**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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| Title | Professor |
| Lead Presenter First Name | Nancy |
| Lead Presenter Last Name | Maurer |
| Organisation of Lead Presenter | Albany Law School |
| Name/s and details of other presenters | Leah Wortham, Professor Emerita, Columbus School of Law, The Catholic University of America, USA Alexander W Scherr, Associate Professor, Director, Veterans Legal Clinic, University of Georgia School of Law, Catherine F. Klein, Professor of Law, Director, Columbus Community Legal Services, The Catholic University of America, USA |
| Title of Proposal | More Roads to Rome: Unpacking Assumptions and Considering Alternative Conceptions for Educating Lawyers for a Just Society |
| Summary of Proposal | What do we mean by a just society? How do we shape future lawyers’ aspirations to contribute to a just society when students’ vision of justice differs from ours? Do we seek to change our students’ views, or help them identify and ultimately live by their own intrinsic values, whatever they may be? Using group exercises, interactive discussion, and examples of selected approaches to teaching about social justice, we will prompt participants to explore their goals and methodologies. We hope all will take away specific ideas for teaching about justice to apply to their clinical legal education programs and classes. |
| Abstract Proposal | This session focuses on how we teach about social justice in in-house and externship clinical programs. What does social justice mean to us individually, and how do our own values influence our teaching choices? Students are diverse and may not share our views of what a ‘just society’ means. What are our goals: to align with our students’ views with our own? To ensure that students who come to law school with public interest values are nurtured to retain them? To help students identify and live by their intrinsic values, whatever they may be?  Using presentation, group exercises, and interactive discussion, we will prompt participants to explore teaching and justice goals: What do we mean by just society? How do we shape future lawyers’ aspirations to contribute to a just society especially when students’ vision of justice differ from our own? We hope participants will take away ideas and resources to apply to their clinical legal education programs and classes.  Methodology for Interactive Session 1. Commence with an introductory exercise illustrating potential challenges of teaching for ‘justice’  2. Present alternative approaches to teaching about social justice: Explicit Social Justice Approach  Students confront realities of gaps in access to justice for disadvantaged groups on a systemic or individual client level, consider lawyers’ professional obligations to promote access to justice, and gain competence in public interest lawyering through supervised practice and reflection.  Implicit Social Justice Approach Students work with clients on issues that highlight the experiences of disadvantaged, unrepresented individuals and expose them to different cultures and classes. Classroom work focuses less on social justice than on personal and professional development and encourages students to realize their own values in reaction to observed injustices and inequities.  Relational Approach The focus is on communication and understanding rather than persuasion. Students learn to express their values and talk to people and with whom they disagree in order to expand their understanding of justice.  Values Clarification Approach  Based on self-determination theory, the focus is on helping students identify their intrinsic values and supporting students’ sense of autonomy such that they can act authentically consistent with those values.  3. Participant discussion to identify other approaches  4. Final group exercise - planning a social justice class or curriculum and identifying teaching methodologies and resources 5. Report back and takeaways including bibliography and resources. |