

## A New Revision Format for CPE and LLB Students Studying the Law of Torts: Case Study 1

**Themes:**  
e-assessment, independent learning



### The project

The aim was to provide a method of helping undergraduate and postgraduate students with their revision of the Law of Torts. Multimedia revision packages were created using screen capture software (Camtasia) providing a short 10-minute summary of the associated lecture in the form of a PowerPoint presentation with audio commentary. Multiple choice quizzes, each containing five questions and feedback, were incorporated in the packages to allow students to test their understanding of a particular topic. 10 separate topics were covered, which were purposely structured as short summaries to make them easier for students to digest, rather than providing a full replacement of the associated lecture.

Feedback was provided with each MCQ answer which included references to relevant legal authorities. Student evaluations indicated that students found the packages useful for directing their revision, helping identify areas of strengths and weakness which they could address before the formative exam. One student commented, "I wish all lecturers would do this. It was good to be able to do the lecture at my own pace and I understood things I missed in earlier lectures". Evaluation also suggested it would be helpful to release each revision package directly after each associated lecture.

### Learning activity

- multimedia revision packages incorporating quizzes composed of multiple choice questions (MCQs) made available via the VLE (Blackboard)

### e-Tools

- Virtual Learning Environment (Blackboard)
- multimedia revision packages incorporating MCQs
- screen-capture software (Camtasia)

### e-Resources

- multimedia revision packages incorporating MCQs

### Keywords

multiple choice questions, reflection, reusable, revision, VLE

**Programme:** LLB (Hons) Law, CPE Graduate Diploma in Law

**Unit:** Law of Torts

**Level:** Level I (Year 2) and Level M

**Number of students:** 145

"I found them excellent. It was good to refresh my memory with the main issues in each subject and give me good guidance and a framework to base my revision around" (Student)

The academic now plans to broaden the use of such revision packages to other subject areas within Law programmes, which may be extended to replace lectures where appropriate. For example, Accounts is a fairly “dry” subject and requires frequent revision of the subject matter, but does not necessarily require face-to-face delivery.

## Support and development

The academic initially spoke to a Learning Technologist who advised her on the appropriate software to accomplish the aims of the project, and was provided with support by another Learning Technologist throughout the development of the packages. It was important that the Learning Technologists did not only provide technical assistance. They also acted as “brokers”, as a point of contact for the academic to help guide her to appropriate solutions, advise on how to approach the project and direct to other support staff where required.

The academic has gained skills and confidence in the use of the software. The revision packages are short summaries which will be fairly easy and quick to update when required. The academic found Camtasia to be a professional and flexible tool which did not require extensive technical skills to use. She hopes to disseminate the knowledge learnt about the product among interested colleagues, having produced her own practical and best practice guide based on her experiences.

## Learning points

- short summaries: easier for students to understand and easier to update
- revision packages: make available to students directly after each associated lecture
- “broker”: to guide academics towards appropriate support
- time: considerable for both training in use of the software and developing the packages
- reusable: once developed the packages can be re-used and updated in sections as required

## Reading for a degree in an e-environment

In the next academic year it is envisaged that these packages will be made available to students after each lecture. As a result it is hoped it will be clearly indicated to students which topics they need to be aware of in terms of assessment. Students can then use the MCQs to test their knowledge and help identify areas of weakness, which encourages them to read further around the subject. As they are referred to legal authorities in MCQ feedback, this should help prompt students to ensure they are fully aware of these authorities. As such, packages can act as a reflective tool in preparation for seminars rather than just a revision tool at the end of the year.

“it’s nice to develop those relationships [with Learning Technologists]...because it means then you’ve got a port-of-call, if you have got queries, even if they can’t help you, they can point you in the right direction” (Martell)

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## References

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### eRes team

Dr Barbara Newland, Project Director  
Jill Beard, Project Adviser - Library  
Linda Byles, Project Adviser - Staff Development  
Sue Callard, Project Manager/Learning Technologist  
Kathryn Cheshir, Project Manager/Learning Technologist  
Penny Dale, Project Manager/Learning Resource Librarian  
[eres@bournemouth.ac.uk](mailto:eres@bournemouth.ac.uk)  
[www.bournemouth.ac.uk/eds/eres](http://www.bournemouth.ac.uk/eds/eres)

### Academic

Tina Martell, Senior Law Lecturer  
The Business School  
Bournemouth University

