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ATTITUDES PEDAGOGICAL SPECIALISTS TOWARDS CREATING AND SHARING DIGITAL RESOURCES

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Abstract: *The article presents results of research on frequence of usage and creation as well as attitude towards sharing of digital resources, conducted in 2024 amongst 124 teachers from Bulgaria. The research examines also the knowledge and usage of copyright license.*
Keywords: *digital resources, digital tools, teachers*

INTRODUCTION

Information and communication technologies (ICT) have already become an integral part of modern life. Today's youth live in a highly interactive environment, where they communicate, entertain themselves, and learn in the digital world, which affects their perceptions and attitudes towards education. In order to organize more attractive learning experiences and increase their students' motivation to learn, more and more teachers are increasingly turning to digital resources and technologies.

PURPOSE AND TOOLS OF THE STUDY

The aim of this study is to examine the attitudes of educational specialists towards creating original digital resources, as well as their willingness to share these resources with the teaching community. The sub-goals of the study are to determine the extent to which educational specialists are familiar with the access rights to original resources and to identify the main incentives that motivate them to create and share such resources. The study was conducted in the following stages:

1. Preparatory – designing the study and creating the research tools.
2. Conducting the study.
3. Analyzing the results obtained.

For the purposes of the empirical study, the following methods were used: theoretical analysis and synthesis; surveying; interviewing; and discussion. A partially standardized questionnaire was created using Google Forms, which included 9 main questions. Depending on the responses to some of the questions, the survey redirected participants to an additional 6 questions. The questionnaire is available at the following address: [URL].

https://docs.google.com/forms/d/e/1FAIpQLSflYC6O5EoWfSJ0CNgXHL6nHtOWZ5iwvqp8xzSrkh5KeN2hLA/viewform?usp=sf_link

RESULT ANALYSIS

The empirical study was conducted with the participation of 123 educational specialists from all stages of education, with 75% from the preschool and primary school stages, 10% from the middle school stage, and 11% from the high school stage. The survey also included a special education teacher, a psychologist, and a school counselor, who together represent 4% of the sample. The study predominantly involved specialists with up to 15 years of experience, making up 66% of the participants, while those with more than 15 years of experience accounted for 34%.

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The analysis of the responses to the question "How often do you use digital resources in your classes?" shows that all educational specialists use digital resources. Over 70% of them use digital resources very often and frequently in their classes. Only 22% use digital resources in every class, which can be explained by the specific subject matter, the topic, and the type of lesson. The results regarding the frequency of digital resource usage in classes are presented in (fig.1).

How often do you use digital resources?

Reraly 7,3%
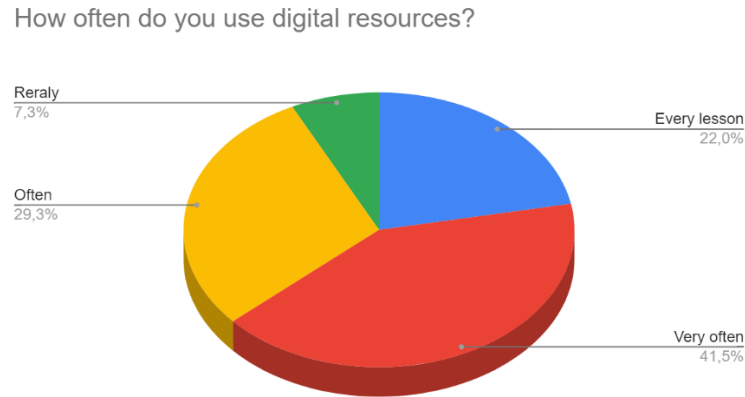Often 29,3%
Every lesson 22,0%
Very often 41,5%

fig.1

The analysis of the responses to the question "Where do you obtain digital resources?" shows that the most popular sources of digital resources are textbook publishers. In second place are self-made resources, with more than half of the respondents (64%) creating their own digital educational resources. Third place, with 56%, goes to video platforms such as Akademiko and Ucha.se. Digital Backpack is in fifth place with 24%, preceded by educational groups on social networks.

In response to the question "How often do you create digital resources?" a total of 49% indicated very often and often, 41% rarely, 5% do not create digital resources, and 5% create resources for every class. Regarding the time spent, the largest percentage of respondents (45%) indicated that creating a digital resource takes them 2 hours.

The analysis of the responses to the question "Which digital tools do you use to create digital resources?" shows that the most frequently used tools for creating digital resources are PowerPoint, various websites, Live Worksheet, Canva, Kahoot, and Mozabook (fig. 2).

Kahoot —31 (25,2%)
Mozabook —23 (18,7%)
Canva —47 (38,2%)
Quizziz —11 (8,9%)
Live Worksheet —43 (35%)
Power point —97 (78,9%)
Genially —5 (4,1%)
Различни web страници —48 (39%)
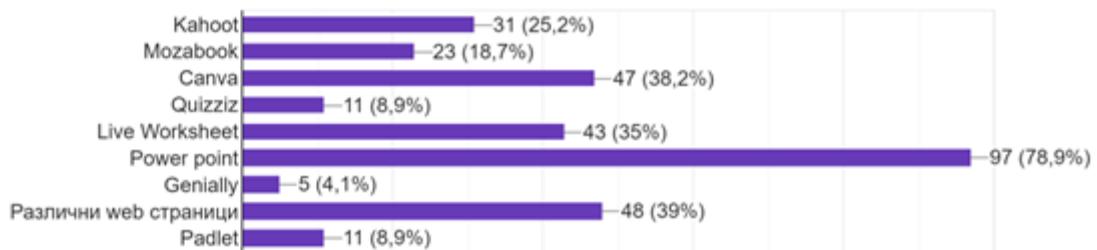Padlet —11 (8,9%)

Fig. 2

Despite the labor-intensive and time-consuming nature of creating digital resources, only 25% of respondents clearly state that they share their resources, 31% do not share them, and 42% are hesitant about sharing.

When analyzing the responses based on years of experience, no significant differences are observed. Specialists with more experience use digital resources just as frequently as their less experienced

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colleagues. More experienced teachers are more inclined to create digital resources but are less likely to share them compared to their less experienced counterparts. Detailed data can be seen in Table 1.

Table 1

Work experience	How often do you use digital resources?			How often do you create digital resources ?				Do you share resources created by you ?		
	Every lesson	Very often and often	Rarely	Every Lesson	Every lesson	Rarely	Never	Yes	Sometimes	No
Up to 15г.	21%	70%	9%	7%	47%	41%	5%	30%	41%	30%
above 15г.	24%	71%	5%	0%	54%	41%	5%	24%	44%	32%

table 1

38 educational specialists who responded that they do not share their created resources were redirected to a question: "If sharing digital resources was paid, would that incentivize you to do it?" The results show that payment is not a motivating factor for sharing - 58% responded that payment would not change their attitude.

Respondents who indicated they do share or occasionally share their resources moved on to an additional section, which includes questions about the channels through which they share their resources and the usage rights under which they distribute them.

Most commonly, educational specialists share their original resources on social networks or through Google applications. Sharing through Digital Backpack ranks fourth in popularity.
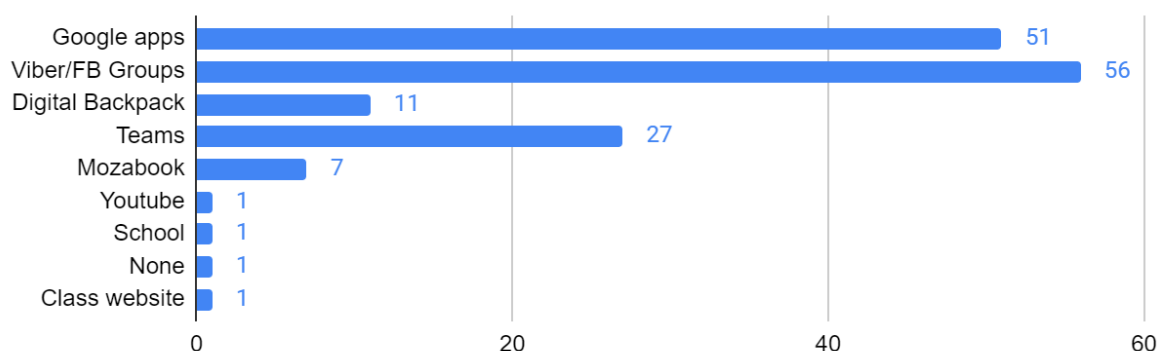

Fig.3

Regarding copyright, 54% have not taken this issue into account, 27% grant full rights to use their created resources, while 7% retain full copyright. Only 9% are familiar with Creative Commons - a US-based nonprofit organization that issues several access rights licenses (https://creativecommons.org/, n.d.), and only one respondent uses Creative Commons licenses [1].

The results of our study correspond with those of another study conducted in 2016 by Valentina Terzieva [2]. Our study confirms the finding that educational specialists prefer to use ready-made resources obtained from publishers, with 79% of respondents indicating this preference.

Regarding the creation of their own digital resources, we observed a decline of 14% compared to the results of the 2016 study. This decline may be attributed to the enrichment of publisher resources and the emergence of new sources such as the Ministry of Education's Digital Backpack platform and the educational software Mozabook.

CONCLUSIONS AND RECCOMENDATIONS

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Based on the information provided, here are the summarized points from your study. These points highlight key findings regarding the use, creation, and sharing behaviors of educational specialists with digital resources in their teaching practices:

1. All surveyed educational specialists use digital resources in their classes, with over 70% doing so very often and often.

2. Teaching experience is not a significant factor in the use of digital resources by teachers.

3. The most popular sources of digital resources are resources from publishers.

4. More than half of the respondents (64%) create their own digital educational resources, with nearly half of them doing so frequently.

5. The majority of surveyed specialists are not inclined to share their resources.

6. Payment for created copyrighted resources is not a significant factor influencing the sharing of digital resources.

7. Among those who share their resources, 54% have not considered copyright issues. Only one respondent grants rights for use and modification without commercial purposes, while 7% retain full copyright.

Digital technologies can be powerful tools for personalizing the learning process, but creating one's own resources can be a lengthy and labor-intensive process that can deter educational specialists. Using ready-made resources is often an easier solution for teachers, although these resources may need adaptation for specific student groups. However, a wide selection of copyrighted resources that require minimal modification can be combined or serve as a source of ideas, accelerating the process of customizing educational content. In this regard, measures are needed to promote platforms like Digital Backpack and others, which offer ready-made resources for teachers. It is crucial to find appropriate incentives for teachers to share their copyrighted materials on these platforms. Additionally, it is imperative to educate the educational community about the various rights of use and distribution that ensure ethical use of their resources.

REFERENCES

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