

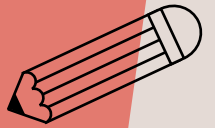
Remote



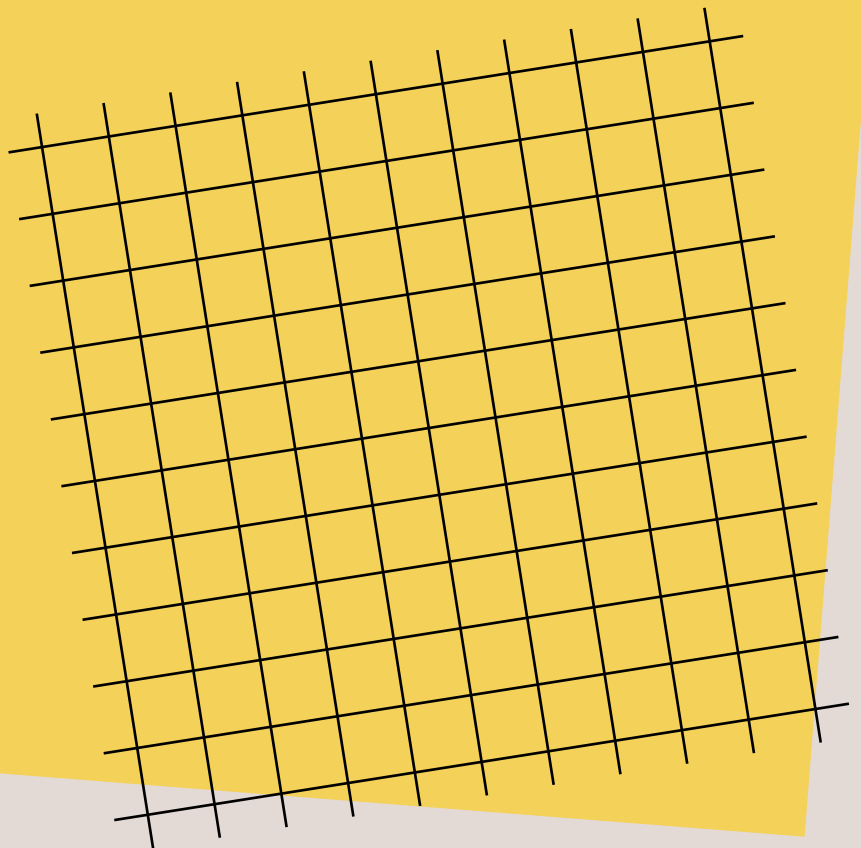
TEACHER'S
PERSPECTIVE

education

during the



pandemic



Report & recommendations based on a European questionnaire-based study carried out in 7 countries: Poland, Greece, Portugal, Slovenia, Czech Republic, Germany, and Italy from May to July 2021 (total sample size N=1682)

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The study was conducted by Centrum Cyfrowe and COMMUNIA as a part of the “Copyright for Education” project

**Centrum Cyfrowe Foundation**

We support users of digital technologies in improving their skills and competencies related to openness and cooperation. We collaborate with institutions to make sure that they work in an open manner in order to carry out their social mission. We work towards adjusting regulations and using legal tools to support the needs and rights of users, as they participate in open circulations of resources online. We diagnose social and cultural changes taking place in our society with the influence of digital technologies. We introduce a perspective of civic responsibility and caring about openness and the common good to the public debate on technology.

COMMUNIA International Association of the Digital Public Domain

COMMUNIA is a network of activists, researchers and practitioners from universities, NGOs, and SME established in 10 EU Member States. COMMUNIA advocates for policies that expand the public domain and increase access to and reuse of culture and knowledge. We seek to limit the scope of exclusive copyright to sensible proportions that do not place unnecessary restrictions on access and use.

The Copyright for Education project aims to provide an educational perspective in the copyright debate. We build awareness, exchange knowledge and conduct advocacy in support of better copyright for education.

Supported by

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Introduction

The global pandemic of COVID-19 has radically changed the way we learn and, due to the restrictions, almost 90% of all countries worldwide offered online learning. It was the biggest disruption in education in history. On the other hand, this crisis has stimulated innovation in the education sector¹, which was possible partly because the teachers adapted to the new situation very fast. Digital tools and solutions, resources available freely online, Open Educational Resources (OER) and Open Educational Practices (OEP) became a real game-changer during this time².

In the course of our Copyright for Education bi-weekly team meetings, we had often discussed the role Open Education (OE) played during the pandemic and the way we need to shape our policy work taking into account the takeaways from this time. Yet we had a feeling that we had missed more detailed information about the teachers' practices during online learning. We believe that solid data on these practices can provide a strong, reality-based foundation for our advocacy work in the area of education at the national, European and international levels.

That is why at the beginning of 2021 we decided to conduct questionnaire-based, exploratory research in 7 European countries on teachers' practices in remote education. The information we were particularly interested in include:

- Type of online tools and platforms most frequently used
- Usage of freely available digital resources vs usage of paid/subscription-based digital resources and their sources
- The different ways the resources are used
- The scale of creation and modification of teachers' own resources
- The awareness of the concept of Open Educational Resources and the frequency of their usage
- Certainty level in regard to copyright work usage
- Facing copyright-related issues – frequency and type
- The way and frequency of obtaining advice on copyright-related issues

Through this study, we aim to support the adoption of the UNESCO Recommendation on Open Educational Resources (OER)³. We would like to contribute particularly to the second objective: “Developing supportive policy: encouraging governments, and education authorities and institutions to adopt regulatory frameworks

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to support open licensing of publicly funded educational and research materials, develop strategies to enable the use and adaptation of OER in support of high quality, inclusive education and lifelong learning for all, supported by relevant research in the area”⁴.

We hope that the findings of this research will help European and Member State legislators and administrators of educational systems in shaping policies that support teachers in remote or hybrid education. The study will also be of value to activists, organisations, and public institutions that want to better understand the role of copyright and the importance of Open Education for online teaching and learning. Our findings and recommendations will be useful for shaping good, resilient, and open public policies regarding remote education.

We encourage all researchers and institutions to use our methodology and research tools for further research – all materials are available under CC0 1.0 Universal Public Domain Dedication⁵ – **you can copy, modify, distribute, communicate and make the publication available to the public, even for commercial purposes, all without asking permission.**

Copyright for Education team

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Executive summary

Increased usage of digital resources and tools has always been a priority of digital education and skills policies both at European and Member States level. The pandemic, and its concurrent switch to remote education across Europe, has greatly advanced this policy objective, as teachers and schools across Europe relied almost solely, for the last year and a half, on digital and remote solutions. This was also a period of increased use of these services and resources, with some of them becoming ubiquitous in educational systems.

Remote education therefore significantly increased the importance of copyright law, as it applies to educational uses. In particular, the necessary rights to use digital resources and services became crucial for proper functioning of remote education. At the same time, these increased levels of use created an opportunity to better understand patterns of educational use and the needs of educators and educational institutions. These should be taken into account both by public educational systems and by government institutions responsible for defining national copyright laws and policies.

Our report is based on an exploratory survey of teachers from primary, lower secondary or upper secondary education in seven Member States, with responses from almost 1700 teachers, selected through non-random sampling. The data presents a clear pattern of content usage that is consistent across the seven Member States, despite obvious variations.

With our study, we foremost aim to provide evidence on content usage that can help shape both copyright policies and programs that support the development and funding of public educational content and platforms. Too often, policies on copyright as it applies to education are based not on evidence, but rather on general assumptions about educational content use. Furthermore, these policies are often focused on market relations and pay too little attention to the needs of teachers and learners who use the content, or the educational systems and institutions that support them. Our study shows that educational uses should be seen less in terms of market activities and relations, but rather as occurring in a predominantly public educational space. At the same time, our study shows high levels of dependence of public educational systems on providers of commercial platform solutions. This should be addressed by educational policies that go beyond copyright laws.

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Our study paints an image of a high level of adoption of digital solutions and resources across Europe, which furthermore increased over time. In the countries that we studied, the need to switch to remote education did not spell a decrease in educational activity – but rather a fast shift to resources, solutions and ways of teaching that were often new to teachers, but quickly adopted by them. We want to note here that our study did not concern the issue of digital exclusion – which exists in Europe in multiple forms despite the high level of adoption of digital solutions, and which is one of the greatest challenges to just and equal digital education in Europe.

With regard to types of services and resources used, our survey shows both the dominant role and ubiquity of those provided by greatest commercial providers and online platforms. The two most popular sources of freely available digital resources are Youtube video sharing platform and Google search engine. In addition, over 70% of teachers have used either Google Classroom or Microsoft Teams, and half of them have used commercial videoconferencing solutions. It should be noted that in all these cases public alternatives are either unavailable or used by a marginal number of users. This demonstrates dependence of European educational systems on commercial solutions that should be addressed by European policy. In this context it should be noted that digital content provided by commercial publishers is used only by around 40% of teachers surveyed. Also the mass collection of data by commercial providers of tools should be explored further.

Despite the reliance on commercial services, content used by teachers is predominantly of non-commercial nature, or even peer produced. Rates of use of freely available resources from public and civic sources, while lower than those from commercial platforms, are still impressive. At least 40% of teachers use content from public educational or cultural institutions, from Wikipedia or those shared by other teachers and educational experts. Our survey suggests a possible correlation between length of remote education and use of resources from these sources – as if commercial solutions were the first and obvious choice, with public and civic ones being increasingly used over time, as teachers explored new sources and types of content.

Our study also shows very high levels of peer production and sharing of educational content. Our respondents declare themselves as active creators and users of content, with over 80% of teachers creating and adapting resources, and over 60% using

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content shared with them by their peers. We furthermore observe peer support networks that were one of the main sources of advice when teachers faced copyright problems – we can assume that these structures played a more general role as teachers learned how to teach remotely. These forms of peer activity are crucial for a healthy educational system, and at the same time are enabled by robust copyright exceptions.

Lastly, our study suggests high levels of adoption of Open Educational Resources across Europe, with half of teachers on average understanding this concept and making use of resources that meet the definition of OER. This is an extremely high result that suggest both a growing trend, and potential shift that occurred at the time of the pandemic, when openly available resources were some of the most sustainable types of content that teachers could access. Taken overall, Open Educational Resources can be seen as the third most popular type of content used, after Youtube videos and images obtained from Google search. Furthermore, while Wikipedia is not traditionally seen as an OER, it is a freely available educational resource that is used by a third of all teachers in Europe.

Conclusions

& RECOMMENDATIONS

We believe that the role of public educational policy should be foremost to support and enable open sharing, circulation and usage of content. Educational budgets can be best invested in supporting creation of publicly funded and available content, platforms and services that enable their use, and skills necessary to benefit from these resources. Copyright laws should include robust educational exceptions that create space for teachers to develop, share and use content for educational purposes. Additional policies should enable free flow of content across the Web and reduce barriers to access and use.

Teachers repurpose a wide range of copyrighted works for remote education, mostly freely available works that are not intended for the educational market – it is crucial to ensure that broad copyright exceptions and limitations for education are in place to protect those uses

A. Teachers use content that primarily functions outside of the educational context

During the one-year period analysed in our survey, copyrighted materials that are primarily intended for the educational market were not the most commonly used resource in remote teaching activities. Educational resources produced by educational publishers seem to represent only one category of digital materials used by teachers (and not by the majority of respondents) to conduct remote teaching activities.

The numbers are clear: only 2 in 10 teachers on average claim to have used paid digital versions of commercial textbooks on a regular basis, while conducting remote teaching activities, and less than 2 in 10 teachers on average paid to have access to content available on webpages or educational platforms created by commercial companies.

Of course, there might be various reasons for such a low number of users of standard educational resources. The fact that such resources were subject to payment is one of them: despite the fact that only 25% of those who were surveyed stated that they did not use those resources because they were paid or available under a license only, almost 70% of teachers said they did not want to cover expenses on their own and nearly 30% indicated that the price was too high. Furthermore, when those resources were made freely available on the companies' websites or educational platforms, the number of teachers using them doubled (4 in 10 teachers on average). Still, it should be noted that even when those standard educational works were made available without payment, they did not seem to become the teachers' favourite resource for teaching remotely, during the past year.

In fact, looking at the survey results, there seems to be a clear tendency, at least in the context of remote teaching activities, to repurpose a wide range of copyrighted works for education, rather than relying on materials that are specifically designed for the educational community.

Let us look at the evidence: the most commonly used digital works are videos available on YouTube or other freely available websites, with 8 in 10 teachers on average claiming to have used them on a regular basis while teaching remotely during the past year. Next on the list are digital images freely available online: 7 in 10 teachers on average say they have used such resources, with 61% of the respondents claiming that they find them through the Google search engine and 33% claiming that they have used images available on freely available websites or free banks of images such as Flickr and Wikimedia Commons. Other types of digital works favored by about 4 in 10 teachers on average, during their remote teaching activities, include Wikipedia, webpages created by public institutions, and webpages created by cultural institutions such as libraries, art galleries, museums, etc. Finally, over 60% of teachers have been repurposing content shared with them by their peers, other teachers and educators.

While it could be argued that some of those materials (particularly content on sharing platforms) could be classified as educational, it is safe to assume that they were not intended for the educational market, as they were made freely available on sharing platforms and websites without access restrictions.

B. Teachers mostly use copyrighted materials in ways that do not affect the market for these materials

The survey results serve to show that teachers, when using copyrighted materials for educational activities, do it in ways that would not substitute the purchase of such materials. On the basis of the answers received, most uses do not seem capable of replacing or affecting the market (when such a market exists) for copyrighted materials.

While teaching remotely, during the 12-month period under review, teachers mostly used the copyrighted materials the same way they did during in-person classes, that is in ways that would likely not undermine the sales of such materials: displaying audiovisual materials during class (73%), playing audio materials during

class (44%), including the materials in exercises (73%), including the materials in presentations (65%), including the materials in examinations (27%), playing, reading or reciting stories and poems during class (28%), etc.

To support the learning activities of students at home, most teachers also reported that they had to share materials with students via email, clouds or other platforms (73%). Naturally, in that case, it can be questioned whether there is a threat of market substitution. So let us look at the data in more detail.

Firstly, not all of the materials shared by teachers are third-party materials. When we asked teachers to indicate how they used the educational resources, we asked them to consider all the resources used on a regular basis, during the past 12 months, including resources created or modified by teachers themselves, or by their peers. Indeed, teachers do not rely solely on third party materials to deliver remote teaching, and when they do rely on such copyrighted materials, many times they modify them to fit their educational purposes: of the 1682 teachers surveyed, 83% claim to have used, in the past 12 months, resources created by themselves and 63% responded that they modify existing resources for their teaching activities. This clearly implies that many of those resources shared with students are produced by teachers themselves, which is further confirmed by the results to the question on which teaching tools were used by teachers on a regular basis during remote teaching periods, where 62% of the respondents stated that they shared presentations with students, 55% replied that they shared quizzes that they prepared with students, and 37% stated that they shared videos that they prepared with students.

While we do not know how many of those presentations, videos, quizzes and other resources prepared by teachers contained third party materials and, if they did, what the proportion was of such materials in relation to the teachers' own creations, considering that 61% of the respondents claimed that is clear or very clear to them when they can use copyrighted works for teaching, we can assume that in most cases the number of third party materials used by teachers in their resources was reasonable and appropriate.

Secondly, we should not assume that where teachers shared copies of copyrighted works with students, they were not allowed to do so. All of the countries analysed allow these types of uses, although the conditions (namely the quantitative limitations) may vary from country to country. Again, the survey did not include

a question directed at quantifying to what extent teachers used copyrighted works, so we do not know if those third-party copyrighted works were shared in their entirety, or if teachers just shared individual articles, chapters or excerpts of the materials. However, since only 39% of those surveyed reported that they did not know or were unsure when they could use copyrighted works in teaching, it can be presumed that teachers were not, in general, infringing the quantitative limits allowed by their copyright laws.

Thirdly, it should be noted that sharing third-party materials with students does not necessarily require transmitting an actual copy of the materials. When we analyse the answers to the question regarding the teaching tools used regularly while teaching remotely, we notice that 47% of respondents maintained that they regularly sent their students links to resources by email or social media. In those cases, the act of “sharing” would obviously not cause the copyright owner to lose any revenue.

C. Teachers favor copyrighted materials that are freely available online without payment

Our survey shows that during the past 12 months, while teaching remotely, 96% of the teachers have used, on a regular basis, copyrighted works that are freely available online without payment. In comparison, only 35% of those surveyed indicated that they regularly used paid or subscription-based works.

While it is not possible to assess if all the materials that were freely accessed by teachers were made available by the copyright owners themselves or with their consent, it is fair to conclude, based on the countries and platforms in question, that teachers mostly accessed content online legally. Indeed, the biggest content sharing platforms all use automated content recognition systems to keep infringing content out of their services. Furthermore, the countries analysed have copyright laws in place that ensure that rightsholders can enforce their rights against infringers.

Regardless of whether the content available online was accessed actually legally or not, the survey results seem to imply that teachers themselves have a preference for using materials that they perceive as legal and not aimed at generating profit (e.g. copyrighted materials that can be freely accessed on

institutional websites, on blogs, on free banks of images, etc.) or that generate revenues without requiring users to pay for them (e.g. those that are licensed or monetised on sharing platforms).

It follows from the above that, when thinking about the right to use copyrighted materials for educational purposes, policy makers should bear in mind that educational activities no longer revolve around textbooks and other copyrighted materials primarily intended for the educational market. According to our findings, when teaching remotely, teachers prefer to create their own educational resources and to repurpose for education a variety of freely available copyrighted works that are not intended for the educational market. Furthermore, the vast majority of educational uses reported do not seem capable of replacing or affecting the market (when such a market exists) for copyrighted materials. Therefore, we strongly recommend broadening the existing legal framework for the use of copyrighted materials in educational activities, including through the creation of a specific non-remunerated education exception for materials that are freely available online..

Teachers informal collaboration networks played a significant role during the pandemic and constitute one of the key pillars of online teaching – it is important to support them on many levels

The survey results show that teachers regularly and successfully cooperated with their colleagues – they shared their educational materials and knowledge. Also, more than half of the surveyed teachers have regularly used Open Educational Resources while teaching online.

There is a tendency to create, modify and share one's own educational resources and to repurpose for education purposes a variety of copyrighted works that are accessible online without payment. More than 9 out of 10 teachers on average have used resources created or modified by themselves (most probably based on other, available resources) or their colleagues. Furthermore, teachers used these materials much more often than those created by commercial publishers, institutions and organisations. Other teachers were the first source of help when problems occurred, for instance, other teachers (33%) and school (32%) were the most frequent sources of advice on copyright-related issues while teaching remotely. Note that only 11% of teachers claim that they obtained such help from the Ministry of Education or other educational institutions.

Based on the results of the presented study and previous research carried out by Centrum Cyfrowe Foundation we can assume that these **teacher collaboration networks played a significant role during the pandemic and constitute one of the key pillars of online teaching**. Therefore, **it is important to support them on many levels** – by building suitable tools that enable cooperation and content sharing, by reducing legal uncertainty which can prevent teachers from creating and modifying materials, by reducing barriers in access to online resources (licenses, paywalls) and by supporting the development of cooperation and exchange competencies among teachers.

Teachers mostly depend on tools delivered by the biggest tech companies – it is crucial to make sure that open and free cooperation, collaboration, co-creation and exchange are possible without dependence on commercial platform providers

Synchronous online education in European countries was based on proprietary tools provided by the biggest IT companies from the United States such as Google Classroom, Microsoft Teams, Zoom and Cisco Webex. The numbers are clear: 99% of surveyed teachers used tools enabling live lessons.

While the EU has been debating the Digital Market Act (which aims at preventing large companies from abusing their market power), we want to stress that this is also a relevant matter in education. We need to remember that building future-proof, high-quality and resilient online education requires tools that are in line with teachers' educational practices. It is important to make sure that tools used by the education sector in European countries enable teachers' open and free cooperation, collaboration, co-creation and exchange without any restriction caused by used technology and without dependence on a narrow range of commercial solutions. The current Digital Education Action Plan defines the development of a high performing digital education ecosystem as its priority. This should entail developing public educational infrastructure that supports educators and learners across Europe.

On average, teachers used 4.5 tools and platforms while teaching online and the longer the period of online education, the more methods and tools were used by teachers. Furthermore, teachers actively reuse and repurpose content from available sources. Based on those facts, we should promote, enable and facilitate free circulation and exchange of educational resources between different platforms. This entails standardised and open formats, open licensing of content, and removal of technical barriers to accessing and sharing content.

It is also essential to monitor and if necessary regulate the collection of data and its use by commercial vendors. New business models and infrastructure provided by commercial vendors should not hinder Open Education and/or public interest in education.

Remote education was to a great extent supported by Open Educational Resources (more than half of the teachers use OER on a regular basis) – it is crucial to ensure further development of policies supporting the development of high-quality open resources and practices.

Open Educational Resources were regularly used by 54% of surveyed teachers, on average. The data shows immense spread and rise in recognition of OER in the last decade. At the same time, only 22% of teachers used digital versions of commercial textbooks and 17% used webpages and educational platforms created by commercial companies. Furthermore, the longer the period of remote learning, the greater number of teachers have heard about the concept of Open Educational Resources. This way, remote education was to a great extent supported by public or freely available resources, including those that meet the Open Educational Resources definition. In many cases, these were created thanks to policy efforts and programs aimed at the development of the various aspects of Open Education, introduced at institutional or national level.

It is crucial to ensure further development of policies supporting the development of high-quality open resources and practices. The European Union should continue its “Opening up Education” initiative as part of the current Digital Education Action Plan, in order to ensure an accessible and interoperable content layer as part of the digital education ecosystem. European Member States should also develop robust policies aimed at ensuring open licensing of publicly funded educational resources, and at developing educational platforms that make this content available for reuse. The “Opening up Education” initiative should also concentrate on opening up data collected by commercial vendors and ensuring that provision of commercial infrastructure for teaching does not hinder Open Education and/or public interest in education.

Key findings

FIGURE:

Usage of free & paid digital resources (on average)

QUESTION:

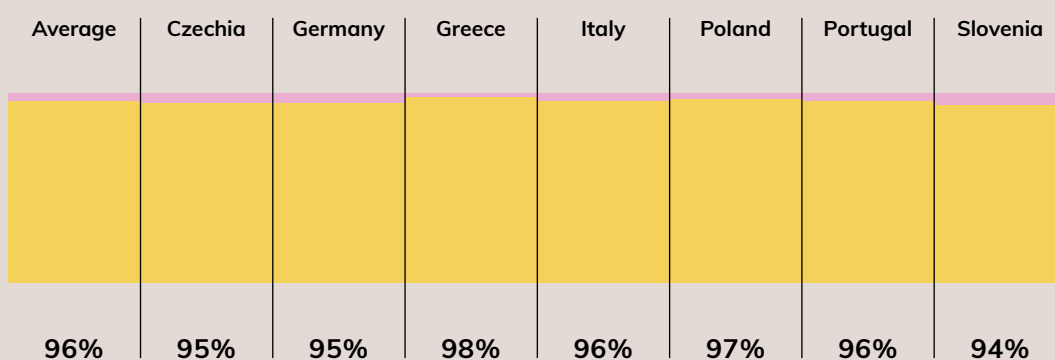
What types of **freely available** digital resources have you used on a regular basis while teaching remotely? Please take into account **FREELY AVAILABLE** resources only.

QUESTION:

What types of **paid/ subscription based** digital resources have you used on a regular basis while teaching remotely? Please take into account **PAID** resources only. Base: all respondents, N=1682

Usage of **freely available** digital resources during last 12 months

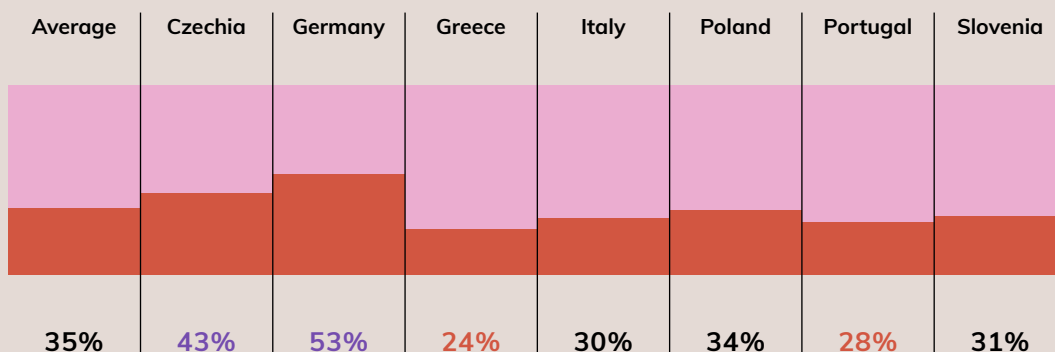
● Yes ● No



Usage of **paid/ subscription based** digital resources during last 12 months

● Yes ● No

% % Colours indicate differences vs average result



Key findings

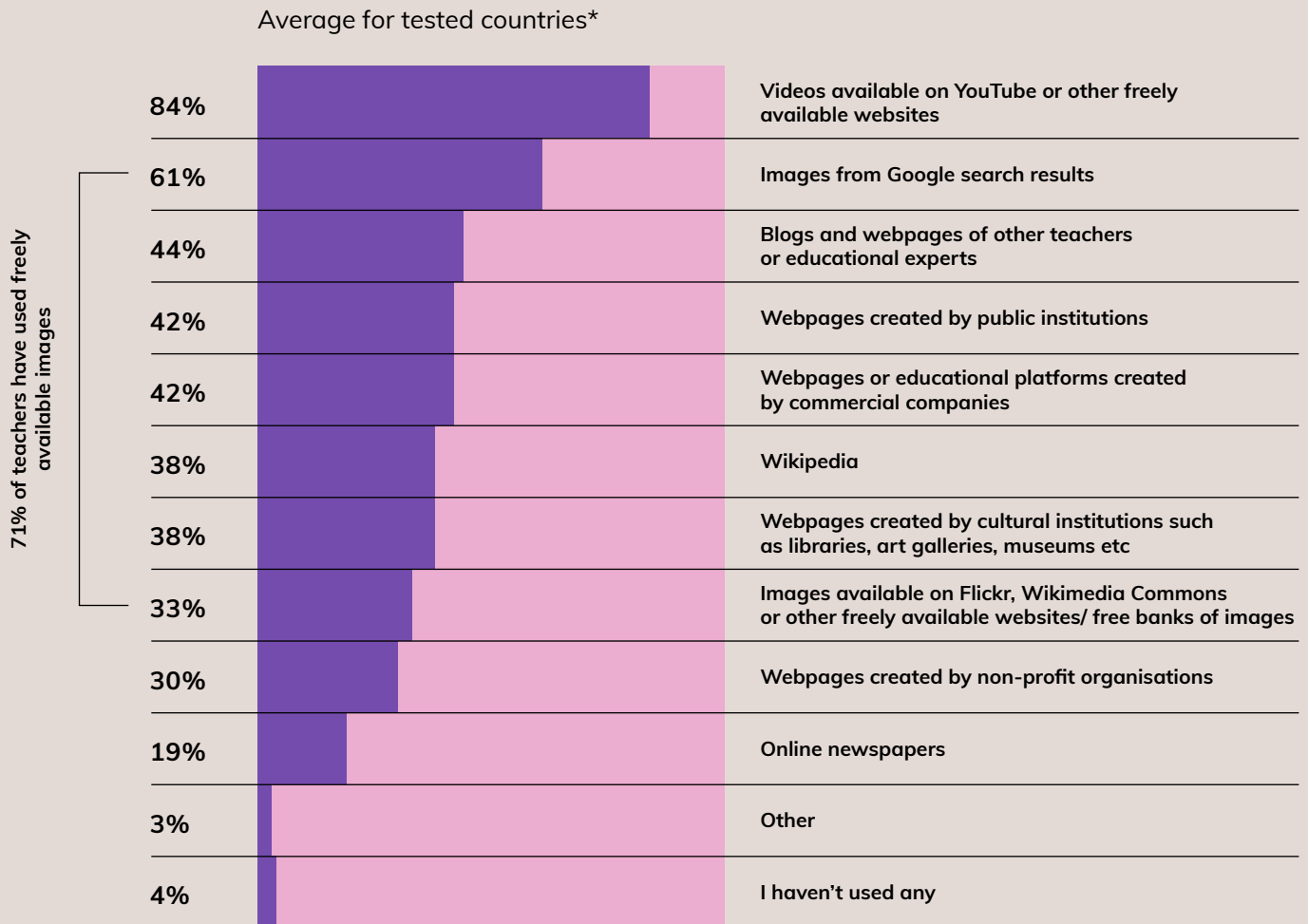
Almost every teacher in the 7 surveyed countries has used freely available, unpaid resources during the time of remote education – **96% on average**. This number drops significantly when it comes to paid, subscription-based resources – only 35% of teachers have used paid resources. The percentage differs in surveyed countries – in Greece and Portugal using paid resources was less common (24% and 28%) while in Germany and in Czechia teachers more often have made use of this kind of resources (53% and 43%).

FIGURE:

Usage of freely available digital resources (on average)

QUESTION:

What types of **freely available** digital resources have you used on a regular basis while teaching remotely? Please take into account **FREELY AVAILABLE** resources only.
Base: all respondents, N=1682



Key findings

Among freely available digital resources, **videos** posted on YouTube or other websites were definitely the most popular type of teaching aids – on average, more than 8 in 10 teachers have used them, followed by **images from Google search results** – on average, 6 in 10 teachers utilised these materials. 71% of teachers have used freely available images either from Google search results or from free banks of images such as Flickr, Wikimedia Commons and others.

* Average includes results for Czechia, Germany, Greece, Italy, Poland, Portugal, Slovenia

FIGURE:

Usage of freely available digital resources (per country)

QUESTION:

What types of **freely available** digital resources have you used on a regular basis while teaching remotely?
Please take into account **FREELY AVAILABLE** resources only.
Base: all respondents, N=1682

	Average	Czechia	Germany	Greece	Italy	Poland	Portugal	Slovenia
Videos available on YouTube or other freely available websites	84%	88%	88%	82%	83%	85%	79%	81%
Images from Google search results	61%	70%	39%	59%	67%	70%	58%	64%
Blogs and webpages of other teachers or educational experts	44%	55%	48%	55%	41%	48%	25%	35%
Webpages created by public institutions	42%	50%	40%	48%	33%	43%	26%	52%
Webpages/ educational platforms created by commercial companies	42%	16%	46%	23%	36%	53%	72%	45%
Wikipedia	38%	50%	41%	53%	27%	31%	17%	46%
Webpages created by cultural institutions	38%	41%	38%	49%	24%	44%	29%	40%
Images from websites/banks	33%	38%	57%	35%	27%	25%	19%	30%
Webpages created by non-profit organizations	30%	33%	35%	31%	26%	34%	21%	31%
Online newspapers	19%	16%	28%	26%	19%	16%	10%	16%
Other	3%	2%	3%	1%	3%	6%	3%	2%
I haven't used any	4%	5%	5%	2%	4%	3%	4%	6%
N=	1 682	109	113	103	96	480	561	220

% % Colours indicate differences vs average result

Key findings

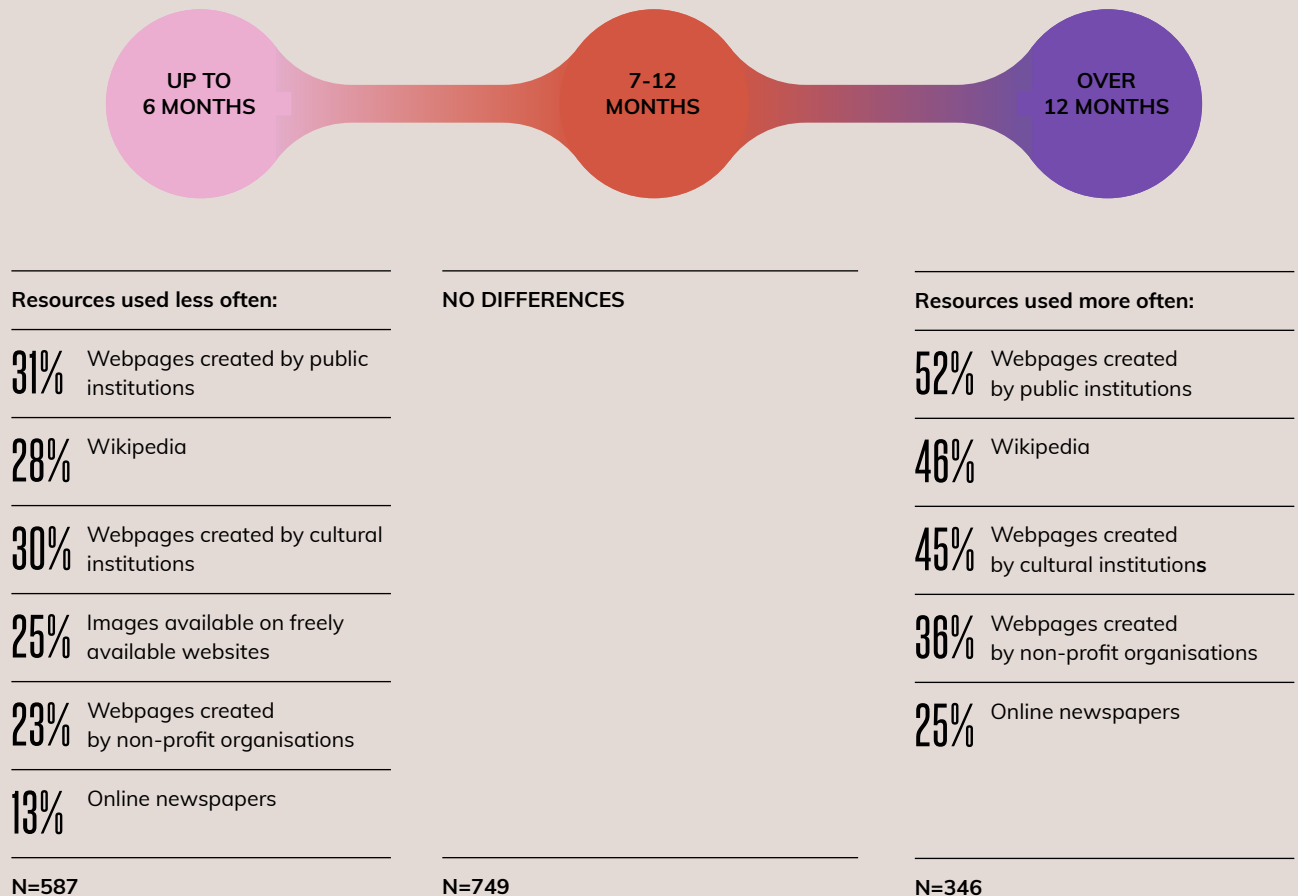
The frequency of using different types of freely available materials differs in the surveyed countries, however, **videos are the most frequently used teaching materials in every country.**

FIGURE:

Usage of freely available digital resources (by length of remote education)

QUESTION:

What types of **freely available** digital resources have you used on a regular basis while teaching remotely? Please take into account **FREELY AVAILABLE** resources only. Base: all respondents, N=1682



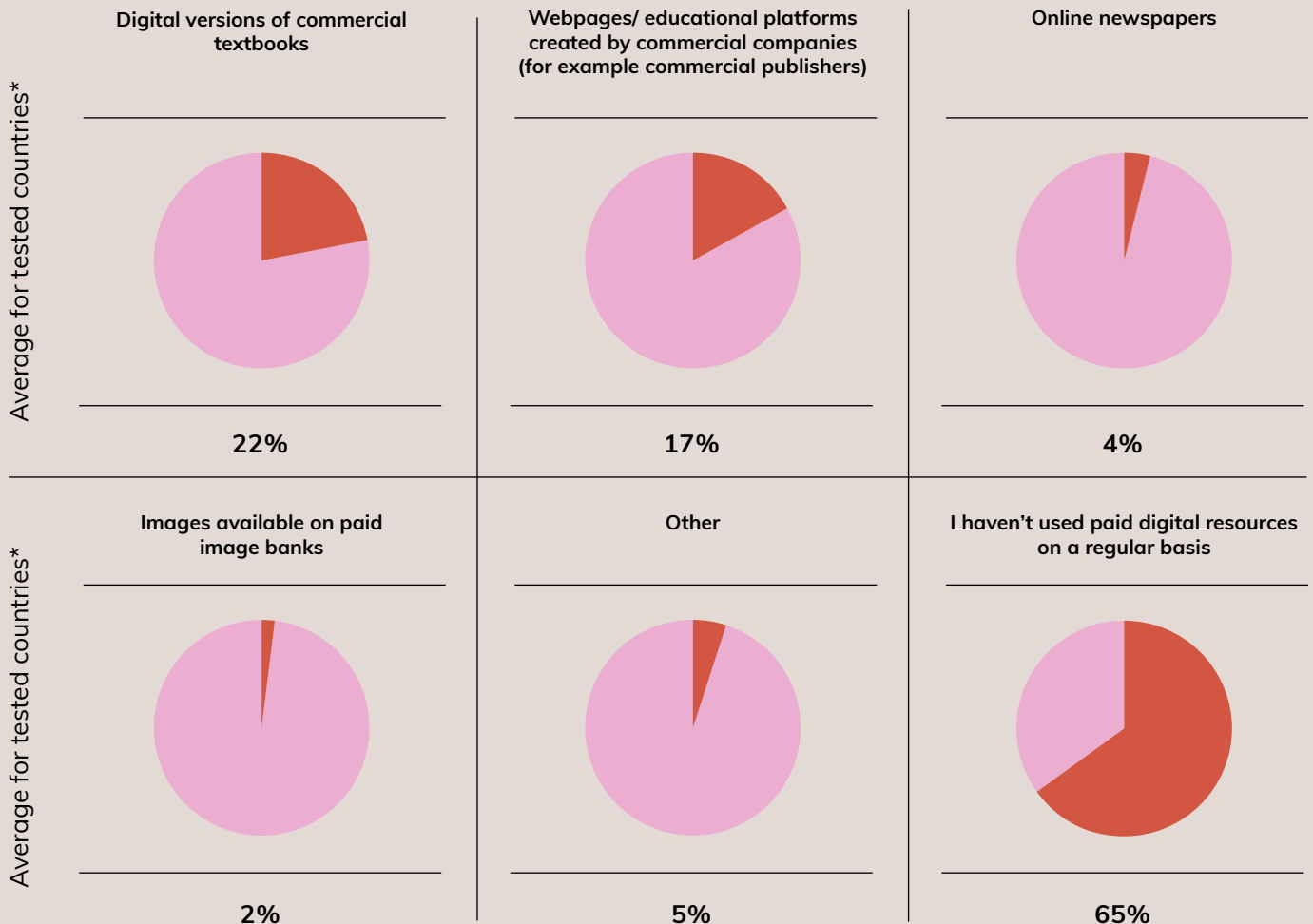
Key findings

The longer the period of remote education, the more often teachers used non-commercial sources of materials – webpages created by public institutions (31% vs. 52%), Wikipedia (28% vs. 46%), webpages created cultural institutions (30% vs. 45%), webpages created by NGOs (23% vs. 36%). There is no such tendency when it comes to other sources used during the period of remote education.

FIGURE:**Usage of paid, subscription-based digital resources (on average)****QUESTION:**

What types of paid/subscription based digital resources have you used on a regular basis while teaching remotely?
Please take into account PAID resources only.

Base: all respondents, N=1682

**Key findings**

65% of teachers on average claim that they have not used paid, subscription-based resources during the time of remote teaching. Among those who have used them, digital versions of commercial textbooks (22% on average) and webpages/education platforms created by commercial companies (17%) were most common.

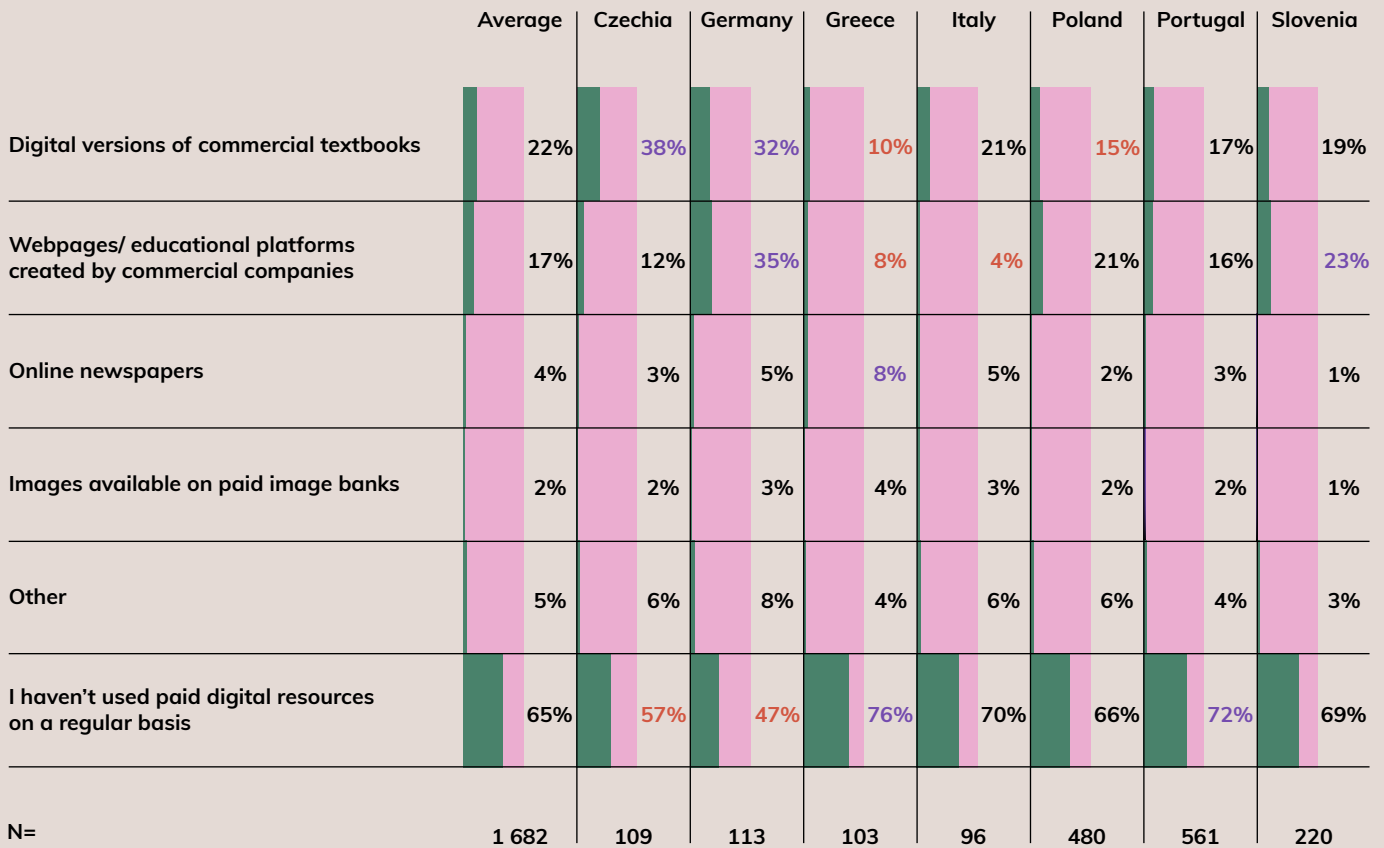
* Average includes results for Czechia, Germany, Greece, Italy, Poland, Portugal, Slovenia

FIGURE:

Usage of paid, subscription-based digital resources (by country)

QUESTION:

What types of paid/subscription based digital resources have you used on a regular basis while teaching remotely?
Please take into account PAID resources only.
Base: all respondents, N=1682



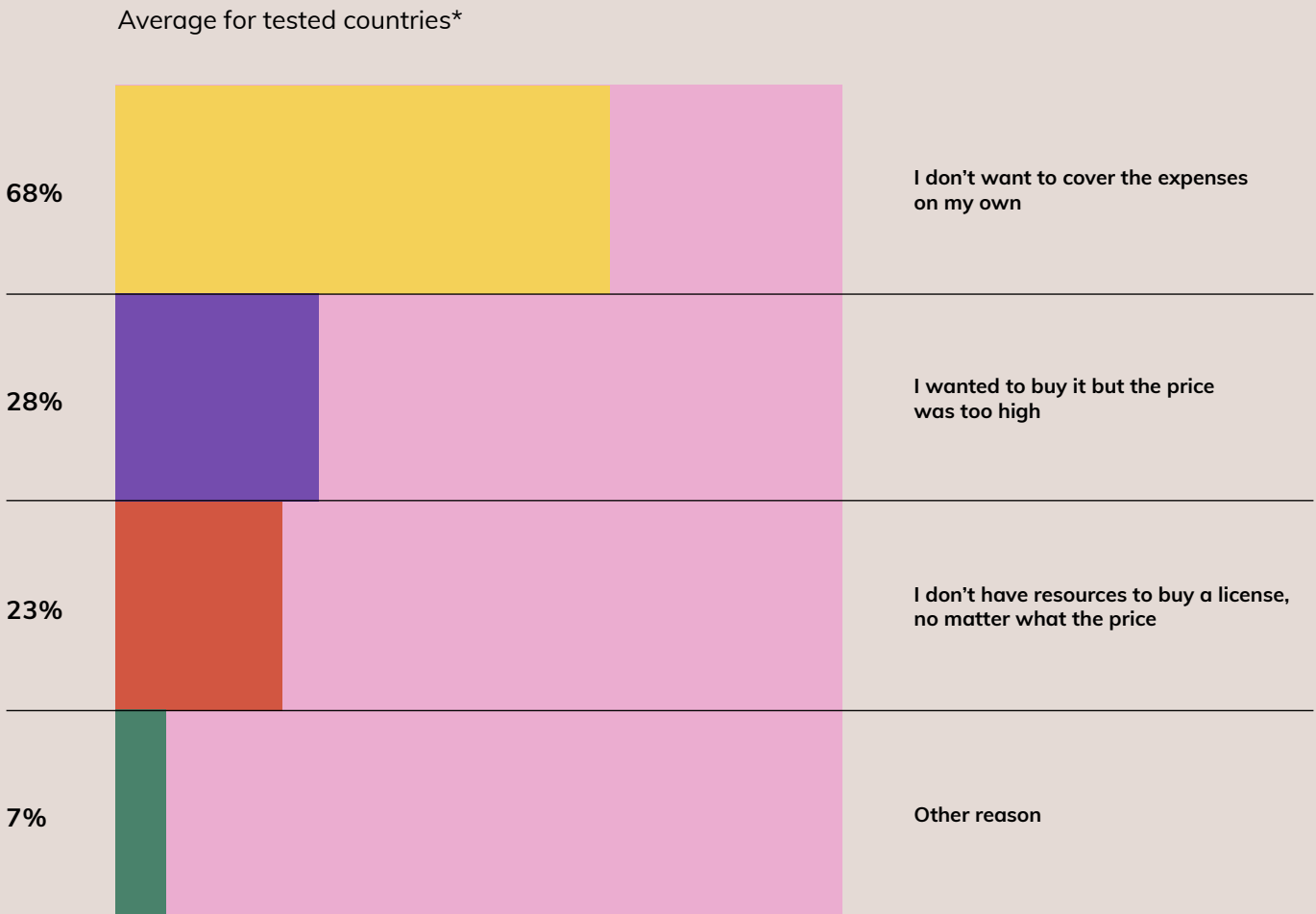
%% Colours indicate differences vs average result

Key findings

This number differs among countries – in Czechia and Germany digital versions of commercial textbooks were more common (38% and 32%), while in Greece and Poland they were much less common (10% and 15%). Also the usage of resources created by commercial companies was more popular in Germany and Slovenia (35% and 23%) than in Italy and Greece (4% and 8%).

FIGURE:**Reasons for not purchasing access to paid work (on average)****QUESTION:**

You have indicated that you had encountered a problem related to the lack of access to paid work, because it was available under a license only. What prevented you from purchasing the access to the work? Base: those who have encountered problem related to lack of access to paid work, N=391

**Key findings**

The most popular reasons for not purchasing access to the paid resources were financial limitations – teachers do not want to cover expenses on their own (68%), the price was too high (28%) or they do not have resources to pay no matter what the price is. .

* Average includes results for Czechia, Germany, Greece, Italy, Poland, Portugal, Slovenia

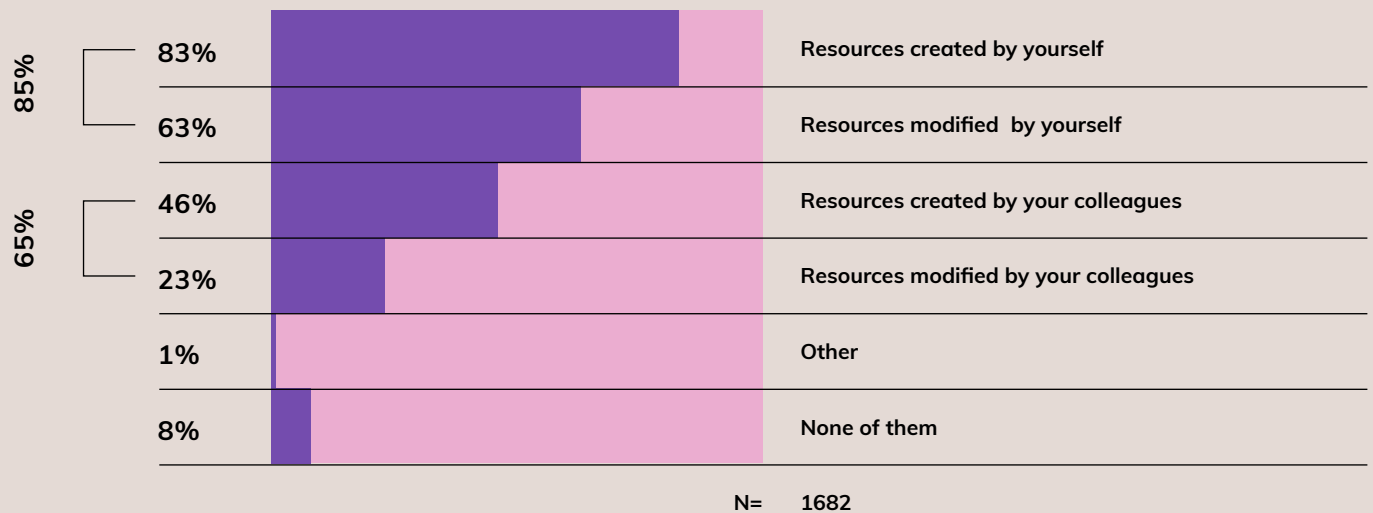
FIGURE:

Resources creation & modification (on average)

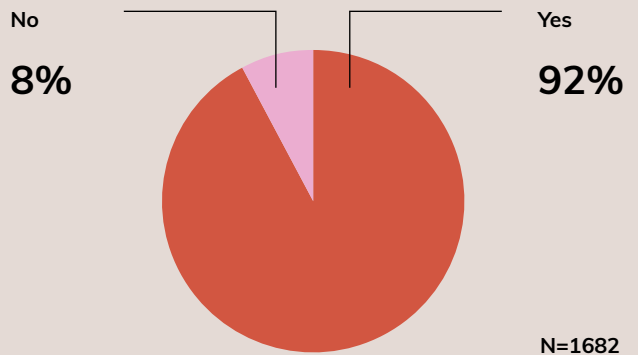
QUESTION:

Have you used resources that were created or modified by either you or your colleagues?
Base: all respondents, N=1682

Types of resources created/ modified by yourself or colleagues



Usage of resources created/ modified by yourself or colleagues



Key findings

During remote education teachers have massively used resources created or modified by themselves or their colleagues – more than 9 out of 10 teachers on average. 85% of teachers have prepared materials by themselves, while 65% used resources elaborated by their colleagues.

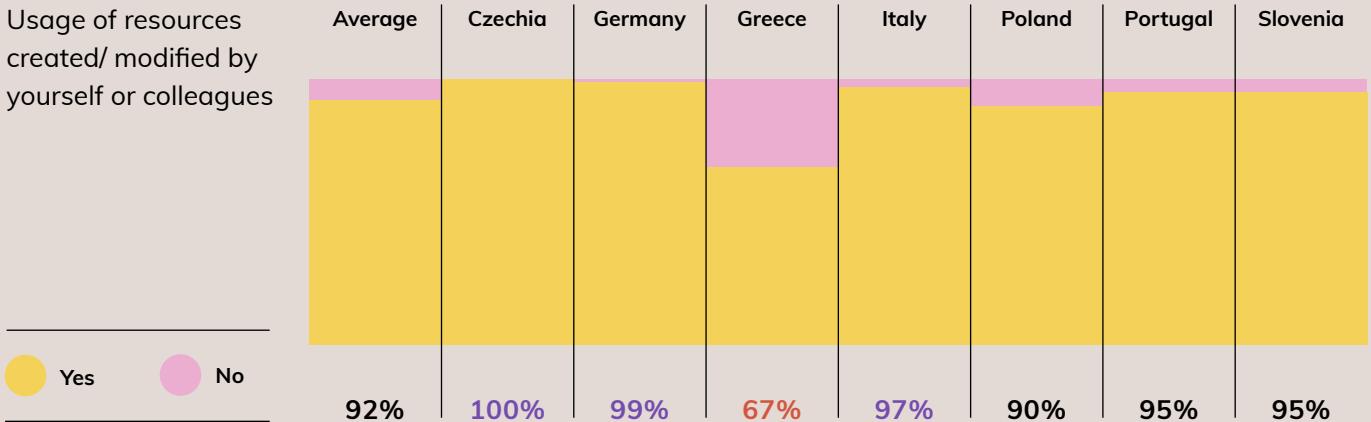
* Average includes results for Czechia, Germany, Greece, Italy, Poland, Portugal, Slovenia

FIGURE:

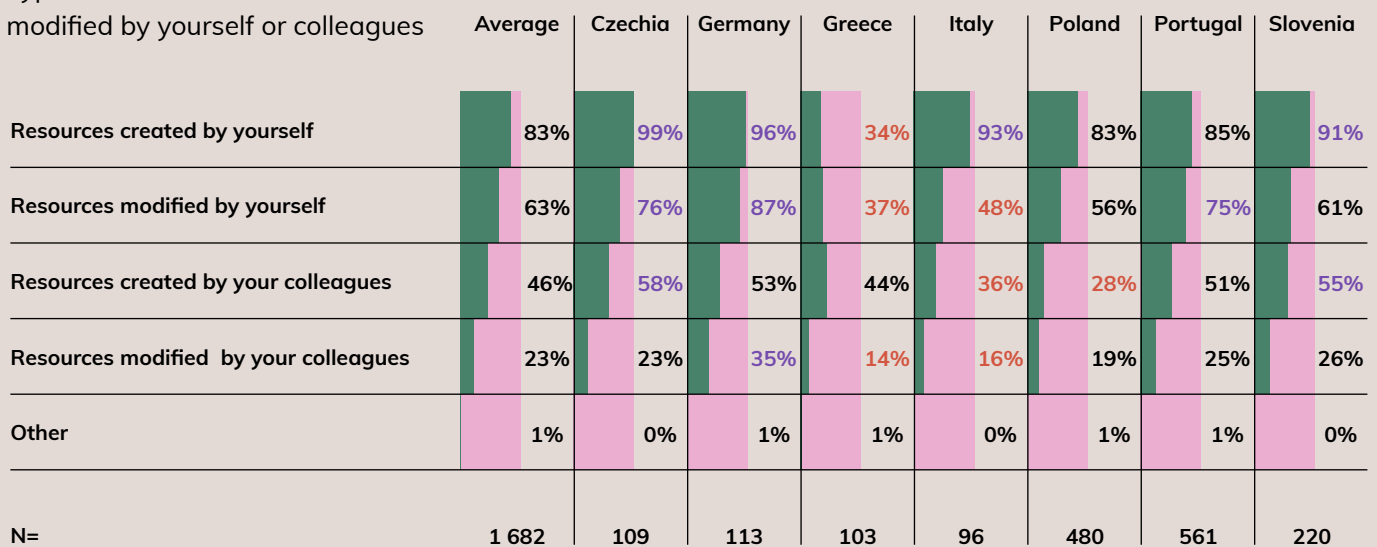
QUESTION:

Resources creation & modification (by country)

Have you used resources that were created or modified by either you or your colleagues?
Base: all respondents. N=1682



Types of resources created/ modified by yourself or colleagues



%% Colours indicate differences vs average result

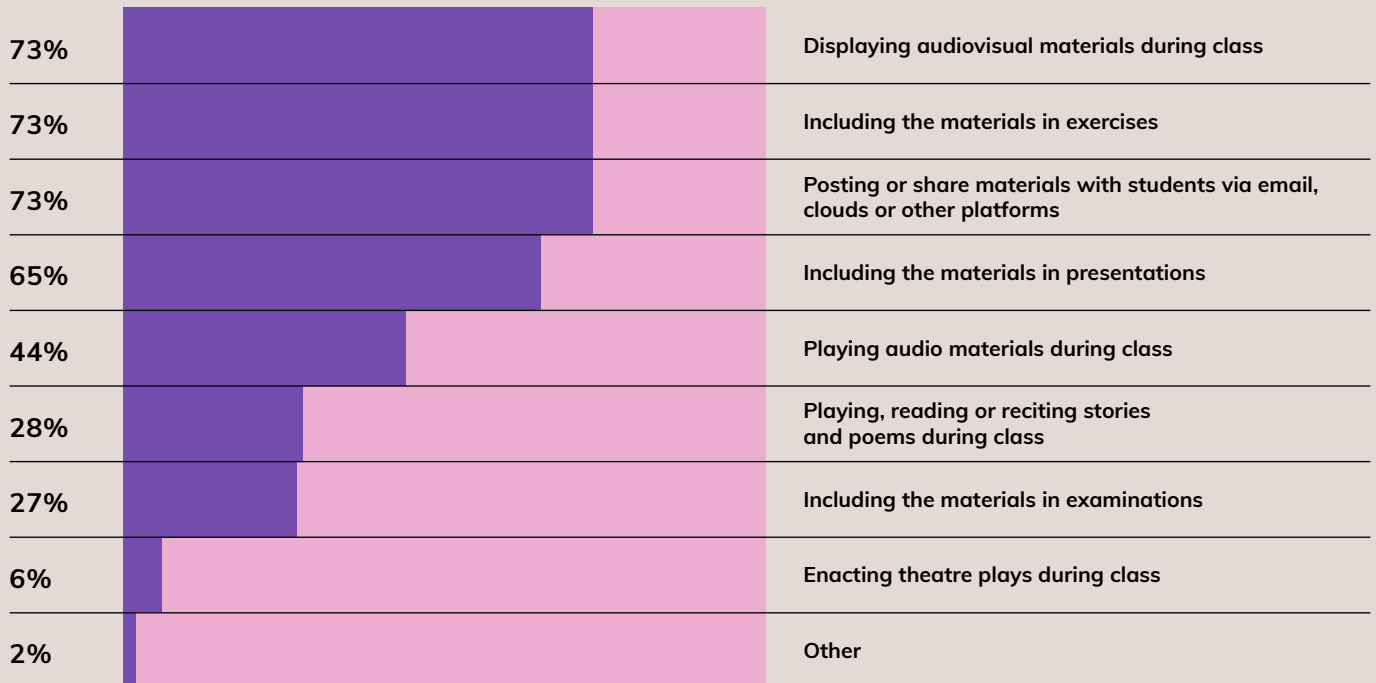
Key findings

The usage of resources created/ modified by teachers is especially high in Czech Republic (100%), Germany (99%) and Italy (97%) and less common in Greece (67%).

FIGURE:**Ways of using resources
(on average)****QUESTION:**

Please take into account all the educational resources you have used during the last 12 months on a regular basis. How have you used those resources? Base: all respondents, N=1862

Average for tested countries*



Teachers have used

3.9

methods on average

Key findings

Teachers have used nearly 4 methods on average while working with different resources. The most common methods were displaying videos, including materials in exercises, as well as posting or sharing materials (each of these methods was used by more than 7 in 10 teachers on average).

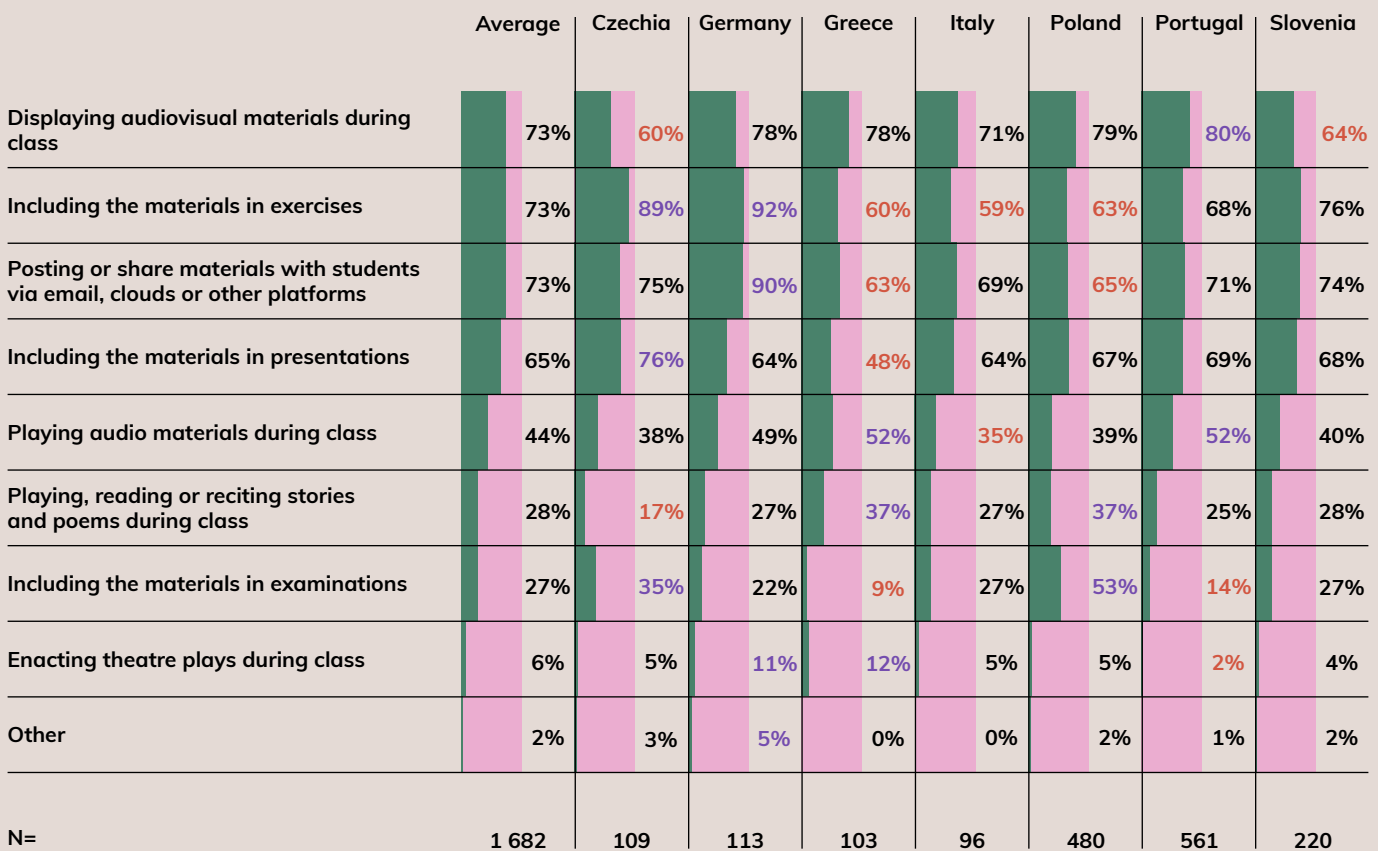
* Average includes results for Czechia, Germany, Greece, Italy, Poland, Portugal, Slovenia

FIGURE:

Ways of using resources (by country)

QUESTION:

Please take into account all the educational resources you have used during the last 12 months on a regular basis. How have you used those resources? Base: all respondents, N=1862



% % Colours indicate differences vs average result

Key findings

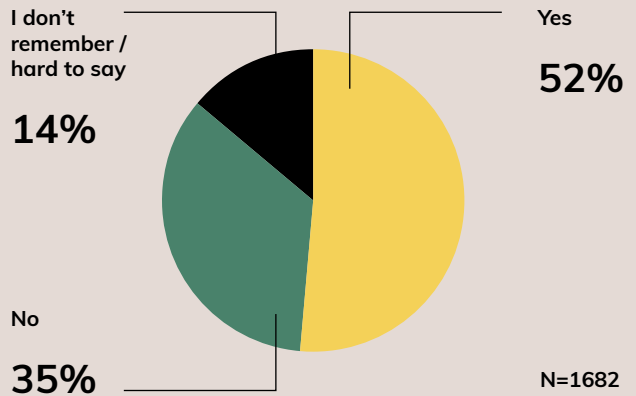
However, differences between countries were observed in terms of resource usage. In Czechia, teachers more often decided to use exercises, presentations and examinations vs. average. In Germany, exercises and posting/ sharing materials as well as theatre plays were more common. Teachers in Greece more often used “soft” techniques – listening, reciting and playing.

FIGURE:**Open Educational Resources
(on average)**

Awareness of the concept:
Open educational resources

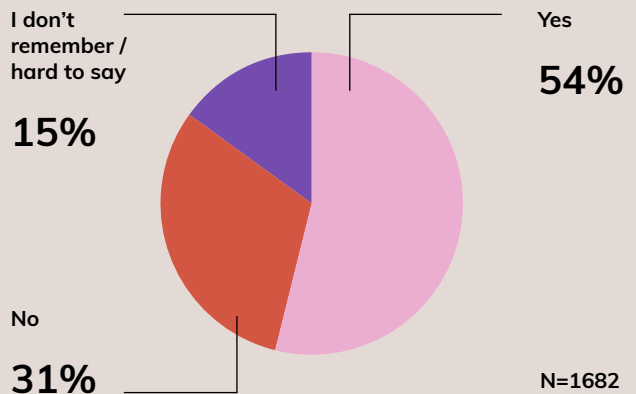
QUESTION:

Have you ever heard about the concept of Open Educational Resources? Q8 Open Educational Resources are ...
Have you regularly used Open Educational Resources during the last 12 months while teaching remotely?
Base: all respondents, N=1682



Open Educational Resources are teaching, learning and research materials in any medium that is free from copyright or have been released under a license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Usage of Open educational resources
(after being exposed to the definition)

**Key findings**

More than half of the teachers on average have heard about the concept of Open Educational Resources (52%). However, after being exposed to a simple definition of Open Educational Resources 54% of the teachers claim that they have regularly used this type of resources during the time of remote education.

* Average includes results for Czechia, Germany, Greece, Italy, Poland, Portugal, Slovenia

FIGURE:

Open Educational Resources (by country)

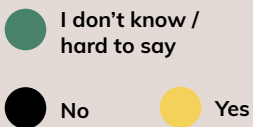
QUESTION:

Have you ever heard about the concept of Open Educational Resources?
Base: all respondents

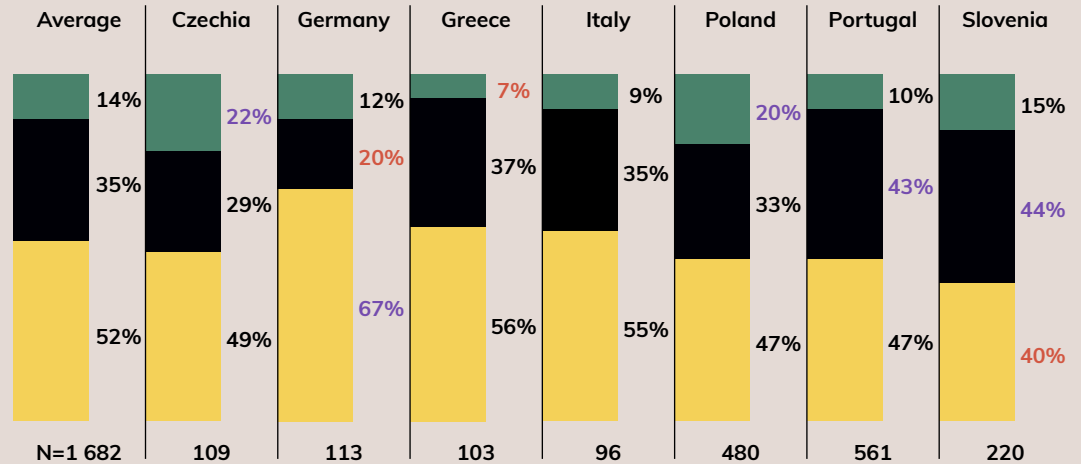
QUESTION:

Open Educational Resources are ... Have you regularly used Open Educational Resources during the last 12 months while teaching remotely?
Base: all respondents, N=1682

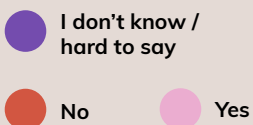
Awareness of the concept: Open educational resources



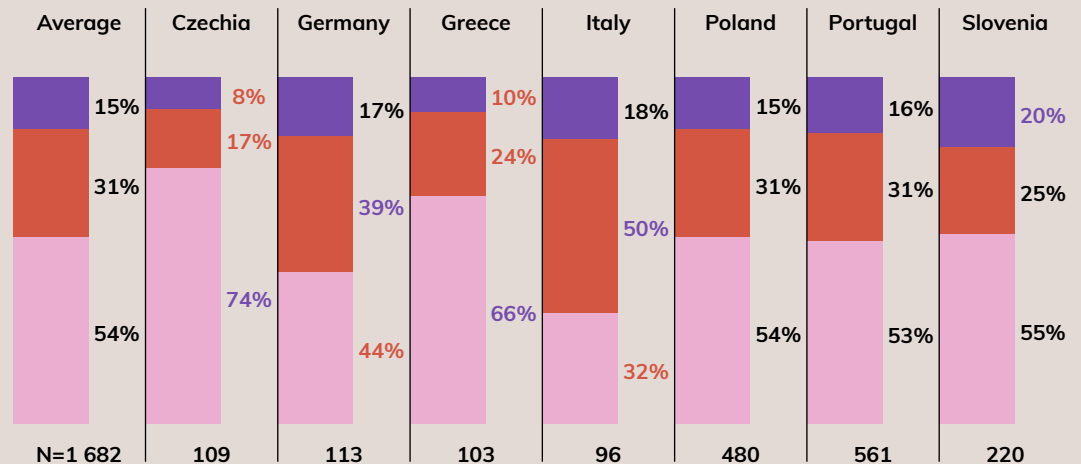
% % Colours indicate differences vs average result



Usage of Open educational resources (after being exposed to the definition)



% % Colours indicate differences vs average result



Key findings

The awareness of the concept of Open Educational Resources among teachers is significantly high in Germany (67%). However, Open Educational Resources were used much more often by teachers from Czechia (74%) and Greece (66%), while less often by teachers from Italy (32%).

FIGURE:

Open Educational Resources (by the length of remote education)

QUESTION:

Have you ever heard about the concept of Open Educational Resources?
Base: all respondents

QUESTION:

Open Educational Resources are ... Have you regularly used Open Educational Resources during the last 12 months while teaching remotely?
Base: all respondents, N=1682



OER used less often:

49%

N=587

NO DIFFERENCES

N=749

More often have heard about OER:

64%

N=346

Key findings

The longer the period of remote learning for teachers, the greater number of teachers have heard about the concept of Open Educational Resources (over 12 months – 64% on average).

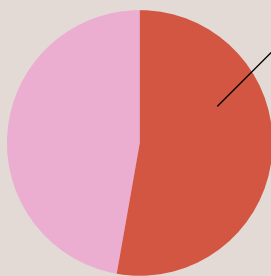
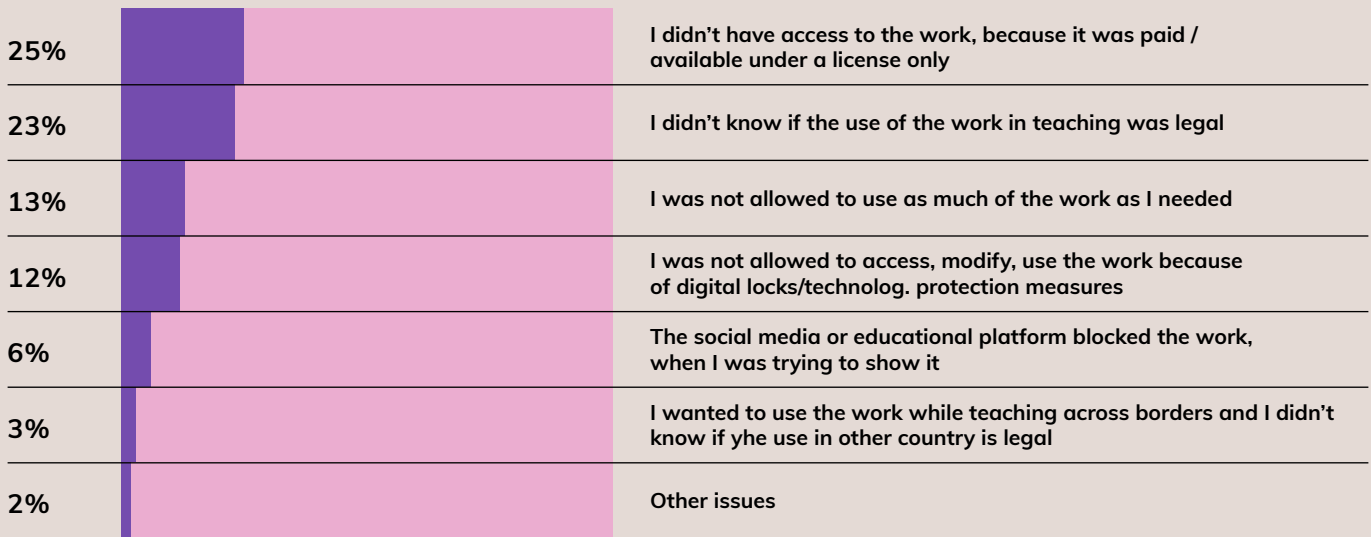
FIGURE:

Facing copyright-related issues (on average)

QUESTION:

What kind of copyright related issues have you faced during the last 12 months while teaching remotely?
Base: all respondents, N=1682

Average for tested countries*



53%

of teachers have faced copyright related issues

Problems related to knowledge:

26%

Problems related to access:

37%

Key findings

More than half of teachers on average have experienced problems with copyright-related issues while teaching remotely. The most common problems were lack of access to the work because it was paid and lack of knowledge whether it was legal to use the resource. In general, problems related to access were indicated by 37% of teachers on average, while problems related to knowledge about copyright were brought up by 26% of teachers.

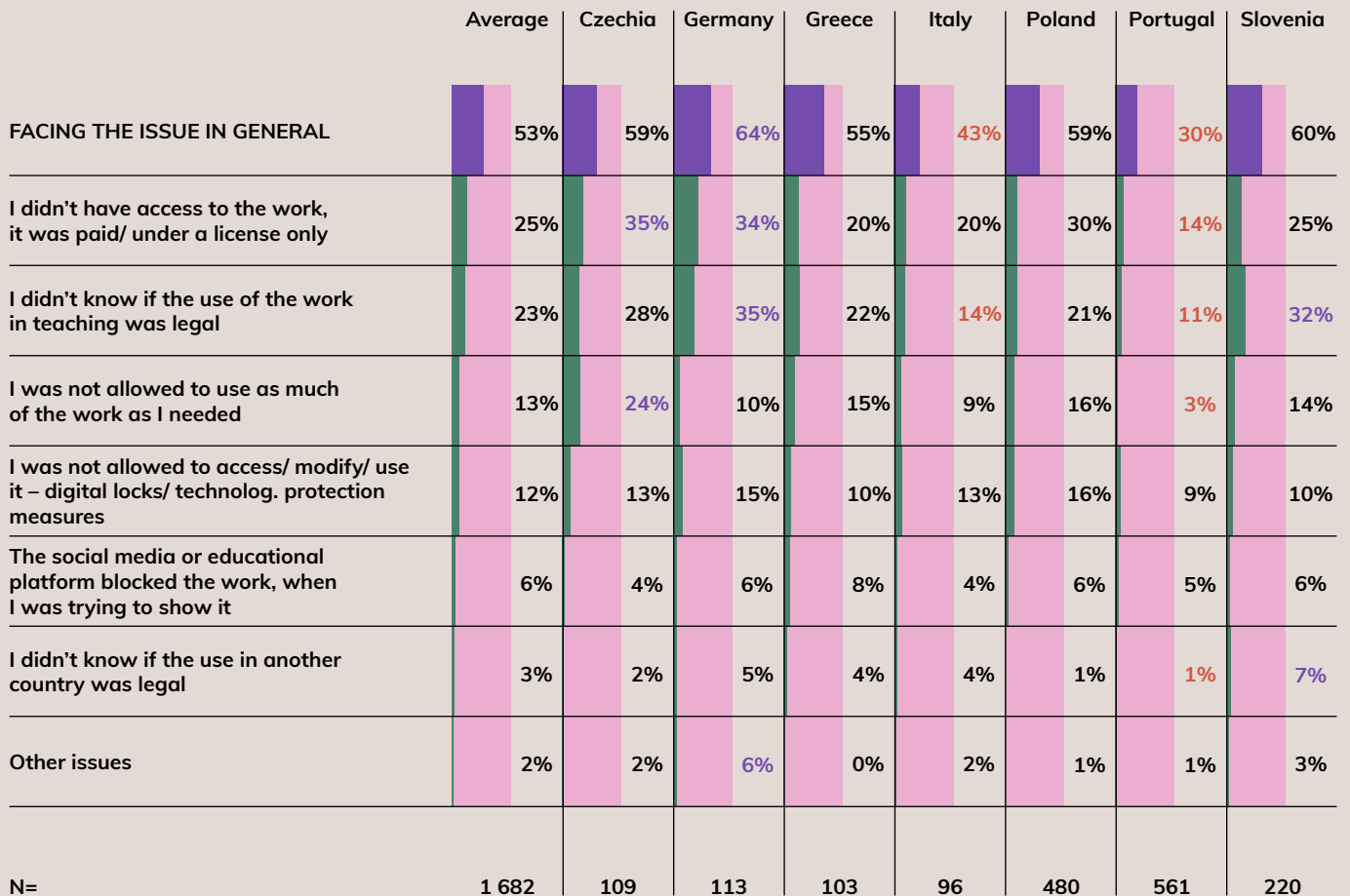
* Average includes results for Czechia, Germany, Greece, Italy, Poland, Portugal, Slovenia

FIGURE:

Facing copyright-related issues (by country)

QUESTION:

What kind of copyright related issues have you faced during the last 12 months while teaching remotely?
Base: all respondents



%% Colours indicate differences vs average result

Key findings

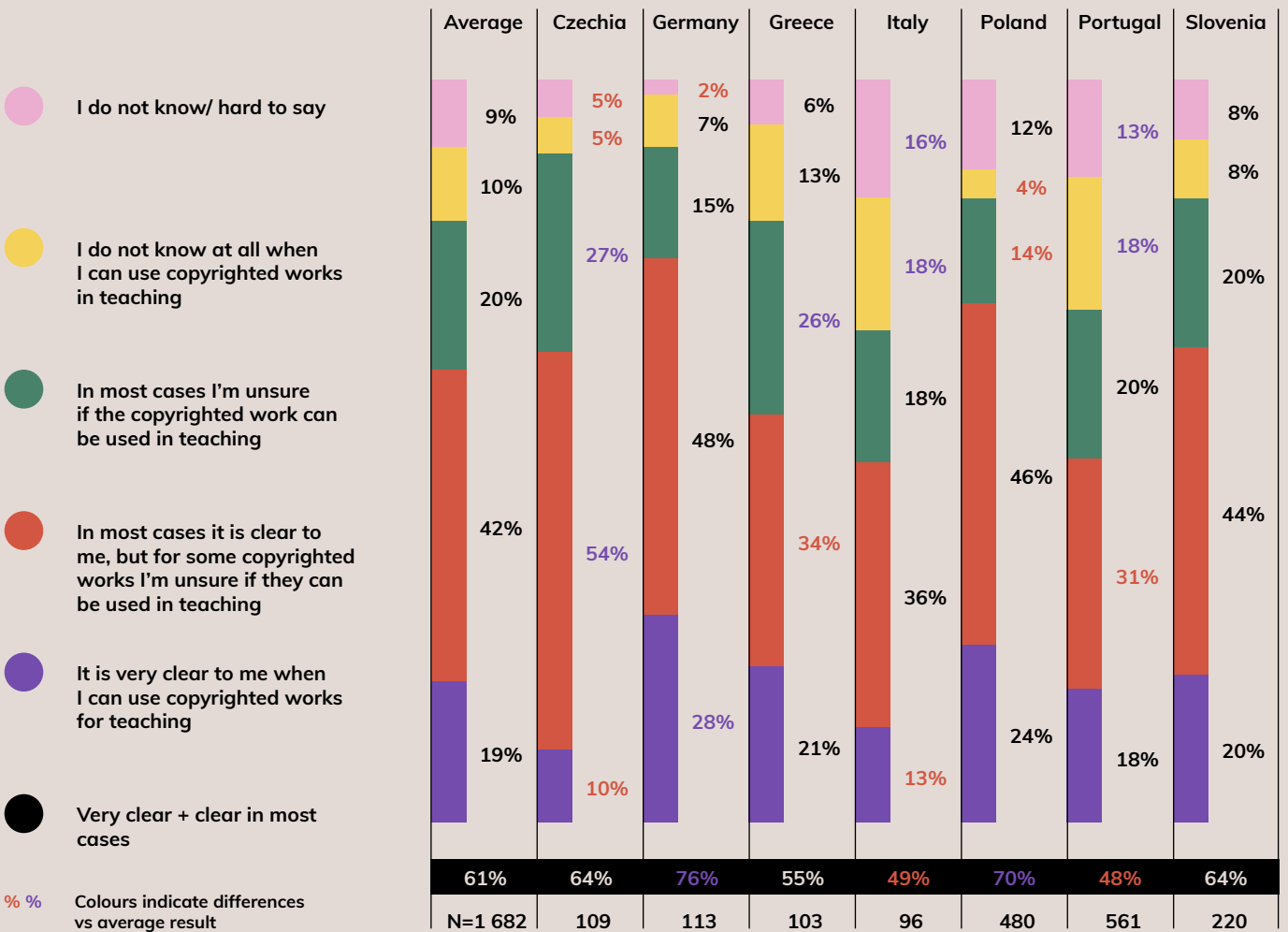
Facing copyright-related issues in general was particularly common among German teachers (64%) and less common in Italy (43%) and Portugal (30%).

FIGURE:

Certainty level in regard to the usage of copyright work (by country)

QUESTION:

Many teachers are uncertain whether they can use different copyrighted works for remote teaching. What is your level of certainty? Please select the answer that applies most to you.



Key findings

On average, 1 in 5 teachers stated that they were very clear about copyrighted work usage in their professional activity. However, almost 40% of teachers on average were unsure if they can use different copyrighted work for remote teaching. The level of certainty is lower in Italy (49%) and Portugal (48%), while in Germany (76%) and Poland (70%) more teachers expressed certainty in copyrighted works usage.

FIGURE:

Certainty level in regard to the usage of copyright work (by the length of remote education)

QUESTION:

Many teachers are uncertain whether they can use different copyrighted works for remote teaching. What is your level of certainty? Please select the answer that applies most to you.



Key findings

The teachers who have longer experience in remote education are more certain about whether or not they can use different copyrighted resources in online education (56% teaching remotely up to 6 months vs 69% teaching remotely more than 12 months).

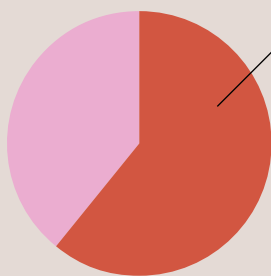
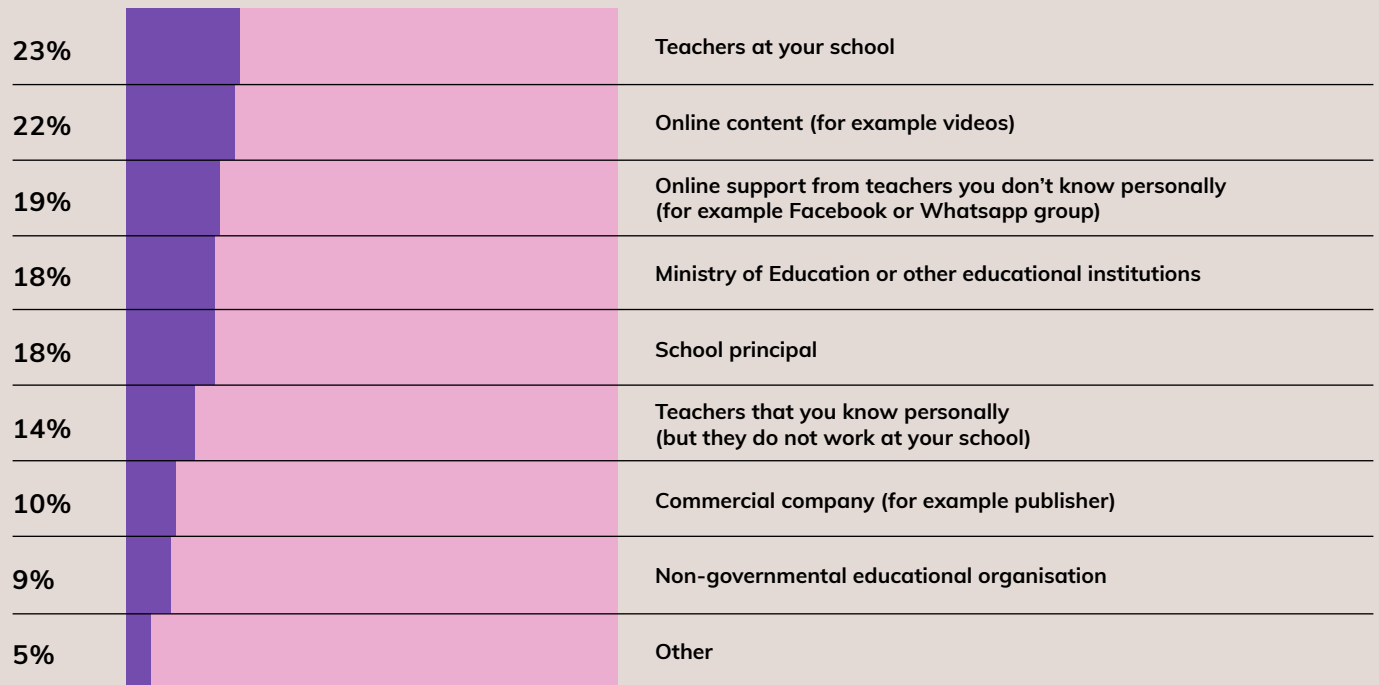
FIGURE:

Obtaining advice on copyright-related issues while teaching remotely (on average)

QUESTION:

In the last 12 months, some teachers have obtained advice on copyright related issues while teaching remotely. Have you obtained this kind of advice? From which sources?
Base: all respondents, N=1682

Average for tested countries*



61%

teachers have
obtained support
on average

At school:

32%

From other teachers:

40%

Key findings

* Average includes results for Czechia, Germany, Greece, Italy, Poland, Portugal, Slovenia

On average, 61% of teachers have obtained advice on copyright-related issues during the period of online learning. Most of them received help from other teachers (40%) or at school (32%). Only 18% of teachers received help from the Ministry of Education or other educational institutions.

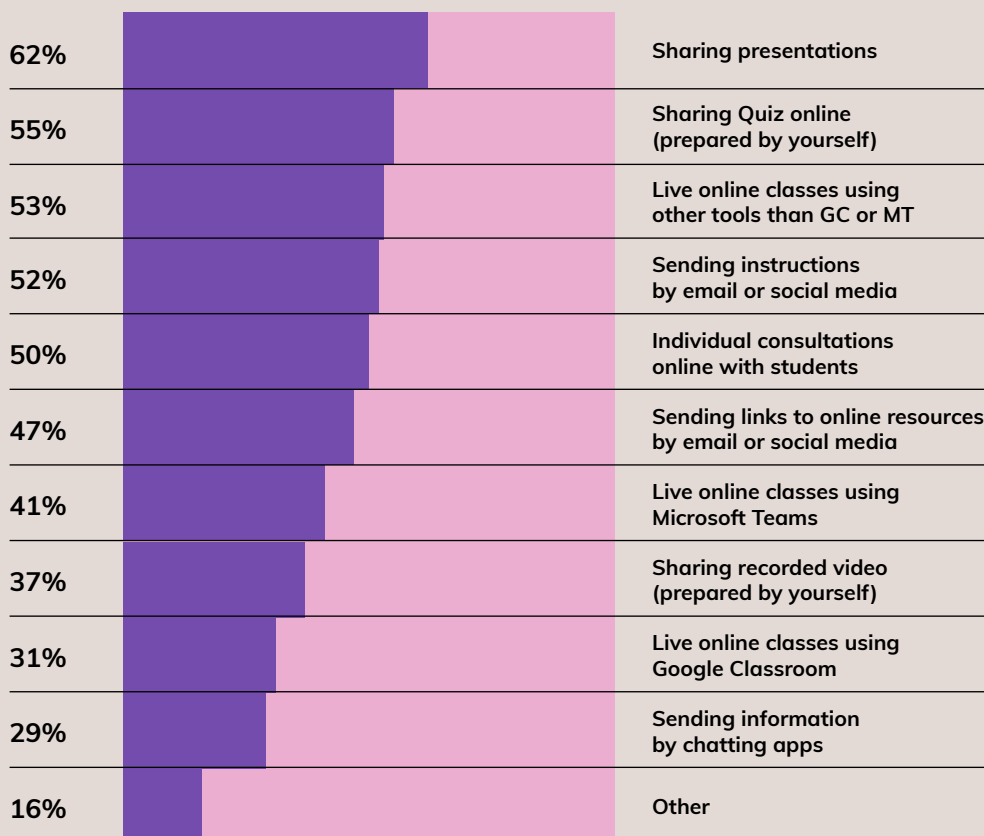
FIGURE:

Tools & platforms usage (on average)

QUESTION:

Which of the teaching tools and platforms presented below have you used regularly while teaching remotely during the last 12 months? Base: all respondents, N=1682

Average for tested countries*



97%

of teachers used live online classes tools

4,7

types of teaching tools/ platforms were used on average

Key findings

97% of teachers in surveyed countries have used platforms that enable live online classes (synchronous education). These platforms are commercial tools delivered by the biggest American tech companies (Google Classroom – 31% on average, Microsoft Teams – 41%, Cisco Webex and Zoom – up to 53%). On average, teachers have used almost 5 different platforms and tools during the time of remote education.

* Average includes results for Czechia, Germany, Greece, Italy, Poland, Portugal, Slovenia

FIGURE:

Tools & platforms usage (by country)

QUESTION:

Which of the teaching tools and platforms presented below have you used regularly while teaching remotely during the last 12 months? Base: all respondents, N=1682

Average for tested countries*	Average	Czechia	Germany	Greece	Italy	Poland	Portugal	Slovenia
Sharing presentations	62%	68%	49%	48%	68%	59%	69%	75%
Sharing Quiz online (prepared by yourself)	55%	61%	56%	46%	56%	51%	53%	62%
Live online classes using other tools than GC or MT	53%	23%	65%	100%	32%	27%	44%	76%
Sending instructions by email or social media	52%	41%	59%	66%	26%	52%	55%	66%
Individual consultations online with students	50%	68%	65%	11%	38%	64%	41%	65%
Sending links to resources, by email or social media	47%	39%	49%	48%	46%	53%	40%	55%
Live online classes using Microsoft Teams	41%	59%	37%	3%	30%	78%	37%	42%
Sharing recorded video (prepared by yourself)	37%	28%	65%	6%	61%	19%	20%	62%
Live online classes using Google Classroom	31%	46%	2%	5%	71%	21%	57%	14%
Sending information by chatting apps	29%	22%	34%	33%	41%	34%	30%	11%
I haven't used any	16%	16%	42%	6%	7%	14%	9%	18%
N=	1 682	109	113	103	96	480	561	220

%% Colours indicate differences vs average result

Key findings

However, the type of live classes platforms differs significantly among the countries: Microsoft Teams was more popular in Czechia (59%) and Poland (78%), Google Classrooms in Italy (71%) and Portugal (57%), while other platforms (Zoom, Cisco Webex) in Germany (65%), Greece (100%) and Slovenia (76%).

* Average includes results for Czechia, Germany, Greece, Italy, Poland, Portugal, Slovenia

Methodology

This study is based on **the questionnaire** prepared jointly by the Copyright for Education Communia team with significant help from external experts and researchers. For the purposes of the study the questionnaire was translated into 7 languages (Polish, German, Portuguese, Slovenian, Czech, Greek and Italian). We used LimeSurvey (free and open-source online statistical survey web app) to publish the localised questionnaires and collect answers from teachers in each country. This phase of the study was conducted from May to July 2021.

Our **target group** included teachers from primary, lower secondary or upper secondary education (classification according to ISCED 2011). Links to the questionnaire were sent by our partners from each involved country, mainly using help from teachers' unions, teacher groups on social media and various teacher mailing lists.

Country selection was based on the following three criteria: 1. We wanted to survey countries from different EU regions 2. We wanted to cover countries with different scope of copyright exceptions and limitations. 3. We included countries with people or organisations we know could help us reach out to teachers.

Our goal was to collect at least 100 answers in each country. Finally, the total sample size amounted to:

N=1682

Czechia, N=109

Germany, N=113

Greece, N=103

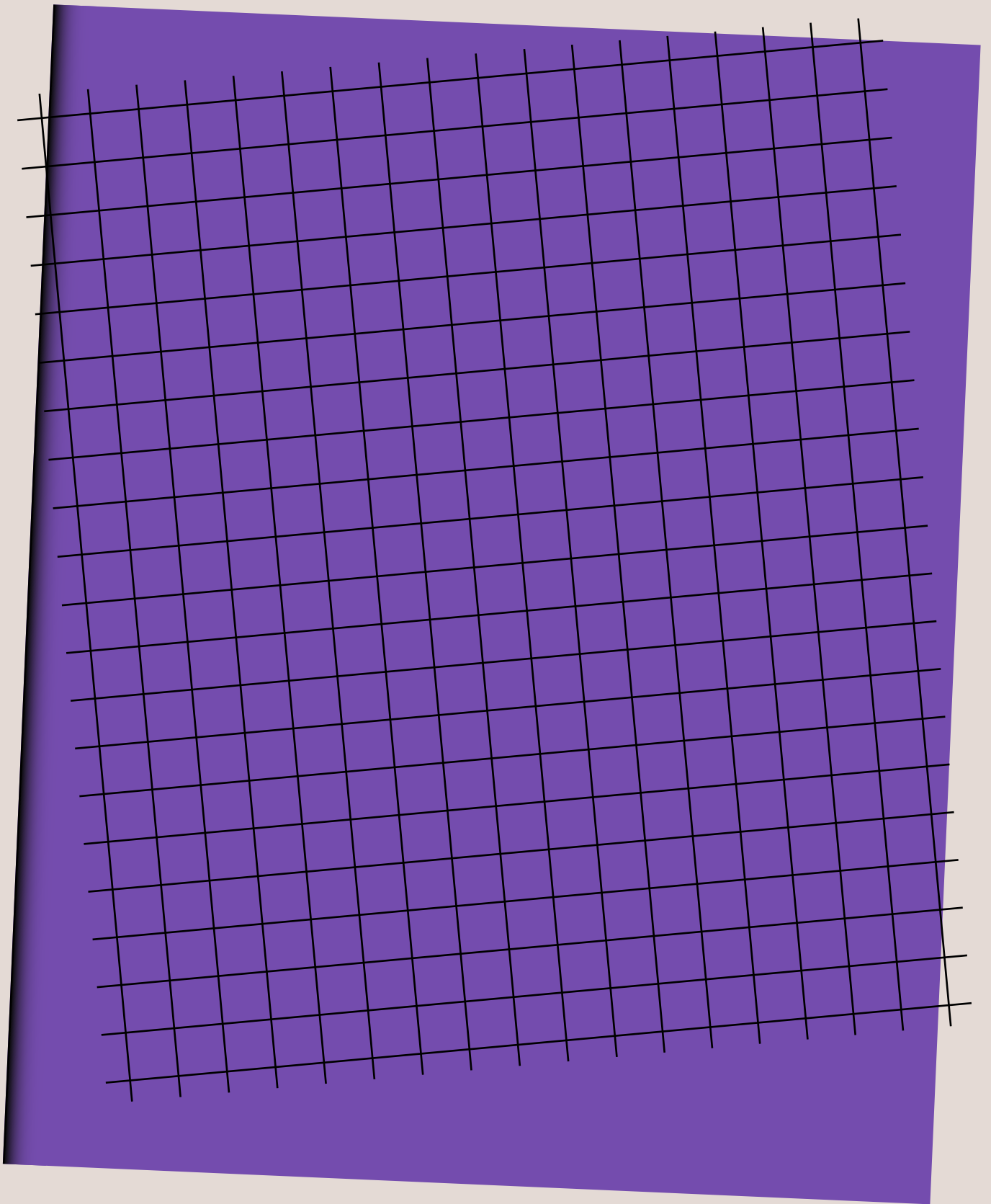
Italy, N=96

Poland, N=480

Portugal, N=561

Slovenia, N=220

In this report, we use the concept of the average result for all countries involved, in order to provide a point of reference for national data. The average results were calculated by weighting data, so that every country obtained the same weight regardless of the sample size (equal sample sizes for each country were achieved after weighting, N=240). The study covers the period of 12 months before the survey was conducted.



website:

<https://centrumcyfrowe.pl/en/remote-education-during-the-pandemic/>

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