

RIGHT?

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CREATIVE.

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RESEARCH REPORT

LAW STUDENTS ARE NOT CREATIVE.

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CREATIVE ASSESSMENT

SURVEY RESULTS

Survey design

The survey comprised Likert-scale questions that examined the student experience, focusing on how the creative assessment influenced their intellectual, emotional, and motivational engagement. It also included open-response questions that invited students to share their immediate impressions of the task, perceived strengths, and suggestions for improvement. Only selected results are presented in this report.

54

participants from
University of Newcastle
and Western Sydney
University

21%

survey response rate

3

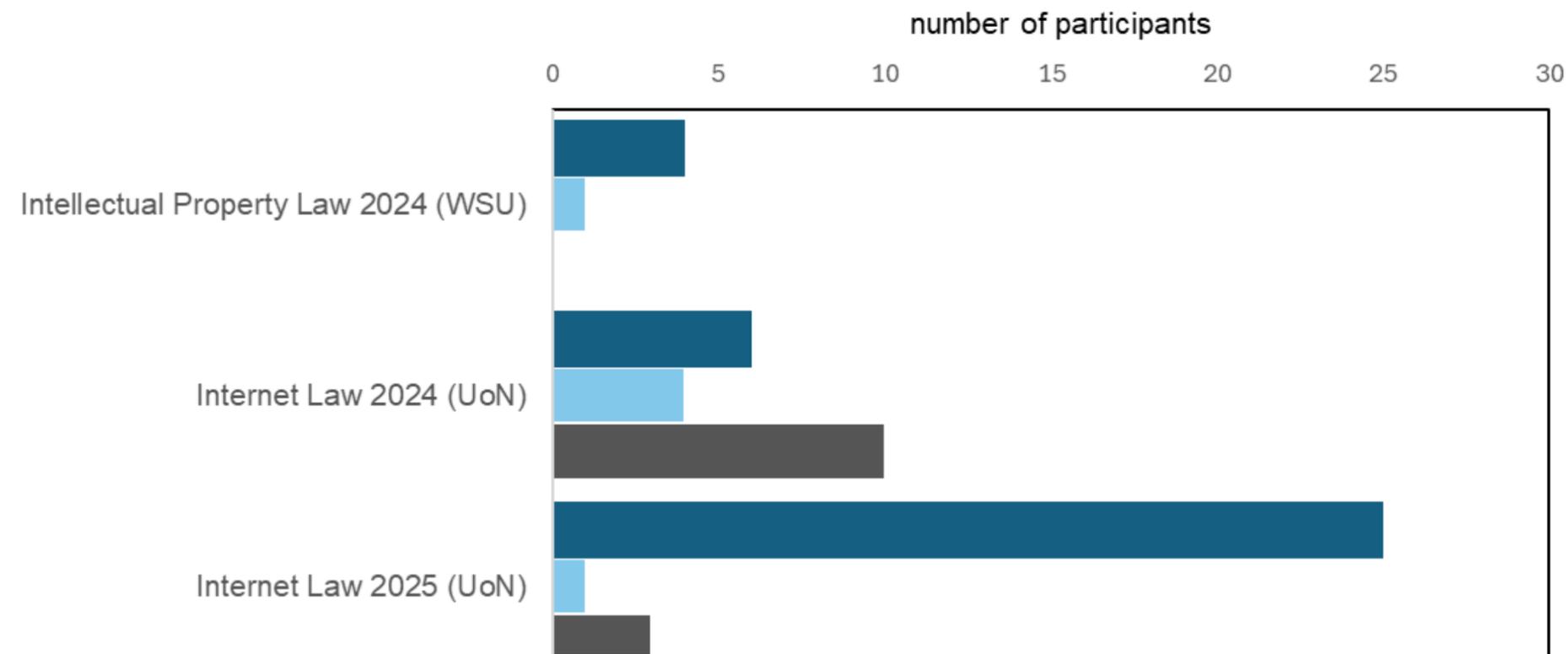
cohorts studying Internet
Law and Intellectual
Property Law

DEMOGRAPHIC INFORMATION



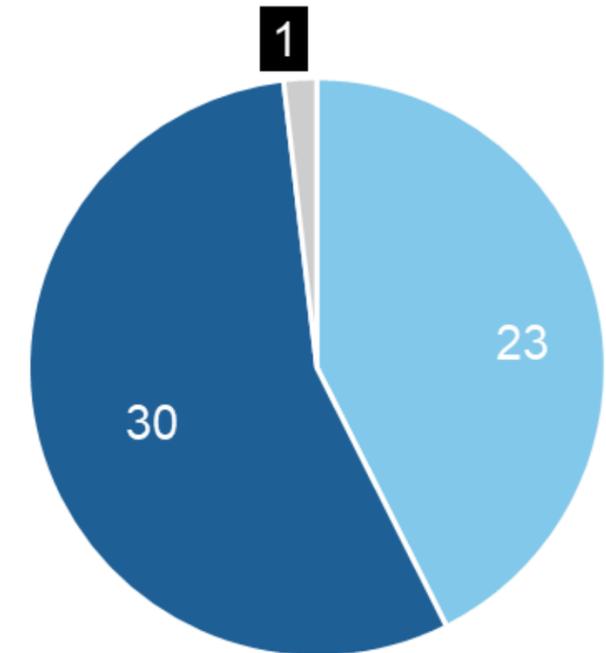
Program of Study

MASTERS of CYBERSECURITY | POSTGRADUATE LAW | UNDERGRADUATE LAW

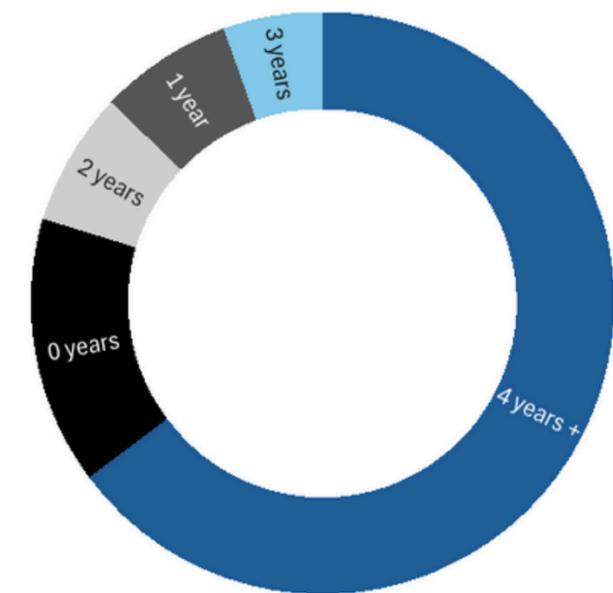


Gender

NON-BINARY | MAN or MALE | WOMAN or FEMALE



Years studying law



The assessment encouraged students to adopt new ways of thinking and to critically engage with the law, essential skills for their future practice

91%

of participants **Strongly Agreed** or **Agreed** with the statement: This assessment task helped me to think in a different way

80%

of participants **Strongly Agreed** or **Agreed** with the statement: This assessment task helped me develop critical thinking skills about law

74%

of participants **Strongly Agreed** or **Agreed** with the statement: I believe that creative assessments can help develop skills needed in my future career



The assessment supported and amplified student learning by deepening engagement and creating opportunities for self-expression

89%

of participants **Strongly Agreed** or **Agreed** with the statement: This assessment task enhanced my understanding of the topic area

85%

of participants **Strongly Agreed** or **Agreed** with the statement: Being able to choose the format of my creative work stimulated my interest in the law topics covered in this course

85%

If participants **Strongly Agreed** or **Agreed** with the statement: I wish more subjects had a creative element



Students personally invested in the assessment, finding it impactful and memorable. It reminded them that their creativity is a genuine strength

96%

of participants **Strongly Agreed** or **Agreed** with the statement: I will remember the creative assessment from this course

74%

of participants **Strongly Agreed** or **Agreed** with the statement: I am proud of the creative output I created as part of this course

69%

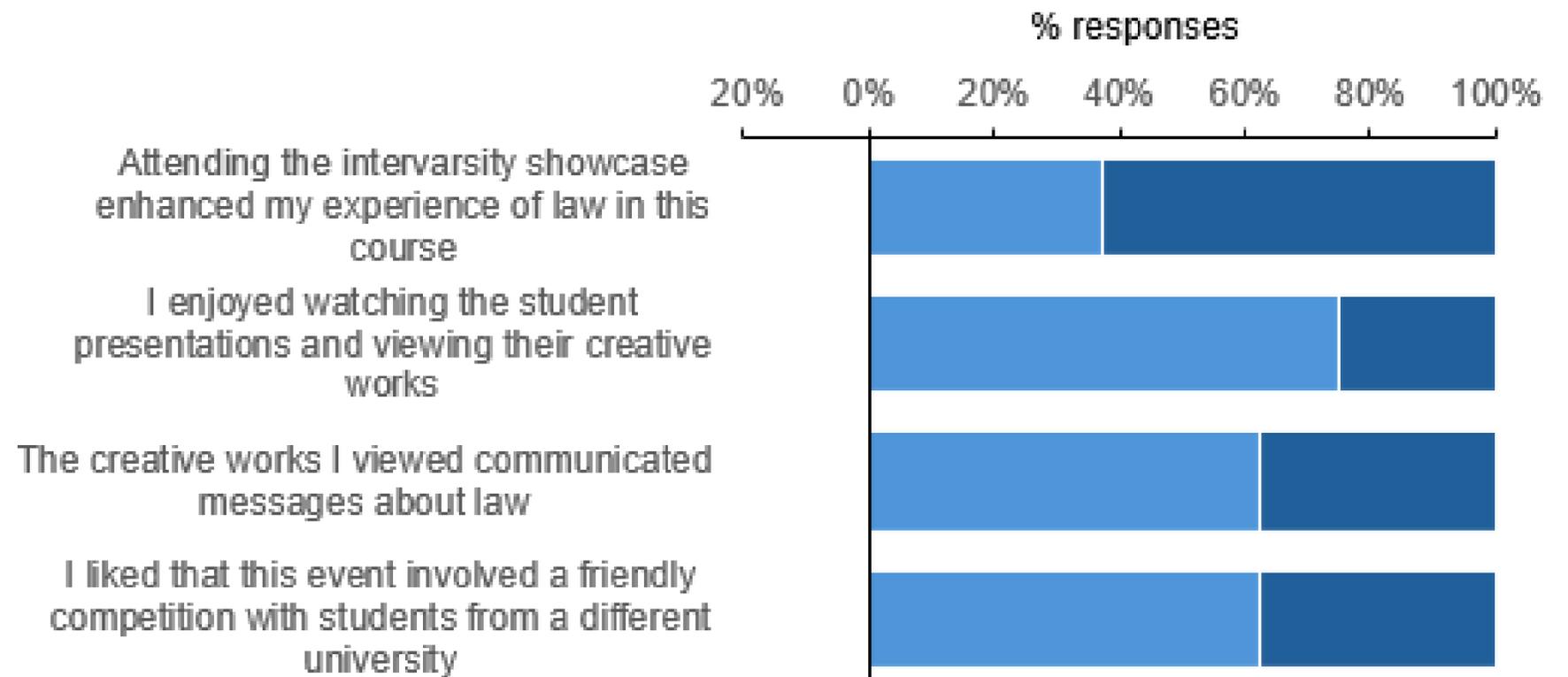
of participants **Strongly Agreed** or **Agreed** with the statement: Completing this assignment made me realise that I can be creative



INTERVARSITY SHOWCASE EVENT

- Creative works deepened understanding of law
- Peer-to-peer learning fostered strong engagement

STRONGLY DISAGREE | DISAGREE | NEUTRAL |
AGREE | STRONGLY AGREE





WHAT STUDENTS LIKED ABOUT THE ASSESSMENT

- Personal expression: "creativity," "image making," "brainstorm"
- Autonomy: "freedom," "flexibility," "being given choice"
- Stimulating: "I enjoyed," "it was fun," "exciting"
- Learning: "It helped me," "It encouraged," "It resparked"
- Novelty and challenge: "different," "out of the box," "the challenge"

SUGGESTIONS FOR IMPROVEMENT

One third of participants suggested no changes to the assessment task. Improvements suggested included:

- reducing the weighting of the task to 10-30% of the final grade
- concrete guidelines on how creative the output had to be
- showing more exemplars from previous years
- more freedom in the written statement (a less structured reflection)
- an in person event to celebrate the works