

## ***Zulip evaluation summary***

### *Context*

IT tool Zulip was used to enhance the *Public International Law* course (Law, Economics and Governance, Study of Law, BA1, block 3, 2018-2019, 600 - 650 students). Zulip replaces lectures entirely. When knowledge clips were introduced last year, students stopped seeing the value of lectures and attendance plummeted, so the course did away with them entirely. Zulip challenges students to ask questions about what they've read in their textbooks. The questions they ask are then answered by a teacher on Zulip.

### *Mechanisms*

The reason the course coordinator implemented Zulip was first and foremost to get students to actually read the textbooks rather than rely entirely on the knowledge clips. A follow-on effect from that would be better seminar sessions: prepared students can engage with the subject matter on a deeper level.

### *Results*

The course evaluation revealed that Zulip did not produce the desired effect. The course evaluations and usage statistics revealed that, barring a select few, students barely used Zulip and failed to see its value. Teachers got the impression that the preparedness of students in their seminars barely improved, if at all.

### *Remarkable outcomes*

- The knowledge clips were used more actively than Zulip was.
- Unexpectedly, Zulip use did not peak just ahead of the exam.
- A select group of active students was happy with Zulip.
- A large proportion of Zulip questions was asked privately.

### *Important footnotes*

- Zulip was one of three IT tools used in the course, which may have been too much of a good thing.
- It turns out students simply did not need Zulip to prepare for their seminars and pass the course.

The course evaluation follows.