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**Doing What We Love? Giving Students More Space to Become Creative, Independent Learners**

The presentation tells the story of an instructor who got motivated by the adverse conditions of online teaching to go “all-in” and ask students to do what she loves: tell stories, (co-)design and visualize in law. Most importantly, the presentation tells the story of how enabling the students to become independent learners led to highly motivated lectures and a much higher level of critical thinking and creativity.

The discussion includes concrete examples of how certain (online or offline) learning tools were used in class. Giving choices to students (e.g. as to the topic of an essay or as to how they complete an assignment/exercise in class). For instance, I gave them a choice on how to explain the main points of a judgment or a literature review by a) writing a 500-word essay; or b) making a 5’ video essay; or c) creating a conceptual map. Having choices kept students motivated, and each one of them chose the medium of their liking. Interestingly, most students tend to experiment and choose non-traditional media to complete the task at hand which, in turn, leads to more creativity.

Visualizing & telling stories as learning experiences Certain (online) tools present opportunities for visualizing and designing and may transform the learning experience. Visualizing and explicitly inviting students to tell the “story” of a reading material or their own research work has a pervasive effect on knowledge understanding/production/(re-)conceptualization. Conceptual maps or comic strips are fantastic tools to use when asking students to present their arguments. These tools not only promote in-depth understanding and critical assessment but also trigger co-learning, creativity, and imagination. Students creating glossaries / indexes (so as to retain a sense of structure and navigate information discussed in a course and to support story telling)