



## The Peer-Led Revolution: Achieving Internationalisation for Law Students' Benefit

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# THE PEER-LED REVOLUTION:

## ACHIEVING INTERNATIONALISATION FOR LAW STUDENTS' BENEFIT

STEPHEN CLEAR, SCHOOL OF LAW, BANGOR UNIVERSITY

### 1 The Aims & Objectives

To better promote internationalisation within the Law School.

To introduce a conference series and social programme that better reflects students' expectations (the *Legal World Series*).

To facilitate further opportunities for peer led learning (through peer-to-peer presentations and group work).



### 2 The Theory

#### Internationalisation

- “... is the process of integrating an international, inter-cultural and/or global dimension in the goals, functions (teaching, learning, research, services) and delivery of higher education.”
- Knight, 2004.

#### Closing the Expectation v Reality Gap

- Student expectations recognised as a crucial issue within the changing landscape of H.E.
- “Students learn best when their expectations reflect the reality of their chosen degree”
- Sam Banks, 1999, Hunt, 1996, Twining 1994, Dutton 2012.

#### Peer-to-Peer Learning

- “An open sharing of knowledge, experiences and practices amongst learners to support each others understanding and development.”
- Mead 2003, Gosling 2008, Capstick and Flemming 2004, Prince 2005.

### 4 The Result

7 students were appointed *Student Coordinators* for 7 different regions (Africa, UK, Europe, the Middle East, the Americas & Canada, Australia & the Oceania, and Asia)

*Student Coordinators* were given a set date to deliver a themed conference programme, followed by a social event relating to their region. In return students were offered employability points (*entirely extra-circular*).

34 students from 21 different countries volunteered to present topical legal issues.

In collaboration with 10 Student Union Societies, 7 themed social events were delivered including a Taste of Africa, Chinese tea, Middle East films, pop quizzes, evening tea and salsa dancing.

In total students delivered 15.5 hours of content.

Across the programme 138 students from 25 different countries participated.

Country of Origin	Percentage of Participants
United Kingdom	13%
England	20%
Wales	10%
Ireland	3%
Belgium	5%
Germany	2%
France	1%
Greece	1%
The Netherlands	2%
Romania	2%
Canada	5%
Nigeria	17%
Sudan	2%
Zambia	2%
South Africa	2%
Australia	2%
Iraq	2%
New Zealand	1%
Sri Lanka	1%
Bangladesh	2%
Saudi Arabia	1%
Pakistan	2%
Bahrain	1%
China	3%
Kurdistan	2%

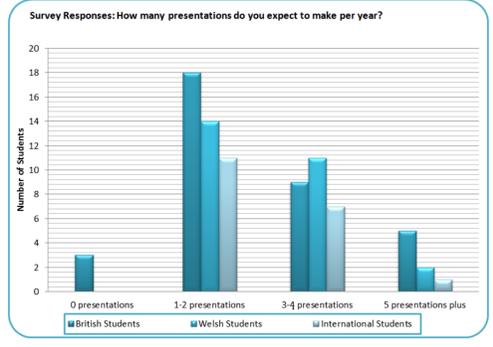
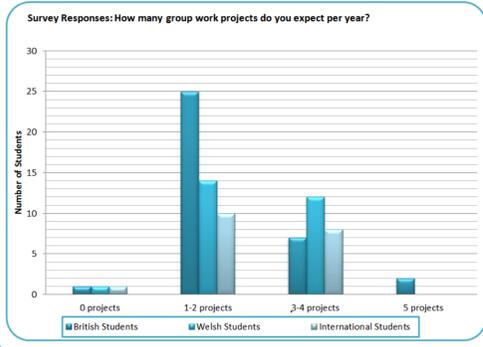


### 3 The Reason

So as to develop existing HEA studies (Dutton, 2012) a joint research project was conducted by Clear and Parker looking at differences in the *Expectation-Reality Gap* when accounting for a student's *Country of Origin*.

The research found that home students 'expectations were driven by employability/careers prospects, whereas international students' expectations were more driven by academic interests.

Questionnaires (given at the start of the academic year) identified that across the cohort, first years were expecting more opportunities to deliver presentations and work in small groups as part of their LLB Law degree.



- #### 5 The Success?
- The Africa event had the largest number of attendees (but also had the most participants originating from the region).
  - The Europe and Asia events had the largest mix of attendees from the most diverse number of countries.
  - The Middle East event had the fewest number of attendees and the lowest mix of nationalities.
  - The majority of attendees said they enjoyed the activities and felt empowered to present in the future.
  - Several students who volunteered to present said they were doing so to represent their home country.

- 94% learnt something new.
- 69% favoured group work.
- 98% said they wanted more!
- 87% attended to support a peer.
- 33% said it was their first time presenting.
- 58% met someone new.



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