



# Copyright and teaching

Study on the materials used by teachers in education and on the copyright-related challenges they have experienced

**Kopiosto ry**  
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# SUMMARY

In autumn 2014, copyright society Kopiosto conducted a study on the use of copyrighted material in teaching and on the copyright-related challenges teachers may encounter. The study was conducted in comprehensive schools, upper secondary schools, vocational institutions, universities of applied sciences, and universities. The study is a part of the research and study operations agreed on by the Ministry of Education and Culture and Kopiosto.

Teaching and education environments have digitalised significantly in the last few years. The objective of the study was to see how teachers use copyrighted materials in teaching and its preparations, and which copyright-related challenges teachers encounter when using the materials. In addition, the study aimed to understand the copyright licence needs of teaching and how the work of teachers could be supported and facilitated through communication and copyright solutions.

The study was conducted as an internet survey that had a total of 2,562 teachers responding to it. The survey consisted of four parts: background information, teaching and its preparation, the latest teaching session as well as copyright and teaching.

## Using technology

The teachers were asked what kind of devices they usually use in teaching and its preparation, and which devices they used during their latest teaching session. According to the study, the most used devices in teaching and its preparation were a computer and a video projector (Tables 1–4). Over 80% of teachers use a computer daily in teaching or its preparation. In universities, the corresponding number was 62%. Over 80% of teachers use a video projector at least a few times a week – in universities this number is slightly smaller.

In comprehensive schools and upper secondary schools the document camera is also used often: approximately 66% of teachers use it daily in teaching and its preparation. There seems to be a small increase in the use of tablets in teaching or its preparation: 20–25% of teachers use tablet devices at least a few times a week, and approximately 40% use it in teaching at least a few times

a month. Television and digital camera are rarely used in teaching: 70–80% of respondents never use television in teaching or its preparation or use it more rarely than once a year. However, audio-visual material is used somewhat: Online videos were used in 9–12% of teaching sessions.

## Using printed and electronic material

So far, it seems that the digitalisation of the teaching environment has not yet significantly decreased the use of traditional education material in teaching. Over 90% of teachers working in comprehensive schools and upper secondary schools use printed textbooks, workbooks or additional textbook materials daily or almost daily. Nearly 44% of comprehensive school or upper secondary school teachers use electronic education material or its additional material daily or almost daily. In vocational schools, 57% of teachers use printed textbooks and workbooks daily or almost daily – the use of additional material or electronic education material is not as common as in comprehensive schools and upper secondary schools. In higher education institutions, the use of electronic publications is slightly more common than the use of printed publications. (Tables 5–8.) The teachers who use many different electronic devices in teaching also use more electronic material than other teachers.

Printed or electronic education material is used in comprehensive schools and upper secondary schools during every second lesson, and in vocational institutions during every third lesson. The material is mostly used as they are, by presenting or displaying them. Distribution in paper, as links or as digital copies is rarer.

## Using self-made material

Most teachers use material they have made themselves in teaching almost daily. Teachers in vocational institutions, in particular, use self-made material significantly: nearly all respondents use this sort of material at least occasionally, and over 80% of the respondents used it daily or almost daily. In comprehensive schools and upper secondary schools self-made material was used slightly less: 57% of respondents used such material daily or almost daily. (Table 6.)

Distributing self-made material online is not common in comprehensive schools and upper secondary schools, while it is more common in institutions of higher education: 30–40% of respondents working in universities of applied sciences and universities had distributed self-made material online to their colleagues during the last week.

Teachers use material made by colleagues less often than material made by themselves, but almost all teachers use such material occasionally. Teachers distribute their material on the private network of the institution, on the internet and on online material banks. However, most of the material made by a colleague has been acquired directly from the colleague (70–80%).

Teachers also use material made by others in the material they have compiled or made themselves: approximately 5% had been entirely compiled from material made by others, and slightly over a third contained material made by others in addition to the self-made material. Approximately half of the self-made material was actually entirely self-made. (Table 9.)

#### **Using material freely available on the internet**

The study also surveyed what kind of freely available online material teachers use in teaching and its preparation. Nearly two thirds of teachers use freely available online material, such as images, text, and video, in teaching or its preparation at least a few times a month. In particular, using online videos is very common in teaching. Apart from universities, over half of the teachers use internet videos in teaching or its preparation several times a month.

#### **Modification, combination, and translation exercises**

Material made by others is used in teaching in other ways than as they are, by presenting, showing or distributing them to pupils and students. In order to learn and illustrate different things, teachers e.g. make their own videos and other presentations with the pupils, make exercises by combining different works, such as text, images, sound and videos, as well as practise image processing and create translation exercises from other material than that which is found in the textbook.

Approximately half of the teachers have occasionally modified works, mostly images. Modification seems to be slightly more common in universities of applied sciences and universities. One third of the respondents from comprehensive schools, upper secondary schools and vocational institutions had occasionally modified works. 50–60% of respondents had never modified works in teaching. (Table 10.)

Approximately one fourth of the teachers had occasionally used other material than the language textbook in a translation exercise. Approximately 4% of the respondents had used other material than the textbook in a translation exercise more often than once a week – this number was slightly larger in universities of applied sciences (7% of respondents). (Table 11.) Translation exercises are mainly related to language teaching.

Combining works, such as attaching music to a self-made video, was slightly more common in universities of applied sciences, where one third of respondents had occasionally

combined works, but combining works is rarer than modifying works among the respondents from all educational institutions. 2.5–4% of respondents had combined works more often than once a week. Approximately 60% of the respondents had never combined works. (Table 12.)

The teachers who use more technology in teaching than others also modify and combine material more than other teachers.

#### **The teachers' awareness of copyright and copyright-related challenges**

The study also surveyed the teachers' awareness of copyright and the copyright-related challenges they encounter. Approximately 35–40% of respondents had sometimes encountered copyright-related challenges. However, over half of the respondents had never encountered copyright-related challenges in their work. Respondents who had received copyright training had encountered more copyright-related challenges than those who had not received the training. In universities of applied sciences, 50% of respondents had encountered copyright-related challenges in their work. (Table 13.)

The challenges encountered by the respondents were typically related to lack of knowledge or unawareness of what is allowed within the law and the licences for educational institutions. In addition, the replies clearly showed some things that were considered challenges, such as the use of audio-visual materials, and online videos in particular, and online images in teaching. Copying workbooks was considered a challenge mostly in comprehensive schools and upper secondary schools.

There are several copyright licences for educational institutions, some of which have been obtained centrally for the educational institutions, while some can be obtained from copyright organisations, for example. The study surveyed the recognition of different licences. Teachers in comprehensive schools and upper secondary schools were more familiar with licences for educational institutions than teachers in other institutions. Teachers in universities were the least aware of licences.

Several copyright-related websites intended for educational institutions contain information on copyright. Some examples of these websites are Kopiraitti.fi, Operight.fi and Opettajantekijanoikeusopas.fi. Less than half of the respondents had used these websites. 50–60% of the respondents, and in universities 80% of the respondents, had not even heard of these websites.

The respondents hoped for more copyright training within teacher training and continuing professional education. In addition to training, the respondents also requested clear and summarised information packages both in electronic and printed formats. The teachers requested clear instructions and practical examples of what is allowed and what is not.

## RELEVANT OBSERVATIONS

### **Teachers mostly use published material**

Over 90% of teachers in comprehensive schools and upper secondary schools use printed education material daily or almost daily. 44% of teachers in comprehensive schools and upper secondary schools use electronic education material from education material publishers daily or almost daily. Education material is used in class mostly as it is, or by showing and presenting. Printed or electronic education material is used in comprehensive schools and upper secondary schools during every second lesson, and in vocational institutions during every third lesson.

Approximately 50% of teachers in institutions of higher education use electronic or printed publication in teaching or its preparation daily or almost daily. In institutions of higher education, electronic publications are used in almost every third teaching session; printed publications are used slightly less often.

### **The greatest copyright-related challenge is lack of knowledge**

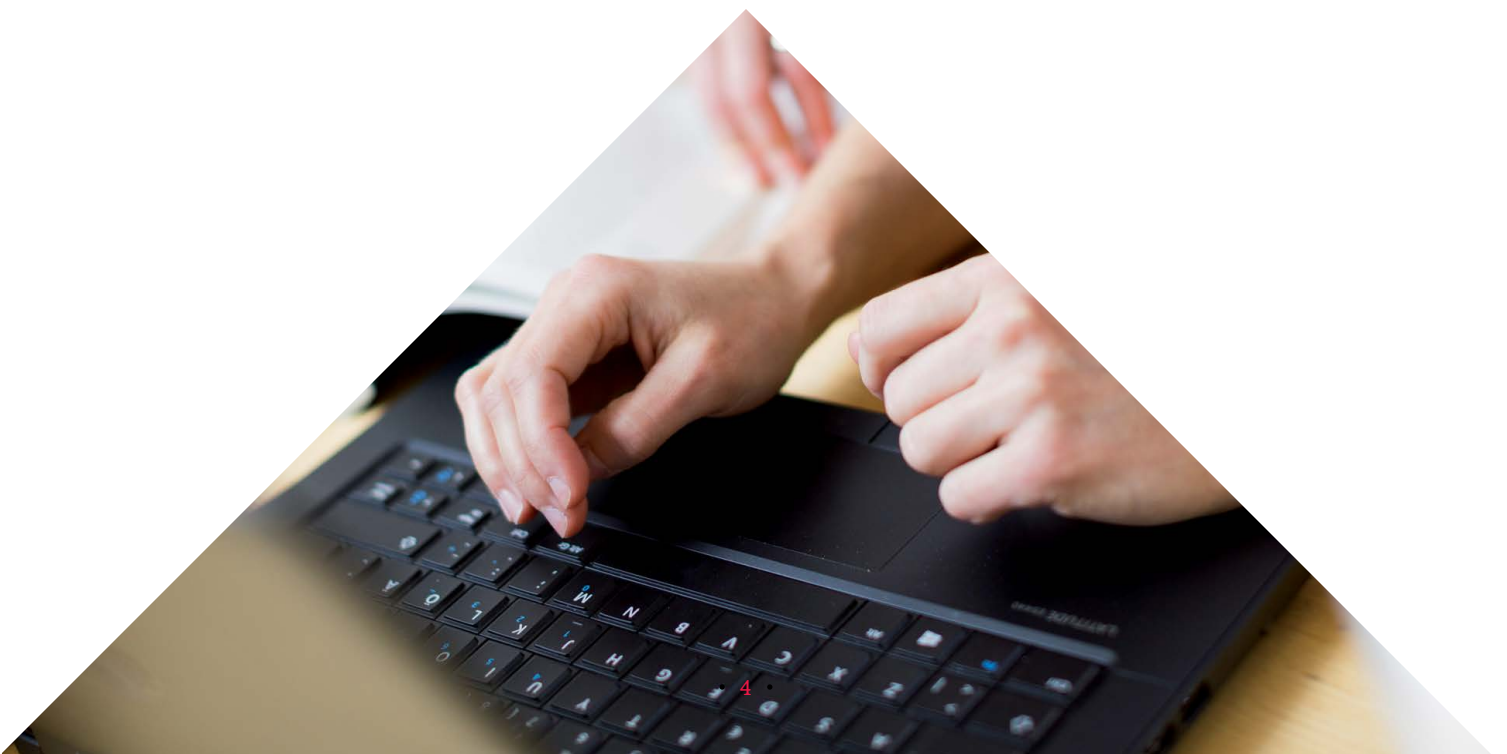
35–50% of teachers have encountered copyright-related challenges at some point in their career. Teachers in universities of applied sciences have encountered the most copyright-related challenges. The greatest challenge is lack of knowledge. Teachers do not know what they are allowed to do within the law or the licences. It should be noted that over half of the teachers has never encountered copyright-related challenges in their work.

### **Knowledge brings more challenges**

The teachers who had received copyright training had clearly encountered more copyright-related challenges at some point in their career than those who had not received copyright training. The knowledge of copyright rules increases the ability to recognise various copyright-related challenges. Awareness of the copyright rules and the necessity of licences to use the works clearly causes teachers more uncertainty of whether particular material can be used in teaching. However, a teacher who has encountered copyright-related challenges could have sought training in order to get answers to their copyright-related questions.

### **Teachers want clear instructions and more training**

Copyright is considered an unclear and difficult issue. As the teaching environment digitalises 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.



TABLES

**Table 1. How often do you use the following devices in teaching or teaching preparation? Comprehensive schools and upper secondary schools.**

	<b>Laptop</b>	<b>Video projector</b>	<b>Document camera</b>	<b>Whiteboard (e.g. Smart-board)</b>	<b>Tablet</b>	<b>Smart phone</b>	<b>CD/DVD player</b>	<b>Television</b>	<b>Digital camera</b>
Daily	79.9%	68.6%	66.6%	20.1%	11.3%	10.4%	11.6%	1.1%	1.1%
A few times a week	13.7%	13.6%	15.4%	8.0%	14.4%	11.6%	21.0%	2.6%	5.0%
A few times a month	3.1%	6.3%	7.0%	6.9%	16.7%	20.9%	22.4%	6.6%	17.7%
A few times a year	2.0%	4.4%	3.3%	7.4%	15.9%	16.0%	23.4%	22.0%	34.6%
Less than once a year	0.6%	2.9%	2.7%	12.1%	9.3%	9.0%	8.9%	22.9%	18.7%
Never	0.7%	4.3%	5.0%	45.4%	32.4%	32.1%	12.7%	44.9%	22.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

n=700

**Table 2. How often do you use the following devices in teaching or teaching preparation? Vocational institutions.**

	<b>Laptop</b>	<b>Video projector</b>	<b>Document camera</b>	<b>Whiteboard (e.g. Smart-board)</b>	<b>Tablet</b>	<b>Smart phone</b>	<b>CD/DVD player</b>	<b>Television</b>	<b>Digital camera</b>
Daily	81.4%	48.3%	16.2%	3.8%	10.7%	17.6%	4.6%	2.9%	3.5%
A few times a week	10.7%	30.7%	19.4%	7.4%	8.8%	10.7%	6.6%	2.1%	10.1%
A few times a month	3.5%	11.0%	13.1%	10.2%	11.5%	15.2%	15.7%	8.8%	17.4%
A few times a year	2.6%	4.6%	16.6%	15.0%	13.1%	11.2%	25.8%	21.8%	28.5%
Less than once a year	1.4%	2.9%	10.1%	17.1%	12.3%	12.0%	20.0%	26.1%	18.1%
Never	0.3%	2.4%	24.6%	46.4%	43.5%	33.3%	27.4%	38.4%	22.4%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

n=625

**Table 3. How often do you use the following devices in teaching or teaching preparation? Universities of applied sciences.**

	<b>Laptop</b>	<b>Video projector</b>	<b>Document camera</b>	<b>Whiteboard (e.g. Smart-board)</b>	<b>Tablet</b>	<b>Smart-phone</b>	<b>CD/DVD player</b>	<b>Television</b>	<b>Digital camera</b>
Daily	85.4%	53.1%	4.8%	1.8%	8.7%	15.0%	2.5%	1.8%	1.5%
A few times a week	8.3%	31.4%	9.0%	5.7%	9.0%	8.7%	2.8%	1.0%	5.3%
A few times a month	3.0%	8.0%	10.5%	9.2%	12.1%	11.3%	10.1%	6.2%	15.5%
A few times a year	1.2%	4.0%	22.0%	14.5%	12.6%	15.5%	17.8%	11.8%	25.8%
Less than once a year	1.5%	2.5%	18.1%	22.0%	17.3%	13.6%	23.6%	27.1%	21.6%
Never	0.7%	1.0%	35.6%	46.9%	40.3%	35.9%	43.1%	52.1%	30.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

n=601

**Table 4. How often do you use the following devices in teaching or teaching preparation? Universities.**

	Laptop	Video projector	Document camera	Whiteboard (e.g. Smart-board)	Tablet	Smart-phone	CD/DVD player	Television	Digital camera
Daily	62.4%	20.7%	3.5%	3.5%	7.3%	6.4%	2.1%	1.5%	1.7%
A few times a week	20.1%	40.5%	4.4%	4.8%	6.4%	6.2%	3.1%	1.0%	3.3%
A few times a month	7.9%	20.5%	7.9%	8.1%	6.8%	7.7%	5.4%	3.1%	11.2%
A few times a year	5.8%	11.2%	14.1%	11.8%	10.2%	10.4%	9.5%	7.7%	17.8%
Less than once a year	1.7%	3.3%	18.0%	18.9%	12.7%	15.6%	19.1%	20.7%	14.9%
Never	2.1%	3.7%	52.1%	52.9%	56.6%	53.7%	60.8%	66.0%	51.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

n=482

**Table 5. How often do you use the following material in teaching or teaching preparation? Comprehensive schools and upper secondary schools.**

	Material from textbook publishers				Material provided by organisations, companies or the authorities		Material provided by journal publishers		Material provided by media companies (such as Yle)	Other material	
	Printed school textbook or workbook	Printed additional textbook material	Chargeable electronic material	Free electronic material	Printed material	Electronic material	Printed material (e.g. newspapers or magazines)	Electronic material	Electronic material	Material prepared by a colleague	Material entirely made by myself
Daily	82.1%	30.9%	24.3%	17.1%	2.3%	3.4%	2.1%	3.3%	3.0%	1.9%	26.6%
A few times a week	10.0%	34.1%	19.6%	32.6%	8.0%	12.7%	7.9%	9.6%	14.1%	11.4%	30.9%
A few times a month	4.1%	16.9%	13.1%	28.4%	29.9%	32.9%	27.1%	22.9%	38.7%	31.3%	26.1%
A few times a year	1.7%	8.9%	6.9%	12.7%	39.7%	31.4%	46.3%	34.1%	28.6%	32.9%	10.7%
Less than once a year	0.9%	3.0%	5.7%	4.0%	12.9%	10.6%	11.4%	15.3%	8.1%	13.6%	3.4%
Never	1.1%	6.3%	30.4%	5.1%	7.3%	9.0%	5.1%	14.9%	7.4%	9.0%	2.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

n=700

**Table 6. How often do you use the following material in teaching or teaching preparation? Vocational institutions.**

	Material from textbook publishers				Material provided by organisations, companies or the authorities		Material provided by journal publishers		Material provided by media companies (such as Yle)	Other material	
	Printed school textbook or workbook	Printed additional textbook material	Chargeable electronic material	Free electronic material	Printed material	Electronic material	Printed material (e.g. news-papers or magazines)	Electronic material	Electronic material	Material prepared by a colleague	Material entirely made by myself
Daily	26.7%	5.9%	2.9%	9.4%	2.6%	7.2%	2.4%	3.5%	3.4%	2.7%	50.2%
A few times a week	31.7%	12.5%	7.0%	28.0%	16.6%	25.4%	11.7%	13.9%	11.5%	14.9%	33.1%
A few times a month	19.0%	18.7%	11.0%	29.9%	33.0%	32.6%	32.6%	28.5%	28.5%	29.9%	11.0%
A few times a year	10.1%	18.4%	13.4%	16.8%	26.6%	18.6%	29.3%	25.6%	26.6%	25.9%	4.0%
Less than once a year	4.6%	15.4%	15.0%	5.9%	10.1%	7.5%	13.0%	11.7%	14.1%	14.9%	1.4%
Never	7.8%	29.1%	50.6%	9.9%	11.2%	8.6%	11.0%	16.8%	16.0%	11.7%	0.2%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

n=625

**Table 7. How often do you use the following material in teaching or teaching preparation? Universities of applied sciences.**

	Material from reference book publishers			Material from scientific publishers		Material provided by organisations, companies or the authorities		Material provided by journal publishers		Material provided by media companies (such as Yle)	Other material	
	Printed school textbook or reference book	Chargeable electronic material	Free electronic material	Printed scientific articles	Electronic material	Printed material	Electronic material	Printed material	Electronic material	Electronic material	Material prepared by a colleague	Material entirely made by myself
Daily	21.8%	5.3%	24.6%	5.7%	9.7%	2.7%	9.3%	4.5%	5.7%	2.7%	4.5%	54.7%
A few times a week	32.1%	8.5%	33.3%	17.6%	27.1%	14.0%	28.8%	10.8%	17.8%	12.3%	13.0%	28.0%
A few times a month	22.8%	13.0%	24.8%	25.6%	27.0%	27.6%	31.3%	26.1%	26.1%	22.6%	23.1%	10.0%
A few times a year	14.5%	13.5%	10.0%	24.6%	20.0%	29.5%	19.5%	28.0%	25.0%	29.5%	30.0%	4.3%
Less than once a year	5.3%	19.8%	4.0%	14.8%	8.7%	15.0%	6.8%	17.6%	13.0%	17.3%	19.8%	2.3%
Never	3.5%	39.9%	3.3%	11.6%	7.7%	11.3%	4.3%	13.0%	12.5%	15.6%	9.7%	0.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

n=601



**Table 8. How often do you use the following material in teaching or teaching preparation? Universities.**

	Material from reference book publishers			Material from scientific publishers		Material provided by organisations, companies or the authorities		Material provided by journal publishers		Material provided by media companies (such as Yle)	Other material	
	Printed school textbook or reference book	Chargeable electronic material	Free electronic material	Printed scientific articles	Electronic material	Printed material	Electronic material	Printed material	Electronic material	Electronic material	Material prepared by a colleague	Material entirely made by myself
Daily	18.5%	3.9%	17.2%	11.2%	16.2%	2.5%	5.6%	3.1%	4.8%	2.7%	3.5%	31.1%
A few times a week	24.3%	8.7%	28.4%	18.9%	27.8%	3.3%	14.1%	3.9%	8.5%	4.8%	13.3%	34.6%
A few times a month	27.8%	12.7%	26.3%	23.2%	29.7%	15.4%	23.2%	17.2%	21.0%	16.2%	24.3%	16.8%
A few times a year	17.0%	14.7%	14.5%	20.1%	13.9%	27.6%	24.9%	18.5%	19.5%	19.1%	33.2%	13.1%
Less than once a year	6.2%	14.3%	7.5%	14.1%	5.6%	22.8%	13.3%	23.2%	19.1%	18.5%	17.0%	3.3%
Never	6.2%	45.6%	6.0%	12.4%	6.8%	28.4%	18.9%	34.0%	27.2%	38.8%	8.7%	1.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

n=482

**Table 9. Content of self-made material.**

	Comprehensive schools and upper secondary schools	Vocational institutions	Universities of applied sciences	Universities
Entirely made by myself (e.g. my own pictures, text, etc.)	56.7%	55.9%	49.7%	45.7%
Material made by others, of which I compiled my own entity	4.9%	8.5%	4.0%	4.5%
Partly material made by others and partly my own material	33.5%	33.6%	43.6%	47.4%
Others	4.9%	2.0%	2.7%	2.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Comprehensive schools and upper secondary schools: n=349 / Vocational institutions: n=503 / Universities of applied sciences: n=553 / Universities: n=403

**Table 10. When was the last time you modified works (e.g. pictures or photographs)?**

	<b>Comprehensive schools and upper secondary schools</b>	<b>Vocational institutions</b>	<b>Universities of applied sciences</b>	<b>Universities</b>
In the last two days	1.3%	1.8%	1.5%	3.1%
In the last week	3.9%	4.0%	4.3%	4.4%
In the last month	4.3%	6.1%	7.0%	8.5%
In the last six months	5.7%	6.4%	8.2%	8.7%
In the last year	9.1%	7.8%	10.8%	9.3%
Over a year ago	9.9%	6.9%	9.0%	12.0%
Never	57.1%	58.4%	50.6%	47.3%
I do not know	8.7%	8.6%	8.7%	6.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Comprehensive schools and upper secondary schools: n=700 / Vocational institutions: n=625 / Universities of applied sciences: n=601 / Universities: n=482

**Table 11. When was the last time you used text from another source than the language textbook (e.g. newspaper articles, etc.) in a translation task?**

	<b>Comprehensive schools and upper secondary schools</b>	<b>Vocational institutions</b>	<b>Universities of applied sciences</b>	<b>Universities</b>
In the last two days	1.6%	1.0%	1.7%	1.7%
In the last week	2.9%	3.2%	5.5%	2.1%
In the last month	3.0%	7.0%	5.5%	4.8%
In the last six months	5.6%	3.8%	6.2%	4.1%
In the last year	5.9%	7.0%	5.0%	3.7%
Over a year ago	7.3%	6.4%	5.7%	3.5%
Never	63.4%	60.8%	56.1%	64.5%
I do not know	10.4%	10.7%	14.5%	15.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

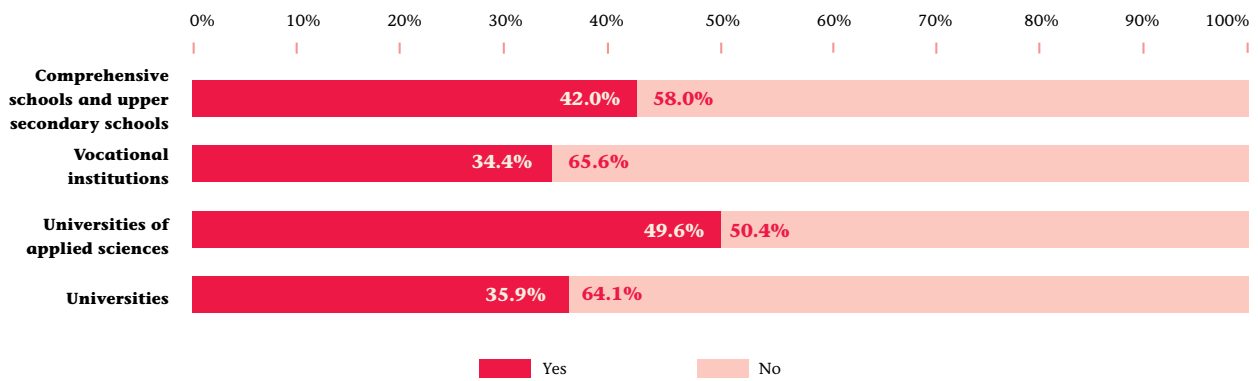
Comprehensive schools and upper secondary schools: n=700 / Vocational institutions: n=625 / Universities of applied sciences: n=601 / Universities: n=482

**Table 12. When was the last time you combined various works into a new work (e.g. added music to a video, etc.)?**

	<b>Comprehensive schools and upper secondary schools</b>	<b>Vocational institutions</b>	<b>Universities of applied sciences</b>	<b>Universities</b>
In the last two days	1.0%	0.8%	0.8%	1.7%
In the last week	1.4%	1.6%	2.3%	2.3%
In the last month	2.6%	3.8%	4.7%	3.5%
In the last six months	5.0%	5.8%	5.5%	2.5%
In the last year	8.3%	7.2%	9.2%	6.8%
Over a year ago	11.3%	9.3%	11.8%	9.3%
Never	62.3%	61.4%	56.7%	63.5%
I do not know	8.1%	10.1%	9.0%	10.4%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Comprehensive schools and upper secondary schools: n=700 / Vocational institutions: n=625 / Universities of applied sciences: n=601 / Universities: n=482

**Table 13. Have you ever encountered copyright problems in teaching?**



Comprehensive schools and upper secondary schools: n=700 / Vocational institutions : n=625 / Universities of applied sciences : n=601 / Universities: n=482



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