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ATE INTELLECTUAL PROPERTY OFFICE
THE PEOPLE'S REPUBLIC OF CHINA

WORLD INTELLECTUAL
PROPERTY ORGANIZATION
GENEVA

JAPAN PATENT OFFICE

WIPO ASIAN REGIONAL TRAINING COURSE FOR TRAINERS AND INSTRUCTORS OF INTELLECTUAL PROPERTY

organized by
the World Intellectual Property Organization (WIPO)

in cooperation with
the State Intellectual Property Office (SIPO) of
the People's Republic of China

and with the assistance of
the Japan Patent Office (JPO)

Beijing, July 23 to 27, 2001

STRUCTURING UNIVERSITY TEACHING AND TRAINING COURSES IN INTELLECTUAL PROPERTY, LESSONS TO BE LEARNED; THE EXPERIENCE OF SINGAPORE

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INTELLECTUAL PROPERTY TEACHING & TRAINING COURSES AT THE NATIONAL UNIVERSITY OF SINGAPORE

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WIPO Asia-Pacific Regional Seminar
for IP Trainers & Instructors
Beijing, People's Republic Of China
July 23 to 27, 2001

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1. INTRODUCTION

- Rapid advance in technologies - IT
  - Impact on knowledge dissemination in the 21st Century
- Advent of Internet lead to "seismic shift" in dissemination and acquisition of knowledge
  - New economy
  - Instant information anywhere anytime

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1.1 Introduction

- Traditional methods of education versus e-Learning and I-Learning
- Delivering 2 papers:
  - Topic 4: Structuring university teaching and training courses in intellectual property, lessons to be learned – the Singapore experience;
  - Topic 7: Development of curricula and training materials in intellectual property.

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2. Topic 4: IP Teaching & training courses at NUS, Singapore

- Structuring university teaching & training courses in intellectual property, lessons to be learned: the experience of Singapore
- Focus: IP teaching at the Faculty of Law, National University of Singapore (NUS)

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2.1 IP Teaching & training courses at NUS, Singapore

- Paper - divided into 3 topics:
  - IP teaching and training in the 1980s
  - Changes and development in IP teaching and training in the 1990s
  - IP education in the 2000s

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3. IP teaching & training in the 1980s

- Law of Intellectual Property taught at 2 levels
  - Undergraduate LL.B program
  - Postgraduate LL.M and Diploma in Law programs
- Undergraduate IP course
  - around 1985/86 to date
  - optional course
  - Lecture-tutorial system
  - Assessment: examination + assignment
  - Student enrolment - 60 (1980s) to 140 (1990s)

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3.1 Undergraduate IP course in the 1980s

- The basic course covered the main IP Rights, such as:
  - Law of Patents
  - Law of Passing-off
  - Law of Registered trademarks
  - Law of Trade Secrets/Confidence
  - Law of Industrial Designs
  - Law of Copyright

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3.2 Postgraduate IP course in the 1980s

- Law of Intellectual Property course
  - offered to the postgraduate LL.M and Diploma in Law students
- Course details:
  - syllabus - similar to the undergraduate IP course
  - Objective
  - Optional course
  - Seminar style
  - Assessment: examination + research paper

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4. Changes & development in IP education in the 1990s

- Changes were made to both the undergraduate and postgraduate IP courses
- Undergraduate IP course: 3 main development
  - Changes to IP course structure
  - Introduction of Directed Research (IP)
  - New IP courses floated for non-lawyers

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4.1 Changes to undergraduate IP course structure (LL.B)

- Basic IP course → 3 independent courses
  - ↓ Duration: 1 year
  - ↓ ½ year
  - Reasons for change
    - » massive development in field of IP
    - » option to "specialize"
  - Assessment

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4.1 Changes to undergraduate IP course structure (LL.B)

- 3 IP courses:
  - » Intellectual Property Rights in Inventions and Innovation
    - Patents
    - Trade secrets/Know-how protection
    - Industrial designs protection
    - Layout-designs of integrated circuits (recently introduced)
  - » Law of Copyright
    - Including Performers' rights
  - » Law of Unfair Competition
    - Trade marks/ Geographical indication
    - Economic torts

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4.2 Introduction of Directed Research (IP)

- Directed Research (IP)
  - Dissertation on intellectual property law
    - » guided research - done under supervision
  - encourage greater research activities
  - Credit: 3 units (½ year course)

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4.3.1 Introduction of IP courses for non-lawyers

- 2 new IP courses for non-lawyers
  - Principles of Intellectual Property Law
    - » undergraduate IP course for non-lawyers
    - » students from the non-law faculty
      - Patents
      - Confidence/Know-how protection
      - Industrial designs
      - Layout-designs of integrated circuits
      - Trade marks
      - Copyright and related rights including performers' rights

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4.3.2 Introduction of IP courses for non-lawyers

- Business and Law of Biotechnology
  - » Taught to postgraduate Accelerated Masters of Science students
  - » Law component - deals mainly with law of patents with particular focus on biotech patent cases
- Courses tailored to needs of engineers, scientists etc
- Assessment
- Rationale

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4.4. Changes to Postgraduate IP courses

- Development to Postgraduate LL.M and Diploma in Law IP courses
- Basic IP course → 2 independent courses

↓	↓
Duration: 1 year	½ year

  - 2 courses:
    - » Law of Patents
    - » Law of Copyright
  - Assessment

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5.1 Modes & Parameters of Assessment

- Assess and evaluate intended outcome of teaching & training - E.g.
  - examination
  - continuous assessment/presentation
  - research papers/dissertation
  - e-mail conference participation
  - oral examination
  - Project work

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5.2 Mode of teaching

- Lecture-tutorial v. seminar
- Small group v. large group
- Cf. E-learning
  - "Brick-and-mortar" to "Click-and-mortar"
  - Online delivery methods/Online Web-based delivery.

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6.1 Optional v. Core curricula

- Core subjects - e.g.
  - Contract
  - Tort
  - Criminal
  - Evidence(?)
  - Trust
  - Property
  - Legal systems
  - Company law (?)
- Compulsory IP course?
- Justification

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7. IP Education in the 2000s

- Meeting the needs of the KBE
  - Changes to IP course structure → specialization
  - Multi-disciplinary approach to teaching
  - Mode of assessment changes
  - Use of IT in teaching & training
  - Customized education
  - Online Learning

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7.1.1 Changes to IP course structure

- Move away from basic IP training per se
  - More emphasis on specialization to meet needs of new economy
- 2 tier approach:
  - Basic IP course
  - Advance IP courses
- Advance IP courses
  - Current issues in e-commerce (2000)

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7.1.2 Changes to IP course structure

- IP Rights in Biotechnology & Life Sciences (2002)
  - » E.g. Patenting of Life - Legal issues relating to:
    - Patenting of animals, plants, humans, body parts, tissues, organs etc /Cloning
    - patenting of genes, ESTs, SNPs
    - gene therapy
    - GMOs
    - Biodiversity

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7.2.1 Other Changes

- Multi-disciplinary approach to teaching
  - staff from different disciplines/faculties
  - law + technology
- Mode of assessment changes
  - more flexibility/ no examination?
  - more emphasis on continuous assessment?
  - project work?

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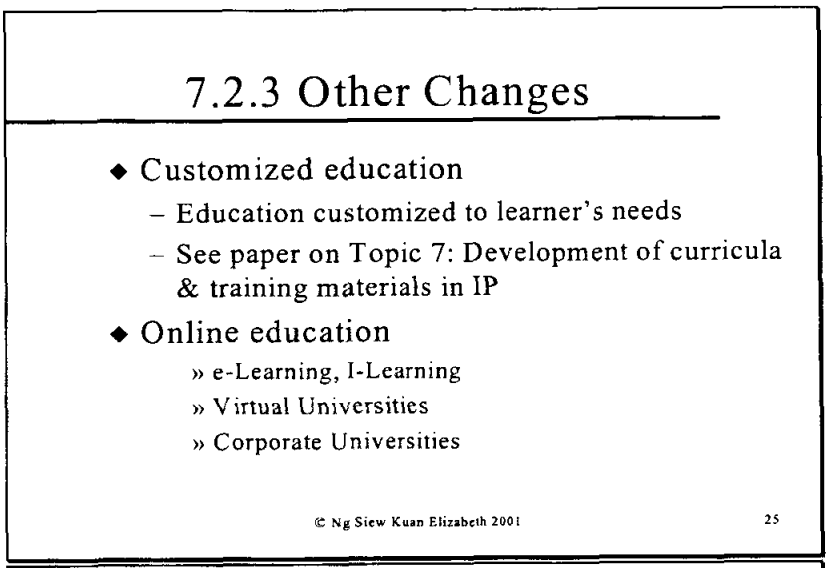
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7.2.2 Other Changes

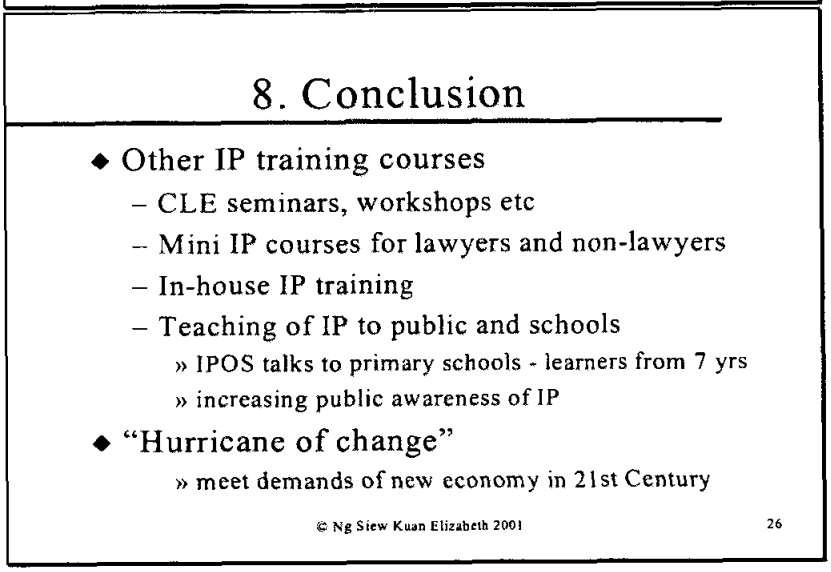
- Use of IT in teaching & training
- IVLE (Integrated Virtual Learning Environment)
  - » teaching and learning over the Internet.
  - » web-casting of lectures
  - » delivery of course materials online etc
  - » facilitate online teacher-student communication
    - discussion forums
    - class distribution lists
    - course FAQ
    - assignment repository
    - announcement board
    - Class schedule

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