

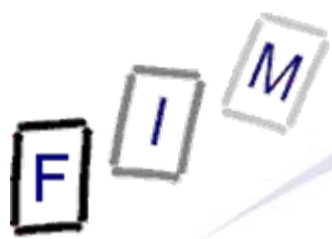


Interactivity in Legal Web Courses through Direct Response Systems

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- Web-based teaching has now become widespread
 - It is part of many curriculums, even full-time
 - » Typical mode: Blended learning
- However:
 - Usually lessons only cover teaching facts,
 - » Online presentation of material to learn
 - Typical examples are science studies
 - » Sometimes also include interactive elements
 - "Interactive" here: One learner interacts with the system
 - or it is used as an additional communication mode
 - » Students can send each other/teachers/tutors messages
- But what is often missing is the "Web 2.0" type!
 - I.e., teaching/learning consisting of the interaction itself
 - » Especially important for acquiring interactive skills, like discussing, arguing, persuading, ...



Problems of E-Learning in legal teaching

- Strong grounding in written and spoken words
 - Should be easy to adapt to the web!
- But mostly this is a two-way communication
 - Discussions between teachers and students as well as amongst students are very important!
 - » Note: Often the answer **must** be provided synchronously
- A significant difference between presence and online courses exists in this context:
 - Discussion between teacher and a few students
 - » Presence: Other learners show interest, understanding, attentiveness through audio or visual clues
 - » Online: Other learners “secretly” listen, but provide no feedback to the teacher at all (and don't receive one from other learners)
 - Such “ambient” feedback is missing online



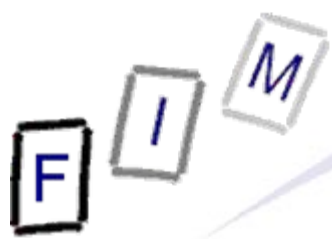
Improving feedback to ameliorate reduced communication

- Video conferencing is no good solution:
 - All learners in a lecture hall → Less distance education
 - Numerous separate videos → Not useful for an overview
- Other ways of feedback needed, with following requirements:
 - Independent of number of learners
 - » An important advantage of DE is the larger number of learners
 - No additional hard-/software needed
 - » Hardware: Expensive; Software: Complicated
 - » Either integrated or, even better, over the Web
 - Between teacher and learners but **also** between learners
 - » Overcome their physical separation
 - No significant additional effort by learners
 - » Or it will not happen!
 - Little organizational overhead/complexity
 - » Or teachers will not use it

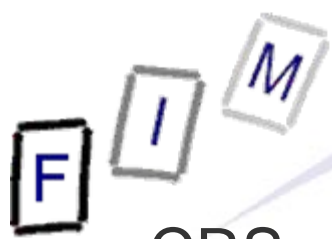


Classroom Response Systems (CRS)

- Systems for immediate feedback in lecture halls
- Basic concept:
 - Each learner has a handset/a device at the desk
 - Teacher presents a question (blackboard or beamer)
 - Learners provide answers through the handset
 - Results are aggregated by the system
 - Total result is shown publicly, typically through a beamer
 - Outcome is discussed immediately by teacher and learners
- Advantages compared to paper surveys/hand raising:
 - Ease and speed of counting
 - Immediate visualization
 - **Anonymity**
 - » Not “what I can explain”, but “what I think”
 - » Encourages shy/unsure learners to participate
 - Archiving, integration into marks, ...



- Web-CRS are technically easy through survey software
 - However, survey software is not necessarily perfectly suited!
- Important aspects to consider
 - Survey software is designed for long-running surveys
 - » CRS: A few seconds/minutes only!
 - Administration is often rudimentary
 - » Here many surveys must be handled quickly and simple
 - » Access rights to/Archiving of surveys and results are important
 - Realtime-preview for teacher / automated state-changes
 - » E.g.: “75% have answered → Publish results”
 - Integration in learning platforms missing
 - » Some surveys might be used for grading
 - In some way, e.g. points for answering, irrespective of correctness
- Easy to start with, but not that easy to fully integrate!



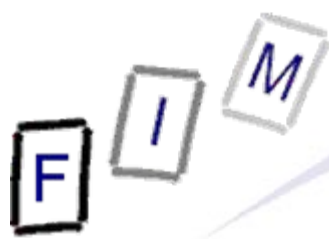
Designing questions for CRS

- CRS questions **differ** from exam questions
 - They should try to uncover misunderstandings and teach something to learners, **not measure** their understanding!
 - Exemplary types of/aims for questions:
 - **Checking preparation**
 - » Was the material to prepare really read/worked through?
 - **Provoking discussions**
 - » Opinion questions, predictions, ...
 - **Maintaining attention**
 - » Simple tasks or provocative questions
 - **Checking understanding**
 - » Common misunderstandings as answers
 - **Starting collaboration**
 - » Voting need not be a one-person task!
 - » Shared answers from groups built ad-hoc
- Techn. support for group-building and communication necessary!



Case study: Scenario

- Course on "E-Business law" for management students
 - » FH Joanneum in Graz (Austria)
 - » Legal subjects important: 30 semester hours before this course
 - Additional: First distance education course in this curriculum
- Important difference to "conventional" DE courses
 - Not the lecture, but the practice part was held over distance!
 - Aim: Evaluating the suitability of distance education for practical legal exercises enhanced by direct feedback
- Mode of practice (duration: 90 min.):
 - Students read case summary (typ. a court decision) Synchr.
 - Discussing/Solving the case based on the lecture
 - Discussing variations to the case Repetition, self-assessment
 - Repetition of the most important aspects Points for direct feedback



Case study: Technical realization

- Technical environment for the practice:
 - Presentation of slides through screen sharing software
 - Internet audio conference for discussion
 - Web-based portal for documents
 - » Also used for initiating audio conference and screen sharing
 - » Custom development of the FH
- Survey realization:
 - External software: The platform doesn't support surveys at all
 - » phpESP on an external server
 - Links to surveys on the slides (manually entering them) and as links in the platform (for easier access)
 - Result view for administrator as a web page, shown to learners through the screen sharing application
 - » Manually saved as static webpage and added to platform later



Questionnaire example

FPO.at

Questions marked with a * are required.

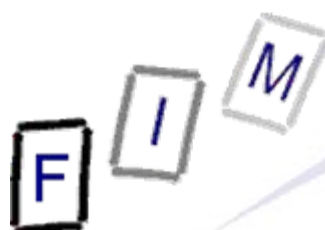
*** 1.** Was kann/muss ein Domaininhaber tun, um ähnliche Probleme zu vermeiden?

- Alle möglichen ähnlichen Domainnamen selbst registrieren
- Alle möglichen ähnlichen Domainnamen bei seinem Registrar auf eine schwarze Liste setzen lassen
- Alle möglichen ähnlichen Domainnamen bei der NIC.at auf eine Sperrliste setzen lassen
- Beim Erkennen von Problemen eine einstweilige Verfügung beantragen und mit dieser zur NIC.at gehen
- Regelmäßig selbst nach ähnlichen Domainnamen mit Verwechslungsgefahr suchen
- Other:

*** 2.** Was kann/muss die NIC.at tun, um ähnliche Probleme zu vermeiden?

- Nichts
- Regelmäßig alle registrierten Domainnamen überprüfen
- Eine Bestätigung des Patentamtes verlangen, dass kein Markenname verletzt wird
- Sich im Vertrag mit dem Domaininhaber die Rechtmäßigkeit bestätigen lassen
- Other:

Submit Survey







phpESP

[Help](#)

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1. Was kann/muss ein Domaininhaber tun, um ähnliche Probleme zu vermeiden?

Alle möglichen ähnlichen Domainnamen selbst registrieren	 91.2%	(31)
Alle möglichen ähnlichen Domainnamen bei seinem Registrar auf eine schwarze Liste setzen lassen		(0)
Alle möglichen ähnlichen Domainnamen bei der NIC.at auf eine Sperrliste setzen lassen	 14.7%	(5)
Beim Erkennen von Problemen eine einstweilige Verfügung beantragen und mit dieser zur NIC.at gehen	 32.4%	(11)
Regelmäßig selbst nach ähnlichen Domainnamen mit Verwechslungsgefahr suchen	 35.3%	(12)

2. Was kann/muss die NIC.at tun, um ähnliche Probleme zu vermeiden?

Nichts	 76.5%	(26)
Regelmäßig alle registrierten Domainnamen überprüfen	 5.9%	(2)
Eine Bestätigung des Patentamtes verlangen, dass kein Markenname verletzt wird	 8.8%	(3)
Sich im Vertrag mit dem Domaininhaber die Rechtmäßigkeit bestätigen lassen	 20.6%	(7)

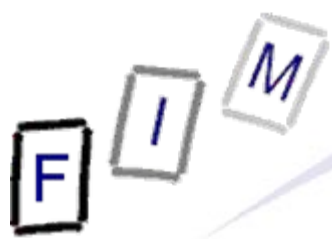
[Go back to Management Interface](#)

Powered By phpESP, v(1.8.2)



Case study: Evaluation

- Evaluation was based on two parts:
 - Online questionnaire to be filled in after the practice
 - Paper tests (à 15 min.) after online and presence practice
- No control group was available
 - Tests are on different topics → Not directly comparable
 - » Only the total result of the test was used
- Tests + questionnaire could be handed in under pseudonym
 - To ensure privacy while still allowing statistical evaluation
 - Test results were **not** used for final marks!
- Results from the evaluation:
 - Online practice was more difficult to follow
 - Distraction was slightly higher in online practice
 - » Standard deviation also higher for online practice!



Case study: Evaluation

- Results from the evaluation (cont'd):
 - Learning result is the same in both modes
 - » But not necessarily for every person; only on average!
 - » Students thought they learned a little less online
 - More difficult to ask questions online
 - Online should take not longer (strong), but shorter (weak)
- Survey-specific results:
 - Very strong feeling that they help understanding
 - Not felt as superfluous
 - Not felt as distracting
 - » But integration into the course might be improved
- Main problems identified:
 - A single case might be too small a unit
 - Distribution of surveys very asymmetric



Possible improvements

- Dedicated program for this mode of using surveys
 - Especially regarding their management
 - Lifecycle management
 - » Automatic archiving or (limited) publication
 - » Allowing comments/questions later on
 - Integration into learning platform
 - Integration with conferencing software
 - ① Build subgroups for answering questions
 - ② Automatically create separate communication channels
 - ③ Gather everyone back after answering
 - Trivial surveys as synchronization points
 - » Example: Case text has been read
- The same applies to audio conferencing tools
 - Better ones do exist, but are partially very expensive!
 - Examples: Hand-raising, easy creation of sub-groups

Practically important!



- Surveys can act as good synchronization points
 - When learners completed reading the case, taking notes, ...
- They were experienced as very helpful
 - This was confirmed in later courses with the same approach, where they were evaluated very positively
- Two main success factors for direct response systems:
 - Integration of the web surveys into course and platform
 - Design of the questions
 - » Re-use and annotation (→ survey administration!) important
- Because of the success, two more practice units held online
 - Also planned as a definite part for this semester
 - Will be enriched with a bit more surveys
 - » Three to four surveys per 90-minute-unit

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Questions?

Thank you for your attention!