This Teaching Cycle of the PGCTHE portfolio has been submitted to CADAIR with the permission of the author detailed above. It is to be used as a resource for future PGCTHE candidates and other staff as part of their professional development at Aberystwyth University. If you wish to cite this work then please contact the author. Contact details can be found at http://www.aber.ac.uk/en/directory/.
The topic selected for the poster assignment was the Use of Electronic Resources in Studying Law. One of the reasons for doing this was to promote the availability of other resources in addition to the paper sources currently available in the law library. In summary, students had reported that there were not enough relevant texts available in the library for the Intellectual Property Law module. This needed to be reviewed but I also wanted to encourage the use of electronic resources.

I undertook training in the use of Blackboard and the ARMS - Aberystwyth Readings Management System. Following on from my training, I demonstrated use of the tools to other colleagues, reinforcing my own learning through teaching to others.

This was a reflective exercise for me. I recognise that the availability of appropriate resources must be regularly reviewed and monitored by a module co-ordinator. I had to consider which resources to recommend to students with consideration to the methods by which they may choose to access those resources. Some students prefer to rely on hard copy texts in the law library, where others are keen to rely solely on electronic resources. It was important to promote the appropriate use of appropriate legal resources. From conducting exercise, it was noted that students do increasingly recognise the value and importance of electronic resources specific to their legal studies, and are keen to develop their use and understanding of those sources.

Please see A1 Poster submitted with Portfolio. An A4 copy is included here.
In order to assist me in carrying out the task of demonstrating a teaching cycle in a poster format, I attended the Continuing Professional Development course - Using posters to enhance student learning. The session assisted the learner to become articulate in a language, notably the language of expression through a poster. I recognised that if a person is not articulate in this language, then the message will not effectively come across.

I found a comparison could be made between certain disciplines and the level of familiarity and confidence certain staff displayed with using posters to enhance learning. For example, I realised how different people respond differently towards using posters and mind maps: members of staff from Theatre, Film and Television Studies, for example, felt far more confident with employing this technique, than colleagues from, for example, the Law department, where using posters for learning is not a technique commonly used.

Therefore, some people are comfortable and confident in employing a mind map technique, believing it gives them the scope to show the wider picture. On the other hand, some people find it a difficult exercise and perceive it to be one which does more to reveal the inadequacies and inaccuracies in the material being presented rather than offering a wider, fuller picture. I did find this to be a difficult task but having attended the CPD course and having carried out the poster assignment, I now recognise the value of the poster as a teaching and learning technique.
The Use of Electronic Resources in Studying Law

Investigate...

Recommendations
Internet for Lawyers
Teach Yourself Guide

Regular Reviews

What is the problem?
"Not enough books in the library"

Evidence

Consult Info. Services:
35 requests on one book
60 renewals on one book

Evaluate

Consider:
Electronic Resources

Action

Training Needs
Blackboard Training
ARMS training

Implementation

Promote Electronic Resources

Analysis statistics of use of Blackboard and links