



International Association of
LAW SCHOOLS

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GLOBAL LEGAL EDUCATION *RESPONDING TO COVID19*



THE FACULTY VOICE

DECEMBER 2021

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THE PREFACE



The ongoing COVID19 Pandemic continues to alter all aspects of life. It has caused us to fantasize about the future while facing new monthly, weekly, daily even hourly situations for which we are not entirely prepared. With new variants come new obstacles. This global crisis has significantly shifted our agenda. Education moved from the classroom to the dining room table to social distancing and masked back to the couch. The present situation and its ramifications are still uncertain. While vaccines and therapeutics have been rapidly developed, access to them has been uneven. This is increasingly troubling with the advent of the new highly contagious omicron variant

The Pandemic only continues to reinforce the understanding that we are globally connected. While traditional tensions have always existed, a belief and reliance on the rule of law have imperfectly kept a level of stability that permitted relative peace and prosperity for the past 75 years. However, this crisis has seriously worsened these tensions and created new ones. As a global community of law teachers, we must redouble our efforts to inculcate in our next generation of law students the piety of the principles of a fair and just legal regime.

A year ago, we invited our faculty to participate in an international research survey about the transition to online legal education. Due to the ongoing COVID19 Pandemic, most of us have completed an entire school year of online education. While most of us long to go back to “normal,” and others start to see the light at the end of the tunnel, we realize this is a long transformative period. We want to hear from you.

These surveys and reports reflect our community’s perspective on basic questions raised by this shift in educational modalities. It represents the views of the faculty who responded to the study. It is not meant to be the definitive exposition of the perspectives of all faculty members. It is, however, a sampling of responses from a broad and diverse global population. It serves as a further inquiry on which we continue to build our understanding and develop strategies to help shape the future of legal education.

During these difficult times, the IALS continues its role as a resource for our community. We are the Voice of the Global Legal Education Community! Our obligation as law school leaders, teachers, and students is to help improve legal education by learning from each other.

FRANCIS S.L. WANG
President/Chairman
International Association of Law Schools

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GLOBAL LEGAL EDUCATION – RESPONDING TO COVID19: THE FACULTY VOICE

THE REPORT & SURVEY

This report entitled, *Global Legal Education – Responding to COVID19 – The Faculty Voice*, will add to our preliminary study to help set a baseline for evaluating and assessing this transformation from our law faculty perspectives. The 2021 report will be compared to our 2020 report, *Transitioning to an Online Legal Education – The Faculty Voice*. The 2021 survey included new questions based on the ongoing changes and developments due to the Pandemic.

THE RESULTS

These survey results will add to a Lessons Learned report which will assist legal educators in assessing their response to the challenges we are all confronting. Our Evaluation, Assistance, and Certification Program will use these reports to evaluate and assist law schools and law programs. As we have experimented with new technologies and approaches, the lessons learned will strengthen existing approaches, create new opportunities, and deal with significant challenges. This study will help set a baseline for evaluating and assessing this transformation from our faculty perspective. Their expectations and experiences are essential in constructing new models for effective legal education. The survey results demonstrate that the global legal education community has responded quickly to this unique crisis.

SIGNIFICANT OUTCOMES

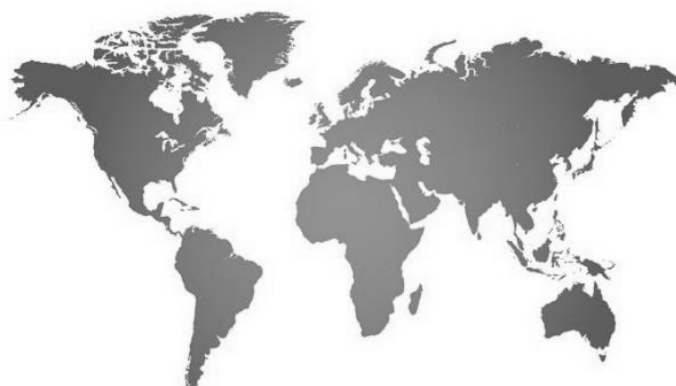
There are three significant outcomes from the faculty we surveyed:

1. A hybrid teaching method will continue to be preferred. The reasons for using the hybrid method were to improve student participation, assessment, and understanding and encourage a more active rather than passive approach to learning.
2. The most prevalent technical difficulties voiced by professors were low bandwidth and connectivity issues. Interestingly, the most cited issue was the lack of a reliable and stable internet connection worldwide.
3. The most common challenge faced with virtual education was the lack of student interaction, aside from technological problems.

FACULTY REPRESENTATION

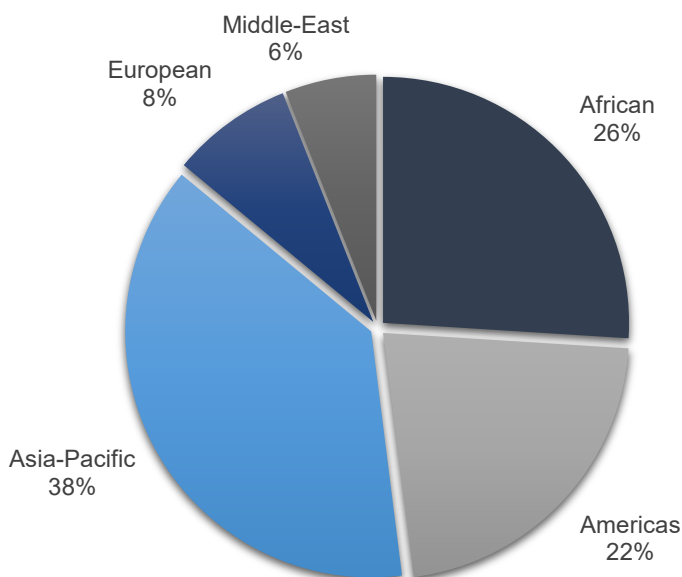
Over 300 law faculty from all over the world, 34 jurisdictions, expressed their opinions and suggestions in the IALS – Faculty Voice Survey. We appreciate the faculty who took the time to participate in this international survey!

Australia, Bangladesh, Bhutan, Brazil, Canada, Chile, China, Croatia, Czech Republic, Dominican Republic, Estonia, Ethiopia, Georgia, Germany, Guatemala, India, Indonesia, Italy, Jordan, Kazakhstan, Kenya, Malaysia, Namibia, Nepal, New Zealand, Nigeria, Philippines, Poland, Qatar, Russia, Singapore, South Africa, Sri Lanka, Thailand, Turkey, Uganda, United Kingdom, United States of America, Vietnam, Zambia, Zimbabwe



REGIONAL PARTICIPATION

■ African ■ Americas ■ Asia-Pacific ■ European ■ Middle-East

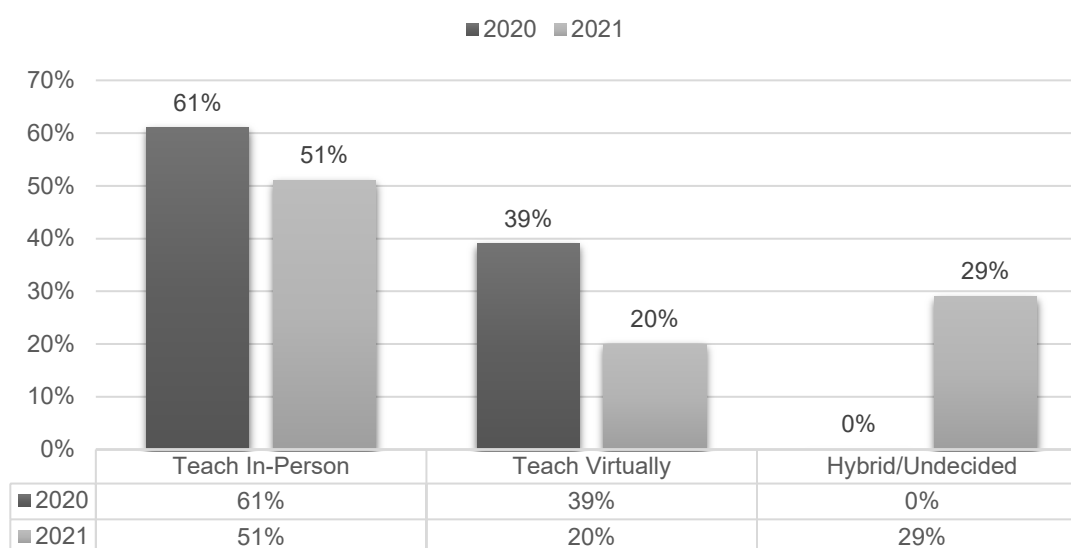


WOULD YOU BE WILLING TO GO BACK TO THE CLASSROOM, OR WOULD YOU PREFER TO STILL TEACH REMOTELY?

OVERALL RESPONSE TEACH IN-PERSON 51%

In the event that the Pandemic has not ended, 51% of faculty stated they would be willing to go back to the classroom and teach in person, given all the recent developments. This is a drastic change from our 2020 response to this question. In 2020, a total of 61% of faculty stated they would prefer to go back to the classroom and teach in person.

In 2021, we received faculty statements that they would prefer a hybrid method and/or were unsure about the ongoing developments due to new variants and vaccine hesitancy. Also, there is a significant increase from 0% of faculty willing to do hybrid in 2020 to 29% in 2021, demonstrating an increasing willingness by faculty to adopt a hybrid teaching method.



SELECTED FACULTY QUOTES

“Virtually: If required, I will go to the classroom with all the precautions and requisite safety measures well intact as per the prescribed norms in the event the pandemic does not end.” – Professor from India

“Undecided: This depends on the concrete situation and its components such as the effectiveness of vaccination, vulnerability of teaching staff or students, technical equipment, et cetera.” – Professor from Germany

“Hybrid: ... technology now forms part of our teaching system so even if we go back to contact classes, we have to figure out a way to incorporate the technological tools into our teaching strategy.” – Professor from South Africa

“In-Person: Taught all online, all in-person, and blended classes last year. Strongly preferred in person only classes, as did my students.” – Professor from the United States

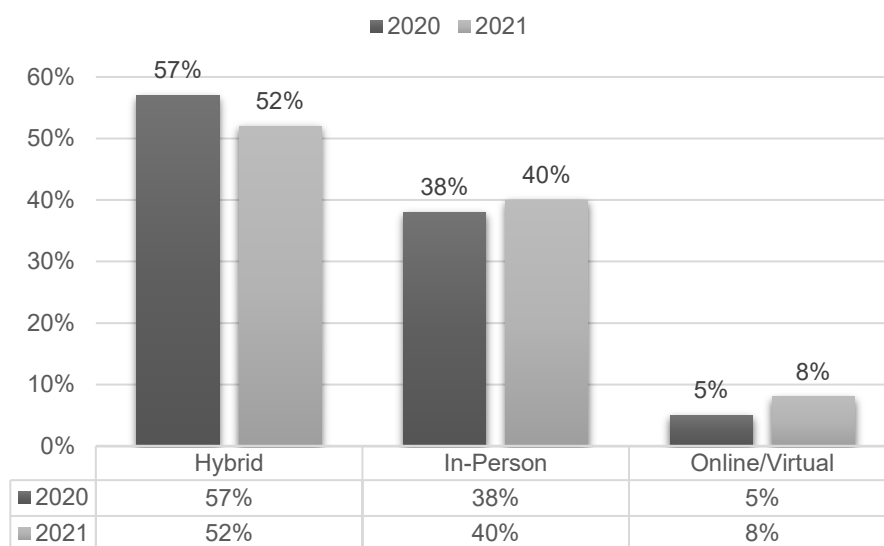
WHAT KIND OF TEACHING STRUCTURE DO YOU PREFER?

OVERALL RESPONSE
HYBRID 52%



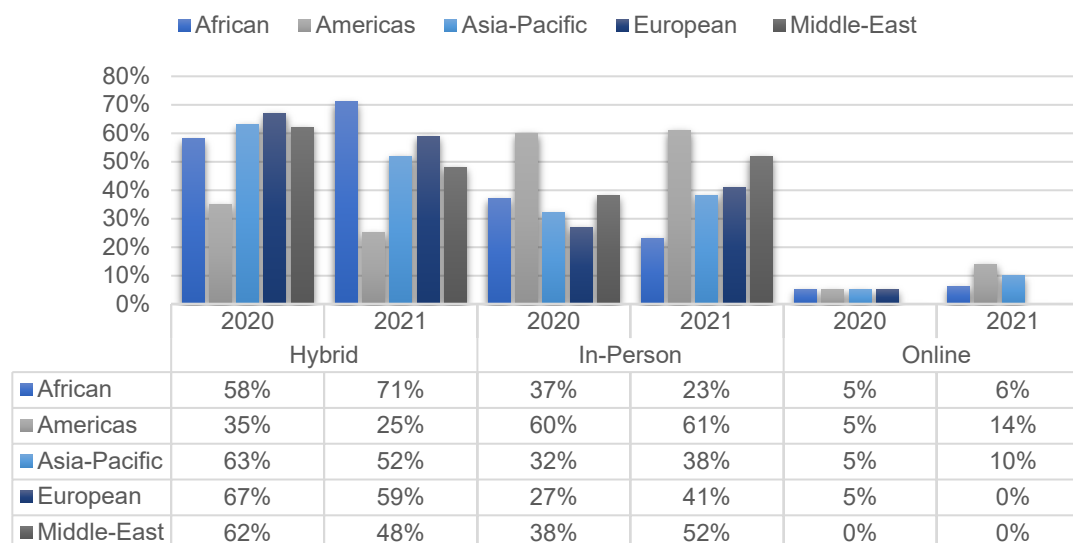
The current global Pandemic, which has been bringing uncertainties in every aspect of our lives, has shown that a hybrid learning model is necessary for educational institutions to allow students to continue learning safely. While some colleges and universities have successfully incorporated online learning and educational technologies into their curricula, others are still figuring it out.

The international majority of faculty, 52%, have supported a hybrid model for teaching virtual and in-person teaching methodologies. The reasons for using the hybrid method were to improve student participation, assessment, and understanding and encourage a more active rather than passive approach to learning. The transition from traditional to virtual classrooms came with a learning curve for faculty and students.



REGIONAL BREAKDOWN

Faculty across other regions (71% - 48%), except for the Americas, 25%, have expressed a preference for a hybrid teaching method. This demonstrates significant progress in a year of faculty adopting a new pedagogical tool rarely used before the global Pandemic.



VOICES FROM OUR DOCTRINAL STUDY GROUP CHAIRS

“In person. My teaching style is energetic and engaging, and that translates best within an in-person environment.” – Andrew Dahdal, Assistant Professor, Qatar University, College of Law, Qatar; *Chair, Commercial Law Study Group*

“Blended (hybrid) learning enables the best of both worlds (in-person and virtual) – enhanced connectivity with the students through digital education whilst enabling more focused and interactive in-person workshops/tutorials.” – Stephen Hardy, Dean, and Professor, University of Hull, Faculty of Law, United Kingdom; *Chair, Civil Procedure Study Group*

“I prefer In-Person classes because you can see and hear all participants and talk with them. Many participants let their camera off and do not use the voice function.” – Bettina Hummer, Professor, University of Lausanne, Faculty of Law, Switzerland; *Chair, Doctrinal Study Group, and Constitutional Law Study Group*

“In-person teaching keeps the students alert and more participatory during the class sessions as opposed to online classes which are hampered by poor internet networks; difficulty in generating attention and participation from the class throughout the sessions; as well as the ability to guarantee that the instructor is well understood.” – Dr. Anthony C.K. Kakooza, Associate Professor of Law, Uganda Christian University, Faculty of Law, Uganda; *Chair, Property Law Study Group*

“Hybrid. It allows us to maintain the personal touch through physical interaction from time to time. At the same time, the virtual helps to save time and resources of traveling to class.” – Abdulkarim A. Kana, Associate Professor, Honourable Attorney General and Commissioner for Justice of Nasarawa State and Dean Emeritus, Faculty of Law, Nasarawa State University, Keffi, Nigeria; *Chair, Criminal Law And Procedure Study Group*.

“After teaching online for three semesters due to the pandemic, I prefer In-Person teaching.” – Sanjeevi Shanthakumar, Vice-Chancellor, and Professor, Gujarat National Law University, India; *Chair, Environmental Law Study Group*

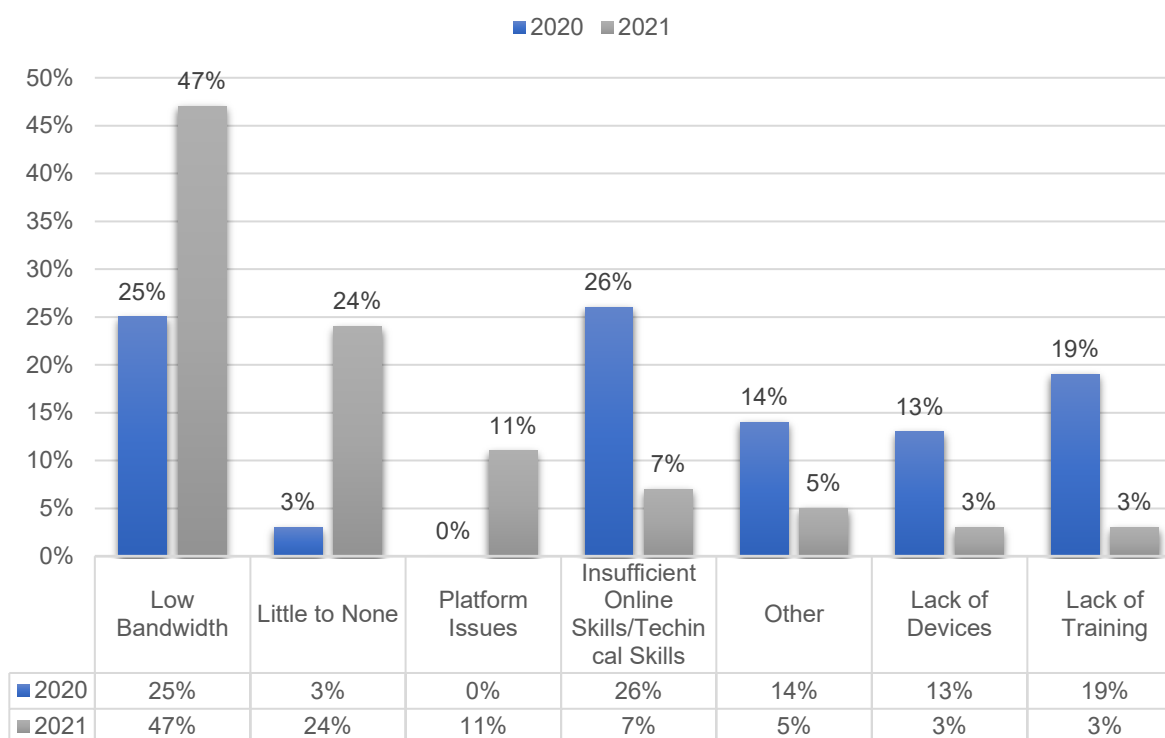
HAVE YOU EXPERIENCED ANY TECHNICAL DIFFICULTIES AND OR CHALLENGES?

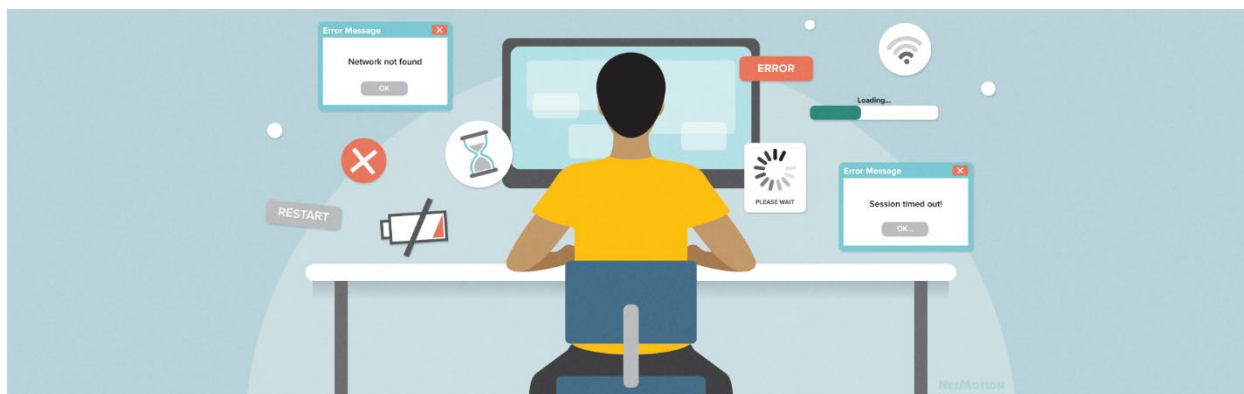
OVERALL RESPONSE LOW BANDWIDTH/CONNECTIVITY ISSUES

Low bandwidth and connectivity issues were the most prevalent technical difficulties voiced by professors. Interestingly, the most popular issue was the lack of a reliable and stable internet connection worldwide. Professors from India and the United States stated that students would often need to rejoin the virtual classroom due to low bandwidth. While an overwhelming number said, they had little to no technical difficulties, the few who did say the challenges were minor and were resolved quickly.

Unfortunately, students also reported the primary technical issue they faced was Low Bandwidth (connectivity issues).

A year later, low bandwidth was still an issue. In 2020 the most common technical difficulty across regions was Low Bandwidth (25%) and Insufficient Online/Technical Skills (26%). But in 2021, Platform Issues were noted as a new challenge reported by 29% of respondents. Learning new software programs and their features was also a new obstacle. With companies constantly updating and offering new features for their users, professors had to learn how to use them quickly. We asked the faculty to select all that apply for this question.





SELECTED FACULTY QUOTES

“Poor internet connection sometimes. Electricity power went off 3-4 times a day.” – Professor from Jordan

“Internet connectivity problems resulted in communication gaps or unclear voices from either of the sides. This certainly affects the flow of the class and impact on the minds of the students.” – Professor from India

“At the beginning, there were some problems with MS Teams (on Microsoft side).” – Professor from Poland

“Yes, network challenges, students access to data. I found myself navigating inequality and limited resources and choosing modes of conveying the material that was accessible to all. This inevitably affected the quality of delivering the content, engaging with students and assessment.” – Professor from South Africa

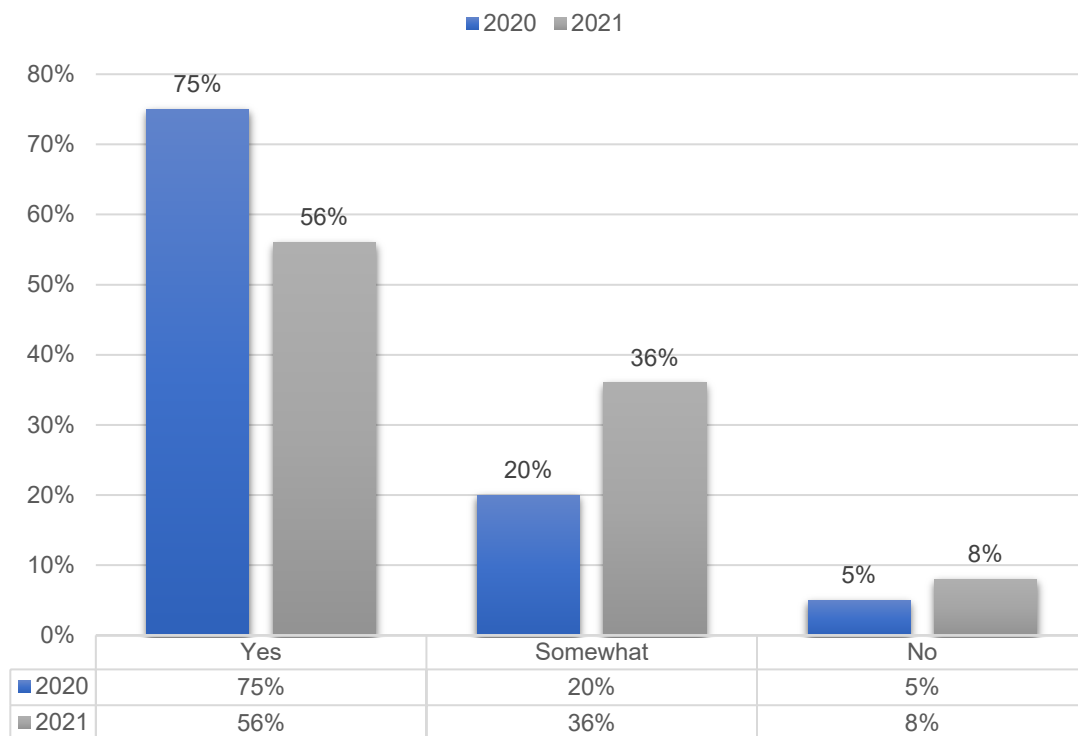
“The challenges primarily involved teaching students in a classroom while having other students participating on Zoom. Challenges included students who had inadequate WiFi, difficulties communicating behind masks, and ensuring that students stayed engaged while I managed PowerPoints, Zooms, mics, etc.” – Professor from the United States of America

AT THE START OF TRANSITIONING TO ONLINE CLASSES, WERE YOU EQUIPPED WITH SUPPORT AND RESOURCES?

OVERALL RESPONSE YES 56%

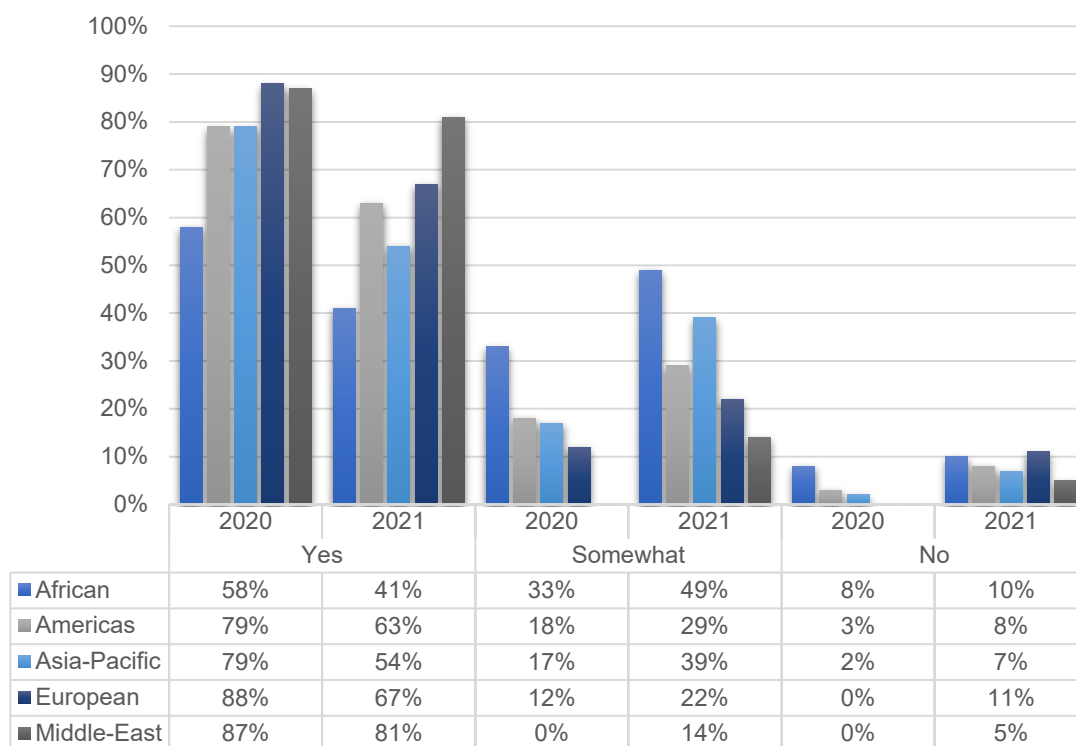
Responding faculty felt their institutions gave them the proper resources to support them through the transition to online classes. Our international law school leadership should be praised for providing the essential support and resources to their faculty during these difficult times.

We see a drop in the number of professors who stated that they were equipped with support and resources at the start of transitioning to online classes, a 19% decrease from 2021 to 2020. Professors said they were equipped reasonably well initially and later on improved. We can deduce from this result that, initially, faculty thought they had adequate support until they began engaging full time in virtual education. They then discovered how difficult it was – it went beyond schools providing equipment and platforms, but rather a bandwidth, and psychology challenges became more critical as time went on.



REGIONAL BREAKDOWN

Faculty from the Americas, Asia-Pacific, European, and the Middle East Regions responded (over 50%) that their schools provide them with the necessary support and resources when transitioning to online classes. While faculty from the African region, 41% responded they received adequate support and resources.



SELECTED FACULTY QUOTES

“Understanding that not all of our students have the familial, economic or other resources that are necessary for attending our virtual classes.” – Professor from Chile

“I include in my classes internet resources that can make the lesson more dynamic.” – Professor from Jordan

“We were trained on facilitating online classes and data bundles given to us to enable internet access.” – Professor from Uganda

“Yes, but not comprehensive as expected.” – Professor from Malaysia

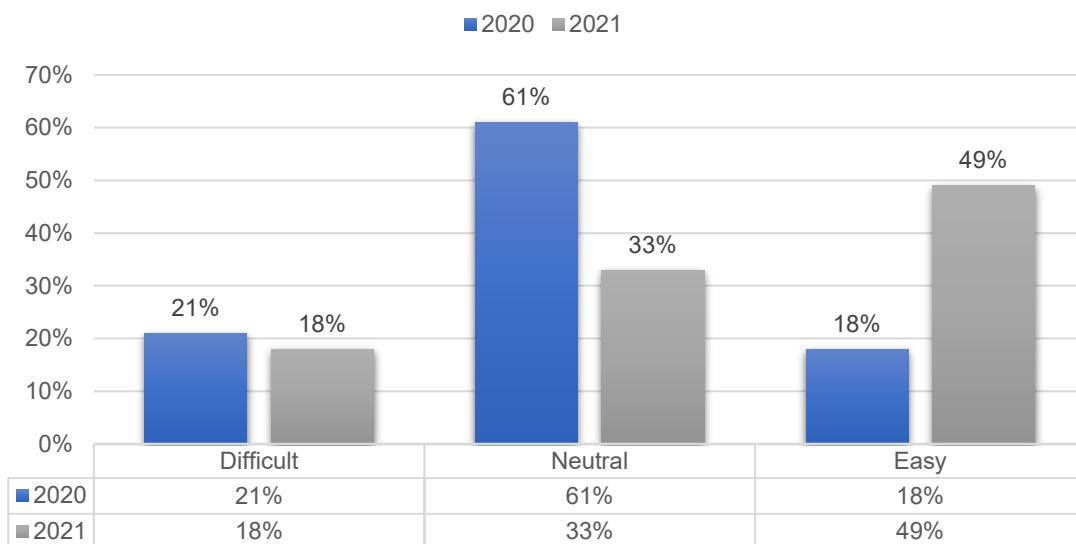
HOW DIFFICULT WAS IT TO MAKE THE TRANSITION FROM IN-PERSON TEACHING TO VIRTUAL TEACHING?

OVERALL RESPONSE EASY



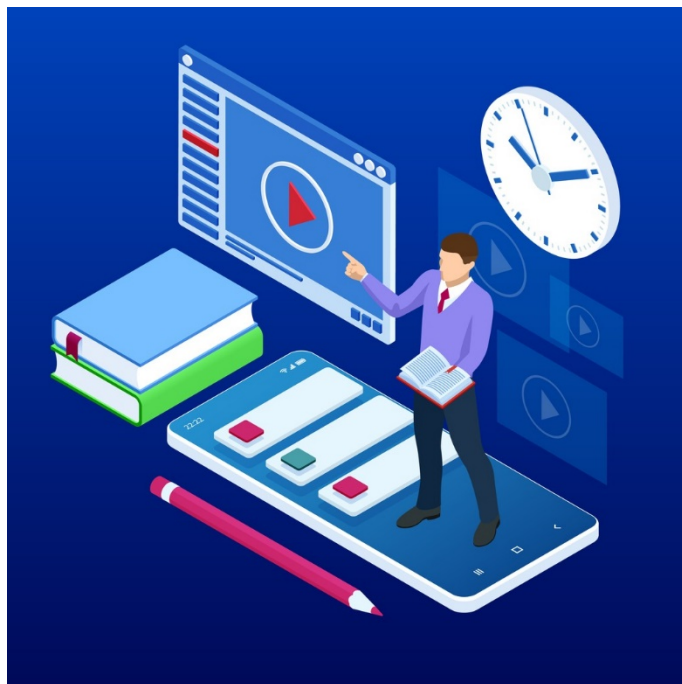
We asked Professors to rate their level of difficulty in the transition from in-person teaching to virtual teaching. In 2021 professors stated the following: 18% - Difficult, 33% - Neutral and 49% - Easy.

A year ago, only 18% of professors in 2020 stated the transitioning to an online learning education was easy. Fast forward a year later, the number increased to 49%. With the ongoing COVID19 Pandemic, our law schools worldwide have quickly shifted to a virtual world, and professors have changed their perspectives on the level of difficulty. It is getting simpler.



VOICES FROM OUR DOCTRINAL STUDY GROUP CHAIRS

“It was surprisingly easy.” – Dr. Andrew Dahdal, Assistant Professor, Qatar University, College of Law, Qatar; *Chair, Commercial Law Study Group*



“We believe that blended online learning enables the students to learn at their own pace, which improves the quality of the educational experience.” – Stephen Hardy, Dean, and Professor, University of Hull, Faculty of Law, United Kingdom; *Chair, Civil Procedure Study Group*

“Not too difficult because I have a good staff, people who could help me with the technology.” – Bettina Hummer, Professor, University of Lausanne, Faculty of Law, Switzerland; *Chair, Doctrinal Study Group, and Constitutional Law Study Group*

“Due to technology challenge at the beginning, it was difficult. But once there was an improvement in the available technology it became easy, and somewhat more convenient.” – Dr. Abdulkarim A. Kana,

Associate Professor of Law, Honourable Attorney General and Commissioner for Justice of Nasarawa State and Dean Emeritus, Faculty of Law, Nasarawa State University, Keffi, Nigeria; *Chair, Criminal Law and Procedure Study Group*

“It was not difficult at all. I have a good understanding and exposure to online teaching, making it smoother for me. However, when other online teaching methods that are more advanced than zoom came on board, things got a bit complicated as I had to get to understand them as well.” – Dr. Anthony C.K. Kakooza, Associate Professor of Law, Uganda Christian University, Faculty of Law, Uganda; *Chair, Property Law Study Group*

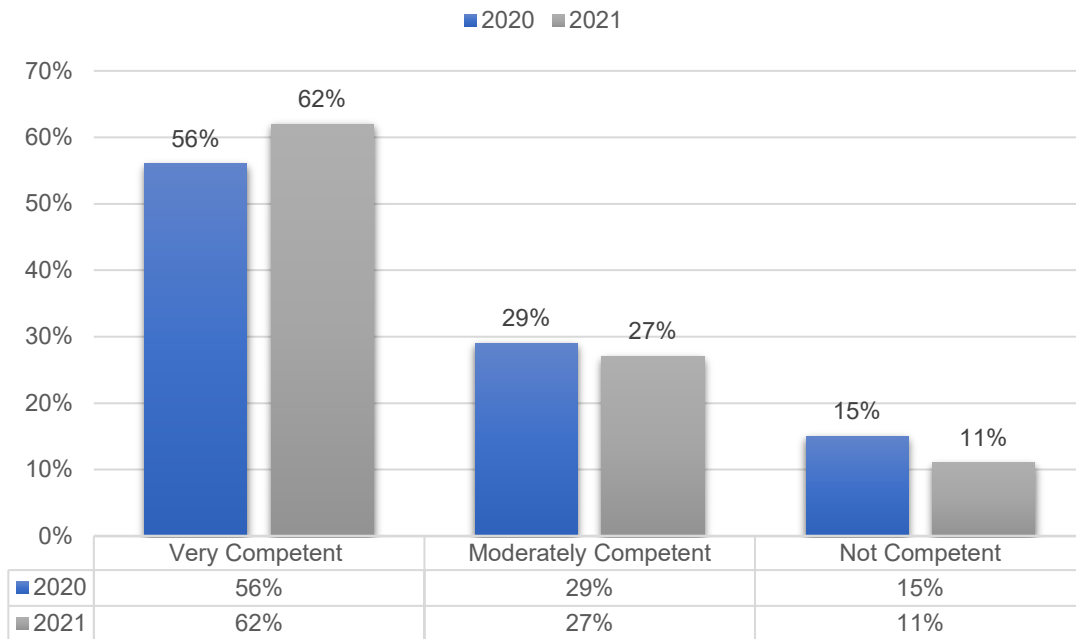
“Transition from in-person teaching to virtual teaching was extremely seamless for me since I was always updating myself with the latest technological advancements. Hence the transition was smooth for me.” – Dr. Sanjeevi Shanthakumar, Vice-Chancellor, and Professor, Gujarat National Law University, India; *Chair, Environmental Law Study Group*

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

**OVERALL RESPONSE
62% VERY COMPETENT**



In 2021, 62% of law faculty said they were very competent with using remote teaching tools, with only 15% admitting a lack of competency. This is an increase from 2020, where 56% stated they were very competent. New and updated online platforms will always be more than just software tools. It takes educators who know how to use the tools to produce beneficial experiences around their subject matter and teaching pedagogy.

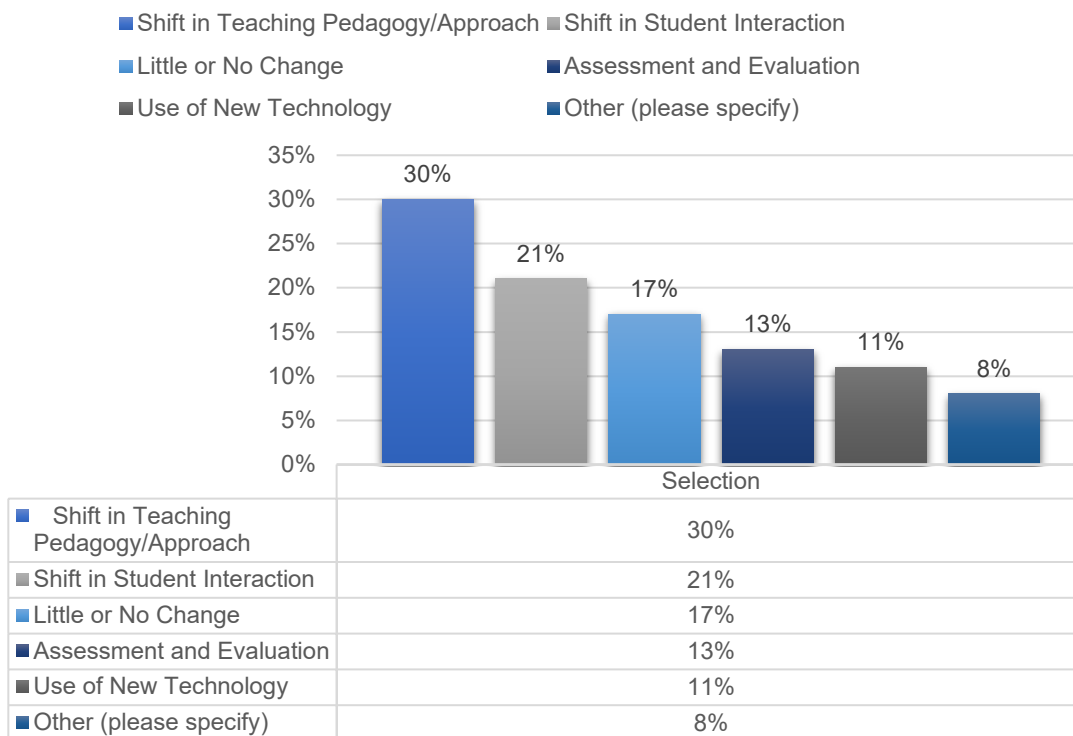


WHAT HAVE BEEN THE MAJOR CHANGES TO YOUR COURSES AS YOU TEACH ONLINE?

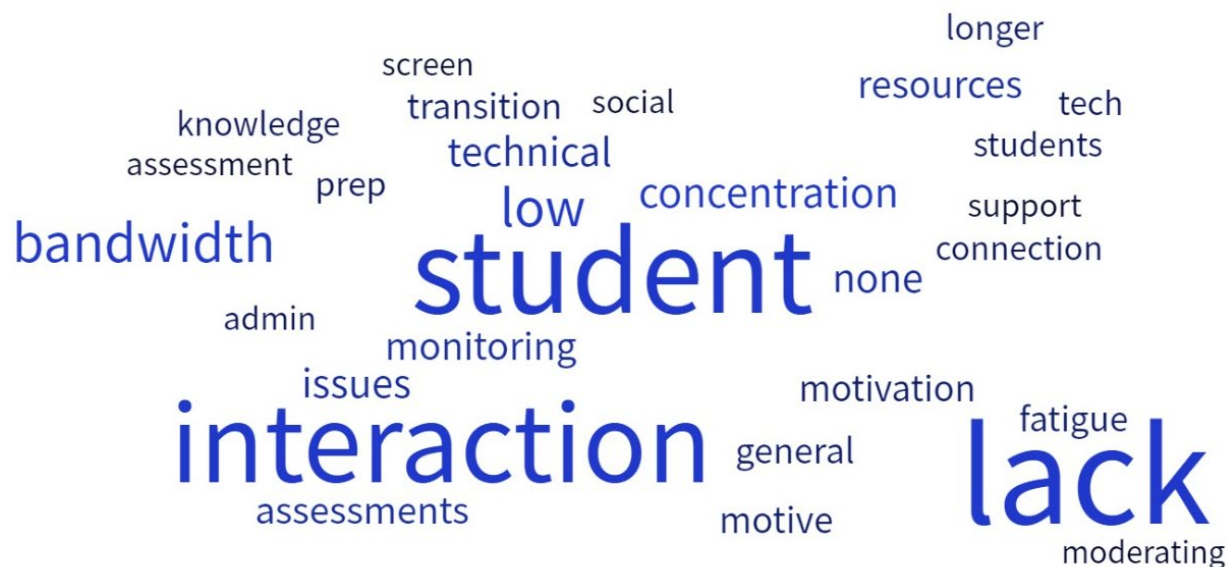
The most significant change: Shift in Teaching Pedagogy/Approach. Thirty percent of faculty members reported a significant shift in the methodology of how they taught their classes. This shift ranged from using break-out rooms on Zoom and recording their lectures to reducing the length of a syllabus. Along with cutting content from the syllabus, many faculty members reported they felt they had to dumb down the curriculum because of the lack of student interaction and engagement. In 2020, 44% of faculty stated that they had to alter their curriculum and teaching approach.

In 2021, 21% percent of faculty members reported a shift in student interaction. Many faculty members found it difficult to keep students' engagement and participation; it was especially easy for students to disengage from a lecture by simply turning off their camera and muting their microphone. They could not see students' faces which made it difficult for some to monitor whether students were cheating, resulting in distrust between teacher and student. This resulted in a change in how students were assessed and evaluated. Faculty members also reported (13%) that they changed how they assessed and examined their students. For example, some faculty members shifted away from multiple-choice questions to written exams along with research papers.

Additionally, 11% of participants reported that they learned a new technical skill due to the change of environment; 17% percent of participants said little to no change because of their experience teaching online or hybrid courses. We asked the faculty to select all that apply for this question.



WHAT ARE SOME OF THE CHALLENGES YOU HAVE FACED WITH VIRTUAL EDUCATION?



The survey asked faculty to comment on the significant changes to teaching their courses online. Aside from technological problems, the most common challenge faced with virtual education was the lack of student interaction. While some students found the chat feature helpful in discussion, others entirely disconnected from an online class. It can be challenging to get more reserved students to engage online, like in the in-person classroom. Furthermore, faculty noticed that students who did not participate in person now just mute and hide their videos. However, some have found the chat features helpful in the discussion, which, in turn, prevents long and awkward pauses during the lecture.

The faculty also stated that student motivation and concentration are negatively impacted by online learning. Our Student Survey confirmed this observation, where 66% of students responded that concentration was one of their most complex challenges in Pandemic virtual education. Many students face technical issues and sit in front of a screen for 12+ hours a day listening to lectures, videos, and completing assignments. This causes them to deviate from participating. Professors have noticed this and felt the disconnection from their students.

One of our faculty members from South Africa explained these challenges concisely: “*Virtual education is at odds with human psychology of learning. It overlooks the role of real human contact in learning. Virtual education isolates teachers and students, undermining mental health. Virtual education dissociates teachers from students and one another. Dissociation exacerbates communication problems in a diverse population. Dissociation results in ineffective communication. Communication becomes purely transactional. Teachers and students cannot develop rapport. Students are anonymous and dehumanized. Students have less access to student-teacher consultation. No opportunity for organic interaction and conversation. Online teaching results in more regimentation less engagement. Teachers cannot pick up on non-verbal cues to gauge students’ grasp of lectures. A substantive lack of student participation. Dumbing down of teaching. Dumbing down of content. Dumbing down of assessment.*”



SELECTED FACULTY QUOTES

“Fundamentally, getting the attention of connected students and noticing whether they understood what I was teaching them. The Socratic method it’s harder to use. Student fatigue after too much screen time.” – Professor from Chile

“I cannot supervise and have a direct connection with students. Students may look at the screen/camera but do something else? or even off-cam. Are they somewhere out there? but this only happens in classes for new students with a large number of students in the class (100 or more), while the advanced students are productive and enthusiastic in all sessions, member of the class is 30 maximum.” – Professor from Indonesia

“Reduced interest in the learning process among students.” – Professor from Kazakhstan

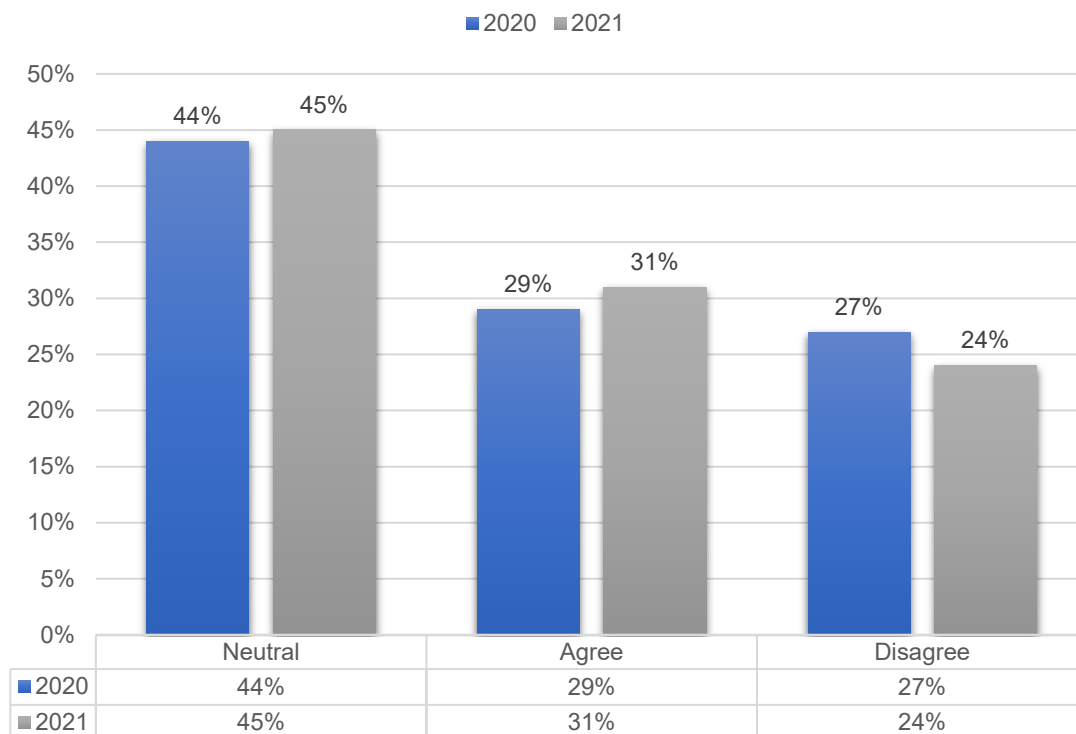
“Maintaining interest, Zoom fatigue, sickness/vertigo from Zooming too much, black screens/absent faces, lack of human connection, lack of organic discussion-based vibe you get in a physical classroom.” Professor from Singapore

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

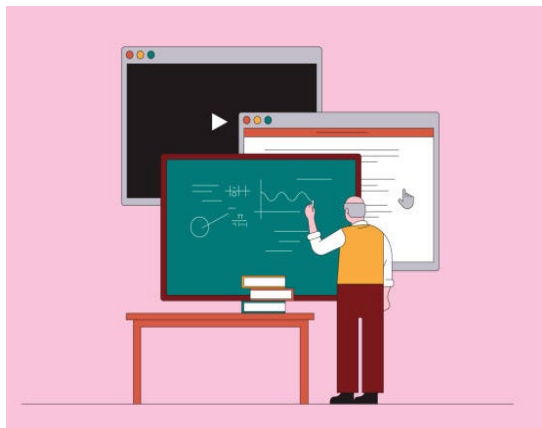
OVERALL RESPONSE NEUTRAL 45%

Compared to a year ago, we see very little change from 2020 to 2021. In 2021, about 45% (up by 1% from 2020) of the respondents were neutral on whether online learning improved the quality of education.

In our 2021 student survey, 60% of students said the quality has changed and/or has changed somewhat. Students had mixed responses, and some said the quality worsened due to assessment changes, learning styles and ability to concentrate, less interaction between students and lecturers, and increased workload. Alternatively, some students said the quality of education improved. They mentioned that the online resources allowed them to review lectures and access materials quickly and on their own time. As stated in our student report, some students said their professors are still teaching them ways to develop knowledge and skills that they will use in their careers. Professors connect with their students remotely through live videos and recordings. As institutions deliver more resources for a more efficient online education, professors also learn to use these platforms.



VOICES FROM OUR DOCTRINAL STUDY GROUP CHAIRS



“I agree in the context of material sharing, media examples of certain issues, and flexibility in recording and sharing classes. These are all, however, supplementary to in person.” – Dr. Andrew Dahdal, Assistant Professor, Qatar University, College of Law, Qatar; *Chair, Commercial Law Study Group*

“We believe that blended online learning enables the students to learn at their own pace, which improves the quality of the educational experience.” – Stephen Hardy, Dean, and Professor, University of Hull, Faculty of Law, United Kingdom; *Chair, Civil Procedure Study Group*

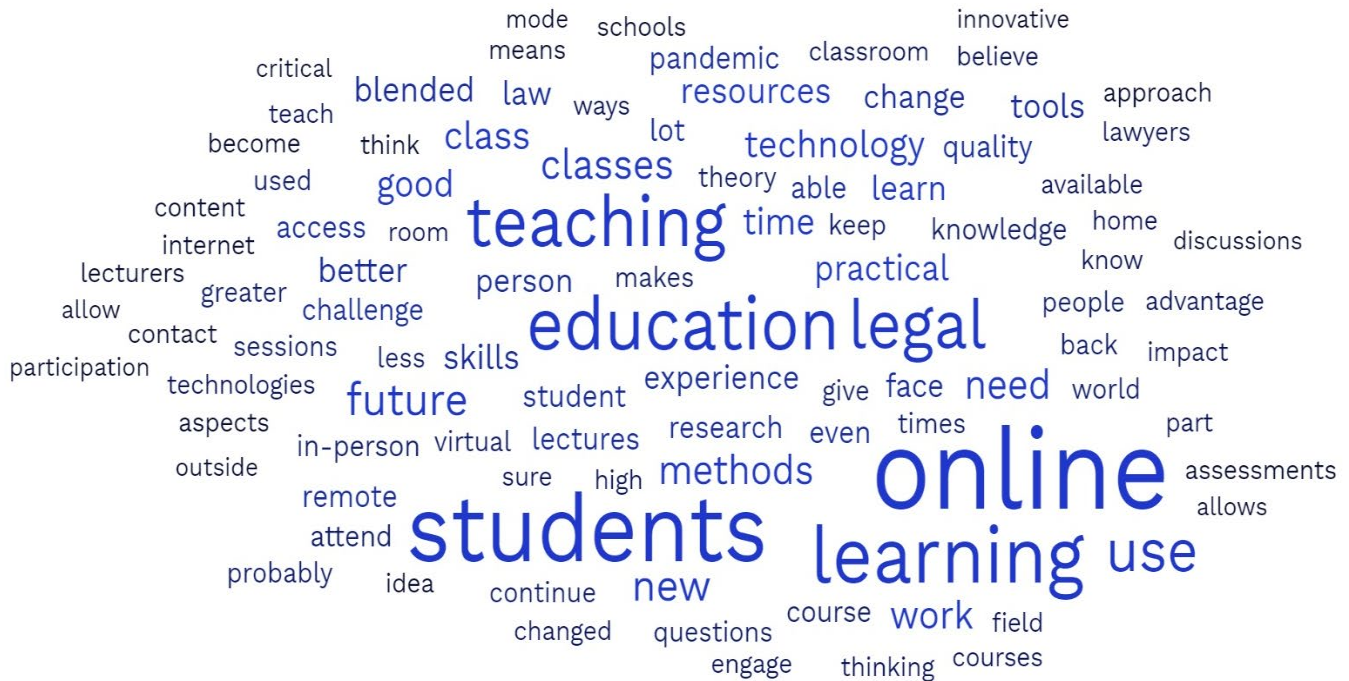
“I think it does not improve the quality, but it gives more flexibility (possibility to invite speakers from abroad; possibility to attend class while in quarantine, etc.)” – Bettina Hummer, Professor, University of Lausanne, Faculty of Law, Switzerland; *Chair, Doctrinal Study Group, and Constitutional Law Study Group*

“I do not entirely agree. I can only say that online learning enables us as facilitators to keep the flow going with limited interruptions to the academic calendar. Still, there is no guarantee that they have helped improve the quality of education. For small classes of not more than 15 students, the accountability required from such students means that because they have a higher pressure to give back, then they must show that they have understood the lecturer. However, for large classes of more than 40 students, many hide behind large numbers and cannot be easily called upon or pushed to participate in the virtual classroom. This ultimately negatively affects the quality of education and the grasp of key aspects in the education program.” – Dr. Anthony C.K. Kakooza, Associate Professor of Law, Uganda Christian University, Faculty of Law, Uganda; *Chair, Property Law Study Group*

“I agree that the new teaching method improves the quality of education because the colleges can engage the services of a variety of best resource persons from distances to still teach without the need to travel.” – Dr. Abdulkarim A. Kana, Associate Professor of Law, Honourable Attorney General and Commissioner for Justice of Nasarawa State and Dean Emeritus, Faculty of Law, Nasarawa State University, Keffi, Nigeria; *Chair, Criminal Law and Procedure Study Group*

“I disagree. The quality of teaching and learning has deteriorated terribly. It had created a lot of inequity. Students who could not afford internet with good broadband, students who could not afford laptops with specific configurations, students who had no access to the internet since they are living in rural and remote areas, in smaller cities and towns with no adequate IT infrastructure – have faced a huge academic loss in terms of lack of or poor-quality access to technology. This has created a divide between the haves and the have nots. Many students just log in for the sake of meeting the attendance requirements and don't switch on the camera or the mic, many students from economically weaker sections who are living in a one-room tenement with four or five members in the family could not afford a dedicated room in the house to attend classes without disturbance. Lots of other similar issues - maybe India specific - has made me feel that online learning has not contributed to the quality of education.” – Dr. Sanjeevi Shanthakumar, Vice-Chancellor, and Professor, Gujarat National Law University, India; *Chair, Environmental Law Study Group*

HOW WILL YOUR EXPERIENCE OF ONLINE LEARNING CHANGE YOUR TEACHING METHODOLOGY IN THE FUTURE? WHAT IS YOUR MOST IMPORTANT TAKEAWAY FROM ONLINE TEACHING?



The Pandemic likely has changed legal education, if not forever, then perhaps for the foreseeable future. Even though online learning has been around for years, not all law schools have had experience with it. The Pandemic initiated this quick shift to online learning, drastically changing and improving quickly. Online education has become a chance for law schools to reassess legal education. We know for certain that the integration of online learning will continue to persist to some unknown degree post-pandemic.

Some of the most important takeaways are working remotely and being effective with new online platforms. The future of education is embracing technology and a hybrid teaching environment. It may give rise to more and more innovative online modes of teaching. Legal educators may have to move away from reliance on traditional methods only and see how they can adapt to changing circumstances. However, we must not lose sight of key goals like assessments and cultivating the students' analysis and critical thinking ability.



VOICES FROM OUR DOCTRINAL STUDY GROUP CHAIRS

“It brought into greater focus just how important classroom experiences are.” – Dr. Andrew Dahdal, Assistant Professor, Qatar University, College of Law, Qatar; *Chair, Commercial Law Study Group*

“We believe that online learning education has improved accessibility to legal education and our global reach.” – Stephen Hardy, Dean, and Professor, University of Hull, Faculty of Law, United Kingdom; *Chair, Civil Procedure Study Group*

“I mostly learned how to use zoom and other application for classes and online conferences; I also had the occasion to work with interpreters in a multilingual context.” – Bettina Hummer, Professor, University of Lausanne, Faculty of Law, Switzerland; *Chair, Doctrinal Study Group, and Constitutional Law Study Group*

“Unfortunately, I have more of a pessimistic outlook on online legal education. My most important takeaway as far as online education in the African context is concerned is that it has set us back many years, and we will struggle to recover. This is because many of our students are disparaged by inaccessibility to the internet and other factors which make it hard for them to follow through with online legal studies. This is leading to high failure rates as well as weaknesses in the understanding of legal concepts by those who can graduate their classes.” – Dr. Anthony C.K. Kakooza, Associate Professor of Law, Uganda Christian University, Faculty of Law, Uganda; *Chair, Property Law Study Group*

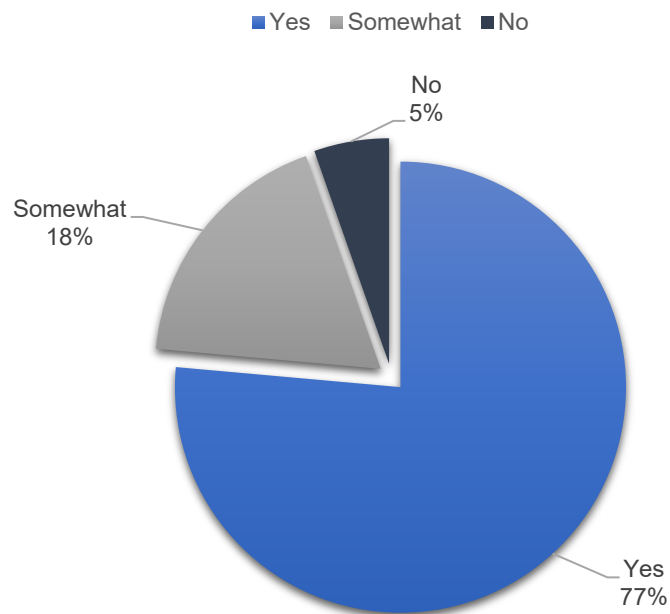
“It has cut down the cost of learning, cost of running institutions, and improved health while providing schools with opportunities for a variety of resource persons. The challenge, however, is the limitation placed on personal interactions between teachers and students and between students and students. That interactive approach to teaching is now minimized.” – Dr. Abdulkarim A. Kana, Associate Professor of Law, Honourable Attorney General and Commissioner for Justice of Nasarawa State and Dean Emeritus, Faculty of Law, Nasarawa State University, Keffi, Nigeria; *Chair, Criminal Law and Procedure Study Group*

“Legal Education is professional education. It requires lots of practice and skill-oriented training. All these could not happen through online mode. The only positive point was getting lots of international experts to deliver lectures, which otherwise would not have been possible.” – Dr. Sanjeevi Shanthakumar, Vice-Chancellor, and Professor, Gujarat National Law University, India; *Chair, Environmental Law Study Group*

DO YOU MISS SEEING YOUR STUDENTS FACE TO FACE?

OVERALL RESPONSE YES – 77%

Last year, 81% of faculty stated they missed seeing their students face-to-face. It dropped to 77% this year. As many said, with restrictions loosening, they can now see them face-to-face in person. Overall, these are positive numbers that emphasize the special bond between teachers and students, which is under strain during this change from in-person classroom education to virtual remote teaching and learning. Students shared the same feelings. Eighty-four percent of students stated they missed seeing their professors in person.



THANK YOU

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



We are the voice of the international legal community!