

Abstract

EQUITY, DIVERSITY AND STUDENT ENGAGEMENT IN A LAW SCHOOL — A CASE STUDY APPROACH

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This article reports on how a case- study approach was used to explore assessment policies and practices as they impacted upon law students from equity target groups. Indigenous students, International students, students with disabilities and students from low socio-economic backgrounds were interviewed by a researcher to elicit their experiences. Their comments are reproduced in this article in the form of case -studies that highlight their concerns and suggestions for improvement of teaching and assessment practices. Based on the case -studies, the article proposes a number of ways to improve student engagement with the law school experience.

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