

**THE RELATIONSHIP BETWEEN THE LEGAL EDUCATION AND
TRAINING REFORM DOCUMENT (2006) AND THE SYLLABI
INTERMS OF DELIVERY METHODS AND
ASSESSMENT MODES**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN CURRICULUM
AND INSTRUCTION**

**BY
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**JUNE 2008
ADDIS ABABA**



To Law Faculty, AAU
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SCHOOL OF GRADUATE STUDIES

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APR 15,
2009

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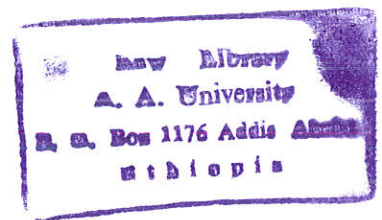


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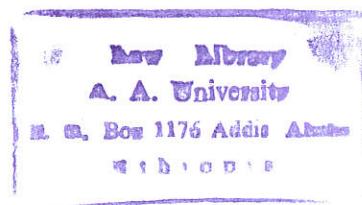


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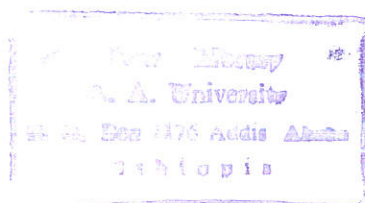
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ABSTRACT

The purpose of the study was to analyze the delivery methods and assessment modes both in the reform document (2006) and the sample syllabi prepared following the document. In addition, the relationship between delivery methods and assessment modes of the document with that of the sample syllabi and the factors causing incompatibility between the document and the sample syllabi as regards delivery methods and assessment modes were analyzed. To this end, qualitative (content analysis) and quantitative research methods were employed. The document analysis was carried out in such a way that parts of the document that have a bearing to delivery methods and assessment modes were chosen and analyzed. In relation to the sample syllabi, out of forty four syllabi, fourteen were randomly selected and analyzed by choosing parts of the syllabi which have importance to answer the research questions. The other instrument used is questionnaire. To collect supplementary data, questionnaire was prepared and administrated to twenty Bahir Dar University Law School instructors. The other data collection instrument used is interview. The data collected from the three sources were organized, analyzed and triangulated. Then, it was found out that the delivery methods' standards in the document are quite appropriate. Though there are important delivery methods missing and there are methods not given emphasis, the delivery methods in the sample syllabi are appropriate. And the relationship between the document and the syllabi in this respect sounds good. As regards assessment modes, the assessment modes in the document are limited in variety and more of paper-and-pencil type. Those in the syllabi, though they are better than those in the document with respect to variety, more emphasis is given to formal (paper-and-pencil) type of assessment modes. So, the appropriateness of the assessment modes in the document and the syllabi is limited. Therefore, it seems reasonable to suggest that standards of assessment and modes of assessment in the Document be revised so that the standards are redesigned in such a way that they show assessment tasks to be carried out. And modes of assessment include more informal assessment modes like portfolio, role-playing, demonstrations, seminar, debate, etc. Delivery and assessment parts of the syllabi need to be revised so that missing delivery methods like dialogue, seminar, jurisprudential inquiry, video-tape presentation etc be included and those like trial advocacy, simulation, role-playing, Socratic dialogue, case study etc be given emphasis.

Abbreviations

- AAU : Addis Ababa University
- MoCB : Ministry of Capacity Building
- HDP : Higher Diploma Program
- CILC : Center for International Legal Cooperation
- JSRP : Justice System Reform Program

CHAPTER ONE

INTRODUCTION

1.1. Background

The start of legal education, in Ethiopia, goes back to the beginning of the 1950s by foreigners in the then Law Faculty of Haile Selassie I University. In the mean time, the objective of the Faculty was to produce administrators and legal professionals who were scarce and needed badly by the government.

As the result of the outbreak of the 1974 revolution, all the expatriate staff left the country (CILC, 2004: 132). To fill the gap, many Ethiopian instructors, with first degree in law were sent abroad for further education. But most of them remained abroad. Therefore, hiring part-time instructors with first degree and running the instructional process was the sole option for the Faculty. In those early days, research publications in the field were non existent; materials used for instruction were those prepared by the foreigners who left Ethiopia (ibid).

As an educational institution and part of its task, since its establishment, the Faculty has made curriculum revision and changes repeatedly (Getachew, 2006: 30). The inclusion of coded based courses in the 1960s is the typical example that could be mentioned. But, according to this scholar, the turning point in curriculum change was made in the 1979 following the coming of Derg to power. Courses pertinent to the situation i.e., socialist ideology were introduced; however, they were short-lived. The introduction of Mixed Economy Policy in the later years of the Regime made the courses to be discarded. The piecemeal and cutting and patching practice of curriculum revision and development continued till 2001 (Getachew, 2001).

After the Government of Derg was replaced in 1991, as the result of the Market Economy Policy, private higher institutions came and launched programs offering certificates and diplomas in law.

In addition, the Government of Ethiopia opened the Ethiopian Civil Service College and later on faculties of law in other regional universities like Bahir Dar, Mekelle, Awassa, Alemaya and Jimma started training professionals. Law Faculty of AAU also included some skill and practice oriented courses in its curriculum. This is in response to the post 1991 developments in the economic and political life of the country that has required legal professionals in plenty and the feedback of stakeholders that legal education should equip graduates with skills in which they wanted (Getachew, 2006).

Taking into account the contribution of fair and efficient justice system in building a free and democratic society and in the overall development endeavors, the Government of Ethiopia has taken countless measures in addition to those made earlier.

In spite of all the efforts made to expand the legal education provision and trying to meet the ever changing societal needs in the country, there has been doubts whether the curricula and method of instruction in the law schools were to the desired (Getachew, 2006). The laws were taken from European Civil Laws; and the methods of delivery were that looked like American Common Laws (CILC, 2004: 132). Modes of assessment have been more of formal modes. To change the situation, assessments were to be made on the performance of the various institutions of justice. And the assessment showed that there has been a gap in the system in terms of institutional, organizational, human and financial capacity at all levels (CILC, 2004).

For example, the objective of the curricula of law schools and the method of instruction to realize the objectives were defective. According to CILC (2004: 214), in the law schools the objective of Justice and Legal Education and

Training Policy is not clearly put and known. In addition, in relation to curriculum, so far, there has been limited attempt of revision. But, it wasn't satisfactory. In some occasions of revision, there has been a trend not to include new laws which equip graduates with necessary knowledge and skills (CILC, 2004).

But knowledge is dynamic. As there are societal changes in different respects as time passes, there is a change of needs among the society. This implies a need for periodic curriculum revision to address the needs of stakeholders.

The methodology used in the classrooms is monotonous. Getachew (2006: 13) confirms that lecturing has been the dominant method in the law schools. The use of a Socratic method at the olden days of the start of legal education by expatriate staff has become history. The delivery process is dominated by instructors transmitting information and students receiving.

But the courses the tasks and responsibilities awaiting the graduates, need to make the instructional methods be in such a way that they are required to develop critical thinking, reasoning and debating ability of students.

While the legal education situation has been entangled with different problems as discussed earlier, making a reform in the legal education curriculum and producing well qualified legal professionals in enough number was necessary. Because researchers in the field say that there is an interplay between development and legal and judicial system. This holds true, in our case, when the objective of the Reform is realized and law schools start feeding the legal and judicial system with well trained professionals who are products of well established and organized educational system.

Obaid (2002) indicates that there is a causal link between development (an overall objective of Legal and Judicial Reform) and human rights. Obaid also

adds that a well functioning legal and judicial system is critical both as an end in itself as well as a means to facilitate the achievement of other development objectives. Obaid quoted the World Bank that legal and judicial reforms are essential for sustainable development. The success for achieving any meaningful progress is dependent upon the existence of professionals in addition to the presence of laws, policies, institutions and mechanisms to redress denials or violations of rights.

From the different issues raised and discussed above, it might be difficult to think of Ethiopia attaining a meaningful level of development and human rights without strengthening the justice system and the reform on the legal education system that contributes a lot to the whole system.

Thus, to overcome these problems and achieve results, a reform in an education system, in general, and curriculum, in particular, is of paramount importance. According to McNeil (1990), educational reform is required when an education system is in crises. A typical example of crises is the existence of a mismatch between the demand of the society and the response by the education system.

So, the Reform on Legal Education and Training necessitated by the promulgation of the 1994 Ethiopian Constitution to comprehensively look at the problems overall is a reasonable and timely move to enjoy achieving the set goals at national level in all spheres of life.

On the part of the researcher to analyze the delivery methods and the assessment modes in the “Legal Education and Training Reform Draft Document (2006)” compare and contrast against those in the syllabi is very important.

1.2. Statement of the Problem

In the introductory part of this paper, shortly, I have discussed the historical development of law education in Ethiopia, the difficulties it has encountered and the attempts made with the intention to make it capable of meeting the needs of the society.

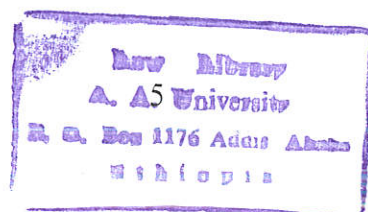
In the documents and literatures reviewed, the legal education system has been compounded by a multitude of problems and still there are some to be tackled. The problems in the curricula, the methodology of delivery, assessment and objectives of law schools are some but core.

The curricula of the legal education, at its very start, were taken from European Civil Code Laws and American Common Code Laws which were compiled by the then expatriate American staff (CILC, 2004: 132). But as a matter of fact, the objective realities in American society and that of Ethiopia are different that the laws couldn't serve the purpose without adaption.

As it is indicated above, in the history of our education system, the copying of other country's curricula, without modification, has been considered as a long standing problem which couldn't be solved.

According to Dawit (1999), the tradition to take the curricula of various countries was based on political affiliation. For example, French, British, American and East Germany's were introduced. More soundly, the practice is well versed in a conclusive manner by Woube (2005: 49) as follows:

The understanding and practice of curriculum development i.e. curriculum planning, try out, implementation and evaluation or quality control has varied throughout the history of Ethiopian education. Curriculum employed in each period was essentially foreign dominated. Using research findings and evaluation was minimal. Public and professional engagement in curriculum development is little or non-existent.



CILC (2004: 214), after surveying all legal education faculties and their curricula including the private ones, concluded that all the courses offered in the schools didn't have much relevance to Ethiopian situations.

The method of delivery in the institutes has been on the basis of giving and receiving that mayn't help in developing the skill and attitude of would be judges, practicing lawyers, prosecutors etc. Modes of assessments were traditional ones that require paper-and-pencil.

At the very beginning, as mentioned earlier, the objective of legal education was to produce administrators and legal law professionals. Surprisingly, after or above fifty years of the establishment of the first faculty of law, the objective behind graduating professionals by institutes lacks clarity (CILC, 2004). All the discussions made show that the legal education system has had many problems.

Accordingly, the Government of Ethiopia has initiated on a Legal Education Reform Program to look at the problems comprehensively and take measures (Getachew; 2005: 31). Then the Legal Education and Training Reform Draft produced and course syllabi prepared.

However, after all this sacrifice, to what extent and degree this legal education and training reform in general is adequate and the designed course syllabi are pertinent to the Reform Document is in question.

Therefore, the researcher is keen to assess the appropriateness of the Legal Education and Training Reform Document with regard to the delivery methods and the assessment modes and recommend suggestions for improvement.

1.3. Purpose of the Study

The Legal Education and Training System encountered many obstacles in the past. The curricula were copies; schools' objectives were not clear and mode of instruction was dominated by lecturing. To overcome these obstacles and bring about all-sided development, the Government initiated a legal education and training reform which is an aspect of the comprehensive justice reform system. So, the purpose of the study is to analyze the delivery methods and assessment modes considered in the Document and in the syllabi and check the compatibility between the document and the syllabi as regards delivery methods and assessment modes.

1.4. Research Questions

As a research study, there are questions the investigation needs to answer. These include:

- Do the delivery methods and assessment modes suggested in the Legal Education and Training Reform Document (2006) and the syllabi have relationship?
- Is there compatibility between the Reform document and sample syllabi as regards delivery methods and assessment modes?

1.5. Significance of the Study

Investigating the delivery methods and the assessment modes' nature in the Draft Document of the legal education and training, checking for the inclusion of the necessary delivery methods and modes of assessment in it and seeing their reflection in the syllabi is tremendous in importance. Because in the final analysis what is intended to be incorporated, what is

included, the deficiencies in the materials and factors causing the gap between intentions and the realities in the materials will be clear. So that:

- It will be used as a source for curriculum development in law schools in Ethiopia.
- Other researchers will be initiated to make further researches on the same or other related problem(s)
- Instructors/curriculum developers will be conscious to harmonize the intentions of the Reform with their practices in the classroom in the near future.

1.6. Delimitation of the Study

The study is aimed at analyzing the delivery methods and assessment modes of the recently produced Reform Draft Document of Legal Education and Training (2006) and their inclusion in the syllabi prepared following it.

1.7. Limitations

The Document under study is too general and technical. The researcher could not come across a research work done on the reform document. Furthermore the document was vast and delicate to handle within a short period of time.

CHAPTER TWO

LITERATURE REVIEW

Background of the Reform Document

The Reform Document has nine parts which are exclusively on different issues. Part I is background of the Document, which includes ten sub-parts: brief history of legal education in Ethiopia expansion, justice Reform program, composition, terms of reference methodology, the problem, nature and seriousness of the problems, the purposes of the proposed standards and Guidelines and arrangement of the document. This part tells that modern legal education in Ethiopia began with the opening of the Faculty of Law at what was called then the university college of Addis Ababa in 1963.

Due to the free market economy in 1991, the need for highly qualified lawyers was badly needed. And then the government replied by establishing many higher education institutions in the country. However, the institutions suffered from shortage of qualified academic staff and were under student population explosion. So, reform in justice program was a necessity. Then, the ISRP launched in 2000 under the auspices of the ministry of capacity building. To run the program, two committees (steering committee and Technical Committee) were formed and started carrying out different activities.

According to the studies by the technical committee, the problems in legal education were in the area of curriculum, delivery methods and assessment modes. Part II of the reform document is the summary of the major problems of law schools in Ethiopia. The problems identified fall under the categories of curriculum problem, delivery and assessment, management, organization and leadership; research, publication and consultancy.

Part III is on foreign experience in relation to curriculum, delivery and assessment and management, leadership and organization. Where as part IV is on causes, consequences and conclusion of the problems identified. Causes of the problems are identified as cultural, political, institutional structural, attitudinal, strategic thinking and value system and resources. The standards set for law schools are found under part V. in the whole, for the three categories of problems identified and miscellaneous provisions, there are about sixty standards set. Part VI is about guidelines. The guidelines are condition or directives to fulfill the standards set to each category of problems. And part VII is about implications and assumptions of standards, designed to transform the reform. Part VIII is action plan. It is a schedule with multiple activities scheduled to be done by different sections of professionals to transform the reform. Finally, part IX is annexes which show the tons the technical committee made abroad to share best experiences from law schools in America and Europe.

2.1. Curriculum Evaluation

The practice of systematic evaluation of programs, in education and health, goes back to the 20th century. The publication of different papers and books, on the principles and techniques of evaluation in the 1960s in USA, are landmarks in the field (Clarke, 2003: 1).

Haye's (1959) monograph on evaluation in lesser developed countries; Suchman's (1967) review of methods of evaluation research; and Campbell's (1969) call for social experimentation are worth mentioning examples (Rossi, 1979: 24).

Today, the practice of evaluation has become pervasive. There are organizational arrangements in which evaluation research works; profit-making and humanitarian organizations have departments of evaluation by which they assess their overall activities (Rossi, et al, 1978 in Rossi, et al

1979: 25). Besides, many profit-making organizations compete with higher institutions and humanitarian organizations for contracts and grants of evaluation research. In Great Britain, for example, the links between Government and university professors established in other research areas have been extended to evaluation research. It is a practice at global level which is not affected by national boundaries. Seeing columns of advertisement of national and international papers confirms to what extent it has become popular. In line to this, Wall Street wrote an article: a “growth industry” to show the spurt of the field in the mean time (Clark, 2003).

2.1.1. Definition of Evaluation

As there exist many concepts in education, there has never been agreed upon definition for evaluation. It is difficult to provide a comprehensive definition that suffices to fully capture the practice of evaluation. Because evaluation has a variety of connotations ranging from judging the merit of an education program to expressing sales potential of a merchandise (Weiss, 1972: 1). Generally speaking, it is an elastic concept that stretches in the function and situation in which it is used and subsumes many judgments. But what all evaluations have in common is the notion of judging merits of a program. Despite the disagreement, different researchers have defined it at different times. As researchers, defining what they practice and involve in evaluating programs seems to be sound. Defining what they do is the very first thing they need to do as it serves as a guide.

Bruce and Tuckman in Ornstein (1997: 334) have defined evaluation as the means of determining whether a program is meeting its goals: i.e., whether a given set of instructional inputs match the intended outcomes. This seems to be entirely on evaluation of processes of programs--which is technically called formative. Evaluating the processes of a program is very important. It is the process that determines the final outcome of a certain program. We can predict outcomes on the basis of process evaluation. Checking whether

the necessary educational inputs are available, supervising whether activities (tasks) are being carried out as scheduled and making assessments for support affects the final outcome of a program.

To Worthern and Sanders (1997), evaluation is the formal determination of the quality, effectiveness or value of a program or a curriculum. In curriculum evaluation, the first thing we do is setting a formal procedure to collect data about the program; and analyzing the data against the set intentions to give evidence about the success or failure of the program. This is mainly about summative evaluation of a program which neglects the evaluation of the processes of a program.

Lincoln and Guba (Clarke, 2003: 1) have defined evaluation as a form of disciplined inquiry that applies scientific procedures to the collection and analysis of information about the context, structure and outcomes of programs and planned intervention. This seems comprehensive definition. It tells that evaluation research is an undertaking of a disciplined inquiry that applies scientific procedures, like other social science research, for the collection of data at process and outcome levels of programs which enables making intervention.

Others say evaluation is a type of policy research designed to help people make wise choices about future programming. It offers systematic evidence that informs. In relation to this, Weiss (1997: 516) notes that evaluation doesn't aim for "truth" or "certainty"; nor to build up to the existing knowledge. It is to help improve programming and policy-making. It is initiated to investigate the success and failure of a program so that decisions to continue, discontinue or improve the program are made. It is action-oriented.

2.1.2. Purposes of Evaluation

Evaluating a curriculum has multiple purposes. At the very beginning of developing any curriculum, the very first thing to be done must be evaluating the concept of the curriculum. Because in so doing, questions like: Is the curriculum worth teaching? Does it have merit? etc, can be answered. The presence of clear established orientation about the curriculum among stakeholders and the presence of agreed upon goals what the curriculum is trying to achieve (without discrepancy on perceived goals of the program among stakeholders) are conditions for curriculum evaluation to take place. Evaluation has no ground to stand on its own unless otherwise these conditions are fulfilled (Weiss, 1972: 10-12). And it is practiced on the principle of utility.

Evaluation research is a way to increase the rationality of policy-making. Different programs emanate from national policy. The evaluation of these programs avoids uncertainties about the programs' effectiveness and limitations. So, the outcome affects national policy making in different sectors provided they are taken into consideration. With the objective information at hand, on the outcomes of programs, wise decisions to continue, discontinue or improve the program could be made.

In addition to having evaluation research for rational decision-making, policy makers advocate evaluation research for they could see the difficulties and the limitations of relying on emotions and political expediency in planning and implementing programs. Others adopt evaluation research seeking individuals and groups support. This is essential to their daily activities. Advocacy organizations who insist upon the disclosure of the way programs are conducted and their impact, sometimes, undertake evaluation. As example, the United States Congress sometimes directs secretaries of

departments as Welfare, Health and Education to present evaluation research findings so as to receive consideration of subsequent budgets (Peter, et al., 1979: 28).

Having a political power at high level doesn't mean capable of making important decisions alone. There are times and conditions the support of researchers' findings and views are asked and incorporated. Because the expertise of these individuals is of paramount value in making rational policy and eases the daily routines of officials. Furthermore, the practice of incorporating others' views and findings makes the whole program process easier and fruitful.

At international level, there is a considerable questioning about evaluation research currently. Both governmental and foundation programs (NGOs) use it as one of defending activities to provide evidence of utility (Rossi et al., 1997: 29). Whatever program organizations design and implement with whatever cost, they want what they do be confirmed by evaluation research. So that they will be applauded by the society and those concerned.

2.1.3. Parameters for Evaluation

Evaluations are undertaken on purposes. To show the extent a program is effectively functioning to attain the set goals and/or judge the merit of the outcome of a program. To this end, there have to be parameters by which the program under evaluation is judged. Talmage (Ornstein, 1997: 332) posed five questions that educators need to consider which are pertinent to curricula evaluation.

Question of Intrinsic Value: This question enables to address the goodness and appropriateness of the curriculum. It enquires whether the curriculum incorporates the best thinking to date on what is known about the content, its arrangement, and presentation. To qualify as good, it has to be given 'high

marks' by specialists in the area. But, the problem is that people bring their value (philosophical and psychological view) to the material. They perceive the curriculum in light of the purpose of education against their value. They may prioritize critical thinking to citizenship, or patriotism; advocate behaviorist, cognitive or humanist view about content and method for presentation.

Question of Instrumental Value: It is the question which enquires "what is the curriculum good for? Who is its intended audience? This is judged and answered whether what is planned in the program is going to address the goals and objectives stated. Further, it enables to address whether what is planned will be attained, or to what extent and by which students. The extent of attainment relates to standards. Dealing with level of attainment of standards is dependent upon value preferences.

Tanner, quoting R.M. Jaeger (Ornstein, 1997: 333) notes that "all standard setting is judgmental. No amount of data collection, data analysis and model building can replace the ultimate judgmental act of deciding which performances are meritorious."

Question of Comparative Value: This is a question by those faced with new programs. The question: is the new program better than the one supposed to replace?

Usually, new programs are created because people feel that the existing program is inadequate. But when a new program is in place, people get caught up in making comparison between different programs with different goals. If the program being suggested for implementation is of the same type as the existing, the question of comparative value should be considered.

Question of Idealization Value: Educators are concerned not only with determining what was planned actually happened, but they are also interested in engaging in actions that will furnish data that can help them

decide how to make the program the best possible; concerned with taking their information on how the program is working and asking themselves if there are alternative ways to make the program even better to higher students' achievement or involve students more fully in their own learning.

Educators must constantly ask themselves how they might fine-tune the program's content materials and methods so that students can derive optional benefits from experiencing it.

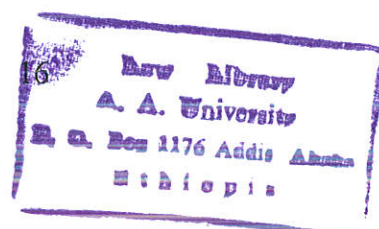
2.2. Delivery Systems in Higher Institutions

The word 'media' was adequate to describe delivery systems in the past. But with the advent of computerized systems and distance education, however, the word was supplemented with phrases such as "technologies for instruction" and "delivery technology" (Seels, 1998: 110-111).

In the past, media were used as vehicles for presenting materials, but emerging technologies such as the World Wide Web (WWW) and interactive video present materials through support systems. This combination (media + support systems) is called delivery systems. According to Azeb (1983), it is the sum total of the teacher's work with learners to determine learner's goal, to plan and carry out their goal seeking activities, and to evaluate their goal accomplishment. To Seels (1998), delivery systems are ways to carry information from a source to a receiver or vice versa for the purpose of instruction.

2.2.1. Factors Affecting Choice of Delivery Methods

Individual academics, in higher institutions, often have a considerable academic freedom to decide what and how to teach. But in line with this, psychology attempts to explain how we learn and develop and understanding learning is obviously critical for teachers.



The Instructor: Of all, this may be the most important one. Directing student learning is a personal enterprise at any level. Because what we teach depends upon, a larger extent what we are (Kagan, 1992). The goal we select, the strategies we use to reach the goals and the way we relate to students all depend on what the teacher brings to the classroom as a human being.

The Learner: Learners are among factors that affect choice. Because individual learners respond differently to various instructional strategies as they have different learning styles (Corno and Snon, 1986, as cited in Eggen, et al 2001: 15). This reflects what students bring to a learning situation and the treatment describing our attempts to accommodate these differences.

Practices found effective with one type of learner are ineffective with others (Brophy and Good, 1986). Researchers have found what a student brings to the classroom may be as important as any other factor in determining the effectiveness of a method. Learners differ in abilities, background experience, and motivation. Further, the culture of learners including the values, attitudes and traditions has influence on learning which in turn affects method's choice.

Content: The objective of a certain course might be one or more with few specific objectives of corresponding units which all together yield the course objective. So, the instructor has the responsibility to choose the best method for each specific situation. For instance, teaching a certain course on Ethiopian history may require using different methods. Lecture method to transmit factual information; discussion method or debating for critical analysis about the peaceful co-existence of the people in the past; and role-playing to bring about attitudinal change among learners on the importance of tolerance.

2.2.2. Legal Education Delivery Methods in Higher Institutions

Students at higher institutions need to be active in the learning processes. Studies have shown that traditional lecture methods have dominated college and university classrooms (Woube, 2006: 1). Because lecturers believe that all learning is inherently active and students actively learn while listening to presentations (Woube 2006). But students must involve in different activities more than listening and engage in higher order thinking and problem solving. Supporting this, Tesfaye (2006: 1) asserts that students derive greater benefits by being active, kept alert and involved in the learning process. Because activities are what learners do to learn contents; activities provide opportunities for practical application of learnt contents.

When it comes to legal education classes, the active involvement of students in the learning process is more crucial. The nature of most courses and the professional tasks and responsibilities awaiting graduates make this imperative. Mchome from the University of Dares Salaam (Wolf, 1996: 4) says too theoretical programs are incapable of producing competent and ethical lawyers.

Lecture Method: This is a method whereby the teacher uses most of his period time in explaining and discussing the subject matter for the period and the students passively listen to the instructor and take notes. It is useful mainly to teach substantive laws: workers' compensation, unemployment, housing and dealing with police and the bureaucracy, social security (Maisel, as cited in Wolf, 1996: 7). Advocates say the method is a means of synthesizing of facts and ideas that would be impossible for students to master and a far more efficient method of communicating knowledge.

Trial Advocacy /Mock Trial: It is a learning based on the principle of learning by doing. Students are given a problem-like situation (case). Then, asked to prepare an opening statement, a direct examination, a cross

examination, and a closing argument. This performance is video-taped, and criticized by the trial advocacy instructor usually an experienced trial lawyer or teacher.

Externship: It is a real practice in a variety of legal settings external to the university, ranging from public interest organization to NGOs to counsel offices in companies. They are very important. They are more real than simulations. Because they provide supervision by experienced practitioners and are less costly than in-house clinics.

Video Tape Presentations: It is used to teach professional responsibility and ethics. The best way to teach students this subject is through participation in real cases. Their behaviors influence the outcome of a client's case. Video tape is the best way to put students in role, arguably even the best choice. Students have grown up in an electronic age. There is better retention of information imparted visually. Video may engage students more deeply than simulation and engages them deeply on a cognitive level.

Simulation: Simulation is a method of learning lawyering skills and values like interviewing, problem solving, investigation and self-evaluation. By so doing, it is possible to establish a relation with the client, get information and to evaluate the performance.

Socratic Dialogue: The whole process begins by asking question. Students take position to make a value judgment and then s/he challenges the assumptions underlying the stand by exposing its implications. The teacher's function is to probe the students' position by questioning the relevance, consistency, specificity and clarity of the students' ideas until they become more clear and more complex. The method is characterized by the use of analogies as a means of contradicting students' general statements. Analogous situations that test and define the logic and limits of positions are chosen.

Discussion Method: Discussion as a method is dividing or taking the whole class as a group, initiating a topic of discussion and provide an experience upon which the discussion bases. The responsibility to stimulate, to think critically and keep the discussion from drifting away is the teacher's function. Contributing individual thinking, investigation and conclusion to the group effort is mandatory for students. It is significant for the development of abilities and skills which are problem solving, and basic to democratic processes. Brainstorming, buzz group discussion, panel discussion and dialogue are some forms of discussion.

Jurisprudential Inquiry: A student will be given the role of a head judge hearing an important case. The task is to listen to the evidence presented, analyze the legal positions by both sides, weigh the positions and evidences, assess the meaning and provisions of the law, and make the best possible decisions. Familiarity with the values of a nation's creed as embedded in the principles of the Constitution is very important (Joyce, et al 1992). It is these principles that form the values framework-the basis for judging public issues and making legal decisions. Secondly, skills for clarifying and resolving issue are needed. For instance, a controversy may arise because two important values conflict or because public policies, when examined closely, may not adhere to the core values of a society. The third area of competence is knowledge on contemporary political and public issues that students be exposed to the spectrum of political, social and economic problems facing society. Although a broad understanding of the history, nature and scope of the problems is very important, students explore issues in terms of specific legal case rather than in terms of a general study of values (Joyce, et al, 1992: 75-6).

Role-Playing: It is employed in the following ways. A problem is delineated, acted out and discussed. Learners deal with problems through action being in other persons' positions and interact with others who are also playing

their own part. For they involve in a real situation, learners seek resolution and understanding of the situation. This provides them a live sample of different situations, that as a vehicle, to explore their feelings; gain insight into their attitudes, values and perceptions; develop their problem-solving skills and attitudes; and explore the subject matter in a varied ways. The method implicitly advocates an experience-based learning situation and creates authentic analogies to real-life problem situations.

Inductive Learning: This develops students' capacity to collect, organize and manipulate data. So that concepts are formed and basic higher-order thinking, analytical and synthetic skills develop. According to Taba (Joyce, et al, 1992: 117-120), the inductive learning process can be put in three stages: concept formation, interpretation of data and application of principles. First, students identify and enumerate data relevant to a problem, group them in categories and develop labels for categories. This involves the process of enumerating, listing, grouping, labeling and categorizing data. Afterwards, students identify and explore critical relationships between, (i.e. relating categories to each other and determining cause-and-effect relationships) and making inferences (i.e. going beyond what is given, finding implications and extrapolating). Shortly, it is the process of interpreting the data and inferring on the bases of the data and generalizing about the situation. Finally, students predict consequences, hypothesize, explain and/or support the predictions and hypotheses and verify predictions.

Inquiry Learning: Students are presented with puzzling situations and supposed to solve it. They raise questions and search out answers. This develops intellectual discipline and skills to raise questions and find solutions. According to Suchman (Joyee, et al., 1992: 199), this makes students question why, acquire and process data logically and develop intellectual strategies to find out why things are as they are. It also conveys the attitude that all knowledge is tentative. Today's theories and explanations

will be pushed aside by new ones. There are no permanent answers. We can always be more sophisticated in our explanations and most problems are amenable to several plausible explanations.

Case Study: Cases are presented for analysis, suggestions and discussions. The situation gives an opportunity to analyze the circumstances and components of concrete situations, as well as, applying principles in suggesting possible causes of action. In short, students compile case histories, analyze them and present their recommendations. It provides a practical base on which to anchor the learning of abstract concepts and principles, and understandable, credible examples for critical evaluation. Case study has been widely used in teaching medicine, law, business, etc (Azeb, 1983: 16).

Problem Solving Method: It is a technique whereby an instructor and his students attempt to arrive at a solution to an educational problem in a conscious, planned and purposeful manner. The method enables learners to adapt themselves to real life situations in the society. It equips them with the power of reasoning and reflection that involves manipulation of data.

2.3. Assessment

2.3.1. Definition

Assessment is also a difficult concept to define. One of the difficulties inherent in an attempt to examine issues concerning performance assessment is the problem of precise definition and boundaries (Craft, 1996: 37). However, many educators have defined it on the basis of their understanding. According to Linn (2005), assessment is a systematic process that plays a significant role in effective teaching which begins with the identification of learning goals and ends with a judgment concerning the extent to which those goals have been attained. It is a general term that

includes the full range of procedures used to gain information about the student learning (observations, ratings of performances or projects and paper-and-pencil tests) and the formation of value judgments concerning learning progress (ibid).

On the other hand, Shenkute (1998: 250) describes assessment as a broad term that encompasses both measurement and testing. So, assessment is not simply collection of test scores of students in different courses and labeling the students best, medium or under achievers. Rather, it is an educational process that requires an instructor to know the objective of learning clearly, and checking whether those objectives are achieved or otherwise. Identification of learning objective is a condition to good assessment. Because one who has no clear image of learning objectives cannot know what is to be assessed.

2.3.2. Purposes of Assessment

The principal aim of educational institutions is promoting students' learning. And one can see from the definitions of assessment above that it is multi-dimensional in function. So, assessment lies at the center of educational processes. It plays an important role in the provision of information that can be used in a variety of educational decisions. That is why the development of performance assessment techniques is an increasingly characteristic feature of the education systems of the developed world (Craft, 1996: 35). It has been largely driven by a perceived need to measure intellectual capacity (ibid).

According to the American National Curriculum Assessment System (1988 in Lambert, et al., 2000: 110), assessment provides a framework in which educational objectives may be set, and students' progress charted and expressed. Furthermore, it yields a basis for planning forth coming educational steps in response to learners' need. This shows that assessment has formative, diagnostic, summative and evaluative functions.

According to Payne (1992) and Crooks (1988) in Tesfaye (2007: 39), assessment plays instructional purposes as to select, appraise and clarify instructional objectives; to report students' achievement of educational objectives; to plan and improve learning experiences; and to increase learning and raise the motivation of the learner. Where as Pratt (1980 in Derebssa, 2004) labels the functions as to inform the pupils of their attainment, to diagnose weaknesses and strengths of pupils, to locate areas where remedial measures are needed to guide decisions about students' future and to inform students' competence to parents and employers, provide feedback into instructional system and operational target for a learner and to license candidates for a profession or occupation.

To Seels (1998: 81), assessment is made to respond to questions like: "How will we know whether the objectives are achieved?", "How can assessments be valid and reliable?", "Are tasks and objectives consistent to each other?", etc.

All these and other functions of assessment apply for decision-making processes in an education system. The reason behind this is checking the attainment of objectives and improving the process by pinpointing strengths and weaknesses. Consistent to this, Dave (1973 in Tesfaye, 2007: 42) asserts that the chief purpose of assessment should be to improve achievement rather than just measure it for the purpose of classifying students or issuing certificates to them; it should be improvement- oriented. Assessment should also involve knowledge of the curriculum, and the essential knowledge, skills and attitudes that it seeks to achieve so that instruction and assessment tools are used to ensure that the purpose of curriculum is attained (Shenkute, 1998: 250).

2.3.3. Types of Assessment

There are two types of assessment: Formative and summative Assessments.

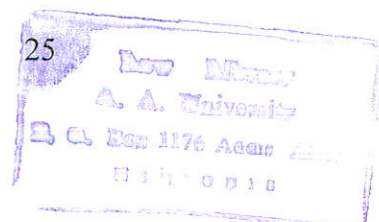
Formative assessment is a form of assessment which takes place during instruction and primarily concerned with how judgments about the students' responses could be used to shape and improve learning.

Patton (1987: 28) describes it as strategy to describe how a program actually operates and identify ways in which a program might be improved. Research studies of assessment have indicated a shift in the focus of attention towards in the interaction between assessment and classroom learning away from tests. Because frequent, timely and focused assessment is critical to improving student learning.

In such assessment, students' oral response, performance of a skill, quizzical look, tone of voice or physical behaviors of learners can be used to identify the help a student needs. Tests and other techniques for measuring student learning are not substitutes for these informal observations. According to Cross, et al., (1993), formative assessment is learner-centered, teacher-directed, mutually beneficial, formative, on-going and content-specific.

Summative Assessment is an assessment form primarily concerned with determining the effectiveness of a program and the extent to which instructional goals have been achieved. It is an assessment that comes at the end of a course or unit of instruction to assign grades or certification. Though its main purpose is for grading and certification, it is also used to provide information for judging the appropriateness of course objectives and effectiveness of instruction.

In this assessment, there are two ways of interpreting student performances: norm- referenced and criterion-referenced. Norm-referenced performance interpretation is an assessment in which a performance of a student is



judged with in a group in terms of the relative position of his/her performance against the whole group performance. Whereas, criterion-referenced way is a performance interpretation describing a performance of a student against set criteria (Linn, L., 2005: 37).

2.4. Assessment Tools in Law Schools

When assessment is under way, there are a variety of activities teachers use to find out what learners know and can do. According to Desalegn (2004: 37-38), there are seven categories of activities: response assessment activities in the form of tests and exams (e.g. multiple-choice, true-false, fill in the blank and matching questions); constructed response assessment activities where students are required to respond to from memory and provide a word or phrase that completes a sentence; constructed response assessment activities where learners are to use their knowledge from what they have learned; performance assessment activities in which learners are to demonstrate (show), in some way, what they know and do (e.g., competence in skills such as athletics, music, oral reports, drama, role-play, dance, etc); product assessment activities- the assessment of tangible objects which students create; assessing learners when they are working in group to see the extent of learners' participation, and using portfolio that involves the systematic collection of students' work over a year, a term or a topic in a folder or filing cabinet.

In a law school classroom all the above tools are important and applicable. Especially, the tools that require learners to use their knowledge from what they have learned, demonstrate (show) what they know and participate in group are very important. Because there are variety of peculiar abilities, skills and competences that legal professionals need to develop passing through these activities.

The assessment tools used in law school classes are not different from tools used in other schools (education, engineering, medicine, etc). They are both formal and informal assessments. The difference, if there is, between the tools used in law schools and those used in other schools is the emphasis given to some tools in respective schools. Consistent to this, Cross (1993: 1) says in most law school classrooms, assessment of learning is either an informal process of observation in the day-to-day classroom teaching or an exam after the class ends.

Observation: In most law school classes, little formal assessment of student learning is underway. Mostly, informal assessments like observation are used while learning is taking place. Especially for non skills-focused classes (Cross, 1993: 1).

Dialogue: Along with pure lecture, the overwhelming majority of law school classes are 'taught' by a dialogue method (Friedland, 1996: 5). The method enables to obtain a good deal of assessment information about the students participating in a dialogue. It is a good assessment tool to measure students' knowledge, skills and attitude. However, it is time consuming and enables to assess only those students who participate in the dialogue actively.

So, with the limitations it has, it seems it is unsuitable to large classes. And unless designed and handled well, its application, in our context, may be difficult. In our cases, the classes are large. This makes its usage difficult (Stinggins 1992 in Craft, 1996: 37).

Portfolio: Is another assessment tool recognizingly used in law school classes. It is preferably used for assessment of new law students in learning how to learn. It is suitable to assess the law of property courses achievement of students (Tolmie, 2003: 2). In this case, too, in Ethiopian law schools it seems non-existent. It requires instructors to devote their time in planning

different tasks and keeping students' work continuously. But the readiness and commitment from instructors do not seem prevail.

Group Work Project: This tool is widely used, too. Particularly, it is preferably used to assess students' achievement on human rights courses. Scotland law schools widely use this method (Hinet, 2002:2).

Presentations: As a tool of assessment, it helps the exchange of ideas and experiences among students. It is used to assess students' achievement on the law of contract courses.

Pop Quizzes: Are short multiple-choice or short answer item quizzes. They are powerful tools for assessing and promoting student learning and improving the quality of teaching. Quizzes, particularly, can be used to students' background knowledge or understanding so as to plan approaches to lessons, to establish a base-line to measure student learning, and to assess student understanding (Tannen, 1991: 4).

2.5. Principles of Assessment

Assessment is central to educational process. The discussions made earlier confirm this. According to Bright (2002:1), good assessment design goes to the heart of students learning experience. It impacts upon course design, choice of teaching method as well as the students' enjoyment of the subject and the quality of educational experience.

Further, assessments are:

... critical to how students view their educational experience; critical to schools as guides for improvement and critical to nation because they measure educational accomplishment. Quality assessment can help build a quality nation and for that reason alone they are worthy of the most careful attention from concerned educators (Copper, 1996 in Shenkute, 1998: 253).

As far as these essentialities of assessment go, it needs to be governed by principles to achieve objectives. Of the many principles by educators, some are below:

Access to Educational Opportunity: Assessment should be designed in such a way that an instructor is able to gather data on the possibility for fostering student growth and to allow realize ways to get students into a growth pattern regarding their learning. Today, there is an increasing emphasis on formative, learning- integrated assessment throughout the process of education (Craft, 1996). To this effect, determining and clarifying what is to be assessed always has priority in the process. No assessment has to be designed before its purpose has been clearly defined (Shenkute, 1998: 251). Instructors need to define first the instructional objectives and competencies set before assessment tool designing.

But, from experience though the researcher hasn't come across available research finding on this, in our country instructors have no the interest and readiness to do this. They undertake assessments traditionally in the understanding that it is among their duties. Craft (1996) says this is because of the public and professional attitudes to assessment in education. This is an 'assessment culture', which like other cultures, rests on a common set of assumptions and beliefs and depends on familiarity and long established practices.

Consequential Validity: Secondly, assessments employed must enable to see the consequences of instructional effects. And it has to influence students' learning and behavior positively. To this end, assessment techniques should be selected and designed in terms of the purpose to be served. For this, precise definition of type of student performance to be assessed and then method of assessment appropriate to measure that aspect has tremendous importance.

But instructors don't seem take care of this thing seriously. Their assessment usually aims to grade students. The effect (negative) caused by their assessment has no recognition from them. The concern and the awareness haven't developed. According to Shenkute (1998), this is ascribed to lack of training, policy support, lack of interest and lack of materials.

Transparency and Openness: Assessment should be transparent and open to the students and the assessor himself. The processes and the products of learning need to be clearly visible. The transparency and openness is needed not only by an instructor and students but also by the community. A community wants to be assured the professionals produced are competent to practice and want to know the kind of ability expected from graduates. To this effect, some governments gone to the extent of requiring institutions to introduce standard-based or criterion-referenced assessments in higher education to be more transparent (US MoE, 1991 in Toohey, 1999: 168). This openness helps to establish a smooth relationship between instructors and students which is a bonus for an educational process as a whole.

Comprehensiveness in Scope: Assessment needs to be comprehensive and broad in nature. It requires a variety of assessment techniques. No evaluation technique is adequate for appraising students' progress of all important outcomes of instruction (Shenkute, 1998: 251). To get a complete picture of students, we need to combine the results from a variety of techniques. An increasing emphasis on validity in the assessment process which allows the full range of curriculum objectives including cognitive, psychomotor and affective domains of learning are to be addressed by the use of a wider range of more authentic techniques for gathering evidence of learning outcomes (Craft, 1996). It should address a range of learning and performances. Practices shouldn't be just centered on a narrow understanding of a particular content.

Awareness of Strength and Limitation: Assessments range from a well-developed standardized tests to crude-observational methods (Shenkute, 1998). These diverse tools have their own unique strengths and weaknesses. Therefore, as professionals, instructors are to be aware of the strengths and weaknesses of the assessment tool, ahead of time, they employ. This helps them to choose the bet tool serving his/her purpose.

For example, guessing in the case of objective testing and subjective judgment of an instructor doing the scoring on essay tests are examples of weaknesses of objective test and essay tests (Shenkute, 1998: 251). So, unless an instructor believes these tools are the best for assessing an objective he has, he shouldn't use them. And knowing their limitations he has to design mechanisms by which he minimizes the effects caused by the tools' limitations.

Extended tasks and Contextual Skills: Assessment tools (techniques) must be meaningful tasks. Essentially, assessment activities are themselves learning opportunities. The activities tie into overall learning and have relevance to the knowledge implicitly in the overall curriculum goals. Supporting this, according to Granlund (1981), assessment is a means to an end not an end in itself.

The principles above are fundamental. But they are not well-practiced in Ethiopian schools. According to Shenkute (1998) they are not practiced. And the factors ascribed to are lack of training, lack of policy support, lack of interest and lack of materials.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURE

3.1. Method of the Research Study

The objective of the study is to analyze the delivery methods and assessment modes both in the reform document and the sample syllabi. The delivery methods and assessment modes analysis was for their appropriateness in engaging students in the learning processes actively and measuring students' behavioral changes (knowledge, skills and attitude) as the result of instruction respectively. In addition, the relationship (compatibility) of delivery methods and assessment modes in the document with that of the syllabi was analyzed. And factors that cause the incompatibility are also an aspect of the analysis. To this effect, qualitative (content analysis) and quantitative research methods were employed.

3.2. Data Sources, Instrument of Data Collection and Procedures

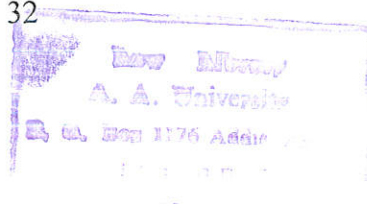
The subject of the study is the Legal Education and Training Reform Document of 2006 and the syllabi prepared following it. Furthermore additional data were gathered from Law school instructors and Head, Justice and Legal Research Institute pertinent to the issue.

The main method employed for this study was Content Analysis.

Document and Syllabi Analysis

Of the sources data collected from, the document is one.

The Reform Document has nine parts which are exclusively on different issues. Part I, for example, is on the brief history of legal education in Ethiopia; part II, major problems of law schools in Ethiopia; Part III, foreign



coded the data at the same time being together. The researcher accompanied them as observer then. For the data coding that requires hundred percent agreement, when disagreement comes, a third person used to be consulted and were to come to agreement.

Questionnaire

The data collected through questionnaire are supplementary to answer the research questions. The respondents were twenty Bahir Dar University law school instructors. Instructors involved in the production of the Reform Document and preparing the syllabi were excluded. The exclusion of these instructors was in the intention those involved in the formulation of the Document and writing of syllabi might not give genuine data on the Reform Document they produced and the syllabi they wrote.

Before actual administration, checking the items for ambiguity and ensuring inter-item consistency was necessary. From this stand point, the questionnaire was administered to eight Jimma University law school instructors who didn't involve in the materials developed in relation to the Legal Education Reform.

The questionnaire collected and the data organized, tallied and tabulated. And Spearman-Brown Prophecy half-splitting method used to check internal consistency among items (Yalew, 2006) and the calculated $r_{xx'}$ was found to be 0.90.

Then, after making the necessary amendments on the items of the questionnaire, for the final administration, the researcher had a letter of cooperation from his Department, where he belongs as a student, and presented it to the Faculty head of the target university. This was to maximize the degree of cooperation from the Faculty to obtain necessary data. After the researcher introduced himself to the respondents and made

briefing, the Head asked his fellow department members if they would cooperate the researcher in filling out the questionnaire. The questionnaire dispatched and thirteen of the twenty collected back through the department secretary of which 10 of the 13 were considered for analysis. And then the data organized, tallied and tabulated. Means and percentages were computed.

Interview Schedule

The head of the Justice and Legal Research Institute was the interviewee. But due to reasons beyond his control, he couldn't give the interview. Rather, he made me to conduct it with the person whom he represented. The interviewee was member of the Technical Committee that produced the Document and he himself wrote syllabus (syllabi).

Then, the researcher had the interviewee phone number from the Institute and made a call to him. Introducing himself, the researcher explained the objective of the call and the interviewee agreed to deliver the interview specifying the venue and date. The interview conducted as scheduled with audio-recording which turned to print a day later. Then, the data were reduced and put into categories for analysis in support of the data collected through textual analysis and questionnaire.

3.3. Definitions of Terms

Part I: Definitions regarding Delivery Methods

Delivery Methods standards: The characteristics /qualities delivery methods need to have

Characteristics /Qualities of Delivery methods:

- a) Participatory:*** The quality of delivery methods characterized by involving students in the learning process.
- b) Focusing on experience (FE):*** Nature of delivery methods considering/ giving emphasis to exploit experiences around so as to concretize the learning process
- c) Practice-oriented (PO):*** Delivery methods having the tendency to mix theory with practice during its application.
- d) Problem based (PBD):*** a quality of delivery methods putting learner in puzzling situations that require them to apply what they learn to solve problems.
- e) Considerate of Objective situations of a country (COS):*** A situation in which a method is employed in such a way that the learning situation considers the context of the society learners come from.
- f) Independent thinking encouragement (ITE):*** a situation a delivery method is used in such a way that students are encouraged to go beyond what s/he learns in the classroom so that s/he reads, researchers and challenges answers to questions.
- g) Developing reflection power (DRP):*** A situation in which a delivery method is used in such a way tat students are encouraged to express their views, feelings and opinions.
- h) Problem-solving (PS):*** Delivery methods' quality that involves students in problem-solving activities.

Consistency to syllabus (CS): is a tendency to adhere to course syllabus to choose delivery methods to delivery process.

Components of a syllabus: Elements that a syllabus need to possess so hat an instructor will be able to choose appropriate methods to contents delivery. Example of components: course outline, delivery methods, assessment modes, objectives, course description, etc.

Compatibility of delivery method: consistency of delivery methods in the sample syllabi to the standards of delivery methods in the Document.

Compatibility: Relationship between methods in the sample syllabi with the standards of delivery method in the Document.

Indicativeness of delivery methods: Refers to nature of course syllabus objective(s) describing the type and way a method in a syllabus is going to be used for delivery.

Availability of description of delivery methods: Refers to presence or absence of description of delivery methods in the sample syllabi.

Availability: presence or absence of explanation how and why a method is going to be used.

Description: Explanation how and why a method is going to be used.

Delivery methods suggested across unit or course: Refers to seeing the delivery methods in the sample syllabi whether they are unit-specific or put to be used for the whole course in its entirety.

Number of delivery methods suggested in the sample syllabi: Shows the quantity of delivery methods supposed to be used in the sample syllabi.

Guidelines: Are conditions that empower an instructor for the effective use of delivery methods. Guidelines to the standards of delivery methods include:

- a) Pedagogic training that may involve training towards license in teaching
- b) Student evaluation every semester
- c) Peer class visits
- d) Tutorial that focus on real cases
- e) Moot court as a compulsory course followed by further electives that may be based on interest and performance

Part Two: Assessment modes

Assessment modes standards: Are characteristics/ qualities assessment modes need to have (show).

Compatibility assessment modes: Consistency of assessment modes in the sample syllabi with the standards of assessment modes in the Document.

Indicativeness of assessment modes: Refers to nature of course syllabus objective(s) describing the type and way assessment mode in a syllabus is going to be used for assessment.

Availability of description of assessment modes: Refers to the presence or absence of description of assessment modes in the sample syllabi how and why it is going to be used.

Assessment modes suggested either across units or courses: Refers to seeing assessment modes in the sample syllabi whether they are unit specific or put to be used for the whole course in entirety.

Assessment modes suggested in the sample syllabi: shows the quantity of assessment modes in the sample syllabi supposed to be used.

Guidelines: Guiding directives in which assessment processes are guided.

Goals of the Reform Document include:

- a) **Competent:** Capable professional who is fit to his responsibilities and duties.
- b) **Responsible:** A professional who has respect for his responsibilities and duties.
- c) **Ethical:** One who fights against corrupt practices.
- d) **Sensitivity to the public:** A sense of belongingness and strive for the good of a society.

Guidelines for assessment include:

- a) Law school issuance of assessment regulation
- b) Transparency in student performance (e.g., posting or distributing sample answers and discussing marketing breakdown and scaling policy with students)
- c) Having clear, fair, reliable, valid and predictable letter grading policy.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The objective the study was to analyze delivery methods and assessment modes both in the reform document and the syllabi prepared following the document. The data collected through textual analysis, questionnaire and interview schedule are presented and analyzed as follows.

Availability of Delivery methods in the sample syllabi

There are delivery methods expected to be used in law schools. To identify delivery methods considered, Syllabi were analyzed in terms of set categories and standards in the document (see Table 1). Accordingly, of the fourteen sample syllabi, buzz group discussion is supposed to be used by 8(61.5%) of the sample syllabi; lecturing, simulation, presentation and independent activity are suggested to be used in 6 (46.1%) of the samples. Dialogue, jurisprudential inquiry, pair work, project work, video-tape presentation and inquiry learning are non-existent. But they are very familiar and pertinent delivery methods. When we see number of methods supposed to be used across syllabus, it is the syllabus by course code Laws 552 stands first consisting eight methods. The syllabus Laws 582 follows second incorporating six methods. Others like Laws 591, Laws 592, Laws 551 and Laws 402 consists of four methods each. Laws 342 and Laws 532 are syllabi that consist of two methods each.

Table 1: Types of Delivery methods suggested in the sample syllabi

| No | Sample syllabi course codes | L | TA/MT | S | RP | PS | SD | P | IA | BD | CS | DG | D | PRW | Total |
|----|--|----|-------|------|------|------|------|------|------|------|------|-----|---|------|-------|
| 1 | Laws 5132 /Media law | | | | | | | ✓ | ✓ | ✓ | | | | | 3 |
| 2 | Laws 691/water law | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | | 5 |
| 3 | Laws 591/non-profit associations law | | | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | 6 |
| 4 | Laws 502 / alternative dispute resolutions | ✓ | | | | | | ✓ | | | | | ✓ | | 3 |
| 5 | Laws 592/ judgment writing | ✓ | | ✓ | | ✓ | | | | | | | ✓ | | 4 |
| 6 | Laws 582/ Islamic law | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | | 6 |
| 7 | Laws 542/ criminology | ✓ | | | | | | ✓ | | ✓ | | | | | 3 |
| 8 | Laws 452/ conflict of laws | | | | ✓ | | ✓ | | | ✓ | | | | | 3 |
| 9 | Laws 532/ law of bankrupt | | | | | | | | | | | | | | 0 |
| 10 | Laws 551/laws of agency | | | ✓ | | | | ✓ | ✓ | ✓ | | | | | 4 |
| 11 | Laws 552/Electoral law | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | 8 |
| 12 | Laws 402/ Evidence law | | ✓ | | | | ✓ | | | | ✓ | | ✓ | | 4 |
| 13 | Laws 412/ environmental law | | | | | | ✓ | | | | | | | | 1 |
| 14 | Laws 342/ employment and labour law | ✓ | | | | | | | | | | | ✓ | ✓ | 3 |
| | Total | No | 5 | 2 | 6 | 5 | 5 | 4 | 6 | 6 | 8 | 1 | 0 | 4 | 2 |
| | | % | 38.4 | 14.2 | 42.8 | 38.4 | 38.4 | 28.5 | 42.8 | 42.8 | 57.1 | 7.1 | | 28.5 | 14.2 |

Abbreviations:

RP= Role playing

L = Lecturing

PS= Problem solving

DG= Dialogue

IA = Independent activity

TA= Trial Advocacy

CS= Case study

P= Presentation

PRW= Project work

S= Simulation

SD= Socratic dialogue

D= Discussion

The delivery methods available in the fourteen sample syllabi are lecturing, trial advocacy/mock trial simulation, role-playing, problem-solving Socratic dialogue, presentation, independent activity, buzz group discussion, case study, discussion and project works. But the methods frequency (appearance) in the syllabi differs. For example, project work in 14.2% and case study is available in 1(7.1%) of the fourteen sample syllabi. Trial advocacy/ mock trial is found in 2(14.2%) of the sample syllabi. Socratic dialogue and discussion are found in 4(28.5%) of the sample syllabi. Role-playing, lecturing and problem-solving are found in 5(35.7%) and simulation, presentation and independent activity are found in 6(42.8%) of the sample syllabi. Buzz group discussion stands first found in 8(57.1) of the samples.

Seeing the quantity of delivery methods that course syllabi incorporate, it is, Laws 582 (Islamic Law) and Laws 691 (water law) that stand second incorporating six methods following laws 552(electoral laws) that incorporate eight methods.

Laws 502 (Alternative Dispute Resolutions) consists of three methods. A sample syllabus (Laws 412) consists of only one method. And the syllabus by a course code Laws 532 (Laws of bankruptcy) has no delivery methods include. The quantity and type of delivery methods incorporated in a syllabus may depend upon the nature of the course, and the personal background of the syllabus writer.

However, the inclusion of a variety of methods for delivery of a course might be very important, because a course with two or more units may require to be treated by different methods since most units have their own objectives different from the other units.

Table 2: Delivery methods suggested in the sample syllabi either across units or courses

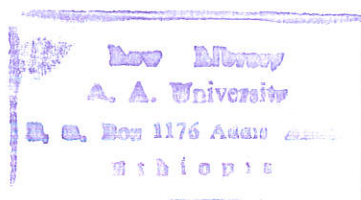
| No | Sample syllabi course codes | Across unit | | Across course | | Remark |
|----|--|-------------|---------|---------------|---------|--------|
| | | Coder A | Coder B | Coder A | Coder B | |
| 1 | Laws 5132 /Media Law | | | ✓ | ✓ | |
| 2 | Laws 691/Water Law | | | ✓ | ✓ | |
| 3 | Laws 591/Non-Profit Associations Law | | | ✓ | ✓ | |
| 4 | Laws 502 / Alternative Dispute Resolutions | | | ✓ | ✓ | |
| 5 | Laws 592/ Judgment Writing | | | ✓ | ✓ | |
| 6 | Laws 582/ Islamic Law | | | ✓ | ✓ | |
| 7 | Laws 542/ Criminology | | | ✓ | ✓ | |
| 8 | Laws 452/ Conflict of Laws | | | ✓ | ✓ | |
| 9 | Laws 532/ Law of Bankruptcy | | | - | - | |
| 10 | Laws 551/Laws of Agency | | | ✓ | ✓ | |
| 11 | Laws 552/Electoral Law | | | ✓ | ✓ | |
| 12 | Laws 402/ Evidence Law | | | ✓ | ✓ | |
| 13 | Laws 412/ Environmental Law | | | ✓ | ✓ | |
| 14 | Laws 342/ Employment and Labour Law | | | ✓ | ✓ | |
| | Total | No | | 13 | 13 | |
| | | % | | 92.8 | 92.8 | |

In 13(92.8%) of the sample syllabi, the distribution of delivery methods is across course. The methods in the sample syllabi are placed at a place and let them be used for all units in a course. The rest (one of the sample syllabi has no delivery methods indicated. Generally, the distribution of delivery methods in the sample syllabi is across course. Either assigning some specific delivery methods for all units in a course or not indicating delivery methods in a syllabus doesn't seem sound. Delivery methods have implications to assessment modes to be used and attainment of set objective. The objectives set determine the delivery methods and assessment modes to be used. But when there are not delivery methods specified for it, the delivery might be delivered through a method other than that had to be. This negatively affects the instructional process. Of course, not specifying methods for instruction ma give instructors the freedom to choose delivery methods that might be more suitable to situation in which a particular instruction is delivered.

Table 3: Availability of Description of delivery methods in the sample syllabi

| No | Sample syllabi course codes | Delivery methods with description | | Delivery methods with out description | | Remark | |
|----|--|-----------------------------------|---------|---------------------------------------|---------|-------------------------------|--|
| | | Coder A | Coder B | Coder A | Coder B | | |
| 1 | Laws 5132 /Media Law | | | ✓ | ✓ | | |
| 2 | Laws 691/Water Law | ✓ | ✓ | | | | |
| 3 | Laws 591/Non-Profit Associations Law | | | ✓ | ✓ | | |
| 4 | Laws 502 / Alternative Dispute Resolutions | | | ✓ | ✓ | | |
| 5 | Laws 592/ Judgment Writing | | | ✓ | ✓ | | |
| 6 | Laws 582/ Islamic Law | | | | | | |
| 7 | Laws 542/ Criminology | ✓ | ✓ | ✓ | ✓ | | |
| 8 | Laws 452/ Conflict of Laws | ✓ | ✓ | | | | |
| 9 | Laws 532/ Law of Bankruptcy | | | - | - | No delivery methods available | |
| 10 | Laws 551/Laws of Agency | | | ✓ | ✓ | | |
| 11 | Laws 552/Electoral Law | | | ✓ | ✓ | | |
| 12 | Laws 402/ Evidence Law | ✓ | ✓ | | | | |
| 13 | Laws 412/ Environmental Law | ✓ | ✓ | | | | |
| 14 | Laws 342/ Employment and Labour Law | | | ✓ | ✓ | | |
| | Total | N | 5 | 5 | 8 | 8 | |
| | | o | | | | | |
| | | % | 35. | 35.7 | 57.1 | 57.1 | |
| | | | 7 | | | | |

N.B. If half or more of the delivery methods in a syllabus have descriptions, the delivery methods are labeled 'with description'.



The delivery methods of the sample syllabi are those which have descriptions and those which have no descriptions. Among the fourteen sample syllabi, 8(57.1%) have delivery method without descriptions. Five (35.7%) of the sample syllabi have delivery methods which are with description. Whereas one sample syllabus has no delivery methods. Media Law (Laws 5132), Laws of Non-Profit Associations (Laws 591), Alternative Dispute Resolutions (Laws 502), Judgment Writing (Laws 592), Criminology (Laws 542), Laws of Agency (Laws 532), Electoral Law (Laws 552) and Employment and Labour Law (Laws 342). Sample syllabi are syllabi with delivery methods which have no description. Law of Bankruptcy (Laws 532) has no delivery methods. The rest five (35.7%) of the sample syllabi have delivery methods which have descriptions. The majority of the sample syllabi have delivery methods with no descriptions. This has an implication in attaining instructional objectives. Because if the way the delivery needs to be given is described, instructions could be delivered as desired and the possibility of achieving set objectives would be high. Otherwise if the way the delivery methods should be used is not known, no guarantee that the objectives are going to be achieved.

Indicativeness of Syllabus Objectives in suggesting Delivery methods

The finding regarding Indicativeness of Syllabus Objectives in Selecting delivery methods indicates that 8(57.1%) of the sample syllabi objectives are identified to be indicative. The 6(42.8%) sample syllabi objectives are not indicative of delivery methods to be used. And 1(7.1%) of the sample syllabi have no delivery methods.

Table 4: Indicativeness of Syllabus Objectives in Selecting Delivery methods

| No | Syllabi course code | Indicative | | Non-indicative | | Remark | |
|----|--|------------|------|----------------|------|-----------------------------------|--|
| | | Coder | | Coder | | | |
| | | A | B | A | B | | |
| 1 | Laws 5132 /Media Law | | | ✓ | ✓ | | |
| 2 | Laws 691/Water Law | ✓ | ✓ | | | | |
| 3 | Laws 591/Non-Profit Associations Law | | | ✓ | ✓ | | |
| 4 | Laws 502 / Alternative Dispute Resolutions | | | ✓ | ✓ | | |
| 5 | Laws 592/ Judgment Writing | | | ✓ | ✓ | | |
| 6 | Laws 582/ Islamic Law | | | ✓ | ✓ | | |
| 7 | Laws 542/ Criminology | | | ✓ | ✓ | | |
| 8 | Laws 452/ Conflict of Laws | | | | | | |
| 9 | Laws 532/ Law of Bankruptcy | | | ✓ | ✓ | N.B No delivery methods available | |
| 10 | Laws 551/Laws of Agency | | | ✓ | ✓ | | |
| 11 | Laws 552/Electoral Law | | | ✓ | ✓ | | |
| 12 | Laws 402/ Evidence Law | ✓ | ✓ | | | | |
| 13 | Laws 412/ Environmental Law | ✓ | ✓ | | | | |
| 14 | Laws 342/ Employment and Labour Law | ✓ | ✓ | | | | |
| | Total | No | 6 | 6 | 8 | 8 | |
| | | % | 42.8 | 42.8 | 57.1 | 57.1 | |

N.B For course with multiple specific objectives (two or more objectives), their objectives are labeled as indicative. When there is disagreement between coders, a third person used to be consulted and reached on agreement. And to decide whether objectives are indicative. It is only specific objectives are considered.

To distinguish between sample syllabi with objectives which are indicative from objectives which are not indicative, Laws 691 (Water Law), Laws 402 (Evidence Law) and Laws 412 (Environmental Law)

sample syllabi are found to be with objectives which are indicative. Laws 5132 (Media Law), laws 519 (Laws of Non-profit Association), Laws 502 (alternative Dispute Resolution), Laws 592 (Judgment Writing), Laws 542 (Criminology), Laws 551 (Law of Agency), Laws 552 (Electoral Law) and laws 532 (Laws of Bankruptcy) re sample syllabi with objectives which are not indicative. And the sample syllabus – Laws 532 (Laws of Bankruptcy) has no delivery methods. This finding shows a situation that hinders the attainment of objectives. In other words if delivery methods are used in a way different way from they are to be this might affect the achievement of objectives negatively.

Compatibility of Delivery Methods Suggested in the Syllabi with the Standards in the Document

As regards compatibility of delivery methods of the syllabi with delivery methods' standards in the Document, the standards are focusing on experience, participatory, practice-oriented, problem-based, considerate of objective situations of a country, independent thinking encouragement developing reflection power and problem-solving.

Table 5: Compatibility of Delivery Methods suggested in the sample syllabi with the Standards in the Document

| No | Delivery methods in sample syllabi | Reform goals suggested in the Document | | | | | | | | | | | | | | | |
|----|------------------------------------|--|----|-------|---|-------|---|-------|---|-------|----|-------|---|-------|---|-------|---|
| | | FE | | P | | PO | | PB | | EOS | | ITE | | DRP | | PS | |
| | | Coder | | Coder | | Coder | | Coder | | Coder | | Coder | | Coder | | Coder | |
| | | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B |
| 1 | Laws 5132 | UC | UC | 1 | 1 | 0 | 0 | 0 | 0 | UC | UC | 1 | 1 | 1 | 1 | 0 | 0 |
| 2 | Laws 691 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | UC | UC | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | Laws 591 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | Laws 502 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | UC | UC | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | Laws 592 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | Laws 582 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | Laws 542 | UC | UC | 1 | 1 | 0 | 0 | 0 | 0 | UC | UC | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | Laws 452 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 9 | Laws 532 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 10 | Laws 551 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 11 | Laws 552 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | Laws 402 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 13 | Laws 412 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 14 | Laws 342 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | UC | UC | 0 | 0 | 1 | 1 | 1 | 1 |

Delivery methods standards:

FE: Focusing on Experience; P: Participatory; PO: Practice oriented; PB: Problem Based; EOS: Considering objective situations of the country; ITE: Independent thinking encouragement; DRP: Developing reflection power; PS: Problem solving

The delivery methods of 10(71.4%) of the sample syllabi are compatible to the delivery methods standard "focusing on experience". The delivery methods of 2(14.2%) of the sample syllabi lack clarity on this standard. Delivery methods of a syllabus are incompatible to this standard. One other syllabus has no delivery methods included.

Regarding the 'participatory' standard, 13(92.8%) sample syllabi delivery methods are compatible to this standard and some syllabi have no delivery methods. Seven (50%) of sample syllabi delivery methods are compatible to the standard 'practice oriented'. Six or 42.8% of sample syllabi methods fail to be compatible with this standard. The other delivery method standard is 'problem-based'. Eleven (78.5%) sample syllabi delivery methods meet the standard. And the remaining syllabus has no delivery methods. Eight or 57.1% sample syllabi delivery methods are compatible to the standard 'considerate of objective situation' of a country. Five or 35.7% sample syllabi delivery methods are incompatible to the standard. And the remaining one syllabus has no methods.

'Independent thinking encouragement' is among the standards. According to the data in the table, 12(85.7%) of sample syllabi methods are not compatible to this standard. One (7.1%) sample syllabus delivery methods, too, are incompatible to it. And a syllabus has no methods at all. 'Developing reflection power' as standard is met by 13(92.8%) sample syllabi delivery methods. And the remaining one syllabus has no delivery methods. The last standard is 'problem-solving'. Of the delivery methods of the sample syllabi, 12(85.7%) sample syllabi delivery methods are found compatible to it. One sample syllabus methods are found incompatible to the standard. And the other remaining syllabus has no delivery methods.

To see the potential of the sample syllabi to fulfill the standards, the six (42.8%) of the sample syllabi by course codes Laws 591, Laws 582, Laws 452, Laws 552, Laws 402 and Laws 412 stand first fulfilling all the eight standards. The sample syllabi by course codes Law 691, Laws 592 and Laws 551 stand second fulfilling seven out of eight standards. The syllabus (Laws 502) fulfills six of the eight standards. The sample syllabi by course codes Laws 542 and Laws 342 follow third meeting four of the standards. Two other sample syllabi (Laws 542 and Laws 342) fulfill four

standards. A syllabus by course code Laws 532 has no delivery methods it doesn't fulfill any of the standards. So except the syllabus that has no delivery methods, 13(92.8%) of the sample syllabi fulfill half and above half of the standards.

From the discussion made above the reform goals are not equally met and entertained in the sample syllabi. This limitation can be assumed to be emanated from lack of professional knowledge and skills from the syllabi developers.

Instructors Opinion on Problems of Delivery Methods

Of the thirteen academic staff respondents, three are females. While 8(61.5%) of the staff have LLB education status, 30.7% and 7.6% have LLM and LLPh.D. As regards academic rank, there is only one female expatriate staff who has assistant professorship. Lecturers and assistant lecturers altogether constitute 8(61.4%). The graduate assistants constitute the 4(30.7%). The current teaching load for 70% of the respondents is below 12 cr. hrs a week. It is only 3(30%) of the respondents have the maximum load (12 cr. hrs a week). (See appendix -)

Problems in relation to delivery are divided in to six categories. They are problems of competence and knowledge of pedagogy, attitude, problems in relation to syllabus, problems relating to resource and teaching learning environment, guidelines and quality assurance mechanisms. Of these, 100% of the respondents agree that lecturing is dominant. The majority of respondents agree that teachers' limitation in competence and knowledge of pedagogy and absence of quality assurance mechanisms are causes to problems prevailing in the delivery processes. But 60% of them claimed instructors' attitude has nothing to do with the problems identified. These data imply that the instructors have deficiency in knowledge and skills in pedagogy. Hence this necessitates the need for continuous professional development among academic staff.

Table 6 : Instructors Opinion on problems of Delivery Methods Identified in the Reform Document

| No | Problems | Ratings | | | | | | | | | | Total | | | | | | | | | | | |
|----|--|---------|----|----|------|----|------|----|------|----|------|-------|-----|---|----|---|----|-----|-----|--|--|----|-----|
| | | SA | | A | | U | | D | | SD | | No | % | | | | | | | | | | |
| | | No | % | No | % | No | % | No | % | No | % | | | | | | | | | | | | |
| 1. | Competence and knowledge of pedagogy | 4 | 40 | 6 | 60 | | | | | | | 10 | 100 | | | | | | | | | | |
| | 1.1. Dominance of lecturing | | | | | | | | | | | | | | | | | | | | | | |
| | 1.2. Limited knowledge of teaching methodology | 1 | 10 | 6 | 60 | 3 | 30 | | | | | 10 | 100 | | | | | | | | | | |
| | 1.3. Student unfriendly environment | | | 2 | 22.2 | 3 | 33.3 | 2 | 22.2 | 2 | 22.2 | 9 | 100 | | | | | | | | | | |
| | 1.4. Not to determine and notify students' role during delivery | | | 4 | 40 | 5 | 50 | | | 1 | 10 | 10 | 100 | | | | | | | | | | |
| 2. | Attitude | 2 | 20 | 1 | 10 | 1 | 10 | 3 | 30 | 3 | 30 | 10 | 100 | | | | | | | | | | |
| | 2.1. Lack of devotion to the profession from instructors | | | | | | | | | | | | | | | | | | | | | | |
| | 2.2. Students' weak reading culture | | | | | | | | | | | | | | | | | | | | | | |
| | 2.3. Students' weak participation culture in the classroom | | | | | | | | | | | | | | | | | | | | | | |
| 3. | Syllabus | 4 | 40 | 3 | 30 | 1 | 10 | 2 | 20 | | | 10 | 100 | | | | | | | | | | |
| | Absence of course files/ syllabus | | | | | | | | | | | | | | | | | | | | | | |
| 4. | Material resource and teaching-learning environment | 6 | 60 | 4 | 40 | | | | | | | 10 | 100 | | | | | | | | | | |
| | 4.1. Lack of teaching facilities | | | | | | | | | | | | | | | | | | | | | | |
| | 4.2. Lack of infrastructure | | | | | 5 | 50 | 4 | 40 | 1 | 10 | | | | | | 10 | 100 | | | | | |
| | 4.3. Large class size | | | | | 5 | 50 | 3 | 30 | 1 | 10 | | | 1 | 10 | | | 10 | 100 | | | | |
| | 4.4. Excessive teaching load | | | | | 3 | 30 | 2 | 20 | - | - | | | 4 | 40 | 1 | 10 | 10 | 100 | | | | |
| 5. | Guidelines | - | - | 2 | 20 | 3 | 30 | 4 | 40 | 1 | 10 | 10 | 100 | | | | | | | | | | |
| | Absence of lecturers' regulation of conduct | | | | | | | | | | | | | | | | | | | | | | |
| 6. | Quality assurance mechanism | 2 | 20 | 6 | 60 | 1 | 10 | 1 | 10 | | | 10 | 100 | | | | | | | | | | |
| | 6.1. Little/no practice of assessing stakeholders' feedback on the quality | | | | | | | | | | | | | | | | | | | | | | |
| | 6.2. Absence of a center in charge of quality control | | | | | | | | | 3 | 30 | | | 4 | 40 | 2 | 20 | 1 | 10 | | | 10 | 100 |
| | 6.3. Absence of sufficient and uniform staff appraisal mechanisms | | | | | | | | | 3 | 30 | | | 5 | 50 | 1 | 10 | 1 | 10 | | | 10 | 100 |

Key: SA: Strongly agree; A: Agree; U: Undecided; D: Disagree ; SD: Strongly disagree

With regard to the solutions to the prevailing problems on delivery processes, most of the respondents, with varying degree, agree that all the suggested solutions are important. Especially, qualification of academic staff, establishing staff development schemes and engaging students in extra-curricular and co-curricular activities have the consent of all the respondents that they could be solutions to the problems identified. This has also an implication that staff development schemes professionally on active learning methods are vital. As staff members professionally and academically develop they would be in a position to involve their students in the learning activity to solve problems to practice what they learn in theory and change experiences and consider objective situation the teaching and learning process.

Table 7: Solutions suggested for problems of delivery by respondents

| No | Problem | Ratings of the respondents | | | | | | | | | | | |
|-----|---|----------------------------|----|----|----|----|----|----|----|----|----|-------|-----|
| | | SA | | A | | U | | D | | SD | | Total | |
| | | No | % | No | % | No | % | No | % | No | % | No | % |
| 1. | Qualification | | | | | | | | | | | | |
| 1.1 | Appropriate staff qualification, research and scholarly experience | 5 | 50 | 5 | 50 | - | - | - | - | - | - | 10 | 100 |
| 2 | Size of academic staff | | | | | | | | | | | | |
| 2.1 | Having sufficient number full-time academic staff | 2 | 20 | 6 | 50 | 2 | 20 | | | | | 10 | 100 |
| 3 | Instructional role | | | | | | | | | | | | |
| 3.1 | Having the full-time academic staff to assume the major part of teaching | 2 | 20 | 7 | 70 | 1 | 10 | | | | | 10 | 100 |
| 3.2 | Limiting teaching load to 12 cr. hrs a week | 5 | 50 | 4 | 40 | 1 | 10 | | | | | 10 | 100 |
| 3.3 | Involving academic staff with experience in legal practice | 7 | 70 | 2 | 20 | 1 | 10 | | | | | 10 | 100 |
| 4 | Function of law schools | | | | | | | | | | | | |
| 4.1 | Establishing policies to teaching, research and community service delivery | 7 | 70 | 2 | 20 | 1 | 10 | | | | | 10 | 100 |
| 5 | Professional environment and staff development | | | | | | | | | | | | |
| 5.1 | Maintaining conducive environment to attract and retain competent academic staff | 7 | 70 | 2 | 20 | 1 | 10 | | | | | 10 | 100 |
| 5.2 | Establishing staff development schemes | 6 | 60 | 4 | 40 | | | | | | | 10 | 100 |
| 5.3 | Encouraging independent thinking, reflection on current views and problem solving | 8 | 80 | 2 | 20 | | | | | | | 10 | 100 |
| 6 | Methodology | | | | | | | | | | | | |
| 6.1 | Making the teaching methods focusing on experience, be participatory, practice-oriented and problem-based | 6 | 60 | 3 | 30 | 1 | 10 | | | | | 10 | 100 |
| 6.2 | Taking objective situations of the country into the consideration | 3 | 30 | 3 | 30 | 2 | 20 | 1 | 10 | 1 | 10 | 10 | 100 |
| 7 | Co-curricular and extra curricular activities | | | | | | | | | | | | |
| 7.1 | Engaging students in co-curricular and extra-curricular activities | 5 | 50 | 5 | 50 | | | | | | | 10 | 100 |

Assessment modes available in sample syllabi

The modes of assessment in the Reform Document are test, oral exam, written exam and presentation. They are limited in variety to measure students' learning. And they seem to be more of formal assessment modes. More informal modes of assessment should have been there. Informal modes of

assessment, in most cases, are preferable and advocated, because there are learning outcomes that need to be measured by informal assessment modes. The formal assessment modes are specifically important to measure knowledge. Desalegn (2004: 37) pointed out that there are seven categories of activities that teachers use to find out what learners know and can do. This implies that the use of variety of methods to measure knowledge, skills and attitudes is a necessity.

Table 8: Assessment modes available in sample syllabi

| No | Assessment modes | Sample syllabi course coders | | | | | | | | | | | | | | Total | |
|----|-----------------------------|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------|------|
| | | Laws 5132 | Laws 691 | Laws 591 | Laws 502 | Laws 592 | Laws 582 | Laws 542 | Laws 452 | Laws 532 | Laws 551 | Laws 552 | Laws 402 | Laws 412 | Laws 342 | No | % |
| 1 | Quiz | | | | ✓ | | | | | | | | ✓ | | | 2 | 14.2 |
| 2 | Test | | | | ✓ | | | | | | | | | ✓ | ✓ | 3 | 21.4 |
| 3 | Mid exam | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | 9 | 64.2 |
| 4 | Written final exam | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | 12 | 85.7 |
| 5 | Presentation | ✓ | | | | ✓ | ✓ | | | | | | | | ✓ | 4 | 28.5 |
| 6 | Project work | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | 12 | 85.7 |
| 7 | Attendance | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | | | | | 10 | 71.4 |
| 8 | Participation in class | | | | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | 4 | 28.5 |
| 9 | Seminar | | | | | | | | | | | | | | | - | - |
| 10 | Class work | | | | ✓ | | | | | | | | ✓ | | | 1 | 7 |
| 11 | Port folio | | | | | | | | | | | | | | | - | - |
| 12 | Playing of lawyers' role | | | | | | | | | | | | | | | - | - |
| 13 | Debate | | | | | | | | | | | | | | | - | - |

The standards of assessment are activities to be carried out by schools (see appendix). They range from designing assessment mechanisms to evaluating assessment modes' impact on the delivery of courses. As standards, they are expected to show assessment tasks to be carried out in the classroom by both an instructor and his students.

The assessment modes available, in the Table 5, are quiz, test, mid-exam, final exam, presentation, project work, attendance, participation and class work. Final exams and project work are found in 12(85.7%) of the sample syllabi; attendance in 10(71.4%) and mid-exam in 9(64.2%) and class work in 1(7%) of the sample syllabi. When we see assessment modes across syllabus, laws 502 consists of eight assessment modes. Laws 342, laws 402, Laws 452, laws 542 and Laws 582 equally consist of five assessment modes. Laws 5132, Laws 691, Laws 591, laws 592 and Laws 551 have equally four assessment modes. The assessment modes (quiz, test, mid and final exams), which fall under the category of formal assessment, are ones that are to be used in some situations. Assessment modes like debating, role-playing, portfolio and seminar, which fall under the category of informal assessment, advocated by scholars in most law school classes are unrecognized. The employment of many formal and informal assessment modes enable to evaluate students behavioral changes multidimensionally. This is because a course may have different units and subunits with specific objectives which all together lead to general objective of a course. As there may be many specific objectives to achieve there might be the need to use different assessment modes to measure student behavioral change in all respects.

As regards assessment problems those under competence, 90, 90, 77.7, 70, 50, 50, 66.6 and 60% of the respondents in order claim that they are problems. Those related to guidelines and procedures are believed to be real problems by 70% of the respondents. Those under transparency are

Table 9. Problems of assessment rated by the instructors

| No | Problem | Ratings of the respondents | | | | | | | | | | | | |
|-----------|--|----------------------------|---|------|----|------|----|------|----|----|----|------|----|-------|
| | | SA | | | | A | | U | | D | | SD | | Total |
| | | No | % | % | No | % | No | % | No | % | No | % | No | % |
| 1 | Competence | | | | | | | | | | | | | |
| | 1.1. More dependence on traditional methods | 1 | | 10 | 8 | 80 | 1 | 10 | | | - | - | 10 | 100 |
| | 1.2. Absence of guidelines | 3 | | 30 | 6 | 60 | 1 | 10 | | | | | 10 | 100 |
| | 1.3. Absence of training | 3 | | 33.3 | 4 | 44.4 | 2 | 22.2 | | | | | 9 | 100 |
| | 1.4. large class size | 5 | | 50 | 2 | 20 | 2 | 20 | 1 | 10 | | | 10 | 100 |
| | 1.5. Excessive work load | 3 | | 30 | 2 | 20 | 5 | 50 | | | | | 10 | 100 |
| | 1.6. Absence of external examiner | 2 | | 20 | 3 | 30 | 2 | 20 | 3 | 30 | | | 10 | 100 |
| | 1.7. Inadequate use of continuous assessment | 3 | | 33.3 | 3 | 33.3 | 2 | 22.2 | | | 1 | 11.1 | 9 | 100 |
| | 1.8. Absence of exist exam | 5 | | 50 | 1 | 10 | 2 | 20 | 2 | 20 | | | 10 | 100 |
| 2. | Guidelines and procedures | | | | | | | | | | | | | |
| | 2.1. Absence of standard guidance for equal students' participation, grading and marking | 5 | | 50 | 2 | 20 | 2 | 20 | 1 | 10 | | | 10 | 100 |
| 3. | Transparency | | | | | | | | | | | | | |
| | 3.1 Lack of transparency in the process and methods used | 3 | | 30 | 4 | 40 | 3 | 30 | | | | | 10 | 100 |
| 4. | Misconception | | | | | | | | | | | | | |
| | 4.1. The use of assessment for grading purpose only | 3 | | 30 | 4 | 40 | 3 | 30 | | | | | 10 | 100 |

Also labeled to be problems by 70% of respondents. And that of misconception is rated by 70% of respondents as problem. This implies that there is a need for continuous professional development programs that acquaint the academic staff on active teaching and learning methods, preparation of guide line that govern the assessment process and establish transparency. These conditions can overcome the problems prevailing.

Regarding suggestion made on assessment problems by instructors seventy, ninety, eighty, sixty six point six, seventy and all of the respondents

respectively claim that the solutions suggested to problems in relation to assessment are appropriate (See Table 9). The responses don't seem extraordinary. The solutions suggested are taken from identified problems, national policy documents and international experiences. Therefore, it is likely that the responses are agreement.

Table 10: Suggestion made by Instructors to assessment problems

| No | Problem | Ratings of the respondents | | | | | | | | | | | |
|----|--|----------------------------|------|----|------|----|------|----|------|----|----|-------|-----|
| | | SA | | A | | U | | D | | SD | | Total | |
| | | No | % | No | % | No | % | No | % | No | % | No | % |
| 1 | Issuance of assessment regulation and procedures | 3 | 30 | 4 | 40 | 3 | 30 | | | - | - | 10 | 100 |
| 2 | Adopting transparent and reliable principles, procedures and processes of assessment | 3 | 30 | 6 | 60 | 1 | 10 | | | | | 10 | 100 |
| 3 | Setting criteria for marking and grading of assessment | 3 | 30 | 5 | 50 | | | | | 2 | 20 | 10 | 100 |
| 4 | Blending both formative and summative assessment methods | 2 | 22.2 | 4 | 44.4 | 2 | 22.2 | 1 | 11.1 | | | 9 | 100 |
| 5 | Incorporating continuous assessment | 5 | 50 | 2 | 20 | 2 | 20 | 1 | 10 | | | 10 | 100 |
| 6 | Placing transparent mechanisms for handling student complaints | 5 | 50 | 5 | 50 | | | | | | | 10 | 100 |

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The study was aimed to analyze the delivery methods and assessment modes both in reform document and the sample syllabi. The analysis was for appropriateness in engaging students in the learning process actively and measuring students' behavioral changes (knowledge, skills and attitudes) as the result of instruction respectively. Besides, the compatibility of delivery methods and assessment modes in the document with that of the sample syllabi and factors causing the incompatibility between delivery methods and assessment modes in the document with that of the sample syllabi was part of the analysis. To this effect, qualitative (text analysis) and quantitative research methods applied.

Regarding delivery methods

Regarding Availability of Delivery methods in the sample syllabi

The delivery methods available in the sample include lecturing, trial advocacy/mock trial, simulation, role-playing, problem-solving, Socratic dialogue, case study, presentation, independent activity and discussion which are pertinent to legal education deliveries and the legal education goals. The majority of delivery methods suggested in the syllabi is Buzz group discussion found in 8(57.1%) of the sample syllabi; simulation, presentation and independent activity are suggested in 6 (42.8%) syllabi. Dialogue, jurisprudential inquiry, pair work, video-tape presentation and inquiry learning are non-existent.

Regarding the number of methods suggested in each syllabus is: a) Laws 552 (electoral laws) stands first consisting of eight methods. b) Laws 582 (Islamic Law), Laws 691 (water law) follow second incorporating six methods c), Laws 592, Laws 551 and Laws 402 consists of four methods each. d) Laws 342 consists of two methods, e) Laws 412 consists of only one f) Laws 532 (Laws of Bankruptcy) has no delivery methods

Among the fourteen sample syllabi, 8(57.1%) have delivery method with out descriptions. Five (35.7%) of the sample syllabi have delivery methods which have descriptions. Whereas one sample syllabus has no delivery methods. Media Law (Laws 5132), Laws of Non-Profit Associations (Laws 91), Alternative Dispute Resolutions (Laws 502), Judgment Writing (Laws 592), Criminology (Laws 542), Laws of Agency (Laws 532), Electoral Law (Laws 552) and Employment and Labour (Laws 342). Sample syllabi are syllabi with delivery methods which have no description. Law of Bankruptcy (Laws 532) has no delivery methods. The rest five (35.7%) of the sample syllabi have delivery methods which have descriptions. The majority of the sample syllabi have delivery methods with no descriptions.

The finding regarding Indicativeness of Syllabus Objectives in Selecting Delivery methods indicates that 8(57.1%) of the sample syllabi objectives are identified to be non-indicative. The 6(42.8%) sample syllabi objectives are indicative of delivery methods to be used. And 1(7.1%) of the sample syllabi has no delivery methods.

As regards compatibility of delivery methods of the syllabi with delivery methods' standards in the Document, the standards are focusing on experience, participatory, practice-oriented, problem-based, considerate of objective situations of a country, independent thinking encouragement developing reflection power and problem-solving.



The delivery methods of 10(71.4%) of the sample syllabi are compatible to the delivery methods standard “focusing on experience’. The delivery methods of 2(14.2%) of the sample syllabi lack clarity on this standard. Delivery methods of a syllabus are incompatible to this standard. One other syllabus has no delivery methods included.

Regarding the ‘participatory’ standard, 13(92.8%) sample syllabi delivery methods are compatible. Some syllabi have no delivery methods. Seven (50%) of sample syllabi delivery methods are compatible to the standard ‘practice oriented’. Six or 42.8% of sample syllabi methods fail to be compatible with this standard. A syllabus has no delivery methods. The other delivery method standard is ‘problem-based’. Eleven or 78.5% sample syllabi delivery methods meet the standard. The remaining syllabi have no delivery methods. Eight or 57.1% sample syllabi delivery methods are compatible to the standard ‘considerate of objective situation’ of a country. Five or 35.7% sample syllabi delivery methods are incompatible to the standard. And the remaining one syllabus has no methods.

‘Independent thinking encouragement’ is among the standards. According to the data in the table, 12(85.7%) of sample syllabi methods are not compatible to this standard. One (7.1%) sample syllabus delivery methods, too, are incompatible to it. And a syllabus has no methods at all. ‘Developing reflection power’ as standard is met by 13(92.8%) sample syllabi delivery methods. And the remaining one syllabus has no delivery methods. The last standard is ‘problem-solving’. Of the delivery methods of the sample syllabi, 12(85.7%) sample syllabi delivery methods are found compatible to it. One sample syllabus methods are found incompatible to the standard. And the other remaining syllabus has no delivery methods.

To see the potential of the sample syllabi to fulfill the standards, the six (42.8%) of the sample syllabi by course codes Laws 591, Laws 582, Laws

452, Laws 552, Laws 402 and Laws 412 stand first fulfilling all the eight standards. The sample syllabi by course codes Law 691, Laws 592 and Laws 551 stand second fulfilling seven out of eight standards. The syllabus (Laws 502) fulfills six of the eight standards. The sample syllabi by course codes Laws 542 and Laws 342 follow third meeting four of the standards. Two other sample syllabi (Laws 542 and Laws 342) fulfill four standards. A syllabus by course code Laws 532 has no delivery methods it doesn't fulfill any of the standards. So except the syllabus that has no delivery methods, 13(92.8%) of the sample syllabi fulfill half and above half of the standards.

From the discussion made above the reform goals are not equally met and entertained in the sample syllabi. This limitation can be assumed to be emanated from lack of professional knowledge and skills from the syllabi developers.

Regarding Problems of delivery 100% of the respondents agree that lecturing is dominant. The majority of respondents agree that teachers' limitation in competence and knowledge of pedagogy and absence of quality assurance mechanisms are causes to problems prevailing in the delivery processes. But 60% of them claimed instructors' attitude has nothing to do with the problems identified. These data imply that the instructors have deficiency in knowledge and skills in pedagogy. Hence this necessitates the need for continuous professional development among academic staff.

With regard to the solutions to the prevailing problems on delivery processes, most of the respondents, with varying degree, agree that all the suggested solutions are important. Especially, qualification of academic staff, establishing staff development schemes and engaging students in extra-curricular and co-curricular activities have the consent of all the respondents that they could be solutions to the problems identified.

The assessment modes available, in the table, are quiz, test, mid-exam, final exam, presentation, project work, attendance, participation and class work. Final exams and project work are found in 12(85.7%) of the sample syllabi; attendance in 10(71.4%) and mid-exam in 9(64.2%) and class work in 1(7%) of the sample syllabi. When we see assessment modes across syllabus, laws 502 consists of eight assessment modes. Laws 342, laws 402, Laws 452, laws 542 and Laws 582 equally consist of five assessment modes. Laws 5132, Laws 691, Laws 591, laws 592 and Laws 551 have equally four assessment modes. The assessment modes (quiz, test, mid and final exams), which fall under the category of formal assessment, are ones that are to be used in some situations. Assessment modes like debating, role-playing, port-folio and seminar, which fall under the category of informal assessment, advocated by scholars in most law school classes are unrecognized. Therefore it is difficult to say appropriate assessment modes are going to be employed to measure students learning.

As regards assessment problems those under competence, 90, 90, 77.7, 70, 50, 50, 66.6 and 60% of the respondents in order claim that they are problems. Those related to guidelines and procedures are believed to be real problems by 70% of the respondents. Those under transparency are also labeled to be problems by 70% of respondents. And that of misconception is rated by 70% of respondents as problem.

The standards in the table are activities to be carried out by schools. They range from designing assessment mechanisms to evaluating assessment modes' impact on the delivery of courses. As standards, they are expected to show assessment tasks to be carried out in the classroom by both an instructor and his students.

5.2. Conclusions

Based on the findings, the following conclusions are made. In relation to delivery methods in the Document and the syllabi:

- The standards of delivery methods and processes, the guidelines (conditions) to fulfill the standards in the Document are sound;
- The delivery methods in the syllabi are appropriate, even though there important methods missed and not given emphasis.
- There is compatibility between the reform document and the syllabi as regards delivery methods.
- The assessment standards in the Document are not detailed that they do not show assessment tasks to be carried out
- There is compatibility between the reform document with the syllabi as regards delivery methods but not assessment as there are elements to improve both in the document and the syllabi.

5.3. Recommendations

Based on the conclusions made the following suggestions are recommended:

In relation to delivery methods:

- a) It would be advisable if there would be a revision of delivery methods in the syllabi so that the missing but important delivery methods: drama, debate, dialogue, jurisprudential inquiry, video- tape presentation etc, be included; and those most important ones that haven't been given emphasis: mock trial, role-playing simulation, etc be given more emphasis where necessary;

In relation to assessment, it would be advisable if:

- b) Assessment standards in the Document be revised in such a way that they show assessment tasks to be carried out,

- c) Assessment modes in the Document be revised so that more variety and informal modes of assessment such as observation role-playing, portfolio, seminar, dialogue, debate, drama etc, be included;
- d) Those professionals who are likely to involve in the revision process take short-term professional development trainings/courses (e.g., HDP) ahead of revision, and
- e) Workshops, panel discussions and seminars be given to make the necessary awareness tasks among professionals both who have and who will have a stake in the Reform in general and the revision process in particular respectively.

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Appendix - A

Standards of Assessment

| No | List of standards |
|----|--|
| | 1. Law Schools shall: |
| 1 | Design assessment mechanisms that fairly, validly and reliably evaluate the level of knowledge, skills and attitudes of students |
| 2 | Adopt transparent and reliable principles, procedures and processes of assessment |
| 3 | Adopt assessment regulations, publish and implement clear criteria for the marking and grading of assessments |
| 4 | Putting in place transparent mechanisms for the resolution of student complaints |
| 5 | Ensure appropriate feedback is provided to assessed works by students |
| 6 | Enable students to have access to assessed works |
| 7 | Design assessment mechanisms for studies based on independent and supervised research self-study |
| 8 | Incorporate continuous assessment strategies |
| 9 | Ensure assessment methodologies blend both the formative and summative assessment methods |
| 10 | Assess and evaluate assessment methods' impact on the delivery of courses and the achievement of curricular objectives |

Appendix – B

Addis Ababa University School of Graduate Studies Department of CTPDS

Questionnaire to be Filled by Lecturers

The questionnaire is designed to collect data on the newly issued legal education reform document for higher institutions with particular emphasis to delivery methods and assessment techniques. The purpose is purely academic. And the suggestions and recommendations you convey will be held confidential.

Hoping that you appreciate my endeavor and understanding that your views and opinions on each item are invaluable for the outcome of the research so as to enrich the material, I cordially request you to respond to all the items genuinely.

Thank you in advance

General Direction: Following are 25 items on delivery methods and assessment techniques. So, answer them by inserting a tick mark (✓) in the space provided; encircling the letter of your choice, or writing your brief responses as required.

Part One: Bio-Data

1. Sex: Male Female
2. Nationality:

3. Education status:

LLB

LLM

LL Ph.D

If any other _____

4. Academic rank

Prof:

Lecturer:

Associate Prof:

Assistant lecturer:

Assistant Prof:

Graduate assistant:

5. Levels in which you are offering courses

1st year:

3rd year:

2nd year:

4th year:

If combination of areas, specify, _____

6. Years of experience in teaching law _____

7. Your current teaching load _____

Part II: Main Body of the Instrument

Knowledge on the Document

1. Do you know about the Reform initiated in the curriculum of legal education for higher institution recently?

A. Yes

B. No

2. Have you read the Reform Document issued in 2006?

A. Yes

B. No

3. Have You taken training on the Reform Document?

A. Yes

B. No

On Delivery Methods

4. To what extent, do you think, the following list of problems following have affected the delivery processes of legal education in our higher

N.B: 5= strongly agree

2= disagree

4= agree

1= strongly disagree

3= undecided

| List of problems | Degree of their influence rated | | | | |
|---|---------------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Competence and knowledge of pedagogy | | | | | |
| • Dominance of lecturing | | | | | |
| • Limited knowledge of teaching methodology | | | | | |
| • Student- unfriendly environment | | | | | |
| • Not to determine and notify students' role during delivery | | | | | |
| Attitude | | | | | |
| • Lack of devotion to the profession from lecturers | | | | | |
| • Students' weak reading culture | | | | | |
| • Students' weak participation culture in the class | | | | | |
| Syllabus | | | | | |
| • Absence of course files/syllabus | | | | | |
| Material resource and teaching-learning environment | | | | | |
| • Lack of teaching facilities | | | | | |
| • Lack of infrastructure | | | | | |
| • Large class size | | | | | |
| • Excessive teaching load | | | | | |
| Guidelines | | | | | |
| • Absence of lecturers' regulation of conduct | | | | | |
| Quality assurance mechanism | | | | | |
| • Little/no practice of assessing stakeholders' feedback on the quality | | | | | |
| • Absence of a center in charge of quality control | | | | | |
| • Absence of sufficient and uniform staff appraisal mechanism | | | | | |

5. To what extent the following proposed list of solutions can help to minimize the problems mentioned above?

| List of solutions suggested | Degree of their influence rated | | | | |
|---|---------------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Qualification | | | | | |
| <ul style="list-style-type: none"> • Appropriate staff qualification, research and scholarly experience | | | | | |
| Size of academic staff | | | | | |
| <ul style="list-style-type: none"> • Having sufficient number full-time academic staff | | | | | |
| Instructional role | | | | | |
| <ul style="list-style-type: none"> • Having the full-time academic staff to assume the major part teaching in the law schools | | | | | |
| <ul style="list-style-type: none"> • Limiting teaching load to 12 cr hrs a week | | | | | |
| <ul style="list-style-type: none"> • Involving academic staff with experience in legal practice | | | | | |
| Function of law school | | | | | |
| <ul style="list-style-type: none"> • Establishing polices to teaching, research and community service | | | | | |
| Professional environment and staff development | | | | | |
| <ul style="list-style-type: none"> • Maintaining conducive environment to attract and retain competent academic staff | | | | | |
| <ul style="list-style-type: none"> • Establishing staff development schemes | | | | | |
| Methodology | | | | | |
| <ul style="list-style-type: none"> • Making the teaching methods focusing on experience, participatory, practice- oriented and problem-based | | | | | |
| <ul style="list-style-type: none"> • Taking objective situation of the country into consideration | | | | | |
| <ul style="list-style-type: none"> • Encouraging independent thinking, reflection on current views and problem solving | | | | | |
| Co-curricular and extra curricular activities | | | | | |
| <ul style="list-style-type: none"> • Engaging student in co-curricular activities | | | | | |

On assessment

6. To what extent, do you think, the list of problems following have affected the modes of assessment of legal education in our higher institutions?

| List of problems | Degree of their influence rated | | | | |
|--|---------------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Competence | | | | | |
| • More dependence on traditional methods | | | | | |
| • Absence of guidelines | | | | | |
| • Absence of training | | | | | |
| • Large class size | | | | | |
| • Excessive work load | | | | | |
| • Absence of external examiner | | | | | |
| • Inadequate use of continuous assessment | | | | | |
| • Absence of exit exam | | | | | |
| Guidelines and procedures | | | | | |
| • Absence of standard guidance for equal students participation, grading and marking | | | | | |
| Transparency | | | | | |
| • Lack of transparency in the process and methods used | | | | | |
| Misconception | | | | | |
| • The use of assessment for grading purpose only | | | | | |

7. To what extent the list of proposed solutions following help reduce the problems in relation to assessment ahead?

| List of proposed solutions | Degree of their influence rated | | | | |
|--|---------------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| • Issuance of assessment regulation and procedures | | | | | |
| • Adopting transparent and reliable principles, procedures and process of assessment | | | | | |
| • Setting criteria for marking and grading of assessments | | | | | |
| • Blending both formative and summative assessment methods | | | | | |
| • Incorporate continuous assessment | | | | | |
| • Placing transparent mechanisms for handling student complaints | | | | | |

8. In the whole, what problems do you observe and what solution do you suggest in relation to delivery methods and modes of assessment?

Problems: _____

Delivery methods: _____

Solutions _____

Problems _____

Assessment techniques: _____

Solution _____

Appendix - C

Background information of respondents

| Characteristics | Category | No | % | Remark |
|----------------------------|--------------------|----|------|--|
| Sex | Male | 10 | 76.9 | |
| | Female | 3 | 23.1 | |
| Education status | LLB | 8 | 61.5 | |
| | LLM | 4 | 30.7 | |
| | LL PhD | 1 | 7.6 | Expatriate staff |
| Academic rank | Assistant Prof. | 1 | 7.6 | Expatriate staff |
| | Lecturer | 4 | 30.7 | |
| | Assistant lecturer | 4 | 30.7 | |
| | Graduate assistant | 4 | 30.7 | |
| Experience in teaching law | Less than a year | 2 | 18.1 | N.B. Two respondents didn't give any response |
| | 1-3 years | 5 | 45.4 | |
| | 4-6 years | 4 | 36.3 | |
| Current teaching load | 6 credit hours | 2 | 20 | N.B three didn't give response |
| | 8 credit hours | 1 | 10 | |
| | 9 credit hours | 4 | 40 | |
| | 12 credit hours | 3 | 30 | |

Appendix - D

Summary table of internal consistency of questionnaire item computation

| Respondents | O | E | O ² | E ² | OE |
|-------------|----|----|----------------|----------------|------|
| 1 | 35 | 32 | 1225 | 1024 | 1120 |
| 2 | 37 | 38 | 1369 | 1444 | 1406 |
| 3 | 29 | 34 | 841 | 1156 | 986 |
| 4 | 32 | 38 | 1024 | 1444 | 1216 |
| 5 | 35 | 37 | 1225 | 1369 | 1295 |
| 6 | 34 | 39 | 1156 | 1521 | 1326 |
| 7 | 40 | 40 | 1600 | 1600 | 1600 |

$\Sigma O = 242$ $\Sigma E = 256$ $\Sigma O^2 = 8440$ $\Sigma E^2 = 9558$ $\Sigma OE = 8949$

$$r_{oe} = \frac{N\Sigma OE - \Sigma O \Sigma E}{\sqrt{[N\Sigma O^2 - (\Sigma O)^2] [N\Sigma E^2 - (\Sigma E)^2]}}$$

$$= \frac{7(8949) - (242)(256)}{\sqrt{[(7(8440) - (242)^2)] [(7(9558) - (256)^2)]}}$$

$$= \frac{62643 - 61952}{\sqrt{(59080 - 58564) (66906 - 65536)}}$$

$$= \frac{691}{\sqrt{(516) (1370)}} = \frac{691}{840.8} = 0.82$$

$$r_{xx'} = \frac{2r_{OE}}{1+r_{OE}}$$

$$= \frac{2(0.82)}{1+0.82}$$

$$= \underline{0.90}$$

Appendix – E

Inter-coder reliability agreement coefficient of table 6.

$$\begin{aligned}\text{Scott's Pi } (\alpha) &= 1 - \frac{(2r-1) nm}{n_0 n_1} \\ &= 1 - \frac{(2 \cdot 14 - 1) 0}{59.58} \\ &= 1 - \frac{(27) 0}{3422} \\ &= 1 - 0 \\ &= \underline{\underline{1(100\%)}}\end{aligned}$$

Inter-coder reliability agreement coefficient of table 7

$$\begin{aligned}\text{Scott's Pi } (\alpha) &= 1 - \frac{(2r-1) nm}{n_0 n_1} \\ &= 1 - \frac{(2 \cdot 14 - 1) 0}{58.59} \\ &= 1 - \frac{(27) 0}{3481} \\ &= \underline{\underline{1(100\%)}}\end{aligned}$$

Inter-coder reliability agreement coefficient of table 8

$$\begin{aligned}\text{Scott's Pi } (\alpha) &= 1 - \frac{(2r-1) nm}{n_0 n_1} \\ &= 1 - \frac{(2 \cdot 14 - 1) 0}{99.97} \\ &= 1 - \frac{0}{9603} \\ &= \underline{\underline{1(100\%)}}\end{aligned}$$

Inter-coder reliability agreement coefficient to table 9

$$\begin{aligned}\text{Scott's Pi } (\alpha) &= 1 - \frac{(2r-1) nm}{n_0 n_1} \\ &= 1 - \frac{(2 \cdot 14 - 1) 0}{14 \cdot 14} \\ &= 1 - \frac{(27) 0}{14 \cdot 14} \\ &= 1 - \frac{(27) 0}{196} \\ &= \underline{1(100\%)}\end{aligned}$$

Inter-coder reliability agreement coefficient of table 10

$$\begin{aligned}\text{Scott's Pi } (\alpha) &= 1 - \frac{(2r-1) nm}{n_0 n_1} \\ &= 1 - \frac{(2 \cdot 14 - 1) 0}{21 \cdot 5} \\ &= 1 - \frac{(27) 0}{105} \\ &= \underline{1(100\%)}\end{aligned}$$

Inter-coder reliability agreement coefficient of table 11

$$\begin{aligned}\text{Scott's Pi } (\alpha) &= 1 - \frac{(2r-1) nm}{n_0 n_1} \\ &= 1 - \frac{(2 \cdot 14 - 1) 0}{31 \cdot 5} \\ &= 1 - \frac{(27) 0}{155} \\ &= \underline{1(100\%)}\end{aligned}$$

Inter-coder reliability agreement coefficient of table 12

$$\text{Scott's Pi } (\alpha) = 1 - \frac{(2r-1) nm}{n_0 n_1}$$

$$= 1 - \frac{(2.14-1)0}{18.8}$$

$$= 1 - \frac{(27) 0}{144}$$

$$= 1 - \frac{0}{144}$$

$$= \underline{1(100\%)}$$

Inter-coder reliability agreement coefficient of table 12

$$\text{Scott's Pi } (\alpha) = 1 - \frac{(2r-1) nm}{n_0 n_1}$$

$$= 1 - \frac{(2.14-1)0}{17.9}$$

$$= 1 - \frac{(27) 0}{153}$$

$$= 1 - \frac{0}{153}$$

$$= \underline{1(100\%)}$$

Appendix – F

Interview schedule designed to the Institute of Justice and Legal Research,
Head; Ministry of Capacity Building

1. According to your schedule in the Legal Education Reform Document (2006):
 - a) Is the preparation of delivery and assessment guidelines realized? When? Who were the individuals in charge?
 - b) Is the discussion supposed to take place with the teaching staff and student representatives came to reality?
 - c) Is the draft regulation manual issued? Who were in charge of preparation?
 - d) Have you organized quality assessment workshop? Whom did you participate?
 - e) Was the training on syllabus preparation given? Who were the participants and the professionals delivered the trainings?
2. If there are tasks not carried out as scheduled, what were the problems encountered?

Appendix – G: Coding sheets

Types of Delivery methods suggested in the sample syllabi

| No | Sample syllabi course codes | L | TA/MT | S | RP | PS | SD | P | IA | BD | CS | DG | D | PRW | Total |
|----|--|----|-------|---|----|----|----|---|----|----|----|----|---|-----|-------|
| 1 | Laws 5132 /Media law | | | | | | | | | | | | | | |
| 2 | Laws 691/water law | | | | | | | | | | | | | | |
| 3 | Laws 591/non-profit associations law | | | | | | | | | | | | | | |
| 4 | Laws 502 / alternative dispute resolutions | | | | | | | | | | | | | | |
| 5 | Laws 592/ judgment writing | | | | | | | | | | | | | | |
| 6 | Laws 582/ Islamic law | | | | | | | | | | | | | | |
| 7 | Laws 542/ criminology | | | | | | | | | | | | | | |
| 8 | Laws 452/ conflict of laws | | | | | | | | | | | | | | |
| 9 | Laws 532/ law of bankrupt | | | | | | | | | | | | | | |
| 10 | Laws 551/laws of agency | | | | | | | | | | | | | | |
| 11 | Laws 552/Electoral law | | | | | | | | | | | | | | |
| 12 | Laws 402/ Evidence law | | | | | | | | | | | | | | |
| 13 | Laws 412/ environmental law | | | | | | | | | | | | | | |
| 14 | Laws 342/ employment and labour law | | | | | | | | | | | | | | |
| | Total | No | | | | | | | | | | | | | |
| | | % | | | | | | | | | | | | | |



**Delivery methods suggested in the sample syllabi either
across units or courses**

| No | Sample syllabi course codes | Across unit | Across course | Remark |
|----|--|-------------|---------------|--------|
| 1 | Laws 5132 /Media Law | | | |
| 2 | Laws 691/Water Law | | | |
| 3 | Laws 591/Non-Profit Associations Law | | | |
| 4 | Laws 502 / Alternative Dispute Resolutions | | | |
| 5 | Laws 592/ Judgment Writing | | | |
| 6 | Laws 582/ Islamic Law | | | |
| 7 | Laws 542/ Criminology | | | |
| 8 | Laws 452/ Conflict of Laws | | | |
| 9 | Laws 532/ Law of Bankruptcy | | | |
| 10 | Laws 551/Laws of Agency | | | |
| 11 | Laws 552/Electoral Law | | | |
| 12 | Laws 402/ Evidence Law | | | |
| 13 | Laws 412/ Environmental Law | | | |
| 14 | Laws 342/ Employment and Labour Law | | | |
| | Total | No | | |
| | | % | | |

Availability of Description of delivery methods in the sample syllabi

| No | Sample syllabi course codes | Delivery methods with description | Delivery methods with out description | Remark |
|----|--|-----------------------------------|---------------------------------------|--------|
| 1 | Laws 5132 /Media Law | | | |
| 2 | Laws 691/Water Law | | | |
| 3 | Laws 591/Non-Profit Associations Law | | | |
| 4 | Laws 502 / Alternative Dispute Resolutions | | | |
| 5 | Laws 592/ Judgment Writing | | | |
| 6 | Laws 582/ Islamic Law | | | |
| 7 | Laws 542/ Criminology | | | |
| 8 | Laws 452/ Conflict of Laws | | | |
| 9 | Laws 532/ Law of Bankruptcy | | | |
| 10 | Laws 551/Laws of Agency | | | |
| 11 | Laws 552/Electoral Law | | | |
| 12 | Laws 402/ Evidence Law | | | |
| 13 | Laws 412/ Environmental Law | | | |
| 14 | Laws 342/ Employment and Labour Law | | | |
| | Total | No | | |
| | | % | | |



Indicativeness of Syllabus Objectives in Selecting Delivery methods

| No | Syllabi course code | Indicative | Non- indicative | Remark |
|----|--|------------|--------------------|--------|
| 1 | Laws 5132 /Media Law | | | |
| 2 | Laws 691/Water Law | | | |
| 3 | Laws 591/Non-Profit Associations Law | | | |
| 4 | Laws 502 / Alternative Dispute Resolutions | | | |
| 5 | Laws 592/ Judgment Writing | | | |
| 6 | Laws 582/ Islamic Law | | | |
| 7 | Laws 542/ Criminology | | | |
| 8 | Laws 452/ Conflict of Laws | | | |
| 9 | Laws 532/ Law of Bankruptcy | | | |
| 10 | Laws 551/Laws of Agency | | | |
| 11 | Laws 552/Electoral Law | | | |
| 12 | Laws 402/ Evidence Law | | | |
| 13 | Laws 412/ Environmental Law | | | |
| 14 | Laws 342/ Employment and Labour Law | | | |
| | Total | No | | |
| | | % | | |

Compatibility of Delivery Methods suggested in the sample syllabi with the Standards in the Document

| No | Delivery methods in sample syllabi | Reform goals suggested in the Document | | | | | | | | | | | | | | | |
|----|------------------------------------|--|--|---|--|----|--|----|--|-----|--|-----|--|-----|--|----|--|
| | | FE | | P | | PO | | PB | | EOS | | ITE | | DRP | | PS | |
| 1 | Laws 5132 | | | | | | | | | | | | | | | | |
| 2 | Laws 691 | | | | | | | | | | | | | | | | |
| 3 | Laws 591 | | | | | | | | | | | | | | | | |
| 4 | Laws 502 | | | | | | | | | | | | | | | | |
| 5 | Laws 592 | | | | | | | | | | | | | | | | |
| 6 | Laws 582 | | | | | | | | | | | | | | | | |
| 7 | Laws 542 | | | | | | | | | | | | | | | | |
| 8 | Laws 452 | | | | | | | | | | | | | | | | |
| 9 | Laws 532 | | | | | | | | | | | | | | | | |
| 10 | Laws 551 | | | | | | | | | | | | | | | | |
| 11 | Laws 552 | | | | | | | | | | | | | | | | |
| 12 | Laws 402 | | | | | | | | | | | | | | | | |
| 13 | Laws 412 | | | | | | | | | | | | | | | | |
| 14 | Laws 342 | | | | | | | | | | | | | | | | |

Assessment modes available in sample syllabi

| No | Assessment modes | Sample syllabi course coders | | | | | | | | | | | | | | Total | |
|----|-----------------------------|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------|---|
| | | Laws 5132 | Laws 691 | Laws 591 | Laws 502 | Laws 592 | Laws 582 | Laws 542 | Laws 452 | Laws 532 | Laws 551 | Laws 552 | Laws 402 | Laws 412 | Laws 342 | No | % |
| 1 | Quiz | | | | | | | | | | | | | | | | |
| 2 | Test | | | | | | | | | | | | | | | | |
| 3 | Mid exam | | | | | | | | | | | | | | | | |
| 4 | Written final exam | | | | | | | | | | | | | | | | |
| 5 | Presentation | | | | | | | | | | | | | | | | |
| 6 | Project work | | | | | | | | | | | | | | | | |
| 7 | Attendance | | | | | | | | | | | | | | | | |
| 8 | Participation in class | | | | | | | | | | | | | | | | |
| 9 | Seminar | | | | | | | | | | | | | | | | |
| 10 | Class work | | | | | | | | | | | | | | | | |
| 11 | Port folio | | | | | | | | | | | | | | | | |
| 12 | Playing of lawyers' role | | | | | | | | | | | | | | | | |
| 13 | Debate | | | | | | | | | | | | | | | | |

Declaration

This thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Worku Fentie

This thesis has been submitted for examination with my approval as university advisor.

Dr. Woube Kassaye