

## **Using Feedback from Students to Remedy a Pedagogy of the Historically Disadvantaged: A Case Study of Law Teaching**

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**ABSTRACT** This study focused on specific methodologies employed in teaching law at a South African university. The research used the descriptive survey design and a semi-structured open-ended questionnaire for data collection. Through the questionnaire, 110 students out of a possible 150 who turned up for the lecture that day were asked to critique teaching methods employed by lecturers. For data analysis, emerging themes were identified from the student responses through content analysis and textual analysis. The conclusion of the study points at the abuse of the lecture method and a deliberate ploy by some lecturers to suppress debate and interaction in the interest of completing the syllabus. The paper recommends that law teachers undergo professional training in teaching law and that the law undergraduate (LLB) curriculum be trimmed into a more manageable curriculum capable of being taught interactively.