

Mastering Tribunal Forms:  
Teaching Students in Law-Related Programs using  
Public Legal Education and Information

by

Sandra K. Smith

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## THESIS EXAMINATION INFORMATION

Submitted by: Sandra Smith

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An oral defense of this thesis took place on November 24, 2023 in front of the following examining committee:

Examining Committee:

Chair of Examining Committee

Research Supervisor                      Dr. William Hunter

Research Co-supervisor                  Dr. Brian Campbell

Examining Committee Member          Dr. Leslie Jacobs

Thesis Examiner                              Dr. Thomas McMorrow

The above committee determined that the thesis is acceptable in form and content and that a satisfactory knowledge of the field covered by the thesis was demonstrated by the candidate during an oral examination. A signed copy of the Certificate of Approval is available from the School of Graduate and Postdoctoral Studies.

## ABSTRACT

Law clerks and licensed paralegals in Ontario prepare standardized tribunal-issued forms, such as those for the Landlord and Tenant Board (LTB), on behalf of their clients. Training paralegal candidates and law clerk students to produce these complex forms is a core part of their education in residential landlord and tenant law courses in Ontario's community college programs. The LTB and Community Legal Education Ontario (CLEO) have created resources to assist the public to complete the forms without the assistance of legal professionals. The purpose of these resources aligns well with the learning outcomes of the curricula for educating law clerks and paralegals, in that the goal of both is to facilitate the production of complete, accurate and effective documents that can commence a claim before the Tribunal. This study examines the challenges that students in a community college encounter in learning to complete the forms; proposes that the age, languages spoken, and educational background of the students affect their success; and suggests that resources used by the public can support students as they learn.

Keywords: paralegal; law clerk; education; technology; justice; residential tenancy

## AUTHOR'S DECLARATION

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\_\_\_ Sandra K. Smith

## STATEMENT OF CONTRIBUTIONS

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication. I have used standard referencing practices to acknowledge ideas, research techniques, or other materials that belong to others. Furthermore, I hereby certify that I am the sole source of the creative works and/or inventive knowledge described in this thesis.

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## LIST OF ABBREVIATIONS AND SYMBOLS

CSJPS	Welsh Civil and Social Justice Panel Survey
CLEO	Community Legal Education Ontario
CLO	Course Learning Outcomes
ILCO	Institute of Law Clerks of Ontario
LSO	Law Society of Ontario
LSUC	Law Society of Upper Canada
LTB	Landlord and Tenant Board
MCU	Ministry of Colleges and Universities
PLEI	Public Legal Education and Information
PLO	Program Learning Outcomes
RTA	<i>Residential Tenancies Act</i>
SRL	Self-represented litigants

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# 1 Introduction

Law clerks and licensed paralegals in Ontario prepare tribunal-issued forms on behalf of their clients as part of their work; it is their specialized knowledge of how to complete the forms that clients and employers rely on. Communication with tribunals and courts in Ontario is highly structured and at almost every step in the litigation of a claim, the parties must submit standardized documents. The Landlord and Tenant Board (LTB) is one such tribunal which requires the many professionals and their clerks working in the area of residential landlord and tenant law to complete the prescribed forms. Training paralegal candidates and law clerk students to accurately and completely produce these forms for the LTB is a core part of their education in residential landlord and tenant law courses in Ontario's community college programs.

The style and content of the LTB forms can be a barrier to their users, a hinderance that developers of public legal education and information (PLEI) have attempted to minimize through the provision of simple learning tools. The PLEI developers' purpose in the creation of these resources aligns well with the learning outcomes of the curriculum for educating law clerks and paralegals in that the goal of both is to facilitate the production of complete, accurate and effective documents that can commence a claim before the Tribunal. This thesis examines two sources of PLEI, specifically the instructions provided by the LTB and a web-based data collection interface created by Community Legal Education Ontario (CLEO), as a method for and a support to teaching students to fill out the forms. It explores the challenges that students in a community college encounter in learning to complete forms, in particular the L2 (Application to End

a Tenancy and Evict a Tenant) (Landlord and Tenant Board, 2023a) and the T6 (Tenant Application about Maintenance) (Landlord and Tenant Board, 2023c) which commence applications to the LTB. It proposes that the age, languages spoken, and educational background of the students limit their capacity to complete the work assigned and that technological tools can support students as they learn.

A group of 58 students at a community college in Ontario were given the task of preparing either L2 (Application to End a Tenancy and Evict a Tenant) (Landlord and Tenant Board, 2023a) or the T6 (Tenant Application about Maintenance) (Landlord and Tenant Board, 2023c); some the students attempted both forms. The analysis of the errors in the students' work did not indicate that one method or resource was superior to the other, although the model of CLEO's Guided Pathway holds the most promise. The results indicate that the main barriers to the students are:

- (1) the use of electronic resources, specifically PDF software,
- (2) the location, selection, and organization of the information provided by the scenario and requested in the form,
- (3) the calculation and documenting of dates,
- (4) the precise placement of the information from (2) and (3) when drafting the form,
- (5) the effective communication of the facts, and
- (6) the understanding of how to justify the remedies claimed.

The students who used the CLEO Guided Pathway appear to have been more successful in overcoming the first three challenges—producing PDFs, inputting the correct information, and providing correct dates. However, for the fifth and sixth issues, CLEO's tool seems to have complicated the communication of pertinent facts and the justification of relevant remedies.

## 1.1 Background

The LTB is an adjudicative tribunal, created by the Legislature of Ontario when it enacted the *Residential Tenancies Act, 2006* (RTA); the legislation came into force on January 31, 2007. Section 1 of the RTA states:

The purposes of this Act are to provide protection for residential tenants from unlawful rent increases and unlawful evictions, to establish a framework for the regulation of residential rents, to balance the rights and responsibilities of residential landlords and tenants and **to provide for the adjudication of disputes and for other processes to informally resolve disputes**. [emphasis added]

The RTA defines the contractual relationship between landlords and tenants who rent residential properties in Ontario and establishes the LTB as the adjudicator of all residential tenancy matters in the first instance. Aside from the exceptions laid out in sections 5 to 7 of the RTA, all rental housing is governed by the legislation.

To fulfill its mandate, the LTB has a complex but strictly demarcated process for dispute resolution which demands that litigants, normally the landlord(s) and tenant(s) involved, exchange information with the LTB and each other via a series of standardized forms. At the beginning of the process, individuals must file and serve an application, a lengthy document which captures the relevant identification details of the plaintiff and the defendant, the nature of the complaint, and the relief requested, along with various other applicable requests such as the need for translation. The types of applications that can be made are numbered and segregated into landlord applications, indicated with an L, and tenant applications, identified by a T. Failure to respond adequately to each section of the relevant form, or indeed the use of the wrong form, can result in the dismissal of an application, further complicating and delaying the process.



The landlord application (L2 Application to End a Tenancy and Evict a Tenant) (Landlord and Tenant Board, 2023a) is one of the forms that commences the procedure to evict a tenant from a residential unit. Tenants enjoy security of tenure in Ontario, which means that they can only be evicted for a reason listed in the RTA. The landlord must give the tenant the relevant notice a specified number of days before filing this application. The landlord application (L2) instructions explain:

You can use this form to apply to the Landlord and Tenant Board (LTB) for an order to end a tenancy and evict a tenant for one of the following reasons:

- you gave the tenant a Notice to End your Tenancy for any reason, except non-payment of rent (Form N4),
- the tenant has abandoned the rental unit, or
- the tenant occupies the superintendent's unit and their employment as superintendent ended more than 7 days ago.

You can also use this form to apply to the LTB for an order requiring the tenant to pay you:

- compensation for each day they remain in the rental unit after the termination date set out in the Notice to End your Tenancy,
- the bank charges and related administration charges for NSF cheques the tenant gave you,
- the utility costs that the tenants failed to pay,
- compensation for damage the tenant, their guest, or another occupant of the rental unit caused to the rental unit or to the residential complex,
- expenses you have incurred because the tenant, their guest, or another occupant of the rental unit substantially interfered with your reasonable enjoyment or lawful right, privilege or interest; and/or
- the additional amount the tenant would have been required to pay had the tenant not misrepresented their income or that of their family in a Rent-Geared-to-Income rental unit (xxx).

The landlord application is 12 pages long with 25 sections, only 5 of which require the applicant to explain information in an open-ended text box. The remainder of the form asks that specific information be written in defined fields. For example, the street address of the unit must be recorded in 5 separate fields—the street number, the street name, the

street type, the street direction and the unit number. A copy of the landlord application form is provided in Appendix G.

A tenant application (T6 Tenant Application about Maintenance) (Landlord and Tenant Board, 2023c) is used by tenants to force landlords to fulfill their responsibilities under the RTA. It requests that the LTB determine whether a landlord has not repaired or maintained the rental unit or the residential complex, or has not complied with health, safety, housing, or maintenance standards. This tenant application (T6) is shorter than the landlord application (L2) at only 8 pages with 20 sections, 5 of which invite the applicant to explain their reasons for their claim in open-text boxes. However, the writing and advocacy skills demanded by this form are arguably more onerous than the landlord application. A copy of the tenant application form is provided in Appendix H.

The forms can be a significant barrier to users of the LTB, creating concerns about access to justice for many in Ontario. Their complexity, organization, language level and method of submission can be daunting, as the information required is not easily understood and the filing of the documents can be time-consuming. In addition, the legal profession, and the LTB specifically, has undergone important change in Ontario in the past three years, changes which call into question the way users, including law clerks and paralegals, learn about and subsequently how they work with LTB applications. The LTB has taken steps to streamline and simplify the process, but the significant changes brought on by the end of in-person hearings during the pandemic have in many ways exacerbated the pre-existing issues and introduced new ones (Ombudsman Ontario, 2023).

An important backdrop to this study is the introduction of technology-assisted procedures, begun in the past decade and expedited in response to the coronavirus pandemic. These systems now demand new capacities beyond the traditional writing and

advocacy skills related to the process of litigation. Today, the LTB forms can be prepared and submitted online if the applicant has the necessary hardware, software and internet connection, a convenience highlighted by Tribunals Ontario, the overarching administrator of the LTB and 12 other provincial adjudicative bodies. Its 2021-22 report outlines the changes:

Technology has a transformative impact on individuals and how they access government services. Prior to the pandemic, Tribunals Ontario, like most in the justice sector, was generally paper-based and in-person. The pandemic created a shift and an urgent need to provide digital options to ensure that our tribunals continued to be accessible and available to users. Now, applicants and parties can access our services at any time and from anywhere in Ontario, and they like this change. People tell us that it is easier and more convenient for them, and that they prefer to submit applications online and participate in a hearing or mediation from the comfort of their home or office. At the heart of digital transformation is the user. We know that digital solutions are improving access to justice, and also that Ontarians want value for money and digital services that are user-friendly and time- and cost-effective (Tribunals Ontario, 2022, Executive Director's Message).

The LTB's claim that users report that "it is easier and more convenient for them, and that they prefer to submit applications online" (Tribunals Ontario, 2022, Executive Director's Message) must be viewed within the context of the findings of this study.

While the move to online services may be recent, advocates for disadvantaged populations have worked for decades to overcome the challenges that users face in their interactions with the LTB and other adjudicative bodies. One solution advocated by scholars, public servants and activists is the creation and distribution of a range of public legal education and information (PLEI). Broadly speaking, PLEI – a collection of print, video, audio, web-based and social media resources produced by ministries at all levels of government; professional firms, bodies and associations; non-governmental organizations; and altruistic individuals – aims to assist people to manage their legal problems more effectively. These resources are intended to empower individuals to

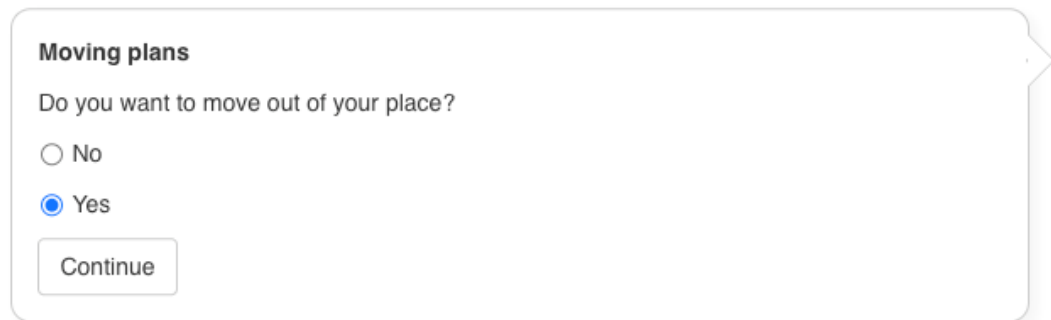
advocate for themselves up to and beyond the retaining of a licensed legal professional (Buckley, 2013). PLEI educates the public so that they are better equipped to work with legal professionals, but they also assist self-represented litigants (SRL), users who do not employ the services of a lawyer or paralegal. There exists a wide array of public resources that have purported to teach users how to complete applications to the LTB. Two prominent sources of PLEI in the area of residential tenancy law in Ontario are the LTB itself and CLEO.

The LTB provides instructional guides, static documents available in paper form and online. The guides follow the order of the applications, giving more detailed explanations and examples of completed sections (Landlord and Tenant Board, 2022a; Landlord and Tenant Board, 2022b). They offer minimal explanation of how the applications contribute to the resolution of the dispute. Educators of paralegals and law clerks provide these instructions with the form to their classes; they have been used as a support in learning about the LTB applications.

CLEO has also produced brochures and websites that explain how to complete the forms. This is in line with their wide mandate to provide “information to people who face barriers to accessing the justice system, including income, disability, literacy, and language” (Community Legal Education Ontario, 2023, “About”). To advance this process, the organization leads a partnership which produces content for the Steps to Justice website ([stepstojustice.ca](http://stepstojustice.ca)) that provides information on a wide range of legal topics, from family law to income assistance, from wills and powers of attorney to housing law. CLEO works with the Ontario Ministry of the Attorney General, the Superior Court of Justice and the Ontario Court of Justice, Tribunals Ontario, Legal Aid

Ontario, the Law Society of Ontario, the Ontario Justice Education Network, and the Association of Community Legal Clinics of Ontario in order to provide this service (Community Legal Education Ontario, 2023 “Working in Partnership”).

The Steps to Justice website features Guided Pathways, free structured interviews that collect the information needed to complete legal forms online. The Guided Pathway for a T6 (Tenant Application about Maintenance) moves the user through a series of approximately 50 online pages that ask in plain language for the specific information needed for the form. Most pages have blank fields that prompt responses from the user; the quantity and type of information requested varies from page to page. Moreover, the content requested for each field can range in complexity from a check box, as in Figure 1, to an open-ended written response, as seen in Figure 2.



The screenshot shows a light blue header bar at the top. Below it is a white rounded rectangular box with a grey border. Inside the box, the text reads: **Moving plans**, followed by the question "Do you want to move out of your place?". There are two radio button options: "No" (unselected) and "Yes" (selected with a blue dot). Below the options is a "Continue" button.

*Figure 1 CLEO Screen Shot 1*

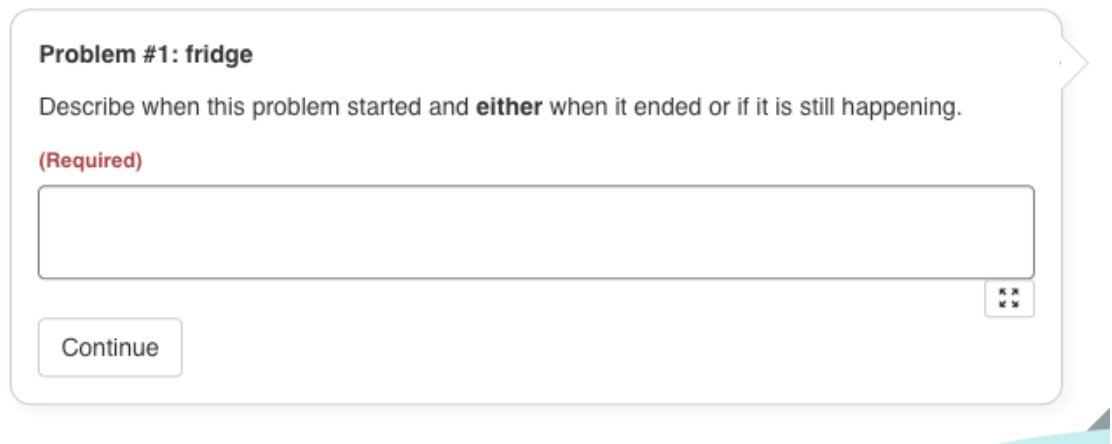


Figure 2 CLEO Screen Shot 2

Depending on the responses, the system prompts the user to provide more detail. It produces a digital document that can be submitted to the LTB (Community Legal Education Ontario, 2023).

This study will examine the efficacy of the tenant application (T6) instructions prepared by the LTB and CLEO for students in a residential landlord and tenant law course at an Ontario community college. The goal of this research was to determine which of three groups of the paralegal candidates and law clerk students, the first not assisted by PLEI, the second that used only the LTB instructions, or the third that used CLEO's Guided Pathway, had more success at preparing LTB applications. Both the second and third groups had already completed a landlord application with the assistance of their professor; it was anticipated that this experience would build transferable skills that would be used by the students when completing the tenant application.

The ability to work with the forms of the LTB in their current design could become an unneeded skill for paralegals and law clerks. Certain scholars predict that the legal field is on the brink of another seismic shift with the rise of Artificial Intelligence (Susskind &

Susskind, 2022; Roose, 2022). This technology can be harnessed to do a portion of the work of law clerks and paralegals. It can certainly “learn” to execute repetitive actions, such as completing the forms for the LTB. As a result, it can be argued that the general public may become less inclined to pay professionals or their staff to complete the forms. Rudimentary systems already exist that, when used by self-represented litigants, greatly improve the accuracy of their submissions. Submitting accurate forms to a tribunal is only one step in a complicated process, however. It is more likely that these same tools can be effectively combined with direction from paid professionals providing legal service under limited scope retainers. The capacity for litigants to manage some aspects of the process on their own, only seeking assistance at key intervals in the process, can lead to lower overall costs and greater demand for focused and timely legal guidance. Providers of legal services may well be in greater demand as more clients are empowered to take on large portions of the work themselves. The increased involvement of the client in the preparation of their own documents will change the lawyer-client and paralegal-client relationship, resulting in a rapid shift in the skills needed to be a successful in a legal environment, thus making the findings in this thesis more relevant.

## 1.2 Paralegals and Law Clerks in Ontario

The participants in this study were all students in either a law clerk or paralegal diploma program at a community college in Ontario. The titles of paralegal and law clerk are used widely in common law jurisdictions, such as the provinces of Canada or states in the United States of America. The terms, however, can represent vastly different capacities of the titled individuals, and similarly unique learning outcomes for the colleges programs that prepare individuals for these roles. In Ontario, paralegals are

licensed by the Law Society of Ontario (LSO), the same body which regulates Ontario's lawyers. Although the scope of practice of paralegals is narrower in comparison to lawyers, paralegals in Ontario are authorized to act for their clients before a wide range of courts and tribunals (Law Society of Ontario, 2023). Their ability to appear before judges and adjudicators distinguishes them from individuals called paralegals in other jurisdictions who support lawyers in the analysis of legal problems and the production of court documents but cannot represent clients. To ensure that providers of legal services are competent, the LSO requires paralegal licensees applicants to have completed between one and two years of legal education in an accredited program offered at an Ontario college (Law Society of Ontario, 2023).

Law clerks in Ontario work under the direction and guidance of a licensee—a paralegal or a lawyer (Institute of Law Clerks of Ontario, 2023). They cannot represent clients, and with minor exceptions, they do not go to court. The duties they fulfill in the legal industry are multifarious depending on their employer. They handle office tasks, such as executing routine legal procedures, managing the flow of work, or leading teams of professionals working on complex matters; with experience, they become highly-valued specialists in the bureaucratic and drafting intricacies of discrete legal areas such as criminal, family or corporate law (Institute of Law Clerks of Ontario, 2023). In Ontario, the Institute of Law Clerks of Ontario (ILCO) is the professional organization which represents the interests of thousands of law clerks. While ILCO provides continuing legal education, it is the community colleges which offer multi-year programs to train law clerks (Ontario College Application Service, 2023). Law clerks are not regulated, and as such, there is no legal requirement to complete a program of study (Institute of Law Clerks of Ontario, 2023). However, law firms recognize the skills and



capacities students develop over their course of study and actively recruit law clerk program graduates.

Despite the different roles they play in the legal environment in Ontario, both paralegals and law clerks take courses in residential landlord and tenant law, in which they learn to complete the most commonly used LTB forms.

### 1.3 Objectives and Research Questions

The research questions for this project are:

- What are the difficulties students display when learning to complete landlord or tenant applications for the LTB?
- Does CLEO's web-based public legal education and information resource assist students to produce a more accurate and complete T6 (Tenant Application about Maintenance) in comparison to those who use the LTB guides or no instructions at all?

The study addresses these questions through a mixed methods approach that collects both quantitative and qualitative data. The work is meant to be descriptive.

### 1.4 Author's Declaration

The author identifies as an able-bodied, white, female immigrant from Jamaica. Her personal, academic, and professional experiences have contributed to her interest in helping marginalized communities in the areas of language, education and the law. She has taught immigrants and international students striving to excel in Ontario's institutions of higher education. Called to the bar in 2008, she gained experience at a firm handling class-action litigation, a charity with international reach and local legal clinics. Attuned to

the enormity of the litigation process, she now teaches paralegal candidates and law clerk students the complexities of the legal process at a community college in Ontario. She is committed to effectively instructing individuals who, in their future careers, will contribute to greater access to justice for all Ontarians. Smith is pursuing a master's degree in education at Ontario Tech University in Oshawa, Ontario.

## 1.5 Definitions of Key Terms

Community Legal Education Ontario (CLEO) is an independent, community-based, public legal education and information (PLEI) organization dedicated to serving communities and people in Ontario, particularly those who face barriers to participation in the justice system for reasons such as income, literacy, language, dis/ability, race or ethnic background, and isolation.

The Institute of Law Clerks of Ontario (ILCO) is a professional association addressing the ongoing needs of law clerks.

L2 (Application to End a Tenancy and Evict a Tenant) is one of the landlord application forms available from the Landlord and Tenant Board and it is the subject of this study.

The Landlord and Tenant Board (LTB) is a provincial tribunal which resolves disputes between landlords and tenants under the *Residential Tenancies Act* (RTA).

The Law Society of Ontario (LSO) is the independent regulatory body that licences and oversees the legal profession in Ontario and directs the education of lawyer and paralegal candidates.

Public legal education and information (PLEI) is a phrase that describes a wide range of initiatives that help the public to learn about legal processes and the law.

The *Residential Tenancies Act* (RTA) is the primary piece of provincial legislation that defines the rights and responsibilities of landlords and tenants in the residential housing sector.

Self-represented litigants (SRL) are legal persons or associations that do not retain licensed lawyers or paralegals to represent their interests in a legal matter.

T6 (Tenant Application about Maintenance) is one of the tenant application forms available from the Landlord and Tenant Board and it is the subject of this study.

## 2 Literature Review

The overlap between law and education has been studied extensively, giving rise to several journals dedicated to legal education in a number of jurisdictions along with multiple national and international studies sponsored by governments and institutions of higher learning. Within this research, however, there are remarkably few peer-reviewed articles written since 2000 that speak to the education of Ontario’s paralegals and law clerks. For this reason, this literature review includes academic studies that explain the barriers individuals with no legal training face when navigating the justice system; it is reasonable to suppose that law clerk students and paralegal candidates too have almost no knowledge of the process and must surmount similar barriers as the public. As the goal in these situations is to teach individuals how to do this work, successes and failures in contexts beyond the classroom can be valuable in the development of methods and tools to support this learning. The review therefore examines three different ways that have emerged to instruct people about the law in Ontario—in universities to law students, in colleges to paralegal candidates and law clerk students, and via PLEI to the general public. Wherever the studies have used technology to assist in the learning process, this information has been highlighted. Research into this topic from other jurisdictions has been included where the findings are relevant to the methods used in Ontario.

### 2.1 The Access to Justice Crisis

Everyday legal problems abound; research in various common law jurisdictions—Canada, the United States of America, Great Britain and Australia—has shown that over the course of a lifetime, almost everyone will confront a justiciable problem (Buckley,

2013; Pleasance et al., 2017). In any given three-year period, Farrow and Jacobs (2020) suggest Canadians deal with more than 35 million discrete legal issues. Moreover, they have found that “approximately 65% of Canadians with legal problems are not certain about their rights, do not know how to manage legal problems, are afraid to access the legal system or think nothing can be done” (Farrow & Jacobs, 2021, p. 11). This failure of the justice system is borne disproportionately by marginalized communities, and are strongly related to insecure housing, family break-down, and consumer debt (Lundgren, 2023; Currie, 2021; Buckley, 2013). Left unresolved, the potential costs—economic, health, and legal—to the individual, as well as to society, are significant (Moore & Perlmutter, 2020; Farrow, 2014). In addition to these individual challenges, systemic barriers around class, race, gender and ability, combined with the need to reform and modernize legal systems, have created a crisis (Jacobs & McManus, 2017).

Legal practitioners have traditionally advocated for a solution which maintains the established legal structures; they recommend increasing the financial support for government-funded lawyers and clinics (Farrow & Jacobs, 2020; Jacobs & McManus, 2017; Buckley, 2013). However, it has become apparent that this strategy has been unsuccessful (Macfarlane, 2013; Engler, 2010; Eldridge, 2002; Seron et al., 2001). Even with only 35% of the population in need of legal guidance accessing the system, the current number of professionals, such as judges, lawyers, and mediators, is insufficient. Academics assert that there will never be enough lawyers to meet the civil legal needs of the population, most especially for all low- and moderate-income individuals (Moore & Perlmutter, 2020; Greiner, 2017). Despite evidence that represented litigants receive more favourable judgments from the court, the cost of paying for that representation has been prohibitive (Engler, 2010; Eldridge, 2002; Seron et al., 2001). For most Canadians, there

is no option but to go it alone; in the literature, these individuals are known as unrepresented or self-represented litigants (SRL) (Mathews & Wiseman, 2020; Moore & Perlmutter, 2020; Buckley, 2013) or, more broadly, self-helpers (Brown & Williamson, 2018; Grenier, 2017), people who may have consulted friends or the internet and then manage their own matter through negotiation or litigation.

New solutions have been proposed that could address the needs of individuals who cannot afford lawyers. To meet its duty “to act so as to facilitate access to justice for the people of Ontario” under Section 4.2 of the *Law Society Act* (Law Society Act, 1990) licensed paralegals were introduced to Ontario in 2008 (Trabucco, 2020). The intention was to provide more affordable services so as “to reduce self-represented litigants in court cases and [deter] people from seeking advice from non-regulated legal resources or individuals who may lead them astray” (Law Society of Ontario, 2023, “About Paralegals”). However, Wiseman (2020) and Trabucco (2020) cast doubt as to whether this goal has been reached.

Others have suggested innovations, such as more comprehensive public education, judicial reform, unbundling, assistance from trained intermediaries who are not licensees, and alternative dispute resolution (Mathews & Wiseman, 2020; Cohl et al., 2018; Buckley, 2013). Academics have also begun to research the efficacy of assistive technology, exploring apps and online programs that can empower litigants to manage their legal needs independently (Hagan, 2016; Albiston & Sandefur, 2013; Carbal et al., 2012). Certain writers, such as Susskind & Susskind (2022), argue that the professions will become dominated by automation and innovation, a trend that concerns some legal academics (Canadian Association of Law Professors, 2023; Pasquale, 2019). The development of software for law firms willing to invest in systems that improve the

efficiency and accuracy continues apace nonetheless, and the use of artificial intelligence has already impacted the legal system in Canada (Canadian Association of Law Professors, 2023; Joyal, 2023; Petz, 2023). Given the diversity of Ontario's population, each of these suggested solutions may well assist a percentage of those in need.

The development of resources that assist individuals to produce the documents the tribunals and courts require is just one line of action among several, but the literature shows that Canadians want this PLEI. The 2014 Canadian Forum on Civil Justice Everyday Legal Problems and the Cost of Justice in Canada National Survey provides some indication of the willingness of Canadians to resolve their issues using such resources. Currie reports that self-helpers, those who did not consult a lawyer or receive authoritative non-legal advice, were asked if they felt the resolution of their legal issues would have been better if they had had some help; approximately 42% answered in the affirmative (Currie, 2016). The responses align with the continuum of legal services, from providing information and preparing documents to representing their interests and negotiating a resolution. When asked what sort of help they thought would have been useful, "80.3% of respondents said better information, 67.9% said someone to explain the legal aspects and help with forms, 68.8% said an advocate (but not necessarily a legal practitioner) to intervene on their behalf, and 32.9% said a lawyer to handle the problem through the legal system" (Currie, 2016, p. 18).

What constitutes "better information" and how to train "someone to explain the legal aspects" are logical extensions of these findings (Currie, 2016, p. 18). That improved information and explanations that help all Canadians could be used in teaching paralegals and law clerks is apparent. In Section 2.2, the author will examine the way law has been taught and show that the education of lawyers in Ontario has not sufficiently provided for

the resolution of disputes between LTB litigants in Ontario. The intention is to compare this learning method with that adopted for the training of a paralegals, to be discussed in Section 2.3, and the techniques used by PLEI providers, explored in Section 2.4.

## 2.2 Educating Lawyers: The Primacy of Law Schools

Historically, legal education was largely confined to law schools, which did not see the education of support personnel in law offices, clients or the public as their responsibility. Nevertheless, as lawyers were frequently among the first writers of PLEI, and the training of paralegals was developed within the context of the education of lawyers, it is important to understand the methods used in universities.

The way law has been, and to a large extent still is, taught in Ontario can be presented as a tug-of-war. “Legal thinkers have constantly sought the elusive balance between the priest and the practitioner, between the dreamer and the schemer.” (Chen, 1995, p 1266). The tension Chen describes relates to the intellectual and the practical, the why and the how of the practice of law; is it foundationally philosophical or is it designed to produce practice ready lawyers? (Szilagyi, K. in Canadian Association of Law Professors, 2023). At any given time up to and including the present, the question of the purpose and goal of law school elicits divergent views. A review of the historical context can explain this tension and underscore the difference between educating lawyers, training paralegals and law clerks, and developing PLEI resources for the public.

The professionalization of lawyering began with the establishment of the precursor to the LSO, the Law Society of Upper Canada (LSUC), in 1797. The purpose of this governing body has been and remains the regulation of the provision of legal services in



Ontario. The Law Society created a monopoly, ostensibly in the public interest, over the authorized practice of law (Trabucco, 2020). As the legal needs of Ontarians expanded, the Law Society endeavoured to control how those needs were to be met and by whom and, as described below, limited the granting of licenses to practice law by establishing onerous educational and articling requirements. Under its supervision, those wishing to be barristers fulfilled a five-year apprenticeship to become licensed, while solicitors completed three years as an articulated clerk (Trabucco, 2020; Girard, 2014). The process heavily favoured what would be termed experiential learning today.

The shift towards a more scholarly focus gathered momentum slowly, starting in the 1850s and gaining ascendancy with the arrival in Canada of the university law school in the 1950s. Under pressure from practicing lawyers and students demanding greater professionalization, the Law Society accepted written exams and lectures by academics as an effective means to limit the growing number of licencees (Trabucco, 2014). Learning how to do well on these standardized tests and taking notes in lectures are skills the development of which continue to occupy law school applicants today. While the custom of attending an institution of higher learning to study law was observable in the United States by the 1860s and the rest of Canada by the 1920s, in Ontario, the LSUC, having established its own law school in 1889, did not begin to collaborate with universities until 1949 with the formal acceptance of the Faculty of Law at the University of Toronto (Girard, 2014). This late approval of university education by the regulator emphasises the Ontario legal profession's commitment to practicing lawyers training lawyer candidates. This emphasis was in marked contrast to the predominant methodology in law schools, which was and remains today the "case method"—lettered academics teaching through

discussions of court decisions and legislation—as developed in the 1870s at Harvard Law School (Girard, 2014). This pedagogy is now predominant in Ontario law schools; until relatively recently, students could complete three years of law school with little or no practical experience in the field. The LSUC claimed to remedy this weakness through the articling process, which required graduates to complete 12 months of training under the supervision of a practicing lawyer; the LSO has since reduced the period to 8 months (LSO, 2023). The introduction of legal clinics housed in law schools in the 1970s did offer further though limited opportunities for students to apply their learning to the needs of the community, but law school education in Ontario remained grounded in the exploration of theory well into the twenty-first century (Trabucco, 2020).

The PLEI examined in this study do not normally form part of the assigned readings in law school. Neither the LTB instructions nor the CLEO Guided Pathways present a comprehensive explanation of the *Residential Tenancies Act*, the philosophical underpinnings of the Act or the political process which lead to the enactment of the legislation. That is not their purpose. Rather these resources are more aligned with the method and outcomes of a college course, as will be explored in Section 2.3. They would likely be of little use to a student in a property or civil litigation law class, although paralegal and law clerk students undertaking placements in legal clinics, articling students, and lawyers may well use these resources.

## 2.3 Educating Paralegals and Law Clerks: The Role of Community Colleges

The growing understanding of the legal needs of Ontarians, as described above in Section 2.1, forced the Law Society to recognize the serious gaps in the provision of legal

services highlighted in Section 2.2. In part due to the limited number of professionals in the field, the prohibitive costs, oppressive timelines, labyrinthine processes, and discriminatory systems, along with significant advances in educational theory and technology, drove a heightened demand for alternative yet competent ways to resolve disputes (Brown & Williamson, 2018; Bond et al., 2016; Farrow, 2014; Denvir et al., 2013). The LSUC, later the LSO, had insisted up to the early 2000s that only licensed practitioners were to provide the services a party needed to resolve a legal dispute.

Despite the intransigence of the LSUC, between the 1920s and the 1990s, a range of non-lawyers, described in legislation as agents and largely self-taught, established affordable services in niche areas, such as summary offences under the *Criminal Code* or residential landlord and tenant law governed by Ontario's laws similar to today's *Residential Tenancies Act* (Trabucco, 2020; Ianni, 1990). As the number of agents grew, community colleges began offering credentials for individuals wanting to appear before specific tribunals, laying the foundation for paralegal training by these institutions.

While the profession balked at the proliferation of agents, law firms employed more and more non-lawyers into their offices to assist with the increasing workload, and today, these positions are largely held by law clerks. They work under the direction and guidance of a lawyer and are prohibited from providing legal advice independently. Nevertheless, as experts in the complex legal and administrative processes demanded by courts and government ministries, they are frequently the individuals who prepare and file the documentation for tribunals. The LSUC officially established the name "Law Clerk" in 1968 and permitted the members of the newly formed Institute of Law Clerks to use this title (Institute of Law Clerks of Ontario, 2023). This Institute provides continuing

professional development for its members, but eleven publicly-funded community colleges, and several privately-funded schools, in Ontario offer initial training for the role (Ontario College Application Service, 2023).

In 2006, the LSUC, under pressure from the Ontario government, began regulating paralegals with a limited scope of practice in line with the areas of expertise already demonstrated (Trabucco, 2020). The main purpose of this expansion in licensing was to improve access to justice for Ontario's citizens. Training and assessment of future paralegals was a significant related duty adopted by the LSO. To ensure that the newly licensed paralegals had the skills and knowledge needed to be competent, the Law Society accepted the recommendations of Dr. Ron W. Ianni (1990), who called for a mandatory two-year community college program taught by "legal education specialists" in his report to the Ontario government. These specialists were practitioners, frequently still actively pursuing a career as agents or lawyers; they generally did not have advanced degrees in law and were not engaged in research. Dr. Ianni's proposal for a community college education for paralegals explicitly recognized that "formal legal education need not approach either the length of time or the level of sophistication required of students of law" (Ianni, 1990, p. 52). Embedded in the culture of community colleges, the developers and implementers of these paralegal education programs, some of whom had developed the curriculum for court agent and law clerk programs, functioned in a context with notably different educational goals and adopted different methods to attain their outcomes when compared with university-based law schools.

Community colleges design their programs and courses within the foundational framework of backwards design. Developed by Wiggins and McTighe (1998), backwards

design encourages course planning that is centered on how students learning leads to desired outcomes. It entails three stages— (1) the identification of learning outcomes, (2) the design of the assessment to track progress, and (3) the creation of authentic learning experiences that assist students to achieve the outcomes. The analogous approach of constructive alignment, developed by Biggs, further informs the development of curricula at the college level.

Constructive alignment is a design for teaching in which what it is intended students should learn and how they should express their learning is clearly stated before teaching takes place. Teaching is then designed to engage students in learning activities that optimize their chances of achieving those outcomes, and assessment tasks are designed to enable clear judgments as to how well those outcomes have been attained (Biggs, 2014, pp. 5-6).

It is this concentration on stated capacity-building goals that the developers of paralegal education valued over the more theoretical pedagogy of traditional law schools.

The *Ontario Colleges of Applied Arts and Technology Act, 2002* defines the role of community colleges in section 2(2) and 2(3).

The objects of the colleges are to offer a comprehensive program of career-oriented, post-secondary education and training to assist individuals in finding and keeping employment, to meet the needs of employers and the changing work environment and to support the economic and social development of their local and diverse communities. 2002, c. 8, Sched. F, s. 2 (2).

In carrying out its objects a college may undertake a range of education- and training-related activities including, but not limited to,

- a) entering into partnerships with business, industry and other educational institutions;
- b) offering its courses in the French language where the college is authorized to do so by regulation;
- c) adult vocational education and training;
- d) basic skills and literacy training;
- e) apprenticeship in-school training;
- f) and applied research.

The Ministry of Training, Colleges and Universities, today the Ministry of Colleges and Universities (MCU), was empowered by the Act to issue a binding policy directive on April 1, 2003, a directive applicable to all colleges of applied arts and technology. This directive guided Ontario college boards to approve and develop programs, which followed specific quality assurance processes (Ontario College Quality Assurance Service, 2019). All programs of instruction offered by colleges have fixed program learning outcomes, in line with backward design and constructive alignment principles.

The relevant Program Learning Outcomes (PLO) for the law clerk program in Ontario state that students will:

1 Support the needs of clients and legal professionals through the use of accurate terminology and professional communication strategies, both orally and in writing.

3 Use current and relevant electronic and print resources proficiently, within the legal environment, to conduct legal research, to assist with file and evidentiary management, to facilitate communication and to generate legal documentation, in compliance with current regulations and procedures.

10 Provide support for legal professionals in courts and administrative tribunals within the legal system. (Ministry of Training, Colleges and Universities, 2012)  
[bolding added]

For greater specificity, each course has Course Learning Outcomes as well which are mapped onto the program learning outcomes. For the law clerk course in residential landlord and tenant law, an example of a CLO is:

4 Draft documents on behalf of a landlord or a tenant commencing or responding to proceedings before the Landlord and Tenant Board **using appropriate forms on the Landlord and Tenant Board website**. (Durham College, 2023a)  
[emphasis added]

For the paralegal program, the MCU consulted the LSO, as the regulator of paralegal education, which in turn engaged the community colleges providing the program. Each college established unique program learning outcomes. At the college that hosted this study, the PLOs for paralegal education which are most relevant to this research state that students will:

1 Understand the structure, work and organization of the Ontario court system, and of quasi-judicial administrative boards, tribunals and regulatory bodies.

4 Appreciate the basic principles underlying a variety of legal processes, including real property law, wills and estates, power of attorney, business organization, construction lien rights and bankruptcy, immigration, and residential tenancy.

5 Make effective client representations before courts and administrative boards and tribunals in areas of permitted practice (Durham College, 2023b).

The LSO further imposed course-specific competencies on accredited providers of paralegal programs. For the residential landlord and tenant law course, the applicable competencies are expressed in Form 3 of the Paralegal Education Program Accreditation as follows:

268. Demonstrates an understanding of the **procedures involved with different types of landlord applications**.

269. Demonstrates an understanding of the **procedures involved with different types of tenant applications** (Law Society of Ontario, 2023) [emphasis added].

To these learning outcomes and required competencies must be added, for both law clerk and paralegal students, these relevant essential employability skills.

EES 1. **Communicate** clearly, concisely and correctly in the **written, spoken, and visual form** that fulfills the purpose and meets the needs of the audience.

EES 6. **Locate, select, organize, and document information** using appropriate technology and information systems. (Ministry of Colleges and Universities, 2023) [emphasis added]

Key verbs in these course-related directives are use, generate, draft, understand, demonstrate, communicate, locate, select, organize, and document. These verbs cover five of the six categories in the cognitive domain of the revised Bloom's taxonomy, from Understand to Create (Karthwohl & Anderson, 2002). One of Bloom's goals in creating the original taxonomy was to allow for congruence between course objectives, activities, and assessments. The assessment of students in residential landlord and tenant law courses, therefore, necessarily revolves around the production of LTB applications. Students are graded on their demonstrated ability to locate the client's information, select the relevant details, organize the particulars so that they can use electronic resources to draft complete and accurate applications needed to communicate with LTB. This work is the proof of their understanding of the procedures of the LTB.

The research indicates that graduates do generally understand the procedures of the LTB. Sixteen years after the first paralegal program began, the Paralegal Standing Committee of the Law Society reported its findings from a 2023 comprehensive study of the profession. It revealed that "paralegal graduates did not feel adequately trained and prepared to practice outside the three most prominent paralegal practice areas (small claims court; *Provincial Offences Act* matters and Landlord and Tenant Board matters)" (Paralegal Standing Committee, 2023, p. 3). This pronouncement suggests that graduates believe that they can work in the area of residential tenancy law, an indication that the method of teaching residential landlord and tenant law courses in paralegal programs is at least somewhat successful. However, to address the graduates concerns and further develop their skills, the LSO will demand going forward that all paralegal students complete a minimum of 970, up from 830, program hours comprising 630, up from 590,



instructional hours in compulsory legal courses; 240, up from 120, hours of field placement/practicum work experience; and 100, down from 120, instructional hours in additional courses that relate to a paralegal's permitted scope of practice or support becoming a well-rounded paralegal graduate (Paralegal Standing Committee, 2023). The increase in classroom and field placement hours suggests that greater input will change the outcomes and presumably produce more competent paralegals.

The learning outcomes delineated above are not static; the assessments shifted and changed in response to the exceptional changes the COVID-19 pandemic prompted in the delivery of legal services and the mode of delivery of paralegal and law clerk programs. Prior to 2020, although law clerk training was conducted both in person and online depending on the institution, no colleges or universities offering an LSO-accredited program were permitted to deliver any part of the paralegal program in any format other than in-person and synchronously. All college programs in Ontario were granted permission to move online entirely in March of 2020 and continue remote delivery into the fall of 2021 (Paralegal Standing Committee, 2021). The Paralegal Standing Committee of the LSO, though previously hesitant to allow remote learning and the use of a wide variety of technologies such as online testing and collaboration platforms, reported in 2021 that

...many of the features of remote delivery have the potential to facilitate access to paralegal education for students who may be balancing competing obligations. Digital platforms also offer opportunities to reach a broader array of instructors and, when used effectively, enhance opportunities for collaboration, reflection, and reinforcement of foundational concepts. The LSO also observes that fully remote, online learning is not optimal for achieving all the objectives of paralegal education and that the learning environment must be one that allows sufficient opportunity to develop and assess student skills so as to ensure that licensees will have acquired

entry-level competence upon entry to the profession, in the public interest (Paralegal Standing Committee, 2021).

The Paralegal Standing Committee therefore approved a two-year pilot project to test hybrid education, permitting up to 35% of compulsory legal courses to be delivered remotely. However, residential landlord and tenant law courses do not fall into that 35% allowance and must continue to be taught in person. Law clerk programs, which are not regulated by the LSO, can offer their courses online, a choice made by each college or academy independently. Whether the course is delivered in person or not, however, does not change the reality described in Chapter 1; the LTB is moving rapidly towards functioning almost entirely online. It does, however, affect the way that students are taught, and the tools they use to learn.

## 2.4 Educating the Public: The development of PLEI

The history of the regulation of the practice of law by the Law Society, its drive to exclude all non-lawyers from providing legal services, and its efforts to control educational institutions engaged in legal education is a springboard into a discussion of the development of PLEI. As described below, there are other key considerations that have affected PLEI's growth and expansion, which developers of tools to support student learning should understand. These include the low level of confidence in PLEI some users report; the lack of users' prior legal knowledge necessary to effectively frame the content of the PLEI; the suitability of the PLEI in terms of writing, diction, vocabulary and design; the technological sophistication of the user of PLEI in digital form; and the experience of the user with the PLEI in a meaningful, practical and authentic way.

As stated in Sections 2.1, 2.2, and 2.3, the Law Society has fought to circumscribe the scope of PLEI. Legal information, which anyone can provide, is general and helps individuals to understand their rights under the law. However, legal advice, *which only licencees can offer*, is tailored and directs clients as to how to proceed (Bond et al., 2016). For instance, the decision to file an application with the LTB, such as those examined in this study, the L2 (Application to End a Tenancy and Evict a Tenant) and the T6 (Tenant Application about Maintenance), can only be made, with limited exceptions, by applicants or their representatives, who must be a paralegal or a lawyer. Law clerks may prepare the forms only under the supervision of a licensee. The LTB instructions for the two applications that are the focus of this study include the following sentence referring to their customer service representatives. “They can provide you with information about the RTA and the LTB's processes; they cannot provide you with legal advice” (Landlord and Tenant Board, 2022). In the case of CLEO’s Guided Pathway, the organization has a clear disclaimer which reads “The Housing Law Guided Pathways do not give you legal advice” (Community Legal Education Ontario, 2023). Writers of PLEI cannot cross the hazy line into advising litigants for fear of reprisals from law societies. The significant gray area between information and advice affects the design, use and impact of PLEI (Bond et al., 2016). In the classroom, however, where fictional parties are used to educate the students, this limitation ceases to apply.

The premise that only licensees can provide valuable advice is itself debateable. The literature across several common law jurisdictions provides conflicting results about the efficacy of representation by legal professionals. The centrality of the licensee-client relationship and the belief that represented parties are more successful than those who are

self-represented is a powerful narrative in Ontario, but recent studies in the United States question whether representation leads to success. American researchers Greiner et al. published papers in 2011 and 2012 with conflicting findings. In a study of 207 legal clinic clients facing employment issues, no significant difference was found in the individual outcomes between the group that worked with a lawyer and the group that did not. The only parameter that differed was the length of the process, with those assisted by lawyers reaching a resolution over a longer time period. The researchers posited that the unexpected results were due to the limitations of the study, specifically, ambiguity over (1) when in the legal process the representation was assigned, (2) how representation was assigned, and (3) how missing data affected the results (Greiner & Pattanayak, 2011). A second American study engaged litigants with housing issues. These participants were given limited assistance in the form of information sessions, and then subsequently divided into two groups, one of which was given access to a lawyer and one of which was not. The group that had access to a lawyer fared better, receiving a favourable judgment of on average 9.4 months of rent as opposed to only 1.9 months of rent for those without a lawyer. Moreover, two-thirds of the treated group retained their housing, while only one-third of the individuals in the control group did (Greiner et. al, 2012). The authors of the study felt that the difference here was, in fact, underreported due to outliers in the treated group, the inability to include one case that had not yet concluded at the time of publication, and questionable assumptions associated with two cases in the control group. They also highlighted the complexity of analyzing multi-stage legal processes as an ongoing issue with randomized trials in this field. Finally, they concluded that the true contribution of a lawyer to the outcome of a legal process was not well understood and required more study; they went on to describe the advantages, disadvantages and future

prospects for randomized studies of legal representation (Greiner et al., 2012). Their study did not include an interrogation of the information upon which the control group had to rely and so the impact of the information in this study is still an open question.

While no comparable study of Ontario's self-represented litigants (SRL) was identified in this study, the ongoing work for the National Self-Represented Litigants Project, begun by Dr. J. Macfarlane in 2013, revealed in its 2020 publication that 68% of the 173 SRL respondents had the assistance of a lawyer at some point in their case. The primary reason for not continuing with their representative was lack of funds. These individuals continued to look for alternative legal services with only 7% reporting successfully accessing *pro bono* services. While the study does not compare the success rates of SRL compared to represented litigants, it indicates that the SRL do not believe that they as individuals can effectively represent themselves (Fragomeni, Scarrow & Macfarlane, 2020). Lundgren's 2023 report underscores the numerous socioeconomic and demographic factors that negatively affect the experience of SRL and calls for ongoing, data- and evidence-oriented approaches to the study of the problems SRL face.

Other factors, beyond the involvement of a legal professional, might influence the impact of PLEI. Academics have examined the attitude of the public, and by extension the paralegal and law clerk students in this study, to legal resources. PLEI users in Canada report that they do not trust the system and may reject PLEI and the legal process. Farrow's 2014 study of Canadian citizens' view of access to justice suggests that legal education has been divorced from its users. A core issue is disengagement, which can be attributed to a negative class-based view of justice arising out of societal inequality. This mindset erodes confidence in the justice system, a pervasive undercurrent in research in

this area (Farrow, 2014). One 2008 British study produced analogous findings. A government program to transfer low-income housing into the hands of community-based not-for-profit landlords was hindered by the lack of active citizenship. McCormack (2008) argued that Freire's theories of emancipatory education could explain and address why some participants (n=4) in his study engaged in the legal process, while their neighbours' involvement was limited to casting a vote. The participants in this study reported fear, lack of leadership, an absence of trust, and a low level of awareness as barriers to the public's involvement (McCormack, 2008). These findings demonstrate that while there is a need for public education around rights and the legal process, PLEI may not prove successful when users do not believe in the efficacy of the justice system. One might presume that students who voluntarily choose to enter a program of study that includes a course in residential landlord and tenant law are more invested and engaged than the general public, although fear and lack of trust may still have an impact. This assumption was not tested in this thesis, and may well be false, giving rise to other considerations in the introduction of PLEI for residential landlord and tenant courses. Nevertheless, the students' connection with the material is a critical issue in evaluating competency in a classroom setting and deserves further study.

Users' engagement with PLEI may be influenced by prior knowledge. Studies indicate that PLEI developers need to establish what the public knows, since an individual's knowledge of the law affects that individual's capacity to manage a legal problem. For example, Denvir et al. (2013) designed a study based on responses to open-ended questions asked as part of the Welsh Civil and Social Justice Panel Survey (CSJPS). They postulated that participants would answer fixed-choice self-assessment

questions with great confidence, but then fail to answer the open-ended questions correctly. Their results supported this thesis. Most individuals did not know their rights at the outset, although there was great variation depending on the type of legal problem. Even among those participants who claimed to understand their legal rights, only 11.1% could articulate those rights. Overestimating the legal knowledge of a population significantly undermined the efficacy of PLEI developed upon such flawed data (Denvir et al., 2013). This is a critical issue when introducing PLEI into the classroom and must be addressed by the residential landlord and tenant law professor to ensure that the use of the PLEI is embedded in the broader context of the procedures of the LTB, and indeed the government's goals in creating the LTB itself.

To further test their findings, the same team of researchers looked at PLEI related to wills and intestacy. Using respondents (n=2177) to the CSJPS who indicated that they did not have a will, a group of participants were chosen randomly to receive an information pamphlet about the importance of wills. The control group received no further information. After 18 months, the participants were asked if they had written a will; 8% of those who received the pamphlet had made a will as opposed to 7% of the control group. The results were not statistically significant and left the researchers to query why the information on wills seemed to have had no effect (Pleasence et al., 2019).

Another study from Australia examined legal information users (n=190), termed legal self-helpers. The researchers examined the users' understanding of and their ability to apply information to perform legal tasks and determined that information alone may not lead users to act. A key finding by Brown and Williamson was that even though PLEI was easy to read for 73% of the participants, over half of whom had university degrees,

only 60% felt the content was easy to understand. Furthermore, “less than half the respondents believed that the information explained possible legal options, expected outcomes, and the required time and financial resources, [which] suggested that the information may be inadequate to allow the reader to make an informed decision about how best to resolve their legal matter.” (Brown & Williamson, 2018, p. 11). The investigators established that the PLEI in this case did not support the completion of complex legal tasks and proposed further research into ways to improve PLEI (Brown & Williamson, 2018). The implications of Brown and Williamson’s study raise further research questions. In the study which is the subject of this thesis, the researcher did not ask the students for their impressions of the information they used to complete the forms; instead, understanding was evaluated by counting errors on application forms. The undertaking of a study with Ontario college students based on the questions asked by Brown and Williamson would provide the much-needed perspective of the user not addressed in this current study.

As content and context matter, so too does method; authentic learning experiences, as explained in Section 2.3, are the best way to teach skills. The research of Motallebinejad et al. (2020) with high-school students (n=70) supports this contention and suggests that learning and retention of legal information can be improved by adopting Jonassen’s constructivist approach, as opposed to a systematic model based on Reigeluth’s elaboration theory and Merrill’s component display theory. The constructivist instructional approach adopts strategies that encourages the individual to create knowledge and discover meaning. Their findings are based on pre- and post-testing around the delivery of a course on family law (Motallebinejad et al., 2020). The pre-test



contained 10 multiple-choice and 10 true/false questions, and the retention test comprised five extended response questions. The students who were taught using a constructivist design demonstrated greater learning and retention (Motallebinejad et al., 2020).

The work of McFaul et al. (2020) went further than Motallebinejad et al. (2019) and proposed that students may be effective creators of innovative PLEI using mobile phone technology. The participants in their study, who were law students in a clinical legal education course, engaged in experiential learning by providing legal information and advice to clients. McFaul et al. focused on the ‘learning by doing’ of the law students; however, there was no assessment of the impact of PLEI on the users of the technology. The potential of mobile phone technology is thus another frontier for study (McFaul et al., 2020). Furthermore, while learning in a real legal context, such as a law clinic or firm, offers students authentic experiences that cement their understanding, would creating original PLEI in law-related college courses have the same impact?

In the future development of learning tools that provide students with “authentic learning experiences,” some of which may be found in PLEI, it may be useful to keep in mind Hagan’s 2016 examination of the user’s experience with interactive online legal services. Hagan promotes a “new generation of tech-enabled services” and argues that “the voice of the laypeople in the form of their preferences, needs, fears, frustrations, and workflows must be central to setting out the requirements and standards for these services” (p. 401-2). She found that users of online PLEI wanted clarity, both in content and layout; authority, relying primarily on government sites; open access, which was free of advertisements and paywalls; comprehensive information, namely, the one-stop-shop model; modern design, which worked on a variety of platforms; and conversation, where

short narratives engaged the users in a peer-to-peer exchange. It is important to note that the participants in Hagan's study were largely technically-sophisticated, middle-class speakers of English in North America; as such, these findings require further testing with other cohorts. Hagan's recommended characteristics, except for the peer-to-peer exchange, are present in CLEO's Guided Pathways. When used in a classroom setting, the final requirement of conversation is introduced. The research in this thesis aims to discover if a resource of this kind can assist individuals attempting to learn about the law.

As circumscribed as PLEI is, the many factors that can impact its success rate generate a lengthy list for future study. PLEI may in certain contexts assist any number of individuals, but which individuals and why is still unknown. While some initial explanations for this reality are intriguing, the evidence collected to date is insufficient to concretely answer this study's research questions.

### 3 Methods

Students in a community college setting learn about residential landlord and tenant law through reading textbooks and case law, listening to lectures, attending tribunal hearings and by practicing how to complete LTB forms. Professors provide the needed context for the LTB processes and scaffold their lessons, which is to say that simpler procedures and their forms are tackled first together as a class before requiring individual students to work independently with more complex documents. The goal is to familiarize students with the style of the forms, while building their understanding of the purpose and content of the forms. With this foundation, students endeavour to submit accurate and complete forms for assessment by their professor.

This study followed three groups of students in law clerk and paralegal programs—one which had not yet begun a residential landlord and tenant law course, and two enrolled in such a course. All students were asked to complete a demographic questionnaire to allow the researcher, the author of this thesis, to identify if age, languages spoken, and educational background had an impact on the successful completion of the forms. The groups taking the residential landlord and tenant law course gave consent for their professors to give to the researcher two forms that were assigned as part of their coursework, a landlord application, the L2 (Application to End a Tenancy and Evict a Tenant), and a tenant application, the T6 (Tenant Application about Maintenance). The group not enrolled in a residential landlord and tenant law course at the time completed only the tenant application; they were not asked to work with the landlord application, the experience of which may have assisted the participants in the tenant application task. Each group had access to different resources when completing

their forms. The students' errors on each form were identified and categorized to compare the types of errors and the rates of errors and thereby draw inferences about how the use of different resources affected the students' capacity to successfully complete the work. The frequency of similar errors and the rates of errors were analyzed by section of the forms, across a group and between groups.

### 3.1 Pool of Potential Participants

A total of 151 individuals were invited to participate in this study. The invitees were students at a public community college in Ontario during the winter and spring semesters of 2023. They were pursuing a course of study in a law-related program, specifically the Law Clerk Advanced and Paralegal diploma programs. They were all 18 years of age or older and the groups included both domestic and international students. They represented diverse backgrounds and genders.

Approximately one-third of the students were new entrants to the program. They were asked to volunteer their time; no marks were assigned to their efforts. Students in this group provided their completed demographic questionnaires and the T6 (Tenant Application about Maintenance) directly to the researcher. The remaining two-thirds were students enrolled in residential landlord and tenant law courses. As part of their curriculum, they were assessed on their capacity to complete the L2 (Application to End a Tenancy and Evict a Tenant) and the T6 (Tenant Application about Maintenance) forms. Students who chose to participate in the study granted permission for their professors to provide their completed questionnaires, the landlord application (L2) and the tenant application (T6), to the researcher.

## 3.2 Selection of Participants

All students were introduced to the study in the second week of the term, when the researcher explained the study, its purpose, process, and implications, to five classes of students (see Appendix A Letter of Invitation and Appendix D Verbal Script). Over the third and fourth weeks of the term, students received a consent document (see Appendix B Consent Form) to sign if they wished to participate, along with a demographic questionnaire (see Appendix C Questionnaire). The questionnaire had 18 questions that sought information about students' age, gender, ethnicity, language, education, previous grade average, and prior experience with LTB forms. Students also responded to questions about the educational attainments of their family members. The signed consent forms along with the questionnaires were collected mostly during the fourth and fifth week of the term, although some individuals took longer to return the forms. In total, 75 participants agreed to provide their work to the researcher; they were each assigned an anonymous identifier. Students were able to withdraw consent at any time prior to the deletion of the cross-referencing index between individual identifiers and anonymizing code. One withdrew before completing the questionnaire. Each of the remaining 74 participants completed the questionnaire, but only 58 participants provided either of the forms. The work of this group of 58 participants is the basis of this study.

The students who chose not to participate or who failed to provide forms for analysis constitute 62% of the original group of 151 individuals invited to participate. The reasons for their choice not to be involved and the barriers that prevented their participation, while, conversely, the factors that lead to the other 38% of the pool electing to provide

their work, may be a source of unknown bias(es). Nevertheless, the questionnaire revealed that the population of the study was diverse, if not representative. The 58 students were between the ages of 18 and 69 with mean age of 22.3 years; this data is tri-modal with values of 22, 23, and 24 years. There were 40 females (69%), 18 males (31%). Most participants (79%) had an A or B average in their previous term or program; only one participant reported a C average with the other participants not indicating their average. Six students (10%) had university degrees at the master's level or above, but none of these six participants claimed to have a bachelor's degree. This may have been due to the design of the questionnaire. Eighteen participants (31%) reported having earned a bachelor's degree for a total of 41% of the study group completing a university credential before entering their law-related program. Twenty participants (34%) indicated no previous experience with higher education. A minority (24%) had had previous dealings with the Landlord and Tenant Board.

Table 1 lists the ethnicity and first languages spoken by the participants. There were no participants of Canadian First Nations, Metis or Inuit descent.

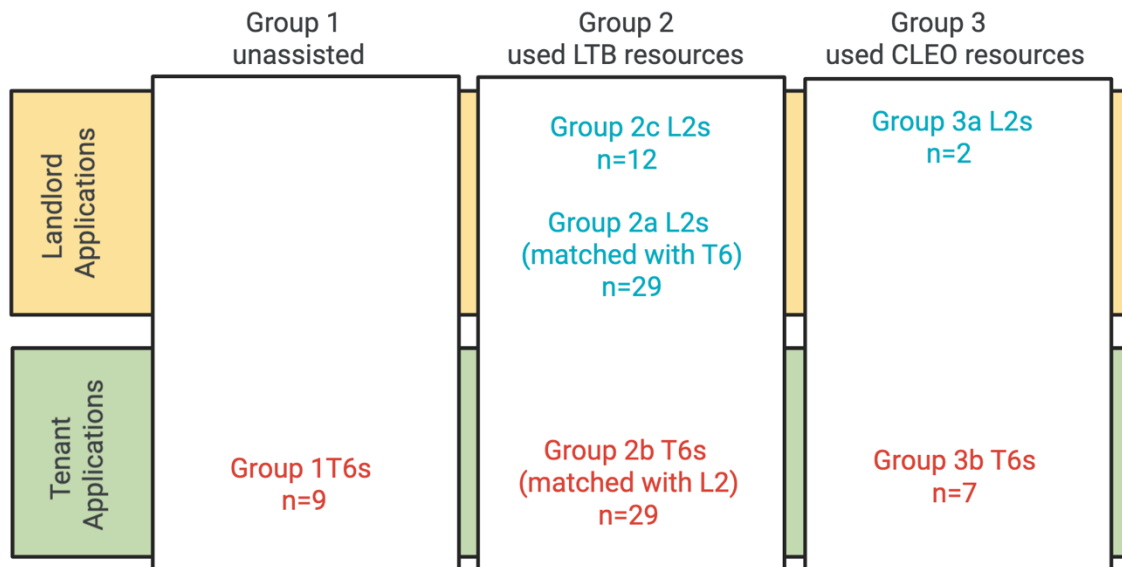
*Table 1 Ethnicities of and First Language Spoken by Participants*

Continent	Language*	Number	Ethnicities indicated
Africa	Somalian	1	Somalian
Africa	Yoruba	1	English
Asia	Arabic	1	Unassigned
Asia	Armenian	1	Armenian
Asia	Gujarati	2	Hindu; Brahmin; Gujarati
Asia	Hindi	8	Hindu; Brahmin; Gujarati; Punjabi; Indian
Asia	Korean	1	Unassigned
Asia	Pashto	1	Afghani
Asia	Punjabi	5	South Asian; Punjabi; Indian
Asia	Sindhi	1	Indian
Asia	Tagalog	2	British; Filipino
Asia	Tamil	3	Sri Lankan
Asia	Urdu	3	South Asian; Pakistani; Unassigned
Europe	Greek	1	European
Europe	Italian	1	Sicilian; Italian
Europe	Latvian	1	European
Europe	Russian	2	Russian; European
Europe or North America	French	3	American; Irish; French; English; Unassigned
Europe or South America	Spanish	5	Japanese; Peruvian; South American (Latin); South American (Indigenous); Mexican; German; Spanish
Various	English	47	Various†

\*Respondents were asked what languages they learned at home in childhood before they started school and still understand.

†The English speakers claimed ethnicities from all continents. 26 individuals reported that they were unilingual English speakers, while the remaining 25 spoke other languages along with English. The 9 people who did not claim to have learned English at home before starting school spoke Spanish (4, unilingual), Russian (1, unilingual), Tamil (1, unilingual), Pashto (1, unilingual), Urdu (1, bilingual knowing another language other than English), and Gujarati (1, bilingual knowing another language other than English).

### 3.3 Group Formation



*Figure 3 Group Formation*

The participants were divided into three groups. Group 1, which had 21 participants, all of whom were new entrants to the paralegal program, completed the tenant application (T6) using a blank tenant application and the information provided in the tenant



application scenario package (see Appendix F T6 Scenario Package). From the original 21 participants, 10 completed tenant applications were received by June 30, 2023. One student did not use the information given in the Scenario Package for the L2; this document was excluded as it was not possible to determine which information was correct. Group 1, the unassisted group, provided 9 tenant applications that were analyzed.

Group 2 consisted of 44 participants who were law clerk and paralegal students taking a residential landlord and tenant law course. They were given the landlord application (L2) scenario package (see Appendix E L2 Scenario Package) and completed the L2 Form in Week 7 in class with the assistance of their professor. Beginning in Week 9, this group used the tenant application scenario package to fill out the tenant application (T6) independently, although they still had access to their professor, the textbook, and the LTB T6 Instructions. Group 2 provided a total of 41 completed landlord applications by June 30, 2023. All the landlord applications followed the study instructions and were analyzed. The students that completed both the landlord and the tenant applications were segregated to allow for a direct comparison; 29 participants were put in Group 2a. The remaining 12 participants form Group 2b. Subsequently, Group 2 produced 34 tenant applications by June 30, 2023. Five of the tenant applications (T6) were rejected; two students did not use the information given in the scenario package for the tenant application and another three submitted blank documents. These three will be addressed in the analysis as the inability to use a PDF program effectively such that they can save and send a completed form is one of the barriers that users of these forms face. The remaining 29 were put in Group 2b. The individual students providing landlord applications in Group 2a and the tenant

applications in Group 2b are identical; each participant produced both documents which can be compared.

Group 3, which had 7 participants taking residential landlord and tenant law, completed the landlord application in Week 7 using the same information as Group 2; they had a copy of the appropriate scenario package, the support of their professor, access to the textbook, and the use of the LTB L2 Instructions. Group 3 provided a total of 3 completed landlord applications; the work of one participant was rejected as it was blank, a challenge noted in the previous paragraph. These two remaining documents are called Group 3a. Because of the small number of respondents, this group will only be analyzed, along with Group 2a and 2c, as part of the review of the errors in the landlord documents. Some members of Group 3 went on to complete the tenant application using the CLEO Guided Pathway between Weeks 9 and the final deadline for submissions. Of the 7 tenant applications created using the CLEO resources, all were analyzed; this group is called Group 3b.

*Table 2 Group Formation*

	Group 1 Unassisted	Group 2 Used LTB resources and supported by a professor	Group 3 Used CLEO resources and supported by a professor
Demographic Questionnaire completed (n=74)	21	44	9
L2 (Application to End a Tenancy and Evict a Tenant) provided (n=44)	Not applicable	41 received and analyzed 29 by students who completed the T6 (Group 2a) 12 by students who did not complete the T6 (Group 2c)	3 received <u>1 problematic</u> 2 analyzed (Group 3a)
T6 (Tenant Application about Maintenance) provided (n=51)	10 received <u>1 problematic</u> 9 analyzed	34 received <u>5 problematic</u> 29 analyzed (Group 2b)	7 received and analyzed (Group 3b)

The initial study design had anticipated a fourth group, one that used the CLEO resources but was not enrolled in a residential landlord and tenant law course, but due to the already small number of students in Group 1, only three groups were pursued.

The researcher assigned a four-digit identifier to each participant and then anonymized the forms and questionnaires received. The goal was that the researcher could no longer identify the participant once the data was collected and linked with the anonymized codes. The cross-referencing index between individual identifiers and assigned code was deleted once the data set was complete. However, the professors collaborating with the researcher instructed the students to use their own names, rather than the fictional name suggested by the researcher, on the landlord applications only.

While the file names were anonymized, it is possible to discover the identity of each participant by reading these documents. The fictional name was used by all students that produced a tenant application preserving the anonymity of these students. The data from the questionnaire was input into a MaxQDA software database using the identifiers.

### 3.4 Data Analysis Software

MaxQDA is a software program designed for computer-assisted qualitative, quantitative and mixed methods research. The system was chosen to facilitate the analysis of the content of completed applications and support conclusions about the individuals or groups who produced the content. By coding words, phrases, paragraphs, and sections of the forms, the researcher used MaxQDA to categorize and quantify the occurrence of errors. The program allowed the researcher to analyze quantitatively the error rates and error types against a series of variables, as well as to organize the responses collected using the CLEO Guided Pathway for a qualitative analysis.

### 3.5 Variables

The data from the 18 questions on the demographic questionnaire were compiled using an Excel spreadsheet. The information collected in the questionnaire—age, gender, mother tongue(s), English proficiency, ethnicity, education level, prior legal knowledge—was selected on the basis of the previous studies examined in the literature review and the researcher’s experience. The questionnaire generated the following responses.

*Table 3 Demographic Questionnaire Responses*

Category	Range of responses received
Age	Years as a whole number
Gender	Male, Female
Language spoken at home	Arabic; Armenian; English; French; Greek; Gujarati; Hindi; Italian; Korean; Latvian; Pashto; Punjabi; Russian; Sindhi; Somalian; Spanish; Tagalog; Tamil; Urdu; Yoruba No response
Indigenous identity	No
Participant trade or apprenticeship certificate or diploma	Yes, No, No response
Participant non-university certificate or diploma	Yes, No, No response
Participant university certificate, diploma, or degree	University credential below bachelor's level Bachelor's degree University credential above bachelor's level No response
Ethnicity and cultural origin (collected into continent groups by the PI)	Somalian South Asian; Armenian; Hindu; Brahmin; Gujarati; Punjabi; Indian; Afghani; Filipino; Sri Lankan; Pakistani; Japanese European; British; Sicilian; Italian; English; Russian; Irish; French; English; German; Spanish South American (Latin); South American (Indigenous); Peruvian; Mexican American No response
Mother's trade or apprenticeship certificate or diploma	Yes, No, No response
Mother's non-university certificate or diploma	Yes, No, No response
Mother's university certificate, diploma or degree below a bachelor's degree	Yes, No, No response

Mother's university bachelor's degree	Yes, No, No response
Mother's university master's or higher degree	Yes, No, No response
Father's trade or apprenticeship certificate or diploma	Yes, No, No response
Father's non-university certificate or diploma	Yes, No, No response
Father's university certificate, diploma or degree below a bachelor's degree	Yes, No, No response
Father's university bachelor's degree	Yes, No, No response
Father's university master's or higher degree	Yes, No, No response
Other family member's trade or apprenticeship certificate or diploma	Yes, No, No response
Other family member's non-university certificate or diploma	Yes, No, No response
Other family member's university certificate, diploma or degree below a bachelor's degree	Yes, No, No response
Other family member's university bachelor's degree	Yes, No, No response
Other family member's university master's or higher degree	Yes, No, No response
Sense of preparedness for the LTB course	Yes, No, No response
Academic average before this study	A, B, C, No response
Participant living in rented accommodations	Yes, No, No response

Family living in rented accommodations	Yes, No, No response
Previous experience with LTB	Yes, No, No response

After the collection of the data, the responses were recorded on an Excel spreadsheet. The variables used in MaxQDA were limited to:

- Age: the participant's age between 18 to 22 (n=22), 23 to 29 (n=17), and 30 and over (n=19); total n = 58.
- Gender: the participant's self-described gender (n=58, 40 females and 18 males)
- English: whether English was one of the languages first learned at home before starting school (n=58, 49 spoke English in their childhood before entering school, 9 did not ).
- Education: highest level of education attained by participant (n=58, 6 claimed to have Master's degrees or higher, 18 held undergraduate degrees, 14 had some post-secondary experience, such as a college diploma, and 20 were high school graduates with no post-secondary credentials).
- Renting: whether the participant was renting accommodation at the time of the study (n=57, 27 were not renting their accommodation; 30 were).
- LTB: whether the participant had previous experience with the LTB (n=56, 14 had previous experience, 42 did not).

The variables examined in this study were limited to these six for two reasons. Firstly, because the sample sizes were small, these variables, particularly ethnicity and language spoken at home, could be used to identify specific students. To protect the identity of participants, the researcher chose not to examine languages other than English. Secondly,

not all participants answered all the questions on the questionnaire. The variables chosen derived from sets of responses that were complete or nearly complete.

### 3.6 Codes

All landlord and tenant applications were uploaded to the system to facilitate the coding of the forms. MaxQDA allowed the researcher to code sections, phrases, paragraphs, and sections in the documents to analyze accuracy of the content, the category and frequency of errors, the comprehension of the form and process, and the sophistication of the legal reasoning.

The fact situation used in the study centred on a rental unit occupied by one tenant. The students were asked to prepare an application for a landlord who had issued an N12 Notice to End your Tenancy Because the Landlord, a Purchaser or a Family Member Requires the Rental Unit on his tenant. This notice informs a tenant that a landlord is exercising his right to use the unit for personal reasons and gives the tenant a date by which time the tenant must leave. In our scenario, the tenant had not given up possession of the unit and it was therefore necessary to prepare an application to the LTB in order to force the tenant to vacate the unit. The students needed to provide the unit address, the landlord's address, and the tenant's name; indicate if the tenant was still in possession of the unit and the date the tenant was to have left the unit; check the appropriate boxes related to the notice sent and the request for daily rent for overholding; list the amount of the deposit and the amount outstanding; and provide the name and contact information for the representative. The scenario left no room for creativity on the part of the student. The answers were either right or wrong, complete or incomplete. Each of the above areas



provide opportunities for the user to make errors. Examples of the coding used in this study for these errors are listed in Table 4 below.

The students had to provide the relevant names, addresses, and dates on the tenant application as well. It was possible to evaluate all of Parts 1 and 4 and several data points from Part 3 of the tenant application objectively. Again, the information required was either accurate or not. It was, however, necessary for the researcher to perform a content analysis on the written responses to Part 2 and Part 3 in the tenant application; these sections explained the problem faced by the tenant and justified the remedies requested. The tenant in the scenario had returned home to find that the toilet had overflowed. The tenant made several unsuccessful attempts to contact the landlord about the resulting flood. Her laptop which had been on the floor was damaged beyond repair. As it was necessary to turn off the water at the main valve to stop the flow of water, the tenant moved to a hotel. Because she was unable to reach the landlord, she arranged for a certified plumber to inspect the toilet; the technician recommended that the toilet be replaced. The tenant moved out for 7 days, arranged for the repair of the toilet, and replaced her damaged property. The tenant's losses totalled \$2317.80. The tenant requested that the landlord reimburse her this amount along with an abatement of her rent for the period of 7 days when she was unable to use the unit. The student had to calculate the additional amount of \$420.00 for this claim.

The codes used in this study were created using an inductive approach based on grounded theory. Traditionally, grounded theory allows great freedom to create and assign tags that can later be collected into categories. However, this openness can be influenced by preconceptions derived from extant literature and, for this reason, classic

grounded theory, first elucidated by Glaser and Strauss in 1967, advises against reading the academic literature extensively before coding (Kelle, 2005). However, Charmaz argues in favour of constructivist grounded theory which “leads researchers to concentrate on what is happening in the research field, acknowledge that they are part of it, remain flexible, follow empirical events, attend to language and meaning, and take on moral responsibilities arising through their research, which can bring researchers into the public sphere” (Charmaz, 2020p. 165). This perspective was useful in this study which looks at the use of one form of legal education in a novel context. Because the researcher was aware of what is happening in the legal industry, and more specifically in both PLEI and the legal education in colleges, the work of the students took on greater meaning. As a result, the codes assigned to portions of the documents were selected on the basis of:

- the scenario and the forms (identifying information, timelines, writing skill, mathematical calculations), which had been purposefully designed by the researcher, and
- the researcher's knowledge of the LTB's expectations (necessary content).

A significant factor identified in the literature was technical sophistication. It was beyond the scope of this study to ascertain the technological capacity of the participants, although the challenges indicated with completing PDF documents highlights the enormous barrier that the lack of capacity creates. However, given that the program expectations required access to laptops, included in-person courses on computer programs such as Word, Excel and PowerPoint, and offered other courses online using Zoom, a minimum facility with computer technology can be assumed. Preliminary comments on

the struggle students encountered in producing PDF documents are made in the Results and Discussion sections.

The coding occurred over the course of eight weeks as the documents were received. A final overview to ensure accuracy, standardization, continuity, and cohesion across all documents was undertaken; this resulted in the amalgamation of several codes and the addition or deletion of certain sub-codes. The codes fall into three main categories—document codes for the landlord applications (L2), document codes for the tenant applications (T6), and types of error codes which were identified in all documents. In addition, the documents were differentiated by the technology students used to prepare the forms, by hand (n=6; all in the unassisted group (Group 1)), by the student generating a PDF (n=75), or by the CLEO resource (n=7); it is important to note that the CLEO Guided Pathway produces an Appendix to each form which doubles the number of documents; the form and the appendix for each participant were coded as one document.

Although both documents commence an action at the Landlord and Tenant Board and while the landlord application (L2) is the longer of the two forms in this study, and therefore requires more reading on the part of the participant, the completion of the landlord application (L2) form is simpler given the fact scenario. Of the 25 discrete sections over 12 pages, only 5 require the applicant to explain information in an open-ended text box. The scenario provided the information needed for only 12 of these sections, none of which called on the students to explain their reasons in a text box. These 12 are listed in Table 4.

### 3.6.1 Landlord Application (L2) Codes

The following chart outlines the codes assigned to the landlord application (L2) only. The anticipated responses are also provided and reflect the information provided in the scenario (see Appendix E L2 Scenario Package). All other options were incorrect, and all other fields should have been left blank. Where the information was not simply correct or incorrect, but there was an opportunity for multiple mistakes, the code indicated the number of errors up to a maximum of three.

Table 4 Landlord Application Codes

Code	Sub-code	Anticipated Responses
L2 P1 Unit Address	3 mistakes 2 mistakes 1 mistake Correct	The unit address must include content in 7 separate fields: Street number (123) Street name (Main) Street type (Street) Direction (East) Municipality (Oshawa) Province (ON) Postal code (L1L 1L1)
L2 P1 Landlord Address	3 mistakes 2 mistakes 1 mistake Correct	The landlord's address must include content in 8 separate fields: Landlord first name (Jonah) Landlord last name (Hamm) Street address (321 Little Avenue) Municipality (Oshawa) Province (ON) Postal code (L0L 0L0) Day phone number (905 555 5555) Email address (jonah.hamm@email.ca)
L2 P1 Tenant Address	3 mistakes 2 mistakes 1 mistake Correct	The unit address must include content in 8 separate fields: Tenant first name (Phineas) Tenant last name (Ferbe)

		Mailing address (123 Main Street East) Municipality (Oshawa ) Province (ON) Postal code (L1L 1L1) Day phone number (905 444 4444) Email address (phineas.ferbe@email.ca)
L2 P1 In Possession	Incorrect Correct	Checkbox (Yes)
L2 P2 Reason 1 N12	Incorrect Correct	Checkbox (Reason 1) Checkbox (Notice N12)
L2 P2 Termination Date	Incorrect Correct	19/05/2023
L2 P3 Reason 1 Must Pay Each Day	Incorrect Correct	Checkbox (Reason 1)
L2 P3 Rent Deposit	3 mistakes 2 mistakes 1 mistake Correct	2425.50 (It is not clear whether the professor provided additional information for rent on deposit and the collection date. These fields are not included in the analysis.)
L2 P4 Total Amount Owing	Incorrect Correct	186.00 or 201.00
L2 P5 Application Date	Incorrect Correct	24/05/2023
L2 P5 Representative	Checkbox 3 mistakes 2 mistakes 1 mistake Correct	Checkbox (Legal Representative)
L2 P5 Representative Information	3 mistakes 2 mistakes 1 mistake Correct	The representative information has 6 relevant fields: LSUC# (P12345) Mailing address (321 Simcoe Street North) Municipality (Oshawa) Province (ON) Postal Code (L1G 0C5)

		Day phone number (905 721 2000) (It is not clear whether the professor provided additional information for other fields in this section. These fields were not included in the analysis.)
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### 3.6.2 Tenant Application (T6) Codes

Although the tenant application (T6) has only 20 sections, 8 of these require the applicant to explain and justify their reasons. The scenario in this study required the students to complete 13 sections, 5 of which necessitated writing an explanation. These codes are listed in Table 5. The tenant application codes indicate the anticipated responses given the information provided in the scenario (see Appendix F T6 Scenario Package). As with the landlord application codes above, all other options were incorrect, and all other fields should have been left blank. Where the information was not simply correct or incorrect, but there was an opportunity for multiple mistakes, the code indicated the number of errors up to a maximum of three.

*Table 5 Tenant Application Codes*

Code	Sub-code	Anticipated Responses
T6 P1 Unit Address	3 mistakes 2 mistakes 1 mistake Correct	The unit address must include content in 7 separate fields: Street number (972) Street name (Kicking Horse) Street type (Path) Direction (South) Municipality (Oshawa ) Province (ON) Postal code (L1J0B5)
T6 P1 Tenant Address	3 mistakes 2 mistakes 1 mistake Correct	The tenant address must include content in 6 separate fields: Tenant first name (Lauren) Tenant last name (Emerald) Tenant 2 first name (Thomas)

		Tenant 2 last name (Knight) Day phone number (905 707 1234) Evening phone number (905 707 1234 or blank) Email address (lemerald@gmail.ca)
T6 P1 Landlord Address	3 mistakes 2 mistakes 1 mistake Correct	The landlord's address must include content in 10 separate fields: Landlord first name (Nora) Landlord last name (Calder) Company name (Calder Holdings Ltd.) Mailing address (177 King Street West) Unit/apt/suite (1) Municipality (Oshawa) Province (ON) Postal code (L1G1X8) Day phone number (905 404 0000) Email address (calder@ch.ca)
T6 P1 Tenancy Start Date	Incorrect Correct	01/08/2020
T6 P1 Still in Unit	Incorrect Correct	Checkbox (Yes)
T6 P2 Description (Written Response)	Toilet overflowed Jan 11, 2023 Tenant texted and called landlord Jan 11, 2023 Landlord did not respond Tenant had to turn off the water Tenant had to sleep at hotel Tenant hired plumber Jan 13, 2023 Property inspection conducted by expert Repairs completed Jan 17, 2023 Letter sent to landlord Jan 20, 2023 Amount for abatement 420.00 Amount for replacement 1213.33 Amount for expenses 1000.00 Amount for repairs 1104.36	
T6 P2 Date Notified Landlord	Incorrect Correct	11/01/2023
T6 P3 Remedy 1 (Written Response)	Checkbox Abatement amount Current rent Rent paid by month	Checkbox (checked) 420.00 abatement 1800.00 current rent Paid monthly

	Explanation of calculation	1800.00/30 = 60 x 7 = 420.00
T6 P3 Remedy 2 (Written Response)	Checkbox Replacement amount Explanation of damage to laptop	Checkbox (checked) 1213.44 Cost to replace laptop
T6 P3 Remedy 3 (Written Response)	Checkbox Amount for expenses Explanation of expenses for hotel and restaurants	Checkbox (checked) 1000.00 The tenants stayed in a hotel and ate at restaurants.
T6 P3 Remedy 4 (Written Response)	Checkbox Amount of repair Explanation of work done & costs	Checkbox (checked) 1104.36 Tenant hired plumber to repair toilet.
T6 P4 Application Date	Incorrect Correct	01/02/2023
T6 P4 Representative	Checkbox 3 mistakes 2 mistakes 1 mistake Correct	The representative information has 11 relevant fields First name (Marcia) Last name (Dawes) LSUC# (99321A) Company name (College Paralegal Services) Mailing address (2659 Deputy Minister Path) Unit/Apt./Suite (10) Municipality (Oshawa) Province (ON) Postal Code (L1G 8R4) Day phone number (555 555 5555) Email address (marcia@collegeparalegal.ca)

It is useful to note at this juncture the sections that are similar in both forms, such that a comparison of the landlord application (L2) with the tenant application (T6) is possible for Group 2. The Unit Address, the Tenant Address, the Landlord Address, the Application Date, and the Representative are identical between the forms. Stage 2 of the



analysis, explained below, will examine whether, from the first task to the second, the students in Groups 2a and 2b improved in their accuracy.

### 3.6.3 Error Codes

There are 13 error sub-codes which were found in 692 places in all document sets. The order of the codes as presented below is from the most to the least instances of the code, as of the first round of coding. As the data were examined and refined, the order shifted slightly; the original order was maintained for consistency across the study, except where the ranking of the error codes in a specific document demanded a reordering.

*Table 6 Error Codes*

Error Type	Definition and Explanation
Failed to respond (n=206)	Although the fact scenario provided information for a specific field, that field was left blank.
Misunderstood form instructions (n=95)	The correct information should be written in the appropriate field. This error code was applied when necessary information was included in the incorrect field.
Poor diction, writing problematic (n=96)	The College and the LSO as the regulatory body expect that students can properly use legal terms and produce sentences and paragraphs that were coherent and professional.
Calculated date improperly (n=64)	L2 P2 Termination Date 19/05/2023 L2 P5 Application Date 24/05/2023 T6 P1 Tenancy Start Date 01/08/2020 (provided in the fact scenario) T6 P2 Date Notified Landlord 11/01/2023 (provided in the fact scenario) T6 P4 Application 01/02/2023
Faulty or incomplete reasoning (n=55)	Each field in the T6 requiring a written response gave exact instructions, specifically: Part 2 : In the box below, describe the maintenance problems that lead you to apply to the Board. What is the problem? If there is more than one problem, list each problem.

	<p>Give the date each problem started.</p> <p>Has the problem been repaired? If so, give the date it was reported and explain who repaired it.</p> <p>Explain who or what may have caused the problem.</p> <p>How did you inform the landlord about the problem?</p> <p>Part 3, Remedy 1: How did you calculate the rent abatement?</p> <p>Part 3, Remedy 2: How was your property damaged, destroyed or disposed of? List each item and the cost to repair or replace it.</p> <p>Part 3, Remedy 3: How did you calculate the expenses?</p> <p>Part 3, Remedy 4: What work did you do? How did you calculate the costs?</p> <p>This error code was applied when responses that did not provide the information requested or deviated from the information provided in the scenario.</p>
Imprecise information (n=72)	The scenario provided all the information required to complete the form. No changes to the information were acceptable.
Format/PDF Completion (n=33)	The forms required the placement of digits and letters in specific locations. The specific content is dependent on the form and section.
Grammatical error (n=29)	The College expects proper Canadian English grammar, but punctuation errors, capitalization errors and writing in all caps were not coded. These choices are frequently related to style and are not mandated by grammar rules.
Extraneous information (n=33)	Each section required specific information. Content beyond what was required was not accepted. The specific content is dependent on the form and section.
Mathematical error (n=0)	<p>Beyond the calculation of the dates, there are five sections that could require calculation.</p> <p>L2 P4 Total Amount Owing (186.00 or 201.00)</p> <p>T6 P3 Remedy 1 (420.00)</p> <p>T6 P3 Remedy 2 (1213.44)</p> <p>T6 P3 Remedy 3 (1000.00)</p> <p>T6 P3 Remedy 4 (1104.36)</p> <p>It is important to note that only T6 P3 Remedy 3 actually required any calculation. The other figures were supplied in the fact scenario.</p>
Spelling (n=7)	The College expected proper Canadian English spelling.


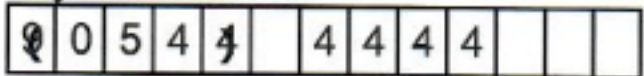
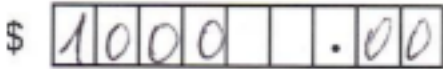
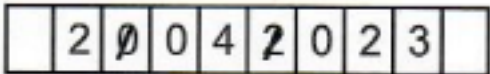

Misunderstood scenario (n=1)	Four cases were unusual in that they demonstrate that the student was trying to fulfill the task but may not have understood the scenario. L2 P5 Representative Legal Representative
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None of the documents contained a mathematical error. The scenario provided the calculations for the abatement of rent. Students either adopted this calculation or failed to provide any explanation. Therefore, this code was not addressed in this study.

Only one document (S11 in Group 2c) was coded as “Misunderstood scenario”. The student chose the landlord checkbox over the legal representative checkbox under Part 5: Signature of the applicant. There may be several reasons why students would make this error; for instance, the student misunderstood who the landlord was, did not read the form carefully, or did not check the box that the student intended to check. Given this uncertainty and that this was only one out of 692 segments coded as erroneous, the researcher elected to remove this code from the analysis.

Thirty-three segments in 15 documents were coded as Format/PDF Completion. These errors can be categorized into 5 categories as indicated in Table 7.

*Table 7 Types of Format/PDF Completion Errors*

Type of Format/PDF Completion	Example
Postal Code (space needed between the first three boxes and the last three boxes)	<p>Postal Code</p> 
Phone Numbers (area coded needs to be in between the parentheses)	<p>Day Phone Number</p> 
Dollar figures (the digits indicating the dollar amount should be immediately to the left of the point)	<p>\$ 1000 .00</p> 
Dates (the digits should only be in the squares between the "/>)	 <p>dd/mm/yyyy</p>
Justification of Unit Number (the digits should be justified to the left)	<p>Unit/Apt./Suite</p> 

The difficulty for students was related to the correct spacing of the information. This error was found, with one exception, with the unassisted students and the users of the CLEO resource (Groups 1 and 3b). It is worth noting that 7 of the errors over 15 documents with this error were produced using the CLEO interface. However, as can be seen from the hand-written examples above, some of the errors are not related to the technology, but rather to the layout of the form itself. Where a professor was available to direct students, only one student faced formatting challenges; this code was used four times for the work of this specific student. The correction of these types of errors is related to the use of the Adobe Acrobat software, which can be addressed relatively easily in the classroom. The

overall challenges of Adobe PDFs will be addressed in the Discussion chapter. As such, the researcher elected to remove this code from the analysis as well.

### 3.7 Three Stages of Analysis

The choices explained above left only 9 error codes to be examined over 3 stages.

They are:

1. Failed to respond
2. Misunderstood form instructions
3. Poor diction; writing problematic
4. Calculated date improperly
5. Faulty or incomplete reasoning
6. Imprecise information
7. Grammatical error
8. Extraneous information
9. Spelling

To better define the areas that were the most problematic for students, the researcher interrogated the data in three ways. The first stage was to analyze each grouping to enumerate, identify, and rank the types of errors; to associate these errors with sections in the forms; and to look at the relationship between these error types and the six variables described above. The researcher analyzed the groups internally– the unassisted students (Group 1 (n=9)), the students who used the LTB resources to produce a landlord application (L2) (Group 2a/2c/3a (n=43)), the students who used the LTB resources to produce a landlord application (L2) (Group 2b (n=29)), the students who used the LTB

resources to produce a tenant application (T6) (Group 2b (n=29)), and the students who used the CLEO resources to produce a tenant application (T6) (Group 3b (n=7)). Building on Figure 3 above, the four collections of applications are pictured in Figure 4.

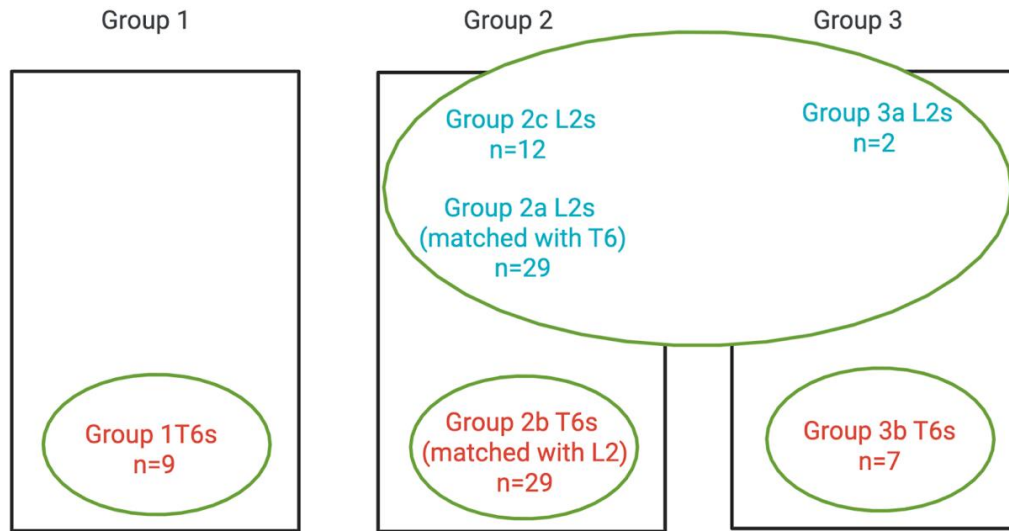


Figure 4 Stage 1

The second stage was to interrogate the data, using the figures and tables from the first stage, to establish if the students who completed both types of applications were more successful as they moved from the landlord application to the tenant application. As individuals in each of these groups were identical, the researcher could examine the landlord application and tenant application for each discrete participant. If the number of errors and the number of error types in the tenant applications (T6) produced by Group 2b, and in particular the fields that are identical in each form, increased or decreased in comparison to the landlord applications (L2) produced by Group 2a, it would indicate that the students had not learned from the first task to the second.

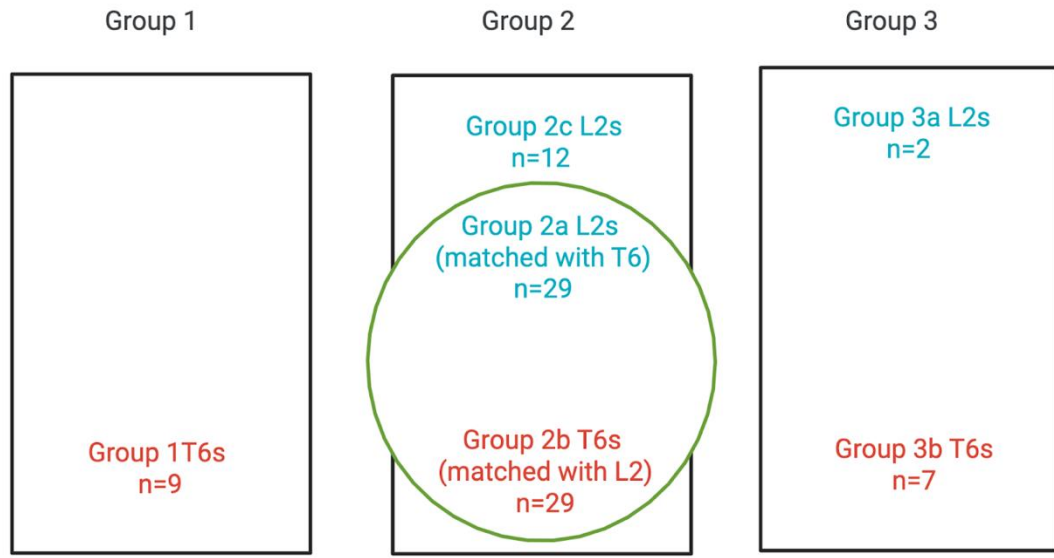


Figure 5 Stage 2

The third stage was to investigate whether the unassisted students (Group 1 (n=9)), the students using the LTB resources (Group 2 (n=29)), or the students using the CLEO resources (Group 3 (n=7)) to produce the tenant applications had:

- the lowest average number of errors per error type and
- the least number of error types for at least 50% of the group's participants.

Given the low numbers in Groups 1 and 3, the findings will not be statistically significant, but they may suggest a basis for future study.

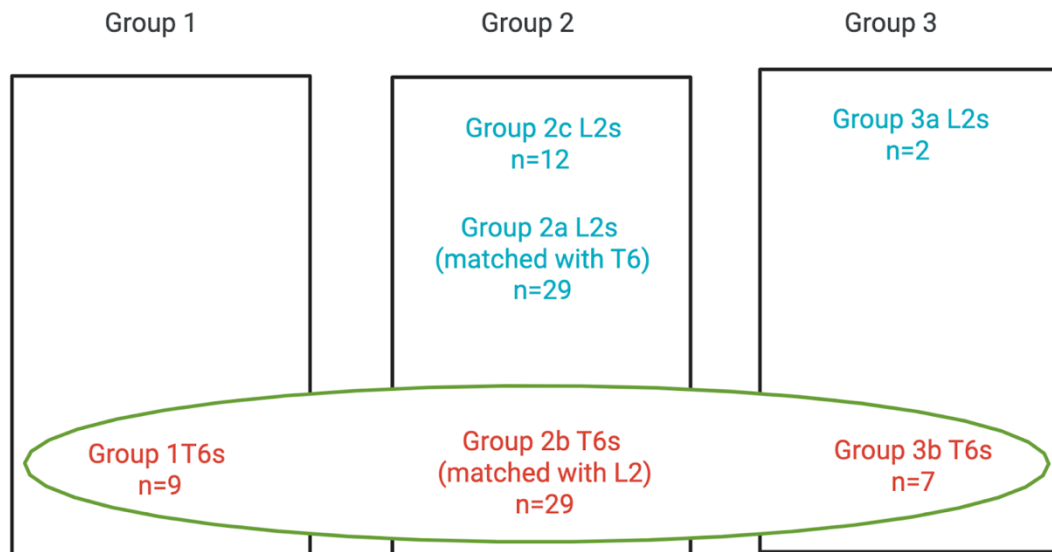


Figure 6 Stage 3

### 3.8 Figures and Tables Analyzed

The key findings for each set of documents are presented using two figures and two tables. Figures 8, 10, 12, 14 and 16 show the number of times an error code was assigned to this document set; the number is situated beside each error type. Figures 9, 11, 13, 15 and 17 indicate the percentage of the students whose work was coded for each type of error; the actual number of students is in the brackets beside the percentage. Tables 8, 10, 12, 14, and 16 present a detailed breakdown of the errors that were associated with specific document fields of the relevant form. The fields with the greatest number of errors have their total outlined. The column headings for the types of errors that occur in this group are indicated in yellow. If the error type was not found in this group of documents, the title was not highlighted. Tables 9, 11, 13, 15, and 17 show the



relationship of the values for the six variables identified above as compared to the nine error types for all participants at each stage.

## 4 Results

The study explored the difficulties that students exhibited in completing forms for the LTB, specifically a landlord application (L2) and a tenant application (T6), and whether the CLEO Guided Pathway assisted students in these tasks. It was anticipated that the design of the forms and the nature of the information being sought, which is not intuitive or clear, would challenge students to complete the forms accurately and proficiently even though much of the process can be viewed as simply cutting and pasting. Furthermore, it was anticipated that students would struggle to skillfully outline the client's requests to the tribunal and justify this position. These suppositions are borne out by the data.

The Guided Pathway was useful in resolving some of the problems identified.

Analysis of the data allows for an examination of:

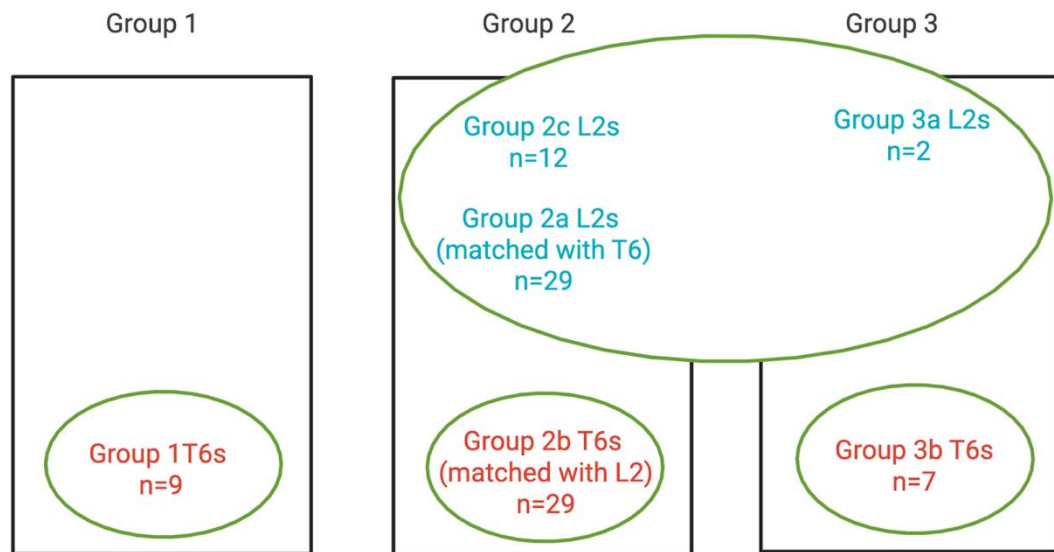
- the differences in the rates of errors within groups, presented in the first figure,
- the most common types of errors, visualized in the second figure,
- the section of the forms that are associated with these common error types, collected in the first table, and
- the demographic characteristics of the students compared to the average error rates and types of errors, shown in the second table.

## 4.1 Production of the Documents

The students used one of three technologies to produce the forms—handwriting (n=6), Adobe Acrobat PDF writer (n=75), or the CLEO Guided Pathways online interview (n=7). The choice of production method will be discussed in the next chapter.

## 4.2 Stage 1 Analysis

The analysis below looks at each of the four collections, indicated in the four green ovals, individually seeking any patterns, particularly those related to the variables. Figure 2 is reproduced here for ease of reference.



### 4.2.1 Unassisted Students Producing Tenant Applications (Group 1)

The students who were not assisted (Group 1) acted as the control group in this study. The researcher identified 83 errors, or an average of 9.2 errors per student, and 8 error types in the work of the 9 students in Group 1; none of the students prepared documents that were free of errors nor were any of the forms sufficiently complete to

support an application to the LTB. The types of errors made by more than 50% of the students were:

- Failed to respond (30 errors of this type with 100% of the group making error),
- Poor diction, writing problematic (18 errors of this type with 89% of the group making error),
- Imprecise information (13 errors of this type with 78% of the group making error),
- Calculated the date improperly (6 errors of this type with 67% of the group making error),
- Misunderstood form instructions (11 errors of this type with 56% of the group making error),
- Grammatical error (10 errors of this type with 56% of the group making error).

There were no Spelling errors. The greatest number of errors were related to the following required information on the T6 form.

- No indication that a letter had been sent to the landlord on January 20, 2023
- No or flawed explanation of expenses for hotel and restaurants
- No indication that the tenant had to turn off the water
- No or flawed explanation of the amount of abatement in rent
- No or flawed explanation of the out-of-pocket expenses incurred by the tenant

Table 8 lists the other fields that were difficult for some of the participants. They include addresses, calculating amounts, dates, checking boxes, describing all the facts, and explaining the client's requested remedy.

Comparing the 18-22 cohort with that of the 23-29 year olds, there was a difference of 2 errors per document in the accuracy of the documents; however, the success rate of the 30+ year old students was more than twice that of the students aged 18–22. This may be due to the fact that these two students were coded for only 7 error types. Males had on average 2.8 errors per document more than females. Those who spoke English before entering school made an average of 8.5 errors per document, which was 3.5 errors less than those who did not. Students with a college diploma performed notably worse than those students with advanced credentials such as a bachelor’s degree. Participants with bachelor’s degrees had the lowest number of errors on average but the types of errors they demonstrated were equal to or greater than those of the rest of the students. Renting accommodation seemed to have little effect on accuracy with only a 0.8 error difference, but previous experience with the LTB approximately nearly halved the error rate from 11.7 errors to 6.0 errors with two less error types.

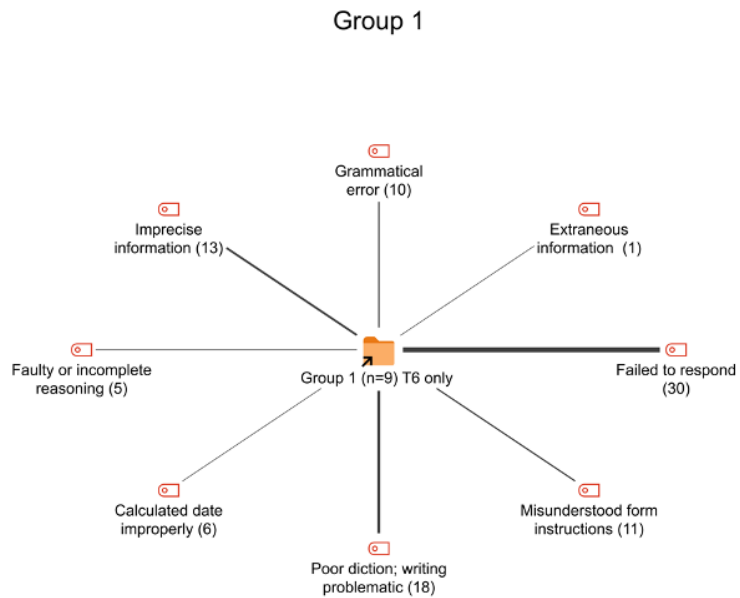


Figure 7 Number of coded sections per error type for tenant applications (T6) prepared by unassisted students (Group 1)

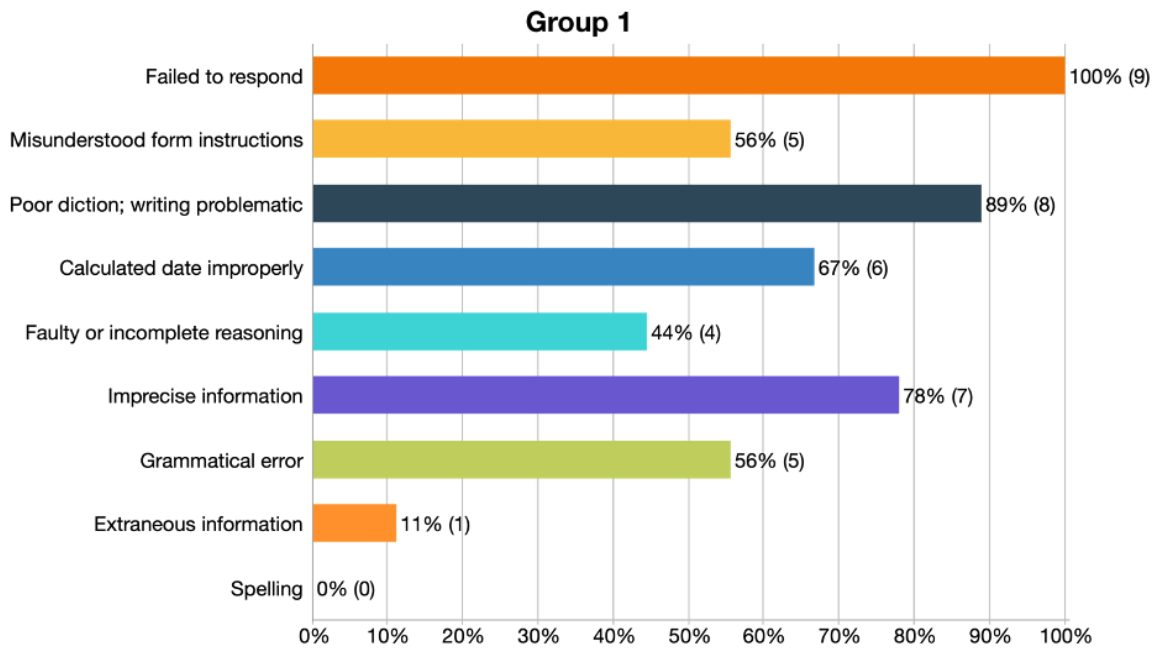


Figure 8 Percentage of tenant applications (T6) prepared by unassisted students (Group 1) coded for error type

Table 8 Error type and number of errors related to tenant applications (T6) prepared by unassisted students (Group 1)

Group 1	Failed to respond	Mis understood form instructions	Poor diction; writing problematic	Calculated date improperly	Faulty or incomplete reasoning	Imprecise information	Grammatical error	Extraneous information	Spelling	Total
T6 P1 Landlord Address > 1 mistake	1	0	0	0	0	0	0	0	0	1
T6 P1 Landlord Address > 3 mistakes	0	1	0	0	0	1	0	0	0	2
T6 P1 Tenant Address > 1 mistake	1	0	0	0	0	0	0	0	0	1
T6 P1 Tenant Address > 2 mistakes	2	0	0	0	0	1	0	0	0	3
T6 P1 Unit Address > 1 mistake	0	2	0	0	0	0	0	0	0	2
T6 P1 Unit Address > 3 mistake	0	3	0	0	0	0	0	0	0	3
T6 P2 Date Notified Landlord > Incorrect	2	0	0	0	0	3	0	0	0	5
T6 P2 Description > Amount for abatement 420.00	7	0	0	0	0	1	0	0	0	8
T6 P2 Description > Amount for expenses 1000.00	6	0	2	0	0	0	0	0	0	8
T6 P2 Description > Amount for repairs 1104.36	5	0	1	0	0	1	0	0	0	7
T6 P2 Description > Amount for replacement 1213.44	5	0	2	0	0	0	0	0	0	7
T6 P2 Description > Landlord did not respond	1	0	2	0	0	1	1	0	0	5
T6 P2 Description > Laptop damaged by water	4	0	1	0	0	0	0	0	0	5
T6 P2 Description > Letter sent to landlord Jan 20, 2023	10	0	0	0	0	0	0	0	0	10
T6 P2 Description > Property inspection conducted by expert	7	0	0	0	0	0	2	0	0	9
T6 P2 Description > Repairs completed Jan 17, 2023	1	0	0	0	0	0	1	0	0	2
T6 P2 Description > Tenant had to sleep at hotel	1	0	0	0	0	0	2	0	0	3
T6 P2 Description > Tenant had to turn off water	8	0	0	0	0	0	0	0	0	8
T6 P2 Description > Tenant hired plumber Jan 13, 2023	3	0	0	0	0	0	2	0	0	5
T6 P2 Description > Tenant texted and called landlord Jan 11, 2023	1	0	1	0	1	2	1	0	0	6
T6 P2 Description > Toilet overflowed Jan 11, 2023	0	0	1	0	0	1	0	0	0	2
T6 P3 Remedy 1 Abatement > Amount of abatement	1	0	0	0	0	0	0	0	0	1
T6 P3 Remedy 1 Abatement > Check box	1	0	0	0	0	0	0	0	0	1
T6 P3 Remedy 1 Abatement > Explanation of calculation	1	0	4	0	0	0	1	0	0	6
T6 P3 Remedy 1 Abatement > Rent paid by the month	2	0	2	0	0	0	0	0	0	4
T6 P3 Remedy 2 Damaged Tenant Property > Amount for replacement	0	0	0	0	0	1	0	0	0	1
T6 P3 Remedy 2 Damaged Tenant Property > Explanation of damage to laptop	0	1	1	0	1	1	1	0	0	5
T6 P3 Remedy 3 Tenant Expenses > Amount for expenses	1	0	1	0	1	0	0	0	0	3
T6 P3 Remedy 3 Tenant Expenses > Check box	1	0	0	0	0	0	0	0	0	1
T6 P3 Remedy 3 Tenant Expenses > Explanation of expenses for hotel and	0	0	5	0	2	0	0	1	0	8
T6 P3 Remedy 4 Tenant Repairs > Amount for repair	0	0	1	0	0	1	1	0	0	3
T6 P3 Remedy 4 Tenant Repairs > Check box	1	0	0	0	0	0	0	0	0	1
T6 P3 Remedy 4 Tenant Repairs > Explanation of work done and costs	0	0	2	0	1	0	2	0	0	5
T6 P4 Application Date > Incorrect	3	0	0	6	0	0	0	0	0	9
T6 P4 Representative > 1 mistake	2	0	0	0	0	0	0	0	0	2
T6 P4 Representative > 2 mistakes	0	1	0	0	0	0	0	0	0	1
Total Related Codes	78	8	26	6	6	14	14	1	0	
Average Number of Errors per Participant	8.7	0.9	2.9	0.7	0.7	1.6	1.6	0.1	0.0	

Table 9 Average number of errors in landlord applications (L2) prepared by unassisted students and classified by variable

Group 1	AGE			GENDER			ENGLISH		EDUCATION					RENTING		LTB	
	18-22	23-29	30+	Male	Female	Other	Yes	No	HS	CD	SU	BA	MA	Yes	No	Yes	No
Failed to respond	4	24	2	10	20	0	11	19	7	11	6	6	0	25	5	2	28
Misunderstood form instructions	4	6	1	8	3	0	3	8	4	2	3	2	0	6	5	1	10
Poor diction; writing problematic	8	6	4	7	11	0	7	11	11	1	0	6	0	8	10	4	14
Calculated date improperly	2	2	2	1	5	0	3	3	4	0	0	2	0	3	3	2	4
Faulty or incomplete reasoning	0	4	1	1	4	0	2	3	2	0	0	3	0	4	1	1	4
Imprecise information	4	7	2	6	7	0	6	7	7	3	2	1	0	9	4	2	11
Grammatical error	5	5	0	4	6	0	2	8	5	2	0	3	0	5	5	0	10
Extraneous information	0	1	0	0	1	0	0	1	0	1	0	0	0	1	0	0	1
Spelling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	27	55	12	37	57	0	34	60	40	20	11	23	0	61	33	12	82
N = Documents/Speakers	2	5	2	3	6	0	4	5	4	1	1	3	0	6	3	2	7
	13.5	11.0	6.0	12.3	9.5	0.0	8.5	12.0	10.0	20.0	11.0	7.7	0.0	10.2	11.0	6.0	11.7

#### 4.2.2 Students Using LTB Resources to Produce Landlord Applications (Group 2a/2c/3a)

The figures and tables for both Group 2a/2c/3a and Group 2a alone, which is needed for the analysis in Stage 2, are presented here. The results were very similar, which was expected given that the participants in Group 2a form 67% of the participants in Group 2a/2c/3c. Nevertheless, the alignment across Groups 2a, 2c, and 3c is noteworthy and will be explored further in the Discussion section.

Groups 2a, 2c, and 3a produced 43 landlord applications (L2); of these, there were 7 documents which had no errors, 6 in Group 2a and 1 in Group 3a. The researcher identified 153 errors, or an average of 3.6 errors per document, grouped into 5 error types. When the seven perfect documents were removed, the average rose to 4.1 errors per document. The types of errors made by more than 50% of the students were:

- Failed to respond (73 errors of this type with 85% of the group making error), and
- Calculated the date improperly (40 errors of this type with 79% of the group making error).

None of the documents were coded for Poor diction; writing problematic; Faulty or incomplete reasoning; Grammatical error; or Spelling. As stated previously, the landlord application (L2) is a simpler form despite its length and demands significantly less writing and reasoning than the tenant application (T6). The most frequent errors on the landlord application (L2) were associated with:

- calculating the application date,
- calculating the termination date, and



- calculating the total amount owed by the tenant.

Table 10 lists the other 12 fields that were challenging to the students. They include addresses, rent deposits, and tenant compensation.

In this group, the students who were 30 years and older made on average 1.2 fewer errors than the youngest students, and one less error type. Males and females were within 0.6 average errors of the others. In this group, those who had not learned English in childhood performed 35% better than the native English speakers. Those with college education had the highest error rate at 5.0 while those with bachelor's degrees had the lowest rate by one half at 2.5. The students with some university education with 4.0 errors on average were in line with high school graduates with 4.3 errors. With differences of less than 1 error on average, participants who did not rent their accommodations produced slightly more accurate work than those who did, and those with LTB experience fared minimally better than their counterparts in this task.

### Groups 2a 2c 3c

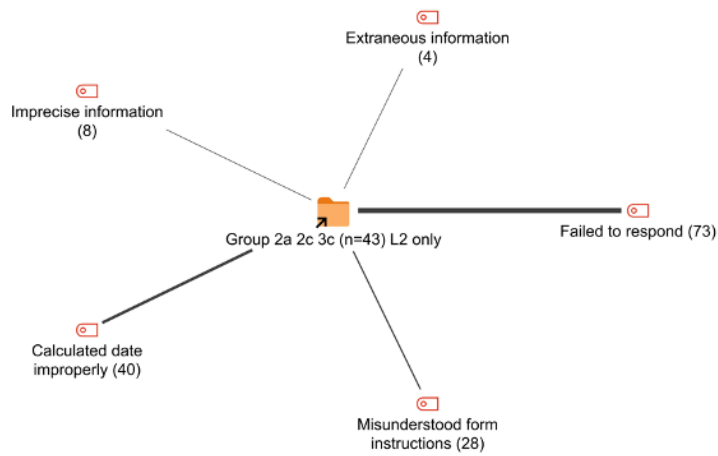


Figure 9 Number of coded sections per error type for landlord applications (L2) (Group 2a, 2c & 3a) prepared using LTB resources

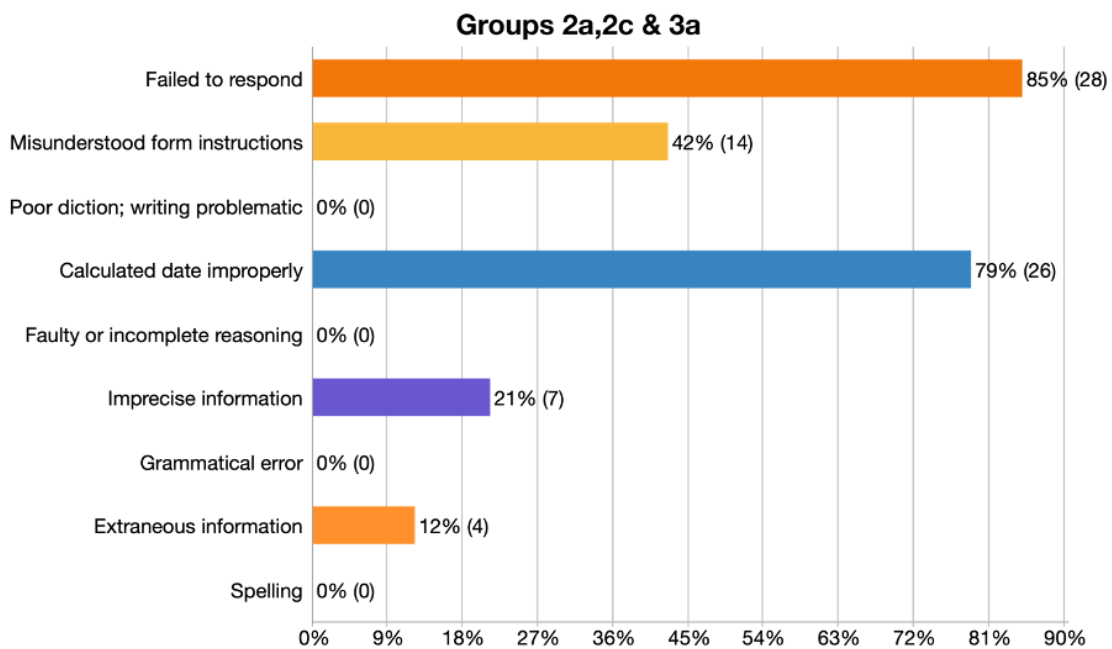


Figure 10 Percentage of landlord applications (L2) prepared by students using LTB resources (Group 2a, 2c & 3a) coded for error type

Table 10 Error type and number of errors in landlord applications (L2) prepared using LTB resources (Group 2a, 2c & 3a)

Group 2a, 2c & 3a	Failed to respond	Misunderstood form instructions	Poor diction; writing problematic	Calculated date improperly	Faulty or incomplete reasoning	Imprecise information	Grammatical error	Extraneous information	Spelling	Total
	L2 P1 Landlord Address > 1 mistake	0	4	0	0	0	0	0	0	0
L2 P1 Landlord Address > 2 mistakes	0	1	0	0	0	4	0	0	0	5
L2 P1 Tenant Address > 1 mistake	0	5	0	0	0	1	0	0	0	6
L2 P1 Tenant Address > 2 mistakes	3	1	0	0	0	0	0	2	0	6
L2 P1 Unit Address	0	10	0	0	0	1	0	0	0	11
L2 P2 Reason 1 N12 > Incorrect	7	0	0	0	0	0	0	0	0	7
L2 P2 Termination Date > Incorrect	0	0	0	19	0	0	0	0	0	19
L2 P3 Reason 1 Must Pay Each Day > Incorrect	14	0	0	0	0	0	0	0	0	14
L2 P3 Rent Deposit > 1 mistake	12	0	0	1	0	0	0	0	0	13
L2 P3 Rent Deposit > 2 mistakes	2	0	0	0	0	0	0	0	0	2
L2 P3 Rent Deposit > 3 mistakes	2	0	0	0	0	0	0	0	0	2
L2 P4 Total Amount Owning > Incorrect	18	0	0	0	0	0	0	0	0	18
L2 P5 Application Date > Incorrect	6	0	0	20	0	0	0	0	0	26
L2 P5 Representative > 3 mistakes	4	0	0	0	0	0	0	0	0	4
L2 P5 Representative > Check box	4	0	0	0	0	0	0	0	0	4
L2 PB Compensation > 1 mistake	3	0	0	0	0	2	0	0	0	5
L2 PB Compensation > 2 mistakes	0	6	0	0	0	0	0	2	0	8
Total Related Codes	75	27	0	40	0	8	0	4	0	
Average Number of Errors per Participant	1.7	0.6	0.0	0.9	0.0	0.2	0.0	0.1	0.0	

Table 11 Average number of errors per landlord application (L2) prepared by students using LTB resources (Group 2a, 2c & 3a) and classified by variable

Groups 2a 2c & 3a	AGE			GENDER			ENGLISH		EDUCATION					RENTING		LTB	
	18-22	23-29	30+	Male	Female	Other	Yes	No	HS	CD	SU	BA	MA	Yes	No	Yes	No
Failed to respond	35	17	21	27	45	1	67	6	31	12	5	19	6	38	35	12	60
Misunderstood form instructions	17	5	6	10	18	0	28	0	14	3	4	3	4	14	14	7	20
Poor diction; writing problematic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Calculated date improperly	18	9	13	16	22	2	36	4	17	3	6	9	5	18	22	13	25
Faulty or incomplete reasoning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imprecise information	4	1	3	5	3	0	6	2	4	1	1	1	1	3	5	1	6
Grammatical error	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraneous information	3	1	0	1	3	0	4	0	2	1	0	1	0	1	3	2	2
Spelling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	77	33	43	59	91	3	141	12	68	20	16	33	16	74	79	35	113
N = Documents/Speakers	19	9	15	15	27	1	38	5	16	4	4	13	6	20	23	11	31
SUMN	4.1	3.7	2.9	3.9	3.4	3.0	3.7	2.4	4.3	5.0	4.0	2.5	2.7	3.7	3.4	3.2	3.6

#### 4.2.3 Subset of Students Using LTB Resources to Produce Landlord Applications (Group 2a)

Group 2a, which contains landlord applications (L2), has the same 29 participants as Group 2b, which contains tenant applications (T6). In producing the landlord applications (L2), the participants made 75 errors, or an average of 2.6 errors per student, in only 5 error types. As previously stated, there were 6 students who produced flawless landlord applications (L2) in Group 2a. The types of errors made by more than 50% of the students were the same as Group 2a/2c/3a:

- Failed to respond (33 errors of this type with 75% of the group making error)
- Calculated the date improperly (21 errors of this type with 65% of the group making error)

None of the documents was coded for Poor diction; writing problematic; Faulty or incomplete reasoning; Grammatical error; or Spelling. The document errors that overlapped with the error types were the same as Groups 2a, 2c & 3c combined.

- calculating the application date
- calculating the termination date
- calculating the total amount owed by the tenant

The other document sections that were problematic for students related to addresses, reasons for the application, rent deposits, and tenant compensation.

There was a minimal difference, only 0.4 and 0.3 errors, in the error rate across the age ranges and between the genders. Those who did not learn English before their school years were more accurate than those who did by 1.8 errors on average. The students with

college diplomas had the highest error rate, 2 times higher than students with only a high school diploma and 4 times higher than students with bachelor's degrees. Renting and not renting error rates were comparable with only a 0.9 error spread. Those having LTB experience made 0.7 less errors on average than those who did not.

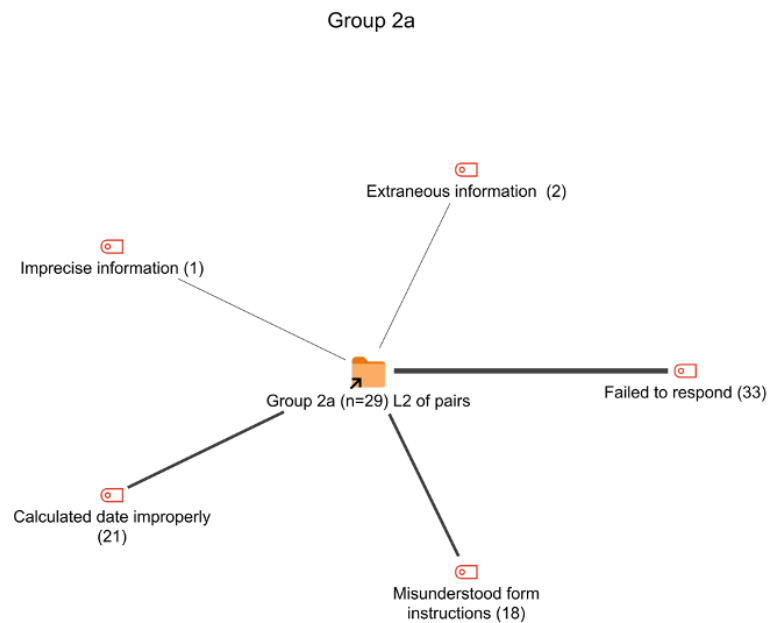


Figure 11 Number of coded sections per error type for landlord applications (L2) (Group 2a) prepared using LTB resources

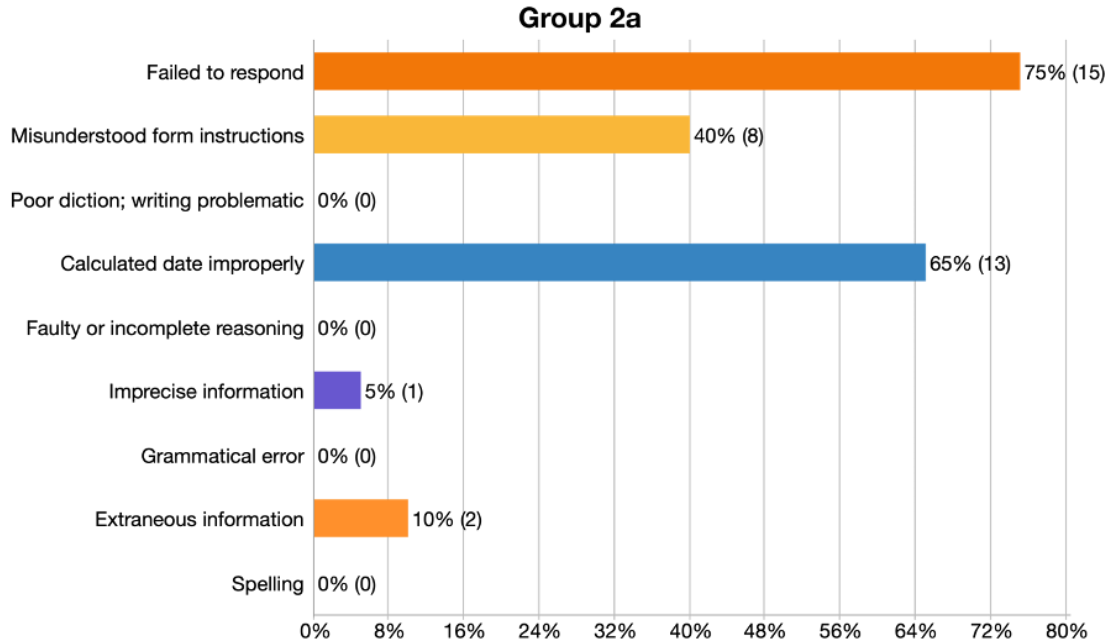


Figure 12 Percentage of landlord applications (L2) prepared by students using LTB resources coded for error type

Table 12 Error type and number of errors in landlord applications (L2) prepared using LTB resources (Group 2a)

Group 2a	Failed to respond	Misunderstood form instructions	Poor diction; writing problematic	Calculated date improperly	Faulty or incomplete reasoning	Imprecise information	Grammatical error	Extraneous information	Spelling	Total
L2 P1 Landlord Address > 1 mistake	0	3	0	0	0	0	0	0	0	3
L2 P1 Landlord Address > 2 mistakes	0	0	0	0	0	1	0	0	0	1
L2 P1 Tenant Address > 1 mistake	0	3	0	0	0	0	0	0	0	3
L2 P1 Tenant Address > 2 mistakes	0	1	0	0	0	0	0	1	0	2
L2 P1 Unit Address	0	7	0	0	0	0	0	0	0	7
L2 P2 Reason 1 N12 > Incorrect	4	0	0	0	0	0	0	0	0	4
L2 P2 Termination Date > Incorrect	0	0	0	9	0	0	0	0	0	9
L2 P3 Reason 1 Must Pay Each Day > Incorrect	7	0	0	0	0	0	0	0	0	7
L2 P3 Rent Deposit > 1 mistake	6	0	0	1	0	0	0	0	0	7
L2 P3 Rent Deposit > 3 mistakes	1	0	0	0	0	0	0	0	0	1
L2 P4 Total Amount Owning > Incorrect	8	0	0	0	0	0	0	0	0	8
L2 P5 Application Date > Incorrect	3	0	0	11	0	0	0	0	0	14
L2 P5 Representative > 1 mistake	0	1	0	0	0	0	0	0	0	1
L2 P5 Representative > 3 mistakes	1	0	0	0	0	0	0	0	0	1
L2 P5 Representative > Check box	1	0	0	0	0	0	0	0	0	1
L2 PB Compensation > 1 mistake	2	0	0	0	0	0	0	0	0	2
L2 PB Compensation > 2 mistakes	0	3	0	0	0	0	0	1	0	4
Total Related Codes	33	18	0	21	0	1	0	2	0	
Average Number of Errors per Participant	1.1	0.6	0.0	0.7	0.0	0.0	0.0	0.1	0.0	

*Table 13 Average number of errors per landlord application (L2) prepared by students using LTB resources (Group 2a) and classified by variables*

Group 2a	AGE			GENDER			ENGLISH		EDUCATION					RENTING		LTB	
	18-22	23-29	30+	Male	Female	Other	Yes	No	HS	CD	SU	BA	MA	Yes	No	Yes	No
Failed to respond	9	7	17	12	20	1	31	2	8	10	4	6	5	19	14	2	31
Misunderstood form instructions	10	3	5	6	12	0	18	0	7	3	4	1	3	11	7	3	15
Poor diction; writing problematic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Calculated date improperly	10	3	8	11	8	2	19	2	10	2	4	2	3	9	12	7	14
Faulty or incomplete reasoning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imprecise information	0	1	0	1	0	0	1	0	0	0	0	1	0	1	0	0	1
Grammatical error	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraneous information	2	0	0	0	2	0	2	0	1	1	0	0	0	0	2	0	2
Spelling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUM	31	14	30	30	42	3	71	4	26	16	12	10	11	40	35	12	63
N = Documents/Speakers	12	6	11	11	17	1	25	4	10	3	3	8	5	13	16	6	23
SUM/N	2.6	2.3	2.7	2.7	2.5	3.0	2.8	1.0	2.6	5.3	4.0	1.3	2.2	3.1	2.2	2.0	2.7

#### 4.2.4 Students Using LTB Resources to Produce Tenant Applications (Group 2b)

The researcher identified 263 errors, or an average of 9.1 errors per student on average, spanning all 9 of the error types. One of the students prepared a tenant application (T6) that was free of serious errors such that it could support an application to the LTB. The types of errors made by more than 50% of the students were:

- Failed to respond (73 errors of this type with 100% of the group making error),
- Poor diction; writing problematic (62 errors of this type with 86% of the group making error),
- Faulty or incomplete reasoning (50 errors of this type with 72% of the group making error),
- Calculate the date improperly (18 errors of this type with 62% of the group making error),
- Imprecise information (35 errors of this type with 72% of the group making error), and
- Misunderstood form instructions (30 errors of this type with 59% of the group making error).

The document sections that coincided with the most errors included the following:

- No or flawed explanation of the out-of-pocket expenses incurred by the tenant
- No or flawed explanation of the cost of the repairs made by the tenant
- No or flawed explanation of expenses for hotel and restaurants

The document codes that coincided with error codes, listed in Table 14, indicate that the students in general had difficulties with addresses, the description of the issues, the remedies available to the tenant and calculating dates.

The error rate of students aged 23-29 was higher by at least 4.5 errors on average than for the younger or the older cohort. Males' work had slightly fewer errors than the work of females. There was only a minimal difference of 0.4 errors on average between English at home learners to English speakers who learned the language after early childhood. There was an interesting difference, however, in education as those with bachelor's and master's degrees performed worse than those with high school diplomas, college credentials or some university training. Those who were not renting had a lower error rate compared to renters. Having LTB experience did not result in a significant improvement.



Group 2b

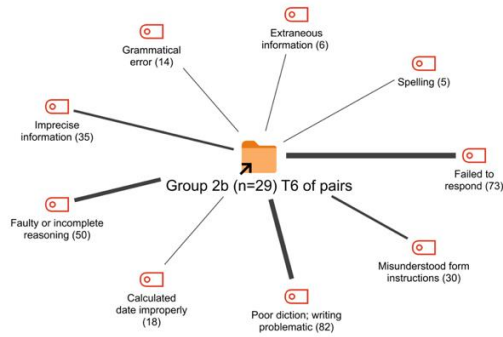


Figure 13 Number of coded sections per error type for tenant applications (T6) (Group 2b) prepared using LTB resources

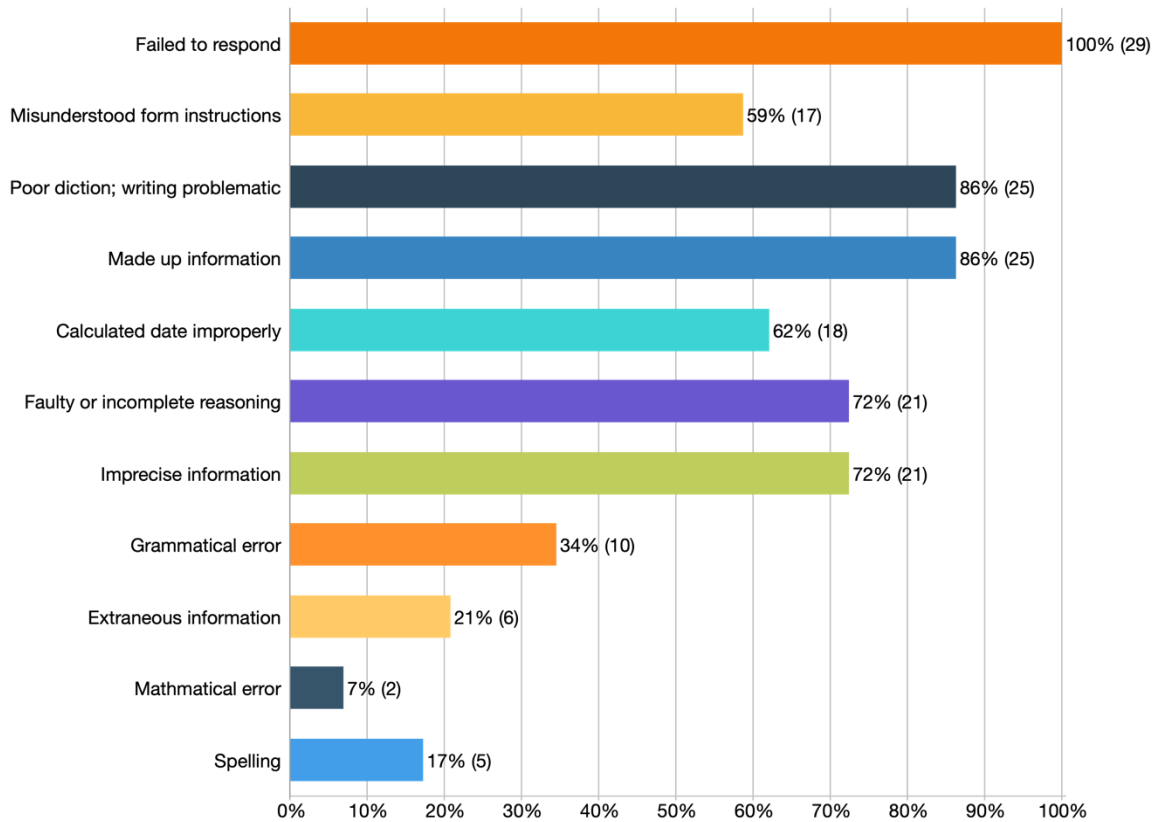


Figure 14 Percentage of tenant applications (T6) prepared by students preparing using LTB resources coded for error type

Table 14 Error type and number of errors in tenant applications (T6) prepared using LTB resources (Group 2b)

Group 2b	Failed to respond	Misunderstood form instructions	Poor diction; writing problematic	Calculated date improperly	Faulty or incomplete reasoning	Imprecise information	Grammatical error	Extraneous information	Spelling	Total
T6 P1 Landlord Address > 1 mistake	5	1	0	0	0	1	0	0	0	7
T6 P1 Landlord Address > 2 mistakes	2	0	0	0	0	3	0	0	0	5
T6 P1 Landlord Address > 3 mistakes	4	4	0	0	0	8	0	0	0	16
T6 P1 Still in Unit > Incorrect	2	0	0	0	0	0	0	0	0	2
T6 P1 Tenancy Start Date > Incorrect	0	0	0	0	0	2	0	0	0	2
T6 P1 Tenant Address > 2 mistakes	1	3	0	0	0	1	0	0	0	5
T6 P1 Tenant Address > 3 mistakes	2	1	0	0	0	2	0	0	0	5
T6 P1 Unit Address > 1 mistake	1	7	0	0	0	1	0	0	0	9
T6 P1 Unit Address > 2 mistakes	0	2	0	0	0	0	0	0	0	2
T6 P2 Date Notified Landlord > Incorrect	3	0	0	0	0	2	0	0	0	5
T6 P2 Description > Amount for abatement 420.00	28	0	0	0	0	0	0	0	0	28
T6 P2 Description > Amount for expenses 1000.00	28	0	0	0	2	0	0	0	0	30
T6 P2 Description > Amount for repairs 1104.36	17	0	5	0	5	0	1	1	1	30
T6 P2 Description > Amount for replacement 1213.44	24	0	2	0	0	0	0	0	0	26
T6 P2 Description > Landlord did not respond	2	0	12	0	6	1	1	1	3	26
T6 P2 Description > Laptop damaged by water	15	0	3	0	6	0	1	1	1	27
T6 P2 Description > Letter sent to landlord Jan 20, 2023	26	0	0	0	0	0	0	0	0	26
T6 P2 Description > Property inspection conducted by expert	21	0	3	0	0	0	0	0	0	24
T6 P2 Description > Repairs completed Jan 17, 2023	16	0	3	0	0	0	0	0	0	19
T6 P2 Description > See Appendix A	1	0	0	0	0	0	0	0	0	1
T6 P2 Description > Tenant had to sleep at hotel	9	0	5	0	3	1	1	1	3	23
T6 P2 Description > Tenant had to turn off water	15	0	2	0	0	0	0	0	0	17
T6 P2 Description > Tenant hired plumber Jan 13, 2023	14	0	5	0	1	0	1	0	0	21
T6 P2 Description > Tenant texted and called landlord Jan 11, 2023	4	0	9	0	5	2	2	1	2	25
T6 P2 Description > Toilet overflowed Jan 11, 2023	2	0	6	0	8	1	2	1	2	22
T6 P3 Remedy 1 Abatement > Amount of abatement	0	0	1	0	0	0	0	0	0	1
T6 P3 Remedy 1 Abatement > Check box	1	0	0	0	0	0	0	0	0	1
T6 P3 Remedy 1 Abatement > Explanation of calculation	0	0	13	0	6	0	4	0	1	24
T6 P3 Remedy 1 Abatement > Rent paid by the month	3	1	0	0	0	0	0	0	0	4
T6 P3 Remedy 2 Damaged Tenant Property > Amount for replacement	1	3	1	0	0	3	1	0	0	9
T6 P3 Remedy 2 Damaged Tenant Property > Check box	2	0	0	0	0	0	0	0	0	2
T6 P3 Remedy 2 Damaged Tenant Property > Explanation of damage to laptop	1	2	4	0	13	0	1	0	0	21
T6 P3 Remedy 3 Tenant Expenses > Amount for expenses	0	4	0	0	0	1	0	0	0	5
T6 P3 Remedy 3 Tenant Expenses > Check box	1	0	0	0	0	0	0	0	0	1
T6 P3 Remedy 3 Tenant Expenses > Explanation of expenses for hotel and	0	1	12	0	12	0	2	2	0	29
T6 P3 Remedy 4 Tenant Repairs	11	0	0	0	0	0	0	0	0	11
T6 P3 Remedy 4 Tenant Repairs > Amount for repair	0	0	1	0	1	2	1	0	0	5
T6 P3 Remedy 4 Tenant Repairs > Check box	1	0	0	0	0	0	0	0	0	1
T6 P3 Remedy 4 Tenant Repairs > Explanation of work done and costs	0	0	9	0	6	0	1	0	0	16
T6 P4 Application Date > Incorrect	0	0	0	18	0	0	0	0	0	18
T6 P4 Representative > 1 mistake	1	1	0	0	0	0	0	0	0	2
T6 P4 Representative > 2 mistakes	2	0	0	0	0	4	0	0	0	6
Total Related Codes	266	30	96	18	74	35	19	8	13	
Average Number of Errors per Participant	9.2	1.0	3.3	0.6	2.6	1.2	0.7	0.3	0.4	

*Table 15 Average number of errors per tenant application (T6) prepared by students using LTB resources (Group 2b) and classified by variable*

Group 2b	AGE			GENDER			ENGLISH		EDUCATION					RENTING		LTB	
	18-22	23-29	30+	Male	Female	Other	Yes	No	HS	CD	SU	BA	MA	Yes	No	Yes	No
Failed to respond	30	21	22	25	47	1	63	10	24	5	5	23	16	37	36	17	56
Misunderstood form instructions	14	5	11	13	17	0	23	7	13	1	2	7	7	17	13	4	26
Poor diction; writing problematic	27	10	25	22	37	3	57	5	23	6	6	14	13	30	32	17	45
Calculated date improperly	7	3	8	6	12	0	16	2	6	3	2	3	4	7	11	4	14
Faulty or incomplete reasoning	16	18	16	21	28	1	39	11	7	3	4	25	11	26	24	11	39
Imprecise information	14	14	7	9	26	0	32	3	9	3	1	17	5	15	20	4	31
Grammatical error	9	2	3	5	8	1	13	1	7	3	0	2	2	6	8	3	11
Extraneous information	1	2	3	4	2	0	6	0	1	1	1	2	1	4	2	0	6
Spelling	1	4	0	2	3	0	5	0	1	0	0	3	1	4	1	1	4
SUM	119	79	95	107	180	6	254	39	91	25	21	96	60	146	147	61	232
N = Documents/Speakers	12	6	11	11	17	1	25	4	10	3	3	8	5	13	16	6	23
SUM/N	9.9	13.2	8.6	9.7	10.6	6.0	10.2	9.8	9.1	8.3	7.0	12.0	12.0	11.2	9.2	10.2	10.1

#### 4.2.5 Students Using CLEO Resources to Produce Tenant Applications (Group 3b)

In this group, 7 participants created 7 documents—the tenant application (T6) and an appendix combined—using the CLEO system. These documents contained 92 errors, or an average of 13.1 errors per student, over 7 error types. One of the students prepared a T6 where the errors were minimal and could easily be remedied. The types of errors made by more than 50% of the students are:

- Failed to respond (30 errors of this type with 100% of the group making error)
- Misunderstood form instructions (26 errors of this type with 100% of the group making error)
- Imprecise information (16 errors of this type with 86% of the group making error)
- Poor diction; writing problematic (16 errors of this type with 71% of the group making error)
- Extraneous information (23 errors of this type with 71% of the group making error), and
- Grammatical error (5 errors of this type with 57% of the group making this error)

No document was coded Calculated date improperly or Faulty or incomplete reasoning. This is the only group that did not make errors in calculating dates; rather they Failed to respond in all 7 forms. The document codes of note in this group were:

- insufficiently explaining or justifying the amount of the abatement of rent, the amount of the repairs, the reason for the tenant's decision to move to a hotel,
- incorrectly inputting the landlord's address, and
- insufficiently explaining the calculation of the amount of the abatement of rent in Remedy 1.

The errors were mainly related to codes that asked the student to justify and explain the cost of the remedy or addresses.

As this group numbered 7 individuals, the application of the variables to the data can only suggest future lines of examination. Across the age cohorts, each successively older group had more errors and more error types. No comparison of genders was possible as only one gender, female, was represented. All 7 participants spoke English in the home before beginning school, so no juxtaposition was possible. The level of education attained appeared to have little effect on the error rate. Those who were renting produced more accurate documents than those who were not. LTB experience with this group was associated with a higher error rate.

### Group 3b

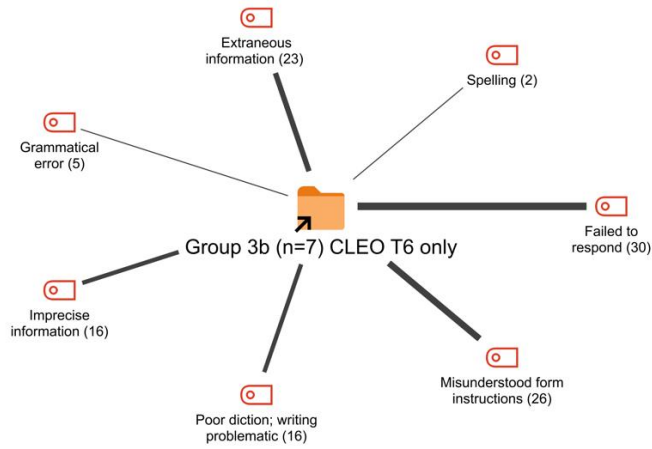


Figure 15 Number of coded sections per error type for tenant applications (T6) (Group 3b) prepared using CLEO resources

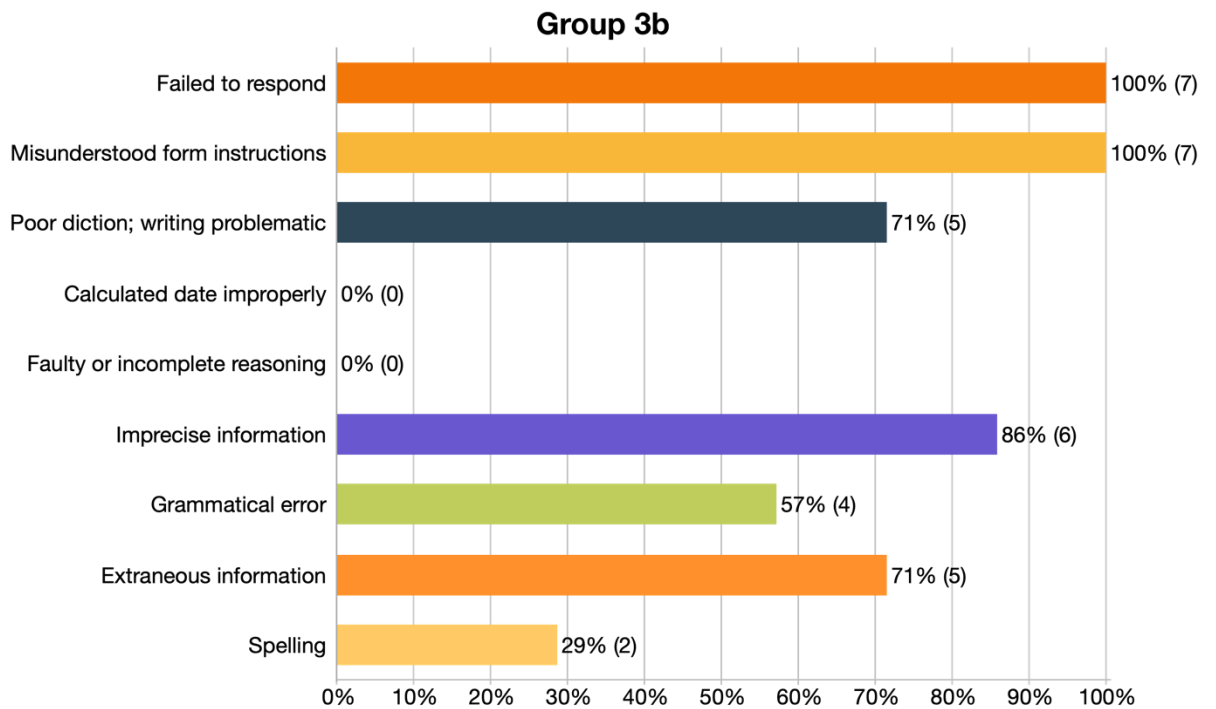


Figure 16 Percentage of tenant applications (T6) prepared by students using CLEO resources coded for error type

Table 16 Error type and number of errors in tenant applications (T6) prepared using CLEO resources (Group 3b)

Group 3b	Failed to respond	Misunderstood form instructions	Poor diction; writing problematic	Calculated date improperly	Faulty or incomplete reasoning	Imprecise information	Grammatical error	Extraneous information	Spelling	Total
T6 P1 Landlord Address > 2 mistakes	2	0	0	0	0	1	0	0	0	3
T6 P1 Landlord Address > 3 mistakes	4	0	0	0	0	4	0	0	0	8
T6 P1 Tenancy Start Date > Incorrect	0	0	0	0	0	2	0	0	0	2
T6 P1 Tenant Address > 2 mistakes	1	0	0	0	0	1	0	0	0	2
T6 P1 Tenant Address > 3 mistakes	0	0	0	0	0	1	0	1	0	2
T6 P1 Unit Address > 1 mistake	1	5	0	0	0	0	0	0	0	6
T6 P1 Unit Address > 3 mistake	0	1	0	0	0	1	0	0	0	2
T6 P2 Description > Amount for abatement 420.00	4	1	0	0	0	0	1	0	1	7
T6 P2 Description > Amount for expenses 1000.00	2	0	2	0	0	0	2	0	0	6
T6 P2 Description > Amount for repairs 1104.36	3	0	2	0	0	1	2	0	0	8
T6 P2 Description > Amount for replacement 1213.44	3	0	2	0	0	0	1	0	0	6
T6 P2 Description > Landlord did not respond	2	0	2	0	0	0	0	0	1	5
T6 P2 Description > Laptop damaged by water	1	0	2	0	0	0	2	0	0	5
T6 P2 Description > Letter sent to landlord Jan 20, 2023	5	0	1	0	0	0	0	0	0	6
T6 P2 Description > Property inspection conducted by expert	6	0	0	0	0	0	0	0	1	7
T6 P2 Description > Repairs completed Jan 17, 2023	0	0	3	0	0	1	0	0	0	4
T6 P2 Description > Tenant had to sleep at hotel	1	0	3	0	0	1	2	0	0	7
T6 P2 Description > Tenant had to turn off water	2	0	3	0	0	1	0	0	0	6
T6 P2 Description > Tenant hired plumber Jan 13, 2023	3	0	1	0	0	0	1	0	1	6
T6 P2 Description > Tenant texted and called landlord Jan 11, 2023	1	0	3	0	0	0	0	0	0	4
T6 P2 Description > Toilet overflowed Jan 11, 2023	0	0	3	0	0	1	1	0	0	5
T6 P3 Remedy 1 Abatement > Amount of abatement	0	2	0	0	0	0	0	0	0	2
T6 P3 Remedy 1 Abatement > Current rent	0	0	1	0	0	0	0	0	0	1
T6 P3 Remedy 1 Abatement > Explanation of calculation	0	3	3	0	0	0	0	1	0	7
T6 P3 Remedy 1 Abatement > Rent paid by the month	0	0	1	0	0	0	0	0	0	1
T6 P3 Remedy 2 Damaged Tenant Property > Amount for replacement	0	5	0	0	0	0	0	0	0	5
T6 P3 Remedy 2 Damaged Tenant Property > Explanation of damage to laptop	0	3	1	0	0	1	1	0	0	6
T6 P3 Remedy 3 Tenant Expenses > Amount for expenses	0	3	0	0	0	0	0	0	0	3
T6 P3 Remedy 3 Tenant Expenses > Explanation of expenses for hotel and	0	1	2	0	0	0	0	0	0	3
T6 P3 Remedy 4 Tenant Repairs > Amount for repair	0	2	0	0	0	0	0	0	0	2
T6 P3 Remedy 4 Tenant Repairs > Explanation of work done and costs	0	1	2	0	0	0	0	1	0	4
T6 P4 Application Date > Incorrect	7	0	0	0	0	0	0	0	0	7
T6 P4 Representative > 1 mistake	1	0	0	0	0	0	0	0	0	1
T6 P4 Representative > 2 mistakes	3	0	0	0	0	0	0	0	0	3
T6 P4 Representative > 3 mistakes	2	0	0	0	0	2	0	0	0	4
Total Related Codes	54	27	37	0	0	18	13	3	4	
Average Number of Errors per Participant	7.7	3.9	5.3	0.0	0.0	2.6	1.9	0.4	0.6	

*Table 17 Average number of errors per tenant application (T6) prepared by students using CLEO resources (Group 3b) and classified by variable*

Group 3b	AGE			GENDER			ENGLISH		EDUCATION					RENTING		LTB	
	18-22	23-29	30+	Male	Female	Other	Yes	No	HS	CD	SU	BA	MA	Yes	No	Yes	No
Failed to respond	9	13	8	0	30	0	30	0	9	0	4	17	0	21	4	8	17
Misunderstood form instructions	6	12	8	0	26	0	26	0	10	0	4	12	0	16	5	8	13
Poor diction; writing problematic	0	9	7	0	16	0	16	0	4	0	3	9	0	11	1	6	6
Calculated date improperly	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faulty or incomplete reasoning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imprecise information	2	8	6	0	16	0	16	0	3	0	3	10	0	10	5	3	12
Grammatical error	1	1	3	0	5	0	5	0	0	0	0	5	0	3	2	1	4
Extraneous information	8	6	9	0	23	0	23	0	8	0	3	12	0	18	5	12	11
Spelling	0	1	1	0	2	0	2	0	0	0	0	2	0	1	1	0	2
SUM	26	50	42	0	118	0	118	0	34	0	17	67	0	80	23	38	65
N = Documents/Speakers	2	3	2	0	7	0	7	0	2	0	1	4	0	5	1	2	4
SUM/N	13.0	16.7	21.0	0.0	16.9	0.0	16.9	0.0	17.0	0.0	17.0	16.8	0.0	16.0	23.0	19.0	16.3

As a whole across Stage 1, the following errors were made by the most students.

- describing the issue in the appropriate section in a professional voice
  - No indication that a letter had been sent to the landlord on January 20, 2023
  - No or flawed explanation of expenses for hotel and restaurants
  - No indication that the tenant had to turn off the water
  - No or flawed explanation of the amount of abatement in rent
  - No or flawed explanation of the out-of-pocket expenses incurred by the tenant
  - No or flawed explanation of the cost of the repairs made by the tenant
- calculating dates
  - the application date
  - the termination date
- incorrectly inputting the addresses, particularly that of the landlord

### 4.3 Stage 2 Comparison

Stage 2 compares the work of the 29 students who produced both a landlord application (L2), assigned to Group 2a, and a tenant application (T6), assigned to Group 2b, using the LTB resources. Figure 17 below shows the increase in the number of errors in for almost all types and the number of types of errors as the same students prepared the L2 followed by the T6. The only exception was Calculated date improperly, which dropped by 3 errors in total.

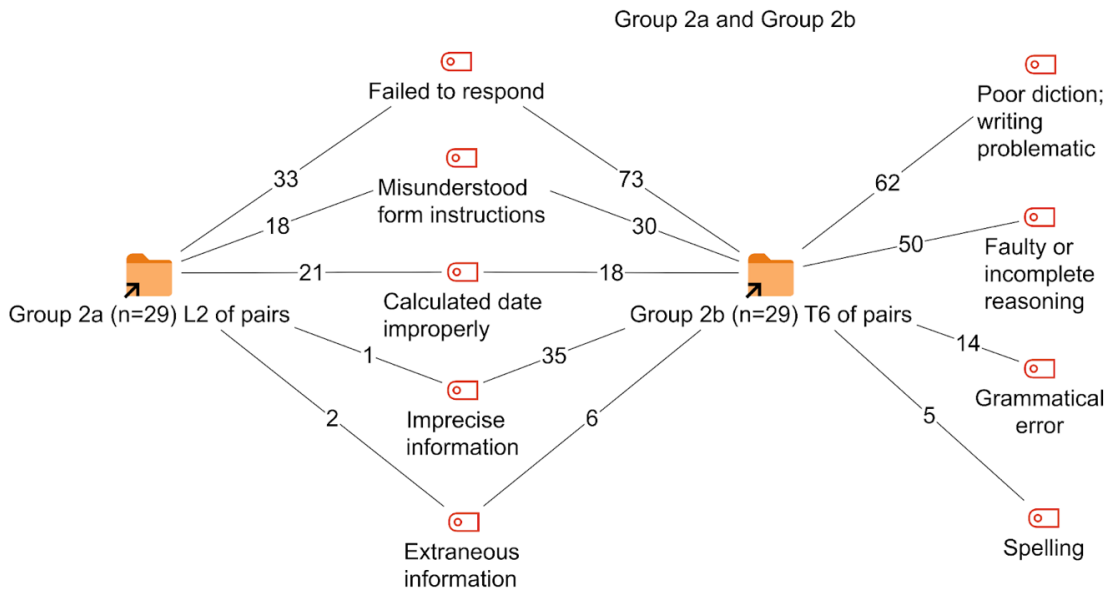


Figure 17 Comparison by number of errors and error type of landlord applications (L2) (Group 2a) and tenant applications (T6) (Group 2b) prepared using LTB resources

The comparable sections of the forms, which were highlighted in Chapter 3.6.2, are Unit Address, the Tenant Address, the Landlord Address, the Application Date, and the Representative. There was an increase in the number of errors in each of these categories. These are in line with the most frequent document errors uncovered in Stage 1.



## 4.4 Stage 3 Comparison

Groups 1, 2b and 3b contain all 45 tenant applications (T6). As stated above, the aim of this stage is to:

- investigate whether the students who were unassisted (Group 1 (n=9)), the students using the LTB resources (Group 2 (n=29)), or the students using the CLEO resources (Group 3 (n=7)) had:
  - the lowest average error rate per error type and
  - the highest percentage of the group coded for each type of error, and
- suggest possible areas of study that might shed light on the causes of the differences.

The small number of participants in Group 3 cannot support a meaningful comparative analysis against Group 2b. Table 18 is provided only to support the discussion in Chapter 5, where the meaning of each of these codes in context is examined. The lowest rate is in a blue box, the highest in a red box. In comparison to the unassisted students and those using the LTB resources (Groups 1 and 2b), for each error type, those using the CLEO resources (Group 3b) were either the most successful group or the least; they were never in the middle. The reasons for this dichotomous result will be explored in Chapter 5.

The greatest difference between the unassisted students (Group 1) and the students using the CLEO resources (Group 3b) is 2.4 errors on average for Poor diction; writing problematic, the code, along with Faulty or incomplete reasoning, Grammatical error and Spelling, least related to the design of the form. However, the unassisted students and those using the LTB resources (Groups 1 and 2b) are only 0.4 errors on average apart. In

the end, the students in these two groups produced documents with similar errors at similar rates. In fact, a difference of more than 1.5 errors on average between Groups 1, 2b and 3b is found in only 4 of the 9 error types—Failed to respond; Misunderstood form instructions; Poor diction; writing problematic, and Faulty or incomplete reasoning. If the error rate attached to Group 3b are removed from the analysis, then only Faulty or incomplete reasoning at 1.9 errors on average differ markedly between the three treatments. This will be further explored in Chapter 5.

*Table 18 Rate of types of errors in tenant applications (T6) prepared by students using different resources*

Type of Error	Unassisted Group 1 (n=9)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Failed to respond	8.7	9.2	7.7
Misunderstood form instructions	0.9	1.0	3.9
Poor diction; writing problematic	2.9	3.3	5.3
Calculated date improperly	0.7	0.6	0.0
Faulty or incomplete reasoning	0.7	2.6	0.0
Imprecise information	1.6	1.2	2.6
Grammatical error	1.6	0.7	1.9
Extraneous information	0.1	0.3	0.4
Spelling	0.0	0.4	0.6

Table 19 shows the percentage of the group for each type of error and, as above, blue indicates the lowest percentage and red the highest of the three groups. The results once

again show that the students using the CLEO resources (Group 3b) fall on one end of the spectrum or the other. For Poor diction; writing problematic, the students using the LTB resources (Group 2b) had 15% more of its participants demonstrate that they were having difficulties than those using the CLEO resources (Group 3b), but only a 3% difference as compared to the unassisted students (Group 1).

*Table 19 Percentage of tenant applications (T6) prepared by students using different resources coded for each error type*

Type of Error	Unassisted Group 1 (n=9)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Failed to respond	100	100	100
Misunderstood form instructions	56	59	100
Poor diction; writing problematic	89	86	71
Calculated date improperly	67	62	0
Faulty or incomplete reasoning	44	72	0
Imprecise information	78	72	86
Grammatical error	56	34	57
Extraneous information	11	21	71
Spelling	0	17	29

## 4.5 Impact of the Variables

The average number of errors by variable was presented in Tables 9, 11, 13, 15, and 17. Based on these calculations, Table 20 tracks, for each variable, the sub-variable with

lowest number of errors on average. It also provides the number of errors on average that differentiates the sub-variable from the highest number of errors in related sub-variables. The calculation may not seem accurate due to the fact that, in both tables, the figures are recorded to one decimal place only. When the difference between the rate of error for each characteristic, delineated by brackets, is greater than or equal to 2 is, it is highlighted in blue, indicating that it may have importance. If the spread is greater than 1 but less than 2, a yellow box means that it is less likely to be influencing the results. Finally, where the difference between the results for each of the sub-variables is less than or equal to 1, the box is red, indicating that the variable does not meaningfully contribute to the analysis. For instance, for the students over 30 years of age using the CLEO resources (Group 3b) had an average of 21.0 errors per document, while for 18–22 years old and 22–29 year olds, the rates were 13.0 and 16.7 errors per document respectively. Students characterized as older than 30 made 8.0 more errors on average than individuals in the youngest cohort. The result for that cell then is 18–22 (8.0). Where the difference is not possible to ascertain because the group is not diverse, the relevant cell is white.

*Table 20 Variables with lowest rates of errors across all groups*

Group	Age	Gender	English	Education	Renting	LTB
Unassisted Group 1 (n=9)	30+ (7.5)	F (2.8)	Y (3.5)	BA (12.3)	Y (0.8)	Y (5.7)
Using LTB Resources Group 2a/2c/3a (n=43)	30+ (1.2)	F (0.9)	N (1.3)	BA (2.3)	N (0.3)	Y (0.5)
Using LTB Resources Group 2a (n=29)	22–29 (0.4)	F (0.3)	N (1.8)	BA (4.1)	N (0.9)	Y (0.7)
Using LTB Resources Group 2b (n=29)	30+ (4.5)	M (0.9)	N (0.4)	SU (5.0)	N (2.0)	N (0.1)
Using CLEO Resources Group 3b (n=7)	18–22 (8.0)			BA/HS (0.3)	Y (7.0)	N (2.8)

The variables which suggest a trend are age and education. Both the unassisted students and those using the LTB resources (Groups 1, 2a/2c/3a and 2b) over 30 years of age had a lower error rate, but the same was not true for those using the CLEO resources (Group 3b). Given that there were only 2 individuals over 30 years of age in Group 3b, the results for this group cannot be relied on. In all groups, having some university experience or a bachelor's degree aligned with the coding of the fewest errors. The differences in the error rate between males and females is so small that this variable can be discounted. Neither the speaking of English in childhood, the renting of current accommodation, nor experience with the LTB were consistent across groups; moreover, the span of the error rates was quite small with the exception of the error rate for English which, contrary to all of the other groups, indicated that the unassisted students in Group

1 who learned English in the home as a child made on average 3.5 fewer errors than those who did not.

The students who used the CLEO resources (Group 3b) are the outliers for almost all of the variables and, given the size of the group, the results cannot support conclusions about the variables. The group of 7 people had 2 people with only a high school education who were more successful at completing the tenant application (T6), unlike the other groups where some university experience or the completion of a bachelor's degree appear related to fewer errors. The entire group was female and spoke English in the home before beginning school. The 4 individuals with a bachelor's degree had a slightly lower error rate by only 0.3, and the individuals with no LTB experience were more adept at the task than the 2 people with experience. It may be that having experience with the LTB forms was not helpful for those who were not working with the form they knew but were using the CLEO Guided Pathway instead.

The discussion in Chapter 5 will focus on the correspondence of age and education with the fewest errors for each group and at each stage.

# 5 Discussion

This section provides an examination of the results from Chapter 4 and proposes explanations for the findings. The results in section 4.1, in combination with Format/PDF Completion error type, indicate a significant barrier for users attempting to produce a landlord application (L2) or a tenant application (T6), while the findings in sections 4.2, 4.3, 4.4, and 4.5 suggest that the following types of document codes, error type codes and variables deserve scrutiny.

*Table 21 Key document codes, error type codes and variables*

Types of Document Codes	Error Type Codes	Variables
<ul style="list-style-type: none"><li>• Issue description</li><li>• Addresses</li><li>• Dates</li></ul>	<ul style="list-style-type: none"><li>• Failed to respond</li><li>• Misunderstood form instructions</li><li>• Poor diction; writing problematic</li><li>• Faulty or incomplete reasoning</li></ul>	<ul style="list-style-type: none"><li>• Age</li><li>• Education</li></ul>

## 5.1 Production of the Documents

The vast majority (93%) of the 58 participants provided PDF versions of their forms. Six students, all from the unassisted group (Group 1), chose to handwrite their forms. The students in this group had access to computer labs and student centres with Adobe Acrobat installed on the machines. Moreover, they were enrolled in a communications course at the College where they were taught to work with PDF documents. The LTB

accepts hand-written applications, but the expectation of the College program is that tribunal documents will be produced and distributed as a PDF. The researcher gave the participants the choice to handwrite the information into a paper copy of the form or to use any technology at their disposal to produce digital documents. Two-thirds of the students in the unassisted students (Group 1) opted to handwrite the form.

In addition, another 9 empty documents in Groups 2a, 2b, and 3a were submitted to the researcher. When saving the PDF form, a multi-step process is required in order to capture the information written into the form by the students. When the participants were with a professor, this process was explained to them. Despite this, 10% of the documents were not saved properly. In some cases, the researcher was able to retrieve the information. Five documents, however, had to be abandoned. All the documents prepared by the students using the CLEO resources (Group 3b) were PDFs with content.

Of the 88 documents from 58 students that form the basis of this study, an additional 15 documents were coded for format or PDF completion errors. Seven of the documents were produced using the CLEO Guided Pathways and these errors or omissions, created by the system and not by the student, will be discussed below. Five of the documents were handwritten; their errors have already been included in the previous paragraph's explanation. A further 3 documents reveal that these students struggled to understand how to work with the PDF writer.

Overall, a lack of competence and comfort with PDF writing technology negatively impacted the production of 12% of the documents in this data set. Training the students to work with the Adobe Acrobat program and its specific interaction with the LTB forms is the first concern a professor must address when instructing students on the use of these



forms. Although the impact on the general public is not the focus of this study, it is important to reflect on the implications of this barrier for individuals who do not have access to a PDF writer or a professional when completing their forms. By producing the PDF for users via the web-based interview, the CLEO Guided Pathways helped the students to overcome a significant hurdle.

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## 5.2 Analysis of the Results related to Nine Error Codes

The commentaries on the error types have been presented as a list but are organized into two main categories. The first looks at the error types most frequently assigned to all of the documents. These are Failed to respond, Misunderstood form instructions, Calculated date improperly, Imprecise Information, and Extraneous Information. The second examines the types of errors that were associated only with the production of the tenant application (T6), specifically Poor diction; writing problematic, Faulty or incomplete reasoning, Grammatical error, and Spelling.

### 5.2.1 Failed to respond

By far the most frequently used error code at 206 occurrences was Failed to respond, and it was attached to the work of 91% of the documents produced. Plainly stated, 9 out of 10 of the students reading either of the forms were repeatedly unable to identify which

fields required information or did not know what information to provide. The fact that the student decided not to attempt an answer in some cases had an impact on the other error codes. For instance, the Calculated date improperly error is certainly coded less frequently because of the many places on the forms where students did not provide a date, making it impossible to ascertain from this data set if the student knew the correct date. See the discussion below on Calculated date improperly.

No discernable relationship between age or education and the error rates was established, even when Group 3b is not considered.

*Table 22 Failed to respond errors by group*

	Unassisted Group 1 (n=9)	Using LTB Resources Group 2a/2c/3a (n=43)	Using LTB Resources Group 2a (n=29)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Average number of errors	8.7	1.7	1.1	9.2	7.7
Percentage of students coded for this error	100	85	75	100	100
Age range with lowest average number of errors	30+	23–29	18–22	30+	23–29
Education level with the lowest average number of errors *	HS	MA	BA	SU/CD	SU

\*the abbreviations in this and subsequent tables refer to the highest level of education attained: HS (high school), CD (college diploma), SU (some university), BA (bachelor’s degree or similar), and MA (master’s degree or similar and higher).

### *Stage 1*

Across all 5 subsets of the documents, Failed to respond was aligned with document codes in multiple sections. From the simple, and relatively unimportant, checkbox indicating the remedy requested on a tenant application (T6) to the much more critical information about rent deposits on a landlord application (L2), a minority of the students demonstrated that they understood the necessary steps and the required information to begin an application for a landlord or a tenant. The 7 examples of exemplary work in Groups 2a and 2c proved that the task was not impossible, yet most students could not provide documents of superior quality. The supposition that the students lacked an understanding of the form in general is further supported by the data related to Extraneous information below.

### *Stage 2*

The comparison of the landlord applications (L2) to the tenant applications (T6) raises a second concern. The results suggest that at least 19 students who had been taught how to complete sections of one form still left comparable fields blank in the new form. This failure of near transfer is problematic, as greater accuracy would be expected. In total, the number of required fields that were blank increased from 33 to 266, and the number of participants identified as failing to respond to a field went from 15 to 29. Although more errors were anticipated on the tenant application (T6), the more complicated form, there are fields in both forms that require the same information. For instance, all students preparing a landlord application (Group 2a) attempted responses for the fields for the Landlord Address and the Tenant Address, but these same fields had 15 instances of this error on the tenant applications (Group 2b).

There are examples where this trend was reversed. Failure to respond was coded less frequently for the box indicating a legal representative; four students failed to check this box on the landlord application (L2), but only one student failed to check the same box on the tenant application (T6). On the tenant applications (T6), the majority of fields that were left blank occurred in the Remedy sections, which have no equivalent in an L2.

The data show that for a simpler form, such as an L2, when students had access to a professor, the instructions of the LTB, and the required software and hardware, their work was more complete. However, for the production of the T6, a more demanding task, the same students, with the same resources as before, did not provide the required information 9.2 times more on average per document. The reason for the massive increase is certainly complex but given the relatively low number of errors for Misunderstood form instructions, Calculated date improperly, and Imprecise information, it appears that students chose to pass over fields that they could not understand rather than provide an incorrect answer. Reading the forms, reviewing vocabulary, and discussing the meaning of the written instructions on the forms must be given higher priority in the classroom. In addition, the professor could cross out the sections that are not relevant to the scenario to focus the students on the applicable sections and encourage them to attempt responses.

### *Stage 3*

The comparison between the tenant applications (T6) for the unassisted students and those using the LTB resources (Groups 1, 2b, and 3b) allows us to see the benefits and drawbacks of the CLEO Guided Pathway. It seems that the CLEO Guided Pathway elicited from the students the required information more effectively than the instructions from the LTB or access to a professor. Although the percentage of students who failed to

respond to a necessary field on their landlord application was 100% across the board, those assisted by the CLEO Guided Pathways had a slight advantage with approximately 7.7 errors per document. There is a significant caveat to this statement; 5 of the fields that were left blank by the students in using the CLEO resources (Group 3b) were all the same—the type of street in the unit address, the name of the landlord, the check box for the legal representative, the name of the legal representative’s company, and the application date. In all cases, CLEO’s system did not facilitate the inclusion of this information, so the student could not provide it. This accounts for 21 out of 58 errors, and when these errors are discounted, the average rate for this error type drops from 7.7 to 5.2, significantly lower than the group of unassisted students (Group 1) at 8.7 or the group of students using the LTB resources (Group 2b) at 9.2.

The other main section that was noticeably incomplete was the description of the issue. In this situation, where the students had to outline the problem, many key facts were not included. This absence was not due to the design of the Guided Pathway; all students who produced tenant applications (Groups 1, 2b, and 3b) struggled to explain the scenario to the LTB in sufficient detail. However, if the online interview explicitly asked for these details, a challenging task for the current design of the interview but not, it is anticipated, for systems using artificial intelligence, or if the professor in class dedicated time to directly address how to best describe the issues, another 33 errors in the work of the students using the CLEO resources (Group 3b) could have been corrected, taking the average error rate below 1 error on average per document.

These deficits must be seen from two perspectives. Negatively, this means that a user of the CLEO Guided Pathway must subsequently amend the document that is produced; it

requires the student to know that the missing information is asked for on the form.

Furthermore, the user cannot rely on the online interview to prompt the user to provide all the necessary information. Positively, however, it means that, controlling for the errors described above, 6 out of 7 documents (86% of the group) would have provided all the information needed. It may be true that the information might not be perfectly accurate, which will be explored under Imprecise information below, but most students would have responded to all relevant fields. Students using the LTB resources (Group 2b) had only 10 documents (34% of the group) and unassisted students (Group 1) had 2 documents (29% of the group) that were as complete.

Nine out of 10 of the students reading either of the forms were repeatedly unable to identify which fields required information or did not know what information to provide. 19 students who had been taught how to complete sections of one form still left comparable fields blank in the new form. This failure of near transfer is problematic, as greater accuracy would be expected. It seems that the CLEO Guided Pathway elicited from the students the required information more effectively than the instructions from the LTB or access to a professor.

### 5.2.2 Misunderstood form instructions

Before examining the numbers, it is critical to define the indicators of this error, as they represent specific mistakes. Students who wrote the unit number or the type of street for addresses in the wrong place, checked the wrong box, or indicated the wrong information in relation to a requested remedy were deemed to have Misunderstood form

instructions. These errors can be considered relatively minor as the surrounding information can explain the choices of the students. While it is the case that the use of this code is 54% less frequent than Failed to respond, the large number of instances of Misunderstood form instructions, 95, requires professors to address these details.

No discernable relationship between age or education and the error rate was established, although it seems that those with experience in higher education were modestly more successful.

*Table 23 Misunderstood from instructions errors by group*

	Unassisted Group 1 (n=9)	Using LTB Resources Group 2a/2c/3a (n=43)	Using LTB Resources Group 2a (n=29)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Average number of errors	0.9	0.6	0.6	1.0	3.9
Percentage of students coded for this error	56	40	42	59	100
Age range with lowest average number of errors	30+	30+	30+	23–29	18–22
Education level with the lowest average number of errors	BA	BA	CD	CD	BA

*Stage 1*

Overall, about 40% of the misunderstanding appeared to be random and was distributed across the forms with between 36% and 59% of the unassisted students or those using the LTB resources (Groups 1, 2a, 2b, 2c and 3a) misunderstanding the

instructions as defined above. Another 30% of this type of error, approximately 30 of the 95 errors, were related to how to write the street type and the unit number on the form. The way in which these aspects of an address are to be given in specific fields on the forms is not standardized. Professors need to highlight this inconsistency for students. In addition, the researcher found that the CLEO Guided Pathway presented a challenge to the students (Group 3b) attempting to enter the correct information. Specifically, the address of the rental unit in the scenario had a street type of “Path.” The system did not provide this option and so the student could not respond appropriately.

The final 30% in this issue type was connected to the remedies in the tenant application (T6) and it was here where the researcher observed a noteworthy difference; 100% of the students using the CLEO resources (Group 3b), appreciably more than the other groups, appeared to misunderstand the form in relation to the remedies they could request from the LTB. When each of the 7 documents in this group was examined, the mistakes related to the calculation of the amount owed for each remedy. It seems likely that all 7 for the users in this group were challenged by the series of questions posed by the CLEO program. The students were asked “What happened because of this problem?” and they were given 5 options—my property was damaged, my health was harmed, I had to do repairs, it cost me money, and I lost my job. The students did not effectively choose the correct option that allowed them to explain that the client was requesting an abatement of rent (Remedy 1), that the client’s laptop had been damaged (Remedy 2), that the client had incurred hotel and restaurant expenses (Remedy 3), or that the client had had a plumber make repairs (Remedy 4). This inability to distinguish the different remedies resulted in two problems—the combination of different remedies and the



amounts requested under one remedy or the duplication of information across remedies. The students would have needed the professor to guide them through this aspect of the CLEO online interview to be more successful.

### *Stage 2*

The number of errors in this type increased from 18 for the students using the LTB resources (Group 2a) to prepare a landlord application to 30 errors for the same students preparing a tenant application (Group 2b). This is less than or slightly more than one error per person and most of the coded segments were in the address fields. The increase, though minimal, is concerning as the number of these errors should be decreasing as the fields were identical for the landlord application (L2) and the tenant application (T6). A comparison of the two sets of documents reveals that 8 students made errors in the address fields in preparing the landlord application (L2), but 12 students made similar errors on the tenant application (T6), and of those 12 students, 10 were students who had not made these errors when they had prepared the landlord application (L2). It seems that at least one third of the group did not internalize the training that they had received when completing the L2 on these parts of the documents.

### *Stage 3*

The unassisted students and those using the LTB resources to prepare tenant applications (Group 1 and Group 2b) had very similar rates of errors, 0.9 to 1.0, and percentages of students making the error, 56% to 59%. This result does not align with the expectation that students who received the assistance of a professor would demonstrate better results than those who did not. More than half of the errors are related to inputting the information for addresses, a straightforward process of copying information into

specific fields. Such a simple task is complicated by the structure of the form, which as previously noted, is not standardized across the address fields for the unit, tenant, landlord or representative. As discussed under Failed to respond, the participants using the CLEO resources (Group 3b) were hampered by the Guided Pathway which did not allow students to input the street type or both the name of the landlord and the landlord's organization. It is conceivable that amendments to the system could resolve the issue with addresses. In the interim, what should be a problem easily fixed will continue to dog students until they learn the idiosyncrasies of the form, likely through repeated attempts.

The greater issue for the students using the CLEO resources (Group 3b), but to a much lesser extent for all the other groups, was connected to the choice and explanation of remedies in the tenant application (T6). The students could not correctly assign dollar amounts to remedies likely because of the way the questions were posed by the CLEO online interview. This challenge should be viewed in the context of the other errors associated with the remedies. Whereas for the work of the unassisted students and those using the LTB resources to prepare tenant applications (Group 1 and Group 2b), the errors associated with the remedies were distributed across all 8 of the other error types, the errors in the work of those using the CLEO resource (Group 3b) were concentrated in two error types, Misunderstood form instructions and Poor diction; writing problematic. It may be that the seven participants in this group were weak in their reading and writing skills, but it again appears that the Guided Pathway prevented most of the other error types across the group.

It seems that at least one third of the group did not internalize the training that they had received when completing the L2 on these parts of the documents. The participants using the CLEO resources (Group 3b) were hampered by the Guided Pathway which did not allow students to input the street type or both the name of the landlord and the landlord's organization. Overall, however it again appears that the Guided Pathway prevented most of the other error types across the group.

### 5.2.3 Calculated date improperly

Of the 64 documents coded for issues with dates, 40 were related to the landlord application (L2) and 24 to the tenant application (T6). While the rate of error is low, the percentage of the group that demonstrated that calculating the date was an obstacle in completing the form are all over 50%, with the exception of those using the CLEO resources (Group 3b). It is interesting that Group 3b had no errors of this type.

No discernable relationship between age or education and the error rate was established, although it seems that those with experience in higher education were modestly more successful, when the data for those using the CLEO resources (Group 3b) were removed.

*Table 24 Calculated date improperly errors by group*

	Unassisted Group 1 (n=9)	Using LTB Resources Group 2a/2c/3a (n=43)	Using LTB Resources Group 2a (n=29)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Average number of errors	0.7	0.9	0.7	0.6	0.0
Percentage of students coded for this error	67	79	65	62	0
Age range with lowest average number of errors	23-29	30+	30+	18-22	18-22 23-29 30+
Education level with the lowest average number of errors	CD/SU	BA	BA	BA	HS CD SU BA

*Stage 1*

The landlord application (L2) required two dates—the termination date on the N12 and the application date. The tenant application (T6) had three date fields—when the client moved into the unit, told the landlord of the issue and filed the application. The professors assisted their students to calculate the appropriate date for the N12 notice and the students simply had to report this date on the landlord application (L2). If errors were made in these fields, it likely indicates that the students attempted to calculate the date on their own. Similarly, on the tenant application (T6), the move-in date and the reporting to the landlord date were provided in the scenario and again the student was just copying the information. Errors here could indicate that the student did not read the scenario properly or misunderstood the form. In the end, it is only the application date on both the landlord

application (L2) and the tenant application (T6) that relied on the student to figure out the timeline for the litigation.

### *Stage 2*

The change in the error rate from those using the LTB resources to prepare the landlord application (L2) to the tenant application (T6) (Group 2a to Group 2b) is only 0.1. This minimal improvement, however, does not reveal that only 2 who had made this error on the landlord application (L2) were able to correct it on the T6. Even though the students were able to review their corrected landlord application before attempting the tenant application, the vast majority of the students with correct dates on the landlord application (L2) provided erroneous dates on the tenant application (T6). This wide gap, along with the high percentage of the different groups making these errors, underscore that dates, and in particular application dates, are a highly problematic part of the forms to teach.

### *Stage 3*

Once again, the figures for the unassisted students and those using the LTB resources to prepare tenant applications (Group 1 and Group 2b) are extremely close, while those using the CLEO resources (Group 3b) has an error rate of 0.0. It is important to recall the issue discussed in Failed to respond regarding the lack of questions in the online interview about the application date. Setting this issue aside, all members of Group 3b successfully provided information for the remaining date fields.

The vast majority of the students with correct dates on the landlord application (L2) provided erroneous dates on the tenant application (T6). All members of Group 3b successfully provided information for the remaining date fields.

#### 5.2.4 Imprecise information and extraneous information

These error types are similar enough that they are addressed as one. When one of these codes was assigned to a field in a form, it indicates that the student attempted to provide information relevant to that field or section of the form. If the information was similar to the correct answer, but not correct, it was coded as imprecise. Examples of these errors were misspelling the name of the landlord, forgetting the final number in a postal code, or improperly writing the date, with the numbers for the months and day transposed. If the information was correct but placed in the wrong place on the form or if the information was incorrect and irrelevant, the error was coded as extraneous. This error type was associated with incorrectly indicating the compensation for the client in Schedule A not Schedule B, choosing multiple statements on compensation, or claiming the cost of replacing the laptop under Remedy 1 Rent abatement.

No strong relationship between age or education and the error rate was evident, but those over the age of 30 or those with experience in higher education had minimally fewer errors.

*Table 25 Imprecise information errors by group*

	Unassisted Group 1 (n=9)	Using LTB Resources Group 2a/2c/3a (n=43)	Using LTB Resources Group 2a (n=29)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Average number of errors	1.6	0.2	1.0	1.2	2.6
Percentage of students coded for this error	78	5	21	72	86
Age range with lowest average number of errors	30+	18–22	18–22 30+	30+	18–22
Education level with the lowest average number of errors	BA	BA	HS CD SU MA	SU	HS

*Table 26 Extraneous information errors by group*

	Unassisted Group 1 (n=9)	Using LTB Resources Group 2a/2c/3a (n=43)	Using LTB Resources Group 2a (n=29)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Average number of errors	0.1	0.1	0.1	0.3	0.4
Percentage of students coded for this error	11	10	12	21	71
Age range with lowest average number of errors	18–22 30+	30+	23–29 30+	18–22	23–29
Education level with the lowest average number of errors	HS SU BA	SU MA	SU BA MA	HS	SU BA

*Stage 1*

Of the 58 participants in the program, 39 individuals, members of all groups, were unable to consistently input the precise information into the correct field. In each case, the student had correctly understood what information was required and had correctly identified the information to input. The problem may result from poor keyboarding skills or simply lack of attention to detail.

Only 14 individuals, 5 of whom were in the group using the CLEO resources (Group 3b), provided accurate information from the scenario in the wrong places. The preponderance of cases in Group 3b can be explained again by the confusion, described under Misunderstood form instructions, around the types of remedies and the information



needed to support and explain a claim for each type. As a whole, the participants in this study did not demonstrate a tendency to overcompensate by including information not connected to the document field.

### *Stage 2*

The deterioration of accuracy levels from those using the LTB resources to prepare the landlord application (L2) to the tenant application (T6) (Group 2a to 2b) is most clearly seen in this error type. In preparing the landlord application (L2), 29 students were coded for Imprecise information once and Extraneous information twice in total. The same 29 students increased their imprecise language 35-fold and their extraneous content 4-fold. The cause of this large change is unclear.

### *Stage 3*

If the high rates and percentages in both error types found in the work of those using the CLEO resources (Group 3b) are due to the issue with the online interview questions, then the unassisted students (Group 1) as a whole had the most difficulty providing precise information; only 21% of those using the LTB resources to prepare the tenant application (T6) (Group 2b was) coded for imprecision as compared to 78% in Group 1. Extraneous information was not an important factor for either Group 1 or 2b.

The deterioration of accuracy levels from those using the LTB resources to prepare the landlord application (L2) to the tenant application (T6) (Group 2a to 2b) is most clearly seen in this error type. Setting aside the explainable errors for Group 3b, the unassisted students (Group 1) as a whole had the most difficulty providing precise information.

The next four types of errors were attached only to the T6 documents and, in particular, Parts 2 and 3 where students needed to explain the scenario and justify the requested remedy, writing in paragraph form in open text boxes with a limit of approximately 400 words, depending on the size of font used. They are therefore also the four types that are least related to the structure of the form, and they highlight weaknesses in language skills, whether from the mechanical perspective such as grammar and spelling or the more creative and persuasive capability of language to explain and reason. Although the LTB has designed the forms to limit or constrain written responses, facility with the language contributes to effective communication between the parties and with the tribunal. This finding supports the mandatory inclusion of communications courses, where these skills are developed, by the LSO in the program of study for paralegals and by the college for law clerks.

Because none of the landlord applications (L2) documents were coded for Poor diction; writing problematic, Faulty or incomplete reasoning, Grammatical error, and Spelling, it is not possible to compare the work of the 29 students who completed both tasks. Moreover, as the findings related to those using the CLEO resources (Group 3b) are only suggestive, the information for unassisted students and those using the LTB resources to prepare the tenant application (T6) (Groups 1 and 2b) can be addressed in Stage 3. As such, a discussion of Stages 1 and 2 is not offered for these codes.

Across all 4 error types, no discernable relationship between age or education and the error rate was established, even when Group 3b is not considered.

### 5.2.5 Poor diction; writing problematic

While this code was assigned 96 times, virtually the same number as Misunderstood form instructions, the distribution is quite different in that a significantly higher percentage of documents were marred by this error. The 9 unassisted students (Group 1) were more adept at the task than those using the LTB instructions (Group 2b), while those using the CLEO resources (Group 3b) had the most errors on average. Teaching students to communicate clearly, concisely and correctly in writing with an awareness of the needs of the reader is one of the essential employability skills attached to these courses, as it is in most of the courses in the paralegal and law clerk programs. It is a core skill required in the workplace. However, the content of courses on residential tenancies is extensive; although there is time to provide examples of constructive diction, style and form, known as precedents in the legal field, developing the skill of legal writing extends beyond the confines of these courses. The prevalence of this error requires action on the part of colleges for their students and the legal profession for their staff to harness evolving technologies. Grammar, spelling, formatting, and design software are well embedded in both settings, but they may not be tailored to legal writing. Programs that offer appropriate legal wording are used in legal offices to build, for example, contracts, corporate reports, and wills, and students are trained to use simplified versions of these systems in their programs. The LSO, as the licensing body, should, in partnership with colleges and the legal profession, sponsor the development of similar systems for all tribunal documents.

*Table 27 Poor diction; writing problematic errors by group*

	Unassisted Group 1 (n=9)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Average number of errors	2.9	3.3	5.3
Percentage of students coded for this error	89	86	71
Age range with lowest average number of errors	23–29	23–29	18–22
Education level with the lowest average number of errors	SU	BA	HS

#### 5.2.6 Faulty or incomplete reasoning

Though closely tied to the level of writing addressed by Poor diction; writing problematic, Faulty or incomplete reasoning captures the instances where, from the perspective of the researcher, students did not skillfully translate the facts of the scenario into a convincing legal argument. The reasoning in this matter requires the student to understand the sections of the *Residential Tenancies Act* pertaining to maintenance and repair duties of landlords. The form presents these failures to uphold these responsibilities as nine independent remedies, each with a checkbox and a text box, where the applicants give the reasons supporting their claims that the landlord comply with their demands. The ability of the students to meet this standard is masked by the figures in Table 28 which indicate that only 44% of unassisted students (Group 1) were challenged in this area. In fact, a great amount of the information needed was missing and was accordingly coded as Failed to respond. In light of this, the fact that none of the work of those using the CLEO resources (Group 3b) was coded as Faulty or incomplete reasoning is particularly conspicuous. The challenges with discerning how to use the Guided Pathway to outline

the expected remedies have already been identified above; nevertheless, there is some evidence that once the students did make the appropriate choice, they were better able to justify their claims. Their success may be due to the methodical way the Guided Pathway elicited information about each of the dollar amounts claimed. The system asked for a short description of no more than 10 words, whether a report had been produced by a government agency, who wrote the report and when, whether the problem existed when the tenant moved in, and several other probing questions that required minimal writing. The users were also given the opportunity to write a longer description if the series of questions did not capture all the details that the users felt were relevant. Beyond the description, the remedies were presented as a series of statements about the actions of the landlord or tenant which the users would check on or off. Depending on the choices, subsequent questions, some with drop-boxes that showed the information needed, teased out further important information. A full analysis of the structure of the Guided Pathway is beyond the scope of this study. The initial findings of this study suggest that though the process was not seamless, it did guide the students in Group 3b to write more comprehensive explanations than were seen on average in the other groups who prepared a tenant application (T6).

*Table 28 Faulty or incomplete reasoning errors by group*

	Unassisted Group 1 (n=9)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Average number of errors	0.7	2.6	0.0
Percentage of students coded for this error	44	72	0
Age range with lowest average number of errors	18–22	18–22	18–22 23–29 30+
Education level with the lowest average number of errors	CD SU	HS	HS SU BA

### 5.2.7 Grammatical error and Spelling

Despite the fact that a large percentage of the participants, 23 of the 58, were coded for one of these two errors, grammatical errors and spelling minimally impacted the accuracy of the forms. Nevertheless, the presence of any of these errors is perplexing as the students use Grammarly, software that corrects for grammar and spelling errors. This is another example of students not using the tools provided for them and further buttresses the argument for an interface that integrates these tools seamlessly. Time spent correcting these errors in a residential landlord and tenant law course could be better spent addressing the more serious obstacles described above.

*Table 29 Grammatical errors by group*

	Unassisted Group 1 (n=9)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Average number of errors	1.6	0.7	1.9
Percentage of students coded for this error	56	34	57
Age range with lowest average number of errors	30+	30+	23–39
Education level with the lowest average number of errors	HS SU BA	SU	HS SU

*Table 30 Spelling errors by group*

	Unassisted Group 1 (n=9)	Using LTB Resources Group 2b (n=29)	Using CLEO Resources Group 3b (n=7)
Average number of errors	0.0	0.4	0.6
Percentage of students coded for this error	0	17	29
Age range with lowest average number of errors	18–22 23–29 30+	30+	18–22
Education level with the lowest average number of errors	HS CD SU BA	CD SU	HS SU

The prevalence of the error Poor diction; writing problematic requires action on the part of colleges for their students and the legal profession for their staff to harness evolving technologies. None of the work of those using the CLEO resources (Group 3b) was coded as Faulty or incomplete reasoning is particularly conspicuous. The presence of codes Grammatical error and Spelling is perplexing as the students use Grammarly, software that corrects for grammar and spelling errors.



## 6 Summary and Implications

The aim of this study was to identify the difficulties students exhibited when completing LTB landlord and tenant applications and to ascertain whether the CLEO Guided Pathway assisted the students to improve their accuracy and completeness. The results indicate that the main difficulties are (1) the use of electronic resources, specifically PDF software, (2) the location, selection, and organization of the information provided by the scenario and requested in the form, (3) the calculation and documenting of dates, (4) the precise placement of the information from (2) and (3) when drafting the form, (5) the effective communication of the facts, and (6) the understanding of how to justify the remedies claimed. The CLEO Guided Pathway appears to have helped the students with the first three issues, and to a lesser extent the fourth issue. However, in its current state, the CLEO interface seems to have exacerbated issues 5 and 6.

The comparison of the groups of unassisted students and those using the LTB resources to complete a tenant application (T6) (Groups 1 and 2b) does not indicate that students in a residential landlord and tenant law course are advantaged over those who are not. Moreover, the results did not point to any specific demographic that was more successful than another, although those who had earned diplomas and degrees, and who would as a result be somewhat older, had slightly fewer errors. This is not a condemnation of the instructors or the course design; the markedly lower rates of errors in Group 2a on the L2s and the high rate of success in using PDF software to write and save LTB forms attest to the positive role of the professors. Rather it underlines the determined effort it takes to become adept at these tasks. The design of the forms themselves deserve serious reconsideration, not from the perspective of the way the Tribunal staff use the

forms, but rather from the perspective of how the litigants and their representatives and staff communicate their needs to the Tribunal. Until these changes are made, completing three or four different applications in one second-term course cannot and does not provide students with the time and space to become competent in how to assist clients with these documents after graduation. For professionals, their skills continue to develop during students' field placements and employment post licensing. The public, however, do not have the opportunity to repeat the process or work in a legal environment in order to hone their skills, a reality that must be considered when designing PLEI tools and redesigning the Tribunal forms as suggested above. Given the barriers that the public face when interacting with the LTB, it is all the more important that law clerk students and paralegal candidates learn about and participate in the construction of systems that are more attuned to the needs of their clientele by learning about, testing and improving PLEI.

CLEO's Guided Pathway compensated for a lack of proficiency in English and computer skills. It dealt with all formatting issues, with minor exceptions related to spaces in postal codes, check boxes for representatives or deficits in street types. It significantly reduced the number of fields that were left blank, while simultaneously increasing accuracy around dates. It offered a methodical, logical and accessible interaction with the student, mimicking the interview a law clerk or paralegal may conduct with a client. The drawbacks of the interface would require a professor to highlight the errors that remain and show the students how to improve their responses in the form. Depending on the professor, this can be seen as a laborious or even confusing way to tackle the job of completing an LTB form, or a vehicle for focusing the students, after quickly correcting some of the more minor errors, on the skills that most need improving, those of writing (issue 5) and reasoning (issue 6). The Guided Pathway,

therefore, does not, on its own, reliably assist students to work with LTB forms, but with further refinement the model has great potential.

This assertion is especially relevant given the new skills paralegals and law clerks must master to succeed in the reality of the present legal industry, where the use of assistive technology is widespread. The work of paralegals and law clerks has already shifted dramatically, as tasks they once performed are more easily, cheaply, and accurately handled by analytical programs used to examine and cull mountains of data shared through the discovery process in litigation, by software that tracks and updates documentation tied to wills, corporate, commercial and tax law, or by legal office management tools and research databases that streamline document production and case and legislation investigation (Susskind & Susskind, 2015). All these systems interact directly with text, audio and video production software such as Microsoft Office or Apple's iWork. It is in this context that the optimistic statement of Tribunals Ontario that the users of their online services describe the systems as preferable, easier, and more convenient rings true (Tribunals Ontario, 2022, Executive Director's).

A bespoke user interface that supports students in their first attempts to master the complex, unfamiliar legal processes of tribunals in Ontario makes sense. Like the CLEO Guided Pathway, an interactive experience that steers students through a series of questions, offers sample responses and hints, and shows them the types of information needed and its location and form on the document may diminish their confusion and trepidation. In line with backwards design and scaffolding principles, the system would determine the steps required to complete the task, begin by asking easier questions first, provide feedback tied to the response submitted, and share timely facts and instructions about the form, the tribunal, or the broader legal context. An analysis of the challenges

that students encounter, such as the one undertaken in this study, would offer developers of such a tool the data needed to create an experience that could bridge the gap between the outcome required and the students' current ability.

The development of such a tool, prohibitively expensive 10 years ago, is now achievable. As of 2021, over 90 direct-to-public digital legal tools, of which one is CLEO's Guided Pathways, have been launched in Canada (Salyzyn, 2021). They demonstrate the existing use of technology such as chatbots to guide and aid their users and interfaces to collect information and produce formatted documents. Next-generation systems will facilitate translation into many languages, accepting both written and oral prompts. These systems will embrace artificial intelligence in order to offer suggestions for improving the students' writing in the open-text portions of the forms and may eventually be able to learn from the students' responses and alter the way the systems speaks to the users and explains the task. In the classroom, such tools could also test students' prior knowledge and offer explanations of missing points of law. The interface could be used remotely and anonymously, which would reduce users' fear of failure and build trust. Moreover, it could be applied in other areas beyond residential landlord and tenant law, providing students with the opportunity to learn about the work of tribunals other than the LTB and expand their capacity to provide legal services in specialized or under-serviced areas of law.

There are of course drawbacks to such a tool. The first is that, while it provides a model of the way a paralegal or law clerk may interact with a client to glean the information needed to complete a process, it is not an authentic representation of the way the work is done in a legal office at this time. Rather, by removing the barriers related to comprehension, spelling, grammar, and technical knowhow, it strips away many of the

challenges users of the forms encounter. In reality, professionals become adept at the completion of tribunal forms through trial and error, hard won knowledge that is passed down (or not) to the new hires in firms. This method of learning and working is inefficient. Would the development of tools for use in the classroom offers colleges and their students the opportunity to do more than mimic the workplace? And what would be the impact of such tools on the future of the tribunals in Ontario?

More broadly, the use of any technology raises critical ethical and societal concerns. Using technology to alter the way we work has frequently disrupted the labour market. In the case of legal offices, computer systems have raised the productivity of the individual, not only changing the work an employee does, but also demanding greater and greater productivity from the same individual. Would the system described above lead to higher and possibly unrealistic expectations of the student or the employee? In addition, the information gained from the student has value as it can be used to improve the system. What is the responsibility of an institution that offers this technology to its students? There would need to be clear policies adopted to protect privacy and acknowledge in money or in kind the value of the users' input. Moreover, users would need to be trained to detect and report any biases the system may develop because of the make-up of the student body, the perspectives and penchants of the faculty, or the motives of the institution. Who would write these policies, root out the biases, eradicate the flawed perspectives, and, ultimately, ensure an ongoing and evolving consultation about compliance inside and outside of colleges? Finally, there is the environmental and economic fallout from diverting resources to this tool over another more pressing and far-reaching endeavour. With our stewardship of this planet and its people front of mind, can

we imagine better ways to resolve disputes between landlords and tenants and house the members of our society?

While we ponder these sweeping questions, the enormity of the justice crisis, and specifically the housing conundrum, demands an immediate response. The licensees' oaths, although slightly different for lawyers and paralegals, call on the profession to ensure access to justice and to seek to improve the administration of justice (LSO, 2023). Improving the training paralegals and law clerks so that they are better able to assist their clients is not just a prudent and achievable goal that will have a meaningful impact on many lives. It is our responsibility.

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# Appendix A

## Invitation Letter

Ontario Tech University Master of Arts Thesis Proposal:  
Assessing the Use of Public Legal Education and Information by Students in Law-Related Programs

Principal Investigator: Sandra Smith (100412346)

Thesis Committee: Dr. Brian Campbell, Dr. Bill Hunter, Dr. Leslie Jacobs

Dear Students,

You are invited to participate in a research study entitled “Assessing the Use of Public Legal Education and Information by Students in Law-Related Programs” because you are enrolled in such a program at Durham College. You need to understand the study’s procedures, risks and benefits before you decide if you would like to take part.

Participation in this study is voluntary. Before you make your decision, feel free to talk about this study with anyone you wish including your friends and family. If you have any questions concerning the research study or experience any discomfort related to the study, please contact the principal investigator (PI) Sandra Smith at [sandra.smith@durhamcollege.ca](mailto:sandra.smith@durhamcollege.ca).

You will have one week from the date of this letter to decide if you wish to participate. Once you are part of the study, you may leave the study at any point prior to the deletion of the cross-referencing index between individual identifiers and anonymizing code. To do so, please contact the PI at [Sandra.smith@durhamcollege.ca](mailto:Sandra.smith@durhamcollege.ca) to withdraw before April 1, 2023.

The object of the study is to determine if resources produced by the Landlord and Tenant Board (LTB) (Treatment A) or Community Legal Education Ontario (CLEO) (Treatment B) assist adult college students taking a law-related program to learn about an LTB application. Participants in the study will attempt to complete a T6 form and an L2 form, standard forms produced by the LTB which you will need to master. For those already enrolled in a Residential Landlord and Tenant Law course, the T6 and L2 forms are part of the curriculum. The completion of these forms, which can take approximately four hours, is part of the time dedicated to the assignments of the course. In addition, you are being asked to answer a short questionnaire which will take approximately 10 minutes to complete.

Four groups of approximately 15 students will work independently with the materials in a self-instructing mode to complete the T6 form. The first group are students entering the first term of the paralegal program. The participants of the remaining three groups (Treatment A and B, as well as a conventional instruction control) are enrolled in the second-term course for paralegal students, Landlord and Tenant Law CIVL 1303, or the

fourth-term course for law clerk students, Landlord and Tenant Law LAWW 2206. The same students will be asked to complete an L2 form based on a different scenario. The two sets of work will be compared to see which group of students are better prepared to work with the LTB forms. By permitting the PI to examine your T6 and L2 forms, you are contributing to the development of learning resources that may assist others to grasp the LTB process more effectively. You will also become aware of the resources available to the public, information you may need in your future legal career.

You should ask the Principal Investigator (PI) to explain anything that you do not understand and make sure that all your questions have been answered before signing the consent form.

I very much appreciate the time you take to consider your participation in this study.

Gratefully,

Sandra Smith, B.A. (Hons.), J.D.

# Appendix B

## Consent Form

Ontario Tech University Master of Arts Thesis Proposal:  
Assessing the Use of Public Legal Education and Information by Students in  
Law-Related Programs

Principal Investigator: Sandra Smith (100412346)

Thesis Committee: Dr. Brian Campbell, Dr. Bill Hunter, Dr. Leslie Jacobs

### Consent Form to Participate in a Research Study

Title of Research Study: Assessing the Use of Public Legal Education and Information by  
Students in Law-Related Programs

Name of Principal Investigator (PI): Sandra Smith

PI's contact number(s)/email(s): sandra.smith@durhamcollege.ca

Names(s) of Co-Investigator(s), Faculty Supervisor, Student Lead(s), etc., and contact  
number(s)/email(s): Dr. Brian Campbell brian.campbell@ontariotechu.ca

Departmental and institutional affiliation(s): Faculty of Education

#### Introduction:

You are invited to participate in a research study entitled “Assessing the Use of Public Legal Education and Information by Students in Law-Related Programs” because you are enrolled in such a program at Durham College. Participation in this study is voluntary. Your decision either way will not affect your final grade in this course. You need to understand the study's procedures, risks and benefits, however, before you decide if you would like to take part. I am providing further information in this package for you to take home. You will have one week to make your decision. You should ask the Principal Investigator (PI) to explain anything that you do not understand and make sure that all your questions have been answered before signing this consent form.

Before you make your decision, feel free to talk about this study with anyone you wish including your friends and family. If you have any questions concerning the research study or experience any discomfort related to the study, please contact the researcher Sandra Smith at sandra.smith@durhamcollege.ca.

This study has been reviewed by the Durham College Research Ethics Board on 251-2223 on October 18, 2022.

#### Purpose:

The object of the study is to determine if resources produced by the Landlord and Tenant Board (LTB) (Treatment A) or Community Legal Education Ontario (CLEO) (Treatment B) assist adult college students taking a law-related program to learn about an LTB application. Participants in the study will answer a demographic questionnaire and then attempt to complete a T6 form and an L2 form based on hypothetical and representative scenarios. Four groups of approximately 15 students will work independently with the materials in a self-instructing mode. The first group are students entering the first term of the paralegal program; as they have had minimal formal instruction, they will act as a baseline against which to compare the work of the other groups. The participants of the remaining three groups (Treatment A and B, as well as a conventional instruction control) are enrolled in the second-term course for paralegal students, Landlord and Tenant Law CIVL 1303, or the fourth-term course for law clerk students, Landlord and Tenant Law LAWW 2206.

The same students will be asked to complete an L2 form based on a different scenario. The two sets of work will be compared to see which group of students are better prepared to work with the LTB forms. The T6 and L2 forms are part of the standard curriculum of the course. The completion of these forms, which can take approximately four hours, is part of the time dedicated to the assignments of the course. In addition, you are being asked to answer a short questionnaire which will take approximately 10 minutes to complete. Beyond answering the brief questionnaire, only group 1 is being asked to perform any extra work.

By permitting the researcher to examine your T6 and L2 forms, you are contributing to the development of learning resources that may assist others to grasp the LTB process more effectively. The demographic information will allow the PI to determine if the participants are representative of Ontarians who use the services of the LTB.

#### Potential Risk or Discomforts:

The known or anticipated risks to you from participating in this study are minimal. The researcher will analyze material that you provide as part of the established curriculum. Your work will be assessed by your professor as well as the researcher independently, which may be intimidating. However, steps will be taken to reduce any psychological risks. Firstly, the researcher's work does not impact your grade. Secondly, you may decide not to participate in the study or to withdraw from the study at any point before April 1, 2023. Finally, your work will be anonymized before the researcher analyzes the content, further reducing the likelihood of the researcher associating the content of the work with an individual.

#### Use and Storage of Data:

The electronic versions of the completed forms will be uploaded to DC Connect by the individual students for grading. The PI and the instructors teaching the course will know the identity of the students and are bound by confidentiality expectations prescribed by the College.

The PI will store the data to her personal computer and analyze the data using MAXQDA content analysis software. The system's file is stored only on this computer which is

located in the personal residence of the researcher and is password protected. Backup files and original data are stored on USB flash drives kept in a locked drawer of the researcher's office on the Durham College campus; a second set will be kept in the private home office of the researcher. Data collected is for the sole purpose of meeting the goals of this study and will not be shared with other parties or used for another purpose without the written consent of the participants. The data, once anonymized, will be preserved indefinitely by the researcher for future reference.

**Confidentiality:**

Your privacy shall be respected.

All information collected during this study, including your responses to the questionnaire and your work on the T6 and L2 forms, will be kept confidential and will not be shared with anyone outside the study unless required by law. You will not be named in any reports, publications, or presentations that may come from this study.

No information about your identity will be shared or published without your permission, unless required by law. Confidentiality will be provided to the fullest extent possible by law, professional practice, and ethical codes of conduct. Please note that confidentiality cannot be guaranteed while data is in transit over the Internet.

This research study includes the collection of demographic data which will be aggregated (not individually presented) in an effort to protect your anonymity. It is not anticipated that that it will be possible to determine your identity once the data is aggregated.

**Voluntary Participation:**

Your participation in this study is voluntary and you may partake in only those aspects of the study in which you feel comfortable. You may refuse to answer any question you do not want to answer. You may also decide not to be in this study, or to be in the study now, and then change your mind later. You may leave the study at any point prior to the deletion of the cross-referencing index between individual identifiers and anonymizing code. To do so, please contact the PI at [Sandra.smith@durhamcollege.ca](mailto:Sandra.smith@durhamcollege.ca) to withdraw before April 1, 2023.

**Right to Withdraw:**

The activity will end and the collection of data will be completed by April 1, 2023; a student may remove consent at any point up to the submission of the forms at the end of the activity. If you withdraw from the research project before the submission of the forms, any data that you have contributed will be removed from the study and you do not need to offer any reason for making this request. Once the forms have been submitted and anonymized, it will no longer be possible to withdraw.

**Conflict of Interest:**

Researchers have an interest in completing this study. Their interests should not influence your decision to participate in this study.

**Compensation, Reimbursement, Incentives:**

You will not directly benefit from participating in this study.

**Debriefing and Dissemination of Results:**

The final paper outlining the findings of the study will be made available on the program website.

**Participant Rights and Concerns:**

Please read this consent form carefully and feel free to ask the researcher any questions that you might have about the study. If you have any questions about your rights as a participant in this study, complaints, or adverse events, please contact the Research Ethics Office at (905) 721-8668 ext. 3693 or at [researchethics@ontariotechu.ca](mailto:researchethics@ontariotechu.ca).

By signing this form, you do not give up any of your legal rights against the investigators, sponsor or involved institutions for compensation, nor does this form relieve the investigators, sponsor or involved institutions of their legal and professional responsibilities.

**Consent to Participate:**

1. I have read the consent form and understand the study being described;
2. I have had an opportunity to ask questions and those questions have been answered. I am free to ask questions about the study in the future;
3. I freely consent to participate in the research study, understanding that I may discontinue participation without penalty. A copy of this consent form has been made available to me.

\_\_\_\_\_

Print Study Participant's Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**Secondary Use of Research for Future Research Purposes:**

1. I understand the possible need for secondary research uses of my research data for future research use and provide consent for the use of my data to be used in future studies.

Participant must initial \_\_\_\_\_ Yes \_\_\_\_\_ No

# Appendix C

## Questionnaire

### Ontario Tech University Master of Arts Thesis Proposal: Assessing the Use of Public Legal Education and Information by Students in Law-Related Programs

Principal Investigator: Sandra Smith (100412346)

Thesis Committee: Dr. Brian Campbell, Dr. Bill Hunter, Dr. Leslie Jacobs

Your participation in this study is voluntary and your completion of this form is voluntary. You may partake in only those aspects of the study in which you feel comfortable. You may refuse to answer any question you do not want to answer. You may also decide not to be in this study, or to be in the study now, and then change your mind later. You may leave the study at any point prior to the deletion of the cross-referencing index between individual identifiers and anonymizing code. To do so, please contact the PI at [Sandra.smith@durhamcollege.ca](mailto:Sandra.smith@durhamcollege.ca) to withdraw before April 1, 2023.

Please circle the response that best represents your answer using a pen.

### Questionnaire

1. What is your age in years?

2. What is your gender? Refers to current gender which may be different from sex assigned at birth and may be different from what is indicated on legal documents.
  - a. Male
  - b. Female
  - c. Or please specify your gender
3. What are the languages that you first learned at home in childhood before you started school and still understand? Please report two languages or more only if those languages were learned at the same time at home before you started school.

4. Do you identify as an Aboriginal person (First Nations, Métis or Inuk (Inuit))?  
(Indicate any that apply)
  - a. Yes, First Nations
  - b. Yes, Métis.
  - c. Yes, Inuk (Inuit)
  - d. No, not an Aboriginal person.
  
5. Have you completed a Registered Apprenticeship or other trades certificate or diploma?
  - a. Yes
  - b. No
  
6. Have you completed a college, CEGEP or other non-university certificate or diploma?
  - a. Yes
  - b. No
  
7. Have you completed a university certificate, diploma or degree? (Indicate any that apply)
  - a. Yes, university certificate or diploma below bachelor level
  - b. Yes, bachelor's degree (e.g., B.A., B.A.(Hons.), B.Sc., B.Ed., LL.B.)
  - c. Yes, university degree, certificate or diploma above bachelor level (J.D., M.D., D.D.S., D.M.D., D.V.M., O.D., M.A., M.Sc., M.Ed., M.B.A., Ph.D., Ed.D., etc.
  - d. No
  
8. What are the ethnic or cultural origins of your ancestors? Specify as many origins as applicable.

9. Have any members of your family completed a Registered Apprenticeship or other trades certificate or diploma? (Indicate any that apply)
  - a. Mother
  - b. Father
  - c. Other family member, please specify
  - d. No



10. Have members of your family completed a college, CEGEP or other non-university certificate or diploma? (Indicate any that apply)
- Mother
  - Father
  - Other family member, please specify
  - No
11. Have members of your family completed a university certificate or diploma below bachelor level? (Indicate any that apply)
- Mother
  - Father
  - Other family member, please specify
  - No
12. Have members of your family completed a university bachelor's degree (e.g., B.A., B.A.(Hons.), B.Sc., B.Ed., LL.B.)? (Indicate any that apply)
- Mother
  - Father
  - Other family member, please specify
  - No
13. Have members of your family completed a university degree, certificate or diploma above bachelor level (J.D., M.D., D.D.S., D.M.D., D.V.M., O.D., M.A., M.Sc., M.Ed., M.B.A., Ph.D., Ed.D., etc.)? (Indicate any that apply)
- Mother
  - Father
  - Other family member, please specify
  - No
14. Do you feel that your previous courses at Durham College prepared you well to take a course in Residential Landlord and Tenant Law?
- Yes
  - No
15. What was your final average in the previous term of this program?
- A
  - B
  - C
  - Less than C
16. Do you live in rented accommodation?
- Yes
  - No
17. Does your family live in rented accommodation?
- Yes
  - No

18. Have you had any previous experience completing forms for the Landlord and Tenant Board?

- a. Yes
- b. No

# Appendix D

## Verbal Script

Ontario Tech University Master of Arts Thesis Proposal:  
Assessing the Use of Public Legal Education and Information by Students in  
Law-Related Programs

Principal Investigator: Sandra Smith (100412346)

Thesis Committee: Dr. Brian Campbell, Dr. Bill Hunter, Dr. Leslie Jacobs

### Verbal Script for PI inviting students to participate in the study

Good morning/afternoon everyone. I hope to take only a few minutes of your time. I am here to talk about a research study I am conducting here at DC. Because you either are/will be enrolled in a Residential Landlord and Tenant Law course as part of your program, you are the best situated to help me to explore resources that can facilitate paralegal and law clerk students learning about the Landlord and Tenant Board. Specifically, I am hoping to determine if resources produced by using the LTB resource (Treatment A) or CLEO resource (Treatment B) could assist you to learn about an LTB application. CLEO stands for Community Legal Education Ontario and they try to help the public understand Ontario's laws. As part of this course, you need to complete a T6 form and an L2 form, standard forms produced by the LTB which you will need to master. I would like your permission to examine your submissions to your instructors.

If you agree, I will ask you to sign this consent form. In addition, I would like you to complete a short questionnaire about yourself. It should not take more than 10 minutes.

Before I go any further, I want you to know that participation in this study is voluntary. Your decision either way will not affect your final grade in this course. You need to understand the study's procedures, risks and benefits, however, before you decide if you would like to take part. I am providing further information in this package for you to take home. You will have one week to make your decision. You should ask the Principal Investigator (PI), that's me, to explain anything that you do not understand and make sure that all of your questions have been answered. Before you make your decision, feel free to talk about this study with anyone you wish including your friends and family. If you have any questions concerning the research study or experience any discomfort related to the study, please contact me Sandra Smith at [sandra.smith@durhamcollege.ca](mailto:sandra.smith@durhamcollege.ca).

If you do decide to participate, all personal information, including the LTB forms you submit, will be kept strictly confidential. The forms will be uploaded to DC Connect as they are part of the work you are handing in for this course. I will take digital copies of these forms and analyze them using statistical software. These files and the results will be stored safely in my office, here at DC and in my home. At the end of the study, I will share my Master's thesis with you so that you can see what we found.

I hope that makes you feel comfortable and excited about participating. Let me share just a bit more about the process.

Four groups of approximately 15 students will work independently with the materials in a self-instructing mode. The first group are students entering the first term of the paralegal program. The participants of the remaining three groups (Treatment A and B, as well as a conventional instruction control) are enrolled in the second-term course for paralegal students, Landlord and Tenant Law CIVL 1303, or the fourth-term course for law clerk students, Landlord and Tenant Law LAWW 2206. In week 4, you will complete a T6 form based on a fictional scenario. Six weeks later, you will be asked to complete an L2 form based on a different scenario. The two sets of work will be compared to see which group of students are better prepared to work with the LTB forms. By permitting the researcher to examine your T6 and L2 forms, you are contributing to the development of learning resources that may assist others to grasp the LTB process more effectively.

Are there any questions?

# Appendix E

## Landlord Application (L2) Scenario

### Instructions

For this assignment you will be a sole practitioner representing a client who wishes to evict his tenant because his son is returning home and wants to live in his father's property. This Assignment requires you to fill out multiple forms, but you must submit all of them in a properly ordered single (one) pdf package with a Cover Sheet indicating your name.

### Facts and Tasks

You are a sole practitioner. Your office is located at 2000 Simcoe Street North, Oshawa, Ontario, L1G 0C5, tel: 905-721-2000, email: firstname.lastname@email.ca. Your LSO number is P12345.

A new client, Jonah Hamm entered your office on February 24, 2023. Jonah lives at 321 Little Avenue, Oshawa, ON, L0L 0L0, tel: 905-555-5555, email: jonah.hamm@email.ca. Jonah owns a townhouse near Durham College, located at 123 Main Street East, Oshawa, ON, L1L 1L1. He rents it to Phineas Ferbe, tel: 905- 444-4444, email: phineas.ferbe@email.ca. Phineas has lived at the townhouse since February 20, 2020. Phineas pays Jonah \$2425.50 each month in rent.

Jonah's son, Julius, has just finished his BA in Criminology at Ryerson University and has enrolled in Durham College's Graduate Certificate Paralegal Program. Julius wants to move into the townhouse by June 1, 2023. Draft the correct Notice needed to terminate Phineas' tenancy in your name on Jonah's behalf on the next business day after you meet with Jonah. For this form you will need to know rules related to determining the appropriate notice and termination date for this type of landlord termination. Ensure that that all the information on the form is correct, including the date of the form, the termination date, and the information relating to the landlord, tenant, and unit.

On your way home from work, you put the Notice and a compensation cheque in Phineas' mailbox. The following day you fill out a Certificate of Service just in case Phineas does not move. And it is good thing that you have done this because the termination date arrives and Phineas is still in the unit. Jonah calls you and asks for your help terminating Phineas' tenancy and evicting him as soon as possible. On the morning of the

next available business day following the termination date you meet with Julius Hamm and draft a Declaration that will verify who Julius is and why he needs the apartment.

The following day you draft the correct application form to get Phineas evicted. After speaking briefly with Jonah, you learn that he has done this before. A former tenant was served with a Notice of Termination on December 31, 2022 when his daughter Juniper needed a townhouse he owned at 28 Mockingjay Boulevard, Peterborough, P1P 1P1. You drop the application off at the Board office on the same day you drafted it, paying with a certified cheque.

# Appendix F

## Tenant Application (T6) Instructions

Memo from Marcia Dawes

From: Marcia Dawes  
Date: January 20, 2023  
Re: Pro Bono client Lauren Emerald

Lauren Emerald lives in a one-bedroom apartment. Her toilet stopped working on January 11, 2023 and she has been trying to get her landlord to fix it with no success. She moved out to a hotel.

Complete a T6 application in my name based on the information I received in my interview with Ms. Emerald. Attached are my notes and the letter of complaint I sent to the landlord. My LSO (LSUC) # is 99321A.

Notes of Marcia Dawes

Lauren Emerald  
972 Kicking Horse Path South  
Oshawa, ON  
L1J0B5  
905 707 1234 (cell)  
[l'emerald@gmail.com](mailto:l'emerald@gmail.com)

DOB: February 9, 1965  
DL: S5778-65897-34523

Spouse and co-tenant:  
Thomas Knight

Landlord/Owner  
Nora Calder  
Calder Holdings Ltd.  
177 King Street West, Unit 1  
Oshawa, ON  
L1G1X8  
905 404 0000 (office number)  
[calder@ch.ca](mailto:calder@ch.ca)

Tenancy started August 1, 2020;

Toilet overflowed on Wednesday, January 11, 2023; Emerald could not stop the water until she turned off the water for the whole unit. Stayed in a hotel that night.

Texted the landlord all the details immediately; no response

Called the next day; no response

Hired A+ Plumbers to fix the toilet on Friday, Jan. 13; professional certified plumbers

Repairs completed Tuesday, Jan. 17; plumber recommended replacing the toilet; total cost \$1104.36

Emerald and Knight moved back in that evening

Laptop in a briefcase on the floor outside the bathroom door was irreparably damaged; approx. value \$1213.44

Rent abatement 7 days

Hotel and restaurant bills total \$1000.00

Letter Emailed From Marcia Dawes

To: [calder@ch.ca](mailto:calder@ch.ca)

From: [marcia@collegeparalegal.ca](mailto:marcia@collegeparalegal.ca)

Date: January 20, 2023

Nora Calder

Calder Holdings Ltd.

177 King Street West, Unit 1

Oshawa, ON

L1G1X8

Re: Repair of Malfunctioning Toilet

Dear Ms. Calder,



We represent Lauren Emerald, your tenant at 972 Kicking Horse Path South, Oshawa, ON. Ms. Emerald has made several unsuccessful attempts to contact you concerning an urgent matter. Due to significant flooding resulting from a malfunctioning toilet, Ms. Emerald was forced to vacate the unit for 7 days, repair the toilet, and replace her damaged property. We expect that you will reimburse her \$2737.80 within 10 days.

Ms. Emerald arrived home at 6 p.m. on January 11, 2023 to find water flowing from the toilet into her hallway and her home office. Her laptop was in a briefcase on the floor. It was damaged beyond repair. As it was necessary to turn off the water at the main valve to stop the flow of water, Ms. Emerald and Mr. Knight moved to a hotel that evening. Because they were unable to reach you, they arranged for A+ Plumbers to inspect the toilet. It was the recommendation of their certified technician that the toilet be replaced. The work was done on January 17, 2023 at which time Ms. Emerald and Mr. Knight returned to the unit.

Ms. Emerald's losses can be summarized as follows.

Hotel and Restaurant Bills	\$1000.00
Toilet Repair	\$1104.36
Replace Damaged Laptop	<u>\$1213.44</u>
Total	\$2317.80

In addition, Ms. Emerald is entitled to an abatement of her rent for the period of 7 days when she was unable to use the unit. By dividing her monthly rent of \$1800 by 30 days for a figure of \$60 per day, we calculate that Ms. Emerald is owed an additional \$420.00.

Full payment of \$2737.80 is required by January 30, 2023 by e-transfer to Ms. Emerald's email at [lemerald@gmail.com](mailto:lemerald@gmail.com). Your immediate attention to this matter is appreciated. If we do not receive the payment in full, we will apply to the Landlord and Tenant Board for an order compelling the payment.

Sincerely,

Marcia Dawes

Marcia Dawes

Paralegal

College Paralegal Services

2659 Deputy Minister Path, Unit 10

Oshawa, ON

L1G8K4

# Appendix G



**Tribunals Ontario**  
Landlord and Tenant Board

**Application to End a Tenancy and Evict a Tenant  
or Collect Money**  
**FORM L2**  
(Disponible en français)

## Important Information for Landlords

Use Form L2 to apply for an order to:

- **end a tenancy and evict a tenant** after you give the tenant one of the following *Notices to End your Tenancy*: **N5, N6, N7, N8, N12** or **N13**,
- **end a tenancy and evict a tenant** because the tenant abandoned the rental unit, or because the tenant is a superintendent whose employment ended,
- **collect money** you believe the tenant owes you for:
  - remaining in the rental unit after the termination date,
  - NSF cheques the tenant gave you,
  - damaging the rental unit,
  - unpaid utility bills,
  - costs that you incurred because the tenant or someone else visiting or living in the rental unit substantially interfered with your reasonable enjoyment or lawful right, privilege or interest,
  - misrepresenting income in social housing.

Instructions for this application are available at the Landlord and Tenant Board (LTB) website at [tribunalsontario.ca/ltb](http://tribunalsontario.ca/ltb).

1. Select your language preference (French or English). If you require accommodation complete a Tribunals Ontario Accommodation Request form.
2. Complete this application.
  - **Part 1** asks for general information about:
    - the rental unit covered by this application,
    - you (your name, etc.),
    - the tenants in possession of the rental unit,
    - any other unresolved applications that relate to the rental unit.
  - **Part 2** asks you to select and explain the reasons for your application if you are applying to end a tenancy.
  - **Part 3** asks, if you are applying to collect money the tenant owes you, to:
    - select and explain the reasons for your application, and
    - show how you calculated the amount you believe the tenant owes you.
  - **Part 4** requires your signature or that of your representative, and, if you are being represented, your representative's contact information.
3. Complete Schedule A if you are applying to end a tenancy and evict a tenant based on a [Form N13: Notice to End Your Tenancy at the End of the Term Because the Landlord Wants to Demolish the Rental Unit, Repair it or Convert it to Another Use](#).
4. Complete Schedule B if you are applying to end a tenancy and evict a tenant based on a [Form N12: Notice to End your Tenancy Because the Landlord, a Purchaser or a Family Member Requires the Rental Unit](#).
5. File all pages of the application with the LTB (not including this page) no more than **30 days** after the termination date set out in the notice you gave to the tenant. If you gave the tenant a *Notice to End your Tenancy*, include a copy of the notice you gave the tenant and a *Certificate of Service* showing how and when you gave the tenant the *Notice to End your Tenancy*. The LTB will send you a *Notice of Hearing* showing the time and location of your hearing.



6. Pay the application fee of **\$201** to the Board at the same time as you file the application (**or \$186 if you use the [Tribunals Ontario Portal](#)**). The Board will not process your application unless you pay the fee. If you mail or courier the application, you can pay the filing fee by money order, certified cheque, or by credit card. You can't pay with cash or debit card if you file by mail or courier. If you cannot afford the fee, you can submit a [Fee Waiver Request](#).
7. Contact the LTB if you have any questions or need more information.

**416-645-8080**  
**1-888-332-3234 (toll free)**  
[tribunalsontario.ca/ltb](http://tribunalsontario.ca/ltb)



**Language Preference**

The LTB offers services in both French and English.

What is your preferred language?  French  English

If you are the respondent and want French Language Services, complete the [Request for French Language Services](#) form and send it by email or mail to the LTB office handling this file.

**Accommodation**

Accommodations are arrangements to allow everyone, regardless of their abilities, to participate fully in the LTB's process.

If you require accommodation complete the [Accommodation Request](#) form and email or mail it to the LTB office that is handling this file. The form and more information about accommodation is available at [tribunalsontario.ca/en/accessibility-and-diversity/](http://tribunalsontario.ca/en/accessibility-and-diversity/).

Read the instructions carefully before completing this form. Print or type in capital letters.

**Part 1: General Information**

**Address of the Rental Unit Covered by This Application**

Street Number	Street Name		
<input type="text"/>	<input type="text"/>		
Street Type (e.g. Street, Avenue, Road)	Direction (e.g. East)	Unit/Apt./Suite	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Municipality (City, Town, etc.)	Prov.	Postal Code	
<input type="text"/>	<input type="text" value="ON"/>	<input type="text"/>	

<b>OFFICE USE ONLY:</b>	File Number
	<input type="text"/>
Delivery Method:	<input type="checkbox"/> In Person <input type="checkbox"/> Mail <input type="checkbox"/> Courier <input type="checkbox"/> Service Ontario Center FL <input type="text"/>





**Landlord's Name and Address**

First Name (If there is more than 1 landlord, complete a *Schedule of Parties* form and file it with this application.)

[Grid for First Name]

Last Name

[Grid for Last Name]

Company Name (if applicable)

[Grid for Company Name]

Street Address

[Grid for Street Address]

Unit/Apt./Suite

[Grid for Unit/Apt./Suite]

Municipality (City, Town, etc.)

[Grid for Municipality]

Prov.

[Grid for Prov.]

Postal Code

[Grid for Postal Code]

Day Phone Number

[Grid for Day Phone Number]

Evening Phone Number

[Grid for Evening Phone Number]

Fax Number

[Grid for Fax Number]

E-mail Address

[Grid for E-mail Address]

**Tenant Names and Current Address**

Tenant 1: First Name (If there are more than 2 tenants, complete a *Schedule of Parties* form and file it with this application.)

[Grid for Tenant 1: First Name]

Tenant 1: Last Name

[Grid for Tenant 1: Last Name]

Tenant 2: First Name

[Grid for Tenant 2: First Name]

Tenant 2: Last Name

[Grid for Tenant 2: Last Name]

Mailing Address (if it is different from the address of the rental unit)

[Grid for Mailing Address]

Unit/Apt./Suite

[Grid for Unit/Apt./Suite]

Municipality (City, Town, etc.)

[Grid for Municipality]

Prov.

[Grid for Prov.]

Postal Code

[Grid for Postal Code]

Day Phone Number

[Grid for Day Phone Number]

Evening Phone Number

[Grid for Evening Phone Number]

Fax Number

[Grid for Fax Number]

E-mail Address

[Grid for E-mail Address]

**Related Applications**

If you or your tenant filed other applications that relate to this rental unit and those applications have not been resolved, list their file numbers below.

File Number 1

[Grid for File Number 1]

File Number 2

[Grid for File Number 2]



**Is the Tenant Still in Possession of the Rental Unit?**

The tenant must be in possession of the rental unit when you file this application, unless you are applying for Reason 2 (because you believe the tenant abandoned the rental unit).

Shade the appropriate circle completely to answer whether the tenant is still in possession of the rental unit on the date you file this application.

Yes  No If you answer no, you cannot file this application unless you are applying for Reason 2.

If the tenant moved out of the rental unit in the past year and you want to collect money you believe the former tenant owes, you may be able to file an [Application to Collect Money a Former Tenant Owes](#) (Form L10).

**Part 2: Applying to End a Tenancy**

If you want the LTB to end the tenancy and evict the tenant, shade the box completely next to your reason for applying.

**I am applying to evict the tenant because:**

Reason 1: I gave the tenant one of the following *Notices to End your Tenancy*.

Shade the box(es) completely next to the notice(s) you gave the tenant and on which you are basing this application. Also indicate the termination date in the *Notice to End your Tenancy* in the space provided.

- Notice N5: *Notice to End your Tenancy for Interfering with Others, Damage or Overcrowding.*
- Notice N6: *Notice to End your Tenancy for Illegal Acts or Misrepresenting Income in a Rent-Geared-to-Income Rental Unit.*
- Notice N7: *Notice to End your Tenancy for Causing Serious Problems in the Rental Unit or Residential Complex.*
- Notice N8: *Notice to End your Tenancy at the End of the Term.*
- Notice N12: *Notice to End your Tenancy Because the Landlord, a Purchaser or a Family Member Requires the Rental Unit.*
- Notice N13: *Notice to End your Tenancy Because the Landlord Wants to Demolish the Rental Unit, Repair it or Convert it to Another Use.*

What is the termination date in the notice you selected above?

		/			/				
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dd/mm/yyyy

Reason 2: I believe the tenant abandoned the rental unit.

The tenant must owe arrears of rent for the LTB to determine that the tenant abandoned the rental unit.

**Please explain:** Why do you believe the tenant abandoned the rental unit?

*Attach more sheets, if necessary.*



Reason 3: The tenant occupies a superintendent's unit and their employment as superintendent ended.

The tenant's employment ended on:

		/			/						
--	--	---	--	--	---	--	--	--	--	--	--

dd/mm/yyyy

**Part 3: Applying to Collect Money the Tenant May Owe You**

Shade the box(es) completely next to the reason(s) for which you believe the tenant owes you money. Provide the additional information depending on your reason for applying. Also, provide information about the tenant's rent and the rent deposit to help the LTB determine how much the tenant may owe you.

**Note:** you cannot use this application to collect money for rent arrears the tenant may owe you.

Reason 1: The tenant must pay for each day they stay in the rental unit after the termination date in the notice of termination.

If you are applying for Reason 1, you may also apply for the following charges:

Reason 2: The tenant must pay the bank charges and related administration charges for NSF cheques the tenant gave me.

**Note:** the maximum administration charge you can claim for each cheque is \$20.00.

The total amount the tenant owes for NSF cheques is: \$ 

--	--	--	--	--	--	--	--	--	--	--	--

I have calculated the amount the tenant owes me for NSF cheques as follows:

Cheque Amount \$	Date of Cheque dd/mm/yyyy	Date NSF Charge Incurred dd/mm/yyyy	Bank Charge for NSF Cheque \$	Landlord's Administration Charge \$	Total Charge \$																																																																								
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Attach more sheets, if necessary.

**Information about the tenant's rent and rent deposit**

You must provide the following information to help the LTB determine the amount of money the tenant may owe you.

The current rent is: \$ 

--	--	--	--	--	--	--	--	--	--	--	--

The amount of rent currently on deposit: \$ 

--	--	--	--	--	--	--	--	--	--	--	--

The date the rent deposit was collected: 

		/			/						
--	--	---	--	--	---	--	--	--	--	--	--

  
dd/mm/yyyy

The last rental period for which the tenant was paid interest on the rent deposit: 

		/			/						
--	--	---	--	--	---	--	--	--	--	--	--

 to 

		/			/						
--	--	---	--	--	---	--	--	--	--	--	--

  
dd/mm/yyyy





**Reason 3:** The tenant did not pay utility costs (utilities means heat, electricity and water) that they were required to pay under the terms of the tenancy agreement while they were living in the rental unit.

The total reasonable out-of-pocket expenses I have incurred or will incur as a result of the tenant's failure to pay utility costs are: \$

I have calculated the amount the tenant owes me for utility costs as follows:

Date of Utility Bill (dd/mm/yyyy)	Period Covered by Utility Bill From (dd/mm/yyyy) To (dd/mm/yyyy)		Total Bill Amount \$	Amount Paid by Tenant \$	Amount Owning by Tenant \$
Name of Utility Provider 1:					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name of Utility Provider 2:					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Name of Utility Provider 3:					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total \$</b>				<input type="text"/>	<input type="text"/>

*Attach more sheets, if necessary.*

Provide copies of the bills to the tenant and the LTB before the hearing. See the Notice of Hearing or LTB Rule of Procedure 19 for the deadline to disclose evidence.

Add any necessary additional information about each utility expense you are claiming.

*Attach more sheets, if necessary.*

**Reason 4:** The tenant or someone else visiting or living in the rental unit willfully or negligently caused damage to the rental unit or residential complex. The tenant must pay the reasonable costs necessary to repair or replace the damaged property.

The reasonable costs I have incurred or will incur to repair or replace the damaged property is: \$

Please explain: What were the damages to the property? How did you calculate the costs you are claiming to repair or replace the damaged property?



- Reason 5:** The tenant or someone else visiting or living in the rental unit substantially interfered with landlord's reasonable enjoyment or lawful right, privilege or interest. The tenant must pay the reasonable out-of-pocket expenses I incurred as a result of this conduct.

**Note:** Do not select this reason if the tenant caused damage to the rental unit or residential complex or did not pay utility bills.

The reasonable costs I have incurred are: \$

**Please explain:** How did the tenant or someone else visiting or living in the rental unit substantially interfere with your reasonable enjoyment or lawful right, privilege or interest? Provide details about your expenses and how they are connected to this conduct.

- Reason 6:** The tenant lives in a rent-geared-to-income rental unit and has misrepresented their income or that of family members living in the rental unit. The tenant must pay the additional amount they would have been required to pay had they not misrepresented their income.

The tenant must pay me: \$

**Please explain:** How did you calculate the additional amount you are claiming the tenant owes?

**Part 4: Total Amount Owing**

Total NSF charges owing: (From Part 3, Reason 2)	\$	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Total Utility costs owing: (From Part 3, Reason 3)	\$	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Total costs for damages owing: (From Part 3, Reason 4)	\$	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Total costs relating to substantial interference owing: (From Part 3, Reason 5)	\$	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Total costs for misrepresentation of income: (From Part 3, Reason 6)	\$	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Application Fee:	\$	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>Total:</b>		\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>







**Part C: Previous N12 or N13 Notices**

If you have given any other N12 or N13 Notices in the past two years for this rental unit or any other rental unit you must complete the chart and provide all the requested information for each notice:

Date the Notice was Served dd/mm/yyyy	Address of the Rental Unit	Intended occupant (N12) or Intended activity (N13)	LTB File # (where applicable)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*Attach more sheets, if necessary.*

I have not given any other N12 or N13 Notices in the past two years for this rental unit or any other rental unit.

**Part D: Tenant's Right of First Refusal**

A tenant who receives a N13 Notice for the purpose of repairs or renovations may have a right of first refusal. If a tenant exercises this right when the repairs or renovations are completed, they may reoccupy the rental unit at a rent that is no more than what the landlord could have lawfully charged if there was no interruption in the tenancy.

A tenant who wishes to have a right of first refusal must give the landlord notice in writing before vacating the rental unit and must inform the landlord in writing of any change of address.





**Part C: Previous N12 or N13 Notices**

If you have given any other N12 or N13 Notices in the past two years for this rental unit or any other rental unit you must complete the chart and provide all the requested information for each notice:

Date the Notice was Served dd/mm/yyyy	Address of the Rental Unit	Intended occupant (N12) or Intended activity (N13)	LTB File # (where applicable)										
<table border="1" style="width: 100%; height: 43px;"> <tr> <td style="width: 12.5%; text-align: center;">/</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%; text-align: center;">/</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table>	/		/										
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/		/											

*Attach more sheets, if necessary.*

I have not given any other N12 or N13 Notices in the past two years for this rental unit or any other rental unit.



### Payment Method

Select how you are paying the application fee:

- Money Order       Certified Cheque

Money orders and certified cheques must be made payable to the "Minister of Finance".

- Credit Card

If you are paying by credit card and filing your application by mail or courier, you must complete the [Credit Card Payment Form](#) and submit it with your application.



# Appendix H



**Tribunals Ontario**  
Landlord and Tenant Board

**Tenant Application about Maintenance**  
**FORM T6**  
(Disponible en français)

## Important Information for Tenants

Use this form to apply to have the Board determine whether your landlord:

- has not repaired or maintained the rental unit or the residential complex, or
- has not complied with health, safety, housing or maintenance standards.

Instructions for Form T6 are available on the Board's website at [tribunalsontario.ca/ltb](http://tribunalsontario.ca/ltb).

1. Complete all four parts of this application.
  - **Part 1** asks for general information about:
    - the rental unit covered by this application,
    - you and the other tenants living in the unit, your landlord and other parties to the application,
    - your tenancy and any other unresolved applications that relate to the rental unit.
  - **Part 2** asks you to select and explain the reasons for your application.
  - **Part 3** asks you to select the remedies you want the Board to include in the order.
  - **Part 4** requires your signature or that of your representative, and, if you are being represented, your representative's contact information.
2. Complete the *Request for French-Language Services* or *Request for Accommodation* form at the end of this application if you will need additional services at the hearing.
3. File all pages of the application with the Board (not including this page). The Board will send you a *Notice of Hearing* showing the time and location of your hearing.
4. Pay the application fee to the Board at the same time as you file the application. The Board will not process your application unless you pay the fee. Your T6 application fee is **\$53 (or \$48 if you use the [Tribunals Ontario Portal](#))**. If you are filing the application for more than one rental unit, the fee is **\$53** for the first unit and **\$5** for each additional unit to a maximum of **\$450**. If you mail or courier the application, you can pay the filing fee by money order, certified cheque, or by credit card. You can't pay with cash or debit card if you file by mail or courier. If you cannot afford the fee, you can submit a [Fee Waiver Request](#).
5. Contact the Board if you have any questions or need more information.

**416-645-8080**  
**1-888-332-3234 (toll free)**  
[tribunalsontario.ca/ltb](http://tribunalsontario.ca/ltb)



Read the instructions carefully before completing this form. Print or type in capital letters.

**PART 1: GENERAL INFORMATION**

**Address of the Rental Unit Covered by This Application**

Street Number	Street Name	
<input type="text"/>	<input type="text"/>	
Street Type (e.g. Street, Avenue, Road)	Direction (e.g. East)	Unit/Apt./Suite
<input type="text"/>	<input type="text"/>	<input type="text"/>
Municipality (City, Town, etc.)	Prov.	Postal Code
<input type="text"/>	<input type="text" value="ON"/>	<input type="text"/>

**Tenant Names and Address**

Tenant 1: First Name (If there are more than 2 tenants, complete a *Schedule of Parties* form and file it with this application.)

Tenant 1: Last Name

Tenant 2: First Name

Tenant 2: Last Name

Mailing Address (if it is different from the address of the rental unit)

Unit/Apt./Suite	Municipality (City, Town, etc.)	Prov.	Postal Code
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Day Phone Number	Evening Phone Number	Fax Number
<input type="text"/>	<input type="text"/>	<input type="text"/>

E-mail Address

<b>OFFICE USE ONLY</b>	
File Number <input type="text"/>	<input type="text"/>
v. 01/04/2022	





**PART 2: REASONS FOR FILING THIS APPLICATION**

I am applying to the Board because the landlord has not repaired or maintained the rental unit or the residential complex, or has not complied with health, safety, housing or maintenance standards.

**Explaining your Reason**

In the box below, describe the maintenance problems that led you to apply to the Board.

- What is the problem? If there is more than one problem, list each problem.
- Give the date each problem started.
- Has the problem been repaired? If so, give the date it was repaired and explain who repaired it.
- Explain who or what may have caused the problem.
- How did you inform the landlord about the problem?

**Describe in Detail:**

*Attach more sheets if necessary.*

When did you first tell the landlord about the maintenance problems?

		/			/				
--	--	---	--	--	---	--	--	--	--

dd/mm/yyyy







- Remedy 6:** I want the Board to order the landlord to do the repairs, replacement or other work that is necessary.

**Please explain:** What work must the landlord do? Be specific.

*Attach more sheets if necessary.*

- Remedy 7:** I want the Board to order that the landlord cannot increase the rent for this rental unit until the landlord completes the work necessary to fix any serious maintenance problems that the landlord has been ordered to do or will be ordered to do.

- Remedy 8:** I want the Board to end my tenancy on

		/			/				
--	--	---	--	--	---	--	--	--	--

dd/mm/yyyy

- Remedy 9:** I want the Board to order other remedies. I have described those remedies below.

**Please explain:** What else do you want the Board to order?

*Attach more sheets if necessary.*







**Collecting Personal Information**

The Landlord and Tenant Board has the right to collect the information requested on this form to resolve your application under section 185 of the *Residential Tenancies Act, 2006*. After you file the form, all information related to the proceeding may become publicly available in a tribunal decision, order or other document, in accordance with Tribunals Ontario's [Access to Records Policy](#) and the *Tribunal Adjudicative Records Act, 2019*. Parties wanting records or information to remain confidential must seek a confidentiality order from the adjudicator. If you have questions about confidentiality orders or access to records, please contact us by email at [LTB@ontario.ca](mailto:LTB@ontario.ca) or our Contact Center at **416-645-8080** or **1-888-332-3234** (toll free).

**Important Information from the Landlord and Tenant Board**

1. You can ask the Board to provide French-language services at your hearing. If you are the applicant, you can fill out the *Request for French-Language Services or Request for Accommodation* form included at the end of this application. If you are the respondent, the *Request for French-Language Services or Request for Accommodation* form is available at Board offices and at the Board's website at [tribunalsontario.ca/ltb](http://tribunalsontario.ca/ltb).
2. You can ask the Board to make special arrangements (called a Request for Accommodation) under the Ontario *Human Rights Code* to help you participate in the hearing. For example, you can ask the Board to make arrangements to provide a sign-language interpreter. You can make a request for accommodation under the *Code* by telephone, fax or mail. If you are the applicant, you can fill out the *Request for French-Language Services or Request for Accommodation* form included at the end of this application. If you are the respondent, the *Request for French-Language Services or Request for Accommodation* form is available at Board offices and at the Board's website at [tribunalsontario.ca/ltb](http://tribunalsontario.ca/ltb).
3. It is an offence under the *Residential Tenancies Act, 2006* to file false or misleading information with the Landlord and Tenant Board.
4. The Board can order either the landlord or the tenant to pay the other's costs related to the application.
5. The Board has *Rules of Practice* that set out rules related to the application process and *Interpretation Guidelines* that explain how the Board might decide specific issues that could come up in an application. You can read the *Rules and Guidelines* on the Board's website at [tribunalsontario.ca/ltb](http://tribunalsontario.ca/ltb) or you can buy a copy from a Board office.

**OFFICE USE ONLY:**

Delivery Method:  In Person  Mail  Courier  Service Ontario Center MS  FL



Use this form to ask the Landlord and Tenant Board (LTB) to provide French-language services or to let the LTB know you need accommodation under the Ontario *Human Rights Code*.

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**Part 1: Request for French-Language Services**

- Check this box if you want the dispute resolution process (e.g. case conferences and hearings) to be conducted in French.

---

**Part 2: Request for Accommodation under the Ontario *Human Rights Code***

- Check this box if you need accommodation under the Ontario *Human Rights Code* to participate in the dispute resolution process. The LTB will provide accommodation for *Code* related needs to help you throughout the application and hearing process in accordance with the Tribunals Ontario policy on accessibility and accommodation. You can get a copy of the policy at [tribunalsontario.ca](http://tribunalsontario.ca).

**Please explain:** What accommodation do you need?



### Payment Method

Select how you are paying the application fee:

- Money Order       Certified Cheque

Money orders and certified cheques must be made payable to the "Minister of Finance".

- Credit Card

If you are paying by credit card and filing your application by mail or courier, you must complete the [Credit Card Payment Form](#) and submit it with your application.