

Use of flipped learning in the legal skills classroom to improve outcomes for law students

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Overview



- ▶ Background
- ▶ Flipped Learning – Overview
- ▶ Legal Education and Teaching Legal Research Skills
- ▶ Flipped Learning in Legal Education
- ▶ Implementation of Flipped Learning in Legal Research Skills
- ▶ Conclusions, Lessons, Next Steps



Background



- ▶ Problem: Learners proceeding to 2nd/3rd year and still producing poor legal writing
- ▶ Possible path for solutions:
 - ▶ Include more opportunities for students to practice these skills
 - ▶ Encourage students to take more responsibility for their learning
 - ▶ Create a more personalised approach to learning
 - ▶ Reflect the world as the students already know it
 - ▶ Improve teacher efficiency
- ▶ Overall – explore the flipped learning approach



Background



- ▶ Project: Use flipped learning in my Introduction to Legal Research Skills module and evaluate if this improves outcomes for law students.
- ▶ Literature review
- ▶ Implementation and Evaluation
 - ▶ Some issues



Flipped Learning - Overview

Traditional Learning

- ▶ Before class: lecturer prepares content
Learners have limited knowledge of lecture content, lecturer has limited knowledge of learner prior knowledge
- ▶ During class: lecturer delivers content, learners listen and take notes
- ▶ After class: Learners work independently to assimilate lecture material

Flipped Learning

- ▶ Before class: Learners guided through new content that includes quizzes to test understanding and preparation for in class activities
- ▶ During class: learners practice skills and lecturer guides the process and provides short demonstrations/mini-lectures as required
- ▶ After class: learners work through more complex tasks; lecturer posts any additional resources to help students



Flipped Learning – Opportunities

- ▶ Increases active learning
- ▶ Supports cooperative and collaborative learning
- ▶ Increases time for the student reflection
- ▶ Helps learners to develop employability skills

- ▶ Permits tailoring to accommodate different learning styles
- ▶ Promote greater flexibility
- ▶ Can reduce student anxiety as students know what to expect before attending class

- ▶ More efficient use of contact hours
- ▶ Requires a review of the module
- ▶ Can cover additional topics



Flipped Learning - Challenges

- ▶ Significant time and effort required
- ▶ Lack of technological skill/access
- ▶ Lack of student engagement
 - ▶ Failure to devote enough time
 - ▶ Students do not see value in approach
- ▶ Risk of overwhelming students with too much content
- ▶ Risk of focussing too much on the method rather than the objective

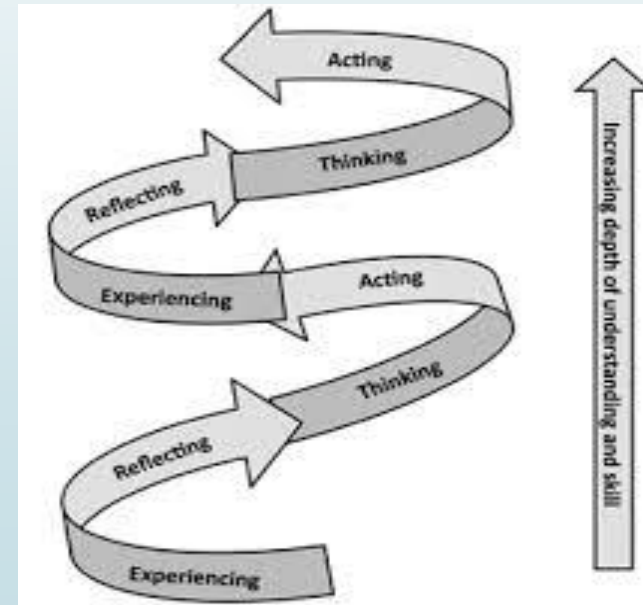
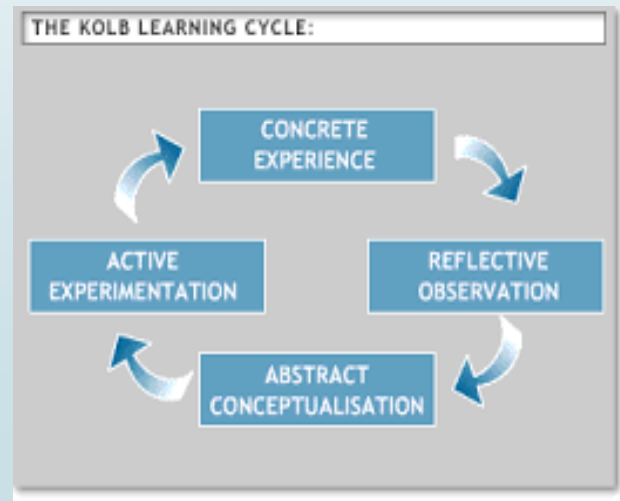


Legal Education – The Push for Reform

- ▶ Critiques and recommendations for reform of legal education: Focus on outcomes and development of skills; away from subject based curriculum
 - ▶ Legal Education and Training Review, *Setting Standards: The Future of Legal Services Regulation and Training in England and Wales* (2013)
 - ▶ Legal Services Regulatory Authority, *Report on the Education and Training of Legal Practitioners* (2018)
 - ▶ Carnegie Report (Carnegie Foundation for the Advancement of Teaching, *Educating Lawyers: Preparation for the Profession of Law* (2007)
 - ▶ Australian Learning and Teaching Council, *Bachelor of Laws Learning and Teaching Academic Standards Statement* (2010) [knowledge only 1 of 5 threshold learning outcomes]
- ▶ Legal practice experiencing change and challenges

Teaching Legal Research Skills

- Essential Elements:
 - identifying and analysing a problem
 - finding appropriate information to solve the problem
 - presenting the results of the analysis and research in an appropriate and effective manner
- Learning Approach



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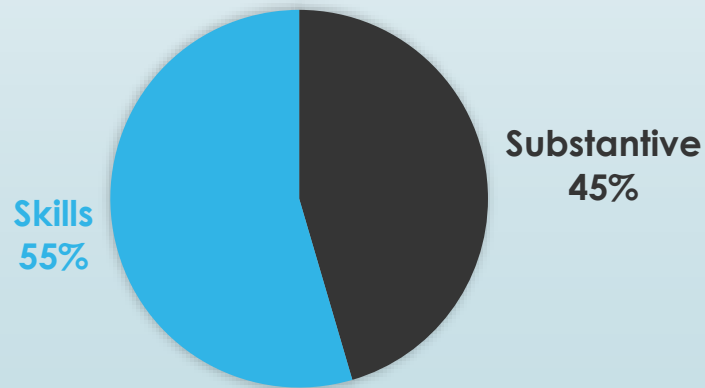
Flipped Learning – Some pointers from the literature

- ▶ Main challenge: how to facilitate active learning for 90% of class time
- ▶ Not one size fits all so each lecturer needs to develop own process
- ▶ Organisation and communication of expectations are key
- ▶ Technology should only be used when appropriate to achieve the required outcomes
- ▶ Videos should be short

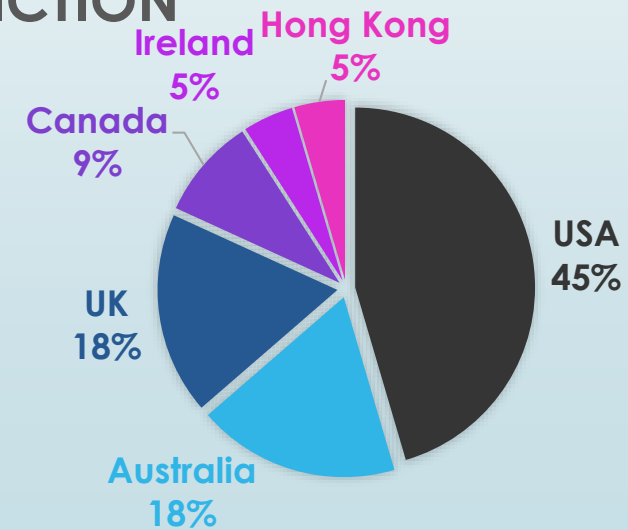
Flipped Learning in Legal Education

- ▶ Does flipped learning originate in legal education?
- ▶ Slow in introduction, but growing number of examples in over last five years.
- ▶ Literature reflects a cautious optimism

SUBSTANTIVE V SKILLS



JURISDICTION





Flipped Learning in Legal Education

- ▶ Face to face classes and workshops supplemented by online material.
- ▶ Lecture, then online activities containing most of the substantive content, then workshops based on the assumption of completion of online content.
- ▶ Online knowledge based lectures, face to face skills based (critical reasoning) lecture, face to face workshop.
- ▶ Replacing two hour weekly lecture with online lecture content. Workshops face to face where students apply lecture content in group work exercises.



Implementation of Flipped Learning in Legal Research Skills

► Topics:

- Introduction to Studying Law
- Types of Legal Sources
- Locating Legal Sources

► Materials on Moodle:

- Videos
- Screencasts
- Lessons
- Quizzes
- Documents/Guides

► Activities in Class:

- Class discussion
- Writing exercises
- Group quiz
- Evaluating sample assignments

Week 1 - 20 and 24 Sept



Welcome Video 2018-19



Introduce yourself



Presentation - Module Overview



DBS Information - Online Scavenger Hunt

It is your responsibility to be familiar with the policies and procedures, various services and supports available within DBS. Spending a little time exploring the DBS Students Website is essential to help you to find out where you can find all this information.

The answers to all questions in this quiz can be found on the [DBS Students Website](#).



Studying Law Survival Skills

This unit examines the what you need to do to be successful in your study of law. Watch the video and answer the questions.



Week 1 Activity Checklist

In class



Week 1 Task List

If you have completed all the pre-class activities, here is a task list to set you up for the year.



Class presentation - for reference - do not print

Week 2 - 27 Sept and 1 Oct



Introduction to Legal Sources

This unit looks at what kinds of legal sources are available and how to understand their citations.



Evaluating Sources

This short document introduces the questions you should ask when evaluating whether the sources you have found are worth using in your work. We are going to practice evaluating sources in class.



Evaluating Sources - the CRAAP test

In class



Evaluate these sources

Well done to all who evaluated sources correctly. Please review to see what you got right and wrong and make sure you know why. If there is anything you don't understand please ask. (in class, message me through Moodle or email me!)

Notable participants in the forum today were Amy and Demi - well done, you both did really well.



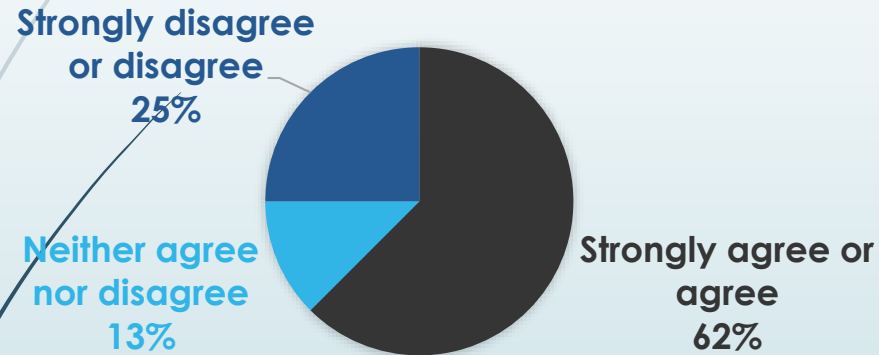
Bibliography Guidelines

Results – Location of Sources Quiz

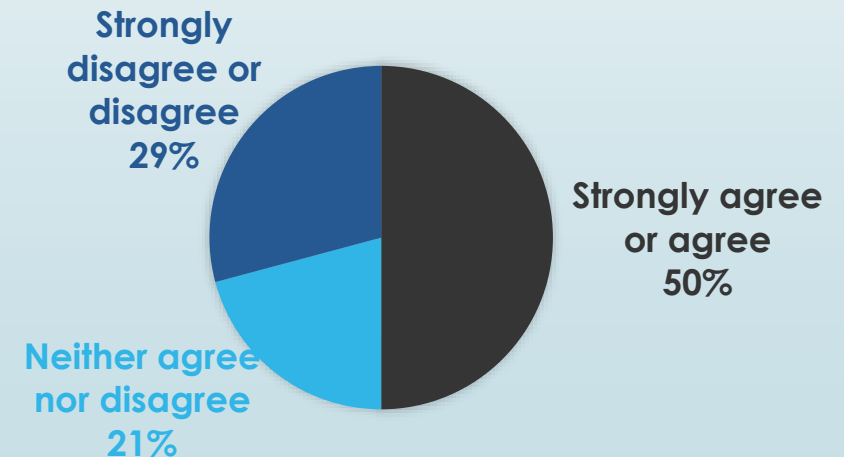
Year	2017	2019
Number of Students	18	24
Pass on first attempt	100%	100%
Average Mark	8.6	8.0

Feedback – Week 5

**OVERALL I FEEL MY KNOWLEDGE,
UNDERSTANDING AND SKILLS HAVE IMPROVED
IN THE AREAS COVERED SO FAR**

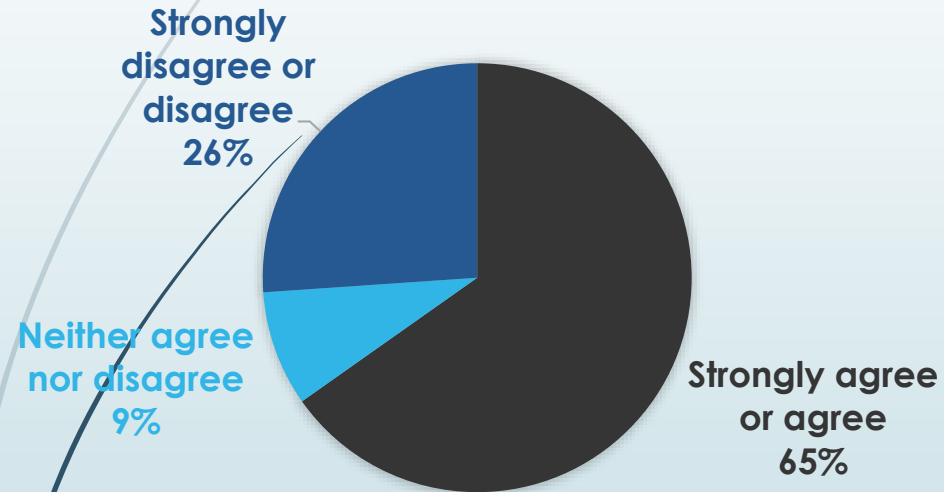


**I FIND IT EASY TO LOCATE THE MATERIALS
I NEED ON THE MOODLE PAGE FOR THIS
MODULE**

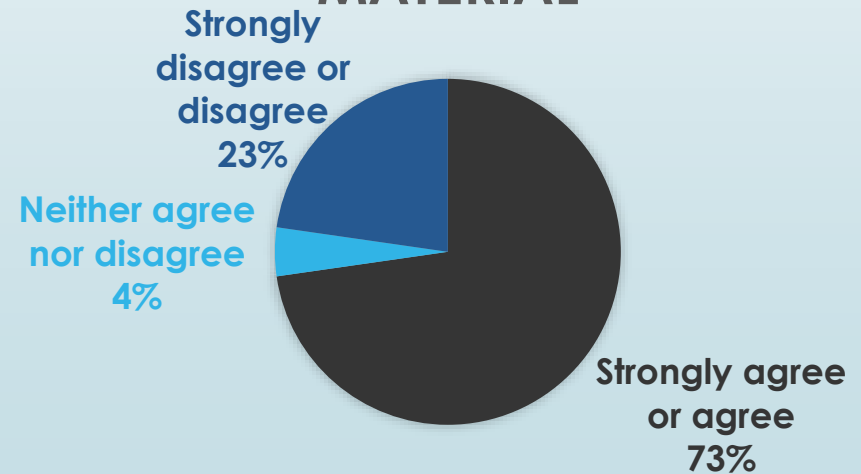


Feedback – Week 5

SO FAR I HAVE COMPLETED MOST OF THE ACTIVITIES POSTED ON MOODLE IN ADVANCE OF CLASS



THE ACTIVITIES COMPLETED IN CLASS FOLLOW ON FROM THE ONLINE MATERIALS AND HELP ME TO APPLY THAT MATERIAL





Feedback – Week 5

Materials in order of preference:

1. Activity such as a quiz or forum
2. Video
3. Lesson (text and questions)
4. Document to Read
5. Screencast (information on screen with voiceover)
6. Podcast (audio only)



Feedback – Week 5

Qualitative

- ▶ Very few comments
- ▶ Felt module could be improved by a class on referencing, which was the next scheduled topic
- ▶ Takeaway: Communicate organisation and structure of module more clearly



Conclusions / Lessons Learned

- ▶ Implementing a flipped learning approach
 - ▶ Value is not in flipped learning itself as a mechanism but as vehicle for:
 - ▶ Module review
 - ▶ Introducing variety
 - ▶ Assisting monitoring of and interaction with students over first few weeks
 - ▶ Organisation is key:
 - ▶ Preparation of quality materials and teaching scheme
 - ▶ Communication of structure and methods to students
- ▶ Conducting research on flipped learning
 - ▶ Requires a clearer evaluative mechanism



Next steps



- ▶ Roll out flipped learning throughout rest of legal skills curriculum
- ▶ Develop a system to capture and evaluate effectiveness of flipped learning
- ▶ Take learning from this process and test in substantive law modules

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