

# **CDSMD AND EDUCATIONAL LIMITATIONS AND EXCEPTIONS IN HUNGARY**

## **AN EMPIRICAL ANALYSIS**

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**VERY MUCH  
WORK-IN-  
PROGRESS**

***Annual Conference of the European Copyright Society***  
University of Nottingham  
*May 27, 2022*

# ***THE CONTEXT***

***Digital/online  
education  
(Pre-CDSMD &  
Article 5 CDSMD)***

***SARS-CoV-19  
pandemic***

Hungarian experiences related to L&Es during the pandemic?

***[Focus: March 2020 – February 2022 (4 semesters)]***

# ***EMPIRICAL RESEARCH***

*Based on an extensive **literature review and methodological preparation...***

*An online questionnaire was prepared for **3 target groups** (students, lecturers, librarians) and in **2 languages...***

*The questionnaire was open throughout **March 7-28, 2022...***

*The **sample** was cca. 20.000 students; cca. 4600 lecturers and an unknown number of librarians...*

*Finally: **n = 1001** (767 students; 216 lecturers and 18 librarians – approximately 3,94% response rate)...*

*Raw numbers were already analysed / further analysis needed...*



# ***KEY FINDINGS #1***

## Higher willingness to respond:

- among students:
  - Hungarian BA/undivided trainings and international students of PhD trainings;
  - freshmen;
  - females;
- 78,2% of lecturers have 10+ years of experience;
- big faculties/schools.



Certain ***bias*** exists –  
to be analysed yet.

Significant lack of formal education/awareness on copyright law in general and the CDSMD in specific among students and lecturers, but better results for librarians.

# ***KEY FINDINGS #2***

*Certain lack of knowledge on copyright law matters (especially among students):*

- subject matter (ticking the correct subject matters: 83,4-87,4% for students; 90,3-94,4% for lecturers; and 94,4-100% for librarians; but ticking the incorrect subject matters: 26,5-37,8% for students; 20,4-31,9% for lecturers; and 5,6-27,8% for librarians);
- term of protection (correct answer: 30,1% of students; 52,8% of lecturers; and 88,9% of librarians);
- registration (correct answer: 22% of students; 59,3% of lecturers; and 72,2% of librarians);
- uses like photocopying; cloud storage; **TDM** (correct answer: 28,7% of students; 32,6% of lecturers; and 55,6% of librarians).

*Good knowledge on e.g. open access, parody, quotation; audio recording of university lectures.*

# KEY FINDINGS #3

How true are the following statements about you?	Students (Hungarian language) (n = 594)	Students (English language) (n = 173)	Students (overall) (n = 767)	Lecturers (Hungarian language) (n = 199)	Lecturers (English language) (n = 17)	Lecturers (overall) (n = 216)	Librarians (n = 18)
I check the legality of the source when using a work	2,9	3,4	<b>3,01</b>	3,3	3,71	<b>3,33</b>	<b>3,78</b>
I indicate exactly the source from which I have worked	4,3	4,12	<b>4,26</b>	4,61	4,53	<b>4,61</b>	<b>4,56</b>
Compared to the previous period, during the COVID-19 pandemic [= "Compared to..."] I made digital copies of several works for private use	2,51	3,02	<b>2,63</b>	2,27	3,35	<b>2,35</b>	<b>2,11</b>
Compared to (...) I made paper copies of several works for private use	2,13	2,68	<b>2,25</b>	1,55	2,12	<b>1,59</b>	<b>2,0</b>
Compared to (...) I made more copies of library content	1,71	2,43	<b>1,84</b>	1,34	2,18	<b>1,4</b>	<b>1,78</b>
Compared to (...) I used more open access content	2,97	3,57	<b>3,1</b>	3,08	3,53	<b>3,12</b>	<b>3,22</b>
Compared to (...) I spent more time studying the resources available in the library building	1,64	2,89	<b>1,93</b>	1,4	2,0	<b>1,45</b>	<b>3,0</b>
Compared to (...) I used more works in my work (studies)	2,62	3,33	<b>2,78</b>	2,11	3,24	<b>2,19</b>	<b>2,44</b>
Compared to (...) I upload more copyrighted works to online content sharing (e.g. social media, streaming, hosting) sites for teaching/learning purposes	1,57	2,65	<b>1,82</b>	1,82	2,88	<b>1,91</b>	<b>1,39</b>

# ***KEY FINDINGS #4***

## *Use of resources by lecturers and students...*

- mainly new digital teaching materials; old/revised teaching materials; control questions; scientific papers;
- less frequently: textbooks and other digital contents available for a fee; blogposts;
- small fraction of users relied on library repositories;
- but great number of students used unlicensed repositories (e.g. zlibrary).

## *During the pandemic...*

- the amount of materials to be processed grew in a moderate amount;
- students and lecturers evaluated the library's services rather positively than negatively (but far from good: between 3,18 and 3,55 on a 1-5 Likert scale) vs. librarians evaluated the library's services rather good (between 3,81 and 4,54 on a 1-5 Likert scale).

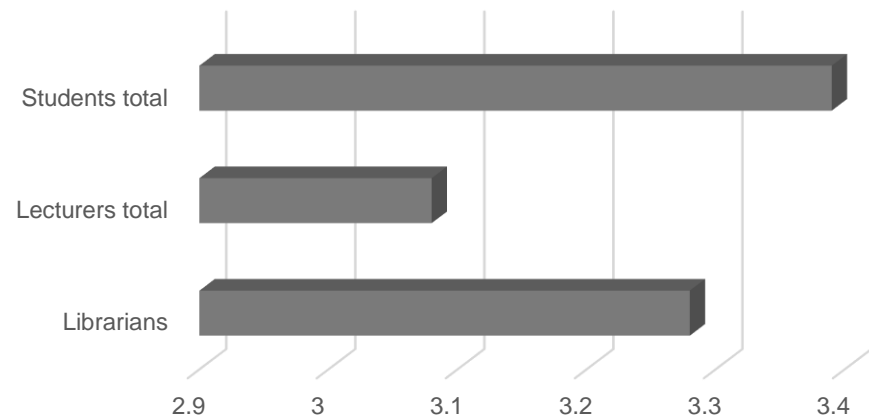
# KEY FINDINGS #5

## Most often used platforms...

- by students: Coospace, Zoom, Big Blue Button (an average of 4,08 services used);
- by lecturers: Coospace, Zoom, Big Blue Button (an average of 3,47 services used);  
business versions used by 38% of lecturers.

## Effectiveness of online education

Overall, how effective do you find online education?

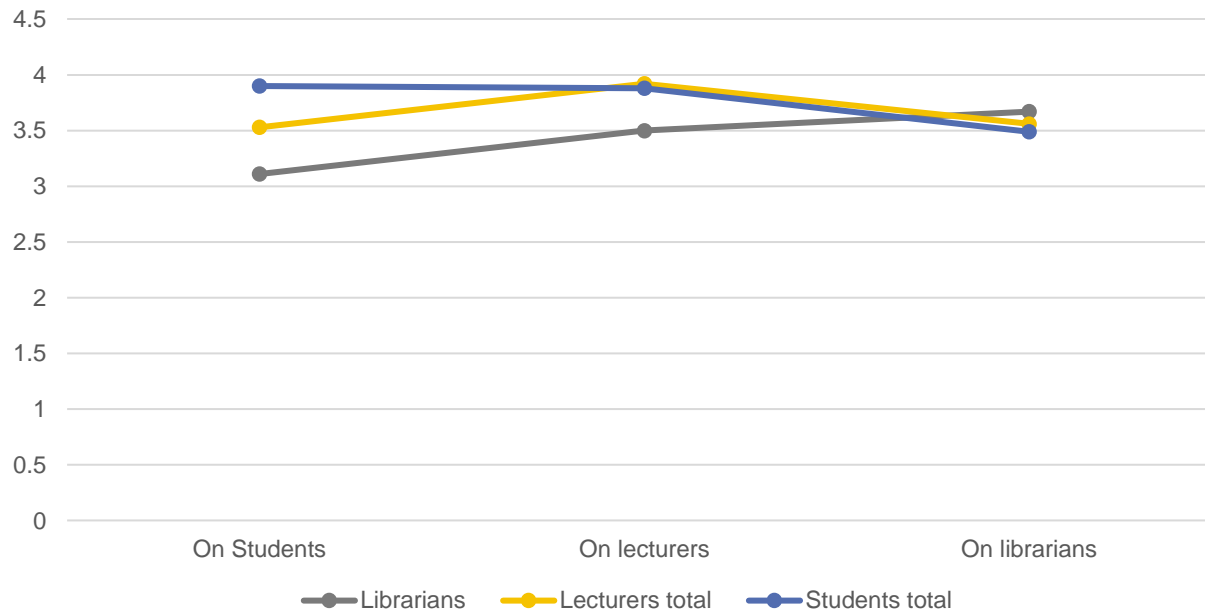




# KEY FINDINGS #6

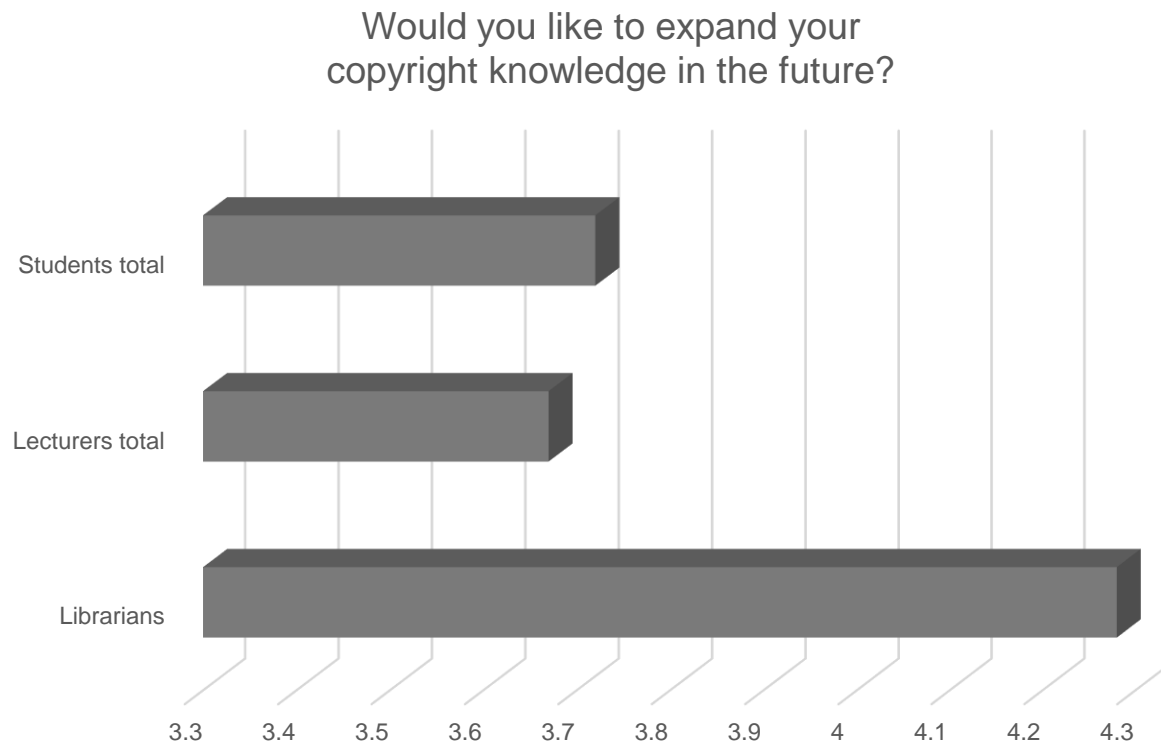
## Development of digital skills

How much do you think the digital skills have changed during the pandemic period of the target groups?



# KEY FINDINGS #7

## Interest in future copyright education?



**THANKS FOR YOUR ATTENTION!**

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