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

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

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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
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
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)

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

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
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

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

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
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)

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

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
4.4. Changes to Postgraduate IP courses

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

\[ \downarrow \quad \text{Duration: 1 year} \quad \downarrow \quad \frac{1}{2} \text{year} \]
- 2 courses:
  - Law of Patents
  - Law of Copyright
- Assessment

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

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.
6.1 Optional v. Core curricula

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

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

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)
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

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?

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
7.2.3 Other Changes

- Customized education
  - Education customized to learner's needs
  - See paper on Topic 7: Development of curricula & training materials in IP

- Online education
  » e-Learning, I-Learning
  » Virtual Universities
  » Corporate Universities

8. Conclusion

- Other IP training courses
  - CLE seminars, workshops etc
  - Mini IP courses for lawyers and non-lawyers
  - In-house IP training
  - Teaching of IP to public and schools
    » IPOS talks to primary schools - learners from 7 yrs
    » increasing public awareness of IP

- "Hurricane of change"
  » meet demands of new economy in 21st Century