

**The Fifth Annual Workshop of the  
*European Intellectual Property  
Teacher's Network. Prague 2011.***

**The use of discussion boards to assess  
Global Intellectual Property Rights.**

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# Aims.

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- To outline the rationale behind using discussion boards as a means of assessment.
- To explain the way in which students are prepared for the assessment.
- The perceived benefits and challenges.
- What next???

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# The rationale

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- Meeting learning outcomes
- Equality of teaching and assessment of students on campus and distance learning.
- An opportunity for collaborative learning

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# The learning outcomes for Global Intellectual Property Rights



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## **Knowledge and Understanding Outcomes**

On completion of this module students will:

1. Critically evaluate the system for protecting intellectual property under The TRIPS Agreement and the procedures within the World Trade Organisation (WTO).
2. Critically analyse and discuss the perceived conflicting attitudes towards the enforcement of intellectual property rights, and maintain a critical discussion of the merits of protecting intellectual property.
3. Acquire an in-depth knowledge of the various international conventions and agreements concerning the harmonisation and protection of intellectual property, together with the role of the main international bodies (e.g. WTO) in a socio-economic and political context.

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# The learning outcomes

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## **Ability Outcomes**

On completion of this module students will be able to:

4. Demonstrate the ability to research information from primary and secondary sources (including traditional and electronic media), and apply such information to simulated problems.
5. Critically analyse, evaluate and synthesise the norms and principles of intellectual property law in a given context so as to formulate a solution to a problem.
6. Critically analyse and assess the implications of setting minimum standards of intellectual property protection for all members of the World Trade Organisation.
7. Participate individually or as a member of a group in formulating legal arguments, and in so doing be able to demonstrate strategic thinking by reaching reasoned submissions which can be applied to solve simulated problems.

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# Example of an assignment

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- **Assignment One.**

**This assesses learning outcomes 2, 6 and 7 above.** It accounts for 25% of your mark for this module.

- Read the suggested articles in your module packs at the very least.
- You then need to contribute to the discussion board on Blackboard VLE at least once by **11 December 2009**.
- *Using the discussion board, comment on whether the Patent provisions in TRIPS provide reasonable protection for traditional knowledge as well as patents.*

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- *Word limit 1, 000 words.*

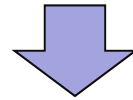
- Inspiring tomorrow's professionals

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# How are the students prepared?

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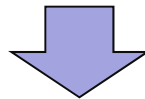
1. E-learning induction.  
Legal research methods  
G.I.P.S Materials



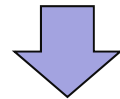
2. Each unit supported by VLE tasks



3. Students provided with the assignment



4. In class planning



6. Contribution to D.B

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# The benefits

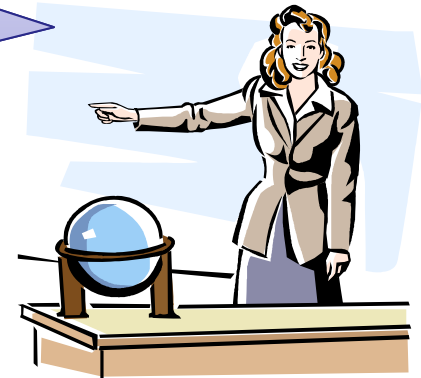
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Ian McCall (2010)

An opportunity for collaborative learning.

The on line discussion environment and team structure enable students to work collaboratively, engaging in dialogue and constructing knowledge through their shared experiences.

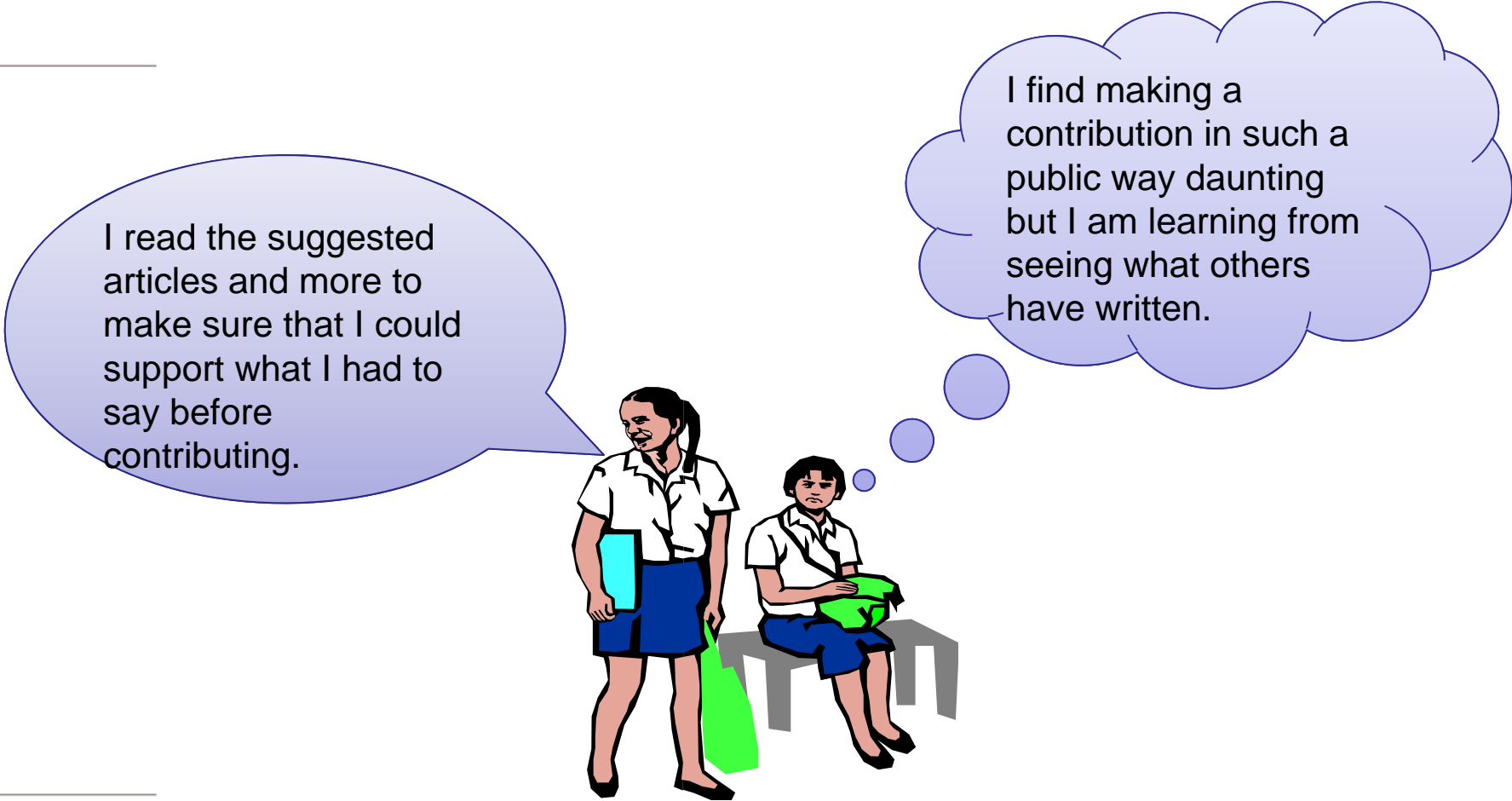


Pauline Collins (2010)

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# Students.

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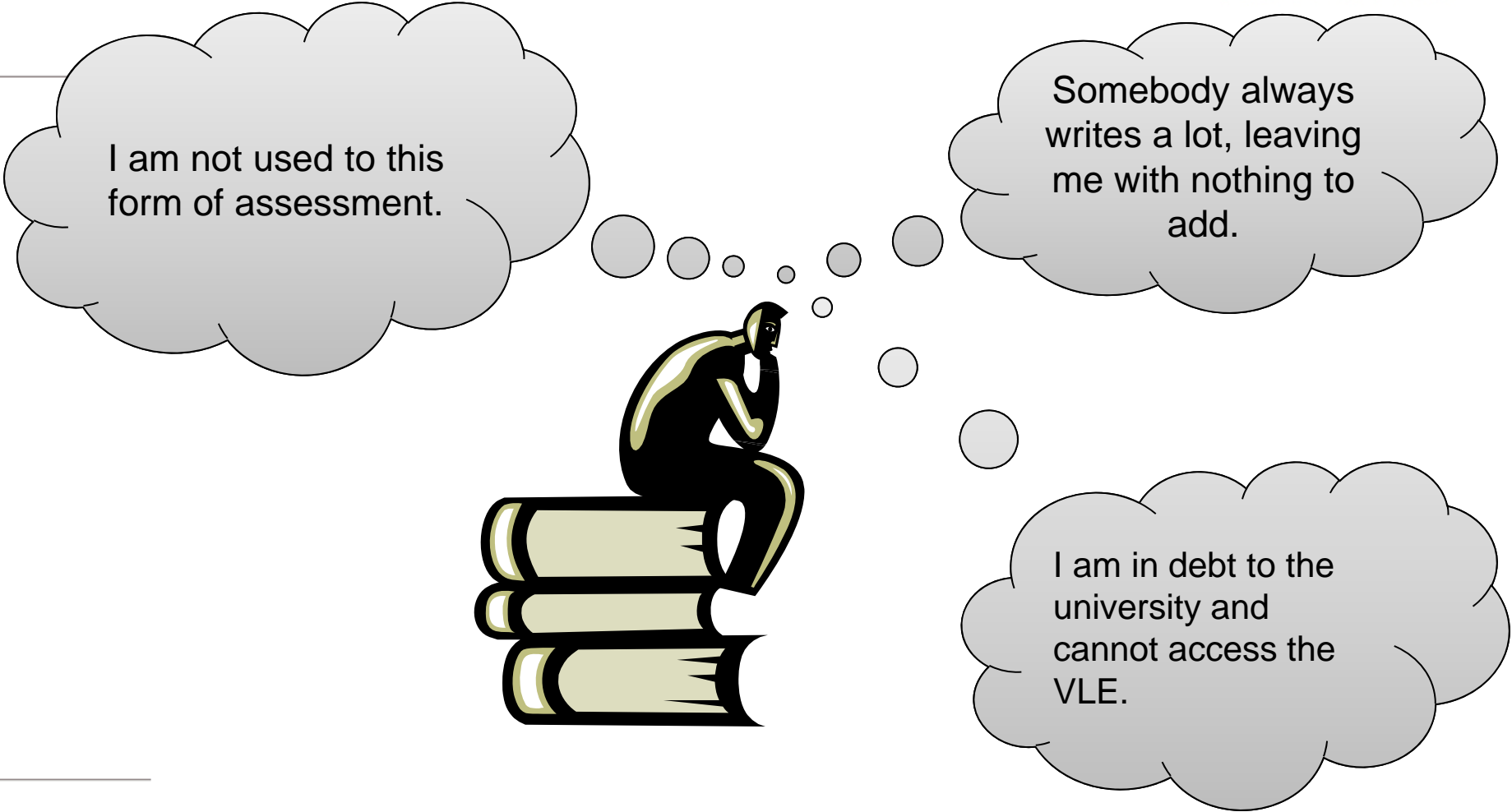


I read the suggested articles and more to make sure that I could support what I had to say before contributing.

I find making a contribution in such a public way daunting but I am learning from seeing what others have written.

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# Challenges



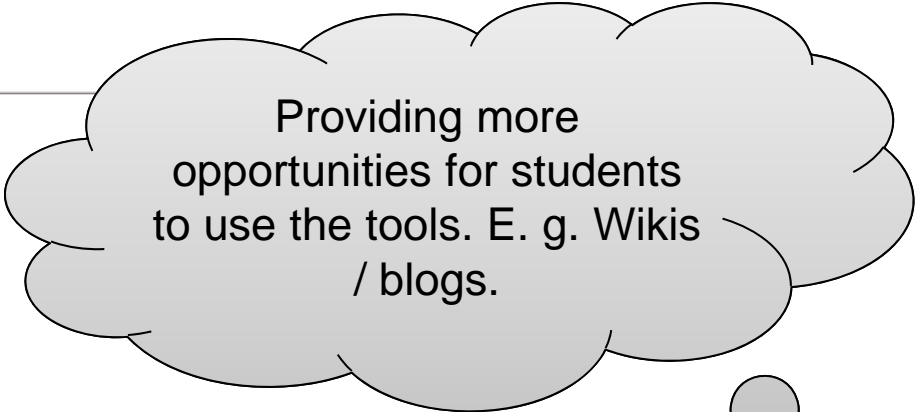
I am not used to this form of assessment.

Somebody always writes a lot, leaving me with nothing to add.

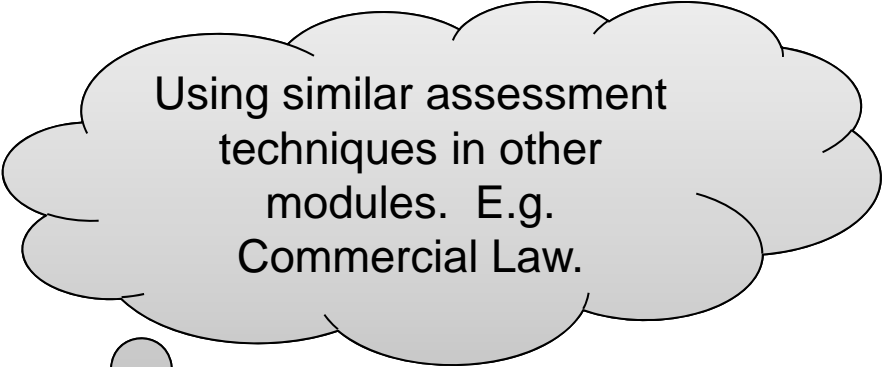
I am in debt to the university and cannot access the VLE.

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# What next ?



Providing more opportunities for students to use the tools. E. g. Wikis / blogs.



Using similar assessment techniques in other modules. E.g. Commercial Law.



Training staff to develop moderation and technical skills



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# References

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- Pauline Collins, Inclusive team assessment of off-campus and on-campus first year law students using instantaneous communications technology, *The Law Teacher*, Vol. 44 No. 3, December 2010, 309-333
- Ian McCall, Online enhanced problem based learning: assessing a blended learning framework. *The Law Teacher*, Vol. 44, No. 1, March 2010.