

Large TLEF Project – Final Report

Report Completion Date: (2017/05/25)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Legal Research and Writing for the "Net Generation": Developing an Interactive Online Course		
Principal Investigator:	Sandra Wilkins		
Report Submitted By:	Sandra Wilkins & George Tsiakos		
Project Initiation Date:	April 2014	Project Completion Date:	March 2016

1.2. Project Summary

Legal Research and Writing (Law 281) is a mandatory 2-credit first year course. The goal of this project was to work with CTLT to transform this face-to-face course into an online environment. This course was first offered in 2012 in response to curriculum requirements set by the Federation of Law Societies. During 2013, elements of a ‘flipped classroom’ approach were added. The goal was to build upon these flipped elements with a view of moving the course fully online by 2016.

1.3. Team Members – (Please fill in the following table and include students, undergraduate or graduate, who participated in your project).

Name	Title/Affiliation	Responsibilities/Roles
Sandra Wilkins	Law Librarian	Principal Applicant
George Tsiakos	Instruction Librarian – UBC Law Library	Project Lead
Manuel Dias	Instructional Designer/Project Manager	Instructional Designer & Project Manager
Vera Mirhady	JD Student – Allard School of Law	Student Research Assistant
Magdalena Wojda	LLM Student – Allard School of Law	Graduate Research Assistant
Mark Ebert	JD Student – Allard School of Law	Student Research Assistant
Mischa Smolkin	JD Student – Allard School of Law	Student Research Assistant

1.4. Student Impact – Please fill in the following table with past, current, and future courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be impacted by your project, including any courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Section	Academic Year	Term (Summer/Fall/Winter)
Law 281	1, 2, 3, 4	2014/15	Fall
Law 281	1, 2, 3, 4	2015/16	Fall



Law 281	1, 2, 3, 4	2016/17	Fall
Law 281	1, 2, 3, 4	2017/18 – onward	Fall

2. PRODUCTS & ACHIEVEMENTS

2.1. Products and Achievements – Please **update** project products and achievements as necessary. Indicate the current location of such products and provide an URL if applicable.

Product(s)/Achievement(s):	Location:
Overall, we were successful in transforming Law 281 into a blended learning environment by incorporating a number of online learning modules into the curriculum. To date, 6 of the 13 classes are fully online with a ‘flipped classroom’ approach for the remaining 7 classes.	The course is hosted on Connect with an EdX LTI integration.

2.2. Item(s) Not Met – Please list intended project products and achievements that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Law 281 was not transformed into a fully online course as originally planned. However, as noted above, we were successful in transforming the course into a more online learning environment.	After the first year of funding and transformation of the course, we decided to adjust our original plan of moving fully online. The main reason for this decision was based on formal and informal student feedback and the instructors’ experience and assessment. For example, the majority of students surveyed in the Fall of 2014 favoured a blended learning environment over a fully online option. In addition, the instructors felt that there was considerable value in retaining some face-to-face classes to ensure a balanced learning experience for all students.

3. PROJECT EVALUATION

3.1. Project Outcomes – Please list the intended outcomes or **benefits of the project** for students, TAs and/or instructors.

This project was undertaken for a number of reasons including:

- Developing and implementing an improved approach to Law 281;
- Delivering a skills-based course in a more online environment to 185 first year Law students each year;
- Exposing students to a sound pedagogical experience by partnering with experts at CTLT;
- Providing a flexible learning environment for students who learn at different paces and those who wish to review material within the term, or at different points in the future;



- Improving the flexibility for the Allard School of Law in scheduling courses;
- Savings in instructional time; and
- Expanding the reach of the Allard School of Law to other institutions and to the community.

3.2. Findings – *Please describe the findings of your project evaluation effort: to what extent were intended project outcomes achieved or not achieved? You are encouraged to include both graphical representations of data as well as scenarios or quotes to represent key themes.*

Overall, based on student feedback and the instructors' experience and assessment, this project has been a success as the majority of the stated outcomes were achieved. Law 281 has been transformed into a more online environment; 6 of the 13 classes are conducted fully online. In addition, flipped classroom elements have been incorporated into the remaining 7 face-to-face classes. In this transformed environment, students are presented with engaging online learning activities that align with course objectives and complement the face-to-face classes and activities.

3.3. Data Collection and Evaluation Methods – *Please describe the data collection strategies used, how the data was analyzed, and perceived limitations. Note: Please attach copies of data collection tools (e.g. surveys and interview protocols) and any additional data or other relevant items.*

A student experience survey was conducted at the end of the 2014 Fall term (questions and results are attached). Overall, students were very pleased with the blended learning environment they experienced. For example, the majority of students surveyed either agreed or strongly agreed with the following two statements: "I like the flexibility of working through the online modules at my own pace" and the "online modules are effective and support my learning." A telling statistic was that the majority of students would still prefer to take this course in a blended format rather than fully online if given the choice. This is one of the major reasons why the main goal of moving fully online was adjusted to that of a blended learning experience.

3.4. Dissemination – *Please provide a list of past and future scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have or intend to disseminate the outcomes of this project.*

In May, 2016 George Tsiakos co-presented with Annette Demers of the University of Windsor Law Library at the Canadian Association of Law Libraries (CALL) Annual Conference on the topic of online instruction. Their presentation was titled: *Moving Legal Instruction Online: Engaging the New Generation of Law Students*. George shared his TLEF project experience in transforming Law 281 into a more online learning environment and discussed project outcomes, best practices, and lessons learned.

4. TEACHING PRACTICES – *Please indicate if your teaching practices or those of others have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

Overall, this project has allowed the Law 281 instructors to achieve the primary goal of transforming the course into a more online learning environment. A blended learning model for each section has been offered which has provided all instructors with greater flexibility in how they deliver the course content and interact with their students. This new approach has resulted in a savings in instructional time as there has been a reduction in the time devoted to in-class lectures. In turn, this has allowed more class time to be devoted to working on



practical problem solving exercises. This savings has also provided the instructors with more time to provide personalized feedback on graded assignments and to draft engaging exercises. Moving forward, these changes will be sustainable over time.

5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

Moving forward, the Law 281 instructors are well positioned to update the course content on an annual basis. With the core online course content and structure in place, and the ability to copy over the existing content from year to year into new course shells, maintaining and enhancing the course is a very realistic and achievable goal. Updating will likely involve only minor editing of existing written content and videos.

The one pressing challenge may be in relation to the University's recent decision to change to a new LMS in the Fall 2017. Though the developed content will very likely be easily transferred to the new online platform, there will be a new learning curve for all Law 281 instructors in becoming familiar with the new system. That said, it is not envisioned that this will cause too many problems in the near future.

Law 281 - Sec 1 – Fall 2014 (28/47 students)

Question 1: Opinion Scale/Likert

The online course content is clear, well organized and easy to navigate.

	Percent Answered
Strongly Agree	67.857%
Agree	25%
Neutral	3.571%
Disagree	3.571%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 2: Opinion Scale/Likert

The sample answers provided for the online exercises are helpful.

	Percent Answered
Strongly Agree	64.286%
Agree	28.571%
Neutral	7.143%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 3: Opinion Scale/Likert

I am satisfied with the quality of the online videos and PowerPoint presentations.

	Percent Answered
Strongly Agree	28.571%
Agree	39.286%
Neutral	17.857%
Disagree	7.143%
Strongly Disagree	7.143%
<i>Unanswered</i>	0%

Question 4: Opinion Scale/Likert

I am satisfied with how the online videos and PowerPoint presentations work to convey information in this course.

	Percent Answered
Strongly Agree	14.286%
Agree	50%
Neutral	10.714%
Disagree	21.429%
Strongly Disagree	3.571%
<i>Unanswered</i>	0%

Question 5: Opinion Scale/Likert

I like the flexibility of working through the online modules at my own pace.

	Percent Answered
Strongly Agree	50%
Agree	28.571%
Neutral	17.857%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	3.571%

Question 6: Multiple Choice

Which class delivery style do you prefer?

	Percent Answered
Entirely face-to-face	3.571%
Minimal use of online learning; most classes face-to-face	21.429%
Equal mix of face-to-face and online learning	39.286%
Extensive use of online learning; limited face-to-face class time	25%
Entirely online	10.714%
<i>Unanswered</i>	0%

Question 7: Multiple Choice

If you had the choice between taking this course fully online, fully in the classroom, or a mixture of both (like this year), which would you pick?

	Percent Answered
Online	25%
Classroom	10.714%
Mixed	64.286%
<i>Unanswered</i>	0%

Question 8: Opinion Scale/Likert

I am able to consistently access the online materials using Connect.

	Percent Answered
Strongly Agree	60.714%
Agree	28.571%
Neutral	0%
Disagree	7.143%
Strongly Disagree	0%
<i>Unanswered</i>	3.571%

Question 9: Opinion Scale/Likert

The combination of in-class and online activities helps me to engage more deeply with the course material than courses with no such combination.

	Percent Answered
Strongly Agree	21.429%
Agree	39.286%
Neutral	25%
Disagree	10.714%
Strongly Disagree	3.571%
<i>Unanswered</i>	0%

Question 10: Opinion Scale/Likert

The online modules are effective and support my learning.

	Percent Answered
Strongly Agree	32.143%
Agree	60.714%
Neutral	3.571%
Disagree	3.571%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Law 281 - Section 2 – Fall 2014 (13/46 students)

Question 1: Opinion Scale/Likert

The online course content is clear, well organized and easy to navigate.

	Percent Answered
Strongly Agree	7.692%
Agree	69.231%
Neutral	0%
Disagree	23.077%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 2: Opinion Scale/Likert

The sample answers provided for the online exercises are helpful.

	Percent Answered
Strongly Agree	23.077%
Agree	53.846%
Neutral	15.385%
Disagree	7.692%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 3: Opinion Scale/Likert

I am satisfied with the quality of the online videos and PowerPoint presentations.

	Percent Answered
Strongly Agree	15.385%
Agree	15.385%
Neutral	46.154%
Disagree	15.385%
Strongly Disagree	7.692%
<i>Unanswered</i>	0%

Question 4: Opinion Scale/Likert

I am satisfied with how the online videos and PowerPoint presentations work to convey information in this course.

	Percent Answered
Strongly Agree	7.692%
Agree	15.385%
Neutral	61.538%
Disagree	7.692%
Strongly Disagree	7.692%
<i>Unanswered</i>	0%

Question 5: Opinion Scale/Likert

I like the flexibility of working through the online modules at my own pace.

	Percent Answered
Strongly Agree	61.538%
Agree	30.769%
Neutral	7.692%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 6: Multiple Choice

Which class delivery style do you prefer?

	Percent Answered
Entirely face-to-face	0%
Minimal use of online learning; most classes face-to-face	7.692%
Equal mix of face-to-face and online learning	7.692%
Extensive use of online learning; limited face-to-face class time	30.769%
Entirely online	53.846%
<i>Unanswered</i>	0%

Question 7: Multiple Choice

If you had the choice between taking this course fully online, fully in the classroom, or a mixture of both (like this year), which would you pick?

	Percent Answered
Online	61.538%
Classroom	7.692%
Mixed	30.769%
<i>Unanswered</i>	0%

Question 8: Opinion Scale/Likert

I am able to consistently access the online materials using Connect.

	Percent Answered
Strongly Agree	69.231%
Agree	23.077%
Neutral	0%
Disagree	7.692%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 9: Opinion Scale/Likert

The combination of in-class and online activities helps me to engage more deeply with the course material than courses with no such combination.

	Percent Answered
Strongly Agree	7.692%
Agree	23.077%
Neutral	23.077%
Disagree	15.385%
Strongly Disagree	30.769%
<i>Unanswered</i>	0%

Question 10: Opinion Scale/Likert

The online modules are effective and support my learning.

	Percent Answered
Strongly Agree	23.077%
Agree	53.846%
Neutral	15.385%
Disagree	7.692%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Law 281 - Sec 3 – Fall 2014 (41/46 students)

Question 1: Opinion Scale/Likert

The online course content is clear, well organized and easy to navigate.

	Percent Answered
Strongly Agree	51.22%
Agree	43.902%
Neutral	4.878%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 2: Opinion Scale/Likert

The sample answers provided for the online exercises are helpful.

	Percent Answered
Strongly Agree	29.268%
Agree	60.976%
Neutral	9.756%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 3: Opinion Scale/Likert

I am satisfied with the quality of the online videos and PowerPoint presentations.

	Percent Answered
Strongly Agree	21.951%
Agree	51.22%
Neutral	19.512%
Disagree	7.317%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 4: Opinion Scale/Likert

I am satisfied with how the online videos and PowerPoint presentations work to convey information in this course.

	Percent Answered
Strongly Agree	21.951%
Agree	43.902%
Neutral	19.512%
Disagree	9.756%
Strongly Disagree	0%
<i>Unanswered</i>	4.878%

Question 5: Opinion Scale/Likert

I like the flexibility of working through the online modules at my own pace.

	Percent Answered
Strongly Agree	63.415%
Agree	34.146%
Neutral	2.439%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 6: Multiple Choice

Which class delivery style do you prefer?

	Percent Answered
Entirely face-to-face	2.439%
Minimal use of online learning; most classes face-to-face	4.878%
Equal mix of face-to-face and online learning	12.195%
Extensive use of online learning; limited face-to-face class time	51.22%
Entirely online	26.829%
<i>Unanswered</i>	2.439%

Question 7: Multiple Choice

If you had the choice between taking this course fully online, fully in the classroom, or a mixture of both (like this year), which would you pick?

	Percent Answered
Online	48.78%
Classroom	2.439%
Mixed	48.78%
<i>Unanswered</i>	0%

Question 8: Opinion Scale/Likert

I am able to consistently access the online materials using Connect.

	Percent Answered
Strongly Agree	75.61%
Agree	24.39%
Neutral	0%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 9: Opinion Scale/Likert

The combination of in-class and online activities helps me to engage more deeply with the course material than courses with no such combination.

	Percent Answered
Strongly Agree	7.317%
Agree	34.146%
Neutral	48.78%
Disagree	7.317%
Strongly Disagree	0%
<i>Unanswered</i>	2.439%

Question 10: Opinion Scale/Likert

The online modules are effective and support my learning.

	Percent Answered
Strongly Agree	39.024%
Agree	48.78%
Neutral	12.195%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Law 281 - Sec 4 – Fall 2014 (32/45 students)

Question 1:	The online course content is clear, well organized and easy to navigate.	
	Strongly Agree	31.25%
	Agree	53.13%
	Neutral	9.38%
	Disagree	6.25%
	Strongly Disagree	0%
	Unanswered	0%
Question 2:	The sample answers provided for the online exercises are helpful.	
	Strongly Agree	25%
	Agree	62.50%
	Neutral	9.38%
	Disagree	3.13%
	Strongly Disagree	0%
	Unanswered	0%
Question 3:	I am satisfied with the quality of the online videos and PowerPoint presentations.	
	Strongly Agree	21.88%
	Agree	50%
	Neutral	25%
	Disagree	3.13%
	Strongly Disagree	0%
	Unanswered	0%
Question 4:	I am satisfied with how the online videos and PowerPoint presentations work to convey information in this course.	
	Strongly Agree	12.50%
	Agree	43.75%
	Neutral	18.75%
	Disagree	18.75%
	Strongly Disagree	6.25%
	Unanswered	0%

Question 5:	I like the flexibility of working through the online modules at my own pace.	
	Strongly Agree	46.88%
	Agree	37.50%
	Neutral	9.38%
	Disagree	3.13%
	Strongly Disagree	3.13%
	Unanswered	0%

Question 6:	Which class delivery style do you prefer?	
	Entirely face-to-face	6.25%
	Minimal use of online learning; most classes face-to-face	21.88%
	Equal mix of face-to-face and online learning	43.75%
	Extensive use of online learning; limited face-to-face class time	15.63%
	Entirely online	12.50%
	Unanswered	0%

Question 7:	If you had the choice between taking this course fully online, fully in the classroom, or a mixture of both (like this year), which would you pick?	
	Online	28.13%
	Classroom	21.88%
	Mixed	50%
	Unanswered	0%

Question 8:	I am able to consistently access the online materials using Connect.	
	Strongly Agree	68.75%
	Agree	21.88%
	Neutral	9.38%
	Disagree	0%
	Strongly Disagree	0%
	Unanswered	0%

Question 9:	The combination of in-class and online activities helps me to engage more deeply with the course material than courses with no such combination.	
	Strongly Agree	12.50%
	Agree	40.63%
	Neutral	34.38%
	Disagree	9.38%
	Strongly Disagree	3.13%
	Unanswered	0%

Question

10: The online modules are effective and support my learning.

Strongly Agree	21.88%
Agree	56.25%
Neutral	15.63%
Disagree	6.25%
Strongly Disagree	0%
Unanswered	0%