

INCORPORATING INTELLECTUAL PROPERTY INTO CURRICULA



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ARC

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REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	27/06/2022	ARC	Creation	C	3

(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

REFERENCED DOCUMENTS

ID	Reference	Title
1	2020-1-UK01-KA201-078934	IPinSTEAM Proposal

APPLICABLE DOCUMENTS

ID	Reference	Title
1		
2		

Teaching Intellectual Property is a very challenging task. Incorporating intellectual property into curricula is an important objective which includes inventions, knowledge discovery, creative ideas, and expressions of the human mind that may have commercial value and are protectable under patent, trademark, copyright, or trade secret laws.

In many countries, a civics class is taught in high school. This class focuses on the rights, privileges and duties of citizens and their role in society. We suggest that a school curriculum has to include at least one lesson dedicated to intellectual property

The creation and protection of IP into teaching and learning process will inspire and motivate student achievement in STEM disciplines, computer science, and other fields of study such as innovation and entrepreneurship. Professors can expose the students to new technological developments that affect the creation of new IP rights and challenge the old ones.

Teaching in the field of intellectual property has an important value for the creation of a legal infrastructure, necessary to stimulate the development of innovative branches. Theoretical knowledge alone is not enough in order to teach IP – practical skills are of an essence and teaching them is not an easy task. Teachers may collaborate to seek innovative solutions to a broad set of problems ranging from food and cooking to sports, design, and saving planet Earth. Inspiring student learning about IP, innovation, and entrepreneurship, teachers can start the lesson to identify a problem, develop a solution and determine how to use IP.

The number of law professors and trainers who can teach IP law is limited. Every IP professional needs to know about the IP regimes in different countries, to be aware of the structure of multinational regimes and regional treaties such as the EU. Their courses allow the students to enrich their knowledge in institutions whose expertise and strengths extend to different fields in IP law. IP awareness will be ingrained into the students' creative thought process.

IP education offers solutions that could bridge the gaps between countries, it depends on the national understating of the importance of IP. As noted by the European Commission, the protection and management of intellectual property assets is important to the competitiveness of organizations and to their attractiveness in the eyes of investors.

References

- <https://www.uspto.gov/learning-and-resources/kids-educators/intellectual-property-ip-workshop-k12-educators-18>
- https://www.wipo.int/edocs/pubdocs/en/wipo_pub_transition_7.pdf
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