

### Summary of Teaching & Learning Context

The teaching and learning context applies to law modules with students assigned in groups of four. Each group is required to conduct in depth research in relation to the sections of an Act assigned by the lecturer and prepare and deliver a PowerPoint for presentation in class to their peers. The PowerPoint is also shared on Moodle via the Discussion Forum after the presentations as a learning tool for all groups. In effect the classroom is flipped, and the completed PowerPoints provide both formative and summative assessment and 10% of the module mark will be allocated for this task.

### Overview of the Assessment Strategy

All the legislation relevant to the law module is divided amongst the groups to ensure that the module syllabus is covered in its totality. This strategy may be used for the later stages of programmes and post graduate programmes (years 3/4). These sections are relevant to real life or professional practice in the business domain.

Each group uses the ILAC framework (Issues, Law, Application/Analysis, Conclusion) to structure the PowerPoint presentation. The use of this framework assists students in law modules with building proficiency in completing assessments (Richardson & Bartlett, 2021).

Autonomy of the group to engage in collaborative planning and drafting of the presentation to be delivered within the time slot allowed – 10 minutes per group is required. Team presentation practice is facilitated in tutorials prior to completion and final presentations. As part of the practice session feedback will be provided by the lecturer. This is a co-constructivist approach facilitating learners to make their own interpretation of the sections of legislation using their prior knowledge of the topic and research (Ryan 2021). The groups will be required to answer a series of questions relating to the presentation and feedback will be provided to the groups post presentation in the form of detailed commentary as part of the assessments. This task also acknowledges that group-work and peer engagement as a strategy assists learning (Ryan 2021).

Evaluation - impact on student engagement/what worked well and why/what might be changed for subsequent implementation?

- Peer to peer learning (Redmond et al., 2018)
- It provided a very important means for the lecturer of evaluating the learner's engagement with the various topics covered in the module
- Ensures that the groups engage with the Moodle platform
- Creates and fosters a culture of cooperation and group learning
- Develops Agency – learners taking responsibility for their own learning (Redmond et al)
- Allows for all learners to participate in peer-to-peer learning at different levels and e.g. allows for weaker learners to observe the learning of their peers which will result in a better outcome for all (Crimmins and Midkiff (2017)
- Builds community of learning (Redmond et al) – presentations shared on the Moodle discussion forum for access to all groups
- Supports and encourages peers (Redmond et al)
- Thinking critically and developing deep discipline understandings (Ryan, M. 2021) – providing Sections of the Act as opposed to topics so that learners create their own interpretation and meaning of legislation.

### Relevant Resources Used and Instructions Provided for Learners

Assignment Brief, PowerPoint, Discussion Forum on Moodle for sharing presentations after the presentations and class notes.

### Useful Resources

<https://www.westlaw.ie>  
<https://www.justis.vlex.com>  
<https://www.irishstatutebook.ie>

Richardson E. and Bartlett O. (2021) *Legal Research & Writing Skills in Ireland*. Dublin:Claruss Press.

Schweppe J. and Kennedy R. and Donnelly L. (2016) *How to think, write and cite: key skills for Irish Law Students*, Dublin: Round Hall.

### References

Crimmins, Crimmins and Midkiff (2017). *High Structure Active Learning Pedagogy for the Teaching of Organic Chemistry: Assessing the Impact on Academic Outcomes*.

Redmond, P., Heffernan, A., Abawi, L., Brown, A., & Henderson, R. (2018). *An online engagement framework for higher education*.

Ryan, M.F. (2021). LIT Compendium of Active Learning Strategies for Student Engagement, LIT.

