

## **Evaluation of the UKCLE Conference January 2010 – Final**

### Summary of responses, by question<sup>1</sup>

#### *2.1 In deciding to attend, what did you hope to gain from attending the 2010 conference?*

Responses were enormously varied. By far the two most frequently mentioned reasons for attending were to learn about developments in teaching and learning in Law and to network.

#### *2.2 Did you realize these hoped-for gains?*

Twenty seven did so without reservation, five with some reservations, two responded 'not really'.

#### *2.3 Did attending the conference bring you any unintended or unexpected benefits?*

Twenty one responded positively, some with examples. Fourteen said 'no' or 'not really'

#### *3 What one, two or three particularly valuable ideas about any aspect of teaching law did you take away from the conference?*

Again, responses were enormously varied. Forty-four instances of ideas were mentioned. The great majority were specific ideas about curriculum, learning and teaching; a few were concerned with policy and context. Two found it difficult to answer the questions so long after the conference.

#### *4 (How) have you used these ideas in your teaching?*

Thirty-two instances of use were described, some very specific. There were also references to discussion with colleagues and 'thinking about it'.

#### *5 If applicable - how may you use these ideas in the future?*

Twenty reported plans, again some specific, again with some 'thinking about it'.

#### *6 How could the 2011 conference be more helpful than the 2010 conference in helping law lecturers to develop their teaching?*

A great variety of constructive suggestions was made. No common themes emerged. Many of the suggestions could be implemented without undue effort.

#### *7 What else would you like to say about the Learning in Law Annual Conference?*

There were some 34 positive comments, 10 ideas for future change and 4 critical comments.

### Summary of responses, by theme and topic

The most frequently mentioned themes or topics of interest to conference participants were networking with colleagues, with 14 mentions, and development and teaching, with 13 mentions.

Other topics receiving more than one mention included critical thinking (7), technology (6), good/best practice (5), new ways of teaching (3), social justice (3) and Islamic Law (2)<sup>2</sup>.

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<sup>1</sup> Thirty six responded. Some respondents made more than one response to one or more questions. Others did not respond to all questions. Some of these counts are approximate and / or involve interpretation of responses.

<sup>2</sup> As some respondents referred to topics of particular interest to them more than once, only one mention per respondent has been counted.

There was enthusiasm for more about development and teaching in future conferences, and for student participation.

### Analysis of workshops

It had been intended to undertake some evaluation of individual sessions at the conference by analysis of the session materials on the conference website. In practice, this did not prove possible. The materials were, perhaps understandably, very heavily weighted towards content, with little indication of how participants in the session would be given the opportunity to engage with this content beyond final discussion and questions.

There were clear exceptions, for example a session described as a discussion forum, and a clearly very engaging workshop 'in which participants explored their past, present and future academic careers to help aspiring and new law teachers learn the secrets of success in the legal academy'. This evaluation does not conclude that workshops were insufficiently interactive, simply that the information available does not enable a reliable judgment to be made.

### Evaluator's comments

Respondent numbers are too small to give confidence in the numbers. Even allowing for this, the overall message is positive. The conference and its participants are both achieving a good proportion of their goals. Participants are using ideas they learn at the conference, and benefiting from the networking and contacts. Many implementable suggestions to enrich the conference for a wider range of users are made by respondents.

### Recommendations for future conferences and their evaluation

There is clearly strong and sustained interest from participants in learning and teaching of Law. 'Teaching' as a conference topic should continue to be defined very broadly, to include programme, course and module design; the planning of student learning activities; systems and methods for enabling students to receive frequent high-quality and usable feedback on their work; summative assessment; the development, selection and use of resources to support student learning; the nature and development of student employability; indeed the whole panoply of activities which are used to support student learning in Law. I do not know whether this is part of current practice, but the conference planning team may wish to consider being proactive in encouraging submissions in teaching topics on which they feel are receiving insufficient attention. National Student Survey results may provide some guidance here, particularly as NSS is a theme for 2011.

Legal education clearly occurs in a wide range of professional, vocational, disciplinary, institutional, ethical, economic and other contexts. Where issues from these various are considered in conference sessions, it is important that conference participants have good opportunity to explore the implications of these issues for their own work as a teacher of Law.

There is always a tension in conference design between allowing maximum opportunity for participants to present, presenting sometimes being a pre-requisite of receiving institutional funding to attend, and informal networking time, which, from this evaluation, is clearly highly valued by participants. The greater use of, for example, discussion sessions; backed by papers which have been written by participants and accepted by the conference; may be one way to resolve this tension.

The number and intensity of the competing demands on the time and attention of law teachers will only continue to grow. This has implications for the planning of the conference, including:

- It may be appropriate to encourage sessions which pay explicit attention to learning and teaching methods which, as well as educationally effective, are also demonstrably more efficient. Efficient here implies making efficient use of staff time. It also implies making good

use of students' time, which is also becoming increasingly pressured through their growing need to undertake paid employment while studying.

- It is important to make it as easy as possible for participants to take away ideas, practices and even resources which they can apply reasonably quickly in their own setting. It is good use of participant's time during a conference session to plan, and discuss with other participants, how they may be able to adopt or adapt in their own setting ideas and practices presented. This needs to be planned into a session, and considerable time allocated to it, rather than it being glued on at the end, where it may be squeezed out again by the speaker's wish to say just a few more things. This approach could be enacted through means including the call for sessions; the refereeing process for sessions; guidance for participants on what they can expect from conference sessions; and session chairing.

The evaluation of future conferences should give further attention to the higher levels of the Academy Evaluation Framework. The evaluation process for the 2010 conference gave some indication of level 2 responses, reactions to the conference, although there were clearly difficulties in collecting such data. The current survey explicitly addressed level 4, learning from the conference, and level 5, applying the learning, although the time interval between the event and the evaluation reduced the quantity and perhaps also the quality of the data obtained.

Items 1 to 5 of the Subject Centre Evaluation Toolkit originally, prepared for the Stem Subject Centres and shortly to be available on Jorum, together suggest an evaluation strategy for future UKCLE conferences. Building on these, a few particular suggestions can be made:

- Facilitators should, at a minimum, be strongly encouraged to say something about what participants may get out of a session, about how participants may use the session, accepting that these are conference sessions and not training workshops.
- Facilitators should also be encouraged to design and run sessions which give participants at a maximum opportunity to engage with, test, explore and discuss with others how they might use, ideas from the session. Such sessions will be livelier and more productive.
- It may be worth evaluating session by session. Perhaps just two questions; "What are the most important ideas that you taking away from this session?" and "How may you use these ideas in your work?"

If this felt a bit much, participants could be encouraged to respond to, say three sessions of their choosing during the conference. Reminders may be needed.

This procedure should be announced in the Conference Handbook, emphasised in the conference welcome, and reinforced by each session leader. The procedure should be described, truthfully, as a way to help participants to get more out of the conference as well as a source of valuable feedback for UKCLE.

Session leaders would have to allow time for this – 3 / 4 minutes will suffice. They should strongly encourage participants to respond. A persuasive member of UKCLE staff at the exit to the room might collect responses. Or a prominent box should be provided. Perhaps alongside a tray of mints – 'a mint for your thoughts'? It is OK to be a little light-hearted.

Respondents giving their e-mail address could be entered into a draw. They could also, with their permission (given via a box ticked), be followed up a few months later, to see how they have used the idea from the workshop. The follow-up e-mail could ask two questions: "You said at the end of the session of the most important ideas you taking away work were ..... and ..... (1) How have you used these ideas in your practice? (2) What effects have you seen on student learning?" This approach should bring maximum return on minimum effort.

## The survey (administered via SurveyMonkey)

### 1. UKCLE would welcome a few minutes of your help

Please help UKCLE to improve the Learning in Law Annual Conference (hereafter, simply 'the conference'). Answering these questions should take you less than ten minutes.

Your responses will not be attributed to you.

If you respond, and tell us your email address, and if you wish, we shall enter you into a draw for a free place at the conference in 2011 (attendance only - not including cost of accommodation).

Thank you.

David Baume

External evaluator

for UKCLE

### 2. Learning in Law Annual Conference 2010 - reasons and benefits

1. In deciding to attend, what did you hope to gain from attending the 2010 conference?
2. Did you realize these hoped-for gains?
3. Did attending the conference bring you any unintended or unexpected benefits?

### 3. What did you learn from the 2010 Learning in Law Annual Conference?

We hope that you enjoyed and found value in the 2010 conference.

What one, two or three particularly valuable ideas about any aspect of teaching law did you take away from the conference?

1. Idea 1
2. Idea 2
3. Idea 3

### 4. Using these ideas in your teaching

(How) have you used these ideas in your teaching?

(You can skip back to the previous page to check your answers there - use the Prev button below)

1. Idea 1
2. Idea 2
3. Idea 3

### 5. Using these ideas in the future

If applicable - how may you use these ideas in the future?

(Again, you can skip back to earlier pages to check your answers there - use the Prev button below)

1. Idea 1
2. Idea 2
3. Idea 3

### 6. Learning in Law Annual Conference 2011

1. How could the 2011 conference be more helpful than the 2010 conference in helping law lecturers to develop their teaching?
2. What else would you like to say about the Learning in Law Annual Conference?
3. Would you like to be entered into a draw for a free place at the 2011 conference? (Conference fee only - offer does not include accommodation)
4. What is your email address? (We will only use this to notify you if you have won the draw.)

### 7. Thank you

Your answers will help us to evaluate the impact of the 2010 annual conference and to improve future conferences

Responses:2.1 In deciding to attend, what did you hope to gain from attending the 2010 conference?

Learning more about the teaching of law in other institutions

Intellectual stimulation

Improvement of students learning ability

An understanding of the development in legal education in the HE environment, current best practice, new innovations across the UK, and the broader legal teaching community, and a chance to interact and network with new colleagues.

An appreciation of the issues and concerns being addressed by law providers and to catch up with some contacts at other providers

Improvement of students' learning ability

I hoped to find out more about technology-assisted learning, which featured heavily on the programme. I also wished a sense of where HE is going.

Networking and update on latest developments in legal education

To find out about developments in teaching and learning in law

Present a further innovation in a Critical module , and attempt an innovation in the presentation.

new knowledge and ideas; contacts

meeting other law teachers, gaining new ideas for learning and teaching methods

Networking

Knowledge of current debates in legal education and networking opportunity.

insights into developments in legal ed. both in the classroom and in the interface with the professions

Opportunity to present research and network

Ways of improving student learning...

Cross-fertilising of ideas etc as regards the teaching, assessing, designing of law courses.

Presenting a Paper, opportunity for comments and discussion

opportunity to exhibit our books with a view to making sales and gaining interest in potential adoptions via requests for inspection copies Opportunity to make new contacts and to see existing contacts

Networking and raise personal profile at my own institution

Networking opportunities; opportunities to reflect on current practice, and to keep abreast of developments elsewhere; inspiration!

Ideas to improve my teaching and an idea of latest trends, news etc.

Ideas for teaching and learning; context of wider issues in HE in general; meeting friends and colleagues.

I hoped for an opportunity to learn about new and innovative teaching practices and to meet with other teachers in the same field. Also through attending the workshops, to identify any common themes in the delivery of law teaching across other providers.

Exposure to pedagogic research and good practice.

New ideas, an opportunity to present my own work

Networking with other like minded academics

Gain insight into legal education sector beyond my own institution

For promotional purposes

Information/ideas about activities in relation to learning and teaching Networking with colleagues

To have a better understanding of the debate about new method of teaching and assessment of law  
In formation, networking, enthusing others.

Experience of other projects. Meeting colleagues

I hoped to find out more about current thinking in legal education

I enjoyed the plenary session celebrating the last 10 years of UKCLE conferences

## 2.2 Did you realize these hoped-for gains?

Yes

Yes

Partially

Yes, I was there for the first Friday, and though I did not know of anyone, as I came from an FE background, I did get chance to meet fellow professionals, and the conference was far more relaxed, and informal than anticipated. Really fun!

Yes - although not all contacts attended this year

Partially

Ye-es. To some extent I got better questions to be asking rather than answers, but it was certainly a step forward and has helped inform my practice since.

Yes

Not really

Yes; and Yes, although numbers and timing (The neighbouring seminar overran) were disappointing for the students.

Yes

Yes

Yes

Yes

Yes - more on the profession interface would have been helpful.

Yes

Somewhat

Yes

Yes

The conference fell a little short of expectations in terms of sales and interest in publishers' stands in general.

Yes

Yes

Yes.

And more

Yes, generally, most of the sessions attended were helpful and I felt I had benefitted from listening and being able to talk to other delegates.

Yes, to some extent.

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Not really

2.3 Did attending the conference bring you any unintended or unexpected benefits?

Networking with new people

No

Yes

A publication in the journal "The Law Teacher" A real bonus!

No

Yes

I met our new External Examiner, which gave a useful chance for a chat about the lie of the land etc.

Not really

It is always good to talk with colleagues

Threshold concepts, meeting Land.

Not really

introductions from colleagues to new people

Yes - new perspectives

Awareness of some research work that impacts on other areas of my work

Yes. I like to do at least one teaching -related workshop each year - usually in my own university but this event fulfilled that ambition this year - and the some.

yes I was able to catch up with former colleagues

Yes

No

No

N/a

No

Chance meetings with colleagues with similar interests

Yes, it reinforced my feeling that I was on the right lines with my own teaching.

Very strong papers; lots of new ideas. Lots of new contacts

Yes, one of the unexpected themes that arose was curriculum development and review and this is something I intend to pursue within the law department where I work.

No

Yes, an opportunity to publish

No

Yes

No

Not really

No

Met new people

No

Yes I met up with some old colleagues and met some interesting people new to me

No



3.1 What one, two or three particularly valuable ideas about any aspect of teaching law did you take away from the conference?

#	Idea 1	Idea 2	Idea 3
	Islamic legal education	building a law school	
	Need to improve critical and analytical thinking in students	Interactive Teaching Benefits	
	Attended the session on the story telling method of case analysis. This was particularly valuable, and interesting discussion led by an Australian academic	Possible tips to integrate social justice with law teaching, with the team from Keele, outlining the clinical and experiential learning possibilities of using students to contribute to such activities in the community, e.g citizenship teaching, volunteering at the rape crisis centre and so on.	
	Need to improve critical and analytical thinking in students	Interactive teaching benefits	
	That before doing a Presentation assessment, especially one that is videoed, the students need significant practice at presenting per se.	Timeliness is really important if feedback is to make a real difference to practice.	
	Student participation	Threshold concepts	Emotions in teaching and learning
	the use of clinical legal education		
	Simulation exercises		
	Use of camtasia	oral assessment opportunities	
	Use of self-reflective learning	Range of options for clinical programmes	
	Technology is useful but not determinative	the professions/law school interface remains a challenge	Clinical ed. is a broad concept
	Use of technology		
	Using exams that students have prior to taking the exam		
	The importance of making students aware of what critical thinking is and how they can achieve it.	Devising more creative methods of delivery in respect of skills teaching.	Thinking about the importance of 'law in action' to transfer skills/knowledge to students.
	The concept of law as a liberal arts degree - a consideration of what that really means	Use of narratives in legal education	Sharing resources

	Information from short sessions	Alternative forms of PDP	
	the conference reaffirmed my views as to the usefulness of clearing space in the curriculum for the adequate development of skills	threshold concepts as a device not merely for thinking about teaching, but also as a device for organising thoughts around a subject	
	What the legal practice course in HK is doing.	Simulations.	OERS
	Inculcation of ethics in undergraduate teaching	Ideas for internationalisation; risks and benefits	The strength of the NUS voice in forming HE strategy/policy.
	Often there is pressure on students and teachers to feel that we have to get through 10 topics or so for each law foundation subject. This sometimes stifles students' opportunities to discover the law and the reasoning for themselves. I was interested in the idea that we could consider spending more time on teaching fewer topics, and I hope to review my teaching of some of the core courses.	We have been considering some sort of law clinic for some time. I was impressed with the idea of framing this within a 'social justice' course, which would be an optional subject for students and would attract credit, rather than extra- curricula.	
	Inspiration from the curriculum review that has taken place at Kent.	Ideas about introducing students to social justice issues through practical experience/law clinics.	
	Problem solving approach		
	Try different techniques to engage students		
	Wow - you are asking me to cast my mind back to several months ago ...I'm struggling.....		
	You are asking too late - ideas have now largely melded with other stimuli		
	I am convinced that there is the continuous need to differentiate the method of teaching law at the universities and at the vocational training stage		
	More research needed	History of Legal Ed also of interest.	Muslim law could be of more interest than I thought.
	Nothing new		

## 4 (How) have you used these ideas in your teaching?

Idea 1	Idea 2	Idea 3
no	no	
Bringing Critical and Analytical thinking to the knowledge of students and stressing its advantages in the study of law		
The first most definitely, and used it to teach about cases such as R v Ahluwalia (1993), and Hill v Chief Constable of South Yorkshire (1988)		
Bringing critical analytical thinking to the knowledge of students and stressing its advantages in the study of law		
I have scheduled in to class time practice opportunities with the technology to be used in the assessment.	Preferring a mini-test form of formative assessment, which is quick to mark.	
Yes, strong push	Yes, but not enough	Yes, via performance
Have done further research		
Not yet used, but plans for 2010/11 to be started		
Starting to use Camtasia		
Planning to trial self-reflective logs		
Not yet- bit intend using technology differently next year in a small group setting	A managerial question and not really my brief but useful in the wider debate.	I have developed a new module that would fit within this brief - but current resource constraints means it won't run for awhile.
Used podcasting and vodcasting		
Thought about it....		
Giving greater guidance on what 'critical thinking' means + methods that could be implemented to achieve/develop it.	Haven't yet used - will be in the next academic year.	Use of case studies from my practice to illustrate student understanding.
In research	Yes - in research and teaching	Not yet
Yes	Yes	
In my department, we continue to think carefully about the integration of skills development, especially at Level 1		
I will use the HK trends very shortly when teaching in HK	Simulations are constantly in my thoughts and work!	OER - I have contributed to the jorum.

Discussions with colleagues	Discussions with colleagues	Nothing direct - sort of an awareness
I am currently reviewing the Law of Contract course with a view to reducing the number of topics taught - currently 10 - and rethinking the structure of seminars. So, maybe more specific reading that will be discussed in-depth, more time for presentations, and a stronger emphasis on reflective learning.	I have discussed the issue of a 'social justice' course with a number of colleagues and this will be considered as part of a wider curriculum review within our department in the autumn.	
Yes, have been thinking more about incorporating skills development in my courses.		
Trying to develop new assessment and teaching focus on problems		
Yes		
Sorry...same as before - was too long ago		
See previous response		
I have continued to use the case method in teaching law at the Nigerian Law School		
Don't teach	Ditto	Ditto
Have not done so		

5 If applicable - how may you use these ideas in the future?

Idea 1	Idea 2	Idea 3
research	research	
Next step: better feedback on that without ending up committing the sin of 'coaching' ...	Of course, this raises other questions ... - e.g. how to do the same across other kinds of assessment. I've tried breaking down bigger questions artificially [I teach Law] - success doubtful ...	
In leading in workshops, and more feedback from students	search how to articulate and share these in classes	increase the openness to emotions in the class, via topics, performance and tuition.
In encouraging universities to implement a clinical legal approach		
As part of formal assessment of clinical learning	As part of research student teaching and development	
See previous answer.	a watching brief on this	see last question.
Useful for blended learning		
By repeating the experiment described in the paper...		
Will continue to use + develop within my own teaching of subject matter.	Not sure yet - will be thinking about it over the summer.	Will continue to use + develop within my own teaching of subject matter.
Embed into the programme		
Use threshold concepts as area for furthering research and scholarship interests		
HK work will be used when taking over there.	OERs - I will continue to contribute but also check in myself to see what is there.	
Will use to review our first year introductory course.	Will use to think about other ways of introducing students to social justice issues through our first year introductory course.	
Ditto		
Ditto		
Ditto	Ditto	Ditto
Already using most of what i saw		

6 How could the 2011 conference be more helpful than the 2010 conference in helping law lecturers to develop their teaching?

Could we have sessions of various types of class room experiences which have been videoed? A brief video presentation could then be followed by discussion.

Revisiting some outstanding issues of 2010 conference

Perhaps more of a focus on sharing practical resources if at all possible..e.g practical workshops on says creating innovative handouts, assessing reflective learning logs, lecturing styles, encouraging shy students. In other words, voluntary workshops where the emphasis is not so much on research and innovation, but forums where staff can discuss openly about the bread and butter of law teaching, and commonly experienced issues. This would be good for younger and less hardened law lecturers who are eager to develop their teaching and are relatively new to law lecturing.

Revisiting some outstanding issues of 2010 conference

More hands-on shows of learning technology ? - probably difficult to fit in, and you can only work with what you're offered, but ...

Encourage more interactive workshops - allow plenty of time in sessions for delegate participation

It would be good to encourage people who haven't presented papers at earlier conferences to have a go - it would be good also to revisit some themes from earlier conferences to see how things have moved on

Longer session, more time for practice and discussion.

Improve the quality of some of the papers. There was one paper given last year which was based on a survey of a very small number of firms, with no practical relevant knowledge or experience from those who undertook the survey and the analysis of the survey results, from which some amazing ill-informed and prejudiced conclusions were drawn. Not good for encouraging all important communication with the profession.

Not too many parallel sessions

further reflection on the context of teaching - e.g. room configuration etc.

Generally the 2010 conference was most useful but perhaps further networking opportunities

Show video recordings of lectures and tutorials along with constructive criticisms and assessment....

More sessions where those less familiar with UKCLE and Law Schools could meet with a facilitator.

Ad Hoc meeting can be intimidating. One stays with a comfort blanket

Although the 2010 conference provided many opportunities to reflect with colleagues on important L and T issues, the event was very teacher-centred - 'the student voice' was present - but only as reported by colleagues delivering sessions etc. This is not something that should be laid solely at the door of the organisers - colleagues should, in my view, be looking to ways to involve students more directly in events of this nature, eg as co-presenters; poster designers etc

Give some thought to the challenges faced by post 92 institutions.

We need to think more clearly about diversity in legal education. The film was shocking in its white middle aged-ness More student involvement

More interaction in sessions - less time spent delivering papers

The theme of the 2011 conference should be more focussed to have fewer topics. This will allow for fewer syndicate sessions for participants to actively participate in.

More people from "old" universities

It would be extremely useful to concentrate and develop new ideas - we do seem to see the same thing over and over in different forms. I wonder if it might be useful to highlight certain areas as being of use to particular participant groups - such as new lecturers, beginning researchers, HoD etc.

## 7 What else would you like to say about the Learning in Law Annual Conference?

Very well organised and god venue
Well organised as usual
Quite Stimulating
As my first academic conference visit, I left with a fuller understanding of what such conference entail. Well organised, relaxed and informal, good food and great speakers. Fantastic and congrats to the organisers.
Quite stimulating
Keep up the good work !
I do look forward to it each year
Could do with more student participation. Could do with a critical review of Law from outside? Or interdisciplinary
The emphasis of the Conference should definitely be on helping those involved in legal education (not just law teachers in the sense of those teaching on academic law programmes such as LLB and GDL, but also those teaching on vocational programmes such as LPC and BVC. However, it is also an excellent forum for those involved in doing the teaching to engage with the profession and to understand better the changes occurring within and outside the profession, and the role legal education and training can play.
I prefer the date to be later in Jan, rather than the previously early Jan dates
One of the best I go to
The conference rightly focuses on teaching but seems idealistic in so far as there is no discussion of how to plan given the constraint not of research (I don't see a real conflict there) but of administrative demands. I am not sure how to address that - maybe a focus on the wider issues of programme rather than module design to grasp the wider law school picture (maybe that was there and I just missed it??) . the web support for the conference was excellent and the feedback given by the chairs on the sessions was extremely useful. The chance to meet people was fantastic and the publishers' stands very very helpful too. Registration was a bit of a problem as the system couldn't cope if there was no post code in an address, This is a real barrier to registering as it only came up right at the end of the form filling and necessitated direct contact and maunal receipts etc..
Excellent conference
I enjoyed it.
I find it a throroughly enjoyable and educational opportunity.
from a publishers' point of view, the 2010 conference was a little disappointing. Feedback from academics when asked about thsi was that the breaks were very short and they felt under more time pressure than in previous years which meant they did not have the time to spend browsing the publisher exhibits that they might have had at previous conferences. Whilst it was great to have all the breaks in the same room as the exhibit, most lecturers had time only to eat or drink and catch up with colleagues and no time at leisure to browse.
I find that it tends to be very clickey with those who know each other well
The 2010 conference really was excellent and I got a great deal out of it - thank you very much to the organisers. I am already looking forward to 2011.
a little too focused on the experiences of pre 92 institutions. We have more basic challenges within my sector.

It was by far the highest quality teaching and learning conference I have attended. Almost all papers were of excellent quality. Instructions were clear and unambiguous. Location was good; signposting excellent. The wetpaint link was very useful after the event (as were the reviews posted up afterwards). The whole panel sessions really raised awareness of issues, and courted controversy. This conference made me think in new ways - or even if my mind wasn't changed by what I heard, I had more information to think about it.

It would be good to see more Universities involved in LILAC - sometimes the experience is limited to the same participants and some themes are repeated year on year. Whilst I appreciate that some themes are current year on year, it would be interesting to view them from a wider perspective.

very enjoyable occasion which brings a wide variety of academics together The plenary speaker, Aaron Dolan was great

It is an excellent way of meeting and interacting with colleagues

It is extremely helpful as an avenue for sharing experiences among law teachers.

Excellent event

I have always valued the networking opportunities that the Conference gives and would appreciate more of these. I have done a good number of Conferences now and would really like to see something new - we do seem to see the same things going round and round at this and ALT