

WIPO Academy Distance Learning Tools: Challenges and Experiences

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Outline

- Introduction of the courses
- What is Distance Learning
- Pedagogy (Instructional Design, Learner Support, Teaching and Evaluation) Aims and Objectives of the WIPO Academy Distance Learning Courses
- What are the courses about?
- Target Audience
- Services: Accredited Programs, Stand Alone Courses, Tutor-Administration and Training, Models of International Cooperation
- New Initiatives: IP4Kids, Global Network of IP Academies, Establishment of Start-Up Academies (Emphasis on WIPO Dev. Ag)

WIPO's IP Education Mission using DL (elearning)

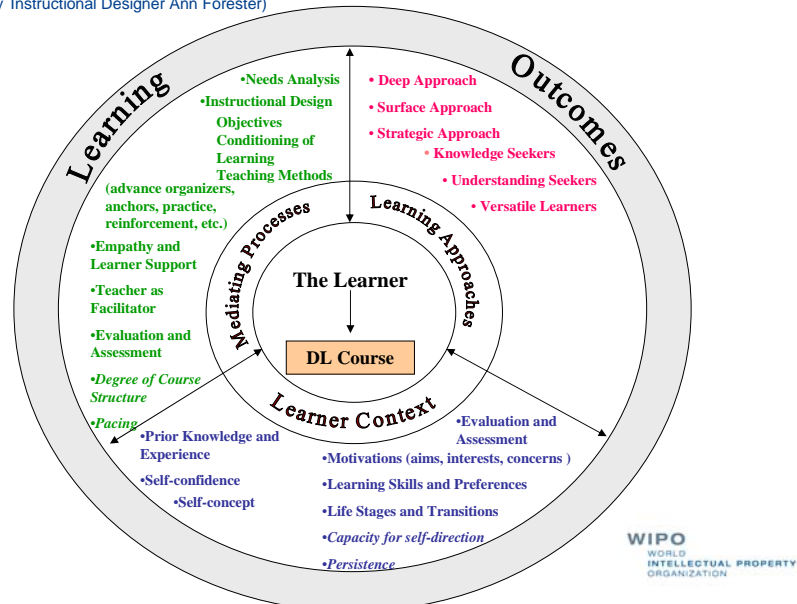
- Objectives: Disseminate International IP knowledge on line
- Demystify International IPRs
- Provide special service to Member States
- Provide easy access to a large audience
- Offer multi language, and multi session courses (Currently 13 X 4 (7) WIPO languages- Ar. Ch. En. Fr. Pt. Ru. Sp.)
- Cost effectively
- Using state of the art multi lingual e-learning platform
- Well defined pedagogy and instructional design
- Through international cooperation using local IP experts, IP Offices and their training Academies

13 WIPO Distance Learning courses from over 100 modules in En 10 languages enabled: EN, SP, PT, SP, Ar, Ch, RU, Kr, Jp, DE

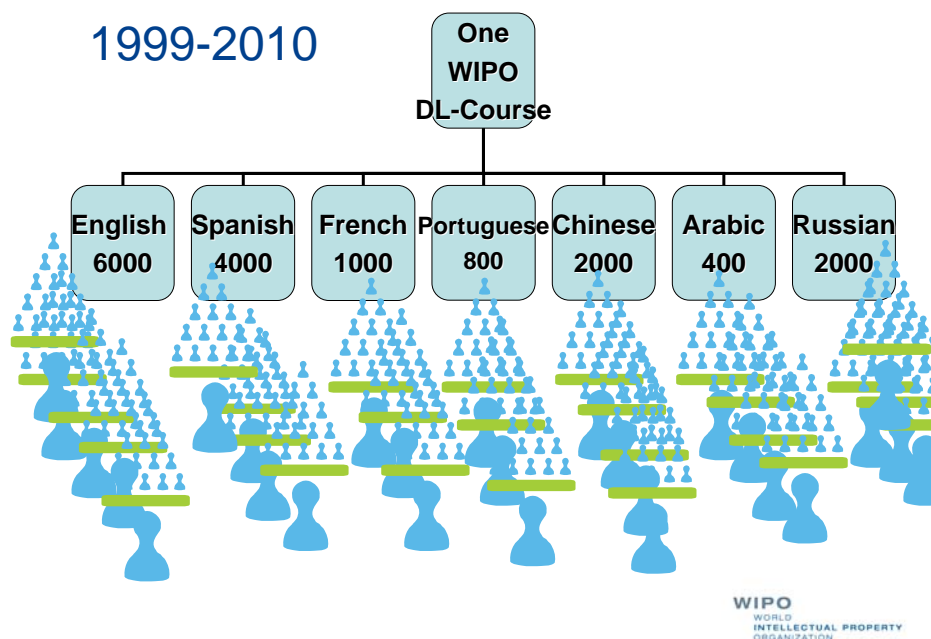
- DL 001 – Intellectual Property Primer
- 101PCT – General Primers - Introduction to the Patent Cooperation Treaty
- DL 101 – General Course on Intellectual Property
- DL 201 – Copyright and Related Rights
- DL 202 – Electronic Commerce IP
- DL 204 – Biotechnology and Intellectual Property
- DL 205 – Plant Variety Protection -UPOV Convention
- DL 301 – Patents
- DL-302 – Trademarks
- DL-317 – Arbitration and Mediation Procedure under the WIPO Rules
- DL-318 – Patent Information Search
- DL-320 – Basics of Patent Drafting
- DL-450- Basics on IP Management (pilot run)
- DL-401- IP Management for publishers (Licensing in the Copyright Industry)

Learner Centred Course Design, Teachers, Course Administrators, and Evaluation

(figure by Instructional Designer Ann Forester)



1999-2010



Distance Learning: Not a traditional way of learning

- ‘...planned learning that normally occurs in a different place from teaching:
- 1. **special** techniques of course writing and instructional design
- 2. **special** methods of communication
- 3. **special** organizational and administrative arrangements



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Learning at a Distance

- Recent study found that DL learners use four times more *metacognitive* strategies to learn than their face-to-face counterparts

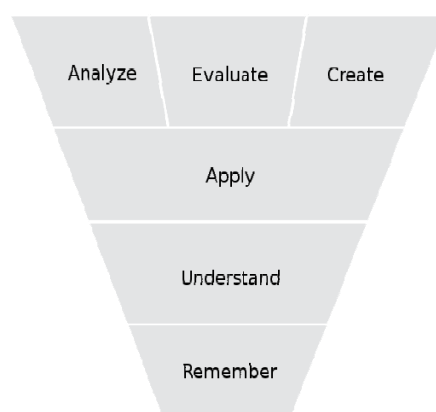


Learners at a Distance

Metacognitive Skills	Cognitive Skills
Planning	Selecting relevant
Appraising relevance	Information
Identifying Requirements	Comprehension
Goal setting	Application
Estimating time and effort	Analysis
Organizing resources	Synthesis
Finding a place to study	Evaluation
Monitoring comprehension	Creative thinking
Managing time and pacing	Critical thinking
Monitoring process toward goals	
Maintaining motivation	
Staying on track	
Seeking help	
Evaluating Learning	



Bloom's Method of Instructional Design (Student Centred Approach) and International Peer Review



SMART Objectives

- **SMART** Modules
- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**ime Related

- Objectives
- Self Assessment Questions and Model Answers
- Audio Text
- End-of-Module Tests
- Discussion and Summary
- Final Exam



Course Design and Writing

- DL-101
- (in 7 languages)
- Over 4,000 hrs of course dev't for 50 hr Learning
- Internationally Peer Reviewed
- Basic content of courses come from WIPO publications

- General Course on Intellectual Property -
 - Guide to studying the course
 - Introduction to Int. Property
 - Copyright
 - Related rights
 - Trademarks
 - Geographical Indication
 - Industrial Design
 - Patents
 - International Registration Systems
 - Unfair Competition
 - Protection of New Varieties of Plants
 - Discussion and Summary
 - Final Exam

What Research Says about Learning Approaches and Styles (60 years)

■ Which type of learner do you think you are

- Deep approach - Intention to understand
 - Motivated by intrinsic interest
 - Vigorous Interaction with content
 - Versatile learning-comprehensive and operational learning
- Surface Approach- Intention to reproduce or memorize
 - Motivated by extrinsic interest (tasks oriented)
 - Failure to distinguish principles and examples
 - Focus on elements without integration to principles
 - Time pressures
- Strategic Approach- Intention to obtain highest possible grades
 - Motivated by hope of success
 - Highly organized
 - Ensure materials for studying
 - Use previous exam papers, alert to marking schemes

What are the courses about?

They provide with knowledge of the legal regime of each domain of IP and best practices on how to leverage them in the innovation process for economic development

■ Understanding IP Rights

- Sources of IP Law (International and National)
- Conditions of Patentability, Copyright, Trademark, ID, GI, PV
- The Role and Importance of Pt, CR, TM, ID, GI, PV
- How Examination and Searches are performed
- How IP rights are managed
- On going development of Pt, CR, TM, ID, GI, and PV legal regimes under international treaties and agreements
- Teach about best practices on the administration of IP rights
- Consequences of Judgments (Land Mark Cases)

Emphasis of the courses

- Understanding the economic and policy rationale of IP Rights
 - Legal and Economic Definitions of IP
 - Market failure and Government Policy to correct it through IP
 - The Role and Importance of learning the flexibilities that exist within the IP system
- Key questions are answered on using IP rights
 - What drives innovation?
 - Why is innovation critical to a country's development?
 - How does intellectual property influence innovation?
 - What are the best practices on management of IP rights?

Emphasis on Capacity Building

- **Cluster A: Technical Assistance and Capacity Building**
- * 3 Increase human and financial allocation for technical assistance programs in WIPO for promoting a, *inter alia*, development-oriented intellectual property culture, with an emphasis on introducing intellectual property at different academic levels and on generating greater public awareness on intellectual property.
- **Cluster B: Norm-setting, flexibilities, public policy and public domain**
- * 19. To initiate discussions on how, within WIPO's mandate, to further facilitate access to knowledge and technology for developing countries and LDCs to foster creativity and innovation and to strengthen such existing activities within WIPO.

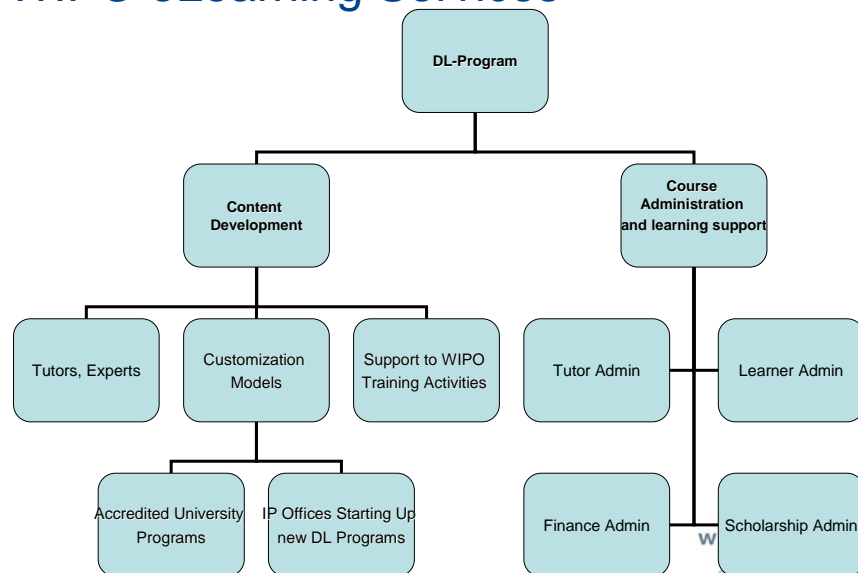
Emphasis on Target Audience and Special Services to Member States

- Target Audience: IP Office Staff, Universities, Technology Transfer Offices, Public and Private Institutions, Learners, Tutors, DL Managers and Administrators
- Provide special service to Member States by availing course content and experts on subject matter that is of interest to them (to developing country and countries in transition universities, R&D centers, IP Offices, SMEs, law firms, judges, journalists, teachers – any one seeking knowledge on international IP knowledge)

Aims of the Academy's DL Courses

- Excellence in online IP teaching services by WIPO Academy- 'Reference Model' for online IP teaching
- Industry is moving to a set of standards that can open up learning possibilities and management of courses and distribution environment
- Protection of investment on WIPO's content development
- Exchange of content globally through enabled interoperability (SCORM, Accessibility...)
- Registration System-direct online service to IP offices, universities, firms, private, public
- Identical service for all WIPO languages- non WIPO languages
- Reduce manual administration- DL-IT-Finance to provide a unified learning content model
- The first step on the path to providing flexible learning content for other WIPO sectors
- Make efficient DL's ability to produce peer reviewed final exams, periodic course review
- Increased autonomy for DL partners without affecting quality and WIPO e-learning standards

WIPO eLearning Services



Universities using DL

- 1 Université de Yaoundé II [Academic Inst.] - Cameroon
- 2 University of Split School of Medicine - Croatia
- 3 Faculty of Military Health Sciences, University of Defence - Czech Republic
- 4 University of Debrecen - Hungary
- 5 University of Pecs - Hungary
- 6 University of Turin [Academic Inst.] - Italy
- 7 Yonsei University - Korea (Republic of)
- 8 Dongguk University - Korea (Republic of)
- 9 Rusan University - Korea (Republic of)
- 10 Rukyung University - Korea (Republic of)
- 11 Daejin University - Korea (Republic of)
- 12 Kyungpook University - Korea (Republic of)
- 13 Sogang University - Korea (Republic of)
- 14 Korea University - Korea (Republic of)
- 15 Open Cyber University - Korea (Republic of)
- 16 University of Guadalajara - Mexico
- 17 RGAS [Russian Academy of RO SPATENT] - Russian Federation

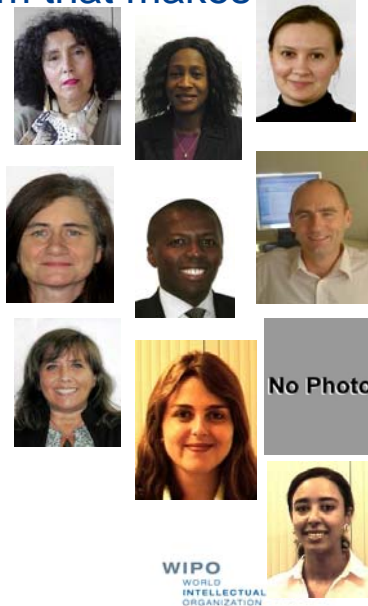
- 18 Slovak Medical University/Institute of Preventive and Clinical Medicine- Slovakia
- 19 University of South Africa- South Africa
- 20 University of Karamoja- Sudan
- 21 Robert Kennedy College [MBA Program]- Switzerland
- 22 CL [London]- Switzerland
- 23 Elg University- Turkey
- 24 Institute of Molecular Biology and Genetics, National Academy of Sciences- Ukraine
- 25 Institute of Biochemistry, National Academy of Sciences- Ukraine
- 26 Institute of Cell Biology, National Academy of Sciences- Ukraine
- 27 Universidad de la Republica- Uruguay
- 28 University of Zanzibar- Zanzibar
- 29 University of Copper Belt- Zanzibar
- 30 Hach Institute of Technology- Zimbabwe
- 31 Africa University [Academic]- Zimbabwe

IP Offices using DL

- 1 China, CIPTC
- 2 Russian Federation - RGAIS, ROSEPATENT
- 3 Korea, Republic of - KIPO, KIPA
- 4 Mexico, IMPI
- 5 Thailand - DIP
- 6 Vietnam - NOIP
- 7 Brazil - INPI
- 8 Croatia - SIPO
- 9 Africa - ARIPO, OAPI
- 10 Japan - JICA (UPOV)
- 11 US- USPTO (UPOV)
- 12 Nigeria - NCC
- 13 Morocco - OMPI (TISC)
- 14 Philippines - IPO (TISC)
- 15 Kyrgyzstan - Kyrgyzpatent (TISC)
- 16 USA, CLDP
- 17 Chile - INAPI

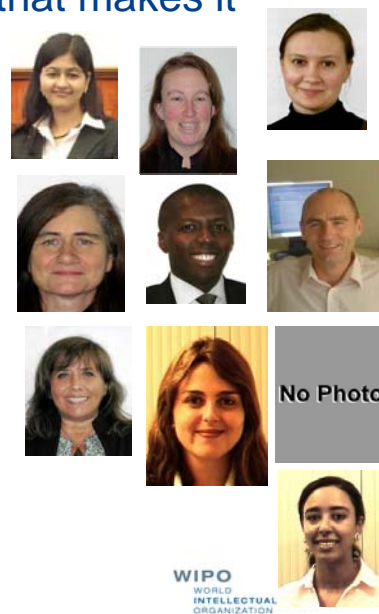
The multi-lingual WIPO Team that makes it possible

■ Course Administrators, IT Staff, Tutors, Partner Institutions, that have all been trained by WIPO Academy.



The multi-lingual DL Team that makes it possible

■ Course Administrators, IT Staff, Tutors, Partner Institutions, and Course Coordinators that have all been trained by WIPO Academy



Tutors- Basics of Patent Drafting (DL-450)

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Emmanuel Jelsch



Emmanuel Jelsch, a European Patent Attorney holds a Master's degree in bio-chemistry and a diploma in organic chemistry and plant physiology from the University of Strasbourg. With an engineering degree in pharmacology from the EPHE (Ecole Pratique des Hautes Etudes, University of Paris) he worked as a research engineer in the Glaxo Laboratories in Les Ulis, France. Having graduated from CEIPI in 1996, he acquired an extensive professional experience in pharmaceutical and healthcare companies as a patent agent in charge of the patent departments with the Debio Group, Lausanne, and Bracco SA, Geneva.

Mardson McQuay -



Mardson Queiroz McQuay, Ph.D., J.D.

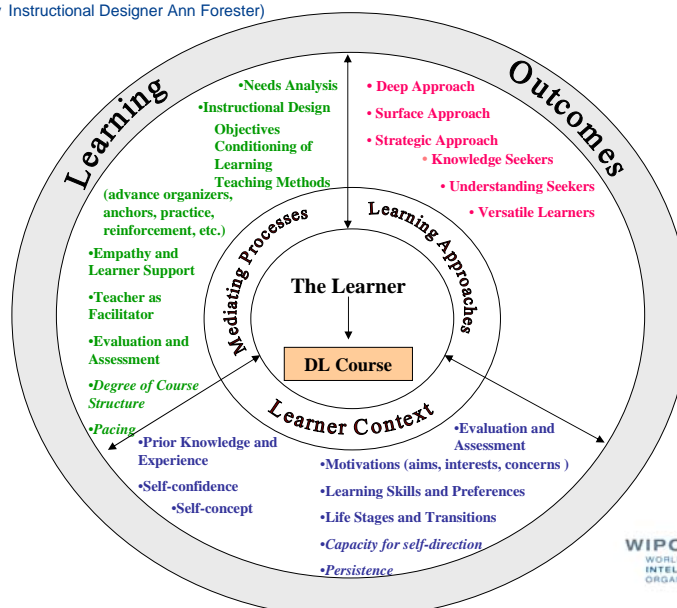
Dr. Mardson McQuay has a Ph.D. in Mechanical Engineering from Carnegie Mellon University and a law degree from Brigham Young University. He is Acting Senior Patent Counsel for Hydral USA Manufacturing LLC (a GE Company) and is also responsible for international patent preparation and prosecution, IP counseling, and management of outside counsel for GE Aviation and GE Energy at GE's Global Patent Operation. Before joining GE he was an IP attorney at Oblon Spivak for 3 years and a tenured professor of Mechanical Engineering at Brigham Young University for more than 15 years. He managed fundamental and applied research from federal funding agencies and industrial sponsors in the thermo-sciences area, including fundamental and applied combustion, heat transfer, fluid mechanics, laser-based instrumentation, and computational fluid mechanics.

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Learner Empathy through dedicated Course Administrators, Tutors and Evaluation

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(figure by Instructional Designer Ann Forester)



Evaluation: in Academy DL Courses

Completion Rate:

- 52% in DL 101 – General Course on Intellectual Property
- 75-90% in the Advanced Courses

Meeting Objectives of learning:

- 91-98% in all courses

Tutorial Assistance Rating in all 10+ Courses:

- 84-95% in all courses

Indicators of reaching Academy Objectives:

Gradual Increase in those who indicate that they use the course in the day to day performance of their work in the field of IP.

- 2005 to 2007: 35% used knowledge or skills in their work
- 2007-2009: 50% used knowledge or skill in their work

85% indicate that they know the IP area covered but that course still added to their knowledge

94% indicate they are planning to take another course offered by Academy

99% indicate they would recommend the course to others

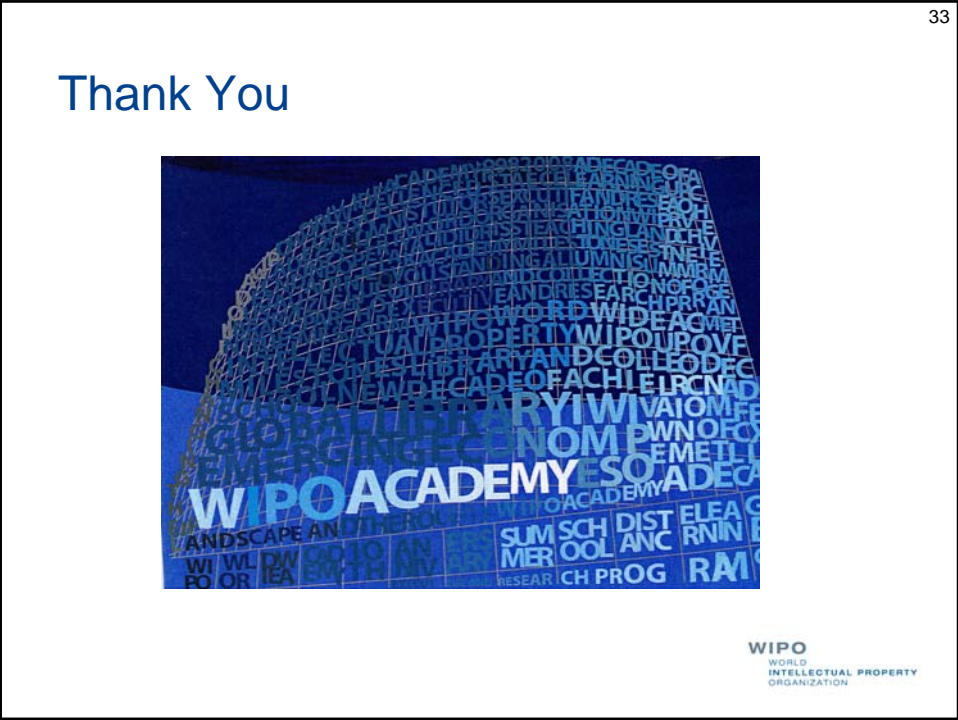
Our challenges

- Meeting increase in demand
 - new languages, new courses, new topics
 - increasing faculty in developing countries
 - widen the scope of our audiences
- Continuous improvement of services
 - increasing completion rate
 - facilitating customization
 - improving IT platform to meet the technological gap
 - updating courses (more cases, new global challenges)
 - seeking new collaborations, networking with IP Academies

New Academy Projects: 2010

IP4Kids: Creativity, Team Work and Respect for IP



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