HOMEWORK WITH KAHOOT IN COPYRIGHT LITERACY

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ABSTRACT

Copyright literacy is a very important topic in the digital era. More and more, there is a need to find the perfect way to teach the new generation of digital students about copyright, and how to increase their skills in using in right use informational resources. Internationally, initiatives like surveys, gamification and different games has been used to teach copyright literacy. The authors are from 3 different countries. They collaborated and generated an online model to assess students in copyright literacy. The model can be used by other teachers and librarians in their activities. The results show a great interest in and acceptance for using gamification in student evaluation.

Key words: Copyright literacy, gamification, Kahoot! international survey

1. COPYRIGHT LITERACY

Copyright is a subject that increasingly has a major impact on the library and information profession. In higher education most in UK universities now employ a copyright officer or nominate someone to be the copyright specialist to deal with queries of this nature. (Secker and Morrison, 2016)

In the information communication community, a strong network on how to teach and train librarians and trainers in copyright literacy, was built.

At– the European Conference in Information Literacy (ECIL) 2013 Dr Tania Todorova, Professor at the University of Library Studies and Information Technologies, Sofia, Bulgaria, started a survey to investigate copyright policies and the levels of knowledge among librarians and specialists from other cultural institutions. The survey was extended in 2014 to France, Turkey and Croatia and the findings presented at ECIL 2014.

Since this date the copyright literacy survey has been carried out in 10 other countries – Finland, Hungary, Lithuania, Mexico, Norway, Portugal, Romania, Spain, United Kingdom and the USA. Findings of the study highlight gaps in existing knowledge of copyright, and the level of copyright literacy of LIS and cultural sector professionals. Also attitudes toward copyright learning content in academic education and continuing professional development training programs are investigated. (Todorova and all, 2017)

The results were also disseminated at IFLA 2017. (Secker, 2017)

2. GAMIFICATION IN EDUCATIONAL SYSTEM

Gamification is transferring some of the positive characteristics of a game to something that is not a game. The positive characteristics of a game are often described as "fun" and they have the effect of engaging game players in the activity. Gamification is integrating game dynamics into your site, service or content, in order to drive participation or awareness. Gamification has risen as a trend around 2010 as it started to become used worldwide in various areas – from business to education. The term was used for the first time in 2002 by Nick Pelling (Pelling 2011) but it was just too early for the proper adoption of the concept.

Since 2010, gamification is one of the most popular trends in various areas. In the latest Gartner Hype Cycle report gamification is situated in the peak of inflated expectations (Gartner 2013). That means there will be a huge number of gamified implementations, but most of them could fail – mostly due to poor design (Burke 2013).

Gamification, understood as the use of game design elements in other contexts for the purpose
of engagement, has become a hot topic in the recent years. (Mora and all, 2015) They did a scientometric study about gamification and found a three-dimensional perspective as shown in

• Background: academic or non-academic.

• Scope: complete gamification processes or focused only on a specific part or step.

• Approach: applicable to a wide spectrum of environments (generic) or designed for a specific business context.

3. GAMIFICATION IN COPYRIGHT LITERACY

Copyright the Card Game have been developed aa a new engaging approach to copyright education sessions. Instead of focusing on aspects of the law and thinking about what copyright might stop people from doing, this game encourages them to focus on four positive aspects of copyright. It is based on working in teams to tackle a number of common scenarios. Version 2.0 was released on 5th July 2017 at the CILIP Conference. The Instructions, the Card Deck and Copyright the Card Game v2.0 PowerPoint Slides are available for free reuse under a Creative Commons Non-Commercial license. (Bond, 2017)

In our research team we discussed and propose to create more tools to teach Copyright literacy. Following *Copyright and E-learning: further resources* (UK Copyright Literacy., 2016) the team of authors from Romania, Norway and Greece decided to cooperate together and bring a new model of teaching copyright literacy using gamification.

4. USING KAHOOT IN COPYRIGHT LITERACY

Kahoot! is a free game-based learning platform for teachers and all learners.,
Kahoot!'s new challenge feature lets one assign kahoots as homework, thereby saving time on correcting assignments and making it easy to assess learning progress. (Kahoot, 2017)

Personal account generates a homepage with all tests used in educational process. (Fig.1)
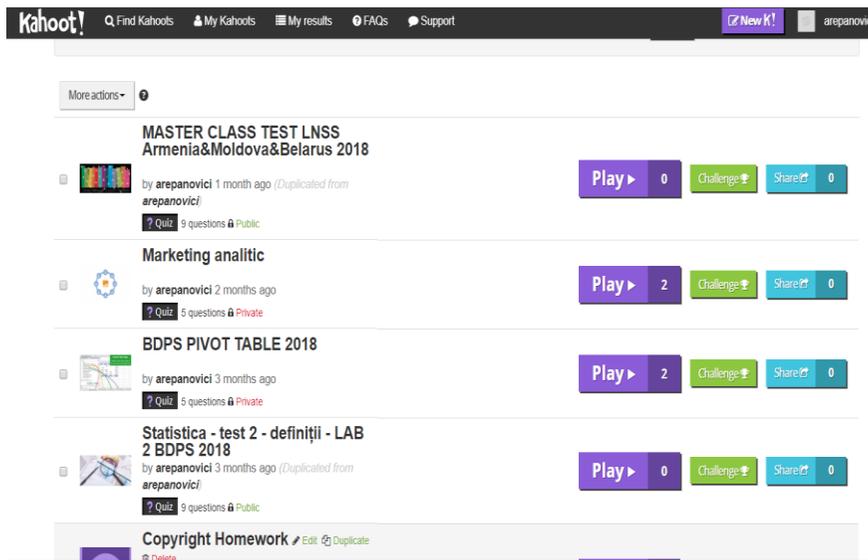
Fig. 1 Personal page of Kahoot tests

4.1 COPYRIGHT LITERACY TEST HOMEWORK USING KAHOOT

A test, with all authors contribution, was designed. It included 15 questions for students to be done as home assignment about Copyright homework. (Fig.1) The students were challenged to do their homework in 2 weeks. Students received on email the link to questionnaire. They had to choose right answer online. (Fig. 2)
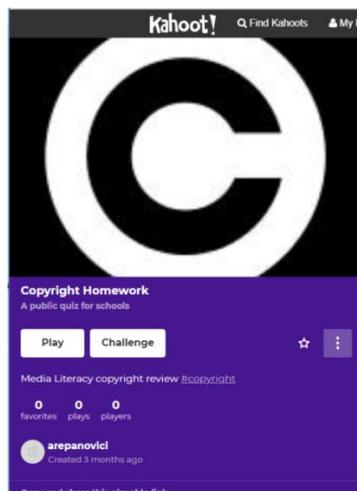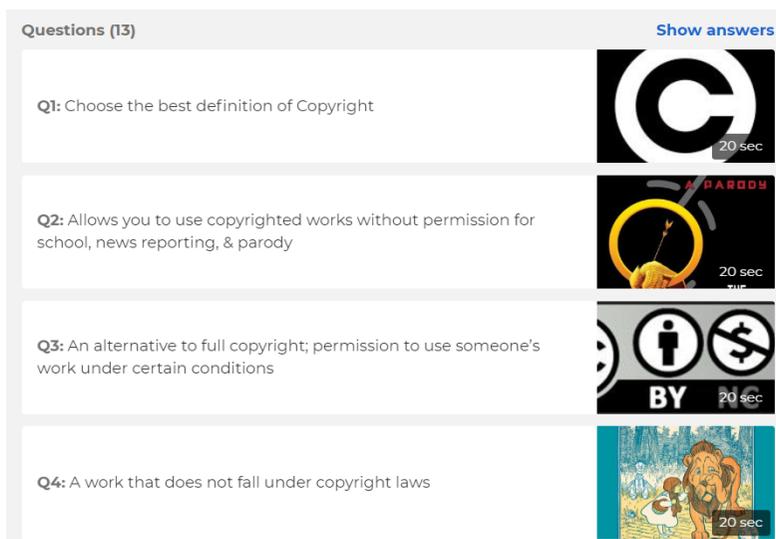
Fig. 2 Challenge and question in Kahoot homework

4.2 RESULTS

Kahoot provides the results in an excel-sheet. (Fig.3) There were 40 players, and they had 73,93 % correct answers.

Fig. 3 General Kahoot results

Regarding final scores, only 2 students got the maximum results. (Fig.4)

DREPT DE AUTOR TEST 1				
Final Scores				
Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1		18896	15	
2		18479	15	
3		15828	14	
4		15700	14	
5		15264	14	
6		13643	12	

Fig. 4 Individual Kahoot results

The final question was about the students 'opinion of using Kahoot in education assessment. 33 students said that it is adapted to their generation, 1 student did not have any opinion, 1 student said that it is not serious and 2 students said that it is a very pedagogical tool.

5. CONCLUSION

The new generation of students prefers assessment online and think this is a good pedagogical approach and adapted to new generation. It is also a non-bias assessment and very easy to obtain results from teachers. This model can be used by any librarians or teachers who teach Copyright literacy.

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