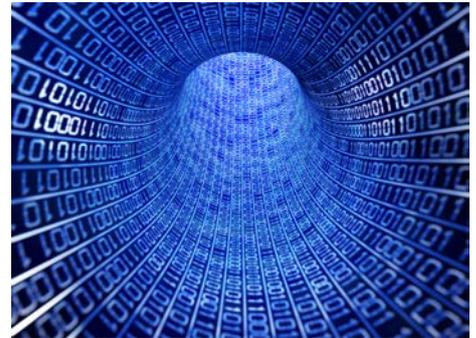


Centre for Legal Education

Legal Education, Legal Practice and Technology

Conference 2017

Friday 16 - Saturday 17 June 2017



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**Nottingham Law School, Centre for Legal Education
Conference 16 - 17 June 2017
LEGAL EDUCATION, LEGAL PRACTICE AND TECHNOLOGY**

Welcome to the third conference of the Nottingham Law School Centre for Legal Education, and a celebration of its fifth anniversary

We are delighted to welcome so many to our conference this summer. The variety of papers and presentations is quite stunning and we are sure there will be food for thought for everyone in them, as well as links to be made and ideas to be shared. Some participants are old friends, others are new, but just as much welcome. We expect participation from 10 different countries.

The Centre for Legal Education began as an internal discussion group which first met in June 2008, initially wishing to do no more than “raise the profile” of legal education both internally and externally. By 2012 it had become a fully-fledged research centre, launched on its way by Baroness Ruth Deech of the Bar Standards Board. Simply to take a snapshot, members of the Centre are currently working on ethics and values, sustainability, technology, numeracy, advocacy, SCALE-up, student wellness and motivation, mooting, CPD, learning in the workplace and professional regulation.

Please tweet and blog at and about the conference. We’ll also be asking you for suggestions about the different ways in which we can capture the conference proceedings, and work related to them, for posterity. Have a stimulating, but enjoyable time!

The committee and student hosts:

Jane Ching

Pamela Henderson

Ciara Higgins

Matthew Homewood

John Hodgson

Nigel Hudson

Isbah Mehraj

**Programme
Friday 16 June 2017**

10.30 - 11 am	Registration Chaucer building (level 2) Posters: Academics and practitioners: Taher Abouleid NLS student competition: Hamida Ali Aljaridi	
11 am - 12.30 pm	Lunch Chaucer building (level 2)	
12.30 - 1.30 pm	Keynote: Brian Inkster, Inksters solicitors, Clicks and Bricks: Legal IT the Inksters way Brian Inkster is the founder and CEO of Inksters Solicitors with offices in Glasgow, Forfar, Inverness, Portree, Wick and a visiting base in Lerwick. Brian is actively expanding Inksters' reach throughout Scotland with the aim to make his firm a pre-eminent force in the Scottish legal market. Technology is an important part of this drive. Chaucer building, LT1 Chair, Nigel Hudson	
1.30 - 2 pm	Session A Chaucer building	
	3602 Chair, Graham Ferris Gabor Andrasi (NLS/Higher Colleges of Technology, UAE): Should Hungarian Legal Ethics Education Invest In Technology? (30 m)	3603 Chair, Emma Ireton Janice Denoncourt (NLS): Interdisciplinary Legal Education: Embedding Intellectual Property Law in Business Programmes (30 m)
2 - 3 pm	Session B Chaucer building	
	3602 Chair, Nick Johnson Linden Thomas (University of Birmingham, UK): Developing a law school clinic case management system: an opportunity for collaboration? (60m)	3603 Chair, Nigel Hudson Arpit Agarwal and Ravi Tiwari (Hidayatullah National Law University, India): Technology and Legal Practice - a revolutionary nexus (30 m) Paul Maharg (Osgoode Hall Law School, Canada/NLS): 'We are the campus': learning design and ANU's online PBL JD (30 m)

3 - 3.15 pm	Tea and comfort break
3.15 - 4.15 pm	<p>Keynote 2 Ludwig Bull: Technology Makes You A Better Lawyer, not a Techie</p> <p>Ludwig is the founder and managing director of LawBot. He writes the software and manages technical issues. Ludwig believes that the use of artificially intelligent software is the key to securing equal access to expert knowledge. Ludwig reads law at the University of Cambridge and aims to use technology to bridge the gap between complicated legal problems and socially desirable outcomes.</p> <p>Chaucer building, LT1 Chair, John Hodgson</p>
4.15 - 5.15 pm	<p>Session C Chaucer building</p>
	<p>LT1 Chair, Matthew Homewood.</p> <p>Clare Weaver et al (Oxford University Press): Teaching with Technology: attitudes, challenges and expectations (60m)</p>
5.15 pm	Celebrating 5 years of the CLE (Chaucer building, level 2)
7.30 - 10 pm	Conference dinner Old Chemistry Theatre (Newton Arkwright building). Dinner will be served at 7.30 pm. Please arrive for 7.15 pm.

Saturday 17 June 2017

9.30 - 10 am	Registration and coffee with pastries	
10 - 11 am	Session D Chaucer building	
	<p>LT1 Chair, John Hodgson</p> <p>Emma Jones et al (Open University, UK): Exploring virtual reality in legal education (30m)</p> <p>Pamela Henderson (NLS): Implementing SCALE-UP in undergraduate Law (30m)</p>	<p>3603 Chair, Graham Ferris</p> <p>Lisa Davies (Institute of Advanced Legal Studies, UK): Law PORT: an online training initiative to improve the legal information literacy skills of PhD researchers across the UK (30m)</p> <p>Jenny Kemp (University of Leicester, UK): Supporting international LLM students with the aid of corpus linguistic technologies (30m)</p>
11 am - 12 pm	<p>Keynote 3: Craig Newbery-Jones, Plymouth University Law School: “The Courage to Walk into the Darkness, but Strength to Return to the Light” Technological Experimentation within Legal Education and Legal Practice</p> <p>Craig Newbery-Jones is the Associate Head of Law in Plymouth University’s School of Law, Criminology and Government. Prior to this, he was Associate Head of Teaching and Learning within Plymouth Law School and e-Learning and Digital Resource Co-ordinator at the University of Exeter Law School. He is also leader of the #CHITCHAT? (Crime, History and Institution: Transdisciplinary Conversations in Heritage, Art and Transmedia) initiative in iSPER (Institute of Social Policy and Enterprise Research).</p> <p>Chaucer building, LT1 Chair, Jane Ching</p>	
12 - 12.15 pm	Coffee and comfort break	
12.15 - 1.15 pm	Session E Chaucer building	
	<p>LT1 Chair, Nigel Hudson</p> <p>Matthew Homewood (NLS): Extending learning spaces using social media (30m)</p> <p>Neetu Chetty (Varsity College, South Africa): Teaching Law to a digital generation (30 m)</p>	

1.15 - 2.15 pm	<p>Working lunch and reflections (LT1 and space outside) Keynote 4: Paul Maharg, Australian National University and NLS: Reflections</p> <p>Paul currently divides his time between Osgoode Hall Law School, ANU College of Law and NLS. He publishes widely on legal education and, in particular, its intersections with technology. He co-edits the <i>European Journal of Law and Technology</i></p> <p>Chaucer building Chair, Jane Ching</p>
2.15 - 3.15 pm	<p>Session F Chaucer building</p>
	<p>LT1 Chair, Matthew Homewood.</p> <p>Emily Allbon and Morris Pamplin (City Law School, UK): Lagton Legal: Creating a Transmedia Storyworld for the LLB Legal Practice (30 m)</p> <p>Nigel Hudson (NLS): PropertyMon Go!: Gotta catch 'em all!! (30m)</p>
3.15 - 4.15 pm	<p>Legal Hack: How can we promote digital skills amongst law students? Chairs, Nigel Hudson and Paul Maharg.</p> <p>An informal, interactive session around the theme of improving digital literacy amongst law students. The aim of the session is to generate an action plan or manifesto for future collaborative action.</p> <p>LT1</p>

**Nottingham Law School, Centre for Legal Education
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LEGAL EDUCATION, LEGAL PRACTICE AND TECHNOLOGY**

DELEGATE LIST

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**Taher Aboueleid: Legal education and technology in Egypt in an era of globalization
(Poster)**

Biography

Judge, Civil Court, Egyptian Judiciary, Master of Laws (LLM) in International Crime and Justice, Law School, University of Turin (UNITO) and the United Nations Interregional Crime and Justice Research Institute (UNICRI), Turin, Italy, July 2013.

Studied global law at Université Libre de Bruxelles; studied soft law at Università degli Studi de Palermo; studied justice and law administration at TMC Asser Institute (Asser College Europe); studied professional legal writing at Masarykova Univerzita; studied legal philosophy at Goethe-Universität Frankfurt; studied internal criminal justice at Università degli Studi de Torino; studied international criminal justice at UNICRI - United Nations Interregional Crime and Justice Research Institute; studied judicial studies at the National Center for Judicial Studies; studied law at Cairo University. Diploma of Judicial Studies, International Center for Judicial Study, Cairo, Egypt, September 2001. Bachelor of Law, Law School, Cairo University, Cairo, Egypt, May 1999.

Abstract

Legal education is a necessary step for people working within the legal profession such as training lawyers, judges, prosecutors and other judicial personnel.

In Egypt, until the late 19th century, law schools were uncommon, the first institution established for the sole purpose of teaching law was the Cairo Law School in 1886. In 1925 Cairo university were established and the law school had been joined the university.

There were such a great developments in the law school since its establishment but in the last years many of challenges appear to face this development.

Challenges like declining quality of legal education, the absence of Legal philosophy studies at law schools, absence of practical skills Training, absence of Legal Clinics, Lack of local legal Training Facilities, absence of use of technology in education, the absence of internships activity in law schools and in general, a systemic weakness.

Law schools need to shift to modern legal education following the example in most of law schools in western countries, including moot court and public education programs, street law clinics, legal aid clinics, as well as legal research and publication.

For the last years, legal education in the world has been fundamentally unchanged, even while the practice of law has been revolutionized by information technology.

And although law offices, most courthouses and some courtrooms, all, are shifting to the use of technology but until now, there has been little effort to contextualize the importance of technology for law students.

For so the use of technology in law practice at Egyptian law schools should be one of the main elements for legal education reform.

**Arpit Agarwahl and Ravi Tiwari: technology and Legal Practice, a revolutionary nexus
(Friday, 2 pm, Skype)**

Biographies

Arpit Agarwahl is currently pursuing the 4th semester of the 5 year BA LLB course at Hidayatullah National Law University. He is passionate about trying different cuisines, playing sports, travelling and also likes going for a swim during leisure time. He has a keen interest in the working of the Stock Market and aspires to be a successful litigator in the near future.

Ravi Tiwari is currently pursuing the 8th semester of the 5 year BA LLB course at Hidayatullah National Law University. He loves driving and travelling, especially to places of historical interest and forts and experiencing the best of different cultures. Politics is another thing which excites him: he has been active in university politics and sees himself as a groomed politician in the coming years.

Abstract

Humans, as a race, have been persistently pushing themselves to ensure that the future which awaits us to be more tech-savvy and lesser labour oriented. Pervasion of technology and scientific innovations has ensured that minimal reliance be made upon human efforts. It would, thus not be farfetched to assert that today we have more faith in the efficacy of such inventions than on self-efforts and rightly so, for the accuracy and sharpness being offered by such tools of modern era are well beyond comparison to those reflected by the efforts of homo sapiens.

A conscious shift of the litigation sector towards technology has resulted in providing this already thriving industry with further impetus and has brought with itself manifold boons, be it in the form of research expediency, administrative purposes, file management, or even in predicting the favourability of the expected judgement. Also, it has led to the advent of ancillary sector in the form of those providing necessary interface and software environment for the aforesaid purposes. Technology has transgressed the legal sector not merely in the form of necessary software equipment; but even the development of other aspects of technology like computer hardware, internet, e-mail, mobile devices and quite recently cloud services have been playing their own significant part. However, technological invasion has also had its share of disadvantages in the form of increased privacy risk and vulnerability of computer systems to name a few.

This paper thus, intends to deal at length with the history of technological development in the legal domain and highlight the advantages, the disadvantages, hindrances and future prospects of it. It also seeks to answer pertinent questions like; "Will it affect the paralegal sector?" "Can it supersede the role of a litigator?" "How far can it economize litigation practice?"

Hamida Ali Aljaridi: Technology in Legal Education (Poster)

Biography

Hamida is a second year PhD student at Nottingham Law School. Her PhD topic focuses on environmental protection within a transitional state. Previously, she completed her master degree in 2010 in Libya, thereafter, she became a lecturer at the school of law in Misurata university. At the same time, she was a lawyer and worked for ten years before she was been chosen to go abroad to obtain her PhD in the UK. In addition, she worked as a volunteer in Libyan Legal Group to investigate Al-Gadhafi's forces' crimes that were committed in the city of Misurata in 2011.

Abstract

There is a growing usage of apps in different fields including education in recent years. There is a view that technology can be play an important role to bring legal education closer to real life education of students. Thus, providing a legislation and different several laws such as civil law, criminal law and environmental law in apps, could make a great contribution to education and inform law students and general people as well about an important laws that relate to their lives. The aim of this project is design an application of legislation to provide student with the opportunity to supply different laws in order to reach their knowledge, and combine different areas of study through interactive learning. The reason to use apps in regard of legal education is that it will deliver laws, easily to student and professional of law, and student will become familiar with different laws. The application should be designed as an app which provides various laws such as civil law, criminal law and environmental law by different languages. These apps could provide the key in aiding students to make connections between their study areas and the legislation. Therefore, implementing such these applications at the educational level would start to prepare students for their future workplace, allowing them to be better prepared for real life.

Emily Allbon and Morris Pamplin: Lagton Legal: Creating a Transmedia Storyworld for the LLB Legal Practice, City, University of London (Saturday, 2.15 pm)

Biographies

Emily Allbon - Senior Lecturer and Director of Mooting at City Law School, City University of London. Emily was City's law librarian for fourteen years before becoming a lecturer in the school, and has won recognition in both professions. She was 2012 Wildy/BIALL Law Librarian of the Year and was named a National Teaching Fellow (HEA) in 2013.

Morris Pamplin - Senior Educational Technologist – Multimedia Learning Enhancement and Development, City University of London. Mo has worked in educational technology at City for seven years, having previously worked as a study skills tutor in further education and in widening participation and outreach. He is a Fellow of the Higher Education Academy and a Member of the Association for Learning Technology.

Abstract

This paper presents a response to the shifting landscape and changing expectations of students studying Law in Higher Education. In partnership with CILEX Law School, the City Law School launched the fully-online LLB in Legal Practice in 2016. As well as addressing the specific learning styles and studying habits of today's young people (Allbon, 2016; Bone, 2009), the programme team had to adapt the content, teaching and learning methods to the fully digital realm of online distance learning, with all the challenges of engagement and cohort cohesion associated with this medium (Barron, 2014).

Enlisting Ness Lyons, a former practising solicitor and legal consultant, who has retrained as a scriptwriter/director, and City's educational technology colleagues, we embarked on a project to create a Transmedia storyworld around the key concepts and themes that learners study on this programme. Transmedia has emerged from the myriad forms of digital online media in the last decade as an innovative educational approach. It "spans across many forms of media - a cross-platform that allows story elements to emerge" (Warren et al, 2015:80). This medium brings to life the concepts students learn about on the LLB in Legal Practice by dramatising events which befall a collection of characters in the fictional town of Lagton. Using a variety of media, genres, registers and forms, students are encouraged to draw links between not only the differing perspectives of the characters but between their learning on different modules of the programme.

As well as discussing the transmedia approach in the context of pedagogical approaches such as simulated learning (Barton et al, 2010; Rowe et al, 2012) and educational storytelling (Steslow and Gardner, 2011), this paper will give participants the opportunity to undertake some of the activities which are built into the programme's transmedia storyworld.

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Gabor Andrasi: Should Hungarian Legal Ethics Education Invest In Technology?" (Friday, 1.30 pm)

Biography

Mr Gabor ANDRASI, dr.jur., LL.M. is the Holder of a Juris Doctorate and an LL.M. in European Law degree from "Loránd Eötvös" University, Budapest. He worked for the Hungarian Tax Administration as tax lawyer, then for a Hungarian business school in various positions. Currently he is a lecturer in the UAE and PhD student at NLS (topic: Hungarian legal ethics education).

Abstract

Based on a brief review of academic literature on the role of information and communication technologies (ICT) in higher education, the author gives an overview of Hungarian legal education and its links with ICT, with a special focus on courses related to legal ethics. Using the publicly available information on institutional and government websites the ICT tools used at institutional and programme levels are presented, followed by proposals for considering incorporation of further ICT tools and techniques into the curriculum and delivery, according to international practices. The author plans to have a brainstorming session with the audience about the possible future links between legal ethics education and technology.

Neetu Chetty: Teaching Law to a digital generation (Saturday, 12.15 pm)

Biography

Neetu Chetty is the Program Manager of Law at the Independent Institute of Education-Varsity College Westville. She holds a B. Proc, LLB and LLM in Law. Her experience in her 16-year tenure in legal education has navigated between the models presented at both public and private institutions of higher education. Although her initial area of research was the examination of sexual offence legislation in South Africa, it has navigated into legal education since joining Varsity College in 2009. Her most recent presentation was the key note speaker of the Legal Education panel at the Society of Law Teachers of Southern Africa Conference, in Namibia. She is currently exploring the value of open networked learning on the ONL 171 which explores collaborative digital literacies.

Abstract

Twenty first century law students are plugged in digital natives who have immediate access to information by a mere click of a button¹. Their proclivity for what is trending and their need for instant gratification is emblematic of a generation that technology has rapidly permeated. It is a characteristic that is ingrained in their psyche from primary school level. They are a digital generation whose development is conjoined with the evolution of technology. Learning for these types of students takes place by integrating technology into their daily lives. They are multitaskers who are capable of collaborating on a number of digital platforms. Their learning transcends beyond the parameters of traditional learning². The integration of appropriate technology in educating digital law students is no longer an expectation but a requirement. The evolution of technology and the rise of 'plugged in' laws students has called for the transition in legal education where appropriate technology is used as a tool to create an active learning environment.³ This no doubt challenges the traditional Socratic method of teaching which promulgates lecturer- student interaction whereby the lecturer engages the student in a discussion on a one to one basis, on a case or legal rule or poses a hypothetical scenario to a student, requiring them to apply just learned legal principles. ⁴ It 'could be characterised as a method of teaching by question and answer akin to the one supposedly used by Socrates to elicit truths from his students'.⁵ Albeit a method acclaimed for developing critical thinking skills as opposed to rote learning, this tenet of legal pedagogy on its own, does not meet the learning needs of a digital generation of law students whose learning styles have been forged through the use of technology. ⁶ A transformation in legal education is required by integrating appropriate technology into the lecture room, to keep digital students interested in learning. Whilst traditional teaching may have paved the way for effective learning in the past, unfortunately it has little effect on a generation who are eager to explore, create communicate and challenge them' beyond the classroom. This paper will explore how appropriate technology enhanced learning, is a much needed agent for transformational change in the learning design for law students.

¹ C. Boussard. 2008/2009. Teaching with technology: Is the pedagogical fulcrum shifting? *New York Law School Law Review*. Vol 53, pp 903-915.

² Shalini Jandial George. 2013. Teaching the smartphone generation: How cognitive science can improve learning in the classroom. *Maine Law Review*. Vol 66 (1), pp 164-177.

³ R. Gely and P.L Caron. 2004. Taking back the law classroom: Using Technology to foster active student learning. *Journal of Legal Education* 54 J pp 551-569.

⁴ Ibid.

⁵ L. Bautitsta. 2014. The Socratic Method as a pedagogical method in legal education: University of Wollongong, Research Online at <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=2486&context=lhapapers> [Accessed 30 June 2015]

⁶ Ibid.

Lisa Davies: Law PORT: an online training initiative to improve the legal information literacy skills of PhD researchers across the UK (Saturday, 10 am)

Biography

Lisa is a chartered librarian. She worked for a commercial law firm in London before taking up her current position at the Institute of Advanced Legal Studies. Lisa is responsible for the delivery of information skills training, the development of online legal research guides, PhD outreach and promotion.

Lisa is a librarian in the Academic Services team at the Institute of Advanced Legal Studies Library. She is responsible for the delivery of information skills training, the development of online legal research guides, PhD outreach and Library promotion.

Abstract

The central role of the Library at the Institute of Advanced Legal Studies (IALS) is to support the needs of postgraduate researchers in law from across the United Kingdom. Located in central London, the Library houses a world class law collection as well as a team of professional librarians who provide a range of onsite training sessions and one-to-one reference advice, helping legal researchers navigate online and hardcopy law resources to find the information they need to successfully complete their PhD studies. One of the challenges faced by the Library is how best to share this knowledge and expertise with the wider research community across the country. Law PORT was created to directly address this issue.

Law PORT is a collection of online, interactive training modules that law PhD students can access anywhere, at any time, and undertake at any pace. They are available via the School of Advanced Study's online platform PORT (Postgraduate Online Research Training) and are freely available to all. The librarians at IALS, with the support of a Project Learning Technologist, have created training modules that aim to improve researchers' information literacy skills in the field of public international law research, and to provide support on the use of OSCOLA (the Oxford University Standard for the Citation of Legal Authorities).

This presentation outlines the author's experience of devising, creating and evaluating the online modules. The author reflects on the success of the project and outlines plans for the future of Law PORT.

Janice Denoncourt: Interdisciplinary Legal Education: Embedding Intellectual Property Law in Business Programmes (Friday, 1.30 pm)

Biography

Dr Janice Denoncourt (BA McGill, Grad Dip. Bus. Curtin, LLB Western Australia, LLM Murdoch, LLM Bournemouth, PhD Nottingham), Barrister and Solicitor Western Australia, Solicitor England and Wales (non-practising)

Janice is a Senior Lecturer where she teaches Intellectual Property, Business and Company law in both the Law and Business Schools and Nottingham Trent University. Janice is currently Chair of the Organizing Committee of the European Intellectual Property Teachers' Network (EIPTN) which forges practical links between IP teachers, academics and institutions as the demand for talented IP educators increases. She is the author of *Q&A Intellectual Property Law* (2015), *Q&A Business Law* (2013) and has contributed the IP law chapter to Kelly, Hayward, Hammer and Denoncourt *Business Law* (2017) published by Routledge. Janice has also published on IP teaching and learning theory in peer-reviewed articles 'The Creative Identity and Intellectual Property' (2016) *Nottingham Law Journal*, Vol. 25, pp39-55 and 'Using Film to Enhance Intellectual Property Law Education: the Social Network' (2013) *European Journal of Law and Technology* Vol.4, No.1.

Abstract

Intellectual property (IP) law awareness and education amongst business students is an emerging theme of the IP policy agenda. IP law is that area of law that concerns legal rights associated with the product of creativity (a cognitive process) and is classified as intangible property. The field of IP law plays an important role in human life by encouraging advancement in social, artistic, technical fields and providing creators with reputational and commercial opportunities.

Universities need a dramatic rethink in expanding the teaching IP law to reach non-law disciplines according to the "University IP Policy – Perception and Practice Report" published on 27 July 2016. The research was carried out by the National Union of Students Insight research group who surveyed 2800 students and 250 teaching staff across 150 UK Universities and Higher Education Institutions. The report highlights the urgent need for students to have a working knowledge of IP law in order to prepare for the future careers as well respect for their own and other people's IP rights.

This presentation explores how IP law educators can address this unmet need in the business education sector. It will examine how academics can transform IP educational practice and engage more effectively with Business Schools, assisting them to embed IP law into their curricula.

Methodologies for successfully integrating information and understanding of IP law will be explored through a discussion of theory and practice, linked to practical examples of business programmes such as the MSc Entrepreneurship, MA International Publishing, BComm Business Law and the LLM International Finance Law.

Pamela Henderson: Implementing SCALE-UP in undergraduate Law (Saturday, 10 am)

Biography

Pamela is a senior lecturer at NTU and a member of the CLE. Her research interests include workplace learning and innovative pedagogical approaches to undergraduate Law. She is a pilot lead in NTU's SCALE-UP initiative, using technology rich learning environments to support students as they study core Law modules.

Abstract

Nottingham Law School has been using the SCALE-UP approach in the delivery of certain half-year modules for four years. In theory, SCALE-UP offers students an active and technology-rich learning environment which promotes autonomy, collaboration, deep learning and, ultimately, the development of higher order thinking skills. It was originally introduced in the United States in relation to the teaching of physics and has subsequently been successfully adopted by a number of institutions, notably in relation to the teaching of sciences and mathematics. However, there remain questions over its translatability into discursive disciplines, including law, as well as concerns around the use that students may make of technology during class. This paper discusses the author's experience of implementing SCALE-UP in relation to undergraduate law, including the challenges, benefits and limitations encountered in relation to this approach.

Matthew J Homewood: Extending learning spaces using social media (Saturday, 12.15 pm)

Biography

Matthew J. Homewood is Acting Head of Postgraduate Courses and Learning and Teaching Coordinator at Nottingham Law School. Matthew is a passionate advocate for technology enhanced learning approaches and has a growing reputation for his work in this area which he shares widely. Matthew has received national and international recognition for his contribution to learning and teaching including a HEA National Teaching Fellowship, the most prestigious individual award for excellence in teaching in higher education (presented in 2017) and the 2017 Global Legal Skills award in recognition of his significant contribution to the promotion and improvement of global legal skills. Matthew is also a finalist in the 2017 OUP Law Teacher of the Year Award and a winner of the NTU Vice Chancellor's Outstanding Teaching Award for 2016/17.

Abstract

This session will explore the development and design, and reflect upon the success of a number of projects using social media applications embedded in an undergraduate law module, to facilitate online peer support networks. It is submitted that such networks can provide a valuable and effective additional learning space to build communities and extend 'traditional' interactive opportunities with the aim of increasing engagement and enhancing the student academic experience.

Nigel Hudson: PropertyMon Go!: Gotta catch 'em all!! (Saturday, 2.15 pm)

Biography

Nigel is a solicitor specialising in property law and a senior lecturer at Nottingham Law School. His education interests include digital learning in many forms and the use of standardised clients in interviewing teaching and assessment

Abstract

This session will discuss the use of augmented reality and gamification to enhance the teaching of land law in undergraduate and postgraduate programmes.

Land law has always been a difficult subject to teach not just from the point of view of its complexity but simply because students often find the subject matter dry and uninteresting. 'PropertyMon Go!' uses augmented reality and gamification to create a Pokemon-style trail that puts land law in the context of everyday life and makes it relevant and interesting to students.

'PropertyMon Go!' was the first use of augmented reality in Nottingham Law School. This session will show you how it was created and it will also show you how to create your own artifacts using the Aurasma app. We will explore some further uses of augmented reality in legal education and you will be able to put the app to the test by hunting some auras yourself during the conference

Emma Jones and colleagues: Exploring virtual reality in legal education (Saturday, 10 am)

Biographies

Dr Emma Jones, The Open University, e.j.jones@open.ac.uk / 01908654311

Emma is a lecturer in law at the Open University, currently working on developing the Law School's pro bono initiative - Open Justice. Her research interests centre around legal education and legal practice, with a particular focus on the role of the affective domain and the importance of emotion and wellbeing.

Francine Ryan, The Open University, f.m.ryan@open.ac.uk

Francine Ryan is a lecturer in law at the Open University and is currently working on developing the law school's pro bono project- Open Justice. Francine is a qualified solicitor having spent over ten years handling complex litigation cases. Her research interests include online learning and the importance of digital expertise in the future of legal education.

David Vince, The Open University, david.vince@open.ac.uk / 01908 659 010

David is a product development manager in the Learning Innovation team at the Open University. His interest is in exploring the potential of emergent technologies to support innovative pedagogic practices that improve student learning.

Jamie Daniels, The Open University, jamie.daniels@open.ac.uk

Jamie is a learning applications developer in the Learning Innovation team at the Open University. He is interested in exploring the possibilities of virtual reality to enhance learning and teaching practices in higher education.

Gwyn Hopkins, former Open University LLB student, gwyn.hopkins@ouls.org

Gwyn graduated from the Open University in 2012 after six years of studying law part-time while working for a financial institution. Having recently completed the Bar Professional Training Course he hopes to pursue a career at the Bar in the near future. Gwyn is also Master of Moots for the Open University.

Lidia Dancu, current Open University LLB student, scotland@ouls.org

Having changed track from running her own business, Lidia is currently completing a full-time graduate LLB with the Open University, expecting to graduate in 2017. She plans to undertake a BPTC and pursue a career at the Bar. Lidia is Officer for Scotland for the OU Law Society. Lidia's interests encompass human rights and access to justice.

Abstract

This interactive session will explore the potential benefits and instructional design challenges of incorporating virtual reality applications into legal education. Although still an emergent technology, virtual reality has primarily been used in the gaming sector. Much has been made of simulated experiences for learning and discussion of 'gamification' within higher education has intensified in recent years.

The presenters will outline the innovative work being done at the Open University to understand the affordances of virtual reality technology to support experiential learning and the development of learners' skills.

This includes the use of a virtual reality application within the Open University Law School's new pro bono module. This application is designed to support legal skills training by providing students with virtual practice in presenting face-to-face in a school environment. An explanation of the design process and pedagogy involved and an analysis of results from a pilot study of this application with existing final year students will be shared.

Participants will be able to trial the application, using the smart phones and virtual reality headsets provided. A more general discussion will then consider the wider potential uses of virtual reality within law schools and encourage contributions and feedback from participants.

Jenny Kemp: Supporting international LLM students with the aid of corpus linguistic technologies (Saturday, 10 am)

Biography

Jenny Kemp is a lecturer in English for Academic Purposes at Leicester University, where she provides language and study skills support for European and international LLM students. Her research is in discipline-specific vocabulary and the use of corpora in teaching and learning. She is a Senior Fellow of the Higher Education Academy.

Abstract

A critical problem faced by international and European students whose first language is not English is the need to read and understand a large quantity of complex legal text. Research has shown that in order to comprehend a text a reader must know around 95-98% of the words in a text (e.g. Schmitt, Jiang and Grabe 2011). The reality for many of our students is that they understand far less, thus impeding their studies. Furthermore, it is not only for reading that lexical resource is important: university students also learn much of the vocabulary they need for writing from their reading. Being able to comprehend and produce legal academic language demonstrates their membership of the discourse community.

Corpus Linguistics is an area of Applied Linguistic study which can provide both the technology and the methodology to solve these language problems. A *corpus* is an electronic database of texts which can be analysed in order to observe patterns in text. Patterns of frequently occurring words and phrases are the key to helping our students. Some law corpora exist (e.g. Williams, 2007; Marin & Rea 2012), but they are limited to primary sources - and these are not the only texts that students read.

I am carrying out research into the vocabulary that LLM International Law students need, by building a corpus of law reading texts, the *DSVC International Law* corpus. The aim is to identify key vocabulary which can be dealt with in pre- and in-session language support classes. This presentation will outline the construction of the corpus to show its representativeness, and then give examples of key lexis and language patterns which have been identified by corpus analysis as being critical for understanding text. I will also illustrate pedagogic applications with example classroom tasks, some of which involve students using corpus software in hands-on sessions.

References

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- Williams, C., 2007. *Tradition and Change in Legal English: Verbal constructions in prescriptive texts*. 2nd edn. Bern: Peter Lang.

Paul Maharg: 'We are the campus': learning design and ANU's online PBL JD (Friday, 2 pm)

Biography

Paul currently divides his time between Osgoode Hall Law School, ANU College of Law and NLS. He publishes widely on legal education and, in particular, its intersections with technology. He co-edits the *European Journal of Law and Technology*.

Abstract

In 2016 The Australian National University College of Law began a unique law degree that was a world-first: an online JD programme in Australian law, designed almost entirely around problem-based learning (PBL). Our programme had been nearly three years in its planning and implementation, and is designed for those students, based anywhere in Australia, who already have a degree in another discipline, and who wish to study law.

This presentation will analyse what was done, why and the effects of the programme, even at this early stage. I shall outline the context of an Australian JD degree, the reasons for considering online contexts and the decisions underlying our approach to problem-based learning in law which we derived largely but not wholly from medical PBL. Next I shall focus on our approaches to online learning, and the way that our designs drew upon some of the critical thinking around the culture and phenomenographical research upon online learning. I shall illustrate this with reference to our approaches to the complex play-offs between breadth and depth of learning and our approaches to assessment. Finally I shall give examples of early feedback obtained.

Linden Thomas: Developing a law school clinic case management system: an opportunity for collaboration? (Friday, 2 pm)

Biography

Linden is supervising solicitor at the University of Birmingham Law School. She is responsible for coordinating the School's pro bono programme, which includes the Birmingham Free Legal Advice Group, the Birmingham Environmental Law Foundation Clinic, an active Streetlaw programme and many other projects.

Linden also manages the School's Centre for Professional Legal Education and Research (CEPLER). She is responsible for overseeing CEPLER's diverse range of activity and its links with the legal profession.

She teaches employment law and contract law on the LLB programme and undertakes research into clinical legal education and pro bono and corporate social responsibility in law firms.

Abstract

A substantial number of university law schools now deliver pro bono legal services via in-house clinics. These clinics use a variety of case management systems, ranging from: paper based systems; to bespoke systems developed at substantial cost; to externally purchased or gifted databases.

From personal experience and from anecdotal reports from colleagues at other institutions, sourcing a suitable case management system is fraught with obstacles. There are a number of legal and regulatory restrictions; institutional policies and procedures; cost limitations; and pedagogical considerations which must be accommodated.

This workshop will begin with a brief overview of some of the systems used by institutions across England and Wales. It will then summarise some of the obstacles encountered when seeking to source a suitable system, before opening the topic up for a facilitated discussion.

Attendees will be asked to consider:

- whether and how any of the identified obstacles have been overcome;
- whether there is a gap in the market for an affordable system that is specifically designed for University clinics;
- what features such a system should have; and
- whether there is scope for collaboration between institutions to make a joint application for funding to develop bespoke case management system for university law clinics.

Clinical legal education offers law students the opportunity to experience law in practice. Yet, many law schools do not use case management systems that are comparable to those used by law firms. It is argued that this is a missed opportunity for learning. This session will consider the reasons for this and will gauge the appetite of delegates to adopt a collaborative approach to resolving this disparity.

Clare Weaver and colleagues: Teaching with Technology, Attitudes, Challenges and expectations (Friday, 4.15 pm)

Biographies

Clare Weaver - Senior Marketing Manager, OUP
Lucy Read – Senior Publishing Manager, OUP
Hadlee Bennett – Publisher Representative, OUP
Andy Unger – Head of the Law Division, London South Bank University
Kim Silver - Senior Lecturer, London South Bank University
Scott Slorach – Director of Learning and Teaching, University of York
Adam Hill – student, university of York
Ishtiaq Shafiq – student, University of York

Abstract

The opportunity to use learning technologies in law school is greater now than ever before. How should technology be deployed? Is it for teachers or students? Does it make teaching and learning “easier” and more effective? What are the challenges around successful integration? Do law students expect to come into a “switched on” law school? In this troubleshooting clinic we aim to discuss and provide perspectives on some of these questions, as well as uncover some of the attitudes, challenges, and expectations around the use of technology in legal education. The clinic will open with presentation of findings from a 2017 survey of over 100 current law students, examining their expectations of, and attitudes towards use of technology in a learning environment. Academics currently using Oxford University Press’s online legal education platform Law Trove (in different ways and for different reasons) will share their insights and experiences – together with those of a few law students – to offer answers and comments on questions from the delegates.