teaching and learning law

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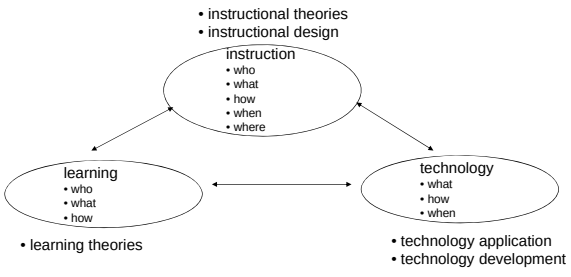
outline

- main issues and problems in teaching law
- how to support law students in learning the law effectively and efficiently

issues and problems



issues and problems

- learning
- instruction
- technology
- testing and evaluation

learning

- learning theories
  - behaviorism
  - cognitive approach
    - information processing approach
      - symbol manipulation theory
    - connectionism
    - situated cognition
- see
  - http://tip.psychology.org/theories.html
  - http://www.cloudnet.com/~edrbsass/edlea.htm

instruction

- instructional theories
  see http://www.usask.ca/education/coursework/802papers/mergel/brenda.htm
  see http://www.edtech.vt.edu/edtech/id/models/
- instructional design
  see http://www.instructionaldesign.org/
  see http://www.youtube.com/watch?v=i_TKaO2-jXA
- instructional aspects
  - cognitive
  - affective
  - organizational
- instructional variables
  - actors
    - teacher, tutor, coach, facilitator
    - learner, student, pupil, apprentice
  - content
    - learning outcomes, learning goals
  - presentation
    - media types/technology

technology

- general technology applied to learning and instruction
  - (streaming)video/film/photo
  - sound/light
  - print (books)
  - software (office, programming, e-mail, browsers, games)
  - hardware (computers, mobile phones, (intelligent) whiteboards, beamers, overhead, video/sound recorders and players,)
- specific technology development for learning and instruction
  - electronic learning environments
  - educational modeling languages
  - semantic web
  - course management systems
  - learning objects and meta data
  - e-portfolio's

testing and evaluation

- theory construction and theory testing
  - learning theories
  - instructional theories
- evaluation of instruction and instructional materials
  - has objective “facilitate effective and efficient learning” been achieved

effective and efficient learning of the law

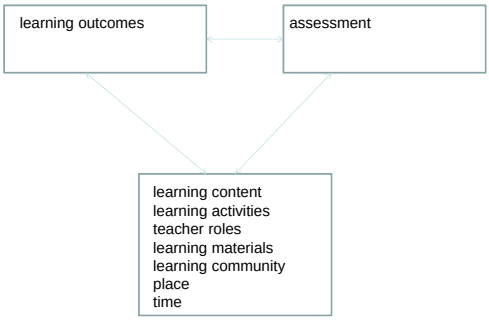
- what should law students learn about the law
- how to arrange instruction to support effective and efficient learning

what should law students learn about the law

• basic view	why do they learn
• learning goals	what do they learn for
• learning content	what do they learn
• learning activities	how do they learn
• teacher roles	what is the role of the teacher
• learning materials	with what do they learn
• learning community	with whom do they learn
• place	where do they learn
• time	when do they learn
• assessment	what has been learned

basic view

- view on learning
- institutional program and policy
- developments in subject matter content
- societal and professional developments



HYPATIA research project

- arrange an electronic environment for legal education
- develop electronic materials for law students to learn the law

arrange an electronic environment for legal education

- services for students
  - administrative services
  - course services
- electronic materials for learning the law
  - advantages of electronic materials
  - curriculum for electronic legal education
  - classification of electronic materials
  - ToolBox or WorkBench

advantages of electronic materials

- individualized instruction
- individualized practice
- immediate support and feedback
- capacity of adapting to individual students' performance
- information management support
- various representations of legal knowledge
- visualization of legal knowledge and legal tasks
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classification of electronic materials

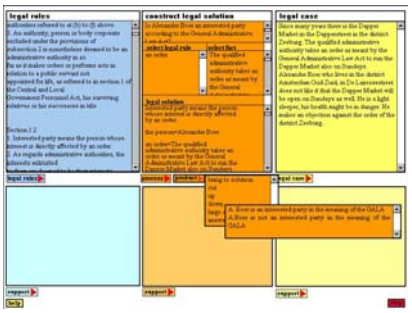
- communication facilities and tools
- information facilities and tools
- instructional materials
  - knowledge acquisition materials
  - skills acquisition materials
    - PROSA
    - CASE
    - *e*-See
  - assessment materials

develop electronic instructional materials

- instructional design
- principled design
  - based on theories of learning and instruction
  - based on theories of the domain involved
- structured design
  - analysis
  - design
  - construction
  - evaluation
  - implemention

PROSA

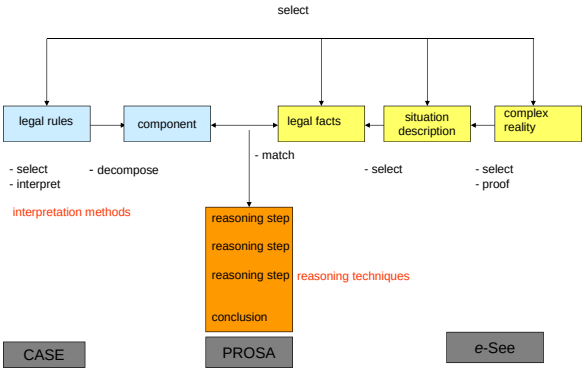
an instructional environment for learning to solve legal cases



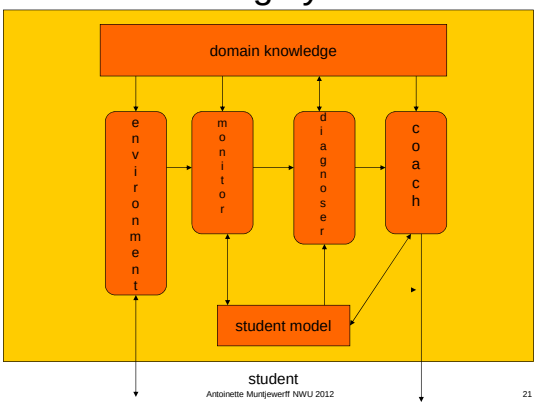
PROSA
PROblem Situations in lAw

- why PROSA
  - law students experience difficulties in learning to solve legal cases
  - PROSA may help law students to improve their legal case solving performance
- what is PROSA
  - instructional material for learning to solve legal cases
  - coaching system
- design process of PROSA

solve a legal case = construct a legal solution



coaching system



coaching system

- environment is task environment
  - real environment
  - simulated environment (simulation)
    - model based simulation (generic models)
      - quantitative models
      - qualitative models
    - non model based simulation (explicit description)
- coach is instruction for learning
  - task performance (free – restricted)
  - tutorial style (coaching strategies)
  - appearance (text – 'avatar')
- knowledge representation
  - implicit knowledge representation (decisions)
  - explicit or "intelligent" knowledge representation

strucured design process

- analysis
  - construct explicit model of the legal task
  - study students difficulties
  - study remedies
  - select an instructional model
- design
  - requirements
  - functional specification
  - architecture
- construction
  - AuthorWare
  - web-based server-side application MySQL, PhP and Javascript
- evaluation
  - does PROSA help law students to improve their legal case solving performance
- implementation

instructional model

global theory of learning
- conditions of learning (Gagne, 1965,1985)
- learning outcomes – performance categories

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theory of instruction
- Component Display Theory (Merrill, 1983)
- content-performance classification
- presentation forms

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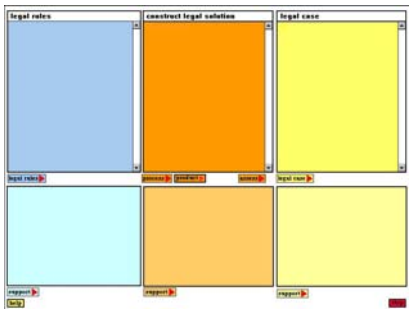
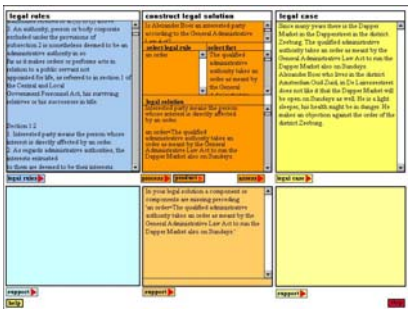
instructional model

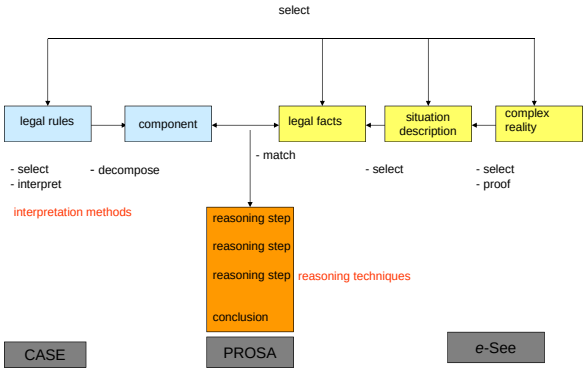
instructional model in PROSA



demo of PROSA

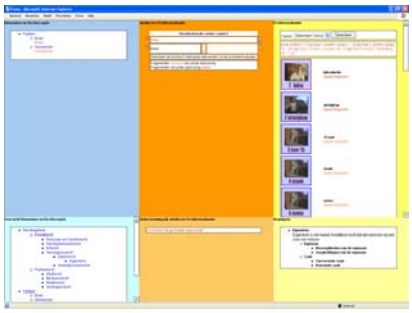


solve a legal case = construct a legal solution



demo CASE

e-See



HYPATIA research project

- arrange an electronic environment for legal education
  - curriculum for electronic instruction needed
  - e-materials for learning the law needed
- develop electronic materials for law students to learn the law
  - integrate in ToolBox or WorkBench