

4th Sino-Australian Law Deans' Meeting 2014
Zhejiang University Guanghua Law School, Hangzhou, China
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Day 2 - 29/9/2014

11.00-11.30 Forum Wrap-up

Panel discussion – Options for implementing a co-operative program (or programs) for cultivating distinguished legal talents in China and Australia and the role of technology in facilitating those programs – next steps. **(30 minutes)**

Chair – Professor Stephen Graw

Australian Panel Members: Professor Michael Stuckey, Pene Mathew, Miss Felicity Gerry, QC.

**Using innovative technology in international legal education:
The Experience of the School of Law at Charles Darwin University**

By Felicity Gerry QC¹

"It is said that lawyers are historically slow to adapt to change. Yet lawyers are using the latest technologies in their law practices on a scale unheard of only a few years ago... Internet-based cloud computing, mobile technologies and social media have profoundly affected lawyers' professional and personal lives. ... technology developed specifically for lawyers back at their desks....something even more exciting and it is the shape of things to come. ..the paperless trial" The Paperless Trial, Building Magazine May 2013

¹ **Felicity Gerry QC** was appointed Queen's Counsel in 2014 after 20 years at the criminal Bar in England and Wales. She has been recognised in the Legal 500 as a "Fearless and effective advocate" and "Tenacious in court" and "An expert in the field of sex offences". At the independent Bar, Felicity has prosecuted and defended in numerous cases involving major, serious and complex crime, often with an international element and commonly involving vulnerable people. This has included cross jurisdictional rape, historic and recent child and adult sexual abuse, murder by foreign nationals involving evidence obtained from abroad, conspiracy to import illegal immigrants and international fraud. Her significant trial and appellate experience has also led to an expertise in online offending in the context of online abuse and exploitation, money laundering and online fraud. She is co-author of *The Sexual Offences Handbook* which sets out all the English law, practice and procedure from 1957 to date in this difficult field of law and has a dedicated chapter on indecent images and obscene publications. She is a well-known international legal media commentator with numerous appearances on television and radio and regularly publishes in the broadsheet and legal press as well as peer reviewed papers. Since 2013, Felicity has also held a research active post at Charles Darwin University, Australia, focussing on data and rights, particularly in the context of violence against women and girls and the rule of law online. She lectures in crime, evidence, torts and practical advocacy and is Chair of the Research and Research Training Committee in the School of Law at Charles Darwin University, Darwin, Australia. She can be followed on twitter @felicitygerry

1. In an increasingly transnational technological legal world, lawyers are harnessing the advances of technology for successful legal practice not just by the use of online libraries but in order to maximise marketing, efficiency and communication. New forms of teaching, learning and assessment for an interactive world have the potential to provoke major shifts in educational practice². The School of Law at Charles Darwin University (CDU) is demonstrating that the profession can receive online graduates at the forefront of legal knowledge and technical ability. The School of Law at CDU has adopted a teaching approach suited to online learning which is used together with exciting innovative technologies to design connect, innovate and provide an interactive learning environment. Traditional teaching of substantive law as well as practical advocacy and mooted skills is enabled for online international students to achieve a connected and interactive learning experience facilitated via CDU's Learning Management System and online library services.
2. Students develop research ability and practical legal skills via lectures which are delivered live and online with facilities for MP3 and MP4 download. Tutorials are interactive and take advantage of wiki technology and other innovative features including consideration of gamification to enhance the learning experience. Live debate and competitive mooted is facilitated between online and internal students.
3. Our authentic e-learning model allows for immersion in realistic tasks that involve opportunities for collaboration in complex activities in the context of law to produce the highest quality graduates for future global legal markets. With a new focus on collaborative and cooperative transnational arrangements with Asia Pacific institutions, the School of Law is taking advantage of the innovative teaching methods in place to implement programmes which enhance the international learning experience and empower students in the global market place.
4. **Transnational technological legal world**

² Innovating Pedagogy 2013. Open University Innovation Report 2 ISBN 978-1-78007-937-0
<http://www.open.ac.uk/personalpages/mike.sharple/Reports/Innovating_Pedagogy_report_2013.pdf>

For law firms, technology is now an integral part of any commercial strategy. In an interconnected world, the lawyers and law firms that are able to best leverage available technology will remain ahead of the pack³. There are 4 ways in which lawyers have embraced technology:

- Transnationalisation
- Online libraries
- Marketing
- Efficiency
- Communication

5. The future of legal services has always been linked to legal markets and increased globalisation has changed the landscape. In 2011, Don Boyd, deputy chief executive of international law firm Norton Rose wrote of the strategic alliance between Norton Rose Australia, firms in South Africa and Canada and London-based Norton Rose, which already had a significant international presence⁴. In his view, “the case for globalised legal services has been well made: the factors in favour include the ability to assist clients with offshore interests, overseas career opportunities for staff, improved multi-jurisdictional legal teams”. He notes Australia's trade relationships with China, India and other “emerging powerhouses” and gave significant and upward moving figures for Asia as a market for legal service providers.

6. The adoption of technology and a global approach are clearly driven by a desire to develop full-service legal provision in the context of high revenue markets including energy, transport, resources, infrastructure and financial institutions worldwide. Mr Boyd had in mind, for example, Australian mining interests in Africa and China's trade with Africa in 2010, mostly in oil, gas and mining which reached \$114.81

³ “Why Lawyers must embrace technology” Thompson Reuters Insight Magazine online By Emily Rich on October 2, 2013 <<http://insight.thomsonreuters.com.au/why-lawyers-must-embrace-technology/>>

⁴ Globalisation changes the legal service business by *Don Boyd* From: *The Australian* June 03, 2011 12:00AM <<http://www.theaustralian.com.au/business/legal-affairs/globalisation-changes-the-legal-service-business/story-e6frg97x-1226068246632?nk=e1c4a35a89cd79497fe69341e3c7d729>>

billion, a 43.5 per cent year-on-year increase. For global legal firms these are sophisticated and competitive cross border jurisdictions which require highly educated and skilled legal teams in Australia and China as well as other countries to work together. It follows that new legal trade routes require fitting educational strategies.

7. Library Infrastructure

Libraries are the central focal point for activities and services in any university. The provision of services in the virtual online environment promotes the facilities in the institution in the market place to attract learners worldwide. In the transnational online teaching environment, collaborative and co-operative library networks exist to share information and resources, provide centralised and supportive relationships and functions, establish common policies and develop strategic directions⁵. Access to an online library service is routine for the modern law student at CDU (on site or remote). The advantages are evident in 24 hour access to technological platforms which are enabled via online legal research services, blogs, wikis, podcasts, vodcasts, and social media. An international student can access an E-Learning library from home providing high level resources, online learning platforms, research collaboration and specialist collections. This requires students to develop information literacy, ICT skills for lifelong learning from study to the workplace, combined with instruction, support and resources for face to face, open learning and online learning for on and off campus students.⁶ This structure is achieved by redesigning architecture, equipment, wireless and conferencing facilities, open and accessible learning, study and social networking areas⁷.

⁵ Key Issues, trends and future directions for Australian TAFE Libraries, Peak Bodies Forum 2009 ALIA TAFE Library Advisory Committee
<<https://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDQQFjAD&url=https%3A%2F%2Fwww.nla.gov.au%2Finitiatives%2Fmeetings%2Fpeakbod%2Fdocuments%2FALIATAFEPeakBodies2009Report.doc&ei=wmIdVKzeLIv48QWS24G4BA&usg=AFQjCNGSMMBPi0omEAqorY7noFCaXNdiJg&bvm=bv.75775273,d.dGc&cad=rja>>

⁶ Ibid n3

⁷ Ibid n3

8. It is significant that in 2013, The Australian Research Council announced funding for The International Law Library on the World Legal Information Institute. The project is intended to provide “new content and facilities for the leading repository and citator for international law: The International Law Library on the AustLII-operated WorldLII system already provides the most comprehensive free-access location of international law research materials, attracting over two million annual page accesses. This project to transform the Library will expand all its content (international case law, treaties, other key resources and commentary); improve its distribution (for example, RSS feeds for new cases); automate updating processes; add extensive metadata to improve citation histories; and provide other metrics so users can recognise significant materials. Necessary processing, storage and scanning equipment will be acquired. All international law research will be improved, as will Australian leadership in research infrastructure”⁸. All of this means that whether student or staff research is being conducted using open sources or subscription resources, the importance of technology in teaching, learning and legal publication cannot be underestimated.

9. **Marketing, efficiency and communication**

Tweeting, blogging, using Google and other search engines and working in the cloud, are now routine functions for lawyers. According to the International Legal Technology Association (ILTA) 2012 Technology Survey⁹, 26 per cent of lawyers are using tablets for work while 94 per cent have access to email on a mobile device. This improved mobility is key to working more efficiently and meeting client demands for fast and accurate information. The American Bar Association (ABA) Legal Technology Resource Center has recently surveyed the use of technology by attorneys in private practice¹⁰. In 2014, the findings of the survey were presented in six

⁸ Australian Research Council (ARC) funding success Posted Monday, 11th November 2013 < <http://www.law.unsw.edu.au/news/2013/11/australian-research-council-arc-funding-success> >

⁹ International Legal Technology Association (ILTA) Technology Survey by Todd Corham of Sedgwick LLP 2012 < <http://www.iltanet.org/techsurvey> >

¹⁰ American Bar Association 2012, *Legal Technology Survey* < http://www.americanbar.org/groups/departments_offices/legal_technology_resources/publications.html >

volumes: Technology Basics, Law Office Technology, Litigation & Courtroom Technology, Web & Communication Technology, Online Research, and Mobile Lawyers. The New York Bar¹¹ has reported on the need to supplement “traditional casebook courses” with a range of new initiatives:

“While we recognize the value of traditional casebook courses in providing an intellectual foundation and developing skills that remain quite relevant today, we encourage law schools to continue to innovate and commit resources and energy to new curricular initiatives. In this Report, we identify a series of fundamental attributes and experiences that we believe should form the core of new lawyer preparation in the modern age. Tomorrow’s lawyers need more practical experience, skill development, and problem-solving practice, in addition to analytical skills honed by more traditional methods of instruction. To this end, we see value in infusing some of the remaining traditional Socratic-style law school pedagogy with courses taught by, or supplemented by, practitioners, while providing students with increased writing and other collaborative problem-solving opportunities”.

10. The idea of providing innovative teaching cannot be considered without now understanding the importance of technology, particularly online communication. For example, *The Washington Post* reporter Andrea Peterson wrote: “China ...has nearly 618 million internet users in early January 2014. Five hundred million of those users in China are mobile..... Web users. 618 million Chinese Internet users account for less than half of the country’s total population – whereas the most recent Pew Internet and American Life Project research shows 85% of Americans use the Internet”.¹² That means there are twice the number of people off line in China than in USA, and that Chinese internet users could potentially double in the near future. In Australia, the statistics on social media usage by lawyers are also significant¹³:

- 91 per cent of firms are using LinkedIn.

¹¹ Developing legal careers and delivering legal justice in the 21st century. A report by the New York City Bar Association Task Force on New Lawyers in a Changing Profession Fall 2013 <<http://www2.nybar.org/pdf/developing-legal-careers-and-delivering-justice-in-the-21st-century.pdf> >

¹² <http://www.washingtonpost.com/blogs/the-switch/wp/2014/01/31/china-has-almost-twice-as-many-internet-users-as-the-u-s-has-people/>

¹³ BRR Media 2012, “[Australian legal sector social media snapshot 2012](#)”, BRR Media Law <<http://law.brrmedia.com/content/legal-social-media-snapshot>>

- 55 per cent are on Twitter.
- 36 per cent are using Facebook.

These platforms are now essential to connect with clients, to employ legal talent and to create online search visibility¹⁴.

11. Teaching Pedagogy

Online pedagogy has embraced the globally desirable trend of a "shift from teaching to learning"¹⁵. Simultaneously the online pedagogy takes on a "key position in the fundamental institutional change of the higher education sector... The process of student's learning arrives at the focus of attention. The (traditional) tasks of an effective presentation, that is the task to transport learning contents into the presence in order to make them perceivable and learnable, will still persist. But in a virtual learning room they constitute just one variable (amongst others). In contrast the learner's activities are moving very distinctively into the foreground. Thus it is not sufficient ...just to put the teaching material into the internet. Online pedagogy, as it is understood here, mainly focuses on the activities of the learners and observes the teachings primarily from the point of view of support". It is important to note that although new technologies themselves are exciting or innovative, in a learning context, the importance is the way they are used to conceptualise distributed learning and learning environments.

12. There is now a significant blurring of the boundaries in relation to how learning resources have traditionally been supplied to students as against how they should now

¹⁴ Why Lawyers must embrace technology" Thompson Reuters Insight Magazine online By Emily Rich on October 2, 2013 <<http://insight.thomsonreuters.com.au/why-lawyers-must-embrace-technology/>>

¹⁵ BACKGROUND PAPER OF THE CEVU WORKGROUP ONLINE PEDAGOGY *Heiner, Matthias, Schneckenberg, Dirk and Wildt, Johannes*
<http://www.europace.org/articles%20and%20reports/WP1_WG7_8_BP.pdf>

be supplied¹⁶At CDU, a suite of teaching approaches which incorporate technologies suited to online learning is used to achieve distributed learning across time and space. These approaches enable online international students to connect and engage in learning in exciting and innovative ways, both synchronously and asynchronously, in learning environments. All of this at CDU is facilitated via CDU's Learning Management System and online library services¹⁷. For example, "the Disputes Resolution unit in the School of Law at Charles Darwin University demonstrates how new technologies can be used in higher education to design connected, innovative and interactive learning environments that stimulate the teaching of practical mediation skills. A pedagogic approach suited to online teaching is used in which online role-play scenarios are conducted using a variation of the online fishbowl approach. With this approach internal and external students take on character roles and interact in a synchronous online environment during a two-week intensive teaching block. The students jump in and out of their roles over the course of the two weeks as they research, role-play, interview and conduct peer reviews of the interactions. New technologies combined with innovative pedagogy enable the repositioning of external students as very much internal in the learning process and a new level of connection and interaction is possible between internal and external students"¹⁸. Here, external students includes those from remote locations in Australia and students from other countries worldwide, with an increasing number from the Asia-Pacific region.

13. Innovation

10 innovative new educational tools have been identified as enhancing educational production and policy. All have been adopted by CDU and were summarized in a recent report for the Open University¹⁹ as follows:

¹⁶ Understanding our present: teaching disputes resolution through online role-play by Darryl Saunders and Alison Reedy <http://www.ascilite.org.au/conferences/sydney10/procs/Sankey-full.pdf>

¹⁷ Understanding our present: Teaching disputes Resolution through online role play by Darryl Saunders and Alison Reedy for Electric Dreams 30th Ascilite Conference, 1-4 December 2013 Macquarie University, Sydney < <http://www.ascilite.org.au/conferences/sydney13/program/papers/Saunders.pdf> >

¹⁸ Ibid n11

¹⁹ Innovating Pedagogy 2013. Open University Innovation Report 2 ISBN 978-1-78007-937-0 <http://www.open.ac.uk/personalpages/mike.sharpley/Reports/Innovating_Pedagogy_report_2013.pdf>

- (i) **“MOOCs:** In the past year, massive open online courses (MOOCs) have attracted interest from universities and from venture capital investors. MOOC platforms have been announced from Australia to the UK, but the focus is still currently on North America. The US-based providers Coursera, Udacity and edX are exploring business models involving paid-for assessment, the award of recognised credit, and recruitment of students to campus courses. Typically around 20,000 learners register for a MOOC, with 5-10 percent reaching the end point. In terms of pedagogy, the currently dominant approach is a transmission model involving video lectures, recommended readings and staged assessment. MOOCs are an evolving and expanding area with new developments likely to offer greater variety of courses and more innovative social learning pedagogies. They also offer the chance to run experiments that compare teaching methods.
- (ii) **Badges to accredit learning:** Badging offers a flexible mechanism for recognising achievements as steps towards more substantial goals. Badging can also provide an informal alternative to accreditation. During 2012, the initial infrastructure and profile for badges became established. In 2013, there are encouraging signs that the tools and infrastructure are improving, with implementations appearing for mainstream learning environments. Educators are increasing their experience of using badging to help courses run successfully online and to motivate learners. Badging implementation requires further development, for example to offer more flexible ways to provide evidence. Lack of structures that can combine badges into a common accreditation framework currently limits their use. Greater awareness and presence of badging through social networks is still required, but the core technology of a ‘badge backpack’ has already been refined.
- (iii) **Learning analytics:** Learning analytics involve the collection, analysis and reporting of large datasets relating to learners and their contexts. Current developments are focused on three areas: understanding the scope and uses of learning analytics; integrating

analytics into existing courses; and expansion of learning analytics to new areas, particularly MOOCs. A central challenge is to develop analytics that are driven by key questions, rather than just querying data collected from online systems. The relation of learning design to learning analytics is also being considered, so that new teaching methods and curricula are informed by analysis of previous experience. Methods of learning analytics not only examine past interactions but also support future outcomes for students and educators. Other key issues include secure data storage, appropriate levels of access, and providing the necessary infrastructure for storing and querying large data sets.

(iv) Seamless learning: Seamless learning (connecting learning experiences across the contexts of location, time, device and social setting) is moving from research to mainstream adoption. Mobile technologies enable learners of all ages to operate across contexts, for example schools allowing students to bring their own devices. Pedagogy is emerging, based on learners starting an investigation in class, then collecting data at home or outdoors, constructing new knowledge with assistance from the software, and sharing findings in the classroom. There is also a broader notion of seamless learning arising from connected experience. Our activities online are increasingly matched to our interests: search pages order responses based on previous queries; websites recommend content related to our past viewing. The benefits are that personally relevant information may be ready to hand, but the danger is that we may come to believe that our views, preferences and connections are not just the most relevant, but all there is.

(v) Crowd learning: Crowd learning describes the process of learning from the expertise and opinions of others, shared through online social spaces, websites, and activities. Such learning is often informal and spontaneous, and may not be recognised by the participants as a learning activity. In this model virtually anybody can be a teacher or source of knowledge, learning occurs flexibly and sporadically, can be driven by chance or specific goals, and

always has direct contextual relevance to the learner. It places responsibility on individual learners to find a path through sources of knowledge and to manage the objectives of their learning.

Crowd learning encourages people to be active in setting personal objectives, seeking resources, and recording achievements. It can also develop the skills needed for lifelong learning, such as self-motivation and reflection on performance. The challenge is to provide learners with ways to manage their learning and offer valuable contributions to others.

(vi) Digital scholarship: Digital scholarship refers to those changes in scholarly practice made possible by digital and networked technologies: open access publishing, open science, digital humanities, the use of social media by academics, digital and citizen science. In the information and library sciences, a focus on digital curation reflects an interest in the ability of scholars to assemble, search across and publish annotated collections of interconnected multimedia artefacts. Digital scholarship demonstrates many elements of open and networked forms of scholarship. Open-access publishing and open peer review enable sharing of knowledge. Open publishing of research datasets supports reproducible research. Engagement in open educational practices has the potential to support moves towards a more free and collegiate teaching practice.

(vii) Geo-learning: Sensors built into mobile devices, such as smartphones and tablets, can determine a user's location and provide, or trigger, context-aware educational resources in the surrounding environment. These can enable both formal and informal learning within physical 'real-world' settings. They may also enhance and frame the subject matter being studied. For example, learning about an historical event could be situated in the place where that event occurred, giving a rich sensory experience of being in the scene. Fieldwork activities have long encompassed 'geo-learning' as a way of providing information that exploits the surroundings and landscape. Geo-learning is not new, however

technologies sensitive to location, or embedded in objects near the learner, now allow greater mixing of digital information with the physical world, to produce ‘blended spaces’. We need to consider carefully how we employ these opportunities for learning. Current theories are somewhat limited, but several approaches, including research into learning spaces, provide ways to model the richness of these environments and our interactions within them.

(viii) Learning from gaming: There is increasing interest in the connections between games and education. When implemented as ‘edutainment’ or ‘gamification’ of learning, teaching practices can gain superficial elements of entertainment and reward. This may encourage learners to continue, however misses the power of digital games for engagement, reflection and self-regulation. New approaches of ‘intrinsic integration’ are linking the motivational elements of games with specific learning activities and outcomes, so that the game-play is both engaging and educationally effective. Game designers can achieve this by developing games with elements of challenge, personal control, fantasy, and curiosity that match the pedagogy. They can manipulate aspects of ‘flow’ (a player’s feeling of absorption in the game) and strategy to produce a productive cycle of engagement and reflection. The shared endeavours, goals and practices in games also help build affinity groups gathering learners into productive and self-organising communities.

(ix) Maker culture: Maker culture encourages informal, shared social learning focused on the construction of artefacts ranging from robots and 3D-printed models to clothing and more traditional handicrafts. Maker culture emphasises experimentation, innovation, and the testing of theory through practical, self-directed tasks. It is characterised by playful learning and encourages both the acceptance of risk taking (learning by making mistakes) and rapid iterative development. Feedback is provided through immediate testing, personal reflection, and peer validation. Learning is supported via informal mentoring and progression

through a community of practice. Its popularity has increased due to the recent proliferation of affordable computing hardware and 3D printers, and available open source software. Critics argue it is simply a rebranding of traditional hobby pursuits. Proponents contend that recent evolutions in networking technologies and hardware have enabled wider dissemination and sharing of ideas for maker learning, underpinned by a powerful pedagogy that emphasises learning through social making.

- (x) **Citizen inquiry:** Citizen inquiry refers to mass participation of members of the public in structured investigations. It fuses the creative knowledge building of inquiry learning with the mass collaborative participation consumer relationship that most people have with research to one of active engagement. The concept is that people who are not research professionals engage in collaborative, inquirybased projects. For each investigation, they gather evidence of similar successful projects, create a plan of action, carry out a controlled intervention if appropriate, collect data using desktop and mobile technologies as research tools, and validate and share findings. Citizen inquiry not only engages people in personally meaningful inquiry, it can also offer the potential to examine complex dynamic problems, such as mapping the effects of climate change, by means of thousands of people collecting and sharing local data”²⁰.

14. The future

Globalisation has impacted on lawyers who increasingly “work in and across different jurisdictions to deal with matters that have an international focus and dimension”²¹.

To adapt to the growth of the ‘global law firm’ and the globalisation of communication and legal research as well as the increasing reliance on digital communication in the legal sector, “law schools need to deliver law programs that

²⁰ Innovating Pedagogy 2013. Open University Innovation Report 2 ISBN 978-1-78007-937-0<http://www.open.ac.uk/personalpages/mike.sharple/Reports/Innovating_Pedagogy_report_2013.pdf>

²¹ Internationalising the Australian Law Curriculum for Enhanced Global Legal Practice, Final Report, Office of Learning 2012 < <http://www.olt.gov.au/project-internationalising-australian-law-curriculum-enhanced-global-legal-education-and-practice-20>>

take cognisance of global developments and the increasing emphasis on internationalisation. The challenge to law schools is to rethink their law programs – their curriculum, approaches to teaching, student support and the student experience in general”²². Law schools need to adapt to prepare law graduates for both domestic and international legal practice. The technological innovation that can be developed for the learning environment is enhanced by engagement between institutions.

15. Options for implementing a co-operative program (or programs) for cultivating distinguished legal talents in China and Australia and the role of technology in facilitating those programs, requires these technological developments to be harnessed, achieved and marketed. This necessitates 3 basic approaches:

- High academic standards – in programs and quality of students
- Advancing the professional development of academic staff.
- Development and implementation of cooperative arrangements.

16. It is important to emphasise that an internationalised curriculum enriches learning for *all* law students – whether they be working in the future in international or domestic contexts. All law students’ thinking and learning is enriched by a curriculum which requires them to consider diverse approaches to common problems; to learn from difference but be alert for universals; to strive for best practice; to avoid parochialism, ignorance, and narrow-mindedness; to cultivate the spirit and habit of open-mindedness and tolerance; and ultimately to make a contribution to advancing the common good. At CDU, academic standards and staff training inevitably involve technological skill base. This is subject to rigorous assessment and programme development. There are already cooperative teaching arrangements, whereby academics from one university can teach into the programs of the other. In relation to CDU – the Law School is developing a more globalised legal education, whereby comparative perspectives will be incorporated into all law units. To that end, it is already proposed that one or two lectures in each unit will be delivered online from

²² Internationalising the Australian Law Curriculum for Enhanced Global Legal Practice, Final Report, Office of Learning 2012 < <http://www.olt.gov.au/project-internationalising-australian-law-curriculum-enhanced-global-legal-education-and-practice-20>>

another jurisdiction. CDU is interested in further internationalising²³ the curriculum in some or all of the following ways::

- i. Occasional lectures (usually 1.5 hours) in various units being delivered online from China.
- ii. Intensive units being offered at CDU on legal systems and laws of China – these can be offered either on the ground or online, or a combination of both.
- iii. Intensive units offered online in areas of interest to both the Chinese and Australian university – attended by students from both universities and taught by staff from both universities.
- iv. Joint postgraduate degrees offered by 2 or more universities.
- v. Short-term staff exchanges.
- vi. Cooperative research projects between law schools or between individual staff from Chinese and Australian universities.
- vii. Jointly edited books and/or law journals.
- viii. Other innovative exchanges including gamifications and other technological educational tools

17. In conclusion, legal expertise in the global technological world is enhanced by technological ability²⁴. Our Head of School is implementing a strategy with a range of teaching options, including an online pedagogy which allows for transnational design and delivery of law. This is enhanced by cooperative arrangements which have the advantage of exposing students to diverse legal systems and cultures. IT enables students from China and Australia to interact and study together. It improves academic standards, promotes research opportunities for staff, including cooperative research projects and exposes staff to differing teaching methodologies whilst establishing innovative and unique joint postgraduate programs which provide a modern legal

²³ Internationalising the Australian Law Curriculum for Enhanced Global Legal Practice, Final Report, Office of Learning and Teaching, 2012 < <http://www.olt.gov.au/project-internationalising-australian-law-curriculum-enhanced-global-legal-education-and-practice-20>>

²⁴ Internationalising the Australian Law Curriculum for Enhanced Global Legal Practice, Final Report, Office of Learning 2012 < <http://www.olt.gov.au/project-internationalising-australian-law-curriculum-enhanced-global-legal-education-and-practice-20>>

workforce to suit a global legal market place. This QC takes the view that this is all
Quite Clever!

Felicity Gerry QC

Barrister

Lecturer

Chair Research and Research Training Committee

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22nd September 2014