



Enhancing Students' Skills
Development in Contract Law
through an Online Simulation (MLX)

RiT Law Project Team

Keith Puttick, Chris Harrison, Judith Tillson

Partners: Prof Stephen Gomez &
Kerry George (Pearson)

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The Research Informed Teaching (RiT) Project at Staffordshire University

Focus

Evaluating students' use of online systems as a teaching and learning resource, and the impact on the quality of students' work; their research and skills (reflection, analysis, etc); and response to the demands of the legal services market

Skills

Skills & assessment A particular focus is on skills, particularly the development, deployment, and assessment of research, reflective and problem solving skills (including assessment aspects).

Introduction

Pearson
MyLegalExperience
Lexis Library,
LexisNexis

PLC On-Line,
Jordans Family,
Westlaw, Sweet and
Maxwell

Are among the on-
line systems we are
evaluating

Why?



RiT Project Aims & Objectives

Aim

- To ascertain the effect of more structured approaches offered by online tools (OLTs) on the students' learning experience; development of relevant skills; and achievement and employability

Objectives

- To help inform future interventions, and the design of tasks, delivery/assessment in modules & awards
- At the end of the project, continue the evaluation, improve interventions, and embed the aforementioned skills into other modules by use of evaluated online systems.

MyLegalExperience (MLX)

Level 4

☰

MyLegalExperience Contract Law Pilot, Staffordshire Oct15

MyLegalExperience

My Courses

Manage Course

Welcome to MyLegalExperience

Home

Topic 1: Intention to create legal relations, agreement, offer and acceptance, certainty

Topic 3: Privity of contract


Results

Communication tools


Help and support

Lecturer tools

Welcome to MyLegalExperience




MyLegalExperience
Contract Law


Welcome

Welcome to MyLegalExperience, a series of simulations to help you better understand and be able to apply the legal principles you're learning about in your course. Here you'll find six scenarios that each focus on a specific aspect of Contract Law. Within each topic you'll be asked to complete four activities that help you spot the legal issues raised by your client's brief, analyse the law that applies to it, give legal advice to your client and reflect on your work, all supported by a 'Get Advice' page which you can consult at any time if you need any advice or guidance on completing the activities. In each scenario you'll play one of six legal roles - watch the videos below to find out more and then begin your first simulation by clicking on the left hand navigation panel.

Trainee Solicitor in a Law Firm



Legal Executive



Activities in MLX

The activities, increasing in difficulty, aim to help students achieve the learning objectives for the topic:



Activities 1 and 2

- Uses MCQs to focus on identifying legal issues and legal research. These are automatically graded, fed through to the gradebook and provide instant feedback.



MyLegalExperience

- Main Menu
- Lecturer tools
- Assignment Manager
- Gradebook**
- Course Roster
- Edit Course Settings
- Course Home Manager

Gradebook

MyLegalExperience Contract Law Pilot, Staffordshire Oct15 > GRADEBOOK > HOMEWORK

[Manage Course List](#)

Gradebook

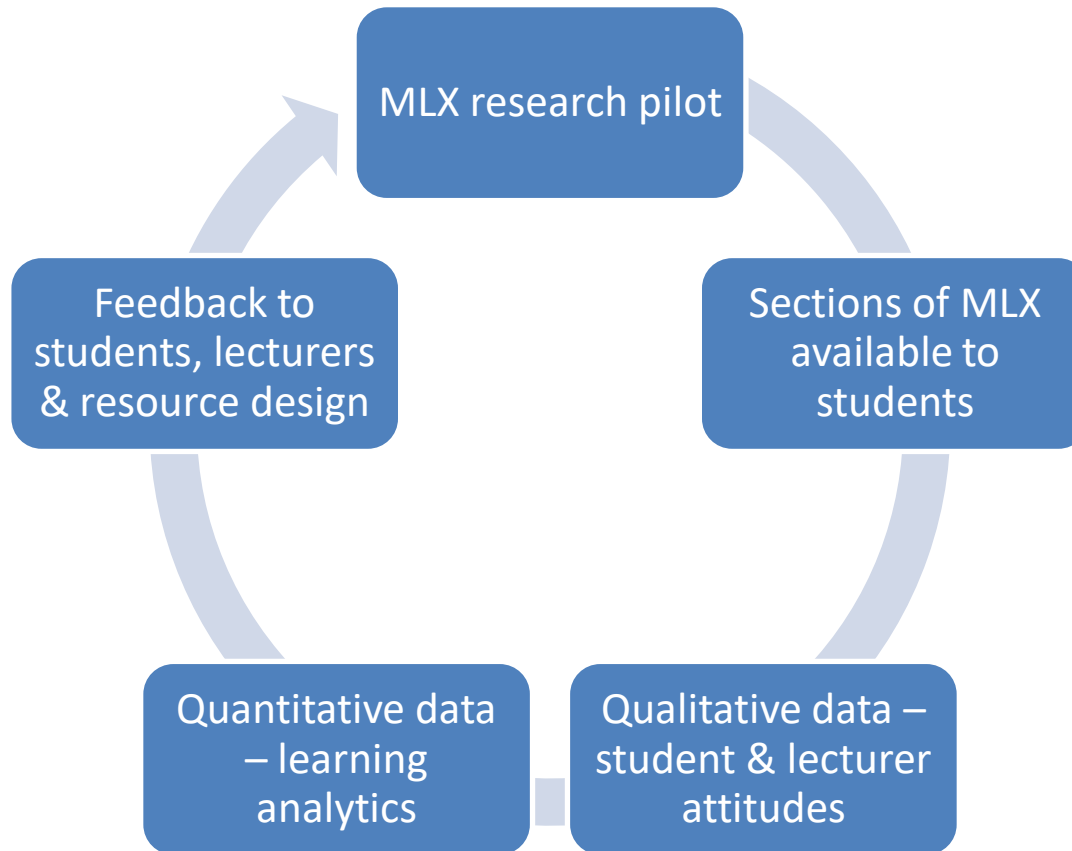
[Legend](#) [Export Data](#) [Manage Incompletes](#) [Change Weights](#) [Add/Edit Student IDs](#) [More Gradebook Tools](#)[Homework](#) [Overview By Student](#) [Study Plan](#) [Performance by Chapter](#)[All Chapters](#) [Go](#)

Homework 1 - 7 of 8

[Go to...](#)

Class Roster Percent of overall score	Category Score	# of Results	Intention to create legal...	Intention to create legal...	Intention to create legal...	Intention to create legal...	Privity of contract: Acti...	Privity of contract: Acti...	Privity of contract: Acti...
	30%	-	3.75%	3.75%	3.75%	3.75%	3.75%	3.75%	3.75%
Class Average	87.6%	--	90.55% IA	95.66% IA	53.89% IA	70% IA	85.56% IA	86.76% IA	40.5% IA
Class Median	94.38%	--	100%	100%	50%	70%	100%	100%	40.5%
# of Results	--	159	55	53	9	4	18	17	2
Student names			Change Scores	Change Scores	Change Scores	Change Scores	Change Scores	Change Scores	Change Scores
	--	0	past due	past due	past due	past due	past due	past due	past due
	90%	2	80%	100%	past due	past due	past due	past due	past due
	100%	2	100%	100%	past due	past due	past due	past due	past due
	96.88%	4	100%	100%	past due	past due	100%	87.5%	past due

Feedback Opportunities



Students' perspectives

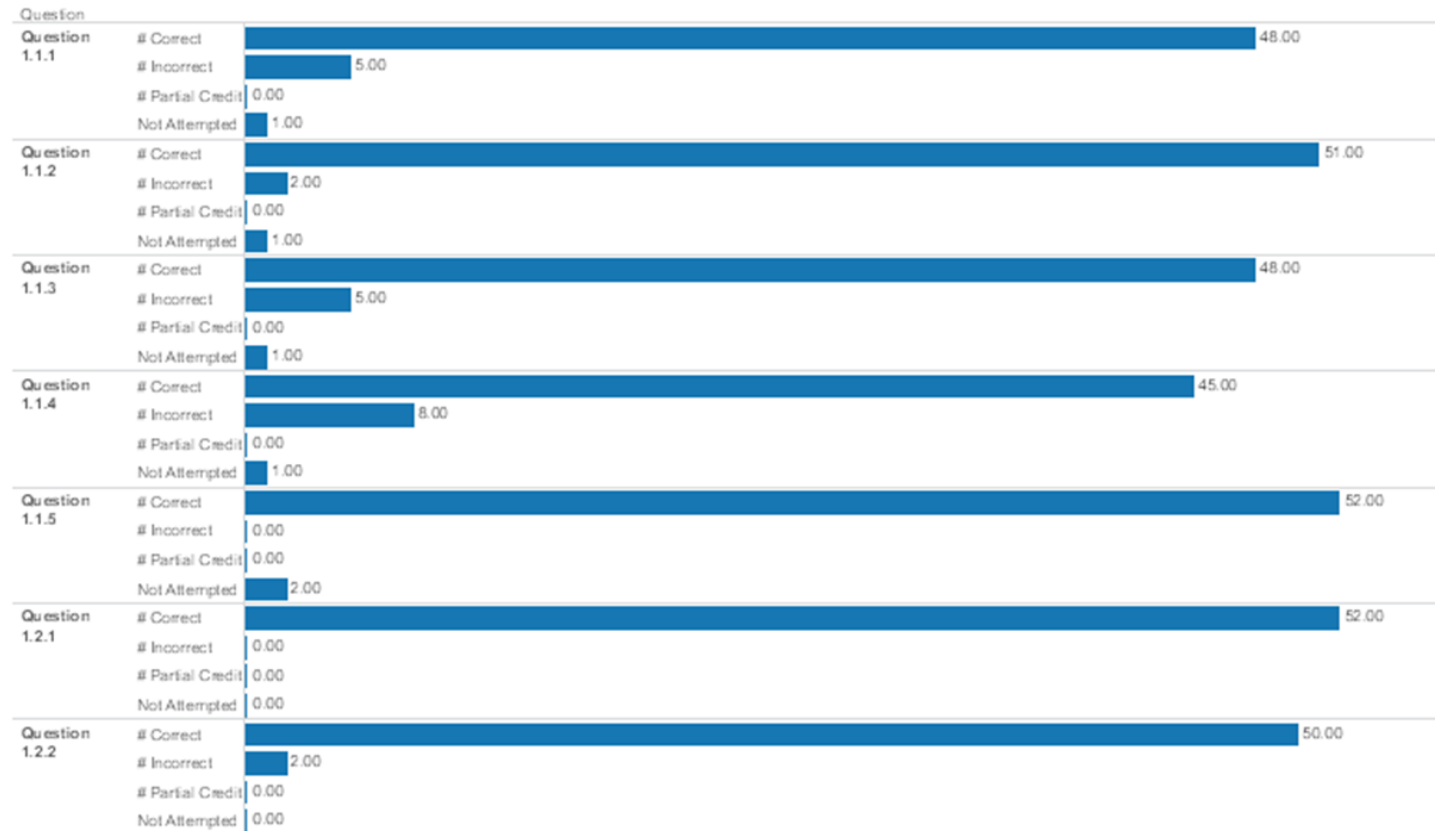
- Around 50% students did not engage with MLX
 - Reasons uncovered in focus groups:
 - MLX not integrated into summative assessment
 - Students had already bought their textbooks
 - Preferred paper-based revision techniques
 - Students said they had developed own learning and revision techniques
 - Students who did engage said they:
 - Enjoyed using MLX and it helped them in their understanding and work
-

Lecturers' perspectives

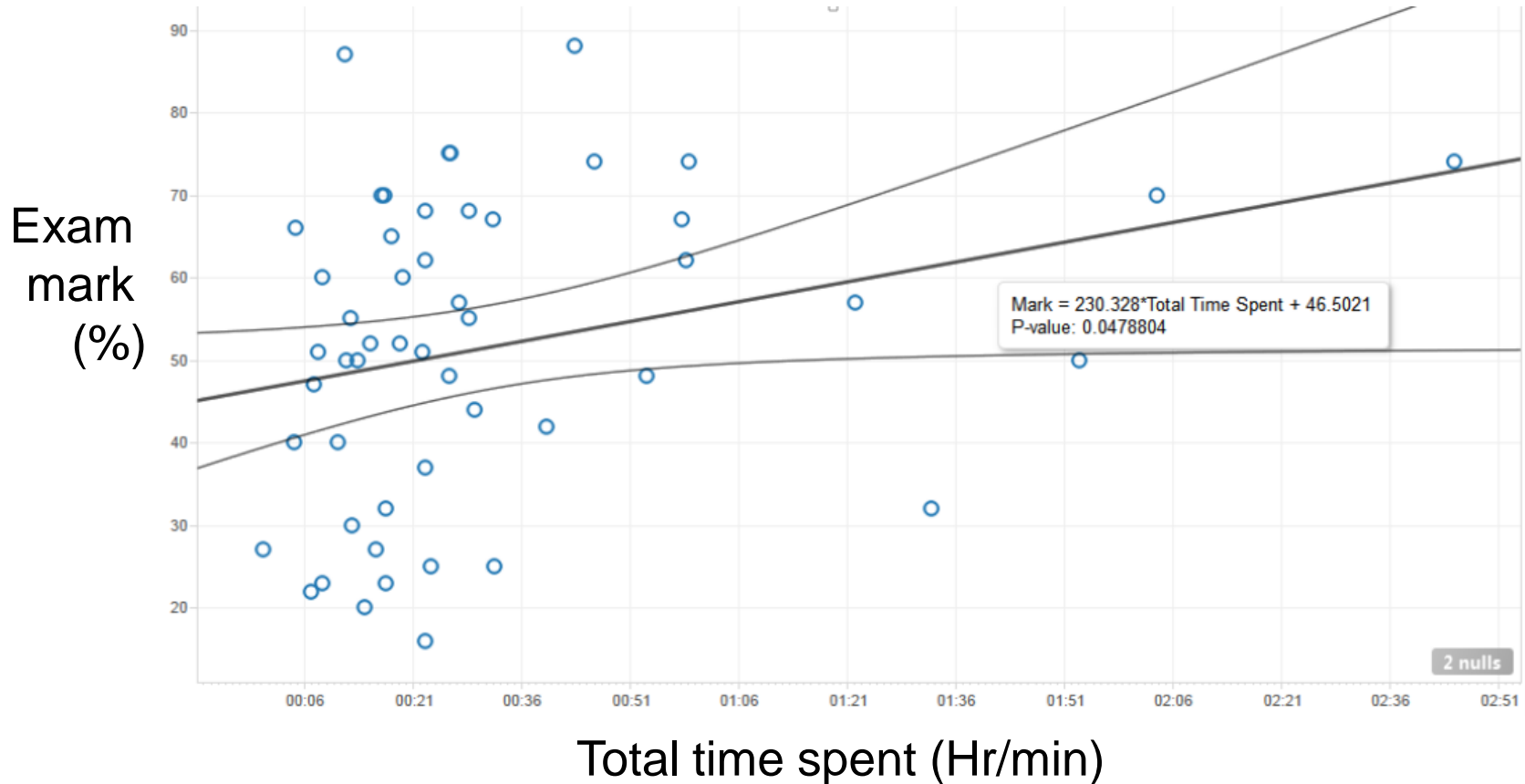
- Positives:
 - Structure, flow and content
 - Videos and multimedia approach
 - Emphasis on self-reflection, opportunities for feedback and on-demand learning
 - Improvements:
 - More supporting case authority
 - More practical training on use of MLX
 - Teaching guide
-

Analysis of Findings of Whole Group

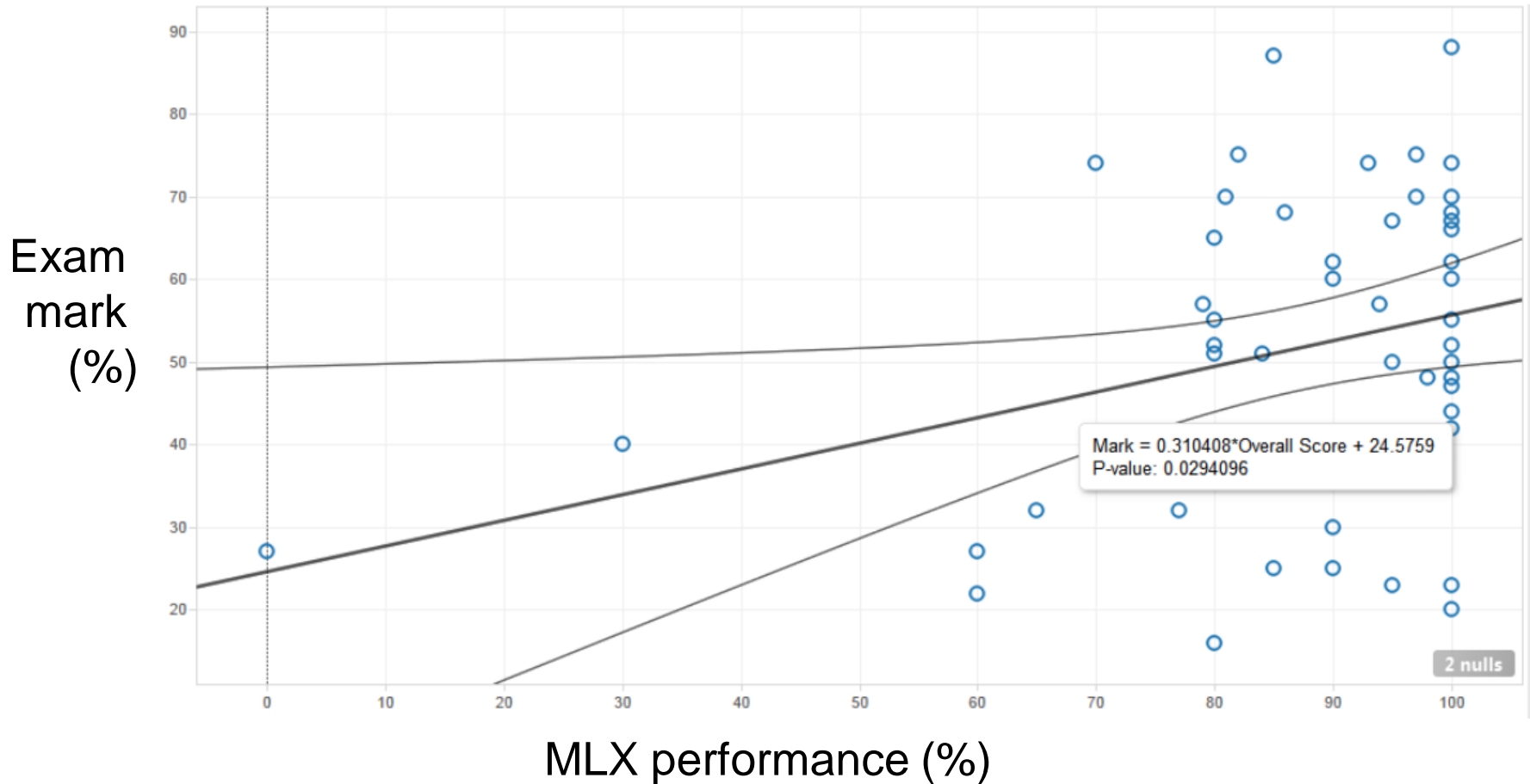
#Records by Answer/Question



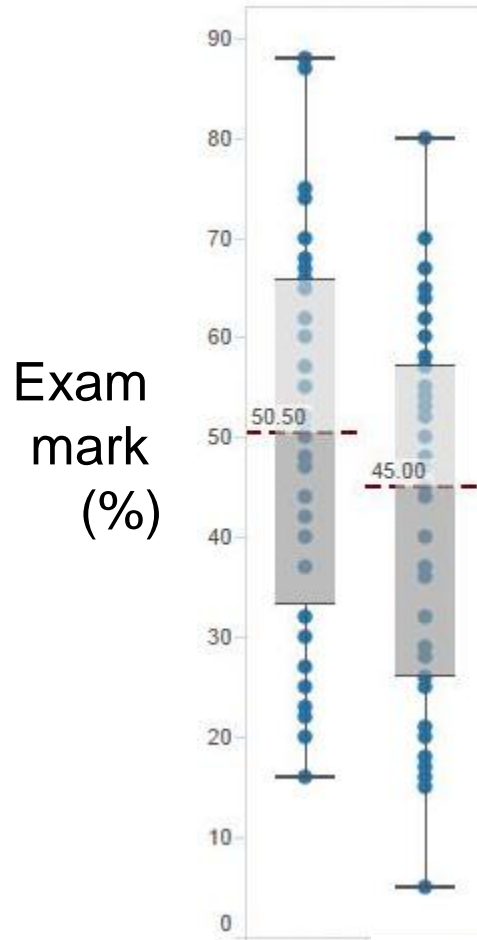
Data Analysis



Data Analysis



Exam marks – those who used MLX vs not used MLX



Welch Two Sample t-test
p-value = 0.01

→ Statistically significant
difference between both
groups

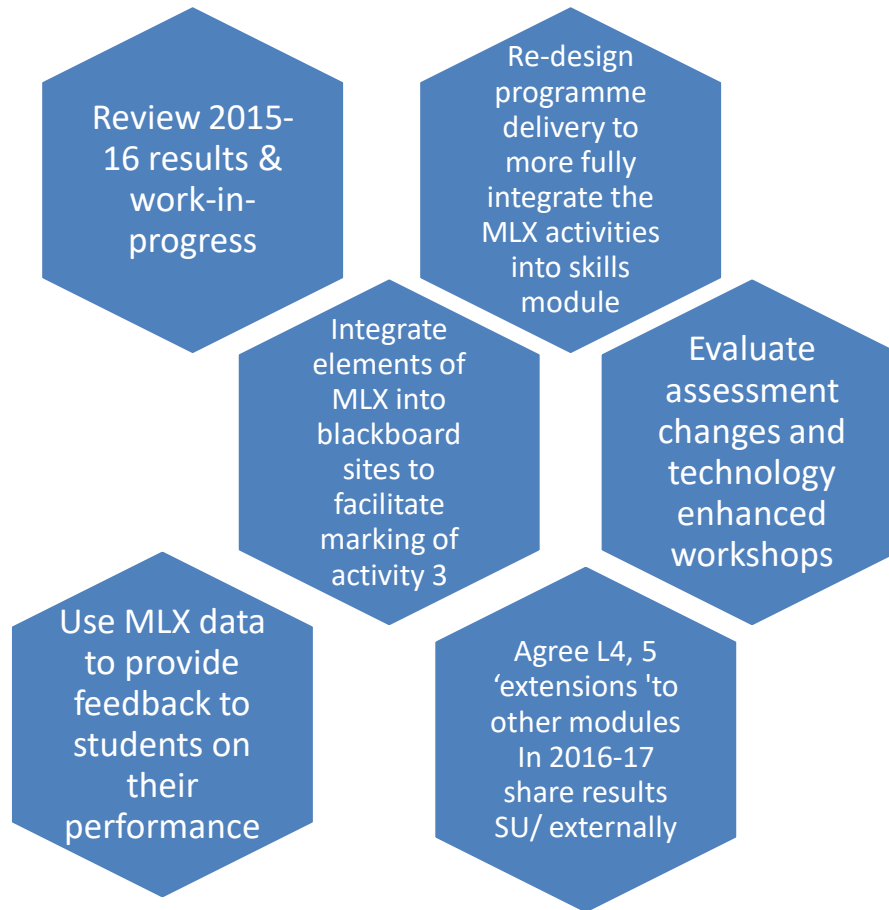
n=53

Used
MLX

Did not
use
MLX

n=43

Conclusions



Thanks for your kind attention!



References & Information

- JISC 2012 Developing Digital Literacies
- <http://phoebe-guidance.conted.ox.ac.uk/>
- <http://mivanova.blogspot.co.uk/2008/06/start-pages-as-environments-for-self.html>
- www.raceonline.2012.org
- <http://www.suskind.com>
- RiT Project: <https://blogs.staffs.ac.uk/euap/>
- Meet the Team: <https://blogs.staffs.ac.uk/euap/project-aims-and-objectives/meet-the-team/>
- Enquiring Minds: <http://www.staffs.ac.uk/research/iils/minds/>