

Kohli, V. P. (2025). Teaching Legal Risk Management and Intellectual Property Law to non-law students – benefits and challenges. I R. Helde, A. Parmann & E. Suzen (Red.), *Undervisning i rettsvitenskap for de som ikke skal bli jurister* (s. 507–525). Fagbokforlaget. DOI: <https://doi.org/10.55669/oa5402024>

Kapittel 24

## Teaching Legal Risk Management and Intellectual Property Law to non-law students – benefits and challenges

Vishv Priya Kohli<sup>1</sup>

<sup>1</sup> Copenhagen Business School, Denmark

**Sammendrag:** Fordelene ved å ha et kurs i juss på en handelshøyskole kan ikke undervurderes. Målet for de fleste studenter er å bidra til det næringslivsmiljøet på en eller annen måte. I dette kapittelet illustrerer jeg hvordan integrering av immaterialrett med kontraktsrett, konkurranserecht, databeskyttelse og flere andre områder er avgjørende. Dette er nødvendig for å utstyre fremtidige ledere og konsulenter med de nødvendige verktøyene for å utføre jobbene sine. Ved å bruke kurset 'Legal Risk Management and Intellectual Property Law' som eksempel, et kurs som tilbys til hovedfagsstudenter, fremheves virkningen på en generasjon av konsulenter i de kreative næringene.

Først diskuterer artikkelen målet med kurset, som er å utdanne juridiske risikoanalytikere med en helhetlig forståelse av forskjellige rettsområder. Dette hjelper dem med å håndtere komplekse nye juridiske spørsmål i de kreative næringene. Deretter forklarer artikkelen hvordan case-basert undervisningsmetodikk er integrert i kurset for å gi erfaring fra den virkelige verden. Til slutt tilbys en kritisk refleksjon over fordelene og utfordringene man opplever ved å undervise i et kurs som er juridisk i sitt vesen, men som leveres til ikke-jusstudenter.

*Nøkkelord:* undervisning om IP, ikke-jusstudenter, case-basert metodikk

**Abstract:** The merits of having a course on law in a business school cannot be underestimated. The goal of most students is to contribute to the commercial environment in some capacity. In this article, I illustrate how weaving together intellectual property law with contract law, competition law, data protection, and several other areas is imperative. This equips future managers and consultants with the wherewithal necessary to execute their jobs. Using the example of the course entitled 'Legal Risk Management and Intellectual Property Law' offered to graduate students, the impact on a generation of consultants in the creative industries is highlighted.

Following an autoethnography methodology, the paper first dwells on the aim of the course. This aim is raising legal risk analysts possessing a helicopter vision of different spheres of law, which assists them in dealing with complex emerging legal issues. Thereafter, the paper spells out how case-based teaching methodology is integrated into the course to provide experience of the real world. Next, a critical reflection is offered on the benefits and challenges experienced while teaching the course, which is legal to the core but is delivered to non-law students.

*Keywords:* teaching IP, non-law students, case-based methodology

## Introduction

The value of knowledge of the law is undisputed,<sup>1</sup> but teaching law can sometimes err on the side of being too theoretical. Traditionally, the Socratic method,<sup>2</sup> which more accurately may be described as the Protagorean method,<sup>3</sup> is adopted in teaching law.<sup>4</sup> This practice of using the Socratic method for teaching law has been in force since the 1870s, when Harvard's Langdell introduced this method in the classroom.<sup>5</sup> Despite the evolution of social, cultural, and political spheres, not much has changed in the methods of imparting legal knowledge in the traditional law classroom. While the law professors have maintained a steady focus on teaching the black letter law, globalization and developments in society and technology continue to outpace the developments in the teaching of law. Not surprisingly, some students find the teaching of law to be too analytical and too positivist, bereft of human and social response.<sup>6</sup> Therefore, the most common concern of the students and teachers of law alike is that there is a lack of student engagement,<sup>7</sup> insufficient participation in classroom activities, and certain students feel isolated and anxious due to the lack of relatability of the course content to their reality. When another layer of non-law students studying law is added, the issues are compounded. Especially, the group of non-law students of law have a justifiably specific need to fathom the reasons for dwelling on legal jargon, methods, theories, articles, and cases in the area of law.

- 
- 1 Ridley, A. (1994). Legal skills for non-law students: Added value or irrelevant diversion? *The Law Teacher*, 28(3), 281–291. <https://doi.org/10.1080/03069400.1994.9992901>
  - 2 Richmond, M. L. (1995). Teaching Law to Passive Learners: The Contemporary Dilemma of Legal Education. *Cumb. L. Rev.*, 26.
  - 3 Heffernan, W. C. (2017). Not Socrates, But Protagoras: The Sophistic Basis of Legal Education. In *Plato and Modern Law* (pp. 295–319). Routledge.
  - 4 Bateman, P. (1997). Toward diversity in teaching methods in law schools: Five suggestions from the back row. *QIR*, 17, 397.
  - 5 Bateman, P. (1997). Toward diversity in teaching methods in law schools: Five suggestions from the back row. *QIR*, 17, 397.
  - 6 Elias, S. (2017). Teaching law today. *Victoria University of Wellington Law Review*, 48(2), 217–224. <https://doi.org/10.26686/vuwlr.v48i2.4744>
  - 7 Groccia, J. E. (2018). What is student engagement?: What is student engagement? *New Directions for Teaching and Learning*, 2018(154), 11–20. <https://doi.org/10.1002/tl.20287>

Although scholars have explored the area of teaching law to non-law students,<sup>8</sup> the body of literature has mainly focused on specific professions such as teaching law to non-law students of social work, medical professionals, and engineers.<sup>9</sup> Further, questions such as how non-law students can be best supported in learning law and techniques of teaching law to non-lawyers have also been explored.<sup>10</sup>

In this article, I would like to discuss the course, 'Legal Risk Management and Intellectual Property Law', which is a law subject tailored specifically for non-law students. The course was developed using specific teaching methods following the broad strokes of case-based methodology. This approach accounted for the success of the course over a period of five years, during which the course grew from strength to strength. In this article, the focus will be on, at first, describing the aims of the course. This will be followed by a discussion on the teaching methodology that was adopted, including the tried and tested techniques of case-based teaching, tripartite talks, and the use of memes that allowed students to practice what they learned in class. Thereafter, the benefits of such a course will be discussed. Finally, the challenges that were identified will be shared. The amalgamation of theory with practice, which allows the students to be better prepared for their future roles as management consultants and risk managers, will be illustrated.

Autoethnographic method of inquiry is employed as the choice of method in this article. Etymologically, the word autoethnography contains three words: 'auto', 'ethno', and 'graphy', which indicates textual representation of one's own personal experiences in their unique social and cultural context.<sup>11</sup> Since I use

---

8 Braye, S., Preston-Shoot, M., & Johns, R. (2006). Lost in translation? Teaching law to non-lawyers: Reviewing the evidence from social work. *The Law Teacher*, 40(2), 131–150. <https://doi.org/10.1080/03069400.2006.9993203>

9 *ibid.*

10 Byles, L., & Soetendorp, R. (2002). *Law teaching for other programmes. Effective learning and teaching in law*, pp. 144–163.

11 Belbase, S., Luitel, B. C., & Taylor, P. C. (2013). Autoethnography: A Method of Research and Teaching for Transformative Education. *Journal of Education and Research*, 1(1), pp. 86–95. <https://doi.org/10.3126/jer.v1i0.7955>

my own experience of teaching the course and offer my reflections, as usually partaken in autoethnographic studies,<sup>12</sup> it is the apt choice of method.

## **Aims of the course**

The course entitled ‘Legal Risk Management and Intellectual Property Law’ (henceforth, referred to as ‘LRMIPL’), was offered to students in the first semester of their Master’s degree in Creative Business Processes, falling under the umbrella of Masters in Sociology. The broad aims of the course were to enable the students to account for the basics of intellectual property law (with focus on copyrights, trademarks, and design law); unfair competition law; contract law; data protection law; personality rights; and enforcement and remedies. A significant learning outcome was to equip students with the wherewithal to select and apply the rules relevant to creative business processes and develop a skill set to analyze legal problems in specific contexts in order to manage the legal risks involved. Most of the students who took the course were either working or interested in working in the creative industries, such as the music industry, gaming industry, media companies, and the fashion industry.

In a nutshell, the course aimed to give an understanding of the basic principles and structures of mainly private law from a European perspective. This was related to creative business processes so that the students develop the ability to choose and assess the appropriate legal structures for business transactions.

The teaching of the course was carried out in large classes and supplemented with online materials, such as quizzes, an online discussion forum, peer-graded assignments, and short videos on cases that were relevant to the curriculum. The classroom interactions were dialogue-based and included student presentations on pre-assigned EU case law, tripartite talks format

---

12 Spry, T. (2001). Performing Autoethnography: An Embodied Methodological Praxis. *Qualitative Inquiry*, 7(6), pp. 706–732. <https://doi.org/10.1177/107780040100700605>

of guest lectures, use of innovative techniques such as memes, and a moot court at the end of the course. Throughout the entire duration of the course, feedback was given on all voluntary assignments and tasks.

Finally, the assessment of the Master's course was done by an open book four-hour written sit-in examination, where all possible aids were allowed, including access to the internet. The exam consisted of three broad questions based on three distinct scenarios. The scenarios were constructed on the basis of real-life IP and risk management dilemmas. Each broad question had three sub-questions which covered the entire course curriculum. The overarching goal was to cover and correlate as many topics of the course as possible, to reflect real-life dilemmas. The feedback<sup>13</sup> from the students, including current and past students, and teaching evaluations<sup>14</sup> of the course suggest that the students found the method of teaching as well as examining particularly relevant and beneficial for their future careers. Especially motivating for the course were the reflections of past students who wrote back a year or two later about how the course was relevant and provided them with the necessary tools to tackle their ongoing jobs.

## Teaching methods

This section explores the teaching methods applied in practice in the course, which reaped rich dividends for the students as well as the teacher. Traditionally, law has been taught in a lecture format and is still largely taught that way. We give lectures and expect the students to write, take notes, and read before they come to class. However, we are aware that each individual student has a unique learning style. We are familiar with the Briggs model<sup>15</sup>

---

13 Available for reference upon request.

14 Available for reference upon request.

15 Robinson, D. H. (2022). What are Learning Styles and How did They Get Started? In *Monographs in the Psychology of Education* (pp. 3–9). Springer International Publishing.

from the 60s and the VARK Model from 1992.<sup>16</sup> The learning models identify learners based on their learning styles and categorize them into auditory, visual, reading and writing, and kinesthetic learners. For auditory learners, listening to the lectures can be sufficient. However, for visual learners, slides and board work would be critical. For reading and writing learners, note-taking would help a lot. But for kinesthetic learners, acting out a scenario would be most beneficial.

Although our format of teaching still mainly works around lectures with slides, it would be beneficial if we acknowledge, prioritize, and cater to different learning styles. For instance, in addition to the traditional lecture format, we could offer moot courts, legal clinics, guest lectures in tripartite talk form, and internship programs to make the study of law more relevant and contextual. Even though it requires a substantial amount of effort to set up, many teachers in different law schools are engaging in such practices. However, these measures are not standard practices yet. Such changes in our teaching would truly facilitate bringing the world into the classroom and getting our students out in the real world as part of our teaching.

In this course, the case-based methodology was adopted in three key ways. Firstly, each topic was related to at least one Court of Justice of the European Union (CJEU) case, which was accessible to students in all languages spoken within the European Union (EU). This was significant because the student population was composed of students from various Member States within the EU. Secondly, all students had to be involved in at least one case presentation during the semester. Thirdly, guest lectures were based on a current case, which was part of the curriculum. Lastly, other teaching tools used, such as memes, also revolved around a pertinent legal case. Due to paucity of space, only three of the case-based inspired methods—case presentations, tripartite talks, and memes as a teaching tool—have been discussed below. Each method is described following a similar pattern, starting off with explaining the activity, followed by the theoretical foundations of the activity, establishing the context and method of execution, and ending with the key benefits of the activity.

---

16 Hussain, I. (2017). Pedagogical implications of VARK model of learning. *Journal of Literature, Languages and Linguistics*, 38.

## Case presentations

Since the course involves teaching law to non-law students,<sup>17</sup> it was extremely important to get the students acquainted with legal cases. This was so they could grasp the practical value of what they were learning. The cases for student presentations were carefully pre-selected based on relevance, level of complexity, and availability. It was necessary to involve case-based methodology of teaching to help the students identify the pitfalls, risks, and common issues that arise. This way, they could learn to anticipate, avoid, and prepare to deal with such legal problems.<sup>18</sup> For these reasons, the entire class was divided into groups of six students who were expected to stay in the group for the entire semester and work together. They not only prepared for assignments and exams together, but they were also expected to make a case presentation, as a group, at least once in the semester.

In order to assist their preparation, a video on how to present the case was uploaded to the learning platform. A criterion of six main points was suggested in the video, which was accessible from the very beginning of the semester. This practice allowed them to dwell on at least one case that was assigned to them at the commencement of the semester. At the end of the semester, the students seemed extremely comfortable with reading a legal case. They became well-versed with the key elements that needed to be taken into consideration while reading a case. They also developed confidence in finding legal sources as well as using legal tools to search for relevant legal instruments.

The most valuable aspect of student-led case presentations was that students were not only gaining theoretical knowledge but were actively engaging with materials. They were learning problem-solving and decision-making skills. The students who chose to make videos and uploaded them for the rest of the class were able to reflect and engage in self-assessment as well. It was observed that peer feedback also enhanced their learning experience, as was evidenced through class evaluations. The content pertaining to cases is

---

17 Richardson, K., Butler, J., & Holm, E. (2009). Teaching law to non-law students: The use of problem solving in legal teaching. *Studies in Learning, Evaluation, Innovation and Development*, 6(2), 29–41.

18 Williams, S. M. (1992). Putting case-based instruction into context: Examples from legal and medical education. *Journal of the Learning Sciences*, 2(4), 367–427. [https://doi.org/10.1207/s15327809jls0204\\_2](https://doi.org/10.1207/s15327809jls0204_2)

adjusted over time following the criteria that have been developed. The priority remains to include the most relevant, interesting, and easy-to-understand cases for non-lawyers.

### **Tripartite talks**

One of the teaching tools adopted in the course relates to bringing the world into the classroom. Using current relevant cases in the classroom and inviting relevant practitioners for guest lectures serves as a good source of engagement<sup>19</sup> for the students. Studies indicate that students learn better if they are actively involved in the topic of study.<sup>20</sup> The main goal of the tripartite talks is to use the method to offer different perspectives to the students, other than the lecturers' perspective on a given case. There are three different perspectives offered in tripartite talks: the practitioners' perspective, the parties' perspective, and the researchers' perspective.

The idea of employing tripartite talks as a teaching tool is anchored in the theoretical foundations developed by Hendersen<sup>21</sup> in feminist pedagogy and guest lecturing<sup>22</sup> in higher education. It is emphasized that if the same theory is repeatedly taught in the classroom without reference to current developments in the field, there is a risk of perpetuating biases that exist in theory. Therefore, it is imperative to expose the students to fresh perspectives that challenge theoretical knowledge. Secondly, it is important to establish the relevance, importance, and value of the topic of study by bringing in practitioners and establishing links with the real world. Thirdly, practitioners' lectures can aid in cementing the 'why' students are studying a particular discipline. While a vast amount of literature is available on the value of including prac-

- 
- 19 Reschly, A. L., & Christenson, S. L. (Eds.). (2022). *Handbook of research on student engagement*. Springer Nature.
  - 20 Li, L., & Guo, R. (2015). A student-centered guest lecturing: A constructivism approach to promote student engagement. *Journal of instructional pedagogies*, 15.
  - 21 Henderson, E.f. (2019). The (un) invited guest? Feminist pedagogy and guest lecturing. *Teaching in Higher Education*, 24(1), 115–120.
  - 22 Alebaikan, R. A. (2016). Online and face-to-face guest lectures: graduate students' perceptions. *Learning and Teaching in Higher Education Gulf Perspectives*, 13(2), 53–65. <https://doi.org/10.18538/lthe.v13.n2.229>

tioners and parties to cases as guest lecturers<sup>23</sup> in higher education, such as business studies,<sup>24</sup> accounts,<sup>25</sup> and tourism,<sup>26</sup> there are only a handful of research papers<sup>27</sup> on the use of guest lectures as a pedagogical tool in teaching commercial law.

To set the context of the teaching method of tripartite talks, it is important to mention that this method is applied to case-based teaching.<sup>28</sup> All the participants, including the students, were given a case to read in advance, which usually was a case from the CJEU. Therefore, everyone present, including the students, guests, and teachers, was familiar with the facts, principles, and applicable law in the case. The guests were requested in advance to prepare their general comments on the case. During the class, after a brief summarization of the case, the floor was opened for tripartite talks.

Typically, an advocate involved in the case being discussed was invited along with one of the parties to the case. In addition, a researcher was also invited to offer an academic perspective, whereas a practitioner was invited to offer the invaluable perspective<sup>29</sup> of how a person applying law on a daily basis would act in a given scenario in the case. This method sparked interest not only in the topic but also established the importance of studying law.

- 
- 23 Kamoun, f., & Selim, S. (2007). A framework towards assessing the merits of inviting IT professionals to the classroom. *Journal of Information Technology Education Research*, 6, 081–103. <https://doi.org/10.28945/203>
- 24 Riebe, L., Sibson, R., Roepen, D., & Meakins, K. (2013). Impact of industry guest speakers on business students' perceptions of employability skills development. *Industry and Higher Education*, 27(1), 55–66. <https://doi.org/10.5367/ihe.2013.0140>
- 25 Metrejean, C., Pittman, J., & Zarzeski, M. T. (2002). Guest speakers: reflections on the role of accountants in the classroom. *Accounting Education*, 11(4), 347–364. <https://doi.org/10.1080/0963928021000031466>
- 26 McCleary, K. W., & Weaver, P. A. (2009). The Effective Use of Guest Speakers in the Hospitality and Tourism Curriculum. *Journal of Teaching in Travel & Tourism*, 8(4), 401–414.
- 27 Davis, J., Szymczak, V., Topulos, K., & Weigmann, S. (2021). Perspectives on teaching foreign and international legal research. In *Teaching Legal Research and Providing Access to Electronic Resources* (pp. 55–69). Routledge.
- 28 Williams, S. M. (1992). Putting case-based instruction into context: Examples from legal and medical education. *Journal of the Learning Sciences*, 2(4), 367–427. [https://doi.org/10.1207/s15327809jls0204\\_2](https://doi.org/10.1207/s15327809jls0204_2)
- 29 Silverman, H. W. (1972). The Practitioner as a Law Teacher. *Chitty's LJ*, 20.

Inviting guest lecturers to the classroom was beneficial for the learners, the teacher, and the guest lecturers. The students tend to appreciate the real-life situation and find it relatable. However, there are also sound pedagogical reasons for using guest lecturers. None of us can claim mastery over all areas of law. Bringing in speakers with proven expertise in a topic provides added credibility to the course content. These experts can be faculty from the institution or experts from the community. In a course with profound practical applications, such as law, voices from the field seem to carry as much credibility as those from the academic side.

The tripartite talks opened up the lecture to new lecture design options. For instance, we conducted debates on the relevant issues in one formation. We had a panel discussion and took questions from the students together in another lecture. In this way, the students got to apply critical thinking<sup>30</sup> and compare points of view. It was also observed that the level of motivation of the students received a boost each time a guest lecture concerned a topic that was a bit more technical. The interactive question and answer session following a talk of a technical nature helped students understand the academic content in a much better manner.

Another offshoot of the guest lecture is to record the guest lecture with prior permission and re-use the lecture as a supplement to teaching other classes in the following year. There is value in sparking interest in the discipline and making the topic more relevant for the students.<sup>31</sup> For instance, in the LRMIPL course, we successfully recorded a webinar on a case and have used it for four cohorts over the years. Each time, the students responded positively and had interesting questions to follow up with.

---

30 Bezanilla, M. J., Fernández-Nogueira, D., Poblete, M., & Galindo-Domínguez, H. (2019). Methodologies for teaching-learning critical thinking in higher education: The teacher's view. *Thinking Skills and Creativity*, 33(100584), 100584. <https://doi.org/10.1016/j.tsc.2019.100584>

31 Kohli, V. P., & Teilmann-Lock, S. (2019). Black is back: Maritime and Commercial Court of Denmark rules in landmark copyright case. *Journal of Intellectual Property Law & Practice*, 14(11), 829–830. <https://doi.org/10.1093/jiplp/jpz126>

## Use of Memes

A picture is worth a thousand words. Therefore, memes have become a popular teaching tool, both for student engagement as well as for conveying important cultural information. Memes have been used as a teaching tool in the discipline of language teaching,<sup>32</sup> as well as a classroom warm-up tool.<sup>33</sup> Some teachers of law have also successfully employed memes to teach law. In this course, I have also used memes not only as a warming activity but have also utilized memes to teach LRMIPL, under the broad umbrella of case-based teaching methodology,<sup>34</sup> with overwhelmingly positive results.

Specifically, memes were used as a pedagogical tool to teach copyright law. It is obvious that memes draw on copyright-protected materials, such as images, music, film scenes, etc. Therefore, integrating memes as a teaching point in a class on Intellectual Property Law was an organic choice. The method of employing memes was straightforward. The students were divided into groups of three and were asked to use a freely accessible online tool to create memes on a specified topic. The task was to create a meme and check whether there were any potential copyright law-related issues that may arise, followed by a discussion on cases in the media about memes from various jurisdictions. The students not only enjoyed the exercise, but it also contributed to developing their critical thinking<sup>35</sup> while creating memes.

The general feedback from the students' evaluations was that the class in which memes were used as a teaching tool was one of the most engaging classes of the semester. The students observed that they were not only more engaged, but they also believed that they picked up a skill with respect to

---

32 Kayali, N. K., & Altuntaş, A. (2021). Using memes in the language classroom. *Shanlax International Journal of Education*, 9(3), 155–160. <https://doi.org/10.34293/education.v9i3.3908>

33 Harshavardhan, V., David Wilson D., & Kumar, M. V. (2019). Humour discourse in internet memes: An aid in ESL classrooms. *Asia Pacific Media Educator*, 29(1), 41–53. <https://doi.org/10.1177/1326365x19842023>

34 Budianto, A. (2022). Legal research methodology reposition in research on social science. *International Journal of Criminology and Sociology*, 9, 1339–1346. <https://doi.org/10.6000/1929-4409.2020.09.154>

35 James, N., Hughes, C., & Cappa, C. (2010). Conceptualising, developing and assessing critical thinking in law. *Teaching in Higher Education*, 15(3), 285–297. <https://doi.org/10.1080/13562511003740858>

copyright law. Being non-law students, through a practical teaching tool such as making memes, they picked up and retained what to watch out for while making public comments. They were also able to distinguish between commercial use and private use, and what constituted ‘fair use’ in the realm of copyright law. The overall discussion of recent cases on memes tied loose ends and filled the gaps in their knowledge.

## Benefits

Traditionally, the broad goal of teaching law has been to impart knowledge to the students on how to think like lawyers and conduct examinations that test the knowledge of ‘lawyering’.<sup>36</sup> However, globalization has brought in its wake a necessity that irrespective of professional category, most professionals (doctors, engineers, brand managers, IT professionals) should have a basic level of knowledge about the relevant law in their field. Therefore, there is a need to teach that kind of ready-to-use and specialized legal education, in bite-size format that is easy to digest by non-law students.

Through the LRM IPL course, we have tried to achieve this goal. The main benefits of teaching law to non-law students entail raising a generation of well-rounded consultants and managers. It also contributes to the development of a specialized brand of legal risk managers in the creative industries. In the long run, it demystifies the legal discipline for the new generation of learners.

As hinted above, globalization has led to the creation of specialized roles for facilitating access to justice, which need not necessarily be supported only by hard-core lawyers. Even non-lawyers can provide the service, especially those services that do not require legal judgment, such as completing forms, providing legal information, authorizing friends and neighbors to appear in court, and counseling in certain situations.<sup>37</sup> We are moving towards creating

---

36 Morris, R. J. (2010). The teaching of law to non-lawyers: an exploration of some curriculum design challenges. *International Journal of Law in the Built Environment*, 2(3), 232–245.

37 Zorza, R., & Udell, D. (2014). New roles for non-lawyers to increase access to justice. *Fordham Urban Law Journal*, 41(4), 1259–1316.

a new category of legal professionals in the modern age, where traditionally prohibited practices should be permissible to be provided by semi-legal professionals. For instance, providing legal information is based on clearly settled facts, and legal judgment is not a prerequisite. By providing education and designing training for future legal risk analysts, consultants, and managers through the course, we are contributing to raising a new generation of educated managers.

Further, the diversification and specialization of the creative industries, such as the music industry, media management companies, and gaming industry, are becoming economic giants. They contribute significantly to the economy and the creative sector. As a result, there is a clear growth in the number of specialists managing talent. We believe that if the team of professionals who manage talent in the creative industries is well-educated in the laws relevant to them, specifically LRM IPL, the level of professionalism will increase, and access to justice will be ensured at the same time.

Furthermore, by developing courses such as LRM IPL, which aim to impart legal education in bite-size form, we, as teachers of law, can contribute to the demystification of the legal discipline and make justice more accessible. If we can deliver justice by involving non-lawyers who are educated in certain aspects of law, we would be serving the purpose of law.

## Challenges

While there are overwhelming benefits, a critical reflection<sup>38</sup> on the course reveals several challenges as well. Even though there is value in teaching law to non-law students, it is an arduous task requiring careful planning. Finding appropriate legal cases, placing law in context, and sifting through the legal jargon before attempting to teach a specific area of law are all necessary steps. The final results, apparent through teaching evaluations and feedback from

---

38 Allen, V. (2007). A critical reflection on the methodology of teaching law to non-law students. *Web journal of current legal issues*, (4).

students – especially those who write back after a few years of having taken the course – make all the efforts worthwhile. But the challenges need to be acknowledged nonetheless.

One of the greatest challenges that was identified pertains to planning the curriculum. Selecting specific areas of law to teach and finding easy-to-grasp cases was difficult. However, once the setup was completed, it worked well and only required updating from time to time. In LRMIPL, as mentioned above, the core area was related to Intellectual Property Law. Then the relevant spheres of law that intersect with IP were selected, such as competition law, data protection law, contract law, and enforcement and remedies available under law.

Another task that required effort in the course was to include material for students to train them in how to read and understand legal regulations and cases. Since they were non-law students, they did not have a background in the technique of reading a regulation or a legal case. To address these concerns, videos were made to train them in these aspects. These videos were accessible to the students throughout the course and could be viewed as many times as needed. The non-law students especially appreciated the videos in their feedback and evaluations. They stated that the option to view the instructions and suggestions for reading legal texts as many times as they wanted assisted them in grasping the techniques of reading regulations and legal cases. The videos were subsequently recycled for other cohorts of students and have been in use for at least five years.

In addition, it was important for the success of the course to weed out legal jargon from the lectures, without losing precision. As we know, language is married to the culture of a discipline.<sup>39</sup> Just as in other disciplines, such as medicine or architecture, there are terms and references that are used which are peculiar to the discipline. Likewise, law is no different. Law has its unique language, which contributes to efficiency in the legal system. However, for the purpose of making the course understandable for non-law students, it was challenging to tone down the legal language, especially in the initial few lectures, to make the course more palatable for the non-law students. A gradual approach was adopted in introducing the precise legal terms. Using

---

39 Friedman, L. M. (1964). *Law and its Language*. *Geo. Wash. L. Rev.*, 33, 563.

online quizzes, the students were trained to learn correct usage. The quizzes could be attempted by the students as many times as they wanted to facilitate self-paced learning. It was observed that when the mid-point of the course was reached, the students became more comfortable and confident with the legal terms and also began utilizing the terms appropriately. In retrospect, it was crucial for the course to function well to tone down the legal jargon in the initial phase.

It has been observed by scholars and teachers that high-quality learning outcomes are associated with students understanding the meaning of the subject to be learned.<sup>40</sup> Therefore, constructing meaningful context was vital for facilitating understanding for the non-law students. It was imperative for the course to be relatable, and a substantial amount of time and effort was invested in constructing a storyboard and storytelling based on real-life situations. Once the context was cemented, the students put in tremendous efforts to learn, experiment, practice simulations, and complete associated tasks to grasp the course content.

## Conclusion

Teaching law to non-law students is an extremely rewarding experience and also the need of our times. In the era of globalization and servitization of most industries, there are dimensions of law that may be served if those aspects were taught in a targeted fashion. The course of LRM IPL is one such endeavor and an example, which has borne positive results.

While on the one hand, the need for access to law and justice should be addressed, as attempted through this course, on the other hand, the teaching of traditional law to law students also serves a clear purpose. It needs to be emphasized that teaching law to non-law students is not intended to undermine the discipline of law and the value of legal education being imparted to

---

40 Prosser, M., & Trigwell, K. (1997). Relations between perceptions of the teaching environment and approaches to teaching. *The British Journal of Educational Psychology*, 67(1), 25–35. <https://doi.org/10.1111/j.2044-8279.1997.tb01224.x>

law students. There is a distinct purpose to be achieved with training specialists in law, who contribute to the justice system in their unique ways.

The training of non-lawyers in law is imperative to support access to justice by providing legal education which is designed, imparted, and re-evaluated from time to time to serve and support business and society. While the discipline of law, as a specialized area of study, has a unique position and makes an invaluable contribution, training non-law students in law facilitates raising a generation of professionals who will be able to enhance the efficiency of the legal system by complementing and providing supplementary services. By providing education and training in areas of law that do not require making legal judgments, the new generation of legal risk analysts and consultants will be better equipped to make informed decisions pertaining to selecting pathways to obtaining protection of rights, sharing legal information, and finding legal redress.

All in all, teaching law to non-law students offers a unique opportunity to learners as well as teachers of law. It provides a venue of specialization for students who do not have a background in law to receive basic training in the field. This allows the students to carve out a niche for themselves in their future jobs. For teachers of law, it offers a space to innovate and experiment with offering slices of legal education, which can contribute to raising better-informed professionals and citizens.

## References

- Alebaikan, R. A. (2016). Online and face-to-face guest lectures: Graduate students' perceptions. *Learning and Teaching in Higher Education Gulf Perspectives*, 13(2), 53–65. <https://doi.org/10.18538/lthe.v13.n2.229>
- Allen, V. (2007). A critical reflection on the methodology of teaching law to non-law students. *Web Journal of Current Legal Issues*, (4).
- Bateman, P. (1997). Toward diversity in teaching methods in law schools: Five suggestions from the back row. *QLR*, 17(3), 397–428.
- Belbase, S., Luitel, B. C., & Taylor, P. C. (2013). Autoethnography: A method of research and teaching for transformative education. *Journal of Education and Research*, 1(1), 86–95. <https://doi.org/10.3126/jer.v1i0.7955>
- Bezanilla, M. J., Fernández-Nogueira, D., Poblete, M. & Galindo-Domínguez, H. (2019). Methodologies for teaching-learning critical thinking in higher education: The teacher's view. *Thinking Skills and Creativity*, 33(100584), 100584. <https://doi.org/10.1016/j.tsc.2019.100584>
- Braye, S., Preston-Shoot, M. & Johns, R. (2006). Lost in translation? Teaching law to non-lawyers: Reviewing the evidence from social work. *The Law Teacher*, 40(2), 131–150. <https://doi.org/10.1080/03069400.2006.9993203>
- Budianto, A. (2022). Legal research methodology reposition in research on social science. *International Journal of Criminology and Sociology*, 9, 1339–1346. <https://doi.org/10.6000/1929-4409.2020.09.154>
- Byles, L. & Soetendorp, R. (2002). Law teaching for other programmes. I *Effective learning and teaching in law* (s. 144–163).
- Christenson, S., Reschly, A. L. & Wylie, C. (2012). *Handbook of research on student engagement* (Vol. 840). Springer.
- Davis, J., Szymczak, V., Topulos, K. & Weigmann, S. (2021). Perspectives on teaching foreign and international legal research. I *Teaching Legal Research and Providing Access to Electronic Resources* (s. 55–69). Routledge.
- Elias, S. (2017). Teaching law today. *Victoria University of Wellington Law Review*, 48(2), 217–224. <https://doi.org/10.26686/vuwlr.v48i2.4744>
- Friedman, L. M. (1964). Law and its language. *Geo. Wash. L. Rev.*, 33, 563.
- Groccia, J. E. (2018). What is student engagement?: What is student engagement? *New Directions for Teaching and Learning*, 2018(154), 11–20. <https://doi.org/10.1002/tl.20287>
- Harshavardhan, V., David Wilson D., & Kumar, M. V. (2019). Humour discourse in internet memes: An aid in ESL classrooms. *Asia Pacific Media Educator*, 29(1), 41–53. <https://doi.org/10.1177/1326365x19842023>
- Heffernan, W. C. (2017). Not Socrates, but Protagoras: The sophistic basis of legal education. I *Plato and modern law* (s. 295–319). Routledge.
- Henderson, E. F. (2019). The (un) invited guest? Feminist pedagogy and guest lecturing. *Teaching in Higher Education*, 24(1), 115–120.
- Hussain, I. (2017). Pedagogical implications of VARK model of learning. *Journal of Literature, Languages and Linguistics*, 38.

- James, N., Hughes, C. & Cappa, C. (2010). Conceptualising, developing and assessing critical thinking in law. *Teaching in Higher Education*, 15(3), 285–297. <https://doi.org/10.1080/13562511003740858>
- Kamoun, F. & Selim, S. (2007). A framework towards assessing the merits of inviting IT professionals to the classroom. *Journal of Information Technology Education Research*, 6, 081–103. <https://doi.org/10.28945/203>
- Kayali, N. K. & Altuntaş, A. (2021). Using memes in the language classroom. *Shanlax International Journal of Education*, 9(3), 155–160. <https://doi.org/10.34293/education.v9i3.3908>
- Kohli, V. P. & Teilmann-Lock, S. (2019). Black is back: Maritime and Commercial Court of Denmark rules in landmark copyright case. *Journal of Intellectual Property Law & Practice*, 14(11), 829–830. <https://doi.org/10.1093/jiplp/jpz126>
- Li, L., & Guo, R. (2015). A student-centered guest lecturing: A constructivism approach to promote student engagement. *Journal of Instructional Pedagogies*, 15.
- McCleary, K. W., & Weaver, P. A. (2009). The effective use of guest speakers in the hospitality and tourism curriculum. *Journal of Teaching in Travel & Tourism*, 8(4), 401–414.
- Metrejean, C., Pittman, J., & Zarzeski, M. T. (2002). Guest speakers: Reflections on the role of accountants in the classroom. *Accounting Education*, 11(4), 347–364. <https://doi.org/10.1080/0963928021000031466>
- Morris, R. J. (2010). The teaching of law to non-lawyers: An exploration of some curriculum design challenges. *International Journal of Law in the Built Environment*, 2(3), 232–245.
- Prosser, M. & Trigwell, K. (1997). Relations between perceptions of the teaching environment and approaches to teaching. *The British Journal of Educational Psychology*, 67(1), 25–35. <https://doi.org/10.1111/j.2044-8279.1997.tb01224.x>
- Richardson, K., Butler, J. & Holm, E. (2009). Teaching law to non-law students: The use of problem solving in legal teaching. *Studies in Learning, Evaluation, Innovation and Development*, 6(2), 29–41.
- Richmond, M. L. (1995). Teaching law to passive learners: The contemporary dilemma of legal education. *Cumb. L. Rev*, 26.
- Ridley, A. (1994). Legal skills for non-law students: Added value or irrelevant diversion? *The Law Teacher*, 28(3), 281–291. <https://doi.org/10.1080/03069400.1994.9992901>
- Riebe, L., Sibson, R., Roepen, D., & Meakins, K. (2013). Impact of industry guest speakers on business students' perceptions of employability skills development. *Industry and Higher Education*, 27(1), 55–66. <https://doi.org/10.5367/ihe.2013.0140>
- Robinson, D. H. (2022). What are learning styles and how did they get started? I *Mono-graphs in the Psychology of Education* (s. 3–9). Springer International Publishing.
- Silverman, H. W. (1972). The practitioner as a law teacher. *Chitty's LJ*, 20.
- Spry, T. (2001). Performing autoethnography: An embodied methodological praxis. *Qualitative Inquiry*, 7(6), 706–732. <https://doi.org/10.1177/107780040100700605>
- Williams, S. M. (1992). Putting case-based instruction into context: Examples from legal and medical education. *Journal of the Learning Sciences*, 2(4), 367–427. [https://doi.org/10.1207/s15327809jls0204\\_2](https://doi.org/10.1207/s15327809jls0204_2)
- Zorza, R. & Udell, D. (2014). New roles for non-lawyers to increase access to justice. *Fordham Urban Law Journal*, 41(4), 1259–1316.

