**Comenius University / International Journal of Clinical Legal Education Conference**

**ENCLE - IJCLE 2019 Improving the Future: Using Clinical Legal Education to Educate Lawyers for a Just Society**

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| Organisation of Lead Presenter | School of Law, National University of Ireland, Galway |
| Name/s and details of other presenters |  |
| Title of Proposal | What a difference a decade (or so) makes? Reflections on feedback from past clinic students. |
| Summary of Proposal | What a difference a decade (or so) makes? Reflections on feedback from past clinic students.  This paper will compare feedback offered by the first group of students in the clinical legal education programme in the School of Law at the National University of Ireland, Galway roughly ten years on from their participation in it with feedback offered by students who participated more recently in the programme. This paper outlines and contextualises the process of garnering feedback in both instances and examines it side by side. The paper questions why the nature of the responses is quite different in many instances and considers how and if the initially profound influence of clinical legal education on law graduates can be sustained. |
| Abstract Proposal | What a difference a decade (or so) makes? Reflections on feedback from past clinic students.  This paper will compare feedback offered by the first group of students in the clinical legal education programme in the School of Law at the National University of Ireland, Galway roughly ten years on from their participation in it with feedback offered by students who participated more recently in the programme. The former group was surveyed in connection with the first piece of research of its kind in Ireland, which attempts to measure the impact of clinical legal education on law graduates. Graduates - now professionals with, in many cases, impressive career trajectories - were asked a series of questions and, regrettably, many of the responses do not indicate that their exposure to clinical legal education has had a significant long-term impact on them either personally or professionally. This contrasts directly with feedback solicited annually from students who participate in the clinical programme and tout its often transformative influence on them immediately after completing it.  This paper outlines and contextualises the process of garnering feedback in both instances and examines it side by side. The paper questions why the nature of the responses is quite different in many instances and considers how and if the initially profound influence of clinical legal education on law graduates can be sustained. |