



Using Collaborative Techniques to assist International Students in Studying Australian Law

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Session Outline...

- ❖ Challenges of Teaching Law to International Students
- ❖ Creating an Active Classroom
- ❖ Using Online Legal Resources
- ❖ Law Discipline Workshops
- ❖ Helping Students Better Prepare
- ❖ Relating Legal Concepts to Current Affairs
- ❖ Creating Value Added Skills
- ❖ Where to Next?

Challenges of Teaching Law to International Students...

- ❖ Students have little knowledge of the “legal environment” in their own countries
- ❖ Transmission of dry content knowledge (statute and case law “Precedents”)
- ❖ Non engaging/interactive and expensive legal textbooks
- ❖ Students find traditional methods of course delivery without current and interactive online materials boring and irrelevant
- ❖ Student-teacher connection is important
 - ❑ Relevant examples, encourage self-research, enable terminology translation, correlating examples to their own personal experience while living and working part-time in Australia
 - ❑ Incorporating the use of YouTube and News Online web services into the actual face-to-face delivery is the key to engagement

Creating an Active Classroom...

- ❖ Students access legislation online, research answers and search for relevant case and statute law while in class using their “smart devices” to:
 - ❑ Improve their understanding of the various content/concepts
 - ❑ Encourage activity, interest and relevance
 - ❑ Enable those with less confidence and/or lower levels of English to use their online information to ask factual/evidence based questions

Using Online Legal Resources...

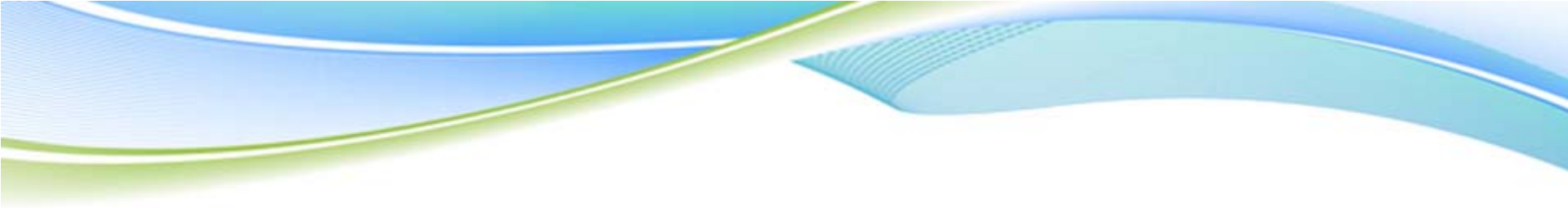
- ❖ <http://www.consumer.vic.gov.au/shopping>
- ❖ <http://www.austlii.edu.au/>
- ❖ <http://www.legalaid.vic.gov.au/>
- ❖ <http://www.comlaw.gov.au/>
- ❖ <http://www.fitzroy-legal.org.au/>



Law Discipline Workshops...

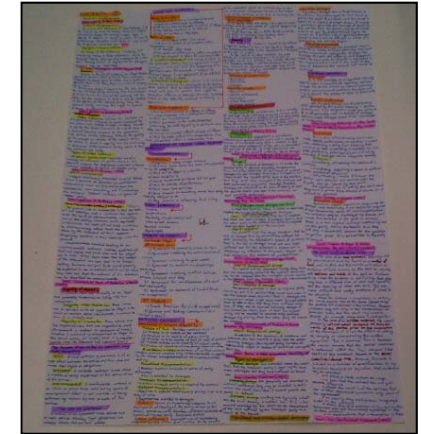
- ❖ The provision of Legal Discipline Based Workshops (covering all law courses) gave students the opportunity to:
 - ❑ Be more pro-active in both assignment and exam preparation
 - ❑ Use technology and diagrams to link concepts together
 - ❑ Collaborate outside the traditional class-room environment
 - ❑ Prepare and discuss tutorial material/sample answers for discussion in smaller groups and/or in a more informal environment
 - ❑ Develop more self-confidence in their ability to structure their answers

- ❖ Conducting the workshops in a Computer Lab enabled students to develop skills in using the online resources and learning to search more widely than “Google”

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- ❖ Three hour “drop-in” workshops conducted Week 4 to Week 12 (@36 hours)
 - ❖ 38 individual students attended (80 attendances in all)
 - ❑ Fundamentals of Law – 23 attendances
 - ❑ Commercial Law (UG/PG) – 43 attendances
 - ❑ Taxation Law (UG/PG) – 14 attendances
 - ❖ Attendances are strongest before mid-term tests, major assignment submission and final exam

Helping Students Better Prepare...

- ❖ Preparing summaries in English
 - ❑ Teaching legal vocabulary
 - ❑ Translating key concepts
- ❖ Identification of key words and topic matching
- ❖ Correlate case studies with Statute Law
- ❖ Getting the key message across “google and Wikipedia are not authoritative legal sources”



Relating Legal Concepts to Current Affairs...

❖ Restricted Dog Breeds

- ❑ <http://www.abc.net.au/news/2011-08-17/dog-kills-melbourne-toddler/2844178>
- ❑ <http://www.depi.vic.gov.au/pets/dogs/restricted-breed-dogs>
- ❑ <http://www.legalaid.vic.gov.au/find-legal-answers/criminal-offences/dog-matters>
- ❑ http://www.austlii.edu.au/au/legis/vic/consol_act/ca195882/s24.html (Crimes)

❖ Torts

- ❑ Negligence (owing, breach of duty of care and damage)

❖ Crimes



Relating Legal Concepts to Current Affairs...



❖ Consumer Law

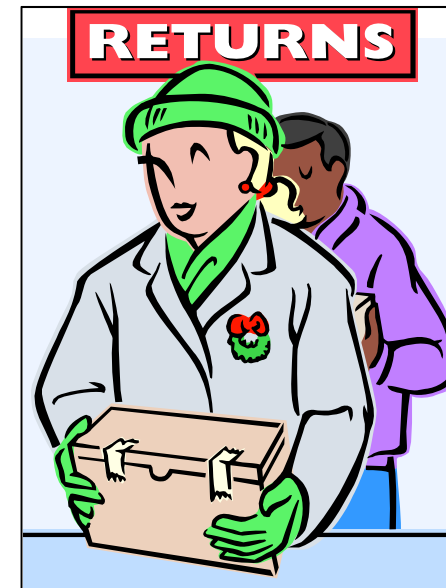
When you have the right to return a product

After you use a product, or when you receive an item you bought online, you may identify problems with it – in other words, it does not meet a consumer guarantee.

Depending on the type of problem (also known as a failure under the Australian Consumer Law), the store or seller may have to provide a 'remedy', such as:

- > a refund
- > repairs
- > a replacement
- > compensation.

The type of remedy you are entitled to depends on whether the problem is **major** or **minor**.



❖ Consumer Affairs Victoria (<http://www.consumer.vic.gov.au/>)

Creating Value Added Skills...

❖ Managing the Legal Environment (BULAW5911)

(A generalist MBA course introducing students to the Legal Environment of Organisations, Governance of Ethics, Standards of Conduct and Promises the Law will Enforce)

❑ Preparing a Structured Annotated Bibliography

- Record/reflect on your search process
- Include textbooks, journal articles, discussion papers, industry body reports, online resources, cases and legislation

❑ Use of an online research management, writing and collaboration tool such as: RefWorks, Endnote, Google Scholar and/or Webnotes



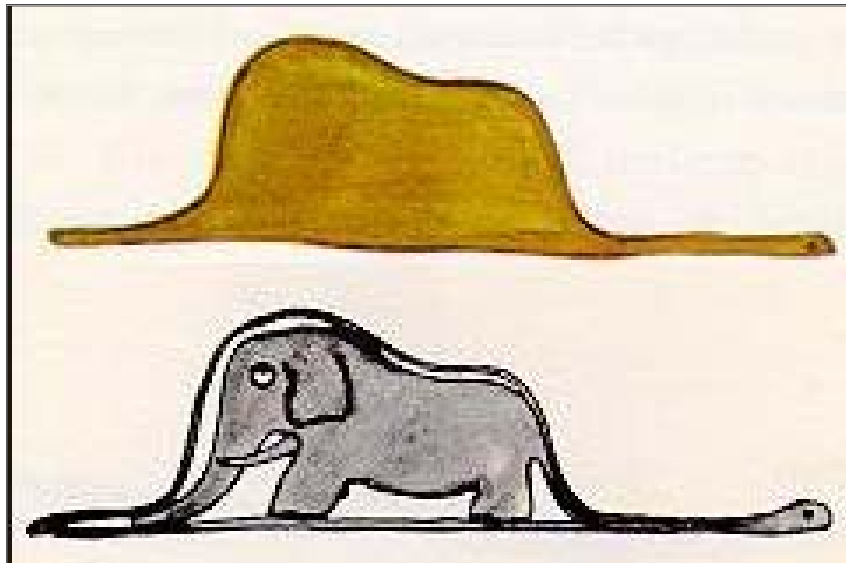
Where to Next?...

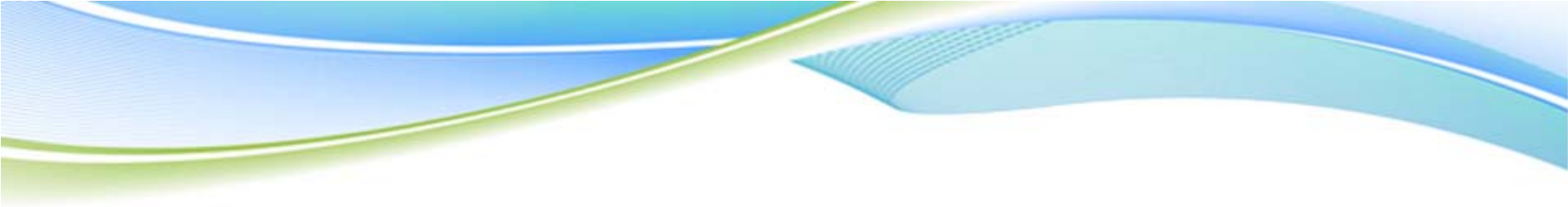
- ❖ Implement a wider range of e-tools to support the pace of student teaching and learning
 - Online quizzes
 - Webinars and Web Story Boards
 - Snag-it (screen capture video)
 - Flipped Classroom
 - Flashnotes
 - eMaze/OneNote/Prezi
 - GoAnimate

What do you mean??

Les enseñé mi obra maestra a la "gente adulta" y les pregunte si mi dibujo los asustó . Ellos contestaron porque alguien debería estar asustado por un sombrero?

Mi dibujo no representa un sombrero. El dibujo era supuestamente una boa devoradora haciendo digestion a un elefante. Entonces hice otro dibujo de la parte de adentro de la boa devoradora para ayudar a la gente adulta a entender. ¡Ellos siempre necesitan explicaciones!





I showed my masterpiece to the “grown-ups” and asked them if my drawing frightened them. “They answered “why should any-one be frightened by a hat”? My drawing did not represent a hat. It was supposed to be a boa constrictor digesting an elephant

So I made another drawing of the inside of the boa constrictor to enable the grown-ups to understand. They always need explanations!



Le Petit Prince

Antoine de Saint-Exupery “Le Petit Prince”



Questions...
