

LAW STUDENT'S PERSPECTIVE ON BLENDED LEARNING

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Abstract:

Undoubtedly the expenditure on COVID-19 pandemic has been unbelievable, but it was seen that the resulting disturbance has produced great opportunities for Law colleges, their educators and administrators. By shifting the instruction online, Law colleges have made a novel transition during the pandemic.

This article talks about the present scenario of education in the Law colleges, and looks into the perspective of students for learning during COVID-19. By using a expert validated self-made questionnaire, 82 Law students responded for the study. All students showed eagerness for the future use of blended learning method but students almost equally preferred traditional learning. These insights provide predilection of Law college students towards the future use of technology in the education sector. New innovative methods like virtual lab, machine learning, face time interaction etc should be given due consideration to enhance the learning outcomes.

Keywords: Online, traditional, blended, education, Covid -19

Introduction:

Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. Currently the 'blended learning' or 'flipped' class approach has been fostered as a method of coping with the overloaded curriculum and the overloaded student, by decreasing the load of new materials covered within class time. This has been represented as a change in traditional teaching where students acquire first disclosure to new material outside of class, usually through reading or lecture videos, and then offline class time is utilized to do the harder work of gathering that knowledge through initiatives such as problem-solving, discussion or debates.¹

Law teachers have always attempted to give students the means and experience of problem solving, class discussion and hands-on worked examples to carry their learning of the real world of law and legal practice through traditional learning methods.²

Blended approach has been shown to help enhance learning outcomes, raise student satisfaction and expand accessibility, and has the possibility to provide immense efficiencies.^{1, 2}

Finding out the perfect mix of exceptional face-to-face 'active' learning experiences with successful technology-enabled delivery methods that stabilize direct instruction with relevant interactivity and student participation, can thus create avenues for discovery in both the existing world and the world of ideas.²

Blended learning had advantages perceived by the students, such as flexibility of how and where to study. On the flip side disadvantages include the need for commitment and time management from students, in addition to the inevitability of a good quality internet connection. These features can be considered as a measure of which aspects enhance blended learning from the students' perspective and which aspects need more consideration on the part of those responsible for the implementation and execution of blended learning in higher education institutions, as students perceive them as disadvantages.³

This study looks into the outlook of Law students and changes which can be incorporated to make studying more appealing and futuristic.

Aim:

To study the perspective of Law students on Blended Learning.

Objective:

To study Law Student's views on:

1. Traditional learning
2. Online learning
3. Blended learning

Thus this will help develop a stronger connection between the pre-class, in-class and post-class learning opportunities.

Methodology

A Descriptive study was undertaken to gather Law student's perspective on Blended learning. Google Forms were used to collect the primary data. Questionnaire validation was done by two subject experts and pilot study was conducted to see the efficacy of the questionnaire. The convenience sampling method had been used .Google Form links were circulated among the Law student's population at Tilak Maharashtra Vidyapeeth. Participating students filled the forms anonymously. Responses were collected and analyzed with Descriptive statistics.

Data Analysis:

Chart 1: Course

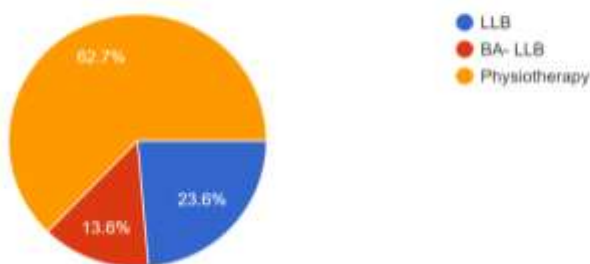


Chart 2: Academic Year

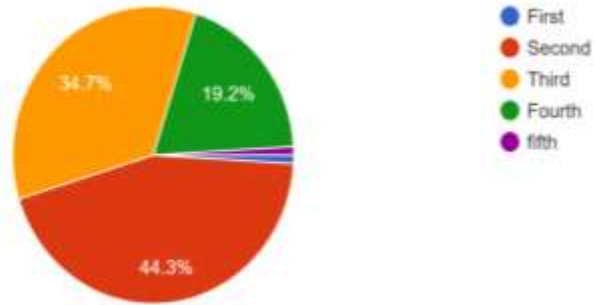


Chart 3: Online lectures have been attended for how many semesters?

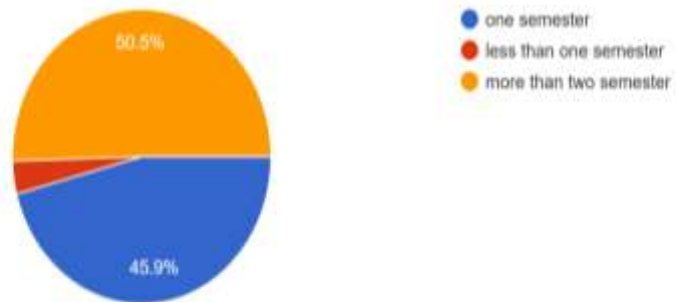


Chart 4: Do you find online learning safe during Covid 19?

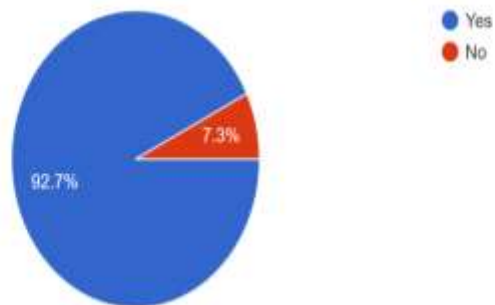


Chart 5: Have you appeared for online exams?

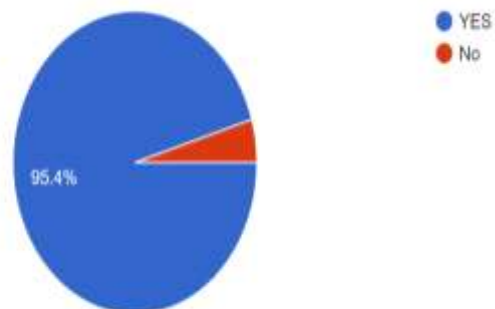


Chart 6: Have you experienced the traditional (face to face) method of learning before?

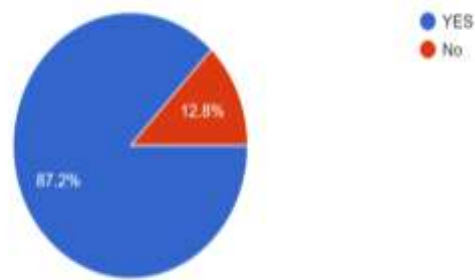


Chart 7: Do you know about Blended* Learning? (a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.)

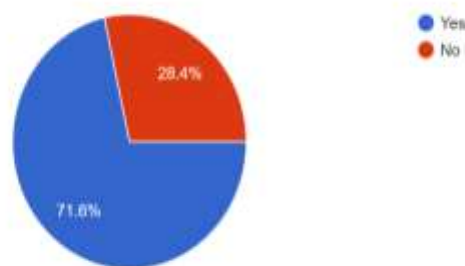


Chart 8: As per your perspective, Quality of learning is more in?

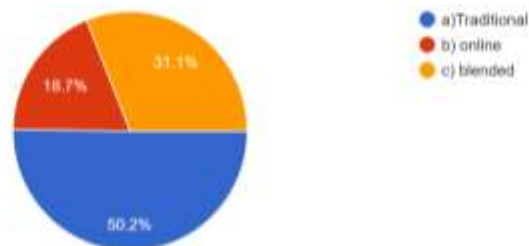


Chart 9: Your Education preference –

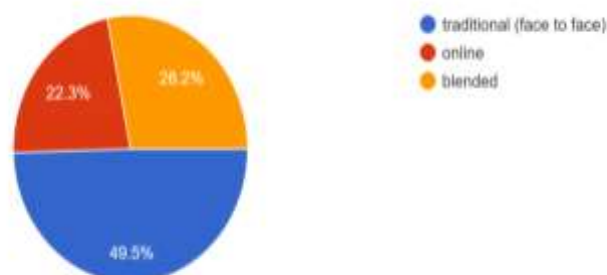


Chart 10: What do you miss due to online learning?

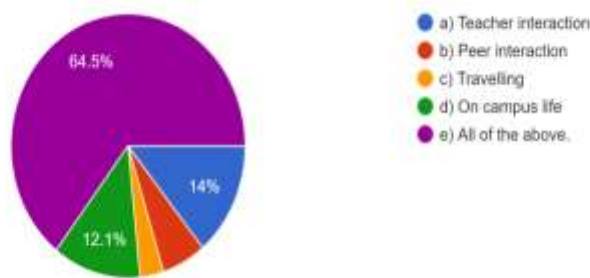


Chart 11: As per your option which provisions should be made available by the institute to make the learning experience more desirable.

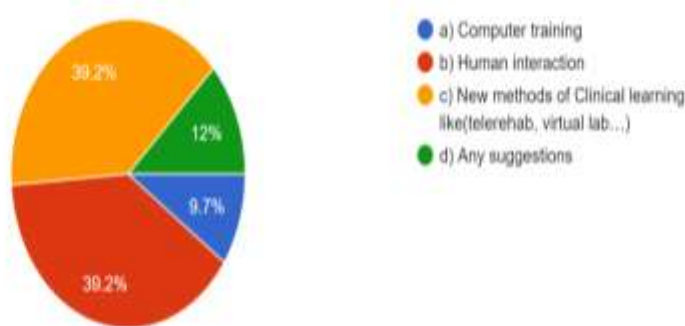
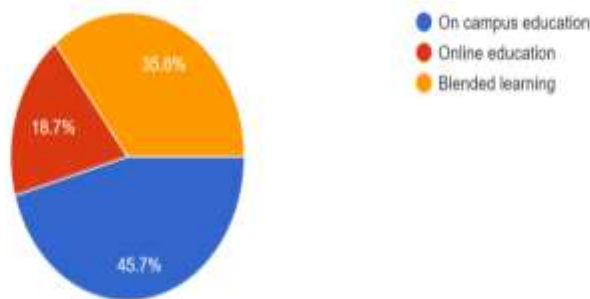


Chart 12: What will be your choice in future, regarding Education?



Discussion

This study is a part of a project which aims to evaluate the effect of Covid-19 pandemic on education sector^{9, 10, 11, and 12}. This study is undertaken to analyze the perspective of Law students on Blended learning.

Even though there are advantages in E-learning, various studies have noted negative effect on Student's psyche. It has been seen that dedication and expertise cannot be inculcated when students are permitted to complete projects, assignments etc on their own without time constraints.^{8, 13, and 14}.

Results analyzed here are for knowing the perspective of Law students on Blended learning. Analyzing the perspective of Law students and proposing new methods of learning was the basis of this study.

Chart 1 and 2, illustrates Academic year of students, maximum students were from the third year and final year of LLB, which infers that the respondents had good experience of traditional learning as well as E- learning.

From Chart 3, 4, 5, 6 and 7 it was seen that the Law students had experience about traditional learning, attended more than 2 semesters of online learning, appeared for online exams and had adequate knowledge about Blended learning.

From Chart 8, 9 it can be seen that the students preferred traditional learning methods and self-learning was difficult for them.

Chart 10, 11 and 12 it was seen that the Law students felt isolated and needed teacher and peer interaction, hence preferred Traditional learning method as the ideal method of learning. Virtual Labs, Machine learning, face time interaction etc as futuristic methods for learning was also appreciated. This study agrees with the other literature that right balanced is very essential for better learning results and success of the students.^{1, 2, 4, 7, 8, 15 and 16.}

Conclusion:

Law Student's perspective on Blended learning showed optimistic demeanor towards technology but more dependence on traditional learning method. By evaluating the results it shows us evidence that although blended learning is appreciated by Law student's, they still consider Traditional learning to be more satisfying due to human interaction. Students felt less isolated and more in line with a combination of online and traditional learning. Formatting a education pattern which students prefer and comply with is the new future for teaching and learning.

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