






Impact of EduLAW project in teacher education and education science programs in the UT: a pedagogical perspective

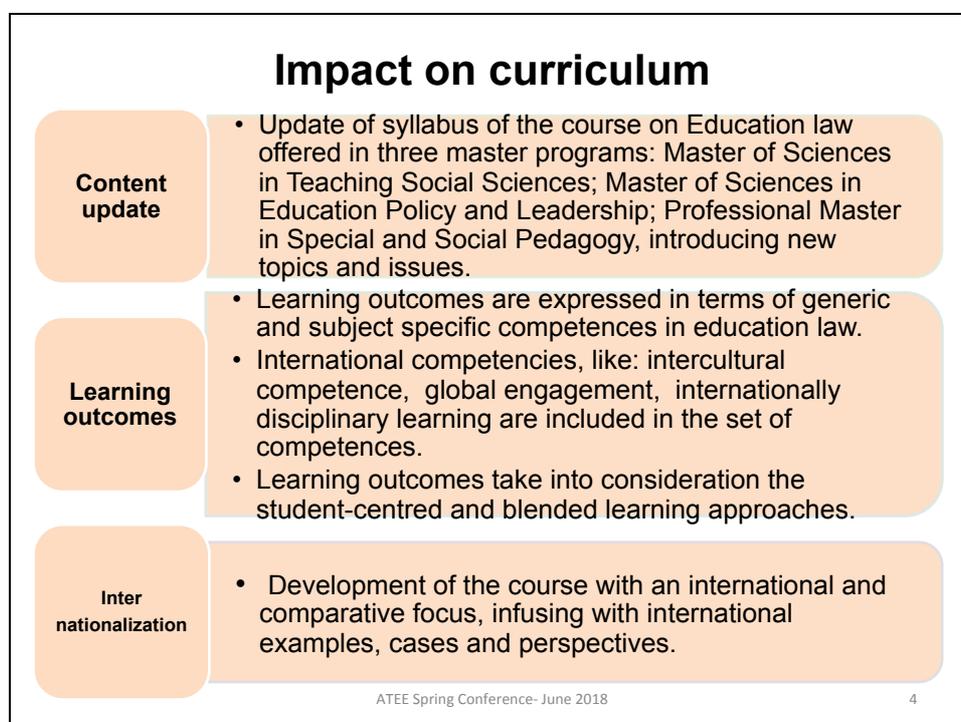
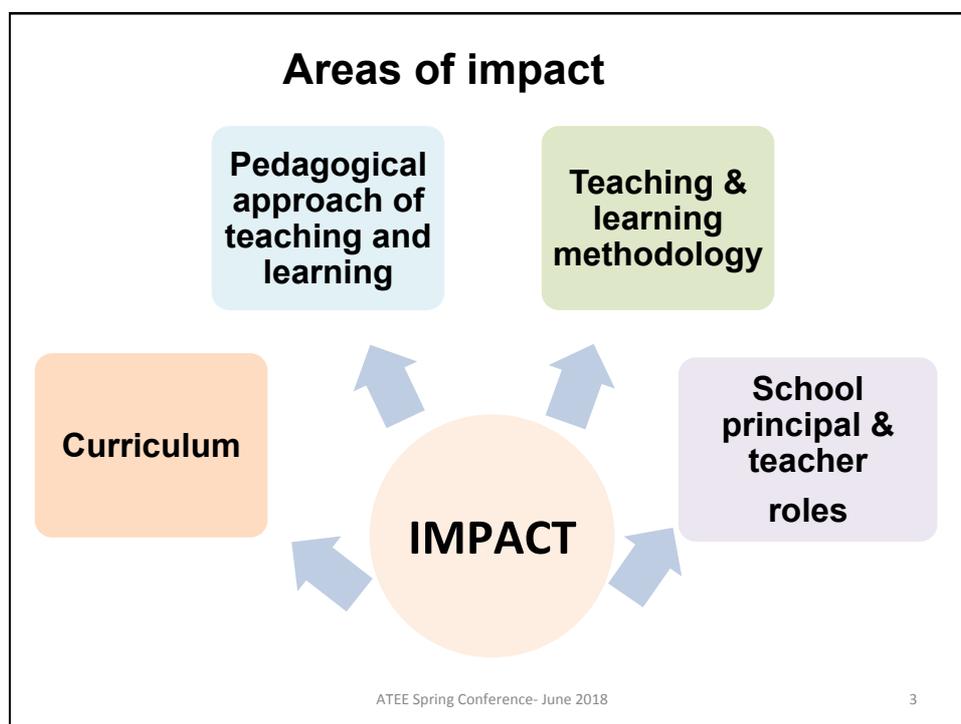
Nikoleta Mita

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Focus and research questions

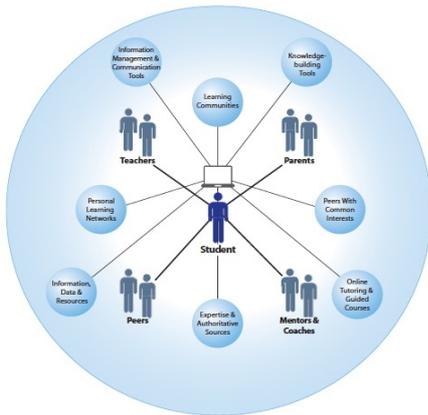
Focus	Questions
<p>This presentation is focused on the analyses from a pedagogical perspective of the impact of the EduLAW project on teacher education and education science study programs in the UT.</p>	<ol style="list-style-type: none"> 1. In what areas does the project have significant and visible impact? 2. What is the positive impact on school principals and teachers? 3. What are the main challenges in implementing project innovations?

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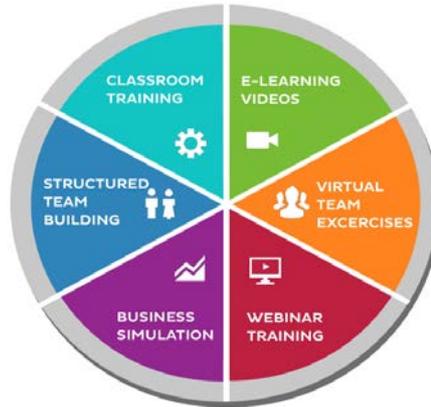


Impact on pedagogical approach

Student-centred approach



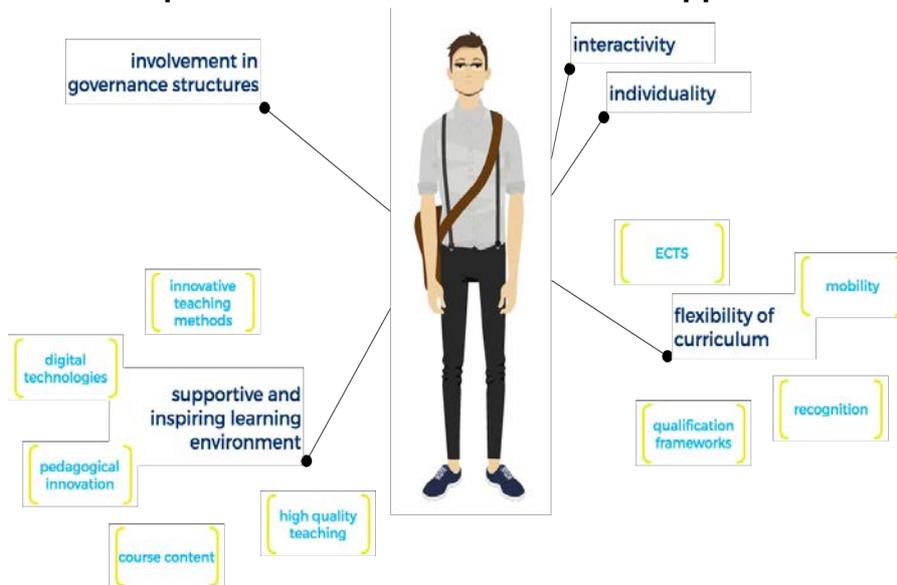
Blended learning approach



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Implementation of student-centred approach



Student centred learning - V1 September 2016 - BFUG Secretariat

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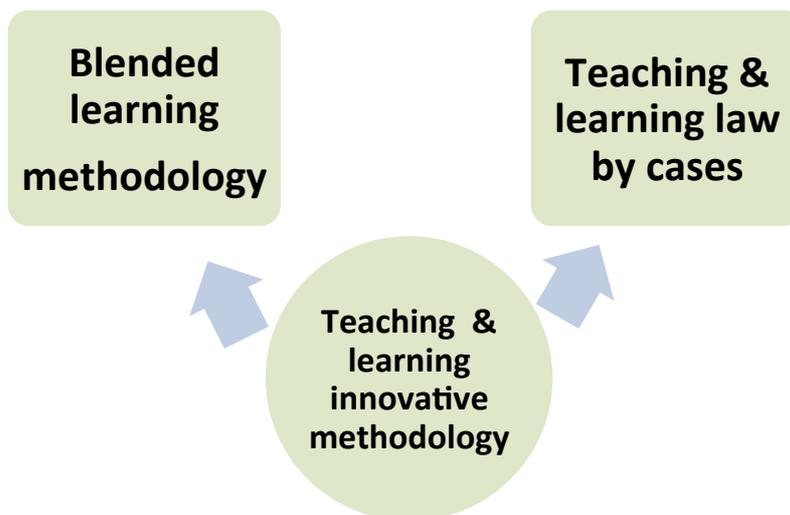
Implementation of blended learning approach

- The education law course is designing and developing from scratch based on blended learning approach that allows better integration of face-to-face and online components.
- It provides a better chance to rethink and redesign the whole course with learners' needs in mind.
- Blended learning is student-centred.
- **Students choose their own path:** It helps students feel a sense of ownership over their learning, while teachers provide expert guidance.
- **Students work at their own pace:** By customizing the pace of instruction and learning to meet individual student needs, blended learning enables students to spend their time more productively.
- **Students choose the place where they learn:** Because so many useful and engaging resources are available online, students can learn from home, as well as in more traditional classroom spaces. This means that learning can happen any place and anytime.

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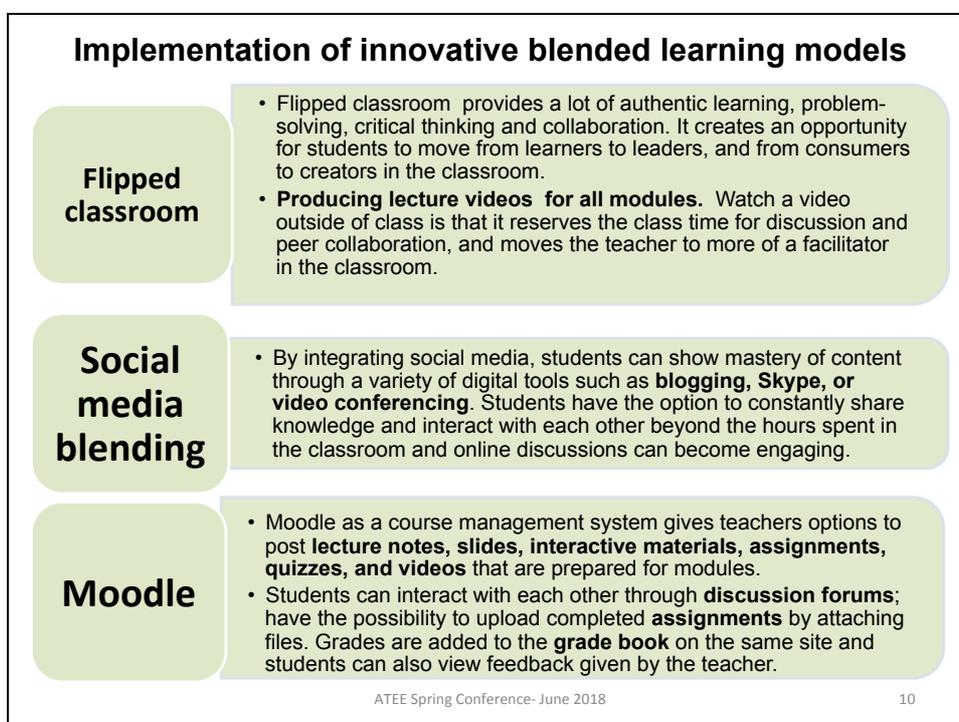
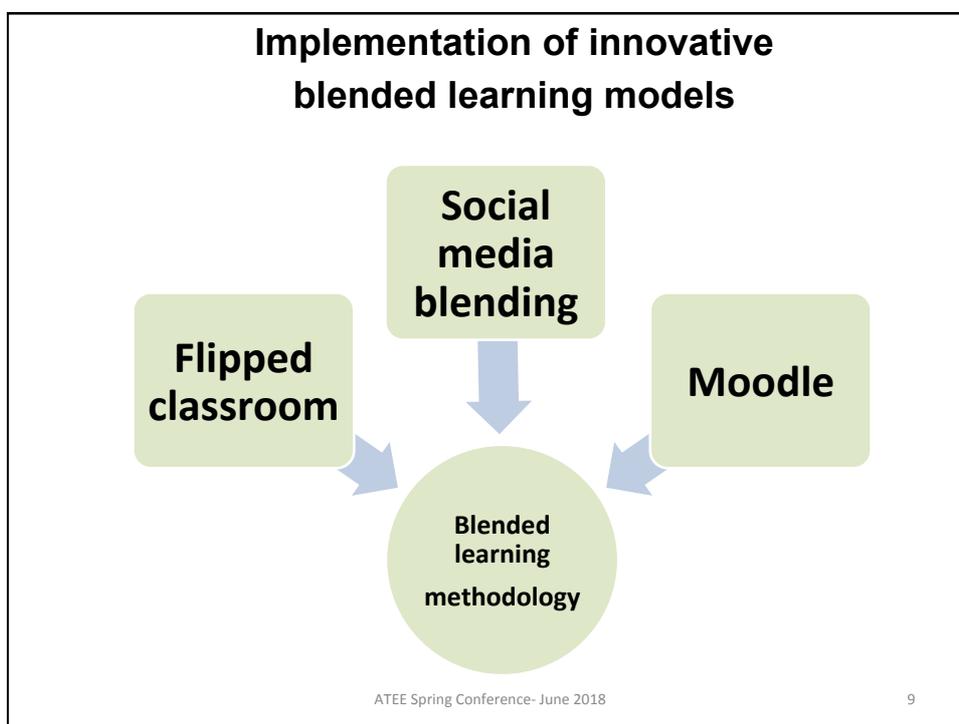
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Implementation of innovative teaching and learning methodology



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Teaching law by cases

Case study method

- Uses a narrative of a legal dilemma to exemplify principles of law
- Employs skill-building as well as discussion and teamwork between students
- Analyzes the dilemma as it unfolds

Case method

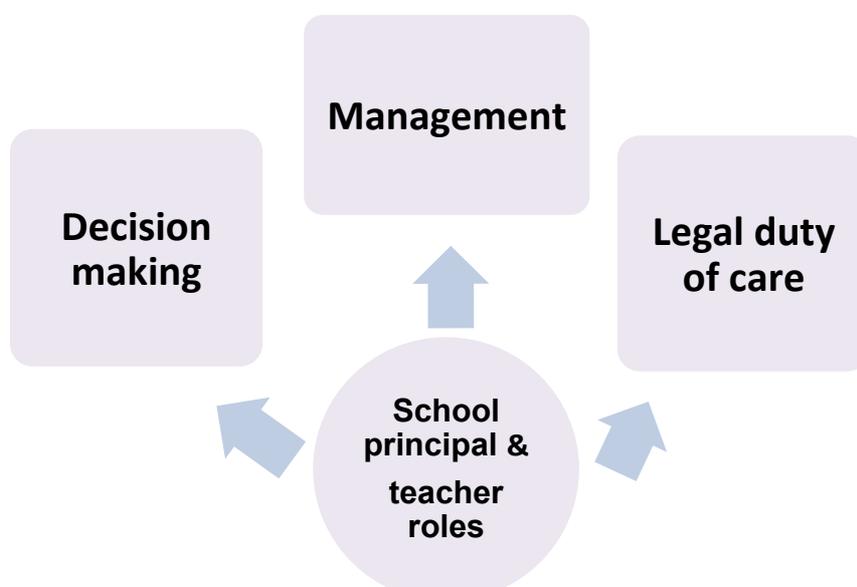
- Uses a court decision to exemplify principles of law
- Employs “hub-and-spoke” discussion between professor and student
- Analyzes the dilemma after it has been resolved

Teaching law by cases develops the legal mind, and sees the judicial mind in action. A casebook with cases from 6 countries, twenty of them are taken from the Albanian education context, is prepared in the framework of the EduLaw project .

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Impact on school principal and teacher roles



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Impact on school principal and teacher roles

Decision making role

- Education law guides the school principals and teachers decision making to legal problems in everyday experiences inside and outside of the school environment.

Management role

- Education law guides school principals and teachers to manage the increasing range of legal matters related to **teaching conditions, physical safety of students, school attendance, maintaining order, student rights, teaching practices** facing schools, and to engage more positively in preventive legal risk management.

Legal duty of care role

- Education law prepares school principals and teachers to understand their legal duty of care to students, and behave in a manner that does not compromise these legal obligations.

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Positive impacts for school principals and teachers

Based on the UT master students interviews, taking a course in Education Law has a number of positive impacts in everyday practice. There are three main positive impacts.

- School principals and teachers have a better understanding of what is required from them from a legal perspective and can fulfil better their professional duties.
- School principals and teachers who understand the boundaries of their roles with pupils, parents, colleagues and administrators are less likely to be intimidated by the actions of others and more likely to exercise their authority with reason and perspective.
- The knowledge that school principals and teachers gain in the study of education law contributes to an efficient and orderly functioning of schools because they accept responsibility for their practice as professionals and not simply as employees.

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Challenges

- **International awareness**
 - Curriculum internationalization requires students to develop global mindsets and attributes to operate internationally, as well as professors are required to apply the international dimension in their teaching. For the success of such change, planning and a sense of psychological ownership by self-initiating changes are required.
- **Implementation of blended learning**
 - Considering the blended learning, a high level of technological knowledge and confidence are necessary to successfully apply this new approach that professors have not experienced before.
- **Professional development**
 - There is a need for a professional development program that focuses on the implementation of innovations.
- **Exercising in the school settings the roles related to managing legal matters.**
 - Strengthen the practical aspect of the Education law course.

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Conclusion

- EduLAW project is an added value for the UT, as:
- the curriculum of Education law course is updating based on international standards;
 - two new pedagogical approaches are implementing;
 - the innovative teaching and learning methods are implementing;
 - there is an expectation that school principals and teachers will be sufficiently legally literate and trained to be able to fulfil their roles, responsibilities and duties related to the legal dimension of education.

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