

IP good start, better questions, best answers

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Background

- Design and delivery of two IP Management and Law modules taught online 2020/21 at City University of London:
- Masters in Innovation Creativity and Leadership
- BSc Business Management
- + Contributing to the Boosting Resilience: Survival Skills for New Normal programme 2018/19 <https://www.boostingresilience.net/>

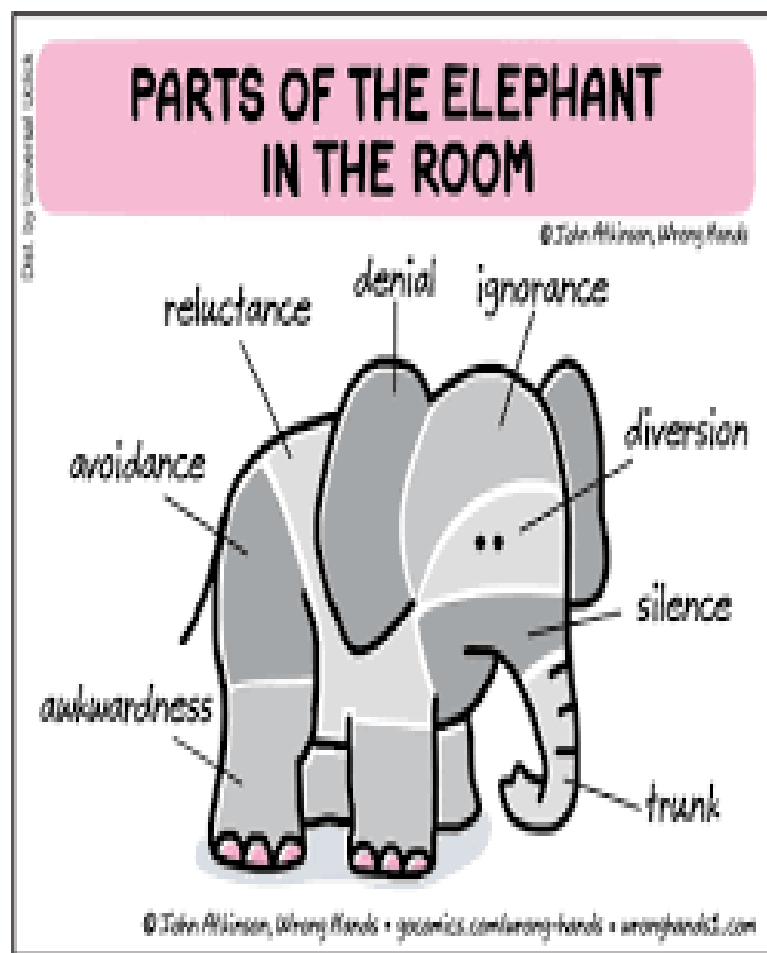
Is there an elephant in the room?

- When thinking about how to convey the importance of intellectual property rights, and how they work?



Law, legislation, regulation

- “Alarming”, “Inhibiting”, “stress making”,
- “Hard to understand”
- Comments from students and designers
- Legal concepts are different from the concepts most entrepreneurs and IP creators are used to working with



Addressing the Elephant (1)

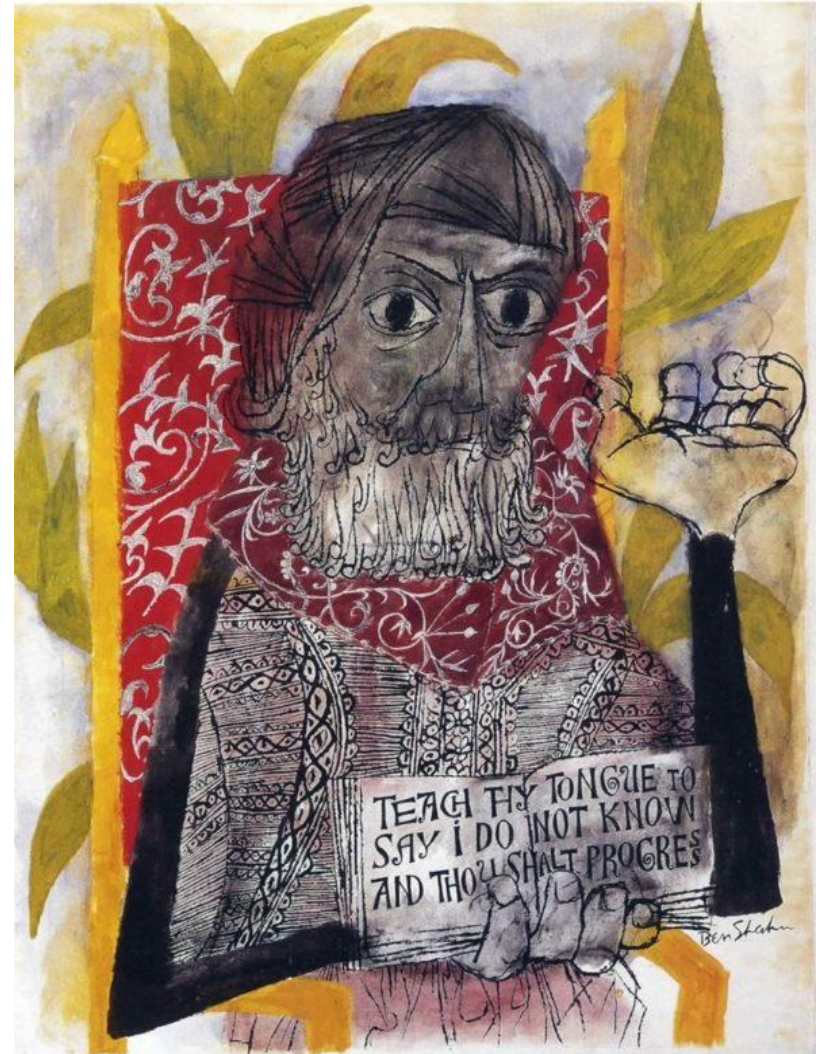
- **Get them talking**
- Take reports of IP disputes from print, broadcast or social media, unlitigated and unresolved
- Use the reports as ‘IP Icebreakers’
- Ask them for their OPINION on the dispute – anything to get them talking! Educators know, once a learner has spoken, it is easier to get them to speak, write and learn.
- ‘IP Icebreakers’ were used in online 1-pair-share formative and summative assessed work

Addressing the Elephant (2)

- **Start with Confidentiality:**
- It is a concept everyone can relate to
- It is relevant to every, any innovative, inventive or creative venture
- It needs to be addressed at the earliest in any venture (*so why leave it as the tail piece of module??*)

Addressing the Elephant (3)

- **Get them to ask questions**
- Take the pressure of needing to know answers, let alone the right answers
- Formulating questions is the first step to learning answers.
- "Teach your tongue to say I don't know and you shall progress" Rabbi Maimonides C12th (painting © Ben Shahn 1954)



Intellectual Property Management Decision Tree



What IP and quasi IP is involved? Who will be working with the IP? Who owns the IP? What do you want to do with the IP?

Online resources from e.g. UKIPO, EPO, IPO, EUIPO, WIPO

Basic IP concepts: ©copyright, ®Trade Marks, Patents, Designs, Confidentiality and Trade Secrets, Contracts, Valuation, Exploitation

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Tertiary IP education improvements?*

- Acknowledge
- ..**shift in perspective** of IP from a legal concept to a business concept
- .. **lawyers are not necessarily the best** profession to teach IP ‘what experience do lawyers have of business?’
- ..**IP is an interdisciplinary** phenomenon ‘constructed by law, birthed in innovation, monetized by managers and valued by accountants’
- *Points taken from the Center for IP Understanding Report **Intellectual Property Education in US Business Schools: An Evolving Landscape** due for publication 27 April 2021
- **‘inventors** must teach IP because...they understand what it means for IP to be a business asset’
- **‘economists** should teach IP courses because business students ‘need to see the bigger picture of how IP impacts economic policies and value’
- **avoid these issues** by labelling a course ‘Driving Profitable Growth’.