1. How did you find the problem-solving classes in LYH?

#	Answer		Response	%
1	Very useful		39	34%
2	Useful		68	60%
3	Not very useful		7	6%
	Total		114	100%

2. In a few words, if you found the problem-solving class useful or very useful, in what ways were they useful?

Theme	Keywords	Frequency	Examples
Application	Apply, application, real-life cases, practice, implementation	39	I was able to learn how the tort law concepts of duty of care apply to real cases.
Knowledge consolidation	Check/enhance understading, check misunderstaning/ mistakes	31	It helps me better understand and remember the consideration factors of duty of care.
Learning from peers	Exchange, learn from others, group work, work together	28	It also is an opportunity to discuss with other classmates and get ideas and inspirations from them.
Problem-solving skills	Structure of tackling problems, steps of analysis, exam-like problems	15	I'm experiencing how to do news analysis , which we will face in examination.
Thought provking	Independent thinking, reflect, in-depth discussion	13	It is good to provide more compulsory chances for each small group of students to have more in-depth discussion of what is being taught these days and make a case analysis together.
Expression (oral and written)	Writing structure, organize answer, talk to classmates	11	The class also acts as a useful preparation for future legal practices as it encourages students to articulately express themselves in both oral and written forms.
Pre-class learning and self-learning	Preperation, self-paced learning, learning by themselves	8	Knowing that I will have to discuss with my fellow classmates in class, I tend to get more prepared than usual.
Multiple perspectives	Think from other perspective, know how others think	6	By exchanging and countering opinions on the spot, students are also able to take multiple perspectives on the problem, which is hard to achieve in individual studies.
Tutor/Lecturer support	Explaination, help, feedback, interaction, exchange	6	Tutors prompt and clear explanation
Engaging	Participation, speak, on track, interactive	5	Very useful, made me understand the problems better and engage in debate with other students.
Knowledge exploration	New areas	1	The discussion also allows us to discover the areas in which we are not familiar with.
	total count	163	

3. In a few words, if you found the problem-solving classes not very useful, why did you find it not very useful?

Theme	Keywords	Frequency	Examples
Lack of help from tutors	Little help, no tutor helped	5	This is mainly due to the problem that several tutors need to cater the needs of many groups of studetns (who are originally supposed to have tutorial at different timeslots and logically have more time to ask thier tutor questions).
Not effective discussion	Got stuck, unable to work out	4	Our group find this topic quite confusing and do not know where to start with.
Lack of preparation	Didn't do reading, didn't prepare	3	Some of my group mates did not prepare beforehand and did not contribute much to the discussion.
Low participation		3	Groups which were not selected for presentation could not actually participate much and express their views.
Lack of guidance/structure		3	Not useful in the sense that sometimes we are all over the place in our directions and we lack some sort of structure or format in proceeding the discussion.
Not sufficient time for discussion		2	2hours may be a little too short for us to do an analysis.
Too much time for discussion		1	Perhaps there was too much time allowed. Most of us in our group worked on our own and spent very little time discussing the problems.
Different pace of each group		1	This class would become not that useful when progress of each group is not the same.
Lack of Conclusive Ending		1	should have a more conclusive ending (e.g. discussion on answers).
	total count	23	

4. In a few words, do you have any suggestions on how to improve problem-solving classes?

Theme	Keywords	Frequency	Examples
More support for discussion	Structure, example, guidance	15	Provide sample answers for improvement or guidelines on the way to approach the question
More inter-group sharing	Group presentation, share with other groups, sharing session	11	I think maybe there can be another section that let every group to present their works to the other groups, like 1b to present their works to 1a, vice versa. And each group can have a question time to discuss with another group maybe.

Tutors' interaction, feedback and follow-ups	Mark analysis, more tutors in class, more interaction	10	Perhaps having the tutors to mark the group assignments would be a good option to review and improve our writing skills.
Faster pace	More topics, tighter schedule, faster pace	7	Can be more intensive, like providing more questions
Better engagement	Better preperation, more participation, more responsiblities, flexible grouping, assign group leader	6	I think it's better for students to draft their individual analysis first before discussing further with peers.
Lecturer's feedback and opinion	Feedback from lecturer, conclusive session	5	I think Professor Rick can talk about his opinion clearly at the end of class to help students to think more.
More PS class	Have more PS classes,increase the number of these classes	4	More problem-solving classes could be arranged.
Class time management	Too much preperation time, too much time waiting for volunteers	4	Spent too much time preparing and brainstorming
Longer class		4	I would personally extend the length to 2.5 hours so that there is more time afterwards to go over the answer (or possible approach to the answer) as a whole group.
Smaller discussion group		3	Groups can be further split to 4-5 students since everyone can get more involved in discussion.
Questions given before discussion		3	Questions should be thrown to students from time to time to help us think.
Technical issue	Bigger font on PPT, more hard copies	3	Groups sitting at the back cannot see the screen even though two small screens were put at the back of the hall (the font is too small, which caused students at the back some inconvenience
Less time for discussion		2	To decrease the discussion time (too long and enough)
Add concept illustration		2	Perhaps one-third of the time can be used to introduce the relevant concepts (instead of watching video).
More time for discussion		1	Longer time for discussion.
	total count	80	

5. Would you prefer to have problem-solving classes instead of lectures?

#	Answer		Response	%
1	Yes		48	42%
2	No		66	58%
	Total		114	100%

6. Answer Q6 only if you answered No to Q5. 6. Would you prefer a mix of such problem-solving classes and lectures?

#	Answer		Response	%
1	Yes		76	93%
2	No		6	7%
	Total		82	100%