Teaching IP Law

Strategy & Management Conference

21 June 2023 – 10:00 to 17:30

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Teaching IP Law Conference

UCL Laws, Bentham House, WC1H 0EG

21 June 2023 – 10:00am to 5:30pm

Venue: The Moot Court

Registration	10:00 to 10:30
Welcome: Professor Ruth Soetendorp and Dr Sabine Jacques Including Message on behalf of EIPTN	10:30 to 10:40
Panel 1 – Reflecting on *Teaching IP Law, Strategy and Management* Chair: Dr Sabine Jacques **Kathryn Penaluna**, University of Wales Trinity Saint David's Developing 21st Century Skills for Creativity and Innovation: The Case of the Entrepreneurial Educator in Raising Learner Awareness of IP **Professor Dinusha Mendis**, Bournemouth University Law and Design-Engineering Students bring IP Law to Life **Dr Jocelyn Bosse**, Kings College London Peer-Assisted Learning in Intellectual Property Law: A Bridge to Solidifying Learning & Enhancing Student Experience	10:40 to 11:30
Break	11:30 to 11:45
Panel 1 (Cont) – Reflecting on *Teaching IP Law, Strategy and Management* Chair: Dr Sabine Jacques **Joe Sekhon**, University of Portsmouth Using Social Media in IP Teaching **Caroline Coles**, Aston Business School Teaching with AI and Virtual Reality for Experiential Learning **Dr Janice Denoncourt**, Nottingham Trent University Integrating Sustainable Development Awareness in IP Law Education **Dr Helen Gubby**, formerly Erasmus University Teaching IP from an Ethics and Sustainability Perspective	11:45 to 12:45
Lunch	12:45 to 13:55
Keynote: Professor Sir Robin Jacob Introduced by Dr Aislinn O'Connell, Royal Holloway	13:55 to 14:20

Panel 2 - How *Should* We Teach IP Law, Strategy and Management? Chair: Professor Ruth Soetendorp **Jane Secker**, Bayes Business School and **Chris Morrison**, Bodleian Library Playing games with Copyright **Dr Matt Fisher**, University College London Collaboration, Self-reflection and Peer Review **Bartolomeo Meletti**, CREATe CopyrightUser.EU learning from CopyrightUser.org	14:20 to 15:10
Break	15:10 to 15:25
Panel 2 (cont)- How *Should* We Teach IP Law, Strategy and Management? Chair: Professor Ruth Soetendorp **Thorsten Lauterbach**, Robert Gordon University From Covid-19 to ChatGPT - Trials and Tribulations for Academic Integrity **Dr Liam Sunner**, Queen's University Belfast Interaction of Video Games and Teaching IP **Roxanne Peters**, University of Arts London Supporting the Next Generation of Creatives	15:25 to 16:15
Keynote 2 – Professor Uma Suthersanen **Toast to the Book! – Nic Fearon-Low, UK Intellectual Property Office**	16:30 to 17:30
Sir Hugh Laddie Lecture UCL Cruciform Lecture Theatre, Gower Street, WC1E 6BT	18:00 to 19:15
Lecture Reception North Cloisters, Wilkins Building, Gower Street, WC1E 6BT	19:15 to 20:00

Click here for directions to Bentham House

About Our Speakers

Our Keynote Speakers

Professor Sir Robin Jacob is the Sir Hugh Laddie Professor of Intellectual Property Law and Director of the UCL Institute of Brand and Innovation Law. He also acts as an arbitrator, mediator, expert determiner and expert witness both in IP and commercial cases. Having read Natural Sciences at Trinity College Cambridge, Sir Robin both read for the Bar and took an LLB at the LSE. He was called to the Bar by Grays Inn in 1965, and practiced at the IP Bar between 1967 and 1993, before being appointed to the Bench in 1993. Sir Robin became a Lord Justice of Appeal in October 2003, and although he formally retired as a judge in 2011, to take up his current appointment, continuing to sit from time to time in the Court of Appeal until April 2016.

Sir Robin continues to be active in IP education. As well as being a regular contributor to student IP classes and seminars at UCL, he is also President of the Association of Law Teachers and a co-author of the Guidebook to Intellectual Property since its third edition. He is also an Hon. Fellow of both the LSE and St Peter's College, Oxford, an Hon. LID of the University of Wolverhampton, and also President of the Intellectual Property Judges' Association (the association of European IP, particularly patent, judges). He was Chairman of the Advisory Panel on the Selection and Training of Judges for the Unitary Patent Court until the UK withdrew from the project.

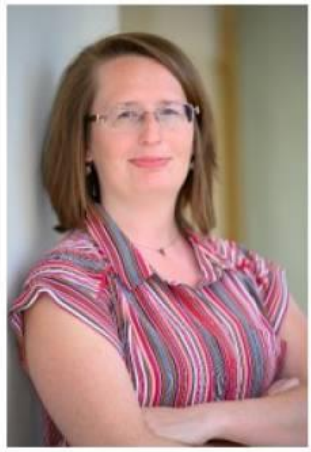
Professor Uma Suthersanen is Professor of Global Intellectual Property Law at Queen Mary University of London, and is the current Director of the Queen Mary Intellectual Property Research Institute.

Uma gained her degrees in law from the National University of Singapore and Queen Mary University of London.

She began her academic career at Queen Mary first as the Herchel Smith Research Fellow, becoming a tenured lecturer in 2001. In 2009, she was conferred a Personal Chair at the Centre for Commercial Law Studies. Uma's research encompasses legal, socio-economic, and comparative aspects of intellectual and intangible property. She has served as a consultant and given evidence to international and regional bodies including WIPO, UNESCO, UNCTAD, European Parliament, European Commission, and the Governments of Israel and Singapore. More recently, she has been invited to sit as a WIPO expert on the Ad hoc Committee on traditional knowledge and traditional cultural expressions, IGC 46, February 2023. She sits on the Executive Committee of the British Literary and Artistic Copyright Association (ALAI-UK), having previously served as Chair between 2006-2010.

Uma is a Visiting Professor on the WIPO Academy Joint LLM programmes with the (i) University of Ankara, and (ii) Shanghai International College of Intellectual Property-University of Tongji. She is also on the Visiting Faculty for the WIPO Academy programme with the British Copyright Council and UK Intellectual Property Office, and an Overseas Fellow of the IP Academy of Singapore.

Our Panel Chairs



Dr Sabine Jacques is Associate Professor of IP law at the University of East Anglia, and a visiting lecturer at the University of Maastricht, further expanding her impact on legal education and scholarship. Her monograph, *The Parody Exception in Copyright Law* (OUP, 2019), explores the nuances of parody within the framework of copyright law. Sabine's expertise extends beyond academia, being actively involved in various projects and media engagements. She serves as an expert analyst for the EU Law Live project, offering insight on EU IP issues, and contributes regularly to prominent media outlets including The Conversation, The Washington Post and the BBC. Sabine is known for her innovative approach to teaching and engagement. She has created a unique educational resource called IntangAbility: The IP Game, which serves as an interactive learning tool for students and professionals in the field of Intellectual Property.

Professor Ruth Soetendorp currently teaches Intellectual Property Management at Bayes Business School, City University of London. At Bournemouth University she co-founded the Centre for Intellectual Property Policy and Management. Her research interest continues to be the IP education of IP rights creators. She has been delighted to contribute to the international development of IP education through teaching and research with WIPO, EUIPO, EPO, UKIPO and The World Bank. Ruth first pioneered IP Education beyond the law school in the 1990's, with support of the Patent Office (now UKIPO) and was an early recipient of a Leverhulme Trust Teaching Award (1997) and of an early HEA National Teaching Fellowship (2001).

Our Panellists

Dr Jocelyn Bosse is a Lecturer in Intellectual Property and Information Law at King's College London. She teaches patent and trade mark law, along with research-led teaching on the law of geographical indications and plant variety rights at both undergraduate and postgraduate levels. Jocelyn was nominated for a King's Education Award in 2023. She completed her PhD at the University of Queensland as part of the ARC-funded project, 'Harnessing Intellectual Property to Build Food Security'.

Caroline Coles is a senior lecturer in IP at Aston University, built on her previous career as a practising solicitor in IP and an international marketing manager with The Boots Company. She is the chair of the IP and Technology Group within the European IP Teachers Network and has received a National Teacher Fellowship for her work on technology enhanced learning. She publishes on IP and technology and Sustainability in Higher Education.

Dr Janice Denoncourt is an Associate Professor at Nottingham Trent University, having began her IP career in private practice and as an in-house lawyer. She now leads the Intellectual Property Research Group at Nottingham Law School. Janice has designed and delivered a variety of intellectual property modules at undergraduate, post-graduate and professional levels in Law and Business Schools, using culturally diverse IP case studies to promote the inclusive and responsible deployment of IP rights. She is a longstanding member of the European Intellectual Property Teachers' Network (EIPTN) and former Co-Chair. Janice has authored several IP education texts and her research on IP law education has been published in the European Journal of Law and Technology and the Nottingham Law Journal.

Dr Matt Fisher is a Senior Lecturer at UCL Laws and is Co-Director of the UCL Institute of Brand and Innovation Law. Matt's particular research interest is patent law (but stresses that this should not be held against him), and his work adopts theoretical, doctrinal and comparative law perspectives. He teaches across all fields of intellectual property law at both undergraduate and postgraduate levels, including law students and those in other Faculties. In In June 2023, Matt's teaching was recognised with an award of both a UCL Education Award and a UCL Student Choice Award.

Dr Helen Gubby was called to the Bar in London, and later worked as an advocate for a Dutch law firm. Having left private practice, she works as a senior lecturer at the Erasmus University, Rotterdam, teaching intellectual property to business students, as well as English legal terminology in the law school. Her PhD, completed in 2011, related to the development of patent law during the early phase of the Industrial Revolution in England (1750s-1830s).

Thorsten Lauterbach is a Teaching Excellence Fellow at the Robert Gordon University in Aberdeen, where he teaches Intellectual Property Law to both undergraduate and postgraduate students. While his passions lie predominantly in pedagogy, he is also keen on researching aspects of substantive IP law, in particular copyright law and authorship, and more recently trade mark law. He is a regular speaker/presenter at conferences, e.g. SLS, BILETA, EIPTN and SCOTLIN (Scottish Law & Innovation Network) events, at the latter as co-founder. Raising the profile of IP beyond HEIs has been close to his heart, too: For many years, he has been collaborating with students to establish an annual World IP Day event at RGU, one of usually only two in Scotland.

Bartolomeo Meletti works as Creative Director for CREATe, the UK Copyright and Creative Economy Centre at the University of Glasgow. In addition, he is the Education and Research Executive of Learning on Screen, a charity and membership organisation specialised in the use of moving image and sound in education and research. Since its inception, Bart has led the development of CopyrightUser.org - the most visited copyright information website in the UK, which has attracted more than 2 million unique visitors since 2014. Recently, as part of the H2020 consortium, ReCreating Europe, Bart has produced the EU version of the website: CopyrightUser.EU.

Dr Dinusha Mendis is Professor of Intellectual Property and Innovation Law and Director of the Centre for Intellectual Property Policy and Management (CIPPM) at Bournemouth University, specialising in copyright law, copyright licensing and copyright policy. Recent funded projects in this area have included commissioned research for the UK Intellectual Property Office, EU Intellectual Property Office, European Commission and KnowledgeRights21. She is a member of various national and international executive committees including being a member of the Metaverse Governance Team of the World Economic Forum (WEF). In terms of teaching, Dinusha leads a number of IP units on the UG and PG programmes and is Director of the PGCert IP course.

Chris Morrison is the Copyright and Licensing Specialist at the Bodleian Libraries, University of Oxford, responsible for copyright policy, licences, training and advice. He was previously the Copyright, Licensing and Policy Manager at the University of Kent, Copyright Assurance Manager at the British Library and before that worked for music collecting society PRS for Music. Chris holds a masters in copyright law at King's College London. Along with Jane Secker, Chris Morrison runs copyrightliteracy.org, and they are co-chairs of the ALT Copyright and Online Learning Special Interest Group and are members of the Universities UK Copyright Negotiation and Advisory Committee which negotiates with collective management organisations for UK HE institutions.

Dr Aislinn O'Connell has been a Lecturer in Law at Royal Holloway since January 2018. Her research interest lies in the interaction of intellectual property law with culture, focusing on the protections or lack thereof which are available to media other than those traditionally covered by intellectual property provisions. Between January 2020 and April 2023, Aislinn served as the Hon Secretary of the Association of Law Teachers, and she continues to serve on the Committee.

Kathryn Penaluna is Enterprise Manager at the University of Wales Trinity St David (UWTSD), where her role includes supporting and developing student and graduate businesses. UWTSD has an excellent track record for graduate start-ups and businesses, receiving the Triple E European Entrepreneurial University of the Year Award in 2022. With a background in the financial services sector and having also managed a graphic design studio, Kath's experience of the worlds of banking (business) and of design (creativity) has influenced her curriculum development. She is an internationally renowned researcher on enterprise education and a regular presenter at conferences and workshops. Her recent research has focussed on the role of innovative and creative thought within enterprise and entrepreneurship mind set development.

Roxanne Peters is an IP educator based at the University of Arts, London. She works internationally at the intersection of IP law, creative education, ethics and enterprise. Having worked in intellectual property strategy, advocacy and practice at the Victoria and Albert Museum, London and for open culture platform Europeana Foundation, her approach to IP education has always been practice-led for non-legal communities, focusing on inclusive and democratic ways to connect. She enjoys connecting with creatives, encouraging self-led approaches to recognise the value of their IP and copyright for creative agency, as part of their business strategy and as a tool to activate positive change. She co-designed an IP resource to support and encourage wider awareness of IP thinking within the creative industries and strives to continue to challenge colonial legacies of IP law and education.

Jane Secker is Senior Lecturer in Educational Development at City, University of London. She leads the modules related to digital education and digital literacies and is Programme Director of the Masters in Academic Practice. She is Chair of the CILIP Information Literacy Group and a member of the Copyright Advisory Panel which is a governance group of the UK's Intellectual Property Office. Jane, along with Chris Morrison, runs copyrightliteracy.org, and they are co-chairs of the ALT Copyright and Online Learning Special Interest Group and are members of the Universities UK Copyright Negotiation and Advisory Committee which negotiates with collective management organisations for UK HE institutions.

Joe Sekhon is Associate Head for Research and Innovation at the School of Law, University of Portsmouth. He is also a Visiting Professor in IP Law at Bocconi University (Milan) and Paris Nanterre University. Joe's research and innovation interests focus on the relationship between IP education and entrepreneurship. He secured funding from the UKIPO to establish an IP clinic (iPass) for students and graduate entrepreneurs. He is currently leading the EPO's flagship online Modular IP Education Framework (MIPEF); a digital platform designed to educate Masters and PhD students across EPO member states on the importance of IP to their studies.

Dr Liam Sunner is a Lecturer (Education) in Law at Queen's University Belfast, where he teaches EU Law, IP Law, and Law and Technology modules across the various Undergraduate and Postgraduate Programmes. His research areas relate to the intersections of IP law, human rights, and EU External Relations Law.

The Papers

Panel 1 – Reflecting on *Teaching IP Law, Strategy and Management*

Dr Jocelyn Bosse: Peer-Assisted Learning in Intellectual Property Law: A Bridge to Solidifying Learning & Enhancing Student Experience

This presentation will enable you to consider how to incorporate Peer-Assisted Learning (PAL) in your IP subjects. This chapter provides an in-depth exploration of the benefits, experiences and perspectives of PAL leaders and the final year intellectual property students who voluntarily worked within a collaborative environment to supplement their knowledge and develop critical understanding of IP law. The chapter includes practical guidance for both academics implementing PAL in their modules, and for those students undertaking the PAL leader role.

Caroline Coles: Teaching with Artificial Intelligence and Virtual Reality for Experiential Learning

Led by teaching priorities of inclusivity and employability, this exploration of curricula design examines the pedagogy, current practice and potential for future plans for providing teaching and learning excellence via virtual reality and artificial intelligence and strengthen the link to employment ready skills for the Fourth Industrial Revolution and contemporary legal education.

Dr Janice Denoncourt: Integrating Sustainable Development Awareness in IP Law Education

This presentation will invite IP educators to consider the rationale for integrating the UN 2030 Sustainable Development Goals (SDGs) and the annual WIPO IP Innovation Index into IP law and innovation teaching, learning and assessment. In contemporary higher education, sustainability is a strategic priority across most Universities in the UK and around the world. Institutions are committed to working towards the UN Sustainable Development Goals (SDGs) and integrating social, environmental and economic themes into the curriculum and learning and teaching materials. Intellectual property (IP) rights are a critical incentive for innovation and creativity. Integrating sustainability awareness IP law education is highly relevant to the current higher education landscape and a new topic that should have a place in the IP syllabus.

Dr Helen Gubby: Teaching IP from an Ethics and Sustainability Perspective

In teaching an IP course, an aspect that tends to be overlooked, or marginalised, is a critical assessment of the whole system of IP. Given that IP rights are protected by monopolies and the way in which these monopolies are used can affect society at large, this is a shortcoming that needs to be addressed. By placing IP in an ethics and sustainability perspective, students are encouraged to evaluate the system of IP rights in its current form. Referring to leading scholars as course material, arguments both for and against monopoly protection for intellectual creations is presented. The strategic use of IP rights as a tool in competition is also covered, as this use can raise questions concerning whether the system is able to prevent behaviour that could be deemed dubious from an ethical perspective.

Looking at IP rights in a wider social context stimulates students to consider to what extent IP protection contributes to, or hinders, sustainable development. In response to such pressing issues as climate change, environmental concerns and public health, the United Nations presented a set of sustainable development goals (SDGs), which have been adopted by all member states. To explore the role of IP in sustainable development, group assignments take the form of case studies based upon one of the SDGs, such as ‘eliminating hunger’ and ‘good healthcare’.

Professor Dinusha Mendis: Law and Design-Engineering Students bring IP Law to Life

This chapter provides an insight into the collaboration between final year IP law students and Design and Engineering (D&E) students at Bournemouth University. The IP-D&E project provides a platform for the law students to act as 'solicitors' to their 'clients', the design and engineering students, who are involved in the creation of products as part of their final year project. The ability for law students to provide IP advice on 'real' innovations through an advice letter, legal references and oral presentation, whilst formative elements such as the inquiry form, not only enhances their learning, but brings IP law to life. The project supports students to learn about IP protection, commercialisation, exploitation, searching the trade mark, design and patent registers and fees whilst identifying pitfalls, such as infringement. This chapter provides an insight into the manner in which the IP-D&E project has evolved throughout the years, how it has been operationalised, changes implemented, challenges and opportunities it has presented and lessons learned in the two decades it has run at Bournemouth University.

Kathryn Penaluna: Developing 21st Century Skills for Creativity and Innovation: The Case of the Entrepreneurial Educator in Raising Learner Awareness of IP

This chapter introduces entrepreneurial learning and its goal of creating value for others, whatever the discipline or subject area. It sets the scene for IP education by placing it within a learning journey that aims to take learners from dependency on the educator towards autonomy of thought and action, and from simple concepts to complex problem solving.

Drawing upon international policy drivers and frameworks designed to support entrepreneurial education, we discuss pedagogical considerations and locate opportunities to develop an increasingly enhanced awareness of the role of IP. Experiential Learning takes us beyond knowledge retention towards knowledge harvesting in situations of ambiguity and risk, thus mimicking the life world of the entrepreneur or intrapreneur. A case study employs curiosity-based learning, where an educator's ability to ask appropriate questions of learners takes precedence over transmission teaching, as its aim is to arouse interest and to open the door to develop future opportunities, motivated by the learner's own evolving interest in the topic. Developed in partnership with alumni over the past 35 years, it has become a lesson in itself, through learning from the experiences of past students. By busting the myth that entrepreneurial education is all about starting a business, the presentation also provides insights into what entrepreneurial education is, how it can be defined, how it supports sustainability goals and why learning teaching and assessment strategies which have a future orientation are important for us all to consider. As education shifts from knowledge retention towards evidenced competency development, being able to be entrepreneurial means being able to take IP considerations into account.

Joe Sekhon: Using Social Media in IP Teaching

This chapter begins with a brief review of the use of social media platforms as an aide to teaching in higher education. It also considers the learning and teaching rationales used to justify the use of social media as a legitimate teaching method and makes the argument that it compliments rather than contradicts the more conventional learning and teaching methodologies adopted in university settings. The discussion then focuses at some length on my own use of social media in the classroom. This section explains why I felt the need to use social media in the first place, with a particular emphasis on enhancing student engagement with curriculum that many of my students found to be complex. This section also explains which social media platforms I use and why. The chapter also outlines in some detail the mechanics of my use of social media. It describes which parts of my IP law scheme of work I deemed suitable for inclusion and why. It also addresses the main learning and teaching activity I use social media for (posting IP law content) and how this turns into a very effective formative assessment as well as provide an insight into the feedback students gave me once they had completed my IP law modules featuring social media posting. The template marking criterion that I use will also be provided, so that colleagues wishing to incorporate the use of social media into their IP curriculum design can do so easily and benefit from the insights that I gleaned through my experience.

Panel 2 – How *Should* We Teach IP Law, Strategy and Management?

Jane Secker and Chris Morrison: Playing games with Copyright

In this short talk Chris and Jane will share their approach to teaching copyright that is defined by approaching it as a literacy. This work has developed over the past 10 years, and they use games and playfulness to expose the tensions and challenges in the copyright system. They have developed two highly popular openly licensed games that have been adapted and used around the world. Copyright the Card Game breaks copyright down into four rounds, works, usages, licences and exceptions and helps different audiences (academic staff, students, librarians) understand the role that risk plays when making copyright decisions. Their second game The Publishing Trap is a fun way of exploring the tensions and challenges academics face when sharing their scholarly work, including the value of open access publishing. Both of their games were adapted to play online during the pandemic and Jane and Chris also launched a webinar series in March 2020: Copyright and Online Learning in a time of crisis. They continue to run this monthly series, supporting the copyright community and discussing topical issues in relation to online teaching and will share insights into a recent survey on the value of these webinars. They were also briefly outline why they founded Icepops, the International Copyright-literacy Event with Playful Opportunities for Practitioners and Scholars, taking place at the University of Glasgow in July 2023.

Dr Matt Fisher: Collaboration, Self-reflection and Peer Review

One of the more interesting comments that UCL Laws has received from the law firms who recruit our students is that they generally excel in individual tasks but sometimes struggle with more collaborative endeavours. Collaboration is a key skill for those who wish to practice law, as reflected in an article penned on the topic by Heidi Gardener from Harvard Business School: 'increased specialization and a growing complexity in client issues—create a demand for lawyers who are not only technical experts in their own particular domain but also lawyers who can collaborate with others throughout the firm, and often around the world, to solve multifaceted problems.' This sentiment applies to many other professions, not just law. Research has shown that a combination of self-reflection and peer review is not only likely to result in deeper learning, but that students also gain a better understand their own levels of achievement also and are more likely to take responsibility for evaluating their own progress in reaching their learning goals.

In 2021, I sought to bring these elements together by introducing a group project and self-reflection element into my LLM patent course assessment, which also included peer feed-back. This presentation reflects upon this experience, including how I sought to tackle a common fear of students embarking on the exercise. While accepting the whole class *can* benefit from collaborative working - a rising tide lifts all boats – there were well-based concerns about others' free-riding and disengagement; that not all group members will contribute equally for the common good.

Bartolomeo Meletti: **CopyrightUser.EU learning from CopyrightUser.org**

This presentation will introduce CopyrightUser.EU, a new independent online platform developed by CREATe (University of Glasgow) as part of the H2020 ReCreating Europe consortium. Following the success of the UK platform CopyrightUser.org, Copyright User EU is intended to make EU copyright law accessible to everyone. The website offers an innovative, educational user experience through a series of interactive infographics designed to help users understand the thought process they need to follow to make informed decisions on copyright issues.

Thorsten Lauterbach: From Covid-19 to ChatGPT - Trials and Tribulations for Academic Integrity

Online assessment has long stopped to be the domain of distance learning courses. As e-learning technology has evolved, it has impacted on how we teach and assess our students, and how our students learn: from lecture recordings and podcasts to students' creation of e-posters and e-portfolios, and beyond. Covid-19 was one of those key moments which required a sudden shift of the goalposts, as all students had

become distance learners at a stroke, just as teaching moved online. While this helped to think more about how to make the teaching and learning experience more inclusive, 'the move to online' proved to be a real challenge for many in respect of – particularly – summative assessment in the form of exams: open book became the norm, and students had a wealth of information at their fingertips. Cue sometimes heated discussions on authentic assessment and its design, and academic integrity. Instead of allowing us to 'return to normal' post-pandemic, ChatGPT has hit the headlines and is swiftly making its way towards being a part of the tech tool-box our students (and maybe some of us?) may utilise. This raises yet more questions about assessment design as well as academic integrity. Many HEIs are hastily revising their policies to include 'false authorship' as yet another aspect students may fall foul of when we assess them.

In my presentation, I reflect on the current state of play of online assessment in the context of institutional approaches to academic misconduct. Policies regularly seem to use copyright law as a stick to achieve compliance with regulation; unless students comply, there may be sanctions of varying degree. Perhaps it is time to introduce our students to copyright law in a more positive manner: after all, in composing their output, they are (joint) authors. This represents an opportunity to engage in a conversation with our students to explore copyright from the angle of creativity and innovation which may achieve compliance in a much more informed way. This could lead to a much more direct and critical engagement with the role technology plays in our teaching, learning and assessment.

Liam Sunner: Interaction of Video Games and Teaching IP

This presentation seeks to develop a framework to assess the interaction of videogames and teaching IP law. In doing so, this paper will make use of video games and related elements such as user-generated content creation, streaming of playthroughs, and engagement of the broader aspects of the protected elements of the video games in question.

The use of videogames as a tool or resource to facilitate student learning has been subject to a growing and complex pedagogical development, whether in general or in a subject-specific manner. While the broader literature suggests that the use of video games allows students to apply the law in practice and supported higher levels of cognition and knowledge retention. However, there is still some scope to examine this specifically concerning IP law. This study seeks to align the use of video games as a learning tool to align with the module teaching and learning outcomes, as well as the assessment strategy. Provisionally, this will balance the students playing and engaging with the videogames during the module. This will be recorded in an ongoing journal assignment. This will be further supplemented by a reflective submission placing the experience in context with reference to the scholarship and lecture materials.

Roxanne Peters: Supporting the Next Generation of Creatives

This presentation will give an insight into UAL's approach to supporting the next generation of creatives, positioning IP beyond its traditionally economic praxis and exploring the role of IP within wider ethical, cultural and social contexts. Intellectual property (IP) rights are the legal rights that protect the financial and reputational interests of creative and innovative practice. Whilst IP education features within curriculum programmes for those studying vocational legal and business degrees, it is not sufficiently accessible for creatives who work in interdisciplinary and international ways to create better global futures.

University of Arts, London IP Education team are driven by compassionate pedagogy, and are responsive to student and graduate's lived experiences and future ambitions. We support creatives to self-reflect, build self-confidence and make choices that are right for them within all areas of their practice, helping them recognise the important role that IP plays in launching and growing their businesses, working relationships and the value they have as future agents of change. In Spring 2020 as the world was beginning to emerge from the initial Covid-19 lockdown, we found solace in working collaboratively to co-design an online IP resource designed for staff, students and graduates. It is a multi-faceted non-linear framework used by the IP Education team for course-specific designed teaching, to support graduates in 121s, the wider UAL staff community in areas such as placements, graduate support, digital learning and enterprise programmes.

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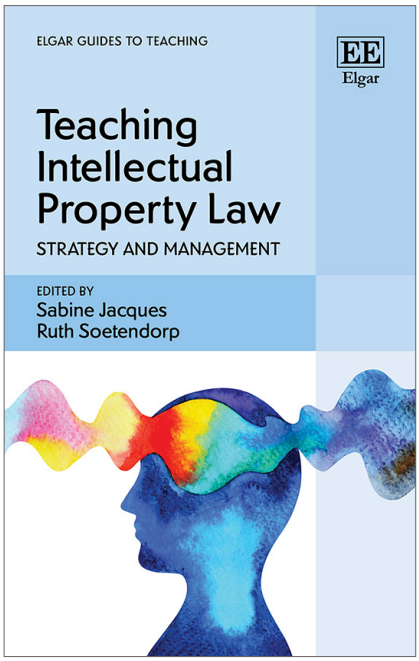
Teaching Intellectual Property Law

Strategy and Management

Edited by Sabine Jacques, University of East Anglia Law School, UK and Maastricht University, the Netherlands and Ruth Soetendorp, City University of London and Bournemouth University, UK



Integral to the commercial law field, Intellectual Property (IP) knowledge is central to culture, innovation, and enterprise. Looking forward to the new academic norm, *Teaching Intellectual Property Law: Strategy and Management* uses experience as well as interactive, practice-based methods for teaching IP to examine the various ways through which to move on from 'chalk and talk' methods.

Crucial to science, technology, art, fashion and creative industries as well as to business creation and management, it is unsurprising that IP surfaces in curricula within and beyond the law school. Providing multiple examples, exercises and teaching tips to identify the transferable aspects of IP teaching, this book provides educators with new approaches to tailor content delivery to their students. Focused on the profile of the contemporary learner, it invites educators to adopt new approaches to impart knowledge that will empower IP students of all disciplines, at all levels.

Teaching Intellectual Property Law: Strategy and Management will be a useful resource for higher education law academics offering Intellectual Property education modules in law schools, to facilitate contemporary approaches to traditional law school content. It will also be of value to tertiary educators inspired, or instructed, to include IP education in their programmes as well as enterprise and entrepreneurship educators and trainers, to further IP relevance to enterprise and entrepreneurship.

Contributors include: Adrian Aronsson-Storrier, Hayleigh Bosher, Jocelyn Bosse, Rumyana Brestnichka, Caroline Coles, Mercedes Curto Polo, Catherine Davies, Janice Denoncourt, Brian Frye, Gabriele Gagliani, Helen Gubby, Mandy Haberman, Sabine Jacques, Smita Kheria, Fanny Koleva, Laurent Manderieux, Bartolomeo Meletti, Dinusha Mendis, Agathe Michel-de Cazotte, Miglena Molhova-Vladova, William Page, Andrew Penaluna, Kathryn Penaluna, Lisa Redman, Eleonora Rosati, Nick Scharf, Joe Sekhon, Ruth Soetendorp, Peter van Dongen, Andrea Wallace

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