The CLS commitment to blended learning

"Blended learning takes place both on-campus and online in a structured and integrated way, following pedagogic and design principles to ensure that each element of learning is delivered in the most appropriate and effective way, while being attractive and engaging.

Face to face synchronous teaching on campus is the norm, especially for seminars and tutorials. Other learning will often be delivered online through pre-recorded material, links to readings etc., but with opportunities for interaction, using a student-centred approach that provides accessibility and flexibility, helping students to develop as independent lifelong learners."

The fundamental role of programme design

- It is vital to go back to basics – how is each element of content best delivered?
- Have clear pedagogic objectives, especially for engagement, flexibility, accessibility, community.
- Coherent structure and guidance are key.
- Make best use of Moodle tools, H5P, ISLA
- Successful for our Bar Vocational Studies Programme and now being appropriately developed for two other programmes.

Taking a project management approach

- Set up a Project Management Team of relevant academic/professional staff.
- Timelines and action logs need to build in training and support for staff.
- A focus on student learning and experience is core.
- Building effective collaboration and partnerships with students is challenging! Especially as regards design.
- It may be that the focus with students needs to be on engagement, community building, regular feedback etc.

References

- Designing Programmes and Modules with ABC curriculum design, https://www.ucl.ac.uk/teaching-learning/case-studies/2018/jun/designing-programmes-and-modules-abc-curriculum-design
- Applying the SAMR model to aid your digital transformation, https://www.jisc.ac.uk/guides/applying-the-samr-model
- Digital strategies in UK higher education: making digital mainstream, Jisc, 2023
- Blended Learning Review, Report of the OfS Blended Learning Review Panel, Office for Students, 2022.
- Blended Learning and OfS Regulation, Office for Students, 2022

LLM redevelopment

- Meeting the needs of in class, synchronous and asynchronous students on the LLM.
  - ISLA rooms
  - Student engagement
- Integrating student feedback into development.

- Dr Marc Mimler, LLM (London) Programme Director, LLM programmes

Overview

- Old LLM programme provision

  - LLM (London): On campus
    - Also, situated in Piraeus and Dubai
    - Online teaching during Covid.

  - LLM International Business Law (IBL): fully online
    - Suspended from 2023/2024

New LLM from 2023/2024

- Fully hybrid delivery with 3 student types

  - On campus
  - Online synchronous
  - Remote students

Student input

- Student feedback from PTES, SSLC meetings, APEs

- Student Focus Group meeting February 2023
  - Informal
  - With help of student reps
  - 5 students online
  - Also written feedback received

- L. Harvey, "Student Feedback [1]" (2003) Quality in Higher Education, 3-20, 15.

Meeting the needs of in class, synchronous and asynchronous students on the LLM

- Moodle page
  - Clearer structure (P-Grid)
  - Weekly learning structure with focus on asynchronous learner

- ISLA technology

- ABC pedagogy
  - LEaD materials and workshops
    - "Acquisition", "Participation", "Collaboration"

Techniques for engaging all students in ISLA classes

- LLM taught on campus and synchronously online

- Chat function (Zoom or MS Teams?)
  - Use co-pilots effectively!

- Group projects
  - "The Responsibility Rule"
    - Justin Hale and Joseph Grenny, "How to Get People (Students) to Actually Participate in Virtual Meetings (Classes)" Harvard Business Publishing

Creating effective touch points with asynchronous students.

- Discussion boards in each Module
  - Weekly reflection

- Quizzes

- Group work

Outcome

- Dedicated induction
  - Introduce yourself on discussion forum
  - Digital competence
  - "How to learn" online session
  - Netiquette

- Social interaction
  - Encourage online study groups
  - Social online cafes with staff and students
  - Online Student reps
  - LLM Invited Lecture Series

Discussion

- How do we create sustainable co-learning touchpoints with and between the different cohorts?

Solicitor training: Embedding digital skills development for students

- **Why** are we embedding digital capabilities at a programme level?

- **How** are we embedding digital capabilities?

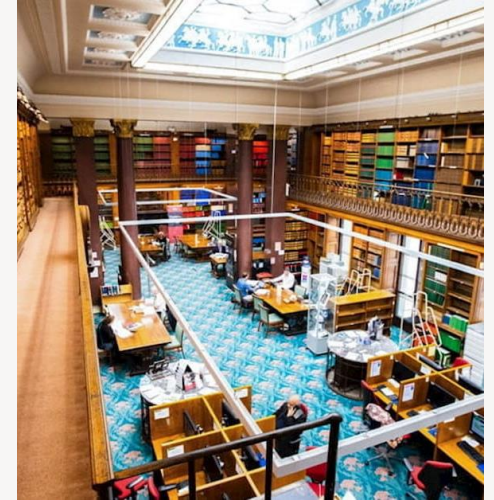Danon Pritchard, Programme Director, Solicitors' Practice Programme

Why are we embedding digital capabilities?

- New level 7 programme, blended learning approach
- Prepares students for external centralised licensing exams & for legal practice
- Traditional legal roles are changing (Fenwick et al 2018; Susskind (2010, 2015, 2019); Law Society LawTech campaign)
- Therefore, students need good digital literacy to engage with the programme AND for working in legal practice

Is this your impression of the legal profession?

A more realistic view:

Why are we embedding digital capabilities?

- Clear link between digital proficiency and student employability (JISC 2018, 2019)
- Legal employers value strong digital skills (Law Society 2020)
- QAA Subject Benchmark Statement Law (March 2023)
- Risk of inequity and compounded disadvantage if digital skills are not properly scaffolded within a programme

Sharpe & Beetham's (2010) pyramid model of development of students' digital literacies

How are we embedding digital capabilities?
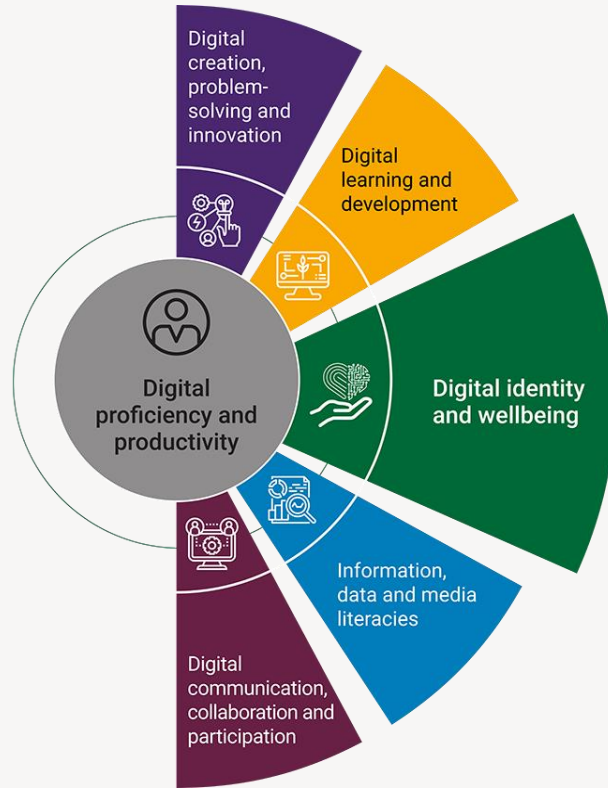
Building digital capabilities: the six elements defined (this image is licensed under CC BY-NC-ND

How are we embedding digital capabilities?

- Programme level strategy, mapping & focus groups
- Working with Student Digital Assistant to develop programme specific Digital Skills Assessment Tool (linked to a LinkedIn Learning pathway for the programme)
- Mandatory Digital Skills session during Induction
- Clearer links for students between how digital literacy surfaces in the programme and why/how it is used in practice (incl. video interviews with practitioners)
- Compulsory, assessed 'Preparation for Practice' module (incl. digital wellbeing, lifelong learning, Legal Technology, growth mindset, law firms as a business)
- Using Research Project as a tool to build digital capabilities (e.g. manipulation of data, presentations, online legal research)

Discussion

Students are often already building digital workplace skills as part of their programme, but they do not necessarily realise they are doing so.

How can we best map and signpost digital skills so they are properly promoted to students?

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