

School of Law

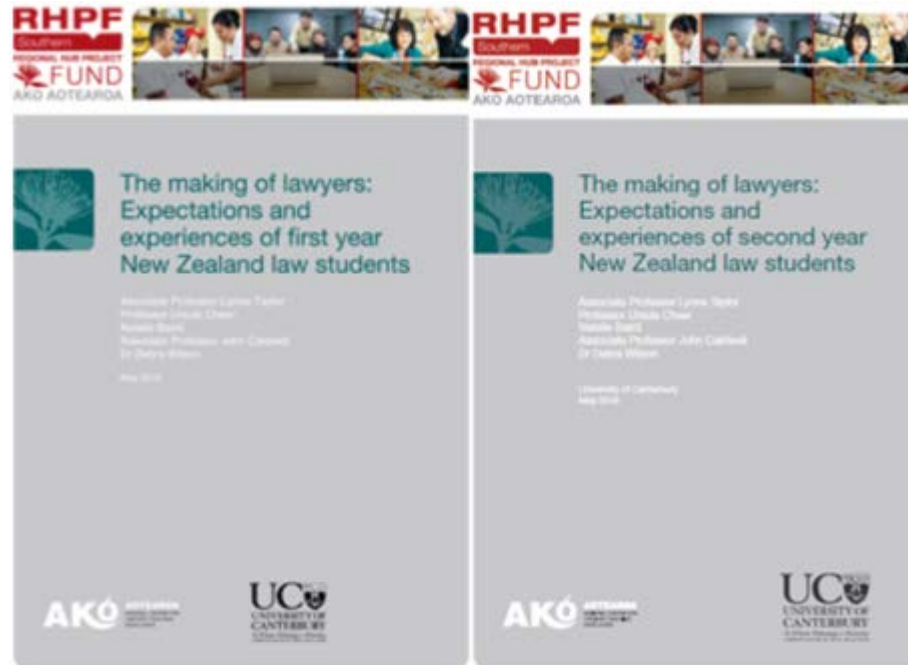


**I nga ara tawhito, he rohe hou
Transforming the Legal Education
Curriculum at the University of Canterbury**

- A four year programme
- Entry from first to second year is limited
- An approved qualification for the purposes of admission to the NZ legal profession
- Subject to NZ Council of Legal Education regulatory requirements



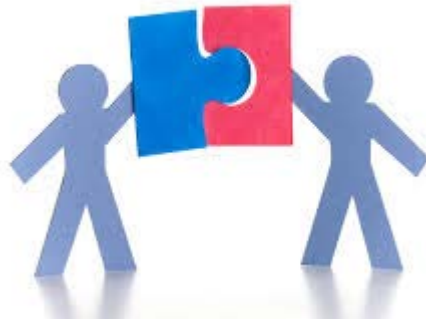
Follows a cohort of students who enrolled in law school at the Universities of Auckland, Waikato & Canterbury in 2014



Many students reported:

- they were unprepared for university study.
- high class attendance rates, but largely passive learning experiences in large and compulsory courses.
- spending less time on self-study than the participating universities would expect.
- acquiring a narrow range of knowledge/skills.
- low levels of likely psychological wellbeing.

- A collaborative process for change driven by the School's Learning and Teaching Committee
- Immediate and longer term initiatives:



- Initiatives to connect students with wellbeing providers/sources of support
- Initiatives to equip students with coping skills
- Implementation of an early warning system

- Staff development
- Gathering and sharing of information from wellbeing providers and student representatives
- Reworking LLB degree attributes and learning objectives of individual courses



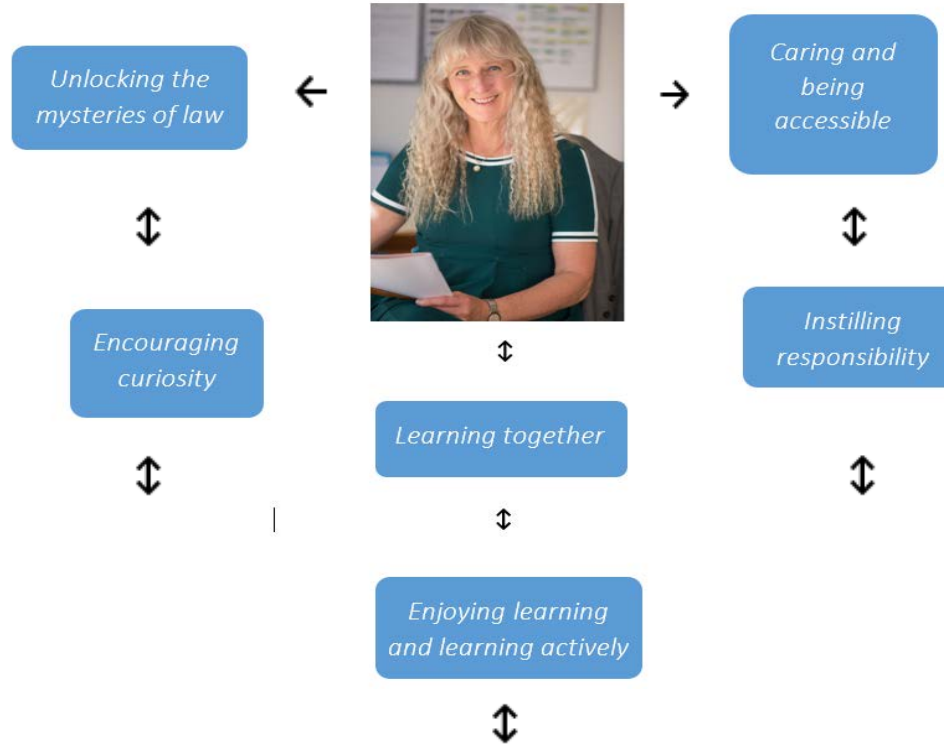
Individual course changes – an example: Media Law

- An advanced optional course;
- Enrolments of 50-70;
- Aim is to apply and model active, reciprocal and deep learning in law by:
 - *Engaging student interest and delivering learning and materials in innovative and challenging ways.*



A Philosophy of Law Teaching

Lecturer as Teacher and Learner



Students as Learners and Teachers

School of Law Enhanced student responsibility



Media Law student 2012

'Ursula treated the group as adults and allowed people the opportunity to be active participants in the class rather than just empty vessels absorbing information lectured at them thus making the lectures a better experience'.

State-owned assets sold?
Life to a dying language
The culture refreshed.

Child walking down road
To shade from gossip page glare
Tort spring parasol

Research in winter
Moments of joy and bleakness
The deadline was met

Assessment Haiku

Submission, debate,
Prof Cheer's assessment methods
so varied, so great!



A cheeky entry from two members of last year's class!
Students Muse over Media Mogul
Oh Ursula Cheer
We miss her flowing blonde hair
Thinking of last year



Law student 2013

'The pub quiz, debate, and haiku competition were all very enjoyable and made me want to learn more'.



Law student 2016

'I've really enjoyed the course! I think the new forms of assessment have been great and I'm looking forward to the oral presentation tomorrow (well as much as one can look forward to an assessment)'



Law student 2012

'Best attitude towards students in the faculty. Always friendly, always willing to engage, and treating us as intelligent people who can contribute in debates etc. Haiku competition also very good!'

Debating Woes

Defamation Law

Early spring breeze chills the air
Debate rages on!

Law student 2015

'The debate yesterday was simply awesome. Having an oral presentation as part of the assessment is also such a good idea. Given many of us will go on to practice law it is vital we have some level of experience in speaking. I can't rate this course highly enough!'



Teaching students to enjoy learning and to learn actively

Law student 2016

Friends and family I spoke to about it thought it was strange that I was actually looking forward to the exercise instead of being anxious about it. This exercise was easily the most entertaining assessment I have completed while at university. Aside from the fun of it, I think this exercise also had a high learning value. I had a taste of what it might be like to give "real" media law advice while under a time pressure, and tested my ability to think on the spot and work in a team. I would happily do more assessments like this in the future.

Law student 2016

'I believe this was the best, most enjoyable and most relatable to the real world exercise I have ever participated in at university. The two hours flew by and I was left feeling accelerated and with a great sense of achievement! The exercise was able to test our adaptability, quick thinking and teamwork skills in a way no assessment I have ever done, has been able to do.'

Project space

<https://ako.aotearoa.ac.nz/ako-hub/ako-aotearoa-southern-hub/resources/pages/making-lawyers-expectations-and-experiences-first-year-new-zealand-law-student>

Report

<https://ako.aotearoa.ac.nz/download/ng/file/group-7/s1403-the-making-of-lawyers.pdf>

