European Intellectual Property Teachers' Network

Sixth Annual Workshop

12 - 13 July 2012

Bocconi University in Milan, Italy

Report 2012

EIPTN, Bocconi University in Milan, Italy

Prepared on behalf of the
European Patent Office



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European Intellectual Property Teachers' Network
Bocconi University in Milan, Italy 2012

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Programme & Timetable

European Intellectual Property Teachers' Network - Sixth Annual Workshop

Venue
Bocconi University in Milan
Headquarters Building, Room 2
Via Sarfatti 25
20136 Milan
Italy

Thursday, 12 July 2012

8.30 Registration and coffee

9.00 Welcome and introduction
Professor Damiano Canale (Director of Department of Law, Bocconi University)
Giovanna Oddo (Unit Manager Academia and IP Research, European Patent Academy of the European Patent Office)
François Femia (Head of Training, OHIM Academy)

9.30 Keynote address
Professor Giorgio Sacerdoti (Bocconi University and Former Chairman, WTO Appellate Body)

9.45 Session 1 – New approaches to IP teaching, part 1
Chair: Claire Howell, Aston University, UK

The Problem of Teaching Trade Mark Law: the Small Group Solution
Jennifer Davis (Wolfson College, University of Cambridge, UK)

Fifteen Minutes of IP Starters – Prototyping a New Approach to IP Teaching in Universities
Nuno Silva (Universidade de Lisboa, Portugal)

IP and Role Games, Or Rather, What Role for IP Law in the Game of Learning-By-Doing
Aura Bertoni and Maria Lilla Montagnani (Bocconi University, Italy)

11.00 Coffee break

11.30 Session 2 – Teaching IP to non-traditional students, part 1
Chair: Ruth Soetendorp, Bournemouth University, UK

Introducing IP in the New Electronic Engineering Degree: One Year of Experience
Estibalitz Asua, Maria Inés Torres and Jose Manuel Tarela Pereiro (Universidad del Pais Vasco, Spain)

Teaching IP Law in Master Programmes for Non-Lawyers
Alberto Musso (University of Bologna, Italy)

IP Teaching for Students of Engineering Sciences
Andris Šteinerts (Latvia University of Agriculture, Latvia)

12.45 Lunch

14.15 Session 3 – Teaching IP to non-traditional students, part 2
Chair: Alison Firth, University of Surrey, UK

Interdisciplinarity in IP Class: Teaching Plagarism in a "Copyright and Music" Course
Roberto Caso, Valentina Moscon and Federica Giovanella (University of Trento, Italy)

Teaching Copyright Law in the Faculty of Communication Sciences
Isabel Espín Alba (University of Santiago de Compostela, Spain)

Teaching Legal Protection of Design
Pavel Koukal (Masaryk University, Czech Republic)

15.30 Coffee break

16.00 Session 4 – National perspectives on IP teaching
Chair: Petra Žikovská, Charles University in Prague, Czech Republic

Teaching Copyright Issues to Latvian Law Students and Other Students – Differences and Similarities
Ingrida Veiksa (Turbia, Riga, Latvia)

Experiences in Teaching Intellectual Property for Students Studying Information Technology
István Gödölle (Pázmány Péter Catholic University, Budapest, Hungary)

Experiences of IP Teaching in Slovenia
Špela Stres (JSI-Jožef Stefan Institute, Ljubljana, Slovenia)

Teaching IP Law in Turkey
Gül Okutan Nilsson (Istanbul Bilgi University, Turkey)

18.00 Reception hosted by the Department of Law, Bocconi University

20.00 EIPTN Annual Dinner. Guest speaker: Marcelo Di Pietro Peralta, Director, WIPO Academy

Friday, 13 July 2012

8.45 Registration and coffee

9.00 Session 5 – Using technology in IP teaching
Chair: Adoración Pérez Troya, University of Alcalá, Spain

Tips for the Effective Use of Learning Apps for Mobile Learning
Caroline Coles (De Montfort University, Leicester, UK)

How to Deal with Difficult Cases: Thoughts with a Current Example – Why Google Went Too Far West
Carlota Planas i Silva (Escola Cinema i Audiovisual de Catalunya & Universitat Autonoma de Barcelona, Spain)

Using Film to Enhance IP Law Education: The Social Network
Janice Denoncourt (Nottingham Law School, UK)

10.15 Coffee break

10.30 Session 6 – New approaches to IP teaching, part 2
Chair: Laurent Manderieux, Bocconi University, Italy

Practical Exercises as Teaching Innovations in IP Learning
Mark Hyland (Bangor University, UK)

The Usefulness of the Patent Teaching Kit for Starting IP Teachers
Hernan Nunez (Universidad de Alcalá, Spain)

Increasing Interaction in IP Law: The Case of Moot Courts
Mariateresa Maggiolino (Bocconi University, Italy)

11.45 Next steps for EIPTN
Duncan Matthews, Queen Mary, University of London, UK

12.30 Closing remarks
Petra Žikovská, Charles University in Prague, Czech Republic

12.45 Close of the Sixth Annual Workshop – European Intellectual Property Teachers Network (EIPTN)

Welcome and introduction

Laurent Manderieux welcomed all participants, representatives, colleagues and friends in Milan for the annual EIPTN workshop. As one the organizers, he expressed his gratitude to Duncan Matthews, the other Members of the EIPTN Committee, and the Director of Bocconi University Department of Law Damiano Canale. He then opened the Sixth EIPTN Annual Workshop.

Finally, Laurent gave the floor to Duncan Matthews who spoke on behalf of the EIPTN Committee. Duncan Matthews thanked Bocconi University for hosting the two day EIPTN workshop and introduced the rest of the Members of the EIPTN Committee, Claire Howell, Adoración Pérez Troya, Petra Žikovská and Alison Firth. He then encouraged people to introduce themselves to each other and to the Members of the Committee during the workshop.

Damiano Canale, Professor and Director of Department of Law, Bocconi University, Italy

Good morning everyone. Welcome to Bocconi University.

I am very happy to be here today as director of the Department of Legal Studies of Bocconi University especially for two reasons.

Firstly, this is the first time that this meeting is held in Italy and I am very glad that this happened at Bocconi University. This is a big opportunity for us to enlarge our international network in IP law, which actually exists as a result of the hard work of many teachers in Bocconi University like Professor Laurent Manderieux, Mariateresa Maggiolino and Aura Bertoni over the last few years. This is also a good chance to further develop our international network thanks to the support given by some institutions represented here today, the European Patent Academy and the Academy of the Office of Harmonization for the Internal Market, which made this event possible. I would like to thank them for supporting us and I am looking forward to continuing our partnership with them in the future.

The second reason why I am happy to be here is related to the topic that we are going to discuss today: how to teach IP law in European universities. Bocconi University and the Department of Legal Studies as well have been changing their nature in the last 10 years. Bocconi has gone from a business school to an international university and it is now situated on the top of the European education. Obviously, the best way to do this is producing high quality research but also improving teaching practices. Taking into account that context, focusing on IP law from a European perspective fits very well in Bocconi's objective of improving European law education on the one hand, and using new technologies on the other.

Finally I would like to thank participants, sponsors and especially Queen Mary, University of London for their support and for making this event possible. I would also like to apologize on behalf of Giorgio Sacerdotti who cannot be here due to a commitment with the Italian government.

Welcome again to Bocconi and Milan and thanks to all of you for being here today.

Laurent introduced the representatives of the institutions supporting the EIPTN, Giovanna Oddo (European Patent Academy of the EPO) and Francois Femia (OHIM Academy). He then thanked both of them for their support.

Giovanna Oddo, Unit Manager Academia of IP Research, European Patent Academy of the European Patent Office
(goddo@epo.org)

Good morning ladies and gentlemen.

It is good to see a lot of faces that I have seen in the past annual workshops. I am very happy to see them again and also to see many new faces.

My name is Giovanna Oddo. I work at the EPO, in the department called European Patent Academy. We cover all that relates to universities, research centres and also industry. What we do at the Academy is disseminating IP knowledge among its audience. In addition, we are very much looking into training multipliers, so for us you are our multipliers.

We are very happy to support the initiative EIPTN because it is very necessary to have this platform for exchanging best practices and experiences regarding IP teaching in Europe. In the last few years we have assisted to minor and major changes in the EIPTN. I have been in touch with Duncan Matthews and Claire Howell along these years and we have discussed, among other issues, what kind of setup the EIPTN should have.

At the beginning the EIPTN was less European because it was created in the UK. That is why it used to have more UK faces. We needed to take it over from the UK and make sure that it was a more European type of institutions. Now I am very glad to see how European it became. I have noticed that this year we have Latvian, Hungarian and Turkish colleagues on board.

We do not only focus superficial features, but we always try to improve the European dimension of the EIPTN and its interdisciplinary character. In this sense I am very glad to see that we are achieving this. I can also see that there are new topics coming up in the programme, some of them very sophisticated. I am very willing to see how new methods of teaching are proposed, for example games.

I note that there is no keynote speaker today. I am not able to replace a keynote speaker, at least the one that was supposed to talk here. However, I could give a small introduction to the teaching materials that we have been producing at the European Patent Office, especially for new participants.

Before I introduce the EPO teaching tools, I would like to remark that for us it is very important to create an IP culture, especially in universities. Thus, I am very happy to see that IP teachers are interested in introducing IP programmes in their universities. In addition, it is also important that top management people in universities are also willing to promote an IP culture. Although I do not know which approach works better, I think that we need both approaches.

In the last few years we have seen that a lot of new professions are coming up for IP experts like technology transfer officers or innovation experts. For example, in some countries the profession of IP

attorney is a very solid profession that is also well recognized. We live in a new era where developing an IP culture is important for many sectors and fields such as finance. A few years ago nobody would have been able to imagine this.

Hopefully tomorrow we will be able to discuss the format that this platform should have in the future. Unfortunately I will not be with you tomorrow because I have to be back in the office but I can say that I am impressed by the platform that you have come up with here. I am also very happy that the OHIM has supported the EIPTN this year because IP is not only patents, but also trademarks and copyright. I am also very willing to have a copyright partner in the future.

Now please let me introduce what kind of IP teaching tools we have developed at the EPO.

We have developed the Patent Teaching Kit, which some of you may have already used. It was developed for people that wanted to introduce a patent lecture within the curriculum. The Patent Teaching Kit was supposed to be self-explanatory. You have slides, teaching notes, background information, examples and case studies.

We have discovered that a lot of teachers, including experienced professors, liked to come to the EPO to receive training. Thus, the Academy regularly organises 'train the trainer' workshops for university teaching staff on how to lecture with the Patent Teaching Kit. The Academy also organises 'train the trainer' workshops in your country's universities or organizations upon request. So if you are interested, we are happy to help you organize one at your university or country if your country is a member state of the EPO.

We have also developed the IP curriculum, but we do not call it like that because we thought that a title like IP Course Design Manual would be better for our 38 member states. This is our newest product. So if you plan to start an IP course in your faculty, for example law or business, you can download and consult the IP Course Design Manual.

If we have a look at the website, you can find the links to the Patent Teaching Kit and IP Course Design Manual. You will also see that next to the teaching materials, there is an online tutorial on how to give an IP lecture.

Currently the EPO is preparing an IP Teaching Kit together with OHIM. When we did the evaluation on the Patent Teaching Kit, from some comments that we have received it was clear to us that patents would not be enough. So now the EPO and OHIM are complementing each other and this new tool would be additional to the Patent Teaching Kit. It will be a new addition to the Patent Teaching Kit and will look like part of it. However, it will be extended to include exercises, case studies and many other features. So it is worth the wait for it.

In addition, we are also involved in a very interesting project on IP management with the California Management Review. This journal will include a special edition on IP management that will be launched by March 2013. In August we have a deadline and I think that by March it will be out. Moreover, one or two of the case studies in this edition will be included in the Patent Teaching Kit.

Furthermore, as you can see in our webpage, the EPO offers a lot of IP e-learning materials. For faculties in the innovation management area, it would be useful to have a look at the ip4inno materials. It is very extensive. You will find information, case studies and examples with an orientation to business, innovation management, entrepreneurship, etc.

So I think that we are now done with the teaching materials. Please feel free to ask any questions or doubts that you have. You will also find some brochures in your bags, which I consider very useful. For example, Searching for Patents is always good, it helps to search patents.

Finally, I would like to thank Laurent, his colleagues and staff for hosting us here in Bocconi. Bocconi University is very special for me. I have always supported Bocconi's initiatives and it is a pleasure for me to be here today and stay in Milano.

I would also like to thank the Members of the EIPTN committee for their volunteer work on maintaining the EIPTN and organizing all these activities. I wish you a very successful workshop.

Thank you very much.

Laurent then gave the floor to François Femia.

François Femia, Head of Training,
OHIM Academy
(francois.femia@oami.europa.eu)

Good morning everyone.

My name is Francois Femia and I work at the OHIM Academy in Alicante. I have to say that last year I was in Prague as an observer and I was impressed by the quality of this organization. I was also impressed by the quality of the work that you did there and I told my colleagues in OHIM that the EIPTN was an interesting network that the OHIM has to support as part of our business and role. That is why we are here this year, not anymore as an observer but as partner of the EIPTN.

Please let me now explain what the OHIM is, and more importantly, what the OHIM Academy is, why it was created, its role, and how we can collaborate and support each other in our activities.

The OHIM is a very new institution that was created in 1993 by the Council of the EU. We register trademarks and designs that are valid in all 27 countries of the EU. Over the last few years, the internet has become a primary tool for the OHIM and all our stakeholders. The Office has used it very successfully to increase access to Community trademarks and designs. Today, 80 per cent of our applications are submitted online through our website, however when we started in 1993, 80 per cent of our applications were in paper or via fax. So this is a big progress for us.

Since the OHIM registers trademarks and designs for the territory of the EU, it coexists with national offices. So applicants can decide whether to register trademarks and designs through national offices or through the OHIM with a single application for the territory of the EU. In order to give some idea of the volume of our business, we have registered more than one million trademarks in the last years. In addition, since we started to register designs, we have received thousands applications concerning designs.

Last year the Council of the EU appointed a new president for the OHIM. The new phase is focused on defining the community trademarks and design and improving efficiency through reducing costs and facilitating registration. The EU has also elaborated a new strategy plan for our institution. This strategic plan aims to consolidate our business, the way we are working, but it also has a second target, which is international cooperation that supports the sharing of IP knowledge, particularly trademarks and designs.

One of the pillars of the new strategic plan was the creation of the OHIM Academy. We are a new part of the OHIM building in Alicante. Another novelty introduced by the new strategic plan was the creation of the European Observatory on Infringements of Intellectual Property Rights such as counterfeiting and piracy.

What do we do at the OHIM Academy?

Well, one of the differences between the OHIM and the WIPO and EPO academies is that we still consider our own staff as a target audience. So we want our examiners to be updated, not only in IP but in many other subjects. So, the target audience of the OHIM Academy includes our own staff.

- Another characteristic of the OHIM Academy is that we are not limited to IP. One of our main objectives is to create convergence of practice. This is why we are focused on harmonization in the internal market. We are the Office for Harmonization in the Internal Marker, thus, harmonization is something very important for us and after improving our practice we are now entering a second phase focused on harmonization.

- In addition, the directions of our mandate are not limited to the EU scope, but we have international interaction. We have agreements with China, Korea and many other bilateral agreements with non EU countries.

- Last but not least, in our mandate there is a peer education mechanism that aims to create a knowledge repository of IP.

I will now show the sort of subjects that we are covering. Sometimes there are some links between these subjects. For example, language could be applied to IP, so we have trainers for lawyers to help them to draft IP documents in a different language. Another example is that we have training courses for lawyers, "train the trainers", which are focused on trademarks and designs rights. We have this broad range of subjects and we try to make them interact with each other.

Another target that we have is achieving convergence with national offices. We have different projects in this regards. We sit together with the national offices to discuss how to deal with applications and cases and decide how to train examiners. We also have collateral subjects like mediation collaboration. We are now in a phase where we need to sit with national offices to discuss how we can support each other and ask them what their needs are.

Another important audience for us is related to enforcement of IP rights. For example we have signed several agreements with the Europol and Interpol. Two weeks ago we organized some questionnaires and seminars with judges, police, and custom agents about Community trademarks and designs' issues. We have organized several seminars to help them to develop techniques to recognize quickly what a fake copy of a trademark is. We help them to develop intellectual and practical skills to identify those objects. Finally, clients and users are also an important target audience for us. We have developed tutorials and other electronic tools in order to train users and give them certification as a good user of the OHIM. For this purpose we are partners with associations of users.

The OHIM Academy also tries to develop partnership with the EPO and WIPO. We are also trying to develop partnership with the universities in Europe, but also associations, networks like the EIPTN and finally schools. We already have agreements with some schools in Alicante and also with schools from Slovenia that are coming to Alicante to learn about trademarks and designs. I would like to mention again that we now have a lot of bilateral agreements with many countries in order to support IP, especially trademarks and designs in those countries.

Sharing knowledge does not seem easy when you have to deal with a so large audience and geographical variety. That is why we try to focus on e-learning. We focus on specific aspects of IP in

order to avoid duplication of the existing teaching tools and try to take advantage of the materials that have already been developed (by the EPO, universities, institutions, etc). Our agreement with the EPO helps us to make an inventory of the products that already exists, check their quality and standards and then create something similar to a pool.

My last slide is to make a call for expressions of interest. Our main objective is knowledge dissemination. We are interested in any subjects related to trademarks, designs, and enforcement. As I said we would like to create an inventory of existing products so if there is something that you would like to share like materials, projects, conferences, events, etc. you can contact us to discuss it.

Any questions, comments or suggestions are welcome.

Thank you.

Session 1
New approaches to IP teaching, part 1

Chair: Claire Howell, Senior Lecturer in Law,
Aston University, UK
(c.f.howell@aston.ac.uk)

The Problem of Teaching Trade Mark Law: the Small Group Solution

Jennifer Davis (Member of the Centre for Intellectual Property and Information Law, University of Cambridge and a Fellow of Wolfson College, University of Cambridge, UK
(jsd27@cam.ac.uk)

Claire Howell introduced Jennifer Davis, who is a member of the Cambridge Centre Intellectual Property and Information Law and professor of trademark law. She also mentioned that she has Jennifer's book as the main text for her students.

Summary

Jennifer Davis thanked Claire Howell her kind introduction, and also the organizers for welcoming her in Milan.

She started with an analysis of some of the problems that teachers of trademark law usually find. Jennifer noted that many of these problems are due in part to the existing European system and the proliferation of cases on trademark law. She then introduced two issues: first, how to teach students to differentiate between cases which establish new legal principles and those who apply the established law to new factual situations; and, second, how to choose what decisions you use in your class.

Jennifer then summarized the main problems that teachers of trademark law usually encounter:

- Trademark law changes all the time (e.g. a Directive is amended and all Member States need to implement it) so books get out-of-date very quickly. However, students do not realise this and keep studying those cases in the books.

- Decisions concerning trademarks are handed down in many different fora. The proliferation of fora is huge in Europe and the UK. (e.g. UK IP office, High Court, Court of Appeal, Supreme Court, European Court of Justice, Court of Human Rights, OHIM, etc.).

- Finally, today students have unlimited access to all of these decisions via the internet but there is a lack of authoritative rankings with the important decisions as in published law reports. Printed reports, which used to provide a valuable assessment of important decisions, have disappeared.

Jennifer showed a representative example in order to illustrate those problems. She explained a case about names as the subject matter for registration of trademarks. She showed that there are a number of different decisions concerning the use of names as trademarks. However, these decisions are handed down in different fora and have different relevance, thus creating confusion among students. In addition, Jennifer mentioned that she published an article to give an example of the problem of having many decisions on similar issues.

Jennifer then explained that in Cambridge the solution is creating small groups of teaching. They use two methods for teaching trademark law. On the one hand they have traditional lectures where the teachers use handouts with a selection of cases. However, this method is not enough. For example, teachers find problems when choosing cases for handouts because the list may be lengthy or may not cover all common factual situations. Moreover, teachers need to teach students to differentiate between cases which introduce new legal principles or simply apply facts.

Thus, in Cambridge they use a second method of teaching trademark law: small groups. The groups have 3 to 5 students, meet bi-weekly and are timed to supplement general lectures. They analyse a fictional factual problem (sometimes the case is given before the tutorial). Students are asked to develop a defence for the plaintiff or the defendant. Finally, the students discuss the final outcome and its practical implications during the session. In addition, students are expected to write an essay after each subject has been covered.

In sum, the aims of using this method of teaching are: to teach students to recognise general principles which lie behind a particular factual situation, apply relevant cases, learn to differentiate those cases that are applicable because they have a significance beyond their own particular set of facts, and finally, think about whether general principles underlying the law are justified.

Jennifer then showed some examples of the activities carried out by the groups. She explained an example in relation to the 'subject matter of registration' in trademark law, which included several questions on different subject-matters. She then presented a second example in which fictional characters with opposite interests ask for advice. Finally, Jennifer said that sometimes they ask the students for their opinion on cases concerning trademarks as they are the average consumer and this activity is usually very successful.

Fifteen Minutes of IP Starters – Prototyping a New Approach to IP Teaching in Universities

Nuno Silva, Project Manager, Universidade de Lisboa, Portugal
(inovar@campus.ul.pt)

Claire introduced Nuno Silva. Nuno is not a lawyer but an economist and is able to offer a different approach towards intellectual property rights.

Summary

Nuno Silva started by explaining his background. He is an economist and trains marketing students. He noted that the discipline of marketing is characterised by the need to inform people according to what they are willing to listen to.

He then explained that, his view, IP is like heavy food. There are a lot of contents and changes in IP, so you cannot present everything at once. It is better to give an appetizer to start with. Thus, in Lisbon they try to develop autonomous tasty topics. They create small bites of information that can be attractive and grab the attention of the students. Therefore, students start to be interested in learning more about it.

In so doing, they prepare very small presentations of 10-15 minutes that are presented to small and varied groups. Because of the difficulty of gathering a group of students in a room, those presentations are not special sessions for IP. They use a session that is already running (e.g. chemistry, engineering, etc.) and at the end they include a short presentation introducing a particular IP topic (e.g. what is an invention, what is novelty, etc.) so that students can get excited about improving their knowledge of IP.

The technique is 'story telling'. The presentations use a fictional character with continuity along the sessions. In the next sessions the teacher always tries to recap what it has been done.

In terms of future developments, they are thinking about the possibility of inviting people from the theatre department so they can represent the stories. Another idea would be developing videos.

Nuno also remarked that once the presentation concludes, the teachers ask questions that students can answer with information that is available on the internet. So, students would also be able to create some kind of online community of IP discussion.

Nuno concluded his presentation by summarizing the method of IP teaching that he proposed. He emphasized that the programme is still under development and one of the main objectives is to improve its multidisciplinary character. He then invited the audience to make their comments about it.

IP and Role Games, Or Rather, What Role for IP Law in the Game of Learning-By-Doing

Aura Bertoni, Research Associate Professor, Bocconi University, Italy
(aura.bertoni@unibocconi.it)

Claire introduced Aura Bertoni, who was the youngest participant of the workshop and one of the youngest members in academia.

Summary

Aura expressed her gratitude for participating in the workshop, not only because the event was supported by Bocconi University and Queen Mary, University of London, but also because the workshop was an opportunity for exploring the difficulties of teaching IP and improving IP teaching practices.

She then introduced the topic of using role games for teaching IP. Before going into detail, Aura explained why they have decided on this method of teaching. She noted that although IP is essential for managers, they are reluctant to learn IP. Managers feel that IP is only for lawyers. Thus, it is challenging for them to take a step further and introduce an IP culture among these professionals. In this sense, role games enable implementation of a maieutic approach to IP teaching, where students are going to do most part of the work. They use role games as an incentive to help students to understand the importance of IP management. At the beginning students may feel forced to participate in these games, but after a while they start to like them.

She then explained that the course is divided into three topics: "Trademark and licensing", "Digital copyright and online distribution of digital", "IPRs for museums and art exhibitions".

In parallel to these topics, they identified three role games: "One hundred B for your identity", "Cultural institutions: between preservation and dissemination", and "DigiJazz: Jazz music goes digital".

For all these games the rules were the same. They created secret characters that have a goal, a flaw and a point of strength. These characters then negotiate IP assets following the course schedule. Finally, the outcomes of negotiations are discussed in class.

Aura then continued by explaining the first of the three games: "One hundred B for your identity". By showing a sample card, Aura explained that in this game each character receives a personal card (which they are forbidden to show) with a goal, a flaw, and a point of strength. Students then negotiate certain IP assets with a limited amount of money. Through these negotiations, students may try to discover the flaw, goal, etc. of the rest of the characters in order to achieve their own objectives.

Aura noted that IP role games worked very well in general. At the end of the game, students were usually able to discover the flaws of the characters (which are related to non-compliance with laws, addictions, etc.) along the negotiation period. She also remarked that all but one character have a flaw and a point of strength and they are always disclosed when the game is over.

Finally, students give a PPT presentation in order to explain their work, the contracts that they have signed and their assessment of the game.

Aura concluded her presentation by showing the complete picture of the game and the secret goals, flaws and strengths of the characters of the game.

Questions and Comments to Session 1

Gül Okutan asked Nuno Silva for a further explanation on the use of Facebook (or other social media) and the creation of an online community for IP learning IP that he mentioned in his presentation. He explained that they still do not know the implications of the use of social networks. They still need to test the method and see whether it is possible to create a network of for example 50 or 100 persons. They will decide whether to continue using the method once they are able to assess its effectiveness.

Duncan Matthews then asked a question in relation to the implications of teaching in small groups and the use of case studies. He asked the speakers how they manage students' expectations in a situation where students expect to receive very high inputs. Nuno said that they spoke with national IP offices and brought official examiners to visit the lessons and give presentations. Aura explained that they divided the class into three groups and within those groups, each character is given to a smaller group of people, thus, IP role games help to divide the group further. Finally, Jennifer Davis said that the use of small groups is the typical way of teaching in Cambridge. They create groups with 3 to 5 persons and give them scholar supervisors, for example Ph.D students.

Ruth Soetendorp followed with a comment in relation to the difficulty of managing tutorial groups and discussions. She recognized that Nuno's method of teaching is a great idea. She said that students have resources available out there but teachers and academics need to open the way to let them in.

Giovanna Oddo asked Nuno what kind of story is that he tells when he uses his method of teaching IP. Giovanna then asked Aura about the benefits of using IP role games for teaching. Aura replied that the reason behind the choice of using IP role games is to reduce the bias that students (e.g. students of management, art, music, marketing, design, etc.) have towards IP law. Games are not too serious a way of teaching where the teacher does not pretend to be a lawyer. Furthermore, students get involved very easily. Therefore, games help to teach IP to students that do not like law.

Giovanna then asked her about the method of marking that type of activity. Aura explained that students are marked by written exams, essays and the role games. They need three grades for obtaining a final mark. Aura also recognized that the use of games is very challenging for students because they already have a lot of work to do.

Nuno explained that he teaches different types of participants in his sessions. He said that the story telling method by using fictional characters works very well. He said that the idea is now to use the character of an inventor, who wants to know whether his invention is new, inventive, industrially applicable and therefore patentable, etc. Mariateresa Maggiolino then intervened and mentioned that she also uses role games for teaching IP. She explained that role games are usually taken by students as an opportunity to solve problems with IP legal principles. They get to understand why legal principles are important and also learn how to apply them in practice. Nuno then mentioned that

sometimes when they explain other legal principles (different from IP principles), students refer to the IP story telling appetizer technique, which shows that their IP teaching method is effective.

Session 2
Teaching IP to Non-traditional Students, part 1

Chair: Ruth Soetendorp, Associate Director and Professor of Law, Bournemouth University, UK
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Introducing IP in the New Electronic Engineering Degree: One Year of Experience

Estibalitz Asua, Lecturer of Electronics, University of the Basque Country, Spain
Jose Manuel Tarela Pereiro, Professor of Electronics, University of the Basque Country, Spain
(estibaliz.asua@ehu.es, manes.torres@ehu.es)

Ruth Soetendorp expressed her gratitude to the organizers of the event for inviting her to participate in the workshop. Before introducing the first speaker, she mentioned that she had been involved in a research project that investigated the level of IP awareness in the UK. She commented that the results of the research indicate that many students feel that they are not well informed in IP. Thus, it is a challenge for teachers and tutors to improve IP teaching practices. In this sense, she stated that it is good to see that many teachers are breaking the barrier to explore different and more sophisticated ways of teaching IP.

Ruth then introduced Estibaliz Asua, who is a lecturer in electronics at the University of the Basque Country, and gave her the floor.

Summary

Estibaliz Asua started by introducing herself as a lecturer in the Department of Electricity and Electronics of the University of the Basque Country in Spain. Estibaliz then introduced the topic that she was going to discuss: 'How to introduce IP in the new Electronics and Engineering degree'.

She noted that students of electronics and engineering do not know anything about intellectual property. However, learning IP is very important for them. Thus, the faculty decided to provide lectures on this subject. At the beginning they just used the EPO Patent Teaching Kit. However, due to the profile of the students they needed to emphasize some parts of the Kit, give them specific examples and so on.

Estibaliz explained that she teaches the subject "Empresa & Proyectos" (Company & Projects) in the Faculty of Science and Technology. Her students are mostly engineering and physics students and the faculty offers IP lessons in the last year (fourth year). Estibaliz then noted that the area of engineering and electronics has a large number of scientific publications but not many patents. Thus, the main goal of teaching IP is that students know what IP is and how to use the patent system to protect their inventions and support innovation.

Estibaliz followed by showing the syllabus of the subject "Empresa & Proyectos". The module is divided into five main parts: (i) Introduction to microeconomics; (ii) Introduction to project management; (iii) Economics and financial analysis; (iv) Intellectual property and spin off; and (v) Others (which includes a selection of contents such as oral communications, information on how to set up a company, etc.).

With regard to the part "Intellectual property and spin off", Estibaliz remarked that 15 lessons are imparted along the course (one hour a week). Furthermore, although this year they only had a few students, the feeling is that students have a great interest in IP.

Estibaliz then followed up by reviewing the syllabus of the IP-related part of the subject "Empresa & Proyectos". She explained that the first part of the course is focused on the Patent Teaching Kit. In

the first lesson they start with explaining why IP is important not only for lawyers. In the second lesson they show students that IP is in every object and everywhere. Estibaliz explained that those first two introductory lessons aim to teach students the importance of IP. Her team select several devices and show students that there are a lot of patents over the design, functioning etc.

They continue by exploring the history and fundamental concepts of patents and analysing the description and use of patents. They teach students that patents are useful to protect their inventions. For example they explain to the students that technology is in academic papers but also in patents. They then explain to the students the relation between patents and the economy. Estibaliz noted that this lesson is especially important for them because they will be engineers in the future and need to know the importance of the innovation process.

The course follows this by focusing on the Spanish patent system. The eighth and ninth lessons are focused on the patentability requirements and the patent application process established by the Spanish patent law. For explaining novelty and inventiveness, they usually use examples of patents (e.g. pen, car key) and ask students to consider the novelty and inventiveness of those objects.

The next part of the course consists of two sub-modules that are based on the Patent Teaching Kit. The sub-modules consist of one lesson on patent searching (students practice patent searching for an hour) and another lesson focused on claims. Regarding claims, although engineers do not write claims, it is important that they understand their relevance. When teaching students the functioning and importance of claims, they use simple examples because complex legal terms are difficult for engineering students to understand. For example, students analyse the claims of two washing machines (the second being a patent) so they can see the importance of the wording and pictures of the claims in patent applications. In addition, students are asked to go back to the past and write a patent description for devices such as scissors, knife, etc. - students then discuss their ideas and the teachers also show them other IPRs that surround those devices.

Finally, there are some lessons that aim to explore other fields of IP including IP protection for musical works and software – which are usually given by an expert in the field.

In the final activity of the course, students give a presentation and discuss a particular issue. Regarding presentations, students are asked to choose a device and analyse the IP issues that may arise. Regarding discussions, for example last year they discussed the patentability of a certain drug and students were asked to assess the advantages and disadvantages of patenting it.

Estibaliz concluded by expressing her gratitude to all the workshop participants and invited them to make comments and ask questions.

Teaching IP Law in Master Programmes for Non-Lawyers

Alberto Musso, Professor of Law, University of Bologna, Italy
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Ruth thanked Estibaliz for her interesting presentation and then gave the floor to Alberto Musso.

Summary

Alberto Musso started by expressing his gratitude to the organisers of the sixth EIPTN workshop for inviting him to Milan. He then introduced himself as a Professor of Law in the University of Bologna and an expert in Copyright Law. He spoke about the beginnings of IP teaching in Bologna (where he started as a researcher) and how he got interested in Copyright Law. Alberto then said that now he teaches copyright and other IP topics in the Faculty of Law of Bologna.

Alberto spoke about his experience in teaching IP. He was recently involved in a new course in the School of Biotechnology. He recognized that it was a very interesting experience. In particular, he was impressed by the fact that biotechnology students are very skilled and ask very specific and difficult questions. For example they asked very specific questions about priority of patent applications. Thus, this situation made him realise that he cannot underestimate non-legal students.

Alberto then explained an experiment that they carried out in Bologna that consists of a new "global" Master for the management of IP, directed not only to lawyers or economists but also to technical or humanities graduates in the University of Bologna. The Master programme was established four years ago and the target audience of the programme are IP lawyers and Technology Transfer Offices' employees in private or public entities (e.g. Universities). Due to the fact that they had students coming from three main backgrounds (legal, economic and technical), they needed to find a common language that they could use in the lessons.

The programme was a great success at the beginning because the subject matter of the course was divided into three different parts (legal, economic and technical). In addition, the European Patent Convention, which is written in very simple terms and includes the fundamental principles of patent law, was very useful in teaching IP to non-legal students. In the case of designs and models, the EC regulation was also very useful for students for understanding IP protection for these types of objects.

The number of students is limited, 10 to 30 students each year. The Master took place on Fridays and Saturdays, so students could work during the week and relax during the Master's lessons. With regard to the number of credits, the Master has 60 credits that are equally divided in three parts of 20 credits for each of the Master's parts.

Alberto then remarked that, in order to attend the Master, students need to hold specific graduate degrees such as mathematics, sciences, chemistry, agriculture, economics, pharmaceutics, law, engineering, human and veterinary medicine, political sciences, language and literature. The reason for accepting students with a language and literature background is that this is a very well-known degree in Bologna. In addition, since the Community Patent is still under discussion, language skills are frequently needed for understanding and translating patent documents that are written in a different language.

The subjects of the Master include IP law in general, contracts and license agreements, IP enforcement, innovation and technological management, evaluation methods for intangible assets, technology transfer and strategic management of IPRs, brand management and marketing, trademarks and design law and practice, and finally, patents and know-how law and practice (this last unit was created thanks to the support received from the EPO and the Italian Patent Office).

Finally, Alberto concluded by commenting that last year they only had students for two units, possibly due to the economic crisis, but they intend to continue increasing the number of students in all units. He then thanked the audience for listening and encouraged them to make comments and suggestions to his presentation.

IP Teaching for Students of Engineering Sciences

Andris Steinerts, Associated professor of Architecture and Building department at the Latvia University of Agriculture, Latvia.
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Ruth thanked Alberto for his presentation and noted that it is very difficult to teach IP to non-legal students, especially when you need to find a common language for the lessons. She then gave the floor to Andris Steinerts.

Summary

Andris Steinerts started by introducing himself. He is a professor of agricultural construction in the Architecture and Building department of the Latvia University of Agriculture.

He continued by acknowledging the importance of IP for his students. He explained that in the Latvia University of Agriculture, professors are used to facing situations where traditional technical subjects are not enough to solve technical problems and students require an extra intellectual input. Andris remarked that in his view IP plays a key role in fostering innovation and economic development.

By introducing IP lectures into study programmes, the university intends to teach students the importance of IP for protecting the results of their work. The Latvia University of Agriculture offers study programmes on engineering, technology, advanced agriculture, veterinary medicine, food production, forestry and landscape architecture. Now it also has a study programme dedicated to IP.

IP teaching in the University of Agriculture happens in two levels. The study course "Protection of Industrial Property" is given to postgraduate students of the Faculty of Rural Engineering, but it is also available for undergraduate students as an optional course. The study course gives particular emphasis to the topic of protection of new technical solutions (e.g. patents on inventions and industrial designs). The lectures are given by IP professors but also by IP officers from the Latvian Patent Office and other IP experts. The aim of the course is to introduce students to the legal aspects of industrial property protection.

However, the most popular IP study course is the Master degree by credit points, which is mainly focused on patents, trademarks and industrial designs. Students learn legislation and principles on industrial property. The total length of the lectures is approximately 10 hours including practical activities. Courses are very dynamic and students look at practical examples.

Among other objectives, students are expected to learn how to do a patent search and find information about existing patents. They also learn how to draft patent applications and claims. In terms of territorial scope, the activities refer to the European system but also the Russian patent system, as many students speak Russian.

Some students are involved in industrial design or trademarks (e.g. they work in companies with IP assets). Thus, the course also contains lectures on trademarks and industrial designs. Moreover, since students are also required to write a dissertation, they have to research on IP topics, which improves their understanding of industrial property. In addition, students are given the opportunity to discuss hot IP topics, including copyright issues such as changes in the law, streaming, etc.

Andris concluded by stating that the goal of teaching IP to students with technical backgrounds is to improve their knowledge about IP and give them the ability to orient themselves when dealing with IP principles. At the end of the year, students are able to assess novelty and inventiveness of technical inventions, but also originality of industrial designs or distinctiveness of trademarks. They will also have a significant knowledge about the consequences of infringing IP rights, and finally, they will be able to search for information, obtain information, consultations and juridical assistance on the protection of industrial property. Students will be able to demonstrate their knowledge about IP legislation, skills to formulate originality and abilities to deal with the IP system in general.

Questions and Comments to Session 2

Several members of the audience posed questions for Alberto Musso. Gül Okutan asked him whether all the parts of the Master programme (economic, legal and technical) were compulsory. She also asked him about how he manages to teach law and engineering students in the same class. Marcelo di Pietro then stated that he found the Master programme of Bologna very interesting and asked Alberto what is the technical approach of the Master and what kind of economics they teach. In addition, Marcelo asked Alberto about the objectives of the Master (e.g. creating IP agents). Finally, Mark Hyland asked Alberto to explain the module "evaluation methods for intangible assets" further.

In reply to those questions, Alberto explained that they are still trying to answer them. The Master was created because in Bologna students started to show an increasing interest in attending lessons on subjects from a different area of specialisation (e.g. supplementary courses on chemistry for literature students). He stated that at the beginning he was a bit reluctant to teach IP to non-legal students. However the idea of teaching IP to chemistry or engineering students gave very good results. The principal aim of those courses was to teach the main IP concepts to students with different backgrounds and opening the students' minds to an interdisciplinary methodology. The initiative worked so well that they decided to take a step further and create the IP Master programme. Regarding the technical subjects taught in the Master, they are chemistry, engineering and industrial design. The main problem for them was creating a common language for teaching a group of students with different backgrounds. The best solution was to teach the main IP concepts by using the EPC, since it is a very concise resource of IP knowledge. The goal of the Master was to familiarize students with the main IP concepts (so they can understand the importance of IP and IP lawyers for their areas of expertise) and encourage students with different backgrounds to communicate each other. Alberto then spoke about his experience as an IP attorney and remarked the importance of communicating with technical experts on IP issues.

Marcelo then asked Estibaliz Asua what was the objective of teaching IP to engineering and electronics students. Estibaliz replied that patents are not only for lawyers and the main aim of teaching IP to technical students is to let them know that they can protect their intellectual products.

Finally, Jennifer Davis posed a question for Andris Steinerts. She asked him about the method he used for getting students interested in learning IP. Andris explained that most of the course is optional and that only 2 to 3 lectures are compulsory. He remarked that although some students do not take the Master, many of them show a significant interest in learning IP and participating in the IP study course. This is due to the fact that IP courses help them to understand how they can protect their scientific and technical results.

Session 3
Teaching IP to Non-traditional Students, part 2

Chair: Alison Firth, Emeritus Professor in Law, University of Surrey
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Interdisciplinarity in IP Class: Teaching Plagiarism in a 'Copyright and Music' Course

Roberto Caso, Associate Professor of Law, University of Trento, Italy
Valentina Moscon, Post-Doctoral Researcher in Law, University of Trento, Italy
Federica Giovanella, Ph.D Student in Law, University of Trento, Italy
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Alison Firth expressed her gratitude to the organizers of the Sixth EIPTN Workshop and thanked Bocconi University for hosting a panel for traditional and non-traditional IP students. She then invited Roberto Caso, Valentina Moscon and Federica Giovanella to start their presentation.

Summary

Roberto Caso started by thanking the organizers of the workshop, particularly his colleague and friend Laurent Manderieux, for setting up such an interesting event.

Roberto stated that in his view, it is necessary to spread an IP culture in other faculties apart from the faculties of law. He remarked that one of the premises for creating a pluralistic critical approach towards IP rights is teaching IP in other faculties.

Roberto discussed the following issues in his presentation: (i) research and teaching context; (ii) music and copyright (the course framework); (iii) methodology and purposes, plagiarism and interdisciplinary moot court; and finally, (iv) the results of the course.

In terms of research and teaching context, Roberto explained that one of the objectives of the Law and Technology Research Group in Trento is to teach students the importance of IP for new technologies. He then mentioned that in Trento they usually offer IP education in undergraduate courses. For example there are undergraduate courses on comparative intellectual property, ICT and private law, intellectual property licensing, music and copyright. However, there is also a postgraduate course on IP called 'Transatlantic Intellectual Property Academy (TIPSA)', which is offered in collaboration with Bocconi University.

Thanks to an agreement between the Faculty of Law of Trento University and the Music Academy, Trento offers a course of 20 hours about the relationship between copyright and music. The course is run by the Music Academy and the Faculty of Law of Trento and accepts a maximum of 20 students. The course focuses on copyright and contracts in relation to the music industry. The duration of the course is five weeks (20 hours) and there is a final written exam. After outlining those issues, Roberto invited Valentina Moscon to continue explaining the purpose and methodology of the course.

Valentina remarked that the course has an interdisciplinary approach. Apart from including traditional and non-traditional IP students, the method of teaching is based on an interdisciplinary approach. The teachers of the course provide students with relevant case law, legislation, contracts and other materials which are later discussed by making reference to the specific topics referred in the materials. Valentina also mentioned that throughout the course, they organize a series of seminars to encourage students to discuss all those topics further. In so doing, they invite experts from institutions such as the Italian IP Office, copyright lawyers, etc.

With regard to the purpose of the course, the main aims are to: (i) transmit knowledge; (ii) provide the basic legal notions of copyright, contract law, business models and rules related to the production and distribution of musical works, (iii) demonstrate the relationship between technology, market and law, with special attention to the digital scenario; (iv) enable students to be critical in their approach towards IP (especially enforcement of copyright and neighbouring rights); (vi) make students aware that established legal categories are not unassailable rocks (no 'path dependence'); (vii) apply theoretical concepts in practical cases; and (viii) provide students (by means of practical tests) with the methodological basis in order to face the study of these topics.

Valentina then highlighted the fact that, among the activities of the course, they organize interdisciplinary moot courts. She commented that having a composite class added significant value to the courts. Since the courts were formed by lawyers, economists, musicians and so on, the activity was very successful. She gave an example of a moot court, in which "plagiarism" was the subject matter of the simulated trial. She explained that they treated plagiarism as a case study with different aspects. In so doing they used real lawsuits (M. Jackson v. A. Carrisi; M. Pecora v. Zucchero), two mixed groups (plaintiffs and defendants) with their music experts, an impartial music expert witness, and a judge (role played by a musicologist). The cases were discussed in class and finally the students prepared a written decision, which was not necessarily the same as the real one.

By using moot courts, students learned how to work with complex concepts such as plagiarism and originality. Indeed, the results of the course were very positive. Students were enthusiastic about it and gave very creative arguments. In addition, innovative tools were used to overlap songs and compare them.

Valentina concluded by stating that the experiment that they carried out by implementing the course proved to be very useful and could be a new method of IP teaching. Students gained the ability to provide creative and different interpretations than those given by the real judges of the cases. Moreover, at the end students were also able to understand the dynamics among technology, rules (social or legal), and the market.

Questions and Comments

Alison thanked Roberto, Valentina and Federica for their interesting presentation and apologized for the absence of Isabel Espin (who was supposed to be the next speaker). She then recognized that she found very useful the idea of providing students with real cases, arguments and decisions. Finally, she gave the audience the opportunity to share their questions and comments.

Caroline Coles asked Roberto whether the musicologists will make their decisions based on their musical knowledge or from a legal point of view. Roberto commented that since the musicians of the Music Academy do not have a legal background, the first thing that IP teachers do in Trento is to give students some basic IP concepts. Teachers help musicians to develop legal arguments in a correct way. They are very cautious and try to avoid decisions that are entirely based on musical concepts. Caroline stated that in her view, it must very difficult to change musical brains into legal thinking. Roberto replied that the legal and musical perspectives are very different and sometimes difficult to combine. However in his opinion, that is not the biggest problem but the actual lack of originality in pop music.

Mariateresa Maggiolino asked the speakers about the time that preparing the course takes and how they manage to prepare it. In particular, she asked whether they give the students a bunch of

documents beforehand. Valentina replied that the trial takes place at the end so they hand out all the materials that students need in advance. They give students all the information and materials that they need in order to discuss a particular issue. Students analyse the topics at home and prepare their arguments. If they need help they can speak with the teachers. In this sense, since there are only around 20 students in the course, it is not very difficult to deal with all of them.

Claire Howell asked whether students were assessed individually or as a team. Valentina replied that students are marked as a team. Mariateresa then intervened and commented that, in her class, students sometimes ask for peer evaluation when you give them marks as a team. In response to this comment, Valentina said that in order to avoid that kind of problem, they have a final exam for which students need to study. Thus, students always get an individual mark.

Alison Firth asked the speakers about the method for selecting students (because they only accept 20 students for the course). In addition, Alison asked them whether they have equal levels of participation (10 lawyers and 10 musicians). Roberto answered that they use the 'first-come, first-served' method. He then confirmed that they have 10 lawyers and 10 musicians and stated that they want to have smaller groups in the future (5 lawyers and 5 musicians).

Janice Denoncourt then asked the speakers about the method for selecting the pieces of music. Valentina replied that they usually use famous plagiarism cases and popular songs. Because students are required to read the cases beforehand and prepare their arguments, using controversial cases help to attract their attention.

Finally, Marcelo di Pietro suggested the "Four-chord song" as an excellent audio-visual tool for showing students the current lack of originality in pop music.

Teaching Legal Protection of Design

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Alison thanked the speakers of the first presentation for participating in the workshop and then gave the floor to Pavel Koukal.

Summary

Pavel started by introducing himself as a member of the Faculty of Law and the Technology Transfer Office of Masaryk University. He teaches 2.500 students in 5 year master degree studies.

Regarding IP teaching, Pavel explained that Masaryk University offers a general course called "Intellectual Property Law" but also several specialized courses including a course on the "Legal Protection of Design".

The course "Legal Protection of Design" is held during the summer and combine design students (e.g. artists, programmers) with law students. With regard to design students, the goal of the course is to give them a general knowledge about legal protection of design, design protection strategy, and the use of databases. In the case of law students, the main objective is teaching students how to deal with clients, contract drafting, application filing, design protection strategy and the use of databases. Pavel then commented that last year all the students expressed their views of the course and recognized that they found it very useful and made good profit out of it.

Pavel continued by noting that because design law is a complex issue. During the course, he explains to the students four ways of protecting designs at both national and European level: copyright, industrial designs (registered and unregistered), trademarks and unfair competition. One of the main aims of the lectures is to teach students how to use the available tools for IP protection. He teaches students the differences between the different types of protection but also the advantages and disadvantages of each protection mechanism.

In order to improve the quality of the course, Pavel explained that he combines lectures and seminars. During the lectures, he gives students the information and materials that they need in order to learn the fundamental IP concepts. However, during the seminars, he takes a more practical approach and, among other activities, he teaches students how to compare designs and the verbal descriptions of the designs' features. Last year, the course also included an excursion to the Industrial Property Office and lectures presented by patent attorneys. In addition, Pavel remarked that using polemic issues (e.g. designs that offend the public order) helped to promote discussions. Students showed a lot of enthusiasm when discussing controversial cases so Pavel usually use them as a means to encourage students to start debating.

Before concluding his presentation, Pavel stated that in his view, the path itself is the aim so students are only required to pass a simple test at the end of the course. In addition, he commented that for him a useful tool for teaching was the information system of Masaryk University. The system allowed him to open courses to everyone (lawyers, designers, etc.), share study materials, write e-mails to a group of students, etc. Finally, Pavel stated that next year he will try to improve the course with the objective of including lessons concerning design contracts and negotiation with companies, which might be very interesting for both designers and lawyers.

Questions and Comments

Alison thanked Pavel for his presentation and invited the audience to make comments and ask questions.

Ruth Soetendorp commented that the EIPTN, through creating a forum for discussing the issue of engaging non-law students in IP law, is an example of thinking outside the box. In her opinion, this method of IP teaching is an excellent teaching technique that is able to replace text books, is cheaper and allows students to share knowledge by interacting with each other. An interdisciplinary approach towards IP teaching is capable of setting aside traditional methods, attract students that are not interested in law and teach them IP.

Claire Howell stated that seeing people creating new ideas encourages her to create new teaching techniques. She also mentioned that it is important to recall that we usually assume that IP is a social good and we may wonder whether it is destroying the system. In this regard, Marcelo di Pietro commented that in WIPO they set up an economic unit with the objective of analysing the impact of IP in the current system. He remarked that the unit organizes conferences to discuss those kinds of issues. For example they discuss issues such as the economic impact of changes in procedural law. Alison then mentioned that WIPO offers in its website an excellent analysis of the economic literature on IP.[1]

Janice Denoncourt followed by expressing her surprise by the number of students that Pavel has to deal with in Masaryk University (550 in one class). She stated that usually, the number of students attending IP lessons use to be quite small. In reply, Pavel explained that for this course the group is later divided into smaller groups (seminars with approximately 25 students). He also explained that the reason why they have so many students is because currently the University tries to get as much money as possible. Laurent Manderieux then commented that the number of students per class varies across universities. In Bocconi they have around 120 to 130 students.

Finally, Alison asked Pavel about the method he uses for selecting students. Pavel answered that all applicants are required to write a motivation letter for participating in the course, so the main criteria is motivation.

[1] http://www.wipo.int/ip-development/en/economics/

Session 4
National Perspectives on IP Teaching

Chair: Petra Žikovská, Expert Assistant, Institute of Copyright Law, Industrial Property Rights and Competition Law, Faculty of Law, Charles University, Czech Republic
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Before opening the fourth session of the workshop, Marcelo di Pietro showed the video "Four-chord song" as an example of the lack of originality in pop music.

Teaching Copyright Issues to Latvian Law Students and Other Students – Differences and Similarities

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Summary

Petra Žikovská joked that after seeing the "Four-chord songs" video, it was going to be difficult to attract the attention of the audience. She then introduced the first speaker of the session, Ingrida Veiksa from Turiba University in Latvia, who is an expert in copyright law, and gave her the floor.

Ingrida thanked the organisers of the workshop for inviting her and continued by telling her experience in teaching copyright issues in Latvia. Ingrida explained that there are similarities and differences when you teach IP law to law and non-law students. When teaching copyright issues to Latvian law students and other students, teachers use different teaching techniques depending on the level of IP knowledge that students have.

In the case of Law students, Ingrida said that during the lessons, she gives more emphasis to the legal side of copyright protection. However, for other students (IT, theatre, literature art, etc.) emphasis is given to the necessity to create a balance between right holders and society. For example, she usually asks students why they think that it is necessary to protect copyright in the information society.

Ingrida then remarked that there is an important IP culture in Latvia. For example, in Turiba University today there are IP study programmes for law and non-law students.

With regard to IP study programmes for law students, Ingrida explained that IP law is now a mandatory part of the Turiba Bachelor's Degree in Law. For Law students, the subject "Intellectual Property Rights" is planned for the third study year of Professional Higher Education Bachelor's Study Program Law Sciences. In addition, Turiba also offers IP education in doctoral studies - doctoral students have an optional IP study course: "Problems of Protection of Intellectual Property".

With regard to IP study programmes for non-law students, Turiba offers the following courses: Legal Aspects of Public Relations (Professional Higher Education Bachelor's Study Program Public relations) and Legal Regulation of Tourism (Professional Higher Education Master Study Program Tourism Management). The contents of the IP subject for non-law students include, but are not limited to, copyright-related topics such as: history of copyright, legal instruments for protection of copyright and neighbouring rights, essence of copyright, moral rights of authors, economical rights of authors, copyright protection at the international level, copyright protection at EU level, copyright protection at the national level, problems in exploitation of intellectual property rights (for example they discuss the role of the internet in copyright infringement, the digitalization of libraries, etc.).

Ingrida followed by explaining that, in order to teach students the implications of copyright, she explains them that today's society does not care too much about infringing the rights of copyright owners. The internet is often considered as a "public place", and works available on the internet are considered as "displayed in public places", where infringement of rights is permitted. She then explains

to her students that a weak protection of intellectual property rights promotes unfair competition and hinders the development of sustainable businesses. Thus a lawful use of copyright protected contents helps ensure competitiveness.

In her view, each copyright system has to strike the balance between the interests of copyright holders and those of the society. In this sense, Article 27 of the Declaration of Human Rights establishes that everybody has the right to freely participate in the society cultural life, and to enjoy the arts, to participate in the science progress and exploit its benefits. However, everybody has also the right to the protection of the moral and material interests resulting from any production of which he is the author. Those two fundamental principles clash in every copyright conflict. On the one hand, there is the necessity to protect the financial interests of authors, and on the other hand, the necessity to allow individuals to access human artistic works and knowledge treasures in the context of the current information society.

Finally, Ingrida provided some ideas that may be useful for striking the balance between the interests of authors and society: attracting of advertisers, improvement of blank tape levy system, additional payments through internet service providers, improvement of collective administration system, improvement of public information and education.

Experiences in Teaching Intellectual Property for Students Studying Information Technology

Istvan Gödölle, Senior Lecturer, Pázmány Péter Catholic University, Hungary
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Summary

Istvan started by summarising the history of the Faculty of Theology of the Pázmány Péter Catholic University (established after the change of the political system in Hungary in 1990). The history of the Faculty and the University goes back to 1635. However, it was not until 1992 that the Conference of the Hungarian Catholic Bishops founded Pázmány Péter Catholic University by establishing a Faculty of Letters and Humanities. After that, the University was gradually enlarged: in 1995 by a Faculty of Law and Political Sciences, in 1996 by a Postgraduate Institute of Canon Law, and in 1998 by a Faculty of Information Technology.

The objective of the Faculty of Information Technology is to provide multidisciplinary education on information technology. It also has the aim of enabling students to become creative experts capable of handling various problems in all areas of modern life and scientific research which are related to information technology, including human language technology as well as sensory and information technologies of living organisms. In order to provide a more profound study of the latter, a new program called molecular bionics was launched in 2010 in cooperation with Semmelweis University. In addition to undergraduate and postgraduate programmes, there is a Multidisciplinary Doctoral School in the Faculty.

Istvan then explained that the Faculty gives particular emphasis to the development of students' creative and entrepreneurial skills. That was the reason why it was thought that students should obtain some knowledge on inventions and other types of intellectual creations and their legal protection.

The primary aim of introducing an IP course in the Faculty was to give students some practical knowledge on intellectual property protection. However, we had to realize that students coming to study information technology have absolutely no knowledge of law. Sometimes they are sceptical or have a biased approach to law. For Hungarian students, the communist era in Hungary is history for them. They live in the era of freedom. However, most of them do not realize that without law and a state respecting the law there would be no freedom at all.

Therefore, it seems to be important to provide the students with some basic information about law, its function and relation to other rules, such as ethical and religious rules and customs. Thus, the first part of the IP course includes lessons on basic rules of the Civil Law on tangible property and contracts. These lessons are aimed to provide a better understanding of intellectual property. Furthermore, in order to promote future entrepreneurship, some basic lessons on company law are included in the course. Generally, somebody is invited to give a lecture in one or two hours on his or her personal experience (e.g. creating a small firm, dealing with new technologies like smartphones, etc). All these subject matters amount to about half of the 60 hours of the whole course.

The second part of the course is devoted to different types of intellectual property protection. Patents, utility models, designs, trademarks and other designations, unfair competition, and copyright protection are discussed by means of a number of examples. The examples are sometimes based on intellectual

achievements of Hungarian inventors and authors, so student gain some inspiring knowledge about the past of their country.

Istvan then commented that only the main provisions of IP law can be discussed within such a limited framework. Thus, he usually selects one complex provision of the patent or trademark law which is then scrutinized in detail. The purpose of this exercise is to show that construction of law may require skill and in a particular case it is appropriate to seek professional advice from a patent attorney or an IP lawyer.

Istvan continued by explaining that the Faculty has decided that the course shall be mandatory for all students. They are free to decide when they take the course, except in their first year. Thus, due to the obligatory character of the course, it is difficult to assess whether the students are really interested in taking the course. However, he commented that, in his experience, those students who usually have better marks are more interested in the course than the others.

Regarding the method of evaluation, Istvan expressed his reluctance to use written exams as an assessment method, so students are generally required to take oral exams.

Finally, Istvan concluded his presentation by remarking that Pázmány Péter Catholic University deliberately aims to educate students in a general and comprehensive manner irrespective of the specific subject matter chosen by the student. In this sense, he expresses his belief that the multidisciplinary character of the education is also strengthened by the introduction of IP courses for non-law students.

Experiences of IP Teaching in Slovenia

Špela Stres, Head of the CTT-Center for Technology Transfer and Innovation, Vice-President of ASTP-Association of Science and Technology Professionals JSI-Jožef Stefan Institute, Ljubljana, Slovenia
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Summary

Petra introduced Špela Stres, who is an expert in Physics and IP Law.

Špela started by explaining that in Slovenia the landscape is divided between universities and public research organizations, being the University of Ljubljana the largest university in Slovenia. In terms of innovation, although Slovenia is a very small country (2 million habitants), however the average innovation rate is close to those of the Netherlands, the UK, and other bigger countries. Thus, Slovenia is a small country that performs well in the economic and industrial system. However, there is a huge gap in terms of IPR. The number of intellectual products in Slovenia is not represented in the number of patent applications, trademarks applications and so on.

Špela continued with an overview of the programmes that are already in existence for IP teaching in Slovenia. There are study courses organized by the University of Ljubljana, Slovenian IP Office, Technology Transfer Office of JSI and KI (CTT), and University of Ljubljana Incubator (LUI). She noted that in Slovenia there are IP courses for traditional and non-traditional students. In the case of students with non-legal background, students of natural sciences pose particular problems to IP teaching. Thus, the university has created special modules for these students.

Regarding the strengths and weaknesses of IP study courses:

- The University of Ljubljana offers a course for law students, which is given by the host lecturers. Although the contents are of high quality and strictly focused on the legal aspects of IP, the problem is that there is no similar course for IPR users (natural science or technical students).

- For students of natural sciences, there is a voluntary IP course given by the CTT. Although this course has a valuable practical approach, it is university dependent, faculty dependent and case dependent. The course is not embedded in a nation-wide teaching programme.

- There is also a course for young researchers that is performed by the CTT and LUI and financed by the Slovenian Research Agency. This course is very practical and tailor made. However there is not a similar course for senior researchers.

- Finally, there is a training course on IPR performed by the Slovenian IP Office. The training is of high quality and includes specific topics. However, it has a purely legal focus.

Špela then mentioned some of the topics included in the IP courses: patents, trademarks, unfair competition, copyright, history of IPR, role of IPR, drafting patent claims, etc.

Finally, she concluded by summarizing the main characteristics of IP education in Slovenia. She stated that the knowledge and use of IPR is still in a developing phase. Teaching and training IP courses in Slovenia exist but they are fragmented and available for specific groups of users, there are no courses for technical students and researchers in enterprises, and finally, IP training courses are still not available for senior researchers.

Questions and Comments

Petra thanked Špela for her presentation and then gave the audience the opportunity to make comments.

Duncan Matthews commented that it would be very interesting to know whether students get more interested in learning IP year-on-year. He asked S pela whether the level of student participation in IP courses has increased or whether it has remained static over the last few years. Špela replied that over the last years the number of patents has significantly increased, so this fact may mean that IP courses in Slovenia are having some impact, so people are more interested in learning IP and protecting their intellectual assets. However, the level of IPR protection in Slovenia is not completely satisfactory.

Teaching IP Law in Turkey

Gül Okutan Nilsson, Associate Professor in Law, Director of Istanbul Bilgi University Intellectual Property Law Research Center, Istanbul Bilgi University, Turkey
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Summary

Petra introduced the last speaker of the session, Gül Okutan Nilsson from Istanbul Bilgi University in Turkey.

Gül started by thanking the organizers and supporters of the workshop for inviting her to such an interesting event. She said that recognized that after seeing all the previous presentations, she realized that her courses are highly traditional and she is now willing to change them and bring new ideas to her lessons.

Gül continued by giving some information about the IP Research Centre of Istanbul Bilgi University. The IP Research Center was established by the Law Faculty of Bilgi University in 2007. She explained that the purpose of the Center is to create a network of IP experts and organize seminars, lectures, courses and so on in order to create a solid IP culture and education in Turkey.

Gül then noted that despite of the amount of counterfeited products, Turkish students are very interested in learning IP. In the case of Istanbul Bilgi University, the Faculty of Law offers IP courses in both undergraduate and graduate levels. There is an IP course for undergraduate students (introductory level) that will be mandatory from 2013. In the case of graduate students, there is a more advanced course available that is optional.

Moreover, since 2001 the Faculty of Law also offers an LL.M Program, which is available for law and non-law students. The program offers 67 courses (with concentrated tracks). It includes a total of 11 courses in IP Law that are coordinated by Istanbul Bilgi University Intellectual Property Law Research Center. Gül then mentioned that the Master also offers some online WIPO courses and that WIPO is accredited as an observer of the Master. In addition, Gül stated that the Master is also part of the OHIM Universities Network.

Among the course offered in the LL.M Program, Gül highlighted the following: Patent and Utility Model Law, Law of Pharmaceutical Patents, Requirements for Design Protection and Invalidity Suits, Trademark Law, Copyright Law, Copyright Law in Practice, The Law of Cinematographic Works, Information and Communication Technologies Law. She then enumerated the online WIPO courses offered by the Bilgi LL.M. Program: Protection of Biotechnological Inventions, International Copyright Law, Intellectual Property and Electronic Commerce (which is a merged course), WIPO Arbitration & Mediation. Gül then explained that although the courses are delivered online, teachers usually combine the online tutorials with in-class sessions so they can compare and discuss the international and national aspects of IP.

With regard to the profile of the LL.M students, students' backgrounds are very varied. They have lawyers (80 %) and non-lawyers (20 %). Gül then explained that they have noted that students' course choices are affected by their preferred work opportunities, being the most successful course: copyright courses, trademark courses, design law courses, patent law courses. In particular, copyright and

trademarks are the most popular courses and patent law the less popular. This is probably due to the low level of industry in Turkey.

Gül then commented that several large companies in Turkey have expressed an interest in hiring people that are able to deal with IP. The fact that these large companies are increasing their IP portfolio and need to create their own internal IP departments indicates that there is an IP-related career path in Turkey.

Gül concluded by explaining that 16 universities in Turkey are currently carrying out a project to increase the interdisciplinary character of the LL.M and create an 'IP Management' program in the future, for which they are developing a curriculum. In order to respond to the current demand for IP experts, this program will include three different modules: law (which would be more focused on drafting), engineering (focused on teaching technical students how to protect their intellectual products) and management (focused on teaching what to do when there is an invention).

Questions and Comments

Duncan Matthews commented that at Queen Mary they trained the judges of the Turkish Patent Court and one of the main problems that judges had was the absence of cases going to court. He then asked Gül whether this problem is encountered by judges in all IP areas or whether there is a higher level of litigation in other IP areas. Duncan also asked Gül whether it was difficult to teach certain IP areas without examples. In reply to those questions, Gül explained that for copyright and trademarks the case law is much developed. She then commented that thanks to Queen Mary, the judges of the Patent Court have become experts in IP, so they are now developing more and more case law. Finally, Gül also said that sometimes teachers bring guest speakers to the IP lectures and judges are often invited to participate in the lessons (as guest speakers) and talk about their experiences.

Petra commented that Gül had spoken about IP awareness among undergraduate and graduate students, but nothing about secondary school students. She then asked Gül about the level of IP awareness in secondary school. Gül replied that although there are some initiatives under development, there is still no specific course on IP for secondary school students. However, her experience is that law and non-law students attending her classes are fully aware of the existence and implications of IPR.

Finally, Ruth Soetendorp made a comment about the introduction of IP education in schools. She commented that she usually asks students whether they received any kind of IP education before going to university, and her experience is that students that learned something about IP in school are generally more interested in learning more about it.

Petra then thanked all the speakers for their presentations and closed the fourth session and first day of the workshop.

Session 5
Using Technology in IP Teaching

Chair: Adoración Pérez Troya, Professor of Commercial Law, University of Alcalá, Spain
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Before opening the fifth session of the Sixth EIPTN Annual Workshop, Adoración Pérez Troya welcomed all the participants to the second day of the workshop. She expressed her personal feeling that the fifth session was particularly interesting and important for IP teaching. She then introduced the first speaker of the session, Caroline Coles from De Montfort University in Leicester, who had participated many times in the EIPTN workshops. Adoración continued by introducing the second speaker of the session, Carlota Planas i Silva, who is an expert in copyright and teaches in the Universitat Autonoma of Barcelona. Carlota was participating in the workshop for the first time and Adoración encouraged her to continue coming to the EIPTN workshops in the future. Finally, Adoración introduced the last speaker of the session, Janice Denoncourt, whose book 'Questions and Answers in IP' is very successful. Janice had also participated in the EIPTN workshops in several occasions.

Tips for the Effective Use of Learning Apps for Mobile Learning

Caroline Coles, Principal Lecturer, De Montfort University, Leicester, UK
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Summary

Caroline Coles started by introducing herself as a lecturer in IP at De Montfort University in Leicester. She then explained that most of her students are postgraduate students and many of them part-time students whose aim is to improve or complete their formation. Thus, her students have particular needs (improved access to information, integrated systems and growth of mobile access to information).

Technology could be a good means to respond to the students' needs. For example, technological applications improve access to information. They also help to highlight important bits of information or key concepts that students need to know. Thus, technology could be seen as a complementary method in addition to the face-to-face technique of teaching. Thus, one of the objectives in Leicester is to improve access to information through technological applications.

Caroline followed this by explaining that mobile technology is increasing in higher education. Among others, there are tablets, e-books and kindles but also learning apps such as Lexis On the Case, Hein Online, Bb MobileLearn, OUP Concentrate quizzes and so on. Now we are in a tipping point between kindles and computers and we need to know how we can take advantage of that. Last year penetration of mobile phones was 99% and the level of mobile phone connection to the internet is higher than from computers.

Caroline then commented that she did some research about the use of learning apps among students between 16-18 years old and the result was that there were more learning applications available for them than for higher education students (there were quizzes, games, etc). Moreover, these applications were a lot more visual than the rest. Among the findings of the research project, they found very interesting apps with quick quizzes and revision tests (43% students use revision apps and they recognize that they always carry their phones with them).

Caroline noted that the average prices for downloading a learning app vary from €3 to €10. She then showed some extracts of education apps. First, she showed the app "Elements" (learning app on chemistry) which included the periodic table and allowed students to combine its elements and

practice chemical formulas in a very visual way. She then showed the app "Pocket law firm". In this app, people enter in a law firm and make consultations on the US Constitution amendments.

Caroline continued by commenting the results of the research project on learning apps that was carried out by De Montfort University. Although only 5% of postgraduate law students had used learning apps, they recognized that apps have to be the future of learning. With regard to pupils aged 16-18 years, 43% of those with smartphones had used learning apps.

Taking into account those results and considering that other universities have started to develop their own technological applications (for example Queen Mary has qappsonline.com, which already includes 10 apps for education, games, health and fitness, etc.) Caroline decided to design a learning app for postgraduate students. It cost of developing the app is around €1900. The app will not be too complex. It will comprise a mini database with key IP concepts that students can then track and learn more about them. However there are still some questions that need to be answered. For example whether the app will be accessible for all, how much later distribution and developments will cost, and whether the private data that students provide will be available in the iTunes/Android market.

Caroline concluded by stating that the main idea that she tries to communicate is that maybe now is the right time for creating small e-pieces of IP learning and take advantage of the possibilities that technology offers. Finally, she expressed her enthusiasm about the project for developing an IP learning app and stated that she wishes to show the final version of the app in the future.

Questions and Comments

Duncan Matthews commented that he recently attended a management meeting in Queen Mary where stated that university staff should be at least as familiar with learning apps as their students, so it is, not only postgraduate students who need to know more about apps, but also teachers. He then asked Caroline what is the approximate access cost for using learning apps. Caroline answered that at the moment many learning apps are free and occasionally they cost between €3 to €10 maximum.

Janice Denoncourt mentioned that in Nottingham Law School they introduced an app for the induction week where students could find all the information they needed. She then noted that using the app proved to be a very useful mechanism to inform students.

How to Deal with Difficult Cases: Thoughts with a Current Example – Why Google Went too Far West.

Carlota Planas i Silva, Lecturer, Escola Cinema i Audiovisual de Catalunya & Universitat Autonoma de Barcelona, Spain
(carlotaplanasisilva@sabateli.com)

Summary

Carlota started by expressing her gratitude to the organizers of the workshop for inviting her to participate in the event. She stated that she was very glad to be there and be able to learn from all the professionals attending the workshop.

She continued by introducing herself as a copyright lawyer. She also teaches copyright law in the Escola Cinema i Audiovisual de Catalunya and the Universitat Autonoma of Barcelona. She then noted that in her experience it has always been very difficult to teach intangible things to students. Thus, in order to teach students what is IP and what they see on TV, last year her team developed a way to explain difficult cases such as the Google case. In particular, she rode a tape titled "Why Google Went too Far West". She then read the story and showed the video to the audience.

Carlota, by using western characters, told the story of how the company Google (playing the outlaw character "Google books'") has been able to digitalize millions of copyrighted works (including orphan works) without being stopped by the legal authorities. After reading the story, she showed a video illustrating the story (which had been created by Carlota with the help of audio-visual students). The aim of Google books was to create a global library that would be available for everybody. He used the following rules:

- First-come, first-served: as soon as Google books put his ingenious in digitalizing a book, he would own the digital outcome.

- Opt-out system instead of opt-in system: if someone does not want to digitalize his works, needs to opt-out.

- Massive digitalization of books is justified by the objective of creating a public library that will satisfy the public interest. In the case of academic works, what Google did was taking text books, articles and so on from libraries and digitalizing them. In this bartering, libraries got their materials published but in exchange, Google books would have the rights over the digitalized works.

Carlota then commented the judgement of Judge Chin, who acknowledged that "the creation of a universal digital library would benefit many", but said that the proposed agreement was "not fair, adequate and reasonable". Judge Chin also found that if Google books continued to digitalize books, he would get a dangerous dominant position. However, the decision was not enough to stop Google from digitalizing copyrighted books. Thus, the opponents to Google books tried to find new allied forces: competition and data protection law and authorities. At the moment, Google books knows contents, private information, artistic works. It owns 80% of the whole worldwide market. However, nobody knows anything about it.

Finally, Carlota remarked that today, there is no strong opposition against the dominant position held by Google (search engine, owner of contents, etc.). Furthermore, there are no strong complains against the attitude of Google towards weaker parties such as libraries.

Questions and Comments

Claire Howell expressed her admiration for the quality of the video and asked Carlota how long time she spent in making it. Carlota replied that it took her around 30 hours but it was not a difficult task because her team was very enthusiastic about the project and had very well defined ideas.

Ruth Soetendorp commented that the video that Carlota presented was a very good example of how students can work together. She then said that those kinds of videos could be a valuable exercise for students and suggested that it might be a good idea to create a library with more videos on IP cases. Carlota answered that creating a video library would be difficult because audio-visual students are usually interested in other topics such as love stories.

Alberto Musso then commented that from a competition law perspective, it would be arguable whether Google is so evil. In his view, Google's acts are partly due to the fact that publishing companies did not digitalize their books in time. He then said that he has been able to access many titles thanks to Google because many books are not available in libraries. Carlota replied that publishing companies did not digitalize their titles because they would have had to pay the authors for that and did not want to. She then stated that the problem is that Google is not paying anyone. In particular, she remarked that Google takes advantage of weak parties such as unknown authors or libraries.

Mariateresa Maggiolino followed by commenting the fact that although the video was great, it only showed one point of view. Thus, it may hinder students' ability to criticize the Google case. In reply, Carlota said that, from the students' comments, it could be concluded that the video helped them to understand the Google issue better rather than convincing them about a particular point of view.

Finally, Laurent Manderieux commented that the fact that values carried in the video triggered a lot of opposite reactions from the members of this teacher's audience, and this proves that videos are excellent means to encourage students, under IP teachers' guidance, to discuss and challenge the different opposite aspects of IP issues.

Using Film to Enhance IP Law Education: The Social Network

Janice Denoncourt, Senior Lecturer, Nottingham Law School, UK
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Summary

Janice started by introducing her professional background. She is an Australian barrister and solicitor since 1996 and a qualified solicitor in England and Wales since 2006. She has held several positions in Australia and the UK and since 2008 she works as an academic researcher. She currently holds the position of lecturer in Nottingham Law School.

Janice continued by introducing the topic of her presentation: using films to enhance IP law education. Janice decided for using films in IP teaching because today there are heavily text-based IP law modules, while films are an excellent means to engage students in IP learning. In her presentation, Janice used the film "The Social Network" (as an example of this type of teaching methodology) with references to the EPO Patent Teaching Kit. In addition, she also gave other examples of films of IP educational interest.

Traditional IP modules are usually based on text books that introduce key concepts of IP law focussing on legislation and case law (text-based discipline). They introduce topics such as copyright, design, patents, trademarks and the law of confidential information and so on. Janice noted that some of those key IP topics arise in "The Social Network" film.

Janice followed by explaining that teaching IP law can be conceptually difficult, since it involves abstract ideas. Key IP case law can be lengthy, complex and written in highly technical language. However, a moving picture says a thousand words. Nevertheless, although film have been used in primary schools, secondary schools and colleges for many years, the use of film to enhance education at university level is minimal and is virtually unheard of in Law Schools (for example Film Education is a charity established in 1984 supported by the UK Film Industry to promote and support the use of film in the school curriculum via its 'StaffRoom' pages, however it is not involved in providing resources to universities). Thus, for Janice it is very interesting and useful to find films that inspire, excite and inform students about IP law.

In her view, the real problem is not so much helping (undergraduate) students move beyond the text, but enabling them to move into it in the first place. Film is a powerful educational tool to bring subjects (such as law, that can seem very remote) alive. With the advent of technology in universities, using film is a viable method for legal education and it should not be left on the margin. In practice, what Janice does is to show a particular film, stop it in a certain moment and discuss with the students the topic at issue.

In the case of "The Social Network", the film is about the creation myth about how Facebook grew from Mark Zuckerberg's Harvard days into a phenomenon with half a billion users. It is attractive to students because they relate to the film's characters as it is set at Harvard University. The film is related to IP in several ways. The film is framed around legal actions against Mark Zuckerberg: a claim that he stole the idea for Facebook from classmates (Cameron and Tyler Winklevoss) and/or was employed as a programmer of their website, Harvard Connection. The story is intercut with scenes from depositions (similar to affidavit evidence) taken from the legal actions against Mark and Facebook.

"The Social Network" takes a step further because the intercuts of the film show the practical implications of law.

Janice then argued that from an IP education perspective, this film is an enormously valuable a tool for engaging IP students who are learning about the IP law system and how to deal with it. It provides an avenue for discussing the legal issues encountered in relation to protecting creative endeavour. Moreover, it introduces the legal profession, the role of ADR and out of court settlements.

Regarding methodology, Janice explained that before delivering the lecture, she gave students a profile of the key character (entrepreneur Mark Zuckerberg) and an outline of the commercial success of the social networking site (Facebook), informed students that Zuckerberg also has a Facebook profile page that the students can view, and finally, advised them to view the whole film in advance.

Janice then commented that the delivery methods can vary: a lecture using a power point presentation, online platform, direct discussion in a tutorial or seminar, e-learning platform for use by distance learners or for self-study.

She then continued by giving an example of this type of learning activity by describing the steps that she follows when she uses "The Social Network" film for IP teaching. First, she gives an introduction to copyright law. Second, she shows a short clip and/or transcript of movie dialogue between Mark and the Winklevoss twins and Narenda or Mark and Eduardo. Third, she starts a tutor-led discussion after the film clip. The discussion included the following issues: protecting your ideas (EPO Teaching Kit Chapter 1), subsistence of copyright, idea/expression dichotomy, protection of computer software (EPO Teaching Kit Chapter 2 pp 28-29), authorship and joint authorship, ownership and employee creators. In addition, Janice poses some questions on copyright law: has a contract has been agreed between Mark, the Winklevoss twins and Narenda?; who owns the copyright in Facebook?.

Janice then showed an outline of the further lesson plan which includes subsequent sessions on confidential information, Facebook® and trademark law (community trademark E9151168), what patents and patent applications Facebook® have (over 200 filed, over 500 acquired from other technology developers prior to the recent IPO in 2012), data protection and privacy, enforcement and remedies, IP courts and legal personnel.

Furthermore, Janice proposed several topics for further discussion after the film such as privacy law and data protection (Facebook® social network has been heavily scrutinised because of its lack of control mechanisms and its Data Use Policy), sharing contents and information (who owns contents like photos, videos, narrative, etc.), and how the rights of third parties are protected.

Janice stated that "The Social Network" film is a valuable tool for IP teaching because it illustrates IP law concepts, assists students to recognise the complexity of legal issues, inspires debate and analysis, generates an understanding of IP law issues and how they arise in a real-life business context and covers further IP law topics that can be followed through the module.

Regarding the educational benefits of film in general, Janice stated that film: (i) appeals to visual and auditory learning styles beyond text; (ii) allows watching (rather than reading about) the events, which engages students in IP discussions; (iii) assists to promote the analytical skills needed at the moment when people encounter IP law issues and situations; (iv) humanises IP law education through valuing and nurturing multiple intelligences. In other words, film makes a complex area of law dynamic and engaging and abstract legal principles concrete, assists with problem-based learning, provides

opportunities to deliver some of the most crucial lessons a IP law students can learn, and finally, contextualises issues that may be difficult to study in isolation.

Before concluding her presentation, Janice also mentioned some of the critiques to using film in legal education. In this sense, there is the argument that using film will impede the professional development of university educators in non-film and literature disciplines. Moreover, it has been argued that it is still necessary to establish specific teaching approaches to the use of film.

Janice then gave other examples of films that can be used in IP teaching and their relation (if any) with the EPO Patent Teaching Kit:

- The Medicine Man (1992): patent law, pharmaceuticals and traditional knowledge (Sub-module C, case study (f) Drug for the treatment of cancer pp58 – 66, slides 1- 17 Understanding the patent claims).

- The Spanish Prisoner (2003): patent law and confidential information (Chapter 1 Protect Your Ideas!, slide 21 What not to do when considering filing a patent application pp48-49, slide 26 Alternatives to patenting pp58-59).

- The Last Station (2010): copyright law.

Finally, Janice mentioned that she also suggest their students to visit the WIPO Channel on Youtube (video-sharing website) which included WIPO News and Announcements, WIPO Documentaries, WIPO Interviews, WIPO Sports and WIPO Cartoons.

Questions and Comments

Duncan Matthews commented that he also uses films in his lectures on patent law. He then gave the titles of the last two movies that he had used: "Paycheck" and "Contagion".

Session 6
New Approaches to IP Teaching, part 2

Chair: Laurent Manderieux, Professor of Law, Bocconi University, Italy
(laurent.manderieux@unibocconi.it)

Practical Exercises as Teaching Innovations in IP Learning

Mark Hyland, Lecturer in Law, Bangor University, UK
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Laurent Manderieux welcomed everyone to the last session of the event. He then gave the floor to the speakers of the sixth session of the Sixth EIPTN Annual Workshop, Mark Hyland (Bangor University), Hernán Nuñez (University of Alcalá) and Mariateresa Maggiolino (Bocconi University).

Summary

Mark Hyland started by introducing himself as a lecturer in law in Bangor University. He teaches IP law to undergraduate and postgraduate students of the Bangor Law School. He then stated that the aim of his presentation was to explain how to put into practice information and experience that he had obtained from previous academic years. In particular, Mark tried to view IPRs from a practical angle and increase IP awareness.

Mark then commented that, in order to teach students the importance of IPRs, he uses very common examples and famous British patents because those are the kind of issues that catch the imagination of students of 18 to 20 years old. Mark added that since money talks are usually appealing for students, he also uses to discuss the monetary value of all those intellectual products, thus considering the tangible and intangible aspects of IPRs.

Mark continued by explaining that he uses case studies for teaching IP. Some examples of these cases would be: start-up producing software, dress designer, establishment of a café or successful franchise, companies that manufacture drugs, producer of communication technology or bidding for a company.

In the case of the start-up producing company, Mark discusses the possible subjects of IP protection like copyright over the literary work, copyright over the literary work of the manual, copyright over the artistic work of icons and other pictorial elements, copyright/design/trademark rights over the logo, protection for the name of the software against passing-off infringement and patent rights over computer inventions.

In the case of the dress designer with little outlets, Mark asks the students about the protection mechanisms available to protect the design against competitors. For example, the possibilities would be: registering the designs before releasing them to market or using unregistered designs protection for 3 years (which is very common in the fashion industry).

Regarding the café/franchise case, Mark uses examples about the development of a brand. For instance "The Coffee Club", which includes a visual brand (trademark) over the café's signage, uniforms, names tags, serviettes, packaging of cafés own blend coffee beans and ground coffee packs, and copyright-protected menus. Moreover, he explains to students that they need to take into account that cafés with solid IP rights are attractive to potential franchisees. The registered trade mark protects the trade name and provides for a consistent image to the marketplace (which is recognized by consumers). In addition, students are asked to consider strategic registration in a number of countries (for what could be a regional or global market).

In the case of the company that manufactures drugs, the following issues are discussed: the company face very high costs to develop a blockbuster drug, patent protection is vital for the purpose of raising

Capital, IP protection is essential for commercial viability/credibility, a key strategy for commercialisation is the reformulation of drugs whose patents are soon to expire (with improved performance).

In the case of the producer of the communication technology, Mark gives students a summary of the situation of the company: the company has "Moonraker" as a registered trade mark (among the company's most important assets), the integrity of the producer's trade secrets is maintained through employee and subcontractor agreements to halt any dissemination of their technology to unauthorised parties, however the company could also use confidentiality agreements when their know-how must pass to the outside world. He then asks students to discuss those issues and other related topics.

Finally, Mark outlined the case of the bidding for a company. Using this example, Mark tries to highlight the importance of doing your due diligence. In that case, Volkswagen's took over Rolls-Royce. However, VW failed to seek the rights to the RR brand name as part of its pitch for the company, which triggered an acrimonious legal battle before the European Commission (VW questioned RR's moral right to control the brand name). In conclusion, what Mark tries to show to his students is that bidding for a company does not automatically give the potential purchaser the rights to produce that company's product (the Rolls-Royce car).

Questions and Comments

István Gödölle asked Mark what he meant with credibility when he discussed the case of the company that manufactures drugs. In reply, Mark explained that once patent protection is granted to a drug, it is usually easier to sell it in the market.

The Usefulness of the Patent Teaching Kit for Starting IP Teachers

Hernán Nuñez, Researcher, University of Alcalá, Spain
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Summary

Hernán Nuñez started by outlining some of the problems that IP teachers may face when teaching undergraduate law students. First, teachers may feel insecure and may need a longer time to prepare lecturers. Second, depending on each Law school curriculum, IP is often part of the commercial law module, and as a result, teachers will have very limited amount of time to explain this subject. Third, some students may show a certain level of resistance, even prejudice, against IP. For example, since IP is a specialized topic, containing several fields, students may think that it is too complicated and difficult to understand. Furthermore, there are some students who may be against the existence of IP systems, especially patents and copyright systems.

Hernán continued by stating that the Patent Teaching Kit may be considered as a very useful tool to start teaching IP in an easy and comfortable way. The Patent Teaching Kit was prepared by the European Patent Academy, in order to make easier the task of teaching IP rights. The Kit was designed to provide an initial overview of the basics of intellectual property in general (particularly patents) and can be used in Law faculties as well as in many others schools. It provides a PowerPoint presentation, notes for the teachers, and includes real cases as examples. In fact, even more experienced teachers can learn from the Kit, since it contains several examples, information and statistics that would be useful for IP experts.

Regarding the features of the Patent Teaching Kit, Hernán first remarked that it is very flexible. Even though it is designed to give emphasis to patent rights, its framework and methodology can be used in order to explain other IP rights, such as Trademarks and Copyright. Second, the Kit contains precise explanations that are easy to understand. Third, it uses many examples to clarify all the theoretical information. Fourth, the Kit has a sound and coherent framework, allowing for the connection of all the topics mutually related. Finally, it helps to break down prejudice in a friendly and well-reasoned way.

With respect to the contents, the Patent Teaching Kit consists of two core modules and three sub modules. The core modules offer an introduction to the world of patents. The first one, named "Protect your ideas" is focused on students of science, engineering, medicine and business administration. The second core module, called "How patents work", is intended to orientate Law students.

Although the Core Module 1 aims at students from other careers, it can be used as a first approach to Law students. As this module is more focused on facts than in legal rules, students can identify the main economic issues behind IP. The first 8 slides refer to IP in general, so they can be used as an introduction to any type of IP rights, such as Trademarks or Copyright. Thus, this first module will help students to understand IP as a subject available to anyone and related to all kinds of innovations and creations. In addition, it allows students to recognize and differentiate IP fields, like patents, trademarks, copyright, designs, etc.

The sub modules of the Kit refer to specific topics, which can be used depending on the learning needs of the students. Those sub modules may be more appropriate for graduate programs. In particular, the sub modules refer to: how to search patents, using the esp@cenet database; use of patents by a university spin-off; and patent claims.

For example, Sub Module C provides information about those statements that define what is actually protected by a patent. Following its instructions, students can acquire a basic understanding of patent claims in order to be able to: understand how patents are created and how the patent system works, make full use of the information found in patent searches, and interact with patent professionals during the patent application process. Sub Module C has case studies, based on real patents related with several technical fields like toys, medicine and technological equipment.

Hernán then explained the features of his favourite module of the Patent Teaching Kit, Core Module 1. This module is written in a very simple way and is very attractive for students. It makes them realize all creative activities that are around us. Actually, after giving some information to students about IP, an exercise can be conducted. You can ask them to look at the entire classroom, as well as their own belongings and encourage them to find intellectual property rights involved in all those things.

Using the first 8 slides of the module, students will develop the skill to recognize when an intangible can be protected as a trademark, design, patent or copyright. The slides also make reference to trade secrets and compare them with patent rights. Moreover, the module helps students to understand the economic relevance of industrial property rights in general and of patents in particular. They will realize that a sound knowledge and management of IP rights could add value to any type of projects and business.

With respect to patents, Hernán noted that Core Module 1 gives information about inventions and what is the best way to protect them. It emphasizes the importance of keeping it classified. Furthermore, following the notes of the Kit, teachers can explain each and every existing option to protect an invention, emphasizing that patents are not the only available path. The notes and guides can also be used to explain how to enforce and manage patents, and how to use the patent system and free databases on scientific and technological information.

Hernán followed this by reviewing the features of Core Module 2, which provides guidelines on the main juridical issues surrounding the patent system. It follows the same structure as Core Module 1, and provides slides, notes and useful examples. It refers to national patents, European patents, and patents under PCT. However, it provides detailed information about the procedure to be followed before the European Patent Office.

Hernán then noted that the Kit also mentions when there is a significant difference between the European and the US system.

Finally, Hernán concluded his presentation by summarizing the benefits of the Patent Teaching Kit. Students would be able to know the patentability criteria, understand the role of patents, get familiar with the patent system and understand why patents must be properly managed. Moreover, students will acquire the ability to identify the economic and juridical problems in case studies. Thus, if they need to deal with real cases, students will be able to recognize the relevant information provided, identify the law applicable, describe and understand IP concepts and categories, and finally, they will be able to make arguments and consider different solutions for the same problem.

Questions and Comments

Duncan Matthews, one of the authors of the Patent Teaching Kit, commented that while preparing the Kit, they spent a long time discussing whether infringement and invalidity issues should be part of the Kit. He explained that since national courts deal with those issues, the Kit could not explain them further. In addition, Duncan explained that when they updated the part of the Kit that shows students that patents are around us, they considered updating the Nokia mobile phone image but realised that mobile technology changes so quickly that smart phones do not readily illustrate the same range og trademarks, design rights etc. as older generations of phones.

Francois Femia added that the OHIM Academy is now collaborating with the EPO to expand the Patent Teaching Kit in order to include other IP fields. The deadline for launching the new Kit is set for December 2012. Laurent Manderieux intervened and thanked Francois for supporting those types of initiatives.

Alison Firth then asked Hernán whether he had used the Kit's parts about licensing, assigning, spin-off, etc. Hernán replied that he had not used them. He noted that he only uses the core modules because the sub modules that Alison mentioned are more appropriate for master degrees or other higher education programmes.

Increasing Interaction in IP Law: The Case of Moot Courts

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Summary

Mariateresa Maggiolino started by introduced herself as an IP teacher in Bocconi University, She then presented the idea that IP law may be the scene of many exciting challenges and struggles. For example, differentiating trademarks and copyrights, validity and infringement, economic and non-economic rationale of IPRs, EU and US IP laws, IPRs and antitrust, and so on. For that reason, IP law as a subject is conducive to students' interaction.

Mariateresa then explained why interaction between students (e.g. students' discussion about specific topics under the supervision of the teacher) is important for learning IP. In her experience, students' interaction makes: legal issues and legal arguments stand out; students understand all these issues and arguments by combining one with each other, or confronting one against the others; IP law and its kaleidoscopic nature easier to learn. On the other hand, it must also be noted that students' interaction is the maieutic method in practice, which is perceived by students as more challenging. Moreover, this method is especially useful for students that will be managers and not lawyers.

In practice, Mariateresa encourage students' interaction through moot courts. In her view, moot courts are the perfect "battle-field" for IP interactive challenges and struggles, because of their "three characters" (plaintiff, judge and defendant) and because of the adversarial system.

She then outlined how moot courts work in practice. Firstly, Mariateresa splits the class in many groups as many moot courts can be organized; secondly, she then splits each of these groups in three sub-groups: the plaintiff, the defendant, and the judge; thirdly, she gives them the same set of facts a few weeks before the day of the "play"; and last, she asks them to argue the case in class (sometimes via PowerPoint presentations).

However, there is the problem of deciding whether the three sub-groups may coordinate or not between themselves. If the students of the groups are able to coordinate with each other, the development of the moot is neat and, hence, it is easier for the class to understand and learn. In contrast, if they are not able to coordinate, the interaction is more exciting and spontaneous, thus more challenging for students and more revealing of their capabilities for teachers.

Mariateresa concluded by commenting that, in her experience, she has used both coordinated and non-coordinated groups. She explained that when she decided for non-coordination, at the end of each moot court she had to wrap everything up and explain to the students involved, and to the rest of the class, why some arguments (or chains of arguments) were right or wrong. She also noted that in her class, students usually prefer non-coordination because they find it more exciting and challenging.

Questions and Comments

Laurent Manderieux (also of Bocconi University) thanked Mariateresa for her interesting presentation and remarked that although she affirms that the preparation of moot courts is not time consuming, he knows that she dedicates long time to prepare them. He commented that Mariateresa pays high

attention to detail and students usually consider her to be one of the best teachers of the law department in Bocconi.

Alison Firth asked Mariateresa about the method that she uses for marking students. In particular, she asked Mariateresa whether she marks students individually or by groups (because sometimes in group activities, some students work a lot and the rest do nothing). Mariateresa replied that she evaluated their performance in class, not their jobs. She did not look at the materials, just to what they were saying. She explained that she usually gives 2 points if they perform very well and 1 point if the arguments are not so good. She also prepared a summary of everything that happened in the moot court. In addition, Mariateresa commented that some students had asked her to have peer review between students, however this could be a very opportunistic method of evaluation because all students could give the maximum mark to each other.

Alberto Musso then asked Mariateresa whether the findings of the courts are based on legal, economic or emotional reasons. In reply, Mariateresa explained that although students showed a bit of emotion towards the case, finally they gave very consistent legal arguments. Students are asked to explain their reasoning and the legal basis of their decisions.

Finally, Laurent Manderieux thanked all the speakers of the sixth session of the workshop for their presentations and closed the session.

Next steps for EIPTN

Duncan Matthews, Professor of Intellectual Property Law, Queen Mary, University of London, UK and Co-ordinator of the European Intellectual Property Teachers' Network
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Duncan Matthews started by inviting the other Members of the EIPTN committee to join him at the podium during his presentation. He then thanked all the speakers for their fantastic presentations. Sharing ideas is one the main purposes of the Network so Duncan expressed his gratitude to all the participants of the workshop for participating and sharing their ideas, comments and suggestions. He also thanked Laurent Manderieux and the staff in Bocconi for the excellence work that they had done for the last two days.

He continued with an explanation of how the EIPTN had reached this point and what it is likely to happen next. The Network began in 2006 with the collaboration of Claire Howell and Alison Firth. Claire, Alison and Duncan met and decided to revive the idea of meeting every year at the end of the course and discuss new teaching practices or what teaching techniques needed to be improved. They agreed to plan a meeting of interdisciplinary character (in order to reach students outside the law discipline) every year in the UK.

With regard to the annual workshops, Duncan commented that since 2007 they have had six annual workshops. The first annual workshop was hosted by Claire Howell in Aston University. In 2008 the workshop was hosted by Alison Firth, then Duncan in 2009, Adoración Pérez Troya in 2010, Petra Žikovská in 2011 and now Laurent Manderieux.

One of the problems of the workshops is that they can only have a certain number of people in each event. Thus, one of the next steps of the Network is to further develop its virtual identity. In this sense, after consulting the EIPTN members, the Network has recently launched a new and more developed version of the EIPTN website. The new website contains information about the Network and past annual workshops (reports, presentations), but also downloadable materials. The next step would be to decide how to link up people in the network to make sure that things are happening constantly throughout the year rather than only during the annual two day workshop.

In order to achieve those objectives, what they have done is to improve their partnerships, initially with the European Patent Academy and now with the OHIM Academy too. The EPO Academy has funded the EIPTN workshops for the last 6 years and, this year, the sixth workshop has also received funding from the OHIM Academy. None of those events would have been possible without the support of those institutions, so the EIPTN will continue to reinforce those partnerships and look for new supporters in the future.

In terms of participation, over the last 6 years the EIPTN workshops have included approx. 120 presentations involving IP teachers from 15 different countries. Thus, Duncan remarked that the EIPTN has achieved a lot with a relatively small financial budget.

One of the interesting spins-off of the EIPTN is the creation of national IP teaching networks in addition to the umbrella EIPTN. There are already national network in several countries including Spain, Italy, Belgium and Latvia, while the EPO roadmaps projects also aim to create an IP culture in Europe and may well link in with the EIPTN's activities.

In terms of next steps, Duncan commented that the EIPTN website should be able to make the EIPTN activities stable throughout the year. He then showed slides showing static temples of the new EIPTN website. The re-designed website is designed to allow downloading and sharing IP teaching materials, such as the Patent Teaching Kit of the European Patent Academy. In addition, there is the possibility that the EIPTN website could allow participants to upload and share their own teaching materials.

Duncan then commented that potentially one of the highest costs of building the new website is incorporating the EIPTN database of IP teachers, which comprises around 550 experts, and create a searchable database. The database would allow the EIPTN members to network throughout the year. He then showed the static template of the searchable database of IP experts, where members can find contact information about IP experts by country, specialisation (patents, trademarks, copyrights, etc.) or name. The database would be accessible through a password protected area.

Duncan explained that during the last year they had discussed all those ideas with software developers in order to know how the website will actually work in practice. In fact, they have already found software companies that are willing to develop the website, for which there are cost implications. However, the benefit is that the database is already populated with more than 500 contacts that would be automatically migrated into the new online facility.

Duncan followed this by commenting that in the past they had also discussed the possibility of having, in the members' area of the website, an online discussion forum. However in order to do that, there are also resource implications, for example the discussion would need to be moderated.

Similarly, with regard to the possibility of uploading IP teaching materials, it would be necessary to have some mechanisms in place to ensure that the materials that are posted are reliable.

Duncan stated that all the issues that he mentioned needed to be discussed in order to create an interactive EIPTN website. Due to the financial implications of the project, they would need further financial support to achieve the EIPTN's objectives.

He then posed the question of whether the format of the workshops should change in the future. The workshops worked very well over the last six years, however there had been some comments that they were inward looking (IP teachers talking among themselves) and perhaps they should include IP rights holders, students, etc.

Before concluding, Duncan said that over the past 6 years, he had been maintaining the EIPTN website, the members' list, writing e-mails on behalf of the EIPTN, etc. However, this is very time consuming and he has decided to step down from this role. He then said that Claire Howell had kindly accepted to take over many of the responsibilities for maintaining the website and the running of the EIPTN.

Duncan concluded by stating that the aim of the EIPTN will continue to be the same, sharing best practices in IP teaching by meeting and discussing new teaching techniques. Finally, he asked the other Members of the EIPTN committee whether they wanted to add anything to the discussion.

Laurent Manderieux thanked Duncan for his hard work and for running the EIPTN in such an excellent way for so many years.

Claire Howell said that it will be very difficult to run the EIPTN as Duncan did. Claire then stated that the Network was created in order to response to the needs of its participants. So she invited the audience to participate in the discussion and make their comments about the next steps of the EIPTN.

Comments

Mike Adcock stated that the idea of sharing IP teaching materials throughout the year would be extremely useful. He said that he would be happy to share his materials and thought that many other people would like to upload their materials too. He suggested that materials could also be uploaded upon request (on a particular issue, IP field, etc.). Duncan then commented that one of the issues that they had discussed is the need to maintain academic independence. For example if certain teaching materials are critical of a certain institution, the EIPTN members should not feel obliged to use them.

Nuno Silva said that the idea that Duncan proposed was very interesting and he mentioned that in Portugal they have a similar network (which includes other people apart from teachers) and that they are negotiating an agreement with Spain to join efforts and create a single link for both countries. He then expressed his interest in hosting the next workshop of the EIPTN in the University of Lisbon. Duncan thanked Nuno for his comment and for proposing Portugal as the next venue for the annual EIPTN workshop.

Janice Denoncourt said that she had heard that Claire was going to put together a list of different teaching conferences. She asked her whether it was true and whether it was something that Claire already had in her agenda. Janice commented that sometimes there are conferences that are relevant to the IP discipline but that IP teachers do not hear about them. In fact, there is no place where you can find a complete list of IP-related conferences. Claire replied that this is something that they have in mind. They want to create a calendar of IP-related conferences that would be available on the website.

Caroline Coles commented that it would be useful for the EIPTN to collaborate with law firms and have speakers that are practising lawyers. Duncan replied that collaborating with practitioners was a good idea since they often give guest lectures in universities and already teach IP to students. He commented that they already had a partner from a London based patent firm in the EIPTN workshop that Queen Mary hosted. He also mentioned that, in the UK, patent attorneys usually enjoy teaching so they might be open to participating in the Network.

Ruth Soetendorp then made a comment about measuring IP awareness. She mentioned that she is involved in a project sponsored by the UK IPO and undertaken on behalf of the Intellectual Property Awareness Network (IPAN). The project, which had just completed, involved surveying 200 UK students from higher education. They expect that the results of this survey will be published soon, with the research findings likely to show what attitude students have towards IP. She expressed her belief that the project is unique and people will find it very useful. Claire asked Ruth whether this was something that she would put on the EIPTN website because the questionnaire might be useful for people in other countries. Ruth replied that she would be happy to do it and it would be great if the European platform takes this project on board too.

Ruth then posed the question of what they should do proactively to inform other subjects (e.g. technical subjects) that the EIPTN actually exists. In her opinion, the EIPTN should be proactive in expanding its presence among other subjects. Duncan replied that one of the issues that they had discussed with the European Patent Academy is the possibility of having direct links to the EIPTN website, where people could find sample lectures, teaching materials, etc.

Gül Okutan stated that she supports the idea of having a forum as a platform to communicate with each other throughout the year. Regarding the experts database, she mentioned that she had heard

that WIPO had created something similar for certain countries. She noted that WIPO gave a presentation with the University of Bulgaria exactly for the same purpose, although that network was not European in focus, but much larger. Duncan replied that the University of National and World Economy in Sofia is involved in the WIPO's project. He noted that a key difference with the EIPTN is that the WIPO network does not yet have a clear picture of who is teaching IP in Europe, while the EIPTN already has a network of 550 IP experts, and intends to use its database to populate the EIPTN database of searchable contacts via its website. However, the EIPTN acknowledges that it needs to be careful not to duplicate existing initiatives.

Marcelo di Pietro said that the WIPO website also intends to make available the possibility of uploading and downloading materials. He stated that the WIPO project in collaborating with the University of National and World Economy in Sofia is intended for the so called countries in transition and he proposed that it would be useful to have a link between the WIPO and the EIPTN websites in order to avoid duplication. He continued with a comment about the existence of lists of IP events. He said that the University of Alicante has a website (UAIPIT) with IP-related information about conferences (e.g. links to the EPO calendar), laws, etc. The website is in English, Spanish and German. Duncan thanked Marcelo for his contribution, mentioned that people from UAIPIT had attended EIPTN workshops in the past and pointed out that EIPTN and UAIPIT already provide links to each others' websites online.

Janice Denoncourt suggested the creation of an EIPTN Facebook page with a link to the EIPTN website since it would help to raise the profile of the EIPTN.

Francois Femia stated the OHIM Academy only supports projects that are not duplicated. So for him it is very important to be able to identify the differences between projects (for example the creation of discussion forums). He commented that the EPO, WIPO and OHIM are continuously seeing initiatives that overlap each other. It is very difficult to find an idea that is really different from the rest. So the issue of duplication is especially important for them and coordination between them (WIPO, EPO and OHIM) is deemed to be necessary in order to avoid duplication. Duncan replied that for the EIPTN it is very useful to have the collaboration of the EPO, OHIM and WIPO because it helps to ascertain that the EIPTN maintains its unique character. Regarding the EIPTN discussion forum, Duncan reminded participants that last year they distributed a questionnaire and people said that they liked the idea of having a discussion forum, but they did not know whether they would have the time to contribute. In this regard, Ruth suggested that it would be useful to get an e-mail alerting EIPTN participants that there is a new post. Duncan replied that as soon as they create a password protected area, there could be e-mail alerts for posts, new materials, etc.

Finally, Duncan stated that he had maintained the EIPTN over the last 6 years because he really liked and enjoyed doing so. He also said that he would ensure that there is a smooth transition of the activities of the Network to Claire. He then thanked the Members of the EIPTN committee and the participants of the workshop for their work during those two days.

Closing remarks

Laurent Manderieux, Professor of Intellectual Property Law, Bocconi University, Italy
(laurent.manderieux@unibocconi.it)

Laurent Manderieux stated that it had been a pleasure to welcome all the participants in Bocconi University during the last two days. He then mentioned that he hoped that participants enjoyed their time in Bocconi, even though the University was only able to provide modest assistance to them due to the dates of the workshop, which coincided with the examination period at the University.

Finally, he thanked the EIPTN for giving him the opportunity to host the Sixth EIPTN Annual Workshop and wished a safe trip to those that needed to travel right after the end of the workshop.

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