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*Developing and Supporting Legal Information Specialists*  
*Perfectionnement et soutien des spécialistes de l'information juridique*

# Moving Legal Instruction Online:

## Engaging the New Generation of Law Students

Presented by:

**George Tsiakos &  
Annette Demers**

# Objectives

In this session you will learn about:

1. approaches to online learning in law school;
2. course design, including: course format and assessment;
3. pros and cons of online courses;
4. best practices for online learning.

# Introduction

## Why Move Instruction Online?

1. educational shift
2. students already active learners
3. more communication & engagement
4. more collaboration
5. self learners
6. flexibility
7. access to materials

# Introduction

Teaching/Learning Mode Spectrum			
Traditional 0% Online	Web Facilitated 1%-30% Online	Blended 30%-80% Online	Online 80% + Online
face-to-face with no online technology used	essentially face-to-face with some use of technology – e.g. use of LMS to post syllabus, notes, assignments	large portion of content delivered online  reduction of face-to-face sessions	most or all content delivered online  usually no face-to-face interactions

“Blended learning is the thoughtful fusion of face-to-face and online learning experiences ... optimally integrated such that the strengths of each are blended into a unique learning experience ...”

(D Randy Garrison & Norman D Vaughans, *Blended Learning in Higher Education: Framework, Principles, and Guidelines* (San Francisco: Jossey-Bass, 2008) at 5).



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## Mandatory First Year LRW Course

- 2 credits & graded

## Elective ALR Course

- 3-4 credits & graded
  - 2<sup>nd</sup> & 3<sup>rd</sup> JDs
  - LLMCL & Grad Students



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## First Year LRW Course

- mandatory since fall 2012
- develop practical research skills
- primary instructors – law librarians
- blended model
  - 6 online modules
  - 7 f2f classes
  - LMS – Connect (Blackboard) & [edX](#)



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## Why Blended Model?

- flexible learning initiative
- spice things up
- resources/staffing
- teaching & learning enhancement fund
- student feedback



Windsor Law  
University of Windsor

## Advanced Legal Research Course

- 3 credit elective for upper years
- mandatory for transfer students
- one instructor
- 3 hours per week X 12 weeks





Windsor Law  
University of Windsor

- 3 main modules
- 3-4 videos per week
- 1 open-book quiz per week
- 1 practice assignment per week
- Students required to mark each
- Additional research project

# Course Design

Daunting task

- can't cover everything
- need to manage content

What are the key learning outcomes?

- what do you want students to be able to do by end of course?
- be specific

# Course Design

How will you achieve the outcomes?

- existing course – what to retain/change?
- create new activities/content?

What LMS to use & how to structure?

(e.g. Blackboard, [edX](#), learning modules)

How will you get students to participate?

How will you keep students on target?

How will you provide tech support?

How will you assess/evaluate your course?

# Course Design

Work in stages – chunk your course

## Planning your Move

1) **Class/Unit/Week** (Work in stages – select one class or unit to move online)

\_\_\_\_\_

2) **Learning Outcomes** (Describe what you want your students to be able to do? Be specific.)

\_\_\_\_\_

\_\_\_\_\_

3) **How best to achieve these outcomes?** (consider: what do you need to demonstrate or explain? what can they learn through practice? How will you assess?)

Topic/Subject	Content to Use (e.g. readings, demos, activities)	Current Materials (reuse or modify)	New materials

# Course Format

Asynchronous or Synchronous?

Delivery & Communication Options

Simple Structure

- module headings
- module structure

# Course Format

## Module Headings

### Course Materials



Class 1 - Course Introduction



Class 2 - Secondary Sources



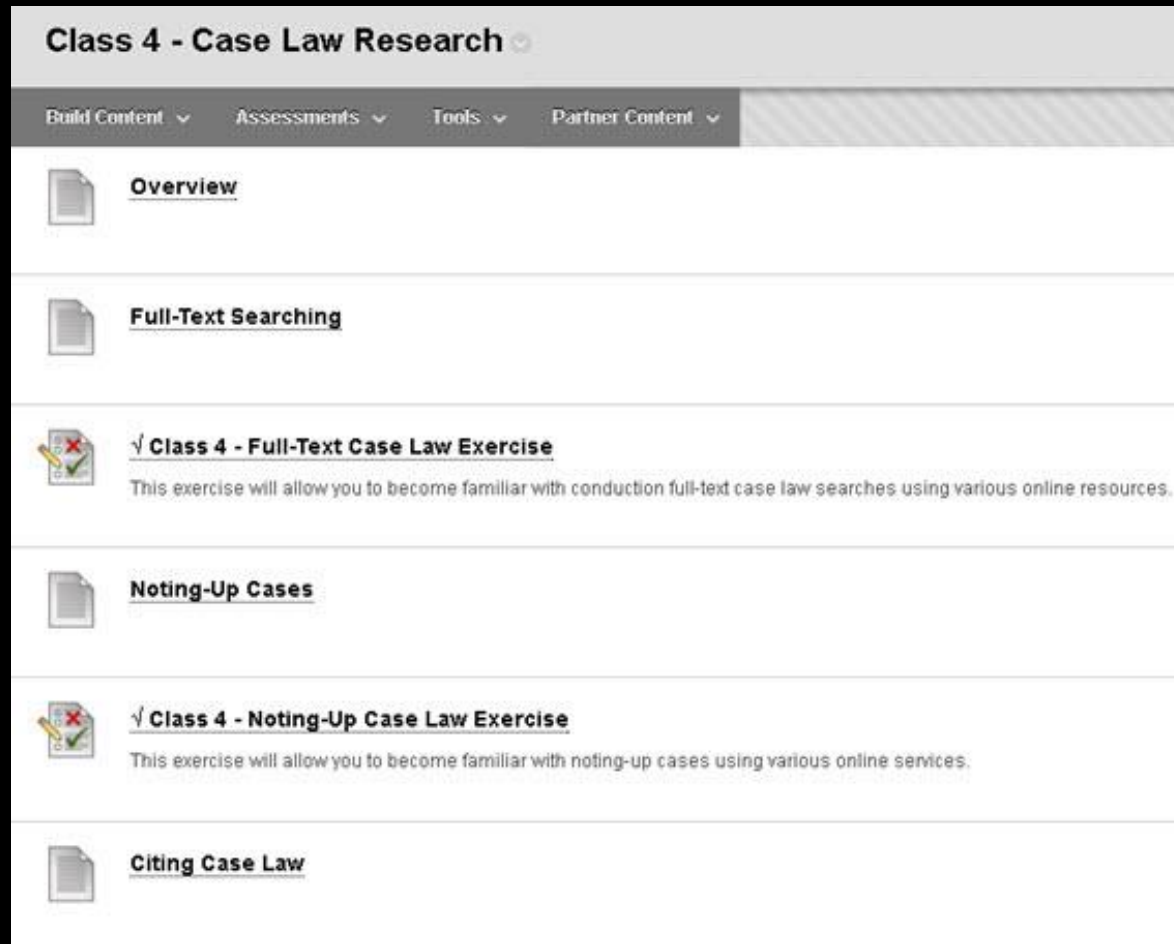
Class 3 - Court Structure & Case Law Research



Class 4 - Case Law Research

# Course Format

## Module Structure



The screenshot displays a course interface for 'Class 4 - Case Law Research'. At the top, there is a navigation bar with four dropdown menus: 'Build Content', 'Assessments', 'Tools', and 'Partner Content'. Below this, the course content is organized into a list of items, each with a document icon and a title:

- Overview**
- Full-Text Searching**
- ✓ Class 4 - Full-Text Case Law Exercise**  
This exercise will allow you to become familiar with conducting full-text case law searches using various online resources.
- Noting-Up Cases**
- ✓ Class 4 - Noting-Up Case Law Exercise**  
This exercise will allow you to become familiar with noting-up cases using various online services.
- Citing Case Law**

# Course Format

## Module Overview

### Class 7 - Part 1

#### INTRODUCTION

Welcome to Class 7, our third online learning module. In this module, we continue our look at legislative research. We will focus on B.C. statutes and regulations and citation rules. We will also look at judicial consideration of legislation and statutory interpretation principles.

#### LEARNING OUTCOMES

By the end of this module, you will be able to:

- describe how B.C. legislation is published;
- find B.C. legislation using online and print sources;
- determine if B.C. legislation is in force;
- cite legislation;
- describe and use appropriate sources for locating judicial consideration of federal and provincial statutes; and
- understand how the rules of statutory interpretation are used to determine the meaning of legislation.

#### INSTRUCTIONS

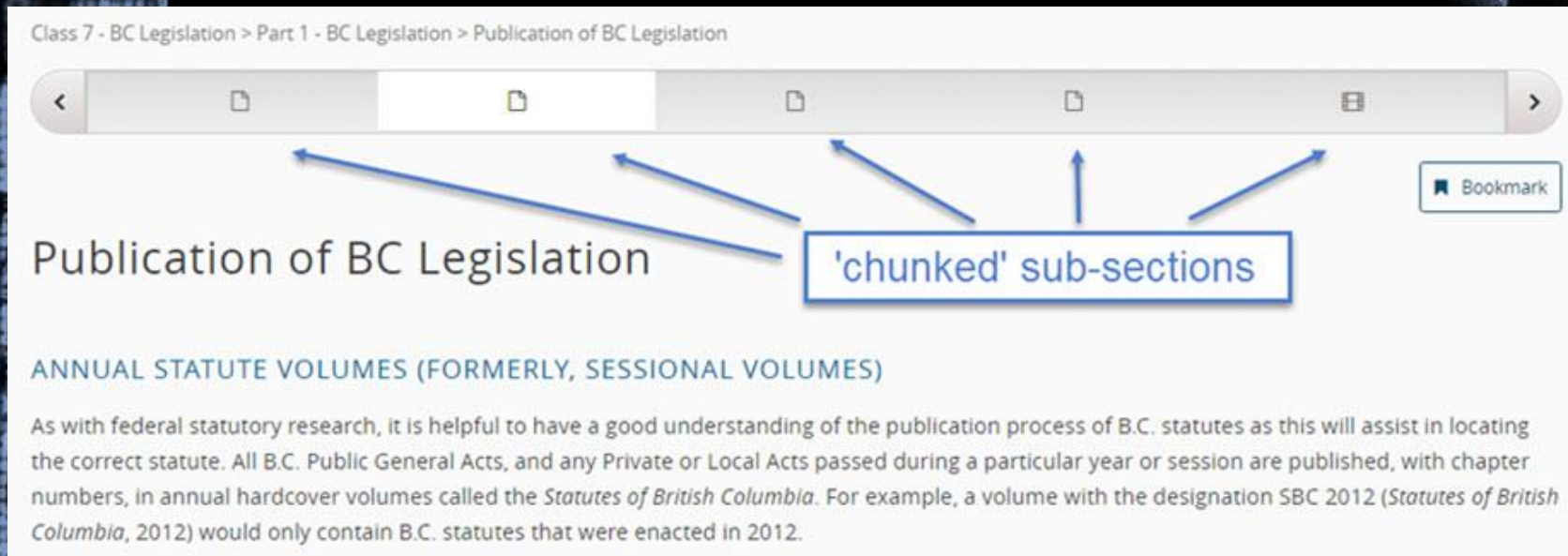
Read through the commentary as presented and complete the various activities as instructed. These activities include:

- viewing video tutorials on:
  - using the BC Laws website to locate consolidated versions of B.C. statutes and regulations;
  - noting-up legislation using WestlawNext Canada, LexisNexis Quicklaw, and CanLII; and
- completing legislation exercises.



# Course Format

Chunk your Content



Class 7 - BC Legislation > Part 1 - BC Legislation > Publication of BC Legislation

Publication of BC Legislation

'chunked' sub-sections

Bookmark

### ANNUAL STATUTE VOLUMES (FORMERLY, SESSIONAL VOLUMES)

As with federal statutory research, it is helpful to have a good understanding of the publication process of B.C. statutes as this will assist in locating the correct statute. All B.C. Public General Acts, and any Private or Local Acts passed during a particular year or session are published, with chapter numbers, in annual hardcover volumes called the *Statutes of British Columbia*. For example, a volume with the designation SBC 2012 (*Statutes of British Columbia, 2012*) would only contain B.C. statutes that were enacted in 2012.

# Course Format

Clear content & lessons

Links - open in new page

Accessibility

# Course Format – Using Videos



# Assessment

Peter C. Brown, et al, *Make it Stick: The Science of Successful Learning*. (Harvard University Press, 2014) at 29.

“despite what research tells us about the power of testing as a learning tool, teachers and students in traditional educational settings rarely use it as such, and the technique remains little understood or utilized by teachers or students as a learning tool..”

# Assessment/Retrieval

Peter C. Brown, et al, *Make it Stick: The Science of Successful Learning*. (Harvard University Press, 2014) at 28-29.

“to improve the way we learn, we must find a way to interrupt the process of forgetting...”

“To be most effective, retrieval must be repeated again and again, in spaced out sessions so that recall requires some cognitive effort.”

# Assessment/Retrieval

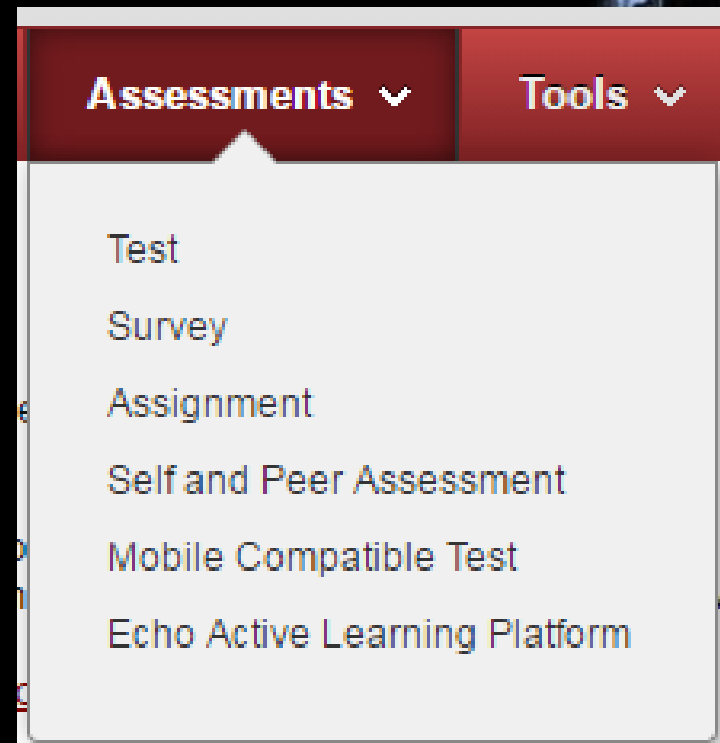
Peter C. Brown, et al, *Make it Stick: The Science of Successful Learning*. (Harvard University Press, 2014) at 226-227.

## TIPS FOR TEACHERS

- Use frequent quizzing;
- Future quizzes and exercises should cover previously learned concepts;
- Create study tools that incorporate retrieval - practice, generation and elaboration;
  - \*testing groups
  - \*free recall
  - \*summary sheets
  - \*learning paragraphs

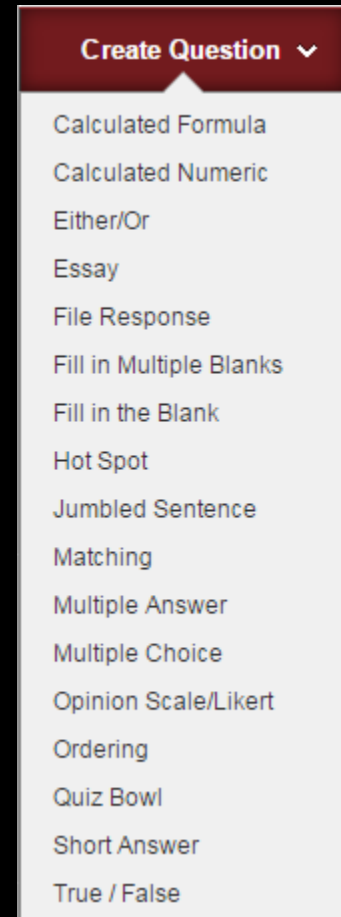
# Assessment

Options on Blackboard:



# Assessment

Quiz options on Blackboard:





# Assessment

## Additional Considerations:

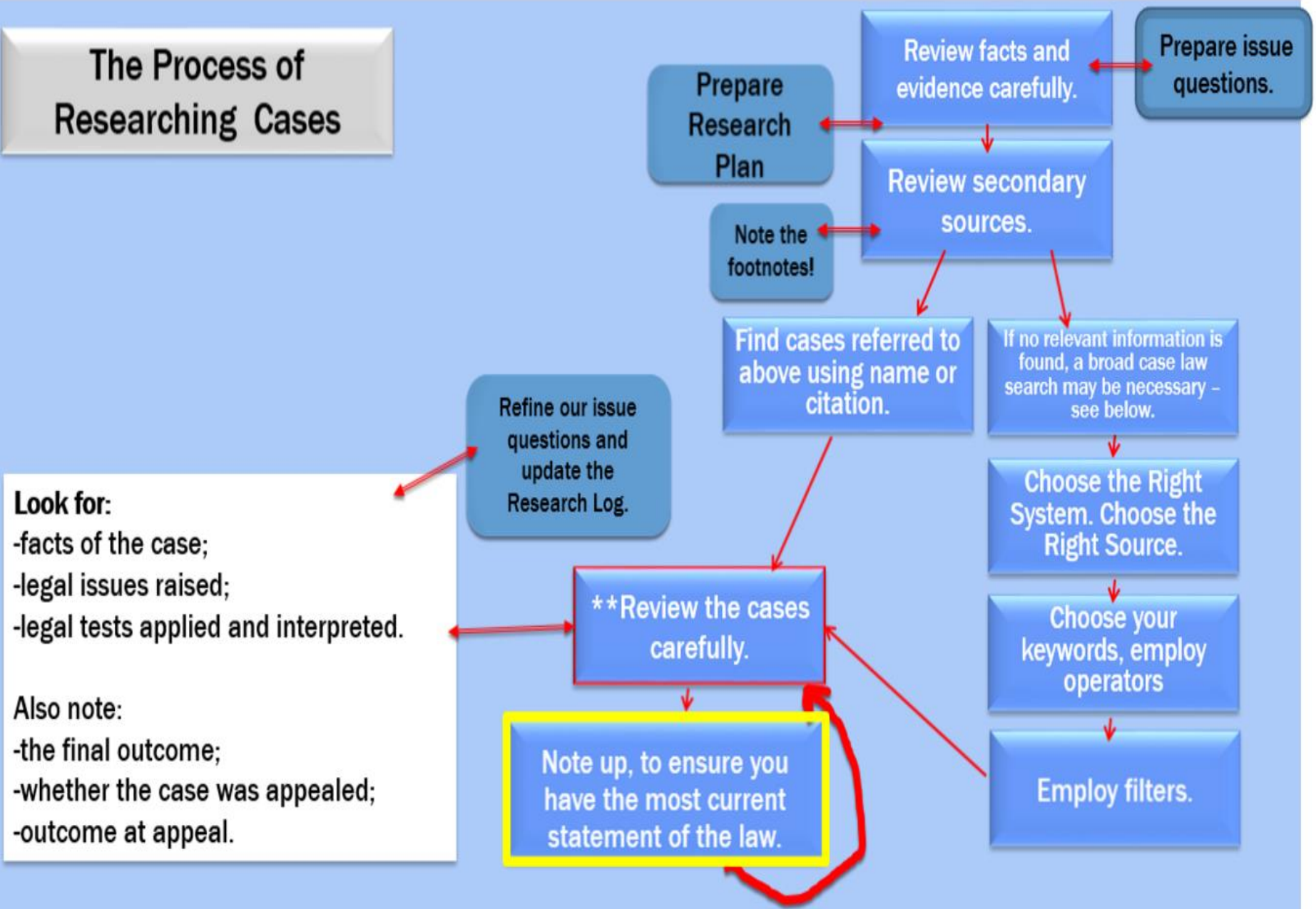
- What should be the required output for graded work?
- Merits of self or peer assessment?

# Pros and Cons of Online

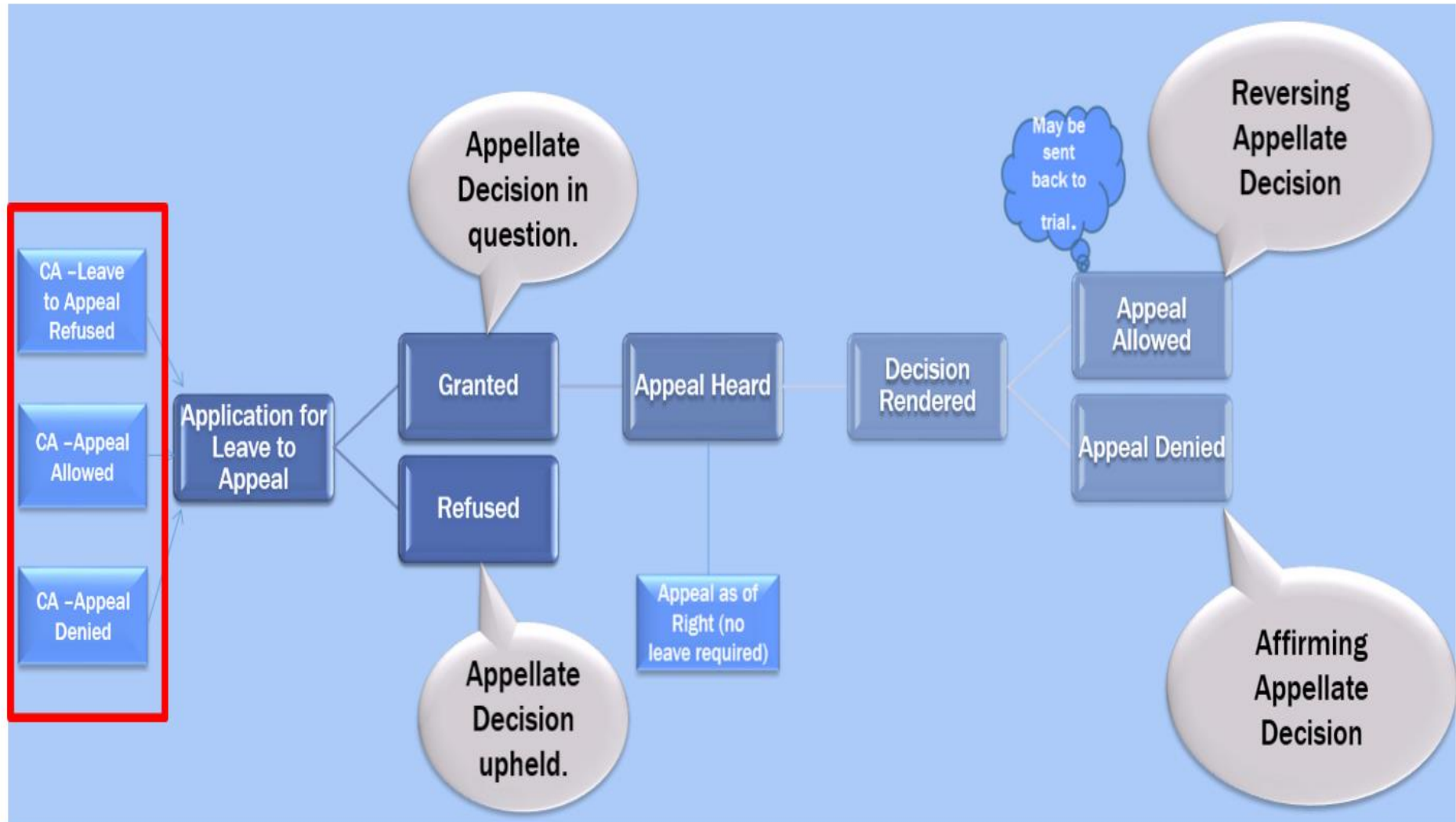
## PROS:

- Videos work well for lectures and demos;
- Online systems can facilitate assessment;
- Tracking and disseminating grades is facilitated;
- Frees up time for support of students.

# The Process of Researching Cases



# APPELLATE PROCESS TO SCC



# Pros and Cons of Online

## CONS:

- Online only works well for some students;
- Online only works well for some teachers;
- Online works better for assignment-based courses.

# Best Practices - Online

Thinking of moving your course online? Consider:

**Time**  
**Feedback for Students**  
**Technology**

# Best Practices - Online

Thinking of moving your course online? Consider:

**IT Support**  
**Assessment**  
**Course feedback**

# Summary

In this session you learned about:

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