

IMPLEMENTATION OF A REVISED CURRICULUM AT UGANDA CHRISTIAN UNIVERSITY

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The Uganda Christian University hosts a four-year LLB Programme with approximately 900 students. Class sizes typically range from 100 to 130 students and are largely lecture-based. This environment is not ideal for facilitating improvements in the writing and oral presentation skills of students. In September of 2014 the Faculty of Law at Uganda Christian University launched a revised curriculum. The revised curriculum addressed perceived problem areas in educational delivery through cost-effective strategies. The utilisation and leverage of teaching assistants is at the centre of its change strategies. This paper provides an overview of the change strategies and presents findings from an assessment of these strategies. The paper will be of particular interest and value to law schools in emerging states facing the challenge of large class sizes and limited resources.

Introduction

The Uganda Christian University (hereinafter 'UCU') hosts a four-year LLB Programme with approximately 900 undergraduate students at its Mukono campus. Most class sizes range from 100 to 130 students. This large classroom environment is economically favourable, however, law faculty members, students and other stakeholders have observed that this environment is not ideal in terms of legal pedagogy. Large class sizes present challenges to the conventional means of improving student writing through small groups teaching and lecturer feedback (Coffin *et al* 2005).

In light of these concerns, the Faculty of Law developed a revised curriculum to address the weaknesses of conventional legal instruction in Uganda. The Faculty of Law sought to engage enthusiastic and cost effective tutorial assistants to address the perceived gaps in its educational offerings. Many of the tutorial assistants were recent graduates with a deeply felt and genuine commitment to the UCU Faculty of Law.

In order to facilitate this change there were two categories of skills focused learning; a 'writing intensive' class and a 'rhetoric intensive' class and the tutorial assistants were assigned to these classes. In these classes the cohort of students were divided into smaller tutorial sections in order to facilitate more interactive classroom environments and lower marking loads. The hope was that the smaller sections would enable students to participate in a greater number of practical course work assignments and increase the opportunities for meaningful teacher feedback.

The Law Faculty implemented the curriculum revision in the September semester of 2014. At the conclusion of the semester, the Faculty conducted surveys of the tutorial assistants and the students in the new small tutorial class settings to obtain feedback on the project.

The Faculty learned several key lessons from these surveys. . On the positive side, the students clearly appreciated the practical aspects of the changes and were not opposed to the additional work required. . There were challenges encountered with securing lecturer buy-in and there was a lack of the communication between lecturers and tutorial assistants in several classes. There were also problems noted in the provision of timely and regular feedback.

This paper will present data from the initial self-assessment of the curriculum revision and offer insights into the learning that has been gained by this project. The paper should be particularly useful to law schools and faculties facing similar challenges as they explore ways to improve the quality of legal education in high-volume, low-resource settings.

A Brief History of Uganda Christian University and its Faculty of Law

UCU has an extended heritage in Uganda. It traces its roots to the Bishop Tucker Theological College (Griffiths *et al*, 2013). The college was founded by British missionaries in 1913. The theological college has primarily served the Church of Uganda (Anglican) and the wider Anglican Communion by producing theological graduates and diploma holders who minister to Anglican parishes in Uganda and East Africa.

In the 1990s the Church of Uganda hatched a plan to found a university on the site of the theological college in Mukono. In 1997 the University began offering non-theological courses of study and later become the first private university in Uganda to receive a charter from the government of Uganda.

The Faculty of Law at UCU began operations in 1998. The Faculty of Law was the first private law faculty in Uganda and the second law faculty overall (Makerere University, a public institution, being the first) to offer an undergraduate degree in law in the nation. The availability of undergraduate level legal education in Uganda has expanded drastically since 1998 (Tibihikirra-Kalyegira, 2010). By 2014, there were eight more accredited law schools in Uganda: Kampala International University Faculty of Law; Uganda Pentecostal University Grotius School of Law; Nkumba University School of Law; Islamic University in Uganda Faculty of Law; St. Augustine International University Faculty of Law; Bishop Stuart University Faculty of Law; Busoga University Faculty of Law; and Kampala University Faculty of Law.

Since its inception, the Faculty of Law at UCU has enjoyed considerable success. It has grown in size to approximately 900 undergraduate law students on its Mukono campus. It recently opened an undergraduate law programme at its Kampala Campus as well as a LLM programme in international business law. Presently the Faculty of Law produces the second highest number of

students enrolled at Uganda's Law Development Centre¹ and its graduates make up the second largest group of authorised legal practitioners in Uganda.

The Faculty of Law at UCU has taken on the role of national innovator in legal education. In 2009, the Faculty of Law became the first law programme in Uganda to introduce both oral interviews and supplemental written assessments to the LLB admissions process. In 2009, the Faculty of Law was the first undergraduate legal programme in Uganda to engage its students in extensive community outreach through clinical legal education. UCU's Faculty of Law is also the first LLB programme in Uganda to offer undergraduate classes on legal ethics, alternative dispute resolution and information and communication technology law.

UCU is institutionally committed to holistic education grounded in its Christian identity. The UCU theme is 'A Complete Education for A Complete Person'. Employers in Uganda perceive this commitment as fostering character formation. UCU graduates, including law graduates, have a reputation for ethical conduct and moral rectitude.

Prominent Challenges to Providing Effective Legal Education at UCU

The UCU Law Faculty is encouraged by its relative success in Uganda's educational marketplace. However, with success comes challenges. Demand for the LLB at UCU is high and UCU's Law Faculty currently teaches to large class sizes of up to 130 students. Large classes place a strain on teaching staff and inevitably impact teaching methodology.

The primary responsibility for teaching law classes belongs to the lecturer who teaches four hours each week. Lecturers must hold a Masters degree in law or an equivalent.. All law courses also include a two hour weekly tutorial session that is led by a teaching assistant. Teaching assistants typically hold an LLB degree and a diploma in legal practice. The pay scale for lecturers (both full-time and part-time) is substantially higher than the pay scale for tutorial assistants.

Unfortunately, lecturers working in large class settings often do little more than transfer designated information to students. (Sumerlee, 2013). In educational parlance the mere transfer of information from instructor to students is known as the "banking model" of education where the lecturers deposit knowledge in the minds of students for future withdrawals at the time of examination. The phrase "banking model" was introduced in Paul Paulo Freire's critical treatment of this approach to teaching method (Freire, 1970).

¹ Uganda's Law Development Centre offers a diploma in legal practice that is a required qualification for Ugandan law graduates seeking to practice law in Uganda, although it is possible to gain access to legal practice through other less direct means such as obtaining a diploma in legal practice from the Kenya Law School and practising law for a required period of time in Kenya prior to seeking admission to the Roll of Advocates in Uganda.

The banking model is inadequate. Today, education experts call for new pedagogical approaches that increase the level of feedback, offer students stimulating tasks, provide students with some opportunity to exercise choice and control, and engage students in relevant learning tasks (Pintritch, 2003). Problem-based or enquiry based learning can offer rich and meaningful learning experiences that the banking model is unable to deliver (Murray, 2007).

The banking model is dominant in the Ugandan context where the educational system tends to reward rote learning and the regurgitation of selected knowledge (Kagoda, 2011) Large class sizes, a lack of materials and resources, and a colonial educational heritage all tend to foster banking models of education at all levels in Uganda.

Challenges arise because Ugandan institutions model their reading lists on those provided by Oxford and Cambridge. Many Ugandan reading lists include an extensive collection of texts that are not present in the libraries of the universities that offer the courses. The result is that reading lists become meaningless and the emphasis of assessment is placed on the teaching notes read to the students in class. In many cases teaching notes can take on a life of their own and become the only knowledge transmitted. It is common for lecturers to use second hand teaching notes from the lecturers that taught them. The end result is a stagnant and outdated body of banked information.

The UCU Law Faculty conducted a wide-ranging self-assessment during the 2013-14 academic year. The predominant criticism reported by the surveyed stakeholders was a tendency towards legal pedagogy by 'spoon-feeding'. Although UCU law instructors were commended for coming to class and consistently delivering their lectures, there was a sense among many that Faculty members do little more than tell their students what they need to know. Remarkably, there was a belief among some stakeholders that other institutions offering undergraduate legal education in Uganda actually do their students a service by being less diligent about teaching delivery. They posited that inconsistent and intermittent lecturing forces students to become more self-sufficient and self-directed learners. While UCU's Law Faculty balks at the contention that inconsistent and deficient teaching is a positive trait for legal instruction, it is challenged by its reputation for "spoon-fed" content delivery.

UCU's Law Faculty is also challenged by having some graduates that are not practice ready. In its self-assessment, both alumni and employers noted that some UCU law graduates did not have polished research and writing skills. Others noted that some UCU law graduates were not confident speakers.

In the large class setting that is predominant at UCU, students can evade direct and careful scrutiny in terms of their legal writing and rhetorical skills. Assessment through final examinations and team-based coursework can enable free-riding students without rudimentary legal research skills to pass (Dolmans, 2001). Examination assessment often rewards the ability to repeat what has been taught in class as opposed to discovering answers through independent legal research.

Thus there is a need to broaden the skill set of undergraduate students and to work to ensure students are more practice-ready (Harrison, 2002).

A trend in legal pedagogy outside Uganda is an emphasis on the practical. (Stucky, 2007). The movement has been particularly strong within American legal education. (Campbell, 2014) Maxeiner argues that;

Practical training is an issue in legal education because legal education does more than convey legal knowledge: it prepares students for professional practice. Knowledge of law is essential to becoming a jurist. Yet knowledge of law alone is not enough; becoming a lawyer, judge or other legal professional also requires professional skills.

(Maxeiner, 2008: 38)

The American Bar Association (ABA) lists ten key skill areas for legal education: (1) problem solving, (2) legal analysis, (3) legal research, (4) factual investigation, (5) communications, (6) counselling, (7) negotiation, (8) familiarity with options, (9) administrative skills necessary to organise and manage legal work effectively and (10) skills involved in recognising and resolving ethical dilemmas. The ABA also lists four important values: (1) competent representation, (2) striving to promote justice, fairness, and morality, (3) striving to improve the profession, and (4) professional self-development (ABA, 1992).

There is a tendency among all law faculties to resist adopting pedagogical models that involve more intensive and demanding educational delivery (Harrison, 2002). In Uganda improvement strategies that are built on increasing the work load expectations for lecturers can be challenging to implement. Ugandan law lecturers, even those who are officially 'full-time', often wear many hats. Many have busy legal practices, or work for Non-Governmental Organisations and consultancies, or have teaching commitments at other institutions. Since law lecturers are known to be spread quite thin, it is understood that all that most law faculties can reasonably expect is that their law lecturers show up for a majority of their classes and read from prepared notes. Low institutional expectations and potentially threadbare teaching delivery form an unfortunate feedback loop. This is especially true in law faculties that are located well outside of the capital city of Kampala—the dominant hub of legal practice.

For its part, UCU's Faculty of Law strives to maintain high quality standards in terms of teaching delivery. However, getting busy law lecturers to buy-in to changes in pedagogy can be a challenge. In addition, the fact that the Mukono campus is located 20 kilometres of traffic-clogged tarmac from Kampala puts a greater premium on the value of merely coming to teach.

The Faculty of Law also faces structural limitations that limit meaningful feedback opportunities for students. The regulatory bodies that oversee undergraduate legal education in Uganda require courses to follow a rubric where 70 per cent of the overall grade comes from the final examination and 30 per cent is attributed to coursework. This template tends to leave students largely

uninformed and unguided regarding the reasons for the marks they receive. Final exams are rarely reviewed in any meaningful way unless the student chooses to challenge their mark. This can be perceived as a potentially confrontational experience that many students avoid. Moreover, the coursework typically consists of a single assignment with some marks for class participation. Thus there is little incentive for the student or the lecturer to reflect on the actual assessment. UCU's Faculty of Law also faces financial constraints. UCU is a private university that is funded by the tuition fees paid by students. The economic viability of the University depends on having a large number of tuition paying students. Popular programmes like law can take on the role of 'cash cows' that support the wider operation and expansion of the University. If class sizes are reduced, the University will be prevented from embarking on necessary capital projects or developing other academic programmes. Even if the Law Faculty would be economically viable in isolation with smaller class sizes, the resulting impact on the wider University makes such adjustments impracticable. Therefore the Faculty of Law faces the challenge of improving quality without reducing the net income generated by operations.

The Revised LLB Curriculum at Uganda Christian University

In light of the above challenges, the UCU Faculty of Law set out to revise its curriculum and pedagogical approach. It sought to find cost effective ways to address perceived deficiencies.

In terms of substantive content, the Faculty of Law worked to enhance the practical skills of its students; this included making a course in clinical legal education mandatory for all students. The clinical class had already been established as an optional two-class sequence for fourth year students. The clinical classes place an emphasis on otherwise unaddressed competencies such as negotiation, client interviewing, presentation skills, client letter writing, and memo writing. In addition, the second semester of the clinical course includes a fieldwork component where students do actual discrete tasks in contexts outside the classroom.²

Changing clinical legal education from an optional class to a required class was a significant step. However, it did not alter the practical content that was already available to the students. The major structural change needed for skill development required a policy that cuts across the entire curriculum.

The new UCU LLB curriculum stresses two key skills over the entire arc of the law student's academic career. These key skills are legal writing and rhetoric. The revised curriculum designates one course for each semester of the eight semesters of LLB study as a 'writing intensive' course and one course as a 'rhetoric intensive' course.

² This paper does not directly concern Clinical Legal Education as that course and initiative is a paper in itself. Instead its primary concern is how other courses were modified in a programmatic way to improve the educational delivery and enhance the formation of graduates.

All writing intensive and rhetoric intensive classes feature multiple coursework assignments with mandatory feedback sessions. Offering these more intensive courses requires additional time and effort from the teaching assistants. However, instead of simply upping the workload of the teaching assistants the classes are divided into three sections so that the teaching loads for the intensive course teaching assistants are reasonably restrained.

The new curriculum design utilizes the ability and efforts of the teaching assistants. The Law Faculty saw its growing number of young and enthusiastic law alumni as a strategic opportunity. The Faculty believed that it could harness the enthusiasm and commitment of young alumni to deliver quality instruction in the crucial areas of legal writing and rhetoric. The Faculty also surmised that the inexperienced teaching assistants offered relatively blank slates that would be more willing to commit to more progressive, learner-focused teaching techniques. The proximity of these teaching assistants to their own undergraduate legal experiences, including the deficiencies thereof, was also seen as a possible boon to a willing and enthusiastic acceptance of the new and more demanding teaching paradigms.

The writing intensive class assignments feature grounded writing assignments. This means that the UCU Law Faculty creates assignments that imitate real world experiences and work. Examples of grounded writing assignments include drafting charge sheets, motions to set bond and motions to sever in a criminal procedure class. These grounded writing experiences give students the opportunity to experience a meaningful synthesis of theory and practice (Keene, 2014). Keene argues that:

By writing in a practice context, the writer's depth of understanding of relevant substantive law and legal concepts can be greatly enhanced. The process of writing helps writers to better understand and connect with the material they are writing about and to gain a deeper level of understanding of abstract legal concepts.

(Keene (2014: 481)

Similarly the rhetoric intensive class exercises mirror real world experiences. For example in the evidence class students performed a mock criminal trial that required them to enter evidence into the record. In addition, the rhetoric based classes included Socratic components where students were assessed based on their ability to speak in an informed manner about assigned readings.

The transformation of existing courses into writing intensive and rhetoric intensive courses impacted the clinical legal education classes. Before the modification to the syllabus the clinical classes were the only opportunity for students to develop practical legal skills. This meant that the two semesters of clinical legal education were packed full of practical assignments. The result was that many clinical students were overwhelmed and the clinical lecturer and tutorial assistant were overburdened. The inclusion of practical legal writing and rhetoric exercises throughout the curriculum lessens the pedagogical load for the clinical courses and allows them to serve more as practical skill capstone courses instead of intensive skill-building sessions.

Feedback on Implementation

The Faculty of Law conducted an assessment of the writing intensive and rhetoric intensive classes at the conclusion of the first semester. The assessment consisted of Likert scale survey instruments filled out by all students enrolled in the LLB programme as well as open-ended question surveys provided to all students and all tutorial assistants teaching in the writing intensive and rhetoric intensive courses. This section presents the results from the assessment.

Likert Scale Based Survey Responses

The Faculty of Law distributed Likert scale based survey instruments to all of its students concerning the changes made in teaching delivery in the writing intensive and rhetoric intensive classes. Likert scale questions require respondents to evaluate statements by assigning them a value based on an objective or subjective dimension along a continuum of possible responses. The most common Likert scale questions are based on a respondent's agreement or disagreement with a statement.

The Likert scale questions included the following prompts:

- 1) My Tutorial Assistant provided me with individualised feedback and guidance;
 - 2) My Tutorial Assistant took an enthusiastic and engaged approach to teaching my pod of students;
 - 3) My tutorial assistant was supportive and encouraging to all the students in my pod;
 - 4) I felt as if the main lecturer was supportive of the writing intensive tutorial;
 - 5) The Oral advocacy intensive tutorial was helpful to me in developing my oral presentation and speaking skills; and
 - 6) The writing intensive tutorial helped me obtain a practical understanding of the subject matter.
- The students were asked to respond to the prompts with strongly agree, agree, somewhat agree, neither agree or disagree, somewhat disagree, disagree or strongly disagree.

The responses were encouraging across the board. Approximately two-thirds of the students agreed or strongly agreed with each of the positively stated prompts. Of the positive responses there were typically about 10% to 20% more "agree" responses than "strongly agree". Negative responses ranged from 5% to 8%.

Unfortunately, the responses to the Likert scale questions failed to generate statistically significant differences between the six questions. As a control, the student question sets included two identical Likert scale prompts. Remarkably the two identical prompts resulted in the two most disparate set of responses. This unfortunate truth undercuts the legitimacy of students' responses to specific Likert prompts. However, the generally positive response to the adjustments in educational delivery for reading intensive and rhetoric intensive classes is significant.

Specific Student Feedback on the Course Delivery Modifications

The students were also given the opportunity to offer qualitative feedback in the form of open-ended prompts. These responses yielded valuable feedback.

There were a number of favourable responses about the increased emphasis on legal writing. Many of the students saw drafting documents as an important learning exercise. One student said that the best aspect of the exercise was 'drafting documents' and 'the biggest thing that could be done to improve the writing intensive tutorial experience would be to draft more documents'. Another student wrote: 'More drafting please! - I enjoy this practical part of drafting very much and now I am very good at drafting documents.' Other students asked for 'more assignments'. Certainly the eagerness of these law students to work hard and learn more is encouraging, humbling and convicting.

Students credited the new writing and oral intensive initiatives as helping them to retain knowledge. Others noted that they were more apt to master information if they had the chance to engage with it practically. Some students asked for practical engagement opportunities through the type of fieldwork that is presently reserved for students enrolled in the second semester of clinical legal education.

Many students appreciated the opportunities for feedback facilitated by continuous assessment and smaller class sizes. However, based on many of the responses it appears that continuous assessment was not implemented consistently. Other students appreciated the presentation skills they developed in the oral intensive tutorials. These students noted increased confidence and increased ability to speak in public settings.

The responses to the use of Socratic teaching method were mixed. Some students appreciated the tendency of the Socratic method to keep their minds alert and encourage them to come to class prepared. One student wrote: 'The "Socratic method" is where we were called upon in front of the class one by one to present a number of issues as allocated to us. It helped me improve my oratory skills, confidence and demeanor as student of law and as a person.' This response, although positive, indicates that the Socratic teaching methodology was a work in process. The experience described by this student is more along the lines of a spot presentation as opposed to a guided and interactive time of questioning directed by the teacher. The use of this methodology should not be a surprise in light of the teaching staff's lack of experience with the Socratic method as either students or teachers.

Other students vented their frustrations with the Socratic method. One suggested changing 'this entire thing of Socratic (sic) methods as it was not beneficial.' This student believed that 'group discussions should be advocated for as through (sic) such our tutors will be of use.'³

³ It should be noted that English is a second or third language for many law students at Uganda Christian University so the responses of some students are lacking in terms of grammar.

Students voiced other concerns about the changes. Many of these concerns related to workload. One student wrote: 'The tutorial was educative but also overwhelming since the information is too much.' There were some complaints that arose out of confusion about expectations and what they were supposed to do and when assignments were to be completed. Other students asked for more time for tutorials.

In two particular classes (Criminal Law and Labour) there were a number of complaints about the coordination between lecturers and tutorial assistants. Here is a representative quotation from a student who was enrolled in one of these classes: 'The tutorials should be synched with the lecture, especially in drafting the reading list . . .'. In one of these classes the lecturer did not appear to participate in the training for the new teaching methods or communicate with his tutorial assistants. Lack of engagement on the part of a lecturer can lead to the transmission of confused and mixed messages.

Tutorial Assistant Feedback on the Course Delivery Modifications

The feedback from tutorial assistants was favourable in general terms, but more critical in terms of specific feedback. Several tutorial assistants welcomed the smaller class sizes and the new emphasis on interactive teaching techniques. Many of the problems expressed by the tutorial assistants concerned logistics and teaching staff coordination.

The tutorial assistants struggled with a packed and inflexible timetable. UCU faced a challenge with classroom space in late 2014. The September semester tends to be the busiest time for the University in terms of student numbers and UCU was still in the process of building classroom capacity to satisfy the demand. The creation of an increased number of law tutorial classes brought on by the new writing and rhetoric intensive tutorials added to an already strained situation.

The timetabling process tended to exaggerate the problems as the central administration were unable to grasp the scheduling vision proposed by the Law Faculty to efficiently utilise class space in light of the pedagogical changes. When tutorials for the same class were set at different times there were less open spaces for making up and rescheduling classes. Given that the tutorial assistants typically practice law in Kampala this lack of flexibility resulted in failures to deliver tutorial teaching blocks to some students. The following response from a tutorial assistant is typical: 'The stringent timetable makes it difficult for him to have enough time for effective interaction with the students. The time is too limited for tutorials.'

Although the new smaller tutorials presented challenges, many of the tutorial assistants refused to be discouraged and stymied by logistical hurdles. One tutorial assistant shared how he worked through such challenges when he faced timetable conflicts with his allocated class sections. He met with other tutorial assistants and together they agreed on a workable strategy. Such proactive and cooperative problem solving approaches were important to the effective delivery of the writing and rhetoric intensive tutorials.

The tutorial assistants noted the negative impact of poor collaboration with lecturers. One tutorial assistant stated: 'The students participate well enough in the Socratic method. The initiative needs better coordination with the lecturer, especially where the students have not yet covered particular topics.' In one class the marks for the class had to be adjusted when the lecturer refused to credit the Socratic method and oral advocacy assessments with the number of marks that were allocated based on the new marking framework for rhetoric emphasis courses. This specific experience left the tutorial assistants feeling undercut, embarrassed and disempowered.

Lessons, Recommendations and Conclusion

Overall there are a great number of lessons that can be gleaned from the initial assessment of the pedagogical changes implemented at the UCU Faculty of Law in 2014.

From a big picture standpoint the changes were needed. The utility of practical and problem-based education is widely appreciated. Current best practices in higher education call for the utilisation of student-focused learning and diverse educational delivery methods. It is no longer acceptable to offer an educational product that is built entirely on the lecture model. The content and tenor of the responses of both the students and tutorial assistants to the curriculum change assessment instruments further support the meaningful incorporation of other learning modalities.

In terms of capacity and resources, the modifications made in UCU's Law Faculty demonstrate how a university in a low-resource, developing world setting can utilise young alumni through the vehicle of tutorial assistants to deliver new and more time intensive learning models. While this strategy is not ideal, low-resource, developing world contexts often entail less than ideal situations. In many instances, smaller class sizes are not economically tenable for self-sustaining universities with students that do not have the ability to pay increased tuition.

Another key learning area concerns change management. Managing change is a serious challenge. This is particularly true when you are managing a teaching staff that may have a limited conception of their role and duty as a lecturer. Lecturers who have been praised for simply teaching a high percentage of their class blocks and transmitting the information in their course outlines are unlikely to spend a great deal of energy changing the way they deliver content. It is arguable that many lecturers believe that changing their pedagogical delivery will cause them to lose the benefit of having learnt how to teach the course. The fact that lecturers are busy with other work responsibilities makes lecturer buy-in even more difficult to achieve.

The considerable challenge of effecting work-intensive change through potentially over-stretched and reluctant lecturers is a reason to push the change initiatives through the tutorial assistants. However, given the lower status of tutorial assistants, relying on them to lead and effect change is problematic. In addition, law schools in developing world settings must not accept a 'business as

usual' approach with their lecturers. If law schools do not expect and demand more from their law lecturers any effort to implement new learning methods will be superficial and disorderly. The permissive status quo for law lecturer performance in Uganda should not be tolerated. Thus a change strategy that leverages tutorial assistants must be designed to change the hearts, minds and conduct of the lecturers as well.

While change in such contexts is difficult to implement, some form of continuous and ongoing change management is crucial. Unfortunately, in this instance, most of the administrative efforts to effect change were based on pre-semester trainings. It was further complicated by the fact that the trainings was not attended by many of the implementing lecturers and some of the implementing tutorial assistants.

The primary responsibility for managing the implementation of the writing and rhetoric intensive pedagogy changes was left to teams of tutorial assistants. At the initial training teams were formed with tutorial assistant team leaders who were charged with keeping team members on task. This worked very well where there were confident and energetic team leaders and willing team members. However, where this mix was not in place the teams failed to self-manage and monitor. Thus greater and more intensive change management oversight was needed for many of the new writing intensive and rhetoric intensive courses.

Another lesson from this experience is that when managerial oversight is limited the success of any educational initiative will come down almost entirely to people. It is only the willing and committed educational employee who will implement change when managerial oversight is limited. At UCU there were major discrepancies in student responses that seemed to be largely tied to the identity of the tutorial assistant. While the changes rated consistently high for classes with certain tutorial assistants other tutorial assistants had students that ranked the changes much less favourably. The student feedback indicated that not all tutorial assistants were able to implement the pedagogical changes equally well.

The assessment also indicates that teaching staff needed training to better understand the use and implementation of the Socratic method. Arguably this also applies to the proper assessment and instruction of legal writing although this was not brought out in the assessment.

The data collection revealed that the provision of timely feedback remains a problem even in the reduced-size tutorials. Many of the tutorial assistants failed to grasp the importance of promptly providing feedback on assignments so that students could improve over the course of the semester. Instead, many tutorial assistants followed the old pattern of completing their course work marking by the university deadline for posting coursework. Consistent administrative encouragement and team accountability are necessary to get the turnaround for student feedback up to the desired speed in the writing intensive classes.

We would recommend that other law schools in the developing world should look for achievable ways to improve pedagogy. However, by achievable we do not mean easy. Achievable ways should be ways that seriously stretch and challenge the faculty and students.

Law schools should conduct an inventory of their strengths and opportunities and bring about changes that can improve the educational experience of their law students. Often they will find low cost solutions to utilise the assets that they have for improved legal pedagogy.

However, efforts must not stop at the design stage. Law school administrators seeking to effect change must endeavour to make continuous and active change management part of their change strategies. This means a commitment to consistent assessment, ongoing training and enthusiastic encouragement. If the administration only champions the changes at the front-end the desired changes will be lost in the inertia of the status quo. It also means having the right individuals on board who will support change instead of undermining it. .

Uganda Christian University hopes to facilitate change to ensure it achieves an active, practical and student-centred learning experience in the Ugandan educational marketplace. It is persisting with the implementation of its revised curriculum. Going forward the Faculty of Law hopes to reach a stage where all of its students will take the two semesters of clinical legal education to serve as a practical capstone sequence for the practical and problem-based skills that they have acquired during their four years of writing intensive and rhetoric intensive classes.

One of the most encouraging results of the data collection is the students' declared willingness to work and learn. Students who were given a higher workload through the new intensive courses asked for more writing assignments in order to improve their legal skill and acumen. This student enthusiasm should serve to encourage the continued pursuit of improved legal pedagogy despite the ongoing and considerable challenges in a majority world law school. Far too much is at stake not to strive to provide a legal education that will empower students to face the stern challenges presented in the emerging economies and fragile justice systems

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