



**Creating a blended learning
environment with
PracticePerfect[™]**



Creating a blended learning environment with *PracticePerfect*[™]

SUMMARY

In order to offset four hours of weekly lecture, *PracticePerfect* was incorporated to offer students an alternative way to review course material, apply their learning, and assess their understanding. Students benefit from having formative assessment opportunities, and as a result, class time is maximized.

Profile

Christopher Whytock is Vice Dean and Professor of Law and Political Science at the University of California, Irvine, and Co-Director of the [UCI Center in Law, Society, and Culture](#). He currently teaches Procedural Analysis (UC Irvine's required first-year course on federal civil procedure) each Fall semester.

EDUCATOR

Christopher Whytock

SCHOOL

[University of California, Irvine School of Law](#)

COURSE

Procedural Analysis

COURSE MATERIALS

Civil Procedure, 10th edition (casebook) and Federal Rules of Civil Procedure: With Selected Statutes and Other Materials, 2019 (supplement) by Yeazell & Schwartz; *PracticePerfect* for Civil Procedure

Background

Whytock first seriously adopted *PracticePerfect* in 2020 when classes went online due to the pandemic. Without having to create questions from scratch, *PracticePerfect* allowed Whytock to give his students experience applying principles to a fact process.

At UCI Law, Procedural Analysis is offered as a four-unit course. Rather than lecture for four hours, Whytock places an emphasis on blended instruction and allots one hour per week for the alternative study of course materials. *PracticePerfect* is one of the ways in which Whytock creates a blended-learning environment. He shares, “More broadly, there has been a push in legal education to provide students with more opportunities for formative assessment; *PracticePerfect* has helped address that goal.” Although in-person classes have now resumed, Whytock has continued to incorporate the product because of the ways in which it benefits student learning.

“More broadly, there has been a push in legal education to provide students with more opportunities for formative assessment; PracticePerfect has helped address that goal.”

– Christopher Whytock,
University of California, Irvine School of Law

Whytock’s goals in implementing *PracticePerfect* can be summarized as follows:

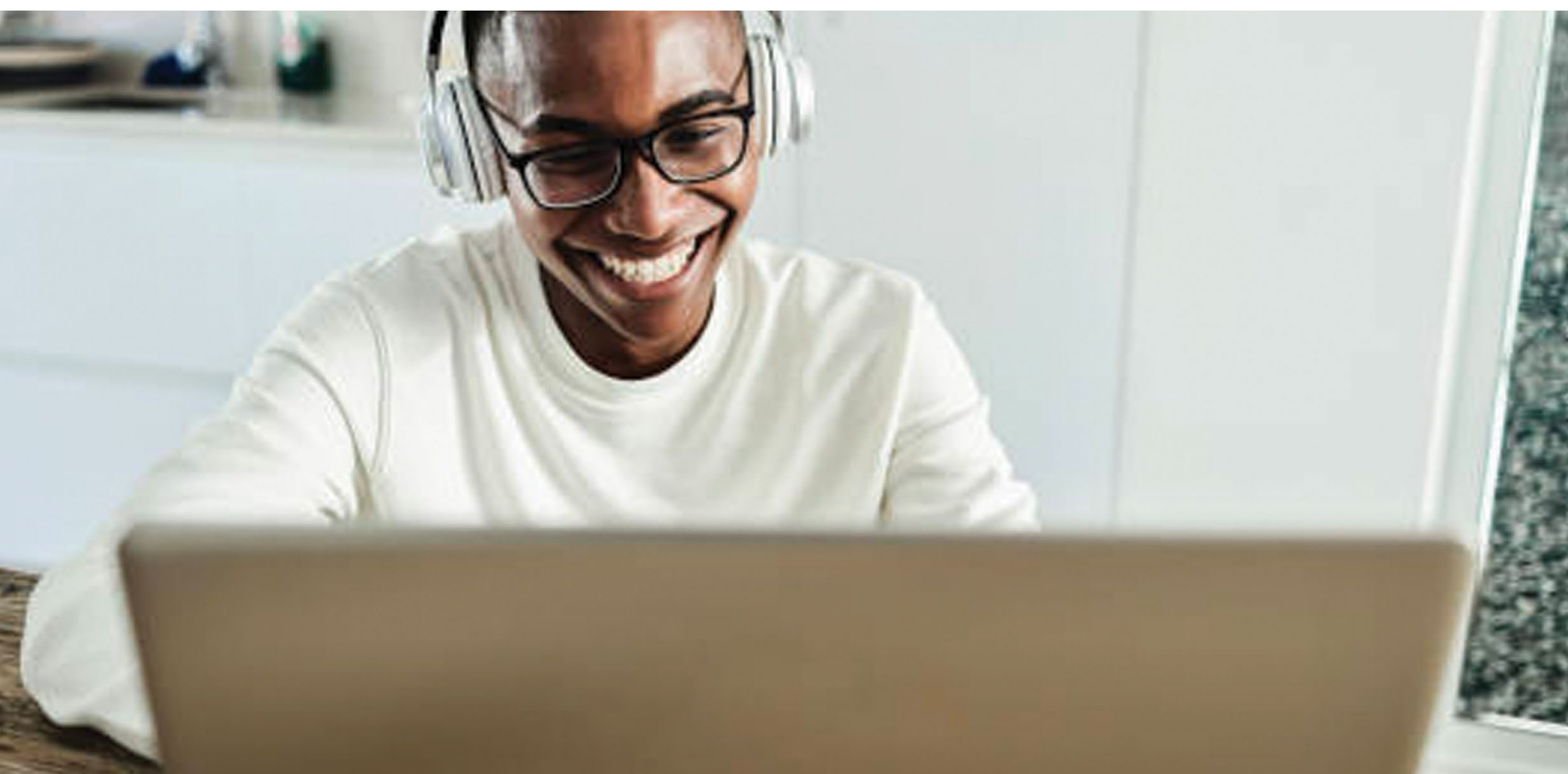
1. To help students **assess and improve** their understanding of course topics,
2. To help students **apply** what they have learned to hypothetical factual situations
3. To give students more opportunities for **practice**

Implementation

Whytock organizes his course by module in Canvas, the school's course management system. For most modules, he posts a recorded mini-lecture to preview how to approach the specific topics. When there is material in *PracticePerfect* that corresponds to the module, he assigns the relevant video and quiz. Quizzes are open book and do not have a time limit, however, for time management purposes, Whytock suggests that students spend no more than 30 minutes on each quiz. Due dates are given and enforced. *PracticePerfect* quizzes are worth 15% of the course grade.

Information is included on the syllabus to help students understand the objective of *PracticePerfect* assignments:

- *PracticePerfect* videos are intended to improve your understanding by providing succinct reviews of topics covered in the assigned reading. You should view them after completing the reading and before taking the associated *PracticePerfect* quiz.
- *PracticePerfect* quizzes give you an opportunity to **apply what you have learned** to hypothetical factual situations. They are intended to help you **assess your understanding** of course topics, and to **give you practice** with the basic elements of legal analysis: the application of legal rules to facts in order to reach legal conclusions.



Impact

On the course management system, Whytock hosts a discussion page for each module. Students will often make references to *PracticePerfect* videos or quiz questions with which they had difficulty understanding. This in turn helps Whytock identify concepts to fine tune and further discuss during class time.

Shares Whytock, “Feedback from students on *PracticePerfect* has been really positive. Although there is not always exact alignment between my course and the *PracticePerfect* quiz questions, this has helped students understand that – given the complexity of the law – there are many ways of framing the material. Sometimes *PracticePerfect* offers differing perspectives that, ultimately, are more of an asset than a liability.”

“Although there is not always exact alignment between my course and the *PracticePerfect* quiz questions, this has helped students understand that – given the complexity of the law – there are many ways of framing the material.”

– Christopher Whytock,
University of California, Irvine School of Law

Conclusion

For Whytock, the benefits of *PracticePerfect* can be summarized as follows:

- Students receive diverse media to assist them with their learning;
- Class discussion is guided by its use as a diagnostic tool; and
- Class time can be focused on applying basic concepts to real-world situations because students are coming to class with a more solid understanding of course material.

Summarizes Whytock, “One of the things that is most attractive about *PracticePerfect* is that the videos are well done and clear. I have also been very pleased with the questions. For faculty who think a lot about teaching effectiveness, I would recommend they take a look for themselves.”



www.aspenpublishing.com

For more information, please contact
support@aspenpublishing.com.