



International Association of  
**LAW SCHOOLS**

2021

# GLOBAL LEGAL EDUCATION *RESPONDING TO COVID19*



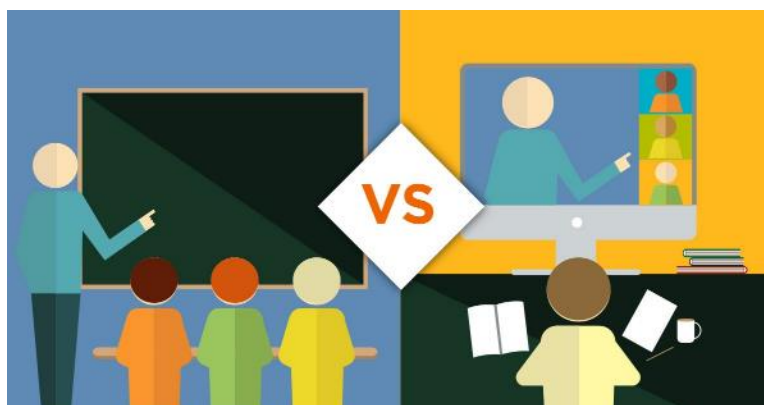
# THE STUDENT VOICE

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. 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 law students 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 on basic questions raised by this shift in educational modalities. It represents the views of the law students who responded to the study. It is not meant to be the definitive exposition of the perspectives of all law students. 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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General Secretary/Treasurer  
International Association of Law Schools

# GLOBAL LEGAL EDUCATION – RESPONDING TO COVID19: THE STUDENT VOICE



## THE REPORT & SURVEY

The student's expectations and experiences are essential in constructing new models for effective legal education. This report entitled, *Global Legal Education – Responding to COVID19: The Student Voice*, will add to our preliminary study to help set a baseline for evaluating and assessing this transformation from our students' perspectives. The 2021 report will be compared to our 2020 report, *Transitioning to an Online Legal Education – The Student Voice*. The 2021 survey included new questions based on the ongoing changes and developments due to the Pandemic.

The survey was available for the students to complete in 2021 between summer (northern hemisphere), winter (southern hemisphere) to fall (northern hemisphere) spring (southern hemisphere). We invited all law students from member and non-member law schools to participate in this survey.

## THE RESULTS

These survey results will add to a Lessons Learned report which will aid 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 processes, create new opportunities, and deal with significant challenges. This study will help set a baseline for evaluating and assessing this transformation from our faculty and students' perspectives. Their expectations and experiences are 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 students we surveyed:

1. Online/Virtual Learning Platforms improve the education experience. Both Students and Faculty have embraced and learned how to take advantage of these new platforms. In turn, the platforms are constantly updating to become more efficient.
2. Physical and emotional issues are on the rise. These physical problems ranged from back and neck pain to vision changes due to the long hours in front of a screen and uncomfortable study environments, the bed, kitchen table, couch, hallway, etc. The emotional problems brought on by increased stress due to the shifts with online/virtual classrooms, technical issues, and the Pandemic.
3. Low bandwidth and connectivity issues continue to be an issue for students across the globe.

## STUDENT REPRESENTATION

Almost 700 law students from all over the world expressed their opinions and suggestions in the IALS – Student Voice Survey. We appreciate the students who took the time to participate in this international survey! These were law students from 34 different jurisdictions:

Australia, Bhutan, Brazil, Canada, Chile, China, Czech Republic, Estonia, Ghana, India, Indonesia, Jordan, Kenya, Kuwait, Malaysia, Namibia, Nigeria, Pakistan, Philippines, Poland, Qatar, Russia, Saudi Arabia, Singapore, Slovakia, South Africa, Switzerland, Taiwan, Thailand, Turkey, Uganda, United Kingdom, United States of America, Zambia.



## THE STUDENT INTERN VOICE

The IALS began its inaugural Student Intern Program in July 2021. There are five students from around the world to assist the IALS Secretariat in developing and maintaining programs of interest to its membership. Our student interns have provided personal insight on some of our report questions.

In addition, we have included various comments from students who participated in the survey.



Astrid Gonzalez Whalen  
*Campbell University, School of Law, United States of America*

Emma Mckenzie Edith  
*Cowan University, School of Business and Law, Australia*

Anna Králíková  
*Masaryk University, School of Law, Czech Republic*

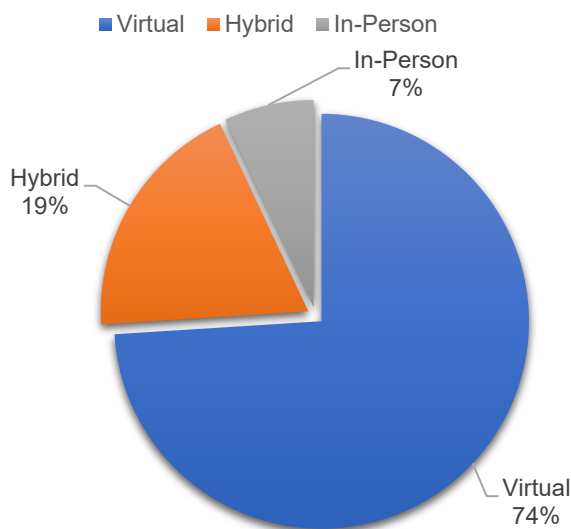
Justin Foo Min Hua  
*The National University of Singapore, School of Law, Singapore*

Lindani Mhlanga  
*The University of The Free State, School of Law, South Africa*

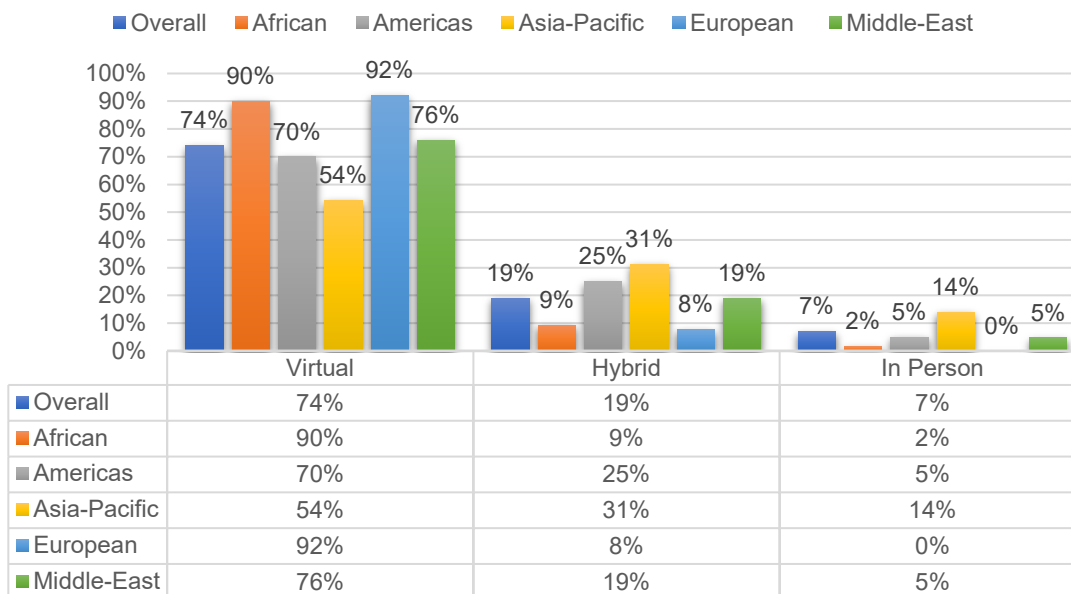
## WHAT TYPE OF CLASSES IS YOUR SCHOOL HOLDING IN 2021?

### OVERALL RESPONSE CLASSES ARE VIRTUAL: 74%

We asked students if they were attending school virtually, hybrid or in-person in 2021? Over a year had passed since the beginning of the Pandemic, and 74% of students were still attending classes online/virtual, 19% were doing a combination of hybrid in-person and online, and only 7% were back in-person, in the classroom.



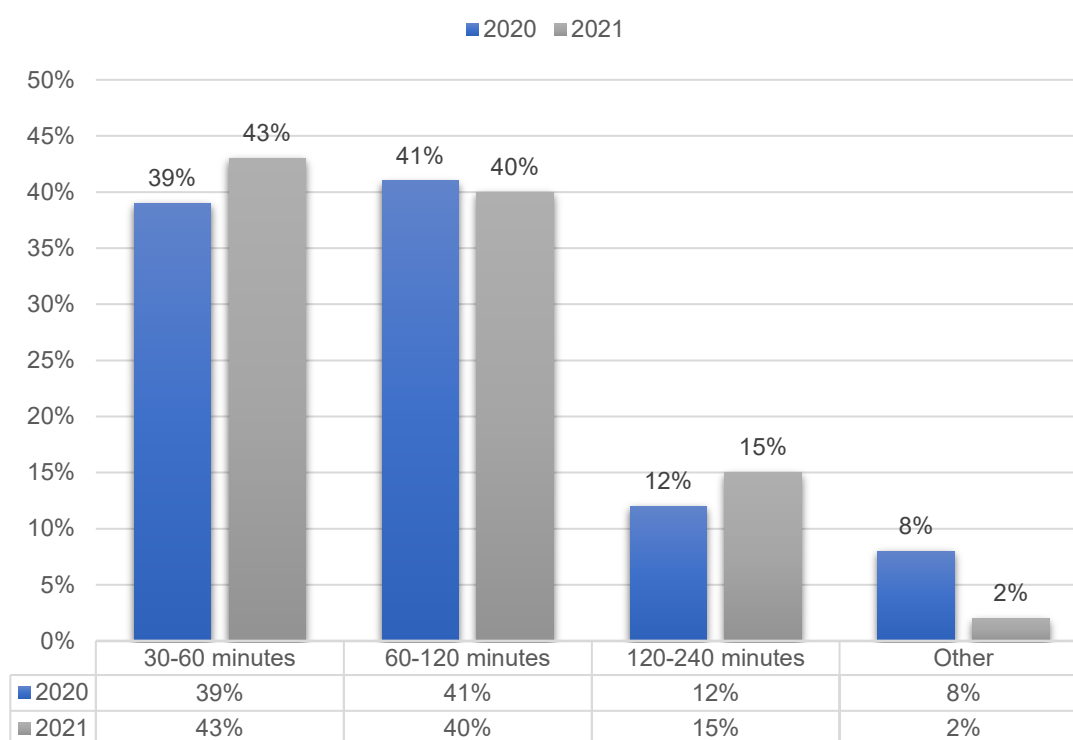
### REGIONAL BREAKDOWN



## HOW LONG IS YOUR CLASS/LECTURE?

### OVERALL RESPONSE 30-60 MINUTES: 43%

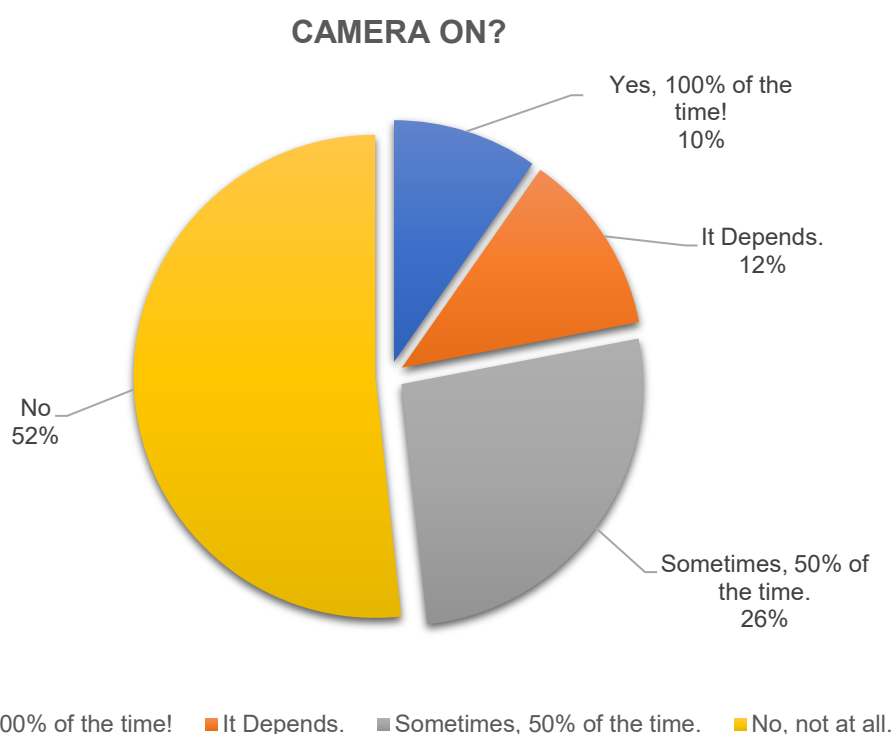
Many colleges and universities had difficulty switching to online classes at the Pandemic's beginning. Several students in the 2020 survey stated they did not attend a class but watched a pre-recorded video [that was] assigned via email—the time spent online varied with each professor and class. Over time, professors and students provided new platforms and support. In 2021, fewer students, 2%, stated they had neither virtual classroom time nor in-person classes, compared to the results in 2020. The big difference in results was in our “Other” option. The “Other” stated that their professors only provided recordings and PowerPoint presentations instead of classes or lectures. This form of lecture decreased in 2021.



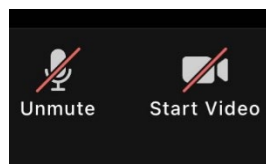
## WHEN ATTENDING CLASSES ONLINE, DO YOU TURN ON YOUR CAMERA?

### OVERALL RESPONSE CAMERA OFF! 52%

To show your face or not? 78% - either off or off 50% of the time. Or is it more you do not want your personal space to view on camera? Our students overwhelmingly said they turned their cameras off. However, it is not for the reasons mentioned above, well for a minority, it is. The reasons for turning the camera off were data and power saving, large class equals fewer distractions, privacy during recorded lectures, and finally, the professor made it optional. However, many students said it all depends on the professor's instruction; if it is a large lecture, they can turn off the camera while a discussion setting requires it. Only 10% of students said they had their camera on all of the time!



### SELECTED STUDENT QUOTES



*"For the first few minutes, I usually turn on the camera. After that, when the lesson starts, I turn off the camera. Sometimes, the instructor tells us to turn on or off the camera." – Student from Bhutan*

*"Sometimes the teacher has connection issues, so they ask us to turn off our cameras." – Student from Chile*

*"When the lecturer asks for it to be turned on if not no." – Student from Ghana*

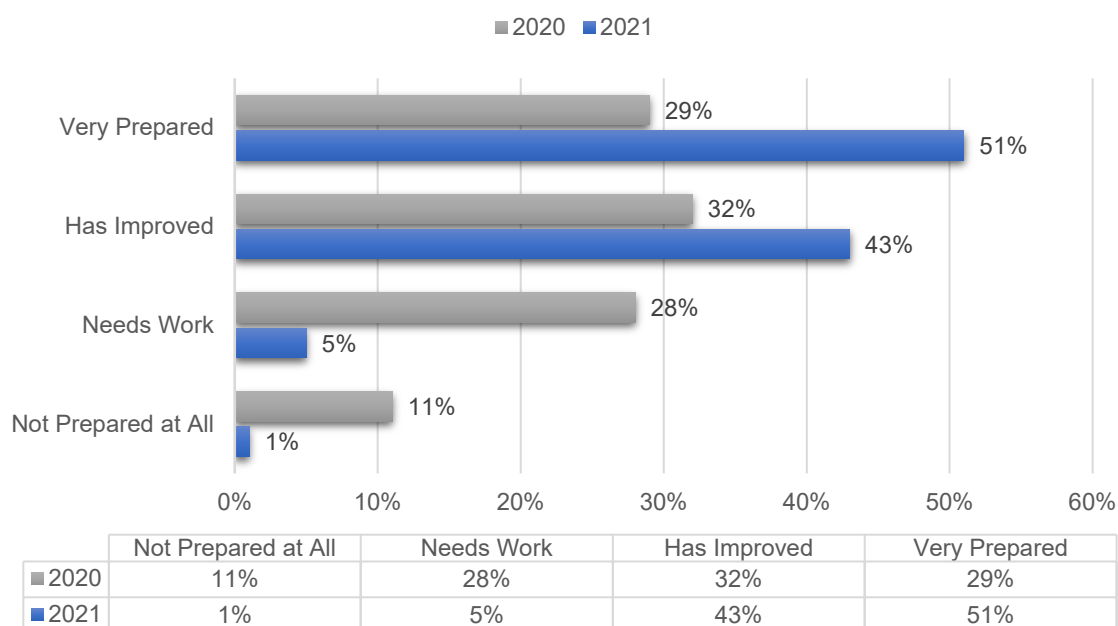
*"Some activities require to open the camera, but I don't most of the time during the lecture." – Student from Thailand*



## HOW PREPARED WAS YOUR INSTRUCTOR WHEN IT CAME TO VIRTUAL TEACHING?

**OVERALL RESPONSE**  
**VERY PREPARED: 51%**

More than half of the students surveyed said their instructors/professors were very prepared for virtual teaching, contrasting with only 29% in 2020. Most significantly, the students' opinions changed from last year (2020), with a very negative assessment, to a much more positive one a year later. In 2020, 11% of students stated their professors were not prepared at all; in contrast to 2021, only 1% said their professors were not prepared. Additionally, the significant increase in student opinions of their professor's preparedness jumped from 29% to 51% for very prepared and 32% to 43% for having improved.



### SELECTED STUDENT QUOTES

*“At first, classes were slow since professors weren’t prepared for the task. But once they got a hold of the method, they were able to integrate new aspects to their classes; also, they were more fast-paced (since there weren’t that many interruptions from the students).” – Student from Brazil*

*“Some professors are less prepared than others... when professors aren’t prepared, their lack of preparation is acutely felt.” – Student from India*

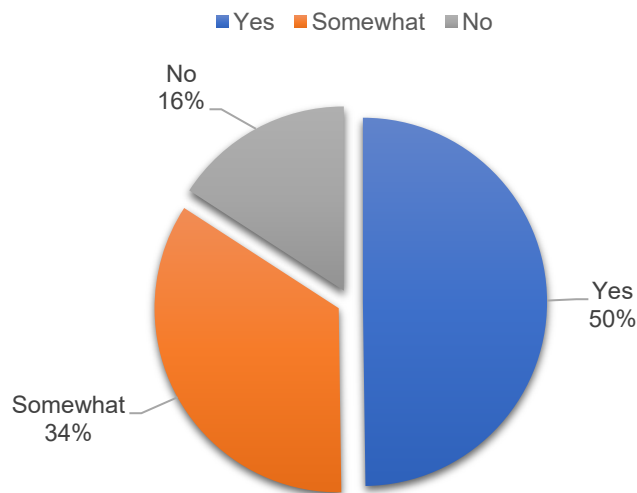
*“Classes have become inconsistent (some lecturers don’t stick to the timetable and skip classes) and the assessments such as the tests are very much different, e.g., in the tests, we have multiple-choice questions than in the exam we only have structured questions, so students aren’t prepared or know how to answer essay questions.” – Student from Nigeria*

*“The lecturers learned to use more virtual features and to modify the course curriculum according to the circumstances.” – Student from United Kingdom*

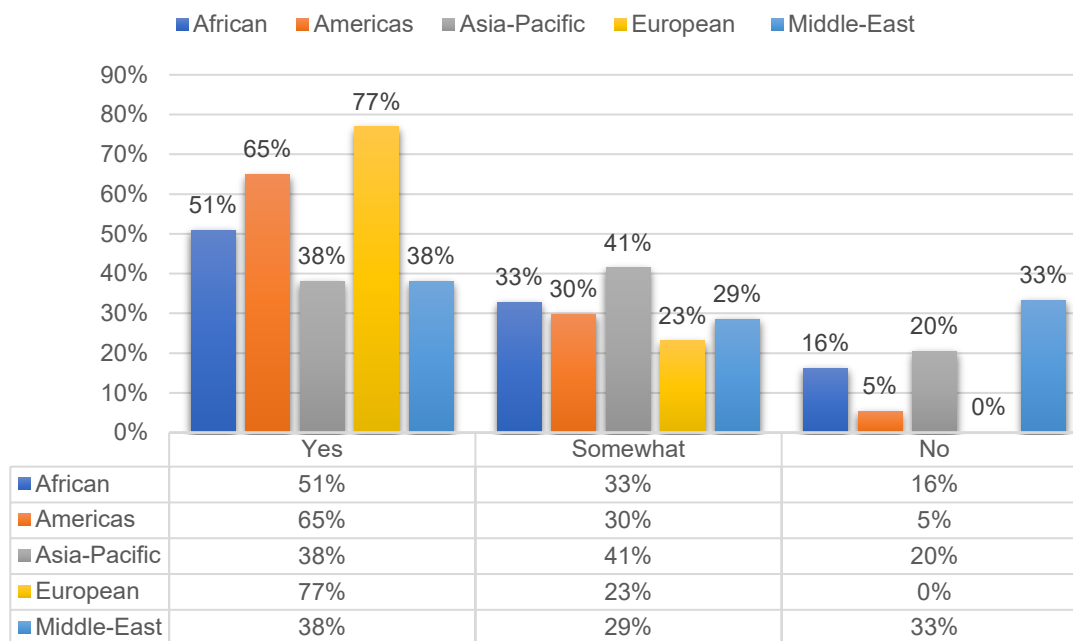
# HAS THERE BEEN AN IMPROVEMENT WITH ONLINE CLASSES SINCE THE START OF CLASSES GOING VIRTUAL?

**OVERALL RESPONSE**  
**YES, IMPROVED: 50%**

While we did not ask this specific question in the 2020 survey, other data from that survey showed a progressively improving trend in the student’s virtual experience among the students who took the study later in the year. So too, the 2021 results showed significant improvement over time as faculty and students adapted to the rapid pivot from the classroom to online.



## REGIONAL BREAKDOWN



## THE STUDENT INTERN VOICE

“There have certainly been improvements to the execution of online classes ever since it became the norm. In particular, there has been more active communication between faculty staff and students with regards to technical difficulties that may occur during classes, as well as the inclusion of interactive tools such as polls, which help to engage students during online lessons better.” – Justin Foo Min Hua, Singapore

“From the beginning of the Pandemic, which has been closely linked to the transition to online learning, online teaching has improved rapidly. Initially, the biggest problem was the moment of surprise and unpreparedness for such a situation, which probably none of us had any idea that could occur. However, our professors handled it excellently and tried to replace face-to-face teaching as much as possible. In the first semester of the Pandemic, we did more assignments for seminars, and there were only a few online classes, time and mostly with the beginning of the second semester of the Pandemic we already had all lectures and seminars online, and except for the fact that we did not go to the faculty, the teaching was full-fledged and the same as it would be under normal circumstances.” – Anna Králíková, Czech Republic



“At my university, online classes have always been an option, so many students and lecturers are used to them. Thus, most lecturers are familiar with the systems and adapt classes to suit online and on-campus students. I would attribute the improvement to the larger proportion of students who have become more familiar with the technology, and lecturers can exclusively plan the classes for an online audience. For these reasons, I do believe the classes have improved, as they now generally run much more smoothly, and content is conveyed in a manner most appropriate for online learning.” – Emma Mckenzie, Australia

“Like all things new, getting the best out of the online student-teacher interface has taken time. Each and every session shows a marked improvement from the last with both students and teachers learning on the job.” – Lindani Mhlanga, South Africa

“This question does not apply to me because my law school has moved to in-person only, except for people who have covid like symptoms.” – Astrid Gonzalez Whalen, United States of America

## SELECTED STUDENT QUOTES

*“There has been an improvement in the online examinations regarding the procedures to be followed and instruments used for that purpose.” – Student from Chile*

*“There is not enough Learning, only absorption of information.” – Student from India*

*“Online classes are not up to the level to physical classes, although it has been improved, however, grooming still lagged in this scenario.” – Student from Pakistan*

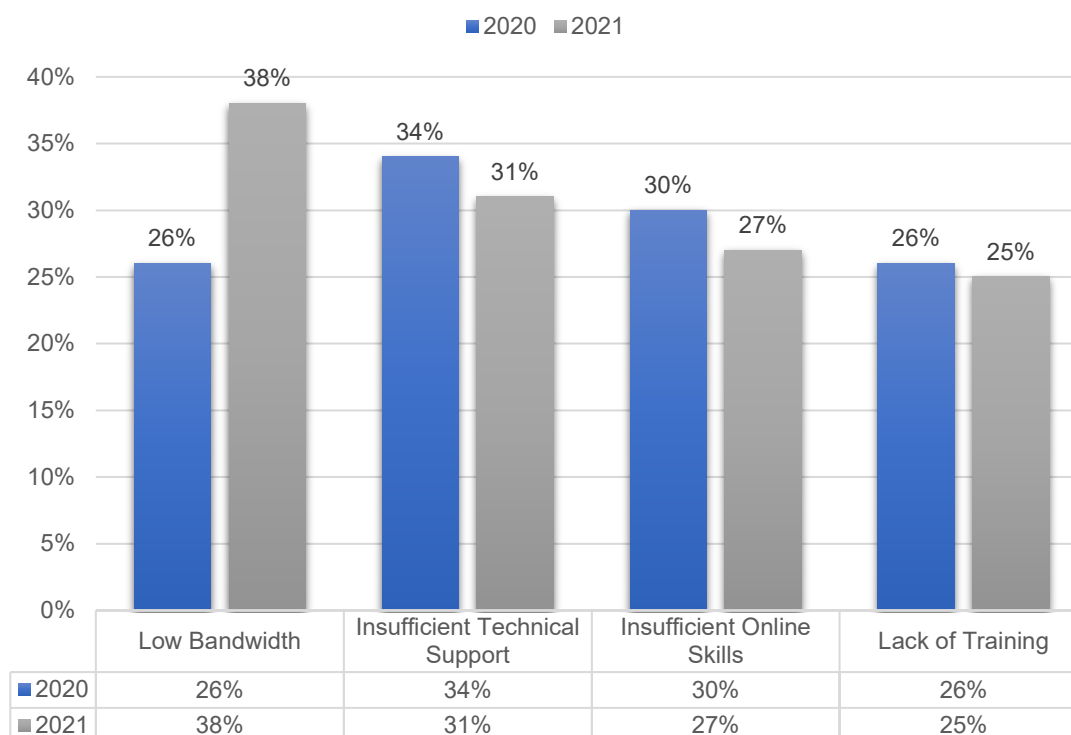
*“The quality of education has improved due to the lectures always being available. With the pause and rewind button, making notes and ensuring I understand the lecture has become much easier, further increasing the quality of my education.” – Student from South Africa*

## WHAT TECHNICAL DIFFICULTIES HAVE YOU ENCOUNTERED WITH ONLINE/VIRTUAL LEARNING?

### OVERALL RESPONSE LOW BANDWIDTH: 38%

Unfortunately, technical issues are bound to happen. The primary technical issue students faced was Low Bandwidth (connectivity issues). Between 2020 and 2021, Low Bandwidth issues increased, as did frustration with connectivity for online learning. Student comments included annoyance issues with their peers/professors not being technologically savvy, power outages, connectivity issues, and financial instability. Students were asked to select all that applied to them, and the percentages were relatively close.

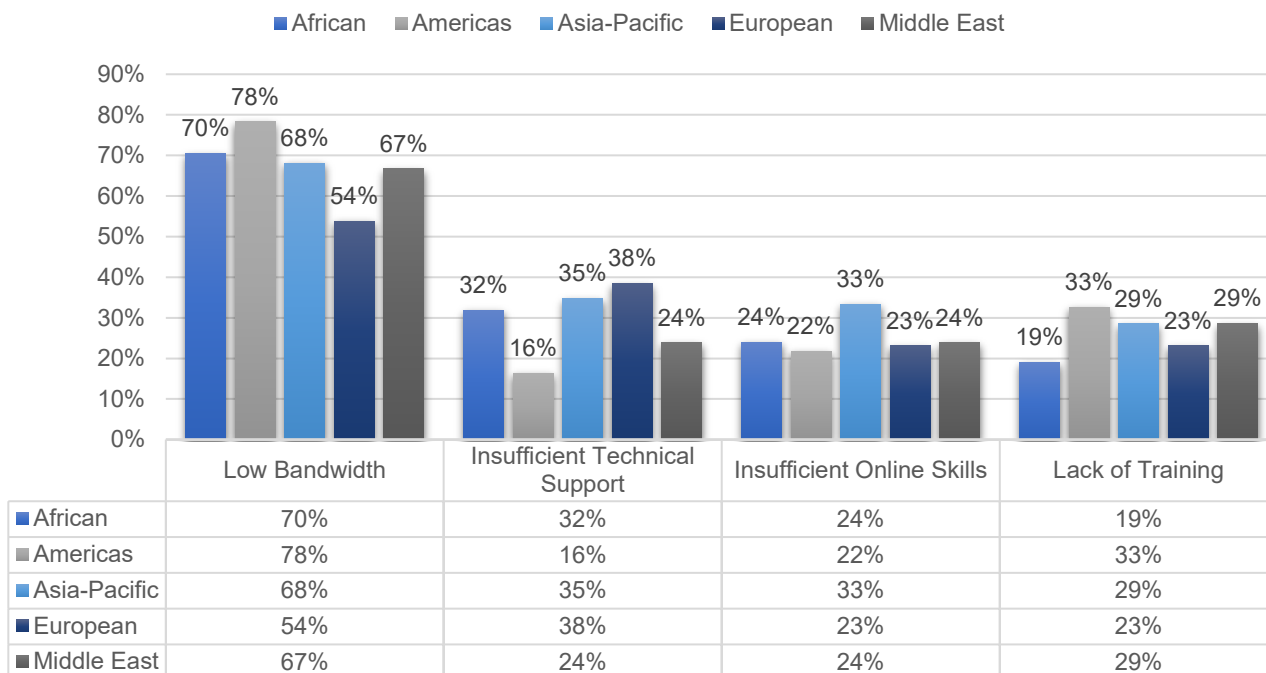
Neither the 2020 nor the 2021 survey included the “lack of devices” option. Numerous students in 2020 commented about the lack of devices in the comments section. However, no students stated this as a problem in the 2021 survey. Aside from technical issues, the physical effects of sitting in front of a screen arose. These physical problems ranged from back and neck pain, vision changes, and emotional problems brought on by increased stress.



## REGIONAL BREAKDOWN

The most common technical difficulty across regions was Low Bandwidth (connectivity issues). With many students at home, with working parents, other students, and just more people using the internet, the bandwidth is stretched to its limit. Regionally, in South Africa, students had to deal with load shedding on top of these technical difficulties.

### REGIONAL: TECHNICAL DIFFICULTIES



## SELECTED STUDENT QUOTES

*“Sometimes technical difficulties make it hard to stay engaged. Also, long lectures make it harder to stay focused, as there is little to no interaction.” – Student from Australia*

*“The constant internet problems.” – Student from Chile*

*“Network Problems!” – Student from Saudi Arabia*

*“In my country, we experience load-shedding and random power outages. So being able to attend class is not always possible. Lack of internet access.” – Student from South Africa*

## THE STUDENT INTERN VOICE



“The main technical issue that my peers and I face during online lessons is low internet bandwidth, which may affect the quality of the learning experience. While professors have also attempted to use voice transcription tools for online classes, there tends to be limited success in that regard as the transcription is not always accurate.” – Justin Foo Min Hua, Singapore

“The biggest technical problem was, in my opinion, the connection during the video calls seminars, for several reasons. If someone else was using wi-fi in the household, it was slow and often dropped out, especially if more students lived in one household and had video calls simultaneously. I have not encountered other major problems, and perhaps I would mention the communication problem and a fear of some people talking in front of the camera.” – Anna Králíková, Czech Republic

“I have both experienced and witnessed others having difficulties with connecting to an online class and having audio issues. I believe these to be the most common issues, though they are often easily fixed.” – Emma Mckenzie, Australia

“On the technical side of things, real-time presentation of work done by students on virtual platforms continues to be a challenge. This affects and, in the end, does not reflect the actual quality of the work being presented.” – Lindani Mhlanga, South Africa

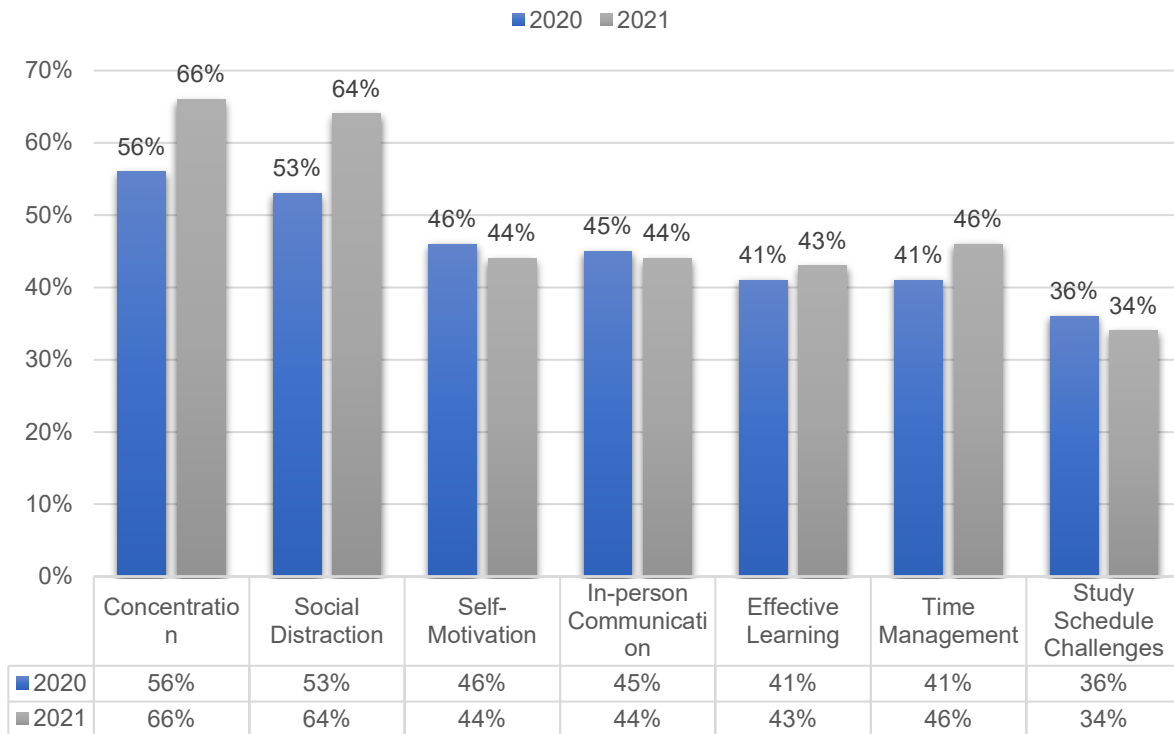
“While we were using virtual learning, some technical difficulties involved the Socratic method. It was challenging to be on call because sometimes the internet connection was not strong enough. However, overall, it worked pretty well.” – Astrid Gonzalez Whalen, United States of America

## WHAT IS THE HARDEST PART OF VIRTUAL CLASSES?

### OVERALL RESPONSE CONCENTRATION 66% AND SOCIAL DISTRACTION 64%

We provided students with seven options and asked them to select which they felt relevant to the difficulties they experienced as virtual students. The chart below illustrates the percentage of students who cited each specific challenge. The most often cited challenges were, Concentration 66% and Social Distraction 64%. These were the top two barriers they met with online education. The lack of a formal school environment and classroom structure has left many students easily distracted and losing concentration.

Social Distraction and Concentration continue to be the most challenging part of virtual classes for students; there was an increase in these two categories from 2020. There has been a significant increase in difficulties in concentration and social distraction from last year.

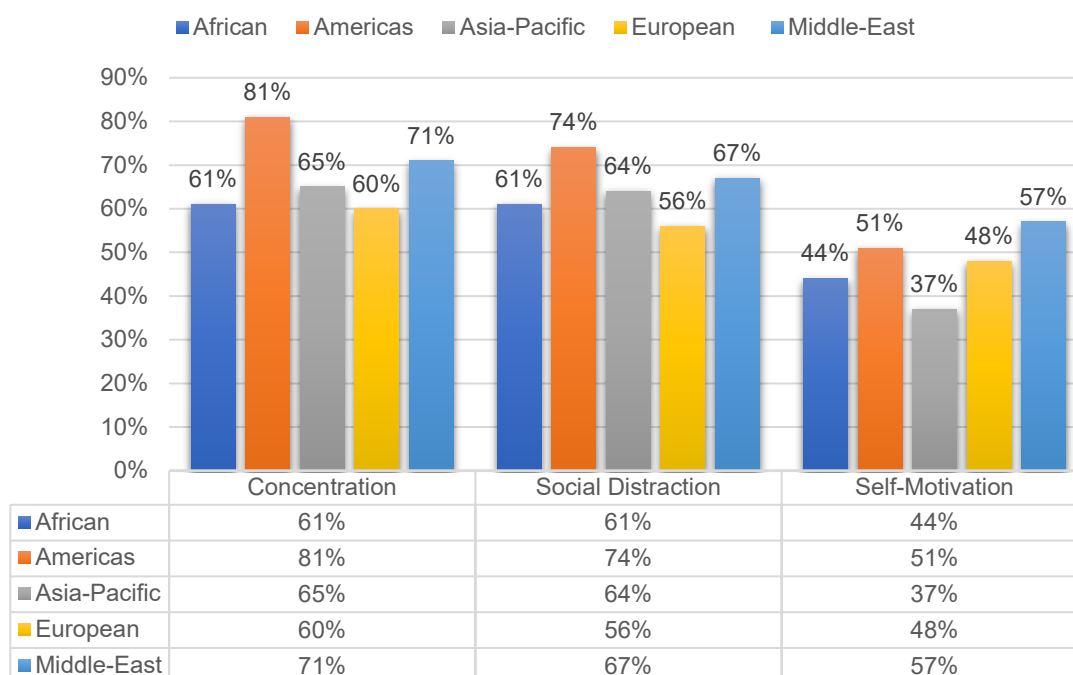


## REGIONAL BREAKDOWN

The chart below shows the percentage of students across each region listing virtual education's three top hardest personal challenges.

Of students in the Americas region, 81% described their ability to Concentrate as one of their most complex challenges with online education. The region also scored high on challenges of Self-Motivation 74%, Social Distraction 51%. In contrast, the African and European students expressed fewer difficulties with Concentration, 61%, and 60%, respectively. However, the percentages of students worldwide experiencing these difficulties remain very high.

### REGIONAL: HARDEST PART OF ONLINE CLASSES



## SELECTED STUDENT QUOTES

*“Signal (internet) and distraction, especially from phone and family.” – Student from Indonesia*

*“Isolation from students, feeling alone in the struggles of being a law student, not being a person. just staring at a screen 24/7 because it’s hard to set boundaries you always have your work with you, so you always work.” – Student from Kenya*

*“Focusing is not hard at first, but the motivation to keep it up though was a bit challenging.” – Student from Qatar*

*“It’s hard to be focused for 8 hours straight in front of the computer, with breaks of only 10 minutes (that sometimes are not even respected). The administration does not listen to their students, so it becomes harder to improve online classes. The quality has changed because the mental health is worse.” – Student from the United States*



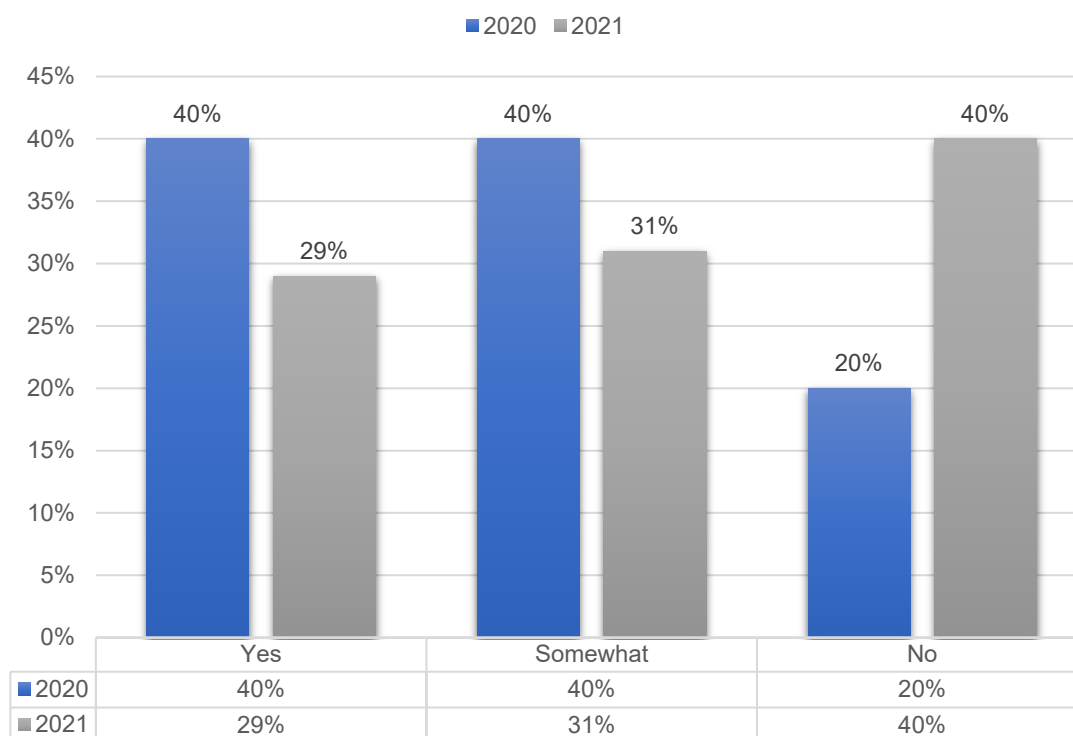
## HAS THE QUALITY OF EDUCATION CHANGED SINCE THE BEGINNING OF 2020?

### OVERALL RESPONSE NO, IT HAS NOT CHANGED: 40%

Of the students surveyed, 40% said the quality of education has NOT changed since the beginning of 2020. While over half of the students said, the quality has changed and/or it has 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 we mentioned in our 2020 report, the foundation of education has not changed during this Pandemic. However, the method has changed drastically in the last two years. As we have all experienced, changes happen daily, weekly, and monthly during this Pandemic. Yet, some students state that their professors are still teaching them ways to develop knowledge and skills that they will use in their careers. Professors do so by connecting with their students remotely through live videos and recordings. As colleges and universities supply more resources for online education, professors are also learning how to use these platforms.

In our 2021 survey, students were asked if the quality of education has changed since the beginning of 2020. The response was even, with 40% saying no and about 60% stating somewhat yes. In contrast to our 2020 survey, 20% said there was no change, while 80% said the quality changed somewhat.





## SELECTED STUDENT QUOTES

*“The confidence that I have gained through online classes is useful in my classes. Because of this, I could see myself absorbing more than I did before the Pandemic. The quality of education has improved because my learning skills were improvised during those virtual classes.” – Student from Bhutan*

*“I think the quality has somehow diminished because there is not anymore the connection professor/student that makes the learning something fun, easier and interesting that existed back then in face-to-face classes.” – Student from Chile*

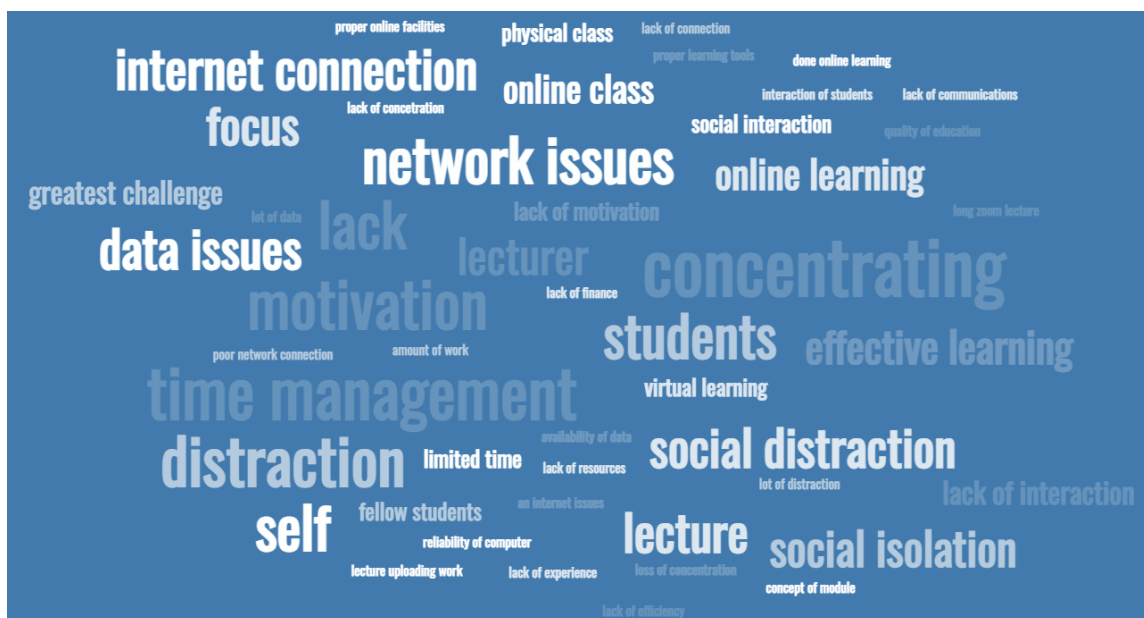
*“Ineffective learning and inequality in the opportunities and social environment around students.” Student from India*

*“I think that yes, quality has deterred a bit...I found it hard to focus on the matter while sitting home at my computer, traveling instead of 60 km. only 6 meters from my bed...and I couldn't focus a lot... overall, the Quality has lowered maybe a little bit due to some teachers not being able to work with the online stuff...” - Student from Slovakia*

*“I would say the quality has somewhat deteriorated due to practical skills not being effectively taught.” – Student from South Africa*

## WHAT HAVE YOU FOUND TO BE THE GREATEST CHALLENGE OF ONLINE LEARNING?

Students are exhausted, stressed, and unmotivated. Without a doubt, students have faced several challenges with online learning. There is a constant stream of bad news, restrictions, variants, and so many other factors relating to the ongoing COVID19 Pandemic to top those struggles. The most common and listed challenges are shown below.



### THE STUDENT INTERN VOICE

“Online lessons are generally less conducive for class discussions, and some students may find that they focus better during in-person classes as opposed to online classes.” – Justin Foo Min Hua, Singapore

“The biggest challenge of online learning was the inevitability of staring at the computer the whole day, spending more time at home, not being able to see others, and maintaining the will to continue and not to procrastinate when we don't go to school. Some have struggled with depression and anxiety, but that is more a consequence of the whole Pandemic.” – Anna Králíková, Czech Republic

“I have found the greatest challenge of online learning to be the lack of face-to-face communication with lecturers and fellow students. Although information can be efficiently conveyed through online platforms, I value communicating in person, as there are certain aspects of interacting, such as body language and atmosphere/‘reading the room’, which cannot be conveyed online.” – Emma McKenzie, Australia

“Access to resources needed for one to fully partake in online learning has been and continues to be the greatest challenge faced by students. The greatest hurdle of online learning is being online and staying online not only for the duration of the class but also after that to access shared material.” – Lindani Mhlanga, South Africa

“I think that the greatest challenge of online learning for me was feeling disconnected from my classmates and professors. It felt very lonely. Also, I often felt like I did not get to know my professors well.” – Astrid Gonzalez Whalen, United States of America

## SELECTED STUDENT QUOTES

Our students had a lot to say! We have selected a few student quotes which provide additional challenges they faced with online learning.

*“Self-motivation and Concentration. There is also less connection with peers and lecturers, which is difficult because often it is the lecturer that makes the content exciting.” – Student from Australia*

*“Greatest challenge was I felt I learned nothing. More so, in every class, we used to be at least seen or experience one or ourselves being challenged by network issues and technical hitches were distracting. It was also very sad, and I pity our few friends who couldn't attend classes due to network issues.” – Student from Bhutan*

*“Distractions and motivation. Not getting out of bed or dressed to leave the house feels lazy and easy to slack. Living with people who are not in the same situation is difficult with a lack of understanding that you're still busy and cannot be disturbed.” – Student from Canada*

*“To not hurt my neck and back while sitting in front of the PC.” – Student from Czech Republic*



*“Time management and setting boundaries. Staring at my computer 24/7, not getting a chance to be a student and experience what it's like to be a young person going to university. The isolation from campus, students, lecturers, and life is frustrating.” – Student from Kenya*

*“That the work is made more difficult and given to us as students even though we do not understand the work. We just learn to pass, not to know anymore.” – Student from Namibia*

*“The time management and internet issue in Pakistan is very poor. The teachers in class do not provide you with good skills, and later they complain about the students. The teachers don't provide the students with good grades.” – Student from Pakistan*

*“It was very difficult to concentrate and take notes down while the professor was speaking. Asking questions was very difficult because it would disrupt the online lecture. Pre-recorded lectures first combined with physical classes later would be a good way to gain the foundational understanding of the course and build upon that.” – Student from Singapore*

*“It is harder to motivate yourself to keep working to the best of your ability when you're not in an official learning environment because you feel less engaged, as well as more alone due to the lack of social comradery.” – Student from South Africa*

*“Doing activities (that should be done in person to be more effective) online. I feel like we must sit in front of the computer for more than half of the day. It affects my health (backache, headache, bad eyesight) and not being able to get enough rest because now that we could study anytime.” – Student from Thailand*

*“Inability to communicate and interact effectively with students-colleagues.” – Student from United Kingdom*

*“Being cooped up at home without in-person interaction was very bad for my mental health, especially as a freshman since I didn't have friends initially to turn to for support.” United States*

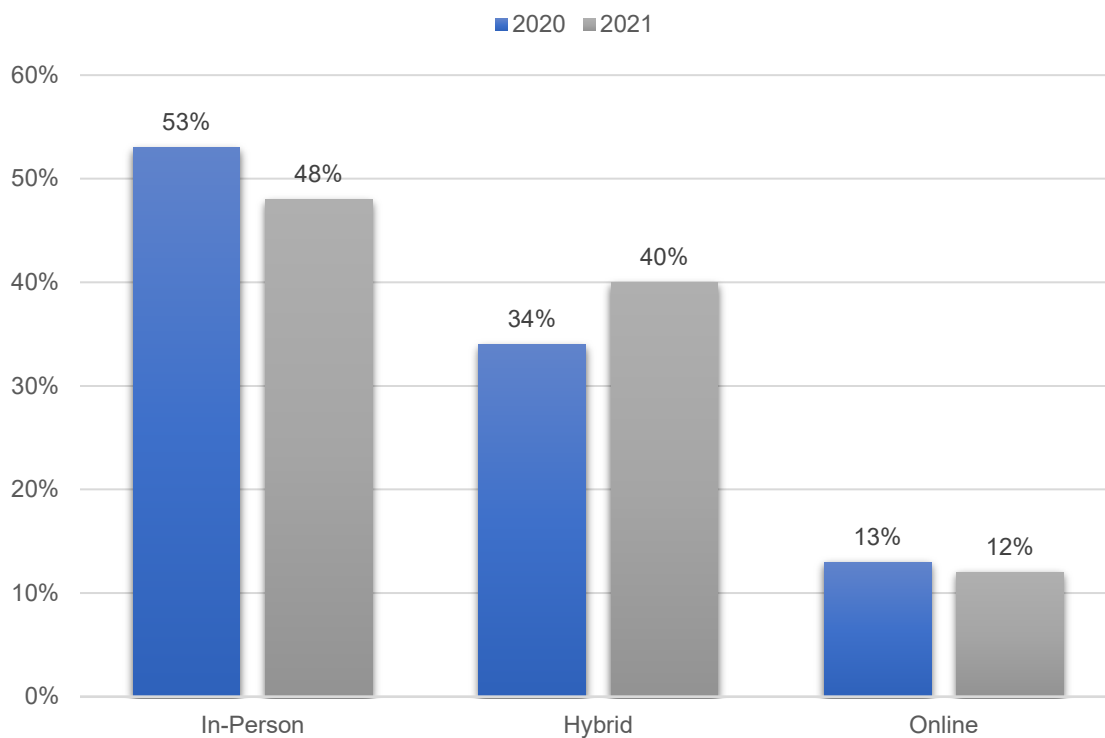
## WHAT KIND OF CLASSES DO YOU PREFER?

**OVERALL RESPONSE**  
**IN-PERSON PREFERRED: 48%**



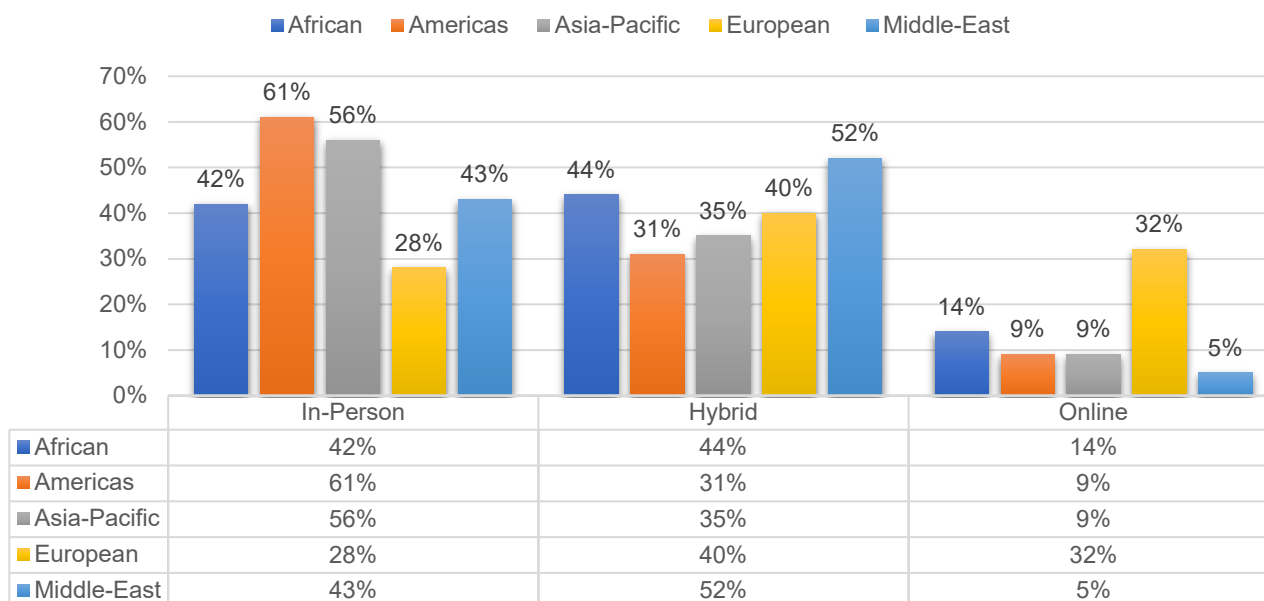
Students expressed their preferences regarding in-person classroom teaching or classes delivered online or a hybrid of the two. Forty-eight percent said they preferred in-person, 40% preferred a hybrid method, and 12% selected online. Students suggested that the new online platforms supplied additional resources for themselves, and professors supplemented an in-person class.

A year later, the responses saw a slight drop in preference for in-person in 2020 of 53% to 2021 of 48%. The decrease was due to the increased experience with the online platforms and new tools based on the comments. As we noticed in our 2020 report, students appear to become increasingly open to online approaches to their education.

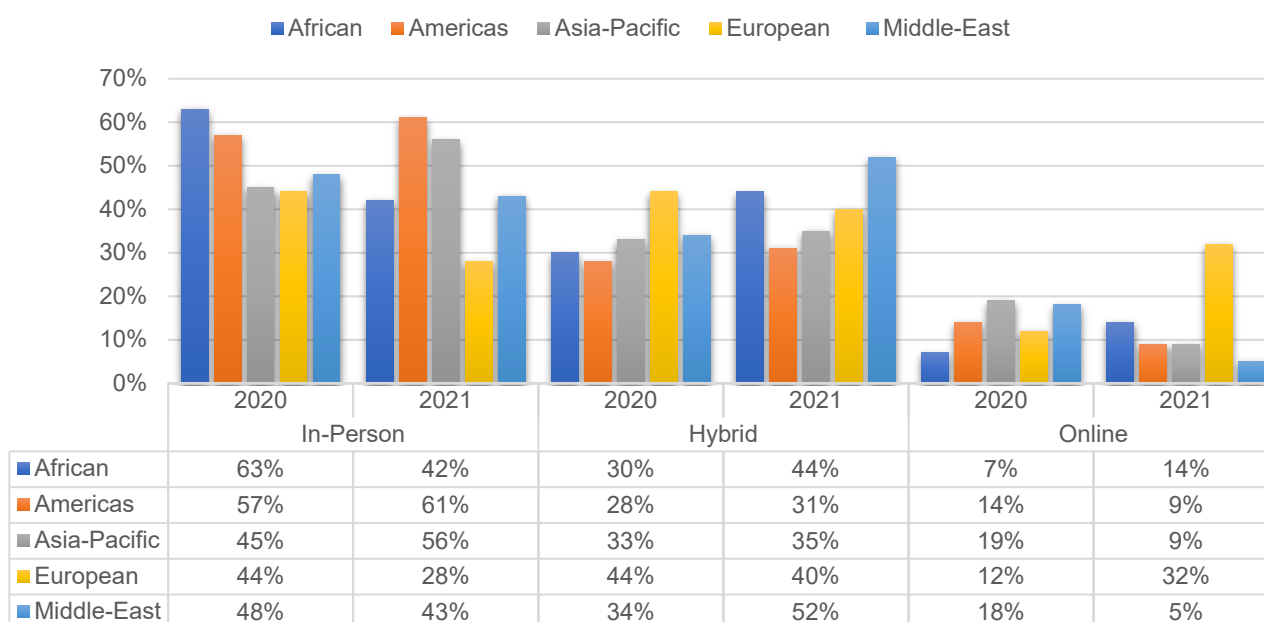


## REGIONAL BREAKDOWN – CLASS PREFERENCE

The students in the Americas and Asia—Pacific regions showed the most preference for in-person instruction, 61%, and 56%, respectively. Our students from the African, European, and Middle East regions preferred a hybrid model of classes. As expected, the preference for online courses was relatively low across almost all regions. However, a significant number of students (32%) in the European region expressed a preference for online courses.



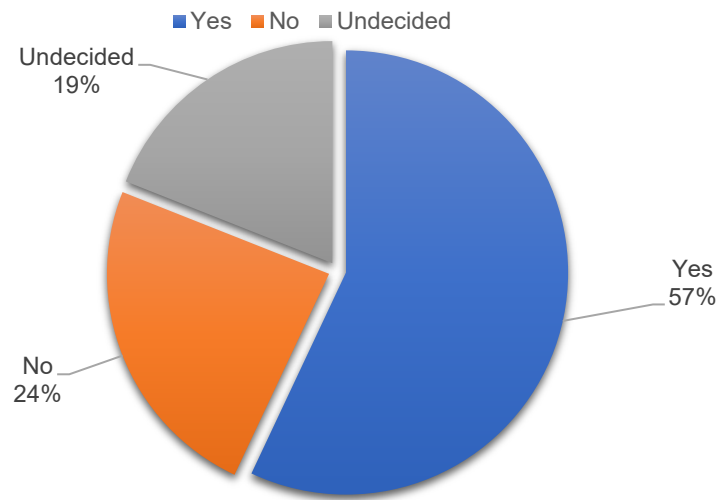
## REGIONAL BREAKDOWN – CLASS PREFERENCE: 2020 vs 2021



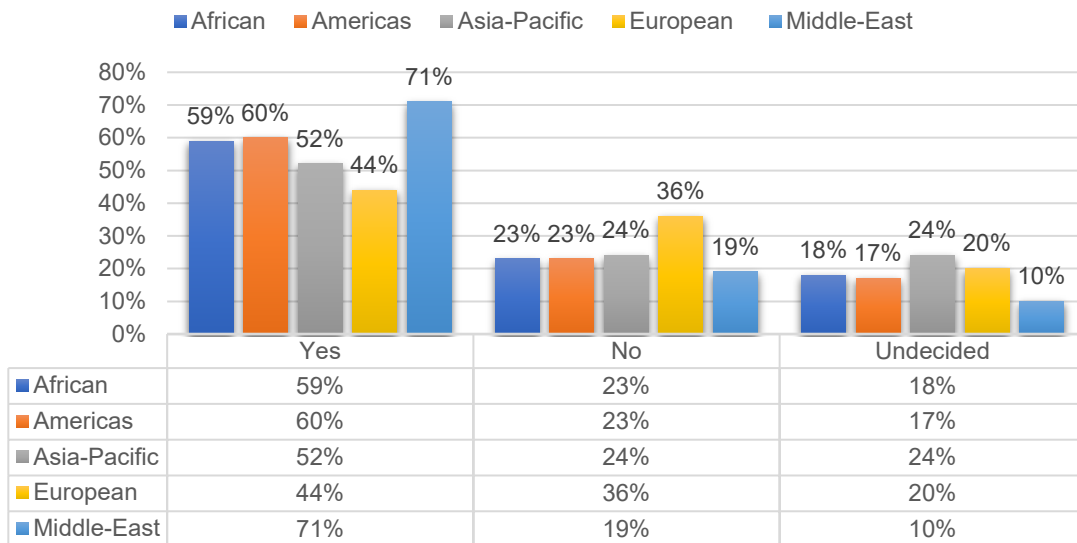
# DO YOU THINK YOUR SCHOOL SHOULD SUPPLEMENT IN-PERSON LEARNING WITH ONLINE/VIRTUAL CLASSES?

**OVERALL RESPONSE**  
**YES, 57%**

While 57% of students indicated yes, colleges and universities should supplement in-person learning with online classes, there was still hesitancy by the 19% of undecided students. In our 2020 report, the most common responses were that students want more access to recorded lectures and similar materials to be provided online in addition to the in-person class. Some suggestions included making in-person classes optional – record and make available for all students; easy access to online assignments, materials, and resources; recordings (pre), live streaming, narrated PowerPoint presentations.



## REGIONAL BREAKDOWN





## THE STUDENT INTERN VOICE

“It would be ideal for in-person classes to be supplemented with online classes, in light of the merits of in-person classes on the one hand and the need to comply with safety management measures on the other hand. In this regard, I am glad that my university has adopted a hybrid approach for many classes.” – Justin Foo Min Hua, Singapore

“Benjamin Franklin once said, ‘Out of adversity comes opportunity.’ Mindful that this conversation is taking place against the backdrop of the Covid Pandemic, online learning as a response to the times have shown us the extent to which our human ingenuity and adaptability can be stretched. Positive as that may be, there is a duty of care and responsibility to ensure that we leave no one behind. The need to supplement in-person learning with online classes is a must more so in an environment where access to online learning remains a privilege.” – Anna Králíková, Czech Republic

“My university has always had the option for students to study either on-campus, online, or a mixture of both. I really value this, as I believe everyone learns differently and has different commitments etc. Thus, affording students the option to choose their study mode enables them to have the best university experience tailored to them and their lifestyle. This, in turn, is likely to increase student success.” – Emma Mckenzie, Australia

“Online teaching has proven to be beneficial in many ways. Some of us were suddenly not afraid to express ourselves and talk in front of others. In some seminars, it was great that we could join them from home and not go anywhere and the opportunity to watch recorded lectures that we may missed was also nice. In my opinion, the online form of teaching should in some cases still be part of normal face-to-face teaching, especially in the case of, for example, an illness of a seminar teacher or lecturer, seminars that do not require the activity of students but are rather theoretical/listening, or in the case of some tests that also do not require the personal presence of students.” – Lindani Mhlanga, South Africa

“I think that my law school should supplement in-person learning with online classes for extreme cases. Like if someone has a severe illness or goes on maternity leave. This way, students can still progress with their studies without falling behind.” – Astrid Gonzalez Whalen, United States of America



## SELECTED STUDENT QUOTES

*“Virtual classes are different from in-person classes, which makes it less preferred, and we feel that there is a difference in the quality of education provided. For example, example mock trial classes would have been so much better in person than online.” – Student from Bhutan*

*“No, I think that the regular class is quite better than any way of teaching method. It is not comfortable to attend the online classes.” – Student from India*

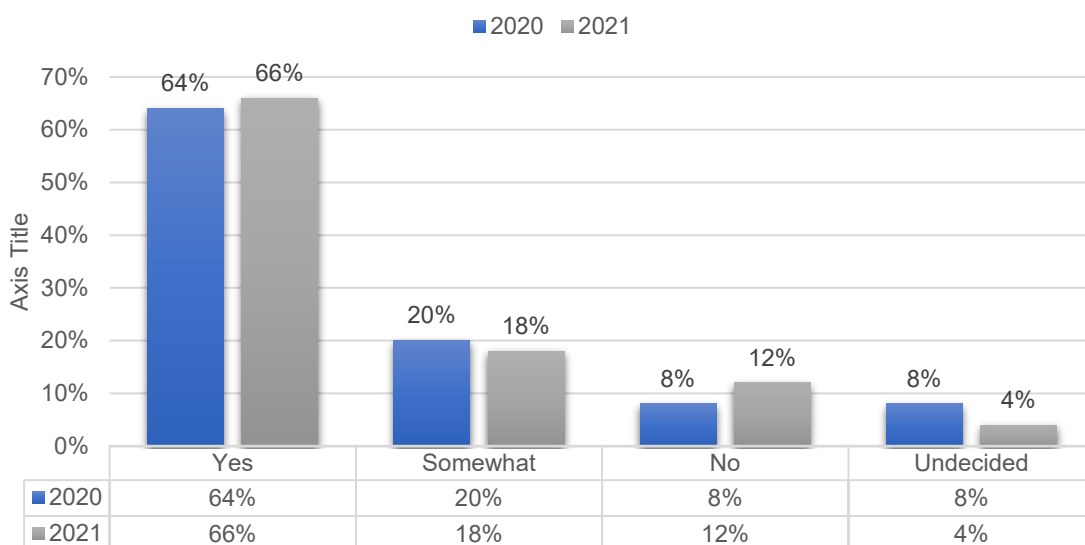
*“I think in-person classes were much better as there was direct communication between teacher and student as I believe in traditional classes interaction between teacher and student is far better than in online classes.” – Student from Pakistan*

*“Maybe teachers' lectures are more prepared and available anytime, which is better. And in the computer, I have almost everything I need and don't need to take heavy books to school, which means I have always book by hand in the virtual class, so I am more prepared.” – Student from Slovakia*

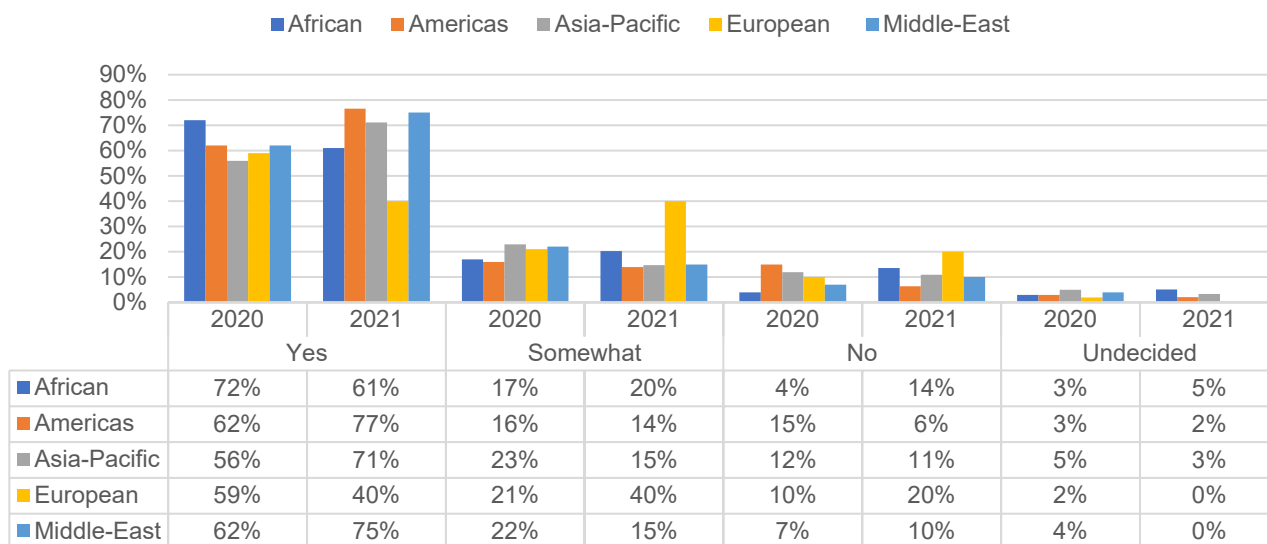
*“Lectures are simpler and easier now that everybody knows how to work and how to get to the online meetings. Better interaction with students from the lecturers due to being comfortable with the online learning platforms.” – Student from South Africa*

## DO YOU MISS SEEING YOUR PROFESSORS FACE-TO-FACE?

In 2021 and 2020, on average, the overwhelming percentage of students missed their professors, 84% for both surveys. Overall, these optimistic numbers emphasize the special bond between professors and students. Although students see their professors through their screens, social interaction is lacking and missed. The virtual “face-to-face” is not equivalent to the in-person “face-to-face.”



## REGIONAL BREAKDOWN





## SELECTED STUDENT QUOTES

*“Some professors were quick to try new things and adapt to what was working best for the class. The learning curve for professors is not as steep and they are accustomed to it now it seems.” – Student from Canada*

*“I would also like to thank all teachers and older generations, who have often been more familiar with the technology and online learning than the younger generations who have grown up with computers.” – Student from Czech Republic*

*“Professors have almost over-prepared - some have multiple platforms for class participation prepared and accommodated more different learning styles/paces than they previously did. (e.g., in the past, many lecturers were guilty of the “have a presentation and drone on, wait for students to ask questions if they have any or want to participate” pattern of behavior. Now, there are dedicated platforms for student discussion, different ways to learn - more multimedia interactions - which really helps keep the class awake and attentive).” – Student from Singapore*

*“Lecturers don’t really engage. It feels like something is just being read to students, especially lecturers that use very neutral tones. Also, we use various platforms depending on which class (Moodle eLearning, teams and zoom) and some use a lot of data which is very expensive.” – Student from Zambia*

## THANK YOU

It is a watershed moment for education and global legal education in particular. We thank all the law students who took the time to have their voices counted in this assessment of our community’s transformation of our educational pedagogy. Their voice, 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!***