

**PROPERTY LAW & CIVIL PROCEDURE - Small group break-out sessions, Symbiosis Law School. No. 1 Plenary Session: LOGIC MODEL. Group Chair: Dr. Anthony C.K. Kakooza (Property Law Study Group Chair) & Civil Procedure Study Group Chair Wilfred Konosi.**

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
The lecturer has to focus on sensitization of the course, e.g., through Clinical legal education (CLE) programs i.e., how will the course help the student?	Explain the working side of the law to the students & show how it operates in practice, e.g., by inviting an Advocate's (Legal Counsel's) client into the classroom to explain how adjournments affect the client.	How do we test the efficacy of our teaching? Starting out as Tutorial/Teaching Assistants; Pedagogical seminars at the beginning of every academic year; e-learning & other trainings for faculty.	Mandatory Internships for law students. It is important to determine where the student goes for internship.	The feedback system (through real-life clients) enables the law student to understand procedure and how to address issues that go wrong.
Newspaper clippings. This gives students latest developments in areas relating to the law.	Ask students what should be done in such situations. Start with the known to the unknown. The idea is to merge different teaching styles & strategies that keep all students interested.	Output has to be measured & targeted, e.g., mid-term/semester reviews & at the end of the course (regular evaluations by students); Lecturer can monitor outcome from the beginning through short assessments.  Lecturers need to constantly upgrade themselves: Mandatory Internships over regular intervals; new research & publications; attending Clinical Legal Education trainings & Bar Association meetings.	External evaluation (e.g., by members of the local Bar Association) can constitute 25%; Internal evaluation (by Top Faculty Administrators or Quality Assurance Department) can constitute 25%; and the student report can constitute 50%.	Rubric methods in the curriculum should involve showing objectives of the course taught. Student evaluation should bring out the impact as well. A response to the evaluations should involve a revision or modification of the teaching methods to integrate all the different learners. Tracer studies: Trace your former students/alumni to where they are & how they are getting on in line with what they studied; then review your curriculum on the basis of what you discover. Bring in alumni in curriculum review & mentoring current students. How has your course influenced Policy decisions? Use course ambassadors/role models; develop scholarships.  Is your course aligned with government change or National Policy? Students need to have an inculcation of social justice; getting to understand how legal reform happens.

Notes:

**No. 2 Plenary Session: Towards a harmonized subject matter curriculum which respects the diversity of approaches**

**Question One: Viewing Curriculum from a broader perspective – how do we take into account resource, cultural and other differences in deploying strategies by schools with differing resources, culture and expectations for a legal education?**

1. Bring in people from different stakeholder engagements, such as Organizations; legal practitioners; service industries, etc., to support development of a curriculum that addresses all interests from different stakeholders.
2. Invite International Guest lecturers who bring in their interests and perspectives.
3. Law Schools should have minimum standards and add other matters of interest; something practical, necessary and primary for all to understand.
4. Collaboration within different law schools – this can influence curriculum revision so as to match up the interests of the collaborating institutions.
5. Bringing on board Legal practitioners. This supports funding and budgetary matters.
6. Prioritize networking among law schools. This boosts collaboration in research & publications and makes it easier to identify post graduate and scholarship opportunities for staff and students.

**Question Two: How do we assess curriculum in the context of such differences?**

1. Create minimum standards or set core levels for the curriculum.
2. Relate legal/legislative reform to curriculum revision. Students can be asked to write reports on legal developments.
3. Encourage students to look into regional regulatory frameworks and how the curriculum can take this into account.

**Question Three: Establish key performance indicators while taking into consideration the context of the Institution (Strategic outlook).**

1. Does the Institute have a Strategic plan that enables it to have a self-evaluation on curriculum harmonization?
2. Do you have Institutional goals?
3. Do you have a timeline?

### **No. 3 Plenary Session: Implementing Change – IALS as a Networked Improvement Community (NIC)**

#### **Question 1: What are the opportunities and challenges of working together?**

##### **Challenges:**

1. Localized settings for each law school make harmonization difficult
2. Some law schools have comfort zones that they are reluctant to break out of.
3. Getting network/group members to participate and respond to emails.
4. Some study groups have very few members, hence difficulty in generating concrete ideas.

##### **Opportunities:**

1. Establishment of an easier means of communication that can make the whole communication process easier and more convenient.
2. The NIC provides an easier route for members to access latest law developments from countries in which group members are based.
3. Webinars; write-ups; and handouts, can be possible information tools to place in our curriculums and discuss in our networks through experiences and exposures gained.
4. The NIC is one way of attracting more members to a study group if an email is sent out inviting law academicians to specific groups in their line of expertise.
5. A harmonized curriculum generated through a study group enables the members to teach the common aspects in such curriculum.

#### **Question 2: What are the strategies to incent scholarship in learning theory as applied to legal education?**

1. Some Universities give financial compensation to a faculty member that drafts a new academic programme, e.g., Uganda Christian University offers \$150.
2. In India, no incentive is provided but the review of a law programme involves perspectives from external expertise.
3. IALS should consider incentivizing whoever prepares a new curriculum and shares it with IALS for the purpose of passing it on to members.
4. IALS workshops should include presentations from stakeholders on papers that touch on new teaching styles (**Note:** This was tried earlier but the presentations were poor).
5. IALS should acknowledge contributions on learning theory that are forwarded to IALS by its members. This is because through such acknowledgement, such members can be recognized within their local settings.
6. Discussions on various topics of interest can be enriched when faculty from different jurisdictions contribute joint or separate articles.
7. Different study group members should post onto the group the articles they come across.

#### **Question 3: Using the logic map, can we set goals and priorities for working together as an NIC in your doctrinal area by mapping to attain stated outcomes while learning and recalibrating when doing?**

Mapping should have an end goal in mind. The end goal for the Property law Study group is having a Pedagogy as an introduction in the curriculum template. The road map for 2018 is therefore as follows:

**First quarter (1<sup>st</sup> January – 31<sup>st</sup> March 2018)**

- Getting members to join the group.
- Increasing participation within the group.
- Sending personal emails to group members with set deadlines for responses.

**Second quarter (1<sup>st</sup> April – 30<sup>th</sup> June 2018)**

- Setting goals for the study group.
- Collaborative research on Pedagogy or legal education, i.e., group members can contribute scholarly papers that they have come across on teaching specific courses of interest to the group.

**Third quarter (1<sup>st</sup> July – 30<sup>th</sup> September 2018)**

- Discussion and feedback

**Fourth quarter (1<sup>st</sup> October – 2<sup>nd</sup> November 2018)**

- Submit to members template for final review.
- Submit to IALS final curriculum.