

PROFFORMANCE

Inclusion Webinar

An Attempted New Assessment Method In

International Law Education

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Law School Exams

- .Oral / written

- .Lexical knowledge base

- .Closed book

- .Set of pre-defined question

- .Written / oral

- .Problem-solving oriented

- .Open book

Motivation / problems

- Traditional legal education in the post-Soviet area: mostly knowledge based
- The new assessment required prior adjustment of the training program itself.
- The exam method was offered as an alternative to the traditional system initially in the Fall semester of 2019 and with the lockdown in 2020 it

Goals

- .to find a balance between the necessary academic knowledge while supporting essential skill development
- .to encourage a learning process that is aimed at mitigating the overwhelmingly theoretical nature of the legal education
- .the exam should mimic lifelike conditions
- .to face facts presented by lay persons

Pandemic Goals

- The evaluation needed to be made socially distant
- For greater inclusion: simple and free IT background (email + word processor + browser)
- A practical issue of equal opportunities, so we needed to make the exam accessible-for-all.

Inclusion Aspects

.disabilities, (people with motoric challenges in their hand or sight impaired may present their arguments orally after the given amount of time. People with dyslexia can have a prolonged preparation time)

.personal conditions,

– **part-time students**, who are usually studying

Monitoring of results

- Improved overall student performance at final exams
- Deeper understanding of the merits of the material
- Increased student demand for individual feedback
- No happy end – details in the breakout room...