Learning Legal Terminologies Series Two: Law of Contract - Developing an Accessible Digital Learning Resource for Non-Law Students

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DOI: https://doi.org/10.47772/IJRISS.2026.101000734

Received: 25 October 2026; Accepted: 30 October 2026; Published: 17 November 2026

ABSTRACT

This study focuses on an educational innovation developed for non-law students, which utilises both interactive tools and tailored teaching strategies to bridge the gap between complex legal theories and practical applications. The objectives of this study are to provide an interactive and user-friendly resource and to improve the students' understanding by focusing on selected legal terminologies in contract law. This structured innovation process encompasses several key stages: identifying and selecting relevant legal terminologies, drafting simplified explanations for better comprehension, and designing high-quality visual aids using Canva. These materials are then transformed into digital resources using FlipHTML5 and distributed through accessible online platforms like YouTube. As a result, this innovative method significantly reduces the complexity of traditional legal studies, providing an intuitive learning experience that students can easily access whenever and wherever it suits them. While this study does not empirically claim measured improvements in student achievement, due to the absence of a formal quantitative or qualitative evaluation at this stage, its primary value depends on the development of a robust design and structured implementation**.** By doing so, this study sets the critical foundational groundwork and delivers a ready-to-test resource, directly enabling rigorous empirical evaluation and measurable outcome tracking in subsequent studies. This innovation directly supports the United Nations Sustainable Development Goals (SDGs), specifically contributing to Goal 4 (Quality Education) and Goal 9 (Industry, Innovation, and Infrastructure). By promoting accessible digital learning environments and advancing high-quality educational resources, this initiative fosters a more inclusive, tech-driven foundation for modern learning. Therefore, to strengthen the next stage of development, the article also proposes a structured legal-expert content review and a small-scale usability pilot with non-law students. These activities are proposed procedures and have not yet been conducted or reported as findings in the present developmental paper.

Keywords: Legal literacy; contract law; non-law students; digital learning; educational innovation

INTRODUCTION

Contract law is an important component of legal literacy because contractual relationships arise in business, management, entrepreneurship and ordinary daily activities. Non-law students may nevertheless need to recognise legal concepts when studying business or making decisions in commercial transactions. In Malaysian higher education, the Business Law subject is one context in which students from non-law programmes encounter legal principles and terminologies. Core contract law terminologies such as invitation to treat, counter-offer, intention to create legal relations, certainty, undue influence, fraud, mistake,

misrepresentation, breach of contract and remedies; carry specific meanings. If these terms are treated as vocabulary to memorise rather than concepts to understand, the non-law students may struggle to connect legal principles with practical situations.

Teaching non-law students comes with academic challenges. Abdul Razak F., et. al (2020) discussed challenges and strategies in teaching law to non-law students, including the difficulty for the students to adapt to the topics they learned. Ambaras Khan H., (2021) highlighted the importance of choosing the best pedagogy to approach non-law students. Mohd Adi, M., N., (2026), on the other hand, emphasised that the conventional method of teaching law subjects is no longer suitable for non-law students in this generation. Consequently, the first "Learning Legal Terminologies Series: Law of Contract" was developed in response to the difficulty non-law students experienced with legal vocabulary and received positive feedback. Building on that experience, Series Two expands the resource through more engaging visual presentation, concise explanations and practical illustrations. The authors' intention is not to replace statutory materials, lecturers or formal legal analysis; it is rather to provide an introductory bridge between unfamiliar terminology and the more detailed legal content encountered in class. This study documents the design and development of Series Two as an educational innovation. It explains the learning problem, details the development process and illustrates the resource and its potential social and educational value. The focus is on the innovation and its design rationale, and not on its effectiveness.

Problem Statement

Non-law students may find contract law challenging because it uses unfamiliar terminology. They may be able to repeat a definition without understanding how the concept operates in a practical transaction. This gap between recall and application can affect confidence when answering legal questions. Thus, the study identifies several related concerns: difficulty in interpreting legal terminology; dependence on lecturers' explanations and presentation slides; and difficulty relating the legal principles to real-life situations. These concerns highlight the need for an additional educational resource that non-law students can access easily, is clear, and supports independent revision. Educational materials made for law students or lawyers are often too difficult for beginners and non-law students. However, simplifying legal concepts must not change their actual meaning. An educational resource therefore needs to balance plain-language explanation, legal accuracy, visual clarity and practical relevance. Series Two responds to this need by presenting selected contract-law terminology in a student-friendly format supported by diagrams, infographics and examples.

LITERATURE REVIEW AND CONCEPTUAL RATIONALE

Teaching Law to Learners Without a Legal Background

Teaching law to non-law students is different from training future lawyers. These students usually do not know how to find legal sources, use legal reasoning or understand precise legal terms. As such, explanations that are clear to a lawyer might be confusing to a beginner or non-law students. A student-friendly resource breaks topics into small parts and lets students review them at their own pace. However, it should support, not replace the lecturers and official legal materials. Simple definitions are just starting points, not substitutes for actual legal rules. Kariyawam K. et al (2014) agreed that different approaches should be used when teaching both law and non-law students.

Contextual and Experiential Learning

Legal principles are easier to understand when the students are able to relate them to real-life situations. Using everyday examples in Business Law helps the non-law students see why legal terms matter in daily transactions. However, these examples must stay accurate and should not make real-world legal issues look too simple. Thus, for Series Two, practical examples are used alongside short definitions and visuals. This design facilitates students in connecting legal terminology to its basic meaning and real situations. This educational resource supports basic understanding and revision, while classroom activities can focus on more advanced analysis and problem-solving

Legal Language and Accessibility

Legal terms are challenging because they involve both language and complex ideas. Some words have different meanings in law in comparison to everyday language, while others are essential for legal analysis. Ekaterina A. Pertsevaya et al (2025) underline that language is a major barrier for non-law students. Plain English and visuals can help reduce this vocabulary burden. However, making things simple should not reduce accuracy. An example can be seen in contract law terminology such as "void" and "voidable"; both must not be treated as the same. A resource must keep these important differences clear and encourage students to check official legal texts for deeper analysis.

Digital and Visual Learning Resources

Digital learning materials can be accessed repeatedly and across devices, potentially supporting revision beyo-

nd scheduled class time. Visual elements such as infographics and diagrams can organise information and draw attention to relationships among concepts. In this innovation, Canva is used to create visual materials, while digital formats and online delivery are intended to make the resource accessible through smartphones, tablets and laptops. The value of a digital resource should not be inferred solely from its format. Its educational contribution depends on the accuracy of the content, clarity of presentation, accessibility, alignment with learning objectives and the way students use it.

Recent Perspectives on Digital Learning and Business Law Education

Senadheera et al (2024) discussed the instructional models in relation to the development of digital learning resources in which it should reflect the course requirements in higher institutions. This is aligned with the recent study by the authors, whereby the digital learning resource presents the innovation stages from the selection of relevant legal terminologies to the learning activities. In legal education, content accuracy is significant to avoid misconceptions among non-law students.

In a study examining a contract law lecture for non-law business students, Esguerra (2022) adopted pre-test and post-test measures complemented by student feedback. This research highlights the importance of evaluating digital resources beyond their delivery format, focusing instead on their impact on instructional quality, learner experience, and learning outcomes. Nonetheless, these outcomes cannot be directly generalised to Series Two, given the variations in formats, participants and evaluation designs.

Investigating a business law course in Singapore, Cheong, B. C. (2023) evaluates the implementation of adult-learning principles, gamification and digital resources, in which he highlighted the importance of learner engagement and practical application in legal education. Within the Malaysian context, Mahat et al. (2025) studied the integration of gamification in delivering business law to non-law students, illustrating a growing scholarly interest in learner-centred and accessible legal pedagogy.

METHODOLOGY: DEVELOPMENT OF THE EDUCATIONAL INNOVATION

This study outlines how ‘Learning Legal Terminologies Series Two: Law of Contract’ was designed and created. It is not an experimental study and does not use statistical data on student grades.



Figure 1: The development process of the educational innovation

Identification and Selection of Legal Terminologies

The first stage involved identifying and selecting contract-law terminology relevant to the Business Law learning context. The selected concepts include invitation to treat, counter-offer, intention to create legal relations, certainty, undue influence, fraud, mistake, misrepresentation, breach of contract and remedies. These terms represent foundational concepts that learners need to recognise when beginning to study contract law.

Development of Simplified Legal Terminologies

The selected terminology was developed into concise, student-friendly explanations. The design goal was to reduce unnecessary linguistic complexity while retaining the legal meaning of each concept. Simplification was treated as a pedagogical aid rather than a replacement for the underlying legal principles. Where a term requires further explanation, classroom teaching and the relevant statutory or case materials remain important.

Design and Development of Visual Learning Materials

Canva was used to develop visual learning materials, including colourful infographics and practical examples based on everyday situations. These elements were intended to make the resource more engaging and to help the non-law students to connect a term with its meaning and potential application. The use of visual design also distinguishes the second series from a text-only list of definitions.

Digitalisation of the Learning Module and Digital Delivery Through Online Platform

The learning material was digitised to support convenient access through smartphones, tablets and laptops. The development documentation identifies FlipHTML5 as the platform for the digital flipbook format and YouTube as an online delivery platform. These tools support flexible access and allow the non-law students to revisit the material outside the classroom.

Copyright protection and registration

Crucially, this innovation is officially registered for copyright. The copyright details are as follows:

- Notification Number CRLY2026Q07228
- Title: “Learning Legal Terminologies Series Two: Law of Contract”
- Category: Literary
- Creation Date: 23 August 2026
- First Publication: 24 August 2026 in Malaysia
- Notification Date: 26 August 2026
- Owner: Universiti Teknologi MARA Cawangan Sarawak, Kampus Samarahan 2

EVOLUTION OF THE INNOVATION SERIES

Attribute	**Series One**	**Series Two**
Innovation Format	Online video-based presentation	Digital interactive flipbook designed via Canva
Medium	YouTube	Flip HTML5
Alignment	Focused on basic operational and	Aligned with United Nations Sustainable

with SDGs	accessibility goals	Development Goals: SDG 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure)
Scope of Content	Confined to essential legal terminologies such as contract, offer and acceptance	Expanded to comprehensive coverage of 10 distinct legal terminologies with exercises
Problem Statement Focus	Addressed misinterpretation of words and student time management constraints	Covered deeper issues such as students' over-reliance on lecture slides and difficulty applying laws to real life
Intellectual Property	Highlighted initial online commercialisation and cost-saving potential	Formal copyright protection and registration submitted through MyIPO

Table 1: Comparison between the first and second series

The changes from Series One to Series Two left a strategic pedagogical and technological maturation in addressing the unique hurdles non-law business students encounter when they learn contract law. While Series One worked as a foundational video focused narrowly on essential legal terminologies contract, offer and acceptance, Series Two advances into an immersive digital ecosystem. Utilising a Digital Interactive Flipbook framework built via Canva and digitised through Flip HTML5, this series broadens the academic scope to encompass ten important legal terminologies together with evaluation exercises. In addition to that, the second series deepens its analytical framework by targeting non-law students' systemic over-reliance on traditional lecture notes and slides; and as such, it aligns with the global mandates of SDG 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure. Simultaneously, the intellectual scale of the second series has increased from a localised digital presentation into a copyright registration, adopted for higher education integration.

Description of the Innovation

Series Two is a learning module that introduces contract law terms to non-law students. Its main features are short definitions, visual presentation and real-life examples.

Key Learning Features

First, the module focuses on terminology relevant to the intended learning context. This helps keep the content directed towards foundational concepts rather than attempting to cover the whole law of contract. Second, plain-language explanations are intended to make the terms more approachable. Third, visual materials provide an organised format for presenting concepts. Fourth, practical examples encourage learners to consider how terminology may arise in everyday or business situations. Finally, digital delivery allows learners to access and revisit the resource at a time and place convenient to them.

Relationship With Classroom Teaching

The module is best understood as a supplementary learning aid. Lecturers can use it before a class to introduce vocabulary, during a lesson to reinforce explanations, or after a lesson as a revision resource. Students can also use it independently to revisit terms that they find difficult. More complex questions such as applying a legal principle to disputed facts should continue to be addressed through lecturer guidance, statutory materials, case discussions and structured legal problem-solving.

Novelty and Contribution

The innovation’s distinctiveness lies in its targeted design for non-law students, combining simplified legal terminology with visual learning and practical illustrations in a digital format. The approach also seeks to maintain legal accuracy while making introductory legal content more approachable. The second series also builds on the earlier series by developing a more engaging and interactive presentation. These features

constitute a pedagogical and design contribution; they should not be interpreted as proof of superior learning outcomes in the absence of comparative evaluation.

FINDINGS AND DISCUSSION

A Structured Response to A Defined Learning Need

The development process responds directly to the challenges identified: unfamiliar terminology, reliance on lecturer explanations and slides, limited beginner-oriented resources, low confidence in answering legal questions and difficulty connecting legal principles with real-life situations. The resource translates these concerns into design decisions: concise explanations, visual organisation, practical illustrations and flexible digital access. This alignment between the identified problem and the resource features is a key outcome of the development process.

Supporting self-directed learning

The digital format offers a means for students to revisit material at their own pace. This is particularly relevant where students need repeated exposure to unfamiliar legal vocabulary. Independent access may help learners prepare for class or review concepts after teaching sessions. Nevertheless, access alone does not demonstrate that students have understood or retained the concepts. Future evaluation should examine how learners use the resource and whether repeated use is associated with improved comprehension.

Balancing Simplicity and Legal Accuracy

A central design challenge is to make legal terms understandable without erasing their distinctions. Contract law contains concepts whose legal effect depends on statutory requirements and factual circumstances. Simplified definitions should therefore be accurate, appropriately qualified and consistent with the statute; where relevant. The resource's review and refinement stage is important because visual presentation and plain language should reinforce legal understanding, not create misleading shortcuts.

Educational and Social Value

The potential contribution extends beyond examination preparation. Basic legal literacy can help learners recognise that commercial and everyday transactions may have legal consequences. A clearer introduction to legal vocabulary may provide a foundation for asking informed questions, identifying when further advice is needed and participating more responsibly in business-related activities. These are potential contributions, not measured outcomes established by the current paper.

Contribution to the Sustainable Development Goals (SDGS)

SDG 4: Quality Education

The innovation aligns with Goal 4 through the introduction of independent study on an online platform. Plain language explanations, visual presentation and digital access are meant to assist non-law students in understanding the legal terminology in contract law. The contribution is consistent with an inclusive educational aspiration, although actual effects on learning outcomes need further assessment.

SDG 9: Industry, Innovation and Infrastructure

The resource contributes to educational innovation through the development and digitalisation of a targeted learning module through FlipHTML5. Its potential use across devices and its adaptability into different digital formats reflect the use of technology to support learning-resource development. The connection to SDG 9 concerns the innovation and digital delivery process.

RECOMMENDATIONS FOR FUTURE STUDY

Authors have identified several methods to strengthen the implementation of this innovation for future use. First, a structured content review checklist could be used to document legal accuracy, clarity, accessibility and consistency for non-law students. Second, usability testing with a selected group of non-law students could identify confusing explanations, issues and preferred formats. Third, pre-learning and post-learning assessments could be used to examine the non-law students' understanding. It is important to note that these are recommendations for future evaluation and not procedures or results reported in this study. The digital resource, however, is only an educational and additional aid, but not to replace professional legal advice in a specific dispute or transaction.

CONCLUSION

"Learning Legal Terminologies Series Two: Law of Contract" is an educational innovation developed to concentrate on the challenges non-law students may encounter when learning contract law. Through the combination of simplified explanations, visual materials, practical illustrations and digital delivery, the innovation provides a structured additional resource for non-law students. The development of the innovation starts with terminology selection and simplification of the design, digitalisation of the learning materials and copyright notification, and it offers a practical model for creating beginner-oriented legal learning materials.

The non-law students' feedback on this series is one of the necessary steps and measures to strengthen the innovation's quality assurance. A subsequent survey will be conducted to assess the importance of this innovation before a conclusion can be made on its effectiveness and application for non-law students' study.

The innovation's main contribution is its digital format, which supports flexible access for non-law students. The educational resource is aligned with SDG 4 and SDG 9 through its educational purpose and technology-supported development. Nevertheless, the current study does not establish measured learning gains. Future research should evaluate usability and learning outcomes systematically, with transparent methods and evidence, before stronger claims about effectiveness are discussed.

Declarations

Ethical considerations

Not applicable. This article is a conceptual paper and does not report research involving human participants, animals or identifiable personal data.

Conflict of interest

The authors declare that the study was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Funding

No external funding was received for the preparation of this article.

Data availability

No new dataset was generated or analysed for this conceptual article.

Author contributions

All authors contributed to the intellectual development of the manuscript, critically reviewed the manuscript, and read and approved the final version for submission.

ACKNOWLEDGEMENTS

The authors express appreciation to those who provided assistance during preparation of the learning series.

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