Supporting student simulation learning with other technologies

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signature pedagogies (Lee Shulman)

Surface structure
- Observable, behavioural features

Tacit structure
- Values and dispositions that the behaviour implicitly models

Deep structure
- Underlying intentions, rationale or theory that the behaviour models

Shadow structure
- The absent pedagogy that is, or is only weakly, engaged

Transforming Legal Education:
four key themes

Experience of...
- law in the world
- interdisciplinary trading zones
- creative, purposeful acts

Ethics in...
- an integrated curriculum
- habitual action
- reclamation of moral spaces in the curriculum

Technology for...
- our discipline, our curricula
- learner-centred control
- transactional learning

Collaboration between...
- students
- institutions
- academic & professional learning
- open-access cultures
how do we start building resources?

- Narrative (scenario, flow chart) on paper
- Timeline
- Roles
- Interactions
- Scope: open/bound
- Resources & Documents
- Variables
- Styles
Project idea:

- Simulation of an ordinary civil action from the initial contact from a client until the first mandatory court hearing
Raising an action...

- Client interview or statement
- Instructed to raise action for payment
- Fact find
- Draft writ
- Seek warrant
- Serve writ
- Further fact finding
- Adjust pleadings
- etc....
Raising an action...

- Client interview or statement
- Instructed to raise action for payment
- Fact find (1 week)
- Draft writ (by end of week 2)
- Seek warrant (by end of week 2)
- Serve writ (by end of week 3)
- Further fact finding (from week 3-week 7)
- Adjust pleadings (by end of week 7)
- etc....
Raising an action...

**Narrative**
- Client interview or statement
- Instructed to raise action for payment
- Fact find (1 week)
- Draft writ (by end of week 2)
- Seek warrant (by end of week 2)
- Serve writ (by end of week 3)
- Further fact finding (from week 3–week 7)
- Adjust pleadings (by end of week 7)
- etc....

**Resources & Styles**
- Video, statement?
- Memo from Senior Partner
- Standard responses
- Style writ
- Standard responses
- Standard responses
Roles and interactions

- Client
- Pursuer Firm
- Defendant Firm
- Witnesses
- Court
Roles and interactions

Non-player Character

Player Character

Non-player Character

Non-player Character

Player Character

Non-player Character

Non-player character

Non-player characters
## Bounded Field ↔ Open Field

<table>
<thead>
<tr>
<th>Category</th>
<th>Bounded Field</th>
<th>Open Field</th>
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<tbody>
<tr>
<td><strong>Learning outcomes (LOs) &amp; assessment</strong></td>
<td>Precise learning outcomes, with simulation tasks based closely on outcomes – pre-defined LOs</td>
<td>Bodies of evidence required to be produced to benchmark standards, but less emphasis on pre-specified outcomes</td>
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<tr>
<td><strong>Alignment with traditional learning &amp; teaching methods</strong></td>
<td>Teaching is aligned with tasks and outcomes, often according to an academic structure, eg lecture–seminar; learning is heavily ‘pushed’ by curriculum structure</td>
<td>Teaching is provided where needed according to learners’ needs, often according to a professional, just-in-time learning structure; learning is ‘pulled’ by learners</td>
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<td><strong>Operational model</strong></td>
<td>Linear domain procedures, eg predictable document chain – more operationally predictable</td>
<td>More varied, open or diffuse domain procedures, eg transactional guidelines but no specific document chain – less operationally predictable</td>
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<td><strong>Student outputs</strong></td>
<td>Specific documents, drafted to specific standards, eg initial writ; fixed or correct versions expected as student output</td>
<td>Procedures that involve a variety of documentation, or documents that cannot be specified easily in advance, eg negotiated agreements; various versions acceptable</td>
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<td><strong>Resources</strong></td>
<td>Resources are tied closely to tasks and learning outcomes – highly model driven</td>
<td>Simulation resources are not linked to tasks; learner needs to structure transaction through interactive querying of resources – highly learner driven</td>
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Curriculum integration

- Fit with curriculum
- Assessment
- Additional learning resources (e.g. FAQs, Forum, flow charts, lectures, surgeries etc.)
- Staffing
Civil Court Practice Curriculum Design

- Webcasts
- Tutorials
- SIMPLE Project
Implementation of the civil court practice curriculum
contact details

SIMPLE: http://simplecommunity.org

These slides & resources at: http://

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