

Allbon, E. (2011). Stimulating student learning when visual is king. Paper presented at the LILAC 2011, 18 - 20 Apr 2011, London School of Economics & Political Science, London, UK.



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<Paper / Stimulating student learning when visual is king>

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<Abstract: Maximum 500 words for long papers & 300 words for all other paper types>

Getting students excited about learning core skills; how to do legal research, writing coursework, taking exams, doing moots and actually what is expected of them as a university student, is an uphill struggle. When the glamour of criminal law and thrills of contract law sink in, information-complacent students find it difficult to engage with the basics they think they know already. Research has highlighted many of the challenges we face in teaching students fundamental information literacy based skills. We know from the Google Generation (Nicolas and Rowlands, 2008) research, that confidence in using technology often masks a naïve belief in the power of the search engine, combined with difficulties assessing what is a reliable source of information. Brabazon, in the same year, detailed greater surface learning by students and less deep level critique. The effect of the internet on the brain and our ability to think has been a fiery point of debate in 2010, sparked by Nicolas Carr stating we have become shallow rather than deep thinkers as a result of reliance on the internet.

Collaboration between librarian and lecturer to update an existing skills wiki has turned this around at City. Key to success were recognition of several factors; that students want to learn from resources that are fun and visually exciting, they want to use a mix of resources (text, video and audio) and they are often more willing to accept the 'experience' of their peers over the advice of their lecturers (ties in with Vygotsky's 'More Knowledgeable Other' theory). We found partners within the student cohort to work with, and secured some modest funding to bring our ideas to life; giving the resource a quirky, fun and extremely accessible appeal. The concept of the site is transferrable across all subjects and ideas about content and connecting with students helpful to all.



Select an area of the student's
brain to find resources in it.
<http://learnmore.lawbore.net>

References

The *LILAC-references* (Harvard) style is used to format the references, e.g.
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Paper type (please tick one)

- Short paper
- Long paper
- Symposium
- Workshop
- Poster
- Pecha Kucha

Theme (please tick one)

- New to teaching
- Creativity in IL
- Supporting excellence in the research community
- IL in society: making a difference
- IL in the future
- Evidence based IL