

Students' use of and attitudes to Law Trove

LERN

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Our story

- The initial idea of research project
- What we thought we were going to do
- Why this did not work
- Questioning of underlying assumptions
- A change of direction

- Widening line of enquiry
- What we actually did
- Coping with the data
- Conclusions

Objectives

- To gain an understanding of the ways in which students use Law Trove
- To gain understanding of their attitudes to the use of Law Trove
- To determine...
 - Student engagement with Law Trove
 - Impact of Law Trove on learning and teaching law
 - Impact of Law Trove on student learning experience

Methods

- Survey
- Interview
- OUP usage data

LawTrove Questionnaire



N Introduction

2

N You are being invited to participate in a research study entitled LawTrove in action. This study is
3 being run by David Chalk, Julian Dobson and Helen James from the University of Winchester.

N The purpose of this research study is to find out about student use of and attitude towards LawTrove.
4 Your participation in this study is entirely voluntary and you can withdraw at any time. Please try to
answer all the questions. To the best of our ability your answers will remain confidential.

N This survey is being run via SNAP Survey Software and you can obtain further information about
5 SNAP here: <http://www.snapsurveys.com/>.

N If you have any questions regarding the survey please contact David Chalk on
6 david.chalk@winchester.ac.uk. At the end of the survey please ensure that you click **submit** to record
your responses on our system.

N Thank you for your time.

7

22 Marc
...



Q Using a scale of 1 = Not at all easy to use to 7 = Very easy to use, please rank the ease of use for the 12 following features of LawTrove:

	Not at all easy to use ¹	2	3	4	5	6	Very easy to use ⁷
Searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Navigating around content 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Setting up a personal profile 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Annotating 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Bookmarking 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Reading on screen 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Finding additional material via Oxford 12 Index	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enquiry – Stage 2



Where next..?

- Survey modified
- General use of i-pads
- Informal discovery via broadened enquiry

The interviews...



- And so another survey?
- It worked!

