

# Legal Pedagogy in Contemporary Legal Education


BY

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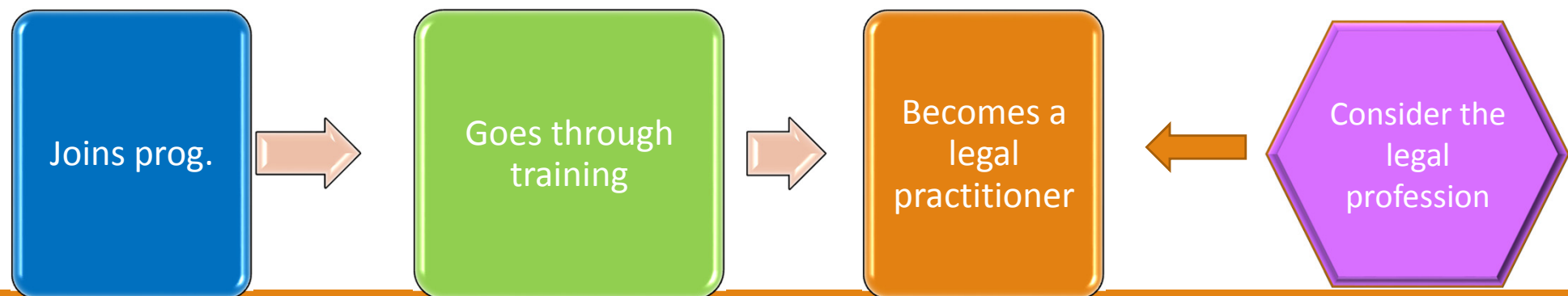
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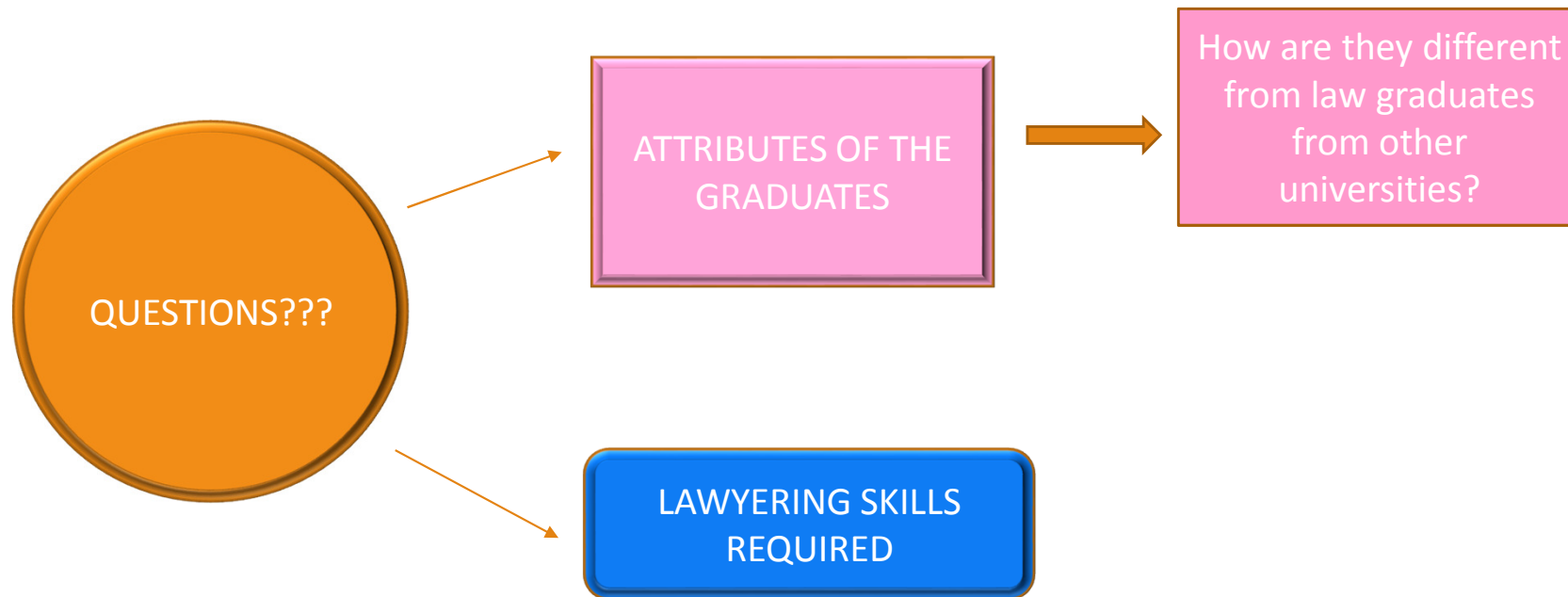
# A Bird's Eye View of An Educational Programme

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# In MATCHING the requirements of the legal profession

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# Recommendations for TRAINING

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1. Introduce the training of legal skills in the **first year first semester** of the students' study period.
  - Students able to adapt and assimilate themselves comfortably into the new discourse and avoid the 'transition problem' (Krashen, 1981). The exposure gained will provide them the necessary support to face and handle this specialized field more confidently.
2. Consider **learner differences** in terms of abilities and means in acquiring knowledge (visual, audio and tactile).
  - Instructors teaching the skill courses need to be creative and innovative by improvising the instructional methodology to include different types of learners.

# Recommendations for TRAINING

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3. **Stop spoon-feeding** the students at such elemental stage of their study as this practice will be greatly detrimental in producing independent and capable members of society in the future.
4. Conduct **workshops or seminars** which focus on sharing some useful tips on how to handle the common problems in reading cases or any other legal skills.

# Recommendations for TRAINING

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## 5. **Explicit instructions** on skills to be acquired

- Students should be taught and made aware of the strategies or skills and they should be encouraged to employ them during their studies.
- Berger (1999) in Christensen (2008) accentuates that “**law students may more quickly become more expert as legal readers if their teachers base some of their instruction on expert behavior**” (p.57).

# Recommendations for TRAINING

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6. Improve students' **proficiency in English language**.
7. Provide sufficient and appropriate **schematic knowledge** in reading different types of cases. This schematic knowledge includes content schemata, linguistic schemata, formal schemata and cultural schemata.
8. Bringing in '**real-world**' **knowledge** into the classroom. 'Real-world' knowledge related to the profession and the legal fraternity.

# Recommendations for TRAINING

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9. The design of the training must include ‘real-world’ purposes. This means that the law students must be given legal problems that represent the **real problems of the society**.

- The legal scenarios presented must include their future roles in the legal profession.
- The training should be more **professionally inclined** rather than academically inclined.



# Recommendations for TRAINING

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## 9. Provide **support for slow learners**

- Research found that students relied on More Knowledgeable Other (MKO) such as peers, senior students, additional reading materials & lecturers (Adlina, 2014).
- Provide more collaborative work in class – combine good and poor learners
- Lecturers as guides or facilitators.
- Implement release-of-authority in class.

# Comments on Flipped Classroom

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- Advantages
- An interesting new approach
- Taking learner differences into consideration
- Lecturers as guides / facilitators
- Students taking charge of their learning

# Comments on Flipped Classroom

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- Challenges
- Materials need to be developed by lecturers themselves. This is a big challenge for them and may lead to their resistance in using the method.
- The student-centred nature of the approach may create unease among the lecturers in foregoing their traditional role of being at the centre of the stage.

# Comments on Flipped Classroom

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- Recommendations
- Should pilot in one class first before implementing it to the whole kulliyah. Find out perceptions from students.
- If receive good feedback, produce a proper MANUAL for other lecturers to use the approach. This can reduce their anxiety and resistance in using the approach.

# Comments on Rubrics in Assessment

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- Advantages
- Helps lecturers to be more focused in their marking
- Students will be able to identify their strengths and weaknesses by referring to the descriptors

# References

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Berger, L.L. (1999). Applying new rhetoric to legal discourse: the ebb and flow of reader and writer, text and context. In L. Christensen. (2008). *The paradox of legal expertise: a study of experts and novices reading the law*. Retrieved on 12 December 2009 from <http://ssrn.com/abstract=966675>

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*Thank you!*

