

This project involved the completion of five micro-modules each approximately 10 minutes long to support the teaching of year one LLB students. Each module was professionally produced by CUHK AV department. The principal aims of the micromodules were to complement traditional teaching methods by focusing on areas where students traditionally have difficulty (making the same mistakes year in year out), to overview complex topics highlighting the key issues and to demonstrate the connections between different areas of law which are traditionally taught in a linear way. The author had very much in mind the needs of first year law students who have not yet fully developed effective study skills and have comparatively little general legal knowledge.

The project can best be described as blended learning to supplement more traditional teaching methods such as lectures and tutorials, as it is the author's view that that first year law students are in need of a gradual introduction into developing an understanding of a key subject such as contract law and the learning of associated legal skills.

A focus group of 5 students was invited to provide oral and written feedback on the efficacy of the project. The response was overwhelmingly positive. The students highlighted how useful the micromodules were for enhancing their understanding of the areas of law involved, the fact that they could be replayed a number of times until the student has totally understood the issues raised was particularly valued, especially by mainland students who in the first year find the speed of a native English speaker sometimes difficult to cope with! There was a strong request for more videos especially focusing on the legal skill and technique of how to produce an answer to a legal problem involving the law of contract. Interestingly all lectures were also recorded, so in theory it would have been possible to totally flip the classroom but a student questionnaire revealed that the students still valued a face to face introductory lecture on a legal topic, supplemented by the ability to replay the class and micromodules on difficult aspects of the law.

One area of surprise, contrary to the author's experience with other micro-module projects, was that was that not all students took advantage of the opportunity to view the videos , in the case of one of the micromodules only 42 out of the total cohort of 77 watched it. The author feels he could have perhaps done more to highlight to the cohort the importance of watching the micromodules and to integrate them more into the course, rather than as merely 'icing on the cake' and for next year, rather than emphasize their use merely as revision aid, an attempt will be made to integrate them more into the course e.g. by requiring a video to be watched as part of the preparation for a tutorial.