Project title	Promoting peer feedback through a judicial review exercise		Project ID No	**CLAD – HIST055**
Strategy area/theme	Law			
Start date	October 2007	Completion date	August 2010	
Project type	Learner independence project			
Level	Undergraduate	Programme of study	Law	
Aims	Over the lifetime of this project the School aims to explore the potential for providing dedicated opportunities for developing learner independence through interactive, iterative teamwork exercises where students play the roles of the professional participants in hypothetical legal case studies. The School aims to explore the learner experience as well as logistical and organisational issues associated with running such exercises. Upon completion of the project the School aims to have developed a framework for learning, teaching, and assessment using this methodology which can supplement the orthodox didactic methods presently employed in our large-cohort (circ 250 students) core modules.			

Objectives	(A) To promote opportunities for learner independence through interactive, iterative teamwork exercises
	
	 - by requiring students to work as a member of a team where each team plays one of the roles associated with the professional participants in hypothetical legal case studies [i.e. claimant's legal representatives; defendant's legal representatives; and the judicial panel]
	
	- by requiring each team to undertake the following
	     * identify legal issues arising from a factual situation
	    *apply the law to the hypothetical fact scenario forming the focus of the case study
	    *plan and write a formal collective team submission
	    *respond formally to submissions made by teams playing other roles
	    *organise submissions within a stipulated format based loosely on requirements applicable in professional practice
	    *carry out these collective tasks in accordance with rigid timetable
	    *discuss and evaluate all of the submissions for the group in a supervision			

	(B) To explore the learner experience of the exercise by
	
	    - collecting feedback from students on their learning experience
	    - consulting with students about issues associated with perceptions of fairness in generating an individual mark from a group exercise
	
	(C) To explore logistical and organisational issues associated with running such exercises by
	
	    - creating the scenario/case study and associated documentation forming the raw material for the exercise
	    - supervising the team of Postgraduate Teaching Assistants overseeing the project and individual groups
	    - working with the School's computer learning assistant in connection with the use of webct as a vehicle for facilitating inter-group communication and monitoring group interaction
	    - establishing arrangements for co-ordinating feedback to students on their submissions
	    - evaluating the methods for assessing group submissions
	    - evaluating the potential impact of group assessment on individual marks
	    - responding to miscellaneous logistical or organisational difficulties which may arise from time-to-time and adjusting arrangements in the second year if necessary
	    - feeding back to and consulting with Learning and Teaching Committee about the experience with the project at the end of each session.
	
	(D) to develop a framework for learning, teaching, and assessment using this methodology which can supplement the orthodox didactic methods presently employed in our large cohort (circ 250 students) compulsory core modules by
	
	- feeding back to and consulting with Learning and Teaching Committee about the experience with the project at the end of end of the project

Further Information	For further information on this project please contact CLAD at University of Birmingham cladprojects@contacts.bham.ac.uk quoting CLAD projects HIST055