



## Engaging on-campus & external Law students through new technology & team work providing: creative assessment, motivation, equity & reducing isolation.

*Law in Context*, is a 1<sup>st</sup> year course offered multimodal at USQ (on-campus & external) to about 170 undergrad & 40 postgrad students each year. Students work together to produce an assessment item that requires developing key law graduate skills (team work, oral communication, technology use, research and critical thinking) through debating contemporary issues. The course utilises 'state-of-the-art' online virtual conferencing tools enabling online teaching & instantaneous audio visual communication (*Wimba*). The assessment consists of three parts:

*Loved the debate, thought that the adjudication reinforced important concepts for my debate later on, and found the argument very stimulating'. 'This was a great learning experience for me and made me realise my weakness and strengths to work on in the future of my law career'.*

### **PART 1: (Week 3) A short adjudication report.**

Students assess (as adjudicator) a live video debate, on euthanasia. This provides scaffolding on the role of debater & enhances critical thinking. Students see a video of a Qld adjudicator's assessment after the due date, so they can compare their adjudication with a qualified adjudicator. This item provides **timely feedback** & ensures **early engagement** with the course.

### **PART 2: (Week 6-8) An oral debate.**

A Qld Debating Adjudicator assesses the delivery of the oral debate, in person or via *Wimba*. This provides students with an **outside assessor creating a formal atmosphere**, in preparation for professional contexts, also consistency regarding the assessment of student's debate delivery. The adjudicator gives **instant oral feedback** and **subsequent written feedback** to the students.

### **PART 3: (Week 7-9) Individual written argument.**

1 week after completing the debate students submit their own written argument from the opposing viewpoint to that which the student debated orally. Key learning objectives, include critical thinking, learning to hold judgment, looking at diverse perspectives, and developing a researched written argument.

#### Triangulated assessment 30%:

- Adjudication 10%
- Peer/Self 10%
- Facilitator 10%

#### Outcomes

##### **2008**

Undergrad pass 90 % and HD & A 37.8%;

Postgrad pass 93.7% and HD & A 58.8%

##### **2007**

Undergrad pass 81.8% and HD & A 47.7%.

#### Outstanding Challenges

more learning on teams & technology for assisting team work.

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