



The screenshot shows a Moodle course page for 'Introduction to Legal Study'. The page includes a navigation breadcrumb: Dashboard / Courses / COSS / Schools / School of Law / Undergraduate (LL.B and accelerated) / Level One / 2016-17_LAW1020. A large banner image displays the course title. Below the banner, a welcome message from the convenor is followed by a video player titled 'Introduction to Legal Study Convener's Welcome'. On the right side, a 'Course Map' diagram illustrates the course structure over 10 weeks, showing six blocks: Block 1 (Orientation), Block 2 (Sources & Institutions), Block 3 (Understanding Precedent), Block 4 (Statutory Interpretation), Block 5 (Revision), and Block 6 (Assessment). The map also indicates the placement of three tutorials and a 'test your skills' activity.

Course code	LAW1020
Title of course	Introduction to Legal Study
Course lead contact	Dr Jill Robbie (jill.robby@glasgow.ac.uk)
No of credits	10 credits
Level of course (UG/PG) & year	Level 1 Undergraduate
No. of students	Approximately 265
Platforms used (please tick all that apply)	<ul style="list-style-type: none"> • Moodle
Multimedia content <ul style="list-style-type: none"> • Video – Camtasia screen recordings or mini-lectures 	Learning activities <ul style="list-style-type: none"> • Forums • Peer-review • Quizzes • Readings
Describe your blended learning approach	<p>The course was delivered by a blend of online 'foundational knowledge' mini-lecture-style modules (formerly delivered via 8 hours of face-to-face lectures) and three two-hour face-to-face tutorials.</p> <p>It is a requirement that the online knowledge modules are accessed and viewed by students before the commencement of Week 1 as they will underpin teaching on other substantive law courses which begin in that week. Access was given as soon as students registered, and they were able to watch and re-watch the content for the duration of the course.</p>

	<p>Students were able to test the knowledge gained in the lectures through online quizzes. There were also forums for the students to raise queries, which were monitored by a student mentor.</p>
<p>Why was this blended approach taken? i.e. what issue was it trying to solve?</p>	<p>Previously this course was delivered via 8 hours of face-to-face lectures in orientation week. Feedback from the students in previous years suggested that they felt overwhelmed by the amount of information in this week. Placing the lectures online allowed them to watch the videos at their own speed (although still before the start of Week 1) and re-watch them whenever they want to.</p>
<p>What advice would you give to other teachers taking this approach for the first time?</p>	<p>In redesigning the course, we employed two student interns who helped give feedback on the course and redraft the tutorials. This student perspective has been invaluable providing an insight into what is challenging for 1st year law students and how these challenges can be overcome.</p>
<p>What student support needs should be taken into account? i.e. how did you support their transition into this way of learning?</p>	<p>I thought at the start of the project that as the students are in their 1st year, there would be little required to assist this transition, as learning through videos and quizzes for this generation is not an unusual activity. However, feedback from the course suggested that students would like more guidance on how to use the resources and I will be providing this next year.</p> <p>Student feedback also recommended adding subtitles to the lectures. I think this is a good suggestion and also improves the accessibility of the course for people such as non-native English speakers and people with hearing disabilities. I will also explore the possibility of offering a download of the lectures in different formats. Again this increases the accessibility of the course and accounts for differences in wifi/hardware of the students.</p>
<p>What are the lessons for the institution and the sector from this work?</p>	<p>The course was successful in that a direct comparison of the results between last year and this year shows an improvement in the percentage of students obtaining As, a lower percentage in students failing and a lower percentage of students failing the multiple choice aspect of the exam.</p> <p>A further additional benefit of the online resources on Moodle is that I can view students' activity online. When students have failed and visit me to go over their exam paper, I have asked them to reflect on how they could have improved their performance in the exam through engagement with the online materials, participation in the tutorials and revision. Students who failed have often not viewed the online lectures, used the quizzes or accessed the model answers and this connection provides students with accountability thereby encouraging them to take responsibility for their own learning.</p> <p>It is important to have the time and space to redesign a course such as this. The course team involved an e-learning manager, a lecturer in law and two student interns. Each person made a significant contribution to the course. We also benefited from collaboration with and guidance from LEADS at the University of Glasgow.</p>