

Copyright Literacy Among the Literacies in Hungary

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Abstract. This paper paints a picture of the views on copyright literacy in Hungary. The Hungarian Library and Information Science (LIS) community has been introduced to varied literacies, mainly in their native language. The best-known literacy is information literacy, but step-by-step other literacies appear in Hungarian journal and conference papers. Due to the adherence of Hungarian librarians to their native language, there are still abstracting services that deliver abstracts on different LIS subjects that are available in the Hungarian language. Translations of the term *copyright literacy* to Hungarian bears resemblance to information literacy, that is, they are either verbatim translations of the concepts or emphasize literacy's meaning as being educated and having erudition. On this background, the results obtained on a convenience sample of the Hungarian part of an international copyright literacy survey are presented and compared to the findings of two other surveys that used the same questionnaire.

Keywords: IL literature · IL practice · IL survey · Copyright literacy hungary

1 Definitions and Approaches

Although a few papers are expected to approach copyright literacy at this conference, there is still a need to define this concept. Secker and Morrison provided a simple definition of copyright literacy by describing it as “Acquiring and demonstrating the appropriate knowledge, skills and behaviours to enable the ethical creation and use of copyright material” [1].

Harris underlines that we face copyright issues in our daily lives, often without being aware of them. She directs our attention to the fact that, while literacy is defined as competence or knowledge in a specific area, copyright literacy is more specific, because it refers to “identifying copyright-protected materials, navigating fair use and fair dealing, obtaining permissions and licenses where necessary, and recognizing infringement of copyright law”. She also points out that knowledge and understanding of copyright regulations can prevent different kinds of infringement, and the lack of knowledge may lead to misunderstandings, as well as preventing the use of readily available materials in new and innovative ways [2].

The *Information Literacy Competency Standards for Higher Education* stresses the need for copyright literacy, albeit without using the expression itself. Rather, the *Standards* accentuate the awareness of the economic, legal, and social issues related to the ethical and legal use of information [3].

Its successor, the *Framework for Information Literacy for Higher Education Framework* also presents the characteristics of copyright, fair use, open access, and the public domain by directing attention to cultural variability of legal and social construct of intellectual property. The context where it is presented is the value of information that is manifested in various contexts. As it is pointed out, novice learners may struggle with understanding the contradiction between “free” information and the concept of intellectual property as they face rules of citation or warnings about plagiarism and copyright law [4].

The question arises why it is important to study copyright literacy of information professionals. A nationwide survey of 226 academic library staff members in the United States shows that the majority of the respondents have answered copyright-related questions in the workplace. However, only 49% of them regarded themselves prepared to provide copyright information to library users. Charbonneau and Priehs also point out that – besides this perceived lack of competence – various distance education efforts, including the strong presence of Massive Open Online Courses (MOOCs) increase their training needs [5].

2 The Terminology of Literacies and Copyright Literacy in Hungary

While information literacy has been constantly present in the literature in Hungary since the second half of the 1990s, the expression *copyright literacy* appeared only recently [6]. This development fits well into pattern of the emerging terms, more or less closely connected to the concept of information literacy (IL).

The best-known literacy is information literacy, but – in accordance with the above – other literacies appear in Hungarian journal and conference papers, step-by-step. Through these channels, information professionals have become familiarized with the concept of media and information literacy [7], data literacy [8] and green information literacy [9].

The Hungarian Library and Information Science (LIS) community has been introduced to several literacies, mainly in their native language, because informing themselves about developments in LIS-related issues, including literacies in their native language is still the preferred form for Hungarian information professionals. Besides papers, professional journals also offer abstracts on different LIS subjects in Hungarian. These abstracts reflect on diverse professional issues and disclose further concepts, as it was the case of health information literacy.

The term *copyright literacy* is translated into Hungarian differently, but showing similarity to the development of information literacy’s translations in the sense that there are literal translations of the expression and translations that express and emphasize literacy’s meaning as being educated and having erudition. In the case of copyright literacy, *szertői jogi műveltség* stresses erudition [10]. If we use the term *szertői jogi ismeretek*, we emphasise the element of having knowledge about

copyright. Using the verbatim translation, raises more complicated issues, because *szerzői jogi írástudás* may raise suspicions that it is related to digital literacy. To be exact, the problem is not in the resemblance, but in the fact that digital literacy in Hungary has been used in a somewhat more restricted meaning compared to its multifaceted and broad understanding conceived by Gilster [11, 12]. Due to the predominance of (ICTs), it is often conceived as nothing else than possessing ICT skills [13]. Although there is still some confusion, in parallel with the appearance of the concept of media and information literacy (MIL) the complexity of digital literacy begins to be better understood and accepted more widely [14].

Competencies related to copyright literacy appear in the National Curriculum for Education (NCE) that regulates the content of public (K12) education. The school subjects that contain elements of copyright literacy are varied, but include computing, literature and media studies. Unfortunately, disproportionately little time is designated for these tasks. If this bottleneck would not exist, there would be, first of all, classes in computing that could inform pupils about the ethical use of information, citing sources used, and plagiarism.

The Hungarian Intellectual Property Office (HIPO) also plays a significant role in the Hungarian intellectual property training system as it offers courses to students of higher education. They give special attention to teacher training, and have organized competitions for teachers to prepare lesson plans on related topics [6].

3 Hungarian Participation in Literacy Surveys

If the appearance of copyright literacy is a novelty, participation in international literacy surveys is not unknown to information professionals in Hungary, though it was only the students of one library school that participated in the first international survey that intended to reveal information about the literacy skills of LIS students [15]. Let us add that this Hungarian contribution brought in a small number of respondents, which nonetheless sufficiently reflected the opinion of the undergraduate students in a small institution, as it had a response rate of 78%.

There is also a survey with Hungarian participation that is still open at the time of writing this text. It is the Hungarian part of the international data literacy survey. This one is different from the preceding surveys, because its potential respondents are not exclusively information professionals, but different researchers from all disciplines. Although this survey is not closed yet, it can be said that – even if its target audience differs from those of earlier ones – the survey in Hungary has been disseminated and publicised with the help of academic and research libraries.

4 The Copyright Literacy Survey in Hungary

4.1 Background

Similarly to the survey on information literacy skills the Hungarian copyright literacy survey was part of an international effort. Surveys were administered with the instrument,

developed by Tania Todorova and Tereza Trencheva (Bulgaria), Serap Kurbanoglu and Güleda Doğan (Turkey), Aleksandra Horvat (Croatia) and Joumana Boustany (France). The findings of the multinational survey in their home countries, based on this methodology were reported in the proceedings of the Second European Conference on Information Literacy [16]. Colleagues from other countries followed suit. Morrison and Secker described the situation in the United Kingdom in 2015. [17] Kortelainen reported on results from Finland [18], while Terra portrayed the copyright literacy competencies of Portuguese LIS professionals [19].

The main goal of this survey was to investigate actual competency levels of Hungarian information professionals, that is, librarians and other library and information science (LIS) professionals in the field of intellectual property rights in general and copyright in particular.

Following the structure of the survey, in this paper we explore:

- The extent of information professionals with copyright related issues;
- The level of awareness of copyright policies and practices within the country and the institutions they work for;
- The opinion of these professionals about the inclusion of copyright-related issues in LIS education and training.

The survey instrument was translated into Hungarian by Tibor Koltay and the translation was reviewed by Eszter Amberg. The Hungarian part of the survey was initiated in October 2014. Information professionals were made aware of the survey and mobilised to respond at KATALIST, the discussion forum of Hungarian LIS professionals.

4.2 Demography

The number of respondents in Hungary was 145, while the survey was consulted by twice as many information professionals, who decided not to respond or who answered only a few questions. In the following, we analyse the data of those who made the effort to respond fully to the survey's questions.

Most of the respondents work in a library and 131 of them indicated the type of library where they are employed, plus two of them did not answer this question, because their library is multifunctional. The majority come from academic and public libraries, and the distribution of their work experience in years of experience was relatively even. The age of the respondents also showed an even distribution: 26 under 30, 36 between 30 and 39, 32 between 40 and 49, 35 between 50 and 60, and 16 over 60.

From the responding information professionals, 52 hold a Bachelor's, 76 a Master's and 10 a PhD degree. There are also 7 librarians with a qualification that is lower than B.A. From those with a PhD, 5 professionals work in academic libraries, 2 in public libraries and 3 in other libraries. With 115 answers, females were in overwhelming majority.

Even though the number of respondents to this survey (145) is relatively low, the Hungarian part of the survey is representative of the state of the profession, even if not in a strictly statistical sense.

4.3 Findings

To interpret the findings as correctly as possible, it seemed sensible to compare the results of the Hungarian survey with two other surveys: the multinational one by Todorova et al. (covering Bulgaria, Croatia, France and Turkey) [16] and the UK survey by Morrison and Secker [17].

General Knowledge and Awareness of Copyright Issues. About 40% of Hungarian information professionals indicated that they are somewhat or moderately familiar with the regulations. However, the level of their awareness about orphan works was below 30%. This demonstrates that, despite the apparent lack of knowledge about orphan works, a substantial extent of copyright awareness is regarded by them to be a prerequisite for successful digitisation.

International, National and Institutional Regulations and Institutions. To enable comparisons among the answers for this part of the survey, we computed the average of the answers provided for the first four (Likert scale) questions. As we had 145 respondents, it seemed to be conceivable that every question could induce 29 answers, thus producing an average of 3.00. However, this average was not reached in the Hungarian survey. Moreover, in two cases it was lower than 2.00. In the case of national and international regulations, we found that copyright and related law produced an average of 2.63 at the national level, while it was only 1.89 at the international level. Similarly copyright related institutions appeared to be known at the national level with an average of 2.69, while awareness of international regulations performed at the lowest level with 1.81.

All in all – as also partly shown in Table 1 – our findings show consistency with the results of the above surveys about national and international copyright issues and copyright, because the level of familiarity with these is low among Hungarian information professionals.

The 19% share of the World Intellectual Property Organization (WIPO) and 13% of IFLA confirms that Hungarian information professionals know national regulations

Table 1. The level of awareness on issues related to intellectual property/copyright

	Low	Moderate	Good	Very good	Excellent	Average	UK average
Copyright and related law – national level	35	25	49	30	6	2.63	3.50
Copyright and related law – international level	63	44	30	7	1	1.89	2.27
Copyright related institutions – national level	25	40	44	27	9	2.69	3.24
Copyright related institutions – international level	68	45	24	8	0	1.81	2.09

much better than international ones. Interest in the initiatives of international professional organisation proved to be significantly higher among holders of graduate (Master's) degrees and PhDs.

The number of those who are familiar with Creative Commons Licences is surprisingly low. This is indicated by the fact that 39% chose the option of being not at all familiar, and 18% declared that they are slightly familiar with this concept. That is, the concept was new for more than the half of the respondents.

From among the Hungarian respondents, only 41% know that a national copyright policy exists, and those who are unsure make up an absolute majority with 53%. Whatsoever, we can interpret this fact as a sign of their intent to provide sincere answers.

The discrepancy of opinions about the existence of institutional policies between the proportion of 64% in the UK and 34% in the multinational survey and 49% in the Hungarian one seems to be realistic, because the findings clearly indicate the differences between the copyright policy systems. For the same reason, only 17% of Hungarian information professionals and 15% of the multinational survey indicated that there is a person in their institution in charge of dealing with copyright issues, whereas, in the UK this was the opinion of 64%.

Sources of Information for Copyright Awareness. Among the preferred sources when searching for information on intellectual property and copyright, 65% indicated the web. This result is not surprising. It is even reasonable, as the other two surveys found 71 and 76% ratios. At the same time, we must see that highly preferred sources, such as lawyers (53%), colleagues (54%), the Széchényi National Library and national library organisations (55%) are also reachable through the internet.

On the other hand, choosing lawyers reached surprisingly a high proportion. This becomes even more significant if we compare this result with the findings of the multinational and the UK survey, where this proportion was 26 and 11%, respectively.

As a means of distribution, professional discussion fora are preferred by 40%. This proportion again shows similarity with the other two surveys, while blogs are mentioned by 13%, that is, approximately half of the proportions evidenced in the multinational and the UK survey.

We are speaking about librarians, so it is not by accident that reliance on the professional literature is high with 52%, even if it is lower than in the other two surveys (56% and 70%).

It also of importance that 25% would ask for help and advice from teaching staff and other scholars.

Most of these findings can be seen on Table 2.

Table 2. Preferred sources of information

	Hungary	Four countries	UK
Colleagues	78 (54%)	56%	70%
Lawyers	77 (53%)	26%	10%
Books, articles, etc.	75 (52%)	73%	62%
Websites	94 (65%)	71%	76%
Blogs/wikis	19 (13%)	31%	24%
Professional discussion lists	58 (40%)	40%	47%
WIPO	28 (19%)	17%	13%
IFLA	19 (13%)	24%	9%
National Library and other professional associations	79 (54%)	43%	29% + 59%
Experts from academic and scientific community	36 (25%)	33%	25%

The Importance of Compliance with Copyright Legislations. Compared to the findings of the multinational and the UK survey (81% and 92%) somewhat lower proportion, but still an overwhelming majority (72%) of the Hungarian respondents agree with the statement that services offered by libraries and other cultural heritage institutions require compliance with copyright legislation. Obviously, even this proportion is eminent. Still, 79% of Hungarians show the highest support for the idea that worldwide harmonization of exceptions and limitations to copyright for libraries and archives is necessary. In Bulgaria, Croatia, France and Turkey, the average proportion of the suggestion to WIPO to better define exceptions and limitations to copyright in the digital environment was 74%, while it reached 61% in the UK and 82% in Hungary.

The third suggestion, that is, that the *WIPO Treaty to Facilitate Access to Published Works for Persons who are Blind, Visually Impaired, or otherwise Print Disabled* is an important achievement, attained the highest agreement (90%) among Hungarian respondents (compared to 82% and 87%). However, this result should be treated with caution if we consider that the answers to an earlier question showed awareness of the WIPO below 20%. Most probably, the reason behind the almost unanimous agreement was that Hungarian information professionals support the goals articulated in the treaty, without being familiar with the treaty itself.

The Supposed Level of Self-esteem of the Respondents. There are some peculiar facts that might deserve attention and explanation. The averages produced by female respondents are lower than those of males. A likely reason for this is that females are wary of giving themselves higher scores, although the literature shows conflicting arguments about gender similarities and differences [20–22]. In any case, due to the high proportion of female respondents, the average of answers given by them takes the closest position to the aggregate values. If females gave diverging answers in one direction, the answers by males were almost four times as far in the other direction. All, this is understandable if we take into account that answers given by female respondents were decisive in the Hungarian survey.

It could also be observed that the scores of almost every individual, choosing from the five options of the Likert scale were consequently close to each other. You even might wonder, why did some of the respondents go on with completing the survey, when they gave themselves minimal scores in the first group of questions.

In general, there were only few who gave themselves high scores. It is probably not by accident that one of these was a lawyer.

5 Conclusion

All in all, it can be said that – despite some discrepancies – Hungarian information professionals face similar difficulties as their colleagues in Bulgaria, Croatia, France Turkey and the United Kingdom, when treating copyright-related issues. In other words, there seems to be no significant specificity of the Hungarian context. We can say instead that – despite differences – our findings reinforce what was found in the other three surveys. Unfortunately, this does not mean that the level of knowledge and the awareness of information professionals in these six countries regarding copyright issues would be satisfactory.

The findings of this survey – again similarly to the international survey, mentioned above – also indicate that there is a need for improvement. The survey results themselves underline this, because the overwhelming majority of our respondents support that it is necessary to include intellectual property issues in the curriculum of Library and Information Science education and continuing education.

Accordingly, we can repeat and herewith confirm the words of Todorova et al.: We should increase awareness of information professionals regarding copyright issues. To deepen the level of their knowledge level in this field, LIS curricula and continuing education programs should lay more emphasis on theoretical and practical content on intellectual property issues [16].

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