

Bridging the Copyright and Licensing Knowledge Gap

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Abstract

Objectives

The purpose of this project was to examine the copyright and licensing knowledge gap of academic staff to identify their current understanding of, and attitudes towards, copyright, licensing and the open access movement in relation to the content they use, create, and share in their teaching and research practice. The motivation behind this study was to gather information to assist the Library in creating and providing effective information resources and training for academic staff.

Methods

An anonymous online survey was distributed to Faculty of Health academic staff at Deakin University. Seventy individuals in the Faculty of Health completed the survey.

Results

The results suggested that most of the academics have used content created by others in their teaching materials, but they are not confident about complying with copyright or licensing conditions whilst doing so. Most had not posted any of their own content online, but would generally be willing for it to be used by others, with attribution. Around half had never posted their published articles in an institutional or discipline repository, but again, would be willing for them to be used for educational purposes. Most academics have never shared their research data online, and some were very unwilling to do so - despite current pushes to broaden access to research data sets. Finally, most had never applied a Creative Commons licence to a piece of work, and over half were unaware of what rights they had retained under publishing agreements for their work. It was strongly indicated that an informational website would be very helpful in providing guidance around topics of copyright, licensing and sharing.

Conclusions

Results were largely consistent with other similar studies conducted around these topics. There is a clear role for librarians to continue providing such training and resources as the push for Open Access resources, publishing, and data only gains momentum.

Background

Changing times for copyright, licensing and Open Access

As new technologies continue to change the way people access content, so too are approaches to the use of information, and attitudes toward accessing, sharing and reusing content. A widening gap is opening between the technically possible and legally responsible use of information, and this is impacting on the professional role of librarians.

In Australia, access to and use of copyright material is governed by the Copyright Act 1968. Generally, copyright law grants copyright owners exclusive rights to reproduce and communicate their work. However, there are provisions in the Copyright Act that allow users to reproduce and communicate copyright material for certain purposes. For example, the fair dealing exceptions allow individual users to reproduce limited amounts of copyright material for specific purposes such as research and study. The educational statutory licences permit educational institutions to reproduce and communicate broadcasts, images and limited amounts of texts under certain conditions (Jackson & Shelly 2012). As well as assisting patrons in navigating existing copyright law, librarians advocate for copyright reform. Librarians from a range of organisations, such as The Australian Digital Alliance and Australian Libraries Copyright Committee, National & State Libraries Australasia and the Australian Library and Information Association (ALIA), contributed submissions to the Australian Law Reform Commission enquiry into whether exceptions and statutory licences in the Copyright Act 1968 are adequate in the digital environment (Australian Law Reform Commission, 2014).

Access and use of digital resources is usually governed by contract law (Australian Copyright Council 2014; Jackson & Shelly 2012). Organisations such as university libraries enter into contracts with publishers or aggregators of content, to provide students and staff with access to electronic resources such as e-journals, e-books, databases, streaming videos and images. These contracts govern the rights that users have in relation to the material, and may differ from those that would have been afforded by the fair dealing provisions and statutory licences under the Copyright Act (Jackson & Shelly 2012). With access to so many library resources now governed by licence agreements, librarians must negotiate to ensure that these licences allow staff and students to make effective use of resources, and that licences do not erode rights that users would have had under Copyright law (Horava, 2009; Lemley, Britton & Ji, 2011).

Additionally, material that is openly available on the web is protected by copyright, though the copyright owners may specify how users are allowed to use the material in website terms and conditions, or they may grant rights using a Creative Commons licence. Creative Commons' licences may be used by copyright holders to grant users permission to use the material in specific ways under certain conditions (Creative Commons Australia n.d.).

In the print environment, it was relatively straightforward for users to determine how material created by others was permitted to be reused, as rights were basically determined by the Copyright Act. In the digital world, the complexity of the situation has increased. The users' rights depend on the conditions associated with the source of the material - which could be the terms of the licence agreement between the university and publisher for electronic resources licensed by the library, copyright law for hard copy material and much openly available material on the web, or website terms of use, or a Creative Commons licence if the rights holder has chosen to apply one. For example, if an academic wants to know how they can use a particular video in teaching, the answer may differ depending on whether it is a

commercially available DVD, an off air recording, or a streaming video licensed by the library.

The paradigm shift to digital publishing has enabled publishing models to change, which has in turn challenged the traditional approach to copyright and licensing. Open Access (OA) publishing enables material to be read for free by anyone who is able to access it via the internet. Whilst there are several models of Open Access, OA journals tend to be defined as peer-reviewed, and openly accessible, without permission being required from the copyright holder for any legal use of the material (Crawford 2011). Some OA material may be licensed under Creative Commons, other times it is identified with an open padlock OA symbol, or access conditions are outlined in policy statements or licensing statements.

Increasingly, research data is also being made openly available for reuse with some rights reserved - sometimes under Creative Commons, such as the Australian Bureau of Statistics data (Australian Bureau of Statistics 2010), and sometimes through OA journals. Interestingly, several traditional and open access journals have now mandated that data associated with their publications must now also be shared (Nature 2014, PLOS One 2014). There are also several initiatives to encourage researchers to share their research data, such as the Australian National Data Service (ANDS) 'Seeding the Commons' project in which Deakin University participated during 2012 (Deakin University n.d. c.), along with many other Australian Universities.

The teaching and research roles of academics

With the rise of the digital age and the consequent ease of access to digitised resources, the importance of complying with copyright regulations has become an increasing concern for the academic community (Gadd, Loddington & Oppenheim 2007; Ramsey & McCaughey 2012). As Kaufman (2007 p.17) noted: "Content once fixed in ink on paper, bound and shelved one by one, has become unfettered and is now available to a broader audience that wants it just as it needs it, and wants to control it at any cost...".

Educators are expected to ensure that their teaching materials comply with copyright regulations yet they are often left in the dark as to how to satisfy these requirements (Wallace 2004). Whilst many academics have a 'gut feeling' about what is acceptable use of others' resources, there remains confusion as to exactly how these resources can be used in a responsible and ethical way. The use of some resources, such as images, can be especially fraught with difficulty in terms of copyright compliance (Devereaux Lewis 2012). Instructors concerned about respecting copyright are often discouraged when they learn about copyright restrictions and the convoluted processes that are sometimes encountered when complying with them (Wallace 2004). Institutions are challenged to get the balance right when putting in place copyright policies whilst at same time encouraging educators to use online resources, particularly those subscribed to by their institutions. There is the risk of non-compliance as educators get frustrated with navigating the intricacies of copyright adherence (Wallace 2004).

It has been found that different assumptions about the reuse of materials and knowledge of copyright is minimal (Kozumplik & Kreutziger 2010). Many institutions are now implementing regular programs to help create awareness and instil greater confidence amongst academic staff in relation to the legal and ethical use of information (Disclafani & Hall 2012; Kozumplik & Kreutziger 2010). These programs are increasingly being developed and conducted by academic libraries since historically the library has been the first port of call for confused academics (Wagner 2008). A growing number of online videos and

interactive tutorials on the internet are also emerging as ways to increase copyright knowledge (Dodge & Sams 2011). These initiatives are welcomed by faculty staff who often struggle with the complexities of copyright compliance (Quarthey 2007).

Evolution of the academic librarian role

In this context of academic trepidation about an increasing culture of sharing, it is the role of librarians and information managers to guide their colleagues through the information minefield, increasing their capacity to both recognise and manage the gap in their own practices and in those of their students, and advocate for change where it is required. This has been a long held role by librarians, now being broadened under new definitions associated with digital literacy. There is a tension between the responsibilities of protecting the rights of copyright holders and complying with licence agreements, and the library's role in advocating for access to information for everyone. In fact, Horava asserts that "Academic librarians have an educational and ethical responsibility to engage with this issue" (2010 p.4).

The libraries consulted in the preparation of the Association of Research Libraries (ARL) report 'New Roles for New Times: Transforming Liaison Roles in Research Libraries' (Jaguszewski & Williams 2013 p.12), all concurred "that there is enormous demand on campus for assistance with the issues of copyright and intellectual property and agreed that libraries can provide institutional leadership in these areas". Although specialist staff may be required to provide expert advice on copyright and licensing, all academic liaison librarians need to have a general understanding of these issues as they are increasingly involved in supporting academic staff in using content in the online learning environment.

Deakin's approach to Cloud based teaching and learning

Deakin University's strategic agenda is directed towards learning in a cloud environment and is known as *LIVE the Future: Agenda 2020* (Deakin University n.d. b.). It works on the edge of the digital evolution as course delivery is increasingly shared between both campus and cloud-based learning. As part of this strategic direction, a Course Enhancement process is taking place across the University to drive a cohesive approach in addressing eight Deakin University Graduate Learning Outcomes. One of the new Graduate Learning Outcomes, Digital literacy, is defined as "using technologies to find, use and disseminate information" (Owen et al. 2013). Ethical and legal use of information is a key element of digital literacy, and a critical skill for both staff and students.

An important aspect of the *LIVE the Future* agenda is the building of academic staff capacity to meet the requirements of the Course Enhancement Process. The process includes a comprehensive review of assessment, resourcing, and delivering material in the cloud, or online environment, to allow for flexible learning. At Deakin University, lectures are gradually being supplemented by 'Cloud Concepts' - succinct, and sometimes interactive learning objects which provide overviews of core concepts using multimedia (Deakin University n.d. a.). These can be created by the University, or may be streaming video resources subscribed to by the Library.

Existing support developed by the Library for academic staff includes the Open Access and Licensing (OPAL) website which provides resources to support legal use of different types of licensed and openly available material, the Digital Scholarship 2020 series of workshops, intended to provide a practical environment for staff to develop their skills in digital rights management, and student directed instruction on reuse of material and online identity management.

To help inform the future practice of the Library and assist in developing and improving information and programs around these issues, academic staff in the Faculty of Health were surveyed to determine their current understanding of and attitudes towards working with information in both a teaching and in a research capacity. The Faculty of Health includes the Schools of Psychology, Exercise and Nutrition Sciences, Health and Social Development, Nursing and Midwifery and Medicine.

Purpose and aims

The purpose of the project was to identify academic staff members' current understanding of, and attitudes toward copyright, licensing and open access in relation to the content they use, create, and share in their teaching and research practice. The project aimed to cover five distinct themes in this subject area:

1. Using other people's teaching materials in your teaching practice
2. Sharing your own teaching materials online
3. Sharing your research articles
4. Sharing your research data
5. Understanding licensing and your rights as a creator/author, and what types of help resources would be useful.

Significance

Understanding how academics use content in their teaching and research activities will assist the Library to develop relevant information resources and programs targeting these users, to improve their knowledge and practice of licensing and other ownership issues.

Methods

The research approach was to create a voluntary, online survey posing questions about academic staffs' current use, opinions and understanding of content use in a variety of teaching and research scenarios.

The population for the survey consisted of academic and research staff, and conjoint staff, affiliated with the Faculty of Health at Deakin University. A link to the survey was distributed via an email list, along with the plain language statement explaining the research and its aims. The nature of the online survey was anonymous – the researchers had no way to tell which of the invited participants took part.

The survey used an agreement index, whereby respondents indicated to what degree they either agreed with or understood a statement relating to the research topics. Free-text space was also provided for comments at the conclusion of each theme. Appendix 1 contains the full text of the survey questions and response options. After the conclusion of the two week survey response period, the data was viewed using the modelling available in the online survey tool, and exported for further analysis where graphs were generated from the raw data to enable visualisation of the academics' responses.

Text based coding was applied to the free text comments in question 4 to categorise until themes became apparent. There were insufficient comments in questions 9, 14, 19 or 22 to warrant coding for those questions.

Results

Response to the survey

Seventy individuals out of approximately 1300 Faculty of Health academic staff responded to the survey, giving an approximate 5% response rate. One individual provided identifying information through their responses, and so their response data was removed.

Theme 1: Using other people's teaching materials in your teaching practice

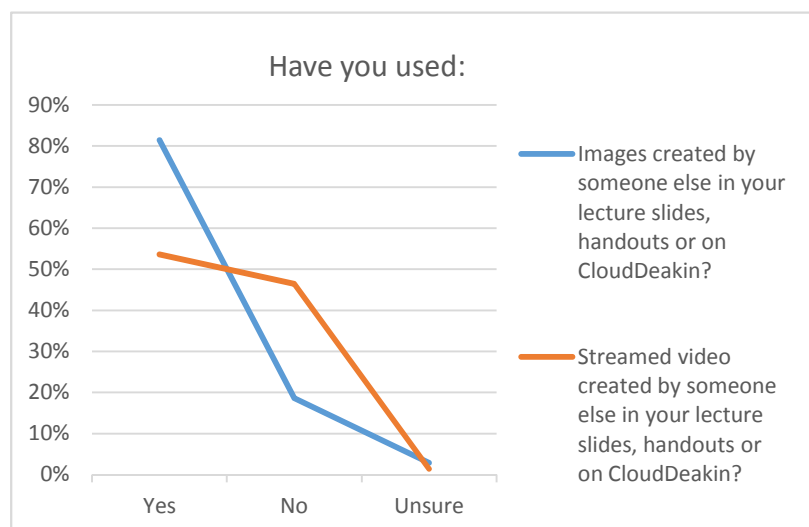


Figure 1 - Using other people's content in teaching materials

In Figure 1 it can be seen that over 80% of the respondents indicated that they have used images created by others in their lecture slides, teaching materials and in the learning management system. Over 50% had used streaming videos created by others in the same forums.

However, Figure 2 suggests that only 34% felt either very confident or confident about complying with copyright and licensing conditions

relating to these resources. A total of 45% felt moderately confident, while as many as 21% felt not confident, or not at all confident in their compliance with copyright.

Respondents lamented the time it can take to ensure copyright and licensing compliance, and that the process can be confusing.

"I always acknowledge source, and have checked what I think are copyright requirements"

"Copyright is time intensive..."

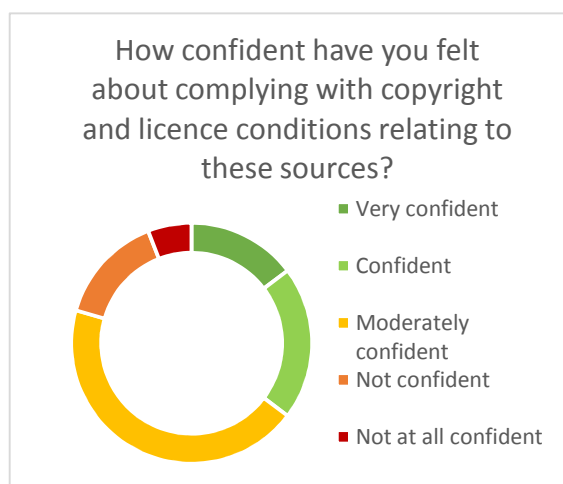


Figure 2 - Confidence complying with copyright and licence conditions

Theme 2: Sharing your own teaching materials online

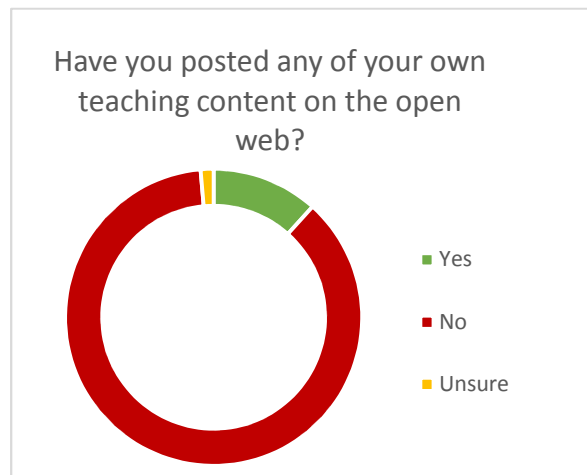


Figure 3 – Posting your teaching content on the web

Responses to the second theme indicated that although academic staff are willing to make use of other people’s teaching content, they are less likely to share their own teaching materials. Figure 3 shows that 88% had never posted any teaching materials on the open web. However, Figure 4 suggests that 58% would be willing for their content to be used for educational purposes with appropriate attribution, and a further 37% would be willing to share, but only after permission was sought and granted by them. Modification of the teaching materials was also generally seen as acceptable, with over 80% agreeing if either attribution is given, or

permission is granted. Over 50% were unwilling to have their teaching materials used in a commercial context, however, 37% would consider granting permission if it was sought. Over 10% were not sure, and comments noted the difficulty in controlling and asserting copyright ownership.

*“Difficult to control!
Not sure how assert
copyright (sic).”*

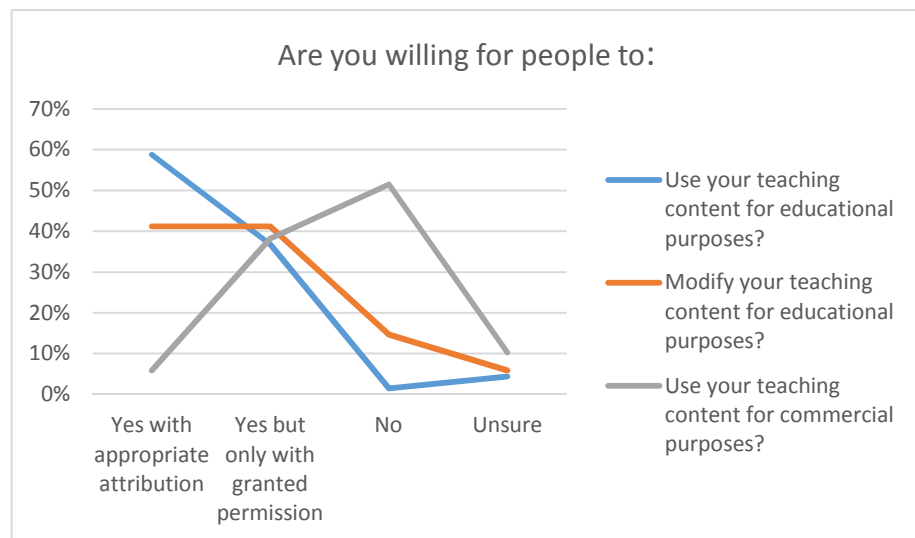


Figure 4 - How other people can use your teaching content

Theme 3: Sharing your research articles

As Figure 5 demonstrates, approximately half of the respondents had never posted their research articles on the open web – either in an institutional or discipline repository. 45% had done so, and around 6% were unsure whether they had done so. Figure 6 suggests most academics were willing to have their articles used for educational purposes (82%), but 14% would prefer it if permission was sought. 45% did not want their research articles used for commercial purposes, but around one third would be willing to consider it if permission was sought from them.

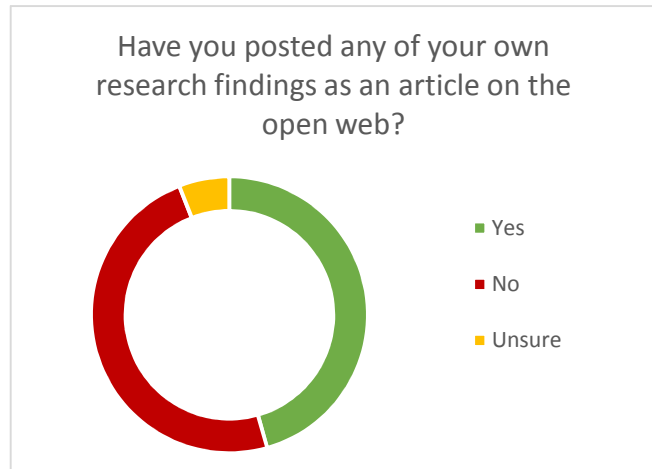


Figure 5 - Posting your research articles on the web

“When it comes to my research I’m a little more uncomfortable about allowing my research to be used in teaching and especially uncomfortable about it being modified for educational purposes as you don’t know what that person may do and whether they will misinterpret your research and then put misleading information out there”

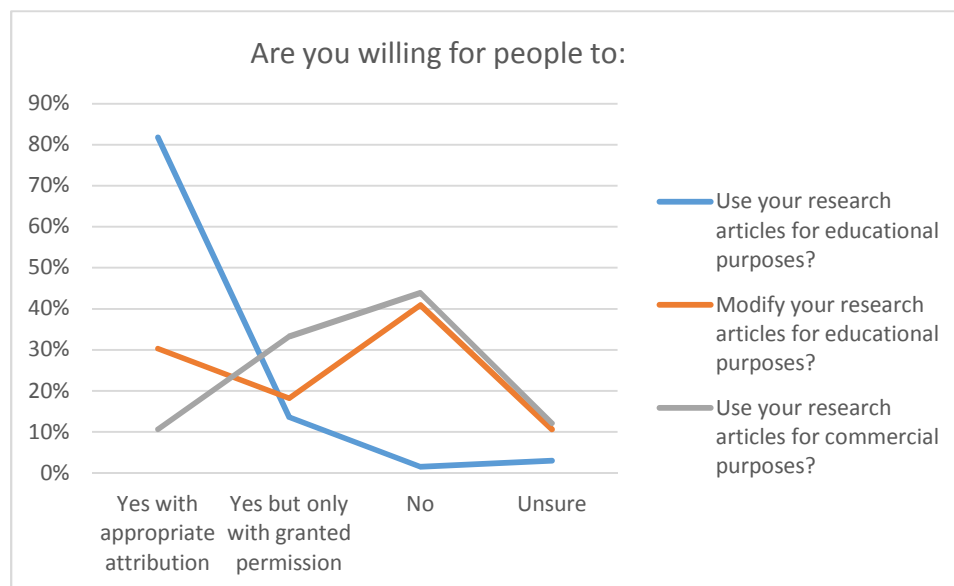


Figure 6 - How other people can use your research articles

Theme 4: Sharing your research data

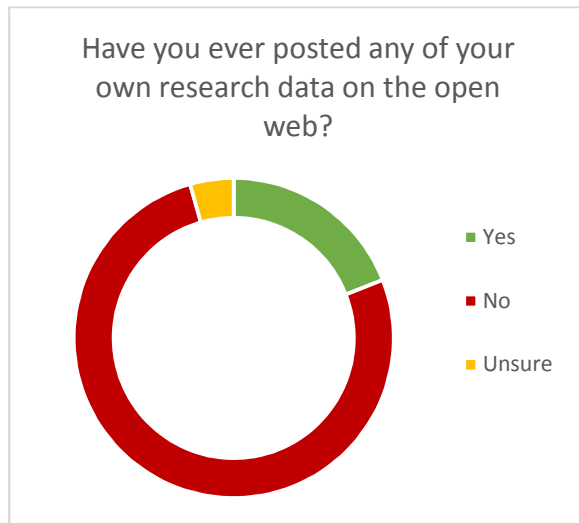


Figure 7 - Posting your research data on the web

The questions asked regarding sharing research data provoked some strong feelings and interesting comments. Figure 7 suggests three quarters of respondents had never shared research data on the web via an institutional or discipline repository, however, almost 18% had done so. Figure 8 shows that 79% were willing to have their research data used for educational purposes with either attribution or permission, but the other 20% said no to this use. Almost 60% were unwilling to have their research data used for commercial purposes, whereas 29% would consider granting permission if it was sought from them.

“My data is mine. People can request variables, or ask for me to analyse my data, but I will never post a data set for people to use. Ever.”

“I would like to be able to publish more in open access journals, but it is costly”

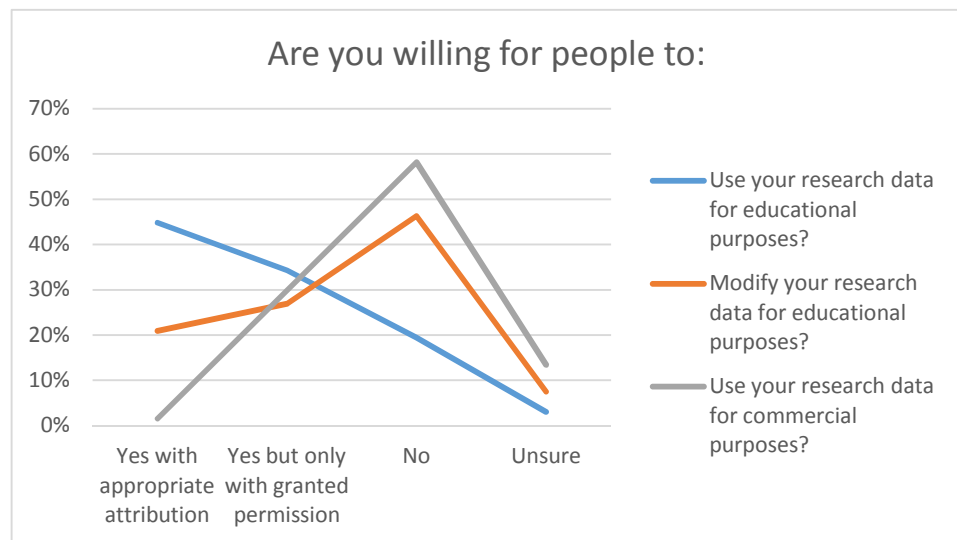


Figure 8 - How other people can use your research data

Theme 5: Understanding licensing and your rights as a creator/author

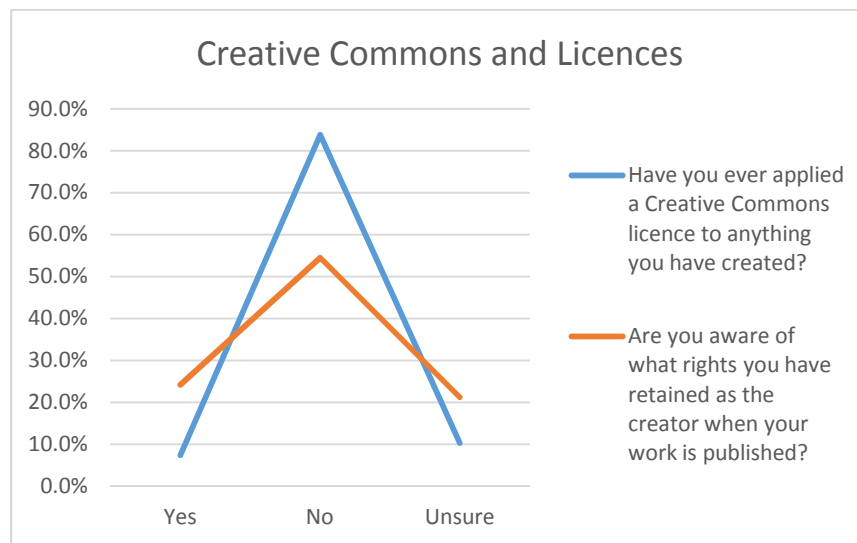


Figure 9 confirms that approximately 85% of respondents had never applied a creative commons licence to any of their work, and over 55% are not aware of the rights they have retained for their work which has been published. Almost one quarter responded that they were aware of their rights, and 22% were unsure.

Figure 9 - Applying Creative Commons licences and understanding author rights

When asked what type of help or resource they would prefer for the development of their knowledge and skills in complying with copyright and understanding licence conditions, Figure 10 indicates that around 70% believed a website would be the most useful tool. Around half would also like to attend a face-to-face training session, around 30% would attend an online webinar, and about 20% would appreciate a one-on-one appointment. Respondents were able to select more than one answer.

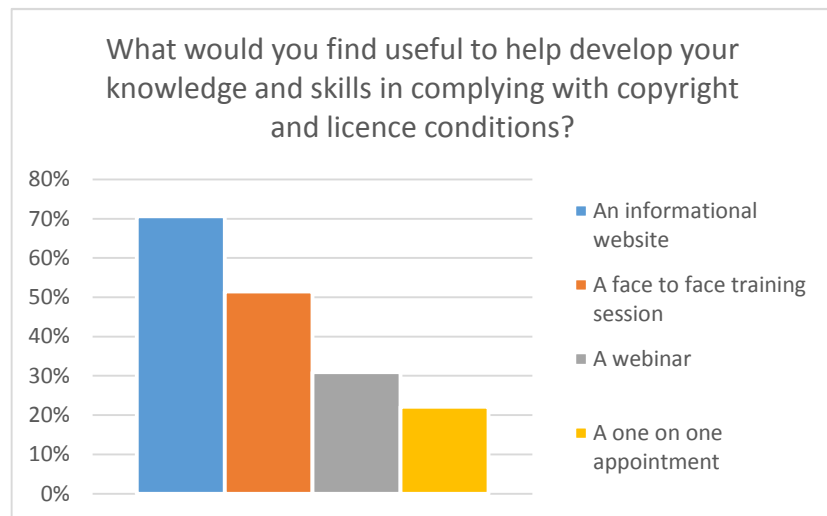


Figure 10 – Help format preferences for copyright and licensing topics

Discussion

Lack of understanding about how copyright/licensing operates with content on the open web

Unsurprisingly, it was found that many academic staff were not confident in their understanding of how copyright and licensing operates with content found by them on the open web. Many people tend to believe that the lack of the copyright symbol on a piece of online content means that it is free to use, copy and adapt however one might wish. However, under Australian copyright law, copyright protection applies automatically to creations, without the need for creators to 'apply' or 'register' for it, or label their work with a copyright notice (Australian Copyright Council 2014).

A survey of Canadian Academic Libraries reported on misconceptions around copyright, with respondents reporting that users tended to believe that resources freely available on the web could be freely used (Horava 2010). Secker and Bell (2010 p. 166) indicate that in their experience the academic staff that they work with seem to have a "perception that copying material for educational purposes should be enshrined in UK law". Graveline's Copyright and Academia column explores common copyright myths and misconceptions in American colleges - one of the common misconceptions that Graveline (2010 p. 103) identifies, "I credited the source so I am not violating copyright" was reflected in the comments of some of the respondents.

The Deakin University Library sees its role as being proactive rather than reactive and in recognition of this, has already developed a suite of online resources and programs primarily targeted at academic staff and educational developers. The objective of these initiatives is to demystify the complexities of content sharing and build staff capacity in working in this cloud environment.

The survey responses confirm that there is demand for the style of support that is already available, however, greater awareness should be raised amongst academic staff. Good examples of copyright education programs implemented at other academic institutions are generally lacking in the literature (Albitz 2013), but one model is documented in some detail. Disclafani & Hall (2012) describe a program at their institution which is designed to turn "fearful faculty members into empowered copyright role models" (2012 p.215). To achieve this, a multifaceted approach is adopted which involves a combination of periodic workshops, webinars and point-of-need documents located on the website and embedded in course development sites. The modelling of good copyright practices by the Library is also considered an important part of an effective copyright education program (Disclafani & Hall 2012). Graveline (2011) likewise regards copyright education as an integral part of library services and provides some useful advice on how to develop an effective program. It is emphasised, however, that programs should be tailored to suit an institution's specific needs.

Sharing teaching resources

Results also indicated that although most of the academics surveyed had never posted any of their teaching content freely online, they would be generally willing for their material to be used or altered by others if they were given attribution. This finding is consistent with other research that suggests when it comes to the sharing of teaching resources, faculty staff are generally open and willing to do so - but as with using the resources of others, uncertainty exists within the academic community about who retains copyright ownership, whether it be faculty members themselves or the institution with which they are affiliated, or a combination of both (Maloney et al. 2013; Wallace 2004). Educators, whilst acknowledging their

institution as the copyright owner, generally maintain a sense of copyright themselves and believe they should benefit in return for sharing their material with other faculty members (Maloney et al. 2013).

Educators seem prepared to allow re-purposing of their material, including exact copying and modification, as long as there is proper acknowledgement and if appropriate limits and conditions are in place (Gadd, Loddington & Oppenheim 2007; Maloney et al. 2013). In a recent survey participants cited the benefits of sharing resources as being potential reduction in duplication, an increase in the resource's audience, positive exposure and self-promotion to colleagues (Maloney et al. 2013). Barriers to sharing include exposure to peer-to-peer criticism and the belief that materials could be incorrectly used or attributed (Maloney et al. 2013; Ramsey & McCaughey 2012). Sharing practices tend to occur more widely when subject disciplines are similar and where there is trust between academic colleagues within that discipline. Sharing may occur less frequently in the context of inter-departmental sharing (Maloney et al. 2013). Efficient data management is also a factor in the sharing of resources.

Unwillingness to share research data, even when there's a call for it

Despite recent pushes to share research data, either in institutional or discipline repositories, it is disappointing to see such negative attitudes from staff involved in research in the health discipline – one that can clearly benefit from shared data (Vickers 2011). The advantages of data sharing have been well-documented – from ensuring the accountability of researchers, to the benefits of pooling datasets to glean new insights (Mello 2013; Vickers 2011), and the benefits of sharing large and expensive datasets (such as genomic data) (Sayogo & Pardo 2013).

Research by Akers & Doty found that different faculty ranks of researchers expressed different reasons for not sharing research data, specifically that senior professors were more likely to state that preparing data to be shared takes too much time or effort (2012). Additionally, Tenopir et al suggest a range of reasons why researchers may choose to withhold datasets – including time and effort, patient privacy in medical fields, retaining exclusive rights to their data, future publishing opportunities, legal issues, potential misuse of data, and incompatible data types (2011). Sayogo and Pardo note that academic merit is not given for data collection (2013), and this can also be a deterrent to sharing. Some form of acknowledgement in the reuse of data has been found to be important to the sharing of datasets (Sayogo & Pardo 2013). The findings of this project loosely echo this – some academics were willing to share their research datasets with granted permission or acknowledgement alone, yet the majority were very protective of their datasets and unwilling to share.

Programs seeking Open Access to research data need to work in partnership with researchers to fully explain the benefits of sharing data, and address the concerns of time poor, hesitant academics. It is easy to agree with Antman's suggestion that "One can readily advocate, in principle, for open data to provide doctors and their patients all the data needed for optimum decision making" (2014 p.1). However, health datasets certainly have extra complexities that, when taken out of context, can result in misleading results. To combat this problem, Antman discusses a range of mediated solutions to the business model of open medical datasets. For example, the 'learned intermediary model' provides an independent review board that judges and approves requests for data based on "sound science, benefit risk, and expertise" (Antman 2014 p.2). At Deakin University, steps are already being taken to support data sharing in the research community through infrastructure and educational support.

Lack of understanding about author agreements/publishing licences

Anecdotally, library staff have become aware that many published academics do not keep track, carefully read, or manage their author agreements when publishing in journals. The high number of respondents that either don't know or are not sure what their rights are, suggests that this is a key area for skill and understanding development. Authors need to be aware of what rights they have retained, in order to know how their work can be used in the future – for example, sharing or publishing online with Open Access, or making their work available in an institutional or discipline repository.

Limitations

This study covered only a small sample size and a small dataset, and as such, the results are only indicative of the wider academic staff in the Faculty at Deakin. It was, in effect, a pilot study, and was designed to gather information to assist with the design of support for academics and their use and sharing of material. The survey questioned a single faculty, and responses may have been quite different with staff working in fine arts - with a strong emphasis on image sharing, physics - which has maintained its own OA process for decades, or engineering - which has a focus on patenting research. Different disciplines have very different cultures around the sharing and reuse of material.

Conclusion and future directions

The conclusions drawn from this survey of academics in the Faculty of Health at Deakin University tie in closely with other research that has been conducted around academics' perceptions and knowledge of copyright, licensing, and sharing of teaching and research content. The responses received were also consistent with anecdotal impressions accumulated by librarians through working with academic staff. Clearly, universities are only part-way through the culture shift that is required for the concept of sharing and reusing to become an automatic process, benefiting both teaching and research. Librarians will continue to have a key role in encouraging this process, both through proactively negotiating resource licences to support the needs of sharing and linking, and through providing information, education, and support to academic staff, as well as students, around copyright, licensing and sharing using Creative Commons. Future research could investigate the attitudes of wider groups in different academic disciplines, or could examine the differences in attitudes of academics based on their backgrounds, exposure to technologies, copyright training and age, in order to identify the best ways librarians could provide support to these diverse groups.

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Appendix 1: Survey questions and response options

Plain language statement

You are invited to complete the following survey which is designed to gather your thoughts and experiences in both sharing and reusing others' teaching resources and research output in your teaching and research activities, and sharing your own teaching resources and research findings.

Your feedback will contribute to a library research project which is examining awareness of and support to academic staff in the legal management of teaching resources and research output.

Results from this survey will be used to modify and develop online resources and tutorials in the future. The survey is anonymous and completely voluntary – participants will not be identifiable. Your privacy will be protected as no identifying details are required by the survey. Raw data will be securely stored for 5 years, after which time it will be destroyed. By completing the survey, you consent to your anonymous responses being used in the research project.

It is estimated that the survey will take between 5 and 10 minutes of your time. The benefits to you in participating are to contribute to the ongoing development of education of teaching and research staff in information sharing, use and reuse. Withdrawal from the project after completion of the survey is not possible due to the anonymous nature of collection.

This research has been approved by the Human Research Ethics Committee of Deakin University, project HAE-13-043.

If you have any questions about this survey, please contact Fiona Russell:

f.russell@deakin.edu.au

If you have any complaints about this survey, please contact: The Manager Office of Research Integrity, Deakin University, 221 Burwood Highway, Burwood Victoria 3125, Telephone: 9251 7129, Facsimile: 9244 6581; research_ethics@deakin.edu.au

The survey will be open for 3 weeks, from 17 June, 2013

The survey is available via: <https://www.surveymonkey.com/s/NRV7QGR>

Using resources created by other people

1. Have you used images (photographs, illustrations, diagrams etc.) created by someone else in your lecture slides, handouts or on CloudDeakin? (yes/ no/ unsure)
2. Have you used streamed video created by someone else in your lecture slides, handouts or on CloudDeakin? (yes/ no/ unsure)
3. How confident have you felt about complying with copyright and licence conditions relating to these sources? (very confident, confident, moderately confident/ not confident/ not at all confident)
4. Any comments?

Sharing teaching resources that you have created

5. Have you posted any of your own teaching content on the open web? (yes/ no/ unsure)

6. Are you willing for people to use your teaching content for educational purposes? (yes with appropriate attribution/ yes but only with granted permission/ no/ unsure)
7. Are you willing for people to modify your teaching content for educational purposes? (yes with appropriate attribution/ yes but only with granted permission/ no/ unsure)
8. Are you willing for people to use your teaching content for commercial purposes? (yes with appropriate attribution/ yes but only with granted permission/ no/ unsure)
9. Any comments?

Sharing research findings that you have created

10. Have you posted any of your own research findings as an article on the open web (eg Deakin Research Online, blog, discipline repository)? (yes/ no/ unsure)
11. Are you willing for people to use your research articles for educational purposes? (yes with appropriate attribution/ yes but only with granted permission/ no/ unsure)
12. Are you willing for people to modify your research articles for educational purposes? (yes with appropriate attribution/ yes but only with granted permission/ no/ unsure)
13. Are you willing for people to use your research articles for commercial purposes? (yes with appropriate attribution/ yes but only with granted permission/ no/ unsure)
14. Any comments?

Sharing research data that you have created

15. Have ever posted any of your own research data on the open web (eg on DRO, a blog, a discipline repository)? (yes/ no/ unsure)
16. Are you willing for people to use your research data for educational purposes? (yes with appropriate attribution/ yes but only with granted permission/ no/ unsure)
17. Are you willing for people to modify your research data for educational purposes? (yes with appropriate attribution/ yes but only with granted permission/ no/ unsure)
18. Are you willing for people to use your research data for commercial purposes? (yes with appropriate attribution/ yes but only with granted permission/ no/ unsure)
19. Any comments?

The rights of creators

20. Have you ever applied a creative commons licence to anything that you have created? (yes/ no/ unsure/ if yes, on what material and which licence?)
21. Are you aware of what rights you have retained as the creator when your work is published? (yes/ no/ unsure)
22. What would you find useful to help develop your knowledge and skills in complying with copyright and licence conditions? Select as many as are appropriate. (An informational website/ a face to face training session/ a webinar/ a one on one appointment/ comments or other suggestions)