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

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”

Peer-to-Peer Learning

- “An open sharing of knowledge, experiences and practices amongst learners to support each others understanding and development.”

The Theory

- 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).

The Aims & Objectives

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  - To better promote internationalisation within the Law School.
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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-curricular).
- 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.
- Across the programme 138 students from 25 different countries participated.
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- 34 students from 21 different countries volunteered to present topical legal issues.
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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.
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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%

To 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.

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