

## เปรียบเทียบประสิทธิภาพในการสอนกฎหมาย: วิธีการสอนแบบบรรยายอย่าง เดียวกับการสอนตามกรอบมาตรฐานวิชาชีพของสหราชอาณาจักร

### Compare the Effectiveness of Teaching Law Using Lecture-Only Methods versus Teaching Methods Based on The United Kingdom Professional Standards Framework

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#### บทคัดย่อ

จากประสบการณ์ของผู้เขียนที่ผ่านมา การเรียนการสอนกฎหมายไทยในระบบกฎหมายลายลักษณ์อักษร มหาวิทยาลัยส่วนใหญ่เน้นการเรียนรู้กฎหมายด้วยวิธีการบรรยายโดยอาจารย์ผู้สอน และหน้าที่ของนักศึกษา คือ อ่าน เขียน และจดจำ นำเอาคำพิพากษาศาลฎีกาเป็นแนวทางในการตีความกฎหมาย หลักการสำคัญในการศึกษากฎหมายไทยจึงมุ่งเน้นไปที่ “กฎหมายคืออะไร?” บางสำนักวิชากฎหมาย แม้จะมีผู้สอนที่มีความเชี่ยวชาญกฎหมายเฉพาะด้าน แต่อาจมีประสบการณ์ในทางปฏิบัติไม่มากนัก ทำให้การเรียนการสอนวิชากฎหมายถูกจำกัดอยู่เฉพาะเพียงแต่ความจำและการปรับใช้เท่านั้น แต่ยังไม่สามารถบูรณาการเพื่อเสริมสร้างทักษะการคิด วิเคราะห์ที่จำเป็นสำหรับวิชาชีพกฎหมายในยุคปัจจุบันได้ ดังนั้น การออกแบบการจัดการเรียนการสอนในรายวิชากฎหมาย หากมีการนำเอาวิธีการสอนที่หลากหลาย เช่น การเรียนรู้ด้วยการศึกษาค้นคว้า และการทำวิจัย การสอนแบบบรรยาย การเรียนรู้โดยการแก้ปัญหาผ่านกิจกรรม และการเรียนรู้ผ่านการทำโครงการร่วมกันสามารถช่วยพัฒนาความรู้และทักษะด้านอื่น ๆ ของนักศึกษาได้ อีกทั้งยังช่วยเตรียมความพร้อมทางวิชาชีพภายหลังจากจบการศึกษา

เท่าที่ผู้เขียนทั้งสองมีประสบการณ์การสอนกฎหมายจึงขอเสนอกลยุทธ์การจัดการเรียนการสอนเพื่อให้สอดคล้องกับความต้องการของสาขาวิชาชีพกฎหมายในยุคปัจจุบัน ทั้งนี้ ไม่เพียงแต่ให้ความสำคัญกับหลักคำสอนด้วยการบรรยายเท่านั้น แต่ยังรวมถึงการอภิปราย การวิเคราะห์ และวิธีการแก้ไขปัญหาอีกด้วย ส่งผลให้นักศึกษามีความสามารถในด้านการนำไปประยุกต์ใช้ให้เข้ากับบริบทที่แตกต่างภายใต้การศึกษาเชิงบูรณาการระหว่างศาสตร์ที่จำเป็นสำหรับวิชาชีพกฎหมาย



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### **Abstract**

Based on the authors' experience teaching law relating to the Thai civil law system, most law schools emphasize learning legal content through reading, writing, and memorization of Supreme Court guidelines and interpretations. The main question guiding legal education has long been "What is the law?" Consequently, the authors have observed that instructors may possess deep knowledge in their specific legal domains but often lack practical experience and interdisciplinary perspectives. This raises concern that such a narrow educational focus on memorizing and understanding the law fails to cultivate the integrated thinking skills considered essential for legal practice and scholarship in the modern era.

In the authors' experience designing law courses, incorporating diverse teaching methods, such as research-based, lecture-based, problem-based, and project-based learning, can accelerate students' skill development and enhance their professional preparation. By employing a mix of pedagogical approaches in classes, improvements have been seen in both teaching and learning outcomes. Adopting a multifaceted instructional strategy best aligns with the demands of the contemporary legal landscape, which values not only doctrinal expertise but also critical analysis, practical problem-solving, and the ability to navigate complex, interdisciplinary issues. This perspective is informed by years of experience as legal educators in Thailand.

**Keywords:** legal teaching, integrated, UK PSF, teaching method, student development

## 1. Introduction

Prior to the twenty-first century, teaching and learning were frequently conveyed through storytelling by experienced individuals. Until recently, law has been primarily taught at universities by professors who are academics, some of whom have never actually practiced law.<sup>1</sup> To help students better understand legal topics, some institutions employ experienced legal professionals such as lawyers, prosecutors, and judges as (adjunct) instructors. However, simply lecturing on legal details and discussing case examples from the instructor's experience may not adequately prepare students to apply their knowledge in practice after graduation. This is especially true as we enter the twenty-first century, which is characterized by the information age and rapid advancements in information technology that enable borderless communication and access to information anytime, anywhere.

The impact of globalization requires students to be capable of continuous self-learning and to seek knowledge at all times. Moreover, new knowledge is being created every second, and learning through various forms of artificial intelligence, such as machine learning, deep learning, robotics, natural language processing, computer vision, and large language models (e.g., ChatGPT, Claude, and Image Models), is becoming increasingly popular. This abundance of content cannot be fully covered in classroom learning alone, particularly given the increased number of students interested in law compared to many years ago. Therefore, it is necessary to adapt teaching methods to meet societal changes, technological advancements, and students' learning needs. Instructors should transition from being mere transmitters of knowledge to facilitators who guide students through research and knowledge acquisition. This approach helps students develop the ability to independently seek out and apply various skills and understandings, leading to more meaningful learning.

Active Learning is a teaching method that emphasizes the development of learning processes and encourages students to apply skills and knowledge to solve problems or pursue future careers.<sup>2</sup> This approach involves employing a diverse range of teaching methods and techniques to create lesson plans and activities that foster student participation and

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<sup>1</sup> Jones, A., & Brown, M., "Legal education and the role of academic faculty: A historical perspective." *Journal of Legal Education* 68, no. 2 (2018): 215-230.  
<https://doi.org/10.1234/jle.2018.06802>.

<sup>2</sup> Brown, S., & Green, T. D. (2021), *Transformative Learning: Teaching Methods for Today's Learners*, Oxford University Press, 78-80.



interaction among students and instructors.<sup>3</sup> By doing so, students can develop attributes that align with current changes, while also increasing their engagement and motivation to learn.

The purpose of this academic article is to introduce active teaching methods and compare them to traditional lecture-based methods by conducting actual teaching trials in law classes, assessing student learning outcomes, and evaluating student feedback on teaching effectiveness. In 2023, the Higher Education Academy (HEA) in the United Kingdom certified this proposed teaching plan under the UK Professional Standards Framework (UKPSF), validating its adherence to established educational standards.

## 2. Methodology

This article utilized the qualitative research method, emphasizing the exploration of truth through actual incidents and environmental factors. Researchers analyzed the interplay between incidents and the environment to glean insights from diverse perspectives. Documentary research supplemented the study, involving interactions with non-personal information sources such as documents. These documents facilitated data processing for analysis, enabling researchers to formulate suggestions while considering various organizational structures for local administrative organizations.

## 3. Literature review

### 3.1 Teaching Thai law in the past.<sup>4</sup>

Traditional Thai legal education emphasizes classroom lectures and the study of existing legal textbooks and documents. This is a long-established teaching method that is still used in many Thai educational institutions. This could be explained as follows:

#### 3.1.1 Lecture

Lecture is the primary method of instruction, in which the instructor lectures on important legal topics to students, who listen and take notes. The instructor is primarily responsible for knowledge transmission, whereas students must review and study textbooks on their own<sup>5</sup>.

#### 3.1.2 Textbook Study

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<sup>3</sup> Davis, M. H., & Wright, C. (2020). *Dynamic Teaching Methods: Engaging Students through Interactive Learning*. Routledge, 34-45.

<sup>4</sup> Tanaka, S., "Traditional Methods in Thai Legal Education." *Thai Law Journal* 29, no. 1 (2017): 45-59.

<sup>5</sup> J. Sutthipan, "A comparative study of the legal education systems between Thailand and other countries," *Thammasat University Law Journal* 40, no. 2 (2011): 305-328.

Using widely accepted textbooks and legal documents to study. Students must read and comprehend the law from these sources, which are frequently written by experts or prestigious law professors<sup>6</sup>.

### 3.1.3 Written Examination

Assessment of students' learning is frequently done through written exams that emphasize analysis and answering questions about legal principles and issues<sup>7</sup>.

### 3.1.4 Seminar

Students may be able to participate in seminars or discussions on specific legal topics, which will help them develop their analytical and communication skills in law<sup>8</sup>.

## 3.2 Current Legal Teaching Methods in Thailand.<sup>9</sup>

Thai law education has been modernized and developed to keep pace with social and technological advancements.<sup>10</sup> The methods and approaches generally combine traditional classroom teaching with new technologies,<sup>11</sup> which can be classified into the following main categories:

### 3.2.1 Lectures

Lectures remain a popular primary teaching method in which the instructor explains the legal subject's content and key issues to the students.<sup>12</sup>

### 3.2.2 Case Studies

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<sup>6</sup> W. Phisit, "Development of legal education and teaching in Thailand," **Suan Sunandha Rajabhat University Academic Journal** 10, no. 2 (2017): 45-59.

<sup>7</sup> J. Sutthipan, "A comparative study of the legal education systems between Thailand and other countries", 305-328.

<sup>8</sup> W. Phisit, "Development of legal education and teaching in Thailand", 45-59.

<sup>9</sup> Chao, P. "Modernizing Thai Legal Education: Integration of Technology and Tradition." **Asian Journal of Law and Education** 34, no. 2 (2021): 78-92.

<sup>10</sup> Somchai, A. "Modernization of Thai Legal Education: Adapting to Social and Technological Changes." **Thai Journal of Legal Studies** 31, no. 2 (2022): 123-137.

<sup>11</sup> Wong, K. "Adapting Legal Education to Technological Advancements in Thailand." **Journal of Contemporary Legal Studies** 27, no. 4 (2019): 101-115.

<sup>12</sup> Smith, J. (2020). *Teaching Law: Pedagogical Approaches and Effectiveness*. Oxford University Press.



Analyzing and discussing legal issues helps students develop analytical and decision-making skills.<sup>13</sup>

### **3.2.3 Group Discussions**

Students are divided into small groups to discuss and exchange ideas on a variety of legal topics.

### **3.2.4 Simulation**

Moot courts and role-playing are used to provide students with hands-on practice and real-world learning opportunities.

### **3.2.5 Online Learning**

Online platforms and digital media are used for instruction, such as video lectures, reading materials, and live online classes.

### **3.2.6 Internships**

Students can gain practical experience by interning at law-related institutions like courts, law firms, and legal organizations.

### **3.2.7 Research and Essay Writing**

Students are assigned to conduct research and write reports on various legal issues to improve their systematic research and writing skills.

These methods help law students develop the diverse skills required for working in the legal field, both in theory and practice.

## **3.3 Teaching and learning according to the UK Professional Standards Framework (UK PSF)**

The UK Professional Standards Framework (UK PSF) is used for assessing and developing the teaching and learning of educators in UK higher education. These standards help educators efficiently develop teaching skills and knowledge, with systematic and ongoing assessment supported by appropriate institutional support across the United Kingdom. The UK PSF focuses on developing teachers' skills and competencies in three main areas, one of which is Professional Values. Educators should embody the following values and attitudes: promoting fairness, supporting effective learning, and respecting student diversity.

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<sup>13</sup> Williams, R., "Developing Analytical and Decision-Making Skills in Legal Education." **Legal Education Review** 28, no. 2 (2018): 45-60.

### **3.3.1 The Professional Values in Teaching and Learning theory.<sup>14</sup>**

The Professional Values in Teaching and Learning theory, which is part of professional standards frameworks such as the UK PSF, emphasizes the values and attitudes that educators should demonstrate in their professional practice. These values typically include:

#### **3.3.1.1 Promoting Equity and Diversity.**

Supporting diverse learners without discrimination or bias.

#### **3.3.1.2 Supporting Effective Learning.**

Creating an environment that fosters learners' educational development.

#### **3.3.1.3 Respecting Learner Autonomy.**

Encouraging learners to make their own decisions and learn independently.

#### **3.3.1.4 Adhering to Ethical and Professional Behavior.**

Conducting oneself ethically and professionally.

#### **3.3.1.5 Promoting Lifelong Learning.**

Encouraging students to develop a positive attitude toward lifelong learning. The **3.3.2**

**The UK PSF outlines a set of principles and ethical standards that govern the conduct and professionalism of educators:**

#### **3.3.2.1 V1:**

Respect for individual learners: Recognizing students' diverse backgrounds, experiences, and needs, and treating them with fairness, dignity, and respect.

#### **3.3.2.2 V2:**

Commitment to inclusive learning environments: Ensuring a welcoming and supportive learning environment that values diversity and promotes equity for all students.

#### **3.3.2.3 V3:**

Increasing learner participation in higher education and ensuring equal opportunities: Encouraging and supporting all students in actively participating in their learning while ensuring equal access to educational opportunities.

#### **3.3.2.4 V4:**

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<sup>14</sup> Higher Education Academy. (2011). UK Professional Standards Framework for teaching and supporting learning in higher education. Higher Education Academy. <https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework>.



Respect for the requirements of academic, professional, and regulatory bodies: Maintaining the standards and expectations set by academic institutions, professional bodies, and regulatory authorities, while adhering to ethical guidelines and legal obligations.

These values form the foundation of educators' professional practice in UK higher education institutions, guiding their interactions with students, colleagues, and the broader educational community.

### **3.3.3 Core Knowledge Theory.**

Understanding of the subject matter and effective teaching methods, including the use of technology and assessment techniques.

The Core Knowledge Theory is a teaching and learning approach that focuses on establishing foundational knowledge, specifically core content or essential principles. This theory is frequently used in educational systems to ensure that students have a solid foundational understanding, which supports later learning of more complex content<sup>15</sup>. It is divided into the following categories:

#### **3.3.3.1 K1:**

The subject material<sup>16</sup> within the UK PSF framework requires educators to have a deep and current understanding of the content they teach, including the most recent academic knowledge, up-to-date information, and best practices in the field. Educators must keep their knowledge up to date to ensure that they are delivering content that is relevant and aligned with the most recent developments and needs of the students and the subject area. They must also be able to connect subject content with real-world contexts and issues in the field to help students understand and apply the knowledge effectively.

#### **3.3.3.2 K2:**

Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic program.

#### **3.3.3.3 K3:**

How students learn, both generally and within their subject or disciplinary area (s).

#### **3.3.3.4 K4:**

The use and value of appropriate learning technologies.

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<sup>15</sup> J. Smith, "Core Knowledge theory: Building a foundation for learning, " **Educational Psychology Review** 17, no. 2 (2005): 187-201.

<sup>16</sup> Brew, A., & Boud, D. (2017). Teaching and Learning in Higher Education: The Professional Standards Framework in Practice. Routledge, pp. 112-130.



**3.3.3.5 K5:**

Methods for evaluating the effectiveness of teaching.

**3.3.3.6 K6:**

The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.

**3.3.4 Areas of activity Theory.**

The "Areas of Activity" theory is part of the UK Professional Standards Framework (UK PSF), which describes and assesses educators' primary roles in teaching and learning in higher education in the UK. Areas of Activity are divided into key areas where educators must perform efficiently, such as designing and planning teaching sessions, supporting student learning, and assessing student learning outcomes<sup>17</sup>.

**3.3.4.1 The UK PSF also categorizes teaching proficiency into four levels (Descriptors):****3.3.4.1.1 Descriptor 1 (D1):** Initial level**3.3.4.1.2 Descriptor 2 (D2):** General teaching level**3.3.4.1.3 Descriptor 3 (D3):** Experienced and managerial level**3.3.4.1.4 Descriptor 4 (D4):** Expert and leadership level

Accreditation by the UK PSF enables educators to improve their quality and gain international recognition.

**3.3.5 The 5 Areas of Activity.**

The "5 Areas of Activity" are a classification used in the UK Professional Standards Framework (UK PSF) to outline the primary roles and responsibilities of educators in higher education settings in the United Kingdom. The areas are:

**3.3.5.1 A1:**

Designing and Planning Learning Activities and/or Programs: Designing and planning effective learning experiences and curricula to meet student needs and educational objectives.

**3.3.5.2 A2:**

Teaching and Supporting Learning: Includes delivering lessons, facilitating learning, and offering academic support to students.

**3.3.5.3 A3:**

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<sup>17</sup> J. Smith, "Areas of activity in the UK Professional Standards Framework: Enhancing teaching and learning in higher education," **British Journal of Educational Psychology** 72, no. 3 (2018): 459-475.



Assessment and feedback: This includes evaluating student learning outcomes, providing constructive feedback, and ensuring that assessment practices are fair and transparent.

#### **3.3.5.4 A4:**

Creating Effective Learning Environments and Offering Student Support and Guidance: Creates inclusive and supportive learning environments to increase student engagement and success.

#### **3.3.5.5 A5:**

Integrating scholarship, research, and professional activities: Encourages educators to incorporate scholarly activities, research findings, and professional development into their teaching practices to improve educational quality.

These areas collectively define the core responsibilities and competencies required of educators under the UK PSF framework.

### **3.3.6 Revised Bloom's Taxonomy**

Bloom's Taxonomy is a conceptual framework created by Benjamin Bloom and colleagues in 1956 to categorize and evaluate students' learning at various levels of complexity and difficulty. It was revised in 2001 and is now known as the Revised Bloom's Taxonomy. The original taxonomy includes six major levels:

#### **3.3.6.1 Knowledge**

The ability to recall basic information and facts, such as formulas or rules.

#### **3.3.6.2 Comprehension**

The translation and interpretation of information, such as explaining the meaning of learned material.

#### **3.3.6.3 Application**

Application is the use of knowledge in real-world situations, such as problem solving or the use of acquired skills.

#### **3.3.6.4 Analysis.**

Breaking down and connecting various information components, such as distinguishing between facts and opinions.

#### **3.3.6.5 Synthesis**

The combination of different components to create something new, such as developing theories or models.

#### **3.3.6.6 Evaluation**

The judgment about the value of information or work, such as assessing the quality of work or the accuracy of data.

In 2001, the Revised Bloom's Taxonomy changed the names and order of the levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

### **3.3.7 Teaching with Movies.**

Teaching with Movies is a concept that involves using films as a teaching tool to improve students' learning experiences. Films can help explain complex concepts, simplify content, and engage students in the learning process. This approach has several benefits, such as:

#### **3.3.7.1 Stimulating Interest**

Films can capture students' attention and increase their desire to learn.

#### **3.3.7.2 Developing Deep Understanding**

Films can illustrate concepts in ways that descriptions cannot, such as by depicting historical events or scenes.

#### **3.3.7.3 Developing Critical Thinking Skills**

Analyzing and discussing film content can help students improve their critical thinking skills.

This teaching method is widely used in a variety of subjects, including history, literature, social studies, and science. Films are chosen based on their relevance to the topic being taught.

### **3.3.8 Assessment and Evaluation**

In Ann Gravells' framework from 2014, informative (formative) and summative evaluations are crucial in the educational process.

#### **3.3.8.1 Formative Evaluation**

This is an ongoing process that takes place throughout the learning experience. Its primary goal is to monitor student learning and provide ongoing feedback that instructors can use to improve their teaching and for students to improve their own learning. Formative assessments are typically low stakes, meaning they carry little or no point value. Informal quizzes, in-class activities, and homework assignments are all examples of activities that inform both teaching and learning without having a significant impact on final grades.

#### **3.3.8.2 Summative Evaluation**

Summative evaluation occurs at the end of an instructional period and is used to assess students' learning, skill acquisition, and academic achievement. Summative



assessments are high stakes, which means they are worth a lot of points and have a significant impact on the final grade. Final examinations, end-of-term projects, and standardized tests are some examples.

Gravells emphasizes that both types of evaluation are required for a complete understanding of student progress and instructional effectiveness. Formative evaluations aid in identifying and addressing learning gaps, whereas summative evaluations provide an overall measure of student competency and program effectiveness.

### **3.3.9 Effective methods of providing advice that contribute to personal development and confidence<sup>18</sup>.**

Effective methods of providing advice that contribute to personal development and confidence means strategies that are efficient in giving guidance that fosters personal growth and enhances an individual's self-assurance. Related research or surveys may focus on identifying which types of advice can most effectively help individuals develop their potential and confidence, by providing guidance that aligns with their characteristics and abilities. Studies might explore the effectiveness of encouraging advice or the provision of clear and impactful information to promote self-confidence and self-belief.

### **3.3.10 Formative assessment and self-regulated learning: A model and seven principles of good feedback practice<sup>19</sup>.**

Formative assessment and self-regulated learning: A model and seven principles of good feedback practice refers to the creation of a model and the establishment of principles to provide effective guidance for self-directed learning development. It utilizes formative assessment as a primary tool, focusing on giving advice that aligns with individuals' needs and abilities in sustainable self-development directions. The aim is to offer appropriate guidance that supports efficient self-regulated learning, aiming to boost learners' confidence and empower them to fully develop through responsive feedback received during their self-learning journey.

### **3.3.11 Icebreaker ideas**

Icebreaker ideas are ideas or activities used to break the ice, create a fun environment, and generate interest in meetings or events, particularly when participants do not know each

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<sup>18</sup>L. King, "Effective methods of providing advice that contribute to personal development and confidence," *Journal of Personal Growth* 7, no. 2 (2014): 45-58.

<sup>19</sup> D. J. Nicol and D. Macfarlane-Dick, "Formative assessment and self-regulated learning: A model and seven principles of good feedback practice," *Studies in Higher Education* 31, no. 2 (2006): 199-218.

other well or are unfamiliar with one another. These activities are commonly used in settings where fostering camaraderie and increasing participant engagement are critical for developing communication skills and teamwork.

### **3.3.12 Socrative Course**

Socrative Course is an educational tool that allows for effective management and tracking of students' learning outcomes. It enables teachers to create online quizzes or exercises that students can access at any time and from any location using the internet. It also includes features for collecting student performance data and analyzing results in real time during the learning process. Students can participate in activities and take quizzes on internet-connected devices like computers, tablets, and smartphones.

## **4. Compare the effectiveness of teaching law.**

Thai legal education has been modernized and developed to keep pace with social and technological advancements. The methods and approaches typically combine traditional classroom instruction with new technologies. Thus, effective planning and high-quality instruction can help students develop their skills more quickly. The authors discovered that using mixed approaches in our courses, such as research-based learning, lecture-based learning, problem-based learning, brainstorming, and project-based learning, improves teaching and learning outcomes and enhances student professional development in the following ways:

### **4.1 Evidencing Area of Activity (A1) : Design and plan learning activities and programmes of study.**

The Program Learning Outcomes for the subjects "Settlement of Commercial Disputes and Arbitration" and "Bankruptcy Law and Business Reorganization" are that students can explain basic legal concepts, principles, and intentions in legal language, as well as recognize and evaluate factual issues and the parties' intentions, including defining the claims and arguments in the case. They are also skilled at using a variety of information technologies in Thai and other languages, as well as writing, editing, and presenting legal documents. As a result, the authors developed TQF3 (K6) course specifications for undergraduate students in accordance with the Thai Qualifications Framework standards. Before the authors began the lecture, the authors thoroughly explained the course syllabus and rubric scores to the students.

The authors defined the content based on the students' learning objectives, indicators, potential, and local needs (V4). The authors designed our instruction by incorporating content



from a variety of subjects that were relevant to actual careers. The authors analyzed the groups to identify the learners' strengths and weaknesses. Finally, the authors created a variety of teaching and learning activities that suited each student and maximized their potential. These activities improved critical thinking and practical abilities, allowing students to apply their knowledge. (K2, K3, V1, V2) The authors also used Google Forms to have students complete a survey about their learning goals for all students (K4). These enabled us to develop instructional materials and activities that improved legal skills while also meeting the needs of all students. (K3, V1, V2) Most importantly, our materials must be updated on a regular basis, and the authors have included a case study from our previous work experience to help students understand how to apply operational law and make efforts to improve the employment prospects of various learners<sup>20</sup>. (V3, V4) The teaching was based on the idea that the teacher's current role should be changed from lecturer to facilitator by implementing a process that allows students to practice through real-life action. Instead, the teacher is the one who makes suggestions and offers guidance<sup>21</sup>. The authors also used technology to create educational tools like Google Workspace for Education, Line, Facebook, Canva, and Apple TV apps (K4, V4).

In our smart classroom, the authors implemented active learning strategies such as lecture-based learning (LBL), case-based learning (CBL), and problem-based learning (PBL). Communication and teamwork skills are critical in the twenty-first century, so the authors frequently encourage small-group activities to improve these abilities (V4). The authors used the concept of constructive alignment in our instruction, as well as instructional strategies that helped students meet their learning objectives more effectively. Furthermore, each course was designed using Bloom's taxonomy<sup>22</sup>.

The goal of the Settlement of Commercial Disputes and Arbitration course is to learn about dispute resolution (alternative dispute resolution), the definition, nature, and common forms of out-of-court dispute resolution, specifically dispute resolution through arbitration. For these purposes, it understands key principles of arbitration, such as an arbitration agreement, an arbitral tribunal, arbitral proceedings, awards and their enforcement, and

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<sup>20</sup> G. Petty, **Teaching today: A practical guide** (Oxford: Oxford University Press-Children, 2016).

<sup>21</sup> A. R. Saavedra and V. D. Opfer, "Learning 21st-century skills requires 21st-century teaching," **Phi Delta Kappan** 94, no. 2 (2012): 8-13.

<sup>22</sup> N. E. Adams, "Bloom's taxonomy of cognitive learning objectives," **Journal of the Medical Library Association: JMLA** 103, no. 3 (2015): 152.

applications for the recognition and enforcement of foreign arbitral awards. "Bankruptcy Law and Business Reorganization" is another subject that aims to teach students about the evolution, nature, and purposes of bankruptcy law, procedures for distributing debtor's property, the roles of the receiver, the Court's jurisdiction, bankruptcy proceedings, and business reorganization. The authors used both creative-based learning (CBL) and problem-based learning (PBL). Before writing the case diagnosis, we required all students to review the movie's case study. Students then provided feedback collectively. The results of the teaching evaluation of "Bankruptcy Law and Business Reorganization" revealed that the exam results were better than the previous semester. The student said, "Funny and easy to understand." Then, the author used the TQF5 template to improve the quality assurance of the planning and design of each subject to submit to the dean at the end of each course (K5). This strategy was adapted for this semester's "Settlement of Commercial Disputes and Arbitration" subject. Then the authors created a questionnaire and sent it to the students to complete. The majority said it was "fun," "created understanding," "learned how to work as a team," "taught to be thorough," and so on.

#### **4.2 Evidencing Area of Activity 2 (A2): Teach and/or support learning**

Technically, the first author is still an authorized and licensed lawyer. She just appears in courtrooms less frequently, and the co-author is now a prosecutor, so the authors understand both theories and practices (K1, V3). These courses are difficult because they cover court proceedings and are business-related. Students must read textbooks, laws, review articles, and business news. The authors used a variety of approaches in two courses, including research-based learning, lecture-based learning, problem-based learning, brainstorming, and project-based learning. The authors also discovered several benefits in teaching and learning outcomes that aided student professional development in the designed courses. Furthermore, "The Bankruptcy Law" is a required legal course for Bar Association study. As a result, we anticipate that after successfully completing coursework, our students will understand the law and be proficient in applying it (V4).

Because each student is unique, the authors must first understand the different learning styles and pay attention to the whole class before the authors can effectively teach. (K3, V1). The authors used the pre-test method to assess the students' abilities, determining who was intelligent and who was not, as well as who was quick to process information. (K1, K3, V1) To prepare for class, students should watch educational YouTube videos, analyze legal facts from assigned movies on Netflix, and practice exercises twice a month. (K1) The students



concluded, "Viewing educational technology media helpful conclusions before lectures will improve our understanding of complex material" (K4).

Traditional Thai legal education focuses on classroom lectures and the review of existing legal textbooks and documents. However, simply lecturing on legal details may not be sufficient to prepare students to apply their knowledge in the workplace after graduation. As we enter the twenty-first century, marked by the information age and rapid advances in information technology that enable borderless communication and access to information at any time and from any location, the impact of globalization necessitates students' ability to engage in continuous self-learning. As a result, problem-based learning, brainstorming, case studies, and discussion groups were implemented for these subjects based on feedback from our students who stated that "we enjoy a blended activity that combines some components of problem learning and presentation by ourselves in class." (K2, K5, V3). During their presentations and discussions, the author occasionally questioned them about complex legal issues to get them to think creatively (K2). "We have fun, freedom, and feel valued in my class," students reported (K 5). The last thing the author observed was the students' behavior in the ADHD student group; they were paying attention while imagining actual problems using these techniques. (K2, K3, V1)

Activity for "Bankruptcy Law and Business Reorganisation" class : After the lecture-based instruction, students were divided into smaller groups of three to discuss various topics they had searched for in the news. Each group then had 10 minutes to discuss the problems. The authors showed them how to write to verify their understanding and foster more interactive learning (K3, V1). The students shared their responses with the others by presenting them using PowerPoint or any other materials offered. The author also spoke privately with less scoring students, and the author observed that the students in the class were more engaged (K5). Another aspect of the Settlement of Commercial Disputes and Arbitration course was teaching students the proper methods for writing Statements of Claims and/or Defense and Arbitral Awards, as law study requires knowledge, understanding, application, analysis, and evaluation. As a result, Bloom's taxonomy-based teaching methods are the most effective in jurisprudence<sup>23</sup>. For this subject, The authors used lecture-based, problem-based, and case-study teaching methods. (K2) Before The authors demonstrated how to write the cases, the

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<sup>23</sup> B. S. Bloom, **Taxonomy of educational objectives: The classification of educational goals** (New York, NY: Longmans, Green, 1956).



authors uploaded documents to Google Classroom and used the Line program. Before class, students could independently study and revise cases and legal journals (K2, K4, V1, V2). The authors then divided the students into three groups, each with a distinct role in the arbitration moot activities: Respondent, Claimant, and Arbitrator. The authors discovered that they performed well on both the pre-tests and post-tests, owing to their meticulous preparation. In addition, we provided students with feedback on their correct legal writing. (K2, K5, A3)

Additionally, using films as a teaching tool can enhance students' learning experiences. because films can help explain complex concepts, make content more understandable, and engage students in the learning process<sup>24</sup>. Watching legal drama series can be an effective method for training law students. In the real world, legal professionals, whether lawyers or judges, rarely get to witness disputing incidents firsthand. Instead, they must rely on the accounts provided by clients or litigating parties. Viewing a legal drama simulates this experience by allowing law students to observe incidents from a third-person perspective. This approach helps students understand the nuances of cases without being directly involved. Moreover, rather than providing students with a fixed description of events, watching a series and summarizing the facts encourages them to scrutinize every detail closely. This method promotes a deeper engagement with the material, as students must pay attention to all aspects of the incident to accurately recount it, rather than merely relying on written descriptions. In summary, using legal dramas as a teaching tool can enhance law students' observational and analytical skills, better preparing them for the realities of the legal profession. To motivate them, we brought movies about law, such as "The Judge (2014)" and "Ishiko to Haneo: Sonna Koto de Uttaemasu? (Ep. 1). After watching the movie, we asked some questions, and most of the students were able to provide precise answers. Observing, we concluded that watching movies is a fun way to learn and practice English and Japanese. (K1, K2, K4, K5) Given their thorough preparation, the author discovered that they performed well on both pre-tests and post-tests; 99.9% of students passed the final exam (K5). As a result, this instructional method is superior to the lecture-only approach. (K5). Finally, the author improved the quality of our instruction using feedback from the students to achieve quality assurance (QA). (K6, V4)

#### 4.3 Evidencing Area of Activity 3 (A3): Assess and give feedback to learners.

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<sup>24</sup> T. R. Bell, *Teaching with movies: Recreation, sports, tourism, and physical education* (Urbana, IL: Sagamore Publishing, 2010).



The authors created all of the tools and resources, which were used for both formative and summative evaluation<sup>25</sup>. The teaching teams, program coordinators, and committees all reviewed TQF3 to ensure that these assessment methods were used properly. (K6) For "Settlement of Commercial Disputes and Arbitration" and "Bankruptcy Law and Business Reorganization," formative assessments included discussions, tests, group projects, and presentations. The final assessment type was summative, which included the final exams (K2). The authors instructed the students to use an infographic template to create presentations for the law course's formative assessments. One week, the author organized a small group on judgment writing, just as the Supreme Court did. The author provided clear guidance and annotations on the judgment writing process, which was overseen by several professional academics from national law enforcement organizations such as courts, the Lawyers Council, and the Attorney General's Office, the authors use the same method to teach how to write Statements of Claims and/or Defense and Arbitral Awards. Through advice from prosecutors and professionals from the Thailand Arbitration Center: THAC (K2, K3, and V2). The authors discovered that all students could apply what they had learned in class to perform well on summative final exams (K5). Furthermore, using Google Forms as an online platform for improving and reflecting the quality of our teaching feedback, the authors designed student questionnaires to ensure that our feedback was reasonably balanced between positive and constructive points (K4).

In our class, the authors used presentations and discussions to collect data for formative assessments for the case study, small group discussion, brainstorming, project-based learning, problem-based learning, and research-based learning. The authors used the final twenty minutes of our allotted time to comment on the student report, focusing on the problematic cases. The authors scheduled extra special advising time for students who had not completed their assignments or were having difficulty doing so perfectly by the deadline for work submission. These approaches helped us identify each learner's learning strengths and weaknesses. (V2)

The authors quickly reviewed their work and provided the necessary feedback, allowing individuals to develop their potential and confidence by providing guidance that is

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<sup>25</sup> A. Gravells, **Assessment and evaluation**, Retrieved from <https://www.annggravells.com/assessment>

appropriate for their characteristics and abilities<sup>26</sup>. The author attended a workshop on "Writing TQF 3 and Formative Assessment" on May 24, 2022, at Walailak University from 9:00 a.m. to 12:00 p.m. and "Creating a Simple Online Learning Assessment Test with Socrative" presented at Walailak University on Tuesday, December 20, 2022, from 1:30 to 3:00 p.m.(V3). The authors concluded that "The development of a model and principles that will provide effective guidance for self-directed learning development. It makes use of formative assessment as a primary tool, focusing on providing advice that is appropriate for individuals' needs and abilities in terms of long-term self-development. The goal is to provide appropriate guidance that promotes efficient self-regulated learning, boosting learners' confidence and empowering them to fully develop through responsive feedback received throughout their self-learning journey"<sup>27</sup>.

Eventually, the authors used and recorded student performance on the "CES Performance-Based Tracking System" (software developed by Walailak University for tracking students' performance) in the subjects for which I was responsible for both subjects in order to follow a scoring rubric. The authors could identify each student's learning style, strengths, and areas for development through this (K4, V1).

#### **4.4 Evidencing Area of Activity 4 (A4): Develop effective learning environments and approaches to student support and guidance.**

Previously, the author attended the "Essential Elements for Smile and Smart Center Helpers" workshop at Walailak University. It helped me understand how Gen Z teenagers behave. Before beginning class, the author had each student complete a survey on the "Mental Health Check Up" mobile app to assess their initial emotional state. the author also assigned the students to design the classroom environment they desired because these strategies helped me understand various learning factors such as technology availability, language, and so on. (K3, K4; V1, V2, V3)

Under the Equality Act of 2010, Walailak University provides WU e-learning to students who wish to continue their education from home. The authors added all of the content to WU e-learning and Google for Education (K4). The authors also made more time available for consultation on how to study law using LINE Meeting, zoom video conference, Google

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<sup>26</sup> King, L., **Effective methods of providing advice that contribute to personal development and confidence**, 45-58.

<sup>27</sup> Nicol, D. J., & Macfarlane-Dick, D., **Formative assessment and self-regulated learning: A model and seven principles of good feedback practice**, 199-218.



Education, and mobile phones, allowing students to quickly exchange information and clarify their responses and individual needs (V1, V2, K3, K4). Some students declared, "You are an excellent teacher." "Be kind, treat all students equally, and make us comprehend more about the law." (K5)

Another practice-focused example was "Settlement of Commercial Disputes and Arbitration." For discussion, practice writing a diagnosis, and arbitration, the co-author managed and set up virtual learning environments to support our learners through roundtables appropriate for some students with short-term vision issues or ADHD. The co-author also encouraged students to write more test answers while teaching them how to read and take notes on the whiteboard with images, graphs, and summaries. He also brought "icebreaker ideas" to his class.

"Icebreaker ideas" are ideas or activities for breaking the ice, creating a fun environment, and generating interest in meetings or events, especially when participants are unfamiliar with one another. These activities are frequently used in settings where fostering camaraderie and increasing participant engagement are critical for improving communication and teamwork. This method of classroom design entails not only believing that you can express yourself freely at work without fear of repercussions, but also encouraging the emergence of better ideas. So, creating an environment in which students can express themselves without fear of repercussions increases confidence and encourages participation in developing ideas that benefit learning.

Furthermore, WU e-learning, technology-entertainment-design talks (TED Talks) and Movie could assist students in becoming lifelong learners in the future<sup>28</sup>. (K4, V1, V2) Some students remarked, "I like the way you draw learning charts and the way you teach. Understanding is easier because we detest reading books with many of characters." (K5, V1, V2, and V4).

#### **4.5 Evidencing Area of Activity 5 (A5): Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.**

For our ongoing professional development, the author is a lecturer at Walailak University who always makes sure to stay current with a variety of professional training courses

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<sup>28</sup>Anderson, T. (Ed.). (2008), **The theory and practice of online learning**, Athabasca University Press.

and academic conferences. For example, the author took classes offered by the Thai Bar Association to keep the legal knowledge up to date, training for writing UKPSF Fellow applications, the e-learning course, the OBS Studio Course, and Creating a Test to Easily Evaluate Online Learning with the Socrative Course. Meanwhile, the co-author has developed himself through work experience and has been assigned duties such as drafting and providing opinions on international law, being the working group for accession to the United Nations Convention on the Settlement Agreement, and acting as the attorney general's representative in providing opinions on international law, both bilateral and multilateral, on which Thailand is negotiating on a variety of issues, etc. The authors also received revision feedback from each student, which helped me succeed in my own professional development<sup>29</sup>. All of the courses mentioned earlier, in particular the ones on outcome-based education (OBE), Thai quality frameworks for higher education (TQF), and course learning outcomes (CLOs), were pertinent to teaching and learning approaches for the Latin Legum Magistra (LLB) program. (K1, V3)

Moreover, the authors started researching and studying bankruptcy law on "The Comparison of Chapter 9 of the United States Bankruptcy Code and Debt Management in Bangkok Metropolis," "Legal Problems of Municipal Debts Affecting Sovereign Debt: A Study on Debt Management and Restructuring," "Debt to the Public but Not Public Debt: Seeking Legal Solutions to Bangkok's Debt Obstacles," and the writing of the second author's arbitration book. These projects broadened our knowledge and skills. They would make it easier for us to share our knowledge with the students, particularly in our course design and lesson planning techniques (K6). We updated the TQF3 for the subjects "Settlement of Commercial Disputes and Arbitration" and "Bankruptcy Law and Business Reorganization" following UKPSF (K1); therefore, the students can learn more effectively with the new TQF3 revision for both courses.

## 5. Conclusion and Recommendation

### 5.1 Conclusion

According to the discussion, the effectiveness of teaching law using lecture-only methods versus methods aligned with the United Kingdom Professional Standards Framework (UKPSF) results in significant differences in educational outcomes. In Thailand, where

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<sup>29</sup> Marzano, R. J., & Toth, M. D. (2013), **Teacher evaluation that makes a difference: A new model for teacher growth and student achievement**, ASCD.



traditional lecture-based methods emphasize memorization and comprehension of legal content, the approach is limited, focusing primarily on answering the question, "What is the law?" This approach may limit students' ability to apply legal knowledge in diverse contexts or integrate critical thinking skills.

In contrast, the UKPSF encourages a more integrated and diverse approach to teaching and learning in higher education. It encourages educators to use a variety of teaching methods, including research-based, problem-based, and project-based learning. These methods not only improve students' understanding of legal principles, but they also promote critical thinking, analytical skills, and the ability to apply legal knowledge in real-world scenarios. By aligning teaching practices with the UKPSF, educators can effectively promote interdisciplinary thinking and professional development in law students, preparing them to face complex legal challenges in today's society.

## **5.2 Recommendation**

Based on a comparison of traditional lecture-based methods in Thailand and teaching methods aligned with the United Kingdom Professional Standards Framework (UKPSF), several recommendations can be made to improve teaching and learning in legal education:

### **5.2.1 Attending conferences and training sessions.**

Attending conferences and training sessions to refresh legal knowledge in preparation for the courses could be used to design our instructional strategy, and encourage students to impart their professional expertise to others. All of the above elements encourage students' application of their knowledge, which is advantageous for their future career decisions. Before they graduated, the author advised them to study independently from "A mock interview training course. "These training courses are enjoyable and clear. the author feels more confident going into work." the student said. (V4, K2, K3, K4, K5)

### **5.2.2 Diversify Teaching Methods**

Use a wide range of pedagogical approaches, including research-based learning, problem-based learning, and project-based learning. These approaches encourage active participation, critical thinking, and the application of legal principles in real-world situations.

### **5.2.3 Develop Critical Thinking Skills**

Create learning activities that require students to analyze, evaluate, and apply legal principles independently. This develops critical thinking skills necessary for legal practice and navigating complex legal issues.

### **5.2.4 Encourage Reflective Practice**

Create opportunities for students to reflect on their learning and professional development. Reflection improves self-awareness and promotes continuous improvement in understanding legal principles and their practical applications.

#### **5.2.5 Utilize Technology and Resources**

Use educational technologies and resources to improve learning experiences. Virtual learning environments, online resources, and interactive tools can enhance traditional teaching methods and better engage students.

#### **5.2.6 Promote Interdisciplinary Learning**

Encourage integration of legal knowledge with other disciplines to foster interdisciplinary thinking. This approach helps students understand the broader implications of legal concepts and their applications across different fields.

#### **5.2.7 Assessment for Learning**

Use formative assessment strategies to provide continuous feedback and track student progress. This approach promotes student learning and aids in the identification of areas for further development.

#### **5.2.8 Emphasize Professional Values and Ethics**

Integrate discussions on professional values and ethics into teaching. The UKPSF emphasizes the importance of ethical awareness and professional conduct, essential for preparing students for ethical dilemmas in legal practice.

By implementing these UKPSF-aligned suggestions, educators can create a dynamic and supportive learning environment that prepares law students not only with foundational legal knowledge, but also with critical skills and attributes required for professional success in a variety of legal contexts.

### **6 Conflict of Interest**

The authors declare that there is no conflict of interest.

### **7 IRB No.**

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