

INTED **2022**

16th International
Technology, Education and
Development Conference

7-8 March, 2022

CONFERENCE PROCEEDINGS



Sharing the Passion for Learning

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COPYRIGHT LITERACY IN THE DIGITAL MEDIA - A COMPONENT OF THE MODERN INFORMATION AND MEDIA LITERACY IN UNIVERSITY ENVIRONMENT

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Abstract

Introduction: The diversity of platforms through which media content is disseminated and the digitalisation are changing the media culture of society. The future is oriented towards transcultural thinking, a positive educational environment and effective career development and that requires new skills. In the context of interaction between education, economy, innovations, and of particular importance for their successful implementation, is the copyright literacy.

Presentation: Copyright literacy as part of media literacy is extremely important on the agenda of the information society, especially now that it plays a key role in our lives, when the world faces a monstrous challenge of mutating viruses lurking everywhere. As a result, it is crucial to acquire more knowledge, form a good understanding of the mechanisms of creating creative content in the media, new opportunities for authors, the cultural dimension of media content and its diversity as objects of intellectual property.

Hypotheses: Generation Z perceive the world through media. They understand the world in their own way. And they interpret it according to their knowledge, intellect, education. The right to intellectual property rewards the artist for their mind, with which they contribute to the development of mankind. Due to the expansion of Internet technologies in the 21st century, copyright literacy in the media is becoming a key element in the education of students in a university environment, and knowledge of the use of intellectual property in creating and recreating works of literature, science, art, digital architecture era is becoming a strategic competence for future generations of citizens.

The aim of this paper is to present the results of a national survey as part of a research project for young scientists at the Ministry of Education and Science in Bulgaria. It makes a study related to the formation of copyright literacy of students training in the professional field "Social Communications and Information Sciences" at ULSIT and students training in similar specialties in other universities.

Methodology: A survey instrument was developed by the authors in order to collect data from students who study in professional field "Public Communications and Information Science", regarding their knowledge, awareness levels and attitude of copyright literacy issues. Because of the national scope, during the development of the questionnaire, national legislation and WIPO guidelines were primarily used. The survey was conducted in May 2021, among 455 students from eight universities among students in specialties such as journalism, communications, arts, copyright law in the new media. The questionnaire consists of 24 main questions and includes mainly closed (some based on 5-point Likert Scale) and few open questions.

Conclusion: The obtained results establish and confirm the tendency that copyright in particular and intellectual property in general are not sufficiently represented in the curricula of higher education. Respondents are convinced of the need to encourage the creation of intellectual property and the maintenance of its value. Intellectual property rights with a focus on copyright in the media are little represented in higher education. This imposes a new model of training to increase copyright literacy in media, because in today's technological society, intangible property rights are becoming increasingly important.

Keywords: Copyright, Journalism, Digital Media, Intellectual Property, Law, Media Industry.

1 INTRODUCTION AND THEORETICAL FRAMEWORK

Media today are an integral part of our daily lives. Life seems impossible without TV, email, various video sharing platforms, photos, chat. In this format, they continue to play their conventional role as a window to the world, but with new functions - as a forum for social interaction, a way of communication, a place to exchange goods or information, and to publish personally created media content. The new

generation of young people perceive the world through the media. That is why it is of extreme importance for information that is important to society to be presented in the right way, to engage and to send messages.

According to the theory of William Strauss - playwright, and Neil Howe - economist and democrat, there is cyclicity in generations. [1] The two authors identify four generations, each spanning about 20 years, with the fifth having the same views as the first. Of course, historical conditions, science, technical progress are important.

Generation Z are the "new millennials" ("iGen") - realists. They were born in a time of terrorism and violence, so they understand the world in their own way and know fear. They are characterized as more passive. They rely on pushing the button and getting a result. For them, the Bible is Google, they spend their time on the Internet, they enter social networks countless times a day. Generation Z gets all the information from the Internet. They follow and get excited only about topics they are interested in, mainly from social networks, where there is also fake news, misinformation. Interpretation is according to knowledge, intellect, education. They admire stars in business and music. At the same time, young people from Generation Z are people with vision, purpose and direction. They differ from others in that they refuse to study and follow their parents. A study by the Bulgarian Center for Not-for-Profit Law (BCNL) - a public-benefit foundation, proves that the values of this generation are personal space and tolerance. [2] The trends worldwide are as follows: different opinions are made public because consumers need it, video content is preferred, information is disseminated through viral videos, and more.

The constant need of people to improve their way of life forces them to develop their knowledge of law as a science of management and information technology. And although the law does not give a direct result, as a system it is a synergy of ideas and moral norms for a better life of society. The right to intellectual property rewards the artist for their mind, with which they contribute to the development of mankind. In other words - the intangibles that are valued need protection - this is the right to intellectual property.

Due to the expansion of Internet technologies in the 21st century, copyright literacy in the media is becoming a key element in the education of students in a university environment, and knowledge of the use of intellectual property in creating and recreating works of literature, science, art, digital architecture era is becoming a strategic competence for future generations of citizens.

Generation Z were born between 1997 and 2012. They carry a smart phone, live through it and in the time of COVID isolation and lack of social life they are not hindered. Contact with technology is innate in these young people, so they are called "born with digital knowledge". They are the new global society - approximately two billion people who are creating the future. And the future is digital, predicted a quarter of a century ago by the famous American futurist Richard Susskind in his seminal book "The Future of Law" [5].

In recent years, the European Union has paid special attention to intellectual property as an important part of modern society. Following Directive (EU) 2019/790 of the European Parliament and of the Council of 17 April 2019 on copyright and related rights in the Digital Single Market and amending Directives 96/9 / EC and 2001/29 / EC [3] at the end of In 2020, the Council of Europe adopted the Council conclusions on intellectual property policy and the revision of the industrial designs system in the Union - a final document on the future EU intellectual property policy [4], highlighting the importance of a "strong, efficient, transparent and balanced system for the protection of intellectual property "and the need for a coherent, comprehensive strategy to ensure both the protection and fair access to innovation. The fight against counterfeiting and piracy is encouraged.

Copyright is part of the intellectual property right of citizens and is a system of legal norms that govern the relationship author - consumer, when there is a work of science, literature, art. Since articles, comments, various author's materials created for the media are media content that is a work of intellectual work, it is logical that they have a corresponding price.

Digital technologies have changed the way creative content is created, distributed and used. The media are the main translators of this content in the world of the Internet. The Copyright Directive as a new EU legislation has updated and adapted copyright rules to changes in the digital space for the benefit of almost all actors in the digital space: artists, journalists, film and music producers, users of online services, libraries, researchers, museums, universities, etc. The directive emphasized three main objectives: greater opportunities for the use of copyrighted materials for educational and research purposes, as well as for the protection of cultural heritage; better cross-border and online access for citizens to copyrighted content by expanding access to audiovisual works on video-on-demand

platforms; new right for publishers of press publications in connection with the use of their content by online service providers, strengthening the position of rightsholders so that they can negotiate and receive remuneration for the online use of their content by the platforms on which users upload content, etc. The deadline for implementation of the new rules in the domestic law of the Member States of the European Union was June 7, 2021. Bulgaria did not transpose the Directive into Bulgarian law. But copyright objects are in constant use everywhere. Consumers of works of literature, art, science in the global online space are young people - Generation Z, who use media content non-stop, create creative content or very often inherit copyright on works of their parents, grandparents.

Every work is paid. Work is an universal value for everyone, part of their dignity and integrity as a person. The fruits of intellectual labor are unique and as such are objects of intellectual property. The objects of copyright - works of art, literature and science, are protected by the Copyright and Related Rights Act. The author - the natural person, as a result of whose creative activity the work of literature, art or science is created, is a copyright holder, when the result of his creative work is expressed in any way and in any objective form.

The law explicitly specifies that the normative and individual acts of state bodies (laws, ordinances, decrees, regulations, orders, etc.), as well as their official translations, as well as any ideas and concepts, folklore works, news, facts, information and data are not subject to copyright. Copyright is protected for a certain period of time (between 25 and 70 years) - it varies from country to country, but the goal is the same - to protect the interests of the author's closest generations of heirs.

The media of the 21st century floods people with information - true-false, rumors-truths, official-unofficial. If forensic psychologists have methodologies for typical signs and body language to recognize whether a witness or accused is telling the truth or lying, then the Internet reader will not be able to reach the body language or the eyes, eyes, gestures or thoughts of the author. Therefore, the reader must be able to read competently, make informed choices and be able to sift the "pearls" from the chaff in the media. And evaluate them accordingly.

Copyright literacy as part of media literacy is extremely important on the agenda of the information society, especially now that it plays a key role in our lives, when the world faces a monstrous challenge of mutating viruses lurking everywhere. As a result, it is crucial to acquire more knowledge, form a good understanding of the mechanisms of creating creative content in the media, new opportunities for authors, the cultural dimension of media content and its diversity as objects of intellectual property.

2 COPYRIGHT LITERACY AT THE MEDIA IN THE UNIVERSITY ENVIRONMENT: SURVEY CONCEPT AND RESULTS

In the framework of the Project "Model for research and increase copyright literacy at the media in the university environment", funded by the National science fund in the Competition for financial support for the project of junior basic researchers and postdocs - 2019, a survey was conducted among 455 students in May 2021. The aim was to study and summarize the opinion of students in specialties such as journalism, communications, arts, copyright law in the new media. The respondents are representatives of eight Bulgarian universities. Our team examines whether students do or do not critically analyze and evaluate the information and media content in the media they follow; whether they are interested in media copyright issues; does the profession for which they study in higher education require knowledge in the field of copyright and intellectual property? Some of the questions examine the trust in the press, the thematic preferences of students as readers and their attitude to mixing serious information with yellow news and copyright competence as a prerequisite for higher awareness of modern users of media content. The obtained results established and confirmed the tendency that copyright in particular and intellectual property in general are not sufficiently represented in the curricula of higher education.

The survey shows that one third of the respondents in the last year are authors of objects of copyright - 30% of respondents have created a literary work, 28% have created video or audio material. It is a definite statement that three quarters of the children and young people in Bulgaria surf the social networks and communicate through online applications every day. They use digital media almost constantly without thinking about their media habits and practices, or how they communicate with popular celebrities on the Web who are hit writers and therefore own copyrights, and so on.

It is interesting to note the finding of half of the respondents in the survey, who, when asked: "To what extent are you familiar with copyright?", half think that they are moderately familiar with copyright. I.e., they have a real idea of their ignorance of the subject. Only 20% of respondents indicated that they were

largely interested in media copyright. Obviously, most prefer to consume without caring who the creator is and whether they do or do not have copyright over their works.

At first glance, such behavior does not imply further action on the topic. But it turns out that these same people are aware of the need for knowledge in the direction of copyright literacy in media. To the question "To what extent does the profession you are studying require knowledge in the field of copyright?" 37% of respondents believe that their profession requires knowledge in the field of copyright to a large extent. (Table 1)

Table 1: To what extent does the profession you are studying for require knowledge of copyright?

<i>Answers</i>	<i>Number</i>	<i>%</i>
None	14	3.1
Neither low, neither high	112	24.9
High extent	167	37.2
Very high extent	156	34.7

Moreover, the surveyed students admit that the issue of copyright in the media is poorly represented in the curriculum they study. This critical analysis of the existing programs applicable in the university environment justifies the conclusion that the respondents are aware of the need for a deeper knowledge of the issue.

A significant percentage of respondents are convinced that this knowledge is missing in the programs of modern higher education. 60% of the respondents answered that it is necessary to include in the curricula a discipline related to the protection of intellectual property in the media in general. (Table 2)

Table 2. In your opinion, is it necessary to include in the curricula of the following specialties a discipline related to the protection of intellectual property in the media?

<i>Programs</i>	<i>Not necessary</i>	<i>Rather not necessary</i>	<i>Neutral</i>	<i>Rather necessary</i>	<i>Necessary</i>
Journalism	3.1	2.9	8.2	25.8	59.9
Printed communications	2.7	3.8	9.6	24.1	59.9
Archival science and documentary	4.5	6.0	15.1	30.7	43.7
Public communications	2.9	4.9	15.1	28.3	48.8
Public policies and practices	3.1	5.6	16.9	31.0	43.4
Library management	7.3	7.8	18.5	29.0	37.4
Graphic design	4.5	5.1	11.8	24.9	53.7
Advertising	2.2	2.9	6.9	22.9	65.0
Design for architectural environment	5.6	8.0	14.0	29.2	43.2
Fine Arts	7.1	8.7	15.6	22.0	46.5
Design	4.0	5.8	12.2	27.2	50.8
Art management	6.0	5.3	16.5	30.3	41.9
Culture and media	2.4	3.6	11.1	25.2	57.7

The conclusion is that the respondents are convinced of the need to encourage the creation of intellectual property and the maintenance of its value. However, they are unequivocally hesitant about the question: "To what extent are you willing to pay for a media product?" (Table 3)

Table 3. *To what extent are you willing to pay for the media product you need?*

<i>Answers</i>	<i>Number</i>	<i>%</i>
Very low	35	7.8
Low	103	22.9
Neither low, neither high	216	48.1
High	75	16.7
Very High	20	4.5

And they are completely explicit - 74% condemn as negative the reprinting of copyrighted materials in the media without permission from their authors. (Table 4)

Table 4. *What is your opinion about the reprinting of copyrighted materials in the media without permission from their authors?*

<i>Answers</i>	<i>Number</i>	<i>%</i>
Completely negative	174	38.8
Negative	166	37
Neutral	78	17.4
Positive	25	5.6
Completely positive	6	1.3

Obviously, the process of legal literacy in the context of copyright literacy in media has started, but it is influenced by many different factors. The philosophical concept that knowledge does not exist on its own if human experience does not exist [6] is applicable because copyright literacy in media is associated with concrete actions. Everyone creates and consumes media content, but the organizational knowledge of its value as an object of intellectual property, in private copyright, is not yet fully represented in higher education. Conceptually, it can be summarized that intellectual property and in particular copyright literacy in media is a building block in education with a view to the future. [7, 8]

3 CONCLUSION

A global pandemic is now looming over humanity. It is time to reorient our values, to read with understanding and to create in order to deal with the negative effects of misinformation and falsehood in the media, to restore humanity and trust in each other, to restore faith in media freedom and to make the world around us beautiful, colourful and lively. And to build our own antibodies against fake news and manipulative information, to appreciate intellectual work and to create quality media content.

The analysis of the results of the survey confirms the trend that the media are an integral part of students' daily lives, play a huge role in their views and opinions. Intellectual property rights with a focus on copyright in the media are little represented in curricula. This requires a new model of training to increase copyright literacy in media. [9]

Generation Z are curious and open to dynamics and change people. They are curious and strive for training and qualifications - for new knowledge. But not in the standard familiar classic way. Their motivation is diversity, challenges. The youngest in the labour market love dynamism and change. They are seekers and open to training and new competencies. The strongest motivating factors for them are the remuneration, the opportunities for training and upgrading, the modern technological equipment in the workplace, the diversity and the challenges, as well as the opportunity for career development. That is why it is important to include copyright as a strategic, basic knowledge in this amalgamation of tools for creating a better world for living. Thus, future professionals will build their own critical thinking and receive a reward or will help artists to receive the deserved reward, defending their intellectual property. This will increase awareness among students, their competencies will rise to a higher level.

In today's technological society, intangible property rights are becoming increasingly important, along with respect for the rights of others. When everyone realizes that behind every invention, work of art,

work of science or art is someone's intellectual work, then we will begin to respect this work and treat its author with due respect.

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