



City Research Online

City, University of London Institutional Repository

Citation: Allbon, E. (2012). Too cool for (law) school? Using technology to engage students in legal skills. Paper presented at the BILETA 2012, 29 - 30 Mar 2012, Northumbria University Law School, Newcastle, UK.

This is the unspecified version of the paper.

This version of the publication may differ from the final published version.

Permanent repository link: <https://openaccess.city.ac.uk/id/eprint/1238/>

Link to published version:

Copyright: City Research Online aims to make research outputs of City, University of London available to a wider audience. Copyright and Moral Rights remain with the author(s) and/or copyright holders. URLs from City Research Online may be freely distributed and linked to.

Reuse: Copies of full items can be used for personal research or study, educational, or not-for-profit purposes without prior permission or charge. Provided that the authors, title and full bibliographic details are credited, a hyperlink and/or URL is given for the original metadata page and the content is not changed in any way.

City Research Online:

<http://openaccess.city.ac.uk/>

publications@city.ac.uk

Too cool for (law) school?
Using technology to engage students in
legal skills

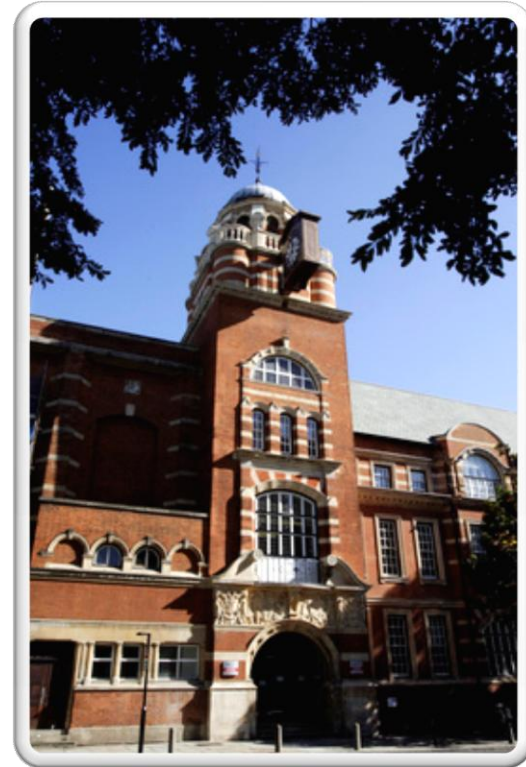
Emily Allbon



Sanmeet Kaur Dua
George Buchanan

Where did it all start...?

- ▶ My role
- ▶ Lawbore elements
 - ▶ Topic guides
 - ▶ Hub
 - ▶ Future Lawyer blog
 - ▶ Learnmore



CITY UNIVERSITY
LONDON



Learning legal skills: what worries me



What worries them?

writing | research | exams | mooting | law careers



Existing problems for engagement

- ▶ Skills gap A-levels to degree
 - ▶ Lecture/tutorial model
- ▶ Managing student expectation – helping them see it informs all learning
- ▶ Subject can seem dull in comparison with substantive

MIND THE GAP



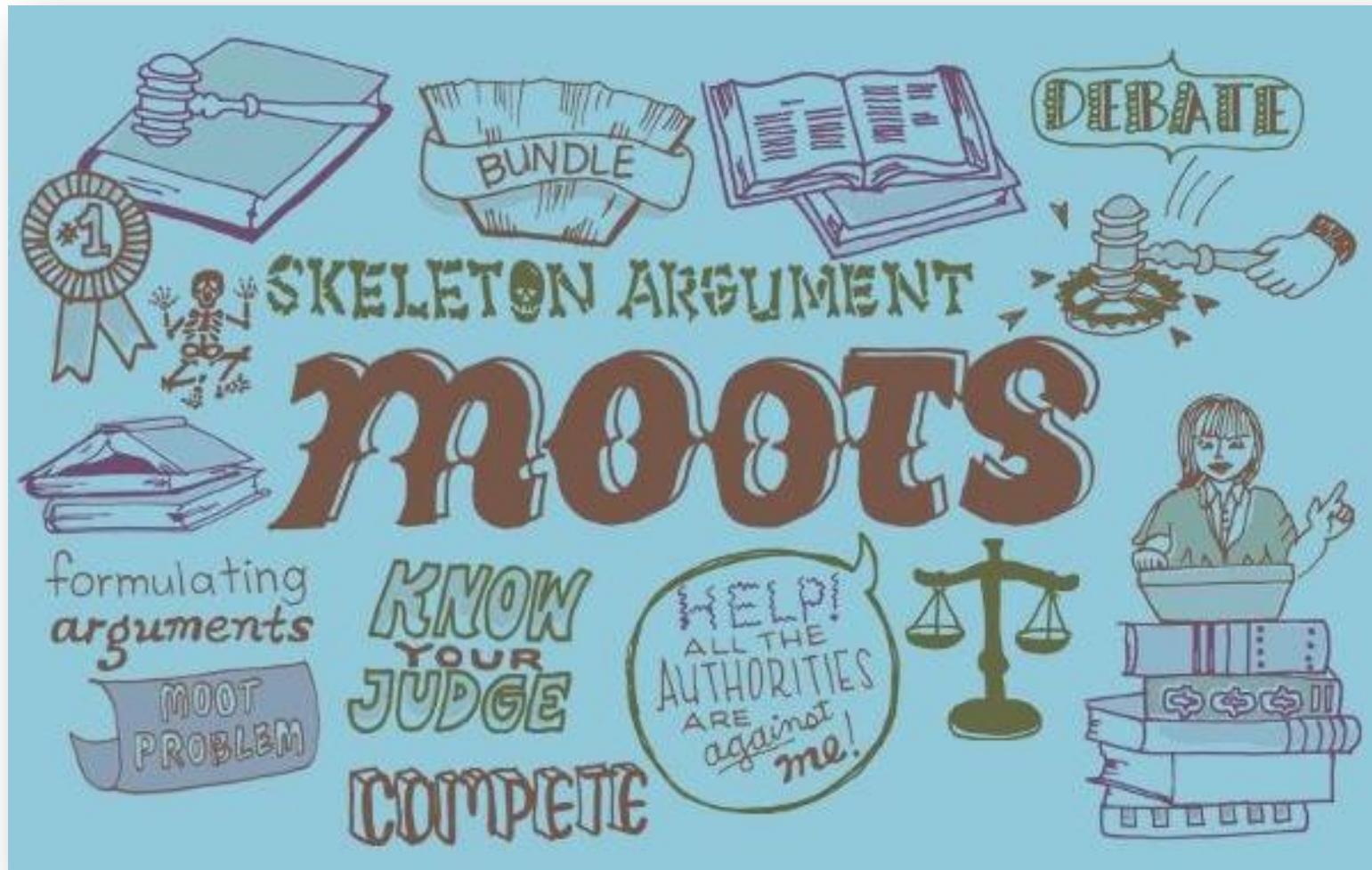
So what did our resource have to be/do?

Eye catching visually

- ▶ Resource-based
 - ▶ Focused around the students
 - ▶ Available 24/7
 - ▶ Promote independence and academic confidence
 - ▶ Lots of multimedia
-



Let's take a look...



Why does multimedia help?

- ▶ *I'm that type of learner/everyone learns by different methods – closes the learning gap*
- ▶ *More interesting medium*
- ▶ *Get the chance to watch it again*
- ▶ *More fun to work so I concentrate more/get us students working with a greater passion*
- ▶ *Makes it stick more in my mind/ideal for people who are more 'hands-on'*
- ▶ *Able to visually see things*
- ▶ *Variety of resources is refreshing, not dull and boring like a book*
- ▶ *Breaks up lectures/visuals can be beneficial from the daily monotonous lecturers talking*



What methods did we chose...?

The law report hierarchy

- ▶ Top spot is held by the originally named **The Law Reports**.
- ▶ Don't get confused between these and the many other series of law reports.



Everything you wanted to know about Law Reports



Emily Allbon
Law Librarian
Bio | Contact

Outline	Thumb	Notes	Search
Slide Title			Duration
Everything you want...			00:13
What are law reports?			00:11
Random facts about l...			00:43
How do we know wha...			00:35
Help is here			00:09
▶ The law report hierar...			00:27
Importance of The Be...			00:12
Significance of this?			00:08
Practice Direction adv...			00:12
Is this always possible?			00:23
How do you find very ...			00:30

7 Minutes 26 Seconds Remaining



Slide 6 / 33 | Playing

00:05 / 00:27



Research on Learnmore



Law profs....yawn...

- ▶ “Law professors’ personal stories about ‘*how I learned it*’ – somewhat meaningless and antiquated. ..Novice peers, are perfect mirrors to help each other reflect and regulate law student learning” (Herndon, 2010)

And then in
1974...



=



“Felt inspired by reading about what others in our position have achieved”

LearnMore
EXPAND YOUR LEGAL MIND

law tutorials by **lawbore**

Careers · Exams · Moots · Newbies · Research · Writing · About The Site

GET SOME EXPERIENCE

GET SOME EXPERIENCE!

After (surprisingly!) good performances in our end of first year exams, we were fortunate enough to be given the opportunity to join a dozen other students and undertake a one-week placement at **Allen & Overy LLP**, one of the largest and most well-respected law firms in the world.

It was a daunting feeling walking into the Allen & Overy world and to be a small fish in such a large sea: getting lost in the corporate maze that is the **A&O Bishops Square Office** seemed inevitable. However – and we both reiterated this – everyone went out of their way to make us comfortable. Part of that is the imbedded ‘friendliness’: everyone was happy to talk to us about their job. The firm isn’t hierarchically-minded which means we weren’t at any point patronised and the ‘open door’ policy has made us all feel very comfortable and at ease. On our part - given that we were essentially on the bottom rung of the ladder - we made a real effort to interact and network, which really made us feel like a cog in the wheel while we were there.

We were both somewhat concerned we’d spend the time doing activities like photocopying, making coffee etc; those tasks perhaps incorporated into the urban myth of such experiences. It was refreshing to get our teeth into some of the ‘meatier’ work that A&O does: big clients, big deals, big money. We were assigned trainers who delegated work to us and, where necessary, explained it through, meaning we have a much fuller understanding of what a firm like A&O does on a day-to-day basis.

‘Sponge’ was our keyword: we were happy to soak up any advice, information or suggestions we received. So we tried our best to sharpen up several important skills. We took part in a presentation game, where we were instructed to present to a group of other students, members from the Graduate Recruitment Team and one partner about particular A&O Departments. It required both real diligence in investigating what the firm did and how it did it, as well as stylishly presenting your findings. This was all the more tricky given tight time restrictions: in that sense the Mooting we had done in LLB1 proved invaluable. Furthermore, a negotiation game was a new and eye-opening experience (and even quite heated at times!), but some of those skills we’ve managed to incorporate into our daily lives.

Do we look like we belong here? Course we do!

http://learnmore.lawbore.net/index.php/Get_Some_Experience...

Internet

What do the students think about Learnmore as a learning resource?

'It helps to have lots of different types of resources to learn from, not being reliant on always learning by reading!'

'Different resources – online tutorials, slideshows and videos – present the information in a fun and stimulating way...'

'It gets intense going through textbooks as reading can become a chore – nice to have something to lighten it'

'Suits different people and how they study'



An app?

JISC funded until end of
May 2012

- ▶ Interactivity
- ▶ On the move
- ▶ Visual crispness
- ▶ Wider reach
- ▶ Try something new



Challenges?



- ▶ Mainly concern info architecture
- ▶ Need to be Tactile
- ▶ Consistent
- ▶ Compatibility
- ▶ Established feelings to web version
- ▶ Future-proofing
- ▶ Ensuring the students like it!





LEARNMORE
EXPAND YOUR LEGAL MIND

CAREERS

The Careers category is the best place to start when looking to get that foot in the door, whether it be learning about the establishments which are important, how to get going with some pro bono work or where to find help..



Check out this article about gaining valuable experience in work placements during your studies....



Getting some experience

- ▶ New content creation
- ▶ ...look for more funding!
- ▶ Template for text pieces
- ▶ Illustrations
- ▶ Activities
- ▶ Re-recording audio
- ▶ Testing, testing testing!
- ▶ Roll out

what s next ?

Image credits

- ▶ **Slide 1** *Love me, love my lady sunglasses* by Bobaloo Rox
<http://www.flickr.com/photos/bobaloorox/3231155662/>
- ▶ **Slide 3** *Lalala...I don't wanna hear this!* by hebedesign
<http://www.flickr.com/photos/hebe/2512086374/>
- ▶ **Slide 4** *The brain typography'* by labguest
<http://www.flickr.com/photos/labguest/3302264930/>
- ▶ **Slide 5** *Y2.d40 | worry lines* by B Rosen
<http://www.flickr.com/photos/rosengrant/4345500222/>
- ▶ **Slide 6** *mind the gap* by limaoscarjuliet
<http://www.flickr.com/photos/limaoscarjuliet/3305886294/>
- ▶ **Slide 7** *Cat eyes* by eye/see
<http://www.flickr.com/photos/grandmaitre/5680486880/>
- ▶ **Slide 12** *Professor Finger Puppet* by abbey*christine
<http://www.flickr.com/photos/abbeychristine/2111324084/> and 'The famous yawn - cc licence' by Hilary Quinn <http://www.flickr.com/photos/hilaryaq/3435257717/>
- ▶ **Slide 16** [108/365] *Ill-advised* by pasukaru76
<http://www.flickr.com/photos/pasukaru76/5268559005/>
- ▶ **Slide 18** *365::153 what's next?* by .reid
<http://www.flickr.com/photos/sarahreido/4683295771/>



References

- ▶ Carr, Nicholas (2010) The Web Shatters Focus, Rewires Brains, May 24 2010
http://www.wired.com/magazine/2010/05/ff_nicholas_carr/all/
- ▶ Herndon, Lynn C. (2010) Help you, help me: why law students need peer teaching *UMKC L. Rev*, 78, p.809
- ▶ Nicholas, David and Rowlands, Ian (2008) Information Behaviour of the Researcher of the Future,
<http://www.bl.uk/news/pdf/googlegen.pdf>
- ▶ Spence, Larry (2004) The usual doesn't work: why we need problem-based learning *portal:Libraries and the Academy* 4(4) p.485-493

