

# Module: Trademark

## Trademark in Environmental Engineering

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## REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	20/01/2021	HESO	Creation	C	TBS

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

## REFERENCED DOCUMENTS

ID	Reference	Title
1	2020-1-UK01-KA201-078934	IPinSTEAM Proposal
2		

## APPLICABLE DOCUMENTS

ID	Reference	Title
1		
2		

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# 1. Trademark in Environmental Engineering

## 1.1 Learning Outcomes

This module and accompanying lesson plan are Trademark in Engineering, referring at a word, phrase, symbol or design, or combination of words, phrases, symbols or designs, that identifies and distinguishes the source of the goods of one party from those of others.

This Module will define what is Trademark in Environmental Engineering topic, students learning to take action against someone who violates their IP rights. After completing this module, students will be able to:

- Learn about relationship between Trademark Engineering and Intellectual Property
- Learn about Trademark registration benefits

Estimated seat time: 1 hour

## 1.2 Main Content

### 1.2.1 Terms and Definitions

This module will explore the topic of Trademark rights. A trademark is a distinguishable Mark (this could be a word mark, strapline, logo or a combination of all of these). The Mark then clearly identifies and separates your goods or services from those of other companies.

Register a trademark grants trademark owner with several distinct advantages in using and protecting a mark. It provides a legal presumption of ownership and exclusive rights to use the trademark in connection with goods or services. Securing a registered trademark protects the brand, and also prevent any third person from using similar trademarks. Registering a trademark abroad also provides the opportunity to license the trademark to others or may be the basis for a company's franchising or merchandising strategy.

### 1.2.2 Theory behind the IP implementation

The lesson plan will be linked to Trademark concept, motivating student achievement in STEM disciplines, computer science, and other fields of study such as innovation and entrepreneurship.

### 1.2.3 Practical examples

Teacher will invite students are to explore the topic of Trademark rights. Students are encouraged to express their views and their opinions, distinguish trademarks from copyrights and patents, listing four types of trademarks and examples of each. Teacher will invite students are to create their new designs and to present their product to be registered. In this phase the topic to be studied or investigated is presented to the students by their teacher. In this case, the students will present Trademark registration benefits.

Students should have an understanding of the three most common types of intellectual property laws. They will start a brief review of each type of law (patents, copyrights and trademarks) and how they are being challenged in the 21 century.

Teacher will invite students to work with a partner to create a Flipgrid presentation discussing an instance of trademark violation. Instruct students to debate all aspects of trademark protection: in a small group students will work together to research a case in which there was, trademark violation.

### 1.2.4 Case studies

Activities in class- Debates about *founder of The One Health Company in Philadelphia, Lewis*.

Through this activity, participants will follow the case presentation, students will raise arguments pros and cons., finding advantages and disadvantages of Engineering Ethics.

The teacher's role will be to invite students to encourage students to express ideas, prior knowledge and questions about the topic, while promoting interaction and communication between them.

## 1.3 Knowledge Assessment

A short quiz of about 4 key questions that can be used to check the learners' knowledge acquisition. Correct answers can be marked in bold.

Question 1: Trademarks such as Coca Cola, HP, Canon, Nike and Adidas serve as an indication of origin of the goods as well as an indication of quality.

**True/ False**

Question 2: Registering a trademark abroad also provides the opportunity to license the trademark to others or may be the basis for a company's franchising or merchandising strategy.

**True/ False**

Question 3: Trademarks are common words used in a unique way that have no relationship to the product. (APPLE® and SUN® for computers, AMAZON® and YAHOO!® for internet sites)

**True/ False**

Question 4: Fanciful Trademarks are words that had meaning before being trademarks, KODAK® STARBUCKS®, POLAROID®.

**True/ False**

## 1.4 Skills Assessment

One of the most important skills to improve when it comes to Intellectual Property concepts is analytical skills, which can help individuals to draw conclusions and solve complex problems from the analysis of all data available.

## 2. References

<https://www.uspto.gov/trademarks/basics/trademark-patent-copyright>

<https://www.common sense.org/education/lesson-plans/protecting-your-work-copyrights-vs-patents-vs-trademarks>

[https://www.researchgate.net/publication/265112584\\_Case\\_Study\\_Trademark\\_Infringement\\_Issues](https://www.researchgate.net/publication/265112584_Case_Study_Trademark_Infringement_Issues)

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