

Course Title	European Intellectual Property Law				
Course Code	EL57				
Course Type	Elective				
Level	Master				
Year / Semester	1 st or 2 nd year / 2 nd or 3 rd semester				
Teacher's Name	Dr. Ioannis revolides				
ECTS	10	Lectures	13	Laboratories / week	/
Course Purpose and Objectives	<p>The course aims to prepare the students to be competitive, either as practitioners or research academics, within the field of European Intellectual Property Law. Through a substantive examination and analysis of the framework, teleology, ambitions and philosophy of European Intellectual Property law they will obtain not only the necessary dogmatic knowledge but also the industry insights required in order to deal efficiently and without a competitive advantage with European Intellectual Property Law cases; they will be able to identify speedily and without a hassle the relevant legal regime and they will be in a position to navigate through the major issues using the methodological tools transferred to them by this class. Despite the distance learning mode of the class, this will work to the benefit and not to the detriment of the students, as all modern means will be utilized so that they obtain the best insights into the field of European Intellectual Property Law, especially through an analytical examination of the relevant CJEU case law. At the same time, students will be encouraged to actively participate in the class, so that they become aware of the modus operandi of the field, as well as of the pressing social and human rights issues behind it, this being the added value of their dedicated education in European Intellectual Property Law.</p>				
Learning Outcomes	By the end of the course, the students should be able to:				

	<ul style="list-style-type: none"> - Identify the importance of the field of European Intellectual Property Law, its origins and its philosophy, being able to make legal arguments by utilizing this knowledge. - Know in depth the entire field of European Intellectual Property Law, especially the framework of the multifaceted legislative puzzle produced by the European legislator, which they will not only be able to identify quickly and with ease, but they will be able to navigate through it, having a noticeable confidence in identifying the crucial legal issues. - Process cases of European Intellectual Property law as highly skilled professionals of the field, proving skills not owned by their non-similarly trained peers. - Know in depth the relevant CJEU case law, understand its foundation, process and rethink its wider implications, identify the reasons that make the CJEU consistent in the field and remain always up-to-date on it. - Classify new problems of the field within the framework knowledge they already possess. - Be sensitive towards the problems of the field, on the basis of the in-depth knowledge they will acquire in regards to the social, economic and human rights aspects of the field of European Intellectual Property Law. They will thus not be trained to be passive bystanders in this field, but rather active individuals with an educated opinion on the most hotly debated issues of European Intellectual Property Law. 		
Prerequisites	/	Required	/
Course Content	<p>Course content includes the following units:</p> <ul style="list-style-type: none"> - Educational technology definition, characteristics, evolution, importance, usefulness, added value, importance. - Educational technology integration models 		

	<ul style="list-style-type: none"> - Added and remodeling value of new technologies within the teaching and learning process. - Factors influencing educators in integrating technology in the teaching and learning practice. - Educators' attitudes and beliefs towards technology integration. - Learning theories, teaching approaches and strategies and instructional design processes that underlie the development of learning environments enhanced with technology - Modern pedagogical theories, concepts, principles and learning models that support technology integration in education. - Development of learning environments enhanced with technology. - Integrate new technologies as learning tools. - Educational, social and theoretical background that governs and guides technology integration in the teaching and learning practice. - Role of teacher/ educator and students in learning environments enhanced with technology. - Technology integration and the development of 1) higher order thinking skills, 2) 21st century skills, and 3) transversal skills. - Educational material development.
Teaching Methodology	<p>The course is taught the distance learning mode of delivery through the Learning Management System (LMS) called Moodle platform. Required and additional readings (e.g. books, articles, websites, newsletters, open educational resources, case studies) in combination with lecture notes are available for students to use via the LMS. Additionally, a variety of course educational material is available to students via the LMS platform such as simple power point presentations, narrated presentations, annotated presentations, interactive presentations and documents, screen casting documents, podcasting documents, online quizzes and midterms). Numerous technological means are employed such as communication tools (e.g. videoconferencing, audio conferencing and text conferencing), collaboration</p>

	<p>tools (e.g. discussion forums, blogs and wikis) and content development tools.</p> <p>The students are encouraged to communicate with their peers and their instructor(s), in order to take advantage of all available tools for the development of this course. Students are expected to participate to dynamic online interaction activities, via synchronous and asynchronous activities. Students will be asked to participate, wherever appropriate, in asynchronous online activities employing various tools such as discussion forums, wikis, blogs, in order to interact, communicate and collaborate with other students and their instructor(s). Using the synchronous online tools (such as, teleconferencing, chat rooms, etc.), students will be asked to participate in synchronous online activities/ session in order to interact with the instructor(s) and/or other students on line with reference to specific issues covered in a given unit. Some of the dynamic online interaction activities are part of the assessment. The students are also expected to use various discussion and collaboration tools to coordinate and accomplish group work (e.g. essays, lesson plans, research reports, articles critique).</p>
Bibliography	<p>English</p> <ol style="list-style-type: none"> 1. Bermann/Goebel/Davery/Fox, European Union Law, 2002 2. Brown/Denicola, Copyright Law, 2005 3. Chow/Lee, Intellectual Property Law, 20 4. Cohen/Loren/Okediji/Rourke, Copyright in a global information technology, 2006 5. Dinwoodie/Hennesey/Perlmutter, International Intellectual Property Law and Policy, 2005 6. Dinwoodie/Janis, Trademarks and Unfair Competition Law and Policy, 2004 7. Goldstein, International Intellectual Property law, 2001 8. Long/D'Amato, International Intellectual Property, 2003 9. Nack, Intellectual Property Law, 2006

	10.	Stephan/Parisi/Depoorter, The Law and Economics of the European Union, 2004
	11.	Xavier Seuba, Christophe Geiger, and Julien Penin (eds), Intellectual Property and Digital Trade in the Age of Artificial Intelligence and Big Data, Global Perspectives for the Intellectual Property System, CEIPI-ICTSD, Issue Number 5, 2018 διαθέσιμο σε https://typodun2009.unistra.fr/fileadmin/upload/DUN/CEIPI/Documents/Publications_CEIPI_ICTSD/CEIPI-ICTSD_Issue_5_Final.pdf
	12.	Torsten Bjørn Larsen, Intellectual Property Jurisdiction Strategies, 2017
	13.	Lateef Mtima, Intellectual Property, Entrepreneurship and Social Justice, 2015
	14.	Dreyfuss and Ginsburg (eds), Intellectual Property at the Edge: the Contested Contours of IP, 2014
	15.	Pila/Ohly (eds), The Europeanization of Intellectual Property Law. Toward a European Legal Methodology, Oxford University Press, 2013
	16.	Geiger (ed), Constructing European Intellectual Property. Achievements and New Perspectives, 2013
	17.	Stamatoudi/Torremans, EU Copyright Law: A Commentary, 2014
	18.	Kur/Senftleben, European Trademark Law-A Commentary, 2016
	19.	The Moral Dimension of Intellectual Property Rights, 2013
	20.	Dinwoodie (ed.), Methods and Perspectives in Intellectual Property, 2013
	21.	Merges, Justifying Intellectual Property, Harvard University Press, 2011
	22.	Rimmer/McLennan, Intellectual Property and Emerging Technologies, 2012
	23.	Pila/Torremans, European Intellectual Property Law, 2η έκδοση, 2019

	<p>24. Kur/Dreier/Luginbuehl, European Intellectual Property Law, 2η έκδοση, 2019</p> <p>25. Hearth/Kamperman Sanders/Moerland (eds.), Intellectual Property Law and the Fourth Industrial Revolution, 2020</p> <p>26. Torremans (ed.), Research Handbook on Copyright Law, 2η έκδοση, 2017</p> <p>27. Synodinou (ed.), Pluralism or Universalism in International Copyright Law, 2019</p> <p>28. Rosati, Copyright and the Court of Justice of the European Union, 2019</p> <p>Greek</p> <p>1. Αντωνόπουλος, Βιομηχανική Ιδιοκτησία, 2012</p> <p>2. Κοτσίρης, Ευρωπαϊκό Εμπορικό Δίκαιο, 3η έκδοση, 2018</p> <p>3. Αποστολόπουλος, Ο Κανονισμός 772/2004/ΕΚ περί μεταφοράς τεχνολογίας, 2009</p> <p>4. Αργυριάδης, Ευρεσιτεχνία, 1984</p> <p>5. Λιακόπουλος, Βιομηχανική Ιδιοκτησία, 2000</p> <p>6. Μαρίνος, Δίκαιο Ευρεσιτεχνίας, 2013</p> <p>7. Μαρίνος, Δίκαιο Σημάτων, 2007</p> <p>8. Μαρίνος, Δίκαιο Πνευματικής Ιδιοκτησίας, 2004</p> <p>9. Μηνούδης, Συμβατική άδεια εκμετάλλευσης ευρεσιτεχνίας, 1987</p> <p>10. Μικρουλέα, Υποδείγματα χρησιμότητας, 1999</p> <p>11. Παπαδοπούλου, Το επιχειρηματικό απόρρητο, 2007</p> <p>12. Ρόκας Ν., Βιομηχανική Ιδιοκτησία, 2016</p> <p>13. Σελέκος, Το δικαίωμα στο βιομηχανικό σχέδιο και υπόδειγμα, 1999</p> <p>14. Χατζημιχαήλ, Δικαιούχος εφεύρεσης και διεκδίκηση διπλώματος ευρεσιτεχνίας, 2015</p> <p>15. Χρυσάνθης, Το νέο δίκαιο των εμπορικών σημάτων, 2020</p>
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	<p>16. Jougleux, Ευρωπαϊκό Δίκαιο Διανοητικής Ιδιοκτησίας, 2020</p> <p>17. Ρόκας, Βιομηχανική Ιδιοκτησία, 3η έκδοση, 2016</p> <p>18. Χριστοδούλου, Δίκαιο Πνευματικής Ιδιοκτησίας, 2018</p> <p>19. Σταματούδη (επιμ.), Συλλογική διαχείριση δικαιωμάτων πνευματικής ιδιοκτησίας, 2020</p> <p>20. Περιβολάρης, Βιομηχανικά Σχέδια και Υποδείγματα, 2019</p>
Assessment	<p>The students will be evaluated based on the following parameters. All of the assessments are submitted via the LMS in order to go through the plagiarism check (Turn it in). The assessment methods for the course are presented below along with the value of each assessment towards the overall course grade:</p> <ol style="list-style-type: none"> 1. One interactive paper (e.g. discussion forums, wiki development, use of google docs) (25%) Essay – Suggest Technology Integration Plan for Classroom and School Level (25%) 2. Essay on European Intellectual Property Law (20%) 3. Final Exam (50%) <p><i>Interactive paper (15%)</i></p> <p>Students will have to comment on a CJEU case and then participate in a relevant forum discussion with their peers. This interactive activity contributes 25% towards students' grades.</p> <p><i>Essay (25%)</i></p> <p>The students are expected to develop an essay, mimicking the role of the Advocate General of the CJEU on a topical European Intellectual Property Law issue. The essay contributes 25% towards their final grade.</p> <p><i>Final exam (50%)</i></p>

	<p>The final exam contributes 50% towards students' final grade and covers all the materials learned during the course. It covers both theoretical and practice knowledge and skills developed throughout the course. The students are expected to show that they can use technology tools for various purposes but specifically as teaching and learning tools.</p>
Language	Greek