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MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH

Syllabus for the optional subject
INTELLECTUAL PROPERTY EDUCATION
[school-based curriculum for secondary
schools]

Bucharest, 2015

Overview

The syllabus for the subject *Intellectual property education* is an optional secondary school subject offered in the curriculum, which is designed for a budget of 1 hour/week, for one academic year. The subject can be taught in any secondary school year, providing that the teaching approach is adapted to the pupils' age characteristics.

This syllabus is justified from the perspective of the following aspects:

- ensuring that, based on knowledge, secondary school pupils relate to intellectual property rights issues;
- involving young people in the development and promotion of projects relating to copyright or other intellectual property rights;
- preparing secondary school pupils to adopt, based on knowledge, appropriate behaviour to ensure sustainable development.

The optional subject *Intellectual property education*, which is proposed for study in secondary schools, relates to the Recommendation of the European Parliament and of the Council on key competencies for lifelong learning (2006/962/EC), which outlines a "European training profile" intended to develop eight key competencies in graduates of compulsory education. The contribution of the subject *Intellectual property education* to the development of key European competencies is nuanced and diversified, including support for the development of certain key competencies, as well as raising awareness of other key competencies, as follows:

- social and civic competencies;
- communication in the mother tongue;
- spirit of initiative and entrepreneurship;
- mathematical competence and basic competencies in science and technology;
- IT competence;
- learning to learn;
- communication in foreign languages;
- cultural awareness and expression.

At the same time, the current syllabus also aims to make the most of the European framework of key competencies when it comes to: selecting sets of values and attitudes; organising content items and correlating them with specific competencies; making methodological suggestions.

The goal of the syllabus for the subject *Intellectual property education* is to promote and encourage respect for intellectual property rights, by:

- informing secondary school pupils about the issues relating to intellectual property rights;
- developing the pupils' receptivity to intellectual property rights issues in relation to undertaking roles and responsibilities in everyday life;
- developing responsible behaviour towards the idea of promoting and respecting intellectual property rights.

The study of the optional subject *Intellectual property education* has a highly interdisciplinary and transdisciplinary nature. The various items included in the syllabus structure reflect the specific interdisciplinary and transdisciplinary nature of this subject.

The syllabus structure includes the following items:

- Overview
- General competencies
- Values and attitudes
- Specific competencies and contents
- Methodological suggestions

The general competencies are taken from the humanities and social sciences, and are developed predominantly from the perspective of the *Human beings and society* and *Language and communication* curriculum areas.

Specific competencies are correlated with the content units, and the connection between these is not biunivocal; a certain specific competence can be achieved by means of different content units.

The explicit list recommending values and attitudes highlights the affective-behavioural and moral dimension of learning, from the perspective of the specific contribution of this subject to achieving the educational goals.

Methodological suggestions are meant to guide the way in which the present curriculum is used in order to design and carry out teaching-learning-assessment activities, in accordance with the specificity of the subject and its optional course status.

The syllabus is intended both for teachers and the potential authors of textbooks/guides. The teaching activities, as well as the development of school textbooks/guides, must be preceded by reading the entire syllabus. Starting from the proposals included in the syllabus with regard to learning activities, teachers may draw up their personal didactic strategy, in accordance with the syllabus requirements and the actual teaching-learning situations.

General competencies

1. Using concepts specific to social sciences to organise the approaches to knowing and explaining real-life facts, events and processes
2. Applying acquired skills specific to social sciences in solving problem situations, as well as in analysing personal development possibilities
3. Cooperating with others in order to resolve theoretical and practical problems within different groups
4. Displaying active and responsible social behaviour that is appropriate for a changing world
5. Participating in making decisions and resolving community issues

Values and attitudes

The general and specific competencies that should be developed via the teaching-learning of the subject *Intellectual property education* are based on and promote the following values and attitudes:

- respect for intellectual property rights;
- solidarity;
- civic spirit;
- social responsibility;
- respect for the law;
- moral behaviour;
- positive networking with others;
- availability, interest and initiative for carrying out projects;
- appurtenance to the educational community, as well as the local/national/international community.

Specific competencies and contents

Specific competencies	Contents
<p>1.1. Correct use of the terms specific to the field of intellectual property and intellectual property rights</p> <p>1.2. Identifying the main categories of intellectual property rights</p> <p>3.1. Analysing, within work teams, the way in which intellectual property and its protection is reflected in everyday living</p>	<p>I. Intellectual property and intellectual property rights</p> <ul style="list-style-type: none"> ▪ What is intellectual property? ▪ Intellectual property in everyday life ▪ What are intellectual property rights? ▪ Copyright, related rights and industrial property rights
<p>1.3. Characterising the main categories of intellectual property rights</p> <p>2.1. Analysing the positive consequences of respecting intellectual property rights and the risks of using counterfeit products or pirated products</p> <p>3.2. Cooperating, within work teams, in order to present the main responsibilities that international, European and national institutions have to protect intellectual property rights</p> <p>4.1. Displaying a proactive attitude towards promoting and respecting intellectual property rights</p>	<p>II. Intellectual property rights and the institutions that ensure their protection</p> <p>A. Intellectual property rights</p> <ul style="list-style-type: none"> ▪ Copyright and related rights ▪ Patents ▪ Factory or trade marks ▪ Geographical indications ▪ Drawings and designs ▪ Topographies of semiconductor products <p>B. International, European and National institutions for the protection of intellectual property rights</p> <ul style="list-style-type: none"> ▪ World Intellectual Property Organization (WIPO) ▪ European Commission - Directorate General for Internal Market and Services ▪ European Patent Office (EPO) and the Office for Harmonization in the Internal Market (OHIM) ▪ World Trade Organization (WTO) ▪ Romanian Copyright Office (ORDA) ▪ State Office for Inventions and Trademarks (OSIM)
<p>1.4. Identifying own informational needs</p> <p>2.2. Analysing the concept of information culture</p> <p>4.2. Responsibly supporting the idea of ethical and legal use of information</p>	<p>III. Copyright and information culture</p> <ul style="list-style-type: none"> ▪ What is information culture? ▪ Total or partial reproduction without the consent of the rights holders - an infringement of copyright ▪ Ethical and legal use of information
<p>3.3. Developing, within a team, an educational project for promoting and respecting copyrights</p> <p>5.1. Implementing, in the given contexts, the rules for responsible use of information</p> <p>5.2. Taking part, by carrying out a project, in activities intended to raise awareness within the school community/the community to which they belong/public opinion</p>	<p>IV. Educational project for promoting and respecting copyrights</p> <ul style="list-style-type: none"> ▪ Components and stages of an educational project for promoting and respecting copyrights (design, implementation, monitoring and assessment, follow-up elements) ▪ Developing and running an educational project for promoting and respecting copyrights <ul style="list-style-type: none"> - Drawing up the project worksheet - Running the proposed project/simulated running of the proposed project - Assessment of the proposed project

Methodological suggestions

The syllabus for the optional subject *Intellectual property education* is a working instrument designed to enable teachers:

- to guide their own activity towards developing field-specific competencies in pupils;
- to exercise their creativity and adapt their teaching approaches to the particularities of the pupils with whom they are working.

Methodological suggestions target possible and desirable ways of organising the teaching activity to enable pupils to develop the competencies formulated in the syllabus.

Developing key competencies, considering pupils as the subject of the training-educational activity and guiding this activity towards the development of specific competencies, as well as accentuating the practical and applied nature of the subject, imply compliance with certain sustainable learning requirements, which include:

- using didactic strategies that focus on:
 - the progressive build-up of knowledge, practising and reinforcing abilities, developing pupils' creativity;
 - cultivating pupils' ability to self-assess, as well as reflection and self-demand;
 - flexible approaches and differentiated didactic pathways;
 - inter-, pluri- and transdisciplinary approaches;
- using active methods (for example: simulation, problem-based learning, learning by cooperation, case study, learning by discovery, empathy-based role play, text analysis, critical thinking methods, preparing portfolios, working on a computer/Internet/within virtual working groups), which can contribute to:
 - creating an educational framework that encourages positive social interaction;
 - understanding the way in which the concepts specific to Intellectual property education can be applied in everyday life;
 - practising team work, fulfilling specific roles within working groups, cooperating with different people in order to carry out a task;
 - facilitating the understanding of current controversial issues (reflected in the mass-media) at local, national and international level;
 - making connections with skills acquired by pupils by studying other school subjects;
- using didactic strategies that enable alternation of the types of activity (individual, in pairs and in small groups);
- learning through action (experiential), carrying out activities based on real tasks;
- using a computer as a modern training tool and environment during the teaching activity, to enable the subordinated use of information and communication technology in order to carry out interactive and attractive lessons.

Similar to other syllabi developed for the humanities and social sciences, this syllabus introduces in the content presentation a new aspect that concerns the development and running of a project in order to promote copyrights. The project for promoting copyrights facilitates the development of 21st century skills: creativity, critical and systemic thinking, communication and collaboration skills, ability to adapt, responsibility and team spirit. Starting from the theme/issue chosen by the pupils and the teacher, the pupils are placed in a situation in which they have to create the worksheet for a project promoting copyrights, as well as to actually run the proposed project. This way, pupils can practise the acquired skills, can be involved in activities that involve making decisions, proposing and implementing strategies in order to solve problems relating to the promotion of copyrights. At the same time, this type of learning ensures that the pupils are actively involved in the learning activity via attractive and motivating tasks.

In concrete terms, the topic *Educational project for promoting and respecting copyrights* can be approached in the final part of the optional course, over a number of hours that, on the one hand, complies with the time budget allocated to studying the subject and, on the other hand, ensures that the other competencies and contents that need to be studied are acquired.

The proposal made within the syllabus with regard to the *Educational project for promoting and respecting copyrights* can be extended, depending on the pupils' interest, to any of the other intellectual property rights, such as rights related to copyright, patents, factory or trade marks, geographical

indications, drawings and designs, topographies of semiconductor products.

The actual running of a *project for promoting and respecting copyrights* or other intellectual property rights can be carried out, for example, in accordance with one of the following methodological structures:

Version A - local project

- Identifying the theme.
- Planning the gathering of information.
- Gathering information.
- Summarising the information and creating the product.
- Presenting the product created.
- Reflecting upon the entire experience: acquisitions gained (knowledge, abilities, attitudes); carrying out of the process, conclusions about creating and implementing a project for promoting copyrights.

Version B - partnership to promote copyrights

Preparation: establishing a partnership with a class from another school (this can be from the same locality, from another locality or even from another country).

- Introducing the partner classes to each other.
- Identifying the theme.
- Planning the gathering of information.
- Gathering information (possible collaborations with the partners).
- Summarising the information and creating the product.
- Presenting the product created.
- Analysing the product created by the partner class and providing feedback.
- Potential review of the product based on the suggestions and questions received from the partners.
- Reflecting upon the entire experience: acquisitions gained (knowledge, abilities, attitudes); carrying out of the process, conclusions about creating and implementing a project for promoting copyrights.
- Exchanging impressions and information with the partners.

Whether version A or version B, which are different in terms of their complexity, is chosen shall be the result of the selection made together by the teachers and the pupils, which must start from a realistic analysis and assessment of the resources available and of the ability to complete the project.

The products of such a project can be:

- a website;
- video material, a video game or an online game;
- an exhibition;
- a publication;
- a contest, such as *Who Knows Wins*;
- a campaign for promoting and respecting copyrights, etc.

The syllabus provides teachers with real support in focusing their teaching process on learning situations, depending on the specific competencies that they need to develop, by presenting, for guidance, examples of learning activities:

- exercises that clarify the meaning of field-specific terms (for example, creating a "dictionary of intellectual property rights");
- debating the meaning of specific concepts (for example, "intellectual property", "intellectual property rights", "information culture")
- creating portfolios on themes that are specific to intellectual property education (for example, "What is intellectual property?", "Intellectual property rights", "Copyrights - arguments in favour and against?");
- critical reflection (*Think, Pair, Share*) in order to identify their own information needs;
- discussions about cases taken from the mass-media, which place pupils in learning contexts in which

they can become aware of intellectual property rights issues and the need to respect the ethical rules of using information;

- developing pupils' ability to critically analyse a situation relating to intellectual property rights issues (for example, starting from the experience of a consumer who finds that they have bought a pirated product);
- organising a contest relating to intellectual property rights issues (for example, on a topic such as *How do we promote, how do we protect intellectual property?*);
- exercises that involve taking individual responsibility and collective responsibility in different contexts (for example, when producing a school magazine);
- case studies to enable analysis of the impact of breaching intellectual property rights (for example, for the author of a work, for the user of pirated or counterfeit products);
- debating/making collages on the topic of intellectual property rights (to highlight, for example, by *whom?, why?, how? and what does respecting intellectual property rights involve?*);
- creating multimedia posters relating to intellectual property rights issues;
- creating role plays that involve intellectual property rights issues (for example, a role play on the topic of *Intellectual property issues faced by a successful entrepreneur*);
- carrying out activities in partnership, in order to involve pupils in activities that promote intellectual property rights (for example, between schools or between the school and the local community);
- organising activities for *World Book and Copyright Day*, which is celebrated every year on 23 April, on the initiative of UNESCO.

The proposed work strategies must take into account the pupils' level of experience for their age and help make the most of this experience.

Assessment is an organic component of the learning process. In the context of an educational approach that focuses on competencies, it is recommended that a continuous formative assessment is predominantly used. Along with the classic assessment types and instruments, we recommend that additional types and instruments are used, such as: project, portfolio, self-assessment, paired assessment, systematic observation of the pupils' activity and behaviour. The assessment process shall focus on:

- directly correlating the results being assessed with the specific competencies targeted by the syllabus;
- maximising the results of the learning process, by relating to each pupil's academic progress;
- recognising, at assessment level, the learning experiences and the competencies acquired in non-formal or informal contexts.

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<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=QJ:L:2006:394:0010:0018:en:PDF>. accessed on 21 October 2014.

Internet resources

- Romanian Copyright Office (ORDA) - www.orda.ro
- State Office for Inventions and Trademarks (OSIM) - www.osim.ro
- Europa - official EU website - www.europa.eu
(http://europa.eu/legislation_summaries/internal_market/businesses/intellectual_property/index_ro.htm)

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