

Legal Regulation & Education: Doing the Right Thing?

Catherine Easton
Lancaster University
c.easton@lancaster.ac.uk

After the Hype: MOOCs and Legal Education

Over the last two years the term MOOC has often been trumpeted as a revolutionary educational phenomenon but, it has been argued, merely reflects a high-profile repackaging of a range of pre-existing online learning tools. Indeed, while heralding a renewed focus on distance education, the concept of the MOOC itself has drawn criticism due to a perceived emphasis on publicity over pedagogic substance.

Now that the initial hype has subsided, this method of delivery, particularly to teach the foundations of legal knowledge, has been adopted by a number of Law Schools in the USA. This has led to a worry that in the future institutions will provide a “watered-down form of legal education compared to the three years of interactive experiences that law schools have offered students for the last century” (Schrag, 2013).

This paper aims to build upon prior work on the use of interactive classroom technology to assess new developments in the online delivery of legal education from a pedagogical standpoint. The nature of the interaction in an immersive environment will be examined in relation to the pedagogy and structure of legal education in the UK, particularly in the light of the Legal Education and Training Review.