

The following items turn the spotlight on developing, maintaining and enhancing lawyer competence in the face of rapid change and some implications for continuing legal education and professional development professionals.

Moving L&D Online: Lessons Learned IN REVIEW

More than 180 registrations for this online session were received! The discussion was expertly facilitated by Dr Chantal Morton, Melbourne Law School, and covered a range of experiences from MLS, King & Wood Mallesons, Gilbert + Tobin, and Vidversity.

Here's our ten top tips:



Top 10 Tips for Online Learning

1) To accelerate learning jump in and experience the vast range of free webinars now available (for tips and also traps)	6) Remember that it is hard for experienced experts to go back to a beginner mindset when trying new tools / platforms.
2) Online L&D is a forgiving environment and there's a level of tolerance for not getting everything perfect. Learning by doing is OK and there's room to have some fun.	7) Pre-recorded videos get a bad rap. They can be a great asset in learning management system for pre-engagement combining synchronous and asynchronous engagement.
3) When designing L&D start with the educational objective and then use the tools that help (don't start with tech)	8) It's OK to combine low-tech with online learning.
4) Be prepared and be flexible (and learn from the audience)	9) Use online sessions to bring together cohorts from across teams.
5) Course content and design is still king!	10) Include small groups / break-outs/ group activities to encourage personal interactions (good for mental health aspect as well as learning).

What Do You Think?

Questions posed in the chat room during the session also struck a chord and further conversations.

If you have suggestions in response to these questions then please send them to sueella@prodonovich.com. We'd love to hear from you and we'll share ideas in the next issue of CLEAA Talk.

1. *"Dialogue in online sessions is really important but we often have very quiet lawyers, despite facilitators trying to get them to interact. How do you best engage an audience to interact in online sessions?"*
2. *"As a presenter for live on-line sessions I find it hard to deliver content and manage participant dynamics so I like a co-host to help with technology (eg keep an eye on chats and Q&A). Will I get better at doing it all – or is the co-host the way to go?"*
3. *"How do you facilitate incidental experiential learning?"*
4. *"How do you get lawyers to attend in the first place? I am an IT trainer and struggle to get people to prioritise learning as they don't see IT as part of their necessary toolkit. Any suggestions?"*
5. *"Any tips for crowd control of a breakout room that 'go rogue' and socialise without returning to the group?"*
6. *"More lawyers volunteering to present sessions online or produce short form learning content. What tools and/or guidelines, if any, you provide lawyers to support them be 'learning designers'?"*
7. *"We've been strongly encouraged to teach primarily in asynchronous formats and I have a much harder time with structuring online teaching on the expectations that the law students will never 'meet' even virtually. Thoughts? Tips?"*

Tools for Online Collaboration

During the L&D Online Discussion four apps were mentioned by participants as being pretty handy for online engagement and collaboration.

These were:

1. Hopin www.hopin.to
2. Mural www.mural.co
3. Zeetings www.zeetings.com
4. Scrumlr www.Scrumlr.io

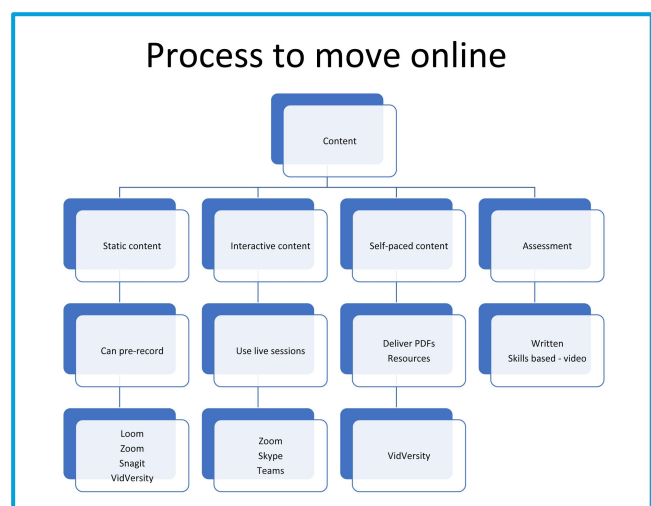
Are there tools you'd like to recommend to CLEAA Talk readers?

Moving Your Learning Online

One of the highlights of the MLS discussion was lessons learned from Natalie Wieland, Co-Founder of [vidversity](http://vidversity.com), who provided a thorough and very practical framework for moving content online.

In particular Natalie's process flow shows links between content types, the formats in which they can be delivered, and example platforms to suit each.

To view this process outline in Natalie's slide deck [click here >>](#)





Can We Get More from the Blend?

Lisa Jones, Senior Instructional Development Manager with EY, recently reviewed nearly 48 articles in relation to pushing the boundaries of what can be done with asynchronous online collaborative learning.

Lisa has compiled a very useful list of recommendations for online and blended programs.

Which factors contribute to the success of online collaborative activities?

1. Providing structure and guidance on the rules of engagement, i.e. how to interact with each other, with the chosen technology and with the facilitator.
2. Creating meaningful interactions clearly linked to achieving learning objectives. We must avoid the mistakes of old where we lazily tagged on ill-thought through pre and post learning that we couldn't fit into the face to face course and called it a blended programme. The move of an activity from one environment to this one needs to be planned and justifiable.



Which instructional activities are most effective for online collaboration?

1. Tasks/activities need to be deemed worthwhile and complex enough to warrant collaboration within the group. If an individual can complete a task successfully alone, they won't see the benefit.
2. To help choose the right activity for the environment link the activity to the achievement of learning objectives and outcomes, this will avoid the use of the modality just for the sake of it, if the activity does not contribute to a learning objective, why is it there?
3. Be bold and creative in your selection of activity, if you put the right instruction and guidance in place it will be effective. Activities such as collaborative controversy assignments work well, but really anything you can do in a virtual live online class or physical class can work.
4. Balance complexity with cognitive load. Minimise extraneous cognitive load from the use of the technology, we want the learner focused on the activity and not distracted by how to use the technology.

[Read Lisa's complete article on our website here.](#)



How The Pandemic Is Affecting Professional Development Within Firms

A new survey by U.S.-based *Leadership for Lawyers* and U.K.-based *Cote Consulting* shows significant changes in how firms in those countries are delivering learning programs.

It also shows that learning and development teams have been casualties of the COVID-19-induced recession.

When asked about learning and development methods that will change the most over the next few years, e-learning courses came out on top. About 86% of respondents indicated that e-learning courses and virtual classrooms will have the biggest impact on learning programs. Approximately 60% said that blended (e-learning and live training) will increase and 23% said that gamified learning will increase.

“Coaching by managers and peers” and “user-generated content” will also be used significantly more in the future.

“Sending lawyers and staff to external conferences” took the biggest hit, as 81% of respondents indicated that this method will decrease over the next two years.

Nearly all firms said that virtual classrooms and mobile learning will have some or significant impact on professional service learning and

development over the next two years. About half of the firms have a learning management system in place today. Of those who don't have one now, 29% indicated they will invest in one over the next year.

You can [read more on our website here](#) and download the [survey's findings \(11 pages\) here](#).

A New Book Brings Together Articles Challenging Traditional Methods of Teaching law

Modernising Legal Education (Cambridge University Press) is a collection of articles edited by Monash University's Dr Catrina Denvir. The articles challenge traditional methods of teaching law.

Recognising that technology, changing demographics, deregulation of the market and globalisation are affecting how legal services are delivered, the task for legal educators is to ensure they are equipping students with the knowledge and skills they need to flourish in the changing world of professional practice. Universities are widening their curricula and introducing new teaching and learning models to make learning an active process in which students are fully engaged.

This collection provides a range of perspectives on the suite of skills required by the future lawyer and the various approaches to supporting their acquisition. Contributions report on a variety of curriculum initiatives, including role-play, gamification, virtual reality, project-based learning, design thinking, data analytics, clinical legal education, apprenticeships, experiential learning and regulatory reform, and in doing so, offer a vision of what modern legal education might look like.

Denvir, C. (Ed.). (2020). Modernising Legal Education. Cambridge: Cambridge University Press. Doi: 10.1017/9781108663311.

More details [here](#).

Brisbane CLEAA

In May CLEAA's friends in Brisbane met to discuss how they were **'Taking Stock and Making Plans for L&D'**.

The meeting provided a welcome opportunity for 16 CLEAA members and colleagues to discuss the impact of the lockdown on the profession and share insights into major challenges ahead.

The session, facilitated by *Stafford Shepherd - Director of Ethics, Queensland Law Society* provided a reflection on key aspects of the crisis and issues emerging for the profession and legal educators including the 5 drivers for the road to recovery:

1. Solicitor / Client relationships
2. Financial and business skills
3. Records and matter management
4. Technology and innovation
5. Regulatory matters

A focus of the session was on leadership skills. For example - How to lead and styles of leadership.

Two insightful books on successful presidential and wartime leaders were referenced by Stafford: [Leadership in Turbulent Times](#) by Doris Kearns Goodwin and [Leadership in War](#) by Andrew Roberts.

We agreed that, as educators, we need to understand what makes successful leaders and the need for earlier development of leadership skills.

Other themes of discussion included the importance of listening skills, collaboration, dealing with contending viewpoints, Emotional intelligence, and Wellbeing and Resilience.

Comments were made about the need for professional development in:

- *Business skills.*
For example, financial literacy, financial management, crisis plans, and financial reservoirs.

- *Wellbeing and Resilience.*
Noting the importance of connecting with teams and their needs
- *Technology and innovation.*
For example, managing a virtual workforce and responding to employee needs.

Our future focusing question:

What is our agenda as leaders of legal education and how are we going to take people with us?


Next Event: Supervision Of Lawyers Working Remotely 1-2pm, Tues 4 Aug

Guest Speaker: *Dr Michael McNamara, Flinders University, College of Business, Government & Law.* Michael's book ["Supervision in the Legal Profession"](#) was published in June 2020 and is the first of its kind focusing on supervision in law.

Michael will lead the discussion on supervision, in particular with regards to working remotely.

Anyone with an interest in legal professional development and continuing legal education is welcome to dial in.

There is no charge for participation. To receive dial in details [please register here >>](#)



The flyer features the CLEAA logo at the top, with the text: "Supervision of Lawyers Working Remotely", "CLEAA Zoom Meeting: 1.00-2.00pm (AEST) Tuesday 4 August", and "Anyone with an interest in legal professional development and continuing legal education is welcome to dial in." The background is a blue-tinted image of a city skyline.



CLEAA Annual Conference 15 -16 October, 2020

Our Annual Conference will take a new online format. While the program theme “**Disruption and Innovation**” was always our plan we never dreamed of the reality we’re all now working in and the pace of innovation we’ve adopted.

We will continue to develop the program and look forward to maintaining our tradition of sharing learning and networking, albeit in a new way.

NEW! Your annual membership of \$75AUD includes registration to the 2020 Annual Conference. If you haven't already done so, please [renew or join here >>](#)

For topic suggestions or to nominate a speaker, email [Natalie Wieland](#) or [Chantal Morton](#).

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