



EMPOWERING LEGAL MINDS: A CASE STUDY OF STUDENT ENGAGEMENT AND COLLABORATION IN THE FACULTY OF LAW AT UNIVERSITY KEBANGSAAN MALAYSIA

Kelantan Ismail

Faculty of Law, University Kebangsaan Malaysia, Malaysia

ABOUT ARTICLE

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Abstract: This case study investigates the dynamics of student engagement and collaboration within the Faculty of Law at University Kebangsaan Malaysia. The study employs a mixed-methods approach, combining surveys, interviews, and classroom observations to gain comprehensive insights into how students actively participate and cooperate in their learning environment. Results highlight the significance of fostering collaborative learning experiences to empower future legal professionals, ultimately contributing to the enhancement of legal education in Malaysia.

INTRODUCTION

In the ever-evolving landscape of higher education, fostering student engagement and collaboration is paramount for developing well-rounded, competent, and innovative professionals. This imperative holds particularly true within the realm of legal education, where the ability to work collaboratively and engage actively in the learning process is foundational to success in the legal profession. The Faculty of Law at University Kebangsaan Malaysia (UKM) stands as a testament to this commitment to nurturing the legal minds of the future.

Legal education plays a vital role in shaping individuals who will go on to navigate complex legal systems, advocate for justice, and uphold the rule of law. In this context, the Faculty of Law at UKM endeavors to provide a dynamic and inclusive learning environment that not only imparts legal knowledge but also instills essential skills, such as critical thinking, communication, and teamwork.

This case study delves into the core of this academic ecosystem, seeking to understand the nuances of student engagement and collaboration within the Faculty of Law at UKM. By examining the practices, experiences, and perspectives of students, faculty, and administrators, we aim to shed light on the strategies and dynamics that empower these budding legal minds.

The significance of this study lies not only in its potential to inform the Faculty of Law's pedagogical approach but also in its broader implications for legal education in Malaysia and beyond. As the legal

profession continues to evolve in response to societal, technological, and global shifts, the ability of future legal professionals to engage actively, collaborate effectively, and adapt to new challenges becomes increasingly critical.

In the following sections, we will delve into the methodology employed in this case study, present a detailed analysis of the findings, and draw implications for both the Faculty of Law at UKM and the broader landscape of legal education. Ultimately, this research aims to contribute to the ongoing dialogue on the enhancement of legal education and the empowerment of legal minds within the Malaysian context and beyond.

METHOD

To comprehensively investigate student engagement and collaboration within the Faculty of Law at University Kebangsaan Malaysia (UKM), this case study employed a mixed-methods research design. The combination of quantitative and qualitative data collection methods allowed for a multifaceted exploration of the subject matter.

Surveys and Questionnaires:

Surveys and questionnaires were administered to students enrolled in the Faculty of Law. These instruments included Likert-scale questions, multiple-choice items, and open-ended inquiries. The surveys were designed to quantify various aspects of student engagement and collaboration, such as their involvement in group projects, participation in classroom discussions, and their perceptions of the learning environment.

In-Depth Interviews:

In addition to surveys, in-depth interviews were conducted with a select group of students, faculty members, and administrators. These interviews aimed to capture nuanced insights, experiences, and perspectives related to student engagement and collaboration. Through open-ended discussions, participants were encouraged to share their personal experiences, challenges, and suggestions for enhancing engagement and collaboration within the Faculty of Law.

Classroom Observations:

To gain a firsthand understanding of classroom dynamics, the research team conducted observations of select classes within the Faculty of Law. These observations provided qualitative data on how students interacted during lectures, seminars, and group activities. This approach helped in contextualizing the survey and interview findings by offering direct insights into the real-time dynamics of student engagement and collaboration.

Data Analysis:

The collected data from surveys, interviews, and observations were subjected to a rigorous analysis process. Quantitative data from surveys were analyzed using statistical software to identify trends, patterns, and correlations. Qualitative data from interviews and observations were analyzed thematically to extract key themes, emerging patterns, and unique narratives.

By employing this mixed-methods approach, this study aimed to offer a comprehensive and well-rounded understanding of student engagement and collaboration within the Faculty of Law at UKM, shedding light on both quantitative trends and qualitative insights to inform recommendations and potential improvements in legal education.

RESULTS

The results of the study indicate a multifaceted picture of student engagement and collaboration within the Faculty of Law at University Kebangsaan Malaysia (UKM). Quantitative data from surveys revealed that the majority of students reported active participation in group projects and classroom discussions. However, there was a noticeable variation in the extent of collaboration among students, with some expressing a higher degree of engagement than others. Moreover, qualitative data from interviews and classroom observations provided insights into the factors influencing student engagement, such as teaching methods, group dynamics, and individual motivations.

DISCUSSION

The discussion section delves into the nuanced findings of the study, analyzing the factors that influence student engagement and collaboration within the Faculty of Law at UKM. It explores the impact of teaching methods, highlighting the significance of active learning approaches, such as problem-based learning and peer teaching, in fostering collaboration and engagement among students. Additionally, the discussion addresses the role of group dynamics and interpersonal relationships in shaping collaborative behaviors.

Furthermore, the discussion acknowledges the importance of intrinsic motivation in driving student engagement. Students who perceived the relevance of their coursework to real-world legal practice were more likely to actively participate and collaborate. Additionally, the role of faculty members in creating an inclusive and participatory learning environment was a recurrent theme in the qualitative data.

CONCLUSION

In conclusion, this case study has provided valuable insights into student engagement and collaboration within the Faculty of Law at University Kebangsaan Malaysia. The findings underscore the importance of creating an environment that promotes active learning and collaboration, as these are essential skills for future legal professionals. Teaching methods, group dynamics, and intrinsic motivation all play pivotal roles in influencing student engagement.

As a result of this study, it is recommended that the Faculty of Law at UKM consider implementing more active learning strategies and providing support for faculty members to facilitate collaborative classroom experiences. Additionally, efforts should be made to enhance the perceived relevance of coursework to legal practice to further motivate student engagement.

By addressing these recommendations and building upon the findings of this study, the Faculty of Law at UKM can continue to empower and prepare legal minds for the evolving challenges of the legal profession, ultimately contributing to the advancement of legal education in Malaysia and beyond.

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