



Animal Law Teaching Workshop
Monash University Law Chambers
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DEVELOPING A MODEL ANIMAL LAW CURRICULUM

Creating constructively
aligned assessment tasks and
learning activities for online
modules

Nick James Bond University
Meg Good University of Tasmania

MALC Project



- A freely available model animal law curriculum (MALC) will make it easier for:
 - law schools to create new units; and
 - law students to learn about animal law.
- The MALC Project began in 2014 at the Animal Law Workshop held at Bond University.
- An excellent example of a freely available model curriculum is the Rural and Regional Legal Education Network:
www.rrlen.net.au



MALC Project



- The MALC Project will consist of a set of freely available animal law learning modules.
- We will begin with SIX modules, with additional modules being added over time.





Learning modules

2014 workshop activity results

- Animal ethics, morality and jurisprudence (18)
- Legal status of animals (19)
- Overview of Australian animal law (48)
- Animals in agriculture (66)
- History of animal law (93)
- Live animal exports (95)
- Animals in scientific research (97)
- Animal politics/justice (99)
- Companion animals (100)
- Animal law in practice (103)
- Animals in the wild (112)
- Comparative animal law (116)
- Consumer law and animal protection (118)
- Animals in entertainment (123)
- Animals in sport (124)

Today's workshop



- Interactive workshop
- Aims
 - To develop constructively aligned assessment tasks and learning activities for the MALC modules
 - To encourage collaboration between animal law teachers on curriculum design
- Let your creativity run wild!

Modules

Participants will be divided into six groups, based on the MALC modules:

1. Moral and legal status of animals
2. Australian animal law: overview and history
3. Animals in agriculture and trade
4. Animals in entertainment and sport
5. Comparative animal law
6. Animals, politics and law reform





Learning modules

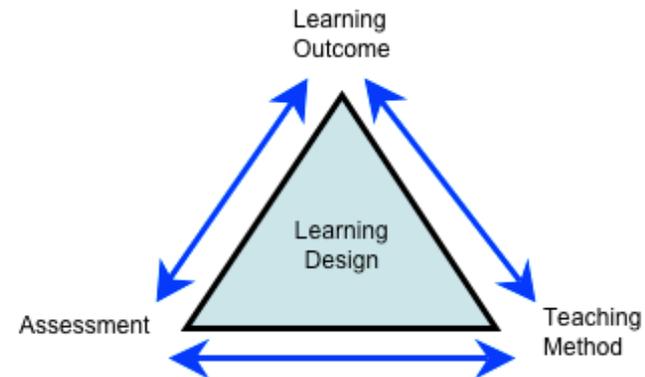
Each module will consist of:

- Model learning outcomes
- Model assessment tasks
- Model learning activities

The LOs, ATs and LAs will be constructively aligned.

We will be asking you to identify LOs for your assigned module, one AT, and one LA.

(Aren't acronyms fun?)

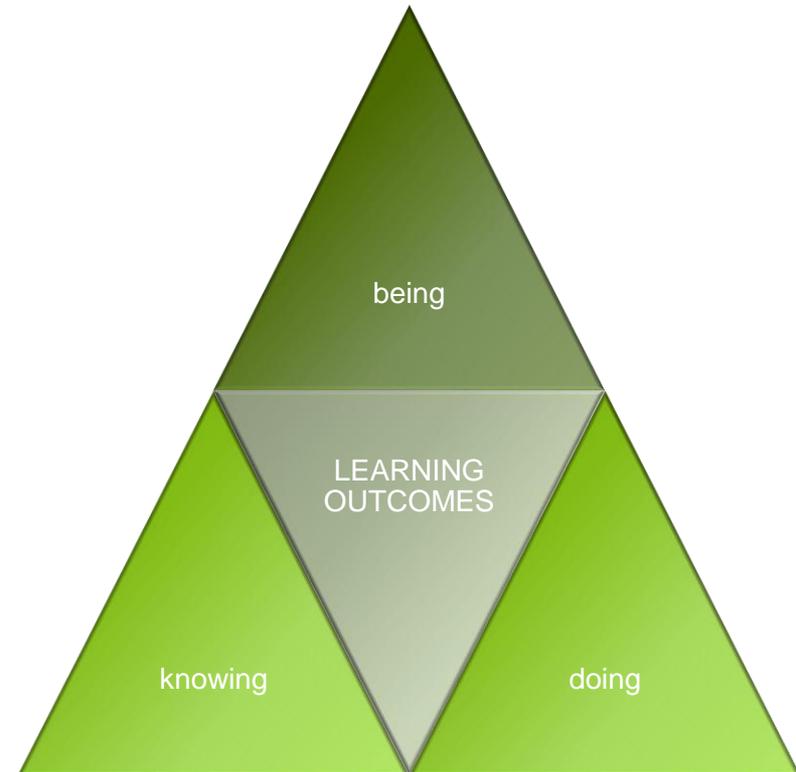


Learning outcomes



In designing your LOs, please consider the following:

1. What do we want students to **know**?
2. What do we want students to be able to **do**?
3. Who do we want the students to **be**?





Learning outcomes

Examples of the language you might use in constructing the LOs.

KNOWING:

- Demonstrate awareness of, understanding of, familiarity with ...

DOING:

- Research: Locate, interpret ...
- Reason: Analyse, evaluate, critique, ...
- Communicate: Write about, present, discuss ...
- Collaborate: Engage in group work ...
- Reflect: Reflect upon ...

Assessment tasks



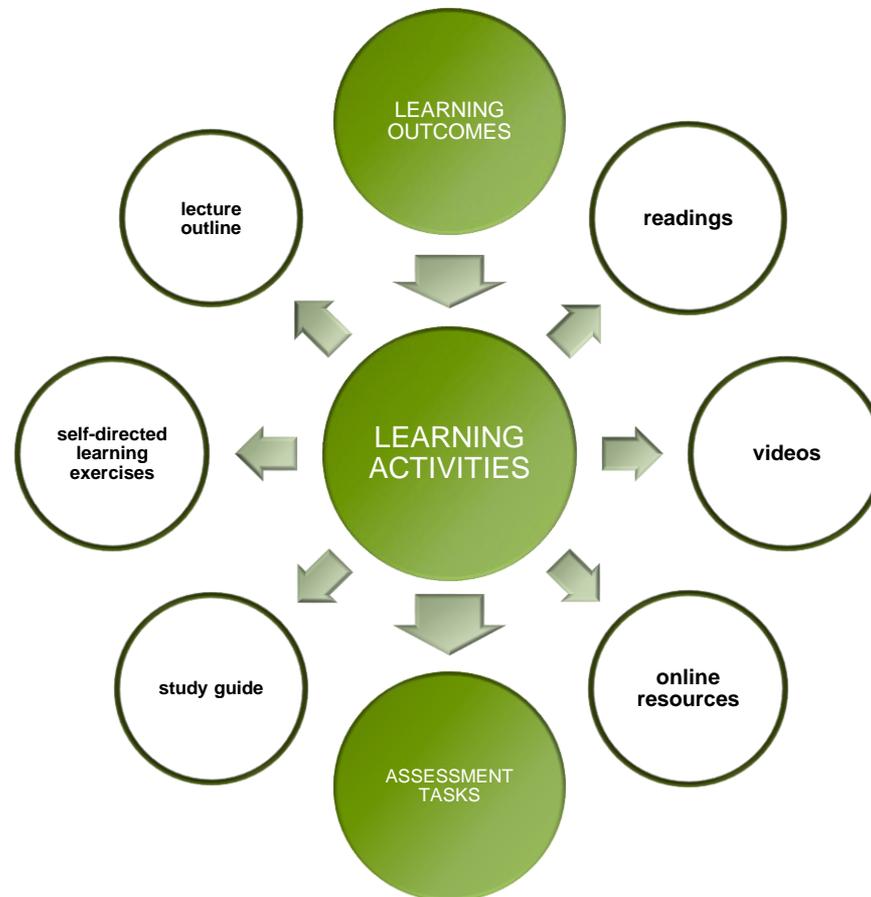
Some possible assessment tasks for your modules.

- Discussion questions
- Exam questions
- Research topics
- Essay Topics
- MCQs
- Moot problems
- Reflective essays
- Case reports
- Negotiation exercises
- Client interviews
- Video exercises
- Animations
- Submissions
- [insert creative, original, engaging AT idea here]

Learning activities



Some possible ways to provide the LAs to students.



Group share



- Once you have devised your LOs, LAs and ATs for each module, we will ask you to come together to share your ideas.
- The outcomes of these discussions will be documented in a paper we are submitting to the special edition of the AAPLJ on the theme of animal law education.
- Thank you for your participation!

Contacts

njames@bond.edu.au
Meg.Good@utas.edu.au

