



Teaching & Learning Report for Intellectual Property and Open Science

Workshop: Exploring games and playfulness in teaching complex IP–OS relations

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1. Summary

This workshop demonstrated how dialogical learning methods can serve as powerful tools for teaching knowledge valorisation, focusing on Intellectual Property (IP) and Open Science (OS). By trying out three games — *The Publishing Trap*, *Copyright the Card Game*, and the *3C Compliance Game* — experts experienced playful ways of learning that were engaging, easy to follow, and highly effective. They learned to view complex IP–OS connections from multiple perspectives, built interdisciplinary competencies, and discussed how games can become part of the IP4OS training approach. The outcome: a dialogical approach, such as in games, makes complex and sectoral crossing concepts, such as knowledge valorisation, more accessible, encourages exchange, and helps build the skills and awareness needed for a synergetic IP–OS approach towards knowledge valorisation across Europe and beyond.

2. Context and Aim

The IP4OS group gathered at City, St George's University of London, to explore playful and experiential approaches for teaching and learning in the area of **Intellectual Property (IP) and Open Science (OS)**. The purpose was to find fitting **pathways to build capacity in Europe and beyond** for a concerted IP–OS approach that fosters innovative research knowledge valorisation. This capacity building targets **knowledge, skills, awareness, and advocacy**, and the workshop was designed as a learning space to try out methods, exchange experiences, and co-develop pathways.

3. IP4OS Teaching and Learning Approach

Julia Priess-Buchheit (Kiel University) opened the meeting with a short introduction to **IP4OS** and its upcoming capacity-building tasks across Europe. Using the “James” example – a senior researcher struggling to valorise research outputs without institutional support – Julia illustrated the project's rationale: many professionals from the research ecosystem and researchers lack awareness and skills to link IP management with OS practices.

The IP4OS capacity building approach is structured around the Synergy Core Curriculum (a Guide to Build Capacity for Knowledge Valorisation in Europe) and a Training Centre:

- **Target groups:** A) IP experts & intermediaries; B) researchers; C) trainers (train-the-trainer). The project addresses 15 professions in total.
- **Design principles:** learner-centred, modular, editable Open Educational Resources (OER).
- **Beyond knowledge:** embedding awareness, skills and advocacy training.

The curriculum and the accompanying IP4OS learning units will be released as CC BY licensed OER and uploaded to Zenodo to ensure sustainability and re-use, and disseminated via the European Knowledge Valorisation Platform.

4. Games Played and Lessons Learned

Following the FAIR by Design methodology of IP4OS, the workshop utilised existing learning materials. Chris Morrison organised the workshop, and participants played and reflected on three existing educational games, each highlighting different aspects of IP–OS challenges.



4.1. The Publishing Trap

- **Overview:** A (onsite and online) board game simulating career decisions and publishing choices faced by researchers. It highlights trade-offs between impact, funding, prestige, and openness.
- **Learning potential:** Demonstrates systemic pressures on publishing, rights retention, and licensing choices. Fits into curriculum units on **managing IP to enable open access**.
- **References:** [Game video](#); [Copyright Literacy](#).

4.2. Copyright the Card Game

- **Overview:** A (onsite and online) card-based game to test copyright knowledge, dispel myths, and introduce practical scenarios (e.g., exceptions, licences, reuse of works).
- **Learning potential:** Engages learners actively; useful for **train-the-trainer** modules. Supports literacy on copyright and exceptions relevant to OS.
- **References:** [Game video](#); [Copyright Literacy](#).

4.3. The Integrity Now! Game

- **Overview:** A dilemma-based game originally developed around compliance and ethics, easily adapted to IP–OS dilemmas (e.g., data sharing mandates, licensing, collaboration agreements).
- **Learning potential:** Strongly supports the **dialogical approach** of IP4OS by encouraging reason-giving, negotiation, and advocacy for “as open as possible, as closed as necessary.”
- **Reference:** [Game video](#).

5. Outcomes for learning IP and OS

The workshop developed first principles that IP and OS learning can build on. These principles can be used for future capacity building programmes as a shared base for planning, towards more evidence, and improving practice.

1. **Deep learning through play:** Even though participants were already experts, they reported learning a great deal while playing the games.
2. **Fun and dialogue:** The playful atmosphere helped everyone engage in dialogue about the complex intersection of IP and OS, lowering barriers and encouraging open exchange.
3. **Flow experience:** Participants described the sessions as a “flow experience” in which learning felt effortless and enjoyable.
4. **Clarity on layered challenges in IP–OS capacity building:** The games revealed four interconnected layers of learning needs:
 - **Knowledge (Timing, Reuse, Producing vs. Using):** Participants discussed a simple model:
 - *Timing:* Decide when to apply IPRs to an asset (pre-disclosure, pre-publication, after FAIR-sharing).



Guiding question: Which IP tools at this stage best preserve future options and enable responsible sharing?

- *Level of Reuse:* Choose the openness of outputs (limited/medium/open).

Guiding question: Which licence or access mechanism fits best and under what conditions?

- *Producing vs. Using Assets:* Distinguish whether the team is producing new outputs or reusing existing ones.

Guiding question: Which IP tools ensure fit-for-purpose practice?

- **Awareness:** Real-world use cases, such as court examples, demonstrated why compliance matters and how IP–OS issues surface in practice.
- **Dilemmas:** While real dilemmas exist, they are not the main barrier to the capacity building of IP and OS today. Instead, many challenges can be addressed with better knowledge and awareness supported by fit-for-purpose tools.
- **Multi-perspective actions:** This was perhaps the most important lesson. Building capacity in IP and OS is not only about knowledge but also about learning to see issues from different viewpoints. Participants practised shifting perspectives and explaining their reasoning to others. They learned to accept that different answers can coexist and to remain comfortable with ambiguity. They checked whether they had a shared understanding in group discussions and compared different solution strategies — skills that prepare them for cross-sectoral collaboration, which they need in a synergetic IP–OS approach. In doing so, they built **interdisciplinary - or multi-perspective competences**, for example:
 - Explaining and using perspective shifts in conversation.
 - Combining and evaluating different approaches and outcomes, while accepting plurality.
 - Using interpersonal communication to understand and solve complex problems.
 - Recognising the causes and challenges of a world divided into disciplines/working teams.
 - Valuing the importance of multi-perspective exchange to address complex problems.
 - Noticing the extra insights that come from looking beyond one's own field.

The games provided a safe space to practise these skills, helping participants to listen across disciplines, integrate knowledge into their own workflows, and know whom to approach for support. This strengthened the development of a synergetic IP–OS mindset.

7. Next Steps

- Integrate all three games as good examples into the curriculum.
- Finalise an idea on a multi-professional or better multi-perspective learning for knowledge valorisation.

- Decide whether the consortium should utilise IP–OS-specific dilemmas, similar to those in the Integrity Now! Game, for new learning modules or incorporate this task into the campaign.
- Pilot train-the-trainer sessions within the IP4OS consortium.
- Collect evaluation data and refine facilitator materials.
- Release game-based resources as CC BY OERs on Zenodo and the European Knowledge Valorisation Platform.

8. Conclusion

By playing and reflecting together, the group demonstrated how **playful learning** supports IP4OS’s mission of capacity building. Games make abstract or “incompatible-seeming” issues tangible, encourage dialogue, and empower participants to become ambassadors for a **concerted IP–OS approach** across Europe and beyond.



Figure 1 from left to right: Katharina Miller, Julia Priess Buchheit, Chris Morrison, Tim Errington, MARie Alavi, Gautam Sharma, Jane Secker