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Lagton Legal: Creating a Transmedia Storyworld for the LLB Legal Practice

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Introductions

Emily Allbon

Senior Lecturer, City Law School

Director of Mooting

Programme Director, LLB Legal Practice

Ness Lyons

Writer for performance and legal consultant

nesslyons.net

Morris Pamplin & Fariha Afgan

Educational Technology Team,

Learning Enhancement and Development

LLB Legal Practice

- Fully-online supported distance learning
- Developed and delivered in partnership with CILEx
- For legal professionals and apprentices
- First cohort now finishing their first year

Put yourself in their shoes

- Returners to education
- Working while studying
- Family and personal commitments
- No connection to campus or cohort
- How to engage the students? And keep them enthused?

Our approach: context

Simulation in legal education

- Paul Maharg
Ardcalloch and SIMPLE
- Thanaraj & Sales
Virtual Law Clinic

Simulation at City, University of London

- Cass Business School
Millcaster
- School of Health Sciences
CitySCaPE

Our approach: context

- Lawbore
- Future Lawyer
- Transmedia: a new media-rich project in collaboration with Ness Lyons

Lagton Legal

Time to take a look!

As you watch, think about...

- What type of genre is used?
- What legal issues would a first year undergraduate identify?
- What effect do the medium and genre have?

Showreel



Transmedia storytelling

“Students first studying law may react negatively to what they perceive as new, uncertain, and abstract legal principles. They may further become focused upon legalistic rules and theories rather than integrating these theories into practice. Storytelling can address these challenges by illustrating theoretical concepts, allowing a student of the law to become an active participant using not just intellect, but imagination and emotions to comprehend the law...”

Steslow, D. M. and C. Gardner (2011). “More than One Way to Tell a Story: Integrating Storytelling into Your Law Course” in *Journal of Legal Studies Education* 28(2): 249-271

"Transmedia contributes to a continuous learning process where linear learning is no more. Instead multimodal experiences allow learners to seek, weigh and communicate answers“

"...a thoughtful blend of story, characters and narrative, layered with play"

Warren, S. J., J. S. Wakefield and L. A. Mills (2013). *Increasing Student Engagement and Retention using Multimedia Technologies*. Emerald: Bingley.

"...crafting a narrative or consistent message (story) across multiple media" (Raybourn, 2014)

Raybourn, E. M. (2013). “A new paradigm for serious games: Transmedia learning for more effective training and education” in *Journal of Computational Science* 5(2014): 471-481

Over to you...

- Taking inspiration from what you have seen, choose one of the storylines and extend it
- Where could this storyline go next?
- How could you develop the plot to bring out more complex issues later in the programme?
- How could this approach be integrated into the curriculum?

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Thank you

