

IP Curriculum Development for Cross-Cultural & Multidisciplinary Groups

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Intellectual Property and Knowledge Management (MSC and LLM)

The Challenge I

- Curriculum Design, Development and Delivery
 - Cross culturally
 - Within our IPKM and our Euro-Asia law and Business Masters
 - Across borders in Brazil, India and China (and others)
 - Multidisciplinary groups
 - Combining scientists/technologists with lawyers
 - Combining lawyers with political scientists and economists

The Challenge II

- Law is a highly regulated profession, especially in IP
 - Formal and substantive content must be set according to the demands from the national bar associations and/or national or regional organisations for patent and trade mark agents.
- Wide, but deep range of background and knowledge
 - Must be tailored to advanced students and professionals, placing high demands on teaching staff, infrastructure and facilities.
- Coherence in the face of diversity
 - The curriculum needs to be coherent, even when taught by specialists from multiple jurisdictions teaching their own discipline in a multidisciplinary setting.
- Integration of different disciplinary methods and discourses
 - The design needs to be conversant with the discipline, methodology, and discourse across disciplines in order to be effective.

The Maastricht Approach

- Our baseline – the IPKM
- Basic pedagogical methodology: Problem-based Learning (PBL)
- Specific Cross-border Challenges and Solutions
 - Our China Approach
 - Our Brazil Approach
 - Our India Approach
- Lessons going forward

Advanced Master “Intellectual Property Law and Knowledge Management”

- Unique programmes for lawyers and non-lawyers:
 - The **LLM** degree is aimed at **lawyers and technology transfer officers** wishing to advance their career in legal services and knowledge management involving all fields of intellectual and industrial property law
 - The **MSc** degree is aimed at **graduates with a science or technical qualification** (e.g. biology, chemistry, electronics, engineering, pharmacology or physics, etc.) wishing to become experts in the field of intellectual and industrial property law, including the preparation of eligible candidates for the **European Qualifying Exam** for European Patent Attorney

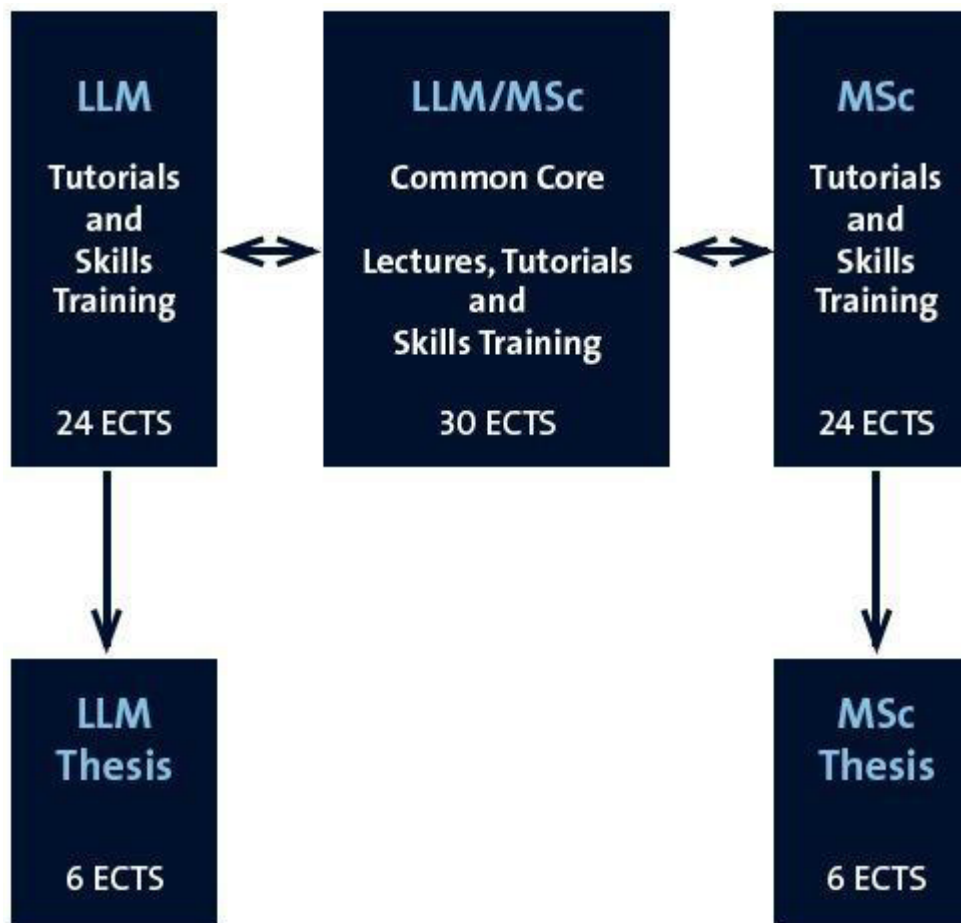
Characteristics

Programme

- Challenging
- Taught entirely in English
- One-year in duration
 - 60 ECTS; 40hrs/week
- Two-years part-time in combination with work
 - 30 ECTS; 20hrs/week
 - Contract students



Advanced Master IPKM



IPKM – Common Core for LLM and MSc

- Jointly attended by LLM and MSc students of both tracks
- Goal: Experience of **jointly learning about IP Law**
- People working in the field of IP need to **understand their colleagues coming from different backgrounds** (law, economics, chemistry, pharmacology, biology, physics, electronics, engineering)



Specialist Teachers

Specialist from Academia & Practice

- Flying Faculty
 - Netherlands
 - Core Maastricht Professors (see photos)
 - Belgium
 - China
 - India
 - US
 - Taiwan
 - Geneva



Special Opportunities

Macao IP Programme

- Summer programme on International, European and Chinese IP Law

Study Trips

- European Patent Office
- World Intellectual Property Organization
- World Trade Organization
- OHIM (for selected students)
- Optional trips to The Hague , Brussels, Strasbourg



Basic Pedagogical Approach - Problem-Based Learning

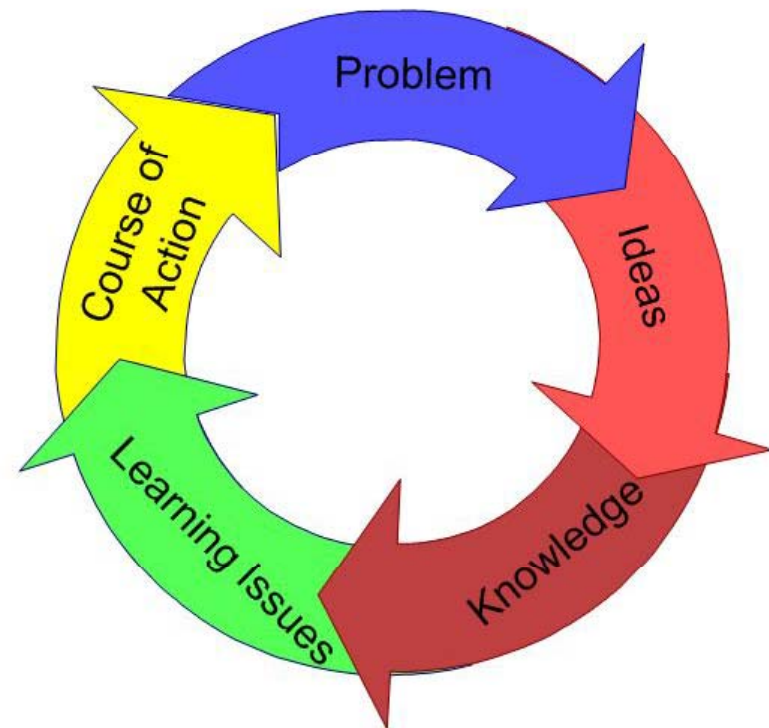
- Student-centred instructional strategy:
 - students collaboratively solve problems
 - reflect on their experiences
 - Group and peer work is crucial and required
- Students are personally responsible for their academic education
- Teachers take on the role as “facilitators” of learning
 - The instructor is to guide the learning process rather than provide knowledge
 - Feedback and reflection on the learning process and group dynamics are essential components of PBL

Problem-Based Learning Process

Students face “problem”

- How to address the problem
- How much do students know about the problem
- What information is needed to solve it and where to obtain that information
- Course of action is proposed and taken
- Evaluation of results of the plan of action

This is an iterative process



PBL – Maastricht University

- The PBL educational model has been at the core of **Maastricht University** since it was founded
 - In small tutorial groups, the students analyse problems as a stimulus for learning
- The students conduct:
 - discussions
 - exchange knowledge: ideal for multidisciplinary groups
 - formulate their learning goals as a group

This motivates them to do research themselves

IPKM – Problem-Based Learning

- Preparation by students – before tutorial:
 - Self-study – using “course book” (written by staff members) – Reference to study books
 - Prepare tasks – given to students as “Assignments”
 - Students have to organise the learning process themselves by tackling the problems
 - Students discuss topics with each other: source of encouragement and motivation
- Tutorial
 - Lecture by specialist teacher
 - Overview of subject
- Skills training
 - Presentation of result of Assignments by students
 - Feedback from other students + teacher

Specific China Challenges and Approaches

- In context of broader collaboration – China-Europe School of Law, as well as professional training
 - English language primary – translation of materials is sine qua non however
 - Physical presence of teachers is most effective. Long distance delivery (ICT) is difficult and not sustainable. Thus increased costs. Addressed through Design Modularity.

Specific Brazil Challenges and Approaches

- In context of broader collaboration – with Universidade Federale de Santa Catarina - Florianopolis
 - Simultaneous interpretation and translation of materials.
 - Physical presence of teachers is most effective.
 - More local resources for flying faculty from the country and the region, even if not available at the specific institution. Integration with Joint PhD programme to ensure increased capacity to deliver.
 - Characterised by strong links to policy institutions such as the Industrial property Office (INAPI). Challenges of coordination with identified needs.

Specific India Challenges and Approaches

- Lots of local skills and demand
- No need for interpretation and translation of materials.
 - ICT delivery more possible, including available resources in institutions.
 - Existing masters programmes need teaching resources rather than content.

Lessons Learned Going Forward

- Modularity
 - In content and delivery
 - Flying faculty to address resource issues
- Stakeholder Participation
 - Identification and training of local expertise to slowly take over significant portion of course delivery from flying faculty
 - Integration with PhD training program
- Integration of other course into IPKM opportunities such as Macau IP Course

Questions?

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Visit www.maastrichtuniversity.nl/law/am
for information on the
Advanced Masters
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and
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