

A BIBLIOGRAPHICAL OVERVIEW OF INTELLECTUAL PROPERTY LITERACY AS A PART OF INFORMATION LITERACY AT UNIVERSITY ENVIRONMENT

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Abstract

The modern information space imposes new requirements on the competencies and knowledge of the modern young professionals in a university environment. Information literacy, media and intellectual property literacy are becoming mandatory components of the knowledge of experts in the information, public and social environment.

Rapidly evolving information technologies and the Internet are seriously challenging intellectual property (IP) rights. As a set of legal norms for regulating public relations in connection with the creation, recognition, legal protection and use of intellectual results and other intangible goods, IP has an increasingly key place in public relations. The importance of IP in the modern world goes far beyond the protection of the creations of the mind, as it affects all aspects of the economic and cultural life of modern society. Today, the one who creates, stores, uses information has an advantage, and this advantage is much more decisive than that of the holder of property rights.

The main goal of the research presented in this paper is to realize a bibliographical overview of information sources in the field of intellectual property literacy, to study and systematize all discovered documents and as a result to develop a bibliographic database providing access to a large volume of bibliographic data or full text of resources related to the subject.

The methodology applied for the realisation of the study includes instruments for observation, search, systematisation, summary, and analysis of traditional as well as electronic information sources – bibliographic and full-text databases, publishing, and library catalogues.

The research presented in the paper is part of the implementation of a research project entitled “A Conceptual Educational Model for Enhancing Information Literacy in a University Information Environment”. The main goal of the project is to systematically and purposefully study issues related to increasing information literacy in the university information environment in the humanities and social sciences, both among students and among tutors in Bulgaria, by creating and testing an educational model for increasing information literacy, in particular of the intellectual property competence, through which the identified gaps during the research will be resolved. The project was won in the Competition for financial support of basic research projects – 2019, organized by the National Science Fund of the Ministry of Education and Science of the Republic of Bulgaria, with Contract № KP–06–H35/10 from 18.12.2019, led by Prof. DSc. Stoyan Denchev.

In summary, this paper, as well as the presented research project, aim to emphasize the key importance of information literacy, media, and intellectual literacy today, to contribute to the accumulation of research materials that find application in updating existing curricula related to studying intellectual property and their direct involvement in the educational process in the university environment. As a result, university education will adequately meet the current requirements of participants in the modern information environment.

Keywords: intellectual property literacy, intellectual property, information literacy, university environment, research project.

1 INTRODUCTION

We live in a time when everything happens on the go. The world has changed, the way of communication is now through modern digital technologies, where information flows at extremely fast speeds. The ability to use information resources has become key to the successful realization of graduating students. The constantly changing environment requires constant acquisition of new knowledge, upgrading and raising the qualification to build highly educated staff, community leaders and leaders in the profession. In the conditions of increasing competition, information literacy, media culture and partner interpersonal

relationships based on innovations play a significant role in today's everyday life. Globalization has entered everyday life and turned communication between people into unprecedented continuity and closeness – one clicks at any moment of the day.

The modern information space imposes new requirements on the competencies and knowledge of the modern young professionals in a university environment. [1] Information literacy, media and intellectual property literacy are becoming mandatory components of the knowledge of experts in the information, public and social environment. With the change of human life, labour and its importance in the modern economy have changed. Modern economists define labour not only as a major factor in production, capital, land, and finance, but also as a term that includes people's physical, intellectual skills and efforts. [2] The accelerated development of computer and communication equipment and technologies creates the basis of Internet technologies, which are rapidly entering all areas of today's world. The basis of Internet technologies is the creation and storage of large amounts of information, its transmission at a distance and quick and easy access by all who are interested and need or have it. [3]

Rapidly evolving information technologies and the Internet are seriously challenging intellectual property (IP) rights. As a set of legal norms for regulating public relations in connection with the creation, recognition, legal protection and use of intellectual results and other intangible goods, IP has an increasingly key place in public relations. The importance of IP in the modern world goes far beyond the protection of the creations of the mind, as it affects all aspects of the economic and cultural life of modern society. [4] Today, the one who creates, stores, uses information has an advantage, and this advantage is much more decisive than that of the holder of property rights.

In the conditions of constant digitalization and the growing sea of information, the need to store the databases with information sources in reliable and easily accessible arrays is becoming more and more aware. The collected and arranged information will exist in the form of useful activity that satisfies various public needs and requirements. This work as an information service is a product of spiritual culture because it has an intellectual character according to V. V. Brezhneva and V. A. Minkina [5], helps the user, expands his opportunities for uniqueness, accumulation or just learning or entertainment.

Confidence in technologies in modern student society is at a very high level. It goes along with the desire to instantly reach the desired information and the belief that this skill creates competent and effective professionals. For all this to become a fact, you need literacy to use reference and bibliographic tools on the Web, the ability to create them and evaluate their usefulness. Intellectual property literacy as a part of information literacy at university environment is in the focus of attention and research interests of a group of researchers from the University of Library Studies and Information Technologies – Sofia, Bulgaria, who are developing a research project aimed at researching these problems. The main goal of the research presented in this paper is to realize a bibliographical overview of information sources in the field of intellectual property literacy, to study and systematize all discovered documents and as a result to develop a bibliographic database providing access to a large volume of bibliographic data or full text of resources related to the subject.

2 A RESEARCH PROJECT ENTITLED “A CONCEPTUAL EDUCATIONAL MODEL FOR ENHANCING INFORMATION LITERACY IN AN UNIVERSITY INFORMATION ENVIRONMENT”

The research project entitled “A Conceptual Educational Model for Enhancing Information Literacy in an University Information Environment” was won in the Competition for financial support of basic research projects – 2019, held by the Bulgarian Science Fund with the Ministry of Education and Science of the Republic of Bulgaria, Contract № KP–06–H35/10 from 18.12.2019, led by Prof. DSc. Stoyan Denchev.

The main goal of the project is to systematically and purposefully study issues related to increasing information literacy in the university information environment in the field of humanities and social sciences, both among students and among teachers in Bulgaria, by creating and testing an educational model for increasing information literacy, of the intellectual property competence, through which the identified gaps during the research will be resolved. The involvement of scientists from the Old Continent and Australia allows the study of the issue to reach an international scale.

The expected results from the implementation of the project are in several main directions:

- Collection, systematization, and analysis of empirical data, outlining a clear picture of the current state of information literacy, in particular intellectual property literacy in the university information environment.

- Use of multidisciplinary scientific and educational tools will result in increasing the research potential of PhD and postdoctoral students participating in the project.
- Accumulation of research material that will find application in updating the existing curricula related to the study of intellectual property and direct application in the educational process.
- Improvement of the material and technical provision of the basic institution for conducting research and their promotion.
- Realization of the goals set in the project will contribute to the development of science, culture and education of the Bulgarian society and ensuring their duration and durability over time.
- Upon successful completion of the project, it will contribute to the increase of good practices in the field of research and will be ready to share the experience and results gained during the project.
- Through the holding of national seminars with international participation, presentations of the books published under the project, as well as the holding of master classes and workshops, the fundamental knowledge will reach a wide range of users.
- The project is in line with the objectives of the National Strategy for Development of Research in Bulgaria and is in full compliance with the objectives of the program “Horizon 2020” of the EC, as its objectives undoubtedly fit into the network approach to study intellectual property aspects within view of the national identity and the raising of the culture of the society.

Culture is a public good that requires a serious and responsible attitude, which is the reason for the increasing discussion of the topics of national cultural identity and the European cultural space as a “meeting place” of different cultures, which must build in the process of dialogue a common European identity based on shared values. The debate is a natural continuation of the content of Art. 167 (1) and (2) of the Treaty on the Functioning of the European Union (TFEU). [6] It is in this perspective that the assertion of national cultural identity presupposes the implementation of projects, policies and programs that raise the culture of society on issues related to raising information literacy, including intellectual property, and encourage creativity and innovation, providing access to cultures and creative achievements created and/or inherited from the past.

The role and place of creativity and innovation for modern societies have been repeatedly reaffirmed in various strategic documents, including the Europe 2020 A strategy for smart, sustainable and inclusive growth /COM/2010/2020 final/ and the European Commission’s Green Paper on Unlocking potential of cultural and creative industries, which in turn, placed on a strong, competitive and diversified industrial base, with a view to building a society and economy of knowledge, creativity and innovation, are a common goal of the European Union, which implies a differentiated approach social, economic, cultural and educational disparities between Member States. The future of the culture of society presupposes the development of new forms and policies that will change the current ones. Achieving such a state of society’s culture requires the support of strategically important initiatives such as preserving and promoting cultural diversity, creative mobility, protection of intellectual property, as well as increasing the intellectual property literacy of society, creating conditions for the development of cultural and creative industries, quality education in the field of cultural, information and creative industries.

This draft proposal is fully in line with both the already mentioned strategic documents and the National Research Strategy 2017-2030, as it sets two main goals: to study the current state of intellectual property literacy in the university information environment among students and teachers, by provoking a civil debate related to raising the culture on issues related to intellectual property literacy among academic circles – something that is extremely timely and necessary.

3 METHODOLOGY OF BIBLIOGRAPHICAL OVERVIEW

The implementation of the described project requires the preparation of a scientific bibliographic study on the topic of the project. The conducted research is a result of Activity 2.1: Organization of bibliographic research and establishment of the level of elaboration of the researched problem, part of Work package 2: Development of a methodical model for information provision of the project.

The main goal of the bibliographic research is related to part of the goals of the described project, namely, to study the existing information sources on the topic of the research project and to establish the level of information provision in the field of intellectual property literacy as a part of information literacy at university environment.

The bibliographic research is carried out according to a specially developed methodology for thematic bibliographic research of information sources. To achieve maximum full scope and relevance in the search for publications, **9 main thematic areas have been identified:**

- Information literacy. Information competence. Information skills. University environment.
- Legal literacy. Legal jurisdiction. Intellectual Property Literacy.
- Intellectual Property. Copyright and related rights. Copyright literacy.
- Information Law. Intellectual Property Crimes. Plagiarism. Piracy. Compulsive co-authorship. Counterfeiting.
- Intellectual Property Training. Copyright Training.
- Regulatory Documents. Standards for Information Literacy. Conventions and Directives on Intellectual Property.
- Media literacy. Ethical and legal use of information.
- Copyright Literacy in Media.
- Regulatory Documents in Media. Standards and Codes.

The scope of the study has 5 main dimensions:

- **Type of sources covered in the study** – monographs, collections, papers, electronic publications.
- **Time scope of the survey** – sources published in the period 2010 – 2020 were examined, as the restriction of the lower limit year aims to keep the found sources as up to date as possible.
- **Location of the sources** – catalogues of publishing houses, catalogues of scientific and university libraries, electronic sites, official websites of institutions, depositories, DOAJ – Directory of Open Access Journals.
- **Geographical scope of the study** – Bulgaria, Australia, Europe, USA, etc.
- **Language of the sources** – English and Bulgarian.

In the following sections of this paper are presented some of the results of the research, as the team that conducted the research has no claims to absolute completeness and continues to work on the research of literature sources on the topics described.

4 RESULTS: A BIBLIOGRAPHICAL OVERVIEW OF INFORMATION SOURCES IN THE FIELD OF INTELLECTUAL PROPERTY LITERACY AS A PART OF INFORMATION LITERACY AT UNIVERSITY ENVIRONMENT

Approximately 2,900 bibliographic records have been found from the studies of information sources conducted so far in the respective thematic areas of the study. The project team has set itself the ambitious task to systematize the information found and to develop an electronic bibliographic database, with free access, available from the project website: ipl.unibit.bg.

4.1 Information sources in the field of: Information literacy; Information competence; Information skills; University environment; Legal literacy; Legal jurisdiction; Intellectual Property Literacy

Information resources in the thematic area: Information literacy; Information competence; Information skills; University environment; Legal literacy; Legal jurisdiction; Intellectual Property Literacy are relatively well developed. From the analyses of the accessed literature, it can be concluded that the areas of Information literacy, Information competence and Information skills are the best provided with information. It is also impressive that the number of publications in the studied areas is increasing with each passing year, which speaks of the increasingly important place that the studied issues occupy in the public, scientific and educational space today.

The intersection of information literacy, intellectual property literacy and the university environment are library institutions that play a significant role in both ensuring the copyright literacy of students, PhD students and even teachers and researchers, and to protect the right of access to information and

knowledge of the listed groups. Library experts seek a balance between the rights of authors of works and the rights of readers. This is the reason why one of the major library associations works extremely actively on the topics we are interested in – The Association of College and Research Libraries.

The Association of College and Research Libraries, a division of the American Library Association, is a professional association of academic librarians and other interested individuals. It is dedicated to enhancing the ability of academic library and information professionals to serve the information needs of the higher education community and to improving learning, teaching, and research. The association serves librarians in all types of academic libraries at the community college and university level and serves librarians that work in comprehensive and specialized research libraries. A very significant part of the activities of the Association is dedicated to information and copyright literacy, which gives us reason to recommend in this bibliographic study the entire site of the organization and especially a few essential links from it:

- ACRL Framework for Information Literacy for Higher Education.
- ACRL Framework for Information Literacy WordPress Website.
- ACRL Framework for Information Literacy Sandbox.
- ACRL Framework for Information Literacy Listserv.
- ACRL Workshop: Engaging the ACRL Framework.
- ACRL Framework for Information Literacy Advisory Board.
- ACRL Student Learning and Information Literacy Committee.
- Framework Events, Workshops, & Conferences.
- Information Literacy Events, Workshops, & Conferences.

A specific edition of ACRL that deserves attention in this article is **ACRL Framework for Information Literacy Toolkit**. It was initially launched in 2017 by the ACRL Framework for Information Literacy Advisory Board to support professional use and understanding of the Framework. The Framework Toolkit is intended as a freely available professional development resource that can be used and adapted by both individuals and groups to foster understanding and use of the ACRL Framework for Information Literacy for Higher Education. All materials that are prepared for and directly part of the toolkit is made available under a Creative Commons Attribution-Non-commercial (CC-BY-NC) license.

ACRL's Framework for Information Literacy in Higher Education is a valuable tool for librarians working with faculty in developing curriculum that integrates information literacy into the disciplines. **Faculty-Librarian Collaborations: Integrating the Information Literacy Framework into Disciplinary Courses** is another symbolic publication with authors Michael Stöpel, Livia Piotto, Xan Goodman, Samantha Godbey, which collects chapters, case studies, and lesson plans detailing why these collaborations are important, how to develop and execute them, specific lesson plans, and ideas for assessing their effectiveness.

Another valuable edition, republished 10 times already, is **Intellectual Freedom Manual**, Tenth Edition by Martin Garnar and Trina Magi. Using up-to-date thematic rankings and summaries to help readers find information quickly, this guide offers valuable support to anyone with an important mission to preserve intellectual freedom.

4.2 Information sources in the field of: Intellectual Property; Copyright and related rights; Copyright literacy; Information Law; Intellectual Property Crimes; Plagiarism. Piracy; Compulsive co-authorship; Counterfeiting

During the analysis of the findings in the bibliographic search in this thematic area, a number of publications were highlighted, the first of which is „**Intellectual property rights and the competitiveness of academic spin-offs**“ by A. Aurora, C. Teixeira, Cátia Ferreira, published in Journal of Innovation & Knowledge in 2019. The paper assesses the direct and indirect impact of IPR protection mechanisms on the competitiveness of companies, particularly those whose creation and existence is often attributed to high technology/knowledge intensity. Through a direct survey targeting start-ups located in S&T parks and incubators, the paper assesses the direct and indirect impact of IPR protection mechanisms. Logistics estimations based on a sample of 48 Portuguese companies suggest that, considered globally, formal IPR protection is detrimental to the companies' competitiveness. The results indicate that the use of informal protection mechanisms, such as lead time and trade secrets, fosters

the companies' competitiveness, whereas the use of formal protection mechanisms patents, trademarks, and geographical indications, negatively impacts on competitiveness.

The focus of the second essential article „**The impact of digital copyright law and policy on access to knowledge and learning**“ by T. Pistorius, & O. Mwim from 2019 is how to attain a balance between the need to promote access to works and therefore knowledge and learning, on the one hand, and the protection of the interests of copyright holders, on the other. The findings of this article suggest a need for possible countermeasures in promoting knowledge and literacy through legislative reform that address the needs of creators and users in developing communities. The authors conclude that TPMs may hinder data literacy, access to works, teaching, and learning, particularly in developing communities. For example, recent attempts to revise South African copyright law have not attained a balanced approach.

The paper „**Copyright Literacy and the Role of Librarians as Educators and Advocates**“ by J. Secker, C. M. Morrison, and I. L. Nilsson, published in 2019 in Journal of Copyright in Education & Librarianship recognizes the value in national library associations and international organizations such as IFLA and Electronic Information for Libraries (EIFL) taking a lead in promoting copyright education initiatives to strengthen their advocacy role. The paper also argues for a more critical and universal approach to copyright education so that this work is extended beyond the library sector.

The paper „**Criminal Copyright Infringement: Forms, Extent, and Prosecution in the United States**“ by I. Vasiu and L. Vasiu published in 2019 in University of Bologna Law Review highlights the importance of copyright industries for the developed economies and argues that criminal copyright infringement is a widespread offense, producing major economic losses for stakeholders, negatively impacting creativity, and raising significant cybersecurity and rule of law concerns. The article explains why there is a need for criminal protection of copyright protection and outlines the U.S. framework. Based on the number of cases brought to courts versus the criminal copyright infringing reports and estimates, the article concludes that this criminal phenomenon is significantly under-prosecuted and proposes several measures that could improve the criminal protection of copyrighted works.

The study „**The acquisition of paraphrasing and its impact on teaching and learning quotations to avoid plagiarism**“ by the researchers Irena Ardelia, Yanu Rarasati & Indraning Tiya published in Getsempera English Education Journal wants to provide several analysis of literature reviews about the acquisition of paraphrasing, teaching, and learning quotations to avoid plagiarism, and also its impact on teaching and learning. The result of this study are the concepts of paraphrasing acquisition, impacts on teaching and learning quotations, and some suggestion or ways in avoiding plagiarism.

Through a real-life case, the paper „**Unconsented acknowledgments as a form of authorship abuse: What can be done about it?**“ by M. Koljatic from 2020 explores the issue of unconsented acknowledgments and makes recommendations to prevent its occurrence, thereby promoting research integrity. Prevention and control of acknowledgment abuse should be feasible if large publishing conglomerates commit to it. The message should be that written acknowledgment consent is a requirement for publication. If enforced, this practice would be a small yet important step toward building a research culture of greater integrity.

The monograph „**Integration of Intellectual Property Education in the University Information Environment**“ (in Bulgarian) by Tereza Trencheva, published in the middle of 2020 is devoted to a set of issues related to the integration of intellectual property (IP) in the university information environment. The significance of the research is determined by the place and role of IP in the discourse of the modern information society. The adopted structural model includes an introduction, three chapters, a conclusion, a bibliography, a reference apparatus, a summary in English and appendices. The monograph presents the concept of IP, giving a brief overview of the historical development, nature, and scope of IP, and paying special attention to limiting the terms “defence” and “protection”. The basic concepts, characteristics, subject, system, and sources of intellectual property law are considered. The legal framework of IP is presented, focusing on the sources of IP law at.

The first monograph of its kind in Bulgaria, „**Intellectual property**“, published in 2011, written by prominent practicing judges, examines both the international legal aspects in this area of law and each text of the Criminal Code related to this type of crime. A parallel has been drawn between domestic the three main levels – international, European, and national. The three main groups of rights are presented in detail – the rights to objects of copyright, the rights related to copyright and the rights to objects of industrial property, and the main differences between them are highlighted. The role of IP as part of information literacy in a university information environment is theoretically clarified. The contribution of

ULSIT in the integration of IP in the university information environment is highlighted, as the Model for IP training in ULSIT is derived.

4.3 Information sources in the field of: Intellectual Property Training; Copyright Training; Regulatory Documents; Standards for Information Literacy; Conventions and Directives on Intellectual Property

In this thematic area the analysis is made according to the studied subtopics. The sub-topic **Intellectual Property Training** contains publications in various databases, catalogues and scientific journals such as Journal of Technology Management & Innovation, Journal of Copyright in Education And Librarianship, Nordic Journal of Information Literacy In Higher Education, Communications in Computer and Information Science, The Journal of World Intellectual Property, International Journal of Learning, Teaching and Educational Research, American University International Law Review. Some of the articles are presented at international scientific conferences: International Conference on Social Science and Contemporary Humanity Development, International Conferences the Future of Education. Impressive monographic studies include: Tereza Trencheva – **Integration of Intellectual Property Education in the University Information Environment** (2020); John Kiggundu – **University Education and Intellectual Property in the Digital Era: Whither Botswana? – Digital Economy Innovations and Impacts on Society** (2012). Scientific articles in this thematic area predominate, and we recommend the following articles: Tereza Trencheva, Sabina Eftimova – **Intellectual Property and Universities in Bulgaria** (2012), Tereza Trencheva, Tania Todorova – **Model of formal training in intellectual property for library and information managers** (2013), Ana Maria Nunes Gimenez, Maria Beatriz, Machado Bonacelli, Ana Maria Carneiro – **The Challenges of Teaching and Training in Intellectual Property** (2012); R. B. Papirnyk, P. H. Yevsieieva, V. A. Babenko – **Teaching “Intellectual Property” in the Institutions of Higher Education of Construction Profile as an Important Factor for the Formation of New Technical Élite of Ukraine** (2020); Dra. Yordanka Masó Dominico, **Strategies to Teach Intellectual Property in Universities** (2018); Liang, J.S., Meng, J.P., Ding, Y., Wang, L.J., Liang, G.C., **University Education of Intellectual Property for Innovation Talents of Science and Technology in Functional Material Industry** (2010).

The study in the sub-topic **Copyright Education** was also conducted in international databases, scientific journals, library catalogues, digital libraries at scientific conferences such as ALIA National Conference, International Conference on Business Management, Innovation, and Sustainability, Rutgers Computer & Technology Law Journal, International Journal of Law and Information Technology, European Journal of Law and Technology and other. There are 20 textbooks, as an example of a well-systematized textbook is the **“Understanding Copyright: Intellectual Property in the Digital Age: Intellectual Property in the Digital Age”** by Bethany Klein, Giles Moss, and Lee Edwards (2015). The search found 10 monographs, 2 electronic editions and 67 articles. Our search found the following interesting scientific articles related to copyright education: Chris Morrison and Jane Secker – **UK Copyright Literacy Survey: summary report. Project report** (2015); Tim Padfield – **Copyright for Archivists and Records Managers** (2019); Guy, J., McNally, M., Joseph, K., Sheppard, A., & Wakaruk, A. - **Strengths and Limitations of Open Educational Resources to Advance Copyright Literacy** (2019), Denoncourt, J., **“Using Film to Enhance Intellectual Property Law Education: Getting the Message Across”** (2013). Thematic publications have been found in the collections Intellectual Property in Universities – Creativity: The Next Generation (2013); IP Training Institutions. The results show that research on copyright training practices is being conducted worldwide.

Regarding the demand in the sub-topic **Normative documents** related to intellectual property, the following books stand out with their value: **EU Copyright Law**, edited by Irini Stamatoudi, Paul Torremans, William S. Strong (2014); **The Copyright Book: A Practical Guide** (2014); Graham P. Cornish – **Copyright: Interpreting the Law for Libraries Archives and Information Services** (2015); Bernd Justin Jütte – **Reconstructing European Copyright Law for the Digital Single Market : Between Old Paradigms and Digital Challenges** (2017). One of the latest studies we recommend is by Anthony Giannoumis, Wondwossen Mulualem Beyene – **Cultural Inclusion and Access to Technology: Bottom-Up Perspectives on Copyright Law and Policy in Norway** (2020).

When searching for sources related to the sub-theme **Standards for information literacy**, we found 11 textbooks, 59 monographs, 10 collections, 31 articles. A Google search also found many electronic resources such as: Swiss Information Literacy Standards. Educational publications that make an impression are David Brier and Vickery Kaye Lebbin – **Teaching Information Literacy through Short Stories** (2016); Carolyn Caffrey Gardner, Elizabeth Galoozis, and Rebecca Halpern – **Hidden Architectures of Information Literacy Programs: Structures, Practices, and Contexts.** (2020). The

following monographic studies also stand out: Fabiola Cabra-Torres, Gloria Patricia, Marciales Vivas, Harold Castañeda-Peña, Jorge Winston Barbosa-Chacón, Leonardo Melo González and Oscar Gilberto Hernández Salamanca – **Information Literacy in Higher Education : A Sociocultural Perspective** (2020); Patrick Ragains – **Information Literacy Instruction That Works : A Guide to Teaching by Discipline and Student Population** (2020); Katherine O'Clair and Jeanne R. Davidson – **The Busy Librarian's Guide to Information Literacy in Science and Engineering** (2012); Kim Baker – **Information Literacy and Cultural Heritage : Developing a Model for Lifelong Learning** (2013); Jane Secker and Emma Coonan – **Rethinking Information Literacy : A Practical Framework for Supporting Learning** (2013), Emilee Mathews – **Profiles of Best Practices in Teaching Information Literacy Online** (2019); The following publications also offer very useful information: Patricia Iannuzzi – **Information Literacy Competency Standards for Higher Education** (2000) and scientific journals, including papers from the European Conference on Information Literacy (ECIL).

A search in the sub-topic **Conventions and Intellectual Property Directives** revealed 49 scientific papers and 30 electronic resources. From the results we can conclude that the scientific community contributes with analyses of the regulatory framework of intellectual property in any innovation or change.

4.4 Information sources in the field of: Media literacy; Ethical and legal use of information; Copyright Literacy in Media; Regulatory Documents in Media; Standards and Codes

The last thematic area: Media literacy; Ethical and legal use of information; Copyright Literacy in Media; Regulatory Documents in Media; Standards and Codes is relatively the least developed, fewer literature sources have been found in it compared to the other fields. But on the other hand, here is a key information resource for intellectual property literacy, which combines several subtopics of our information study, mostly advocating regulatory documents, standards and codes and ethical and legal use of information – WIPO Lex Database.

The World Intellectual Property Organization (WIPO) is the global forum for intellectual property (IP) services, policy, information, and cooperation, established in 1967. It is a self-funding agency of the United Nations, with 193 member states, with a mission to lead the development of a balanced and effective international IP system that enables innovation and creativity for the benefit of all. WIPO experts create **WIPO Lex Database**. WIPO Lex provides free of charge access to legal information on intellectual property from around the world. The WIPO Lex Database Search gives access to 49000 legal documents in 3 main collections: Laws, Treaties, and Judgments. [7] Extremely valuable is the Member Profile section – Laws, Treaties, and Judgments, which is a List of Members with IP laws and regulations or rules, IP Treaties, and IP Judgments, that includes 199 member countries and allows you to search by Member State and provides all documents related to it. Gathering so many documentary resources in one place, WIPO Lex has become an invaluable information base for anyone interested in the legal basis of intellectual property.

No less useful and important are the specialized periodicals, reflecting the innovations in the field of the considered issues, among which we can single out:

- WIPO Journal.
- Journal of Intellectual Property Law & Practice.
- The Journal of World Intellectual Property.
- Journal of Intellectual Property Law.
- The International Journal of Intellectual Property Management.

In connection with the sub-topic **Ethical and legal use of information**, we cannot fail to mention the research project “Copyright Policy of Libraries and Other Cultural Institutions”, implemented by a team of scientists from the University of Library Studies and Information Technologies (BULGARIA), led by Prof. DSc. Tania Todorova. The main goal of the project is to study the issues related to copyright policy in library and cultural institutions in Bulgaria, as well as in other European countries, and through analyses, comparisons and summaries to reach: new scientific products; new curriculum in academic programs and for the purposes of continuing education; proposals for updating the existing legislation; preparation of practical-applied models of copyright policy for library, educational and cultural institutions, corresponding to the modern information environment and to the specifics and needs. As a result of this project, a few papers were published, and in 2013 an extremely useful bibliography was published: **Publications on copyright norms and policies of library, educational and cultural**

institutions: Thematic bibliography, which summarizes about 3200 bibliographic records on the project and offers a rich a set of indicators and approaches to information retrieval.

And since this subtopic also includes the issues about **Media literacy**, in the following lines we will present several new and current publications in this field. The first monograph published in May 2021 was **Media Literacy in Action: Questioning the Media** by Renee Hobbs. Covering a wide range of topics including the rise of news partisanship, algorithmic personalization and social media, stereotypes and media addiction, advertising and media economics, and media influence on personal and social identity, Renee Hobbs helps students and not only to develop the lifelong learning competencies and habits of mind needed to navigate an increasingly complex media environment.

Another publication that also addresses the ethical use of the media is **Media Ethics: Issues and Cases**, Ninth Edition by Philip Patterson, Lee Wilkins and Chad Painter. This edition is a compilation of 60 different cases to help young people prepare for the ethical situations they will face in their media careers. Ninety percent of the cases are based on actual events, and authors from many institutions and media outlets contributed both real-life and hypothetical cases. The book has a strong focus on ethical theory and practice, the implications of digital content throughout multiple media industries and platforms, fake news, technological invasions of privacy, the blending of entertainment, infotainment, and news. Each chapter has been revised to include the most relevant research and opinions on specific topics in the field, including more attention to the emerging ethical theory in the field of privacy, truth-telling, and the political role of the media.

5 CONCLUSIONS

The paper reinforces the importance of understanding the key role of information literacy in the 21st century, where digital reference services are a daily activity for all. Life 24/7 online has paved the way for innovation in every field. Those who still believe that everything on the Web is free should be educated in the first courses of their higher education, that intellectual work is a high-quality and highly qualified work that deserves high praise. This could be achieved through training courses in information literacy, intellectual property, copyright, as well as by creating skills for collecting, processing, disseminating, storing, and using information from bibliographic and information sources. The demand and use of resources are constantly growing and becoming more complex. In the era of new knowledge, where intellectual qualities are transformed into a competitive force with new value, higher education is becoming an increasingly valuable foundation.

The training courses are the basis for building standards for high-quality specialists in the information society, where the librarian and the information technologies specialist are already in inseparable convergence. The young people trained in this way will be the information managers of knowledge in the digital environment – those who will build the new relationships and culture of the information society as part of the innovation of knowledge.

Information literacy is a skill for flexible communication, the ability for effective cooperation and mutual respect, creative teamwork, and shared responsibility. [8] The man of the 21st century works with information from various sources, often hesitant whether to trust it or to check it several times. To be sure that it will be useful to him, he must know and apply the legal and ethical norms when working with it. The information skills of the Wi-Fi generation include effective access to information, critical evaluation of the information found and its competent use.

At the crossroads between the “digitally born” and the “digital immigrants”, integrating the skills of the former into existing university courses is a challenge. If the focus so far has been on fundamental theoretical concepts, then the new disciplines must be oriented towards knowledge and skills applicable in real life, where intellectual work, critical thinking, creativity are valued.

The 21st century welcomes with open arms those who have acquired “know-how” and are flexible and adaptable in the new world. These qualities must be formed in a university environment purposefully. The disciplines, in addition to being digitally presented, must meet the new needs of the labour market, such as creative thinking, communication, information and media skills.

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