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Current Status of Copyright Recognition of Korean Teachers

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Abstract

Recently, due to the development of ICT, the use of copyrighted works has increased and the copyright issue in schools has emerged. The purpose of this study is to prepare basic materials for setting the direction of copyright education for teachers by examining how Korean teachers have knowledge, attitudes and practical perceptions of copyright. For this purpose, we developed a questionnaire tool to investigate teacher's copyright recognition through literature research, FGI, and expert review. The results of the study are as follows. First, teachers' copyright recognition level was highest in affective domain, followed by psycomotor domain and lowest in cognitive domain. Second, as a result of the overall analysis of the level of copyright recognition according to the gender of the teacher, both male and female teachers showed positive recognition, and the male teachers showed higher recognition levels. Third, as a result of analyzing the copyright recognition level according to the teacher's copyright training experience, all of them showed higher than normal recognition level regardless of the training experience, but the recognition of the teachers with training experience was more positive.

Keywords: *copyright, Korea, recognition, teacher training*

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I. INTRODUCTION

The educational materials, including the textbooks used in the school subjects, were already made, so there were almost no copyright issues in the schools. However, with the recent development of ICT, the use of copyrighted works such as photographs and videos has soared, and the issue of copyright has emerged in the curriculum and living areas of schools. In particular, the more teachers who come to class by discovering and processing various and beneficial teaching materials, the more they are concerned about copyright issues. In this situation, teachers face unexpected disadvantages because they lack knowledge of rights and uses of copyright and are unfamiliar with how to use copyright.

Indeed, there has been a steadily increasing demand for settlements and copyright infringement claims for unauthorized use of works by teachers, students, schools, and educational support organizations. Most of these cases arise because of a lack of knowledge and understanding of copyright. In other words, students, teachers, and school administrators need to know the basic knowledge and methods of using copyright. That way, teachers can use the work legally and actively to help them in class or school administration.

Therefore, it is necessary to systematically investigate the recognition of copyright for teachers, who can be called actual users. This is because the direction of copyright education for teachers can be made based on this.

The purpose of this study is to prepare basic materials for setting the direction of copyright education for teachers by examining how recognition Korean teachers have in terms of the knowledge, attitudes and practical of copyright.

II. BACKGROUNDS

A. Copyright concept and scope

Copyright refers to the rights that a creator has over a "work" such as a novel, music, art, film,

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theater, or computer program. The copyright holder has the right to use the work while producing the work. For example, the English writer JK Rowling, who wrote Harry Potter, has the right to decide whether to publish and distribute novels in the UK and Korea, the right to produce Harry Potter as a film, or to write in other forms, such as translations in Korean, to perform as a play. In addition to the right to be able to have various rights. Many of these authors' rights may be protected by copyright law and vice versa.

The Copyright Act of Korea aims to contribute to the improvement and development of culture and related industries by protecting the rights of copyright holders and their neighboring rights and promoting fair use of works (Article 1 of the Copyright Act). Thus, the ultimate purpose of copyright protection is to protect copyrights and neighboring rights and to improve and develop various cultures and related industries. However, if copyright law protects the rights of the author, but protects the rights of the author indefinitely for all works, it is difficult to use the work and the result may not be for the purpose of the development of culture and related industries. In this case, 'fair use' is allowed.

The rights of authors in Korea arise from the time they are written and do not require procedures such as registration or deposit (Article 10 of the Copyright Act). However, due to the frequent disputes of various copyrights, the Copyright Committee of Korea recommends copyright registration in order to protect the authors legally. Copyright registration is regulated by the Minister of Culture, Sports and Tourism in the Copyright Register (Article 55 of the Copyright Act), and is commissioned by the Korea Copyright Commission. This is because it is possible to protect the author and the work by proving certain matters of the work, name, date of creation, date of publication, publication date, etc. in the public ledger. Copyright registration is also a way of indirect public relations by protecting the rights of copyright holders and making them publicly available.

The various rights of these authors can be broadly divided into copyright and moral rights.

B. Concepts and Types of Works

A work is a work that expresses human thoughts or feelings (Article 2 of the Copyright Act). Thus, three requirements are required to be a copyrighted work.

First, human expression must be expressed. Works created by animals or natural phenomena cannot be copyrighted works. Also, the result of a machine made by automation or scheduled operation cannot be a work, but can only be recognized as a work by human expression. However, computer program works are treated as exceptions.

Second, thoughts or feelings must be expressed. Listing simple facts, such as newspaper articles or the weather, is not a work. This is because it does not include thoughts or feelings as objective content. Higher philosophical thoughts and expressions of restrained, psychological basis are not the requirements of a work. Thus, the requirements of a work are judged simply by ideas or feelings in a broad sense, including the degree of subjective thoughts and feelings.

Third, there must be creativity. The creation of a work is not all protected by copyright law; it requires creativity. Creativity does not mean originality in its fullest sense, but it is essential to distinguish it from any work. In other words, creativity means not only copying others but also expressing the artist's own ideas or feelings, and does not require a high level of creativity. It is sufficient that the author's own mental effort is revealed to distinguish it from the works of other authors.

The types of works exemplified under the copyright law are divided into literary works, music works, theatrical works, art works, architectural works, photographic works, visual works, figure works, computer program works, secondary works, editorial works, and co-authored works. Since this is an example, there may be other forms of copyrighted work. With the advent of the information age, the computer program protection law was refined and merged into copyright law due to the deepening of computer program piracy. In accordance with the copyright law revised on April 22, 2009, computer program

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works were added to the types of works. There are also "unprotected works" that limit the right to fair use of copyright. Table 1 shows the types and contents of copyrighted works and the works suggested by the Ministry of Culture, Sports and Tourism (2015).

Table 1. Classification of works

Classification	Contents
Literary works	-Works such as novels, poems, papers, lectures, speeches, and scripts -Not only books, magazines, pamphlets, etc., but also literary works such as written works and speeches are all included in the literary works.
Musical works	-All works belonging to music such as classical, pop and song -Music, opera, musicals and more.
Theater works	-The expression of human thoughts and emotions, such as theatre, dance, and mute play, through physical movements. -‘(舞譜)’ which records movements such as plays and dances with certain symbols or pictures like musical scores.
Art works	-Works that are aesthetically represented by shape or color -Painting, calligraphy, sculpture, crafts, applied art works, etc.
Architectural works	-Blueprints, models and built structures for building structures -Only socially recognized aesthetic values are protected by copyright.
Photographic works	-Creatively expressing the thoughts and emotions of the photographer, with original and aesthetic elements.
Photographic works	-Video assets that can be viewed through machinery such as animations, movies and dramas
Shape figure	-Works represented by maps, diagrams, directions, models and other figures
Computer Program Work	-A work represented by a series of instructions or commands used directly or indirectly within a device with information processing capabilities, such as a computer, to achieve a specific result
Secondary works	-Works created by translation, arrangement, transformation, adaptation, video production or other means
Compilation	-An edited work that is creative in the selection or arrangement of the material, whether or not the material or component is copyrighted. -In this case, the compilation includes a collection of papers, figures, figures, and other materials that are organized systematically so that they can be searched using an information processing device (database). -Encyclopedia or express collection
Co-authored works	-Works jointly created by two or more people -Textbooks co-written

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An unprotected work (Article 7 of the Copyright Act)	-Constitutions, laws, treaties, orders, ordinances and rules -Notices, orders, and announcements of the state or local government -Judgments, decisions, orders, judgments, administrative trials, or other similar procedures -Compilation or translation of the above as written by the state or local government. -A news report that is only a fact transfer

III. METHODS

A. Development of Survey Tool

In order to develop the questionnaire tool, we conducted a previous study (Lee, 2015; Ministry of Culture, Sports and Tourism, 2009; Korea Education & Research Information Service & Korea Copyright Commission, 2010; Korea Copyright Commission, 2017; MP, 2014). Through this, a draft survey tool was developed by analyzing the contents of copyright law, copyright elements, the context of copyright in school institutions, foreign copyright trends and contents, etc.

The researcher then revised and supplemented the survey tool and conducted two FGIs. The questionnaire tool was supplemented through the first FGI for elementary, middle and high school teachers who participated in copyright research schools. Subsequently, the questionnaire tool was supplemented through a second FGI targeting copyright experts and copyright education experts. The survey tools revised and supplemented through the 1st and 2nd FGI were reviewed and revised and supplemented by the researchers. Subsequently, preliminary surveys were conducted on 10 elementary school teachers and 20 secondary school teachers to verify the reliability of the questionnaire, and the opinions on the questions were collected and reflected. Through this process, the final survey tool for elementary, middle and high school teachers was completed. The completed questionnaire is shown in Table 2.

Table 2. Final questionnaire

No	Items
1	I am aware that copyrights of me and students may occur when doing school work or administrative work.
2	I am familiar with the licensing process and methods for the proper use of copyrighted works in school and administrative work.
3	I am well aware of the meaning of free access to public works, the CCL, etc., as indicated in the works I use in school classes or in administrative work.
4	I believe that protecting copyright is essential for education and cultural development.
5	I think that the work that you use in school classes or administrative work should be used in the right way, such as genuine use and permission to use.
6	I think that teachers who infringe copyrights should take responsibility when doing school class or administrative work.
7	I know how to use the proper work when posting works on the school homepage such as pictures, photos, music and videos. on the Internet.
8	I am well aware of the proper use of a work when showing to a teacher or student a lawfully purchased music or movie.
9	I know how to use a work properly when I copy a movie, game, or book that I legally purchase and distribute it to a fellow teacher or student.
10	I am well aware of the proper use of a work when providing another person's work in class or in administrative work.

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B. Survey and Analysis Methods

The survey was conducted online from November 3 to November 28, 2018, with teachers in elementary, middle and high school teachers nationwide. As described above, this research tool was composed by revising and supplementing the draft developed through the literature research through the 1st and 2nd FGI, and after confirming the reliability of the tool through preliminary research, it was confirmed by the final research team. .

The promotion for recruiting the survey participants was conducted through KERIS, Edunet, Facebook, Copyright Commission, Teachers Community, etc., so the recruitment method of the survey was a mixture of random sampling and convenience sampling. As a result of the survey, 611 respondents were included. Among them, 598 respondents were used for analysis except 13 unfaithful responses. When the response frequency was checked by each variable, it showed a relatively even distribution. Therefore, it would be appropriate to expand the analysis results to elementary, middle, and high school teachers in the whole country.

After collecting the survey response data, the data was checked using an Excel program, and the data was organized through screening and filtering. The final data obtained was analyzed using descriptive statistics, t-validation, crosstab, etc. using the IBM SPSS 22.0 program. Teachers' perception of copyright was interpreted using the results of statistical analysis.

IV. RESULTS

Teachers' level of copyright recognition was identified by dividing it into affective domain, psycomotor domain and cognitive domain. An independent sample t-test was also conducted to find out the differences in the level of copyright recognition according to general variables such as gender, copyright training experience, school level, and subjects. Among them, there was a significant difference in the level of copyright recognition according to teacher gender and copyright training experience at $p < .01$ level, and there was no statistical difference according to school grades and subjects. Therefore, only the results of differences analysis based on gender and training experience of teachers will be presented.

A. Teacher's level of copyright awareness

The result of each domain of copyright recognition level is shown in the Table 3.

Table 3. Teacher's level of copyright awareness

Item	Domain	N	M	SD
1	cognitive domain	598	3.92	0.859
2		598	3.16	0.965
3		598	2.97	1.112
4	affective domain	598	4.23	0.824
5		598	4.30	0.776
6		598	3.47	1.023
7	psychomotor domain	598	3.26	0.991
8		598	3.27	1.000
9		598	3.26	1.044
10		598	3.27	0.987

Teachers' level of copyright recognition was highest in affective domain, followed by psycomotor domain and lowest in cognitive domain. Therefore, if the teacher copyright training program focuses on the contents of the cognitive and psycomotor domains, which are relatively less recognized than the affective domain, it would be helpful to cultivate the teacher's whole ability on copyright. The peculiarities of the analysis results for each area are as follows.

In the cognitive domain, the average value of the item (item 3) that recognizes the meaning of the work license for public works free license, CCL, etc. was the lowest at 2.97. Therefore, the teachers recognized that teachers and students can be the subjects of copyright, but they lacked knowledge about how to do when they use the

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works of others.

The recognition level of the affective domain was the highest, and the copyright protection attitude recognition (question 4) had an average value of 4.23, and the attitude recognition of the correct use of the work in education activities (question 5) had an average value of 4.30, which was very high. In addition, the recognition of teacher's self-responsibility attitude (Item 6) has a relatively low recognition level of 3.47, which confirms the necessity of copyright education to emphasize that the teacher is the subject of copyright protection.

The recognition level of the psycomotor domain was generally moderate, and all four items had evenly lower scores. Therefore, it was confirmed that efforts to raise the awareness level of the psycomotor domain of teachers are needed.

B. Gender Differences in Awareness Levels

The results of the independent sample t-test for each item to determine the level of copyright recognition by gender are shown in Table 4.

Table 4. Gender Differences in Awareness Levels

No	Domain	Sex	N	M	SD	t	p
1	cognitive domain	F	409	3.89	0.860	-1.176	0.240
		M	189	3.98	0.857		
2		F	409	3.08	0.923	-3.217**	0.001
		M	189	3.35	1.029		
3		F	409	2.78	1.078	-6.283**	0.000
		M	189	3.38	1.078		
4	affective domain	F	409	4.24	0.746	0.346	0.729
		M	189	4.22	0.973		
5		F	409	4.33	0.727	1.199	0.231
		M	189	4.24	0.872		
6		F	409	3.48	0.980	0.241	0.809
		M	189	3.46	1.113		
7	Psycho m-otor domain	F	409	3.15	0.975	-4.174**	0.000
		M	189	3.51	0.982		
8		F	409	3.17	0.993	-3.688**	0.000
		M	189	3.49	0.982		
9		F	409	3.14	1.027	-4.273**	0.000
		M	189	3.52	1.034		
10		F	409	3.15	0.974	-4.258**	0.000
		M	189	3.52	0.971		

**p<.01

As a result of the overall analysis of the level of copyright recognition according to the gender of the teacher, the male teacher average is 3.67 and the female teacher average is 3.44. Both male and female teachers showed positive recognition, and male teachers showed higher recognition levels.

In each category, the male teachers showed higher scores in the cognitive domain and the psycomotor domain, the female teachers showed higher scores in the affective domain questions, and there was a statistically significant difference between men and women (p <. 05).

In the cognitive domain, there was a statistically significant difference (p <.01) according to gender in recognition of the proper usage method of the work (item 2) and recognition of the license to use the work (item 3). In particular, the recognition level of licenses for copyrighted works (item 3) had the largest difference in recognition level by gender among all the items. It was confirmed that the education of the contents for the female teachers is urgently needed because of the low recognition level of the female teachers.

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In the affective domain, there was no statistically significant difference (p <.01) of copyright recognition level by gender, but the recognition level was higher than that of other domains. Therefore, it was confirmed that both male and female teachers had similar recognition levels in terms of copyright protection, correct use, and teachers' self-responsibility.

The psycomotor domain includes online awareness of the correct usage behavior of the work (question 7), awareness of the correct delivery and sharing behavior of video and music works (question 8), awareness of the correct copying behavior of the work (question 9), and the recognition of the correct use of copyright in class and work (question 10). All of these items showed statistically significant differences (p <.01) by gender. Therefore, it is necessary to make an effort to raise the awareness level of female teachers with relatively low awareness in the psycomotor domain.

C. Differences in recognition Level According to Teachers' Copyright Training Experiences

The results of the independent sample t-test for each item to find out the level of copyright recognition according to the teacher's copyright training experience are shown in Table 5.

Table 5. Differences in Recognition Level According to Teachers' Copyright Training Experiences

No	Domain	Experi-ence	N	M	SD	t	p
1	Cognitive domain	○	234	3.84	0.901	-1.741	0.082
		×	364	3.97	0.829		
2		○	234	2.92	0.977	-4.990**	0.000
		×	364	3.32	0.926		
3		○	234	2.71	1.109	-4.720**	0.000
		×	364	3.14	1.082		
4	Affective domain	○	234	4.19	0.824	-0.995	0.320
		×	364	4.26	0.824		
5		○	234	4.24	0.766	-1.518	0.129
		×	364	4.34	0.781		
6		○	234	3.45	1.036	-0.324	0.746
		×	364	3.48	1.016		
7	Psycho-motor domain.	○	234	3.03	1.027	-4.595**	0.000
		×	364	3.41	0.939		
8		○	234	3.08	1.010	-3.796**	0.000
		×	364	3.40	0.975		
9		○	234	3.06	1.071	-3.735**	0.000
		×	364	3.39	1.007		
10		○	234	2.96	0.986	-6.307**	0.000
		×	364	3.47	0.937		

**p<.01

As a result of analyzing the copyright recognition level according to the teacher's copyright training experience, the average recognition perception of teachers with training experience was 3.62 and the average recognition perception of teachers without training experience was 3.35. Experienced teachers' perceptions were more positive..

As a result of checking the copyright recognition level according to the teacher's copyright training experience, teachers with experience of copyright training were high in all domains of cognitive domain, affective domain and psycomotor domain.

In the cognitive domain, the level of copyright recognition according to the teacher's experience of copyright training showed statistically significant difference (p <.01) in the recognition of the proper usage method of the work (item 2) and the recognition of the work permission license (item 3). It was confirmed that the difference in the average value was large. Therefore, the copyright training for teachers was found to be

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effective in acquiring copyright knowledge, including understanding the proper use of copyright in copyright domains and understanding the license to use copyrighted works.

In the affective domain, there was no statistically significant difference ($p < .01$) in copyright recognition level according to the teacher's copyright training experience, but the recognition level was higher than in other domains. In addition, there was almost no difference in the level of copyright recognition for each item in the affective domain, so that the recognition of the affective domain for teachers was formed regardless of the copyright training experience.

In the psycomotor domain, In all the questions including recognition of the correct use behavior of online works (item 7), recognition of the correct delivery and sharing behavior of video and music works (item 8), and recognition of the correct duplication behavior of the work (item 9). the recognition of the right use of copyright in school classes and work (item 10), there was a statistically significant difference ($p < .01$) in the level of copyright recognition according to the teacher's experience in copyright training. Thus, it was confirmed that copyright training has a positive effect on teachers' perceptions of practical behavior.

V. CONCLUSION

Recently, due to the development of ICT, the use of copyrighted works has increased and the copyright issue in schools has emerged. In fact, there has been a steadily increasing demand for settlement fees and copyright infringement claims against unauthorized use of copyrighted works by educational institutions. This is because teachers lack knowledge of the rights and uses of copyright and are unfamiliar with how to use it. Therefore, it is necessary to systematically conduct a survey on teachers' awareness of copyright. This is because the direction of copyright education for teachers can be made based on this.

The purpose of this study is to prepare basic materials for setting the direction of copyright education for teachers by examining how Korean teachers have knowledge, attitudes and practical perceptions of copyright. For this purpose, we developed a questionnaire tool to investigate teacher's copyright recognition through literature research, FGI, and expert

The results of the study are as follows.

First, teachers' copyright recognition level was highest in affective domain, followed by psycomotor domain and lowest in cognitive domain. Second, as a result of the overall analysis of the level of copyright recognition according to the gender of the teacher, both male and female teachers showed positive recognition, and the male teachers showed higher recognition levels. Third, as a result of analyzing the copyright recognition level according to the teacher's copyright training experience, all of them showed higher than normal recognition level regardless of the training experience, but the recognition of the teachers with training experience was more positive.

The implications obtained from the above research results are as follows.

First, teachers complain about difficulties in applying and understanding copyright law. Therefore, they need training contents and educational methods that enable teachers to conceptualize copyright content easily. Second, it was confirmed that teachers need to provide an opportunity to be aware of their ignorance of their copyright. As a method for this, education programs that check their level of understanding and enable them to learn will be a way to enhance the effectiveness of copyright training. Third, it was confirmed that efforts to improve copyright recognition of school sites are needed in copyright training programs, such as selecting contents that teachers can face in reality and constructing contents with high intimacy.

Fourth, it is necessary to develop an education program so as to provide on-the-job training contents and educational materials that can be directly applied to the site.

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