Copyright Education and the Role of Library Associations: Current Practices and Needed Support

Lisa Janicke Hinchliffe*, Kaylen Dwyer & Jayde Rose

Copyright Education and the Role of Library Associations: Current Practices and Needed Support

Lisa Janicke Hinchliffe*
University of Illinois at Urbana-Champaign

Kaylen Dwyer
University of Kansas

Jayde Rose
North Park University

ABSTRACT

The International Federation of Library Associations (IFLA)'s 2018 "Statement on Copyright Education and Copyright Literacy" highlights the need for librarians to be copyright literate and for library associations to support copyright education for library professionals. Nonetheless, while the role of library associations in supporting copyright education is foregrounded, little research has investigated the copyright initiatives of library associations. This study addresses that gap, documenting the current copyright training activities of library associations and providing recommendations for how IFLA might address copyright education needs of library workers. The research for this study took place in two phases, beginning with case studies of six library associations, followed by a multinational survey, with respondents representing 28 library associations from 25 countries. This study reveals that associations struggle to provide the full extent of copyright education resources they would like to due to a lack of funding and lack of copyright expertise among other issues. Based on survey responses, IFLA has an opportunity to directly address a global need in the library association community and overcome the barriers to developing and delivering copyright education, beginning by providing a website with basic copyright information and resources, providing training for association members on how to develop and deliver their own copyright education training, or providing guidelines on a copyright education curriculum.

Keywords: copyright education, library associations, needs assessment

IMPLICATIONS FOR PRACTICE

- Library associations can serve their member needs for copyright advocacy, copyright literacy, and copyright education through professional development programs.

- Library associations need knowledge and expertise to develop training programs as well as clarified mandates and priorities for this work.

- The International Federation of Library Associations is positioned to support library associations through information sharing, train-the-trainer programs, and guidelines for copyright training.

INTRODUCTION

The International Federation of Library Associations (IFLA)'s 2018 "Statement on Copyright Education and Copyright Literacy" highlights the need for librarians to be copyright literate and for library associations to support copyright education for library professionals. Nonetheless, while the role of library associations in supporting copyright education is foregrounded, little research has investigated the copyright initiatives of library associations. This study addresses that gap, documenting the current copyright training activities of library associations and providing recommendations for how IFLA might address copyright education needs of library workers. This study reveals that associations struggle to provide the full extent of copyright education resources they would like to due to a lack of funding and lack of copyright expertise among other issues. By providing a website with basic copyright information and resources, training association members on how to develop and deliver their own copyright education training, or providing guidelines on a copyright education curriculum, IFLA has the opportunity to directly address a global need in the library association community and overcome the barriers faced by library associations.

BACKGROUND INFORMATION AND RESEARCH FRAMEWORK

In 2018, IFLA published its Statement on Copyright Education and Copyright Literacy. In this statement, IFLA established the centrality of copyright to the day-to-day work of information professionals, asserting that "libraries should use all possibilities provided by the law to give access and enable learning. To do this, librarians and other information workers need to be copyright literate, in order both to carry out their own functions and duties and to support colleagues and users in the most effective way possible" (IFLA, 2018, p. 1). Knowledge of copyright, IFLA affirms, is essential to librarians' ability to fulfill their role for users.

Despite the importance of copyright literacy in accessing and using information in the library, relatively few studies assess copyright literacy and professional development training for library and information science (LIS) professionals, libraries, and their professional organizations. The term "copyright literacy" first appeared in "A Multinational Study on Copyright Literacy Competencies of LIS Professionals" (Todorova et al., 2014). Todorova et al. defined it generally as "knowledge about copyright" but also linked it to information literacy. Information literacy involves not merely a basic knowledge about information consumption and use but also requires skills that allow those who are information literate to take action and make well-informed decisions based on this knowledge. By likening copyright literacy to information literacy, Todorova et al. imply that copyright literacy requires a deeper understanding that includes and extends beyond passive knowledge to its application and use. Secker and Morrison (2016) support this more nuanced understanding of copyright literacy by providing their own definition of the term as "acquiring and demonstrating the knowledge, skills and behaviors to enable the ethical creation and use of copyright material" (p. 211). Synthesizing these definitions, copyright literacy encompasses the ability of information professionals to use their copyright knowledge to advise users and interact with copyrighted materials.

Secker et al. (2019) further expand this definition of copyright literacy by identifying its "dual nature," which is that copyright-literate librarians "develop their own understanding of copyright as well as teaching and supporting others" (p. 4). Copyright literacy requires that librarians not only build their personal knowledge of copyright but also develop the skills necessary to transfer that knowledge to users. The necessity of these skills suggests that a model for professional development such as train-the-trainer (TTT) might be particularly successful for copyright literacy. IFLA has used TTT models in the past for professional development initiatives such as their "Building Strong Library Associations Program," which began by teaching necessary skills to a group of library professionals who then, as alumni, acted as trainers for the next regional group, continuing in a cycle (IFLA, 2016). By empowering information professionals to develop the skills to become trainers themselves, the program was able to successfully implement 24 country level and regional projects from 2013 to 2016. Although the TTT model has proved successful in other areas of professional development for information professionals, there is little documentation about its use in copyright education initiatives.

Nonetheless, research has documented the need for copyright literacy education. The 2017 multinational survey on copyright literacy by Todorova et al. collected results from librarians in 13 countries. Librarians were generally unsatisfied with their level of copyright knowledge and felt that additional efforts were needed to provide copyright education (Todorova et al., 2017). The results of the same survey identified that 92.9% ($n = 1,790$) felt that many aspects of copyright literacy, including teaching users and colleagues, should be included in educational efforts for future librarians. This dissatisfaction with copyright education is also

reflected in Charbonneau and Priehs's 2014 survey of academic librarians and library staff regarding their copyright knowledge and training needs in the United States. Results found that "a majority of the survey respondents reported that they have answered copyright-related questions in the workplace, yet only 49% ($n = 98$) of the respondents perceived they were prepared to provide copyright information to library users" (Charbonneau & Priehs, 2014, p. 228). The results of these surveys show that, internationally, librarians are expressing a need for more copyright education and interest in professional development opportunities. A 2016 survey assessing self-reported copyright knowledge among information professionals in the United States found that "more than 95% of respondents were at least slightly interested in the initiatives of international and national library and other professional associations on issues related to copyright, and nearly 40% were moderately to extremely interested in those initiatives" (Estell & Saunders, 2016, p. 220). Secker et al. (2019) recognize the opportunity for the library and information sector to create an international community of practice that collaborates to share knowledge and support copyright education.

IFLA recognizes the role of library associations in supporting this community of practice, advocating for library associations to include copyright literacy in their competencies for library professionals, to participate in copyright advocacy, to provide a space for the exchange of scholarly ideas regarding copyright, and to encourage professional development in copyright-related topics (IFLA, 2018). No previous survey on copyright literacy has sought to identify the activities or education initiatives of library associations. This study addresses the gap in the literature, seeking to determine the current copyright training activities of library associations and to provide recommendations for how IFLA might address copyright education needs within the information professionals sector.

METHODOLOGY

The purpose of this study was to identify how library associations are supporting copyright literacy and copyright education professional development for library workers to determine how IFLA might provide further support for copyright training in the future. In order to identify copyright education needs in the information professionals' sector, it was determined that the current state of copyright training provided by library associations needed to be studied. To accomplish these goals, the study was planned with two phases, utilizing a mixed methods approach of case studies and a global survey of library associations.

Findings from the case results in phase 1 were presented at the IFLA World Library and Information Congress (WLIC) 2019 and, with feedback gathered at the presentation, provided a foundation for developing the survey for phase 2 of the study. In phase 1, as preparation for the case studies, the researchers identified 28 library associations in 25 countries that were thought

to have copyright education activities. Seven library associations responded to the invitation to participate. One association chose not to participate in the case study because they did not provide copyright education professional development for members and did not believe they would be able to contribute usefully to the study.

Each case study was developed by reviewing the association's website and an interview with a staff or volunteer leader in the association who was knowledgeable about their copyright activities. The purpose of the combined website analysis and interview was to identify what kind of resources library associations are currently providing for their members and the public regarding copyright education and copyright literacy. For each association, the website analysis was conducted first and informed the interview portion of the study. In order to provide enough flexibility in the interview script to pursue questions from individual website reviews, a semi-structured interview approach was used. The interview script contained four open-ended questions regarding copyright education resources provided by the association, and each interview took about 30 to 45 minutes to complete. Each association that volunteered to contribute to the study was able to identify a leader or expert most able to answer questions about copyright education to participate in the interview.

After the website analysis and interviews were completed, a formal case study was written for each of the six library associations. A pattern emerged from the data relating to the development of copyright education provided by library associations. Of the library associations studied, their engagement with copyright education originated with copyright advocacy. Advocacy activities revealed the need for library worker training and eventually led to the goal of library workers providing instruction to library users. To describe this pattern, the researchers developed the Copyright Education Maturation Model.

The Copyright Education Maturation Model theorizes that library associations undergo a maturation process for the copyright education professional development that their association offers. Associations begin with awareness of basic copyright laws and policies which expands into copyright advocacy on behalf of libraries and similar institutions. Associations then begin to provide materials to encourage copyright literacy among their members, including handbooks, workshops, and webinars. Finally, associations recognize the need for their members to educate users, resulting in copyright education models such as TTT. Phase 1 concluded with the presentation of these initial results at the IFLA WLIC 2019. Following the presentation, audience members asked questions and provided comments in addition to participating in a collective discussion.

The case studies and the Copyright Education Maturation Model were then used to inform phase 2 of the study, a global survey of library associations. The survey was developed to

generate a larger data set from a broad sample of library associations, allowing for convenient collection of a larger amount of data and involving less of a time commitment and burden for participants than an interview. The survey consisted of 15 questions. The content of the survey focused on identifying whether the associations were participating in copyright advocacy, providing materials for their members to develop copyright literacy, and participating in copyright education initiatives to prepare their members to answer copyright questions from patrons. The survey asked the participants to identify whether these copyright activities were within the scope of their association's mission and whether the association had encountered any barriers in providing resources for those activities. The survey also asked participants to identify copyright education resources that would be helpful to their association, specifically those that IFLA could potentially provide. The questions contained multiple choice, short answer, selection, and ranking responses. After a draft survey was developed, it was tested for general user experience and language that was problematic or confusing, especially for those for whom English was not their primary language. Feedback on the draft survey was also solicited from the IFLA Management of Library Associations Standing Committee and the IFLA Copyright and other Legal Matters Advisory Committee as well as senior IFLA staff.

After the draft survey was revised and finalized, it was programmed in Qualtrics, a survey analysis software, for ease of data collection and analysis (see Appendix A for the survey instrument). Because there is no authoritative directory of library associations to draw upon, invitations to complete the survey were distributed as broadly as possible. Specifically, the survey was promoted on IFLA copyright and general member listservs and via Twitter. The survey was live from November 25, 2019, to December 16, 2019. The collected responses were reviewed to ensure that they fit the parameters of the study. Responses were excluded from the data if no association name was reported in the survey response, if the response was on behalf of an individual library, or if the respondent failed to provide responses through at least question six of the survey (i.e., "Does your organization prepare librarians to answer copyright questions from users?").

There were 38 responses used in data analysis. Each response was assigned a regional code and income classification, as defined by the World Bank open access global development data, to investigate possible differences in identified copyright education needs. Due in part to the small number of respondents, no differences could be found based on regional or income-based needs; therefore, the data presented here are in the aggregate.

FINDINGS AND IMPLICATIONS

The survey was structured around associations' self-reported engagement with and perceived importance of activities in copyright literacy and education. Data was collected on the

resources provided by associations that reported participation in various activities, and data on perceived barriers were collected from organizations that were not currently engaged or offering services but that stated interest. The survey concluded by asking all respondents to rate what services IFLA might provide to best help associations assist their members.

Understanding that libraries engage with copyright in many different ways, the survey identified three separate activities related to copyright—advocacy, copyright literacy, and copyright education. For the purposes of the survey, these activities were specified as follows: copyright advocacy was defined as activities to support a particular copyright policy or project; copyright literacy was specified to mean activities to educate librarians and library workers about copyright; and copyright education was used to refer to activities to train librarians and library workers to teach library users about copyright.

Reflecting IFLA's statement on the necessity of copyright-literate librarians, 97% of respondents communicated that copyright was either "very important" or "important" to their association. In terms of copyright advocacy, 79% of associations reported engagement, with 39% describing copyright advocacy work as a top priority of their association. Only two associations identified advocacy work as being outside the scope of their mission, with the remainder responding that, although they do not currently support a particular policy or project, they would like to do so in the future.

Asked whether associations educated members about copyright laws and policies, most respondents who engaged in copyright advocacy also provided this service to members. Although 76% of associations surveyed responded positively, only 24% identified educating members as a top priority. Nonetheless, all responses expressed support for such activities, with those who did not currently offer educational programs stating that they would like to. Distinct from providing education to association members about copyright laws and policies, which would increase the copyright literacy of library workers per se, respondents also were asked whether their association offered programs that prepared librarians to answer copyright questions from users. Engagement held, with most associations that provided copyright education to members also reporting that they provided training in answering copyright questions, for a response total of 74%. However, although all associations expressed support for copyright education, a full 16% voiced that training members to answer questions from users was outside the scope of their mission. Even so, interest among those who were not currently providing these services remained moderately high, with 37% of respondents stating that they would like to offer this in the future.

The final activity surveyed was TTT programs for copyright, seeking to document whether associations train members to train library users to be copyright literate. These services

would extend beyond conducting consultations with users to teaching users to make copyright and fair use or fair dealing assessments for their own purposes. With only 29% reporting engagement, out of all activities surveyed, TTT programs showed the least adoption worldwide, and only 8% identified training members to train users as a top priority. Up from the previous question on training members to answer copyright questions from users, 21% of respondents stated that TTT programs were outside the scope of their mission. Most importantly, however, is that although few associations reported offering TTT programs, 50% of respondents voiced interest in doing so in the future, indicating that many associations aspire to this most developed stage of the Copyright Education Maturity Model even if they have not yet attained it. Figure 1 shows responses by all associations on copyright activities, comparing the relative importance of and engagement with different copyright activities in the library associations.

Associations that provided copyright training were asked to list their delivery methods and what further resources they provided for members (see Figure 2). For all three types of training—that is, training to educate members about copyright laws and policies, preparing members to answer copyright questions from users, and preparing members to be copyright educators—workshops of at least one-half day or longer were the most common resource provided by associations. Respondents also indicated that presentations (both face-to-face and webinars) and conferences dedicated to copyright are primary methods of delivering their copyright training. Of those associations that provide any training in copyright laws and policies, over a third host webpages with material to assist members. For some
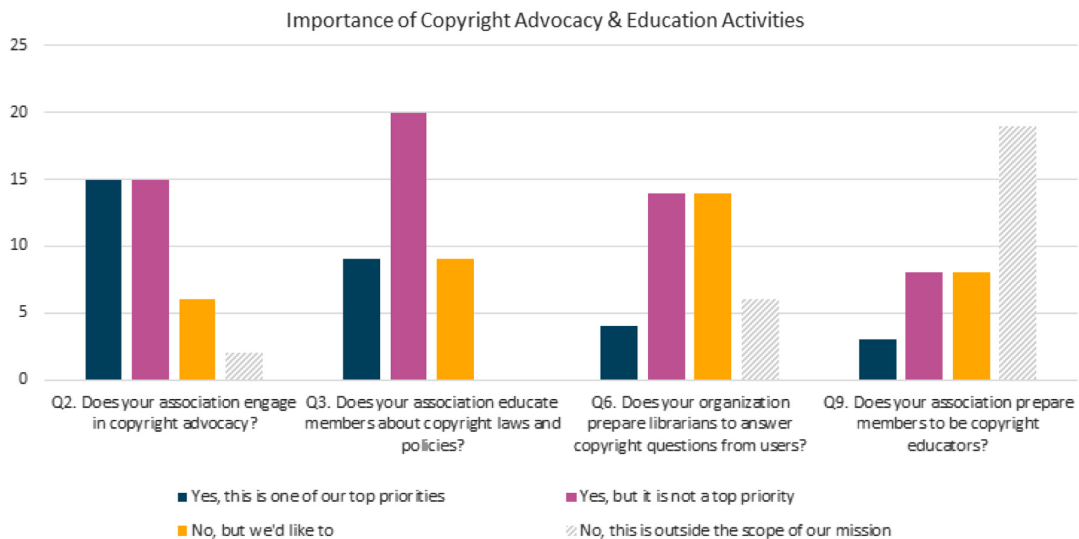

Figure 1. Responses to survey questions Q2, Q3, Q6, Q9 showing the relative importance of and engagement with different copyright activities in library associations
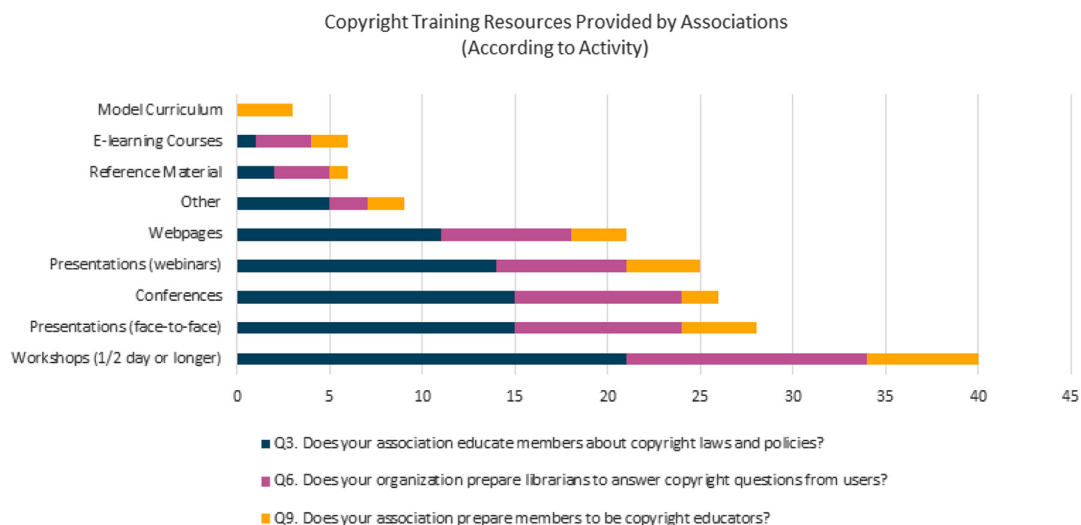
Copyright Training Resources Provided by Associations
(According to Activity)

Figure 2. Associations that responded "yes" to survey questions Q3, Q6, Q9 were asked what resources they provided in corresponding questions Q4, Q7, Q10. Bar representations show cumulative counts, not number of organizations providing the service.

of these, the content also included information on training librarians to answer user questions as well as guidance on training users to make independent decisions based on copyright policies. E-learning courses were used by a few associations, with only three documenting their use, or planned use, in preparing librarians to answer user questions. Reference materials, defined as handouts, guides, books, or other documents, also show low adoption for copyright training, despite their potential to be a more accessible resource. The lack of model curricula demonstrates an area for growth to facilitate the expansion of copyright literacy education programs, especially in the area of TTT programs. Associations that reported offering different training than the set choices listed services such as individual consultations and clinics. One association described a model with an expert group on copyright and libraries that combined workshops, lectures, consultations, and an opportunity for members to teach one another.

For the three types of training, when associations indicated that they did not currently provide this training but wished to do so in the future, respondents were asked to list the barriers to their ability to provide this training (Figure 3). Across the board, the greatest two barriers identified were lack of funding and lack of copyright expertise. For associations that were not able to provide even copyright literacy education ($n = 9$), these proved to be the greatest barriers. Notably, however, lack of member interest was only a perceived barrier for this group but not a barrier for groups that were educating members on copyright in general but not yet providing further training. Lack of association staff was also a consistent theme.
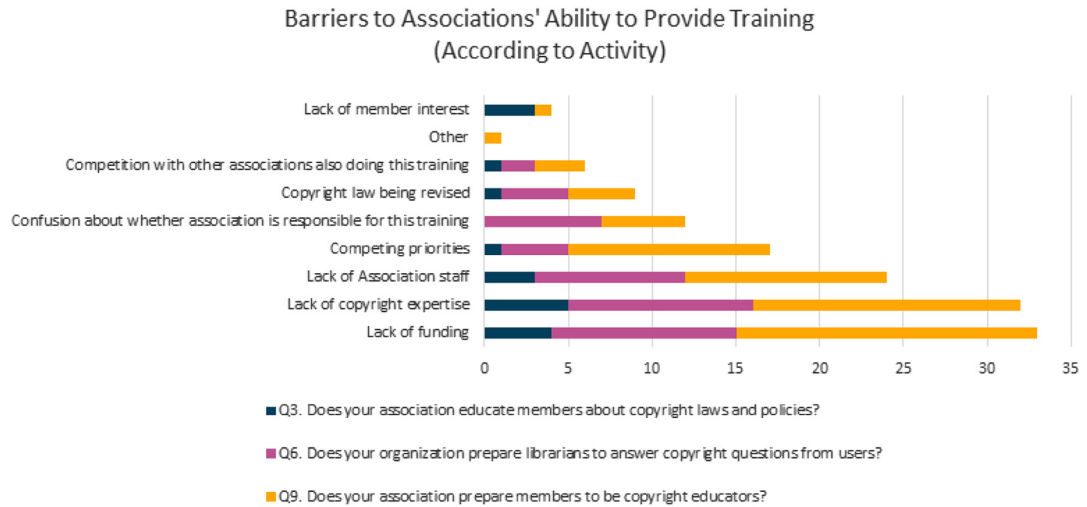
Barriers to Associations' Ability to Provide Training (According to Activity)

- ■ Q3. Does your association educate members about copyright laws and policies?
- ■ Q6. Does your organization prepare librarians to answer copyright questions from users?
- ■ Q9. Does your association prepare members to be copyright educators?

Figure 3. Associations that responded "no" to survey questions Q3, Q6, Q9 were asked to list barriers to providing training in corresponding questions Q5, Q8, Q11. Bar representations show cumulative counts, not number of organizations reporting that barrier.

Tracking with the responses from the active groups indicating the lower priority placed on preparing librarians to answer user questions and even lower priority invested in preparing members to be copyright educators, competing priorities were listed as a significant barrier. Of respondents who indicated the desire to offer these services in the future, competing priorities were a barrier to 29% seeking to train librarians to answer user questions and 63% of those seeking a TTT model. Although associations generally regarded copyright as important, there was some indication of confusion about whether associations were responsible for this training. This proved to be a barrier for 50% of those interested in training librarians to answer user questions but accounted for only 26% of parties interested in TTT. Some associations' desire to provide copyright training is impeded by an uncertain legal landscape in which copyright law is under significant revision. This proved to be an issue for 16% of respondents to the survey overall.

When asked to rate the usefulness of resources IFLA might provide to support copyright education by library associations, potential answers included a) a website with resources for copyright basics/copyright education, b) instruction on the basics of copyright, c) online discussion forum, d) guidelines on how to respond to copyright questions from patrons, e) training on how to respond to copyright questions from patrons, e) guidelines for a copyright education curriculum, and f) training for association staff and volunteers on how to develop and deliver their own copyright education training. Respondents broadly expressed that increased resources of any type would be very useful, with the highest tallies received by the following resource options: a website, instructions about the basics, and guidelines for a curriculum. When asked to
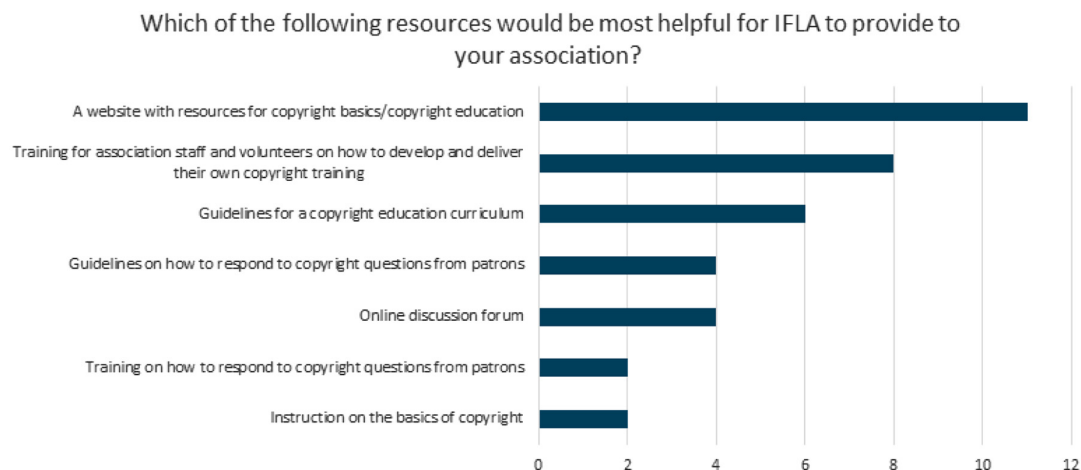
Which of the following resources would be most helpful for IFLA to provide to your association?

Figure 4. Associations were asked to choose one resource IFLA could provide to help their association deliver copyright education to members (Q14)

identify which resource would be most helpful for IFLA to provide (Figure 4), 30% indicated interest in a website with resources for copyright basics/copyright education. In second place, at 22%, respondents showed a desire for IFLA-delivered training for association staff and volunteers on how to develop and deliver their own copyright education training. The third most desired resource, as indicated by 16% of respondents, was a set of guidelines for a copyright education curriculum, demonstrating associations' desire to take an active role in building on their commitment to educating members on copyright issues.

CONCLUSION

This study is the first to gather data on the copyright education activities of library associations and to identify the copyright education needs and barriers that associations are experiencing globally. The results of this survey may be used to address global gaps in copyright education by calling attention to the areas in which library associations would like to grow. As a result, IFLA and other leading organizations have evidence to support a path forward and the opportunity to provide a needed service in the sector. These data provide guidance to IFLA about which resources would be most valuable to associations in order to support the areas in which library associations would like to grow, such as providing training for members to respond to users' questions regarding copyright education and providing TTT programs for members to train users to be copyright literate.

Librarians are essential copyright educators in their communities, and there is an identified need in the library sector for more copyright education resources to support their developing expertise. This study lays the groundwork for more detailed study of copyright education

activities, barriers, and needs among libraries and practitioners. Essential findings from this study may hold true at the micro-level, including a lack of evidence of geographic differences in needs and barriers and enthusiasm for increased copyright education programs. Further study is needed to determine the current extent of copyright education and copyright literacy and resources considered most helpful among librarians.

IFLA's 2018 Statement on Copyright Education and Copyright Literacy tells us that it is a necessity to have copyright-literate librarians in the field and for library associations to support the copyright education professional development of library professionals. From the results of this study, we know that associations struggle to provide the full extent of copyright education resources they would like to, due to a lack of funding and lack of copyright expertise, among other issues. By providing a website with basic copyright information and resources, providing training for association members on how to develop and deliver their own copyright education training, or providing guidelines on a copyright education curriculum, IFLA has the opportunity to directly address a global need in the library association community and overcome the barriers faced by library associations. This is an opportunity to contribute to the copyright education community of practice, including collaboration among library associations to continue to develop and improve copyright education resources in order to support the professional development of library professionals worldwide.

REFERENCES

Charbonneau, D. H., & Priehs, M. (2014). Copyright awareness, partnerships, and training issues in academic libraries. *The Journal of Academic Librarianship*, *40*(3–4), 228–233. https://doi.org/10.1016/j.acalib.2014.03.009

Estell, A., & Saunders, L. ed. (2016). Librarian copyright literacy: Self-reported copyright knowledge among information professionals in the United States. *Public Services Quarterly*, *12*(3), 214–227. https://doi.org/10.1080/15228959.2016.1184997

International Federation of Library Associations (IFLA). (2016). *Building strong library associations programme manual*. IFLA. https://www.ifla.org/wp-content/uploads/2019/05/assets/alp/BSLA/BSLAmanual/bsla_programme_manual_2016.pdf

International Federation of Library Associations (IFLA). (2018). *IFLA Statement on Copyright Education and Copyright Literacy*. https://repository.ifla.org/handle/123456789/1194

Secker, J., & Morrison, C. (2016). Copyright and e-learning: A guide for practitioners. London: Facet.

Secker, J., Morrison, C., & Nilsson, I. (2019). Copyright literacy and the role of librarians as educators and advocates: An international symposium. *Journal of Copyright in Education and Librarianship*, *3*(2), 1–19. https://doi.org/10.17161/jcel.v3i2.6927

Todorova, T. Y., Kurbanoglu, S., Boustany, J., Dogan, G., Saunders, L., Horvat, A., Terra, A. L., Landøy, A., Repanovici, A., Morrison, C., Vanderkast, E. J. S., Secker, J., Rudzioniene, J., Kortelainen, T. and Koltay, T. (2017). Information professionals and copyright literacy: A multinational study. *Library Management*, *38*(6/7), 323–344. https://doi.org/10.1108/LM-01-2017-0007

Todorova, T., Trencheva, T., Kurbanoğlu, S., Doğan, G., Horvat, A., & Boustany, J. (2014). A multinational study on copyright literacy competencies of LIS professionals. In S. Kurbanoglu, S. Špiranec, E. Grassian, D. Mizrachi, & R. Catts (Eds.), *Information Literacy: Lifelong Learning and Digital Citizenship in the 21st Century*. Vol 492. Second European Conference, ECIL 2014, Dubrovnik, Croatia, October 20–23, 2014. Proceedings (pp. 138–148). Springer.

APPENDIX A: SURVEY QUESTIONNAIRE

The International Federation of Library Associations and Institutions (IFLA) Strategy, 2019-24, seeks to strengthen the role of libraries and library associations in promoting access to and use of information. To this end, advocating for an equitable copyright framework, and promoting the skills and understanding to deliver services most effectively are key activities. According to the IFLA Statement on Copyright Education and Copyright Literacy, library associations have a key role in promoting comprehensive copyright literacy among professionals and directly engaging in their education.

The goal of this survey is two-fold: (1) to document how library associations are currently engaging in copyright education, and (2) to discover how best IFLA might support copyright education by offering new resources and services.

Libraries engage with copyright in many different ways. Copyright is a legal term used to describe the rights that creators have over their literary and artistic works. (https://www.wipo.int/copyright/en/)

For the purposes of this survey, the terms are defined as follows:

- Advocacy - activities to support a particular copyright policy or project
- Copyright Literacy - activities to educate librarians and library workers about copyright
- Copyright Education - activities to train librarians and library workers to teach library users about copyright

This survey will take about 8 - 10 minutes to complete.

Note: https://www.ifla.org/data-protection-policy

Identification:

Association Name:

Association Location:

Name of Person Responding to Survey:

Role in Association:

Survey Questionnaire:

1. In general, how important is copyright as an issue for your association?

( ) Copyright is very important to our association

( ) Copyright is important

( ) Copyright is unimportant

( ) Copyright is out of the scope of our mission

2. Does your association engage in copyright advocacy?

Copyright advocacy is defined as activities to support a particular copyright policy or project.

( ) Yes, this is one of our top priorities

( ) Yes, but it is not a top priority

( ) No, but we'd like to

( ) No, this is outside of our mission

3. Does your association educate members about copyright laws and policies?

( ) Yes, this is one of our top priorities

( ) Yes, but it is not a top priority

( ) No, but we'd like to

( ) No, this is outside of our mission

Skip To: Q5 if Q3 = No, but we'd like to
Skip To: Q6 if Q3 = No, this is outside of our mission

4. Which of the following resources do you provide? Check all that apply:

[ ] Conferences (dedicated to copyright)

[ ] Workshops (½ day or longer)

[ ] E-learning course (class taken over several weeks)

[ ] Presentations (face-to-face)

[ ] Presentations (webinars)

[ ] Online discussion forum (Listserv, facebook group, etc.)

[ ] Reference material (handouts, guides, other documents)

[ ] Webpages

[ ] Model curriculum, workshop outlines

[ ] Other: _____

Skip To: Q6

---

5. Which of the following have been barriers to your association's ability to provide copyright training? Check all that apply:

[ ] Lack of copyright expertise

[ ] Lack of association staff

[ ] Lack of member interest

[ ] Competing priorities

[ ] Lack of funding

[ ] Revisions made to copyright law

[ ] Competition with other associations or organizations also doing this training

[ ] Other: _____

6. Does your organization prepare librarians to answer copyright questions from users?

( ) Yes, this is one of our top priorities

( ) Yes, but it is not a top priority

( ) No, but we'd like to

( ) No, this is outside of our mission

Skip To: Q8 if Q6 = No, but we'd like to
Skip To: Q9 if Q6 = No, this is outside of our mission

---

7. Which of the following resources do you provide? Check all that apply:

[ ] Conferences (dedicated to copyright)

[ ] Workshops (½ day or longer)

[ ] E-learning course (class taken over several weeks)

[ ] Presentations (face-to-face)

[ ] Presentations (webinars)

[ ] Online discussion forum (Listserv, facebook group, etc.)

[ ] Reference material (handouts, guides, other documents)

[ ] Webpages

[ ] Model curriculum, workshop outlines

[ ] Other: _____

Skip To: Q9

---

8. Which of the following have been barriers to your association's ability to provide copyright training? Check all that apply:

[ ] Lack of copyright expertise

[ ] Lack of association staff

[ ] Lack of member interest

[ ] Competing priorities

[ ] Lack of funding

[ ] Revisions made to copyright law

[ ] Competition with other associations or organizations also doing this training

[ ] Other: _____

9. Does your association prepare members to be copyright educators (i.e., to provide training for library users about copyright)?

( ) Yes, this is one of our top priorities

( ) Yes, but it is not a top priority

( ) No, but we'd like to

( ) No, this is outside of our mission

Skip To: Q11 if Q9 = No, but we'd like to
Skip To: Q12 if Q9 = No, this is outside of our mission

---

10. Which of the following resources do you provide? Check all that apply:

[ ] Conferences (dedicated to copyright)

[ ] Workshops (½ day or longer)

[ ] E-learning course (class taken over several weeks)

[ ] Presentations (face-to-face)

[ ] Presentations (webinars)

[ ] Online discussion forum (Listserv, facebook group, etc.)

[ ] Reference material (handouts, guides, other documents)

[ ] Webpages

[ ] Model curriculum, workshop outlines

[ ] Other: _____

Skip To: Q12

---

11. Which of the following have been barriers to your association's ability to provide copyright training? Check all that apply:

[ ] Lack of copyright expertise

[ ] Lack of association staff

[ ] Lack of member interest

[ ] Competing priorities

[ ] Lack of funding

[ ] Revisions made to copyright law

[ ] Competition with other associations or organizations also doing this training

[ ] Other: _____

12. Is there anything else you would like to share about your copyright training program? _____

13. Rate Responses from Very useful, Useful, Not Useful

How useful would it be to your association if IFLA were to provide:

	Very Useful	Useful	Not Useful
A website with resources for copyright basics/copyright education			
Instruction on the basics of copyright			
Online discussion forum			
Guidelines on how to respond to copyright questions from patrons			
Training on how to respond to copyright questions from patrons			
Guidelines for a copyright education curriculum			
Training for association staff and volunteers on how to develop and deliver their own copyright education training			
Other			

14. Which of the following resources would be <u>most</u> helpful for IFLA to provide to your association? Choose one:

( ) A website with resources for copyright basics/copyright education

( ) Instruction on the basics of copyright

( ) Online discussion forum

( ) Guidelines on how to respond to copyright questions from patrons

( ) Training on how to respond to copyright questions from patrons

( ) Guidelines for a copyright education curriculum

( ) Training for association staff and volunteers on how to develop and deliver their own copyright education training

15. Do you have any other comments?

_____

_____

_____

_____

_____

16. Would you be willing to participate in an interview to follow up with the results of this survey?

( ) Yes

( ) No

Skip To: End of Survey if Q16 = No

17. Please enter an email where you can be contacted: _____