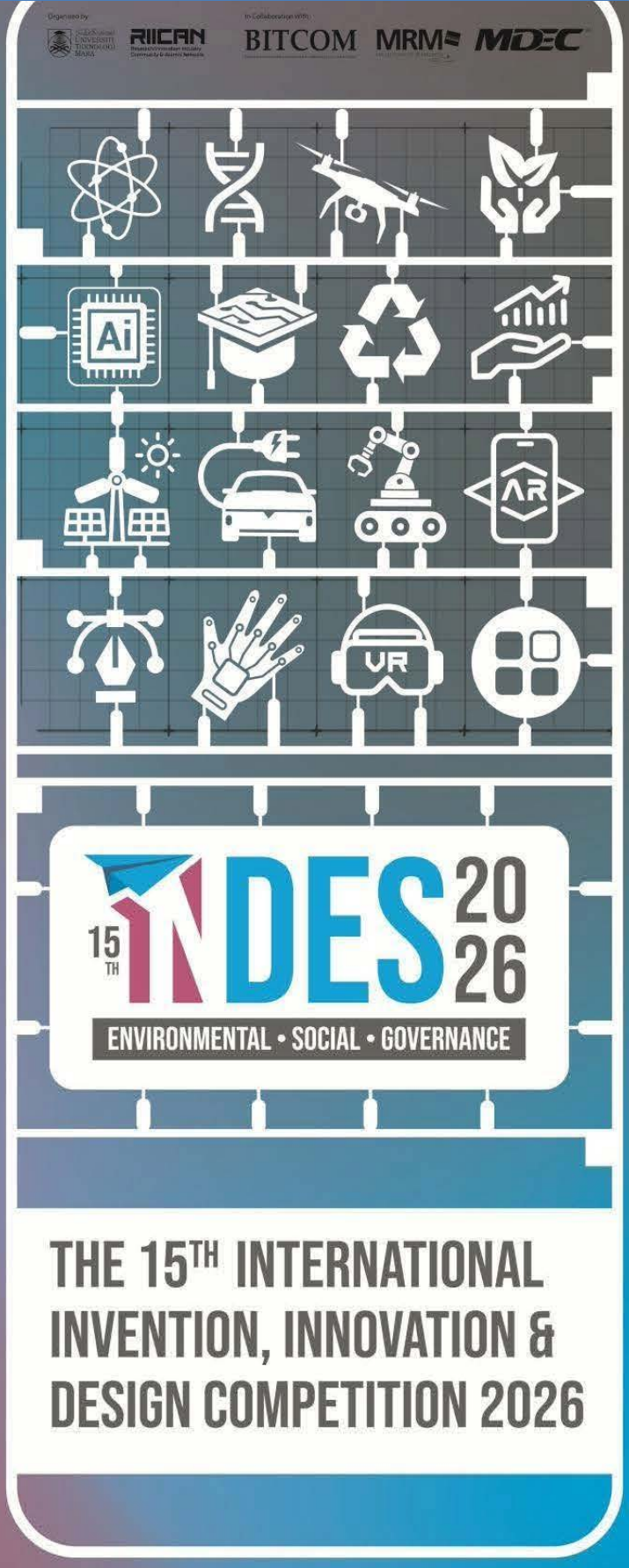


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THE 15th INTERNATIONAL
INVENTION, INNOVATION &
DESIGN COMPETITION 2026

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LIVE DRAFTING SESSION: TRANSFORMING LEGAL EDUCATION THROUGH REAL-TIME LEARNING AND EVIDENCE-BASED IMPACT

Muhamad Helmi Muhamad Khair[1*], Zahari Md Rodzi[2]

[1]Faculty of Law, Universiti Teknologi MARA, Malaysia
[2]Faculty of Computer and Mathematical Sciences, Universiti Teknologi MARA, Malaysia

[*]*muham8041@uitm.edu.my*

ABSTRACT

This study presents the findings from the implementation of a "Live Drafting Session" approach among law and non-law students. Developed by the authors, this approach aims to bridge the gap between theoretical legal knowledge and professional practice, while enhancing students' ability to apply legal principles more effectively. The "Live Drafting Session" approach comprises four stages: (i) material gathering (input stage), (ii) instructor-led "think-aloud" modelling through real-time drafting, (iii) collaborative student engagement (interaction and participation), and (iv) final review of logic and structure (reflection and consolidation). Conducted over a 2.5-year period (August 2023 to January 2026), the study draws on data from a diverse cohort of 320 undergraduate students in Malaysia, encompassing both law and non-law majors. Data were primarily derived from a qualitative survey that captured students' learning experiences and reflections on the implementation of the Live Drafting Session approach. The findings suggest that teaching and learning sessions structured around this approach lead to significant improvements in students' answering techniques and critical thinking skills, as well as notable enhancements in their confidence and overall learning experience in law-related subjects.

Keywords: Legal education, Innovation in teaching and learning, Experiential learning, Live drafting session

1. INTRODUCTION

Teaching students to read and interpret legal materials (e.g., case law, statutory provisions, regulations, directives, codes) presents a significant pedagogical challenge. Legal education is not limited to helping students understand legal rules; it also requires them to develop the ability to engage in legal reasoning and justification. This involves a series of demanding mental processes, including understanding the factual background of a case, identifying material facts, recognising the applicable legal principles, and constructing coherent legal arguments. However, conventional approaches to legal education have traditionally relied heavily on lectures and tutorial sessions. While these methods remain important, they often offer limited opportunities for sustained interaction and detailed feedback. Tutorial discussions are typically brief, lasting about one hour per session with a student group, and may not provide sufficient time for students to actively practise the analytical processes required for effective legal reasoning. As a result, students may struggle to fully internalise the skills necessary to analyse legal problems and articulate well-reasoned arguments. These challenges highlight the need for more innovative and practice-oriented teaching approaches in legal education. By incorporating more interactive and applied learning methods, the teaching and learning experience can become more meaningful and effective, while also strengthening students' confidence, analytical skills, and critical reasoning.

In light of the above challenges, we have developed an innovative approach to teaching law subjects through a "Live Drafting Session." The proposed approach seeks to move students from passive content consumption toward active legal analysis through four integrated stages. In Stage 1 (The Input Stage), instructors gather and share materials, such as examination and tutorial questions, to ensure the session remains directly aligned with students' academic needs. Stage 2 (Real-Time Drafting) constitutes the most critical phase, in which the

instructor drafts answers live while articulating a "think-aloud" narrative of their reasoning process. This process demystifies the cognitive steps involved in legal synthesis and modelling. This stage is inspired by a common legal drafting practice, where lawyers draft or revise agreements in the presence of their clients. In such meetings, clients provide input and discuss the relevant terms with the lawyers, who then amend the agreements in real time to reflect the clients' instructions. During Stage 3 (Interaction & Participation), students offer argument suggestions and engage in collaborative decision-making, enabling the instructor to identify and correct "teachable errors" in real time. Finally, Stage 4 (Reflection & Consolidation) summarises the legal reasoning employed and facilitates a discussion on structural choices and time management strategies.

2. METHODOLOGY

To examine students' overall experience of implementing this approach, we employed a qualitative research design. Data were primarily collected through a qualitative survey, selected for its ability to elicit detailed, reflective responses and to allow students to articulate their learning experiences in their own words and at their own pace. This method enables the generation of richer insights into students' perceptions, challenges, and perceived benefits of the Live Drafting Session approach. The implementation of the approach and data collection were conducted concurrently over a 2.5-year period from August 2023 to January 2026. The study involved 320 undergraduate students, comprising both law and non-law majors, from the Faculty of Law, Universiti Teknologi MARA (UiTM), Malaysia, and Universiti Kuala Lumpur, Malaysia. Additionally, the Live Drafting Session was carried out during tutorial sessions, where we first introduced and explained the structured stages of the approach before guiding students through the drafting process. Upon completion of each session, students were invited to participate in the qualitative survey via a shared link. The responses were analysed using thematic analysis, which enabled the identification of recurring patterns, key themes, and insights into students' learning experiences. The findings derived from this analysis are presented and discussed accordingly in the following section.

3. FINDINGS

The empirical evaluation indicates that the proposed "Live Drafting Session" approach has a notable impact on students' learning experiences. Analysis of data obtained from 320 respondents reveals three primary findings, namely: (i) significant improvement in skills, (ii) enhanced student confidence, and (iii) broader applicability across other subjects.

3.1 Significant improvement in skills.

Survey results showed significant increases in the use of answering techniques, clarity of writing, and critical thinking skills among the students. Regarding their drafting skills, for instance, prior to the session, 39.1% of respondents rated them "Average (Level 3)". After the session, a combined 81.5% of respondents rated their drafting skills as "Very Good (Level 4)" or "Outstanding (Level 5)". These results suggest that the "Live Drafting Session" approach is effective in strengthening both students' perceived competence and their confidence in legal drafting. The above finding is also supported by the following remarks and observations from respondents. For example, Respondent No. 208 states, *"Actually, I really like this session because I have never been exposed to one before. It helps me to develop better critical thinking skills. Also, I can also apply the method of answering to other subjects as Dr.'s techniques of drafting are more creative and organised."* Elaboratively, Respondent No. 234 states, *"Through this session, I can conclude that it enhances my view when looking at the question in the sense that I should focus more and cannot let myself go around nowhere. I should divide my thoughts well and answer them one by one (this is what I always overlooked). This session also*

somehow shifted the writing technique I always used to be bound, i.e., i.e classic writing format, where some lecturers (before this) emphasised that an author cannot use (I, We) in writing, which somehow put a limitation on me to be myself when writing down the answer. After lots of semesters, actually, I never knew that I could use (—, e.g, i.e) in answer writing. Now that I know this, I believe it would be easier for me to construct a sentence. I hope this live drafting session can be a norm because this session helped me so much on how to write, how to apply, how to see and read questions, and how to narrow down the discussion, which is actually a prerequisite skill law students need, but again, I (personally) very lacks of."

The above results suggest that the Live Drafting Session approach effectively enhances both students' perceived competence and their confidence in legal drafting. Qualitative feedback further reinforces this, with students highlighting improved organisation of ideas, better analysis of questions, and greater flexibility in writing style. Overall, the session appears to cultivate essential lawyering skills, particularly in structuring arguments and applying legal reasoning more effectively.

3.2 Enhanced student confidence.

The respondents reported feeling significantly more prepared to tackle legal questions and apply theoretical concepts to practice. Prior to the session, nearly 30% of respondents - approximately 96 participants - rated their confidence at "Poor (Level 1)". After the session, a combined total of 98% of respondents rated their confidence at the higher levels of "Very Good (Level 2)" and "Outstanding (Level 3)". These findings suggest that this approach is effective in enhancing students' confidence. The above findings are further supported by the following remarks from the respondents. For instance, Respondent No. 31 states, *"Your drafting session is very clear. I feel more guided and confident to answer questions in finals."* Echoing the above, Respondent No 206 comments, *"I believe the drafting sessions have significantly helped me in my studies. I can accurately classify each topic, and they provide illustrations of what exam questions might look like. This gives me confidence in my studies, allowing me to identify my weaknesses and focus on areas for improvement. Additionally, I can better understand the lecturers' expectations and their approach to answering questions."* The above findings demonstrate a substantial increase in students' confidence in handling complex legal questions and applying theory to practice after the Live Drafting Session. Confidence levels improved dramatically, with nearly 30% initially rating themselves as "Poor", dropping to an overwhelming 98% rating themselves at higher confidence levels post-session. Overall, the results, supported by student feedback, indicate that the framework effectively builds confidence, clarity in expectations, and the ability to identify and address learning gaps.

3.3 Broader applicability across other subjects.

There was a strong consensus among the students in favour of the wider adoption of this framework across the legal curriculum. To quote a few respondents, Respondent No. 186, *"I hope other lecturers do this live drafting session with their students too, so that I know what exactly they expect to see or want in my answer sheet."* Respondent No. 20 also mentions, *"I'm able to know what was expected from the lecturer as different lecturers have different expectations/styles. Live drafting should be held for all subjects, so we know how to answer."* Echoing the above, Respondent No. 93, *"It was a very helpful session. Give me a better understanding of which matters should and should not be included in our answers. I really hope that this session could be applied to every subject. However, the role of the lecturer or the teacher in this session does play a very important role in ensuring this session will give its full benefit or not."* Overall, there is a clear consensus among students in support of the broader implementation of the Live Drafting Session across the legal curriculum. Students emphasised that the session helps clarify lecturers' expectations and answering styles, while also highlighting the crucial role of the lecturer in ensuring its effectiveness.

4. CONCLUSION

This paper reports the findings of an innovative approach to legal education. Implemented over a 2.5-year period, the "Live Drafting Session" approach demonstrates strong effectiveness in achieving its core learning outcomes, particularly in enhancing legal reasoning and the practical application of law. By integrating real-time modelling with active student participation, the approach equips a diverse cohort of learners with skills aligned to the demands of professional practice. While the empirical findings are highly positive, the study also identifies opportunities for further refinement, including introducing the framework earlier in the curriculum and extending session duration with more targeted exercises. Notably, there is a strong consensus among the 320 participants in favour of the wider adoption of this interactive pedagogy across the legal curriculum. This study contributes to the legal education literature by proposing and empirically evaluating the "Live Drafting Session" as a structured experiential learning framework. The findings indicate that the approach not only improves students' drafting skills and critical thinking abilities but also significantly enhances their confidence in applying legal knowledge. Furthermore, the study underscores the importance of instructor-led think-aloud modelling in making legal reasoning processes more explicit and accessible. The results also suggest that the approach is adaptable beyond legal education, extending to non-law disciplines and thereby offering broader pedagogical value. Collectively, these insights provide a foundation for future research on structured active learning interventions and their role in bridging the gap between legal theory and practice.

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