**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 | University of Valencia |
| Name/s and details of other presenters | Professor Raquel Vanyo, University of Valencia, Professor of Public International Law and Director of the International Human Rights Clinic, Spain. Professor Jose Elias Esteve, University of Valencia, Mr. Enrique Garcia Tort, Student at the Universitat de Valencia, |
| Title of Proposal | Benefits of the integration of pedagogy students in Street Law programs |
| Summary of Proposal | What value can the students of pedagogy add to the Street Law programs? Is it always a win-win relationship? |
| Abstract Proposal | The Legal Clinic of the University of Valencia has opted for the integration of students of pedagogy within the development of its Street Law programs. The collaboration between law students and educational sciences allows us to create an interdisciplinary work environment and an innovative methodological approach towards these programs. Thanks to the work of the students of pedagogy, the law students complement their training with a series of basic competences in the juridical attention: assertiveness, active listening, practical application of the right, effective communication of the law to lay people, interview and oral expression. On the other hand, the students of pedagogy receive the opportunity to work in aspects such as the training of groups, coordination of work teams, development of didactic materials, diagnosis of educational needs and design of innovative activities. Another of the outstanding aspects of the interdisciplinary work between law and pedagogy in the Legal Clinic is the counseling and training of the students themselves. During the development of the Street Law programs, it is the pedagogy students themselves who are in charge of training their classmates in didactic and dialectic skills. In the same way, pedagogues end up receiving extensive training in law thanks to working with their peers. This interdisciplinary coexistence requires law students to work hand in hand with professionals from different areas who do not handle the same slang. This implies an effort of comprehension and translation of the content that supposes, in sum, a more significant learning of the law. With the collaboration of students of pedagogy, it has been possible to carry out different methodologies adapted to the characteristics of each group. These methodologies, designed and dynamized by the pedagogues themselves, make it possible to create Street Law programs that are more dynamic, direct and interactive. In addition, they allow us to respond to some barriers present during the programs, such as the language or the different levels of motivation in a group. Some examples of methodologies used during the Street Law programs are: cooperative learning, gamification, role-playing and dialogical gatherings. The integration of students of pedagogy has not been limited to an improvement of the Street Law programs. In our case, since the beginning of the law-pedagogy collaboration the group cohesion of the students of the Clinic has been increased, and a positive work environment has been generated inside and outside of the work schedule. The relationship and collaboration between students is closer, and performance has increased through strategies such as the work station. Have you take into account this possibility? We will use interactive methodologies (brainstorming, videos, games) to allow the participants to think about it. |