The Perfect Storm of Legal Education

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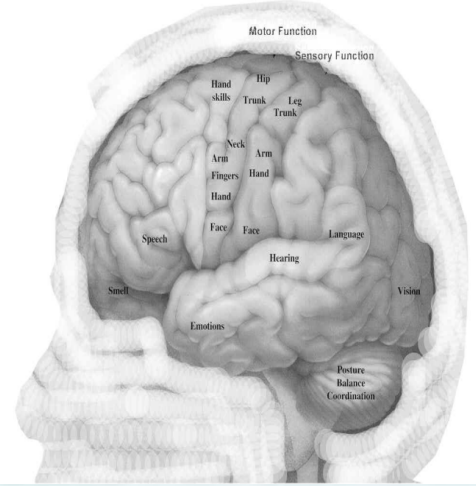
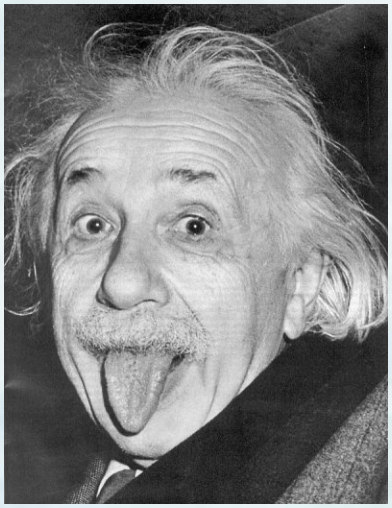
: @kaoticoddchild

Neuro Babble



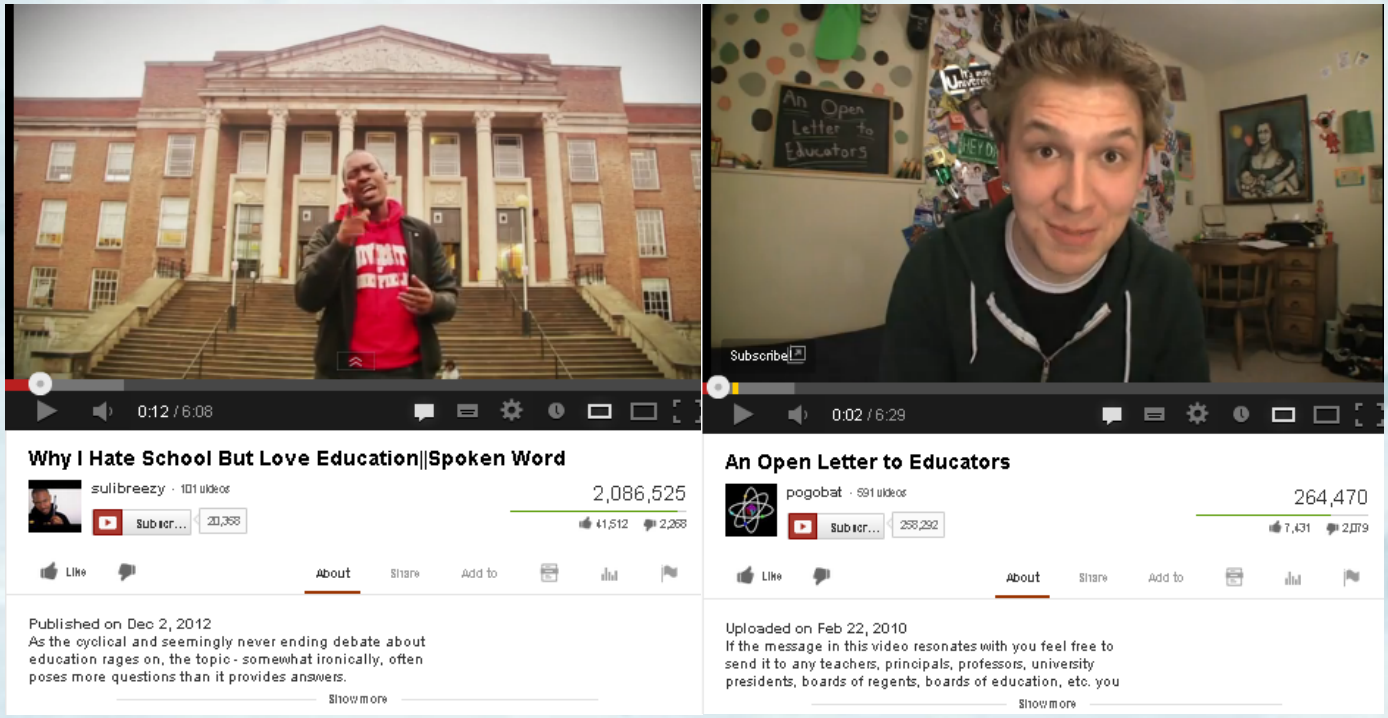


Bingo

“Education is not the filling of a pail, but the lighting of a fire”

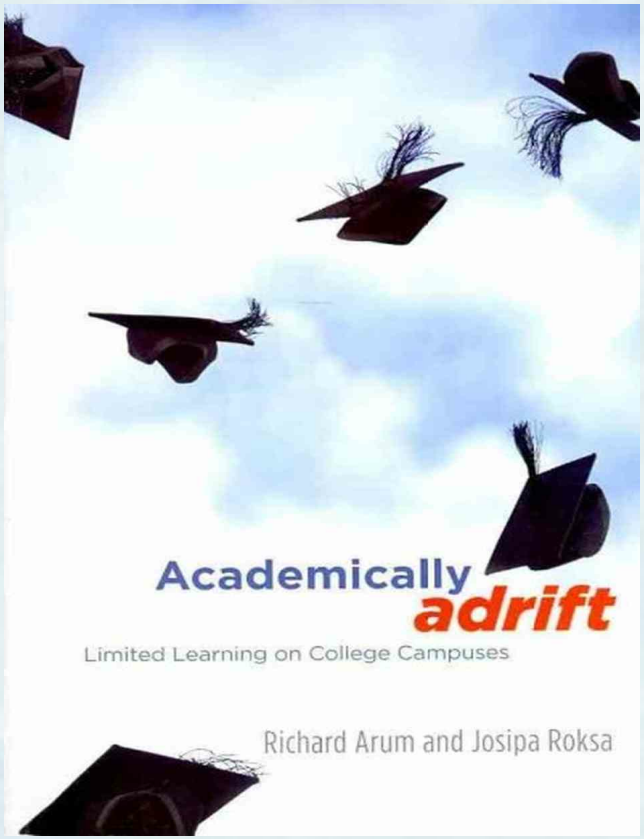
W.B.Yeats

Are We Doing This?



45% of students
"did not demonstrate any significant improvement in learning"
during the first two years of college in the US.

- Arum & Roksa

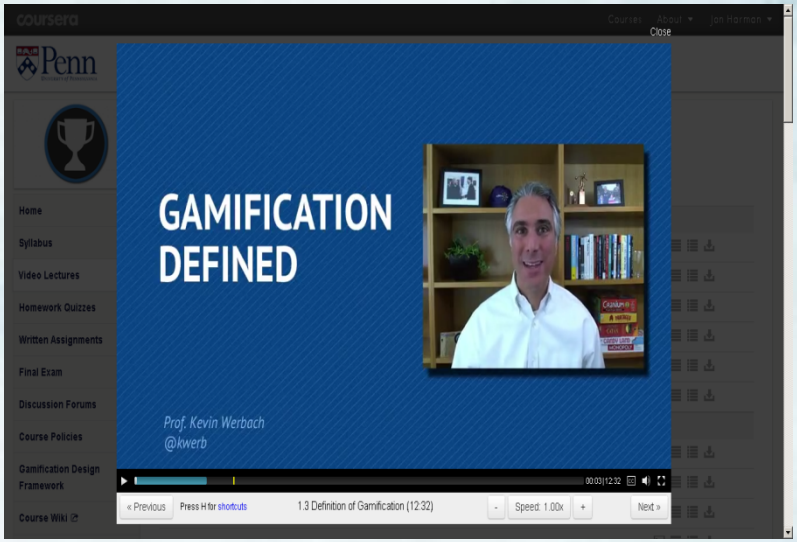


Do we think MOOCS are the big revolution in higher education?

MOOCS 1.0

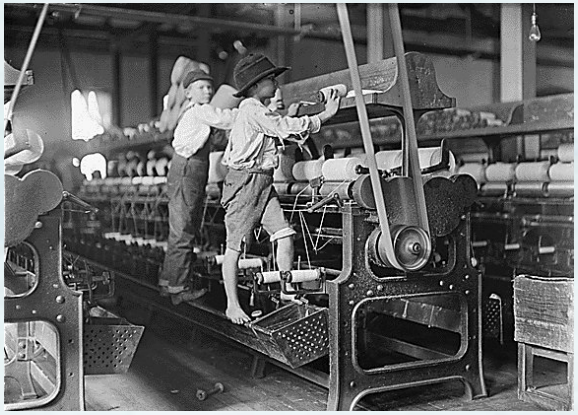
- Auto-didactic course vending machines
- If it’s free, you’re the product
- One size fits all transmission model
- Is this revolutionary?
- Is this personalised?

Isn’t This:



Still This:

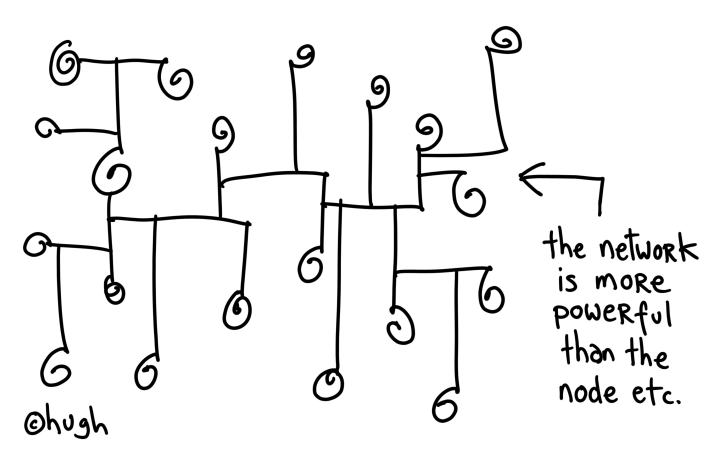
We’re not in the industrial age anymore….



We’re not in the information age either….

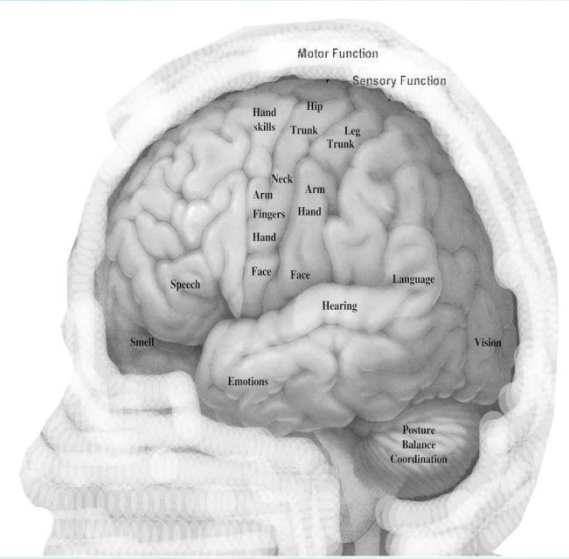
We’re in the connected or interconnected age

Time for New Pedagogic Strategies?



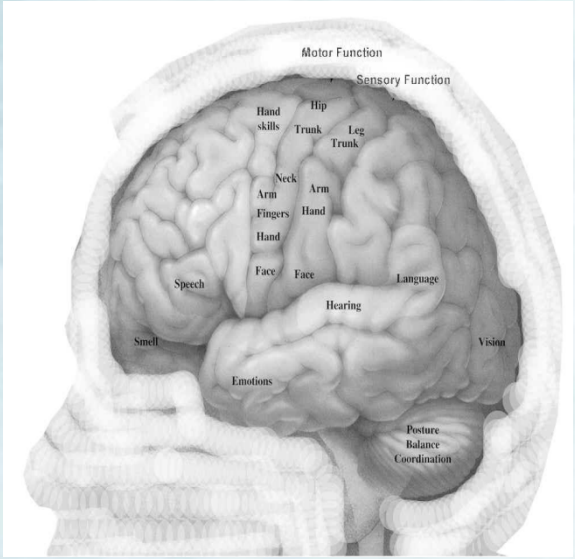
Connectivism ?

Rhizomatic Learning ?


Motor Function
Sensory Function
Hand skills
Hip
Trunk
Leg
Trunk
Neck
Arm
Arm
Fingers
Hand
Hand
Face
Face
Speech
Language
Hearing
Smell
Vision
Emotions
Posture
Balance
Coordination

Is Not A

It is a machine though.

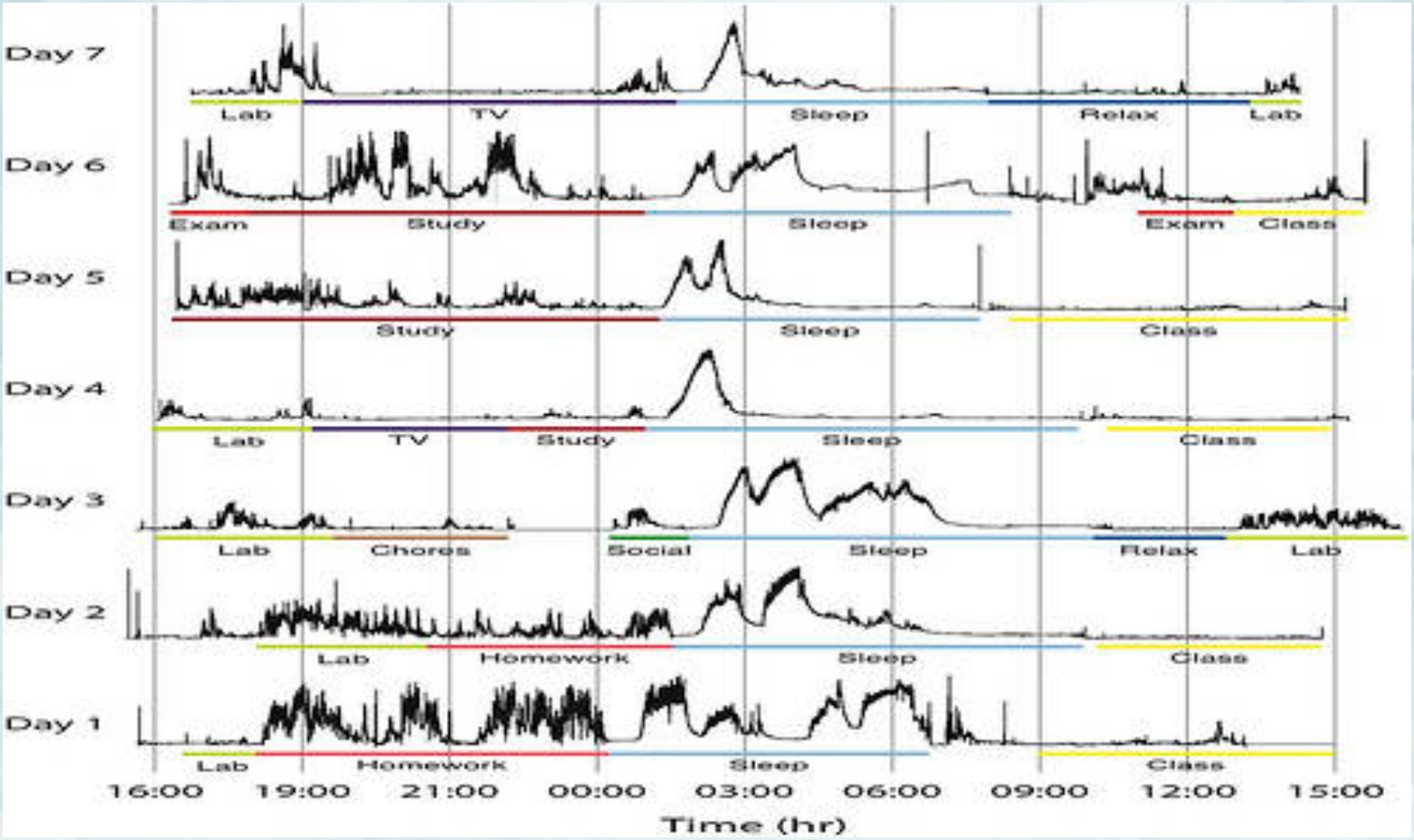


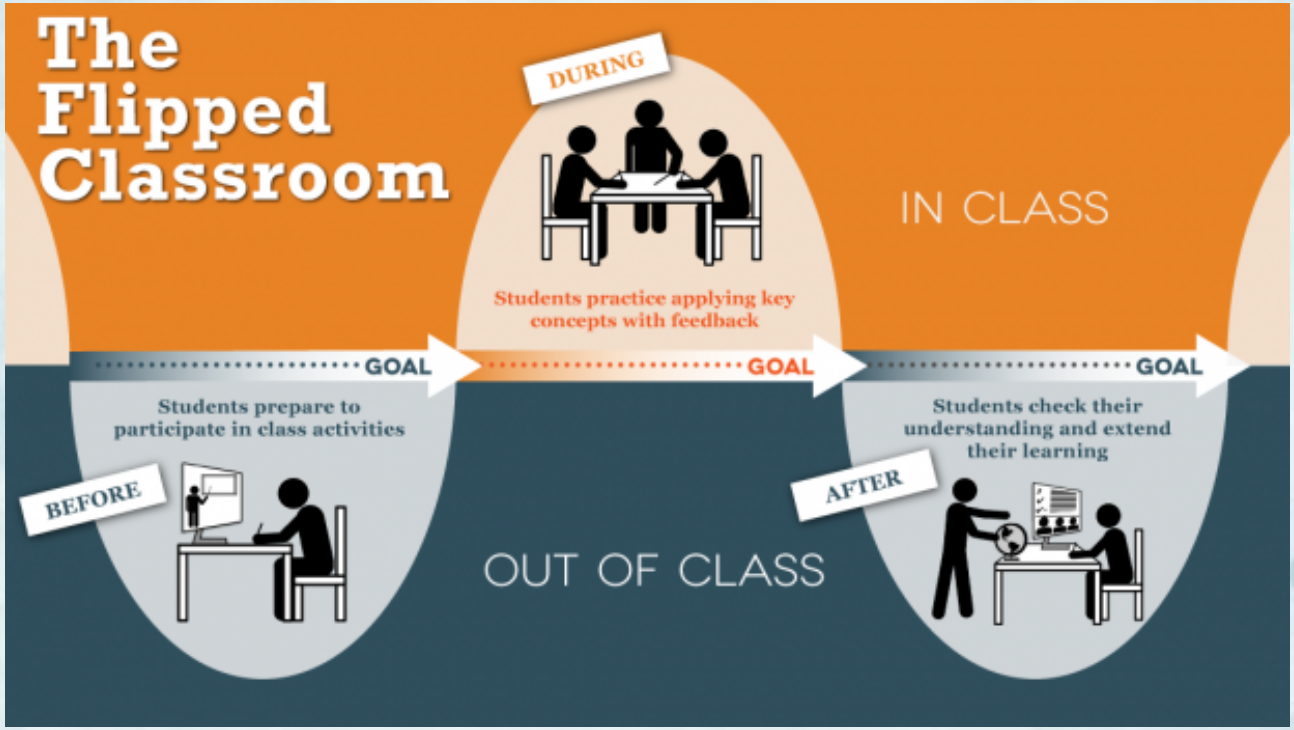
A Machine with limited resources.

Limited cognitive/ computational/ information processing capability.

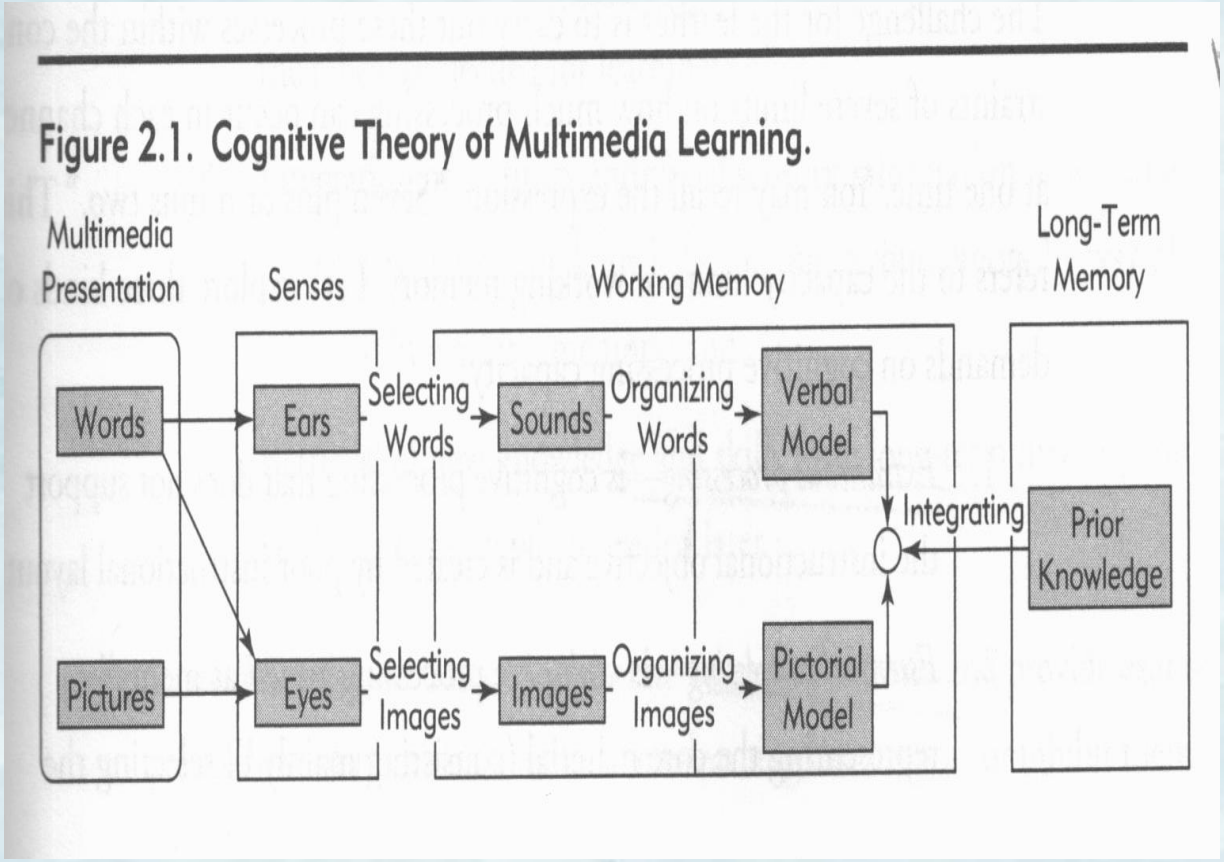
This leads us to being intelligent.

Lecture Vs Sleep – Eric Mazur

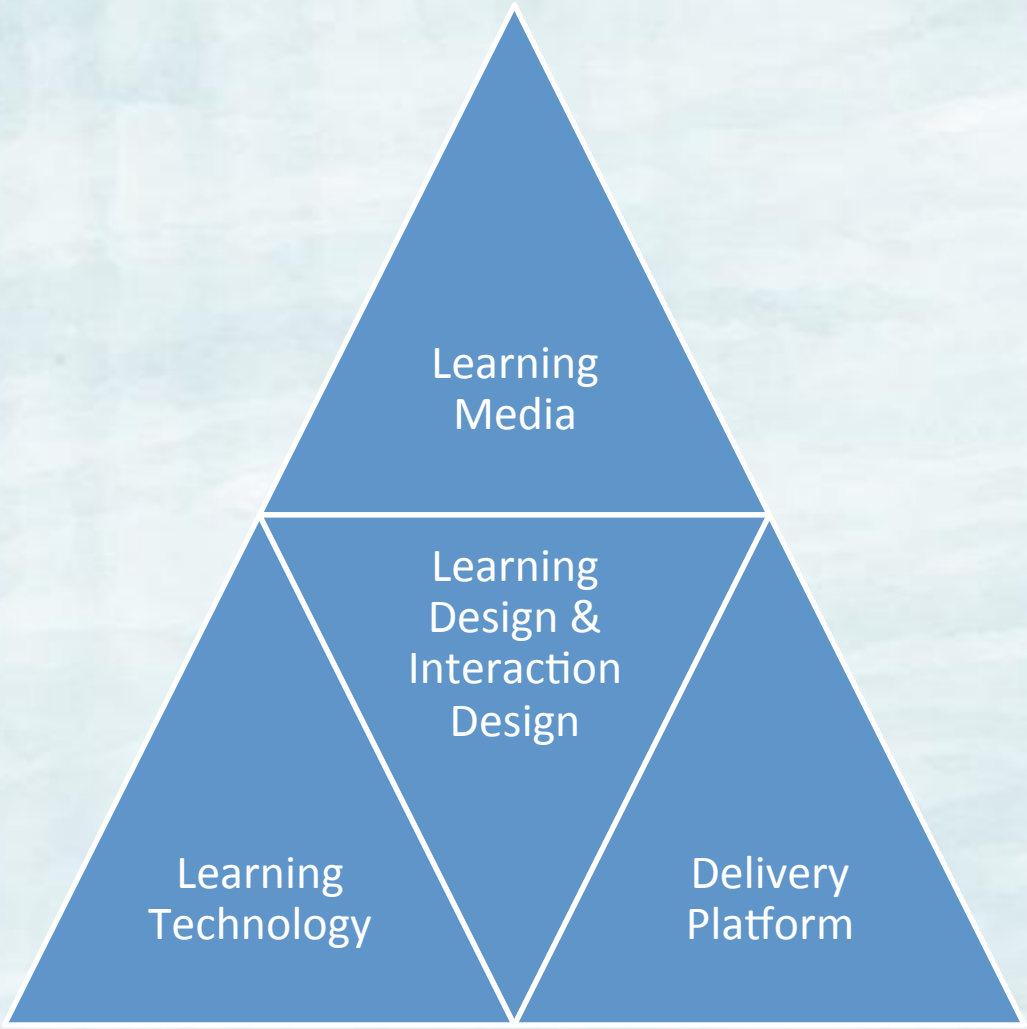




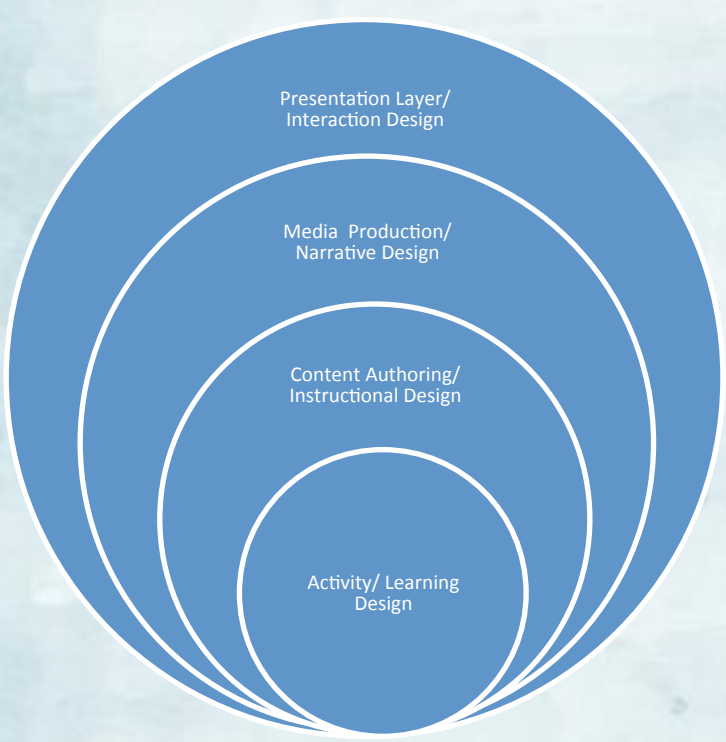
We did this to the LPC in 2004!

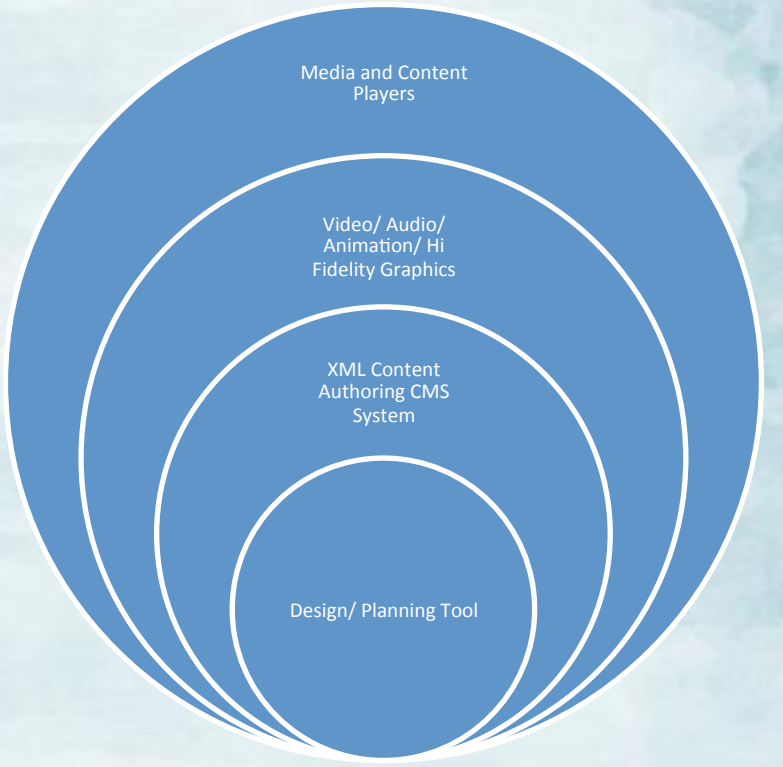


Nine Ways to Reduce Cognitive Load in Multimedia Learning – Mayer and Moreno (2003)


Learning
Media
Learning
Design &
Interaction
Design
Learning
Technology
Delivery
Platform

Learning Media Development





Digital tools and challenges to institutional traditions of learning – Saljo (2010)

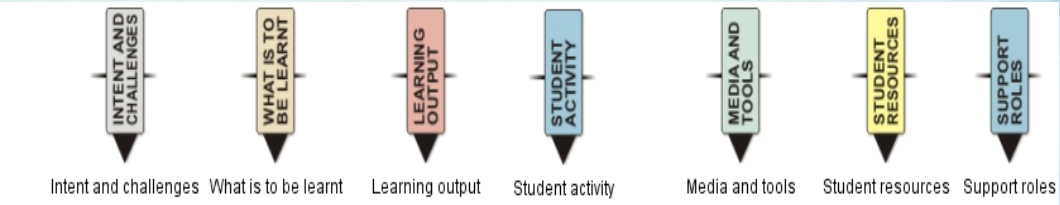
to learn something is to be able to convert information stored in the expanding external symbolic storages of our social memory into something that is new, interesting and consequential for a practice or an issue.

The implications of such a metaphorical construction of learning will have to be worked out within the educational system and its instructional practices. It does not follow from a mere introduction of new technologies.

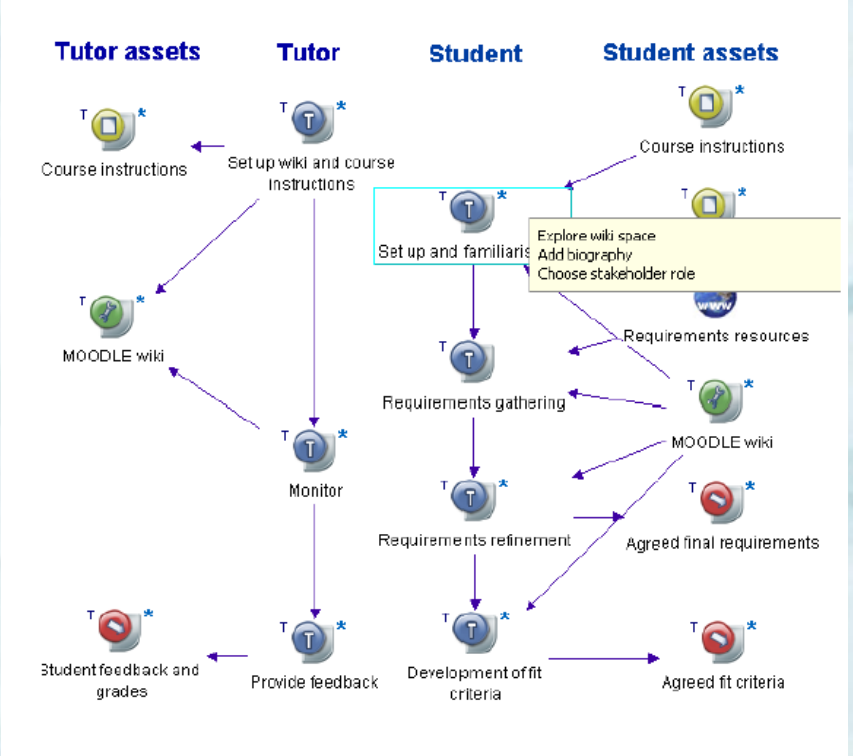
Design/
Planning Tool

Learning design refers to a range of activities associated with better describing, understanding, supporting and guiding pedagogic design practices and processes.

Design/
Planning Tool

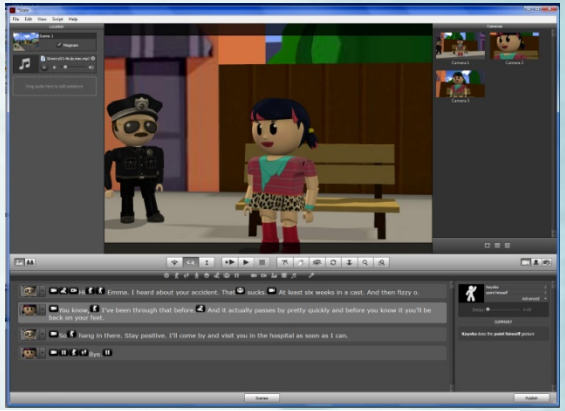


A tool to aid and assist design and planning

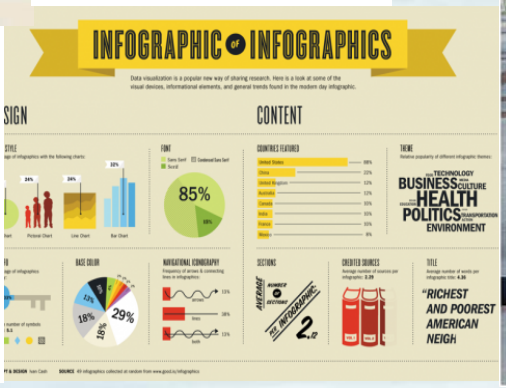


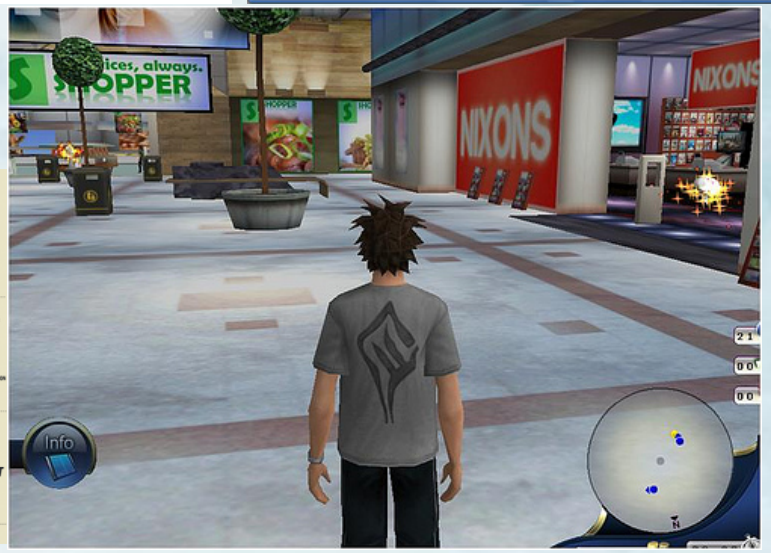
Media Content Production

Video/ Audio/ Animation/ Hi Fidelity Graphics



Kinetic Typography





Rethinking Content Strategies.

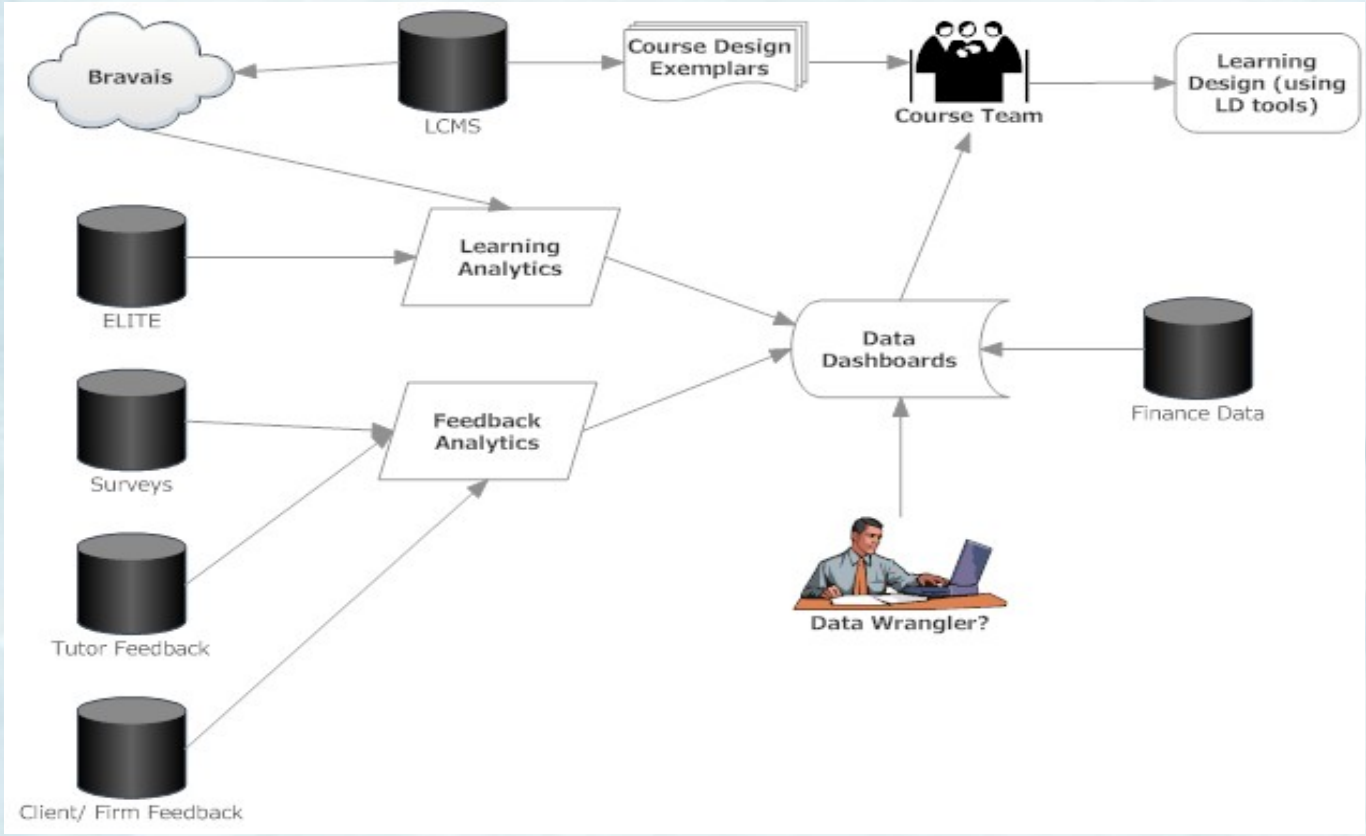
Rethinking Content Strategies.

- Track how users consume and interact with the learning content you produce
- Obtain analytics about the quality and usefulness of your content

Learning Meet Big Data

- **Collect interaction data**
  - Views, downloads, scores, ratings, comments, time spent, etc.
- **Build data warehouse on the cloud**
  - Massive amounts of information
  - "Interclouds" of learning data
- **Real-time Analytics using big data**
  - Personalized recommendations
  - Learning path analysis
  - Skill gap analysis
  - Identify community experts

Data Based Course Design

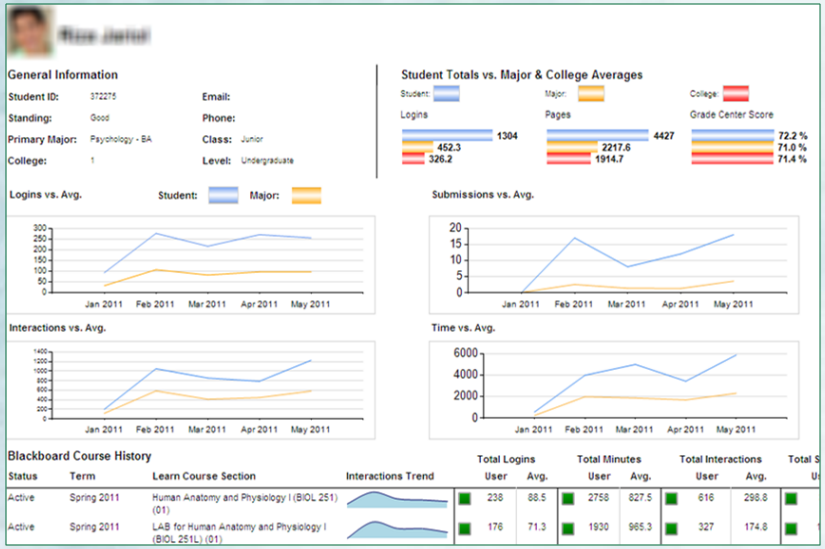


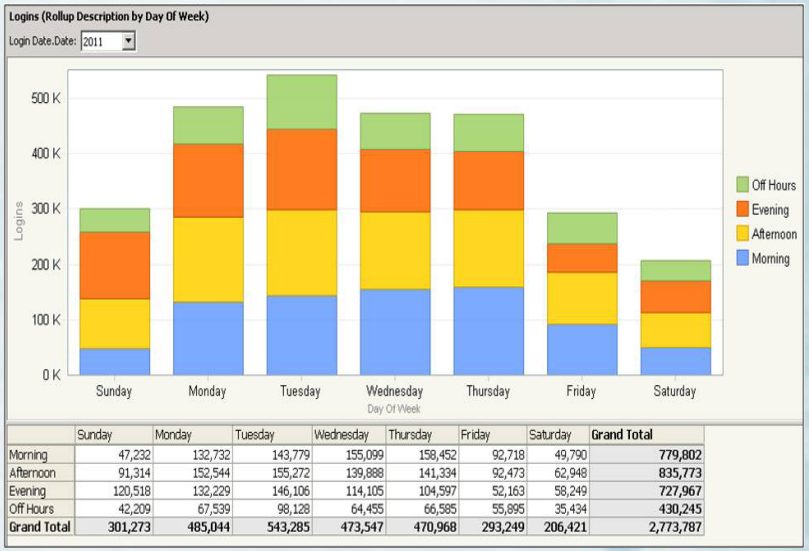
Learning Analytics

Cloud Repository: ability to measure effectiveness per individual piece of content, such as lessons, video clips, specific topics, and interactions.

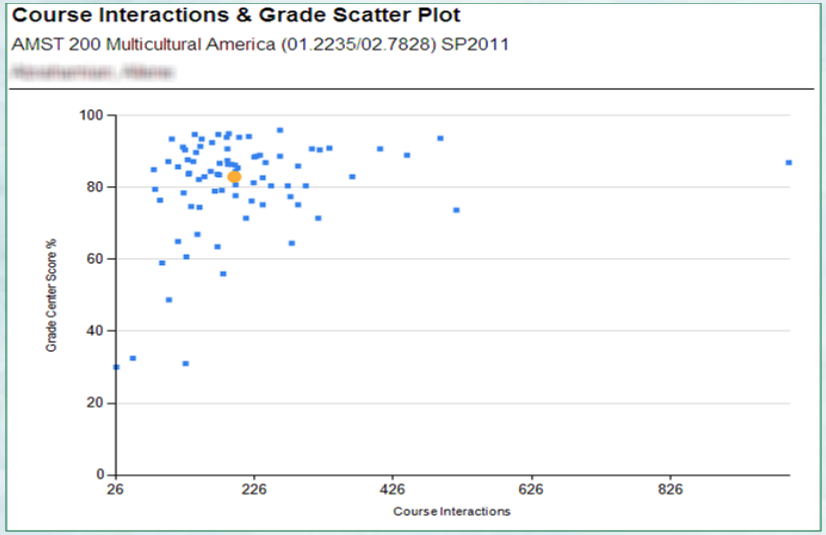
LMS:

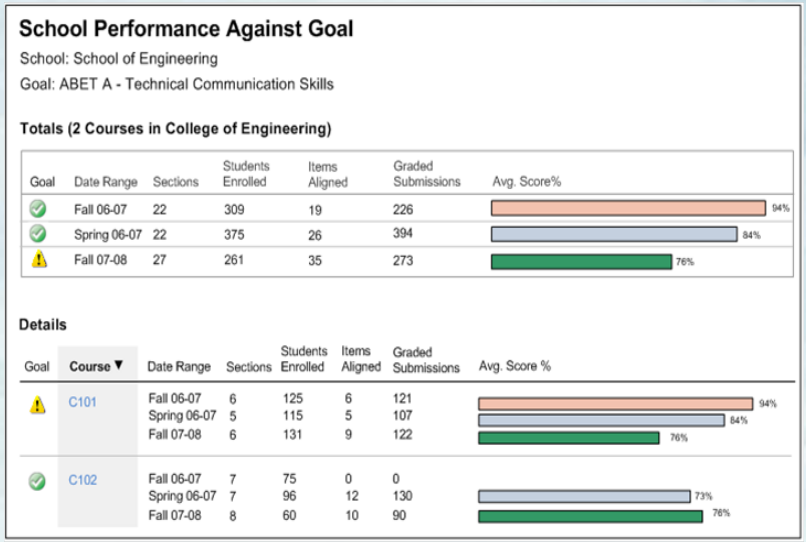
Analyze student activity and performance patterns over time
Identify at-risk student behaviour based on usage and performance
Measure student learning outcomes against course grades and learning standards and objectives
Assess compliance with teaching requirements
Monitor and analyse trends to enact or validate curriculum and pedagogical change
Establish and track KPIs through institutional dashboards to measure strategic goals
Provide immediate access to pertinent performance information
Decrease reliance on customized and static reports and queries



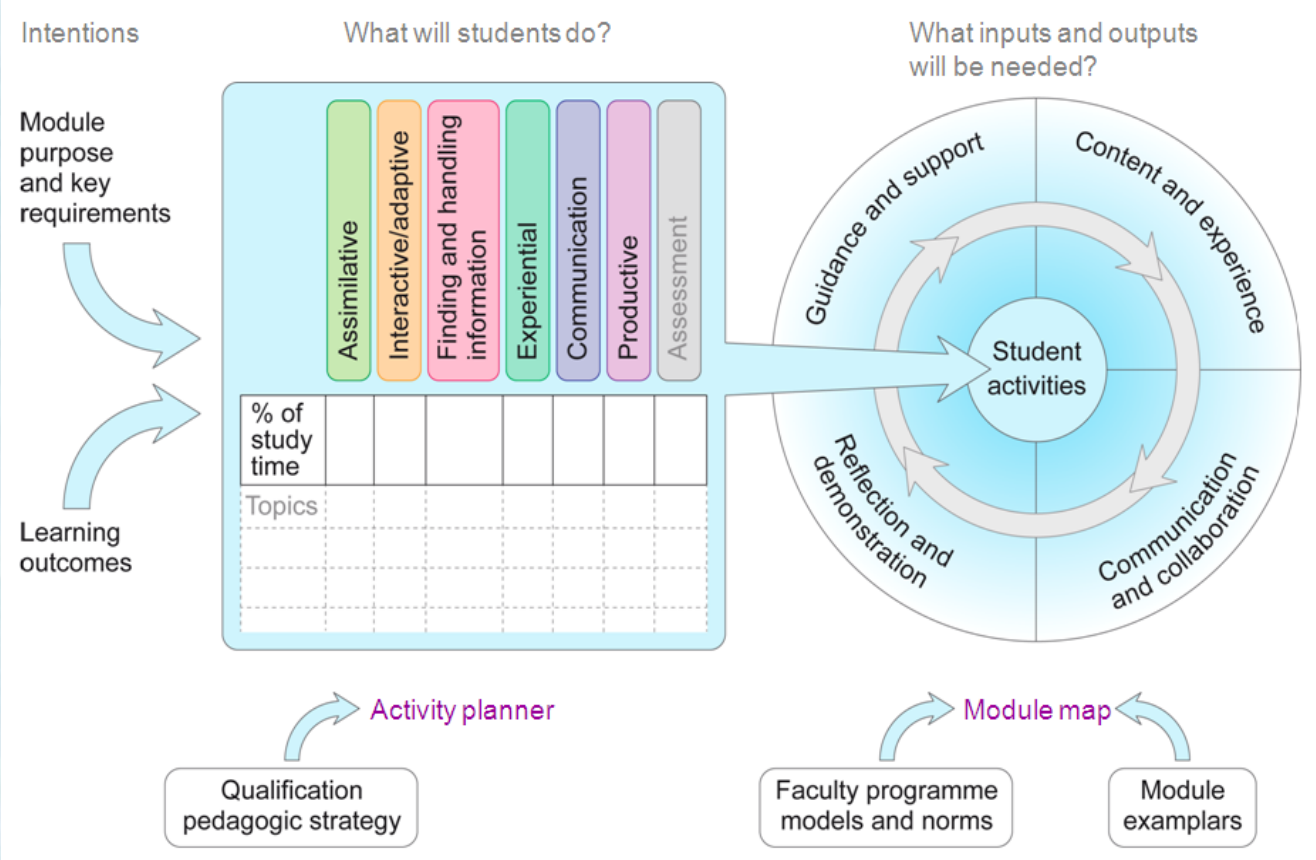


	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Grand Total
Morning	47,232	132,732	143,779	155,099	158,452	92,718	49,790	779,802
Afternoon	91,314	152,544	155,272	139,888	141,334	92,473	62,948	835,773
Evening	120,518	132,229	146,106	114,105	104,597	52,163	58,249	727,967
Off Hours	42,209	67,539	98,128	64,455	66,585	55,895	35,434	430,245
Grand Total	301,273	485,044	543,285	473,547	470,968	293,249	206,421	2,773,787





Course Modelling Process 1

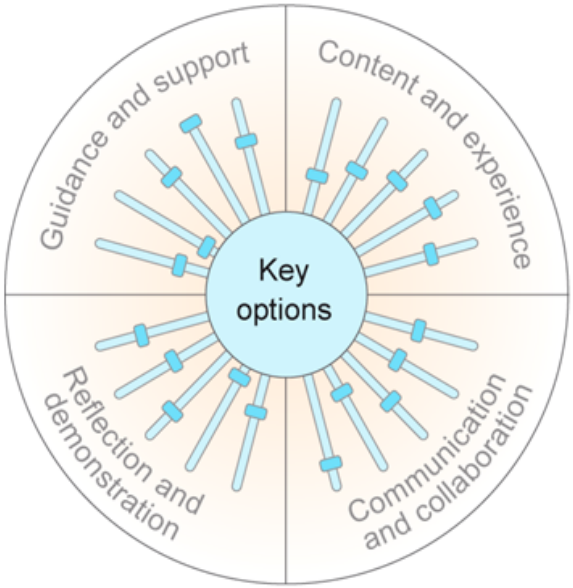


Course Modelling Process 2

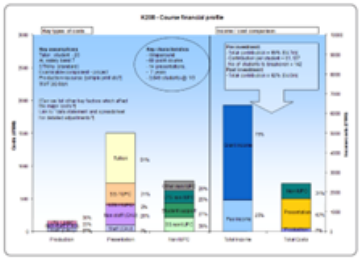
What options are there?

How much will it cost?

What are we assembling?



Re-cost



Module options guidance

Costing and modelling tool

Module specification

Course Review Process

What did we produce?

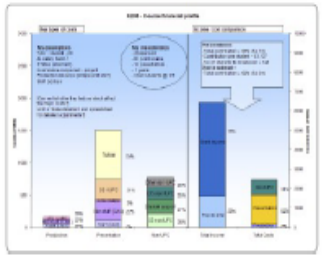
What did it cost?

How was study time spent?

How did the module perform?

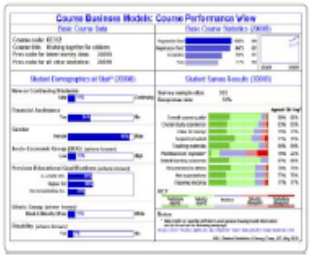
Guidance and support	Content and experience
Reflection and demonstration	Communication and collaboration

Actual costing



	Assimilative	Interactive/adaptive	Finding and handling information	Experiential	Communication	Productive	Assessment
% of study time	36	10	14	9	12	8	11
Hours							
week 1	6	1.5	2.5	1	2	1	0
week 2	7	1	2	2	1.5	0.5	0
week 3	5	0	3	0.5	2.5	1.5	1.5

Actual performance



Module specification

Costing and modelling tool

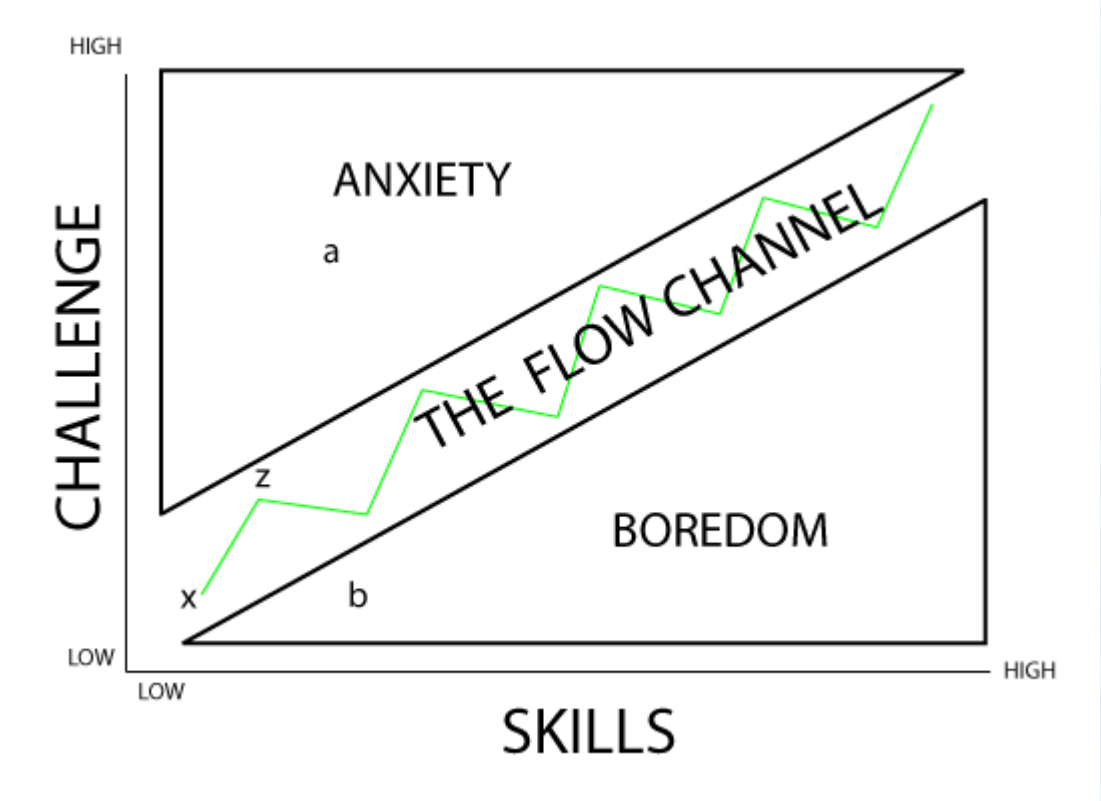
Activity planner

Course performance summary

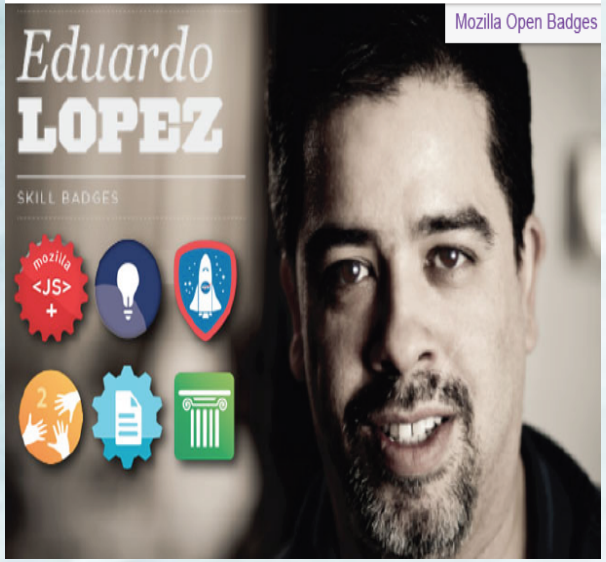
Exemplar

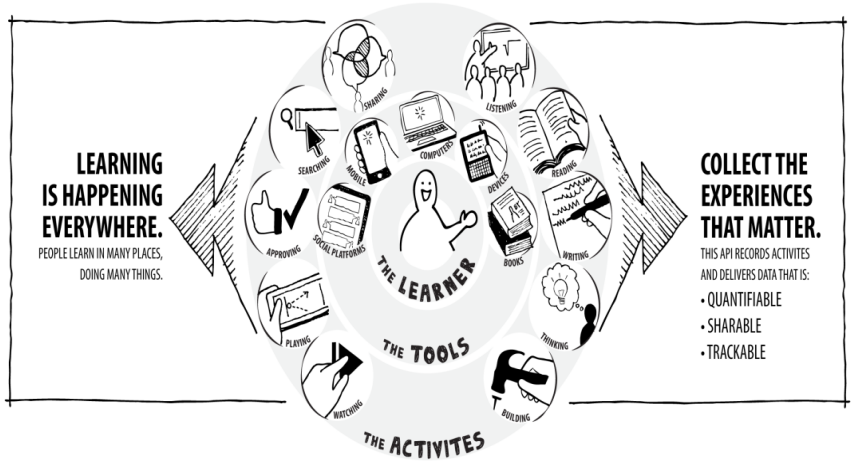
Available to other module teams through a CBM library

Learning Game Design



Online Badges Depict Informal And Soft Skills

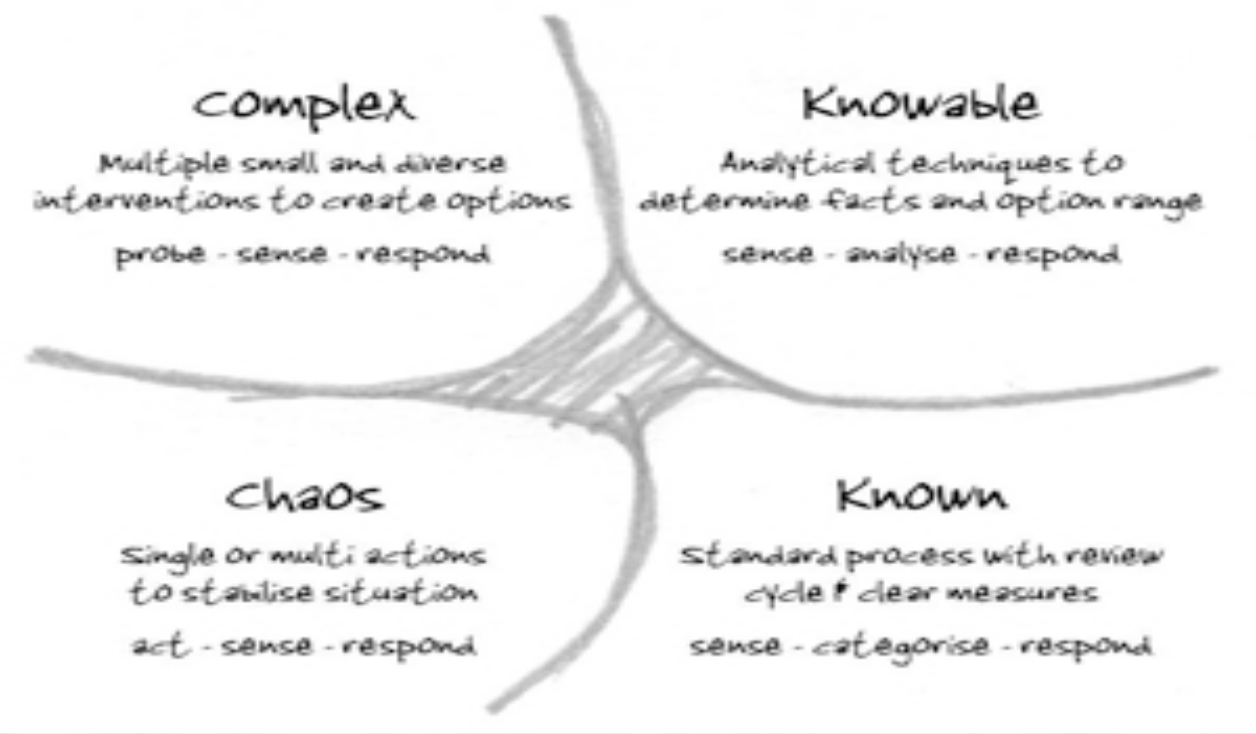




Why is this All Important?

- Scalability
- Agility
- Extensibility
- Pedagogy

Connected Brings Complexity



We Drive Into The Future, Using Only Our Rear View Mirror

- Marshall McLuhan

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That’s All Folks!

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Skype: kaoticoddchild