

LEGAL EDUCATION



INFO SHEET ON CLEAR AND PRACTICAL LEGAL EDUCATION

The process

Identify the relevant
legal information
based on the
target audience's needs



Adapt
the teaching tool

Structure



Create



Facilitate / Present



So that the target audience
is better able to

Understand

Memorize

Use

the legal
information

6 key steps in legal education

The steps in the legal education process are all related and influence each other. It's normal to reconsider some of the decisions you already made as you develop a teaching tool -- each step can spark new ideas. Creating a teaching tool is an ongoing process of reflection and improvement.

You'll notice that the target audience is in the middle of the wheel. This is because you have to always keep them in mind as you go through each step of the process. It's essential for creating effective, meaningful and lasting teaching tools.





Know the target audience

The target audience is **the group of people you want to reach with your tool**. This audience is learning about a legal topic, whether to spark their curiosity or to find solutions to a situation they're facing.

For your tool to be adapted, effective, and helpful, you have to **identify and know your target audience well**.

What are the characteristics of your target audience?

- What is their personal and professional situation? Cultural background? Level of education?
- Which language(s) are they comfortable in? Written and spoken?
- How do they look for legal information? (e.g., news media, community organizations, etc.)

What is their relationship to the legal topic?

- What is their experience with the legal topic? What challenge(s) do they face?
- What is their state of mind/their emotions when they are confronted with this legal topic? (e.g., stressed, curious, sensitive)
- What legal knowledge or skills do they already have?
- What are their learning needs? What is their interest in your teaching tool? Why would they read or listen to you?

What do they need to learn?

- Do they have easy access to technological tools? Are they comfortable using them?
- Do they have any physical or cognitive limitations? (e.g., visual impairment, learning disability, etc.)
- What is required for them to easily use the tool and participate actively? (e.g., childcare, visual support, simultaneous translation)



Define the learning objectives

The learning objectives are the **changes the teaching tool aims to generate** in the target audience. The objectives are related to the legal knowledge or skills to be developed. They're what the target audience will learn and what they will do with this knowledge.

The more specific and measurable the objectives, the more the tool will be effective in guiding learning.

Why create this teaching tool?

- What must the target audience learn while using this tool?
- Is the legal knowledge new? Or is it knowledge the target audience already has that the tool aims to reinforce?
- How will the target audience use this knowledge?
What skills must they have or develop to do so?

What can the tool realistically achieve?

- Do the objectives complete the following sentence:
"After using this teaching tool, the participant will be able to..."?
(e.g., the participants will be able to name the three different types of wills)
- Are the objectives specific enough? Do they use action verbs?
Do they clearly describe the knowledge to be developed?
- Are the objectives achievable?
Will it be possible to assess if the objectives have been met?
- Do the objectives describe what the audience will learn
(rather than what the facilitator or presenter needs to do)?



Choose the legal information and format

Choose **only** the legal information that your target audience **needs**. The more information there is, the more difficult it will be for the target audience to remember everything.

The chosen format for the teaching tool has to facilitate learning and give life to the information so that participants want to learn.

What does the target audience absolutely need to learn?

- What legal information do they need?
- What legal knowledge do they already have?
What are they missing to better understand and use this information?
- Will this legal information help the participants achieve the learning objectives?

How does the target audience consume legal information?

- What format is the most adapted to the characteristics and needs of the target audience? (e.g., videos, workshops, quizzes)
- Is the learning tool going to be presented in person or online?
Live or on replay?
- Are the available human, material and financial resources enough to develop a tool in this format?



Structure the legal knowledge

Learning is about creating connections in the brain. To make these connections strong, the teaching tool has to be **well-structured**, with the information presented in a clear and effective order.

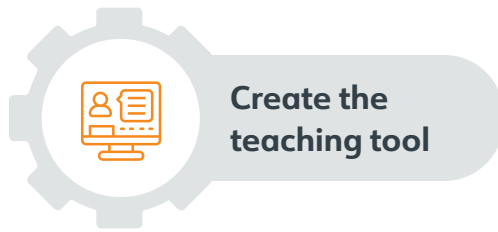
The tool should also use a **variety** of teaching techniques. The more **interactive** the techniques, the more the target audience will remember and use the legal information.

How will the target audience learn?

- What does the target audience have to do with the tool?
Are they learning actively? (e.g., exercises, simulations, discussions)
Or are they learning passively? (e.g., reading, listening)
- How are the past experiences of the target audience used to improve the tool and enhance learning?
- What techniques are used to keep the target audience engaged and focused, and to help them remember and use the legal information?

What does the teaching tool facilitator or presenter do?

- What are the main components or sections of the tool?
Are the connections between these components or sections logical and clear?
- Is there an introduction that presents the objectives and components or sections of the tool?
- Should the group dynamic be addressed? Is it necessary to include brief activities to help participants get to know each other or create a positive atmosphere?
- What techniques are used to review and summarize information to ensure it is well remembered?



The teaching tool is the **visual support** the target audience will see and rely on **to learn**. Whether this tool is a PowerPoint presentation, a video or a practical exercise, using plain language and visual elements is essential.

If the teaching tool contains too much information, the target audience will feel overwhelmed, get lost in the details and lose interest.

Is the teaching tool clear?

- Is the tool too busy or crowded? Is there too much text?
Is all the presented information essential?
- Can the target audience easily understand what they must do?
What they need to remember?
- Do you need to use simple, everyday language with the target audience?
A direct and concrete style?

Are the visual elements useful and effective?

- Are the visual elements adapted to the target audience?
Do they take into account the audience's characteristics and limitations?
- How is the essential information highlighted?
- What information can be presented visually?



Test and evaluate

Testing your teaching tool ensures it's as adapted to your target audience as possible. Testing allows you to **improve** the tool and **evaluate** whether the learning objectives are met.

Evaluating the teaching tool means determining its value and usefulness. Even if you're convinced your tool is educational and clear, the target audience is the expert of their own learning experience.

How will you continuously improve the tool?

- Will tests be conducted? By whom?
- What testing methods will be used?
(e.g., discussion group with target audience members, comments from a partner organization, simulation of the learning experience with colleagues or acquaintances)
- Are the available human, material and financial resources enough to conduct several tests?
- How and when will the feedback be integrated to the tool?

How do you know if the learning objectives have been achieved?

- What evaluation methods would allow you to verify whether the learning objectives have been achieved and to what degree?
(e.g., feedback form, short informal evaluation activity)
- What criteria will allow you to determine whether the learning objectives have been achieved? (e.g., 75% of the workshop participants are able to name the three different types of wills)
- Where and how will you compile the results?
When will you analyze these results?
- Who will you share these results with?