

# LEARNING ACTIVITY

## 'Connect product to IP strategy'

### Ent-teach Unit 5 Intellectual Property Management



### Description learning activity

The teacher presents 3 different types of innovative products and 4 management options to choose from. Each group of students gets an assignment to develop, present and explain the chosen strategy for 1 product. Key is that the products are very different from each other.

3 suggestions for products a start-up company might have:

- a new drink: "Chill Koala", a cool herbal relaxing beverage (opposite of energy drink Red Bull)
- a new shower mousse: not shower gel, but mousse for soaping up
- a new type of paving stone

4 management options to choose from:

- Further product development (goal: stay ahead/unique etc.)
- Pursue product protection through Intellectual Property Management (like patents, copyright, trademarks, etc.)
- Market development (branding, pricing, appearance, securing market share, etc.)
- Other (any own idea or combination of the above)

The teacher has to make sure it is very clear the students present the reasoning behind their choice and in what way they would execute it (not only the choice itself!).

### Advise

If there are 12 students, make 3 groups of 4 students and assign every group a different type of product. If there are 24 students, make 6 groups of 4 students and assign the same product to 2 groups (2x3). That way the same product will be presented two times, with possibly various outcomes and strategies (not per se wrong or right!).

## Problem

Intellectual Property Management is a rather abstract and theoretical topic. It should be placed in perspective so students can judge its applicability and relevance under different circumstances for a start-up company.

## Timeline

After the students completed the Unit and questions on Intellectual Property Management it is now time to apply the knowledge in practice. This learning activity will take about 1.30h hour to complete. This includes the introduction and explanation by teacher, working in small groups, presentation of the group results, the debate and the comments and summary by the teacher.

## Target Audience

VET students who have completed the Intellectual Property Management Unit. The background (field of study) of the student is not a large factor. Only the chosen products or services in the learning activity could be adapted by the teacher to their field of study to enable students to relate to it better.

## Goal

Students learn how to apply their knowledge on Intellectual Property Management. They do not only learn how to use the knowledge on IP itself, but also learn how to evaluate the applicability to the specific situation: is it worthwhile to heavily protect my product or not? What are other options?

## Learning outcomes

Students will gain perspective on the matter. They will understand how Intellectual Property Management is useful in some cases, and why in other situations it may be advisory to pursue success and product protection in another way then the official & juridical way.

## Evaluation

Based on the presentations of the outcomes of the small group discussions and the resulting strategy chosen by the students, the teacher can assess if the Unit content has been understood and applied by the students in a good way and what considerations they took into account. To sum up and close the learning activity the teacher can demonstrate how the outcomes relate to the Unit theory.

## Technology

For the introduction by the teacher a simple PowerPoint slide or drawing on the white board in the class room is sufficient as support. Only the 3 products and 4 management options should be on there. A hand-out of the same information could be supplied to each group as well.

The teacher explains the details of the assignment verbally.

For the presentation by the students of the outcomes of the group discussion a verbal presentation is most convenient as well.

## Methods

- Verbal introduction by teacher, supported by white board or 1-2 PowerPoint slides & hand-out
- Discussion among students in small groups (4-6 students), teacher supports brainstorming
- Presentation by students of the outcomes;
- Debate about outcomes and comments and summary by the teacher

## Team

This learning activity can be led by a single teacher. For variety and learning how different products require different choices at least 3 groups of students are necessary.

The teacher must make sure it is clear to the students who will present the results of the group deliberations (which specific student or the whole group) and what the content of the presentation should be. If left unclear, this forms a risk to achieving the learning goals because the subsequent debate will be negatively affected.

## Resources

- PowerPoint slides with an overview of 3 products and 4 management options
- Hand-out with an overview of 3 products and 4 management options