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MEĐUNARODNO ISTRAŽIVANJE: PERCEPCIJE I STAVOVI
O AUTORSKIM PRAVIMA U DOBA UMJETNE
INTELIGENCIJE U OBRAZOVANJU / **INTERNATIONAL
RESEARCH: PERCEPTIONS AND ATTITUDES TOWARD
COPYRIGHT IN THE AGE OF ARTIFICIAL INTELIGENCE IN
EDUCATION**

Izveštaj o rezultatima istraživanja / **Research Findings Report**

mr. sc. Jadranka Dorešić,
dipl.oec., nastavnik savjetnik /
teacher adviser

Aleksandra Hohnjec, mag.oec.,
nastavnik mentor / teacher
mentor

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SADRŽAJ / TABLE OF CONTENTS

UVOD / INTRODUCTION	1
1. REZULTATI / RESULTS	3
1.1. Profil ispitanika / Respondent profile	3
1.2. Osobni stavovi i preferencije ispitanika / Personal Attitudes and Preferences of Respondents.....	4
ZAKLJUČAK / CONCLUSION	10
ZAHVALA / ACKNOWLEDGEMENTS	12
LITERATURA / REFERENCES	13

UVOD / INTRODUCTION

Hrvatsko stenografsko društvo provelo je od 12. rujna 2025. do 20. listopada 2025. međunarodno istraživanje: „Percepcija i stavovi o autorskim pravima u doba umjetne inteligencije u obrazovanju“.

Cilj ovog istraživanja je prikupiti informacije o percepciji, stavovima i iskustvima vezanima uz autorska prava u kontekstu primjene umjetne inteligencije (AI), posebno generativne umjetne inteligencije (GAI) u obrazovanju. U upitniku su se koristile skraćenice: za umjetnu inteligenciju (AI), a za generativnu umjetnu inteligenciju (GAI). S obzirom na globalnu važnost ove teme, ovo istraživanje provodilo se u više zemalja kako bi se ispitalo kako različite kulture i obrazovni sustavi razumiju i pristupaju pitanjima autorskih prava u eri umjetne inteligencije.

Svrha ovog istraživanja je razumjeti kako stručnjaci u obrazovanju percipiraju promjene vezane uz autorska prava u doba umjetne inteligencije, koje izazove očekuju i koje mogućnosti prepoznaju. Poseban naglasak stavljen je na generativne AI alate poput ChatGPT-a i sličnih, koji generiraju tekst, slike, glazbu i druge sadržaje, često na temelju materijala koji su potencijalno zaštićeni autorskim pravima.

Ovo istraživanje provelo se u kontekstu rastućeg interesa za etičku i pravnu upotrebu umjetne inteligencije u obrazovnom sektoru. Mnoge zemlje razvijaju nove smjernice, strategije i zakone vezane uz korištenje AI tehnologija a važno je razumjeti kako se obrazovni djelatnici nose s tim promjenama. Rezultati istraživanja pomoći će u oblikovanju obrazovnih politika koje osiguravaju odgovornu i informativnu primjenu AI alata uz poštivanje autorskih prava.

Ovaj upitnik bio je dostupan na hrvatskom i engleskom jeziku kako bi omogućio sudjelovanje stručnjaka iz različitih zemalja. Svi odgovori su anonimni i analizirat će se statistički kako bi se dobio sveobuhvatan uvid u percepcije i stavove u vezi s autorskim pravima i umjetnom inteligencijom u obrazovanju.

Izrazi koji su se koristili u ovom upitniku a imaju rodno značenje, koristili su se neutralno i odnose se jednako na muški i ženski rod.

U istraživanju je sudjelovalo 1394 radno aktivnih osoba na području Republike Hrvatske, Slovenije, Bosne i Hercegovine i Srbije u vrijeme provođenja istraživanja.

Rezultati provedenog istraživanja objavljeni u ovom izvještaju predstavljene su kvantitativno u obliku grafikona prema pitanjima iz anketnog upitnika.

Istraživanje su provele mr. Jadranka Dorešić, dipl.oec. iz Srednje škole Ivan Švear Ivanić - Grad i Aleksandra Hohnjec, mag.oec. iz Ekonomske i birotehničke škole Bjelovar, članice Društva, obje trajno zaposlene kao nastavnice stručnih predmeta u navedenim školama, radi daljnjeg unaprjeđenja rada i izvještavanja svih zainteresiranih dionika povezanih s odgojem i obrazovanjem.

The Croatian Shorthand Association conducted an international survey entitled *“Analysis of the Perception of Artificial Intelligence and Generative Artificial Intelligence in Education”* from September 12 to October 20, 2025.

The aim of this study is to collect information on perceptions, attitudes, and experiences related to copyright in the context of the use of artificial intelligence (AI), particularly generative artificial intelligence (GAI), in education. The questionnaire used the abbreviations: AI for artificial intelligence, and GAI for generative artificial intelligence. Given the global significance of this topic, the research was conducted in several countries to explore how different cultures and educational systems understand and approach copyright issues in the era of artificial intelligence.

The purpose of this research is to understand how education professionals perceive changes related to copyright in the age of artificial intelligence, what challenges they anticipate, and what opportunities they recognize. Special emphasis is placed on generative AI tools such as ChatGPT and similar ones, which generate text, images, music, and other content, often based on materials that may be protected by copyright.

This study was conducted in the context of growing interest in the ethical and legal use of artificial intelligence in the education sector. Many countries are developing new guidelines, strategies, and laws concerning the use of AI technologies, and it is important to understand how education professionals are coping with these changes. The results of the research will help shape educational policies that ensure the responsible and informed use of AI tools while respecting copyright.

This questionnaire was available in both Croatian and English to enable participation from experts in different countries. All responses are anonymous and will be analyzed statistically to obtain a comprehensive insight into perceptions and attitudes regarding copyright and artificial intelligence in education.

All gender-specific terms used in the questionnaire should be gender-neutral and refer equally to men and women.

A total of 1,394 professionals from Croatia, Slovenia, Bosnia and Herzegovina, and Serbia participated in the research during the study period. The results of the survey, presented in this report, are shown quantitatively in the form of charts corresponding to the questions in the questionnaire.

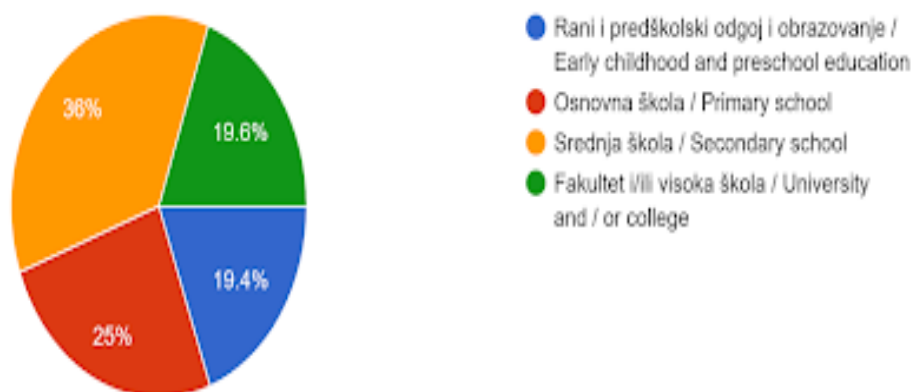
The research was conducted by Jadranka Dorešić, M.Sc. in Economics, from Ivan Švear Secondary School in Ivanić-Grad, and Aleksandra Hohnjec, M.Sc. in Economics, from the Economic and administrative school Bjelovar. Both are members of the Association and are permanently employed as vocational school teachers at their respective schools. The survey was conducted with the aim of further improving the work and reporting of all stakeholders involved in education.

1. REZULTATI / RESULTS

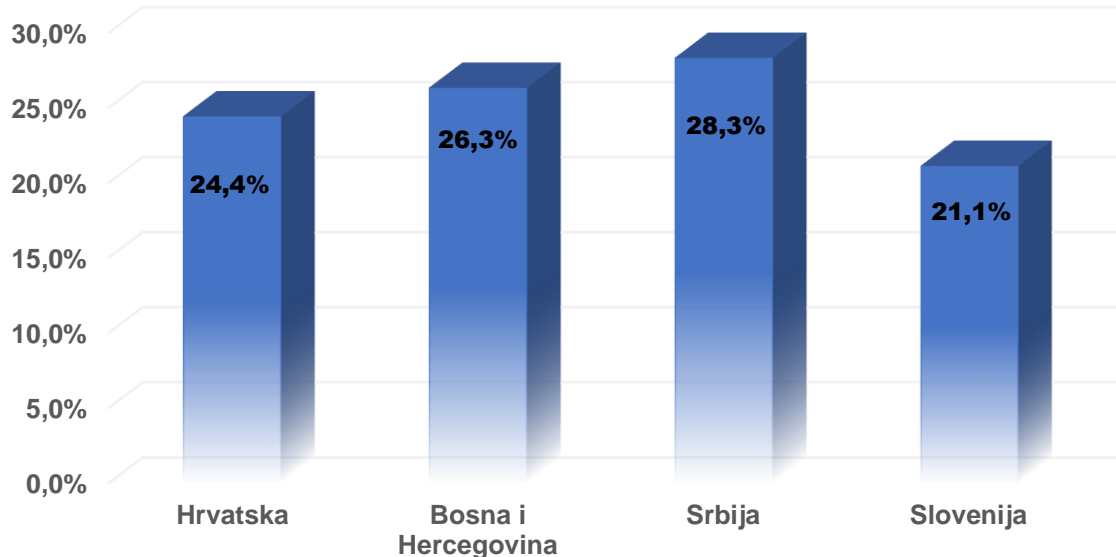
1.1. Profil ispitanika / Respondent profile

Gdje ste trenutno zaposleni? / Where are you currently employed?

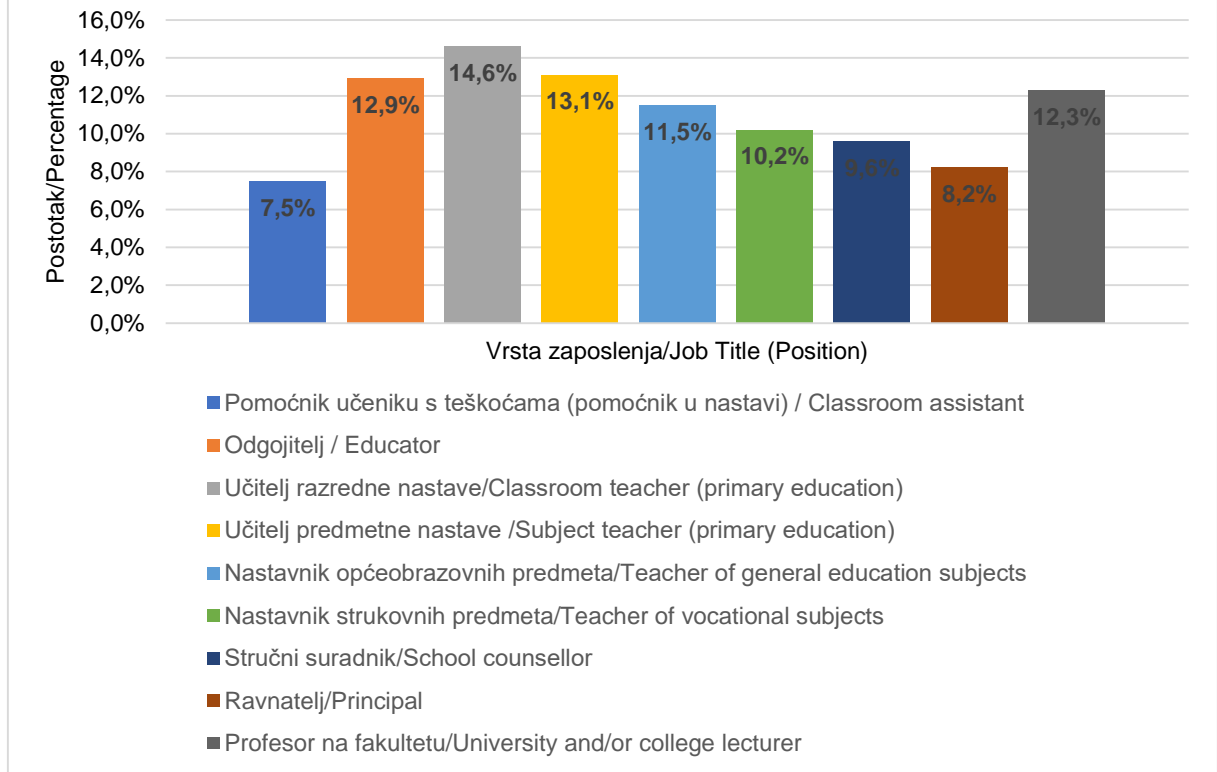
1,394 responses



Iz koje ste države? / Which country are you from?



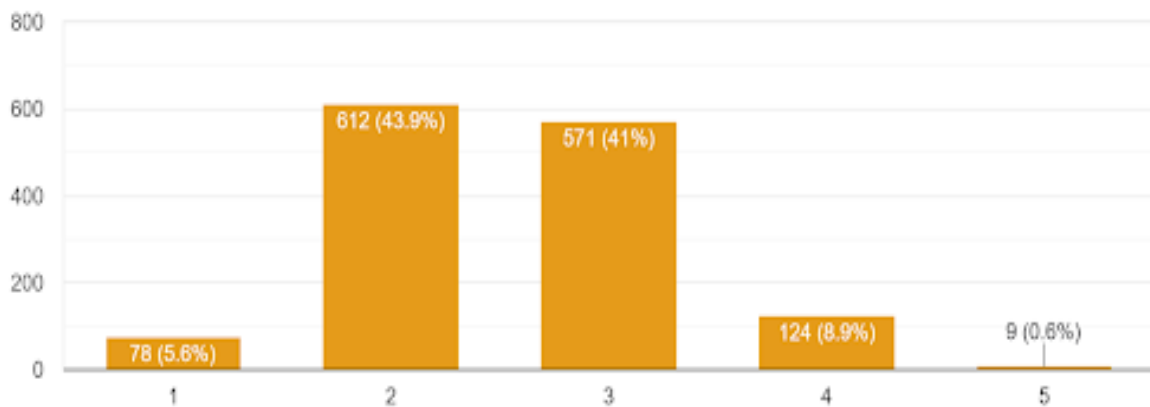
Koja je Vaša uloga u obrazovanju (radno mjesto, pozicija)?
/ What is your role in education (job title, position)?



1.2. Osobni stavovi i preferencije ispitanika / Personal Attitudes and Preferences of Respondents

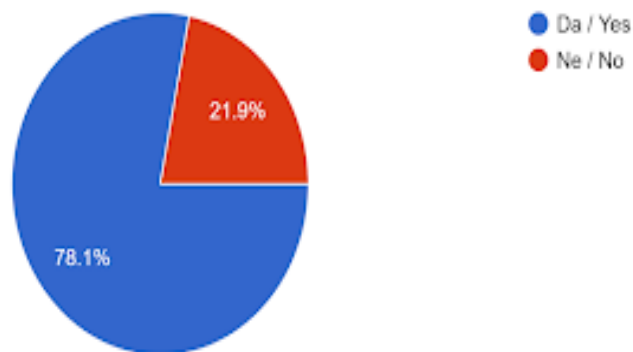
Koliko ste upoznati s postojećim zakonima o autorskim pravima u svojoj zemlji? / How familiar are you with the current copyright laws in your country?

1,394 responses



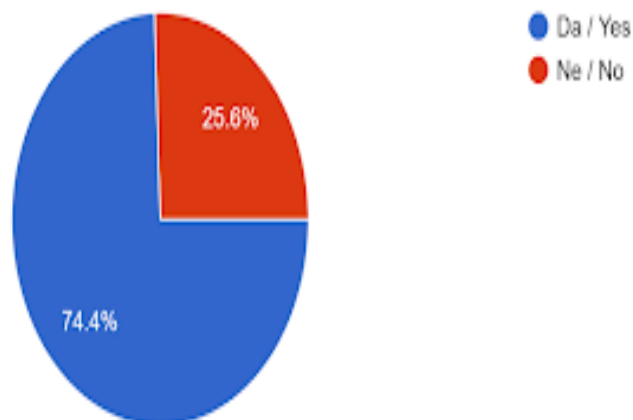
Jeste li svjesni da se sadržaj koji generira AI često temelji na već postojećim djelima? / Are you aware that content generated by AI is frequently derived from existing works?

1,394 responses



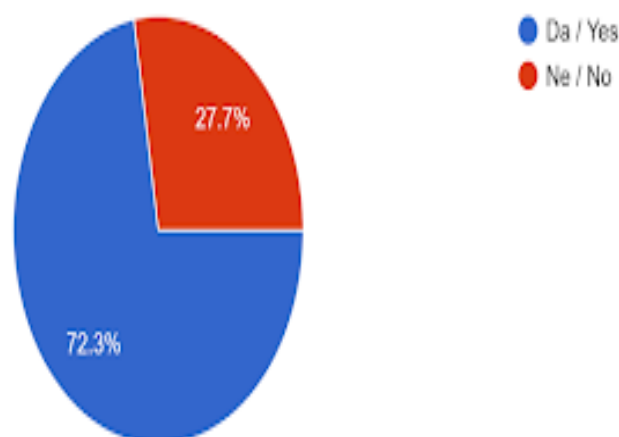
Smatrate li da AI može prekršiti autorska prava? / Do you think that AI is capable of infringing copyright laws?

1,394 responses



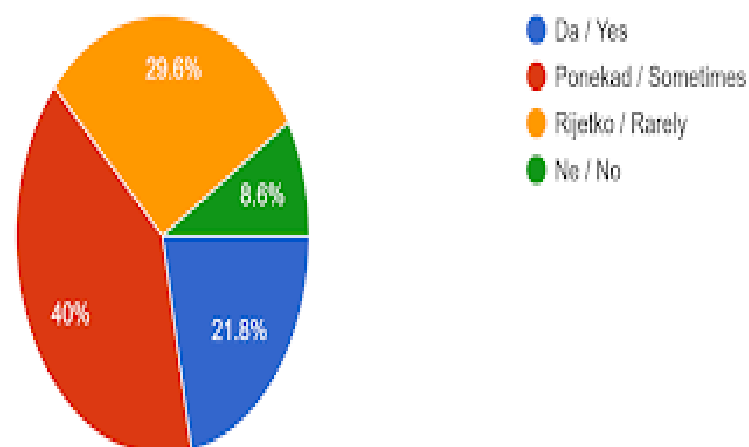
Trebaju li postojati zakoni koji izričito reguliraju autorska prava u kontekstu AI? / Should there be laws that explicitly regulate copyright in the context of AI?

1,394 responses



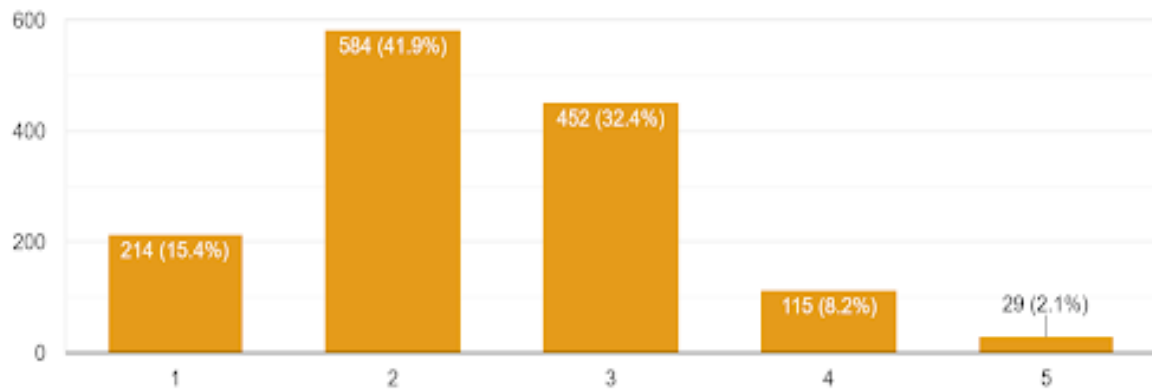
Kada koristite GAI alate u obrazovanju, obraćate li pažnju na moguće povrede autorskih prava? / When using GAI tools in education, do you pay attention to potential copyright infringements?

1,394 responses



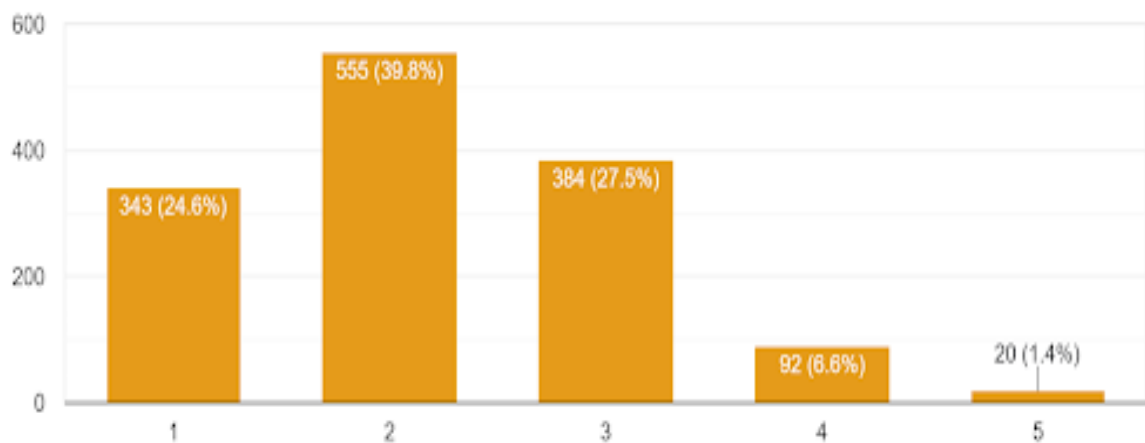
Smatram da bi korištenje AI generiranog sadržaja u obrazovanju trebalo biti zakonski regulirano. / I believe that the use of AI generated content in education should be regulated by law.

1,394 responses



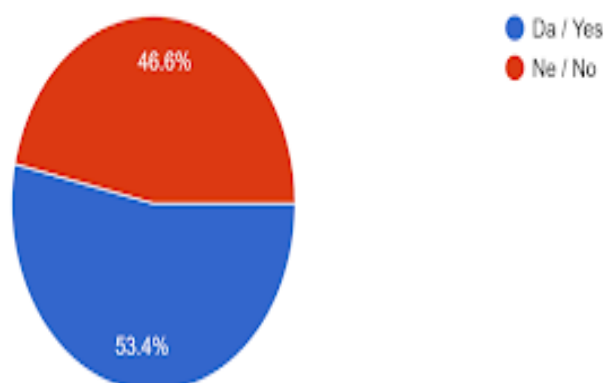
Koja je vaša razina slaganja sa sljedećom tvrdnjom: "Autorsko pravo ostaje temelj kulturne i gospodarske snage Europske unije?". / To what ext...uropean Union's cultural and economic strenght?"

1,394 responses



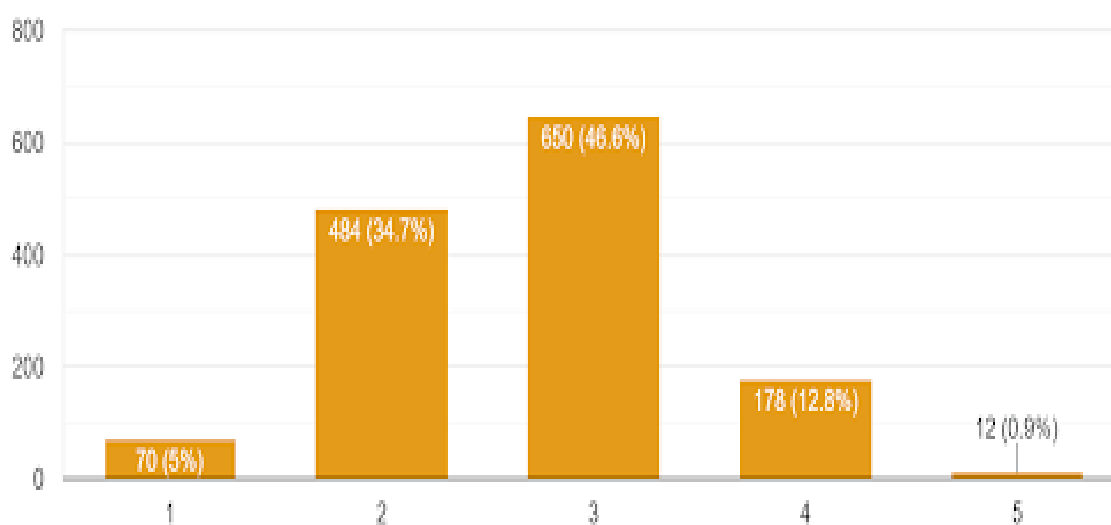
Jeste li ranije čuli za Ured Europske unije za intelektualno vlasništvo (EUIPO)? / Have you ever heard of the European Union Intellectual Property Office (EUIPO) before?

1,394 responses



Kako biste ocijenili svoje povjerenje u europske institucije poput EUIPO-a da će zaštititi prava autora u digitalnom dobu? / How would you rate your confid...UIPO to protect authors' rights in the digital age?

1,394 responses

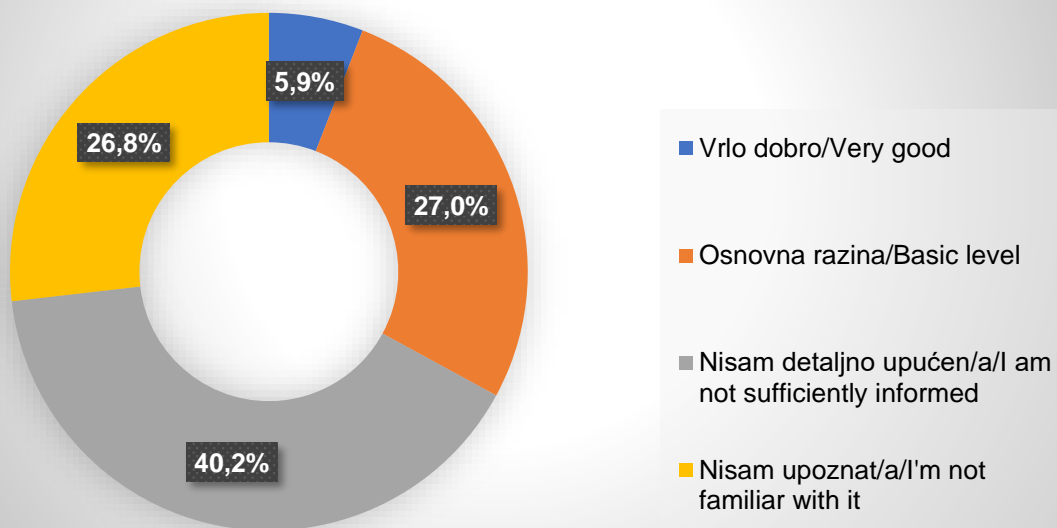


U kojoj mjeri vas zabrinjava mogućnost da AI može zamijeniti ljudske kreativne radove? / To what extent are you concerned about the possibility that AI could replace human creative work?

1,394 responses



Koliko vam je poznato zakonodavstvo koje regulira autorska prava u kontekstu korištenja AI tehnologija u obrazovanju? / How familiar are you with the legislation which regulates copyright in the context of using AI technologies in education?



ZAKLJUČAK / CONCLUSION

Rezultati istraživanja pokazali su da ispitanici u velikoj mjeri prepoznaju važnost autorskih prava u kontekstu korištenja umjetne inteligencije (AI) i generativne umjetne inteligencije (GAI) u obrazovanju, ali da postoji značajna nesigurnost u razumijevanju konkretnih pravnih aspekata i odgovornosti.

Većina sudionika smatra da sadržaji koje generira AI mogu biti korisni u obrazovnom procesu, no ističu da nije uvijek jasno tko je stvarni nositelj autorskog prava nad takvim sadržajem. Ispitanici su izrazili potrebu za dodatnim obrazovanjem i smjernicama koje bi pojasnile granice dopuštenog korištenja AI-generiranih materijala, osobito u slučajevima kada se oni temelje na već postojećim autorskim djelima.

Većina se slaže da bi trebalo razviti posebne propise i jasna pravila unutar obrazovnih institucija kako bi se spriječilo nenamjerno kršenje autorskih prava i potaknulo odgovorno korištenje AI tehnologija.

Sudionici su također pokazali podijeljene stavove o pitanju autorstva. Dok jedni smatraju da AI ne može imati status autora jer nema ljudsku kreativnost, drugi smatraju da bi osoba koja koristi AI alat trebala snositi odgovornost za konačni rezultat. Uočeno je i da mnogi ispitanici nisu sigurni u to kako pravilno navoditi izvore kada koriste tekstove, slike ili druge sadržaje koje je generirao AI. Rezultati sugeriraju da je potrebno provesti sustavno stručno osposobljavanje nastavnika i drugih obrazovnih djelatnika o autorsko pravnim aspektima umjetne inteligencije te razviti smjernice koje će definirati primjenu generativne AI u obrazovanju u skladu s etičkim i zakonskim načelima. Time bi se potaknula informirana, odgovorna i zakonita upotreba AI alata uz očuvanje prava stvarnih autora i integriteta obrazovnog procesa.

The research shows that the majority of respondents recognize the importance of Artificial Intelligence (AI) and Generative Artificial Intelligence (GAI) in education, but also express concerns about ethical issues, data security, and the potential replacement of human labor. Participants support the integration of AI tools into the teaching process, particularly GAI tools such as ChatGPT, but emphasize the need for additional teacher training and clear guidelines to ensure safe and responsible use of these technologies. The results suggest that the successful implementation of AI in education requires professional development, legal regulation, and an interdisciplinary approach.

It was noted that many participants already use AI tools in their daily work, often without sufficient information or institutional support. There is a strong need for the development of specific educational programs that include digital literacy and ethics in the use of AI technologies. The role of teachers is evolving. They are increasingly focusing on encouraging and guiding students through the learning process - rather than just delivering content. AI can enhance personalized learning but can also lead to new forms of dependency on technology. Participants believe it is important to preserve the human element in education and to use AI as a tool, not a replacement. GAI has the potential for creative applications, e.g. in writing, simulations, and knowledge assessment. However, clear criteria need to be developed for assessing the quality and reliability of AI-generated content.

Furthermore, the diversity of approaches in different countries highlights the need for international cooperation and the exchange of best practices. Educational systems must remain flexible in order to respond to the rapid changes brought about by AI. A key challenge for the future will be to find a balance between technological progress and humanistic values in education.

ZAHVALA / ACKNOWLEDGEMENTS

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We would like to thank all participants in the research for their time and valuable contributions as well as to the schools and institutions that made it possible to conduct this study. Special thanks go to the members of the Croatian Shorthand Association for their support and cooperation.

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