

AD Crocker

Blended learning: A new approach to legal teaching in South African law schools

Summary

This article investigates the development of a sustainable strategy for the integration of online education technology and traditional teaching and learning methodologies in South African law faculties, in a so-called 'blended learning' approach to legal teaching. In developing a strategy, a number of issues were considered, including: accommodating an increasing and diverse student population; achieving SAQA exit-level outcomes; national and international trends in blended learning; and ensuring an appropriate level of computer skills for both lecturers and students. Vital to the development of a sustainable strategy is a comprehensive management plan which details clear objectives for the process of implementation. The achievement of the management plan objectives should be driven by a project management team, which will be responsible for conducting training and support in blended learning; developing online learning module materials; producing research into technological advancements in this field; co-operating with the law library; establishing a committed blended learning community; and finally establishing a system of blended learning module review. The overall objective of the strategy then, is to establish a sustainable model for the medium and long-term implementation of blended learning, ensuring that this mode of learning becomes accepted as an integral part of the system of legal education in the institution.

Opsomming

Gemengde geleerdheid: 'n Nuwe benadering tot regsonderwys in die Suid-Afrikaanse regsskole

Hierdie artikel ondersoek die ontwikkeling van 'n handhawende strategie vir die integrasie van e-leer en tradisionele onderrig- en leermetodologieë in Suid-Afrikaanse regskole, in 'n sogenaamde gemengde ('blended') leer benadering tot regsonderrig. 'n Aantal sake is oorweeg, insluitende: die inagneming van 'n toenemende diverse studentepopulasie; die inagneming van SAKO-uitreevlakuitkomst; nasionale en internasionale tendense in gemengde leer; en die versekering van 'n toepaslike vlak van rekenaarvaardighede vir beide dosente en studente. 'n Omvattende bestuursplan is nodig geag, insluitende duidelike doelstellings vir implementering. Hierdie doelstellings behoort bedryf te word deur 'n projekspan, wat verantwoordelik sal wees vir: die uitvoer van opleiding en ondersteuning; die ontwikkeling van onderrigmateriaal; navorsing oor tegnologiese ontwikkelings in die veld; samewerking met die biblioteek; die stigting van 'n toegewyde gemengde leergemeenskap; en laastens die stigting van 'n stelsel van gemengde leermodulehersiening. Die oorkoepelende doel van die strategie is om 'n handhawende model vir die medium- en langtermynimplementering van gemengde leer te ontwikkel, om te verseker dat hierdie leermodus aanvaar sal word as 'n integrale deel van die regsonderrigstelsel in die betrokke instansie.

AD Crocker, Lecturer, Faculty of Law, University of KwaZulu-Natal, Durban 4001.

1. Introduction

The focus of this article is the integration of online education technology and traditional teaching and learning methodologies in legal teaching. The result of this process of integration is called 'blended' learning, and the various issues that have to be considered for effective blended learning will be discussed, with specific reference to the Faculty of Law, University of KwaZulu-Natal. As Pillay and MacFarlane observed in 2001 already, 'If you're not online, you're heading for oblivion. For public and private education institutions, whether traditionally contact or distance, this is the clear message.'¹ This message is reiterated in the latest Education White Paper, which states: "ICTs [Information and communication technologies] have dramatically changed the learning and teaching process. This has opened up new learning opportunities and provided access to educational resources well beyond those traditionally available."²

The development of blended learning in law faculties must take place in the context of the comprehensive national higher education transformation policy, introduced in 1997.³ A report by the Council on Higher Education (CHE) in November 2004⁴ describes the challenges facing South African higher education as two-fold: firstly, there is a need to achieve social equity in order to overcome the legacy of Apartheid; and secondly, there is the imperative to engage with a competitive global market.⁵

Many universities, whether it be at an institutional level or on a departmental basis, are taking steps to meet these challenges either by offering distance-learning modules in an entirely online environment,⁶ or by combining traditional teaching methods with online learning techniques in a so-called 'blended learning' environment.

This article will focus on the use of blended learning in law modules. However, since many of the learning techniques used in a blended learning environment are closely associated with those used in distance learning, it is important to distinguish briefly between, and to define the terms 'distance learning' and 'blended learning'.

1 Pillay & Macfarlane 2001: 14.

2 White Paper on E-Education 2004: 1.

3 Education White Paper 3 1997.

4 Council on Higher Education (CHE) 2004: 2.

5 This 2004 report by the Council on Higher Education (CHE) states that, in addition to social inequality, poverty, injustice and globalisation (of communications, of trade, of production, of culture), the transformation of higher education can be linked to the pressures of transnationalisation, marketisation and commodification.

6 For example, the University of the Free State offers an online LLB degree, via a South African company called eDegree (Pty) Ltd, which specialises in the delivery of accredited modules in an online environment. All modules obtained via eDegree are accredited and facilitated by the academic institution. See <http://www.edegree.co.za> (cited 8/10/2005).

2. Distinguishing distance learning from blended learning

Distance learning has been defined as,

... planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements.⁷

Blended learning has been described by a recent study at the Institute of Computational Science in Zurich, Switzerland⁸ as a “mix of old and new best practices in education”. The study then explains blended learning as follows:

An instructor supports blended learning if he or she includes in the curriculum socially supported interaction (e.g. classroom instruction), self-controlled instruction (e.g. e-learning material), assessment feedback to students and instructor, and applies to all of them the same instructional strategy to define the targeted competence level.

Thus blended learning can be distinguished from distance learning in that in essence, blended learning draws on both traditional teaching methodologies and online learning technology to provide students with an integrated and efficient learning experience, whilst distance learning has no (or very limited) face-to-face student-lecturer interaction.

However, many learning techniques used in distance learning bear similarities to those used in blended learning. In distance learning, however, in addition to pedagogical considerations, lecturers may have practical considerations for using particular learning techniques. For example, students who are geographically separated and unable to make face-to-face contact with each other, or with a lecturer, may need to make use of a distance learning tool, like an online chat forum, to exchange ideas in a synchronous electronic environment.

A similar learning technique may be used in a blended learning environment, not out of necessity, but for convenience. For example, although students may have the means to travel into campus and meet other students face-to-face, they might find it more convenient to log in to an online chat forum from home, saving them time and the costs of transport to a campus venue. Similarly, a lecturer might find it convenient to take part in the discussion from the comfort of an office or home computer.⁹

Another learning technique which students may find useful in both a blended learning and a distance learning environment is the use of electronic hyperlinked study materials.¹⁰ Disseminating the notes electronically saves on printing

7 Moore & Kearsley 1996: 2.

8 For the full text of the study, see http://www.et.ethz.ch/webseiten/et/pdf/icnee_proceedings.pdf (cited 8/10/2005).

9 Crocker 2003: 40.

10 These are electronic study materials in which words, phrases, paragraphs, digital images etc may be linked electronically to, for example, a text box containing text or pictures that explain or elaborate on a term; or to an internet site that can provide further insight to the study materials.

costs and, in the case of distance learning, on postage costs. However, more importantly, it allows students to engage in self-study at the pace and cognitive level that is best suited to the individual. For example, students that understand the meaning of a legal term may not want to follow a link to a further explanation, however a second-language student may find this information particularly useful.¹¹

Thus many of the learning techniques that are used in a distance learning environment in order to facilitate communication over distance may be used by a lecturer teaching in a blended learning environment to supplement face-to-face teaching.

What shall be considered next are 5 issues that will influence appropriate strategies for the introduction of blended learning in university law modules.

3. Issues that affect the development of a blended learning strategy for South African law schools

The process of developing a blended learning strategy is influenced by a number of issues, which include: the increase in the student population; the need for blended learning to accommodate student diversity; the LLB exit-level outcomes in terms of the National Qualifications Framework (NQF);¹² national and international trends in online learning; and the necessity for relevant computer skills training for lecturers and students. Each of these issues shall be considered in turn.

3.1 How the increase in the student population affects learning

Over the last ten years student populations nationally have become larger and increasingly diverse.¹³ These changes have also been reflected in the composition of the student population at the University of KwaZulu-Natal. The number of students registering for legal modules has increased significantly from 2000 to 2005,¹⁴ and this trend is also reflected nationally.¹⁵ This national increase mirrors an international trend, with, for example, law schools in the United Kingdom also experiencing increases in class size, which has necessitated a corresponding decrease in the amount of small group interactive tutorial sessions held at these schools.¹⁶

11 Crocker 2003 41.

12 In terms of the National Qualifications Framework established by the South African Qualifications Authority Act 58 of 1995.

13 Council on Higher Education (CHE) 2004: 96.

14 From 133 registered first year law students in the 2000 academic year, to 266 registered in 2005.

15 Council on Higher Education (CHE) 2004: 234. This report by the CHE in November 2004 states that, nationally, student enrolments have grown from 473 000 in 1993 to 675 128 in 2002.

16 Paliwala 1999: 5.

These continually increasing student numbers are detrimental to teaching and learning. For example, the difficulties involved in preparing for and administering a large class gives the lecturer less time to attend to individual students, and this decrease in contact time can result in a decrease in students' motivation and performance. Also, teaching large groups of students in a lecture room environment makes it difficult for individual student participation, resulting in a passive learning experience for the majority of students. The increase in student numbers also causes an increase in demand for limited resources, such as library facilities, making it more difficult for students to research independently.

Properly implemented, blended learning can address these shortcomings, as will be discussed below.

3.2 Using blended learning to accommodate student diversity

Together with the increase in the student population, the diversity of students at South African law faculties has escalated in recent years. This can be attributed in part to the system of planned expansion of higher education, a policy objective of the 1997 Education White Paper, which had the aim of attracting an increasingly diverse body of students.¹⁷ In addition, one of the main aims of the 2002 New Academic Policy for Programmes and Qualifications in Higher Education¹⁸ was to facilitate a 'broadened social base of learners by supporting a lower common admissions requirement and by facilitating the recognition of prior learning.' The implementation of this policy at the UKZN Law Faculty has resulted in the law student population at the Howard College campus displaying a wide diversity in cultural and socio-economic backgrounds, home languages¹⁹ and prior academic achievement. In these changing circumstances it is therefore imperative to re-evaluate the effectiveness of traditional lectures and, with these class dynamics in mind, to develop appropriate teaching and learning²⁰ methodologies.²¹

The strategic integration of online educational technologies into traditional teaching methods will play a vital role to assist this diverse group of students to cope with the demands of the law syllabus. For example, online lecture notes can contain hypertext links that are colour-coded according to the level of explanation provided. Students can then choose whether to click on these links and receive a more in-depth explanation of the legal material, or to simply read the text as it stands.

17 Education White Paper 3 1997.

18 Council on Higher Education (CHE) 2002: 1-20.

19 Greenbaum 2003: The results of this survey show that out of a sample of 259 undergraduate LLB students, 195 students (71.4 per cent) have English as their home language, 45 respondents (16 per cent) have isiZulu as their first language and the remaining students (12.6 per cent) have either Afrikaans, isiXhosa, Sesotho or Xitshonga as their mother tongues.

20 Council on Higher Education (CHE) 2004: 94 This policy document describes the term "teaching and learning" as, *inter alia*: "all those frameworks and arrangements — at both levels — that support curriculum development for knowledge currency and contextual relevance;...".

21 Grantham 1999: 3.

There are also numerous other challenges facing university students, which include: the pressures that second-language students experience in learning new subject-matter in an unfamiliar environment (such as reading all lecture material in a foreign language); the reluctance to approach a lecturer of a different culture if students are unfamiliar with any customs that may need to be followed; and a perceived power imbalance may exist between students and lecturers who are of a different culture or gender affecting confidence levels.²²

Blended learning approaches may be used to address these challenges in a number of ways. For example, the problem of lack of communication skills experienced by students studying in their second language²³ can be addressed creatively using online learning technology. Bronstein and Hersch²⁴ advocate a team-teaching approach to this dilemma, whereby a language specialist, who understands the language needs of second-language students, is partnered with the subject lecturer, who can then concentrate on teaching the subject matter of the module.

However, where the lecturer-student contact time is already intensive, Hersch's approach will be difficult to implement, especially as, due to the diverse student population, the language abilities of students vary greatly.

Instead of a team-teaching approach, online learning technology could be used to address this problem, by, for instance, creating a system of online hyperlinks explaining complex language construction in context. Those students who require extra instruction in the English language could then follow these links in their own time, without having to attend additional face-to-face lectures. The language specialist could also be consulted on relevant material and exercises to be included in online tutorials for students to complete in their own time.

Also, second-language students, who may feel threatened in face-to-face discussion groups because they are not articulate in the English language, would be able to participate in online class discussions or debates to a greater extent, as they will have time to critically consider their answers and formulate a thoughtful response, perhaps using dictionaries, before posting them. The lines of communication are kept open since the anonymous environment of the e-mail messaging system renders cultural differences null and void. Thus students who lack the confidence to approach an unfamiliar lecturer of another culture, may feel more comfortable using e-mail to communicate.

Online learning technology also lends itself to multi-mode teaching techniques, thereby catering for a wide range of learning styles. A system of 'anchored hypertext'²⁵

22 Hewlett 1996: 24-26.

23 Bronstein & Hersch 1991: 159-160.

24 Bronstein & Hersch 1991: 163.

25 This is a system whereby every hyperlink provided in the text is visibly connected to an original or central source. In this way students are able to follow links freely, according to their own particular learning style, without the frustration of becoming lost in cyberspace, since they can return to the point of origin at any time. The original reason for the exploration is thus kept uppermost in the students' minds.

(proposed by Jones²⁶) can accommodate both holistic and serialistic learning styles by giving both users a certain amount of freedom to explore surrounding information, whilst being tied to an original concept or key concepts, which were chosen at the outset of the learning session.

What will be considered next is the SAQA LLB exit-level outcomes, and how blended learning strategies can be used to achieve these outcomes.

3.3 Using blended learning technology to achieve the SAQA LLB exit-level outcomes

The Higher Education Act, 101 of 1997 requires universities to register their qualifications on the National Qualifications Framework (NQF), which aims to open up learning pathways for all South Africans, depending on their previous formal education, training or work experience. The South African Qualifications Authority Act²⁷ established the South African Qualifications Authority (SAQA) with a mandate to oversee the development and implementation of an NQF. SAQA thus developed a set of key concepts for higher education qualifications to be registered on the NQF.²⁸ In terms of SAQA, 10 exit-level outcomes for the LLB degree are required. In summary, these outcomes are:

1. The student²⁹ must have the ability to understand and analyse fundamental concepts;
2. The student must have the skill to do effective legal research;
3. The student must have the ability to critically evaluate information from a legal perspective;
4. The student must have the ability to communicate effectively;
5. The student must have the ability to solve all kinds of legal problems;
6. The student must be able to work effectively in a group;
7. The student must be computer literate;
8. The student must be able to effectively manage his legal professional activities;
9. The student must have the ability to contribute to the promotion of a just society; and

26 Jones & Scully 1996: 14.

27 South African Qualifications Authority Act 58/1995.

28 Council on Higher Education (CHE) 2004: 96 These concepts are described in this report as follows: "Academic programmes were defined as 'a planned combination of learning outcomes with a defined purpose or purposes'. They must provide qualifying students with 'applied competence' (the ability to put learning outcomes into practice); must open up access routes to additional education and training; and must promote lifelong learning by providing both specific and 'critical cross-field outcomes' (generic skills).

29 The terminology used in the Act is 'learner', but the term 'student' is used throughout this paper to distinguish our focus on university students as opposed to school pupils.

10. The student must acquire the ability to solve legal problems responsibly in a social context.

These exit-level outcomes focus on three broad aspects, namely knowledge, skills and values,³⁰ and blended learning modules must be developed to accommodate all of these outcomes. For example: a knowledge outcome, such as the acquisition of knowledge of current legal issues, may be encouraged by enabling students to access up-to-date information contained in online databases; a skills outcome, such as the acquisition of computer skills, will be a natural by-product of continually working, receiving instruction and communicating in an online environment; and a values outcome, such as the ability to critically assess and compare the relevance of certain legislation against the backdrop of public sentiment can be facilitated by the increased opportunities for communication afforded by on-line chat rooms and e-mail as well as access to vast newspaper databases.

In order to develop a unique blended learning model, the experiences of selected national and international tertiary institutions in integrating traditional and online learning methods will be considered.

3.4 National and international trends in online learning.

This section will begin by discussing online learning trends that are beginning to emerge in South African tertiary institutions. Although many South African institutions are making use of innovative blended learning teaching technology, in this paper the principles that are discussed below are drawn from 5 institutions³¹ which have been chosen because their innovative teaching techniques provide a useful platform for our discussion. Finally, by way of contrast, the blended learning activities of selected foreign tertiary institutions will be considered in some detail.

3.4.1 National trends

Interesting trends in the implementation of online education can be seen in institutions that make use of online learning technology in a blended learning environment. Many universities are now actively investigating these trends at other higher education institutions, so as to find suitable models for sustainable online education. The most important of these trends are: the development of flexible, sustainable online learning programmes; developing an e-learning management team; and conducting training in blended learning and online technology for staff and students.

30 See LLB exit-level outcomes at <http://regqs.saqa.org.za/viewQualification.php?id=22993> (cited 8/10/2005).

31 The Durban Institute of Technology; The University of the Free State; Tshwane University of Technology; Stellenbosch University and The University of Pretoria.

(a) The development of flexible, sustainable online learning programmes

The need for a flexible learning programme to increase access to education for a diverse student population, as well as the national drive towards higher education transformation, are strong motivating factors for South African tertiary institutions to develop online learning programmes.³² This was a primary factor motivating the Centre for Higher Education Development (CHED) at the Durban University of Technology (DUT) to develop an enhanced teaching environment.

The two main models for the implementation of blended learning are *staff development* (training lecturers in the fundamentals of online module development to enable them to design their own modules independently) and *production* (creating a blended module production unit to design modules for lecturers).

For example, the University of Pretoria³³ makes use of the *production* model for the implementation of blended learning modules. A team, comprising a project leader, project manager, lecturer, instructional designer, educational consultant, information specialist and graphic designer in the Department of Telematic Learning and Education Innovation is responsible for designing and developing new online modules.

Individual lecturers are thus only responsible for facilitating and maintaining their own online modules and are required to attend a one-day basic module on web-supported teaching and learning in order to acquire the necessary skills. Optional advanced training modules, however, are also offered, which then allow lecturers to take full responsibility for the design and maintenance of their modules.

However, an institution with limited staffing resources and finances, which aims to create a sustainable online module development strategy must focus on staff development rather than the creation of a blended module production unit.³⁴ In this way, although it might initially be time-consuming, staff could take ownership of their own modules and be empowered to make design changes and carry out essential maintenance when needed. Ultimately all staff members are expected to be responsible for the design, development and maintenance of their own blended learning modules, because as the number of staff members participating in blended learning modules increases, the centralised control of these modules will become cumbersome and ultimately impossible.³⁵

32 Peté 2001: 3. The Durban Institute of Technology (DUT) was formed in 2002 by the merger of Technikon Natal and ML Sultan Technikon (although at the time of implementing its blended learning strategy the merger was pending) and today supports a large culturally and linguistically diverse student population.

33 The University of Pretoria has approximately 1047 modules delivered online, which use the WebCT module management system. See www.up.ac.za/telematic/web_supp.htm (cited 8/10/2005).

34 Peté 2001: 9-10.

35 Both DUT and Free State University have followed the staff development model and provide training and support for staff who are largely responsible for putting their own modules online.

Another example of how the staff development model can be implemented is the Tshwane University of Technology's Department of Telematic Education, which has recently implemented a strategy called the 'Partners at Work Programme'. The programme takes 13 partners (one academic from each of the 11 Faculties and 2 from the satellite campuses)³⁶ who are released from their lecturing duties for one year, in order to design and develop a web-based classroom.³⁷ The University supplies all the necessary hardware and software for the programme, including laptops, and ADSL lines at home. The partners meet weekly, and by the end of the programme will have completed four phases: the design and development of the virtual classroom; implementation of the online module; participation in formal research projects, including a national conference paper and a scientific article; and participation in professional development, including online facilitation and technical skills workshops. The University Library presents a number of training sessions on the programme and covers issues such as journal databases, interlibrary facilities, and intellectual property.

Several universities have also begun to formulate online learning (also called 'e-learning') implementation and management policies to regulate the online learning programmes. For example, the University of the Free State currently has an online policy document for WebCT³⁸ and e-learning (the terms of which are in the process of negotiation), which stipulates that within the next few years, the University plans to have an online presence³⁹ for every module taught.

The University of Stellenbosch⁴⁰ also has a detailed, uniform, top-down approach to implementing online technology across every discipline, in terms of which specific target goals are to be met with specified time periods. In order to facilitate this implementation, lecturers were given funds to develop 'minimum electronic presence'⁴¹ for their module.

(b) Developing an e-learning management team

The e-learning policies developed by various institutions may also define a number of online learning user roles in terms of which detailed responsibilities regarding the creation, administration, maintenance, and use of online modules are clearly spelt out. This can be coordinated and managed by an e-learning management team. For example the University of the Free State has established an e-learning team that is responsible for the following blended learning related activities: management of the e-learning team, lab and project, project co-ordination, instructional design advice, training and WebCT administration.⁴²

36 The Dean from each faculty is asked to nominate one lecturer from the Faculty to take part in the programme. All faculties were included so as to provide as much exposure as possible to the use of technology.

37 The online classrooms comprise, *inter alia*, notes, resources, self assessment questions, animations, multimedia, and video clips.

38 WebCT is a module management software programme.

39 Currently the focus is on each module having a calendar and module guide online.

40 Crocker 2003: 45.

41 This entails each lecturer making their module information and outlines as well as e-mail and bulletin board facilities available online.

42 In this respect, five user roles are defined, namely: administrator, helpdesk, course designer, teaching assistants, and students.

The Department of Telematic Education at the Tshwane University of Technology has also established an e-learning team in the form of five instructional designers who work with the partners on the 'Partners at Work Programme' (discussed in (a) above) as well as with various lecturing staff who are not partners on the programme, but who show an interest in making use of the educational technologies provided by the University. This team is essentially responsible for instructional design, project management, research, training, and marketing and liaison.⁴³

(c) Conducting training in blended learning and online technology for staff and students

Teaching and learning in a blended learning environment is often a new experience for lecturers and students alike. It is therefore essential that both staff and students who will be participating in blended learning modules receive preliminary, as well as ongoing training in the technical and pedagogical issues that are relevant to teaching and learning in such an environment. Many South African tertiary institutions have thus developed staff and students training programmes to cater for these needs.

For example, staff training for blended learning modules at the DUT focuses on the following 4 main areas: *technical skills*; *sound teaching practices*;⁴⁴ *research*; and *mutual support systems*.⁴⁵

- *Technical skills* training is implemented through staff development workshops where lecturers are trained to design and implement their own virtual classrooms on the World Wide Web. These workshops focus on low-end technology, to make it more feasible for academic staff to develop, maintain and ultimately upgrade their own modules.⁴⁶
- To ensure *sound teaching practices* participants are encouraged to examine their current teaching strategies and to adapt them to maximise online interaction (student-student and student-lecturer) and collaboration, so as to prevent students getting lost in cyberspace and to ensure that effective learning takes place.
- Continual *research* into the implementation of the new blended learning teaching and learning methods, and the success or challenges encountered in the process, is essential to ensure that high teaching standards are maintained, ensuring that the statutory LLB exit-level outcomes are achieved.⁴⁷ In this way blended learning modules can be formally evaluated and subjected to a certain degree of peer review.

The DUT research plan uses reflective and participatory action research methods,⁴⁸ in terms of which lecturers plan, act, observe, reflect and formally

43 Crocker 2003: 42.

44 Also termed 'pedagogical principles'.

45 Peté 2001: 6-7.

46 Peté 2001: 11-12.

47 See LLB exit-level outcomes at <http://regqs.saqa.org.za/viewQualification.php?id=22993>.

48 Peté 2001: 11.

report on their progress to fellow participants, using online journals. After receiving feedback from the other members of the group, these journal entries are written up into action research papers. At the end of the year (or cycle) participants present these papers and demonstrate their blended learning modules to new members, after which the papers are published on CHED's open web site. Thus, new staff members receive ongoing research assistance from more experienced blended learning practitioners.

- At DUT, the mutual support system for blended learning practitioners is called The Pioneers Online Project. This project seeks to create a safe environment within which members of the blended learning community can learn, experiment and share successes and challenges with their fellow participants. Once these staff members have developed and implemented a module online, and are confident of their skills in this regard, they are able to provide support, and act as mentors for those staff members who are beginning the process.⁴⁹

At the University of the Free State assistance and training⁵⁰ are provided for all module lecturers, University wide, in the form of: training materials that can be accessed online; and the personal assistance of an online learning administrator and instructional designer.

The University also supports an e-learning interest group for all lecturers involved in or interested in e-learning. Various issues are discussed that might be relevant to teaching in a blended learning environment, such as: online technology; and pedagogy and instructional design for an online environment.

Stellenbosch University, according to Mary Nel,⁵¹ a law lecturer at the University of Stellenbosch, offers regular WebCT training modules at either a 'beginner' or 'advanced' level, through a centralised Uni-Ed department. These modules are run as group, face-to-face sessions, which involve hands-on, practical training during the session and further assistance thereafter if needed. In addition, the Uni-Ed department offers full trouble-shooting support to lecturers who have encountered a particular problem or require further information to run the online component of their modules effectively.

The University of Pretoria, on the other hand provides limited training for lecturers initially, since it employs the production model of online learning implementation (discussed in (a) above) but then offers an advanced training programme for those lecturers wishing to move away from this model and take control of their blended learning modules. The University also provides training sessions for student assistants from various academic departments who are appointed to maintain academic web sites and update online modules.⁵²

49 Mari Peté writes that: '[T]here was a strong emphasis on collaboration and support systems for and amongst the pioneers' and that '[i]his cascading staff development project's emphasis was on gradually building capacity, namely lecturer expertise, communication and support systems, an infrastructure and resources.' Peté 2001: 12.

50 Training is provided on *inter alia*: WebCT; pedagogy for online learning; and the Web design programme Dreamweaver.

51 Crocker 2003: 45.

52 See www.up.ac.za/telematic/websupp.htm (cited 8/10/2005).

Many of these national trends are reflected in the blended learning practices of a number of international higher education institutions.

3.4.2 International Trends

Recommendations emanating from a Report of the National Committee of Inquiry into Higher Education (hereinafter referred to as the Dearing Report),⁵³ which are pertinent to this study are summarised below. In addition, specific examples of how certain foreign institutions are using online technology, to varying degrees, in their module delivery methods, are set out below.

(a) Recommendations of the Dearing Report (1997)

The Dearing Report was submitted by the National Committee to the Secretaries of State for Education and Employment, Wales, Scotland and Northern Ireland in July 1997. It includes recommendations on how the purposes, shape, structure, size and funding of higher education, including support for students, should develop to meet the needs of the United Kingdom over the following 20 years, to 2020.

Chapter 13 of the Dearing Report, dealing with Communications and Information Technology (C&IT), emphasizes the importance of technology in higher education in the United Kingdom. The report outcomes state that the innovative use of online technology will improve the flexibility and effectiveness of higher education, as well as maintain the quality of higher education, despite financial constraints and increasing student numbers. In addition higher education institutions will need to provide students with a permanent network linkage to their learning environments since the majority of students have come to expect this from the institution at which they are studying.⁵⁴ This section of the report concludes as follows:

While the effective adoption of C&IT in higher education requires appropriate technology, adequate resources and staff development, success depends on the effective management of change. The development and implementation of an integrated C&IT strategy will be one of the main challenges facing managers of higher education institutions.⁵⁵

Many of these recommendations are reflected in the online teaching methodologies currently used in the blended learning activities at a number of foreign higher education institutions, which will now be considered.

(b) IOLIS:⁵⁶ University of Warwick, United Kingdom

Iolis courseware is a CD ROM produced by the Law Courseware Consortium at Warwick University, with the support of all law schools in the United Kingdom (UK), with over 80 law professors nationwide who contribute as authors. It is

53 Dearing 1997. See <http://www.leeds.ac.uk/educol/ncihe> (cited 10/03/06).

54 Dearing 1997: 39.

55 Dearing 1997: 43.

56 The term 'IOLIS' is not an acronym for anything — it is a word invented by the creators of the IOLIS CD ROM at Warwick University.

a highly developed learning resource which has been designed to be used in conjunction with traditional teaching and learning strategies.

The creators of the *Iolis* CD-ROM courseware emphasise that this online learning technology should not be used to replace traditional face-to-face teaching methods, but to augment these methods. In this way, the benefits⁵⁷ of this innovative technology can be utilised to their full extent, without in any way detracting from the numerous advantages⁵⁸ of personalised lecturer-student contact.

Iolis contains multimedia learning materials covering the UK LLB degree modules, which are updated twice yearly.⁵⁹ Paliwala⁶⁰ describes the courseware as containing:

90 workbooks containing over 200 hours of hypermedia information and interactive exercises; a hypertext resource book with the full text of nearly 2000 relevant legal items (cases, statutes and articles), a legal dictionary and a legal bibliography; a scrapbook (notes) facility which enables students to save text to a file and add their own notes; and a comment facility for lecturers to engage students in discussion.

The *Iolis* comprehensive resource database and system of workbooks would appear to be the ideal law learning tool, but the time, cost and technical expertise required to create an *Iolis* equivalent for South Africa will make it difficult to implement in the short to medium term. Many of the *Iolis* features can, however, be incorporated in the design of online law modules which can currently be created on local module management systems.⁶¹

(c) Glasgow Graduate School of Law (GGSL): Diploma in Legal Practice

Maharg and Paliwala⁶² describe an experiment in resource-based learning undertaken at the GGSL in which an online resource-base was created that was not given to the students overtly but which they were required to discover themselves. This was an attempt to simulate legal practice where students need to construct the problem before they can begin to solve it.

In this project, students were divided into 'firms' of four students each (46 firms in all), each with a virtual office using Microsoft Outlook: they could e-mail each other, use task organisers or to-do lists, consult project resource pages or their own document directories, calendars, Frequently Asked Questions lists and discussion forums. Half the students represented the claimant (an employee

57 For example online communication tools, such as e-mail and bulletin boards, that facilitate collaborative learning.

58 For example small group tutorial discussion sessions, which encourage critical, analytical thought.

59 Grantham 1999: 4.

60 Paliwala 1999: 7.

61 Such as the OLS module management system offered at the University of KwaZulu-Natal, Howard College campus from 2004, or the WebCT module management system (see www.webct.com).

62 Paliwala 1999:7.

injured at work), while the other half were the insurer's solicitors. Twenty-three different scenarios were used, all based on a similar set of facts, but with important variables.

The resources that were given to the students up front were the initial documents, useful Web sites and the discussion forum. In addition, tutors played the part of various *personae* who lived in a fictional town called Ardcalloch. If requested correctly they would provide information (such as specialist reports, photographs of the workplace where the accident took place and the machines involved) by e-mail with attachments. The town was represented by a zoomable map, photographs and a business directory giving access to firm and institution Web sites.

An introductory lecture and a feedback lecture supported the process but the emphasis of the project was on independent, collaborative work. The legal issues to be researched included the identification of significant facts, liability, quantum and contributory negligence. One of the main skills outcomes of the project was for the students to develop a professional voice in legal communications.

(d) University of Sydney, Australia⁶³

The Law Faculty, University of Sydney, introduced WebCT as a teaching tool in 2003, and it is now compulsory for every module that is taught in the University to have a WebCT site. The University has a 'Major Projects Group' that manages the use of WebCT University-wide. This team is responsible for training lecturers and support staff for the entire university. The WebCT training consists of a 10-hour introduction to the software, and access to a help desk, which provides support thereafter.

A WebCT teaching assistant, who is employed in an administrative capacity, is dedicated to providing in-house technical and online learning support for lecturers and students in the Law Faculty. Teaching duties of the assistant include the holding of compulsory introductory lectures at the beginning of each semester for undergraduate and postgraduate students so as to familiarise new WebCT users with the software. The teaching assistant attends all new training sessions related to online learning, and thereafter offers specialised, individualised support for the Law Faculty staff.

3.5 The necessity for relevant computer skills training for lecturers and students

Many academic staff and students lack basic and advanced computer skills.⁶⁴ As the online learning component of blended learning requires a basic level of computer competency in order to operate the technology, these skills must first be acquired in order to participate in blended learning modules in a meaningful way.⁶⁵ In addition, lecturers must acquire more advanced computer skills to enable them to develop, implement and maintain a module using online technology.

63 Crocker 2003: 50.

64 Crocker: 2003: 107-127, 142-148.

65 Students who lack computer skills may find it difficult to focus on the actual subject matter of the module, thereby negating any benefit that blended learning may offer.

To ensure the seamless integration of online learning into the blended learning model, students and lecturers should have easy access to an information database, providing step-by-step guidance on operating the online technology, and with tutorial exercises to practice the various online features. This information should be free of any technical jargon so as not to place a further burden on the participants.

Taking into account the 5 factors discussed above, the next step is to develop a strategy for the integration of online learning technology into traditional law modules in order to create an effective blended learning approach.

4. A strategy to implement a system of blended learning in South African law faculties

The objective of the strategy is to develop a sustainable programme for the incremental introduction of Internet-based technology into law modules. This strategy should be implemented, in a manner that is both practical and sustainable, by means of a carefully thought-out management plan. Before considering a management plan in detail, an overview of the blended learning strategy will be given.

4.1 Overview of the blended learning strategy

Before implementing a blended learning strategy the process must be carefully planned. A suggested methodology is to implement the blended learning strategy in the form of a series of cycles, with each cycle taking one year to complete. Each year-long 'cycle', begins in the first semester of the year and is implemented on an action research approach (i.e. 'plan - act - observe'): first, the lecturers who are participating in the process formulate a *plan* for the implementation of their individual blended learning modules. This plan should take into account each of the 5 issues outlined in 3 above. Second, the lecturers *act* on this plan and *observe* the effects, documenting the successes and failures in an online journal, which other members of the group can read and reflect on. There should be continuous reflection on the progress of the new blended learning modules at lecturers' forums held throughout the academic year. The first cycle culminates in a final lecturers' forum at the end of the year. The new group of lecturers, who are to participate in the second cycle, must then be invited to share in the thoughts and experiences of the first group. In this way the second group of lecturers participating in the process benefit from the first group's experiences.

The second cycle will then begin in the first semester of the following year, with the new group of lecturers formulating a blended learning plan to put into action along the lines discussed above. The group of lecturers from the previous cycle then formulate a revised plan to continue the action research process. In the second cycle the first group of lecturers act as mentors for the new group of lecturers, and provide support and advice when needed.

The management of the blended learning strategy plan will now be considered in some detail.

4.2 Managing the blended learning strategy

The implementation of this strategy should be under the direction of a blended learning project manager.

The initial development, administration and implementation of the project can be handled by the project manager alone, however, as the number of participants (staff and students) increase, so the administrative, technical and teaching duties will increase. At this stage it will then become necessary to create a blended learning implementation team to provide staff with instructional design and development and to co-ordinate the integration of technology into the curriculum.⁶⁶

Ultimately this team should ideally comprise three staff members, each with complementary competencies. A proposed composition of the team would be:

- A *project manager*, who would have sufficient technological expertise to fulfil the function of an instructional designer, and who must also have a fair amount of legal teaching experience. This person would be responsible for the overall control of the blended learning project, including guidance to staff members on online design, and would have the additional duties of training staff and students in the necessary software and blended learning skills. The instructional designer would also ensure that he or she remains up to date with advancements in online learning technology;
- A *computer technician* to provide specialised, ongoing technical support for lecturers, such as computer upgrades; the implementation of advanced online facilities customised for individual modules, and the initial design and implementation of multimedia presentations; and
- An *administrative assistant* to deal with all administrative tasks, and queries by staff and students, and whose duties will include the registration of online modules with the institution's Information Technology Division each semester, late registrations, and the printing and distribution of blended learning module materials for students and staff.

The duties of the blended learning team will be:⁶⁷

1. Determining an appropriate *staff development model*;
2. Conducting various blended learning and computer skills *training modules for lecturers*, with appropriate online and blended learning module materials;
3. Conducting *training* in online technology for *students*, with appropriate online learning materials;
4. Providing *ongoing blended learning and software support*;
5. Establishing a committed blended learning *community*;
6. Establishing a system of blended learning *module review and evaluation* and overseeing the implementation of *appropriate changes*.

66 Lazenby 2000: Chapter 4.

67 Laurillard 1993: 244-253.

Each of these 6 duties will now be discussed in more detail:

4.2.1 Determining an appropriate staff development model

When considering the sustainability of a blended learning strategy, a choice must be made between two possible models of blended learning module development. These are, the centralised production-unit model, and the individualised staff-controlled model.

The essential difference between these 2 models is the centralised control of all blended learning modules by dedicated blended learning specialists⁶⁸ (the production unit model), in contrast with the control of blended learning modules by individual staff members (the individualised staff-controlled model).

Both models have their merits and shortcomings. The production unit model has many advantages. For example, this model presupposes that the design, implementation and maintenance of all technical aspects of blended learning modules will be undertaken by the same blended learning team, experienced in the creation of online learning modules. This uniform approach will ensure the efficient production of a professional, user-friendly end-product.⁶⁹

The centralised control of all modules would also make it a relatively simple task to put systems in place to monitor the pedagogical quality of the modules in a holistic manner, making it easier to adhere to strict quality control regulations.

In addition, many lecturers, who are not skilled in technology and online design would need to acquire these skills before attempting to design their own blended learning module. However time constraints caused by full lecture loads and other faculty commitments could make this impractical, and an instructional design team could lighten the load of these lecturers by handling all technical and design aspects of the blended learning module.⁷⁰

However, one of the disadvantages of the production unit model, is that institutional financial constraints may make the implementation of the production unit model impracticable. This is because the model requires a fairly intensive capital outlay in order to employ a team of experienced technicians, instructional designers, who will be responsible for the technical design, implementation and sustained maintenance of the blended learning modules. Another disadvantage of this model is that lecturers may feel a lack of control over their module, and if the blended learning design team is not run with the utmost efficiency this could cause serious delays with the initial setting-up of blended learning modules, as well as with the ongoing maintenance of the modules.⁷¹

On the other hand, presuming that faculty staff are willing to spend the requisite time and energy, the individualised *staff-controlled model* would empower

68 These specialists should not have onerous teaching duties and their sole responsibility should be to control the blended learning function.

69 Crocker 2003:42.

70 Crocker 2003:42.

71 Peté 2001:14.

lecturers to take ownership of their own modules and to be responsible for the efficient design, implementation and maintenance of the module. The ongoing technical training that staff would require to implement this model would vastly increase the technical skills of faculty staff and would negate the need for a specialised instructional design team dedicated to the creation and maintenance of faculty blended learning modules. Instead, this team could be used to provide technical and pedagogical training and ongoing technical support and troubleshooting for faculty staff members.⁷²

Perhaps a compromise between the two models could be reached. The initial set-up and implementation of the blended learning models could be undertaken by the blended learning instructional design team but, with ongoing training in various technical and pedagogical aspects of blended learning, these responsibilities could gradually be taken on by the lecturers. In time the lecturers would then become wholly responsible for any further design changes and maintenance of their blended learning modules.

4.2.2 Blended learning and computer skills training modules for lecturers

A comprehensive staff training and development programme on blended learning theory and practice, and relevant computer skills, are essential for an effective blended learning strategy.⁷³

This strategy should provide for an ongoing series of staff development workshops, focusing on the specific university's online module management courseware,⁷⁴ and training in those computer skills necessary to support the blended learning function.⁷⁵ These training programmes should be customised for individual staff members in the relevant academic department, taking into account the specific requirements of that discipline.⁷⁶

The project manager will also be responsible for monitoring the latest innovations in blended learning theory and practice, and ensuring that these innovations are integrating into the blended learning modules of the institution. This research will then be presented to relevant staff members in the form of seminars, workshops and published papers. For example, Lazenby⁷⁷ describes how to experiment with new online learning technologies, using innovative ways of employing them in the teaching, learning and research processes.

72 Peté 2001:15.

73 Burridge, Hinett, Paliwala & Varnava (eds) 2002: 81, 99.

74 Various online module management systems are available, of which WebCT and Blackboard are well known commercial systems. However, many institutions are developing their own systems using open source materials. For example the University of KwaZulu-Natal has developed a module management system, using an open-source based system called the Open Learning System (OLS), which is provided free of charge to students and staff.

75 Peté 2001: 11.

76 Palmer, Crocker & Kidd 2003: Part B, 87-160.

77 Lazenby 2000: Chapter 4.

Also, appropriate blended learning module materials should be made available both in hard copy and online to provide guidance on topics covered in the training sessions. From time to time additional material should also be available to staff, advising them of recent innovations in online teaching and learning. It is also the function of the project team to create and produce dedicated training materials where these are not available from other sources.

4.2.3 Computer skills training modules for students

Before commencing study on blended learning modules, students should attend workshops to familiarise them with the specialised knowledge required to work in a blended learning environment. However, because of the inevitable range of prior information technology experience amongst students, Peter Clinch⁷⁸ recommends carrying out an information technology skills audit amongst students. Students will then be streamed according to their computer and online proficiencies. Appropriate materials should be made available both in hard copy and online to provide guidance on topics covered in these workshops.

The pre-module student workshop should cover the following:

- *Basic computer skills:* (e.g. computer terminology and navigation; Windows Operating Systems, computer file management and basic word-processing)⁷⁹
- *Basic online software and Internet skills:* (e.g. module management programmes like WebCT or OLS; E-mail programmes like GroupWise or Outlook Express; and various other Internet tools such as bulletin boards and chat rooms)
- *Time management and self-discipline:* Since the online learning environment presupposes a level of sustained application by students in order to achieve the desired outcomes, training on time management and self-discipline should be included in the module. This will refer students to a year-planner included in the module design so as to guide the students in maintaining regular study patterns;⁸⁰
- *Skills to evaluate educational resources:* Students must be trained on how to evaluate resources on the Internet. For example, Professor Barnes of the University of Toledo⁸¹ suggests that when considering the educational value of a resource on the Internet, one should take a number of factors into account, such as the source (e.g. by looking at the address), the author, the organisation of the site and the content of the site. Other important factors, which could form part of an evaluation checklist, include the credibility, accuracy, reasonableness and support of an online resource.⁸²

78 Clinch 1999: 11.

79 Palmer, Crocker & Kidd 2003: Part B, 87-136.

80 Palmer, Crocker & Kidd 2003: Part D, 249-259.

81 Barnes 2003: <http://writingcenter.utoledo.edu> (cited 8/10/2005).

82 Ryan, Scott, Freeman & Patel 2000: 96, also see the WWW Virtual Library site, www.vuw.ac.nz/~agsmith/evaln/evaln.htm (cited 8/10/2005).

4.2.4 Providing ongoing blended learning and software support

The blended learning project team must ensure that blended learning and software support is available to students and staff at all times. Whenever possible, initial support should be personal and hands-on, allowing the lecturer to attend to the query whilst under the supervision of a team member. As the implementation of the blended learning strategy progresses, personal support by members of the project team should be continued. The need for individualised support should, however, decrease as lecturers and students become more competent in the required skills.⁸³

The reporting and rectifying of technical computer problems should be co-ordinated by the computer technician who is a member of the project team. In addition to liaising with the university's information technology department to resolve more complicated technical problems, the team's computer technician must also develop simple online or printed guides for distribution to staff and students for the self-rectification of common technical problems. (e.g. the installation of software upgrades).

4.2.5 Establishing a committed blended learning community

An important objective of the blended learning project is to develop a community of staff members committed to technological innovation in legal education and creating a sustainable environment for blended learning at the institution. One way of nurturing this community is to establish a support forum, at which lecturers involved in the blended learning project meet periodically to share experiences, insights and innovations. At DUT, the success of the Pioneers Online Project can be attributed, in part, to the strong community spirit among the participants in the project, which is nurtured throughout the programme. In the Pioneers Programme, lecturers enter the programme as strangers with little or no knowledge of online technology, and leave as members of a close blended learning community.⁸⁴

This committed community will extend to the law librarians, with whom the blended learning project manager will work closely in order to keep up-to-date with electronic information databases and software currently subscribed to by the Law School. This information will be regularly disseminated to the Law School staff, along with appropriate training on the use of this technology so that, where relevant, it can be implemented into blended learning modules or used in research. In addition, the project manager will continually keep the law librarians informed of new developments he comes across that the librarians may consider incorporating into the law library systems.

83 Crocker 2003: 12.

84 Peté 2001: 11.

4.2.6 Establishing a system of blended learning *module review and evaluation*

A system must be implemented to ensure a continual process of evaluating and reviewing blended learning modules.⁸⁵

To assist in this objective, online evaluation forms for the evaluation of lecturers and modules should be included on the module Web site. These evaluation forms can be completed by both students who attend the relevant modules, as well as by other lecturers for peer review purposes. The technical online aspects of the blended learning module (i.e. the Website itself) should also be regularly evaluated by users (lecturers and students) and by technical support staff, to ensure a process of continual technical innovation and improvement. King⁸⁶ recommends that the following types of questions be included for Web site evaluation:

- Is the Web site easy to use?
- Is the content on the Web site relevant to the module topics and outcomes?
- Are related links included on the Web site relevant to the module topics and outcomes and do they assist in research?
- Is the Web site comprehensive?
- Does the Web site foster student interaction?
- Does the Web site facilitate feedback on submitted work?
- Does the content and do related links on the Web site promote critical thinking skills?
- Does the Web site encourage reflection?
- Does the Web site provide self-assessment tools?

Once the blended learning module has been reviewed and evaluated, appropriate solutions to the problem areas identified must be discussed for implementation. Input must be sought from lecturers, students and the technical support staff, under the guidance of the project manager to then decide on an implementation plan for the suggested solution. At the beginning of each new cycle,⁸⁷ the plan decided upon will then be implemented.

If this process of evaluation and review is carried out meticulously and regularly on completion of each module, it will enable lecturers to monitor the effectiveness of the technology used in the module, as well as holistically, when used in combination with the traditional face-to-face sections of the module. More importantly it will assist with blended learning module quality control to ensure that students are benefiting from learning in an interesting, challenging online environment that is both pedagogically and technically sound.

85 Lazenby 2000: Chapter 4.

86 King 1998: 4.

87 The length of a cycle will depend on the type of module offered: thus one cycle could be a month, a quarter, a semester or even a full academic year.

5. Conclusion

The introduction of blended learning⁸⁸ in South African law faculties is imperative to maintain the highest quality of tertiary education possible. On a micro level, blended learning modules, which are enhanced by online technology, can help achieve educational equity by individualising cognitive aspects of study materials. On a macro level the introduction of online technology, bringing with it a host of educational advancements, will facilitate a move to engage in a competitive global market.

The success of implementing a blended learning approach to legal teaching in South African law faculties, however, will depend on a carefully designed strategy to ensure that a number of crucial issues are addressed. These issues — accommodating an increasing and diverse student population; achieving SAQA exit-level outcomes; ensuring an appropriate level of computer skills; and taking trends in blended learning into account — require the development of a detailed implementation strategy.

Thus the objective of the implementation strategy will be to develop a sustainable programme for the incremental introduction of Internet-based technology into law modules. If the strategy is to be implemented in a manner that is both practical and sustainable, it must be driven by a project management team according to a comprehensive management plan. The team should consist of at least a project manager who is also an instructional designer, a computer support technician and an administrative assistant. Essential elements of the management plan should include an extensive staff training and development programme; the provision of student workshops; and finally a system of ensuring appropriate module review and evaluation.

The overall objective then, is to achieve a sustainable model for the medium- and long-term implementation of blended learning, ensuring that this mode of learning becomes accepted as an integral part of the system of legal education in the institution.

88 For a detailed discussion on the advantages offered by blended learning as a “mix of old and new best practices in education”, see http://www.et.ethz.ch/webseiten/et/pdf/icnee_proceedings.pdf (cited 8/10/2005).

Bibliography

BARNES R

2003 Evaluating WWW resources, <http://writingcenter.utoledo.edu>.

BRONSTEIN V AND HERSCH J

1991. Teaching law as a second language in a second language. *South African Law Journal* 108(1): 159-166.

BURRIDGE R, HINETT K, PALIWALA A AND VARNAVA T (eds)

2002. *Effective learning and teaching in law*. London: RoutledgeFalmer.

CLINCH P

1999. *Teaching legal research: guidance notes*. Cardiff University.

COUNCIL ON HIGHER EDUCATION (CHE)

2002. A new academic policy for programmes and qualifications in higher education, <http://www.polity.org.za/html/govdocs/reports/education/universities/policy/preface.htm>.

2004. South African higher education in the first decade of democracy, <http://www.che.ac.za/documents/d000081/index.php>.

CROCKER AD

2003. The practical considerations of implementing online learning technology at the Howard College School of Law, University of Natal, Durban, using the Legal Method module [DLA2LGM] as a case study, in order to develop an appropriate strategy for its implementation. LLM Masters Thesis. University of KwaZulu-Natal.

DEARING R, SIR

1997. Report of the National Committee of Inquiry into Higher Education (The Dearing Report).

DEPARTMENT OF EDUCATION/DEPARTMENT OF LABOUR CONSULTATIVE DOCUMENT

2003. An Interdependent National Qualifications Framework System.

EDUCATION WHITE PAPER 3

1997. A Programme for the Transformation of Higher Education, Government Gazette No. 18207, 15 August 1997, <http://www.gov.za/whitepaper/1997>.

GRANTHAM D

1999. IOLISplus — Extending the Electronic Learning Environment. *JILT* 1: 3.

GREENBAUM LA

2003. Creating a caring and student-supportive learning environment in a South African law school: identifying and addressing issues of concern as well as aspects of student satisfaction: preliminary observations (unpublished paper: University of KwaZulu-Natal)

HEWLETT L

1996. How can you “discuss” alone?: academic literacy in a South African context. In D Baker, J Clay & C Fox, *Challenging ways of knowing in English, Maths and Science*. London: Falmer Press.

JONES R AND SCULLY J

1996. Hypertext within legal education. *JILT* (2), http://www2.warwick.ac.uk/fac/soc/law/elj/jilt/1996_2/jones.

KING K P

1998. Course development on the world wide web. In B Cahoon (ed.) *Adult learning and the Internet, new directions for adult and continuing education sourcebook, No. 78* (pp. 25-33). San Francisco : Jossey-Bass.

LAURILLARD D

1993. *Rethinking university teaching: a framework for the effective use of educational technology*. London: Routledge.

LAZENBY K

2000. Technology and educational innovation: a case study of the virtual campus of the University of Pretoria. Unpublished doctoral thesis: University of Pretoria, <http://upetd.up.ac.za/thesis/available/etd-03172003-094954>.

MOORE M AND KEARSLEY G

1996. *Distance education: a systems view*. California: Wadsworth Publishing Company.

PALIWALA A

1999. Learning in cyberspace *Journal of Information Law and Technology* 3: 12-20.

2002. Space, time and (e)motions of learning. In R Burrige, K Hinett, A Paliwala and T Varnava (eds), *Effective learning and teaching in law*. London: RoutledgeFalmer.

PALMER R, CROCKER A AND KIDD M

2003. *Becoming a lawyer: fundamental skills for law students*. Durban: Lexis-Nexis Butterworths.

PETÉ M

2001. Online education practice — a dual track balancing act. Conference proceeding of Ed Media 2001 World Conference on Educational Multimedia, Hypermedia & Telecommunications. Association for the Advancement of Computing in Education (AACE). Norfolk, VA, USA. 1489-1494.

PILLAY R AND MACFARLANE D

2001. The multiple modes of learning. *Mail and Guardian*, August 15.

RYAN S *et al.*

2000. *The virtual university: the Internet and resource-based learning*. London: Kogan Page.

WHITE PAPER ON E-EDUCATION

2004. Transforming learning and teaching through information and communication technologies (ICTs): Government Gazette No. 26734, 26 August 2004, <http://www.info.gov.za/gazette/whitepaper/2004/26734.pdf>.