Chapter 26
Business Law Made Easy 2.0

Mohd Syahril Ibrahim\textsuperscript{a}, Nur Haidar Hanafi\textsuperscript{b} & Wan Asma Wan Nasrudin\textsuperscript{c}

\textsuperscript{a}Faculty of Law, UiTM Cawangan Negeri Sembilan, Campus Seremban 3, 70300, Seremban, Negeri Sembilan, Malaysia
\textsuperscript{b}Faculty of Computer and Mathematical Sciences, UiTM Cawangan Negeri Sembilan, Campus Seremban 3, 70300, Seremban, Negeri Sembilan, Malaysia
\textsuperscript{c}Faculty of Accountancy, UiTM Cawangan Negeri Sembilan, Campus Seremban 3, 70300, Seremban, Negeri Sembilan, Malaysia

Abstract

Most people have a preferred way to learn. Some learn best by listening, some have to observe every step, while others have to do it to learn it. The term “learning styles” speaks to the understanding that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. Teaching law subjects for non-law students are rather challenging. They often find law uninteresting and difficult. Many have suggested that this problem could be solved if different teaching approaches were applied. Scholars believe that interactive lecture methods have the ability to fill the gaps in today’s traditional learning methods. In order to create interactive content, the student learning style must be identified. VARK is one the tools to determine the students’ learning style. The acronym VARK stands for Visual, Audio, Read/write, and Kinesthetic sensory modalities that are used for learning information. Thus, Business Law Made Easy 2.0 (BLME 2.0) was developed based on the VARK’s result in order to accommodate the need of the students by understanding the law subjects easily.

Key words: VARK, Student Learning Style, Interactive learning, non-law students, education

Introduction

Business Law Made Easy 2.0 (BLME 2.0) is an upgraded version of Business Law Made Easy 1.0 (BLME 1.0) which the earlier version has participated in the E-Condev 2016 Southern Zone held in UiTM Negeri Sembilan, Seremban 3 and managed to grab gold medal during the competition. This new BLME 2.0 was designed to cater the students’ needs in their learning based on their learning style. It is believed that the lecturers need to understand the students’ learning style as each student’s learning style differ from one to another. Thus, the VARK question was used by asking 85 respondents representing Diploma in Public Administration’s student that taking Business Law subject this semester.

Learning Style: VARK

VARK was initially developed in 1987 by Neil Fleming, Christchurch, New Zealand. It was the first systematic series of questions with helpsheets for students, teachers, employees, customers, suppliers and others to learn more about their learning styles effectively. The acronym VARK stands for Visual, Audio, Read/write, and Kinesthetic sensory modalities that are used for learning information. According to Fleming and Mills (1992), these four modalities seem to significantly reflect the experiences of the students and teachers.

Visual preference includes the depiction of information in visual (informatics visual) that people use to represent what could have been presented in words. Those with a Visual preference would prefer a whiteboard to be used to draw a diagram with meaningful symbols for the relationship between different things rather than full with words. It must be more than mere words in boxes that would be helpful to those who have a Read/write preference.

Audio mode describes a preference for information that is “heard or spoken” which includes talking out loud as well as talking to oneself. Often people with this preference want to sort things out by speaking first, rather than sorting out their ideas and then speaking because they need to say it themselves and they learn through saying it based on their way of interpretation.
Read preference is for information displayed as words. Those with this attribute are able to write well and read widely. This preference emphasizes text-based input and output where reading and writing in all its forms especially manuals, reports, essays and assignments. People who prefer this modality are often addicted to PowerPoint, the Internet, lists, diaries, dictionaries, thesauri, quotations and words.

Fleming and Mills (1992) defined kinesthetic as “perceptual preference related to the use of experience and practice (simulated or real).” People who prefer this mode are connected to reality, either through concrete personal experiences or simulation. An assignment that requires the details of who will do what and when, is suited to those with this preference.

BLME 2.0

This product was developed by inserting the all elements of VARK so that it can cater the need of the non-law student to appreciate the content of the law subject easily. The content of this product has included the learning outcomes, introduction of the subject, the content itself and the tutorial questions at the end of the video. It has been developed by inserting the interactive elements so as to meet with the students’ learning style.

Discussion

Based on the research conducted with the participation of 85 students of Diploma in Public Administration, FSPPP, it reveals that the structure of their learning style is a combination of 18% visual, 30% audio, 24% reading and 28% kinesthetic. Thus this product was developed by combining all the VARK elements to suit with the students’ learning style.

Conclusion

BLME 2.0 has developed to meet with the demand of the students’ learning style. By combining all the VARK elements in BLME 2.0, the non law students can understand the law subjects effortlessly and it eliminates the students’ perception that often find law subjects uninteresting and difficult.

References

Fernandez E. (1999) The Effectiveness Of Web-Based Tutorials; Department of Computer Technology, Purdue School of Engineering and Technology, Indiana University Purdue University Indianapolis, Indiana, U.S.A.
Nooriafshar, M. and St Hill, R. (1998) Adopting The Technologies Associated With Modern Computing To Incorporate Students'à Modal Preferences Into Course Design. Available from the authors at Faculty of Business. University of Southern Queensland, Toowoomba, Qld, 4350, Australia.