



## Research-led Teaching at the College of Law

JO

I think we tend to say that we are research-led or research-based without necessary of reflecting on what that means in our particular discipline, law.

**CASSANDRA**

And I think probably for students, it's even harder to understand what we mean by it. But because we do a lot of teaching in courses, which may or may not work with our research, and particularly in the college of law, we have to teach some core courses which are part of the national curriculum to become a lawyer. And some of us do research in those areas and some of us don't.

JO

For me, what it means is, the closer that a subject matter aligns with your research area, the more I expect that you'll be motivated in your teaching. And so, to the extent that you can make those alignments that will give the students maybe imperceptibly, but a different kind of quality of experience. Precisely because you're teaching into an area that you know very well, that motivates you, that interests you and inspires you. Because often, at least in our discipline, we have to teach subjects that just need to be taught because they're compulsory subjects. You don't just get to teach in your own research area all the time.

**VIVIEN**

So I think giving the students, you know "This is the other thing I do as an academic and this is my area of research," even if it's not connected to what you're teaching, is quite a valuable thing for students to understand

**WAYNE**

The thing that might be different in the elective program and brings in a further or perhaps different aspect of research would be that it might be more interdisciplinary or transdisciplinary and might involve bringing in other theoretical and policy based perspectives. So, for example, within the course that I teach, law, gender identity and

sexuality, apart from new legislation in the area, new case law in the area, it has a large theoretical component. What I like to get the students to think about is indeed, how do we theorize sexuality, and what are the different discourses, if I can put it that way, that have been important in theorizing sexuality

## **CASSANDRA**

When you get research led teaching, hopefully what you'll understand is the truth is very uncertain and our limits of knowledge are there to be pushed. And so research led teaching hopefully gives students the insight into, expertise is something developed over time, but there's always something new to add to debates or to add to knowledge. And there's always different ways of looking at things, different perspectives, different ways of questioning things or critical perspectives

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