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Problem based learning over space and time

EIPTN workshop 2008





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LLM in Innovation Technology and the Law launched on-line 2005

2008 Three new LLMs

Intellectual Property

Information Technology

Medical Law

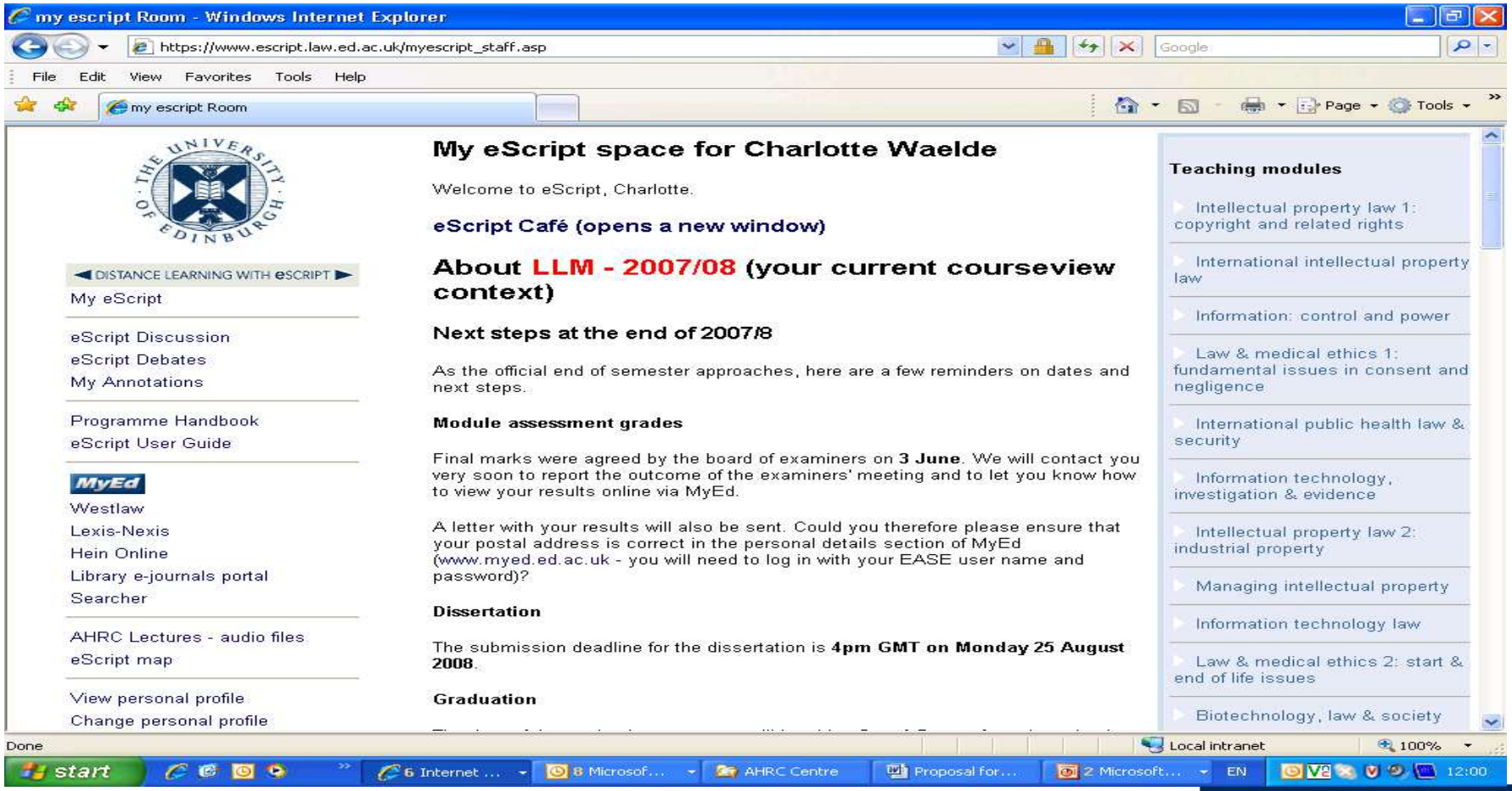




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Managing Intellectual Property

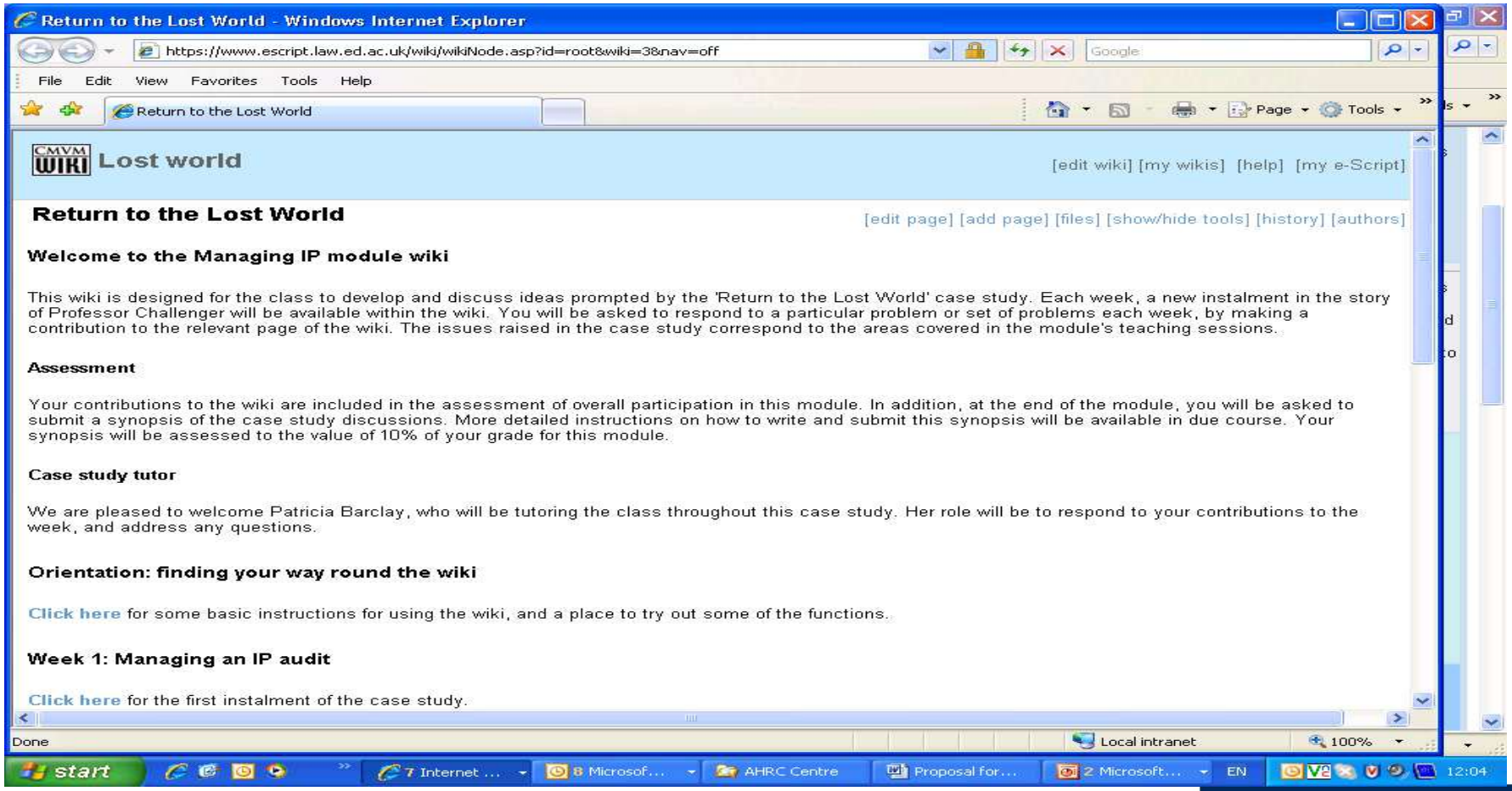


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Introducing a case study using a wiki
The Lost World



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Why?

The desire to see students put acquired knowledge to practical use over space and time

Run concurrently with weekly sessions – building on knowledge acquired in sessions





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Space and Time

SPACE

- Physical space between students
- Closing the space between theory and practice
- Closing the space between IP advisors and their clients

TIME

- Linking the sessions in the module together over time
- Advising a client over time
- Advising a client with respect to the various stages of the business over time

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Using the wiki

- Split into groups
- Set groups
- One group
- Choose the group

Why?

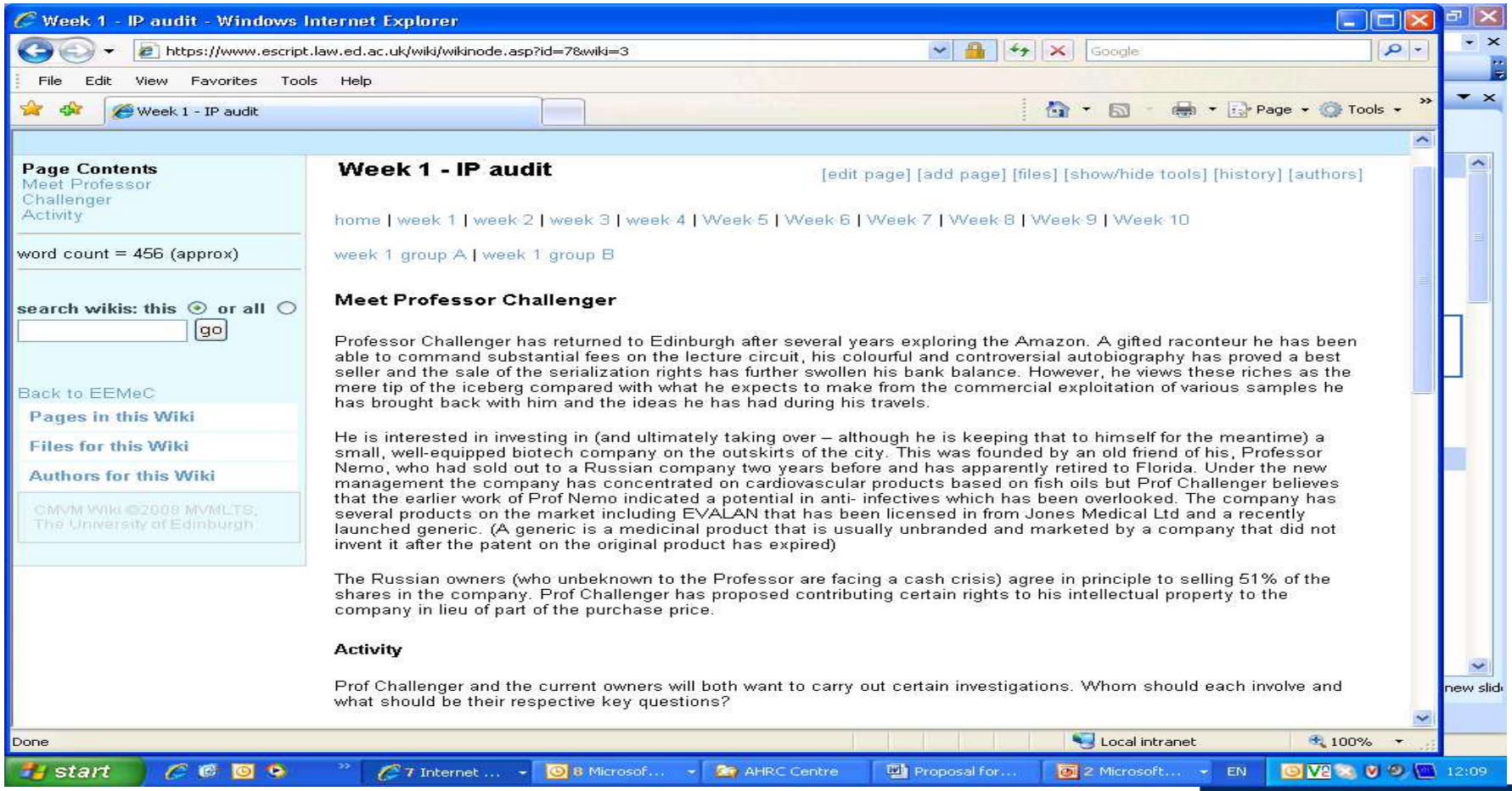
To ensure students could experience all the different roles

- Client
- Advisor
- Supplier
- Competitors
- Or other players in the scenario

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The case study – Week 1



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The case study – Week 4



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Assessment

10% participation in case study
10% for a reflective piece

- In what ways has your participation in the case study informed your thinking about the practice of managing intellectual property, or your ideas of how such intellectual property management occurs?
- What have you learned about the processes involved in giving advice over time?
- How have you benefited (how might you have benefited more) from your involvement in the case study?
- How has it influenced or shaped your interaction with clients and ways of giving advice or how might it so influence and shape your interaction?
- Comment also on the extent to which you think that your work on the case study, using the wiki tool, has facilitated this learning experience.

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Comments

Students learned a great deal about the practice of IP law.

- Theoretical and policy info applied in a simulated environment in ways similar to how a real client's problems would be addressed in practice.

They acknowledged the different roles and perspectives involved.

- Clients may be mistrustful and secretive – you need to know the right questions to ask.
- Value in considering different perspectives on hands-on problems.
- Need to seek advice from other patent agents and lawyers.

And generally saw the bigger picture.

- The exploitation of IP rights depends on a multitude of factors besides the law.
- Glimpse into huge array of contentious issues that the average business might encounter when seeking to protect their products.
- Never ceased to amaze me how many various angles had to be considered in order to operate soundly in the client's best interests.

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They grasped the time factor

- Pace was fast & furious, like the real world – an attorney often does not have luxury of time to research and then respond; need to prioritise client matters in the wiki such as in the real world.
- Development over time mirrors real like management of a client's portfolio.

They learned from each other.

- Watched and learned from the experience of fellow students.
- Insights from veterans' years of experience; fresh perspectives from novices.

While having to find a balance between focus and breadth of outlook.

- Dilemma whether to spend time analysing the issues and providing a preliminary and instinctive response
- Tension between focus and diversity of possibilities within the scenario

Some wanted more time.

- I needed to do reading first before responding and my points may already have been made. My solution was to add contributions without reading others first – at least I could then apply my knowledge although this meant missing out on the interactive element.
- Try alternate weeks for case study and normal discussion.

Some liked the group work.

- When a group is allowed to tear a problem to pieces, a greater variety of solutions appear. With this approach the actual best solution (rather than a familiar solution) can be discovered.
- Group selection strategy was successful as it stopped the urge to pick the most comfortable group based on experience, and vice versa being able to choose on some occasions.

But felt that more consistent participation by more students was needed.

- I would have benefited more if students had posted more.

The wiki

- Not really used ‘as a wiki’
- Does is matter?
- Pedagogical approach should determine use of technology
- Technology should not drive pedagogical approach

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