



International Association of
LAW SCHOOLS

2022-2023

EDUCATIONAL CHANGE

LESSONS LEARNED

THE
FACULTY
VOICE

JUNE 2023

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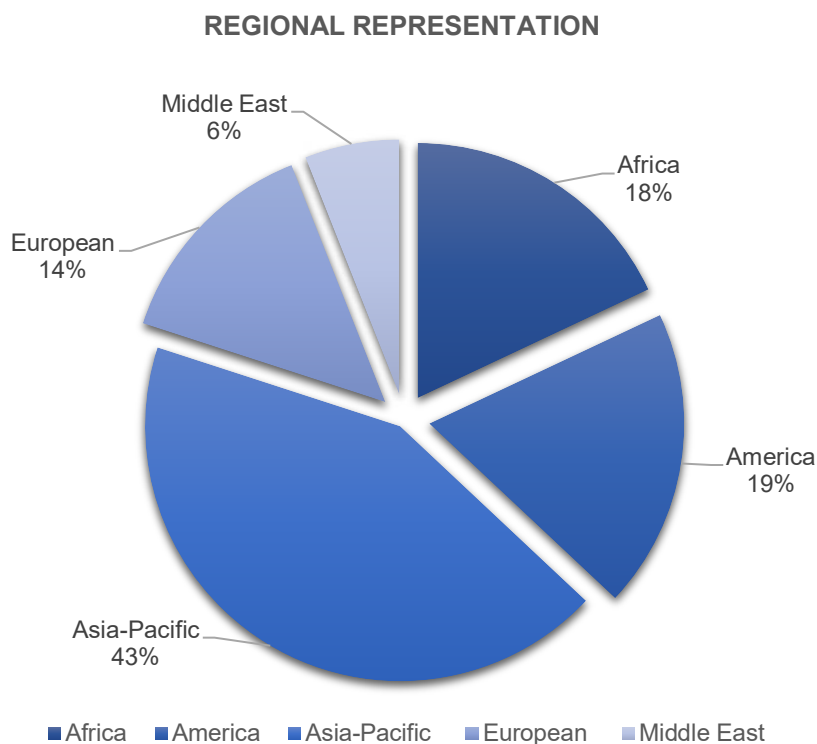
THE REPORT & SURVEY

The faculty's expectations and experiences are essential in constructing new models for effective legal education. This report entitled, EDUCATIONAL CHANGE – The Faculty Voice, will add to our preliminary studies to help set a baseline for evaluating and assessing the transformative changes we have experienced growing out of three years of the Pandemic from our Faculty perspectives. The 2022-2023 report will be compared to our 2020 report: Transitioning to an Online Legal Education – The Faculty Voice and our 2021 report: Global Legal Education Responding to COVID-19 – The Faculty Voice. The 2022-2023 survey included new questions based on the ongoing changes and developments due to the Pandemic.

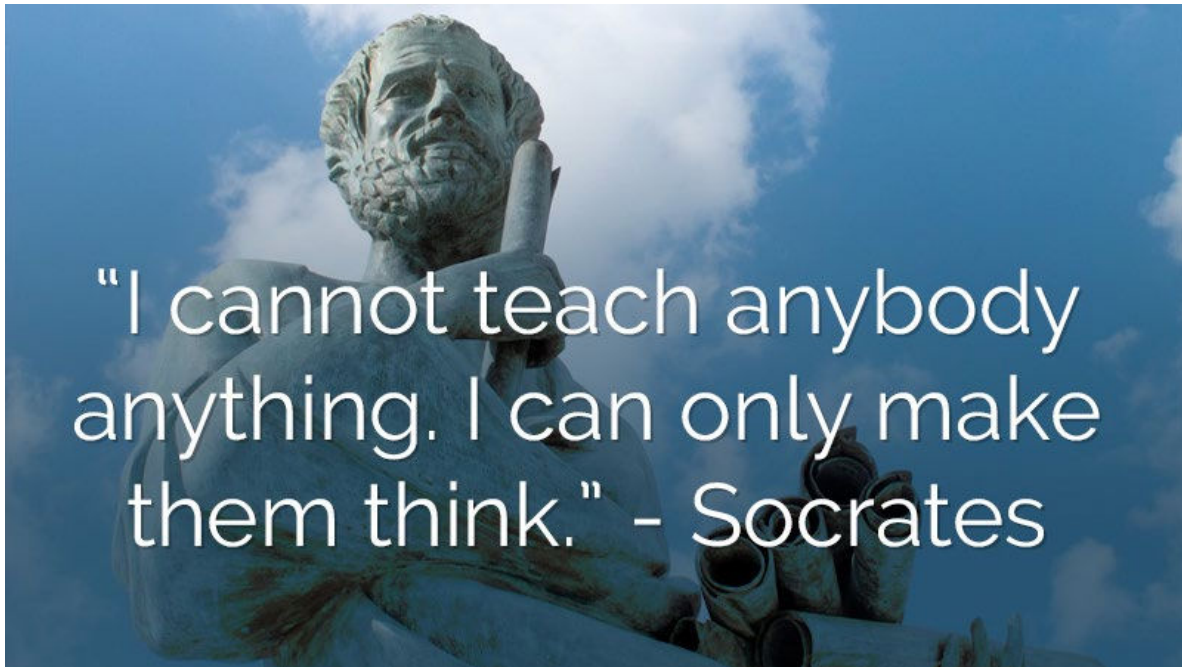
FACULTY REPRESENTATION

Over 250 law faculty worldwide and 34 jurisdictions expressed their opinions and suggestions in the 2022-23 IALS – Faculty Voice Survey. We appreciate the faculty who took the time to participate in this international survey!

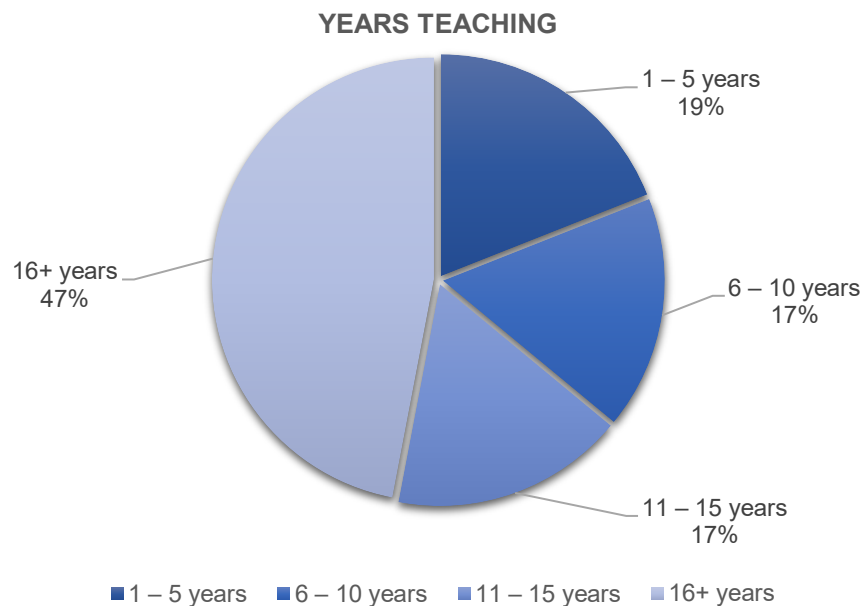
Asia-Pacific had the most significant proportion of respondents participating in the 2022-23 Faculty Voice Survey, with 43%. This is followed by the Americas (19%), Africa (18%), and Europe (14%), with the Middle East only representing 6% of the respondents.



HOW LONG HAVE YOU BEEN TEACHING?

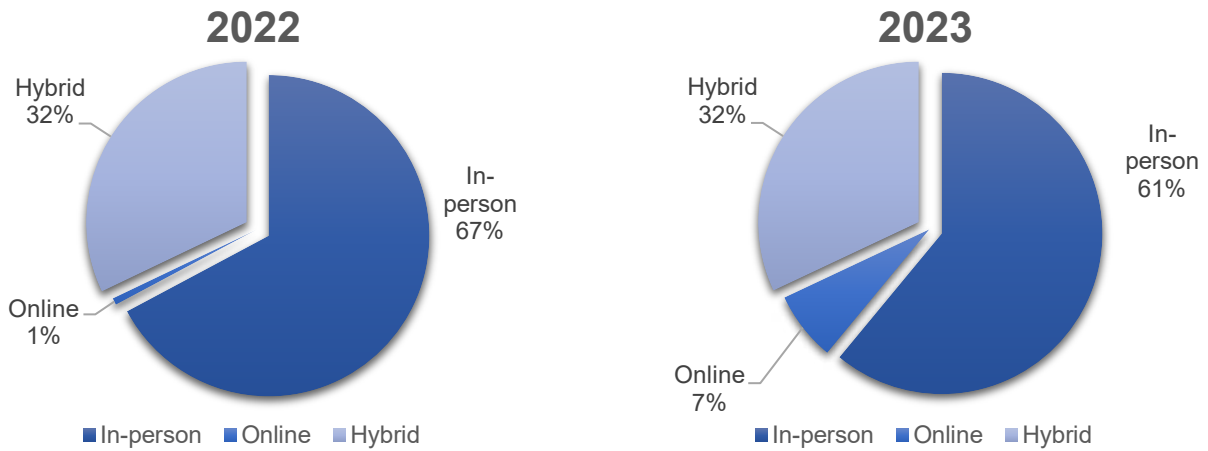


Almost half (47%) of faculty respondents have taught for over 16 years. The other respondents are almost evenly distributed amongst the other categories –19% of respondents teaching for 1-5 years and 17% teaching for 6-10 years and 11-15 years, respectively.

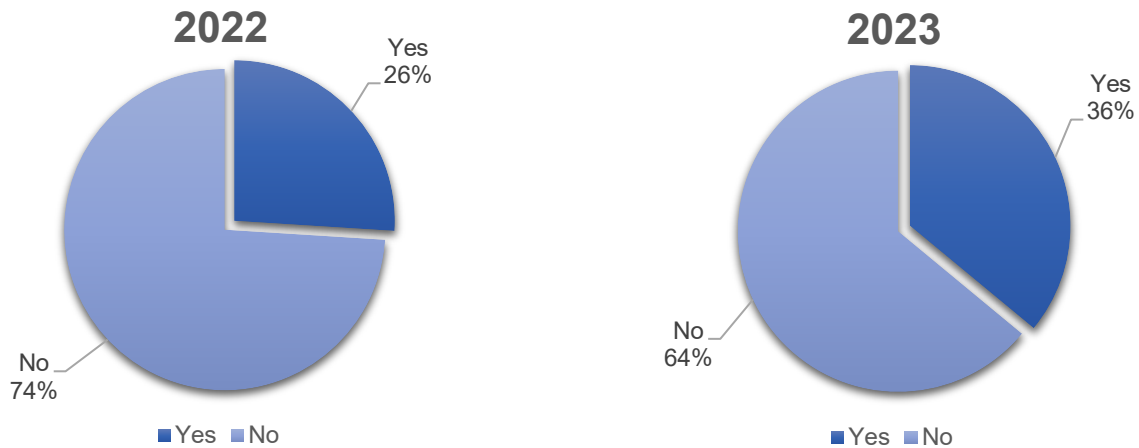


WHAT TYPE OF CLASSES ARE YOU HOLDING?

As Students, Faculty, and Administrators from all over the world prepare to transition back to the physical classroom, everyone is focused on effective planning, communicating, and attracting hundreds to thousands of employees to return. The overwhelming majority of faculty response is to avoid entire online teaching, with less than 7% of schools holding online classes. Over 6% of schools hold in-person classes in 2022 and 2023. There was no change in hybrid classes.



We also asked faculty if they experienced challenges with returning to in-person. In 2022 an overwhelming 70% stated they did NOT have challenges. 30% said they did encounter challenges. The numbers shifted and decreased in 2023.





SELECTED FACULTY QUOTES

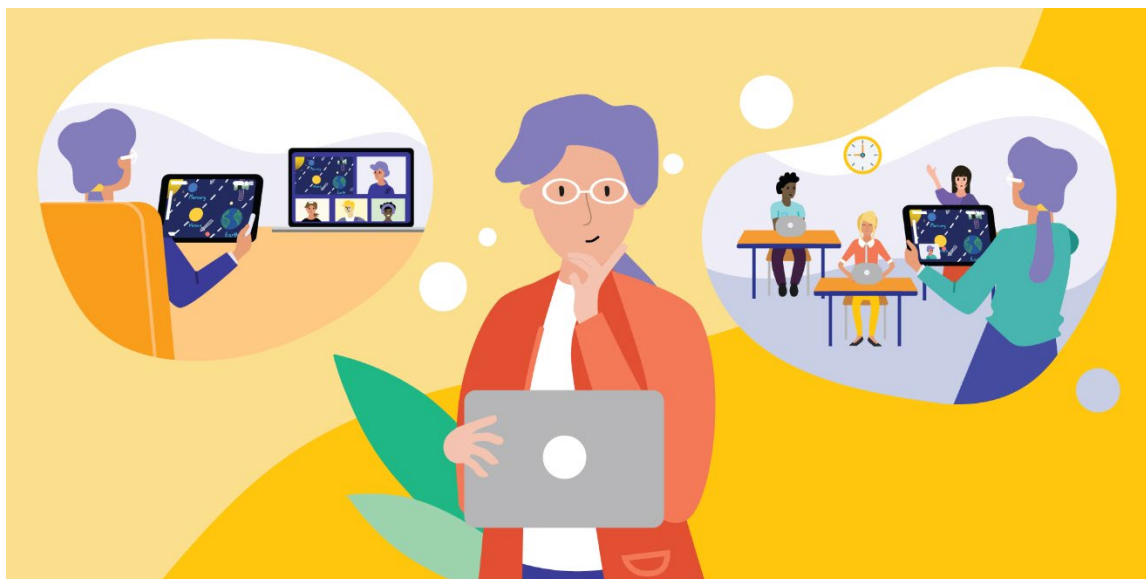
“Levels of engagement remain lower. Increased flexibility is good, but it is hard to shed it again once you have it. But the benefit comes with a heavy cost.” – Faculty, 16+ Teaching Experience, Australia

“The new generations (Covid-19) are not used to the demands of in-person teaching more than previous generations because they have been affected by the situation for two years in high school.” – Faculty, 16+ Teaching Experience, Chile

“Getting used to teaching in person again, trying to incorporate the lessons from online learning and fighting the urge not to go fully back to how we were pre lockdown; Students also seem more demanding and carrying over the culture they had in online learning.” – Faculty, 1-5 Years Teaching Experience, South Africa

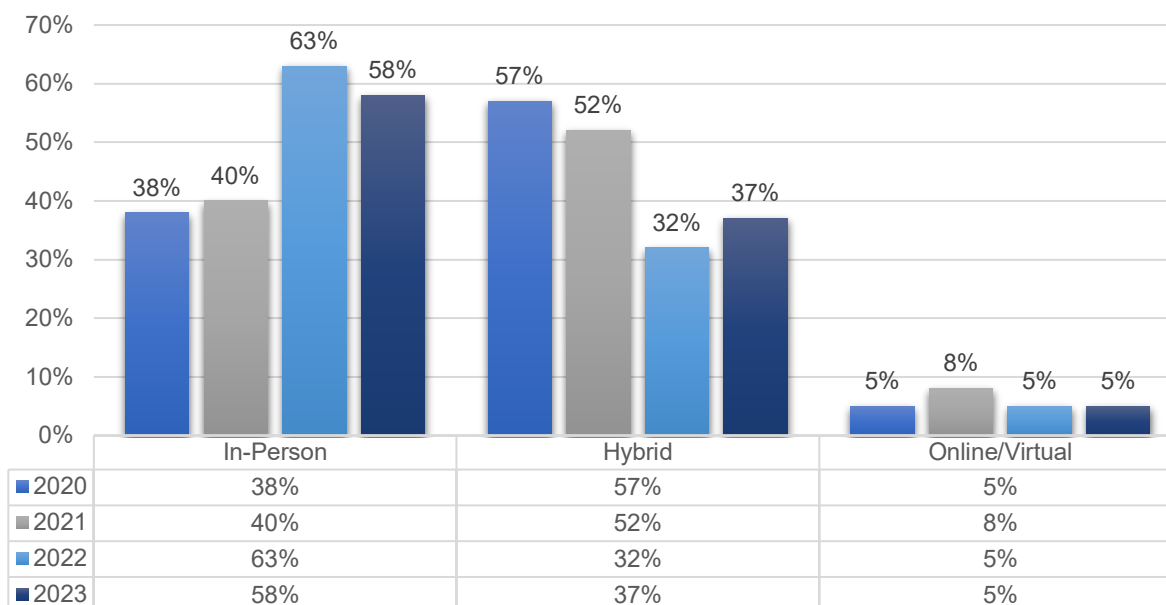
“Not all students are keen on the return to campus.” – Faculty, 1-5 Years Teaching Experience, United Kingdom

WHAT KIND OF TEACHING STRUCTURE DO YOU PREFER?



In 2022 the majority of faculty prefer in-person teaching (63%). This is followed by 32% of faculty preferring hybrid and only 5% choosing online/virtual teaching. It is interesting to note that the preference for in-person instruction has grown significantly from 2020 (38%) and 2021 (40%) to 58% in 2023, while hybrid teaching has had a similar decline from 2020 (57%) and 2021 (52%) to 37% in 2023. This indicates that as of 2022 and 2023, most faculty have changed from preferring hybrid teaching to in-person teaching.

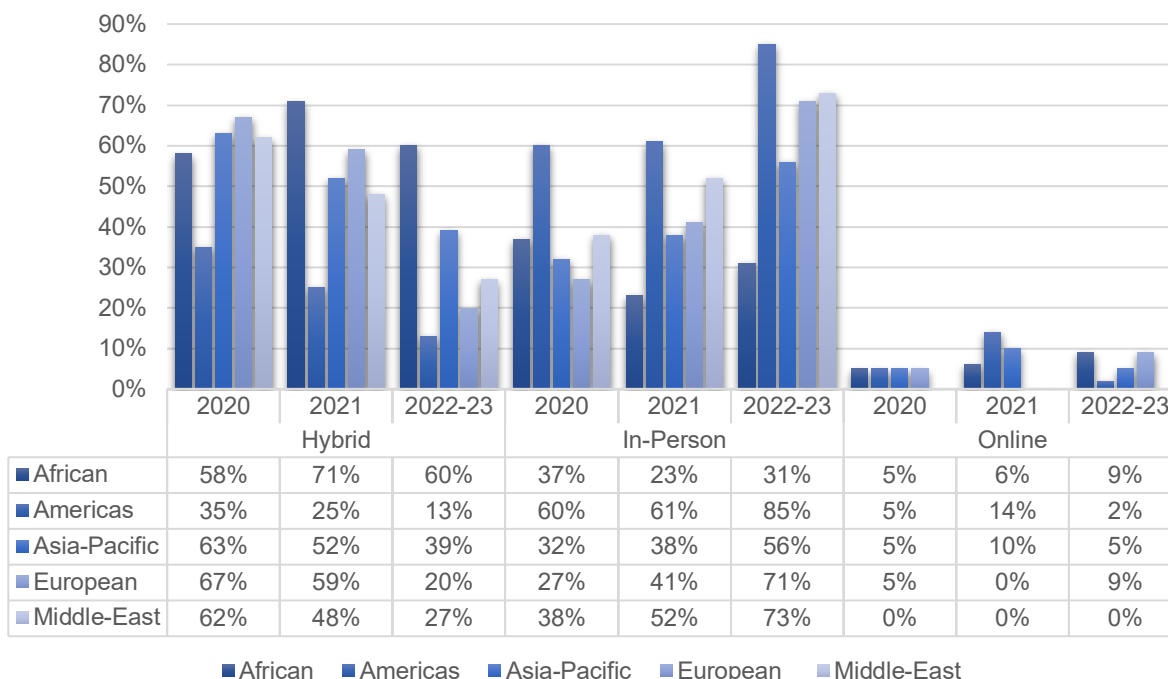
TEACHING PREFERENCE



REGIONAL BREAKDOWN

Except for the African region, 31% of faculty across other regions (56% - 85%) prefer in-person teaching. This illustrates a significant movement in a short time of faculty in the Asia-Pacific, European, and Middle East regions from preferring hybrid in 2020 and 2021 to preferring in-person teaching average of 2022-23. It is also interesting to note that the African and European regions prefer online teaching in 2022-23 (9%) to a greater extent than both the Americas (2020 – 5%, 2021 – 14%, 2022-23 – 2%) and the Asia-Pacific (2020 – 5%, 2021 – 10%, 2022-23 – 5%) These latter two regions also had an increase in preference for online teaching from 2020 to 2021, which then declined to 2020 levels (or lower) in 2022-23.

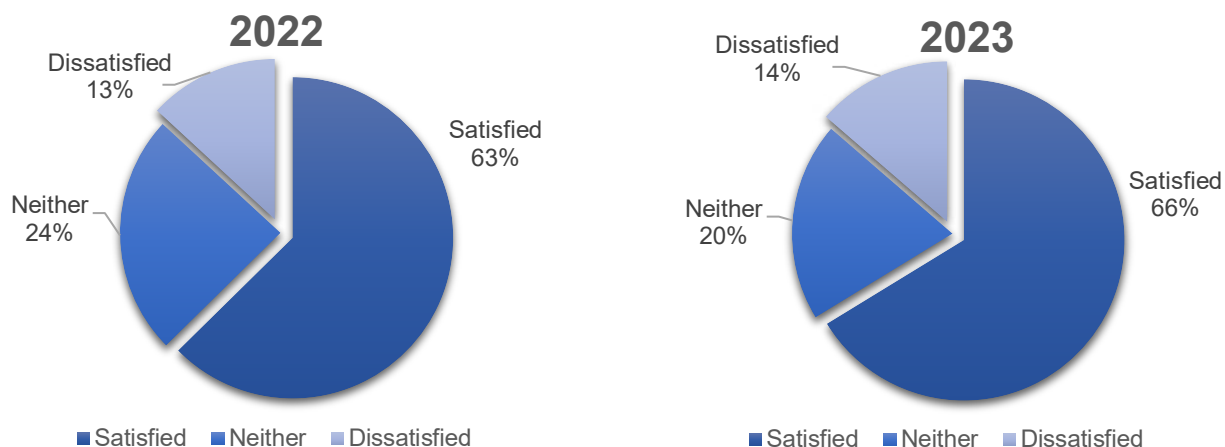
REGIONAL: TEACHING STRUCTURE



The Americas region has maintained the highest preference for in-person teaching since 2020, starting at 60% 2020 and increasing to 85% in 2022-23. As noted in the 2021 report, this 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 most other jurisdictions where legal education begins as an undergraduate and a lecture format is more widely employed. On the other hand, while most other regions prefer in-person teaching, the African region would like to maintain an element of online instruction, with 69% of African respondents preferring hybrid and online instruction.

HOW WOULD YOU DESCRIBE THE STUDENT’S REACTION TOWARD THE RETURN TO IN-PERSON TEACHING AND LEARNING?

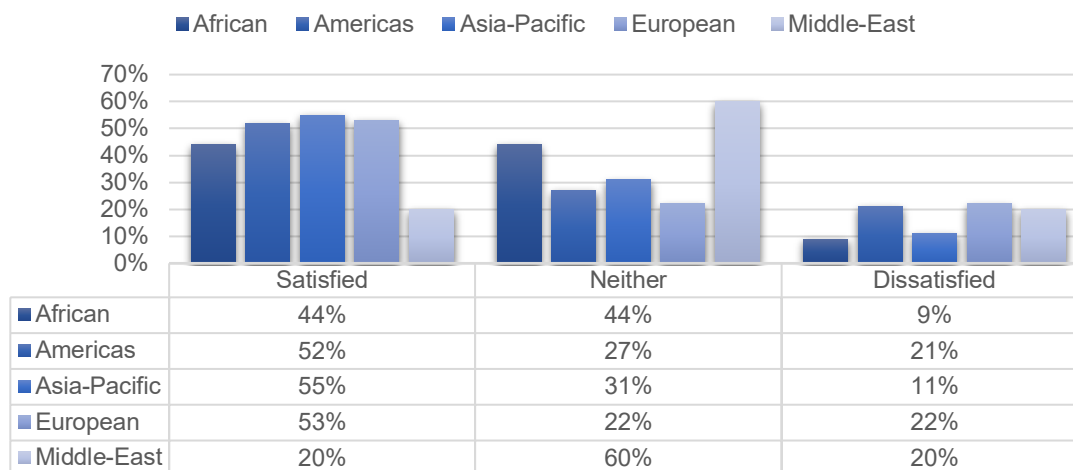
Most students are satisfied with returning to in-person teaching and learning after the enforced online education period from COVID-19 lockdowns. Only less than 14% of students are dissatisfied.



REGIONAL BREAKDOWN

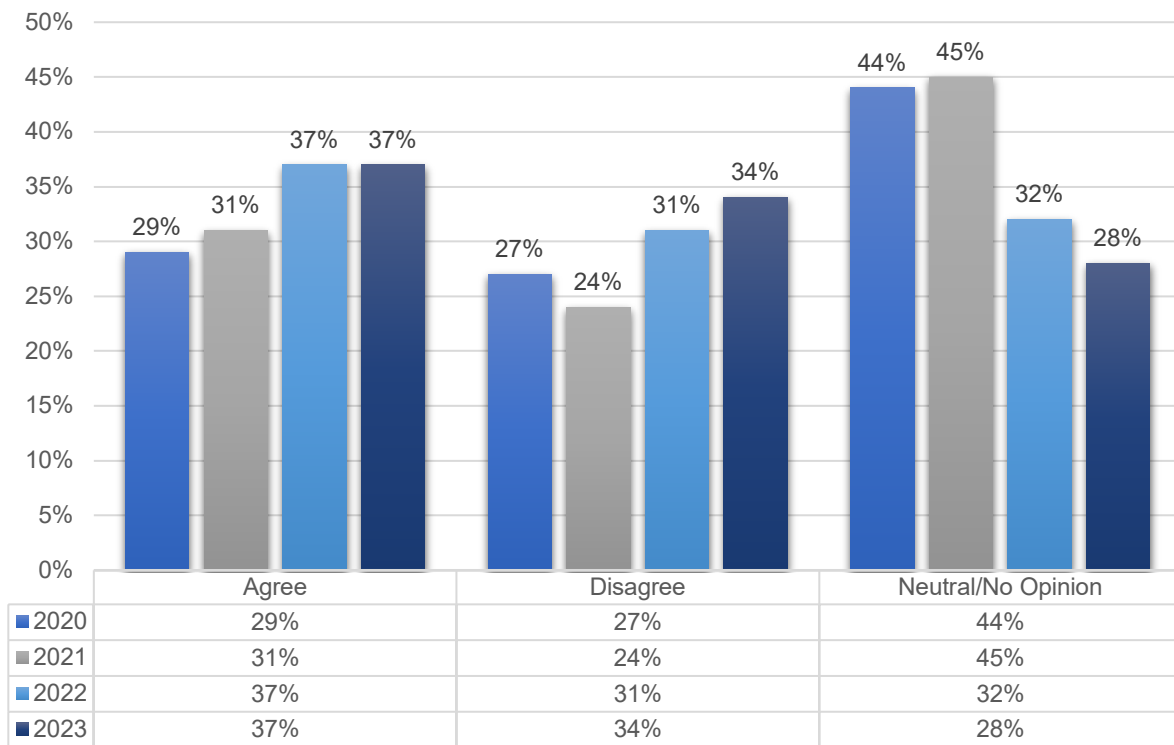
Most regions report majority satisfaction with returning to in-person teaching and learning. The Americas (52%), Asia-Pacific (55%), and European (53%) all have majority satisfaction with returning to in-person teaching and learning. The African region has identical results for satisfied and neither [i.e., neutral] (44% each). The Middle East was equally satisfied and dissatisfied (20%), but a clear majority, 60%, responded that they were neither satisfied nor dissatisfied with returning to in-person teaching.

STUDENT REACTION



NEW TEACHING METHODS FOR ONLINE LEARNING ARE IMPROVING THE QUALITY OF EDUCATION STUDENTS RECEIVE?

Do you agree or disagree with the statement above? In 2022 and 2023, 37% of the faculty agreed, while less than 34% disagreed, and 28% - 30% were neutral or had no opinion. The proportion of faculty that agree that new teaching methods for online learning are improving the quality of education that students receive has increased steadily from 29% in 2020 to 31% in 2021 to 37% in 2022 and 2023. This has grown with the proportion of faculty disagreeing with the statement from 27% in 2020 to 34% in 2023. This growth in both agree and disagree is due to the proportion of faculty maintaining neutral or no opinion, which decreased from 44% (2020) to 45% (2021) to 28% (2023).

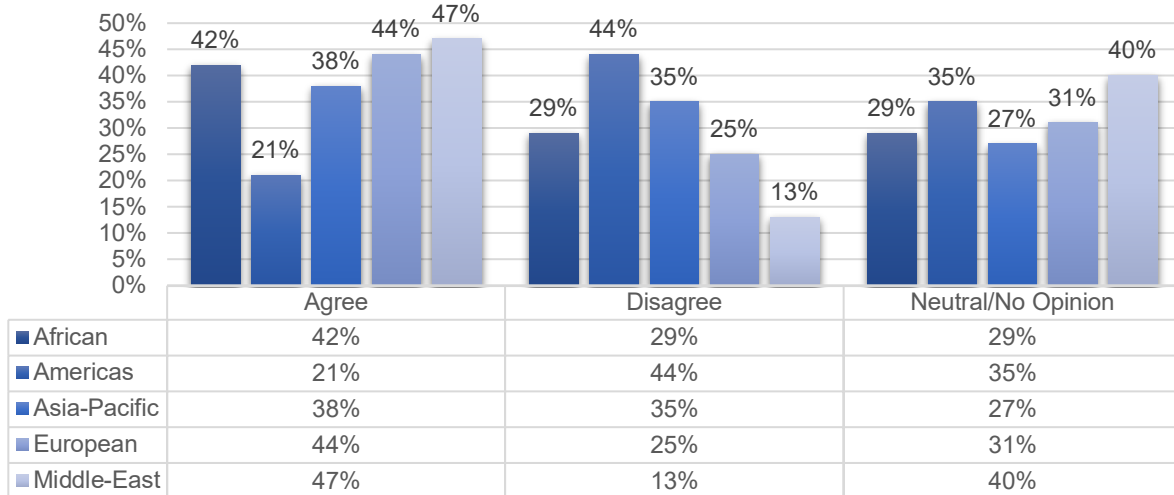




REGIONAL BREAKDOWN

The leading response from the regions has been that they agree that new teaching methods for online learning are improving the quality of education for students (38% - 47% for the African, Asia-Pacific, European, and Middle East regions). The Americas region is the outlier, with 44% of faculty disagreeing with the statement, 21% agreeing, and 35% being neutral/no opinion.

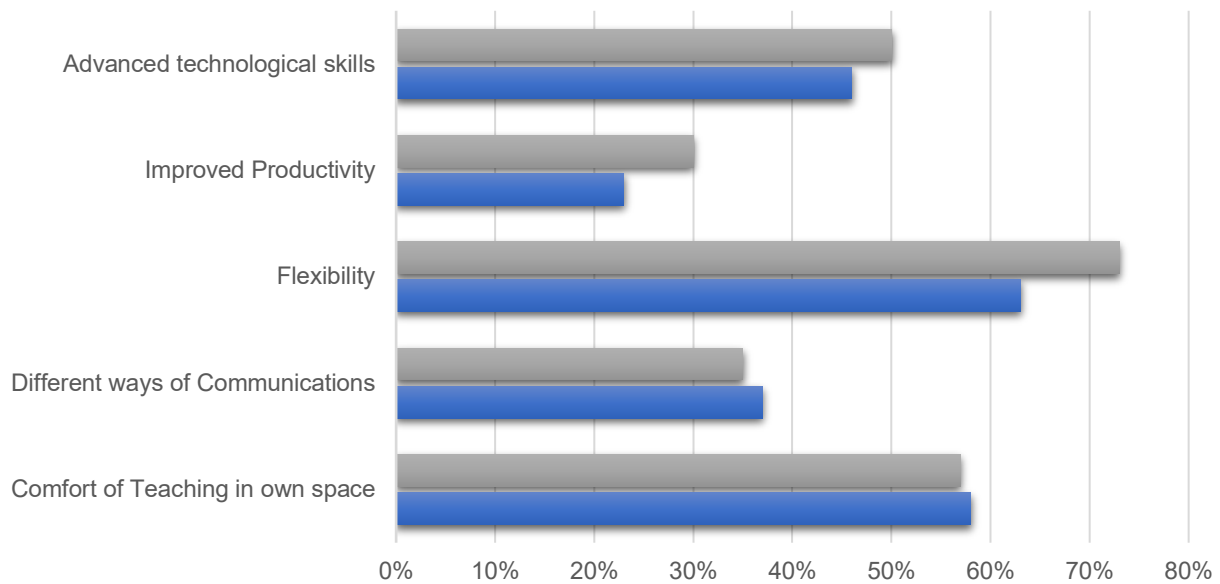
REGIONAL: TEACHING METHODS



WHAT HAVE BEEN THE BEST PARTS OF ONLINE LEARNING?



We asked to select all that apply to this question. Faculty responses report that flexibility and the comfort of teaching in your own space are the best parts of online learning. Technological education (19%), different ways of communicating (15%), and improved productivity (11%) take up the bulk of the rest of the responses. These results must be seen in the context of only 5% of faculty preferring online teaching and learning.

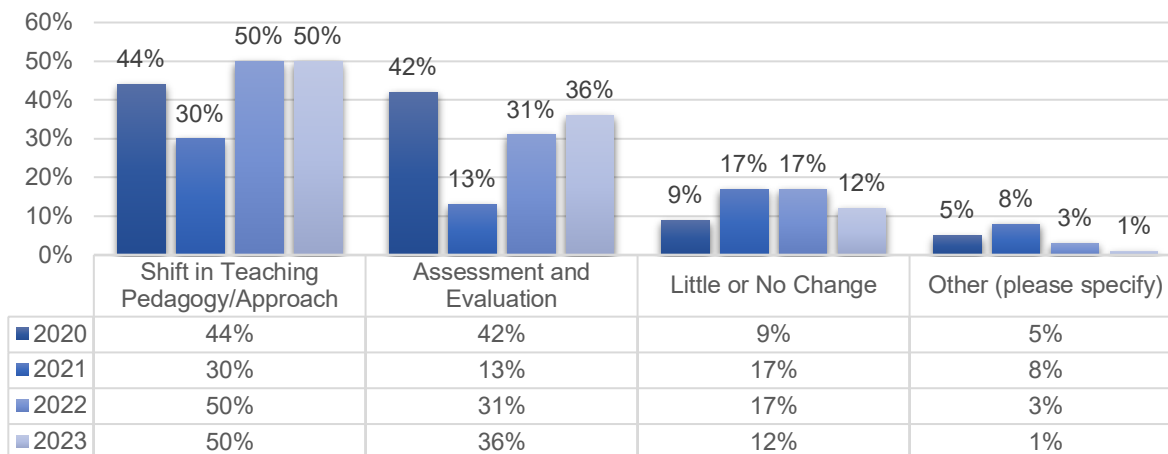


	Comfort of Teaching in own space	Different ways of Communications	Flexibility	Improved Productivity	Advanced technological skills
■ 2023	57%	35%	73%	30%	50%
■ 2022	58%	37%	63%	23%	46%

■ 2023 ■ 2022

WHAT HAS BEEN THE MOST SIGNIFICANT CHANGE TO YOUR COURSES AS YOU TEACH ONLINE?

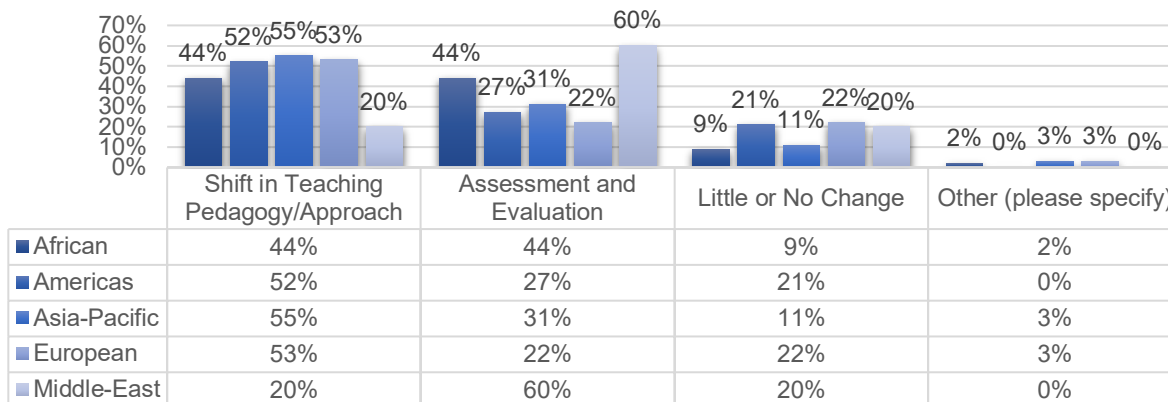
Half of the faculty (50%) responded that a shift in teaching pedagogy/approach had been the most significant change to their courses as they teach online. The shift in pedagogy has increased from 2020 (44%) and 2021 (30%). Assessment and evaluation are over 30% in 2022 and 2023, a decrease from 2020 (42%) as most faculty were being introduced to online teaching for the first time. A low percentage of faculty in 2022-23 expressed that there have been little or no course changes due to online teaching.



REGIONAL BREAKDOWN

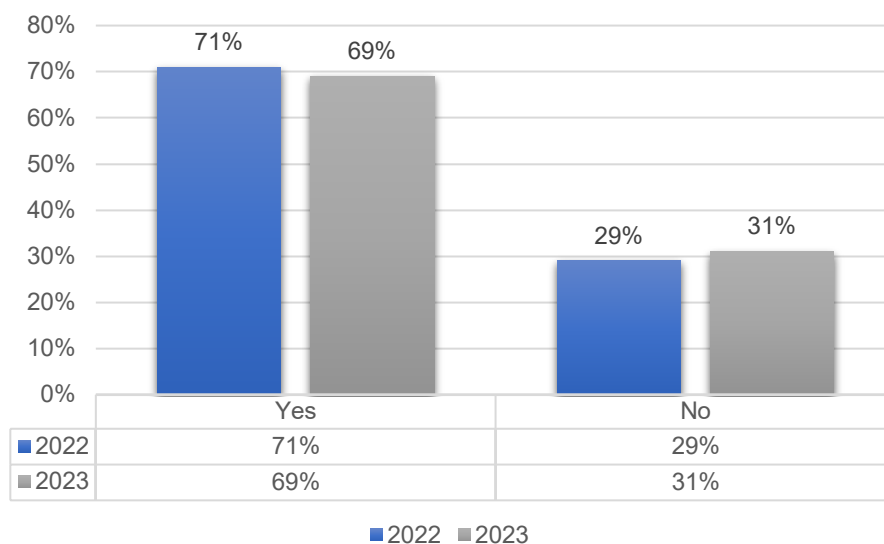
Most regions have expressed that a shift in teaching pedagogy/approach has been the most significant change since online teaching started. The Americas (52%), Asia-Pacific (55%), and European (53%) regions all have over 50% for a shift in teaching pedagogy/approach, with the African region not far behind at 44%. The Middle East is the outlier, with a 60% response that assessment and evaluation have been the most significant change. Only the African region's assessment and evaluation results (44%) are comparable. A considerable proportion of respondents in the Americas (21%), European (22%), and Middle Eastern (20%) regions expressed that little or no change has occurred.

REGIONAL: SIGNIFICANT CHANGES



HAVE YOU IMPLEMENTED PRACTICES IN YOUR TEACHING TECHNIQUE TO TAKE ADVANTAGE OF THE IMPROVED FAMILIARITY WITH ONLINE LEARNING?

Faculty were asked: Returning to pre-covid methods – have you implemented practices in your teaching technique to take advantage of the improved familiarity with online learning? The overwhelming majority of faculty in both 2022 and 2023 (70%) have implemented procedures in their teaching technique to take advantage of the enhanced familiarity with online learning. This shows the value of the period of online learning and how it has enhanced faculty's teaching skills.



SELECTED FACULTY QUOTES

"I'm willing and able to bring in guest speakers who can only appear online. Also, I now use more online quizzes to check my knowledge." – Faculty, 6-10 Years Teaching Experience, Canada

"Wider use of asynchronous materials (video, podcasts, reading)" – Faculty, 6-10 Years Teaching Experience, Czech Republic

"More skills to testing there, combine both methodologies, hybrid learning gives you the opportunity to stay in contact with more students." – Faculty, 16+ Years Teaching Experience, Dominican Republic

"Deliver hybrid methods to avoid absences in classes when teachers are out of town for seminars or conferences." – Faculty, 11-15 Years of Teaching Experience, Philippines

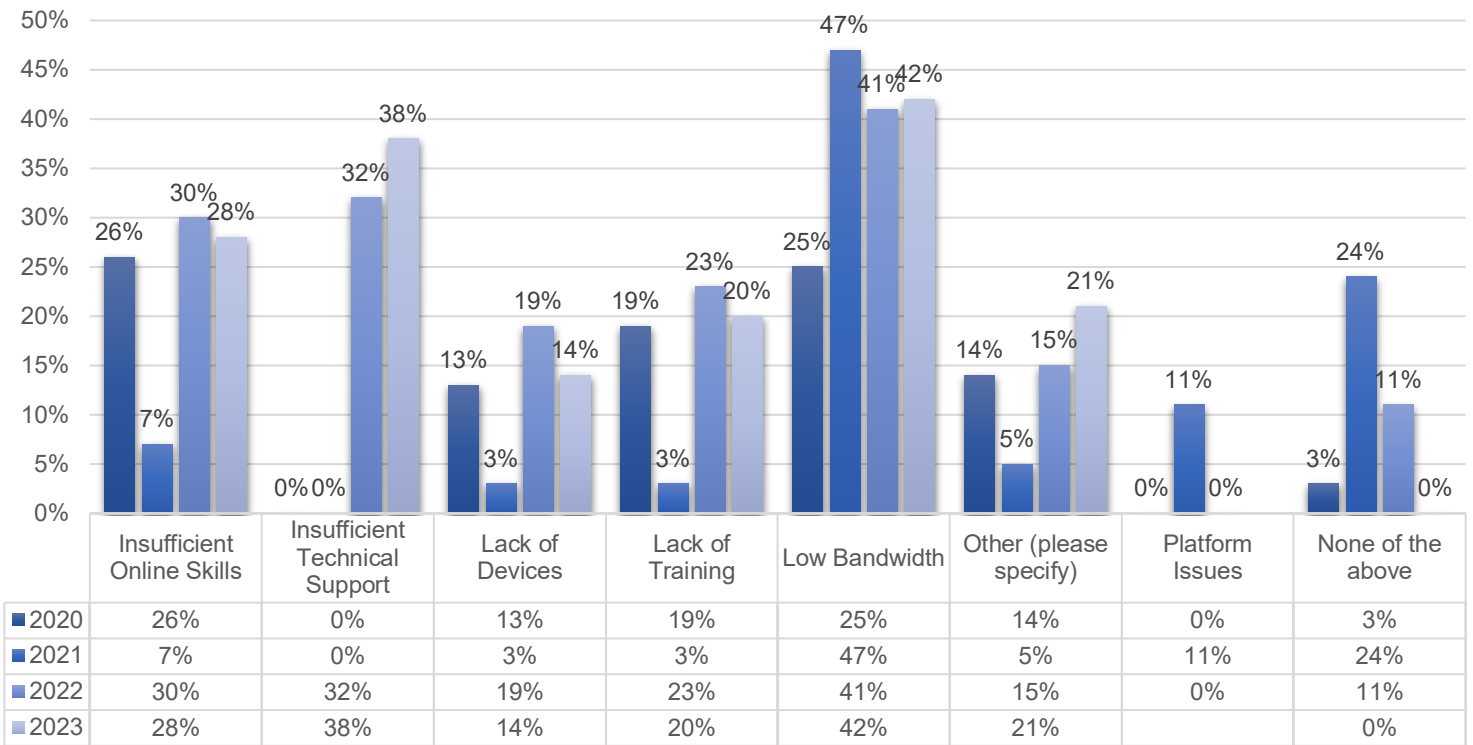
I put all course content and materials online and have students submit everything online. Also, use online websites and videos as part of course content." – Faculty, 16+ Years of Teaching Experience, United States

"I now make use of online discussion forums, online resources, and assessment methods." – Faculty, 11-15 Years Teaching Experience, South Africa

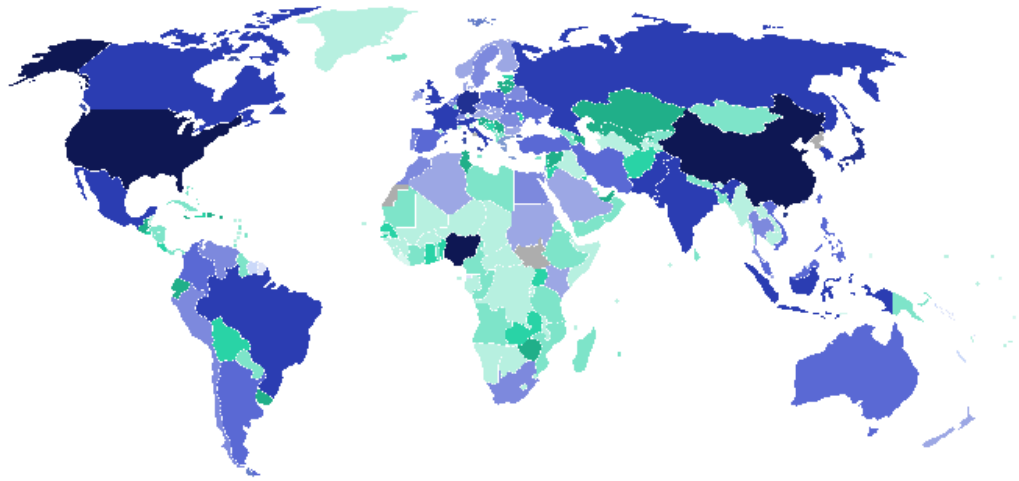
WHAT TECHNICAL DIFFICULTIES DO YOU CONTINUE TO HAVE?



The faculty's response is spread out amongst low bandwidth (25%), insufficient technical support (21%), insufficient online skills (17%), and lack of training (13%). It must be noted that the problem of low bandwidth has decreased from 47% in 2021 to 25% in 2022-23. Platform issues went from 11% in 2021 to 0% in 2022-23. Insufficient online skills, lack of devices, and lack of training have decreased from 2020 to 2022, while insufficient technical support has increased from 0% in 2020 and 2021 to 21% in 2022-23.

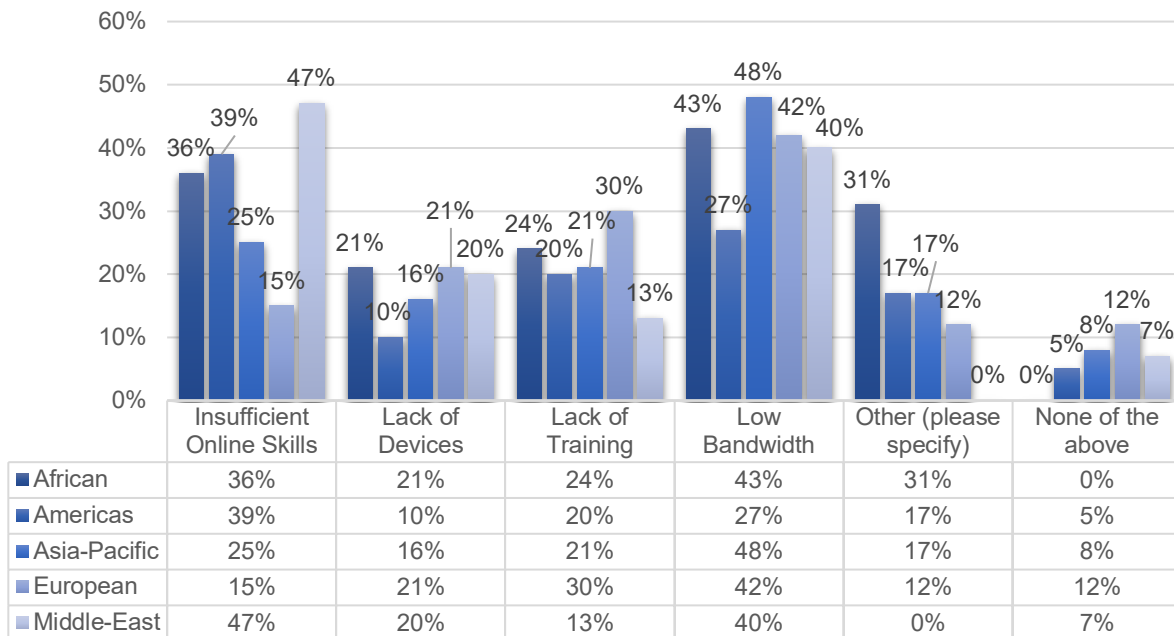


REGIONAL BREAKDOWN



The African (43%), Asia-Pacific (48%), and European (42%) regions have low bandwidth as the technical difficulty they continue to encounter the most. This is followed by needing more online skills in Africa (36%). The Middle East (47%) and the Americas (39%) both need more online skills, which is the technical difficulty they continue to encounter the most, followed by low bandwidth (40% in the Middle East, 27% Americas). Lack of devices ranges from 10% to 21%, and lack of training ranges from 13% to 30%.

REGIONAL: TECHNICAL DIFFICULTIES



ON A BROAD SCALE, WHAT INFLUENCE HAS THE TRANSITION FROM AN APPARENT RETURN TO PRE-COVID STANDARD TEACHING METHODS HAD ON THE MENTAL AND PSYCHOLOGICAL WELL-BEING OF FACULTY STAFF?

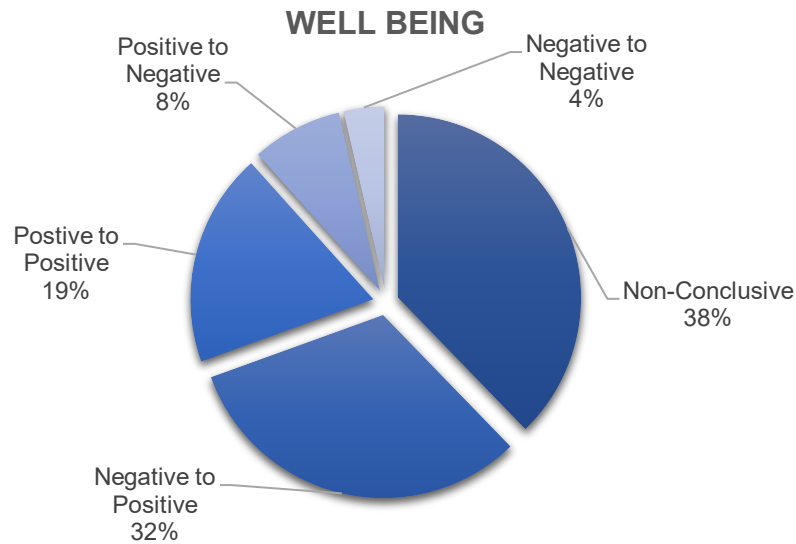


Thirty-eight percent could not reach a definite conclusion regarding the impact of transitioning back to pre-COVID teaching methods on faculty and staff's mental and psychological well-being. This group of individuals either did not have a clear opinion on the matter or were uncertain about the effects of the transition.

On the other hand, approximately thirty-two percent acknowledged that the return to pre-COVID standard teaching methods had influenced the mental and psychological well-being of faculty and staff, either positively or negatively. This indicates that these respondents observed some change in the well-being of faculty and staff, but it does not specify the direction or extent of the influence.

Approximately nineteen percent of this subset of faculty members shared a perspective characterized by a positive-to-positive influence. In other words, slightly less than one-fifth of the respondents reported experiencing a positive impact on their mental and psychological well-being due to the transition back to standard teaching methods. This suggests that these faculty members perceived an improvement in their overall well-being due to the return to the teaching methods they were familiar with before the COVID-19 pandemic.

Approximately twelve percent of faculty members expressed that the transition back to pre-COVID teaching methods negatively influenced their mental and psychological well-being. This indicates that a small but notable portion of faculty members experienced a decline in their well-being due to returning to the previous teaching methods.



REGIONAL BREAKDOWN

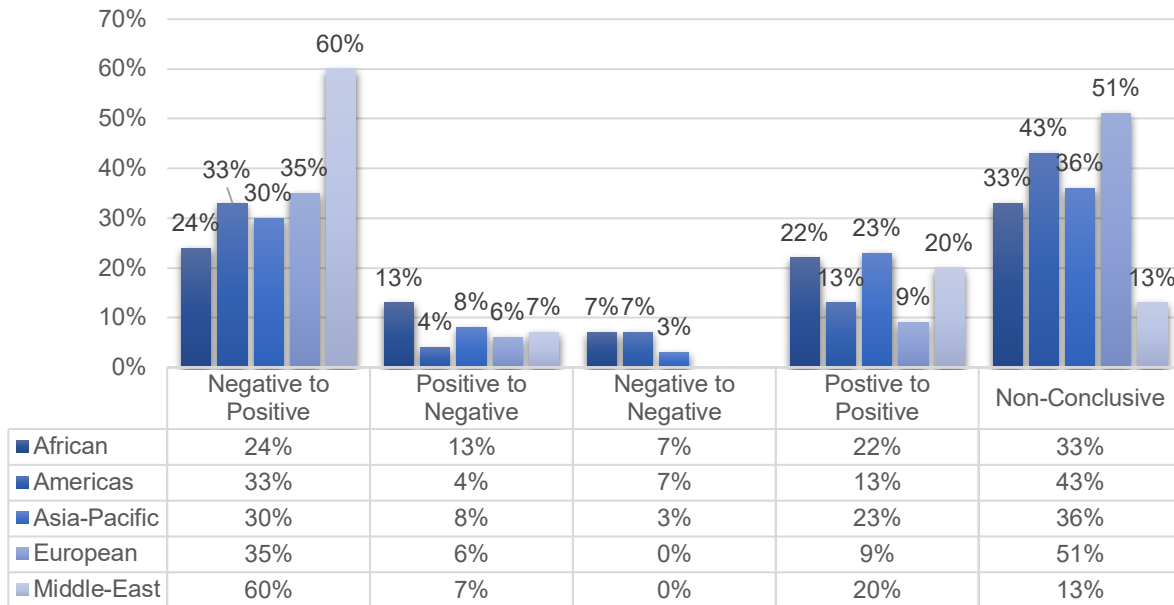
In analyzing the impact of the return to standard teaching methods on the mental well-being of faculty and staff across different regions, it was observed that most regions experienced a shift from a negative to a positive influence. This suggests that the transition had an overall beneficial effect on their mental health.

Among the various regions surveyed, the Middle East stood out, with an overwhelming majority of respondents, accounting for sixty percent, reporting a negative-to-positive influence on their mental well-being. This indicates that a significant proportion of individuals in this region initially experienced a negative impact on their mental health due to the return to pre-COVID teaching methods but eventually witnessed a positive shift in their well-being.

In contrast, all the other regions studied reported twenty percent or less of respondents who indicated a negative influence on their mental well-being as a result of the return to standard teaching methods. This suggests that the majority of faculty and staff in those regions experienced either a positive influence or no significant impact on their mental well-being due to the transition.

Furthermore, when examining the respondents' overall conclusions across regions, it was found that all regions, except for the Middle East, had a non-conclusive response rate ranging from thirty-three percent to fifty-one percent. This means that a substantial proportion of faculty and staff in those regions did not reach a definite conclusion regarding the effects of transitioning back to pre-COVID teaching methods on their mental well-being. These individuals either had mixed opinions, lacked sufficient information, or were uncertain about the precise impact of the transition.

REGIONAL: WELL BEING



SELECTED FACULTY QUOTES

“I think the institution is aware of the psychological and mental vulnerability, but actual resources and action have not been well communicated or implemented.” – Faculty, 6-10 Years of Teaching Experience, Australia

“Staff mental well-being is seemingly completely ignored, and a denialist mentality/ indifference is apparent from top management.” – Faculty, 11-15 Years Teaching Experience, South Africa

“Workshops are conducted on campus to explore the challenges experienced by staff and to seek solutions to address these challenges.” – Faculty, 16+ Years of Teaching Experience, Uganda

“The institution should interact more with faculty and students regarding the psychological and mental anguish that students, faculty, and staff are experiencing.” – Faculty, 16+ Years of Teaching Experience, United States

CONCLUSION

The COVID-19 pandemic has brought significant changes to the field of education, including in law faculties. Law professors have increasingly adopted hybrid and online learning models to ensure continuity of education during the Pandemic. This shift has allowed students to access lectures, course materials, and discussions remotely, reducing the need for physical presence on campus. Online platforms and video conferencing tools have been utilized for virtual classrooms and collaborative activities. Faculty have expanded their use of digital resources, such as e-books, online research databases, and legal research platforms. They have implemented these technological advancements into their teaching techniques.

Law faculty prefer teaching in person. In 2022 and 2023, an overwhelming 70% stated they did not have challenges returning to in-person teaching. In-person teaching has its advantages, such as the ability to have direct face-to-face interactions and engage in discussions. It can create a vibrant and dynamic learning environment, foster personal connections, and provide experiential learning opportunities through moot court sessions, group work, and networking events.