

**BILETA 2013  
UNIVERSITY OF LIVERPOOL  
OUR DIGITAL FUTURES:  
TECHNOLOGY WITHOUT BOUNDARIES**

**STREAM ON EDUCATION  
12th April**



"The School of Law and Social Justice, University of Liverpool, is delighted to support the Education Plenary at BILETA 2013. We offer a rich, technology-enhanced learning experience which puts student engagement at the heart of all our programmes. With over 800 students on campus-based programmes, over 300 studying online Masters programmes, and a very diverse group of students, we have developed our teaching and learning framework substantially away from traditional delivery models to excite and engage our students in legal education. Digital technologies enhance the delivery of the legal 'core', of our research-led optional subjects, and of our clinical legal education modules: familiarity and ease with digital technologies is also a key component of the package of skills we strive to inculcate in all our graduates."

Professor Fiona Beveridge  
Head of School of Law and Social Justice  
University of Liverpool

Technology enhanced learning is unlikely to go away. NSS Surveys, MOOCS, University partnering arrangements with Commercial Education Service Providers and the mobile attributes of education in the global knowledge economy are just some examples which remind governments, educators and Universities that education design must accommodate new ways of student learning and engagement, harnesses the human capital of educators and students, and embed innovation through the creative use of technology.

Technology enhanced learning has a cultural, economic and political dimension. Education policies must now be alive to promoting diversity, facilitating creativity and increasing participation. Designing education is complicated by the volatile economy and the uncertainty that surrounds a student's future on graduation. Concerns from parents and students appear now to be fuelling a moral panic about the role and value of Universities. The calls for Universities to provide "value for money" will only increase. Technology enhanced learning provides Universities and educators with an opportunity to demonstrate their strategic vision for education and their commitment to students' futures.

## **TIMETABLE**

**Stream on Education**  
**Date: 12th April**  
**Venue: Rendall Building LT3**

### **0900-1030**

1. Y Mansour, Teaching Electronic/IT law modules – Comparing both the Jordanian & British Teaching Systems
2. A Brown, An introduction to the interdisciplinary course "The Digital Society" offered to first year students at the University of Aberdeen.
3. S Woodhouse, M Waite, J Marshall, The development of pro-bono clinical legal assessment in response to intersecting agendas: legal aid, professionalisation, and evolving legal advice paradigms.

### **1030-1045 Morning Coffee Break**

### **1045-1215**

1. A J Muntjewerff Learning and Instruction in the Digital Age
2. J Bainbridge, P Maharg, R Mitchell, J Mills, F Grealy, R O'Boyle and K Counsell, iLEGALL (iPads and Legal Learning): mobile legal learning
3. I King, Adapting to the New Legal Services Market: Can Law Firms Avoid Becoming a Comet?

### **1200-1300 Networking Lunch**

## EDUCATION PLENARY

1300-1400

This Plenary is held under the auspices of BILETA, with Legal Education seen as a useful case study of the tentative developments taking place in terms of the relationship between education and technology enhanced learning. Many of the developments were in part the result of Law Schools recognising the risks of delivering education which might appear detached from the needs of students, communities, organisation and the Legal Profession. In the wake of pressures on the economy and rising tuition fees, Law Schools have moved towards “professionalising” the delivery and content of legal education. For example, student participation, engagement and learning is now augmented by new spaces for creative delivery of legal education through online and offline platforms: the development of networking, mentoring, and Law Clinics has already re-shaped at least the informal curriculum for many students. There is a valuable lesson to be learned here which can be extrapolated into the broader University context – educators need to demonstrate their commitment to integrating the resources students and technology make possible and subsequently design a varied and rich curriculum.

The aim of this Plenary is to bring together a group of educators, commercial service providers and researchers to identify how the legal education can be better articulated through a University wide strategic vision for and commitment to Technology Enhanced Learning and the frameworks for demonstrating their value to students, parents, communities, industry and society generally.

The Panel will draw on their experiences and reflect on the following question:  
What can we learn from the past decade in informing our approach to the future of legal education and education more generally?

### Confirmed Panel Members

Mr J Bainbridge (Northumbria)

Dr F Coenen (Liverpool)

Dr C Easton (Lancaster)

Mr J Knox (Edinburgh)

Mr J Marshall (Liverpool)

Dr C Marsh (Laureate)

Dr A Qualter (Liverpool)

## EDUCATION PLENARY NETWORKING

1400-1425

### SPECIAL INVITATION

1430-1500

**Alan O'Donohoe**

**Inspiring a Generation - Raspberry Pi**

**1500-1530 Break**

**1530-1700 [Informal Cafe Networking and Brainstorming Parallel Sessions]  
PLEASE NOTE ROOM CHANGE FOR THIS SESSION - SEMINAR RM 125**

**Jam 1:** This is an informal session for delegates to engage with Catherine, Jeremy and Jez on theoretical underpinnings of MOOCs, the discourse that surrounds them, and identifies opportunities for future collaboration and research.

**C Easton**

MOOCs: Too Connected for Effective Interaction?

**J Knox**

Platform Games: playing with the boundaries of data collection in the Massive Open Online Course (MOOC Learning and Instruction in the Digital Age) You can follow Jeremy on Twitter @j\_k\_knox

**J Marshall**

Revisiting podcasting in the age of MOOCs – understanding student engagement with self-running learning resources in different educational contexts

**Jam 2:** Are we a nation of technology consumers? This session provides delegates with an insight into the cultural, technological and design aspects of Raspberry Pi. Alan O' Donohoe will address any queries you may have and demonstrate the workings of Raspberry Pi. You can follow Alan at @teknoteacher.

\* Please note that there will be no formal presentations at this Jam Session. The aim of the Jam is to enable delegates to interact and engage with each other on the issues raised by MOOCs and Raspberry Pi respectively.

**Important: General Comment on Presentations**

Powerpoint facilities will be available at the venue. Presentations should be of no more than 15 minutes duration with 10 minutes set aside for responses. Powerpoint and paper submissions can be sent to Ms Rachel Barrett on the dates requested in the registration confirmation letter. Presenters should bring with them a USB memory stick with the presentation. When preparing Powerpoint submissions, large amounts of text on slides are to be avoided. As you prepare your presentation we encourage you to engage the audience with key points and ideas so that meaningful reflection and dialogue can be undertaken. We have made available Seminar Room 124 for presenters and delegates to engage in further discussions and brainstorming between 1530 and 1700.