

# Uses Of Values In Legal Education

Legal Education in the Global Context Legal Education Legal Education and Legal Profession During and After COVID-19 Report of the Committee on Legal Education Key Directions in Legal Education Legal Education at the Crossroads Social Justice and Legal Education Imperatives for Legal Education Research What is Legal Education for? Elgar Concise Encyclopedia of Legal Education The Ethics Project in Legal Education Educating for Justice Around the World Excellence and Innovation in Legal Education Teaching Legal Education in the Digital Age Biopolitics and Structure in Legal Education Global Clinical Legal Education The Arts and the Legal Academy Legal Education for Wellbeing New Directions in Legal Education Thinking about Clinical Legal Education Professor Christopher Gane Ms Caroline Strevens C. Raj Kumar Great Britain. Committee on Legal Education Emma Jones Avrom Sherr Chris Ashford Ben Golder Rachel Dunn Fiona Cownie Michael Robertson Louise G. Trubek Sally Kift Ann Thanaraj Luca Siliquini-Cinelli Jeff Giddings Dr Maksymilian Del Mar Emma Jones Herbert L. Packer Omar Madhloom

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this book discusses the opportunities and challenges facing legal education in the era of globalization it identifies the knowledge and skills that law students will require in order to prepare for the practice of tomorrow and explores pedagogical shifts legal education needs to make inside and outside of the classroom with contributions from leading experts on legal education from various jurisdictions across the globe the work combines theoretical depth with practical insights seeking to understand the changing landscape of legal education in the era of globalization the contributions find that law schools can and must adopt educational strategies that at least present students with different understandings of what studying and practicing law is meant to be about they find that law schools need to offer their students choices a vision of practice that is not driven entirely by the demands of the marketplace or the needs of major international law firms bridging the gap between theory and practice this book makes a significant contribution to the impact of globalization on legal education and how students and law schools need to adapt for the future it will be of great interest to academics and students of comparative legal studies and legal education as well as policy makers and practitioners

demonstrating how simulation can be constructed and developed for learning teaching and assessment the text argues that simulation is a pedagogically valuable and practical tool in teaching the modern law curriculum and discusses the claim that this form of experiential and problem based learning enables students to integrate the classroom experience with the real world experiences they will encounter in their professional lives the study is based on contributions from law teachers within the uk australia hong kong south africa and the usa as well as the authors own experiences in teaching law

this edited volume records the amazing transformations brought about by leaders in legal

education and legal profession it captures experiences and experiments in the governance of law schools and legal profession during the covid 19 pandemic as case studies ideas which helped in resilience and which could show the way forward the psychological philosophical and sociological aspects of the transformation and the spiritual and material sources of motivation of the leadership the contributions are along the following themes the shifting idea of law school systems and processes the new normal in legal profession psychological philosophical and sociological aspects of transformation experiences from global regions and countries legal education and legal profession in a post covid world through these five themes and the eighteen contributions the volume seeks to answer questions like how the educational and professional leaders adapted to the circumstances by building a new normal how and to what extent their own legal education and professional experiences informed their actions during the pandemic how they re imagined ambitions and reordered systems and processes what type of guidance and support they received from the state and regulatory bodies how they guaranteed the well being of students faculty and staff during the pandemic and the transition how they upheld professional values and ethics when contexts of their application collapsed

key directions in legal education identifies and explores key contemporary and emerging themes that are significant and heavily debated within legal education from both uk and international perspectives it provides a rich comparative dialogue and insights into the current and future directions of legal education the book discusses in detail topics including the pressures on law schools exerted by external stakeholders the fostering of interdisciplinary approaches and collaboration within legal education and the evolution of discourses around teaching and learning legal skills it elaborates on the continuing development of clinical legal education as a component of the law degree and the emergence and use of innovative technologies within law teaching the approach of pairing uk and international authors to obtain comparative insights and analysis on a range of key themes is original and provides both a genuine comparative dialogue and a clear

international focus this book will be of great interest for researchers academics and post graduate students in the field of law and legal pedagogy

for several years legal professions across the world have to varying degrees been undergoing dramatic changes as a result of a range of forces such as globalization diversification and changes in regulation in many jurisdictions the extent of these transformations have led to a process of professional fragmentation and generated uncertainty at institutional organisational and individual levels about the nature and future of legal professionalism as a result legal education is in flux in many of jurisdictions including the united states the uk and australia with further effects in other common law and some civil law countries the situation in the uk exemplifies the sense of uncertainty and crisis with a growing number of pathways into law an increasing surplus of law graduates to graduate entry positions and most recently proposals for reform of legal education and training by the solicitors regulation authority sra this collection addresses both current and historical approaches showing that some problems which appear to be modern are endemic that there are still some important prospects for change and that policy issues may be more important than the interests of lawyers and educators this makes this volume a source of interest to lawyers law students academic and policy makers as well as the discerning public this book was previously published as a special issue of the international journal of the legal profession

recent years have seen social justice emerge as a powerful driver for work both in law schools and the legal services sector however questions remain about how that term is understood and given meaning within the legal academy and beyond this edited collection explores the meanings that have emerged and might subsequently be developed together with a practical exploration of projects that have sought to bring the social justice agenda to life in law schools and in communities around the world over the course of eighteen chapters this volume engages with a range of social justice and legal education themes including clinical legal education innocence projects access to justice cause lawyering

lgbtq identities and sustainability in law schools in addition it also explores themes of ethics and values in contemporary legal education in africa australia north america and the uk

in the last few decades university teaching has been recognised as an activity which can be studied and improved through educational scholarship in some disciplines this is now well established it remains emergent in legal education the field is rich with questions to be answered issues to be raised this book provides the first overall review of legal education scholarship the chapters outline the history of legal education research and provide a detailed analysis of the trends in areas of publication beyond this the book suggests a typology for further conceptualising the field and a series of suggested paths for future research the book originated from the 2017 unsw conference research in legal education state of the art it features internationally respected authors who bring their perspectives on how legal education as a field of research should be conceptualised the collection is arranged into three themes first a historical view is taken of the emergence of legal education scholarship and its roots that predate modern educational theory secondly the book provides overviews of the extant field of publications highlighting areas of interest and neglect and delineating the trends in current publication thirdly the book provides a set of suggested typologies for describing legal education research and a series of essays for future directions which both critique current approaches and provide inspiration for future directions the state of legal education research represents an authoritative introduction to the field a set of conceptual tools with which to describe it and inspiration for researchers to expand and grow research into legal education

how we interpret and understand the historical contexts of legal education has profoundly affected how we understand contemporary educational cultures and practices this book the result of a modern law review seminar both celebrates and critiques the lasting impact of peter birks influential edited collection pressing problems in the law volume 2 what is the law school for published in 1996 his book addresses many critical issues that are hauntingly present in the 21st century amongst them the impact of globalisation

technological disruption and the tension inherent in law schools as they seek to balance the competing interest of teaching research and administration yet birks collection misses key issues too the role of wellbeing of emotion or affect the relation of legal education to education the status of legal education in what since his volume have become the devolved jurisdictions of northern ireland wales and scotland these and others are absent from the research agenda of the book today legal educators face new challenges we are still recovering from the effects of the covid 19 pandemic on our universities in 1996 birks was keen to stress the importance of comparative research within europe today legal researchers are dismayed at the possibility of losing valuable eu research funding when the uk leaves the eu and at the many other negative effects of brexit on legal education the proposed solicitors qualifying examination takes legal education regulation and professional learning into uncharted waters this book discusses these and related impacts on our legal educations as law schools approach an existential crossroads post covid 19 it seems timely to revisit birks fundamental question what are law schools for

this concise encyclopedia provides a thorough overview of legal education and explores diverse topics including the use of digital skills in law schools and the intersection between law and economics and law and humanities carefully curated it presents an invaluable survey of legal pedagogy

this book discusses the teaching of legal ethics arguing that the current formal rules governing lawyers are inadequate as true engagement with ethical issues requires lawyers to exercise judgment and therefore there is a need to rethink the aims scope and methodology of legal ethics education the volume presents the views of a number of internationally renowned legal ethicists including brent cotter and david chavkin exploring and questioning the teaching of legal ethics the contributions examine legal ethics teaching in a range of jurisdictions including the usa canada australia south africa and hong kong a number of contributors discuss design issues that cover a broad field of methods including simulations the pervasive use of problem solving exercises and real world experiences with

some of the essays revealing their empirical findings on the effectiveness of these methods and particularly as they affect the students

published in 1999 this volume contributes to the debate on convergence and differences in the role of law and legal institutions throughout the world globalization and technology may allow convergence of lawyers training practices and values however local conditions may create resistances and barriers which must be acknowledged and studied the book focuses on social values in legal education and practice in four regions east asia south asia south east asia and latin america

in this book teaching professionalism is characterised by the scholarly underpinning of each contribution and every contribution provides a rich resource for enhancing teaching practice

teaching legal education in the digital age explores how legal pedagogy and curriculum design should be modernised to ensure that law students have a realistic view of the future of the legal profession using future readiness and digital empowerment as central themes chapters discuss the use of technology to enhance the design and delivery of the curriculum and argue the need for the curriculum to be developed to prepare students for the use of technology in the workplace the volume draws together a range of contributions to consider the impact of digital pedagogies in legal education and propose how technology can be used in the law curriculum to enhance student learning in law schools and lead excellence in teaching throughout the authors consider what it means to be future ready and what we can do as law academics to facilitate the knowledge skills and dispositions needed by future ready graduates part of routledge s series on legal pedagogy this book will be of great interest to academics post graduate students teachers and researchers of law as well as those with a wider interest in legal pedagogy or legal practice

taking up the study of legal education in distinctly biopolitical terms this book provides a critical and political analysis of structure in the law school legal education concerns the

complex pathways by which an individual becomes a lawyer making the journey from lay person to expert from student to practitioner to pose the idea of a biopolitics of legal education is not only to recognise the tensions surrounding this journey but also to recognise that legal education is a key site in which the subject engages and is engaged by a particular structure and here the particular structure of the law school this book explores that structure by addressing the characteristics of the biopolitical orders engaged in legal education including understanding the lawyer as a commodity unpicking the force relations in legal education examining the ways codes of conduct in higher education impact academic freedom as well as putting the distinctly western structures of legal learning within a wider context assembling original field defining essays by both leading international scholars and emerging researchers it constitutes an indispensable resource in legal education research and scholarship that will appeal to legal academics everywhere

this book explores the distinctive nature of clinical legal education in a range of global contexts the emergence of law school based clinical legal education has been recognised as a major innovation in modern legal education at its best it integrates the academic rigour of university based learning with the practical ethical and social justice insights that come from structured work with clients this book examines what makes clinic different from other aspects of legal education and how it differs from experiential learning in other disciplines particularly in its emphasis on social justice it provides an analysis of various models that support student learning in community settings from 66 contributors across the globe learning goals teaching methods focus areas forms of student involvement engagement with lawyers and the challenges faced are all identified as important in giving clinical legal education its local flavour exploring the role of technology in clinic and the significant growth in technology based clinics the book reviews the ways in which clinics harness technology to serve diverse client communities and extend the global reach of clinical legal education particularly in light of the ongoing covid 19 pandemic this book will be of particular interest to researchers in the fields of clinical legal education and the use of

emerging technologies in legal education

in western culture law is dominated by textual representation lawyers academics and law students live and work in a textual world where the written word is law and law is interpreted largely within written and printed discourse is it possible however to understand and learn law differently could modes of knowing feeling memory and expectation commonly present in the arts enable a deeper understanding of law s discourse and practice if so how might that work for students lawyers and academics in the classroom and in continuing professional development bringing together scholars legal practitioners internationally from the fields of legal education legal theory theatre architecture visual and movement arts this book is evidence of how the arts can powerfully revitalize the theory and practice of legal education through discussion of theory and practice in the humanities and arts linked to practical examples of radical interventions the chapters reveal how the arts can transform educational practice and our view of its place in legal practice available in enhanced electronic format the book complements the moral imagination and the legal life also published by ashgate

this book aims to assist legal educators and law schools in integrating wellbeing within the design and delivery of the legal curriculum it also encourages the evaluation of wellbeing related initiatives to develop an evidence based sustainable approach to its inclusion the contributions to this volume each focus upon different aspects of wellbeing and the curriculum including the applications of vulnerability and social identity theory the role of transitions and inductions the implementation and evaluation of law school wellbeing initiatives reflections on both the socratic method and assessment the results of a longitudinal student study and a consideration of the legal profession s perspective they contain both theoretical and empirical evidence to support the development of wellbeing informed teaching and learning and foster positive interactions and experiences for both staff and students taken together and coupled with international perspectives they provide evidence and examples to support a holistic approach to wellbeing in legal education which

moves beyond simply ameliorating damaging impacts and instead identifies meaningful routes to fostering positive wellbeing this volume will be of interest to legal academics and others with an interest in legal education including legal professionals and law students it will also appeal to those who have an interest in integrating wellbeing into the curriculum within higher education this book was originally published as a special issue of the law teacher

thinking about clinical legal education provides a range of philosophical and theoretical frameworks that can serve to enrich the teaching and practice of clinical legal education cle this book will illustrate how a variety of philosophical and theoretical perspectives can illuminate a range of clinical legal education approaches

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