

materials, digital libraries, educational portals, learning objects, multimedia learning resources, e-learning materials. Even if it is a relatively time-consuming process, the return on this investment in time tends to be relatively high in the future, as modified or newly created material, if it is modified or compiled in accordance with all didactic principles and principles, the teacher is able to use in the teaching process repeatedly, possibly with minor changes or additions [5]. The constant development of information and communication technologies – new common means used by students, their family members, but also teachers, in the form of tools designed for communication or processing, storing, making available information, continuously affects the private and public life of each individual to the same extent. A pedagogue wishing and calling for a change in the implementation of lessons in a classic, not dated form should therefore be able to realize the given fact and be able to work with it effectively [6]. When working with ICT in teaching, the teacher must be aware that the focus of the work should rest on the student, who should be able to subject the available resources to a critical evaluation after guidance and to report and identify with the rules of safe handling of information, hardware, software [7]. Today, the student often has much greater skills in manipulating the computer than the teacher himself, which can be a great benefit, especially if the teacher will be able to incorporate the student's outputs into the learning resources in the future, whether in the form of photo documentation from the excursion, various other visual documentation, video, graphs, table or project [8]. Undoubtedly, durability and the possibility of repeatedly connecting the created materials, continuous editing, easy sharing thanks to electronic distribution, economic efficiency, or space-saving storage[9] can be considered a big positive.

2. THE NECESSITY OF INNOVATION

Each society with regard to its members, in the spirit of social discourse, formulates the goals of the educational process. Based on the current state of knowledge, broadens educational contents to those goals. The relationships between goals and contents can undoubtedly be seen as interrelated and conditioning. This is proven by the fact that the goals of the educational process cannot be achieved without the implementation of the educational content. The amount of information that needs to be included in the educational process is growing day by day, and therefore it is important to constantly innovate the goals and content of education [10]. The term "innovation", derived from the Latin *innovare* – renewal, improvement, renewal, appears in the works of several authors in the meaning of the process through which an opportunity is transformed into a new idea, which is later incorporated into wide practice. A common feature of the interpretation of the term is primarily change, improvement, a new idea, invention, or application of a new idea [11]. In the sense of the above, bringing digital innovations to schools, whether in the form of purchasing software, hardware, digital platforms or tablets, computers, loses its effectiveness due to the absence of high-quality training of teachers and the absence of their subsequent guidance to the adequate use of ICT resources in teaching. The problem is also that technologies that do not improve or make the learning of students more efficient are mostly wrongly considered innovations in education, but in such a context they definitely cannot be perceived as such [12]. Innovation can be called a new process, approach, strategy, product, through which something can be realized differently – differently. Innovation skills are defined by the Organization for Economic Co-operation and Development (OECD) as three sets of overlapping skills: a) behavioral and social skills – persistence, cooperation, self-confidence, communication; b) technical skills – procedural and content knowledge; c) creativity and thinking skills – finding problems, understanding the limits of knowledge, making connections, questioning ideas, imagination [13]. In the whole process, it is necessary to work with data, knowledge and information. Data can be defined as objects or facts that do not depend on the user in the sense that they document the state of reality at a specific point in time, but this does not mean that it cannot be data about the user or data entered by the user. Their change can be relatively fast if they have a large volume, so as a model they do not tell about reality as a whole.

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**Richard Johnstone, Associate Professor
at the Center for Employment and
Labour Relations Law Faculty of Law
Richard Johnstone, Gordon Joughin**

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Designing Print Materials for Flexible Teaching & Learning In Law Richard Johnstone,Associate Professor at the Center for Employment and Labour Relations Law Faculty of Law Richard Johnstone,Gordon Joughin,2012-07-23 This work is designed for individual teachers and teaching teams who want to develop materials for a whole subject or part of a subject encourage active learning by students and integrate the use of materials with other teaching and learning strategies

Developing a Cross-cultural Law Curriculum Anthony O'Donnell,Richard Johnstone,1997 First Published in 1997 Routledge is an imprint of Taylor Francis an informa company

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Focus on First Year Success Brenda Leibowitz,Antoinette Van der Merwe,Susan Van Schalkwyk,2009-11-01 The importance of the first year experience is now well recognised This collection of papers makes a fascinating and important contribution to our understanding of students transition to higher education This is a scholarly engaging and illuminating text that is relevant not only in the context of South Africa but for anyone interested in student learning in the first year of university education David Gosling Plymouth University

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Table of Contents Printed Teaching Materials A New Approach For Law Teachers

1. Understanding the eBook Printed Teaching Materials A New Approach For Law Teachers
 - The Rise of Digital Reading Printed Teaching Materials A New Approach For Law Teachers
 - Advantages of eBooks Over Traditional Books
2. Identifying Printed Teaching Materials A New Approach For Law Teachers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Printed Teaching Materials A New Approach For Law Teachers
 - User-Friendly Interface
4. Exploring eBook Recommendations from Printed Teaching Materials A New Approach For Law Teachers
 - Personalized Recommendations
 - Printed Teaching Materials A New Approach For Law Teachers User Reviews and Ratings

- Printed Teaching Materials A New Approach For Law Teachers and Bestseller Lists
- 5. Accessing Printed Teaching Materials A New Approach For Law Teachers Free and Paid eBooks
 - Printed Teaching Materials A New Approach For Law Teachers Public Domain eBooks
 - Printed Teaching Materials A New Approach For Law Teachers eBook Subscription Services
 - Printed Teaching Materials A New Approach For Law Teachers Budget-Friendly Options
- 6. Navigating Printed Teaching Materials A New Approach For Law Teachers eBook Formats
 - ePub, PDF, MOBI, and More
 - Printed Teaching Materials A New Approach For Law Teachers Compatibility with Devices
 - Printed Teaching Materials A New Approach For Law Teachers Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Printed Teaching Materials A New Approach For Law Teachers
 - Highlighting and Note-Taking Printed Teaching Materials A New Approach For Law Teachers
 - Interactive Elements Printed Teaching Materials A New Approach For Law Teachers
- 8. Staying Engaged with Printed Teaching Materials A New Approach For Law Teachers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Printed Teaching Materials A New Approach For Law Teachers
- 9. Balancing eBooks and Physical Books Printed Teaching Materials A New Approach For Law Teachers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Printed Teaching Materials A New Approach For Law Teachers
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Printed Teaching Materials A New Approach For Law Teachers
 - Setting Reading Goals Printed Teaching Materials A New Approach For Law Teachers
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Printed Teaching Materials A New Approach For Law Teachers
 - Fact-Checking eBook Content of Printed Teaching Materials A New Approach For Law Teachers
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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