



Australian Government



Office for  
**Learning & Teaching**

# *'Smart Casual'*: towards excellence in sessional teaching in law

Final Report 2014

The University of Adelaide (lead institution), Flinders University and The University of Western Australia

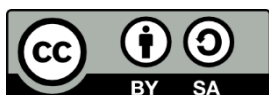
Associate Professor Anne Hewitt (project leader), Associate Professor Mary Heath, Winthrop Professor Mark Israel and Associate Professor Natalie Skead (team members)

Associate Professor Mary Heath, Associate Professor Anne Hewitt, Winthrop Professor Mark Israel and Associate Professor Natalie Skead (report authors)



[www.lawteachnetwork.org/smartcasual.html](http://www.lawteachnetwork.org/smartcasual.html)

Support for the production of this report has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this report do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.



With the exception of the Commonwealth Coat of Arms and where otherwise noted, all material presented in this document is provided under Creative Commons Attribution-ShareAlike 4.0 Unported License <http://creativecommons.org/licenses/by-sa/4.0/>.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the Creative Commons Attribution-ShareAlike 4.0 Unported License <http://creativecommons.org/licenses/by-sa/4.0/legalcode>.

Requests and inquiries concerning these rights should be addressed to:  
Office for Learning and Teaching  
Department of Education  
GPO Box 9880  
Location code N255EL10  
Sydney NSW 2001.

<[learningandteaching@education.gov.au](mailto:learningandteaching@education.gov.au)>

2014

ISBN	978-1-74361-815-8	PRINT
ISBN	978-1-74361-816-5	PDF
ISBN	978-1-74361-817-2	DOCX

# Acknowledgements

The Project Team acknowledges the valuable contribution to the project made by the following individuals and groups: the sessional law teachers at The University of Adelaide, Flinders University and The University of Western Australia who contributed their time to assist this project by completing our survey, trialling the draft modules and attending focus groups; Associate Deans (Learning and Teaching) from law schools around Australia; Shane Rogers for support in survey design and data analysis; Skye Schunke for locating relevant literature and contacting law schools around Australia; Kate Bondett for editing videos of sessional law staff; Manuel Solis for assistance with Articulate Storyline.

In addition, the Project Team thanks our Expert Review Group: Paula Baron (La Trobe University, and Council of Australian Law Deans); Donna Buckingham (University of Otago); Kate Galloway (James Cook University); Mary Keyes (Griffith University); Alex Steel (University of New South Wales), and Vicki Waye (University of South Australia).

# List of acronyms used

ALTC – Australian Learning and Teaching Council

AUQA – Australian Universities Quality Agency

AUTC – Australian Universities Teaching Committee

BLASST – Benchmarking leadership and advancement of standards for sessional teaching

CALD – Council of Australian Law Deans

ERG – expert review group

LEAD – Legal Education Associate Deans [Network]

OLT – Australian Government Office for Learning and Teaching

RED – *Recognition, Enhancement, Development [Report]*

TEQSA – Tertiary Education Quality and Standards Agency

WAND - West Australian Network for Dissemination

## Executive summary

The *Smart Casual* project identified and responded to the professional development requirements of sessional staff in law.

Half of all teaching in Australian higher education is provided by sessional staff, rendering the quality of their teaching critical to student learning, retention and progress, yet national research suggests support and training for sessional teachers remains inadequate. In law, this problem is compounded by the need for staff to teach discipline-specific skills and content to students destined for a socially-bounded profession. Yet sessional law teachers are often time-poor legal practitioners weakly-connected to the tertiary sector. The distinct nature of these sessional staff and the discipline-specific learning outcomes required in law suggested the need for discipline-specific sessional staff training.

The *Smart Casual* project investigated the extent of sessional teacher development opportunities available at law schools around Australia and asked sessional teachers at the three partner institutions for their perceptions of development need. With this information, the project team developed, trialled and evaluated professional development modules.

The outcome of the project was national distribution of three discipline-specific teaching-focused professional development modules on engaging students [*Module 1: Engagement*], teaching legal problem-solving [*Module 2: Problem-solving*] and providing feedback [*Module 3: Feedback*].

These modules can be found at: [≤www.lawteachnetwork.org/smartcasual.html≥](http://www.lawteachnetwork.org/smartcasual.html).

The project team recognises these modules are only part of the solution to the pressing development needs of sessional staff in law. We recommend these resources should be supplemented by:

1. additional modules addressing other important aspects of teaching, including:
  - wellness (of sessional teachers and law students)
  - ethics and professional responsibility
  - communication and collaboration
  - critical thinking
  - reading law (case reading and statutory interpretation)
2. an online space for sessional teacher to engage with their peers
3. template resources to facilitate creation of individualised sessional teacher development programs utilising the modules and encouraging sessional teacher engagement with the online peer-to-peer space.

# Table of Contents

Acknowledgements.....	1
List of acronyms used .....	2
Executive summary.....	2
Chapter 1: Project and outcomes .....	5
Approach and methodology.....	5
Chapter 2: Who are sessional teachers? .....	7
Chapter 3: The need for teaching-focused and discipline-specific development resources ....	8
Chapter 4: Resources created .....	11
Chapter 5: Dissemination.....	12
Bibliography .....	14
Appendix A.....	16

# Chapter 1: Project and outcomes

The project:

1. developed a greater understanding of the professional development (a) opportunities for and (b) needs of sessional law teachers
2. created and distributed to all Australian law schools three self-directed teaching-focused development resources for sessional law teachers
3. compiled a report demonstrating the need for these and further resources.

## Approach and methodology

The project involved four stages.

### Stage 1: Establishment

The project team developed a position paper for the project, outlining the scope of the problem and our proposed response. This paper was informed by:

- a review of the Australian and international educational literature that identified areas of sessional teacher need, and effective and sustainable systems of professional development
- a survey of law sessional teachers at the three host institutions, The University of Adelaide ('Adelaide University'), Flinders University and The University of Western Australia, to identify unmet needs and perceptions of better practice
- an audit of professional development practices for sessional law staff in Australian law schools.

*Outcome: three draft modules on engaging students [Module 1: Engagement], teaching legal problem-solving [Module 2: Problem-solving] and providing feedback [Module 3: Feedback].*

### Stage 2: Consultation

The project team sought feedback on the position paper from the project's expert review group in legal education. The ERG consisted of:

- Professor Paula Baron, Head of Law School, La Trobe University, and Chair of the Council of Australian Law Deans (CALD) Standing Committee on Legal Education and Student Matters
- Associate Professor Donna Buckingham, University of Otago, President of the Otago Branch of the New Zealand Law Society and former President of the Ako Aotearoa Academy of Tertiary Teaching Excellence
- Ms Kate Galloway, Senior Lecturer, Faculty of Law, Business and Creative Arts, James Cook University

- Professor Mary Keyes, Co-convenor of the Learning and Teaching Forum, Griffith Law School, Griffith University
- Professor Alex Steel, Associate Dean (Education) University of New South Wales and co-chair of the Legal Education Associate Deans [Network] LEAD
- Professor Vicki Waye, Dean of Teaching and Learning, Division of Business, University of South Australia.

Based on feedback from the ERG, the project team modified the draft modules.

*Outcome: format and content of the three modules was amended to model a variety of teaching strategies, facilitate engagement and interactivity, and encourage peer-to-peer support. Videos of sessional teachers speaking to relevant issues were created and incorporated into the modules.*

### Stage 3: Trial and evaluation

The revised modules were then trialled by 28 sessional law teachers at the three host institutions. A series of six focus groups was conducted in Adelaide and Perth during March 2014 which allowed trial participants to provide feedback. The project team made further amendments to the modules in response to this feedback.

*Outcome: three final modules on engaging students [Module 1: Engagement], teaching legal problem-solving [Module 2: Problem-solving] and providing feedback [Module 3: Feedback].*

### Stage Four: Dissemination

The modules have been distributed to all Australian law schools along with an accompanying report *Smart Casual - Contributing to excellence in sessional teaching in law*, which explains the need for these resources as established by this project. The report is available on the OLT website as a separate resource in addition to this final report.

The modules are available on the LEAD website at [www.lawteachnetwork.org/smartcasual.html](http://www.lawteachnetwork.org/smartcasual.html).



## Chapter 2: Who are sessional teachers?

The higher education system is one of the most casualised industries in the Australian economy.<sup>1</sup> Massification of the Australian tertiary sector has been accompanied by a far smaller increase in staff numbers. Where additional staff have been employed to respond to rising student numbers, they have been employed on a primarily sessional basis.<sup>2</sup> A significant percentage of academic staff are now sessional employees<sup>3</sup> and non-permanent staff may be undertaking up to half of all teaching in Australian higher education.<sup>4</sup> This is a sector-wide phenomenon; all universities rely heavily on casual teaching staff.<sup>5</sup> This is also true of law schools.<sup>6</sup>

Nonetheless, there is little reliable sector-wide data about how many sessional staff are employed to teach in law schools. Indeed, it seems many law schools find it difficult to precisely identify all the sessional staff they employ.

Given the range of terminology and employment structures used around Australia, the project team has chosen to adopt the broad definition used by Debra Herbert et al and focus on 'university instructors who are not in tenured or permanent positions'.<sup>7</sup>

We have also adopted the *RED Report's* recommended terminology referring to these instructors as 'sessional teaching staff'.<sup>8</sup> The term 'sessional' avoids the negative connotations that may be associated with 'casual' teaching.<sup>9</sup> As Cowley argues, finding an appropriate definition for this group of academics matters because they are too often excluded from conceptions of the academic workforce, rather than being perceived as valued and vital members of larger teaching teams.<sup>10</sup>

---

<sup>1</sup> This phenomenon is international and perhaps even more pronounced in the UK: Colin Bryson and Richard Blackwell, 'Managing temporary workers in higher education: still at the margin?' (2006) 35(2) *Personnel Review* 207, 208.

<sup>2</sup> Hamish Coates et al, 'Australia's casual approach to its academic teaching workforce' (2009) 17(4) *People and Place* 47-48-49.

<sup>3</sup> Junor estimates that 40 per cent of academic staff are employed on a sessional basis: Anne Junor, 'Casual university work: choice, risk, inequity and the case for regulation' (2004) 14 (2) *The Economic and Labour Relations Review* 276, citing J Buckell, 'Fixed-term drift halted' (2003) *The Australian Higher Education Supplement*, 17 December, 179. Coates et al suggest casual staff increased from 12.6% of all teaching staff in 1989 to 22.2% in 2007: Coates et al, *ibid* 48.

<sup>4</sup> Alisa Percy et al, *The RED Report - Recognition, Enhancement, Development - the contribution of sessional teachers to higher education* (2008, Australian Learning and Teaching Council), 4, 3.

<sup>5</sup> Denise Bradley et al, *Review of Australian Higher Education Report* (2008, Australian Government DEEWR) [3.1.5], [4] <[www.deewr.gov.au/he\\_review\\_finalreport](http://www.deewr.gov.au/he_review_finalreport)>.

<sup>6</sup> Jill Cowley, 'Confronting the reality of casualisation in Australia: valuing sessional staff in law schools' (2010) 10(1) *Queensland University of Technology Law and Justice Journal* 27, 28.

<sup>7</sup> Debra Herbert, Rachel Hannam and Denise Chalmers, *Enhancing the training, support and management of sessional staff* (2002, Australian Association for Research in Education).

<sup>8</sup> Alisa Percy et al, *above n 4*, 4.

<sup>9</sup> Cowley, *above n 6*, 28-29.

<sup>10</sup> *Ibid* 29.

## Chapter 3: The need for teaching-focused and discipline-specific development resources

Professional development for sessional teachers (as for other academic staff) has three primary purposes. They are to:

1. enable sessional teachers to support students
2. support the development of sessional teachers
3. support wider school and university objectives.<sup>11</sup>

Several national projects have emphasised the need for and lack of provision of high-quality professional development opportunities for sessional staff. The 2003 AUTC-funded *Training, Support and Management of Sessional Teaching Staff* project identified a widespread lack of ongoing professional development and support for sessional teachers.<sup>12</sup> The 2008 *RED Report* found a particular gap relating to the leadership and management of sessional teachers by course coordinators, which it found jeopardises the quality of the student learning environment.<sup>13</sup> This led to the 2011 ALTC-funded *Coordinators Leading Advancement of Sessional Staff* project.<sup>14</sup>

Despite these projects, there is evidence that support and training for sessional teachers remains inadequate.<sup>15</sup> In terms of support, Suzanne Ryan and her colleagues' recent research summarised a variety of forms of exclusion from conditions and benefits, and from workplace and infrastructure support, experienced by sessional teachers in Australia.<sup>16</sup> They include underpayment, poor management, unpredictability of work and delayed access to infrastructure, including internet access and library resources. There is also evidence of continued widespread lack of access to opportunities for developing teaching practice.<sup>17</sup>

The research conducted by the present project established that there are limited teaching-focused development opportunities or resources available to sessional law teachers in

---

<sup>11</sup> Anne Gaskell, 'Policy and practice to support part-time teachers at scale' in Fran Beaton and Amanda Gilbert (eds), *Developing effective part-time teachers in higher education* (2013, Routledge) 47, 52.

<sup>12</sup> *Training, support and management of sessional teaching staff final report* (2003, Australian Universities' Teaching Committee).

<sup>13</sup> Alisa Percy et al, above n 4.

<sup>14</sup> Geraldine Lefoe et al, *Subject coordinators leading professional development for sessional staff final report* (2011, Australian Learning and Teaching Council).

<sup>15</sup> This is supported by the data obtained from a survey of sessional law academics employed at the University of Adelaide, Flinders University and University of Western Australia which was conducted as part of this project. See the summary, *Smart Casual - Contributing to excellence in sessional teaching in law* report on the OLT website.

<sup>16</sup> Suzanne Ryan et al, 'Casual academic staff in an Australian university: marginalised and excluded' (2013) 19(2) *Tertiary Education and Management* 161, 165.

<sup>17</sup> Peter Knight et al, 'Enhancing part-time teaching in higher education: A challenge for institutional policy and practice' (2007) 61 *Higher Education Quarterly* 420.

Australia. This was established by a nationwide evaluation of the availability, extent and type of development available to sessional law teachers. Evaluation was conducted by way of semi-structured interviews with Associate Deans (Learning and Teaching) (or equivalent or nominee) at Australian law schools. Nearly 80 per cent of law schools provided information as part of the evaluation. The project team also conducted a survey of sessional law teachers at the three project partner institutions (Adelaide University, Flinders University and The University of Western Australia), which confirmed that sessional staff at those institutions recognise a need for improved teaching-focused development. The survey was administered online, and a Microsoft Word version is included in Appendix A.

Project research confirmed conclusions in the existing literature that sessional staff have varying access to development opportunities and that those programs that might be available to them may not adequately address their needs. Many Australian universities have invested time and resources in formulating general policies and guidelines to ensure quality of academic instruction. Generic, systematic and coordinated institution-wide programs are an important part of supporting sessional staff;<sup>18</sup> however, university-wide programs have significant limitations if left to stand alone. According to Jacobs, 'Uniformity of practice may be administratively efficient but educationally unsound.'<sup>19</sup> Different authors give different reasons for this conclusion. Boud argues that it is in the site of academic practice—the school or faculty in which a sessional teacher works—that academic identity is formed and is most powerfully influenced'.<sup>20</sup> Viskovic concurs, arguing working knowledge and teacher identity develop in the discipline or teaching team.<sup>21</sup> Healey and Jenkins support a discipline-based approach to academic development because teachers must 'translate' generic forms of teaching into the culture of a discipline and link curriculum development to a discipline's conception of knowledge.<sup>22</sup> In law, specifically, Cowley argues engaging in a discipline-specific development program assists 'sessional academics in law to engage with the students to achieve better student learning outcomes'.<sup>23</sup> Finally, limited research evidence about the support sessional teachers seek suggests that sessional teachers themselves request discipline specific support.<sup>24</sup> This preference was confirmed in the survey of sessional law teachers undertaken for the present project.

---

<sup>18</sup> Bryson and Blackwell, above n 1, 208.210.

<sup>19</sup> Frederic Jacobs, 'Using part-time faculty more effectively' in David Leslie (ed), *The Growing Use of Part-time Faculty: Understanding Causes and Effects* (1999, Jossey Bass) 14.

<sup>20</sup> David Boud, 'Situating academic development in professional work: using peer learning' (1999) 4(1) *International Journal for Academic Development* 3, 3.

<sup>21</sup> Alison Viskovic, 'Becoming a tertiary teacher: learning in communities of practice' (2006) 25(4) *Higher Education Research & Development* 323, 323.

<sup>22</sup> Mick Healey and Alan Jenkins, 'Discipline-based educational development' in Heather Eggins and Randal Macdonald (eds), *The scholarship of academic development* (2003, Open University Press) cited in Viskovic, above n 21, 325. See also Len Webster, Patricie Mertova and Joanna Becker, 'Providing a discipline-based higher education qualification' (2005) 2(2) *Journal of University Teaching & Learning Practice* 75.

<sup>23</sup> Cowley, above n 6, 28.

<sup>24</sup> Bronwyn Bevan-Smith, Jayne Keogh and Bruce D'Arcy, 'Determining the support needs of casual academic staff at the frontline' in Fran Beaton and Amanda Gilbert (eds), *Developing effective part-time teachers in higher education* (2013, Routledge) 34, 40.

The discipline-specific or generic nature of development tools is not the only factor to be considered in ensuring effectiveness. Sessional teachers, particularly those who are working as legal practitioners, may have particular requirements regarding the type of development opportunity they will actually use. Wilson has found professionals require information on an 'as-needs' basis (not supplied to them according to someone else's timetable), and want development to be time-efficient.<sup>25</sup> Again, this conclusion was supported by survey results in the present project.

---

<sup>25</sup> Louise Wilson, 'Welcome on board: designing support interventions to meet the real needs of new part-time lecturers' in Fran Beaton and Amanda Gilbert (eds), *Developing effective part-time teachers in higher education* (2013, Routledge) 117, 127.

## Chapter 4: Resources created

The *Smart Casual* project team has created three development resources for law schools, offering law-specific guidance for sessional teachers on **engaging students** [*Module 1: Engagement*], **teaching problem-solving** [*Module 2: Problem-solving*] and **giving feedback to students** [*Module 3: Feedback*].

The project team determined that the resources should be

- **practical** in nature and easily applied in a teaching context
- **available as needed**, allowing sessional teachers to access and refer back to the resources as required
- as **concise** as possible without sacrificing content in order to maximise efficiency.

With these guiding principles the resources created were designed to be: *Specific* to the teaching of law; *Meaningful* to the needs of law teachers; *Accessible*, allowing sessional teachers to access and refer back to the resources as required; *Realistic* and easily applicable to the varied contexts in which session teachers work and their many roles; and *Time-efficient* by being as concise as possible without sacrificing content (SMART).

While the resources were trialled in a PowerPoint format, following feedback from sessional teachers, the final resources were converted into Articulate Storyline, which is a more stable, seamless and easily accessible format for many users.

Each of the modules models a variety of methodologies, ideas and strategies illustrated by videos of sessional staff sharing their teaching experiences. The modules have been designed to encourage self-reflection, and to be used by sessional teachers with a wide range of teaching experience.

The modules are available on the LEAD website at <http://www.lawteachnetwork.org/smartcasual.html>.

## Chapter 5: Dissemination

There were two main dissemination strategies for the outcomes of the project. They were

1. awareness raising
2. distribution of resources.

The final resources (modules and explanatory report) were distributed in June 2014 to all Australian law schools via their Associate Deans (Learning and Teaching), or equivalent. Each associate dean was sent a USB of the final resources and a hard copy of the project report. These documents were also made available on the LEAD website at <http://www.lawteachnetwork.org/smartcasual.html>.

The awareness-raising activities are set out below in Table 1. Some dissemination activities will occur after the writing of this report.

**Table 1: Awareness-raising activities**

<b>Date</b>	<b>Organisation/ location/ audience</b>	<b>Category of dissemination</b>	<b>Presenters</b>
13 November 2013	University of Adelaide Festival of Learning & Teaching / Adelaide / Adelaide University academics	Presentation	Anne Hewitt
14 November 2013	WAND / Perth / OLT grant holders from the five Western Australian universities	Poster presentation	Natalie Skead and Mark Israel
15 November 2013	CALD / Perth / law deans	Written presentation	Anne Hewitt
28 November 2013	LEAD / Online/ Associate Deans (Learning and Teaching) (Law)	Written presentation	Anne Hewitt
5 February 2014	LEAD / Brisbane / Associate Deans (Learning and Teaching) (Law)	Written presentation	Anne Hewitt
23 May 2014	Centre for University Teaching, Flinders University / Adelaide/ legal academics and academics from other disciplines	Presentation	Anne Hewitt and Mary Heath
27 May 2014	University of Western Australia / Perth/ legal academics and academics from other disciplines	Presentation	Natalie Skead and Mark Israel
28 May 2014	Adelaide University / Adelaide/ legal academics and academics from other disciplines	Presentation	Anne Hewitt and Mary Heath
28 May 2014	Centre for the Advanced of	Round table	Natalie Skead

	Teaching and Learning, University of Western Australia / Perth/ academics from other professional disciplines		and Mark Israel
10 July 2014	CALD / Gold Coast / law deans	Presentation	Mary Heath
10 July 2014	LEAD / Gold Coast / Associate Deans (Learning and Teaching) (Law)	Presentation/ workshop	Mary Heath
10-12 July 2014	Australian Law Teachers Association Conference / Gold Coast / legal academics	Presentation	Mary Heath and Kate Galloway
2015	WAND / Perth / legal academics and academic from other disciplines	Presentation	Natalie Skead and Mark Israel

# Bibliography

Bronwyn Bevan-Smith, Jayne Keogh and Bruce D'Arcy, 'Determining the support needs of casual academic staff at the frontline' in Fran Beaton and Amanda Gilbert (eds), *Developing effective part-time teachers in higher education* (2013, Routledge) 34.

David Boud, 'Situating academic development in professional work: using peer learning' (1999) 4(1) *International Journal for Academic Development* 3, 3.

Denise Bradley et al, *Review of Australian Higher Education Report* (2008, Australian Government DEEWR) <[www.deewr.gov.au/he\\_review\\_finalreport](http://www.deewr.gov.au/he_review_finalreport)>.

Natalie Brown, Jo-Anne Kelder, Brigid Freeman and Andrea Carr, 'A message from the chalkface – what casual teaching staff tell us they want to know, access and experience' (2013) 10 (3) *Journal of University Teaching & Learning Practice* Article 6.

Colin Bryson and Richard Blackwell, 'Managing temporary workers in higher education: still at the margin?' (2006) 35(2) *Personnel Review* 207.

Joseph Chan, 'The use of practitioners as part-time faculty in postsecondary professional education' (2010) 3(4) *International Education Studies* 36.

Hamish Coates et al, 'Australia's casual approach to its academic teaching workforce' (2009) 17(4) *People and Place* 47.

Jill Cowley, 'Confronting the reality of casualisation in Australia: valuing sessional staff in law schools' (2010) 10(1) *Queensland University of Technology Law and Justice Journal* 27.

Anne Gaskell, 'Policy and practice to support part-time teachers at scale' in Fran Beaton and Amanda Gilbert (eds), *Developing effective part-time teachers in higher education* (2013, Routledge) 47.

Jillian Hamilton, Michelle Fox and Mitchell McEwan, 'Sessional academic success: a distributed framework for academic support and development' (2013) 10(3) *Journal of University Teaching and Learning Practice* Article 9.

Marina Harvey, 'Setting the standards for sessional staff: quality learning and teaching' (2013) 10 (3) *Journal of University Teaching & Learning Practice* Article 4, 1-3.

Mick Healey and Alan Jenkins, 'Discipline-based educational development' in Heather Eggins and Ranald Macdonald (eds), *The scholarship of academic development* (2003, Open University Press).

Debra Herbert, Rachel Hannam and Denise Chalmers, *Enhancing the training, support and management of sessional staff* (2002, Australian Association for Research in Education).

Frederic Jacobs, 'Using part-time faculty more effectively' in David Leslie (ed), *The Growing use of part-time faculty: understanding causes and effects* (1999, Jossey Bass) 14.

Anne Junor, 'Casual university work: choice, risk, inequity and the case for regulation' (2004) 14 (2) *The Economic and Labour Relations Review* 276.

Peter Knight, David Baume, Jo Tait and Manz Yorke, 'Enhancing part-time teaching in higher education: a challenge for institutional policy and practice' (2007) 61 *Higher Education Quarterly* 420.



Geraldine Lefoe et al, *Subject coordinators leading professional development for sessional staff final report* (2011, Australian Learning and Teaching Council).

Coralie McCormack and Patricia Kelly, 'How do we know it works? Developing and evaluating a professional development program for part-time teachers' in Fran Beaton and Amanda Gilbert (eds), *Developing effective part-time teachers in higher education* (2013, Routledge) 94.

Alisa Percy et al, *The RED Report – Recognition, Enhancement, Development – the contribution of sessional teachers to higher education* (2008, Australian Learning and Teaching Council).

Suzanne Ryan, John Burgess, Julia Connell and Egbert Groen, 'Casual academic staff in an Australian university: marginalised and excluded' (2013) 19(2) *Tertiary Education and Management* 161.

Yenna Salamonsen et al, 'A comparative study of assessment grading and nursing students' perceptions of quality in sessional and tenured teachers' (2010) 42(4) *Journal of Nursing Scholarship* 423.

Teaching and Educational Development Institute, *Training, support and management of sessional teaching staff final report* (2003, Australian Universities' Teaching Committee).

Tertiary Education Quality Standards Agency, (2012) *Regulatory risk framework*.

Bland Tompkinson, 'Supporting part-time and other teaching staff: who are they and why are they important?' in Fran Beaton and Amanda Gilbert (eds), *Developing effective part-time teachers in higher education* (2013, Routledge) 21.

Alison Viskovic, 'Becoming a tertiary teacher: learning in communities of practice' (2006) 25(4) *Higher Education Research & Development* 323.

Len Webster, Patricie Mertova and Joanna Becker, 'Providing a discipline-based higher education qualification' (2005) 2(2) *Journal of University Teaching & Learning Practice* 75.

Louise Wilson, 'Welcome on board: designing support interventions to meet the real needs of new part-time lecturers' in Fran Beaton and Amanda Gilbert (eds), *Developing effective part-time teachers in higher education* (2013, Routledge) 117.

# Appendix A

## Sessional Staff Survey – ethics approval number HP-2013-080

We would like you to be involved in our study to identify the assistance that sessional teachers in law schools require to become effective and efficient educators. Participation in the study is voluntary and participation or non-participation in the study will not affect your ongoing employment.

The study has been reviewed and approved by the University of Adelaide Human Research Ethics Committee (approval number HP-2013-080). It will be conducted according to the NHMRC National Statement on Ethical Conduct in Human Research (see <http://www.nhmrc.gov.au/publications/synopses/e72syn.htm>)

The results will assist us to identify what assistance sessional teachers require, and to design resources to fill any unmet needs. If you wish to be involved, please complete this survey. You may withdraw at any time but, given that you are providing data anonymously, it will not be possible to separate and remove information you have provided.

All the anonymous data obtained from the survey is entered into a database. The data is only accessible by the members of the research team (including transcribers) and any results will be reported in an aggregated format. At no time will identifiable individual data be reported. The anonymous data from this study may be used in journal publications, conferences presentations and project reports.

If you have questions or problems associated with the practical aspects of your participation in the survey, or wish to raise a concern or complaint about it, then you should consult Anne Hewitt on [anne.hewitt@adelaide.edu.au](mailto:anne.hewitt@adelaide.edu.au)

If you wish to discuss with an independent person matters related to making a complaint, raising concerns on the conduct of the project, or your rights as a participant, please contact the Human Research Ethics Committee's Secretariat on phone (08) 8313 6028 or by email to [hrec@adelaide.edu.au](mailto:hrec@adelaide.edu.au).

There are 49 questions in this survey

### **Section 1: General questions**

#### **[1.1.] Your age:**

Please write your answer here:

#### **[1.2.] Your gender:**

Female

Male

**[1.3.] Your qualification/s:**

Please choose **all** that apply:

- LLB
- Other Bachelors degree
- JD
- PLT
- GDLP
- LLM
- Doctorate in Law
- Educational qualification
- Professional legal practice
- Other...

**[1.4.] At what institution do you teach:**

Please choose **all** that apply:

- Flinders University
- University of Adelaide
- University of Western Australia
- Other...

**[1.5.] Your teaching role in law school you are affiliated with (please add specifics in space provided):**

Please choose **all** that apply and provide a comment:

- Sessional teacher working in legal practice outside the University
- Sessional teacher with other employment outside the University
- Sessional teacher working in a different capacity in the University
- Sessional teacher and student
- Sessional teacher with no other employment
- Other...

**[1.6.] What is your primary current teaching area:**

Private Law (Torts, Evidence, Contract, Equity etc.)

Commercial Law (including Business Law to non-Law students)

Public Law (Administrative, Constitutional, International, Human Rights, etc.)

Socio-legal/Law and Society/Law in Context

Criminology/Criminal Justice

Legal Theory/Jurisprudence

Legal research, legal skills

Clinical or Internship

Other...

**[1.7.] Number of years I have been teaching law (If only months, please specify with "months" as part of your answer):**

Please write your answer here:

**[1.8.] On average across a semester I teach:**

Please choose **only one** of the following:

- 1-36 hours (equates to about 1 to 3 hours per week)
- 37-72 hours (equates to about 4 to 6 hours per week)
- 73-108 hours (equates to about 7 to 9 hours per week)
- More than 108 hours (equates to more than 9 hours per week)

## **Section 2: Activities to improve teaching**

For each of the activities listed throughout this section you are to answer whether you have engaged in the activity to improve your teaching within the last five years (since beginning of 2009), and then subsequently answer a number of questions about the activity. These questions are consistent across all activities in this section.

**[2.1.] I have thought about effective teaching methods before and after class**

**[2.2.] I have spoken with other staff about teaching**

**[2.3.] I have read book/s and/or article/s on teaching and learning (either offline or online) \***

**[2.4.] I have worked through a teaching and learning manual**

**[2.5.] I have kept a journal about teaching**

**[2.6.] I have had a colleague observe my class/s and provide feedback**

**[2.7.] I have had formal meetings with a teaching mentor at my University**

**[2.8.] I have reviewed student evaluations of my teaching**

**[2.9.] I have attended a workshop or seminar on teaching and learning at own University**

***For each of the above...***

Please choose **only one** of the following:

- Yes
- No
- 
- ***IF Yes...***

**After my prior experience/s, I believe the activity...**

**Scale: Not at all (1), Slightly agree (2), Moderately agree (3), Very much agree (4), Completely agree (5)**

- increased my awareness of my own teaching practice and philosophy
- increased my knowledge of teaching and learning principles
- increased my confidence in my teaching
- increased my enthusiasm for teaching
- influenced me to make changes to my teaching practices

- took too much of my time
- covered issues relevant to teaching in a Law School
- was enjoyable
- is something I would recommend to other people like me

**IF No...**

**If I were to engage in the activity, I believe the activity would...**

**Scale: Not at all (1), Slightly agree (2), Moderately agree (3), Very much agree (4), Completely agree (5)**

- increase my awareness of my own teaching practice and philosophy
- increase my knowledge of teaching and learning principles
- increase my confidence in my teaching
- increase my enthusiasm for teaching
- influence me to make changes to my teaching practices
- took too much of my time
- cover issues relevant to teaching in a Law School
- be enjoyable
- be something I would recommend to other people like me
- 

**Section 3: Confidence and desire to improve teaching skills**

**[3.1.] I feel that professional development activities are a good use of my time**

Please choose **only one** of the following:

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**[3.2.] I would like to improve my...**

**Scale: Not at all (1), Slightly agree (2), Moderately agree (3), Very much agree (4), Completely agree (5)**

- Knowledge of teaching and learning theory
- Knowledge of practical teaching techniques
- Ability to facilitate and manage student participation (in class)
- Ability to facilitate and manage student participation (online)
- Ability to reflect upon my teaching
- Ability to design a tutorial/seminar/workshop
- Ability to facilitate deeper understanding for students
- Ability to facilitate critical thinking of students
- Ability to assess student learning

**[3.3.] If there are is anything else you would like to get from engaging in professional development of teaching and learning that was not listed above, please specify:**

Please write your answer here:

#### **Section 4: Professional development in teaching**

**[4.1.]Have you participated in any professional development program/s (for your teaching) in the past?**

Please choose **only one** of the following:

- Yes
- No

***IF Yes...***

**I believe that professional development programs in Law can...**

**Scale: Not at all (1), Slightly agree (2), Moderately agree (3), Very much agree (4), Completely agree (5)**

- increase my awareness of my own teaching practice and philosophy
- increase my knowledge of teaching and learning principles
- increase my confidence in my teaching
- increase my enthusiasm for teaching
- influence me to make changes to my teaching practices
- took too much of my time
- cover issues relevant to teaching in a Law School
- be enjoyable
- be something I would recommend to other people like me

***IF No...***

**I believe that professional development programs in Law would...**

**Scale: Not at all (1), Slightly agree (2), Moderately agree (3), Very much agree (4), Completely agree (5)**

- increase my awareness of my own teaching practice and philosophy
- increase my knowledge of teaching and learning principles
- increase my confidence in my teaching
- increase my enthusiasm for teaching
- influence me to make changes to my teaching practices
- took too much of my time
- cover issues relevant to teaching in a Law School
- be enjoyable
- be something I would recommend to other people like me

**[4.2.] The amount of time I am prepared to commit to professional development of teaching in a year is:**

Please choose **only one** of the following:

- No time
- 1-2 hours, one off program
- A half day, one off program
- A full day, one off program
- Half hour per week, for a month
- 1-2 hours per week, for a month
- Half hour per week, for a semester
- 1-2 hours per week, for a semester
- Half hour per week, all year
- 1-2 hours per week, all year

**[4.3.] For a professional development teaching program THAT I WOULD BE PREPARED TO COMMIT TO, I would recommend the following activities as a part of it (check any that apply):**

Please choose **all** that apply:

- Think about effective teaching methods before and after class
- Talk with other staff about teaching
- Read book/s and/or articles on teaching and learning
- Work through a teaching and learning manual
- Keep a journal about teaching
- Have a colleague observe your class and provide feedback
- Have formal meetings with a teaching mentor at your University
- Review student evaluations of own teaching
- Attend a workshop on teaching and learning at own institution
- Other...

**[4.4.] The best professional development program or activity on teaching and learning that I have taken part in was... because...**

Please write your answer here:

**[4.5.] I have not engaged in more teaching and learning professional development programs or activities because...**

Please write your answer here:

## Section 5: My teaching

**[5.1.] Which of the following teaching techniques have you used in the past? (check those that apply)**

Please choose **all** that apply:

- Fishbowl
- Paired or group work
- Moots
- Role plays
- Flipped classroom
- Multimedia
- Online discussion boards
- Socratic Method for class discussion
- Changed seating arrangements to facilitate discussion
- Brainstorming exercises
- Scaffolded discussion
- Structural legal problem-solving (e.g., MIRAT or IRAC)

**[5.2.] Please specify any other teaching techniques you use...**

Please write your answer here:

**[5.3.] To what extent do the following factors influence your decision to implement new teaching practices in your classes:**

**Scale: Not at all (1), Slightly agree (2), Moderately agree (3), Very much agree (4), Completely agree (5)**

- I am concerned that introducing new teaching practices will not be effective
- I am a shy person and find it difficult to try new teaching practices
- I have the experience and/or knowledge to implement new teaching practices
- I have the time during class to implement new teaching practices
- I have the required facilities at my disposal to implement new teaching practices
- I have the autonomy to implement new teaching practices

**[5.4.] Please specify any other factors that influence your decision to implement new teaching practices**

Please write your answer here:

## Section 6: Final comments

**[6.1.] Do you have any other comments or ideas about how we might improve and support the capabilities of sessional staff to teach students in Law?**

Please write your answer here: