

E-Learning “Legal Method” Course
for Law Students at
Open University Sri Lanka

H. G. Praveen Tissera

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**E-Learning “Legal Method” Course
For Law Students at
Open University Sri Lanka**

**A dissertation submitted for the Degree of Master of
Information Technology - eLearning**

H G P Tissera

University of Colombo School of Computing

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Declaration

The thesis is my original work and has not been submitted previously for a degree at this or any other university/institute.

To the best of my knowledge it does not contain any material published or written by another person, except as acknowledged in the text.

Students Name: H G P Tissera

Registration Number: 2014/MIT/063

Index Number: 14550631

Signature:

Date:

This is to certify that this thesis is based on the work of Mr. H G P Tissera under my supervision. The thesis has been prepared according to the format stipulated and is of acceptable standard.

Certified by:

Supervisor Name: Ms. KMGB Nishakumari

Signature:

Date:

Abstract

Law is applicable in anywhere and everywhere in our life. Therefore learning law is very important also. Open University of Sri Lanka is the leading university providing law degree programme.

Nowadays, rapid development of Information and Communication Technologies leads to introducing new forms of communication and elearning. ELearning covers the use of computers and technology as a guide for knowledge exchange within teaching and learning among any programme in the world but still not widely employed in Sri Lanka.

The aim of the project was to provide enhanced educational support to the learners in addition to traditional teaching and learning by developing an online course for the Department of Legal Studies. Interviews, questionnaire and observations were used to analyze the attitudes about online course and organization's current teaching and learning system. Also tried to understand the current system and made an effort to find system deficiencies, by finding user requirements for suggested online course on Legal Method. The analysis of the data shows positive attitude among the learners and teachers for implementing an online course. Each lesson consists with learning materials, activities, quizzes, assignments and forums. Moodle was used to create effective online course and MS PowserPoint and iSpring toolkit was used to create e learning study material.

Evaluation of the online course as well as monitoring the learner was done throughout the lifecycle of the project and it was identified that the deficiencies in traditional face to face learning has been overcome with the help of the online course. Through user requirements, the project comes up with a reliable online course that will help the department administration manage courses and monitor learners' progress. Therefore the collaboration between learner and staff would be improved with developed e-learning course.

Acknowledgement

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List of Abbreviations

OUSL	- Open University of Sri Lanka
ODL	- Open and Distance Learning
LLB	- Bachelor of Law Degree
ADDIE	- Analysis, Design, Development, Implementation, and Evaluation
E-Learning	- Electronic Learning
ICT	- Information and Communication Technology
LMS	- Learning management system
SWOT	- Strength Weaknesses Opportunities, Threats.

Chapter 01 - Introduction

1.1 Background

The Open University of Sri Lanka (OUSL) is the premier Open and Distance learning institution in Sri Lanka where students can pursue their studies through Open and Distance Learning (ODL) methodologies.

Established in 1980, under the Universities Act No. 16 of 1978 and OUSL Ordinance No. 1 of 1990, Due to the nature of its teaching methodology and infrastructure, the OUSL is able to serve a large student population spread throughout the country. Currently, there are more than 35,000 students studying at the OUSL, who are being served by eight Regional Centers and eighteen Study Centers located around the country. The Central campus and the Colombo Regional Center are situated at Nawala. The other seven Regional Centers are situated in Kandy, Matara, Jaffna, Anuradhapura, Badulla, Kurunegala and Batticaloa.

Department of Legal Studies:

The Department of Legal Studies offers the Bachelor of Laws Degree Programme (which is of four academic years) with the intention of teaching core courses in law required for an LL.B. programme whilst introducing changes and modifications so as to combine orientation with some of the basic philosophies of distance education. Most of the students are part-time students and they are available to attend only on weekends. Student's are in age range, from 18 to 60+. Students can enroll after completing Advanced Level as well as lawyers to obtain degree qualification and law students at Law College. [1]

It goes without saying that education is the best investment and a route to better life. New internet technologies made for the development of methods for delivery in education. E-learning was successfully implemented into the curriculum of many schools and universities and as the result demonstrated how effective ICT use can be in supporting learning and teaching across a wide range of subject areas. [2]

The advantage of e-learning is mainly due to the widespread use of ICT in education. Today, e-learning has its own standards that are developed by Instructional Design System. E-learning has a Learning Management System (LMS), which consists of the tools for the creation, storage, use, educational content delivery and management in the multiplayer mode. The main thing that makes e-Learning unique is an opportunity of repeated usage of once created multimedia educational content, including online access in the real time.

While having this new learning process, Law students at Open University of Sri Lanka is following the traditional classes (face to face discussion) and seminars to deliver the course content. For the betterment of students, all the course materials are proposed to convert into e-learning materials as it has more benefits than other teaching methods. As a starting point first year-level 3 subject selected named “Legal Method”. The main reasons to select this subject are

- This subject provides fundamental knowledge which requires throughout the degree programme.
- Subject is compulsory to pass and a considerable amount of students get to fail at their first attempt and leads to more dropouts.

1.2 Benefits

From this project following benefits can be achieved for the learners and the instructors in the Department of Legal Studies.

Reduce the cost

There are no papers, no delays and no travel expenses. E-learning is “just-in-time” learning. Such learning enables students to take what they have just learned from their computer screens and apply it the task at hand.

Motivate students

An effective way to keep up to date with new technology, to generate new ideas, and to keep the students fresh and inspire.

Improve flexibility of course delivery

Lecturers can effectively manage their time.

Access any location and any time

Learners can go through the subject from anywhere, usually at any time. This Just-InTime (JIT) benefit can make learning possible for students while balancing their other workload.

Updates make easily and quickly

Online e-learning sessions are especially easy to keep up-to-date because the updated materials are simply uploaded to a server.

Increased retention and a stronger grasp on the subject

This is because of the many elements that are combined in e-learning to reinforce the message, such as video, audio, quizzes, interaction, etc. There is also the ability to revisit or replay sections of the training that might not have been clear the first time around.

Easily manage

Keep track of the course offerings, schedules and track their progress and results. Instructors can review a learner's scores and identify any areas that need additional training.

Flexibility to join discussions in the discussion forum at any time or meet with learners and instructors remotely in chat rooms.

Develops knowledge of the Internet and computers skills that will help learners throughout their lives and careers. Learners can test out of or skim over materials already mastered and concentrate efforts in mastering areas containing new information and/or skills.

1.3 Motivation

At the moment, department of legal studies conduct class sessions on weekends (Maximum 20 lecture hours per each subject) and this is the only way for the students to get face to face learning. Apart from lecture hours students need to do self-studies to find case law materials, question papers, related articles as guided in each lesson. Most of the materials are available only on Open University library for free usage or students can buy the material which is expensive.

Most of the students do not have an idea what law is because these are not taught in schools. The subject 'Legal Method' is a foundation level course for the Law students as it provides the basics of all the subjects taught in the LLB Degree program.

Almost all lessons have following common methodologies.

- Most of the lessons have case materials cited for students to refer and students are required to remember names and facts in brief when they answer in the exam.

- Every lesson prepared to obtain students' critically analysis, build logics to support to the answers provided.

Students are in different knowledge capacities struggle to absorb this context and fail the exam. This is the motivation for me to come up with an e-learning course to support all the students to absorb required outcomes. The course will be implemented by following instructional design terminology and finally students will get a learning environment with required materials and different techniques to learn course content with evaluation.

The most important task of the project was to identify the learner and the behavior of the learners. In order to do that several interviews were conducted with course lecturers and web-based questioners were distributed among students. At the same time, learner observations were carried out in classroom sessions. Out of 8 modules 3 – 6 and 8 modules planned with the context of learner outcome and previous exam questions.

After gathering the background information and the requirements of the system, those requirements were analysed and came to a conclusion of which is the most suitable problem to address by this project. Next step after identifying the problem was to find a developing tool and it was chosen according to the literature survey done at the beginning of the project. Content is planned with the help of the course specialist and user interfaces are going to be designed by following storyboards.

Following difficulties were identified in the traditional teaching of Law courses at Open University of Sri Lanka

- Geographically dispersed with limited time and/or resources to travel;
- Busy with work or family commitments which do not allow them to attend courses on specific dates with a fixed schedule
- Limited from participating in classroom sessions because of cultural or religious restrictions;
- Facing difficulties with real-time communication (e.g. foreign learners or very shy learners).

E-learning can offer effective instructional methods, such as;

- Practicing with different teaching methods plus feedback.
- Stepwise knowledge implementation.
- All the required materials are in one place with easy accessibility.

- Combining collaboration activities with the self-paced study.
- Personalising learning paths based on learners' needs and using simulation and games.
- All learners receive the same quality of instruction because there is no dependence on a specific instructor.

1.4 Goal

Goal of this project is to increase the pass rate of the “Legal Method” subject

1.5 Objectives

- Implement multimedia tool to teach Legal Method subject
- Increase access to learning opportunities and flexibility for learners in the learning environment
- Enhance the quality of teaching and learning Metrology
- Make learning interactive
- Create learner centric-learning environment
- Develop course materials
- Assess the level of learner in each topic

1.6 Scope

This project mainly focuses on developing an online course material. Following course outlines will be available in this course

1. Overview/Introduction: introduces the topic and provides background information about the legal method
2. Multimedia courseware: Describe theoretical lectures, exercises, supporting modules all in PowerPoint presentations, hypertext form, supported by graphical interfaces (including full colour, figures, animations, video, etc) to enhance the knowledge of legal methods
3. Online discussion forum: The discussion questions are intended to get the learner to evaluate, and extend their knowledge and understanding of the materials they have read.
4. Assessment and Evaluations: At the end of each lesson they have online quizzes with 5-10 Multiple Choices, True/False.

1.7 Outline of the Dissertation

Here in chapter 01, it is being described the introduction of the project “: E-Learning Course for Law Students at Open University Sri Lanka”. In chapter 02, the background information of the project is described, providing others approaches to solve the problem. Chapter 03 describes the analysis phase of the project with the analysis concepts used. Chapter 04 provides a detailed explanation of the project design. Project development described in the 05 the Chapter. In chapter 06 describe implementation described and evaluation describes in Chapter 7. Chapter 8 describes future works along with the conclusion of the project. References are stated at the end of the dissertation which is followed by the appendix and the list of figures, tables and abbreviations.

Chapter 02 - Background of the Project

2.1 Introduction

The following chapter provides a background analysis of the eLearning project. In the first part of the chapter, literature review study within the context of eLearning is provided. Secondly, learning theories are explained. Third and fourth sections explain the Instructional Design (ID) models and the Instructional Systems Design (ISD) model that will be used for the project respectively and suggest models of the intended system. Finally a section on design principles and guidelines used in designing the project will be provided.

2.2 Literature Review

The main purpose of writing a literature review is to help researcher to get deep knowledge and understanding of research. This section will illustrate the literature that is relevant to the problem area. Therefore the following section provides a summarized account of the use of similar online courses in other contexts along with an analysis of their relative success.

Law Enforcement/Safety Training Case Study [3]



Figure 2.1 -Law enforcement/safety training

Gangs for Patrol were developed to help prepare California law enforcement officers to identify and respond to gang activity in their cities. The course used a highly interactive, scenario-based approach to not only educate officers about some of the key trends and

groups in California, but to bring home the importance of accurate and detailed field reporting to support gang prosecution.

In the e-learning course, officers work through a storyline which includes neighborhood patrols, graffiti identification and challenging field interviews with gang members to gather key evidence in their case files. In the process of successfully navigating the interactive challenges, officers help the DA bring enhanced charges against the leaders of a new, emerging gang.

Throughout the course, links to real-life case studies, photographs, key indicators, and other information about California gangs are provided as resources

US Law Guide and Tax Law Guide

This US Law Guide and Tax guide will help you research careers, degrees, and schools. This guide contains easy-to-read articles and video lessons which can be accessed on desktop or mobile. Users are required to enrol to course and can do the lessons, all course are mainly based on video tutorials with exams.

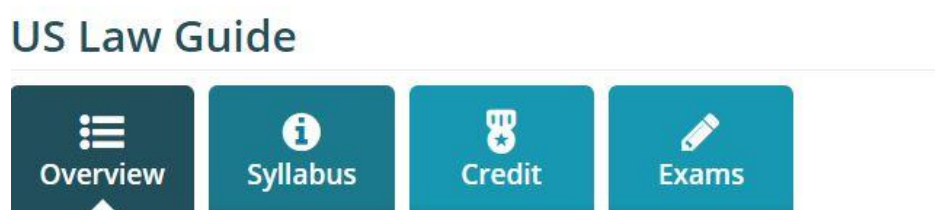


Figure 2.2-US Law Guide Site Menu

How It Works:

- Start with the first lesson at beginning of a course or search for video lessons by topic.
- Explore each topic by reading the articles, watching funny video lessons, and reviewing as needed.
- Review by reading the video transcripts at the bottom of each lesson.
- Test your comprehension by taking practice quizzes and chapter exams.
- If you need extra help, ask one of our expert instructors for support.

Learn LEO [14]

This is an online tool for law students to keep online records of case law briefing. Students can keep their own briefing, compare with expert briefing and share via different social media platforms. There are advanced features which are not freely accessible and this include case laws which are referred by their partner universities.

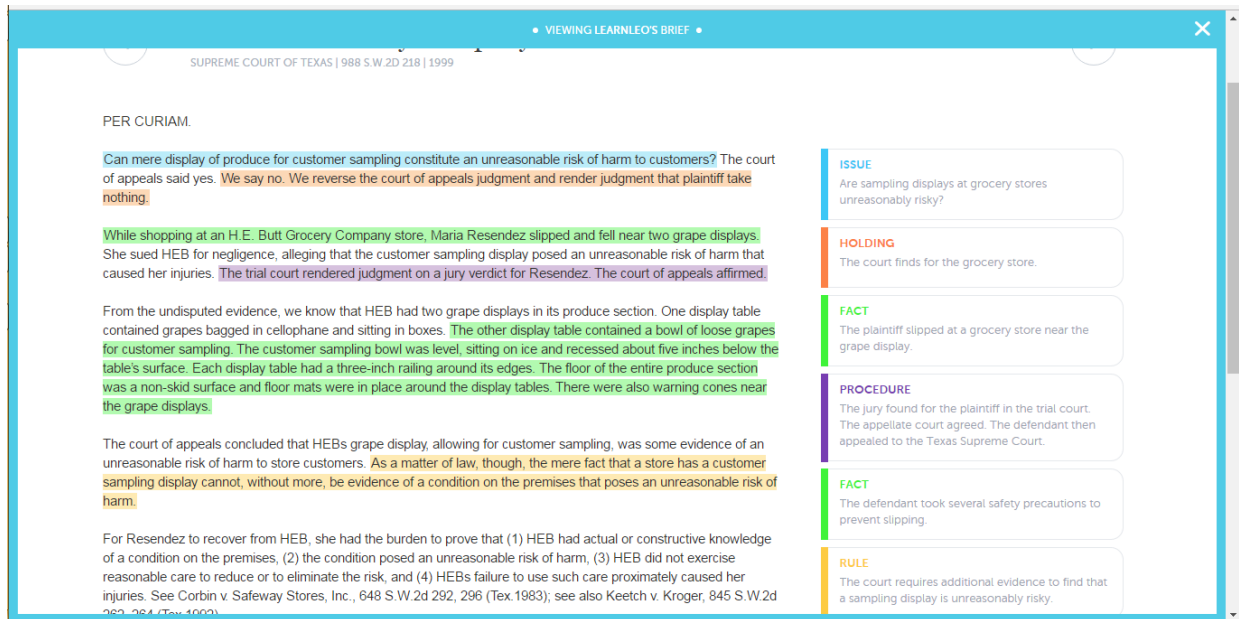


Figure 2.3-Learn Leo Case Briefing Interface

However, above online courses will not be helpful for due to following reasons

- Most of the above online courses found are not fully free courses.
- Most of the content is not relevant to our curriculum and sometimes content is too difficult.
- Some of the tools have low interactivity.
- Most of the content is text based; other multimedia elements are not used effectively.

Therefore this project will be useful to students who are a novice to the legal studies.

2.3 Theories of Learning

Theories of Learning are “empirically-based accounts of the variables which influence the learning process and provide explanations of the ways in which that influence occurs”(Mayes and de Freitas, 2005, P 5) A theory provides a general explanation for observations made over time, explains and predicts behaviour, can never be established beyond all doubt and may be modified.

There are hundreds of learning theories, but three categories remain dominant: Behaviourism, Cognitive, Constructivism and Connectivism. Some eLearning designers claim to adhere religiously to one of these categories. May hear them say: [4]

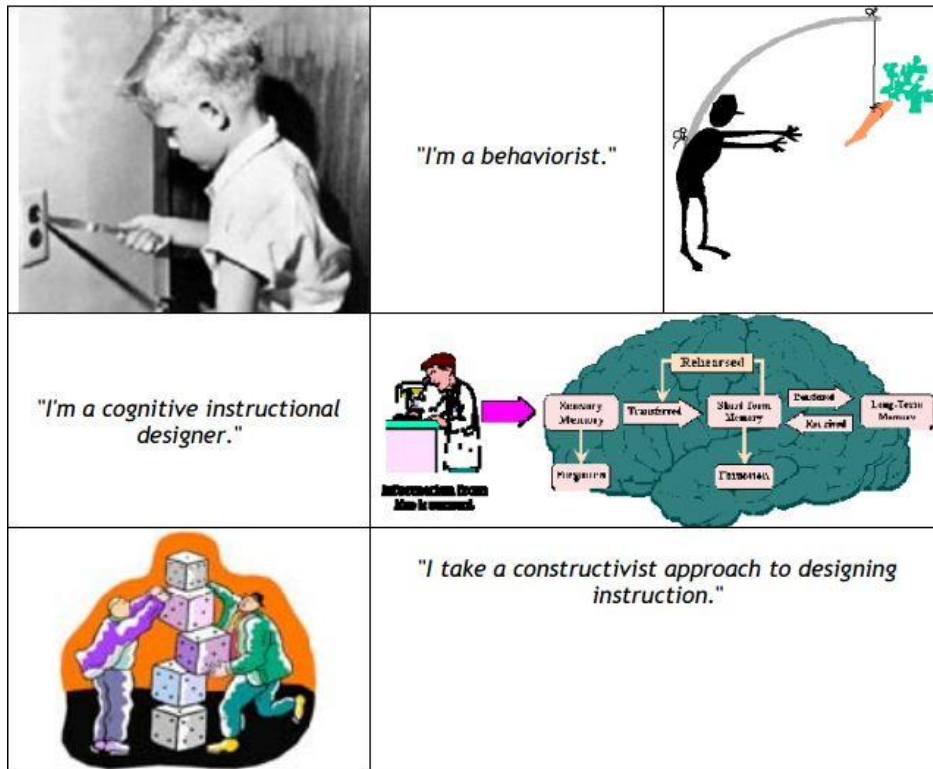


Figure 2.4-Theories of Learning

2.3.1 Behaviorism

The behaviorist sees the mind as a “black box,” in the sense that a response to a stimulus can be observed quantitatively, totally ignoring the effect of thought processes occurring in the mind. Early computer learning systems were designed based on a behaviorist approach to learning. The behaviorist school of thought postulates that learning is a change in observable behavior caused by external stimuli in the environment [5]

Although defining learning as only a change in behavior seems too limiting, some aspects the behaviorist paradigm seems to have applicability in the online classroom. Feedback can be viewed as positive or negative reinforcement. Feedback tells a learner whether her interpretation of the subject matter is accurate or not. In this sense, feedback facilitates repetition of the said interpretation or prompts the learner to adopt a different interpretation. The role of feedback in the online classroom is vital. The online course needs to be designed in a way that learners are able to get feedback from their peers and online tutors whenever required. Depending on the feedback, learners shape their behaviors. As such, the learning objectives for the online course are devised in terms of observable behaviors.

2.3.2 Cognitivism

The cognitivism paradigm essentially argues that the “black box” of the mind should be opened and understood. The learner is viewed as an information processor (like a computer). Cognitive psychology claims that learning involves the use of memory, motivation, and thinking, and that reflection plays an important part in learning. They see learning as an internal process and contend that the amount learned depends on the processing capacity of the learner, the amount of effort expended during the learning process, the depth of the processing. [12]

Bloom’s taxonomy of cognitive hierarchy depend heavily on the different levels or stages of cognition and the constructive alignment of the course is maintained with the aid of cognitive hierarchy identified in Bloom’s taxonomy. As such, the understanding that learning entails a climb in the cognitive hierarchy is central to design of the online course. In the lessons, I intend to conform to and adopted the stages of cognitive development in content development. The content of the course will be ordered in a manner to facilitate the gradual progression from one cognitive level to another. The structure of lessons follows a similar route. Even giving feedback will be done in following a sequential order of cogitative advancement.

2.3.3 Constructivism

Constructivism learning theory is defined as the active construction of new knowledge based on a learner's prior experience. Research agrees that constructivism learning theory, which focuses on knowledge construction based on learner's previous experience, is a good fit for e-learning because it ensures learning among learners [9].

Rather than being rivals contending for theoretical ground, cognitivism and constructivism have the potential to straddle one another. The cognitivist paradigm focuses purely on the psychological mechanisms of learning whereas the constructionists are more focused on the social and contextual aspect of learning. In this sense, they seem to complement one another. Therefore, one can argue that varying levels of cognitive competencies will be required to construct interpretations (meanings) when dealing with experiences with varying complexity. Similarly, when constructing interpretations with experiences of varying complexity, the gradual development of varying cognitive competencies will be required.

As such, all efforts in the classroom stand to facilitate the creation of meanings. Interestingly, following the constructionist thread of the argument, the construction of meanings seems to be not limited to the students. The teachers will also actively engage in creating and negotiating meanings within the classroom via the interaction with the students. Hence, it is possible to view all classroom interactions as attempts at creating and negotiating meanings. The learning strategies such as peer learning and collaborative learning specially cater to a construction of meanings among learners. Given the power and status difference between the students and the teacher in a traditional Asian society like Sri Lanka, instances of overt negotiation of meanings between the students and teacher can only take place in an online environment and in interacting with peers, without the restrictions of power and status, the creation and negotiation of meanings become more conspicuous

2.3.4 Constructivism

Connectivism is the latest addition to learning paradigms. It posits itself as a learning paradigm for a digital age. Learning is viewed as resultant of connections within networks. A network with connections that connect a multitude of nodes is used as a metaphor for learning. Amid the multitude of nodes and connections, learning takes place when learners discern patterns. In recognizing the patterns, learners are influenced by the context and the diversity of the networks and the nature of the connectors that connect nodes to one another. The learning does not end at discerning patterns but leads to a creation of personal networks with a host of nodes and connections. Connectivism seems to be an attempt to come to grips with complexity, chaos and overabundance of information found at one's fingertips in a digital era and theorizes learning in a virtual universe. Stephen Downes and George Siemens are the two main theorists who have contributed to the development of this emerging research paradigm.

In a digital age, it seems fair to say that learning has transcended its traditional boundaries. Learning is no longer limited to concerns of the psychological mechanisms of cognition or socio contextual effects of meaning construction. The very nature of the knowledge, the forms of its coding and delivery have undergone drastic changes in a digitized world. The dizzying pace of change and speed of accumulation and dissemination of information has radically challenged the notions of validity and applicability. Hence, it seems that as educators in a digital age, everyone requires a through grasp of this paradigm so as not to be overwhelmed by its dynamism and mutability [9].

The online course, by its copious use of wikis, forums and chat sessions, would enable the learners to build their own knowledge networks and discern varied and novel patterns that connect various nodes in their network in a multitude of manners.

2.4 Instructional System Design (ISD) Model

Models of eLearning “describe where technology plays a specific role in supporting learning. These can be described both at the level of pedagogical principles and at the level of detailed practice in implementing those principles” [13]

For the purpose of designing the E-Learning Course for Law Students at Open University Sri Lanka, the ADDIE model will be used as the ID model

2.4.1 The ADDIE Model

ADDIE Model can use with the prototyping model in developing the system. ADDIE was used for the design of the learning content. ADDIE is known as an instructional systems design model and it helps identify requirements and design and develop content in a sequential manner [12]

The ADDIE process consists of five general phases: Analysis, Design, Develop, Implementation, and Evaluation. Individual phases are interrelated and overlap one another. They provide a comprehensive framework for developing effective instruction. ADDIE is

used for developing and delivering both face-to-face and online instructional and training programmer. ADDIE is a generic model which provides a basis for other instructional design models.

According to the ADDIE model, the proposed course will evaluate as mention below:

Analysis Phase

During the analysis phase, the requirements and objectives implements analyzed also sampling procedure and data collections methods carried out.

Design phase

At this phase course maps and detailed storyboards are designed in detail to show the flow of the course content.

Development phase

Proposed course will be developed using Moodle. The activities will be developed using Adobe Flash, HTML5/CSS/JavaScript, FOOS tools, etc.

Implementation phase

During this stage, the developed system will be hosted online. Already Moodle is used in other courses at OUSL as an LMS, therefore it is easy to host and test.

Evaluation phase

At each stage, formative testing and a summative test will be done for the content.

Chapter 03 – Planning and Analysis

3.1 Stake Holders

Stakeholder Analysis is an important technique for stakeholder identification and analyzing their needs. First, identify the important stakeholders who affect to the project and their interest. Following are the list of stakeholders directly affects the project.

3.2 Need Analysis

Before designing an e-learning course, a needs analysis should be conducted to determine whether training is required to fill a gap in professional knowledge and skills; and e-learning is the best solution to deliver the training.

Need analysis was conducted using following ways

- Provided questionnaire (Appendix 3) to the target audience (OUSL Level 3 Law Student) to gather information about their ICT skills, availability of computers and internet facility, etc
- Interviewed with the lecturers who conduct lesson and the head of the department to assess the teaching situations in the subject area
- Observation of the target group and existing teaching and learning process

1. Objectives

- Find out what the student performance is supposed to be
- Determine what the student's current performance is
- Identify if there is a performance gap
- Determine the cause of the performance gap
- Propose the solution
- Pinpoint areas of improvements or concerns that may need to be addressed into online course

2. Target audience

The target audience for this needs assessment can be separated into two categories: academic staff and LLB level 3 students. The students are whose instructional needs will be identified through the needs assessment process.

3. Sampling Procedure

The main focus group of this project is the students, those who passed the entrance exam and starting level 3 at Open University of Sri Lanka. Therefore it is important to identify their needs properly. Every year nearly 100 – 200 students enrol to this programme and sample population acquired from this group based on age.

4. Data Collection Method

Interviews

ne interviews with individuals who are taking important decision and experience in lecturing about the issue rather than giving them a questionnaire it was better to conduct interviews with them since a variety of perspectives can be obtained; because the conversation is open-ended; clarify the questions for the respondent. An interview was conducted with lecturers and department head to assess the teaching situations in the subject area

Questionnaire

Obtain information about attitudes, qualitative data and can have the greater understanding of issues. This involves asking questions, listening to and recording answers from an individual or group. It is simple, quick, and easy and can collect a lot of data. The questionnaire is provided below. (Appendix 3)

Provided questionnaire surveys to the target audience to assess the following areas

- I. Basic skills to operate a computer
- II. Capability of internet usage
- III. Availability to access computer and the internet
- IV. Time spend for learning
- V. Basic educational knowledge (Law subject related background)
- VI. University support – administration, supportive materials

Following is the participation of the students:

- 33% of the students age between 18 - 25 = 10 students
- 26% of the students age between 26 - 35 = 8 students
- 24% of the students age between 36 - 45 = 7 students
- 17% of the students age above 45 = 5 students
- Total of 30 students participated.

5. Specification for Instruments and protocols

Many instruments can be used in the needs assessment. Common methods of collecting information about instructional needs rely on commercially available or tailor-made questionnaires, interview guides, observation guides, tests and document review guides [14]

Two data collection instruments used in this needs assessment. The first is the questionnaire. Close-ended questions were prepared. A survey questionnaire was developed to collect responses from the LLB level 3 law students. Online based questionnaire was prepared and shared among them to get information. The second one is interview. The Interview was conducted with the lecturers and head of the department assess the teaching situations in the subject area.

6. Method of Data Analysis

The data which are collected from the above methods need to be analysed,

The descriptive method can be used to analyse these data. The data can be categorized in different ways. (Quantitative data and qualitative data, functional requirements and non-functional requirements etc...)

The interview reports also evaluated to identify functional and non-functional data / requirements.

Questionnaires are used to get mostly quantitative data. The data can be represented using a spread sheet. Statistical values can be put into tables and

using those tables to identify the patterns and trends. It will be more understandable if the data is represented using graphs. (Appendix 1)

- **Descriptions of how Decisions will be made based on Data**

Based on the data analysis which has to be conducted in the previous sections, decisions can be made about the content of the project. Further students are selected to the degree programme - those who pass the Advanced Level (local) and aptitude test conduct by Open University of Sri Lanka

The various students' requirements can be identified from the survey form as mention below.

- Based on the result Most of the students require upgrading their knowledge. Therefore it is necessary to have a proper e-Learning tool for that.
- It should be accessible at any time.
- The tool should be easy to work with.
- It should be able to provide accurate results.

3.3 Learner Analysis

It is important fact to know the users who do their learning from this system. Therefore the program to be effective and it must be interesting to the targeted audience.

There are many factors that affect how a learner learns from a particular learning environment. Those are measured using

1. Cognitive abilities of the learner.
2. Previous experiences of the learner.
3. Motivation.
4. Personal learning style.
5. Clarity of the message.
6. Interaction with the learning environment.

3.3.1 Cognitive abilities of the learner

The users have the physical abilities of using a personal computer. Also all users have the abilities such as opening software and browsing Internet etc. It was found out using the questionnaire. (Appendix 3)

3.4.1 Prior knowledge of the topic area

Most of the users have prior knowledge of using a computer for basic purposes such as writing a letter and browsing Internet and also its noted that age above 45 group is lack in IT literacy therefore when creating course map need planed to add extra lesson to get

educated basic IT skills. The students are familiar with the fundamentals of law but at the interview its identified that students lack in fundamentals in law. However since all the students do not have a sound knowledge about fundamentals, the course has to start from very basic level. (Appendix 1)

3.3.2 Attitudes towards content and potential delivery system

Since learners are well aware and show an interest towards the new technology. They have shown positive attitudes when developing this system.(Appendix 2)

3.3.3 Academic motivation

The new system makes the academic motivation among the users since it gives a detailed syllabus about legal method. (Appendix 1)

3.3.4 General learning preferences

From the fact-finding methods, it is revealed that users are keen on using an interactive web-based E-Learning tool except for group above 45. (Appendix 2)

3.4 Performance Analysis

This determines the exact cause of the performance deficit that is preventing a learner from achieving the objectives of the course and then identifying the performance required to achieve the objectives.

In order to build the learning initiative, the designers have identified the (gap) correct performance– the difference between the actual or present performance and the desired or the best possible performance.

Performance objectives were decided based on this performance analysis. Performance analysis was accomplished by using a questionnaire.

3.5 Context Analysis

Content analysis is intended to, identify and isolate single idea or expertise units for instruction

- Act as an objective decision rule for including or excluding topics from instruction
Provide guidance to sequence topics in instruction

From the questionnaire, it is found out that following topics are the most important for both students and teachers. Further following components are decided to design. Based on the following details a course is designed with learning outcomes. View Appendix 02 to get the detailed syllabus learning objectives and learning outcomes.

3.6 Environmental Analysis

Environmental analysis is important when considering the learning environment and its support systems.

3.7 SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none">• Most of the users have some background knowledge in ICT• Students can use and reuse these activities.• Motivate to use e-learning course	<ul style="list-style-type: none">• Less use of computers though they know how to use• Some Students have no access to computers.
Opportunities	Threats
<ul style="list-style-type: none">• Have the ability to make improvements• Extend the project teach other subjects as well.	<ul style="list-style-type: none">• Students may totally depend on E-Learning subjects.

Figure3.1-SWOT analysis

Chapter 04 – Design Solution

4.1 Course Map Level 1 – Lesson 05 (Custom as sources of law)

Course Map Level 1 of the design level briefly describes what are the levels and sub-levels of the actual course content by showing paths to develop the functionalities and course contents of the system.

This Level 1 diagram shows a rough sketch of a high level of the content development path.

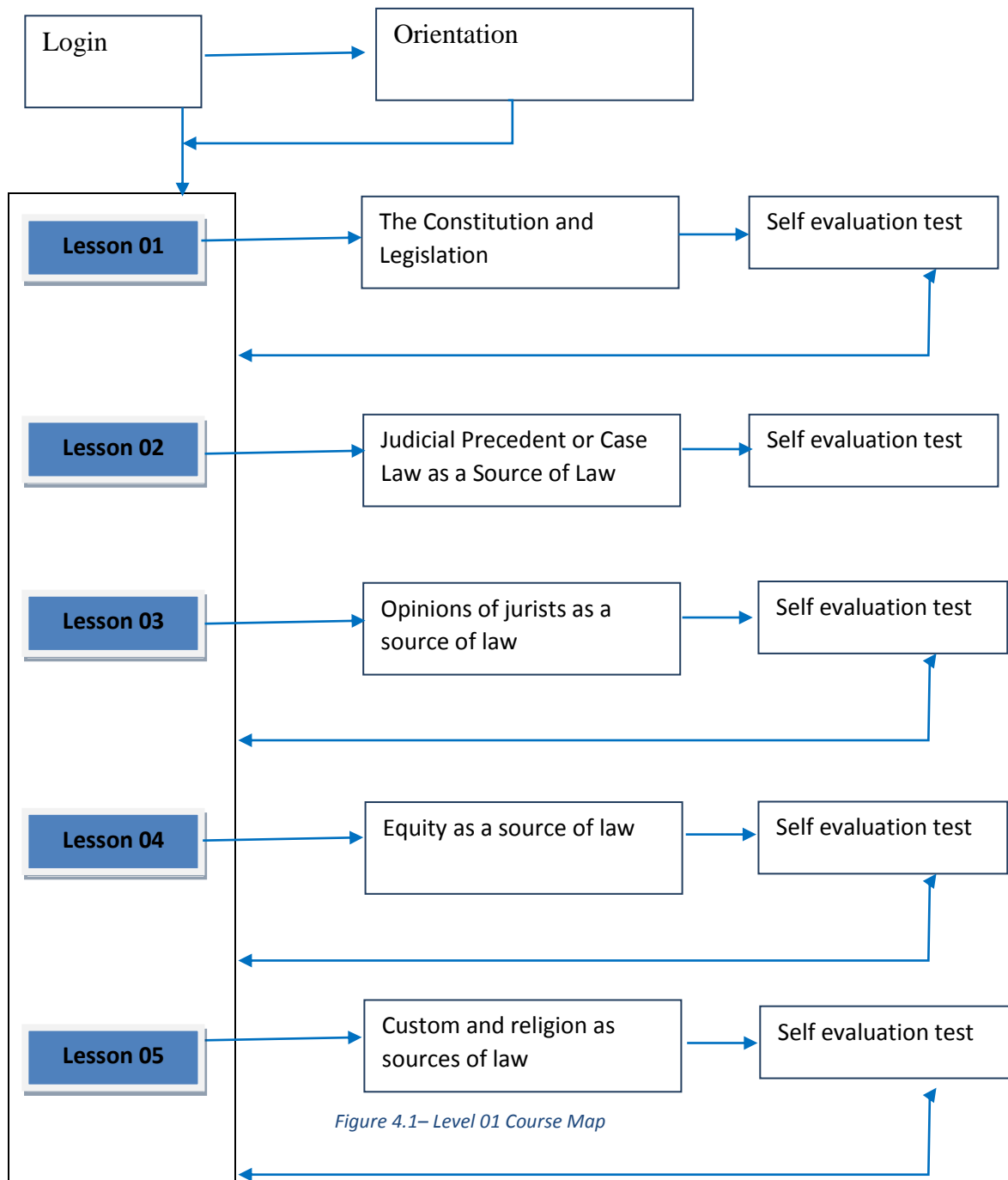


Figure 4.1– Level 01 Course Map

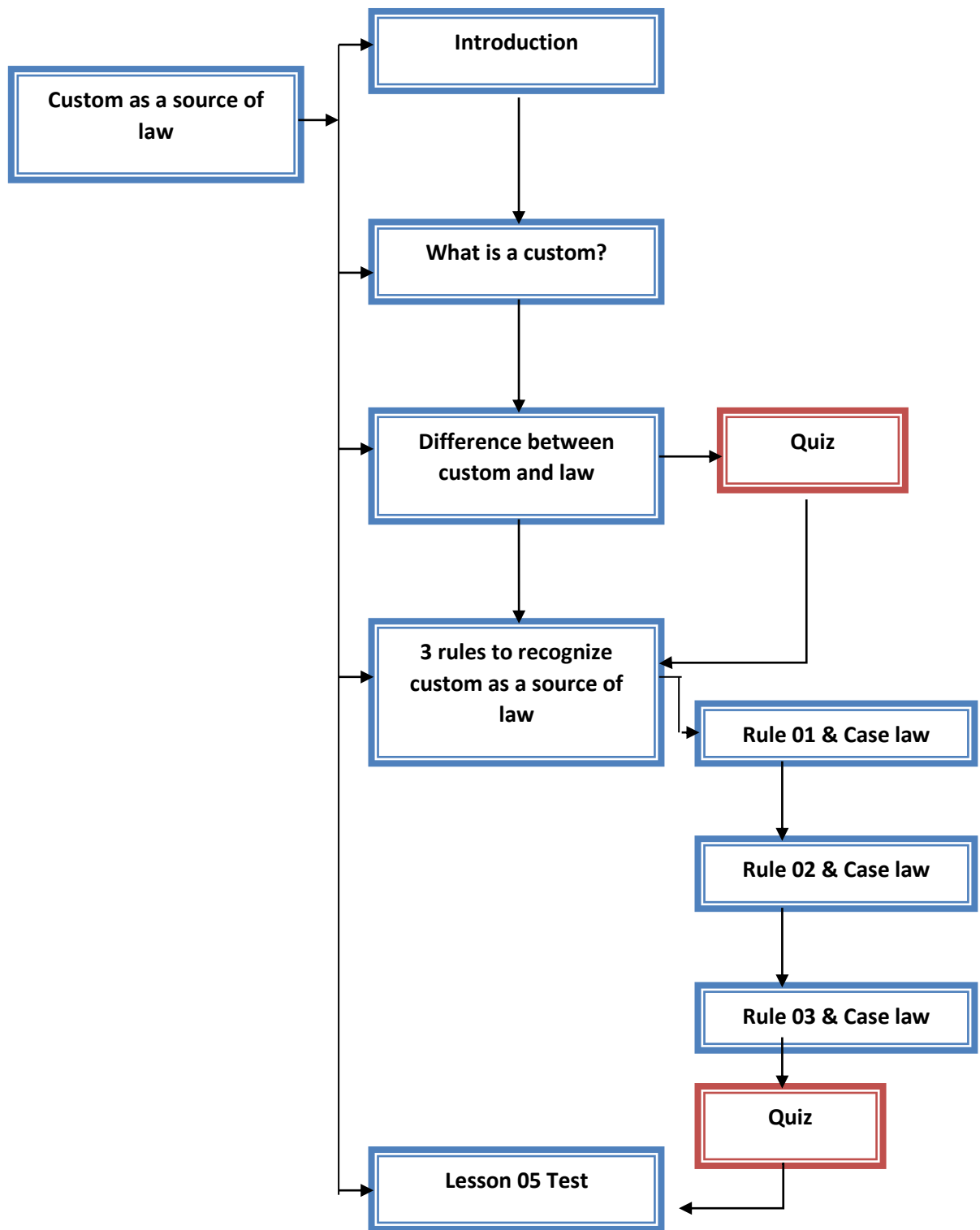



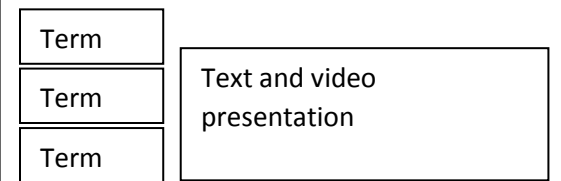


Figure 4.2-Level 02 Course Map for lesson 05 – Custom as a source of law

4.2 Course Map Level 2

Course Map Level 2 is derived from Course Map Level 1, and it shows a rough sketch of detailed paths of the flow of the system.

4.3 Overall Storyboard – Lesson 05

Visual	Explanation
<p>Introduction to custom</p> 	<p>Simulation illustrate what is a custom in general and overview to the lesson</p>
<p>What is a custom</p> 	<p>Provide 3 principles of identifying custom as a source of law in Sri Lanka</p> <ul style="list-style-type: none"> • There must be evidence that the custom exists with certainty and continuity • There must be evidence that the custom is an ancient one • The custom established must not be unreasonable.
<p>Different between custom and law</p> 	<p>Explain in brief different between custom and law</p>
<p>Useful Term Use in the lesson</p> 	<p>Prove lesson related terms which need to be learned by the student. User can click each term to get meaning and by pressing sound button can here the way to pounce the word</p>

<p>Rule 01 – “exists with certainty and continuity”</p> <div data-bbox="225 495 766 622" style="border: 1px solid black; padding: 5px; margin: 10px 0;">Slide Show</div>	<p>Page gives explanation for certainty and continuity</p> <p>The first slide will explain the rule a</p> <p>The second slide provide sample case law</p> <p>Third slide facts of that case law</p>
<p>Quiz 01</p> <div data-bbox="272 719 505 790" style="border: 1px solid black; padding: 5px; margin: 10px 0;">Quiz -Result</div> <div data-bbox="272 797 793 1016" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Quiz</p> <div data-bbox="639 943 780 1008" style="border: 1px solid black; padding: 5px; text-align: center; float: right;">Submit</div> </div>	<p>Multiple choice questions user need to select correct answers (check box) answer and submit. Result box will how correct and the wrong count</p>
<p>Rule 02 – “Custom is an ancient”</p> <div data-bbox="272 1160 780 1285" style="border: 1px solid black; padding: 5px; margin: 10px 0;">Slide Show</div>	<p>Page gives explanation for Custom is an ancient</p> <p>The first slide will explain the rule a</p> <p>The second slide provide sample case law</p> <p>Third slide facts of that case law</p>
<p>Quiz 02</p> <div data-bbox="272 1507 505 1574" style="border: 1px solid black; padding: 5px; margin: 10px 0;">Quiz -Result</div> <div data-bbox="639 1507 793 1574" style="border: 1px solid black; padding: 5px; margin: 10px 0;">Icon</div> <div data-bbox="272 1592 793 1812" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Quiz</p> <p>Word A → answer</p> <p>Work B → answer</p> </div>	<p>Multiple choice questions user need match connect wording left and right and submit. Result box will show correct and wrong count.</p> <p>Icon will pop up depending on answer TRUE or FALSE (Happy and Sad face)</p>
<p>Rule 03 – “Must not unreasonable”</p> <div data-bbox="272 1928 793 2054" style="border: 1px solid black; padding: 5px; margin: 10px 0;">Slide Show</div>	<p>Page gives explanation for custom should not be unreasonable</p> <p>The first slide will explain the rule 3</p> <p>The second slide provide sample case law</p>

	Third slide facts of that case law
<p>Quiz 03</p> <div data-bbox="272 371 505 439" style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">Quiz -Result</div> <div data-bbox="272 450 794 667" style="border: 1px solid black; padding: 10px;"> <p>Quiz</p> <div data-bbox="639 589 783 656" style="border: 1px solid black; padding: 2px; float: right; margin-top: 10px;">Submit</div> </div>	Fill the blanks by dragging and dropping the correct word. Result box will show correct and wrong count
<p>Assignment to cover rules 1 - 3</p> <div data-bbox="236 779 758 996" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Quiz</p> </div>	Structured questions user needs to answer all and submit. Once facilitator or lecturer marks the answers the result will be visible under profile grades

Table 4.3 – Storyboards – Overall plan

4.4 Storyboard In detail – Lesson 05

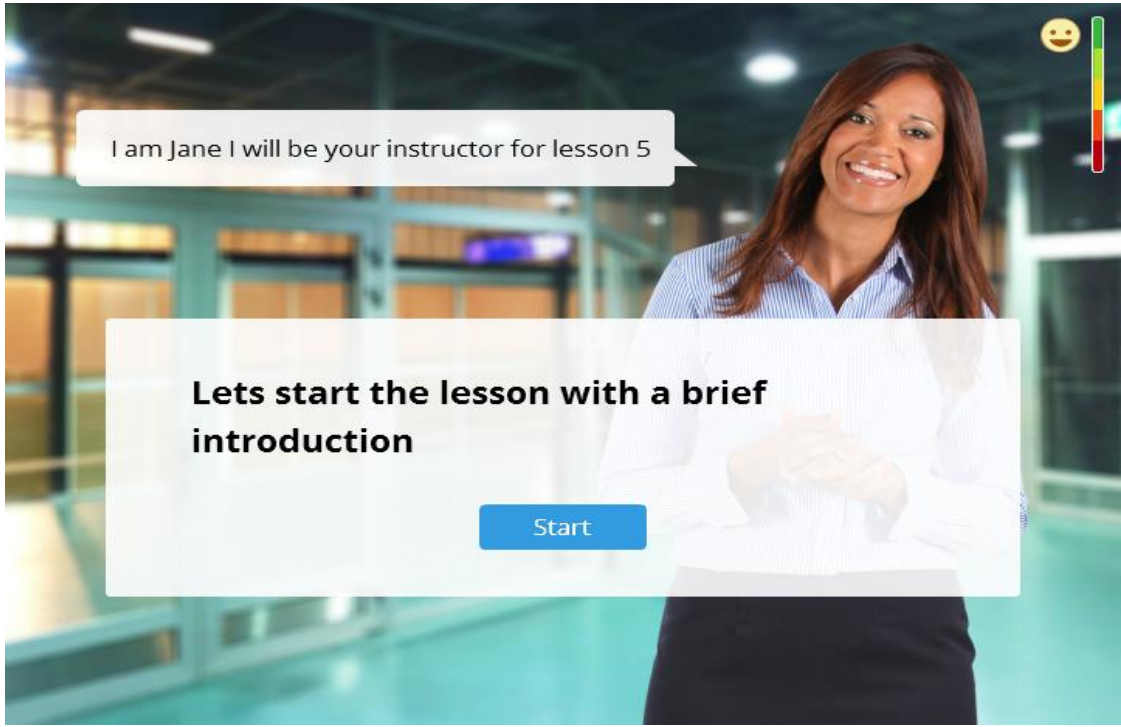
Course Name: Legal method - custom as source of Law		Storyboard File no. 6.1.01.00
Course section: Legal Method		
Lesson Name: custom as a source of law		ID's name: H G P Tissera
Objective(s): attract user to the course		SME's name: S Damayanthi
Page Title: Introduction	Page no. 6.1.00.01	CD's name:
Date Designed: 10/09/2016	Date SME contributed:	Date verified:
Design		
		
<p>Special Comment(s):</p> <p>Audio Script:</p> <p>Media File Info:</p> <p>Slide Show files : Presentation.wmv</p> <p>General Info (as defined in the screen)</p> <p>Bgcolor : #ffffff</p> <p>Normal Text : Calibri , size=40,</p>		

Table 4.2 –Storyboard 1(Introduction to Custom as a Source of Law)

age Title:		Page no. 6.1.00.02	CD's name:
Date Designed:	Date SME contributed:	Date verified:	
Design			
<p>The storyboard shows a slide with the title "English Common Law and Custom as a Source of Law" in large orange letters. Below the title, it says "English Common law and roman law too originated in custom." and "Listen to this audio >>>". There is an illustration of a golden scale of justice. On the right side of the slide, the text "Custom (law)" is displayed. At the bottom left, there is a "More >>" link with a red play button icon, and at the bottom right, there is a blue hyperlink "What is English Common Law ?".</p>			
Special Comment(s): <ul style="list-style-type: none"> • User can click the custom (Law) to play the video. • By clicking bottom hyperlink should open Common law video 			

Table 4.3 –Storyboards – English Common Law as Source of Law


Page Title: Rule 01		Page no. 06.01.00.02	CD's name:
Date Designed: 30/09/2016	Date SME contributed:	Date verified:	
Design			
<h2>Rule 01</h2> <ul style="list-style-type: none"> • Case Law: BABA APPU v. ABERAN (1874)  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> View Full Case View Case Factors View Court Decision </div>			
<p>Special Comment(s):</p> <p>View Full Case , View Case Factors and View court decision should be hyperlink .</p> <p>When click the video interface video should play.</p>			

Table 4.4 –Storyboards –Case Law Presentation

age Title: practice quiz	Page no. 06.1.00.05	CD's name:
--------------------------	------------------------	------------

Date Designed: 30/09/2016	Date SME contributed:	Date verified:
---------------------------	-----------------------	----------------

Design

Question 4 of 5 ▾ Point Value: 10 | Total Points: 0 out of 50

Match the correct case law which is support best for given rules of laws

Custom must not be unreasonable	Chinnappa V Kanekar
Custom should be ancient one	Baba Appu V Aberan
Custom must be reasonable and continue	Fernando V Fernando-42NLR279

Submit

Special Comment(s):

Special comments:

- Students have to match with the correct answer
- The correct answer should be dragged into the matching slot.
- If the answers are correct green colored message box should be appeared otherwise red coloured cross should be appeared

Table 4.5 –Storyboard –Activities on Custom as a Source of Law

5. Development and Implementation

5.1 Introduction

This chapter describes the developing tools and techniques used in implementing this system and the details of the implementation part of this system. The implementation can be categorized into three two sections as the implementation of the Learning Management System (LMS) and integrating of the SCORM packages to the LMS.

5.2 Developer Tools and Techniques

The objective of the project is to provide a user-friendly and interactive environment to study computer networking. In order to achieve this purpose a collection of the latest technologies is being used. Following is the list of technologies used in this project.

- Moodle[6]
- XAMPP with MySQL[7]
- iSpring[8]

5.3 Course content development process

ADDIE Model can use with the prototyping model in developing the system. ADDIE was used for the design of the learning content. ADDIE is known as an instructional systems design model and it helps identify requirements and design and develop content in a sequential manner [12]

The ADDIE process consists of five general phases: Analysis, Design, Develop, Implementation, and Evaluation. Individual phases are interrelated and overlap one another. They provide a comprehensive framework for developing effective instruction. ADDIE is used for developing and delivering both face-to-face and online instructional and training programmer. ADDIE is a generic model which provides a basis for other instructional design models.

5.4 Using Moodle

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a free, open source learning platform or e-learning platform which is written in PHP and distributed under the GPL (General Public License). This is being used as a popular LMS all around the world. In this project, it is used as the platform for the online course which the users can log and do the browsing and for the content developers to do the course administration.

5.5 Using XAMPP with MySQL

XAMPP is a free and open source cross-platform web server solution package which developed by Apache friends and scripted in PHP and Perl programming language. It conducts the server side scripting part. A user can perform web server activities when XAMPP is installed. Further MySQL helps to integrate DBMS activities with XAMPP.

5.6 Using iSpring to create SCROM packages

iSpring is a fully-featured e-learning development environment for creating rich interactivity. iSpring is aimed at developers of interactive content who will create sophisticated content with some scripting. The iSpring is a plugging to Microsoft Powerpoint tools for content authors. Authors can develop SCROM objects and install into their LMS.

5.7 Implementation of Moodle as the LMS

Moodle is used as the LMS and it is the main platform of the project. It interacts with users and helps integrate learning materials (SCORM packages). Moodle 2.9.3 is used for this which is packed with Xampp.

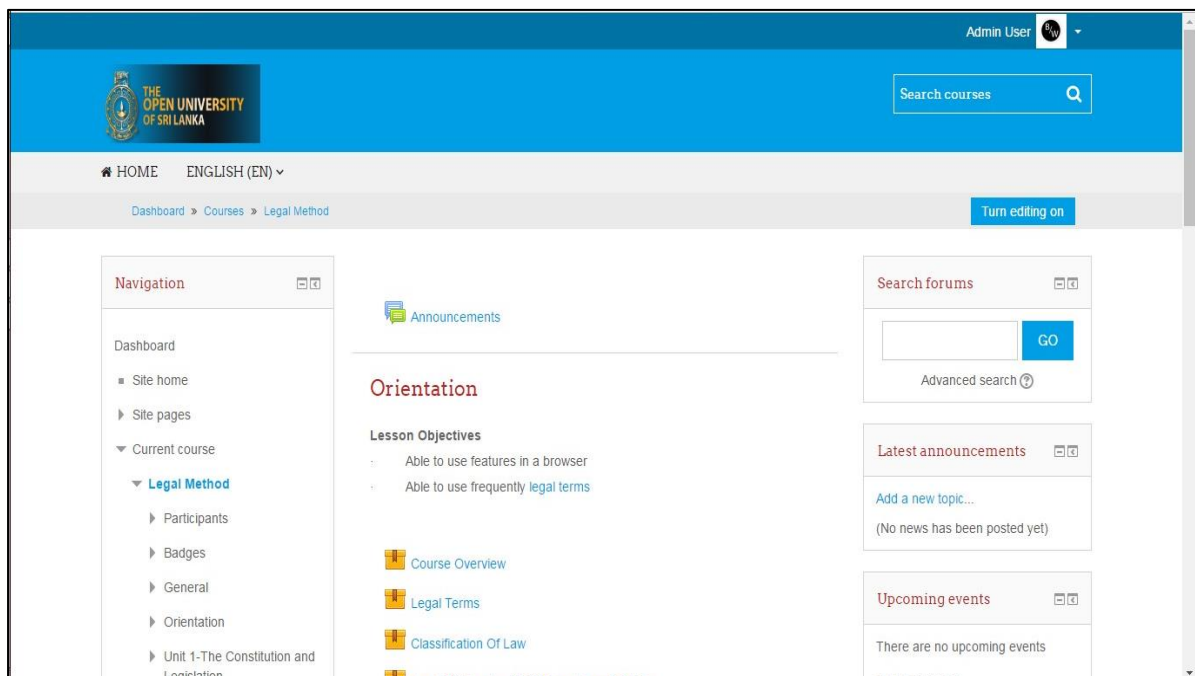
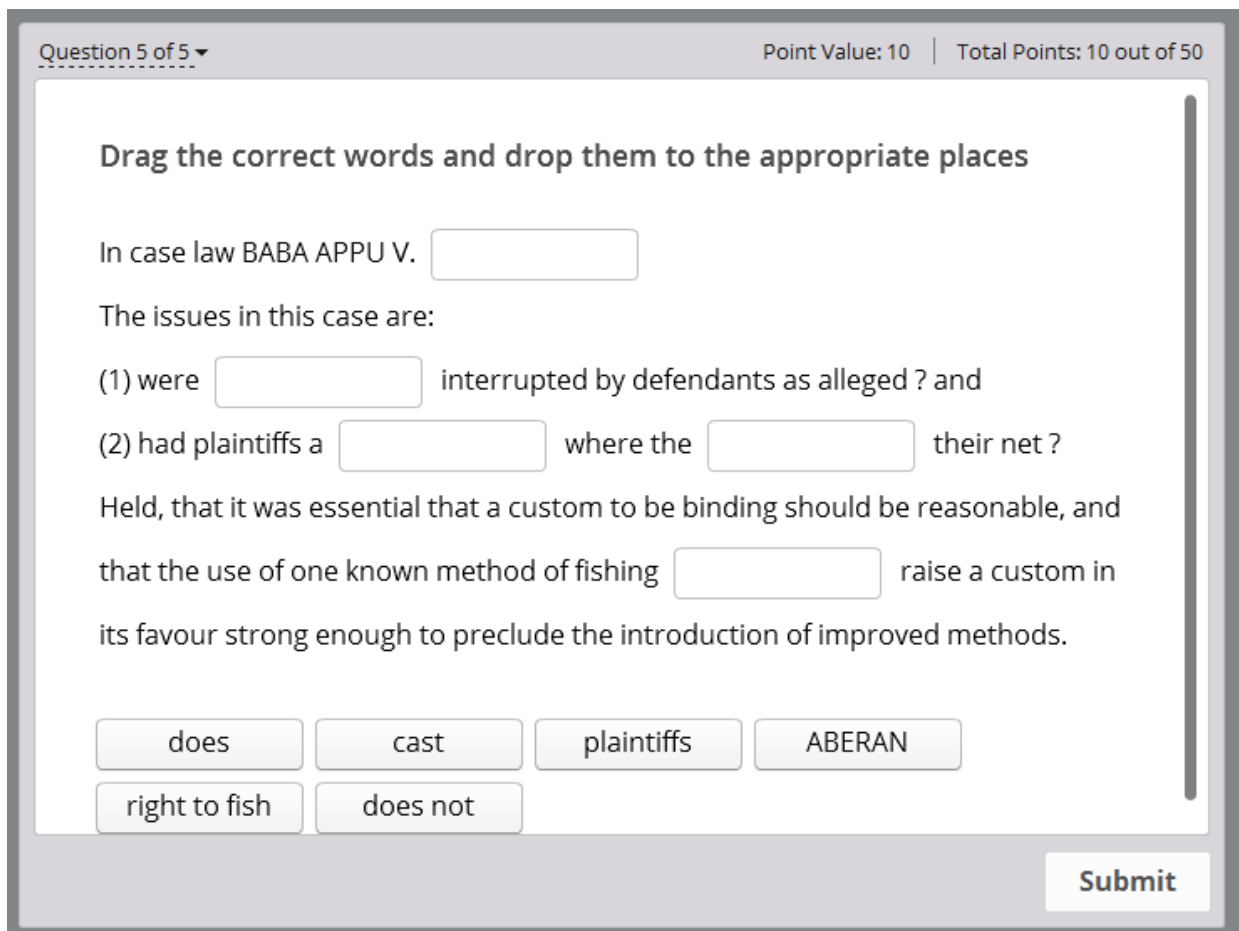


Figure 5.1-Moodle

Interactivity

When learners interact in an online course, active learning takes place. Reading lines and lines of text is on the contrary, passive learning. This type of learning is often hard to recall and even harder to evaluate integrating interactions in the content is the key step in the e-learning design process. This step enables learning that is meaningful, recalled easily, as well as evaluated through interactive assessments. Interactive tools are also the only means to connect and collaborate with fellow learners and mentors. If interactivity is used correctly, it can create a game-like learning environment, where learners invest emotionally as well as intellectually. Interactivity in eLearning courses can range from multiple choice quizzes, tests, eLearning scenarios, simulations, animation videos etc. This help deepen the understanding of the content.

Following illustrations shows that how interactivity is applied in this course



The image shows a screenshot of an interactive quiz question. At the top, it says "Question 5 of 5" and "Point Value: 10 | Total Points: 10 out of 50". The main instruction is "Drag the correct words and drop them to the appropriate places". The text of the question is: "In case law BABA APPU V. [] The issues in this case are: (1) were [] interrupted by defendants as alleged ? and (2) had plaintiffs a [] where the [] their net ? Held, that it was essential that a custom to be binding should be reasonable, and that the use of one known method of fishing [] raise a custom in its favour strong enough to preclude the introduction of improved methods." Below the text are seven buttons: "does", "cast", "plaintiffs", "ABERAN", "right to fish", and "does not". A "Submit" button is located at the bottom right.

Figure 5.2-Interactive Quiz custom as a source of law

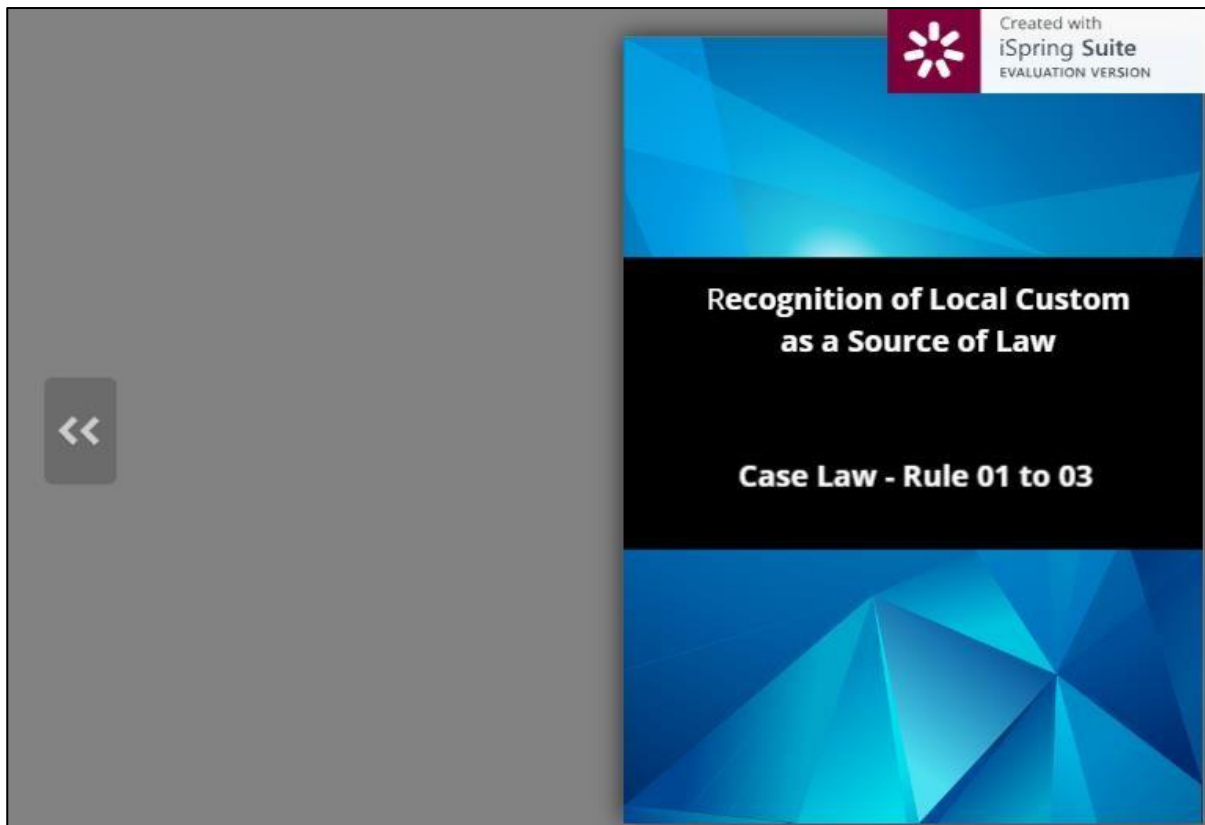


Figure 5.3-Interactive Case Reading

Case reading facility allows students to read full case law in an interactive way, therefore students do not need to search case laws books from OUSL library or in websites, all related case materials will available in the course.

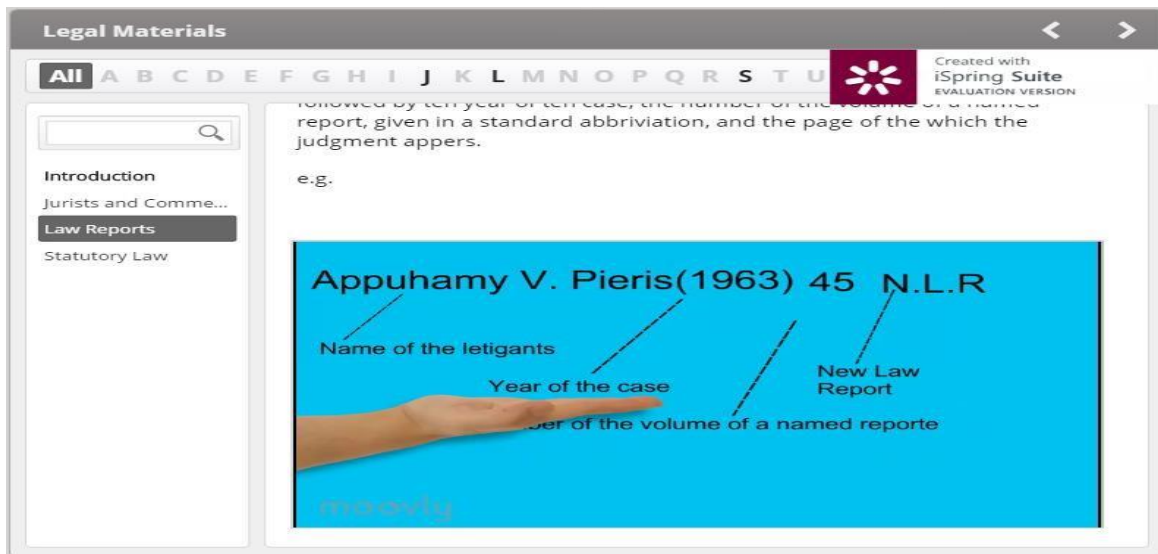


Figure 5.4-Interactive Dictionary

The interactive dictionary allows students to reads special terms related to the lesson. The dictionary contains term explanation and video present when required. Interface support with term search option and also can sort term according to alphabetical order.

Chapter 6 Evaluation

6.1 Introduction

Evaluating the e-learning course help us to assess its effectiveness. We need to know if the e-learning course is effective; that is if it achieves its goals and meets its objectives. In order to determine if the e-learning deliverable works, evaluating it is essential. The evaluation of the eLearning course enables us to assess its quality and effectiveness and, most importantly, understand what did or didn't work in order to keep it or change it.

In this chapter, it is described the evaluation procedure of the project.

6.2 Methodological Approach

There are two main approaches to evaluation and assessment, they are quantitative and qualitative. It helps to emphasize different procedures and methods to review the success or failure of a user when studying Legal Method and applying that knowledge. Quantitative data are numerical data and they are analyzed using statistical data. As the main quantitative method, questionnaire was used which covers important sections. Therefore, data such as how many times a learner access a page, how many marks that a learner scores for an assessment and how many incorrect answers are there when compares to the number of correct answers were evaluated using this method. From the result, it will be indicated whether a learner has achieved the given objectives. As the Qualitative method used informal procedures. This method analyzes data using non-statistical methods. Evaluation and assessment tools are used to collect information from structured and unstructured observations of a user at different times. These tools include text, photographs, video, audio, and word sampling.

6.3 Question Design

Questionnaire (Appendix 03) was prepared based on the following categories.

- a) Visibility, system status and content
- b) Course content

The objective of evaluating the overall experience is to see whether the course met the user's Goal and objectives, whether the course was in line with the expectation of the user and whether the constructive alignment was found in the course.

In the questionnaire the respondents were given to indicate whether they Strongly Agree (SA), Somewhat Agree (A), Somewhat Disagree (SD), Strongly Disagree(D).

Visibility, system status and content					
	SA	A	D	SD	NA
The interface of the online course is pleasant and attractive.	75%	25%			
Font size, style and colour are easy to read	80%	20%	-	-	-
Contents are organized in proper manner	25%	75%	-	-	-

Table 6.1 –Evaluation 1

Navigation, organization and structure & Ease of learning and accessibility					
	SA	A	D	SD	NA
The interface of the online course is pleasant and attractive.	20%	80%			
It is easy to use the online course	70%	30%	-	-	-
It is easy to remember	25%	75%	-	-	-

Table 6.2 –Evaluation 2

Flexibility and Efficiency of Use					
	SA	A	D	SD	NA
The course is flexible and users can adjust settings which suit themselves	10%	80%			10%
The course is easy to use and requires fewest steps to accomplish desired tasks.	30%	70%	-	-	-
Both novice and expert users can use it without any difficulty	25%	75%	-	-	-

Table 6.3 –Evaluation 3

Effectiveness and satisfaction					
	SA	A	D	SD	NA
The course helps me to become more effective and productive.					
The course gives me to control over my learning activities and save my time	25%	75%			
Activities and facilities available in online course encourage student- teacher and student-student interaction	70%	30%	-	-	-
Activities and facilities available in online course encourage student- teacher and student-student interaction	20%	80%	-	-	-
I work the way I want to work					

Table 6.4 –Evaluation 4

A majority of them stated that the course was helpful for them to safety decisions when using the Internet. Almost all the students agreed with the font size and appearance of the Interface. According to the respondents’ feedback, it is understood that the course was constructively aligned.

This section was used to help evaluate the user satisfaction with related to relevancy, clarity and effectiveness in the course content

The feedback of this section indicated that the course content activities were engaging, interactive, effective, clear, understandable and accurate. They were satisfied with the activities provided and it was revealed that they accept these activities are realistic and relevant.

However, some of the activities seem to be too easy and some were difficult for them. The feedback of this unit reveals that the assessments were designed with accuracy, relevancy and clarity. Also, it was stated that they did not feel a test environment trying the activities and it was more fruitful for their understanding.

The user mainly suggested adding more video based content with quizzes to the lessons. Results of survey questionnaire show that online learning is useful and good learning tool for metrology. Although most of the learners haven’t experience in virtual learning environment, they understood that this course is easy to use, understand and navigate.

Chapter 7 Result and Discussion

7.1 Introduction

Evaluation should be an ongoing process; need to constantly evaluate the eLearning course in order to keep improving it and making regular changes and updates. The main goal of in this the project is to overcome difficulties in face to face learning and the main goal of evaluating this project is to observe working on online environment and their feedback on learning material. Before doing the evaluation, laboratory staffs were given an introduction about how to access the online learning environment and learning materials and how it functions. The students' tasks were to login to the virtual learning environment to access learning materials, go through the learning materials, do the activities, and interact with their teacher (SME) and peers. At the process of evaluation, students who are willing to participate in the evaluation are provided with a paper-based survey questionnaire.

In this chapter, it is described the results of the project.

7.2 Sampling

In order to collect the data for the evaluation process, the sample has to identify. Therefore a questionnaire was provided for the users. The sample should consist of both learner and teachers who are the main users of this scenario. Stratified sampling was used in forming the sample group.

7.3 Type of evaluation

There are many different types of evaluations, depending on the object being evaluated and the purpose of the evaluation. The two of the evaluation types are that the formative and the summative evaluation. Formative evaluation, programs or projects are typically assessed during their development or early implementation to provide information about how best to revise and modify for improvement. This type of evaluation often is helpful for pilot projects and new programs but can be used for progress monitoring of ongoing programs. In a summative evaluation, programs or projects are assessed at the end of an operating cycle, and findings typically are used to help decide whether a program should be adopted, continued, or modified for improvement. Summative evaluation methods were used in this process. Summative evaluation was done quantitatively and the data which was gathered at the end of each question type were evaluated by this method.

7.4 Evaluation Process

The evaluation was done in two steps. First, a questionnaire was distributed to the students who took part in the evaluation. Based on the results of the questionnaire the analysis indicated variety of results as discussed in the Evaluation chapter.

The second step was on site observations, where the students were given to use the course in the school lab and observed whether the students have used the course content as expected and whether it achieved the aligned objectives of the course.

7.5 Results Discussion

The achievement of the objectives can be analysed based on the results of the evaluation.

7.5.1 Analysis of the Objectives

According to the first evaluation method, an evaluation questionnaire was provided for the students to compare their increase of awareness with the findings that was taken before the course implementation.

Compared to the results (Appendix 1) which were received in the analysis stage is considerably different from the results which were received in the evaluation stage. After following the course modules, about 85% of the students have achieved fundamental knowledge on the Legal Method subject. (Appendix 4)

About 73% of students have agreed that the course interface is easy to be used. (Appendix 4)

Further about 86% agreed that the course is well suited for their knowledge. Thus the first objective has been achieved approximately 75%.

A curriculum was developed successfully for a period of 6 months (Appendix 2). This curriculum has increased the level of knowledge on background of legal methods. According to the results of evaluation, about 85% of students admitted that the guidelines of the course have helped to understand legal methods. Further, 80% of them have found the activities very much helpful for them to increase the knowledge related to the subject. (Appendix 4)

Thus, it can be assumed that the Goal to increase the knowledge of legal method with the use of digital devices by introducing a virtual learning system has been successful.

Further, evaluating whether the Instructional objectives are achieved or not in each lesson module a separate questionnaire was provided based on each module's learning outcome. In

the questionnaire the respondents were given to indicate whether they Strongly Agree (SA), Somewhat Agree (A), Somewhat Disagree (SD), Strongly Disagree (D). (Appendix 4)

Lesson 1- Introduction					
	SA	A	D	SD	NA
Able Encounter and use frequently legal terms	80%	20%	-	-	-
Were sections of the course especially difficult or confusing? Yes ___ No ___ If yes, please note what they were and explain why they were difficult or confusing?					

Table 7.1 – Results Discussion on Lesson

Lesson 2- The Constitution and Legislation					
	SA	A	D	SD	NA
Able to describe jurisprudence and legal theory	80%	20%	-	-	-
Examine various resources where law exist	10%	80%	-	-	10%
Able to apply proper legal rule with case laws	80%	20%	-	-	-
Were sections of the course especially difficult or confusing? Yes ___ No ___ If yes, please note what they were and explain why they were difficult or confusing?					

Table 7.2 – Results Discussion on Lesson 2

Lesson 3- Judicial Precedent or Case Law as a Source of Law					
	SA	A	D	SD	NA
Able to describe judicial decisions	20%	80%	-	-	-
Explain Sri Lankan court structure	10%	80%	-	-	10%
Able to describe Binding judicial precedents and Stare Decisis	20%	70%	10%	-	-
Explain court structure and importance of judicial decisions and how decisions binding with other courts	50%	40%			10%
Were sections of the course especially difficult or confusing? Yes ___ No ___ If yes, please note what they were and explain why they were difficult or confusing?					

Table 7.3 Results Discussion on Lesson 3

Lesson 4- Opinions of jurists as a source of law					
	SA	A	D	SD	NA
Able to explain importance of judicial decisions	20%	80%	-	-	-
Were sections of the course especially difficult or confusing? Yes ___ No ___ If yes, please note what they were and explain why they were difficult or confusing?					

Table 7.4 Results Discussion on Lesson 4

Lesson 5- Equity as a source of law					
	SA	A	D	SD	NA
Able to describe component of equity	30%	70%	-	-	-
Able to describe weight of equity in different legal system	10%	60%	10%		20%
Were sections of the course especially difficult or confusing? Yes ___ No ___ If yes, please note what they were and explain why they were difficult or confusing?					

Table 7.5 Results Discussion on Lesson 5

Lesson 5- Equity as a source of law					
	SA	A	D	SD	NA
Able to describe customary law, local custom and religion as a source of law	20%	80%	-	-	-
Able to apply when deciding custom as a source of law	10%	80%			10%
Able to describe laws applying in Sri Lanka	20%	70%	5%		5%
Able to apply to identify local custom is serving as source of law or not	20%	80%			

Table 7.6 Results Discussion on Lesson 6

Chapter 8 Future Works

As we all know, to provide knowledge of a given subject is the main objective of teaching. By understanding that knowledge through studying, the students will be able to use that learned skills every day in their life. Retention - memorizing and comprehending the teaching materials is a key to learning. In order to achieve progress in effective learning, the retention of material must be a goal during the planning of efficient learning. This is e-learning philosophy. Elearning's goal is to provide effective teaching to users. While e-learning uses same principles of traditional teaching, it offers more features to improve the retention of the materials. This project overviewed e-learning course and all essential elements needed to create effective online learning system in Department of Legal Studies.

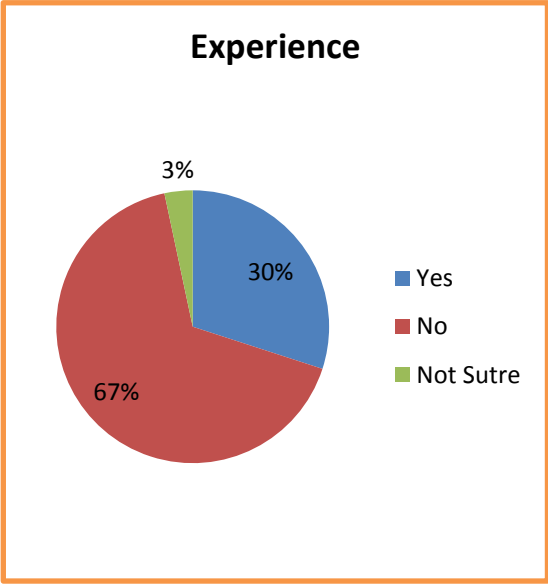
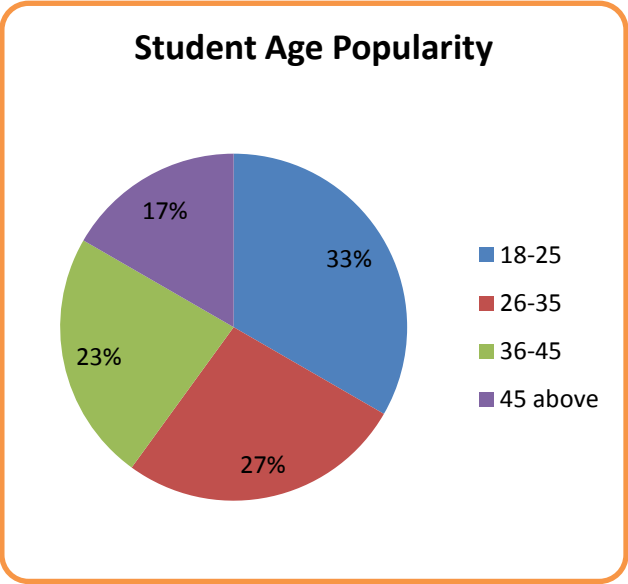
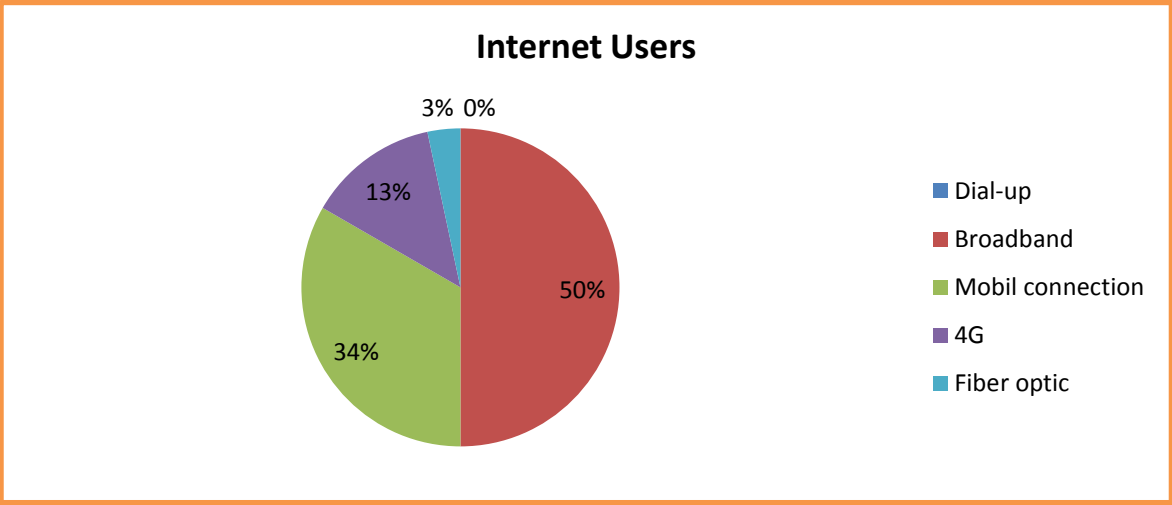
Chapter 1 defined project goals, objectives, benefits and motivations. Chapter 2 illustrates literature reviews of the project. There we discussed e-learning frameworks, benefits and drawbacks of e-learning, how e-learning differs from traditional learning and some other existing online learning systems. Made an analysis of the organization's current learning system and tried to understand the system and made an effort to find system minuses, by finding user requirements suggested an online course on Legal Method. In Chapter 3 describes the design phase of the system. ADDIE model was used to design course material. Storyboards were used as a prototype to develop the course material. Storyboard specifies what the graphic designer will create, what the illustrator will draw. The storyboard is usually reviewed by the subject matter expert. It's the central document of e-learning development. Chapter 4 is all about implementation. The implementation consists of creating SCORM packages using interactive tool such as iSpring and MS PowerPoint. Moodle an open source software package was used to create effective online course. Evaluation of the project was done according to the evaluation plan. This project aims to optimization of e-learning system to enhance metrology education. It was shown that optimization of the current platform through new technologies and optimization of existing in numerous directions.

As future works, I would like to improve this project by developing a learning material to other parts of the Legal Subjects.

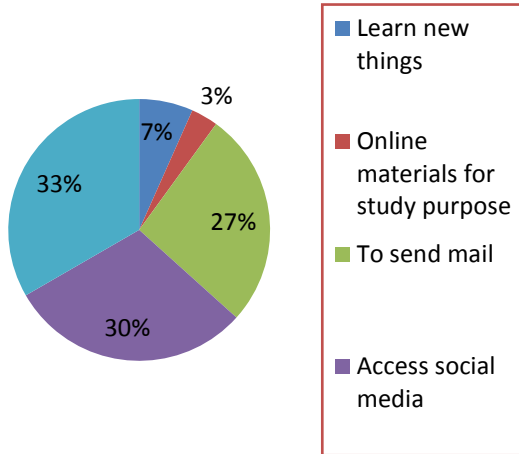
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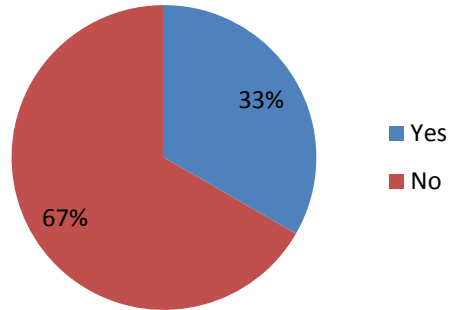
APPENDIX 01



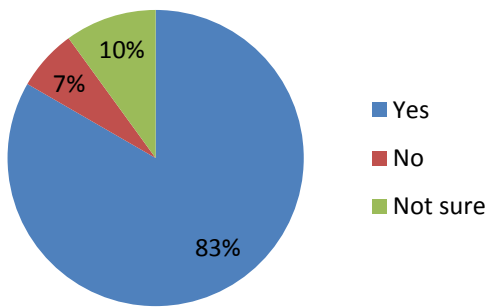
Useage of internet



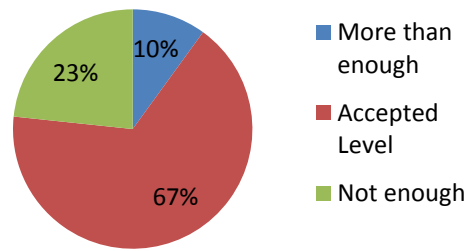
profesional qualification and experience in law



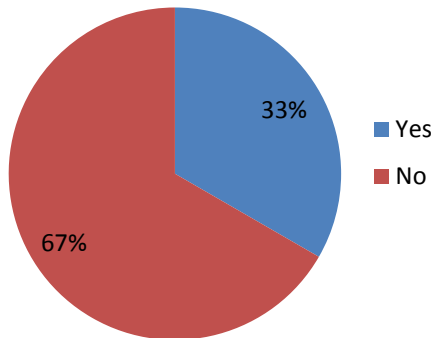
Sufficent Course content



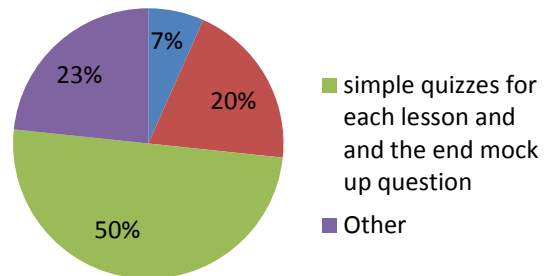
Sufficent Course books



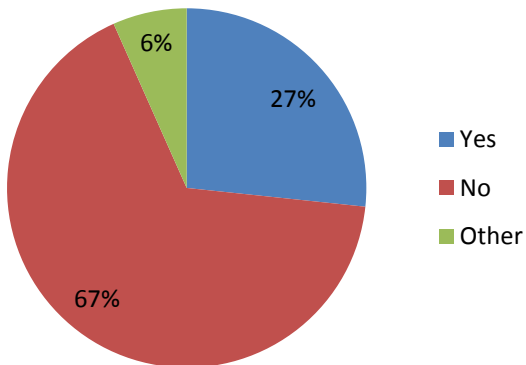
satisfaction with face to face discussion hours



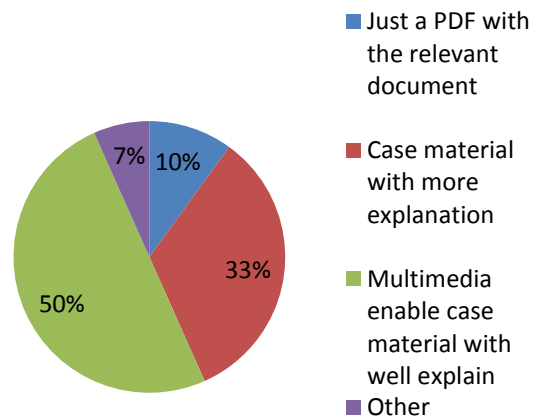
In elearning course evaluation process you expect



Are the case materials available for you to use



How do you wish to see case laws in elearning system?



APPENDIX 02

Syllabus for Legal Method Subject

Subject Title	Average Hours	Subject Area
Orientation	1	a) Course overview b) Legal Terms c) Classification of Law d) Law in Sri Lanka e) Textbooks f) Legal Periodicals g) Digests, Encyclopaedias, Legal Dictionaries and Bibliographies
The Constitution and Legislation	6	1. Introduction 2. The Constitution 3. Legislation 4. Statutory Interpretation
Judicial Precedent or Case Law as a Source of Law	6	1 Introduction 2. Stare Decisis 3. Ascertaining the ratio decidendi of a case 4. Ascertaining the obiter dicta of a case 5. Distinguishing 6. Overruling 7. Conclusion
Opinions of jurists as a source of law	3	1. Legal treaties of the jurists 2. Roman-Dutch Law 3. Kandyan Law 4. Muslim Law
Equity as a source of law	3	1. Introduction 2. Equity in the English common law 3. Equity in Roman Law 4. The Law of Sri Lanka
Custom and religion as sources of law	4	1. Custom as a source of law 2. Custom as a source of law in Sri Lanka 3. Recognition of local custom as a source of law – Sri Lanka
Total	23	

Detailed course

Lesson 01: Introduction

Instructional Objectives

- Encounter and use frequently legal terms

Topics

1. Statues
2. Law Reports
3. Textbooks
4. Legal Periodicals
5. Digests, Encyclopaedias, Legal Dictionaries and Bibliographies

Lesson 02: The Constitution and Legislation

Instructional Objectives

- Able to describe jurisprudence and legal theory
- Examine various resources where law exist
- Able to apply proper legal rule with case laws

Topics

1. Literal rule
2. Golden rule
3. Mischief rule
4. General specialibus non derogant
5. Generalia specialibus rule

Lesson 03: Judicial Precedent or Case Law as a Source of Law

Instructional Objectives

- Able to describe judicial decisions
- Explain Sri Lankan court structure
- Able to describe Binding judicial precedents and Stare Decisis
- Explain court structure and importance of judicial decisions and how decisions binding with other courts

Lesson 04: Opinions of jurists as a source of law

Instructional Objectives

- Able to explain importance of judicial decisions

1. Legal treaties of the jurists
2. Roman-Dutch law
3. Kandyan Law
4. Muslim Law

Lesson 05: Equity as a source of law

Instructional Objectives

- Able to describe equity
- Able to describe weight of equity in different legal system

1. Introduction
2. Equity in the English common law
3. Equity in Roman Law
4. The Law of Sri Lanka

Lesson 06: Custom and religion as sources of law

Instructional objectives

- Able to describe customary law, local custom and religion as a source of law
- Able to apply when deciding custom as a source of law
- Able to describe laws applying in Sri Lanka
- Able to apply to identify local custom is serving as source of law or not

APPENDIX 03

Thank you for taking the time to provide feedback from your experience taking LLB Level 01 Course. User feedback is of immense help in refining and improving the course.

Basic Information

Please add your basic information. This is used as part of course evaluation. Your data will not share with anyone

1. Course Name

.....

2. Age of the participant

Mark only one oval.

- 18-25
 26-35
 36-45
 46-55
 56+

3. Currently Employed

Mark only one oval.

- Yes *Skip to question 7.*
 No *Skip to question 4.*

Qualification and Usage of Internet

4. Have you completed any professional qualification related to Law stream?

Mark only one oval.

- Yes
 No

5. Are you using Internet as a helping tool in following cases*Check all that apply.*

- Learn new things
- Online materials for study purpose
- To send mail
- Access social media
- For fun
- Other:

6. What are the connection use for internet surfing ?*Mark only one oval.*

- Dial-up
- Broadband
- Mobil connection
- 4G
- Fiber optic
- Other:

Job Details**7. Is your job related to law stream***Mark only one oval.*

- Yes *Skip to question 4.*
- No *Skip to question 4.*
- Not Sure *Skip to question 4.*

Legal Methods Course Evaluation

Give us what you feel about the course

8. Are you satisfy with the course content ?

Mark only one oval.

- Yes
 No
 Not Sure

9. Is course materials (Course Books) well enough you to learn the course?

Rate 1 - 3 (1 - More than enough 2 - Accepted Level 3 - Not enough)

Mark only one oval.

1	2	3
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Are you satisfy with the face to face discussion time ?

Mark only one oval.

- Yes
 No

11. Are you satisfy with presentation shown in the lecture time?

Mark only one oval.

- Yes
 No

12. What is the most accepted way you will think in addition to face to face lectures?

Check all that apply.

- Presentation only
 Multimedia enable course content
 Online system with multimedia enable course content
 Other:

13. Are you satisfy with the existing course evaluation process?

Mark only one oval.

- Yes
 No

14. In e-learning course what evaluation process you expect?

Check all that apply.

- Online exam at the end of the course
 mock up question for each lesson
 simple quizzes for each lesson and and the end mock up question
 Other:

15. Are the case materials available for you to use?

Mark only one oval.

- Yes
- No
- Other:

16. How do you wish to see case laws in e-learning system?

Mark only one oval.

- Just a PDF with the relevant document
- Case material with more explanation
- Multimedia enable case material with well explain
- Other:

<https://docs.google.com/forms/d/114foBpOxmZ4seCHqwwFsFA4oURXcjT77CdtUrfkvijw/edit>

34

6/18/2016

Course Evaluation

17. Any suggesstion you wish to see on the e-learning system

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APPENDIX 04

Questions for the Course Evaluation

The following is an evaluation survey for the online course on “Legal Method” you are completing this session. In order to evaluate the effectiveness of the course and provide a better learning experience for future students, we would like to ask that you please take some time to complete the following survey. Your participation in the evaluation is voluntary. You may or may not choose to answer any question and you are allowed to stop answering the questions. Information that you are provided will not be disclosed to anyone. Privacy will be protected. We ask for your participation for evaluation purposes only. Also, the data you provide in the survey will not be used for, or in, any research and/or publications

Visibility of system status and content

1. The interface of the online course is pleasant and attractive.
 - a. Strongly agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Strongly Disagree
2. Contents are organized in proper manner
 - a. Strongly agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Strongly Disagree
3. Font size, style and colour are easy to read
 - a. Strongly agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Strongly Disagree

Navigation, organization and structure

4. The course has a simple navigational structure and related information is place together
- a. Strongly agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Strongly Disagree

Learn ability (Ease of learn) & accessibility

5. It is easy to use the online course
- a. Strongly agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Strongly Disagree
6. It is easy to remember.
- a. Strongly agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Strongly Disagree

Flexibility and efficiency of use

7. The course is flexible and users can adjust settings which suit themselves
- a. Strongly agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Strongly Disagree
8. The course is easy to use and requires fewest steps to accomplish desired tasks.
- a. Strongly agree
 - b. Somewhat agree
 - c. Somewhat disagree
 - d. Strongly Disagree
9. Both novice and expert users can use it without any difficulty
- a. Strongly agree
 - b. Somewhat agree

- c. Somewhat disagree
- d. Strongly Disagree

Effectiveness and satisfaction

10. The course helps me to become more effective and productive.

- a. Strongly agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Strongly Disagree

11. The course gives me to control over my learning activities and save my time

- a. Strongly agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Strongly Disagree

12. Activities and facilities available in online course encourage student- teacher and student-student interaction

- a. Strongly agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Strongly Disagree

13. I am satisfied with the online course

- a. Strongly agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Strongly Disagree

14. I work the way I want to work

- a. Strongly agree
- b. Somewhat agree
- c. Somewhat disagree
- d. Strongly Disagree

15. What are your suggestions for improvement of online course?

.....

.....

.....

16. To which extent online learning supports your overall learning.

.....

.....

.....

Results

	Strongly Agree/ Agree	Percentage %	Somewhat disagree Strongly disagree	Percentage %
Visibility	25	83.33	5	16.67
Ability to navigation	24	80	6	20
Relevance of the course content	26	86.7	4	13.3
Learn ability and accessibility	23	76.7	7	23.3
Flexibility and efficiency of use	22	73.3	8	26.7
Effectiveness and satisfaction	24	80	6	20