City Research Online

City, University of London Institutional Repository

Citation: Allbon, E. (2011). Stimulating student learning when visual is king. Paper presented at the LILAC 2011, 18 - 20 Apr 2011, London School of Economics & Political Science, London, 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/1240/

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

Stimulating student learning when visual is King: Learnmore at City University

Emily Allbon - Law Librarian - City University London
twitter.com/lawbore

At City

lawbore

What are we facing?

Better and targeted research

- Search engine holding all the answers?
- Surface learning
- Internet stealing away our capacity to concentrate
- Spence (2004) *'we're on the web all the time. We can find the information we need'*

The big challenge: engaging students

- Independent learners
- Legal skills are fundamental to making great lawyers
- Inform how they adapt to substantive law teaching
- Lifelong and deep learning

Existing problems for engagement

- Skills gap A-levels to degree
  - Lecture/tutorial model
- Managing student expectation
  - Subject can be dull!

So what did our resource have to be/do?

- Resource-based
- Focused around the students
- Available 24/7
- Promote independence and academic confidence
- Embedding real-life – learning through practice
- Lots of multimedia

Visual = King

- Connected world in which our students reside
- Has to look good or no-one will care about the content

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!'

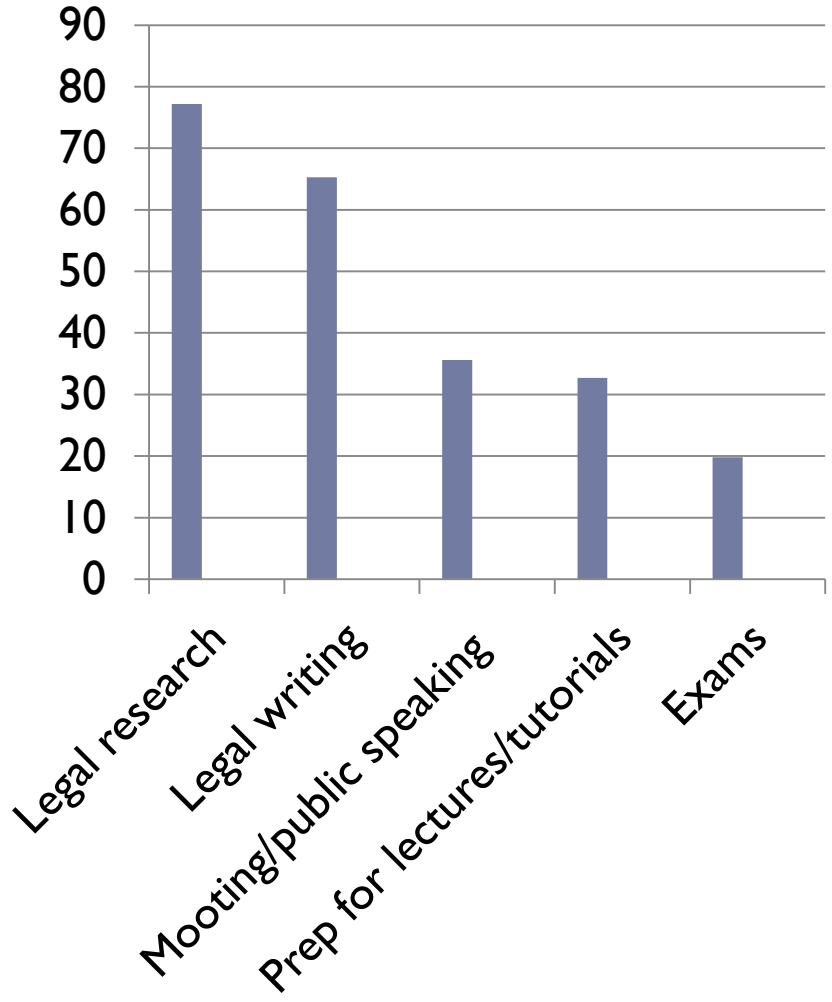
'Different resources – online tutorials, slideshows and videos – present the information in a fun and stimulating way...'

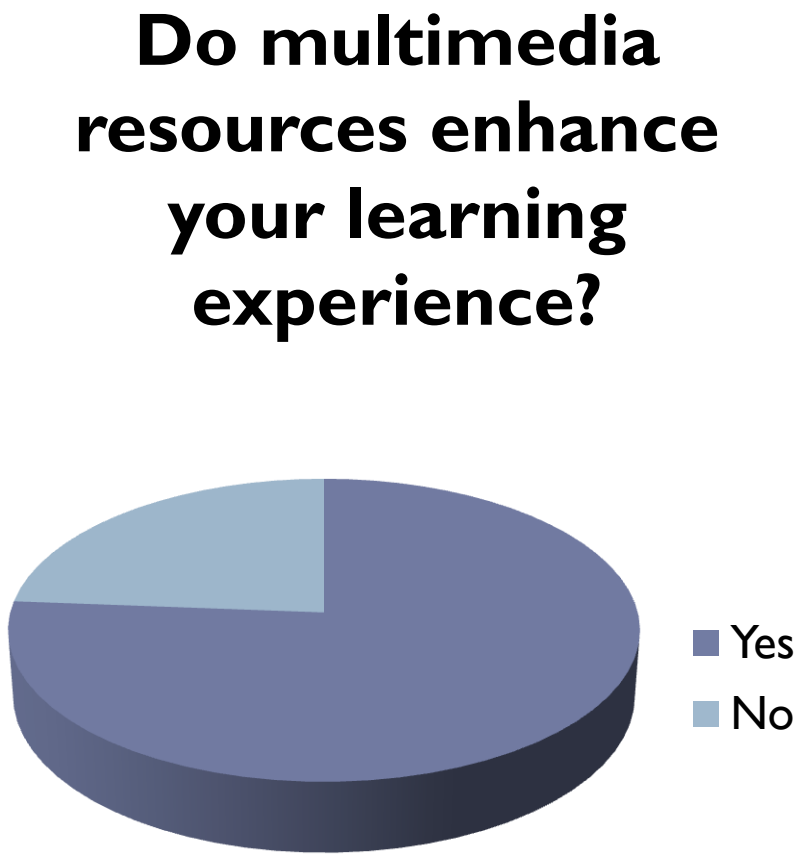
'It gets intense going through textbooks as reading can become a chore – nice to have something to lighten it'

'Suits different people and how they study'

Let's take a look…

What do the students think are the most important legal skills?



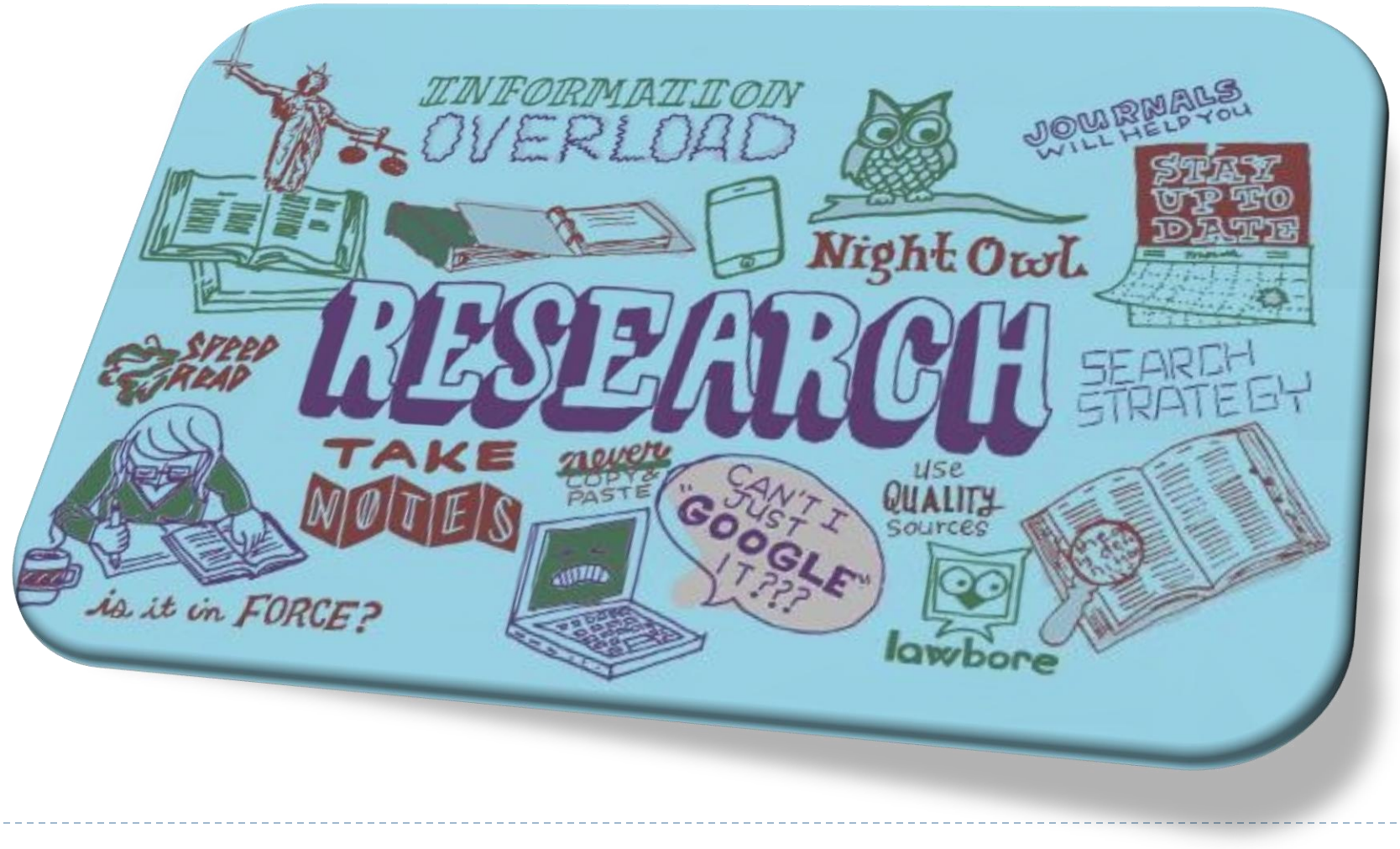


Why does multimedia help?

- *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...

Research on Learnmore

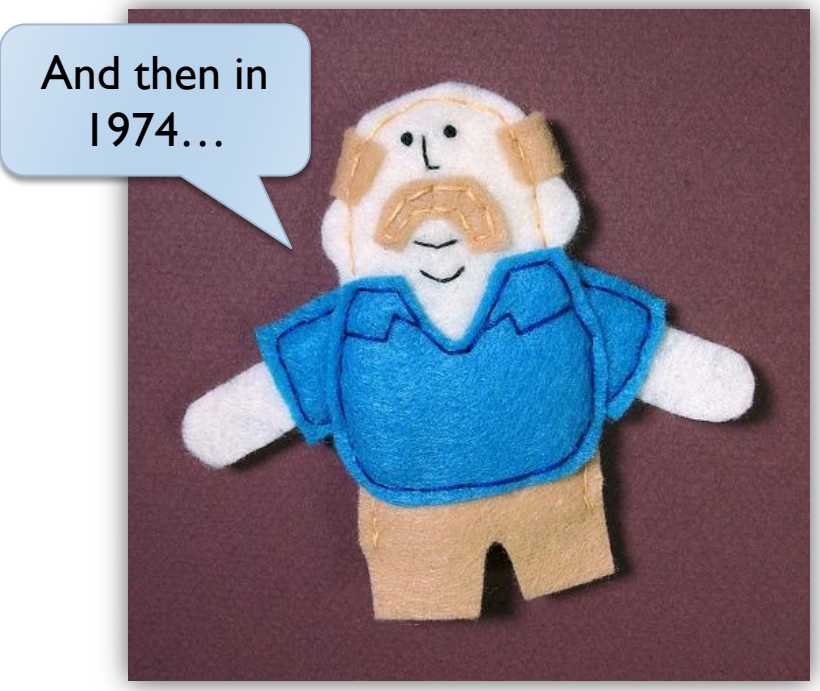


Peer learning

- 71% of LLB students surveyed - value mix of advice from lecturers and other students

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)



=

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

Questions?

References

- Carr, Nicholas (2010) The Web Shatters Focus, Rewires Brains, May 24 2010 http://www.wired.com/magazine/2010/05/ff_nicholas_carr/all/1
- Claydon, Lisa (2009) Engaging and motivating student: assessment to aid student learning on a first year core law module, *The Law Teacher* 43(3)(Dec) p.269-283
- 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

Credits

- Slide 1: *'Eyes are the mirror of the soul'* by rAmmoRRison http://www.flickr.com/photos/rammorrison/4704353204/
- 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: – *'put your hand up if you're having a good time'* by vern http://www.flickr.com/photos/mic_n_2_sugars/564570276/
- Slide 6: *'mind the gap'* by limaoscarjuliet http://www.flickr.com/photos/limaoscarjuliet/3305886294/
- Slide 7: *'Laptop'* by sp3ccylad http://www.flickr.com/photos/sp3ccylad/497684709/

Credits

- Slide 8: *'king club'* by oknovokght http://www.flickr.com/photos/oknovokght/2189461072/
- Slide 15: from Big Walk on Water website http://bigwalkonwater.wordpress.com/2008/09/
- Slide 16: *'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 18: *'Questions'* by Marcus Ramberg http://www.flickr.com/photos/marcusramberg/185508448/