

Developing an IP Course

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Outline

- Motivation, Inspiration, Opportunities & Timing
- Proposal & Approval
- Course Timeline
- Course Development & Improvement
- Course Modules & Format
- Results & Student feedback
- Next Step

Motivation, Opportunities & Timing

Motivation: PTRC Librarians

- Clemson
- Rutgers

Opportunities

- Library Juice Academy
- On-campus credit course
- Collaboration with entrepreneurship librarian

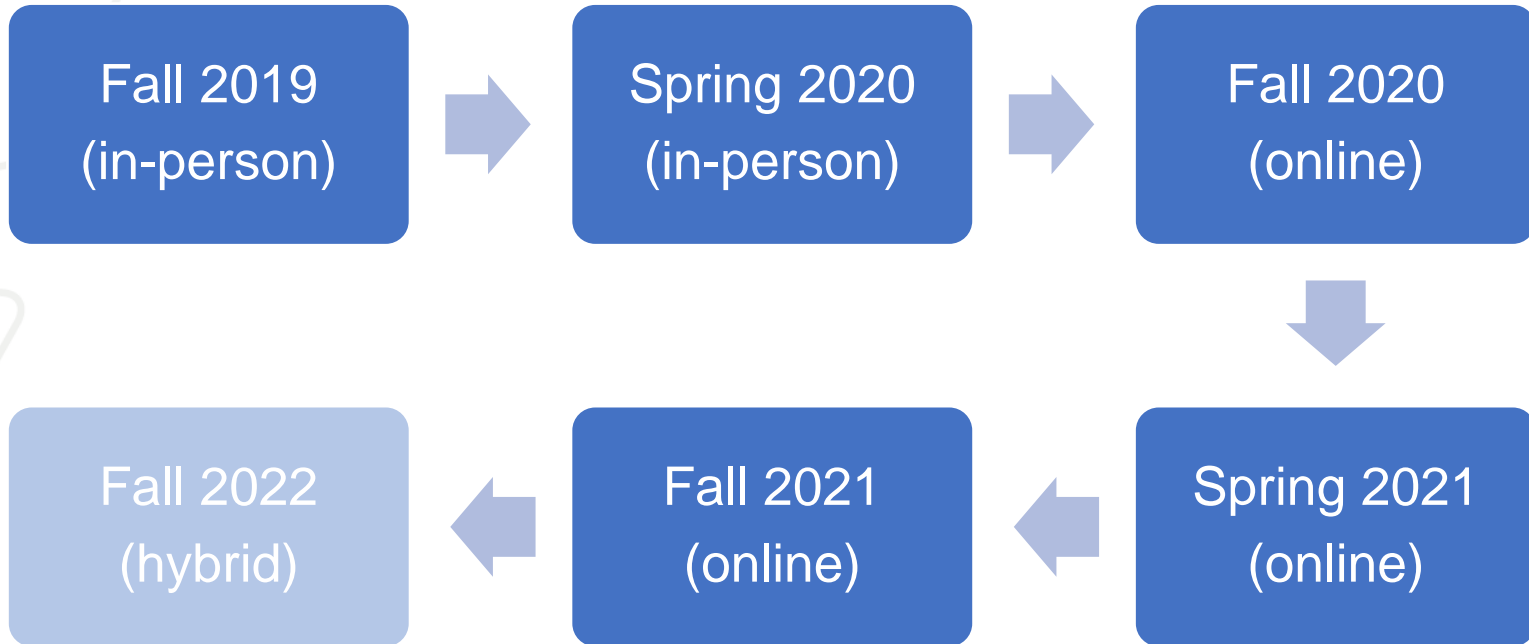
Timing was right

- Spring 2019: Librarians were encouraged to participate in the test-run of mini-mester courses (1 credit, 5 weeks, 10-11 classes, 75 min. each)

Proposal & Approval

- Proposal to the Curriculum Committee
 - Course title: Introduction to intellectual property
 - Course goals and learning outcomes
 - Weekly learning objectives
 - Course requirements & grading
- Approval
- Entered in Canvas with short description
- Limit to 20 students
- Fall 2019 registration (open to undergraduate and graduate students)

Course Timeline



Course Development & Improvement

- Training opportunities:
 - Internal:
 - Canvas training
 - GT Remote and Hybrid Teaching Academy
 - Creating instructional videos
 - Center for Teaching & Learning training opportunities
 - Outside:
 - Lilly conference-Evidence based teaching and learning
- Course design one-on-one consultation & support
 - Instructional Designer, GTPE

Course Modules & Format

- Overview of IP
 - Introduction to IP
 - IP careers & PTRC
- Patents
 - Introduction to patents
 - Patent searching
- Trademarks
 - Trademark basics
 - Trademark searching
- Copyrights
 - Copyright law and cases
 - International treaties and agreements
- Trade secrets; Technology licensing
 - Trade secrets & unfair competition
 - Technology licensing

Format:

Combination of

- lectures,
- guest lectures,
- in class discussions,
- online discussions,
- hands-on exercises,
- readings,
- home-work (2-3), and
- a final project (peer comments)
 - Report
 - Presentation.

Final Project

- Students imagine an innovation to start a business
- Describe the innovation
 - Choose at least two types of IP protection
 - Outline IP strategies
- Describe the business that will use the innovation
 - Market analysis
- Write a report
- Create a presentation video (< 4 min.)
- Make comments to each other's project

Sample Student Projects

- Biodegradable, recyclable cell phones
- Independent music label
- Drone carrier vehicle for package delivery
- Never dead door locks
- “Fidget” toy for neurodivergent users
- Improvement on basketball shoes cushioning system
- Dynamic Guitar tab generation
- Headphones for cats
- Innovative smartphone screen technology
- Customizable bandage dispenser
- Spring-loaded nail gun
- AI based portfolio optimization for retirement accounts
- Drone powered umbrella

Sample Student Comments

Do you have suggestions for improvements for the innovation or business or how it was presented?

- *“This looks good. I would look into what the average weight of a drone is then try and design your communication device around that. Drones consume more fuel based on it's weight, payload, space, etc. I don't know if you plan on taking long range flights...but I think one of the reasons Amazon might not have implemented it due to the fact that there would need to be re-fueling or charging of the drone in between flights. Also, I would look into other short range applications. For instance dropping off mail deposits at USPS, distributing pesticide or fertilizer around one's backyard, flying to a nearby grocery store and peering inside to see if there is a long line or traffic, etc.?”*

Results

- Students learned basics about IP and had better understanding of what each type of IP protects.
- Students learned how to conduct patent search and trademark search.
- Students learned to conduct business analysis using library subscribed databases.
- Students exposed to variety of expertise regarding IP and technology licensing.
- Students brushed up their presentation skills

Student Feedback

- What did you learn the most from this course?
 - “I think I know enough to know the steps I have to take if I want to protect my intellectual property or brand, as well as not getting scammed, great class!”
 - “I learned about the process for applying for different kinds of intellectual property protection. In particular, I learned how I could create effective search strategies that would allow me to thoroughly investigate similar ideas (prior art, marks) in preparation for filing an application.”
 - “I learned the most about trademarks. I never knew the difference between trademarks and service marks before this class, and I also think that USPTO's TESS is very interesting and I have even gone on TESS separate from class to look up different trademarks.”

Next Step

- Finish the redesign of online course modules
- Fall 2022:
 - Implement new teaching & learning strategies
 - Add more elements for student engagements
 - Test the hybrid teaching/learning model

Acknowledgement

- Cynthia Kutka, Entrepreneurship Librarian
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Q&A