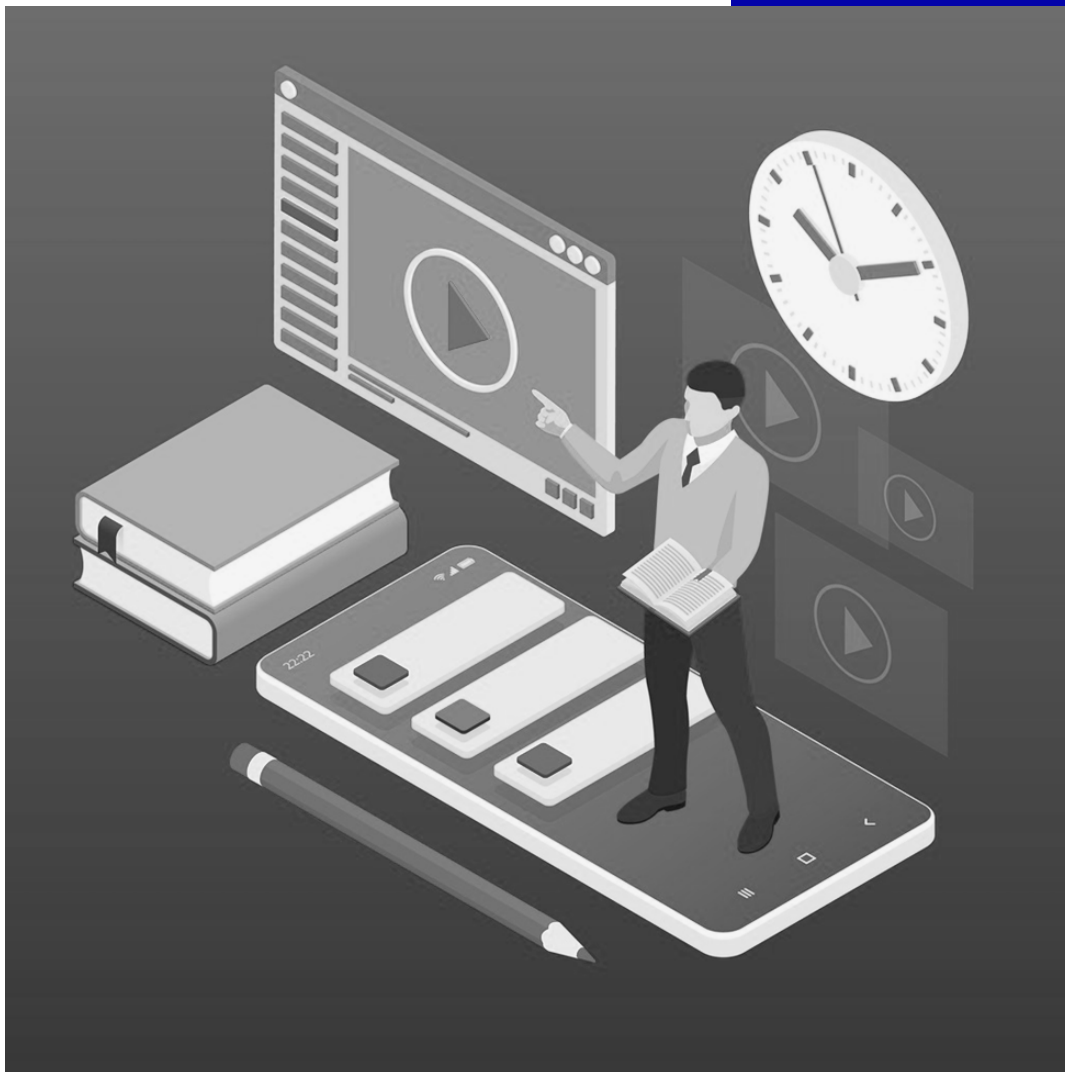International Association of **L**aw **Schools**

2020

TRANSITIONING TO ONLINE LEGAL EDUCATION

THE FACULTY VOICE

November 2020

TABLE OF CONTENTS

THE REPORT

Transitioning to Online Legal Education – The Law Faculty. This survey is meant to serve as a reflection of our community on basic questions raised by this shift in educational modalities. It represents the views of the law faculty who responded to the survey. It is not meant to be the definitive exposition of the perspectives of all law faculty world-wide. It is, however, a sampling of responses from a wide and diverse global population of law faculty. It serves as an initial inquiry on which we will build our understanding and develop strategies to help shape the future of legal education.

Law faculty expressed their opinions about their willingness to return to the physical classroom, curriculum and teaching experiences, student reaction and technical challenges while transiting to an all virtual instruction.

THE RESULTS

The results showed some schools had a successful platform and transition, while others were not prepared to move their students to an online learning platform.

We received responses from over 375 professors all over the world. Responses came from the following 44 jurisdictions:

Australia, Bangladesh, Bhutan, Canada, Chile, China, Czech Republic, Dominican Republic, Ecuador, Estonia, Ethiopia, France, Georgia, Guatemala, India, Indonesia, Italy, Jordan, Kenya, Malaysia, Mexico, Netherlands, New Zealand, Nigeria, Pakistan, Philippines, Poland, Portugal, Qatar, Russia, Saudi Arabia, Singapore, South Africa, Spain, Sri Lanka, Switzerland, Taiwan, Thailand, Turkey, Uganda, United Arab Emirates, United Kingdom, United States of America, Zambia.

THE QUESTIONS

Law Faculty were asked to complete a survey relating to their overall experience in transition to an online legal education. Aside from personal information they were asked the following questions listed below.

OVERVIEW
- ❖ In the event that the pandemic has not ended, would you be willing to go back to the classroom or would you prefer to still teach remotely?
- ❖ Which do you prefer: in-person, virtual, combination?
- ❖ Summary of Recommendations and Suggestions shared by faculty.

CURRICULUM AND TEACHING
- ❖ What have been the major changes to your curriculum as you teach online?
- ❖ What are some of the very difficult challenges of distance education?
- ❖ New teaching methods are improving the quality of education? Do you agree or disagree?
- ❖ How long is your online class, lecture?
- ❖ Summary of Recommendations and Suggestions shared by faculty.

STUDENTS
- ❖ What has the majority of your students' reactions been to this transition?
- ❖ Do you miss seeing your students?
- ❖ Summary of Recommendations and Suggestions shared by faculty.

TECHNICAL CHALLENGES
- ❖ How difficult was it for you to make the transition from the classroom to virtual teaching?
- ❖ Were you equipped with adequate support and resources to transition to online classes?
- ❖ What technical difficulties have you encountered?
- ❖ How would you rate your competence in using remote teaching tools?
- ❖ Summary of Recommendations and Suggestions shared by faculty.

IN THE EVENT THAT THE PANDEMIC HAS NOT ENDED, WOULD YOU BE WILLING TO GO BACK TO THE CLASSROOM OR WOULD YOU PREFER TO STILL TEACH REMOTELY?

**OVERALL RESPONSE
48% IN PERSON WITH A VACCINE
39% TEACH VIRTUALLY**

Teach In-Person;
13%

In-Person
w/Vaccine; 48%

Teach Virtually;
39%
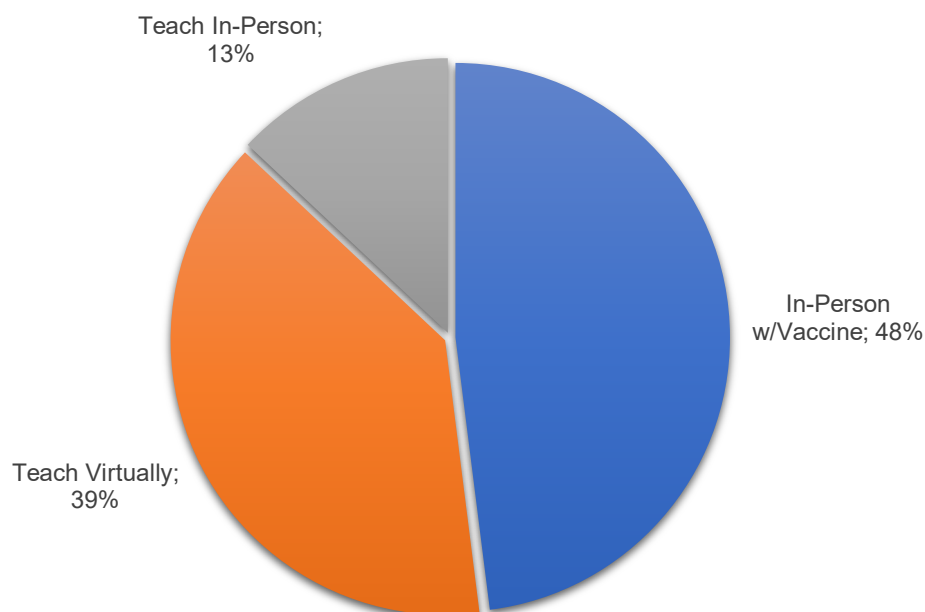
The overwhelming faculty response (87%) is to avoid in person teaching until a vaccine is approved and the pandemic is under control. In fact, even with a vaccine, a significant percentage (39%) stated that until the pandemic is completely under control they would not want to return to the classroom.

Law school leadership in most jurisdictions are aware of their faculty preferences and instruction for the most part has remained online and virtual.

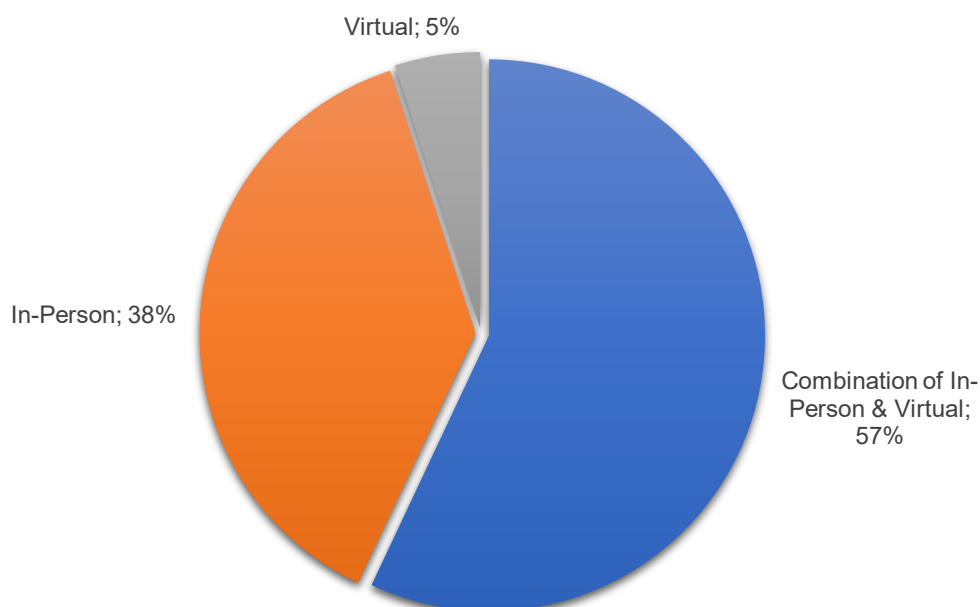**SELECTED FACULTY COMMENTS**

"I hope and pray that this pandemic will end, and we can go back to our regular classes." – Professor, Bangladesh

"We have no choice but to teach online during the pandemic. We will all make the best of it. But let us hope for a speedy return to in-person teaching." – Professor, Canada

"The pandemic showed the best and worst of a teacher" – Professor, Mexico

WHICH DO YOU PREFER?

OVERALL RESPONSE
57% COMBINATION OF IN-PERSON & VIRTUAL
38% IN PERSON

Virtual; 5%

In-Person; 38%

Combination of In-Person & Virtual; 57%

The global majority of faculty (57%) have embraced the combination of virtual and in-person teaching methodologies. There was little preference to remain totally virtual (0%-6%)

SELECTED FACULTY COMMENTS

"The integration of online elements is a no-brainer and I have done this for a long time. The notion, however, that online has some per se advantages over personal contact is highly dubious. The only per se advantage is flexibility both in time and space." – Professor, Australia

"In Classroom teaching we can use proper body language and use various types of tones to give more emphasis on certain issues. Our movements and presence in the class makes a lot of impressions on the minds of the students… In online teaching we must stick to the syllabus and can't express freely our point of view as it is recorded…Online teaching does not guarantee that students are actually learning as we can't find them in front of us." – Professor, India

"I think online education should be a supplemental tool to be utilized in teaching/instructing but it cannot replace the in person learning that is essential to learning. There has to be a physical teaching aspect that is heavily present when teaching any subject matter for a human connection to develop to allow a more accurate transference of knowledge and learning which cannot be done via a broadband connection as that only adds another barrier." – Professor, Pakistan

REGIONAL ANALYSIS

Which do you prefer?

	Overall	African	Americas	Asia/Pacific	European	Middle-East
■ Combination of In-Person & Virtual	57%	58%	35%	63%	67%	62%
■ In-Person	38%	37%	60%	32%	27%	38%
■ Virtual	5%	5%	5%	5%	6%	0%
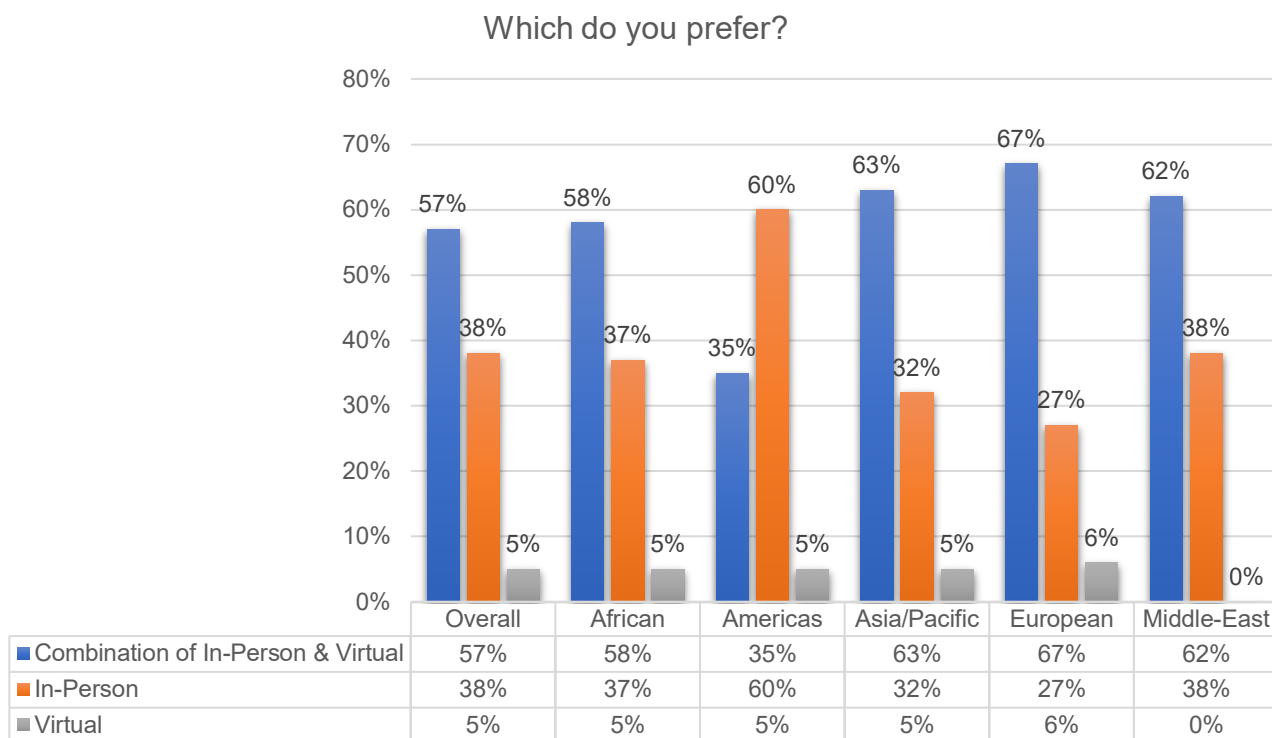
Except for the Americas, 35%, faculty across other regions (58% - 67%) have expressed a preference for that combination. This illustrates a significant movement in a short period of time of faculty embracing a new pedagogical tool rarely used less than a year ago. The significant preference for in person teaching exhibited in the Americas is influenced by United States law schools whose signature pedagogy particularly in the first year is the case-dialogue or Socratic method. That preference is further emphasized as United States' legal education begins at a graduate school level versus that of most other jurisdictions where legal education begins as an undergraduate and a lecture format is more widely employed.

SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS SHARED BY FACULTY

1) In Person Class

There is a desire to return to in person teaching. Nothing compares to that human connection. The majority of faculty prefer in person teaching versus online. It was also mentioned that one should take into consideration if the student is full time or part time, as well as their level of education.

"I think that purely online training, with many hours, is madness, and against mental and even physical health. This is not for full-time students at large. Quite a different matter is (as it has always been with distance learning) having courses on-line for part-time students, since, in this case, they do not spend most of their time in front of a screen." – Professor, Chile

"Online learning is good to help us better explore technology but cannot be taken as an alternative to in-class sessions. However, it can be the best fit for postgrad students who might be travelling long distance if they are studying while working." – Professor, Ethiopia

"It is usually a challenge to teach law to non-law students but teaching online has made it a lot more difficult as students are grappling to cope with this new method of teaching and learning." – Professor, South Africa

2) Online Class

Teachers understand the need and convenience of online teaching currently due to our current times, yet ultimately the concluding agreement is to return to in person teaching, especially to teach undergraduate students.

"It is good idea to have some part of regular curriculum of courses online every time during the normal days, so that the capacity building will be there, and students and faculty will have the process knowledge." – Professor, India

"Don't think of how to simulate existing classes. Reconceive the class. E.g., one of the most exciting aspects of teaching remotely is that it need not matter where or when one is. An international expert can be brought in as a guest. A student can study at their own time and pace if you design the materials correctly." – Professor, Singapore

"It is usually a challenge to teach law to non-law students but teaching online has made it a lot more difficult as students are grappling to cope with this new method of teaching and learning." – Professor, South Africa

CURRICULUM AND TEACHING

WHAT HAVE BEEN THE MAJOR CHANGES TO YOUR CURRICULUM AS YOU TEACH ONLINE?

**OVERALL RESPONSE
44% CHANGE TEACHING APPROACH
42% ASSESSMENT OF STUDENTS**

Legend: ■ Shift in Teaching Pedagogy/Approach ■ Assessment and Evaluation ■ Little or No Change ■ Other
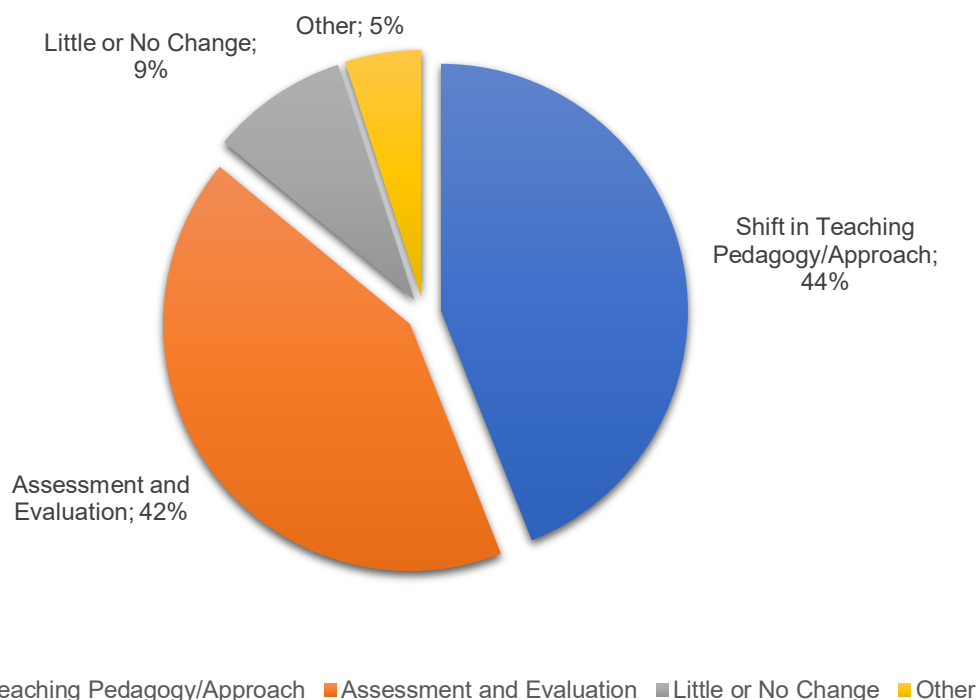
After determining whether the shift to online had altered their curriculum in a major way (44%) Change in Teaching Approach while (9%) said Little Change, the problem of assessment of students learning experience (42%) was the most important change highlighted by faculty. They were asked to select all that apply to them. The comments were apparent in the faculty responses on assessment. Some schools adopted a pass/fail system with instructors grading generously. Others maintained an existing grading system and highlighted difficulties in proctoring and assessing exams virtually. Some jurisdictions adopted a no grade system.

Comments discussed the various pros and cons of each approach. While in response to a unique circumstance, a pass/fail system avoided putting additional pressure on the students, some instructors stated that it did not encourage diligence. The achieving students felt that their hard work was not being recognized following such a system. It encouraged "dumbing down".

SELECTED FACULTY COMMENTS

"Assessments have been redesigned." Professor, Australia

"Most important change is referred to evaluations' methods, type of questions, extraordinary measures to limit chances of cheating in evaluations, etc., etc. Also, I had to reduce contents as the university decided to give a break week for all the academic body to rest (students and faculty). Finally, it is very difficult to see how your students react to the class, and this affects the way I perform as a teacher." – Professor, Chile

"Assessment methods and system. (has been a major change)" Professor, Georgia

"More focused and less information overload. Online assessments required letting go of control and supervision and trust the students to manage their time and how they obtain the information." Professor, South Africa

"Online teaching and learning need to be approached with a different pedagogical strategy. the Socratic method traditionally used in the legal classroom does not translate well to online delivery." Professor, United Kingdom

REGIONAL ANALYSIS

MAJOR CHANGES

	Overall	African	Americas	Asia/Pacific	European	Middle-East
■ Shift in Teaching Pedagogy/Approach	44%	43%	44%	43%	47%	38%
■ Assessment and Evaluation	42%	43%	29%	47%	40%	62%
■ Little or No Change	9%	8%	20%	7%	7%	0%
■ Other	5%	6%	7%	3%	6%	0%
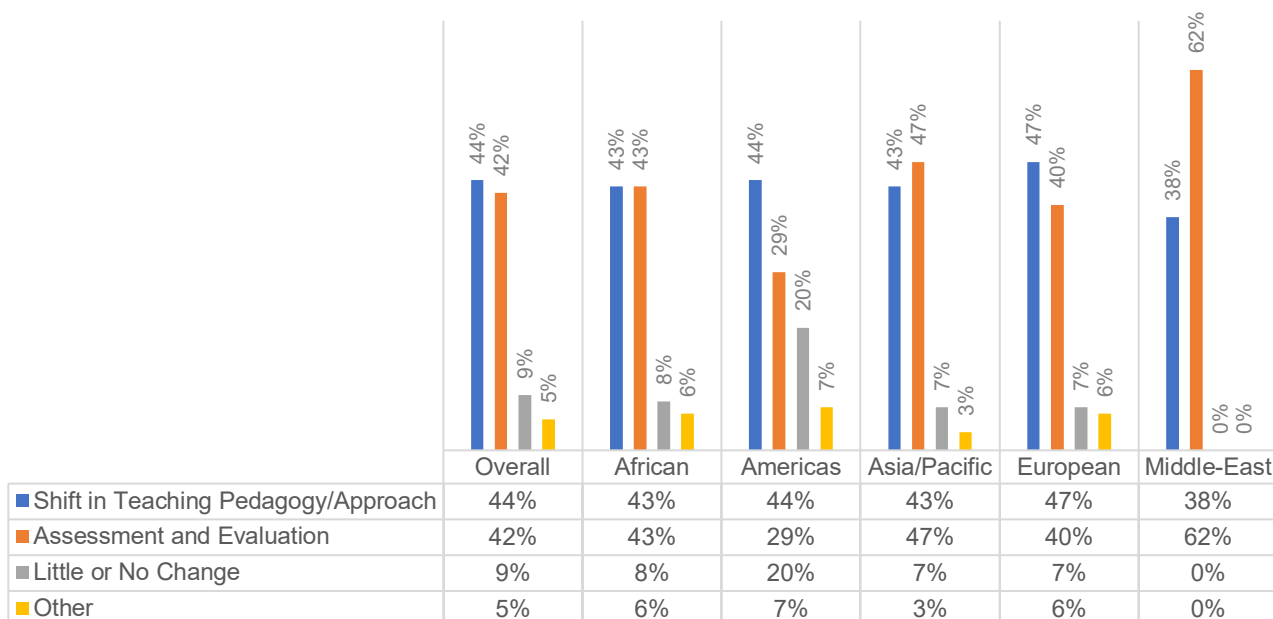
■ Shift in Teaching Pedagogy/Approach   ■ Assessment and Evaluation   ■ Little or No Change   ■ Other

While globally 44% of faculty expressed highlighted major change in teaching pedagogy, regional differences fluctuated between 38% - 47%. There was a much greater divergence in changes in assessment and evaluation 29% - 62%. Once again, the Americas' responses were skewed by United States faculty which reported a much lower rate of both assessment changes (29%) as well as little to no change (20%) versus the rest of the regions (0% - 8%) reporting little to no change.
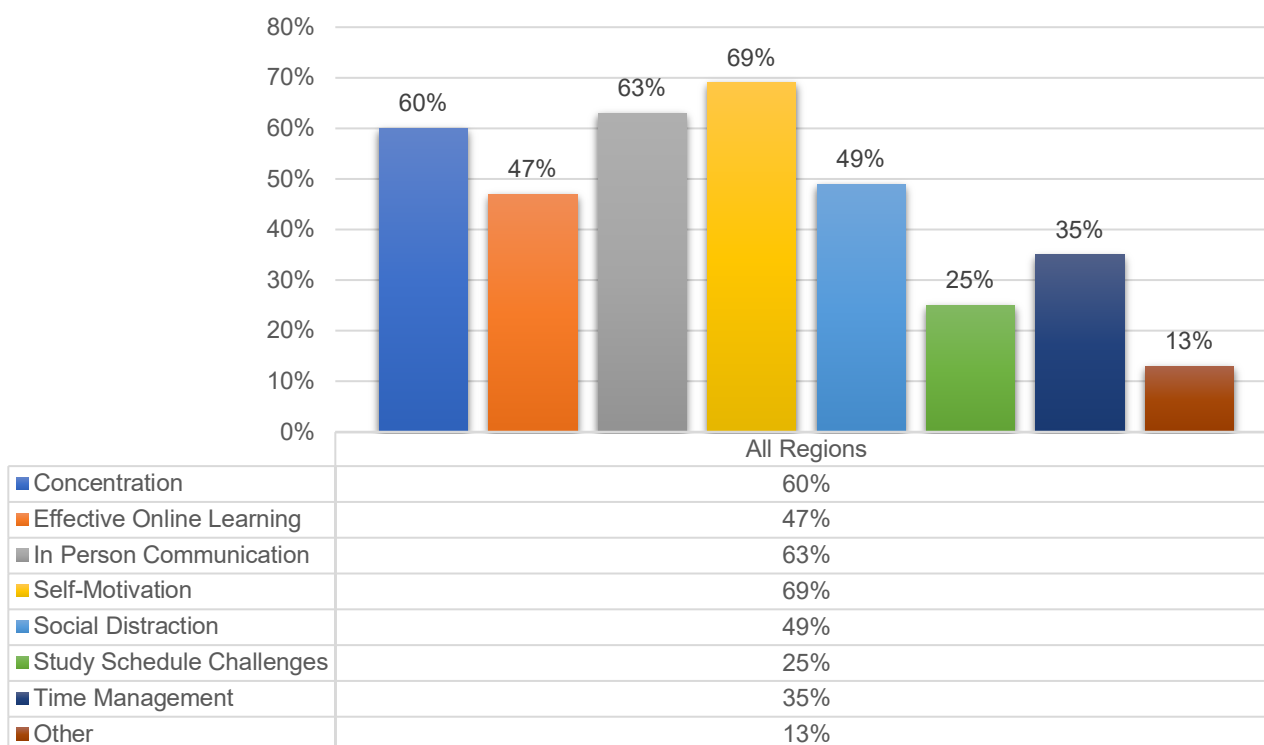
1. Shifting in Teaching Approach/Pedagogy
   a. Understandably, the biggest change for faculty has been in their teaching approach. There is a perceived increased need to be innovative with their classroom activities to keep students engaged.
   b. Teaching strategies changed – approximately half of faculties have had to change their teaching strategies and the others have had to simplify and shorten lessons.
   c. Restructuring of teaching strategies has been positive and negative consequences.
   d. Decrease teaching content in general and in syllabus to focus on core fundamental topics were highlighted. Shorter lectures and reduce readings were also employed.

2. Assessment
   a. Methods have changed not only for evaluating individual students but also for evaluations of a group of students.   This represented significant challenges for faculty.

3. Little or No Change
   a. With the exception of the Americas, only a small minority of regional faculty kept their traditional curriculum when they went online.

4. Other
   a. Online Vs. In Class
      i. The online learning switch has been positive for some educators who have seen online learning advantageous for students in general and to increase their technology skills and stay current.
   b. Adjustment
      i. Many have had to adjust to online teaching, understandably so. The majority must adjust to technology, adjusting length of class and behavior.

WHAT ARE SOME OF THE VERY DIFFICULT CHALLENGES OF DISTANCE EDUCATION?

	All Regions
■ Concentration	60%
■ Effective Online Learning	47%
■ In Person Communication	63%
■ Self-Motivation	69%
■ Social Distraction	49%
■ Study Schedule Challenges	25%
■ Time Management	35%
■ Other	13%

Faculty responses mirror to a large degree the student responses from the Association's Student Voice Report highlighting self-motivation, concentration and in person communications as the most important challenges in distance learning. Understandably, the lack of a formal structure inherent in classroom attendance coupled with the pandemic anxiety resulted in a severe dislocation for both faculty and students. We, as a community, need to address these challenges by fostering new approaches to teaching and learning to help mitigate these psychological barriers affecting our educational environment.

SELECTED FACULTY COMMENTS

"Students experience "Zoom Gloom." Online learning is very hard for some of them, much harder than teaching is for the professors!" – Professor, Canada

"The class is less interactive, and students are largely passive participants." – Professor, Kenya

"Student attention span is already at an all-time low with online this only added a major barrier... Student's also had a general tougher time understanding concepts virtually versus in person live where they were move openly asking questions and engaging." – Professor, Pakistan

STUDENT COMPARISON

	Concentration	Effective Online Learning	In Person Communication	Self-Motivation	Social Distraction	Study Schedule Challenges	Time Management
Faculty	60%	47%	63%	69%	49%	25%	35%
Student	56%	41%	45%	46%	53%	36%	41%
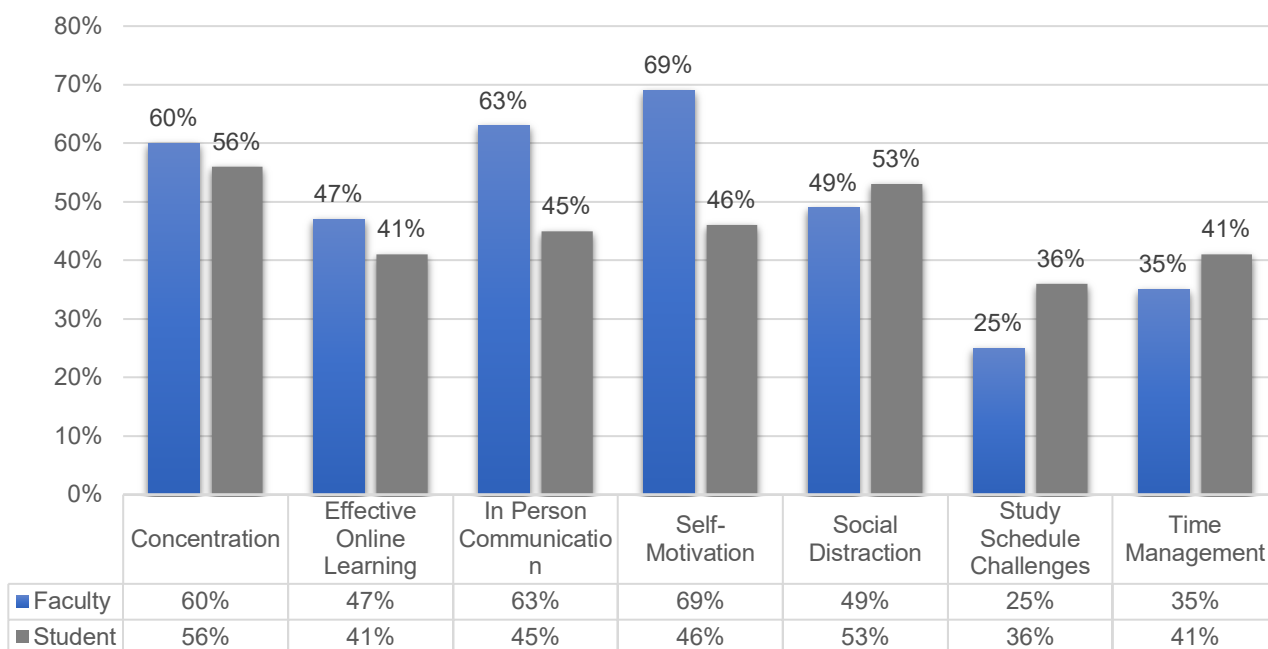
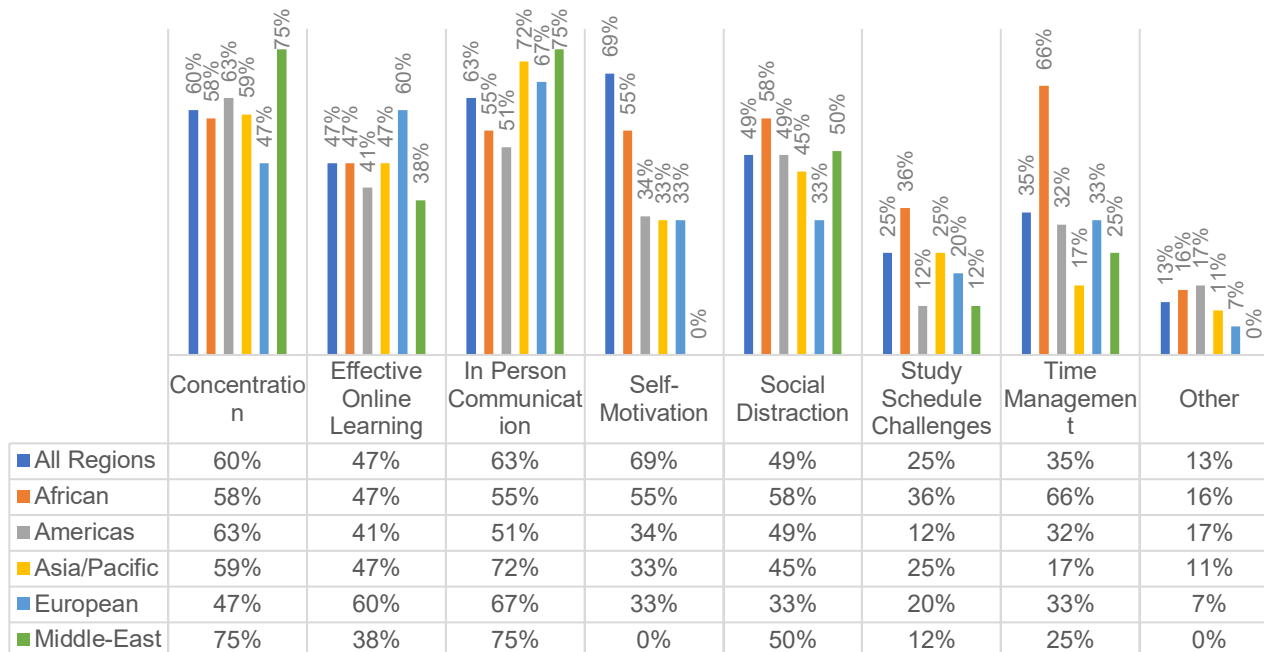Students also expressed their opinions choosing from same seven options and selected as many as they felt relevant to the difficulties, they experienced adapting to remote learning. The chart below compares the students and faculty responses. It appears that the lack of a formal school and classroom structure has left many students and faculty adrift. It is interesting that faculty thought that self-motivation posed a more significant challenge in distance education (69%) than students (46%). Presumably, this is a result of their perception of student conduct after going virtual to that of their in-person class participation.

REGIONAL ANALYSIS

	Concentration	Effective Online Learning	In Person Communication	Self-Motivation	Social Distraction	Study Schedule Challenges	Time Management	Other
All Regions	60%	47%	63%	69%	49%	25%	35%	13%
African	58%	47%	55%	55%	58%	36%	66%	16%
Americas	63%	41%	51%	34%	49%	12%	32%	17%
Asia/Pacific	59%	47%	72%	33%	45%	25%	17%	11%
European	47%	60%	67%	33%	33%	20%	33%	7%
Middle-East	75%	38%	75%	0%	50%	12%	25%	0%

Faculty was asked to select all that apply for this question. Across all regions, due to the lock downs, shelters in place orders and social distancing measures, the lack of in-person communication was ranked high as an exceedingly difficult challenge of distance education. Concentration is another similar challenge throughout the globe. The variety of distractions we all face when working and leaning from work, of course concentration is difficult challenge. Faculty who selected "other" noted technical challenges, see "Technical Challenges" section in this report.

NEW TEACHING METHODS FOR ONLINE LEARNING ARE IMPROVING THE QUALITY OF EDUCATION STUDENTS ARE RECEIVING? DO YOU AGREE OR DISAGREE?

**OVERALL RESPONSE
44% ARE NEUTRAL**

Disagree, 27%
Agree, 29%
Neutral, 44%

■Agree ■Neutral ■Disagree
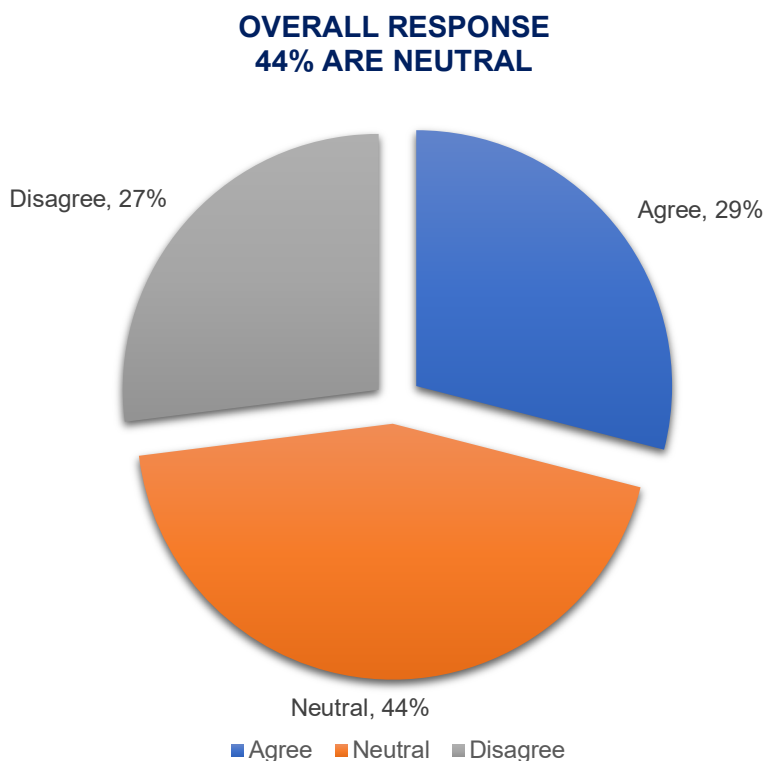
While 57% of faculty respondents thought that a combination of in person and online instruction is a preferred option, curiously there was an almost evenly split between those who think online is improving (29%) quality of education and those who do not (27%). Approximately 44% of the respondents were neutral on whether online learning improved the quality of education. Certainly, the swiftness of the introduction to virtual instruction and the lack of a longitudinal experience has led the majority of responding faculty undecided as to its merits or demerits. More continuing research needs to be done.

In comparison our students expressed their views on changes in the quality of their education resulting from the transition. 44% of students said that the quality of their education worsened. Significantly, 34% said it improving with 22% being neutral.
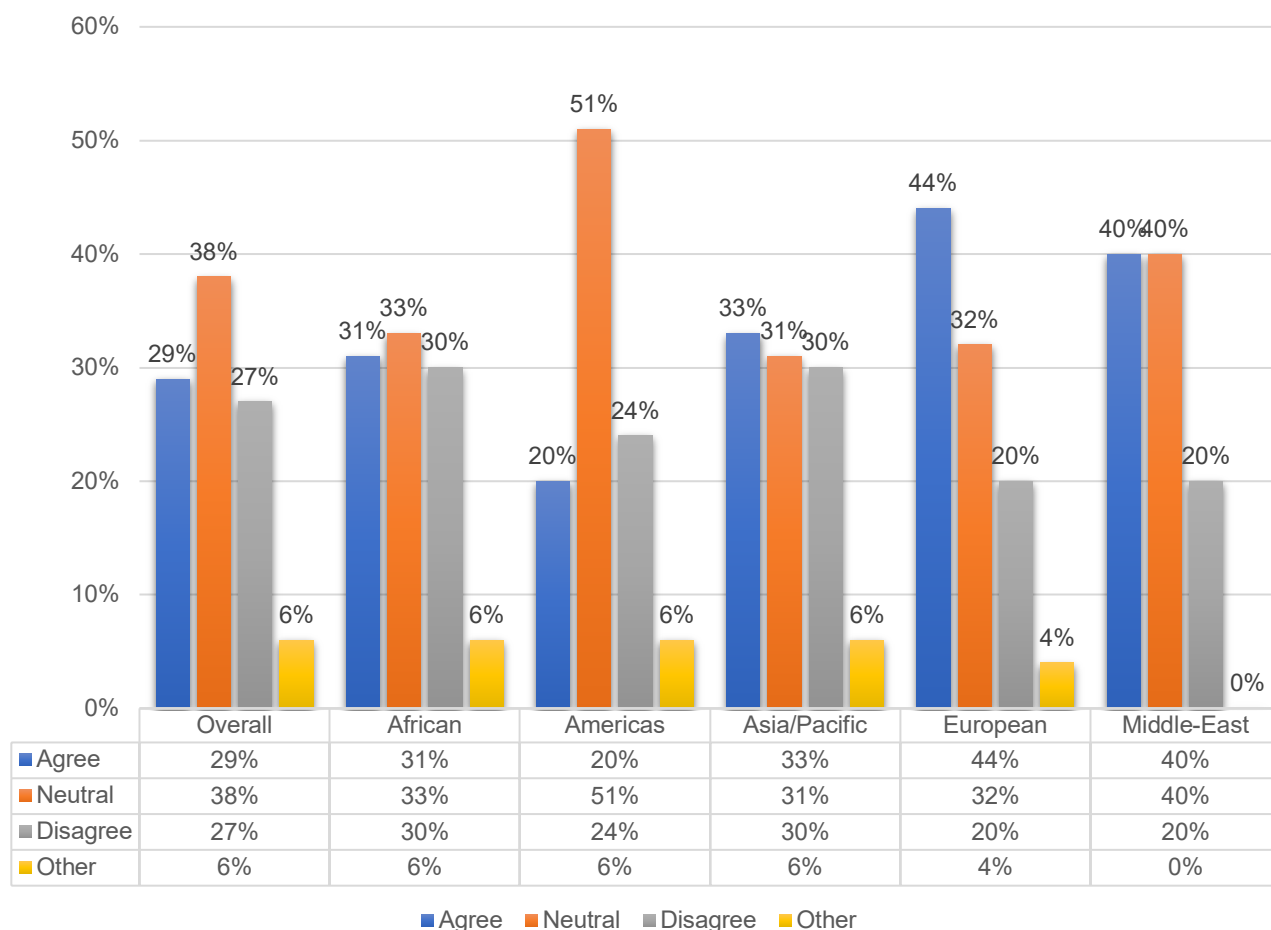
SELECTED FACULTY COMMENTS

"It presents some opportunities, but it is too soon to conclude something concrete." – Professor, Chile

"Changing. Improving is the wrong word. They are different and therefore we must teach differently." – Professor, Singapore

REGIONAL ANALYSIS

	Overall	African	Americas	Asia/Pacific	European	Middle-East
■ Agree	29%	31%	20%	33%	44%	40%
■ Neutral	38%	33%	51%	31%	32%	40%
■ Disagree	27%	30%	24%	30%	20%	20%
■ Other	6%	6%	6%	6%	4%	0%

■ Agree ■ Neutral ■ Disagree ■ Other

There were significant regional differences among faculty in their assessment of whether the new virtual techniques improved or did not improve the educational mission.

Once again, showing a definite preference towards in-person classroom instruction, only 20% of the Americas' faculty thought this new modality improved education. While a majority (51%) remained neutral. European (44%) and Mid East (40%) faculty were more enthusiastic about the new teaching tools with the lowest numbers (20%) disagreeing as to their usefulness. Africa and Asia/Pacific were more or less evenly split between agreeing that educational improvements were brought on by the new teaching methodologies, to being neutral and disagreeing.

HOW LONG IS YOUR ONLINE CLASS, LECTURE?

**OVERALL RESPONSE
62% 60-120 MINUTES**
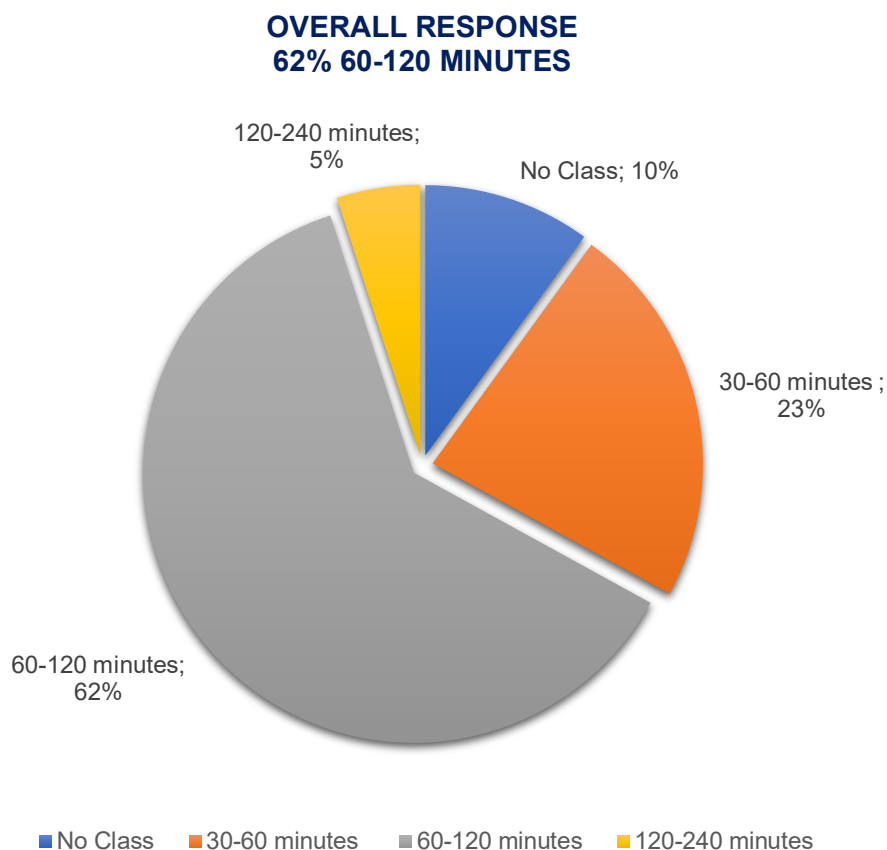
90% of online classes were between 30 – 120 minutes. These ranged from short prerecorded (usually power point presentations (15 – 20 minutes) with or without audio voice over up to 2 hours. Many classes were short presentations and kept online to respond to student questions, but mostly to meet regulatory requirements as to required class hours.

SELECTED FACULTY COMMENTS

"I have had to drastically reduce readings." –Professor, Bhutan

"Most classes are pre-recorded narrated slides; not doing live lectures because many students have limited online access." – Professor, Chile

*"About 20 minutes or as short as possible in order to preserve student's data. However, we remain in the session for 2 hours (per lecturer for our module) to address any queries or questions that students may have."
– Professor, South Africa*

SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS SHARED BY FACULTY

Many believed online teaching was equally the same, and sometimes even better than in person teaching. In taking a deeper look at why faculty were of this opinion, it was found that if schools already had an online program established before COVID19 the transition to online was not an issue and many times effortless. The preparedness of a school to smoothly transition faculty to online learning also aided in not tainting faculty. As a result of the experience that many faculties have had with online teaching, there was a consensus that even after the pandemic, online teaching should be implemented as part of a law school's pedagogy.

1) Teaching Suggestions

The most answers given in this section was in the category of "teaching suggestions" and advice based on lessons learned so far. Overall, there was a faculty preference in having a reduced classroom size and in teaching time length. Many preferred to have smaller online classes (10 or less) versus larger classes for various reasons. Recommendations were given such as promoting creativity, interaction, and productivity. Teaching tools were also recommended, just to name a few:

- Adding whiteboard to Zoom, Canvas, etc.
- Screen sharing to make class more intimate
- Polling features
- Muting/Unmuting feature
- Take advantage of the easy access to online literature

"I have scheduled two classes per week with the students. On Monday, I don't conduct online classes, but I send them all a pre-recorded lecture and I meet with the students on Thursday to discuss the lecture and clear doubts if they have any." – Professor, Bhutan

"Lessons learned will be essential for post Covid-19 legal education especially when it comes to blended learning." – Professor, South Africa

2) Skills and Training

There was a strong desire from certain faculty for more technological training and support for both teachers and students. Online teaching agencies, webinars and more technological support in general were suggested. Not only does faculty need more training, but also the students.
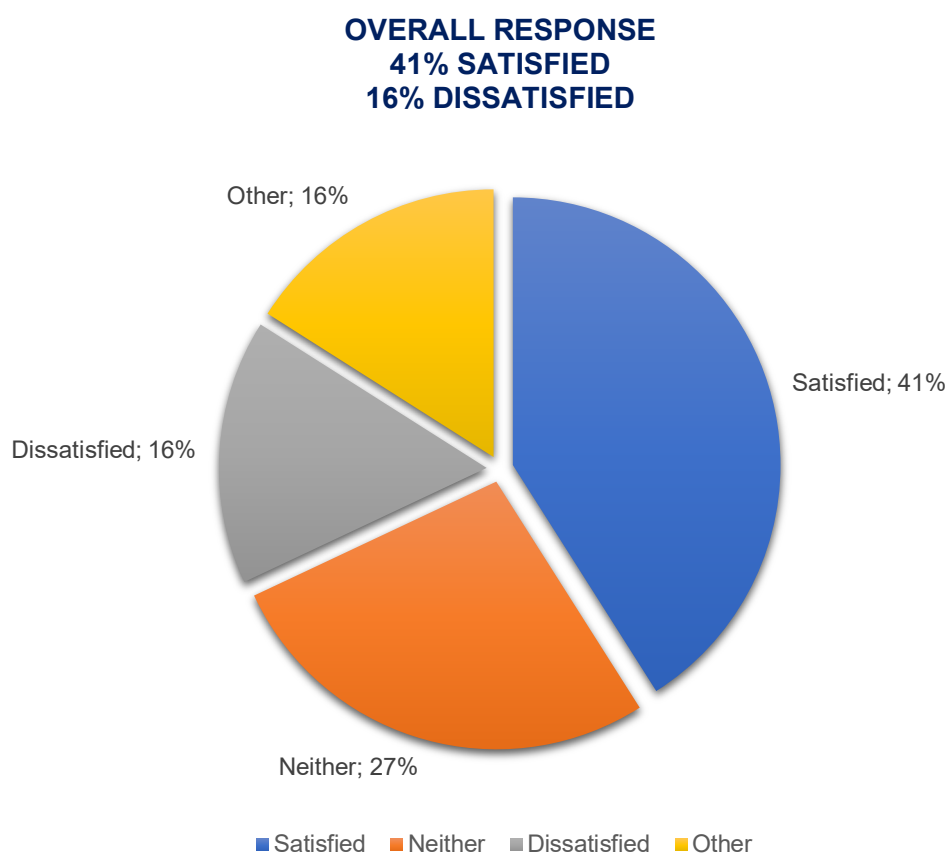
"Online classes can be a supplemental device, but in no way, they can replace classroom teaching as one to one interaction is very important for learning." – Professor, India

"It is usually a challenge to teach law to non-law students but teaching online has made it a lot more difficult as students are grappling to cope with this new method of teaching and learning." – Professor, South Africa

STUDENTS

WHAT HAS THE MAJORITY OF YOUR STUDENTS' REACTIONS BEEN TO THIS TRANSITION?

**OVERALL RESPONSE
41% SATISFIED
16% DISSATISFIED**

Other; 16%
Satisfied; 41%
Dissatisfied; 16%
Neither; 27%

■ Satisfied ■ Neither ■ Dissatisfied ■ Other

According to faculty, 41% responded that their students were satisfied with the transition. Only 16% reported that their students were dissatisfied.
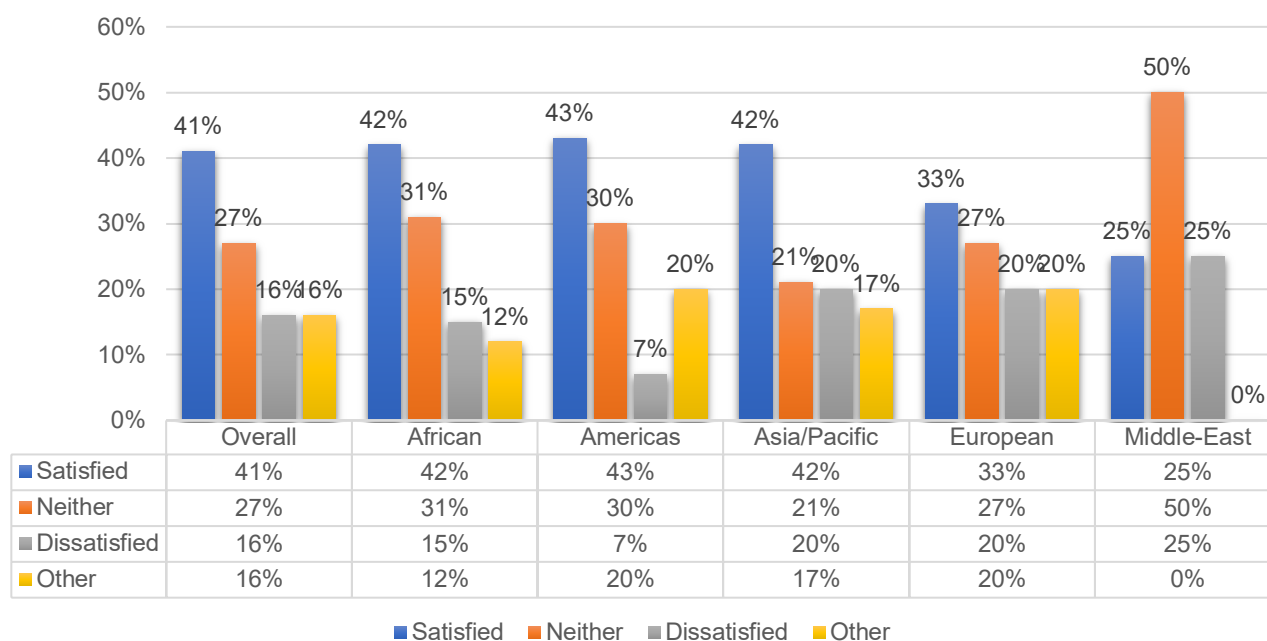
Faculty perception differed from that of students. The juxtaposition of this 16% Dissatisfied with the 41% from the Student Voice Survey of worsening student experience is an area in need of further study. That differential may be a product of the different perspectives of teachers and students. Students would be more reluctant to state their dissatisfaction directly to an instructor. They may feel more open in an anonymous survey.

SELECTED FACULTY COMMENTS

"Not a fair question -- students have generally not been "happy". But that is more likely because many of the changes took place at very short notice. The better gauge will be in the next academic year when we are all able to plan how to harness the available tech to run great classes." – Professor, Singapore

"Not in these circumstances of emergency distance online education." – Professor, South Africa

REGIONAL ANALYSIS

	Overall	African	Americas	Asia/Pacific	European	Middle-East
Satisfied	41%	42%	43%	42%	33%	25%
Neither	27%	31%	30%	21%	27%	50%
Dissatisfied	16%	15%	7%	20%	20%	25%
Other	16%	12%	20%	17%	20%	0%

Mid-East (25%) and European Faculty (33%) acknowledged the lowest percentage of student satisfaction with the highest percentages (25%) and (20%) respectively, of dissatisfaction. The Americas, Africa and Asia/Pacific were similar in relatively high rates of student satisfaction (42%-43%), both the Americas (7%) and Africa (15%) had the lowest rate of dissatisfaction. Further study needs to be done to examine this disparity across regions.

FINALLY, DO YOU MISS SEEING YOUR STUDENTS FACE-TO-FACE?

_81%_ OF FACULTY STATED THEY MISSED SEEING THEIR STUDENTS FACE-TO-FACE.

No; 3%

Somewhat; 16%

Yes; 81%
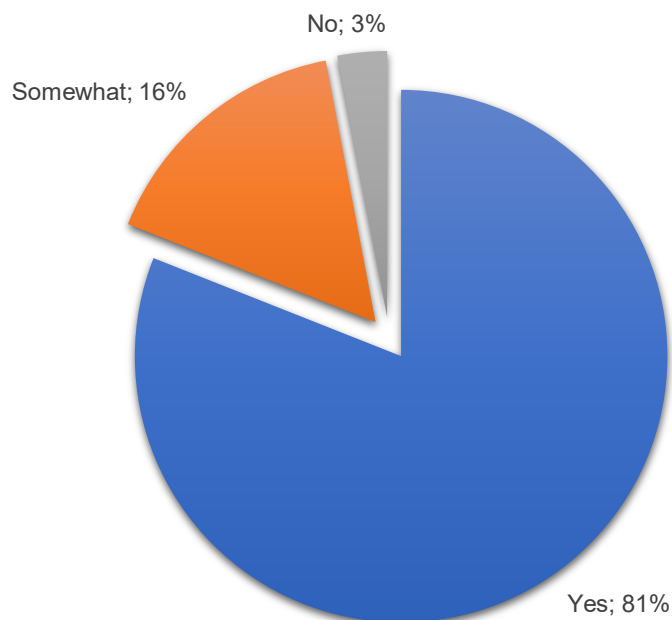
In comparison with the student survey, with 81% of faculty stated they miss seeing their students face-to-face an overwhelming percentage of students 84% also missed their professors. Overall, these are positive numbers emphasize the special bond between teachers and students which are under strain during this change from in-person classroom education to virtual remote teaching and learning.

SELECTED FACULTY COMMENTS

"We see our students face-to-face via Zoom every week. It is not the same as in-person." – Professor, Australia

"It is more beneficial to meet face to face with students on online platform. We can communicate with them more easily and spare more time for them thanks to internet." – professor, Turkey

"desperately miss them!!!!!" – Professor, United States of America

SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS SHARED BY FACULTY

1) Students as Priority

The idea and challenge to put students first and ensuring that they have all the resources available for a successful learning experience, and receive the best education whether it be through in person or online teaching from faculty should always be the first priority of educators. Faculty should look at each student individually and assess if there are any areas or challenges where they can help. In addition, promoting a stress-free environment is important: Promoting a more relaxing environment in an online classroom setting is not only ideal for students but also for faculty who are also adapting to and overcoming challenges with the new world of online teaching.

"I think the best suggestion would be to put students first. Reduce the evaluations during the semester, in order for the students to have more time to read the materials prepare for classes. My experience has been that they are a little stressed about the global situation and the new reality that they are facing (continue with classes but not having the "university experience" with their classmates, etc.), therefore, they are a little overwhelm with classes, tests, materials, etc."
– Professor, Chile

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"More emphasis on whether lecturers are okay as a lot of the emphasis has been on students (rightfully so) but it would be great to have someone also show concern for me."
– Professor, South Africa

"It is important to be aware of specific situations students are facing which do not allow them to have an optimum academic experience. For instance, one student told me she had not been able to perform well because she was living with her mother and younger brothers in a tiny apartment, and this had also affected her possibilities of participating in class since her siblings were always loud. I had no way to know this but for her telling me so."
– Professor, Chile

2) Academic Integrity – Maintaining It, Is A Must.

Academic Integrity. We foresee this topic to become a prevailing one if online teaching continues to be employed. Maintaining academic integrity is imperative to ensure that every student has an equal opportunity to excel and succeed in law school in a fair and transparent evaluation of their academic performance. Here were some comments:

"It seems to me that if we continue to do this (at least partially) after the Covid pandemic is over, we would need to set a protocol on how to interact with students online (i.e., cameras and mics on or off, questions, interruptions, etc.) and at least in Chile we still have some issues on having students cheating in their evaluations." – Professor, Chile

"We need to streamline the setting, handling, supervision and monitoring (quality control) of Law Examinations because the risks of exam cheating is much higher and more real when students are siting these exams by remote control." – Professor, Kenya

"The most important challenge is the academic integrity of students." – Professor, Qatar

"I had to accommodate the different needs of the students, and I could no longer assume all of them had had the same opportunities. Learning all e-learning skills takes time and effort. Online assessment should therefore not be about their possession of information but their ability to manipulate it productively or creatively. It means that the lecturer needs to adopt a much less obtrusive role in the e-learning process and the way online assessments are being conducted. Online teaching and learning require self-discipline and dedication." – Professor, South Africa

"Exams. We do exams with open ended questions as before however now it is open for 24 hours to students. We must improve our online skills. It will be a different education in the future." – Professor, Turkey

TECHNICAL CHALLENGES

HOW DIFFICULT WAS IT FOR YOU TO MAKE THE TRANSITION FROM THE CLASSROOM TO VIRTUAL TEACHING?

OVERALL RESPONSE
61% SAID IT WAS MODERATELY CHALLENGING

Very Easy; 18%

Extremely Difficult; 21%

Moderately Challenging; 61%
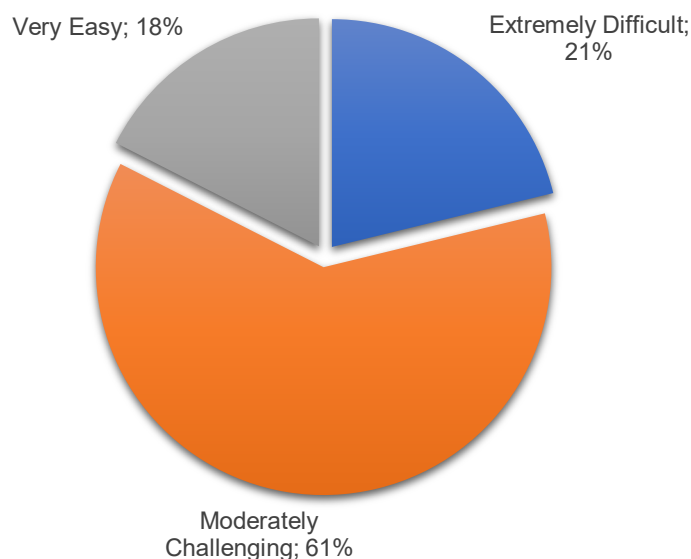
Transitioning to an online learning education can be challenging even in the best of circumstances. So, with the current COVID19 pandemic, our law schools around the world have quickly shifted to a virtual world. 82% of global faculty expressed difficulty in transitioning from the classroom to virtual teaching. 21% found the shift extremely difficult while majority found the transition moderately challenging.
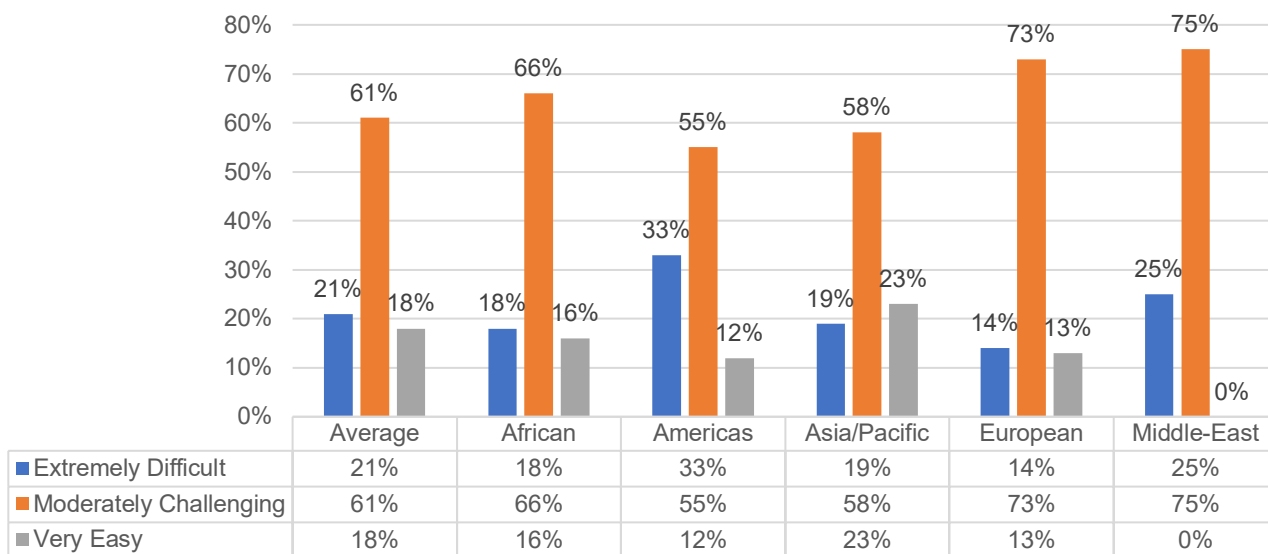
SELECTED FACULTY COMMENTS

"In class discussion has become more difficult, thus, increasing the lecturing method." – Professor, Chile

Lack of interest of students, in class you can engage them as well but in virtual classes because of low bandwidth they keep their camera off so you are not sure whether they are interested or not." – Professor, India

"Learning patience with my students and repeating various concepts across numerous platforms." – Professor, South Africa

REGIONAL ANALYSIS

	Average	African	Americas	Asia/Pacific	European	Middle-East
■ Extremely Difficult	21%	18%	33%	19%	14%	25%
■ Moderately Challenging	61%	66%	55%	58%	73%	75%
■ Very Easy	18%	16%	12%	23%	13%	0%

The transition from in-person classroom teaching to virtual teaching was rated extremely difficult in the Americas (33%) which is higher than the rest of the regions. The European and Middle East faculty rated the transition moderately challenging, higher 73% - 75% in comparison the other regions, 61%.

WERE YOU EQUIPPED WITH ADEQUATE SUPPORT AND RESOURCES TO TRANSITION TO ONLINE CLASSES?

OVERALL RESPONSE
75% SAID YES

No; 5%
Somewhat; 20%
Yes; 75%

■ Yes ■ Somewhat ■ No
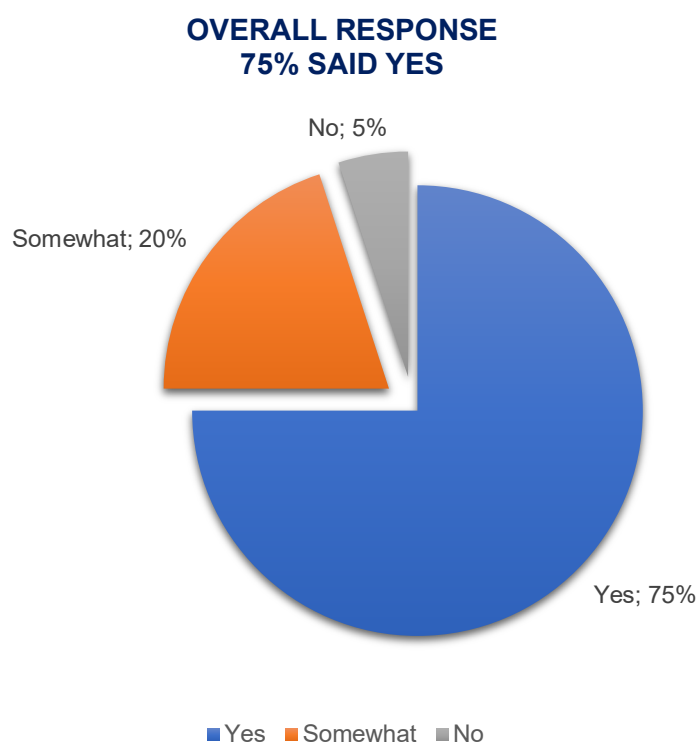
Substantial support was acknowledged by 75% of faculty respondents. Another 20% receiving some support. Lastly, 5% said they had no support. Global law school leadership should be commended for providing the necessary support of their faculty during these difficult times.
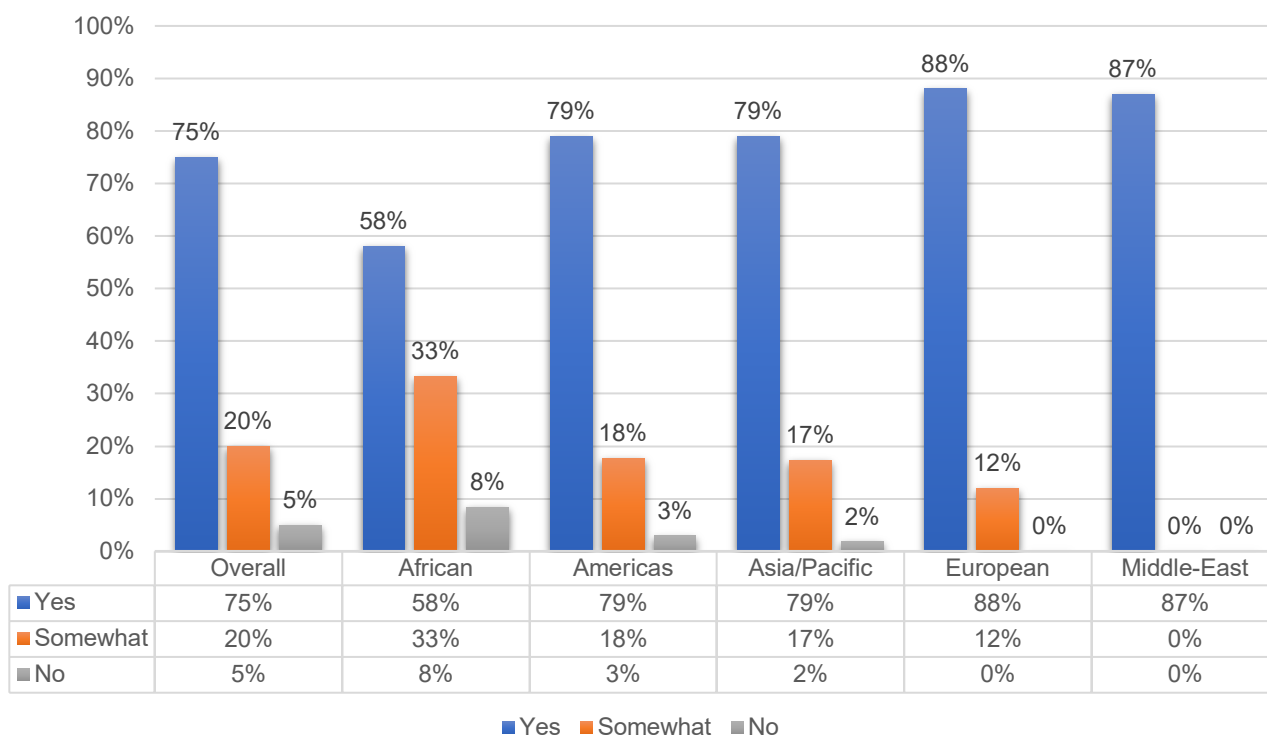
Responding faculty felt their institutions gave them the proper support structure to help them through this transition. They did express a further need for continued technical support to keep improving.

SELECTED FACULTY COMMENTS

"Assurance of data protection must be given while teaching on digital platform." – Professor, India

"I have been able to provide more detailed resources such as notes, explanatory lectures that are beneficial to the learners." – Professor, Uganda
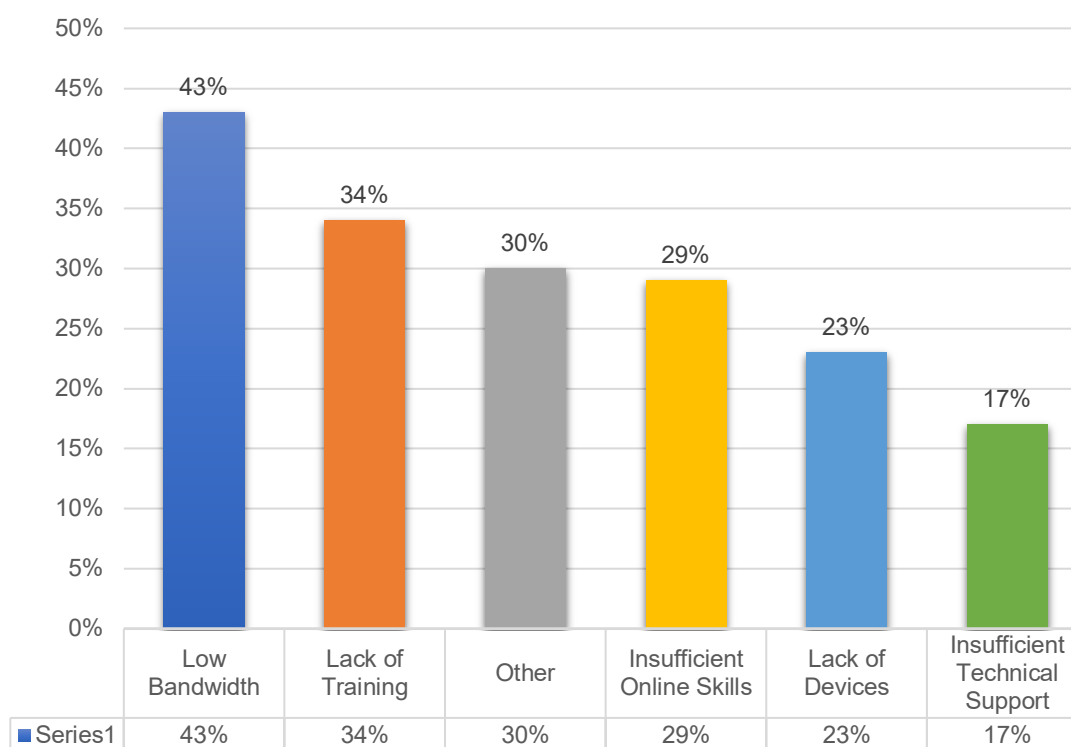
REGIONAL ANALYSIS

	Overall	African	Americas	Asia/Pacific	European	Middle-East
■Yes	75%	58%	79%	79%	88%	87%
■Somewhat	20%	33%	18%	17%	12%	0%
■No	5%	8%	3%	2%	0%	0%

■Yes ■Somewhat ■No

While over 79% of the faculty from the Americas, Asia-Pacific, European and Middle East Regions all responded that their schools provide the necessary support and resources for faculty to make the transition to online classes, faculty from the African region were more challenged with 58% who responded they received adequate support and resources. Schools should be commended for rising to the challenge. The Association and its members should work together with our African colleagues to see how we can help improve the support and resources they need to improve their teaching and learning experiences.

WHAT TECHNICAL DIFFICULTIES HAVE YOU ENCOUNTERED?

**OVERALL RESPONSE
43% LOW BANDWIDTH
29% INSUFFICIENT ONLINE SKILLS
34% LACK OF TRAINING**

	Low Bandwidth	Lack of Training	Other	Insufficient Online Skills	Lack of Devices	Insufficient Technical Support
■Series1	43%	34%	30%	29%	23%	17%

Most common technical difficulty across regions was Low Bandwidth and Insufficient Online Skills and Training. Similar to the students responses, in additional to the technical difficulties listed below the "other" included issues with the frustration of their students not being technology savvy, power outages, connectivity issues, lack of and/or limited devices to connect, and financial instability.

Low bandwidth was the most prevalent difficult expressed by professors. As with students, lack of training and insufficient online skills were other factors impeding a smooth transition. The comments stressed how a technical issue -low band width - as an important factor leading to lack of student interest. The students' struggle to concentrate along with distractions at home is only exacerbated by their inability to fully participate interactively because of numerous technical issues. While low band width in emerging economy jurisdictions is difficult for a school to resolve, focus can be turned to better training and support for both faculty and students.

The 30% "Other" mostly comprised of faculty who, because of resource limitations of their schools and students, were unable to transit to online or were seriously hampered in other technical ways.
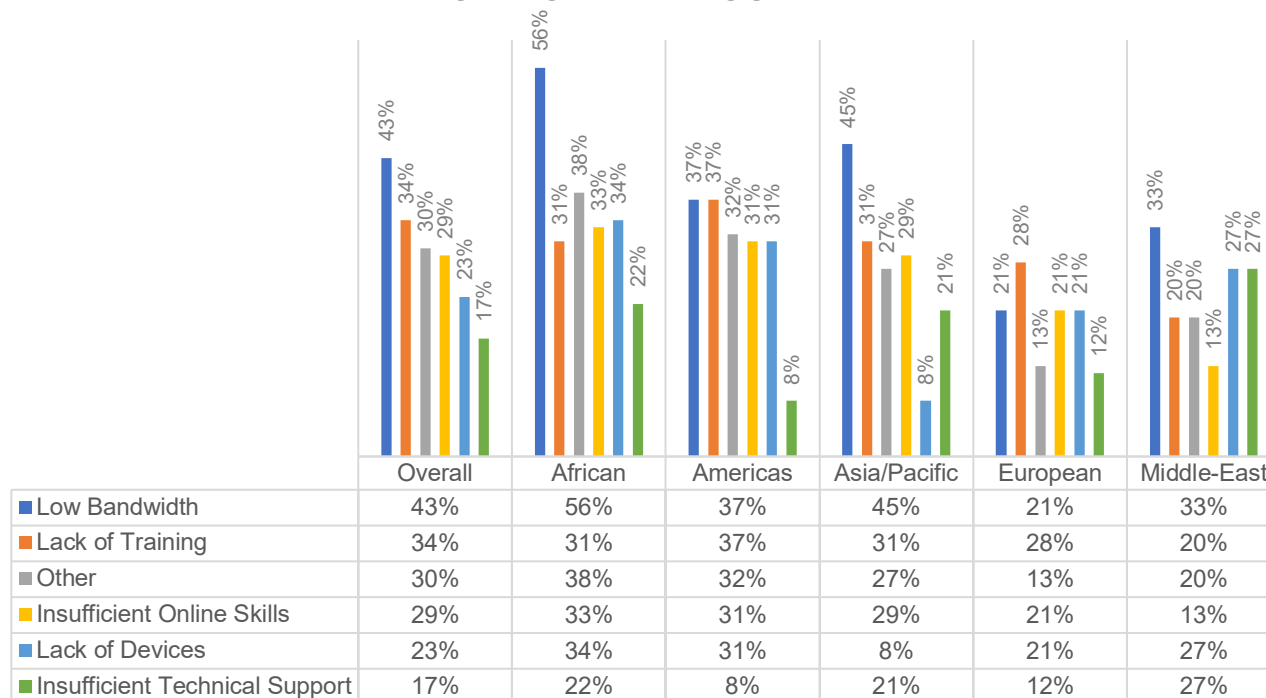
SELECTED FACULTY COMMENTS

"Lack of interest of students, in class you can engage them as well but in virtual classes because of low bandwidth they keep their camera off, so you are not sure whether they are interested or not." – Professor, India

"Experience - meaning practice that makes perfect (this is our first official semester using this platform). Quality Control (no comparative source or manuals regarding the handling of law examinations using this online platform)." – Lecturer, Kenya

"Embrace technological innovation whilst retaining academic rigor." – Professor, United Kingdom
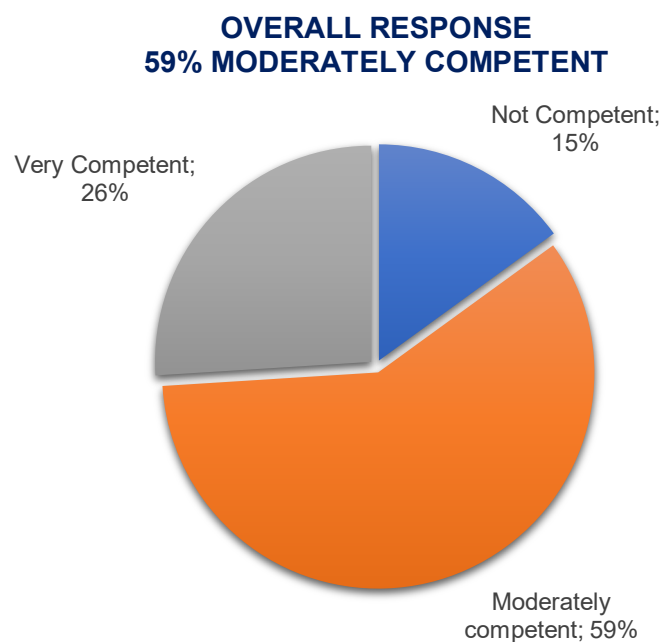
REGIONAL ANALYSIS

TECHNICAL DIFFICULTIES

	Overall	African	Americas	Asia/Pacific	European	Middle-East
■ Low Bandwidth	43%	56%	37%	45%	21%	33%
■ Lack of Training	34%	31%	37%	31%	28%	20%
■ Other	30%	38%	32%	27%	13%	20%
■ Insufficient Online Skills	29%	33%	31%	29%	21%	13%
■ Lack of Devices	23%	34%	31%	8%	21%	27%
■ Insufficient Technical Support	17%	22%	8%	21%	12%	27%

The percentage of faculty experiencing certain types of technical difficulties with a few exceptions were similar as seen in the regional breakdown. Africa and Asia-Pacific regions had a higher percentage, 56% and 45% respectively, as low bandwidth being a technical difficulty. Bandwidth is a recognizable issue with an identifiable solution. However, whether schools, faculty can resolve this issue is dependent on resources as well as local infrastructure. The second most common issue overall was Lack of Training. Over a third of respondents (34%) felt as though they had not been properly prepared or trained. Surprisingly, respondents from the Americas lead this category with 37% feeling they did not receive sufficient training from their universities. As we saw at the beginning of the pandemic, universities were pressured to work fast to bring their classes online.

HOW WOULD YOU RATE YOUR COMPETENCE IN USING REMOTE TEACHING TOOLS?

**OVERALL RESPONSE
59% MODERATELY COMPETENT**

Not Competent; 15%

Very Competent; 26%

Moderately competent; 59%

85% of law faculty said they were either very competent or moderately competent with using remote teaching tools. With 15% admitting a lack of competency. This contrasts with the students' perception of faculty competence where 39% felt faculty were not needed work or were not prepared for virtual teaching. There appears to be a bit of a disconnect and the results seem similar to the prior responses of students' perceptions vs. faculty as to their perceived satisfaction or dissatisfaction with the shift.
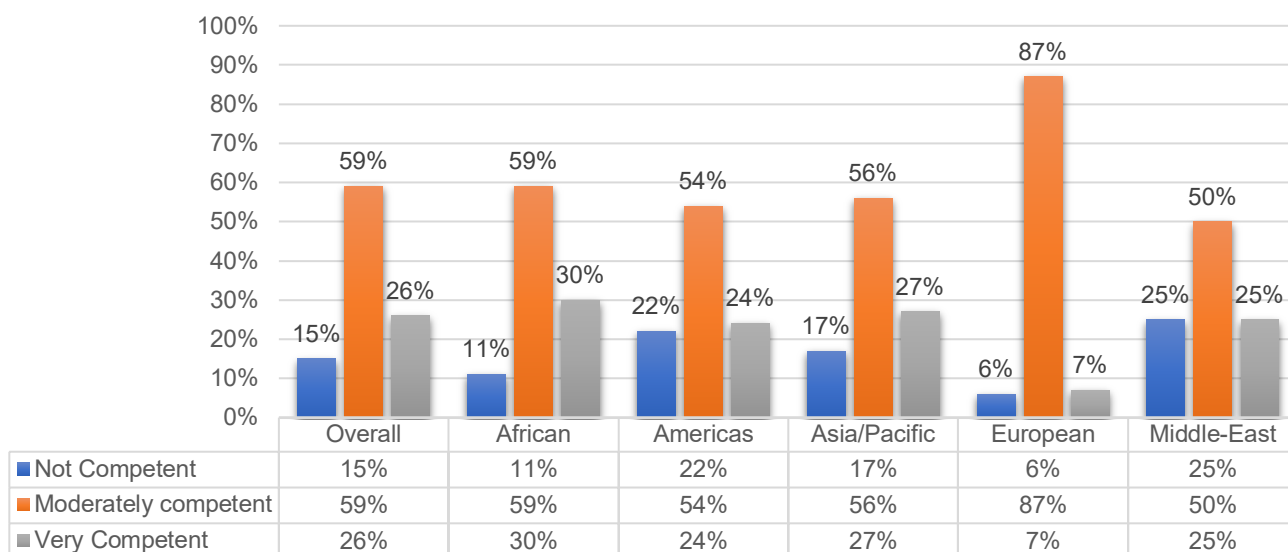
SELECTED FACULTY COMMENTS

"For me it has been a satisfactory experience despite the lack of experience I did have in remote lecturing." – Professor, Chile

"Remote teaching offers me better time management options as I avoid the commute to lectures and the interruptions posed by being physically present on campus." – Professor, Kenya

"(there is a) need to enhance the training on conducting remote learning" – Professor, Malaysia

REGIONAL ANALYSIS

	Overall	African	Americas	Asia/Pacific	European	Middle-East
Not Competent	15%	11%	22%	17%	6%	25%
Moderately competent	59%	59%	54%	56%	87%	50%
Very Competent	26%	30%	24%	27%	7%	25%

The percentage of faculty who rated their competence in using remote teaching tools as moderately competent were not dissimilar across the regions. Apart from the European region, 6% rated not competent in comparison to the rest whose overall rate was 15%. On a positive note African, Americas, Asia-Pacifica and Middle East regions had over 25% of faculty who stated they were very competent in using remote teaching tools.

SUMMARY OF RECOMMENDATIONS AND SUGGESTIONS SHARED BY FACULTY

Unfortunately, connectivity issues with online teaching and learning is an undesired and unavoidable facet. Connectivity is a significant issue across all countries. There were recommendations that the school should provide students with computers if they were unable to attain one; in addition, providing internet service. The lack of a stable connection was a prevalent factor as to why the topic of connectivity was mentioned in many respondent answers.

"Online classes can be a supplemental device, but in no way, they can replace classroom teaching as one to one interaction is very important for learning." – Professor, India

"Students of public universities from low income countries have challenge of access through lack of power, internet access and compatible mobile phone or computer. This raises serious issue of inclusiveness. We may need to give a serious thought to how to overcome this challenge." – Professor, Nigeria

"First, remote big lectures (200-500 pax), if properly done, are superior to in-person lectures. Properly done includes -- breaking the session down into bite-sized learning chunks (e.g., in an e-module with different "chapters"), incorporating opportunities for engagement (e.g., chat; poll; quizzes); and with care put into aesthetics/readability/clarity of audio etc. Second, it is important that an institution pick a few tech tools and stick to them (even if they are not "perfect"). Once everyone is familiar with a tool (e.g., Zoom), its strengths and its limitations, that investment of time and focus in learning the tool can then pay off. I tend to just use Zoom and Google Docs (with either Kahoots or Mentimeter as an external quiz modality if the Zoom in-built poll function is not enough). After 2 to 3 classes, students are comfortable with the functions and controls, and the tech can recede to the background. In fact, if the whole institution commits to certain tech solutions, then the on-boarding can be distributed and accelerated (e.g., because we used Zoom extensively for our admissions and pre-term Orientation activities, by the time students started class in August, they were very comfortable with Zoom). While it may be tempting to try to find the "best" tech for each class or to try out lots of new apps, it is wise to leverage off the investment already put into a few well-used apps" – Professor, Singapore

"Blended learning is the way to go during and post Covid 19 times" – Professor, Zambia

LEARNING FROM EACH OTHER
FACULTY VIDEOS

View videos our members have shared with us! Many of our members have recorded videos of themselves about the teaching approaches they have been using in this transition to online legal education.

They shared what unique teaching technique (interesting lectures, exercises, or lessons) they have used in their online classroom to keep students engaged.

Click here to view: https://www.youtube.com/channel/UCeetv0Wvt60mCuY2Mwjx9LA/videos

ACKNOWLEDGMENTS

We thank the all the law faculty who took the time to have their voice counted in this assessment of our community's transformation of our educational pedagogy. It is a watershed moment for education, and legal education. Their assessments and suggestions are essential components to our community's development of strategies for integrating virtual with in- person teaching and learning processes.

An incredibly special thank you to the following IALS Members who contributed to this report through our many virtual meetings and emails. The report serves as a guide for our committees to further explore priority issues growing from this pivot from traditional classroom instruction to virtual. We will continue to measure the state of this transition and develop community-based strategies to keep improving legal education globally by learning from each other.

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