INTELLECTUAL PROPERTY EDUCATION IN THE FINNISH EDUCATION SYSTEM - CASE STUDY

Intellectual Property in Education conference
5.4.2017, EUIPO, Alicante
PhD Kari Kivinen
1. New National Core Curriculum
2. Digital license for school and universities
3. Copyright awareness research by CUPORE
4. KOPIRAITTILA by TEOSTO
5. Effective campaigns by CIAPC
The greatest copyright-related challenge is lack of knowledge. 35–50% of teachers have encountered copyright-related challenges at some point in their career. Teachers do not know what they are allowed to do within the law or the licenses. Copyright is considered an unclear and difficult issue. As the teaching environment digitalizes and the amount of electronic and online material increases, teachers hope for clear printed and electronic instructions on what is allowed in teaching. Teachers wish for more copyright training within teacher training and continuing professional education.
Teaching copyrights are now part of the new curriculum in Finland with the focus on understanding and complying the basics of copyrights


• Finnish education providers – mainly communes – were invited to design local curriculums within the given Core Curriculum framework.

• The new local curriculum was implemented starting from the school year 2016-2017.
Starting points

“Provisions on the number and eligibility of teaching staff, safety and occupational health and safety, use of personal data, openness, protection of privacy and copyrights, and the regulations that apply to the checking of criminal backgrounds of persons working with children are also taken into account in the provision of education.”

Concerning distance learning:

“Particular attention is paid to compliance with copyright legislation.”
For the Primary years 3-6 the IP-related transversal competences are best underlined in the ICT Competences.

• Responsible and safe use of ICT: The pupils are guided in responsible and safe use of ICT, good manners, and knowing basic copyright principles.

Language use as support for all learning:

• Digital tools are used in teaching and learning to guide the pupils to search for information within the field of knowledge and assess their learning in relation to the objectives of instruction. The pupils are guided acting ethically, respecting copyrights and integrity.
Years 1-6 – Mother tongue objectives

• To encourage the pupil to develop text production processes and skills in assessing his or her own texts, to offer opportunities for producing texts together and giving and receiving constructive feedback, as well as to guide the pupil to take the recipient of the text into account and to act ethically in online environments, respecting privacy and copyrights.

In the content area it is noted:

• The pupils improve their skills in producing texts needed in their studies, including notes and summaries. They also practise using and citing sources and understand the importance of acting ethically in online environments and respecting privacy and copyrights.
Years 1-6 – Mother tongue assessment criterion

• Constructing texts and ethical communication

• The pupil knows and is able to describe the basic stages of producing texts, is able to assess his or her own texts, produces texts in stages independently and together with others and gives and receives feedback

• The pupil is able to cite the sources at the end of the text, understands that he or she must not pass a quotation as his or her own text, and is familiar with the ethical principles of acting online.
BASIC EDUCATION – YEARS 7 – 9
TRANSVERSAL COMPETENCES

Responsible and safe use of ICT:

• The pupils are guided to use ICT in a way that is safe and ethically sustainable. They learn how to protect themselves from possible information security risks and how to avoid losing data. They are guided towards responsible activities by reflecting on, for example, the meaning of the concepts of information protection and copyrights and the potential repercussions of irresponsible and illegal activities.”
Years 7-9: Mother tongue objective

- To develop the pupil’s competence in strengthening his or her skills in managing and using information, diversifying the use of sources, and the command of citation techniques in his or her texts, and to instruct the pupil to act ethically online, respecting privacy and copyrights.

Understanding language, literature, and culture:

- The pupils improve their skills in producing texts needed in their studies, including summaries, notes, and citations. They familiarise themselves with copyrights and comply with them when producing their own texts.
Years 7-9: Assessment criteria

Knowledge and skills for the grade 8 (scale from 4 to 10):

• The pupil is able to use information acquired from different sources in his or her texts. The pupil knows how to make notes, summarise the information he or she has acquired, and use sources in his or her own texts.

• The pupil complies with copyright laws and knows how to cite his or her sources.
Years 7-9 - Music

• Pupils have the opportunity to express themselves creatively through music and to produce music both independently and together with others. This is supported by creating connections to other forms of expression.

• When using information and communication technology, the pupils familiarise themselves with copyrights and different possibilities for using music and digital media and possible ethical issues connected to them.
Years 7-9 - Crafts

In the crafts one of the objectives is as follows:

• to guide the pupil to use the possibilities of information and communication technology in designing, producing, and documenting the craft process as well as in producing and sharing communal information.

• In the content area IP-related issues are mentioned in several places
GENERAL UPPER SECONDARY
Cross curricula themes

In the Upper Secondary curricula, the cross-curricular IP-related issues are present in the active citizenship, entrepreneurship, technology and society and multiliteracy and media skills areas. Some examples.

The student

• understands the operating principles of the civic society, enterprises, and public authority, analyses societal questions and expands his or her knowledge of working life.

• is able to make sensible choices on technology as a citizen and a consumer

• is familiar with key norms related to copyrights and freedom of speech, and is able to analyse ethical and aesthetic questions related to media

• is able to use multiliteracy and the media in self-expression and interaction, and acts responsible in producing, using and sharing contents.
The student

• is able to critically evaluate different sources of information, the reliability, usefulness, and intentions of information and search for and select a source that is appropriate for the situation

• understands and complies with copyright laws and correctly cites his or her sources

• is able to utilise information and communication technology diversely in all areas of the syllabus and understands the effects of digitalisation on language, texts and interaction

• enjoys language and culture and values their diversity as well as understands the significance of their historical origins and visibility in modern culture.

Core contents

• freedom of speech, censorship, source criticism, media criticism, copyright laws and plagiarism
The objective of the course is that the student

• Masters the basic facts of the legal order in Finland and its key principles
• Is familiar with the Finland’s court system and the courts of law relevant to citizen
• Is able to assess his/her rights, benefits, and responsibilities as a citizen, and consumer, and is able to take care of the most common legal matters (such as copyright laws) independently
• Is able to search for and use key sources of legal information
• Is able to act correctly and legally as well as apply the knowledge and skills acquired from law.
DIGITAL LICENCE FOR EDUCATIONAL USE

• Since 80’ the Finnish Ministry of Education has negotiated with Tuotos ry and with Kopiosto ry licences for educational use.

• These licences cover the everyday needs of all the Finnish comprehensive and upper secondary schools, vocational institutions and partly Universities and Universities of applied science.

• The licence also covers materials for Finnish Baccalaureate exams.

• The value of the licence has been estimated to approximately 14 million euros annually.

• With the Kopiosto Digital Licence, the staff and students of educational institutions have the permission to scan printed publications and can copy text and images from open websites.

The Center for Cultural Policy Research (CUPORE) has made altogether 37 reports of the functioning, performance and balanced operation of national copyright and related rights systems.

According to these studies, it seems that on a general level the public at large is well aware of the concept of copyright and the limitations concerning the use of copyright protected content since end-users are able to distinguish between what is allowed by copyright law and what is not allowed.

The high level of awareness can be explained by the inclusion of copyright in the general education and by past campaigns for public awareness.

www.cupore.fi
https://www.youtube.com/watch?v=tl2e0Oe8v3M&feature=youtu.be
KOPIRAITTLA.FI

• Kopiraittila is an animated copyright guide aimed at teachers and pupils.
• Pupils can easily find answers to questions emerging about the legal issues of intellectual property rights.
• Students can find practical information on how to use copyright protected works in their own projects and information about acquired copyright licenses for educational institutions.
• Launched in Finnish and Swedish
• for basic education in August 2016
• For high schools, vocational schools and teachers’ education faculties in January 2017

www.kopiraittila.fi
Basic education

- Adapted to different age levels
- 8 different games
- 21 different question cards
- 6 different check lists
- Reference models
High Schools and Vocational Schools and Teachers’ Education

• A platform for dozens of games and practices
• 9 different rooms for the games and materials
• Pedagogical materials for teachers
  • Own syllabus for every grades and school levels
  • PowerPoint-slides
  • Teacher guides
• Newsroom
• Copyright glossary
• 2 animations (2 minutes)
  • What is copyright
  • How can I use the others’ works
• Diplomas
Here are some examples of the Finnish Copyright Information and Anti-Piracy Centre’s (CIAPC) educational projects:

• Over 40 schools visits per year with someone working in the creative industries telling about his/her work and copyrights. Artists and other creative professionals (musician, filmmaker, cartoonist, writer etc.) are helpful at demonstrating the practical effects of copyright.

• During the “Copyright Day” 4.000 – 5.000 school children are annually invited to a film screening followed by a short copyright lecture about the importance of copyright to the creative professions.

• The copyright web site (“Tekijanoikeus.fi” + social media) is the most frequented copyright site in Finland distributing copyright information, answers to the most frequented questions, educational materials, and interviews of artists.

• CIAPC has also launched several social media-campaigns targeted to youngsters
Positive outcome

• Finns, including youngsters, have a positive attitude towards copyright issues.

• According to the Swedish MediaVision questionnaire made in 2016, the Finns consume/download less AV pirate materials than other Nordic countries.

• CIAPC is convinced, that a long-term active copyright education has had a positive outcome to these results.

http://antipiracy.fi/inenglish/