

## Reflections On Clinical Legal Education

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Clinical legal education, which is a part of legal education, aims to impart practical experience along with theoretical knowledge. Though it is a part of the law school curriculum, it has almost ...

### Clinical Legal Education: Reflections From Our Experience

Reflections on the. Implementation of. Clinical Legal Education. in Moi University, Kenya. T. O. Ojienda\* & M. Oduor\*\*. INTRODUCTION. Clinical legal education has been defined simply as learning law by doing law.1It is a method of. instruction in which students engage in varying degrees in the actual practice of the law. Students.

### Reflections on the Implementation of Clinical Legal ...

In addition to the hands-on legal experience there is a second main element of clinical legal education, and that is reflection. Reflection is a vital part of the process; it is the magic ingredient Reflection and assessment in clinical legal education: Do you see what I see? 29 1 Georgina Ledvinka is a senior lecturer at

### Reflection and assessment in clinical legal education: Do ...

of reform from within legal education. Clinical educators drew inspiration from Jerome Frank, Karl Llewellyn, and other legal realists who, taking insights from other disciplines, diffused many traditional notions about law and, in turn, legal education. The clinical movement also learned much from the legal process thinkers

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clinical legal education professor samuel moyn has written an engaging critique of legal education one that impresses upon us members of the legal academy a vital task of self scrutiny that has already generated waves of reaction and commentary buy reflections on clinical legal education by schrag

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Acknowledged authors Schrag, Philip G., Meltsner, Michael wrote Reflections On Clinical Legal Education comprising 336 pages back in 1998. Textbook and eTextbook are published under ISBN 1555533396 and 9781555533397.

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reflection in Clinical Legal Education' (2012) 17–18 International Journal of Clinical Legal Education 181, 186, citing R Stuckey, 'Teaching with a purpose; defining and achieving desired outcomes in clinical law courses' (2007–08) 13 Clinical Law Review 807, 813.

## **Reflective practice: The essence of clinical legal education**

surrounding access to justice and allows students to understand the lived realities of law through reflections on clinical legal education page 1 reflections on clinical legal education by leo tolstoy clinical legal education also enables a comprehensive training into grasping the

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Clinical legal pedagogy requires a process of reflection, self-critique and supervisory feedback.<sup>58</sup> The clinical education literature emphasises the importance of effective supervision. A number of clinical models exist in Australia.

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Title: Medical students' perceptions of informed consent: legal reflections on clinical education  
Author: Caroline Fixter Created Date: 20181116123244Z'

## **Medical students' perceptions of informed consent: legal ...**

Reflections on Elitism After the Closing of a Clinic: Justice, Pedagogy and Scholarship. 26 Clinical Law Review 263 (2019) ... that may otherwise dominate our understanding of Western State's record and offer a perspective on the value of clinical legal education and clinic scholarship at non-elite law schools. Keywords: clinical education ...

## **Reflections on Elitism After the Closing of a Clinic ...**

Reflections on clinical learning in novice speech-language therapy students Int J Lang Commun Disord . Jul-Aug 2012;47(4):413-26. doi: 10.1111/j.1460-6984.2012.00154.x.

Influential articles on the evolution of clinical legal education over the past three decades, by members of the founding generation of clinical law professors.

European legal teaching - historically formalistic, doctrinal, hierarchical, and passive - is coming under increasing pressure to reimagine itself as pragmatic, policy-aware, and action-oriented. Out of this context, a bottom-up movement of university law clinics appears to be emerging in Europe. Although intellectually indebted to the US model, the European variant reflects legal education and practice in Europe, specifically the multi-layered and multi-genetic legal landscape resulting from the Europeanization and internationalization of national legal systems, the globalization of European legal markets, and the growing demand for civic engagement in view of increasingly powerful supra-national institutions. Through the prism of clinical legal education, Reinventing Legal Education is the first attempt to gather scholarly and systematic reflections on the developments taking place in European legal teaching and practice. This groundbreaking book should be read by anyone interested in how clinical legal education is reinventing legal education in Europe.

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Clinical legal education is playing an increasingly important role in educating lawyers worldwide. Here, the contributors describe the central concepts, goals, and methods of clinical legal education from a global perspective, with a particular emphasis on its social justice mission.

*Creative Spaces for Qualitative Researching: Living Research*. This book looks inward at researchers who are seeking to live their research – to embody the principles, methodologies and ethical conduct that comprises their research strategies. And, it looks outward at the living world as the focus of qualitative research. From both perspectives the editors and authors of this book have created spaces for qualitative research that provide critical and creative frameworks for conducting and living their research. A rich variety of research voices and lives are illuminated, liberated and revealed in the book. There are five sections in the book: Researching Living Practices Doing Creative Research Being a Creative Researcher Co-Creating Qualitative Research in Creative Spaces Becoming Transformed Through Creative Research.

Clinical legal education (CLE) is potentially the major disruptor of traditional law schools' core functions. Good CLE challenges many central clichés of conventional learning in law—everything from case book method to the 50-minute lecture. And it can challenge a contemporary overemphasis on screen-based learning, particularly when those screens only provide information and require no interaction. *Australian Clinical Legal Education* comes out of a thorough research program and offers the essential guidebook for anyone seeking to design and redesign accountable legal education; that is, education that does not just transform the learner, but also inculcates in future lawyers a compassion for and service of those whom the law ought to serve. Established law teachers will come to grips with the power of clinical method. Law students struggling with overly dry conceptual content will experience the connections between skills, the law and real life. Regulators will look again at law curricula and ask law deans 'when'?

This book is on the nature and practice of legal education in Nigeria, with comparative material sometimes deployed to shed light on current local situation. The primary goal of legal education is to prepare students for the profession. To do this, a faculty will need to pay attention to a theory of learning to guide it in implementing a programme that will serve the mission. It is hoped that the basic information here provided on the basic structure and content of legal education and ensuing challenges should point in more fruitful directions to all in the legal profession in Nigeria.

Clinical Legal Education (CLE) can be defined in broad terms as the study of law through real, or simulated, casework. It enables students to experience the law in action and to reflect on those experiences. CLE offers an alternative learning experience to the traditional lecture/seminar method and allows participants to take the study of law beyond the lecture theatre and library. CLE has been a part of English law schools for several decades and is becoming an increasingly popular component of a number of programmes. It is also well established in North America, Australia and many other countries around the globe. In some law schools, CLE is credit-bearing; in others, it is an extracurricular activity. Some CLE schemes focus on social-welfare law, whilst others are commercially orientated. A number are run in conjunction with third-sector organisations and many are supported by private practice law firms. This edited collection brings together academics, lawyers, third-sector organisations and students to discuss the present experience and potential of CLE. As such, it will be of

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interest to a wide and diverse audience, both within and outside the UK.

"There is a global revolution taking place within university legal education. It is taking place on many fronts, particularly since the dawning of the twenty-first century. The focus of this book is that ongoing and growing revolution, and it is assaulting the deepest traditions of the legal academy. The rapid global spread of clinical legal education, as a non-traditional method of instruction and as a guide to and context for socially conscious lawyering, is changing and improving the role of law schools in the preparation of students for law practice. Clinical education, as the name implies, involves law students in learning law by guided practice during law school. Ideally, that setting involves real cases, clients or other project-based work with client communities, usually with the poor or other marginalized populations without other access to counsel. Clinical education, intensely learning-focused, is challenging the dominant traditions of teacher-centric legal education: the case method, largely taught using case-books in the United States, and the lecture, still used almost exclusively in Europe and other traditional law schools throughout the world. Clinical education does not seek to overthrow that tradition, but to offer an alternative, additional route to learning, grounded in modern ideas of cognitive science and adult learning. In fact, clinical legal education is more than a method -it is pathway toward personal and professional identity for students, manifesting itself in each student's distinctly personal experience, and it is a model, not only for all professional lawyering, but particularly for one of conscience in the service of individuals, groups or populations otherwise without equal access to law or lawyers"--

HLA Hart's *The Concept of Law* is one of the most influential works of philosophy of the twentieth century, redefining the field of legal philosophy and introducing generations of students to philosophical reflection on the nature of law. Since its publication in 1961 an industry of academic research and debate has grown up around the book, disputing, refining, and developing Hart's work. Under the sheer volume of competing interpretations of the book the original contexts - cultural and intellectual - that shaped Hart's project can be obscured. In this book, renowned legal historian AWB Simpson attempts to sweep aside the volumes of academic criticism and return to 'Troy I', revealing the world of post-war Oxford that produced Hart and his famous book. Drawing on his personal experience of studying and teaching in Oxford at the time Hart developed *The Concept of Law*, Simpson recreates with characteristic wit the social and intellectual culture of Oxford philosophy and the law faculty in the 1950s. He traces Hart's early work and influences, within and outside Oxford, showing how Hart developed his picture of philosophy and its potential for enriching the understanding of law. He also lays bare the painful shortcomings of post-war Oxford academia, depicting a world of eccentric dons and intellectual Cyclopes - isolated and closed to broad, interdisciplinary exchange - arguing that Hart did not escape from the limitations of his intellectual world. Simpson's entertaining, and controversial, account of the world that produced *The Concept of Law* will be essential reading for all those engaged in interpreting and teaching the seminal book, and an engaging read for anyone interested in the history of Oxford philosophy and legal education.

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