UWL REPOSITORY

repository.uwl.ac.uk

Making the case: partnering with academics to embed information literacy competencies in a law module

McGlamery, Susan (2018) Making the case: partnering with academics to embed information literacy competencies in a law module. In: LILAC Conference 2018, 4-6 April 2018, Liverpool.

This is the Published Version of the final output.

UWL repository link: https://repository.uwl.ac.uk/id/eprint/4808/

Alternative formats: If you require this document in an alternative format, please contact: open.research@uwl.ac.uk

Making the Case:

Embedding Information Literacy in a Law Module

Susan McGlamery
Academic Support Librarian
University of West London

University of West London, School of Law and Criminology

<u>UWL:</u> modern university, career focus

- Providing opportunities for non-traditional students to succeed

https://www.uwl.ac.uk/about-us/how-university-works/student-profile

UWL (2018)

<u>SLC:</u>

- Over 60%: BAME, female, older (over 21), in work and/or caring responsibilities
- Wide range of prior academic experiences

Information Literacy @UWL
A brief history of embedding IL in SCL coursework

- UWL Library KPI: "Campus based students provided with information literacy embedded in to their curriculum at levels 3, 4 and 7"

SLC IL embedded sessions:
1. general sessions, not tied to an assessment

    - Research methodology, specific sources, referencing

    - Practical Law, Literature Bingo, Body in the Library

2. Targeted sessions, relevant to an assessment

Andreykuzmin (no date)

Targeted instruction: methods

Locating primary & secondary sources relevant to a specific topic

1. Lecture + demo (classroom)
   - L4: Criminal Law, ELS
   - L5: Equity, EU Law, Serial Killers
2. Problem-based instruction (PC room)
   - L4: CAL
   - L6: Community Legal Advice
   - L7: Practical Legal Research (LPC)

Getty Images (2017)

Personalised Learning: L3, 1st semester

- 80+ students: LLB, Criminology, Sociology

- Learning outcomes:
  - To demonstrate an understanding of different styles and means of communication within academic and formal contexts
  - To demonstrate common study skills within a subject specific context
  - To identify academic sources appropriate to the given task


CappiT (2017)

IL components of PL module

- 3 sessions
  - Introduction to searching (assessed, 10%)
  - Using databases (assessed, 10%)
  - Referencing (assessed, 10%)

- Delivery:
  - Lecture: instruction, demo online resources (2 hours)
  - Seminar: Students complete exercises online in PC room (1 hour)

Krol (2017)

Student feedback: informal (Poll Everywhere)

Start of module

End of module

- Slightly confident
- Not confident
- Confident
- Very confident
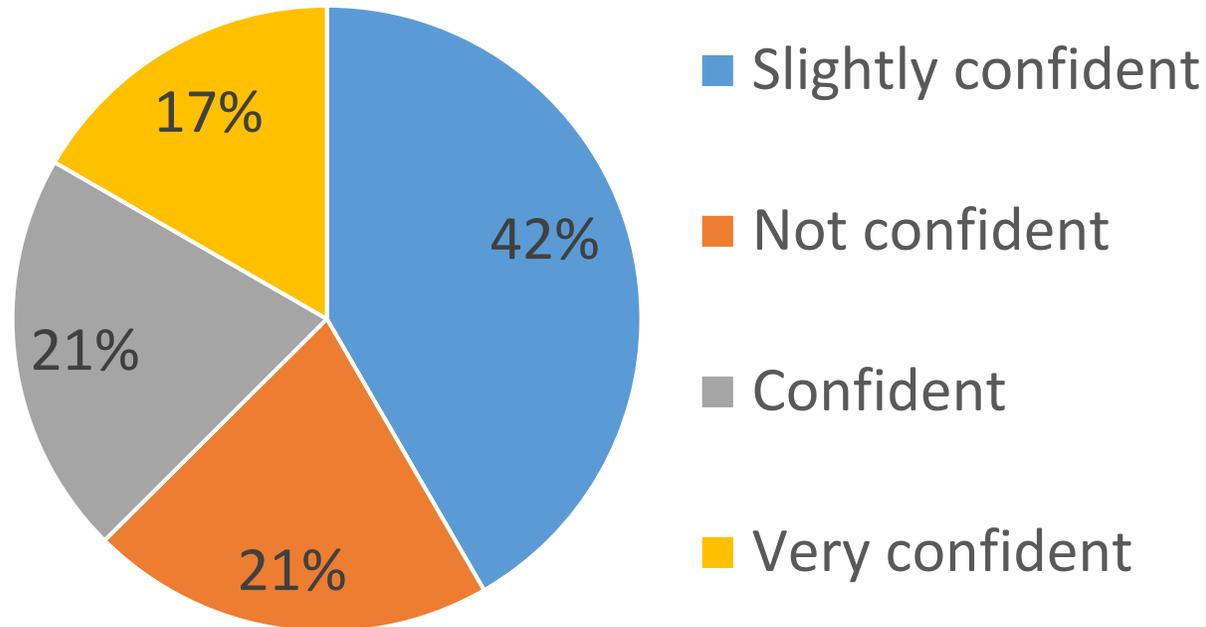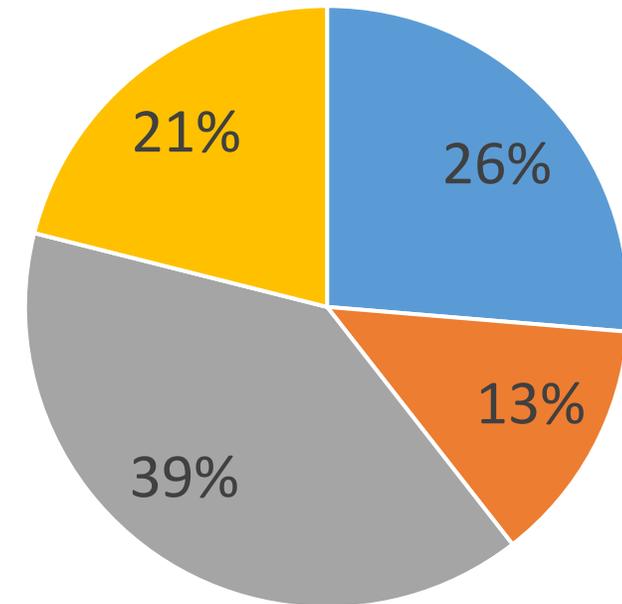
"How confident do you feel in finding information for your academic work?"

Academic Performance: L3, 2nd semester

- Learning outcomes:
  - To construct an argument in an academic context
  - To position yourself within an argument
  - To apply a range of academic skills and techniques to a real case scenario

- Method: study one law case throughout the semester
  - Gain experience in reading a case (structure, language)
  - Learn how to develop an argument, supported by evidence
  - 16 weeks: lecture + seminar
  - 7 Assessments: 1 MCQ + 6 short essays on various issues in the case

ASL collaboration with module leader

- Selecting the case
- Designing the weekly sessions and assessments
- Delivering lectures
- Marking
- Reading:
  - Assigned reading: the case
  - Supplemental reading is discovered through the IL component

Michael Derks, module leader

UWL (2017)

Selecting the case

- Criminal law
- Relatable victims and offenders
- Interesting procedural history

- *R v Hallam (Sam)*
  - Gang murder (maybe) in London
  - Victim, offenders and witnesses are 17- 21 y.o.
  - Miscarriage of justice (3 Court of Appeals cases, campaign, media attention)
  - Key evidence on defendant's mobile phone
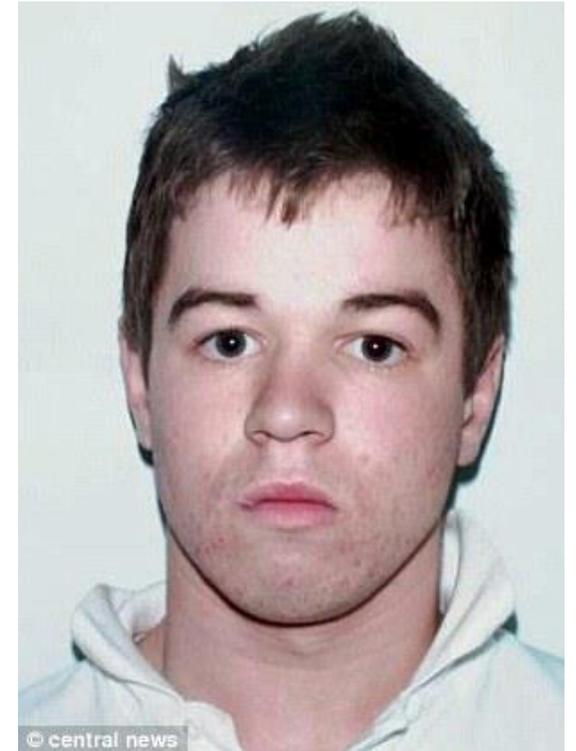
Central News (2004)

Initial Challenges

- Logistics:
  - Class size (80+), lecture room: not conducive to engagement
  - No hands-on, so IL components were primarily discussion and demo
- Case method:
  - Impart a distinctive habit of thinking, understand the legal process (Stolker, 2014, pp. 149-164)
  - Not as relevant to Criminology, Sociology
  - Advantage: expanding case discussion to embrace larger issues
- Role of ASL as co-lecturer
  - time, marking

Example: eyewitness evidence (week 2)

- Issue: Are the eyewitnesses reliable?
- Legal standard: What are the hallmarks of a credible witness?
- IL: use Lexis/Westlaw to discover primary and secondary materials, as well as general textbooks, to find the relevant legal standard (and how it's applied)
- The Case: examining the text of the case, we review the various statements of the two key eyewitnesses
- Engagement: eyewitness game
- Assessment: Summary of the strengths and weaknesses of the evidence of 2 key witnesses in the Case (400 words, 10% of final mark)

Presented by
Kirsty Young

In association with
Crimewatch

CRIMEWATCH
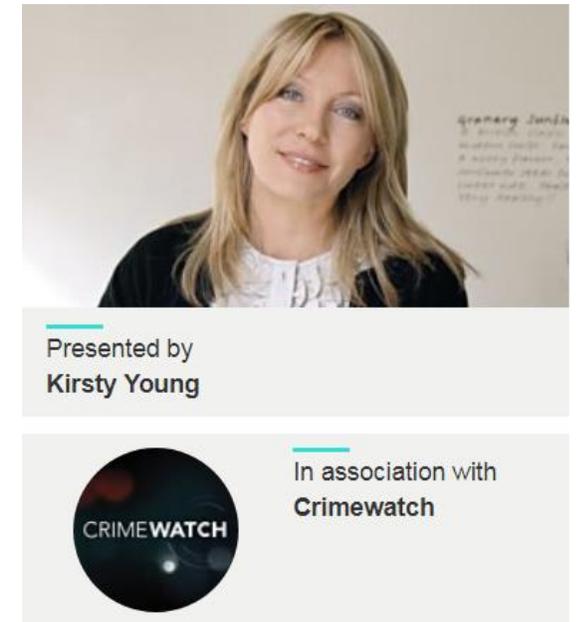
Would you be a reliable eyewitness?
http://www.bbc.co.uk/guides/zcc6sg8

Example: Criminal Case Review Commission (week 8)

- IL: finding information on: what is the CCRC, it's role, the process, statistics on how many cases are handled, and any commentary on the CCRC's work

- The Case: Examining the text of the Case, we review the role of the CCRC and how it impacted on the outcome of the Case.

CCRC
Criminal • Cases • Review • Commission

Strengths

- In-depth reading of the case: students improved in close reading, finding evidence to

- Greater familiarity with how including legal dictionary, lo commentary

- Single case provided a fram

- Most students were interes

- Discussion was often lively

Just to let you know, just for information, all A4's have now been marked, and you will be delighted to know that the standard was remarkably high...I think the approach we are adopting is definitely bearing fruit, so many congratulations

all the best, Mike

Weaknesses

- For seminars, arrange for PC room
  - Promote better IL instruction
- More engagement needed
  - Poll software to elicit more opinions, discussion?
- Too closely tied to the 2012 case?
  - Chronology based on events would avoid bias

Trial: Hone, J

Universal Press (no date)

CA 2007: Latham, LJ

Topfoto (2004)

CA 2012: Hallett, LJ

UPPA (no date)

Questions?

Susan McGlamery

UWL Library

susan.mcglamery@uwl.ac.uk

References

- Stolker, C. (2014) *Rethinking the Law School*. Cambridge: Cambridge University Press.

References

Stolker, C. (2014) *Rethinking the Law School*. Cambridge: Cambridge University Press.

Photo Credits

Andreykuzmin (no date) *Chalk outline of dead body on asphalt road*. Available at: https://www.dreamstime.com/royalty-free-stock-images-chalk-outline-dead-body-asphalt-image27900609 (Accessed: 4 April 2018).

CappiT (2017) *Carpentry tools*. Available at: https://www.flickr.com/photos/34637679@N04/35765352600 (Accessed: 4 April 2018).

Central News (2004) *Sam Hallam*. Available at: http://www.bbc.co.uk/news/uk-england-london-14331538 (Accessed: 4 April 2018).

Getty Images (2017) *Meghan Markle Prince Harry official engagement photos*. Available at: http://www.vogue.co.uk/article/prince-harry-and-meghan-markle-engaged (Accessed: 4 April 2018).

Krol, E. (2017) *Ian Carter Room* [photograph].

Topfoto (2004) *Lord Justice Latham*. Available at: img.pars04.fr.topfoto.co.uk (Accessed: 4 April 2018)

Universal Press (no date) *No sympathy: Judge Richard Hone.* Available at: http://www.dailymail.co.uk/news/article-1228202/Doctor-Edward-Erin-jailed-years-spiking-pregnant-lovers-drink-make-lose-baby.html (Accessed: 4 April 2018)

UPPA (no date) *Lady Justice Hallett*. Available at: http://obiterj.blogspot.co.uk/2017/05/lady-justice-hallett-and-jury.html (Accessed: 4 April 2018).

UWL (2018) *Why UWL.* Available at: https://www.uwl.ac.uk/why-uwl (Accessed: 4 April 2018).

UWL (2017) *Michael Derks*. Available at: https://www.uwl.ac.uk/users/Michael-Derks (Accessed: 4 April 2018).