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School
Of
Law.



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Teaching multinational student groups

Building community and encouraging participation with TEL

Student engagement

Inclusive assessment

Supporting engagement of diverse students in HE

Encouraging participation in seminars

Online resources in teaching



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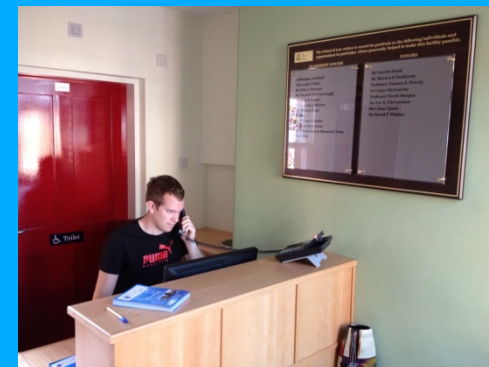


"The hole"



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• Bartolomé Lodge





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FreeLaw

- Student-led legal clinic – our students give advice to real clients: real work experience
- Support, advice and guidance from practising solicitors
- A volunteer activity AND a specialist module
- Civic engagement





Miscarriages of Justice Review Centre



- Investigation of cases that have exhausted the initial appeals process
- Benefits to the student:
 - Improve your skill set through real life experience
 - Demonstrate your commitment to legal profession
 - Internships





What other opportunities has this led to?

- Criminal Justice Initiative (10 places)
- Commercial Law pro bono (20 places)
- Personal Support Unit, Sheffield County Court (15 places)
- South Yorkshire Refugee Law and Justice Centre (4 places)
- Sheffield Citizens Advice (10 places)
- Victim Support (10 Places)
- Langsett Advice Centre (9 places legal / benefits and general advice sessions)

www.shef.ac.uk/als/current/engaged



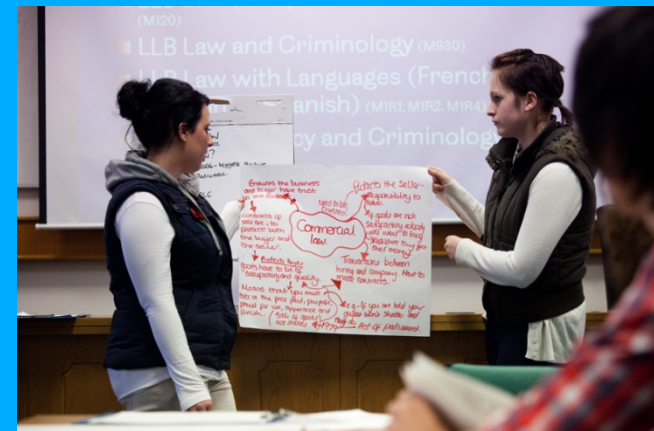
- Engaged learning and teaching at the UoS combines academic rigour and disciplinary knowledge with opportunities for students to learn with and from external partners, ‘real-world’ challenges, and experiences outside the University.
- “It enables a deeper more mutually enriching understanding to emerge. It is about more than education actually-it is about the way we work together and develop as a society.”



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WP work

- Discover Law
- Court in the Act
- Discovering Law
- Residential and a broader Social Science Impact





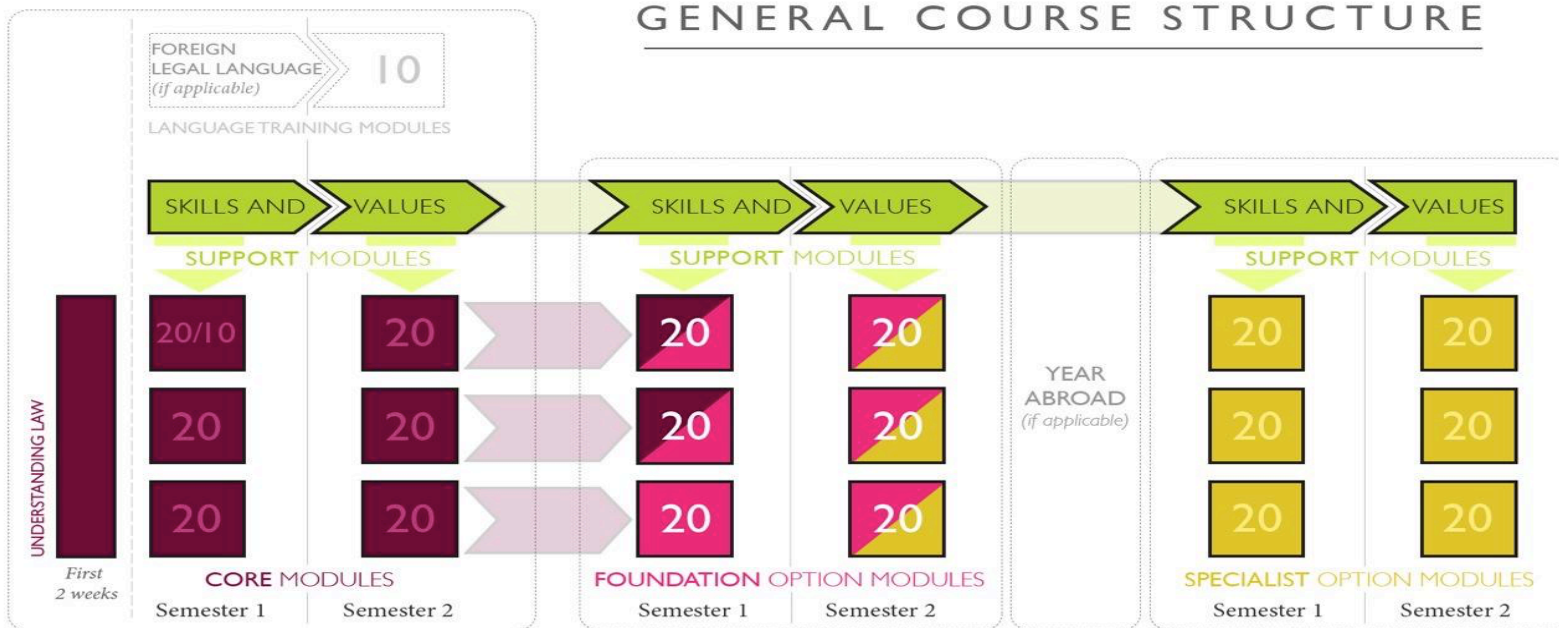


The Sheffield LLB



Your Sheffield LLB: *Build Your Future*

GENERAL COURSE STRUCTURE



Year 1

Foundations of legal knowledge

Compulsory coverage of all the subjects required for the Qualifying Law Degree (QLD)

Year 2

Advanced study of the foundations of legal knowledge

Final Year

Study of specialist areas of law and criminology

AGREEING THE SKILLS MAP

1. AGREE the broad set of skills and competencies to be taught, practised, assessed and have feedback
2. AGREE where those skills and competencies are to be taught, practised, assessed and have feedback

DISCUSSING THE DELIVERY

1. DISCUSS forms of assessment to test those skills and other opportunities for students to practise them;
2. DISCUSS techniques to ensure that the skills/ learning outcomes are embedded/integrated into the module

AGREEING THE DELIVERY

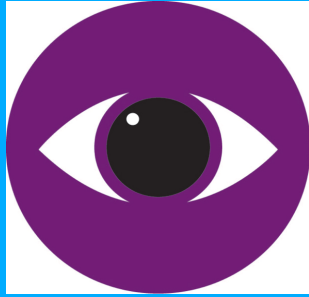
1. AGREE form of assessment to test those skills and other opportunities for students to practise them;
2. AGREE techniques to ensure that the skills/ learning outcomes are embedded/integrated across the module as a whole.
3. DISCUSS the outline of the module syllabi.
4. AGREE teaching methods, patterns and assessment.



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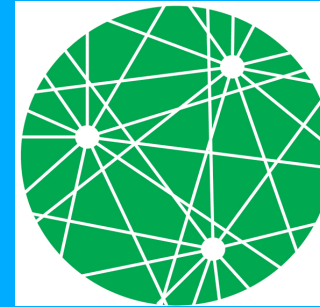
Skills and values Level 1



Awareness
Real World Focus



Creativity



Interdisciplinary
Awareness



Research



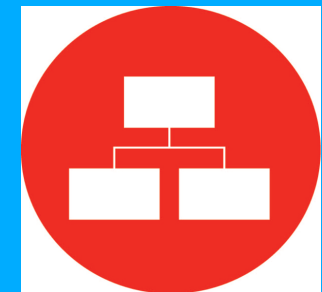
Communication



Critical Thinking



Internationalisation



Organisational
Professionalism



Discipline Specific







Independent
Learning







Teamwork







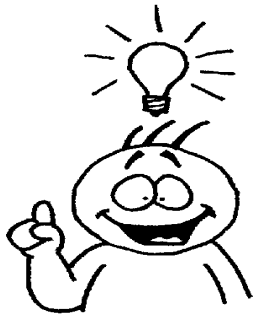
	<p>Organisational/Professional/Logical Approach</p>	<p>(OP1) Time management.</p> <p>(OP2) Professional communication including appropriate email use and etiquette and online behaviour.</p> <p>(OP3) Managing own learning including preparation for learning encounters, assessments and feedback.</p> <p>(OP4) To develop skills for confident and professional engagement.</p> <p>(OP4) Becoming trusty servants of our lady of the common law and developing a critical perspective.</p> <p>(LA1) Problem Solving Skills.</p> <p>(LA2) Awareness of different forms of reasoning including legal method and reasoning.</p>
	<p>Teamwork</p>	<p>(T1) To develop skills of effective team-work and collaboration (avoiding collusion).</p> <p>(T2) To develop reflective skills on team-working and effectiveness including individual role.</p> <p>(T3) To appreciate strengths and weaknesses of teamwork.</p>
	<p>Research</p>	<p>(R1) To use information technology appropriately, including electronic information retrieval systems, document preparation, bibliographic software etc.</p> <p>(R2) To identify and retrieve information that is relevant according to jurisdiction, timeliness, authority etc. from a wide range of sources (moving beyond any reading list provided).</p> <p>(R3) To read and discuss disciplinary material written in technical and complex language and relate it to wider material and sources.</p> <p>(R4) To reference properly according to good disciplinary academic practice</p>
	<p>Internationalism</p>	<p>(I1) To engage with students from different backgrounds.</p> <p>(I2) To demonstrate and cultivate cultural and international awareness.</p> <p>(I3) To explore the opportunities to work abroad (mainly USA, Spain at the moment).</p> <p>(I4) To gain an appreciation of the value of cultural agility.</p>



	<p>Individual Learning</p>	<p>(IL1) To develop and strengthen a open and inquiring mind.</p> <p>(IL2) To develop a method for exploring questions and issues: to ask ‘How do I find out the answer?’ rather than ‘What is the answer?’</p> <p>(IL3) To develop and strengthen effective techniques for:</p> <ul style="list-style-type: none"> • active reading • active listening • effective note-taking • writing skills • reflection
	<p>Discipline Specific</p>	<p>(D1) Knowledge/understanding of legal systems and process including litigation.</p> <p>(D2) To understand further the concept of statutory interpretation, ratio decidendi.</p> <p>(D3) To understand the limits and dynamic potential of law.</p> <p>(D4) To develop an appreciation of the skills of drafting.</p> <p>(D5) To develop an appreciation of the skill of advocacy.</p>
	<p>Critical Thinking</p>	<p>(A1) To understand how the law is applied.</p> <p>(A2) To appreciate contested nature of (legal) knowledge and to critically engage with the premises upon which particular questions and proposals are based.</p> <p>(A3) To understand the factors that might influence the application and limit of the law.</p> <p>(A4) To critique the law and legal decisions.</p> <p>(A5) To understand that law both affects, and is affected by a range of factors, including the political, social, ethical and economic context.</p> <p>(A6) To make a reasoned choice between alternatives: reaching a conclusion defended through both evidence and argument.</p> <p>(A7) To develop and strengthen an appreciation of the importance of one’s own analysis as an active participant and not merely passive recipient of learning.</p>
	<p>Creativity</p>	<p>(CR1) To understand lawyering as a problem solving enterprise.</p>



	<p>Communication</p>	<p>(CO1) To use the English language appropriately in written communication including the use of different styles and levels of formality of language according to context and respond directly to the question asked or issue presented.</p> <p>(CO2) To use the English language appropriately in oral communication including the use of different styles and levels of formality of language according to context and respond directly to the question asked or issue presented.</p> <p>(CO3) To use, present and evaluate information provided in numerical or statistical form when appropriate.</p> <p>(CO4) To accurately and concisely convey your opinion and understanding, either written or orally, to your peers or staff.</p>
	<p>Awareness / Real World Focus</p>	<p>(A1) Awareness of the provision and delivery of legal and criminal justice services.</p> <p>(A2) To develop an appreciation of importance of context awareness and client needs.</p> <p>(A3) To develop an understanding of the non-commercial provision of legal services.</p> <p>(A4) To reflect and take responsibility for career planning and development including and understanding of the different routes into employment that are available.</p>
	<p>Interdisciplinary Awareness</p>	<p>(IA1) To start to understand the contribution that the law and legal services can make to other disciplines.</p> <p>(IA2) To start to understand the relevance of thinking in other disciplines to an understanding of law.</p>
	<p>Enterprise</p>	<p>(E1) Engaging in the University of Sheffield Enterprise schemes.</p> <p>(E2) Recognising legal services as business enterprises and independent companies.</p>



can you see the

BIGGER

PICTURE?

**Bringing
students
with you**

attention
to
detail



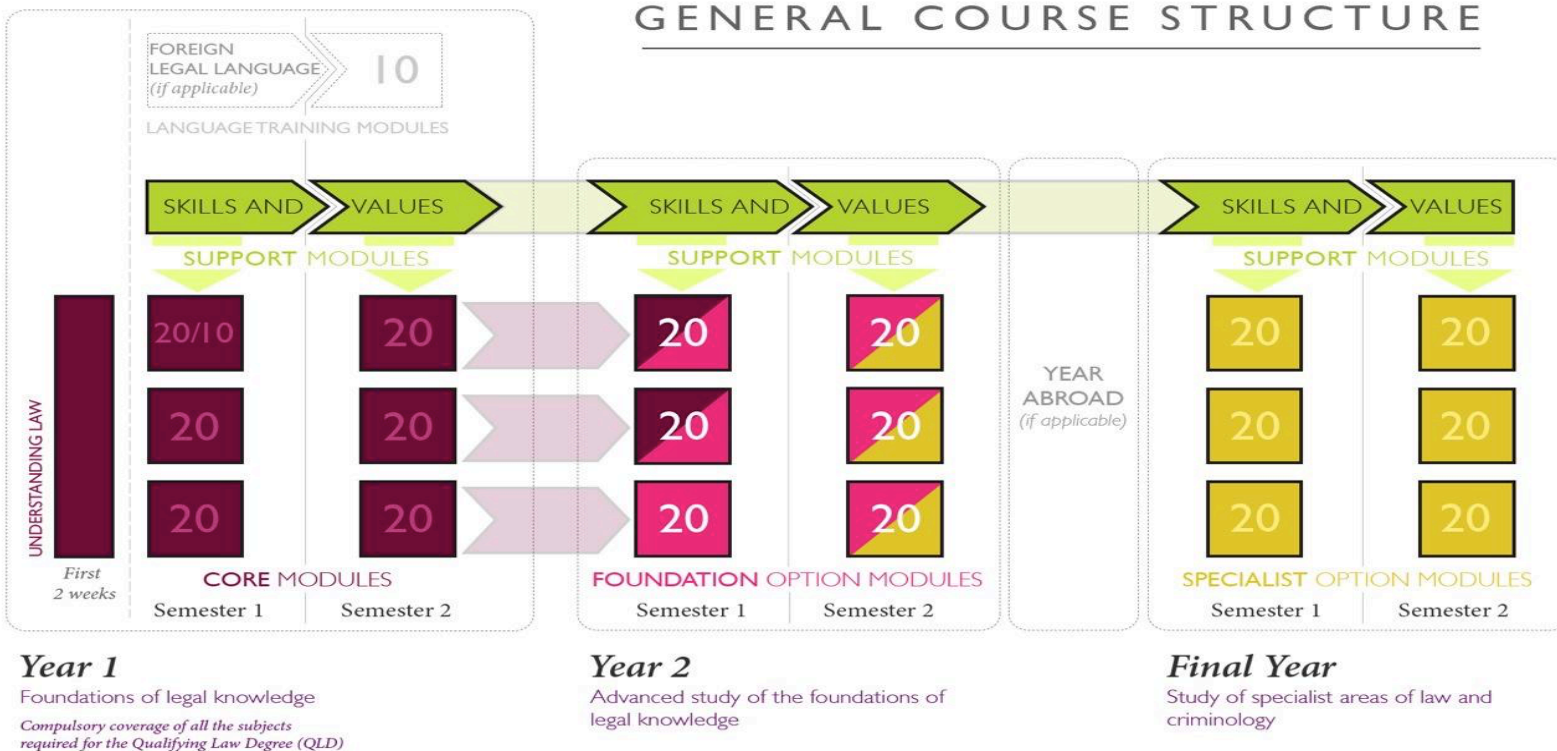
Brainstorming



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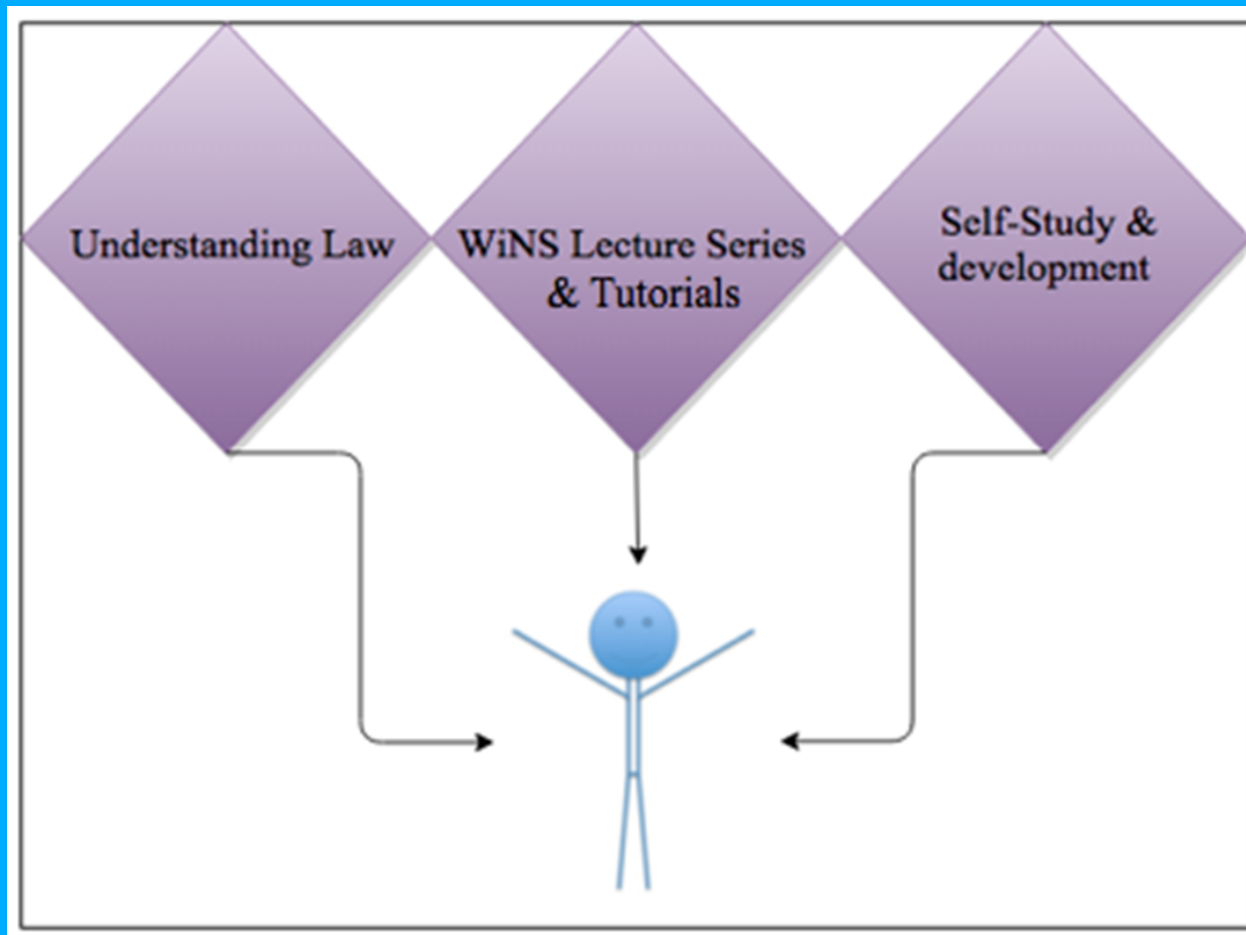


Your Sheffield LLB: *Build Your Future* GENERAL COURSE STRUCTURE





Consists of 3 Elements





Readiness Assurance Test Activity Sequence

Individual Test*

Team Test**

Answers

Questions/
Discussion

Name, ID and team # on test & answer sheet

Mark both test & answer sheet (4 points per line)

Put answer sheets in folder & turn in for scoring

Answer Sheet for Hand Scoring					
Name	John Smith		Team	3	
Q. #	A	B	C	D	pts.
1	4				
2			2	2	
3			3	1	
4	1	1	1	1	
5	2	1	1		
6				4	
				Total Points	

Answer Sheet for Hand Scoring					
Name	John Smith		Team	3	
Q. #	A	B	C	D	pts.
1					
2					
3					
4					
5					
6					
				Total Points	

Answer Sheet for Hand Scoring					
Name	John Smith		Team	3	
Q. #	A	B	C	D	pts.
1	4				4
2			2	2	2
3			3	1	3
4	1	1	1	1	1
5	2	1	1		2
6				4	4
				Total Points	16

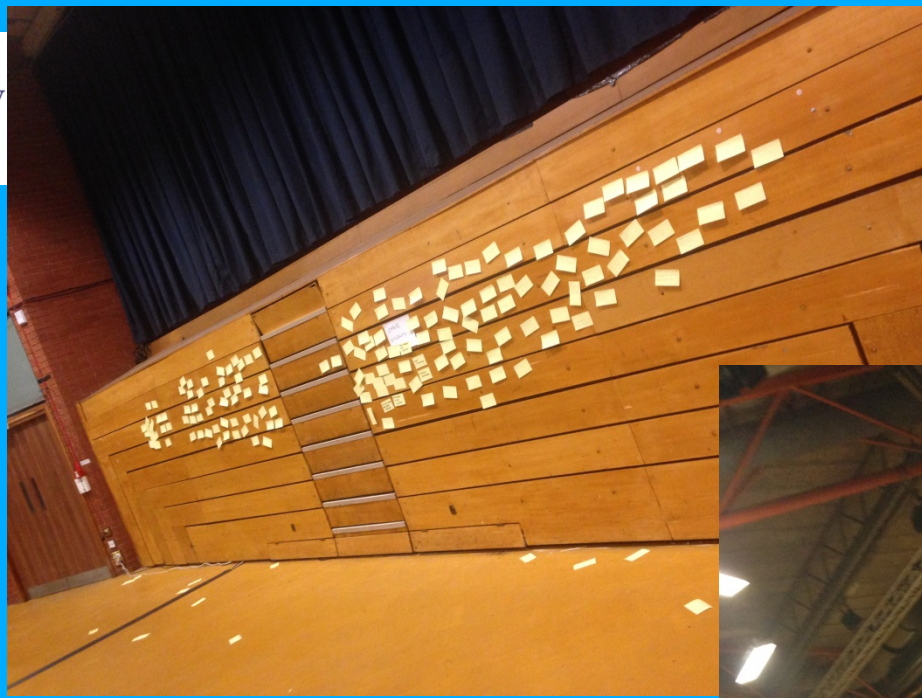


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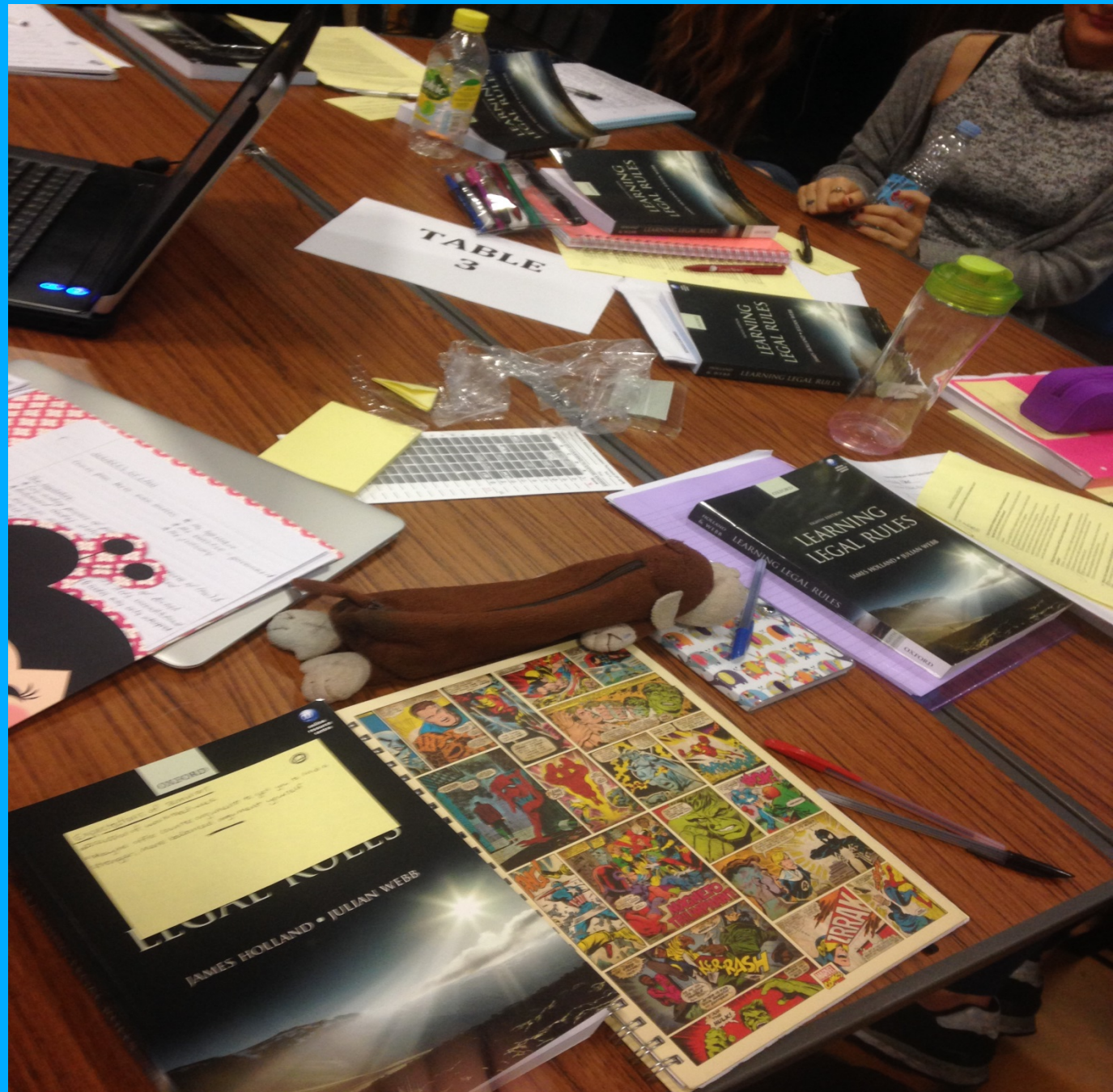


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Did it make/What made a difference?

Focus groups judged the **overall quality of each section as excellent**

92%

Understood the material much better at the end of the 2 weeks

This was in café style intensive 2 days team based learning events

92%

Enjoyed working in the group and saw the benefit of team work

Every year we get complaints from students about how they dislike group work

92%

They want to continue working in this way

We are currently working on this for year 2 and 3



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My Faculty Work

- Setting up of TESS (122 teaching only staff and a change of criteria 2 years ago)
- Creating the 6 year Strategy
- Reflecting annually with schools and departments
- Is enough support given to supporting staff transitions into SoTL? Staff need scaffolding to access and produce SoTL.



Yested For Success Case Study
A Report Published By: YESTED Group, Yestel, and Yestel Group
www.yested.com

Yested For Success Case Study
A Report Published By: YESTED Group, Yestel, and Yestel Group
www.yested.com



Promotions for Teaching only staff to Professor!

- Varies widely
- Attitudes vary and ability to get promoted varies



TEF

"The goal is surely not innovative, outcome-oriented delivery of outstanding learner experience. What students want, broadly speaking, is simple: enthusiastic lecturers who want them to flourish and make time for them accordingly".

Steven Jones

Senior lecturer at the Manchester Institute of Education, University of Manchester



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Take Every Opportunity that
Comes your Way-You Never know
where it might lead to!





Suggestions for further reading -Books

- A Design Science: Building Pedagogical Patterns for Learning and Technology (Dianna Laurillard, 2012)
- Ernest Boyer, (Scholarship Reconsidered 1990) is a seminal point for Scholarship of Learning and Teaching http://www.amazon.co.uk/Teaching-Design-Science-Pedagogical-Technology/dp/041580387X/ref=sr_1_1?s=books&ie=UTF8&qid=1416564055&sr=1-1
- Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning (Beetham & Sharpe, 2014) http://www.amazon.co.uk/Rethinking-Pedagogy-Digital-Age-Designing/dp/0415539978/ref=pd_bxgy_b_img_v
- Rethinking Learning for a Digital Age: How Learners are Shaping their Own Experiences (Sharpe, Beetham & de Freitas 2010) http://www.amazon.co.uk/Rethinking-Learning-Digital-Age-Experiences/dp/0415875439/ref=pd_bxgy_b_text_z
- Learning Futures: Education, Technology and Social Change (Facer, 2011)
- http://www.amazon.co.uk/Learning-Futures-Education-Technology-Social/dp/0415581435/ref=pd_sim_b_7?ie=UTF8&refRID=1D5DTBW036EVG63ZKRXH
- Rethinking Assessment in Higher Education: Learning for the Longer Term (Edited by David Boud, Nancy Falchikov, 2007)
- <http://books.google.co.uk/books?hl=en&lr=&id=GJt9AgAAQBAJ&oi=fnd&pg=PP1&dq=future+of+higher+education+assessment&ots=GoqQ46ijrU&sig=R9vtRTImYZYipVYBe4ahSZBI0jU#v=onepage&q=future%20of%20higher%20education%20assessment&f=false>
- Team-Based Learning: A Transformative Use of Small Groups in College Teaching (Edited by Larry K Michaelson, Arletta Bauman Knight, L Dee Fink, 2004) <http://www.amazon.com/Team-Based-Learning-Transformative-College-Teaching/dp/157922086X>



Suggestions for Journals

- THE: The Future of Higher Education (Parr, 2014)
<http://www.timeshighereducation.co.uk/the-future-of-higher-education-five-experts-give-their-predictions/2011867.article>
- Integrative assessment: reframing assessment practice for current and future learning (Crisp, 2010) <http://www.tandfonline.com/doi/abs/10.1080/02602938.2010.494234#.VH3IL7dF2mQ>
- The Guardian: The Future of Learning and Teaching in Higher Education (Murray, 2012)
<http://www.theguardian.com/higher-education-network/higher-education-network-blog/2012/apr/17/guardian-roundtable-higher-education-academy>
- Association for Learning Technology (ALT) Annual Conference 2014: Riding Giants: How to innovate and educate ahead of the wave (various research papers)
<https://www.alt.ac.uk/alt-conference/altc2014/research-proceedings>
- The Guardian: Higher Education in 2020: three key forecasts from new report (Lawton, 2013)
<http://www.theguardian.com/higher-education-network/blog/2013/oct/02/horizon-scanning-higher-education-2020>
- Flexible pedagogies: preparing for the future: The need to develop new ways of learning has become a live issue in HE, largely linked with the demand for increased flexibility of pace, place and mode of delivery. <https://www.heacademy.ac.uk/flexible-pedagogies-preparing-future>



Social Media

- <https://twitter.com/ntaylorHEA> Universities UK
- <http://www.universitiesuk.ac.uk/Pages/default.aspx> Quality Assurance Agency
- <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>
- Higher Education Funding Council for England
- <http://www.hefce.ac.uk/about/>
- Russell Group <http://www.russellgroup.ac.uk/>
- European Higher Education Area and Bologna Process <http://www.ehea.info/>



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Thank you for listening

Any questions?