Primary & Secondary Education, Higher Education, Consumer Education, SME Education, Creator Education

Location: World, USA and Australia in particular

**Kantar Media, Online Copyright Infringement Tracker, Wave 5 (Covering period Mar 15 – May 15).**

This research was commissioned by the UK Intellectual Property Office and carried out by Kantar Media. The report details the main findings of the fifth wave of a large-scale consumer tracking study into the extent of online copyright infringement, as well as wider digital behaviours and attitudes, among people aged 12+ in the UK. The study found a lack of confidence about what is and is not legal online appeared more prevalent among females (46% v 33% of male) and C2DEs (43% v 38% of ABC1), i.e. those less likely to participate in all forms of online activity (legal and illegal). A lack of confidence generally increased with age beyond 34, however 12-15 year olds (37%) showed similar levels of confidence to 35-44 year olds (40%). The proportion of people claiming to be 'not at all confident' in what is and is not legal online had increased slightly; from 15% in Wave 4 to 17% in Wave 5.

Tags: Public Awareness

Location: UK

**HEI IP Policy - perception and practice, Intellectual Property Awareness Network (IPAN) and National Union of Students Insight (2016).**

This research investigated through on-line surveys of students and academic staff in UK Higher Education Institutions (HEIs) how IP policy and practice are perceived within individual HEIs. The study found that students, more than staff, found questions on IP challenging, given the low level of understanding of the term. A significant number of students responded that it was only through completing the survey that they realised the importance of IP for their future career. Responses suggested a desire amongst students to gain more knowledge and understanding of IP and HEI IP policy; uncertainty about the ownership of IP rights in student creative work; and ignorance amongst staff as to whether IP is actually taught or not at their HEI. The report concludes with recommendations for developments addressing students' declared importance of IP education, informing students about IP policy and rights in their work, and helping rectify the inconsistent experience and expectation in IP learning and teaching found across UK HEIs.

Tags: Student Attitudes, Academic Attitudes, Primary & Secondary Education, Higher Education

Location: UK

### **OHIM, Intellectual Property And Education In Europe Study On IP Education In School Curricula In The EU Member States With Additional International Comparisons (September 2015)**

This research analysed how intellectual property rights and related issues are being taught in primary and secondary schools in the 28 EU Member States. In particular the study considered the teaching of IP within the areas of Entrepreneurship, Citizenship, Arts, Information and Communications Technology, Science, Technology, Engineering and Maths education. The research found that in the EU and non-EU countries there is no specific standalone IP subject or comprehensive IP education programme that exists in the current official curriculum. However, IP and IP-related themes are integrated into one or several subjects as a cross-curricular subject throughout all education levels.

Tags: Primary & Secondary Education

Location: EU

### **Strategic Advisory Board for Intellectual Property Policy (SABIP), Copycats? Digital Consumers in the Online Age (2009) CIBER, UCL.**

This CIBER report, commissioned by SABIP, evaluated digital consumer behaviour and the implications for intellectual property policy. The research was conducted by way of a systematic literature review, interviews with stakeholders, regulatory bodies and industry experts, media analysis and empirical exploration of file-sharing. The research concluded that consumers were confused about what is legal and not legal, attitudes and behaviours towards property in the online and physical worlds were very different, many individuals did not perceive software piracy to be an ethical problem and that education isn't working, yet.

Tags: Public Awareness

Location: UK

### **Student Attitudes towards Intellectual Property (2012), Intellectual Property Awareness Network, Intellectual Property Office, National Union of Students.**

This quantitative study undertook an online survey of over 2,000 UK further education and higher education students, in order to investigate student attitudes and awareness of intellectual property. It also sought to understand the student's demand for information about IP. The study found that an overwhelming number of students felt that knowledge of IP was important to both their education and their future career, and that once exposed to some aspects of IP, the students expressed a desire to know more. Only 40% of students considered their current awareness of IP to be enough to support them in their future career, and wanted more teaching of IP issues within their course discipline.

Tags: Student Attitudes, Primary & Secondary Education,

Location: UK

### **Weatherley M., Copyright Education and Awareness: A Discussion Paper (2014).**

This discussion paper on copyright education and awareness, presented the view that there remains too little understanding and awareness of copyright, especially amongst younger consumers. Weatherley argued that education is essential in addressing these knowledge gaps, and in turn in establishing the benefits and importance of IP to creators, consumers

and within the economy as a whole. The paper considered copyright education and awareness activities in the UK and set out an analysis of current copyright education programmes.

The paper recommended that the Government set out a clear IP awareness strategy, guided by input from various stakeholders. It suggested that the Government, via the UK IPO and the Creative Industries Council, should convene a cross-industry working group to bring together all interested parties and consult on the strategic vision. Furthermore, that existing measurement mechanisms to assess the impact of copyright education and awareness programmes should be improved and fully utilised.

Tags: Public Awareness, Consumer Education, Primary & Secondary Education

Location: UK

## Educational and Awareness Resources

### Childnet International

Childnet International created a lesson plan for Key Stage 3 students titled 'Respecting Copyright', with the objective of introducing copyright into ICT or Citizenship classes at school. The lesson plan is for one, 35 minute lesson, providing scenarios for the teacher to discuss with the students. The resource also provides links to other relevant resources. The resource can be accessed at: [http://www.digizen.org/downloads/Lesson\\_copyright.pdf](http://www.digizen.org/downloads/Lesson_copyright.pdf)

Tags: Primary & Secondary Education  
Location: UK

### Stakeholder Awareness-Raising Material

Copyright industry stakeholders have invested a large sum of money in copyright awareness campaigns. A repository of the copyright awareness campaigns throughout Europe can be found at: <https://oami.europa.eu/ohimportal/en/web/observatory/public-awareness-campaigns>

Tags: Public Awareness  
Location: Global

### Copyright Hub

The Copyright Hub was established following the recommendations made in the report by Richard Hooper and Dr Ros Lynch, Copyright Works: Streamlining Copyright Licensing for the Digital Age, An Independent Report (Intellectual Property Office; July 2012). The Copyright Hub aims to make copyright licensing easier and provides basic, general information about copyright as one of their five main ambitions to become "the place to go for copyright education." The educational information is aimed at the general public and in particular people looking to licence copyright works. The website provides general information about copyright law, licensing, using copyright work. There is also a page for schools and academia, which provides a list of organisations that offer blanket licences to schools.

Tags: Consumer Education, Creator Education, Public Awareness  
Location: UK

### Copyrightuser.org

Copyrightuser.org is an independent online resource aimed at making UK copyright law accessible to creators, media professionals, entrepreneurs, teachers and students, and members of the public. The researchers used a 'bottom-up' approach to provide answers to the most pressing concerns about copyright in two key ways. Firstly, different types of creators were interviewed in order to ascertain the types of copyright issues and concerns that occurred for them. Secondly, using raw online data from an interactive online question and answer forum, copyrightuser.org ascertained the most frequently asked questions relating to copyright. The web-resource offers videos and textual material written by copyright experts in order to address these questions and issues.

The website also provides educational resources aimed at students and teachers. The first is Contemporary Media Regulation: A Case Study in Copyright Law, an educational web resource for teachers and students studying A Level Media Studies. The second is an animated web series titled 'The Game is On!' which is supplemented by textual materials. This web series aims to inspire discussion of key principles and ideas underpinning copyright law, creativity, and the limits of lawful appropriation and reuse.

Tags: Creator Education, Consumer Education, Primary & Secondary Education  
Location: UK

### **Cracking Ideas**

The Office of Harmonisation in the Internal Market and the UK IPO launched Cracking Ideas in 2015. This website provides intellectual property education materials for teachers. The website provides a number of resources including lesson plans for students' aged 4 to 16, and in Higher Education, and other educational initiatives such as a radio series. The focus of the materials is on creativity and innovation, intended to open up a debate about the value of intellectual property.

Tags: Primary & Secondary Education, Higher Education  
Location: UK

### **Guidance from the UK Intellectual Property Office**

In 2014 copyright reforms were introduced in the UK. In order to assist the general public in understanding these changes, the UK IPO published eight resources to explain the meaning of the new copyright exceptions in layman's terms. The eight targeted guides aim to explain what users can and cannot do with copyright material under the new law. In particular, they explain what the changes mean for different groups of people including teachers, researchers, librarians, disability groups, artists, museums and consumers.

Tags: Consumer Education, Creator Education, Public Awareness  
Location: UK

### **Think Kit**

Think Kit is a resource pack that includes lessons plans for teachers of GCSE or NQ Business Studies, Media Studies, Design Technology or Music. It is created by the UKIPO and was updated in 2016. The pack aims to enable teachers to encourage students to think about innovation and protecting their creations. The resource includes three lesson plans for each subject with case study materials that put IP issues in a relevant context for students to discuss.

Tags: Primary & Secondary Education  
Location: UK

### **The Young Writer's Guide to Shakespeare**

The Authors' Licensing and Copyright Society and the National Schools Partnership hold an Annual Competition and Education Programme known aimed to inform young people

about copyright. As part of the competition ALCS also monitors the student's attitudes, before and after the programme. In 2014 the results showed that 76% of students believed copyright should be taught in schools, there was a 19% increase in the number of students who understood that copyright applies to digital media and 56% showed preference to pay for content rather than illegally download. However, the results also showed that students who completed the programme were still uncertain about which websites were lawful.

Tags: Primary & Secondary Education, Student Attitudes  
Location: UK

### **YouTube Copyright School**

YouTube have published a number of copyright education videos. In particular their users are required to attend 'Copyright School' if the user has been found uploading videos that included copyright infringing content. The user has to watch the tutorial video and pass a test before being allowed to continue using YouTube.

YouTube also host a web page for copyright information. This includes further information on copyright, creative commons, fair use and other frequently asked questions. The web page also provides users with further information on content ID, copyright strikes and allows the user to respond to a copyright takedown claim.

Tags: Consumer Education, Public Awareness  
Location: Global

### **Get It Right From a Genuine Site**

This website provides the public with a list of genuine industry-backed websites that allow consumers to legally access copyright material. The website also provides a number of videos on promoting and supporting creativity.

Tags: Public Awareness  
Location: UK

### **BBC Copyright Aware**

This BBC website provides educational information for the public about the rights of creators and the use of other people's copyright material.

Tags: Consumer Education  
Location: UK

### **Into Film Respect for IP**

Into Film collaborated with Cinema First, the Industry Trust for Intellectual Property (IP) Awareness, Intellectual Property Office, and FACT to raise awareness of issues relating to copyright infringement and the impact it has on film. Their website provides a number of educational resources aimed at educated young people to respect the value of IP.

Tags: Consumer Education, Public Awareness  
Location: UK

## Conclusion: Summary and Future Directions

Having identified 14 academic studies, 10 commissioned reports and 12 public awareness campaigns, this is a non-exhaustive review of some of the main activity related to copyright education. Because this review captures the most visible efforts, it is possible to draw some tentative findings from the exercise. The most frequently studied and least frequently studied aspects of copyright education can be discerned within the sample. Category tags were counted and are displayed below in four pie charts below, to visualise the distribution of the categories of studies and resources. Each chart demonstrates the number of tags in each category relating to (1) all of the resources and studies. (2) academic studies (3) reports and (4) educational and awareness studies.

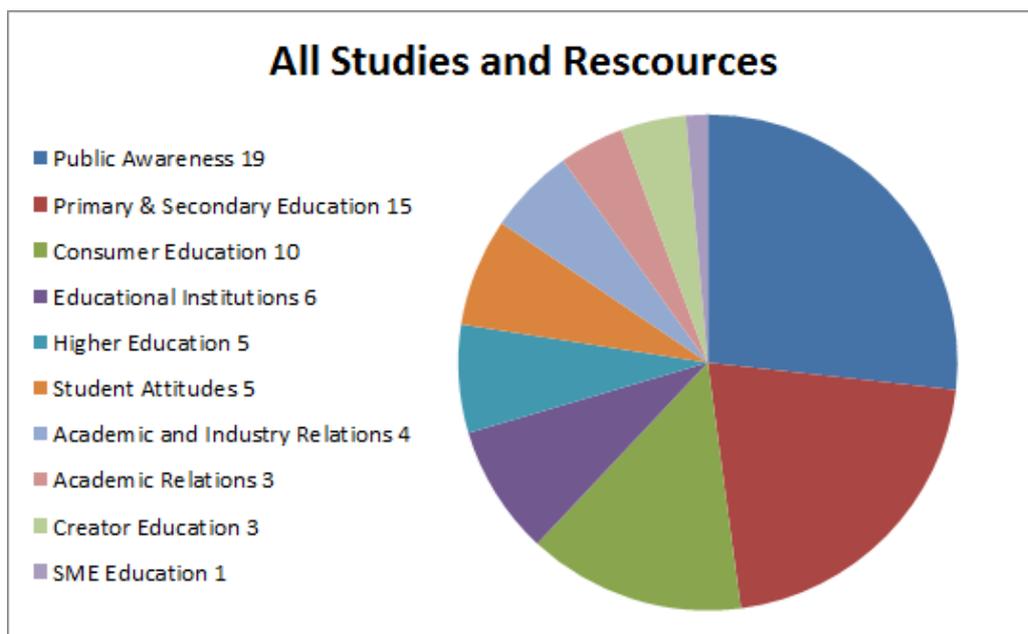


Figure 1: Summary of all studies and resources: topic frequency

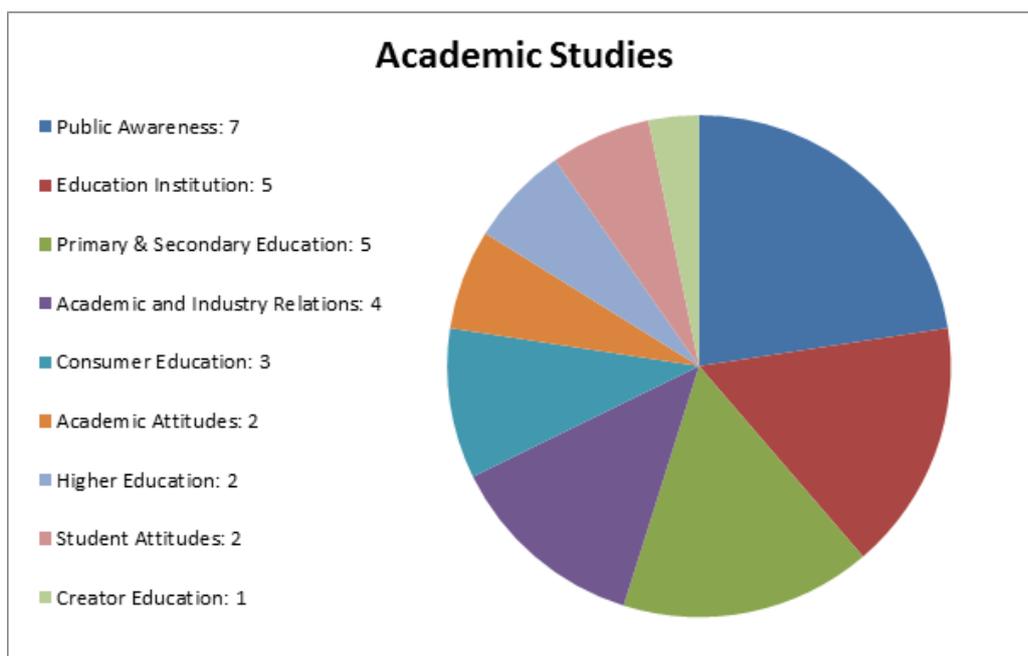


Figure 2: Summary of academic studies and resources: topic frequency

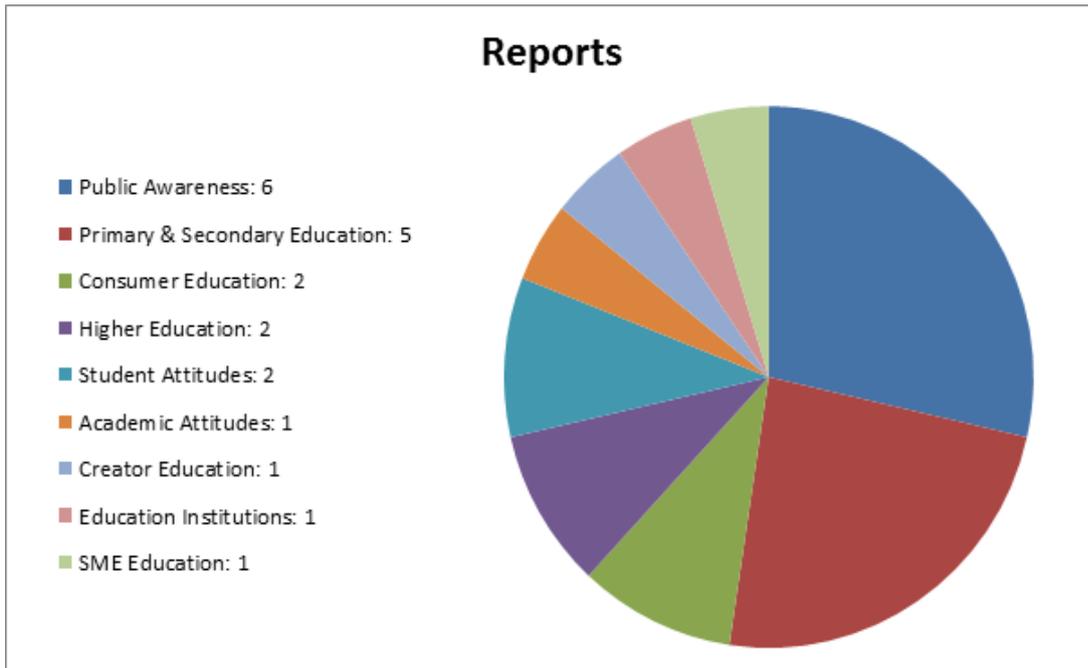


Figure 3: Summary of commissioned reports: topic frequency

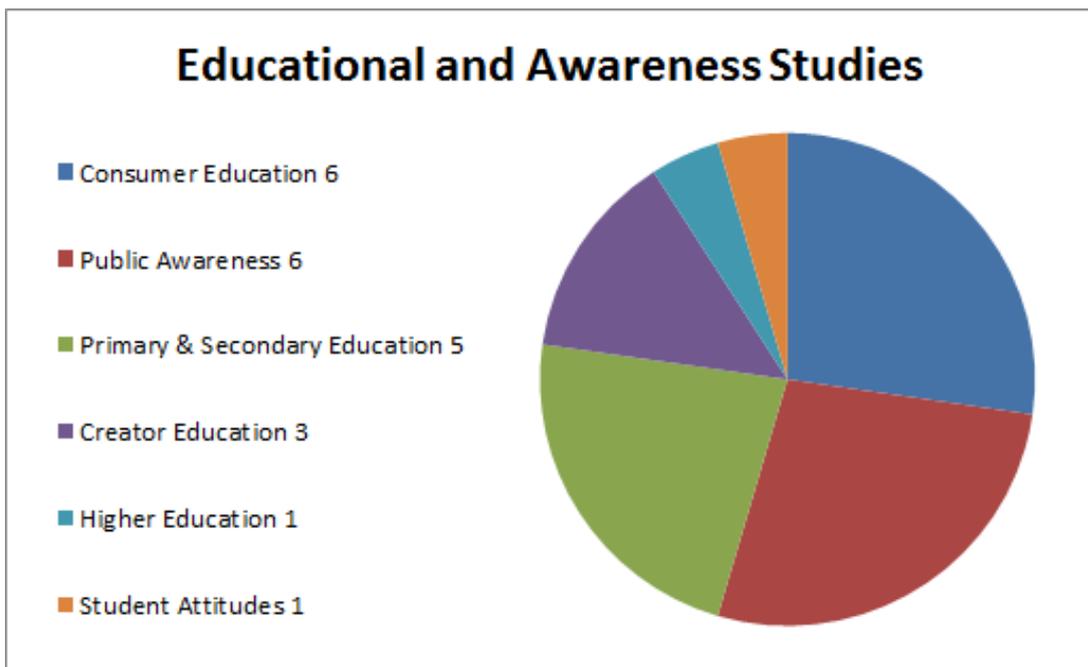


Figure 4: Summary of educational resources: topic frequency

The above charts emphasise the main finding that initiatives led by different stakeholders focus on different aspects of copyright education. In academic studies there was more frequent attention paid to copyright use within academic institutions and by students; there were no studies on the topic of SME education and only 1 about creator education. The most popular topic found in academic studies was public awareness. Among the commissioned reports there were no studies about academic and industry relations and the most popular areas of study were public awareness and Primary & Secondary Education. In educational and awareness resources there were no results for academic and industry relations, academic attitudes, educational institutions or SME education. The most popular areas of intervention were consumer education and public awareness, closely followed by Primary & Secondary Education. Overall, SME education was the least popular area of

study, followed by creator education and academic attitudes. The most popular areas of study were public awareness and Primary & Secondary Education. This suggests that there is need for further academic study and engagement with SMEs around copyright knowledge and use.

As previously discussed in the introduction, this review was commissioned to inform the Copyright Education Symposium, held on 24th May 2016 at the offices of the British Recorded Music Industry (BPI) in London. In particular the workshop session on 'What do our future research needs look like? What insights or analysis are required to move the agenda forward?' During this workshop several further research needs were identified:

- It was clear that a better understanding of attitudes and behaviour through further independent interdisciplinary research is required;
- Research needs to capture the specific knowledge needs of different creative sectors to inform production of resources;
- In order to do this it is necessary to develop methods to evaluate the impact of education and awareness initiatives, assessing in particular changes in behaviour and practice;
- Balanced representation of copyright interested parties, including creators, producers, investors in rights, consumers and institutional users, at all stages of research and dissemination is important;
- More effective partnerships between academia, industry and government should be developed; and finally that
- Transparency in disseminating findings and methods is essential in the development of copyright education research and resources.



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