

Communicating Business Law through Innovative Pedagogies: Gamification, Microlearning, and Mnemonics for Non-Law Students

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ABSTRACT

Legal education has traditionally been perceived as complex and intimidating, particularly for students outside the discipline of law. The heavy reliance on technical jargon, extensive case studies, and abstract legal concepts often creates barriers that limit students' interest and engagement. This paper is to examine the implementation of Massive Open Online Course (MOOC) platform specifically developed by Universiti Teknologi Mara in-house U-future platform for e-learners to make business law more accessible to non-law students. The business law course entitled *Breaking Down Business Law: No Headache, Just Handshake!* offered incorporates innovative pedagogical approaches such as gamification, microlearning, and mnemonic learning strategies to simplify legal concepts without compromising academic rigor. Employing a qualitative methodology, the study gathers insights from questionnaire, journals, and forty-four student feedback surveys to explore learners' experiences and perceptions. The findings reveal that students benefited from the course's interactive and inclusive communication style, which reduced anxiety, improved motivation, and fostered a deeper sense of relevance between business law and their respective fields of study. Moreover, the use of learner-cantered strategies was shown to empower students by building confidence in applying legal knowledge to real-world contexts. The study highlights the significance of adopting alternative teaching methods in legal education to bridge the gap between technical legal content and broader educational needs. Ultimately, the research underlines the role of accessible communication in promoting legal literacy across non-law disciplines, suggesting that innovative pedagogy can transform the learning of law from a source of intimidation into a tool for empowerment.

Keywords: Communication, Business Law, innovative Pedagogies, Gamification, Micro learning, Mnemonics, Non-Law Students.

INTRODUCTION

Legal education has long been regarded as intellectually demanding, even for students enrolled in law programs. For non-law students, the challenge becomes even more pronounced due to the discipline's reliance on legal terminology, extensive case laws, and abstract theoretical frameworks (Razak et al., 2020; Yoon & Wong, 2018). Such characteristics, while essential to the rigor of legal studies, often intimidate learners whose academic backgrounds lie outside of law. Business law poses unique difficulties as it is a compulsory subject for many students in business, accounting, tourism management, and other related disciplines. Although these students are expected to understand fundamental legal principles to navigate the professional environment, the traditional mode of instruction frequently results in disengagement, confusion, and a perception that legal knowledge is inaccessible.

In response to these challenges, there is a growing interest in exploring innovative pedagogical strategies that reframe how law is communicated to non-law audiences. Study shows that many researchers embark into innovative journey to make law easier and accessible (Razak et al., 2024; Wen et al., 2023). In this era of digital transformation, arose digital learning platforms, particularly knowns as Massive Open Online Courses (MOOCs) for all types of learners who willing to study law differently. MOOC UiTM refers to Massive Open

Online Courses offered by Universiti Teknologi MARA (UiTM), a Malaysian public university through its in-house developed UFUTURE platform to host and manage its MOOCs, integrating them with its overall learning environment. These are online, accessible, and often free courses designed to provide education to a large, diverse audience to enhance learning. Sarmin et al. (2021) found that MOOC serves as a flexible e-learning platform and is ranked higher in effectiveness compared to other forms of e-learning aids.

This platform offers opportunities to experiment with alternative teaching methods that move beyond conventional lectures and textbooks. The course *Breaking Down Business Law: No Headache, Just Handshake!* was designed within this context. Its aim is to demystify complex legal concepts using gamification, microlearning, and mnemonic devices—methods that prioritize simplicity, interactivity, and learner engagement. These approaches are grounded in the idea that legal education should not only impart knowledge but also build confidence and relevance for learners who may otherwise feel alienated by traditional legal discourse.

This study employs a qualitative methodology to examine the implementation and impact of the course. Data collected through two classes enrolled with the business law course from Business and Tourism programs, online journals, and student feedback surveys provide insights into learners' experiences, particularly their perceptions of anxiety, engagement, and the applicability of business law in real-world contexts. By analysing these perspectives, the research aims to evaluate whether learner-centered communication strategies can successfully bridge the gap between law and non-law disciplines.

The findings of this study suggest that accessible and inclusive pedagogical practices play a critical role in reshaping the way non-law students approach business law. When legal knowledge is presented in a manner that is interactive, relatable, and easy to grasp, students are more likely to engage with the material and appreciate its practical value. Beyond academic outcomes, this approach contributes to enhancing legal literacy, empowering students with the confidence to apply legal reasoning in professional and everyday contexts.

This paper therefore positions *Breaking Down Business Law: No Headache, Just Handshake!* as a case study for rethinking legal education in non-law disciplines. It argues that innovative, learner-centered pedagogies are essential for making law less intimidating and more empowering. In doing so, the study contributes to broader conversations about inclusive education, digital learning, and the role of communication (Alcaide-Lopez & Portuguez-Castro, 2025; Sherwin et al., 2006) in bridging disciplinary divides.

LITERATURE REVIEW

Business law is often perceived as an intimidating subject, especially for students outside law faculties. Razak et al. (2024) highlights that the complexity of legal language poses a significant barrier to comprehension. Rogers (2019) further argues that non-law students see law as abstract and irrelevant to their professional needs. Traditional pedagogical models, relying heavily on case analysis and lengthy readings, have been criticized for failing to engage students with no legal background (Biggs & Tang, 2011). Furthermore, Alias & Abdul Razak (2023) concluded that the traditional approach may no longer be relevant as a teaching technique in law schools in the digital era.

Recent scholarship emphasizes the need for learner-centered and technology-enhanced approaches in teaching law. Gamification has been widely studied as a tool for increasing motivation and active participation (Deterding et al., 2011; Oliveira et al., 2023). By turning assessments into interactive challenges, students perceive learning as enjoyable rather than intimidating. Similarly, mnemonic strategies have been shown to improve memory retention and aid in simplifying complex rules (Bellezza, 1981 & Sarmin et al., 2021).

The rise of digital learning has introduced microlearning; short, focused lessons often delivered through videos or infographics. Hug (2016) notes that microlearning is particularly effective for contemporary learners who prefer concise, accessible content. According to Alias & Abdul Razak (2023), the findings of their study on microlearning efficacy have significant implications for educators and curriculum designers. In Malaysia, the Ministry of Higher Education emphasizes digital education as a strategy for democratizing knowledge and

ensuring inclusivity. Studies in online education further suggest that short video-based content enhances engagement and allows learners to revisit materials at their own pace (Kay, 2012). According to Dwinggo et al., (2023), the innovation of this pedagogy flourish especially for Generation Z and succeeding digitally native generations who are accustomed to smartphones, the Internet, and digital information.

Much of the existing research on business law education focuses on quantitative outcomes such as test scores. However, qualitative approaches capture richer insights into students' perceptions and lived experiences (Creswell, 2013). For instance, Braun & Clarke (2006) argue that thematic analysis allows educators to identify recurring challenges, motivations, and emotional responses among learners, providing a deeper understanding of what works in legal education.

While previous studies have explored gamification and digital pedagogy in general education, there are still limited work examines their integration into business law courses for non-law students, particularly within the Malaysian context. This study fills that gap by providing a qualitative exploration of students' experiences with a MOOC designed to simplify business law through innovative pedagogies:

METHODOLOGY

This study adopted a qualitative research design to explore non-law students' experiences and perceptions of the *Breaking Down Business Law: No Headache, Just Handshake!* MOOC. A qualitative approach was chosen because it allows for in-depth exploration of participants' attitudes, motivations, and reflections, which are central to understanding how innovative pedagogical methods shape learning experiences in legal education.

The study involved forty-four undergraduate students of Universiti Teknologi Mara Cawangan Melaka enrolled in business and tourism programs who voluntarily participated in the MOOC (Table 1). Participants were selected through purposive sampling, as they represented the intended target group of non-law students who are often required to engage with business law in their course program.

Table 1: Demographic Profile of Participants

Program of study	Number of participants
Business	22
Tourism	22
Total	44

Data were gathered primarily through a semi-structured questionnaire. The questionnaire comprised five sections with a total of eleven open-ended questions:

- Section A: Learning Experience (e.g., first impressions, teaching methods, difficulties)
- Section B: Motivation and Engagement (e.g., impact of quizzes, moments of engagement)
- Section C: Accessibility and Usability (e.g., mode of access, technological challenges)
- Section D: Application and Relevance (e.g., connection to field of study, real-world application)
- Section E: Suggestions for Improvement (e.g., recommendations, peer endorsement).

These open-ended questions encouraged participants to reflect on their personal experiences rather than provide short or predetermined responses, thereby capturing diverse perspectives. The questionnaires were administered online, allowing participants to complete them at their convenience. Data were analysed using thematic analysis, following Braun and Clarke's (2006) six-phase framework. An inductive approach was employed so that codes and themes emerged directly from participants' responses rather than being pre-determined.

First, all responses were read multiple times for familiarisation. Two researchers independently generated initial codes by identifying significant phrases and concepts. These codes were compared, and discrepancies were resolved through discussion until consensus was achieved. Related codes were then grouped into broader categories, which were iteratively refined into themes representing participants' learning experiences, motivations, accessibility concerns, application of knowledge, and suggestions for improvement.

Participation was voluntary, and students were informed about the purpose of the study, their right to withdraw at any time, and the confidentiality of their responses. Informed consent was obtained from all participants prior to their involvement, and data were anonymised to protect participants’ identities.

RESULTS AND DISCUSSION

Learning Experience

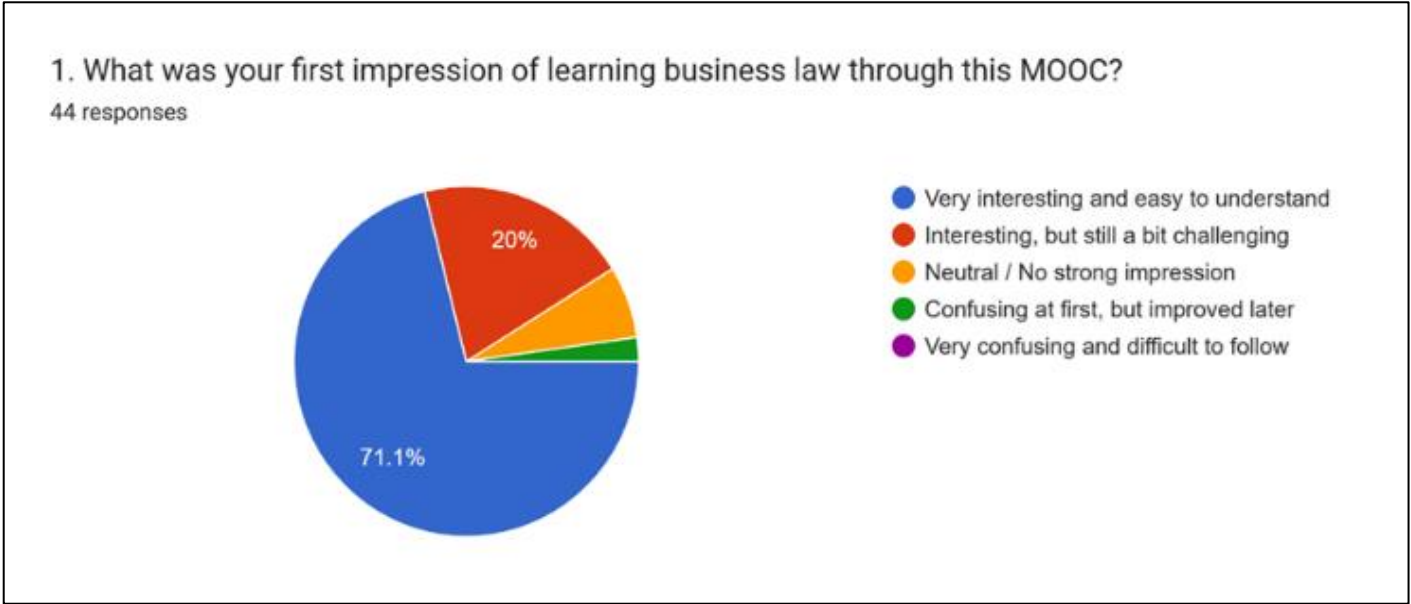


Fig. 1.

Figure 1 indicates that 71.1% respondents reported that their first impression of learning business law through the MOOC was positive, particularly appreciating its accessible language and interactive design. Traditional perceptions of law as “dry” or “intimidating” were challenged by the incorporation of gamification and short video modules.

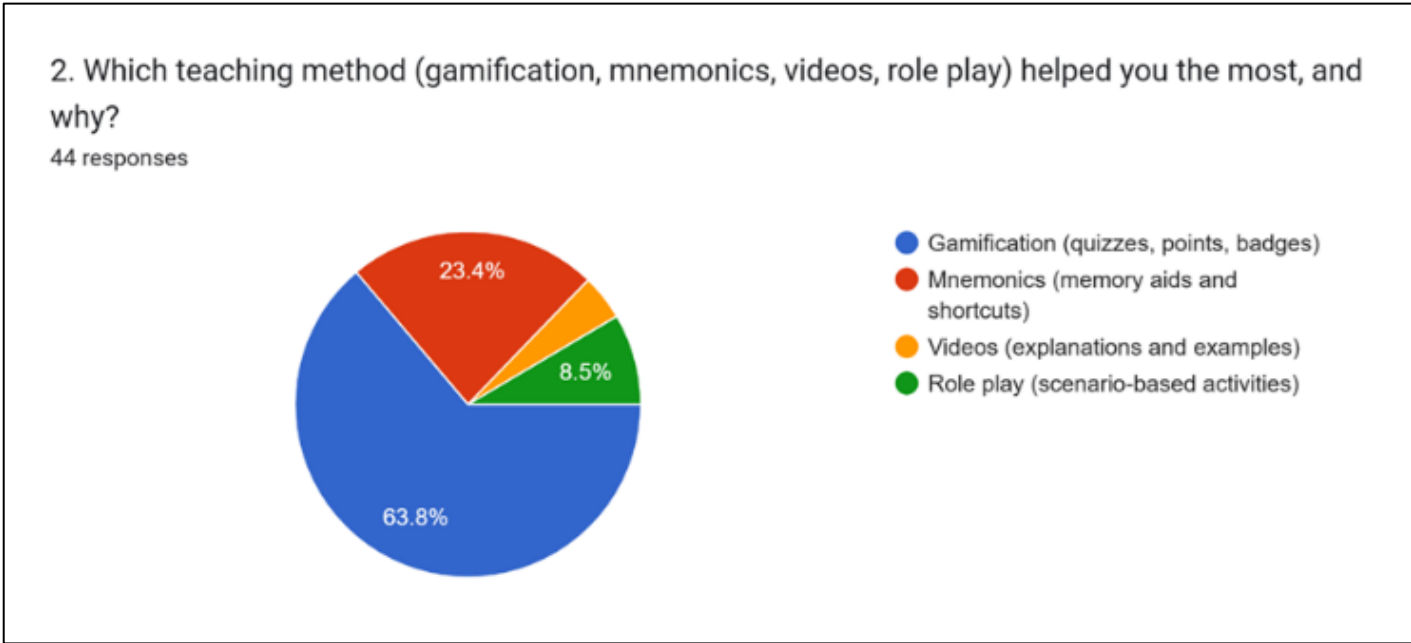


Fig. 2.

Based from Figure 2, 63.8% respondents identified gamification and video-based explanations as the most helpful, while mnemonics were noted as particularly useful for memorizing legal terms.

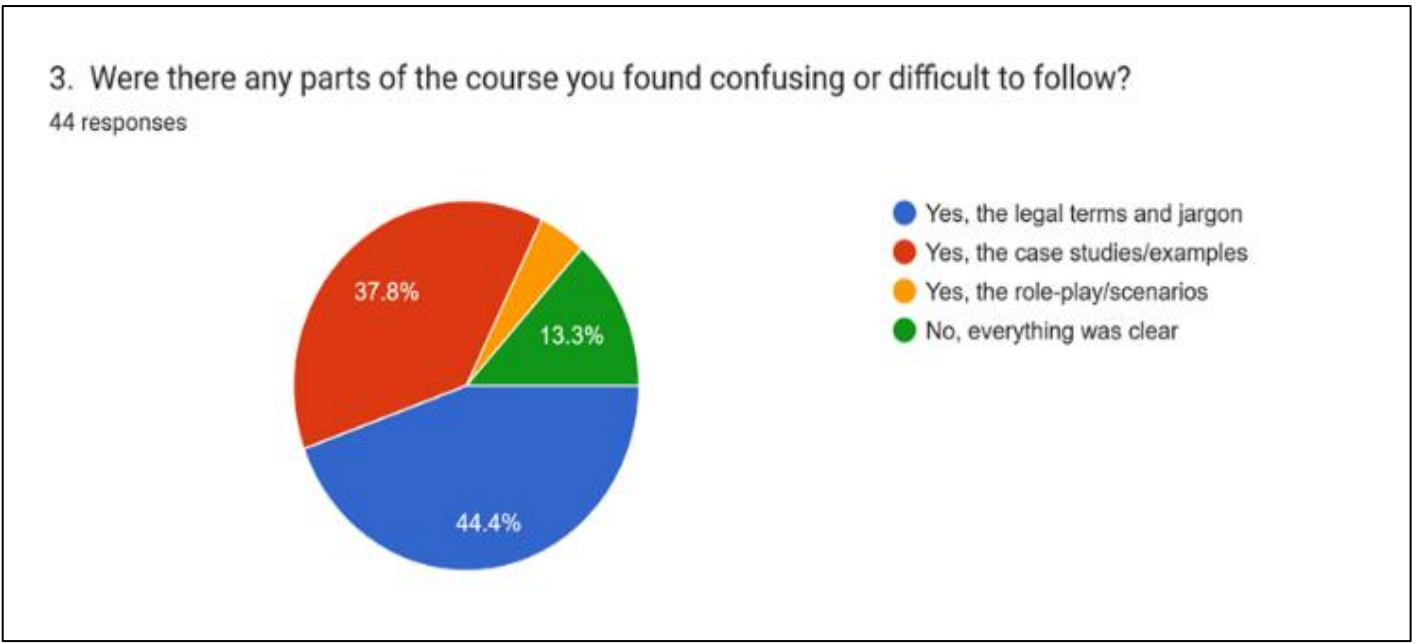


Fig. 3.

From Figure 3, only 4.5% expressed difficulty following scenario-based activities, citing the abstract nature of some legal concepts. This finding reinforces prior research that simplified, multimodal teaching strategies enhance learner comprehension in complex disciplines (Prensky, 2001).

Motivation and Engagement

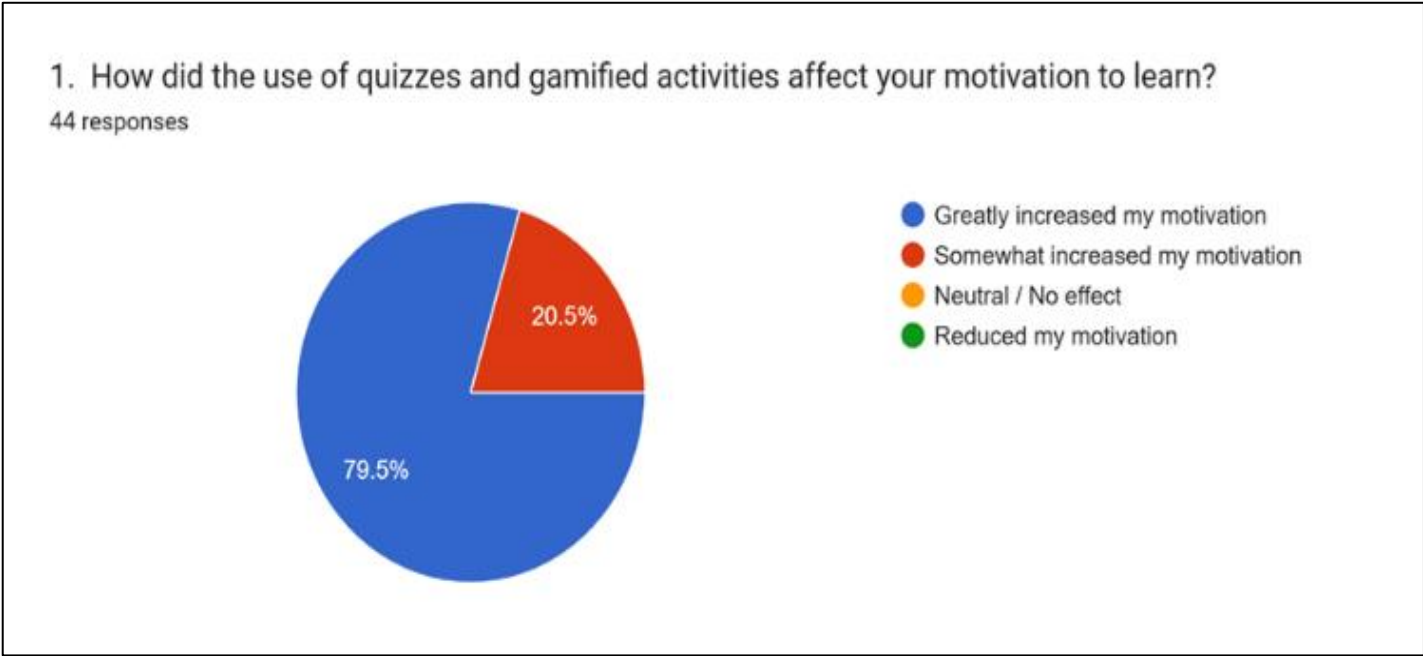


Fig. 4.

As indicated by Figure 4 the result shows that the use of quizzes and gamified activities was consistently highlighted as a strong motivator. 79.5% respondents described these tools as “fun checkpoints” that sustained attention and provided a sense of success. Therefore, these interactive elements were far more than just games; they were a fundamental engagement engine. They transformed learning from a passive monologue into an active dialogue, providing crucial moments of victory that built momentum and made the daunting task of learning law feel both achievable and rewarding.

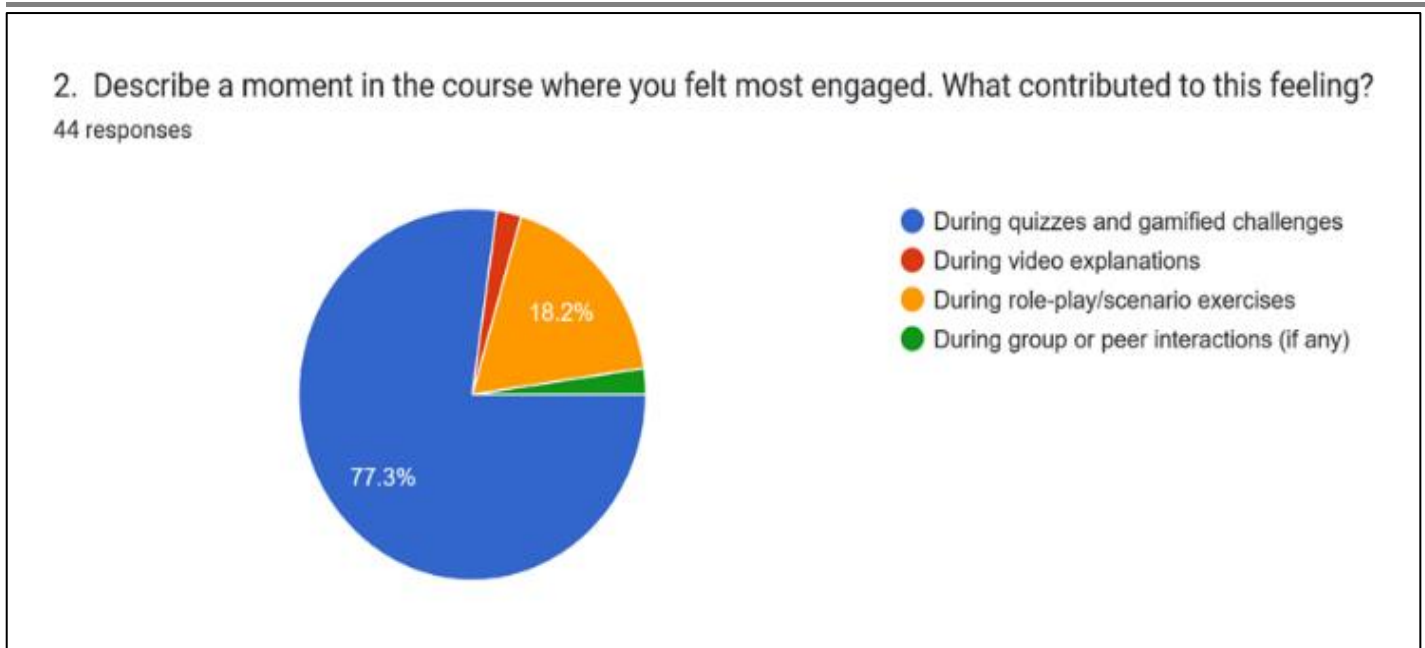


Fig. 5.

Considering the result from Figure 5, it shows that only 18.5% respondents remark high engagement during role play activities, where they assumed the roles of employers, employees, or business owners. This findings contradict with the literature suggesting that role-play actually creates experiential learning opportunities, bridging theory and practice [22]. 77.3% respondents engaged in quizzes and gamifications as compared to role play activities.

Accessibility and Usability

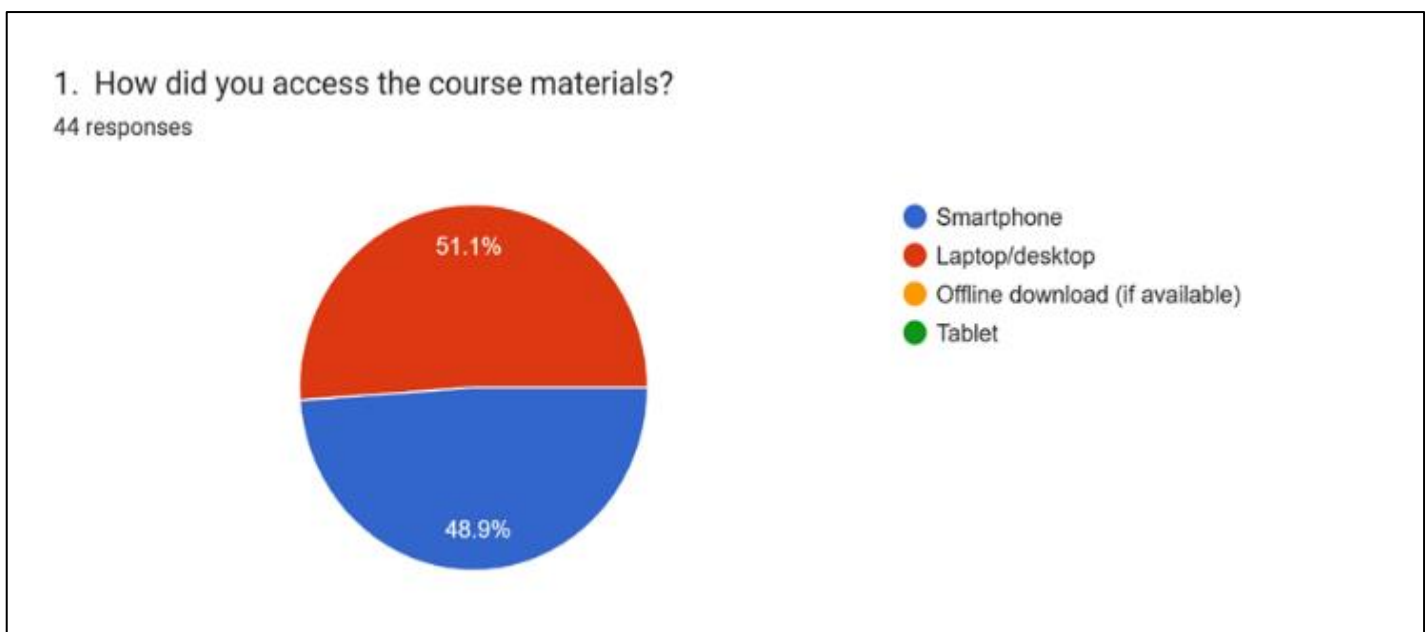


Fig. 6.

From the finding spotted in Figure 6, 51.1% respondents accessed the MOOC through laptops and desktops while 48.9% respondents used smartphones, reflecting contemporary digital learning trends. The data indicates that smartphone access was not merely occasional but the dominant mode of interaction for a large segment of the cohort, reflecting the normalization of mobile technology as a central learning platform. The prevalence of smartphone access reflects a contemporary trend where learning is interwoven with daily life, suggesting that successful digital pedagogy must cater to shorter, more focused engagement windows.

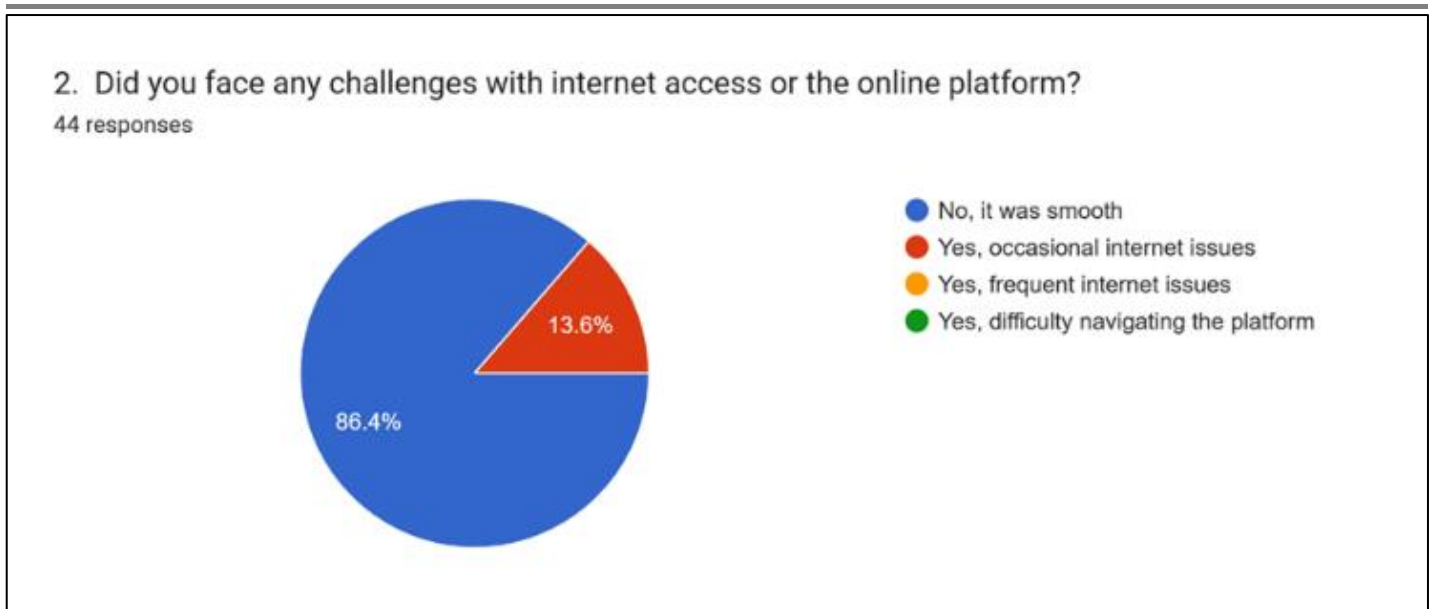


Fig. 7.

As illustrated in Figure 7, the finding shows 86.4% respondents found the platform as user-friendly, 13.6% respondents reported intermittent internet connectivity as a barrier to smooth participation. This indicates that while MOOCs democratize access to education, infrastructural challenges still limit full inclusivity, echoing findings by Liyanagunawardena et al. (2013).

Application and Relevance

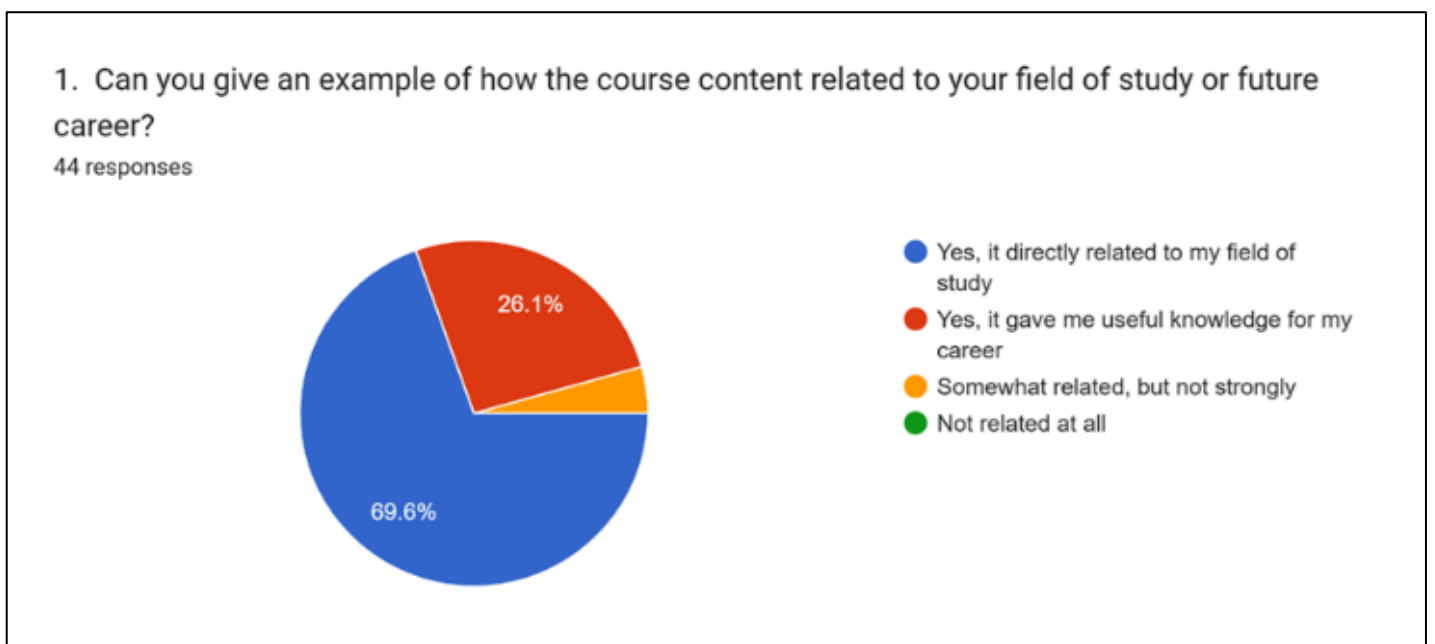


Fig. 8.

As evidenced by the result in Figure 8, 69.8% respondents strongly emphasized the relevance of the course content to their academic and professional career developments. 26.1% respondents noted that understanding basic business law principles helped them better contextualize topics in management, accounting, and entrepreneurship. Students described developing a more critical and holistic mindset, enabling them to evaluate business scenarios not just for financial or operational efficiency but for legal viability and ethical soundness, thereby grasping the true complexity of the business world. In essence, it provided the critical framework that turned abstract concepts into practical, actionable knowledge, demystifying how businesses truly operate.

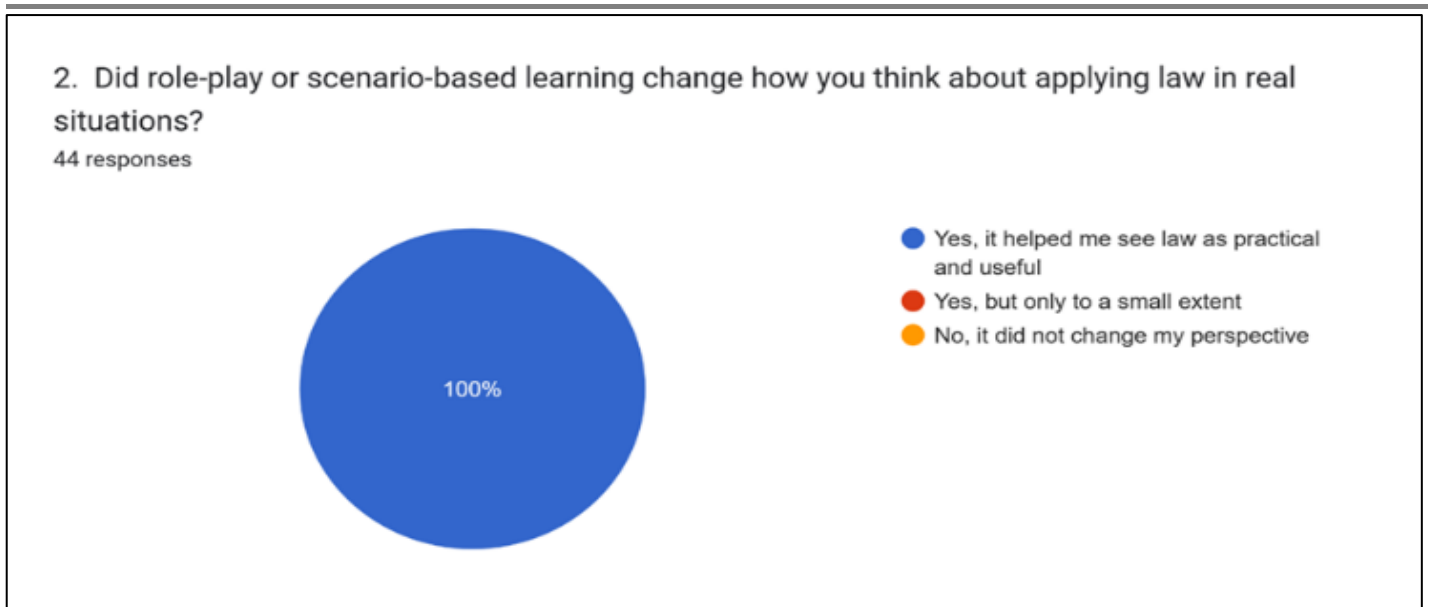


Fig. 9.

Figure 9 indicates that role-play and scenario-based learning were particularly effective in reshaping their perception of law as a practical tool rather than abstract knowledge. This aligns with Vygotsky (1978) notion of situated learning, where knowledge becomes meaningful through application. The effectiveness of role-play and scenario-based learning in reshaping perceptions of law from an abstract body of knowledge to a practical tool can be attributed to several factors. Primarily, these methods are foundational to experiential learning, requiring students to actively apply legal principles in simulated, real-world contexts. This process not only demystifies legal language by translating it into action but also generates a higher degree of emotional and cognitive engagement through the creation of tangible stakes and consequences. Furthermore, these activities are instrumental in developing strategic risk-assessment skills, moving students beyond simplistic notions of right and wrong towards a more nuanced understanding of law as a framework for business decision-making. Ultimately, by practicing in a low-stakes environment, students built the confidence to view legal knowledge not as a source of anxiety, but as an empowering tool for their future careers.

Suggestions for Improvement

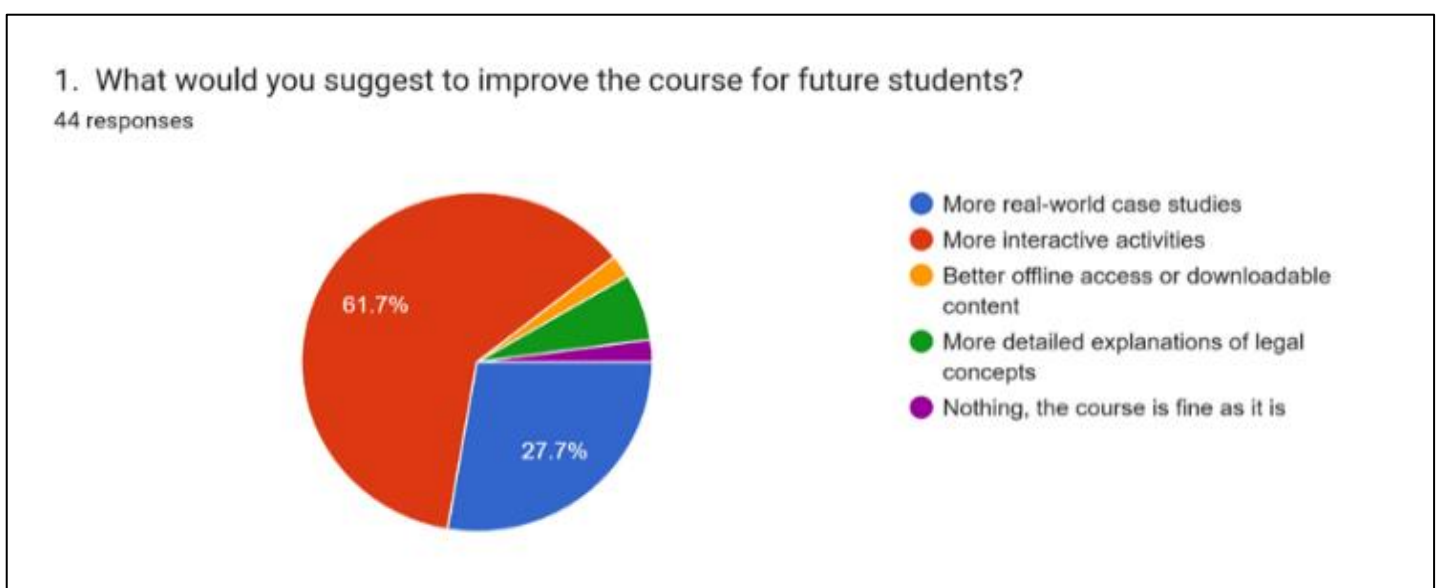


Fig. 10.

When asked for improvements, Figure 10 displays 61.7% respondents suggest more interactive activities and 27.7% respondents recommended incorporating more real-world case studies and providing offline access to

materials. The feedback calling for interactive activities more than real-world case studies indicating that students are seeking to bridge the gap between theoretical legal concepts and practical application, desiring to develop the critical thinking skills necessary for their professional futures. Concurrently, the request for offline access highlights the importance of flexible and accessible learning design, acknowledging the challenges of variable internet connectivity and the need for learning solutions that fit into the mobile and often fragmented daily lives of modern students. These suggestions point to a learner population that is not only engaged but also pragmatic, seeking an education that is both deeply contextualized and seamlessly integrated into their real-world environments.

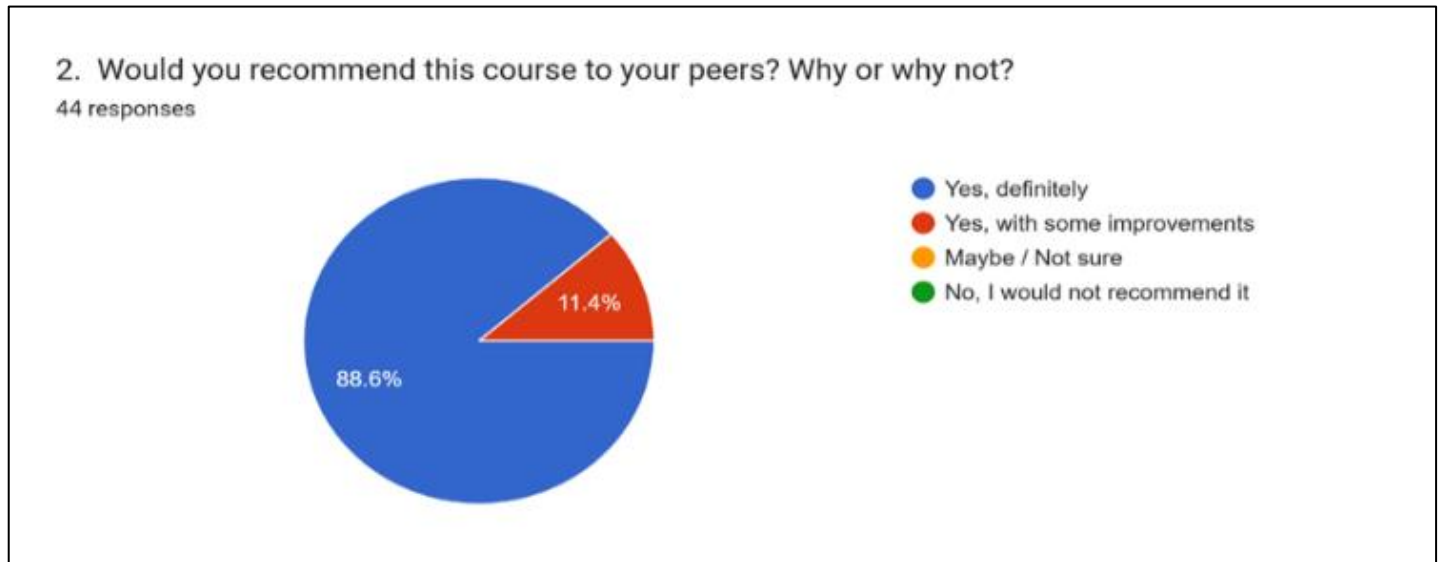


Fig. 11.

From Figure 11, 88.6% respondents indicated that they would recommend the course to peers, citing its approachable teaching style and practical value and 11.4% suggest some improvements to be made before introduce to peers.

OVERALL DISCUSSION

Overall, the results demonstrate that innovative communication strategies gamification, microlearning, mnemonics, and role-play—substantially reduce intimidation and enhance engagement in legal education for non-law students. The findings affirm that learner-centered pedagogy not only fosters motivation but also increases the perceived relevance of business law across disciplines. Importantly, the MOOC's design addresses the broader challenge of legal literacy by making law accessible to students who might otherwise disengage. However, challenges related to digital access highlight the need for hybrid or low bandwidth learning options in future iterations.

Contribution and Future Research

This study contributes to the growing body of literature advocating for inclusive, student-centered approaches in higher education. By reframing business law as approachable and practical, MOOCs like *Breaking Down Business Law: No Headache, Just Handshake!* demonstrate the potential to transform intimidating disciplines into empowering learning experiences.

CONCLUSION

MOOC entitled *Breaking Down Business Law: No Headache, Just Handshake!* demonstrates how qualitative evaluation can capture the real experiences of learners in legal education. Students' voices confirmed that interactive, learner-centered methods transform their perception of law from "difficult and irrelevant" to "practical and enjoyable." The insights highlight the need to combine innovative strategies with inclusivity measures, particularly addressing technological barriers.

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APPENDIX

Appendix: Sample Open-Ended Student Questionnaire

Section A: Learning Experience

1. What was your first impression of learning business law through this MOOC?
2. Which teaching method (gamification, mnemonics, videos, role play) helped you the most, and why?
3. Were there any parts of the course you found confusing or difficult to follow? Please explain.

Section B: Motivation and Engagement

4. How did the use of quizzes and gamified activities affect your motivation to learn?
5. Describe a moment in the course where you felt most engaged. What contributed to this feeling?

Section C: Accessibility and Usability

6. How did you access the course materials (phone, laptop, offline)?
7. Did you face any challenges with internet access or the online platform?

Section D: Application and Relevance

8. Can you give an example of how the course content related to your field of study or future career?
9. Did role-play or scenario-based learning change how you think about applying law in real situations?

Section E: Suggestions for Improvement

10. What would you suggest to improve the course for future students?
11. Would you recommend this course to your peers? Why or why not?