

# CRIMINAL LAW 171 VIDEO PROJECT: BOLDLY GOING WHERE NO CRIMINAL LAW LECTURER HAS GONE BEFORE!



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# CONTEXT



- compulsory year module
- mixed year-group
- +-300 students
- already various interventions that aim to promote active learning and cater for various learning styles

# WHAT & HOW?

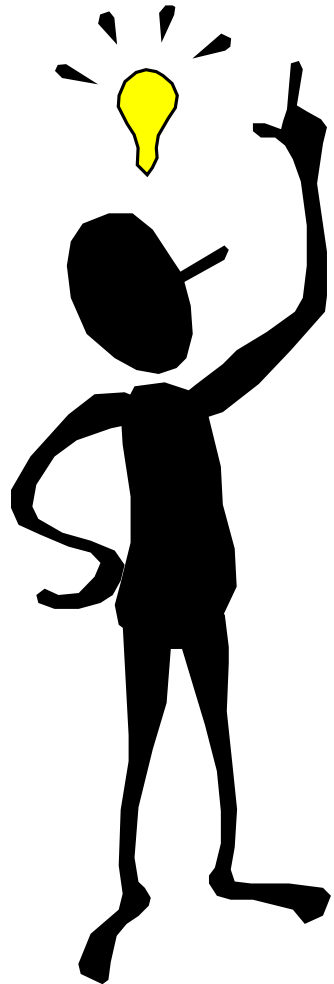
- optional for extra credit
- 60-90 sec video clip
- groups of five
- no limit on topic chosen, but had to be course-related
- no lecturer help / facilitation / guidance in video-making process
- handing in on SUNLearn:
  - Group Choice tool to assign themselves to groups
  - Assignment Tool to hand in
- online feedback based on all or nothing criteria:
  - accurate, informative and interesting/entertaining
- class screening of best submissions, including a prize-giving



# WHY VIDEOS?



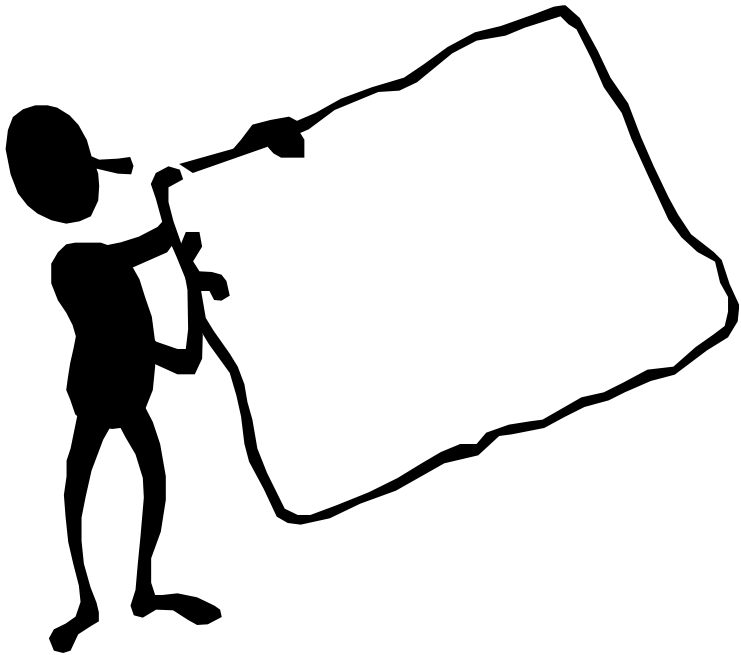
# STUDENT-CENTRED, ACTIVE LEARNING



“[T]he most engaging, meaningful, and enduring education is that which affords students the opportunity to be actively involved – to be actors in their own learning.” (Cook-Sather, 2010)

- active learning, where students make what they learn part of themselves (Chickering & Gamson, 1987)
- students taking responsibility:
  - independence/autonomy
  - flexibility
  - sense of ownership
- enhanced student engagement

# LEARNING BY TEACHING



- need to internalise material to explain it leads to better conceptual understanding, deeper learning
- meta-cognition: reflection on own learning process
- reciprocal peer to peer learning
- awareness of peers as target audience motivating, enhancing authenticity of learning (Schuck & Kearney 2006)
- students bona fide co-developers of learning resources via future repository of educational videos (Collis & Moonen 2006)
- role of lecturer feedback in learning process

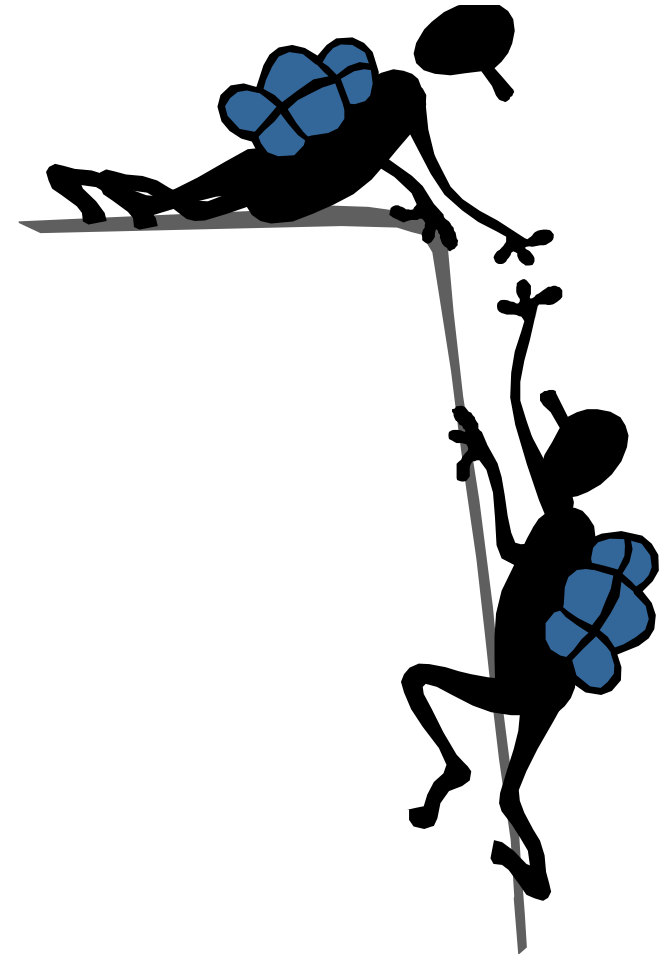
# INCLUSIVE AND HOLISTIC LEARNING

- one of a range of learning opportunities catering for a variety of learning styles – students given “an alternative mechanism by which to demonstrate their learning” (Willmott 2015)
- visual, creative, aesthetic vs sequential, verbal, logical, analytical
- promotes a “whole-brained” learning orientation
- benefits of incorporating visual/performing arts into learning activities
- opportunity for self-expression – “finding a voice”, projecting personality



# COOPERATIVE/COLLABORATIVE LEARNING

- aim: to maximise their own and each other's learning (Eison, 2010)
- group work in line with graduate attributes: students genuinely required to work effectively as a team
- observations re: group composition and roles:
  - diverse range of abilities within group
  - unexpected distribution of tasks!





# FINAL REFLECTIONS



- roughly a third of class participated in 2017
- motivation for participation?
- participants widely representative of class re: performance in module
- definitely to be repeated!



THANK YOU!