TRAINING for the ASEAN IP ACADEMY

Best practices to train in the field of IP

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on IP and Adult Learning

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ARISE +
ASEAN Intellectual Property Rights

Promoting Intellectual Property Rights in the ASEAN Region

Funded by the European Union

EUIPO
EUROPEAN UNION
INTELLECTUAL PROPERTY OFFICE

This Project is funded by the European Union and implemented by the European Union Intellectual Property Office (EUIPO)

Agenda: Before the training

- Adult learning v. student learning: Participants-centered approach
- Needs Assessment
- Learning Objectives
- Learning cycle
- Sequencing / Delivery modalities
- Course design
- Practical work & case studies - how to run group work (online and F2F)
- Logistical aspects: online and F2F (organization of training environment)
- How to use visual aids: videos and PowerPoint
- 2 roles: Experts & Facilitator
- ... Training online

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Agenda: During the Delivery

- The "golden rule"
- How to minimize stress
- Eye contact and Body language
- Voice and Silences
- How to involve participants
- Humour and jokes
- Handling difficult situations:

Managing conflicts among participants
Handling difficult participants
Handling sensitive questions and topics
You don't know the answer

PresenterMedia

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General Objective

• By the end of this 2-day workshop, you should be able to conceive and deliver effective, tailor-made and goal-oriented training events in the field of IP for a variety of audiences

• Consistency!

This methodology is **not** about:

- Advocacy

- Awareness raising

- Lobbying

Specific Objectives

By the end of this 2-day workshop, you will be able to:

- Describe 5 differences between adult and student learning
- List 4 best practices to carry out a needs assessment
- Draft SMART performance-based objectives
- Draw the learning cycle and describe its six steps
- Describe 10 issues that should be taken care of by the Facilitator
- List at least 6 mistakes to avoid when using PowerPoint
- Outline the 3 phases for the organization of practical exercises
- Display recovery skills to solve difficulties during the training
- Describe 10 best practices for training online

WHY ADULTS LEARN DIFFERENTLY ?

Cannot sit passively for hours

Bring experience and knowledge to classroom
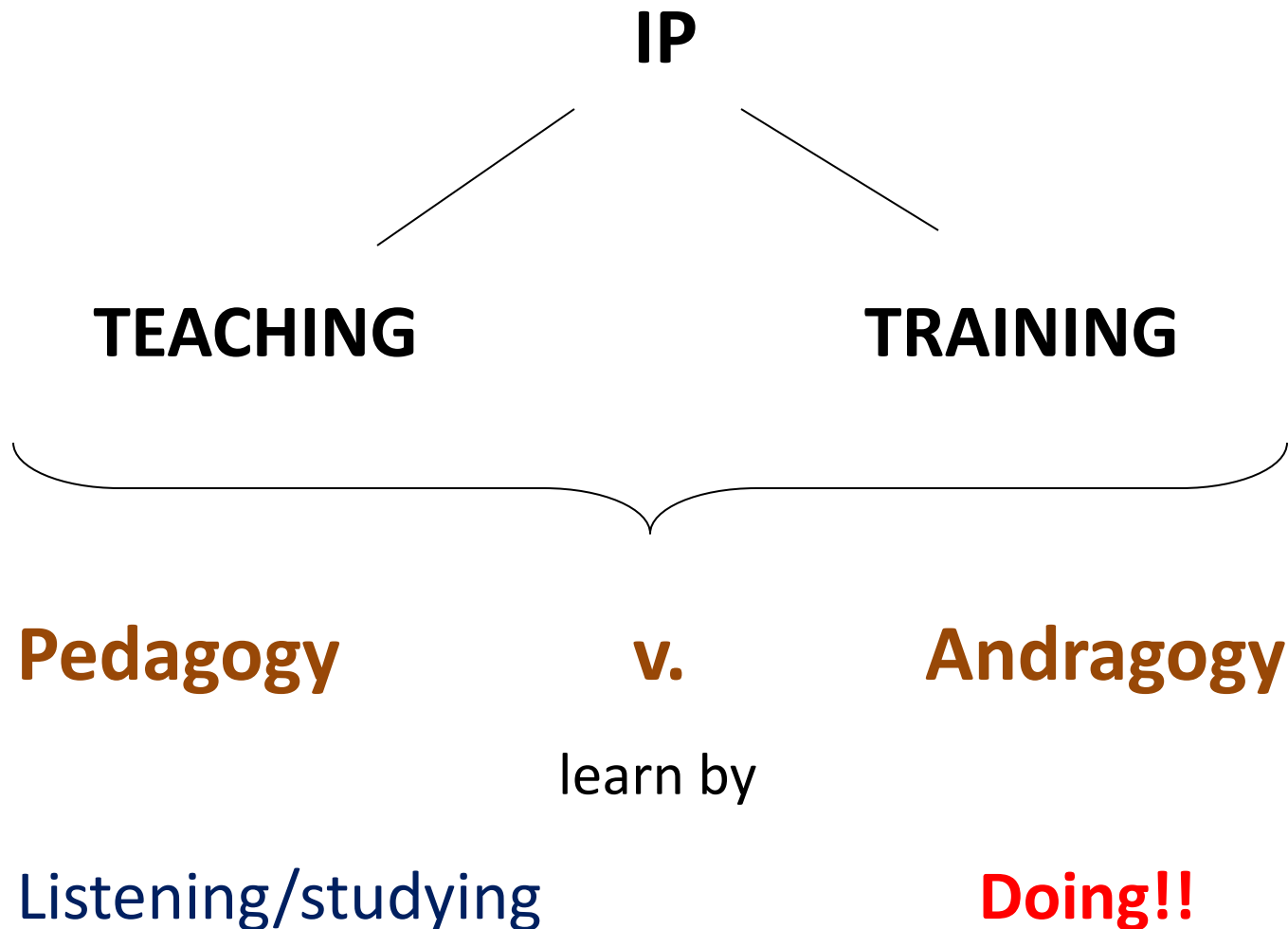
Motivation to learn

Their time is precious

Need practical knowledge (and not theories)

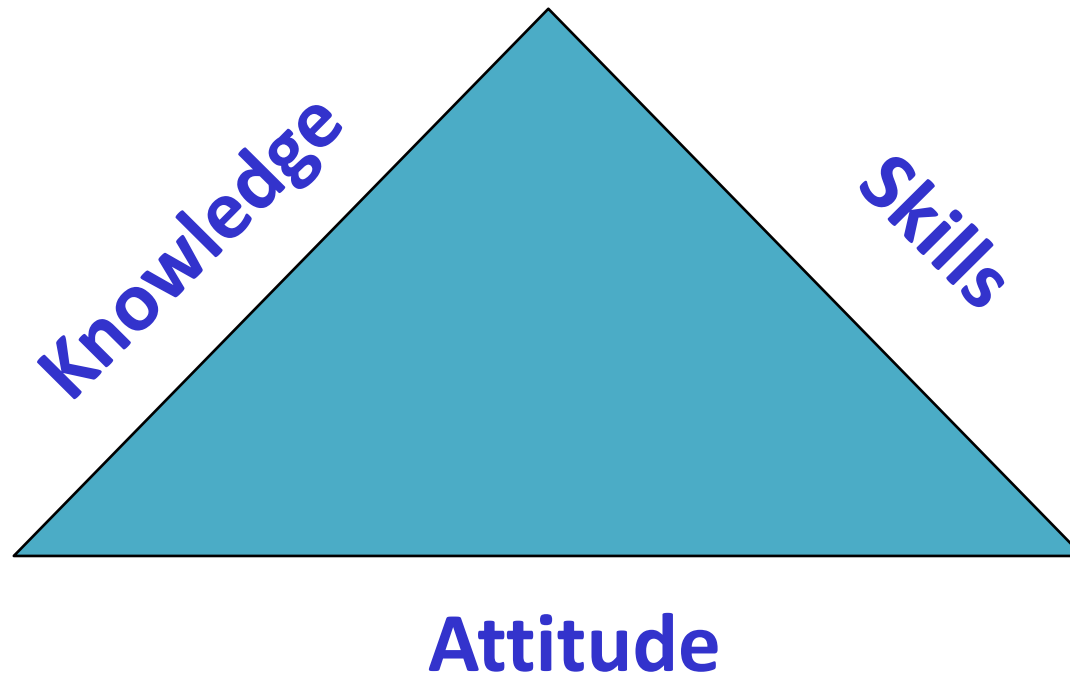Need knowledge for immediate use

Learn by … DOING   (… Confucius)

→ Training 100% tailor made to their needs

TEACHING v. TRAINING

IP

TEACHING   TRAINING

Pedagogy   v.   **Andragogy**

learn by

Listening/studying   **Doing!!**

Perfect Triangle of Training Adults

Who are they?
Why should they listen to you?
What are they supposed to DO in their job?

By the end of the course/module you will be able to:

….. S.M.A.R.T.

Examples of Learning Objectives

By the end of this module, the participants will be able to:

1. Describe the 3 legal requirements for the validity of patents
2. Clarify the difference between distinctive and descriptive marks
3. List at least 7 advantages of the Madrid system
4. Present 3 criteria to assess similarity between marks
5. Outline at least 2 best practices to protect copyright
6. Explain the two key criteria to assess damages in IP litigation

Learning cycle

Learning Objectives

Future Application

Learning Experience

Generalization

Processing
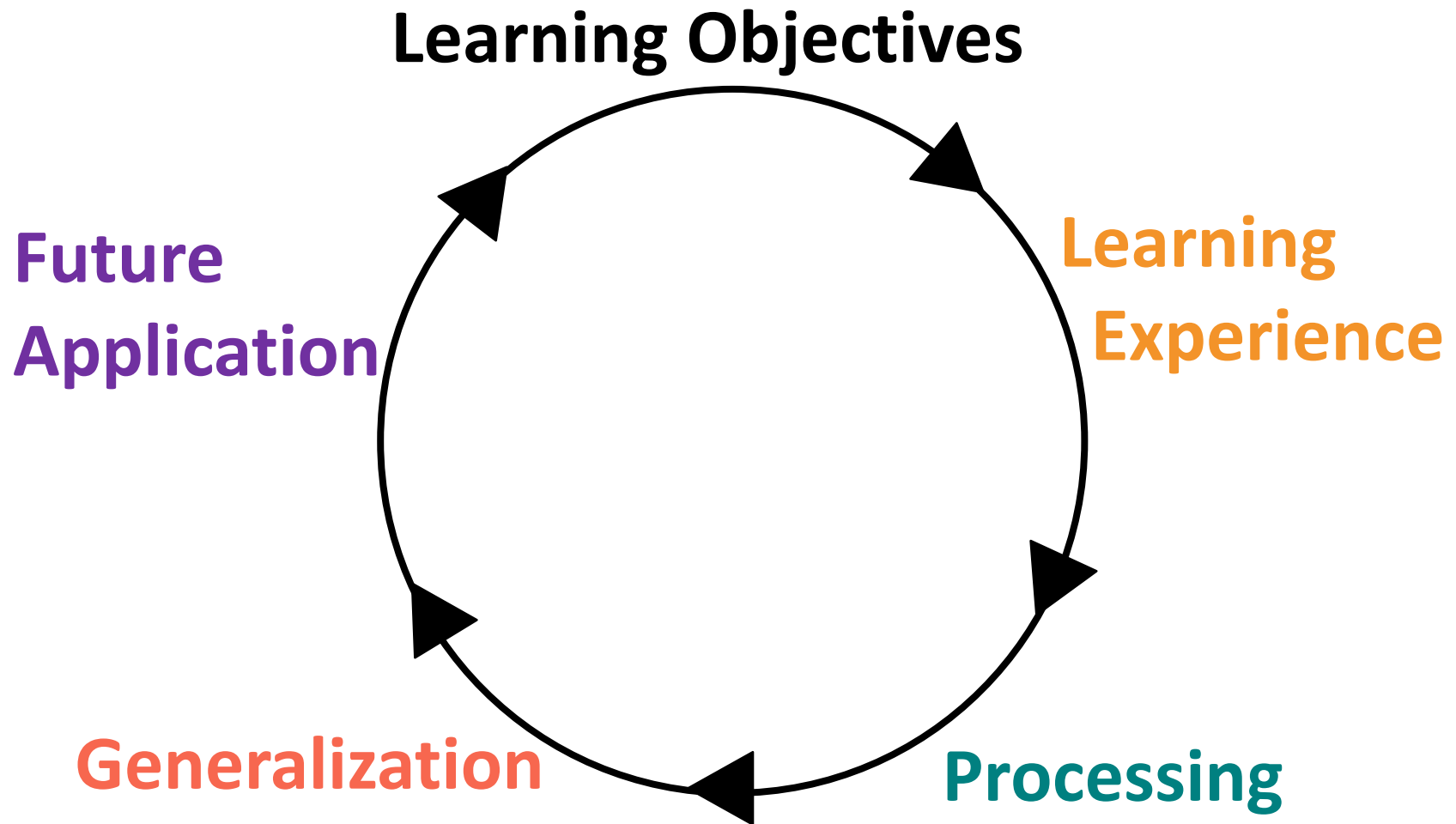
Modalities to share knowledge

Top-down lectures … FORBIDDEN!

Shorter lecturettes with Q&A and exercises

Plenary brainstorming sessions

Groups brainstorming sessions

Individual present. to group on individual research

Videos

Practical exercises, case studies

→ **… which one is better?**

Approach to each topic

Examples

Discussion

Concept

Analysis of relevant articles of nat. + intn law

Practical exercises

Plenary

Structuring

Objectives

Golden Rule

Time Management - Rhythm
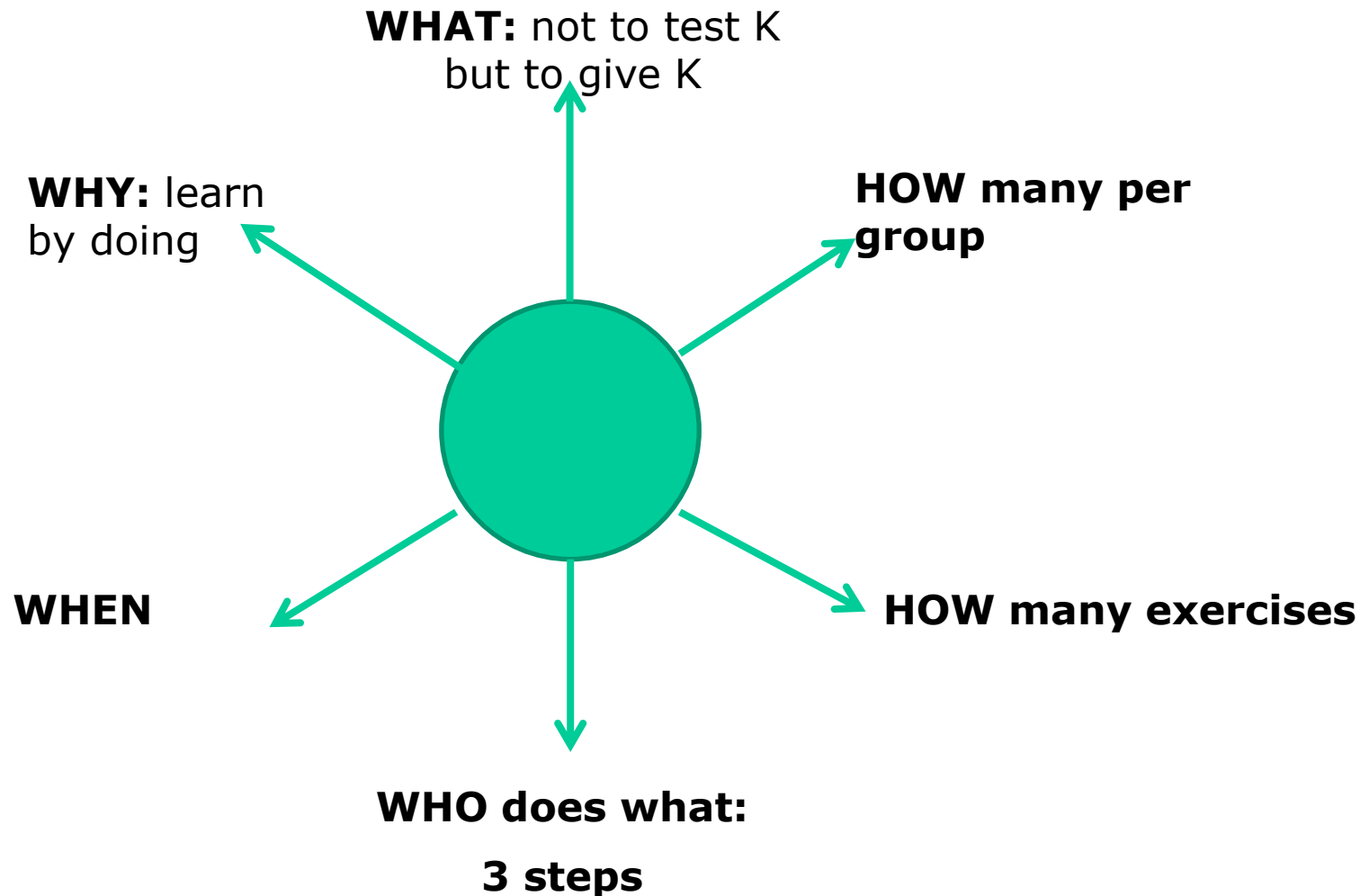
The curse of knowledge
(Harvard)

Catchy Start and End!

The Golden Rule

Course Design

TIME (from – to)	LEARNING ACTIVITY	ROLE OF TRAINER	ROLE OF PARTICIPANTS	SUPPORT MATERIALS
9.00-9.20	Opening and presentation of objectives	Makes the opening	Listen	Banner and first slide of PPT
9.20-10.00	Interactive presentation of concepts A and B, with Q&A and a short video	Shares the knowledge, asks questions and provides answers	Take notes, ask and reply to questions	PowerPoint equipment, video equipment Note pads
10.00-10.10	Short exercise on concepts A and B	Presents the exercise, monitors group work	Carry out exercises in groups	Photocopied exercises, separate working spaces
10.10-10.30	Plenary discussion on exercise	Leads plenary by eliciting responses, commenting, drawing conclusions	Share responses, comments	N/A
10.30-10.45	Coffee break	-	-	Tea, coffee, etc.
….				

3 steps to organize EXERCISES (learning tool)

WHAT: not to test K but to give K

WHY: learn by doing

HOW many per group

WHEN

HOW many exercises

WHO does what: 3 steps

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Visual Aids

- **Flip chart**

- **Videos**

- **Prezi**

- **Mentimeter et others**

- **PowerPoint**

In the contessst of the global anti counterfeiting efforts, the World Intellectual Property Organization (WIPO) is mandated to provide assistance to requesting countries in their efforts to address the legal and institutional aspects of their fight against counterfeiting;. Assistance delivery is led by specialized staff under the framework of

Antipiracy and bla bla bla bla bla bla bla bla bla bla bla bla bla bla bla bla bla bla bla bla bla bla bla bla

Expert & Facilitator: roles?
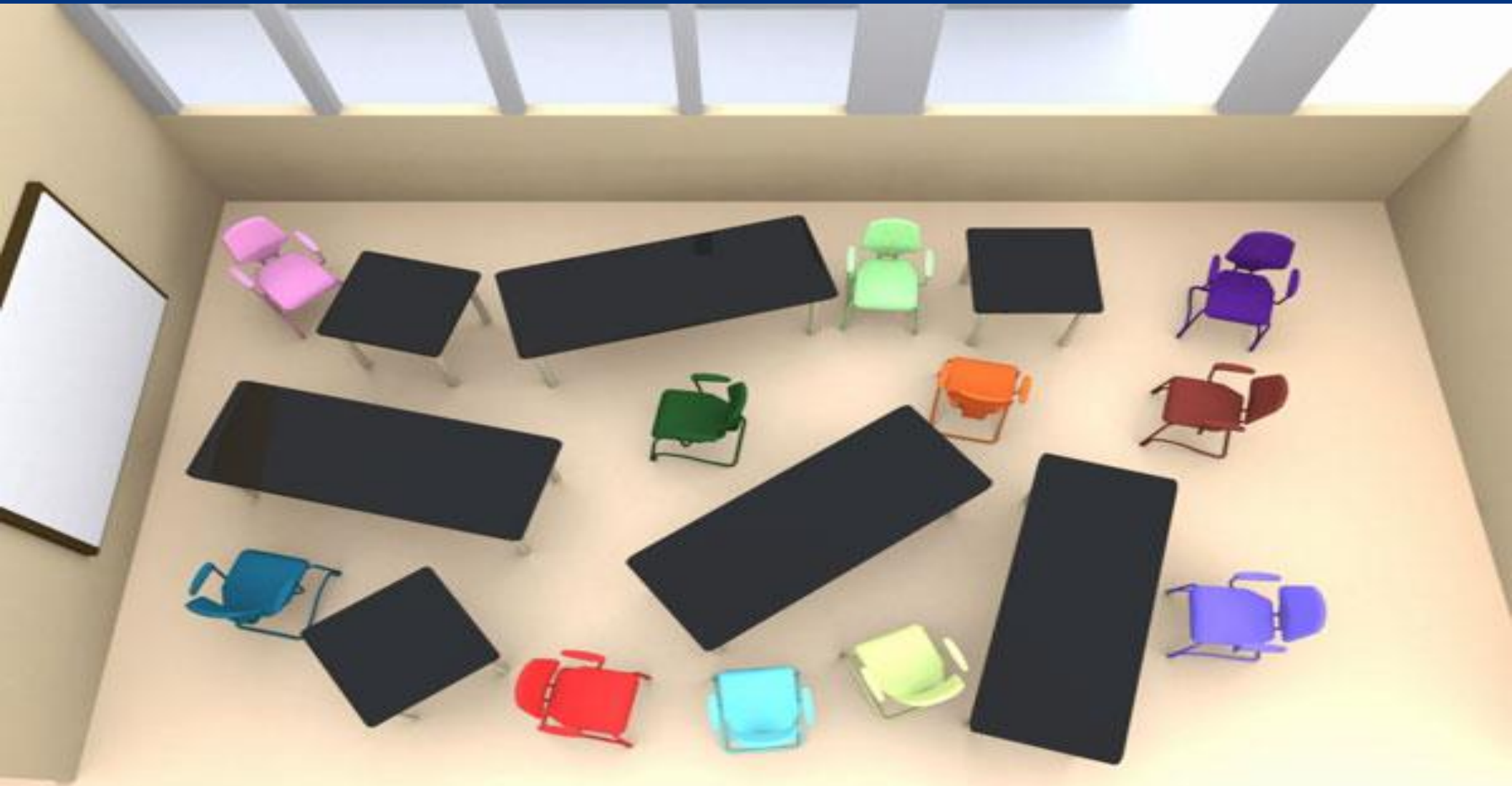
Ideal Training Room Configuration?

Ideal Training Room?

Ideal Training Room?

Best practices to train online

 # pax? # hours? # days?

Rhythm: FAST (structure + sequencing + variation)

Interactive approach: to be maintained – how?

Practical approach: to be maintained/increased – how?

B4 the event - Instructions

3 Roles (... or at least two)

Time Management: Beware of quantity of information

Establish Rules of the Game (webcam ON)

Synchronous (forget asynchronous)

... Mentimeter; Jamboard ...

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Logistics for O/L

PC v. smartphone

IT issues, Backdrop, Headset, Environment, Flattering light/angle, Positioning, everything at hand, cam ON


ONGOING TECH PROBLEMS?

Catching & Maintaining Attention

- Passion for topic
- Start with a BANG
- End with call for action
- Ask direct questions
- Ask rhetorical questions
- Remove PPT strategically
- Provocative statements
- Compelling examples/images
- Play on emotions
- Be personal
- Refer to them personally
- Smile
- Mentimeter
- Cut the crap / time mngt
- Avoid empty/slow moments
- Yes: gentle pressure
- Rhythm / sequencing
- ARCS (attention, relevance, confidence, satisfaction)

PUBLIC SPEAKING F2F + O/L

Eye contact, body language, smile, voice and ...

Difficult situations

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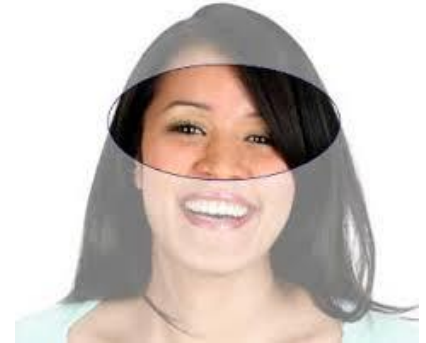
Stress

Training Evaluation: 4 levels

Level of training evaluation	RBM-approach	What is evaluated	How / tools
Level 1	Activity: the IP course	Participants satisfaction with all aspects of the training (e.g.: quality of the course, of the experts, etc)	Questionnaire
Level 2	Output: learning	Knowledge and skills increase	Questionnaire
Level 3	Outcome: Individual performance	Individual performance improvement in workplace	Questionnaire
Level 4	Impact: Institutional change	Institutional performance improvement	External evaluation

10 Key Numbers in F2F

Duration: min **2** days (better: 1 week or more)

N. of participants: **30** max (better 25 /lower if skills)

N. of hours per day: **6** hours

N. of sessions per day: max **4** (of 1h30 each)

N. of modules per workshop: **5** (for a 5-day course)

N. of experts per module: **1**

Durat. of modules (1 mod = 1 topic): **0.5** day – **2** days

N. of exercises per day: min. **2**, max …

N. of members per group: **3**

N. of words per slide: **7** (but …)

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THANK YOU

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