**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 | Richard |
| Lead Presenter Last Name | Roe |
| Organisation of Lead Presenter | Georgetown University Law Center |
| Name/s and details of other presenters | Siobhan Cullen, Head of Department (Law and Humanities), Letterkenny Institute of Technology (LYIT), IrelandBronagh Heverin, Assistant Lecturer (Law and Humanities), Letterkenny Institute of Technology (LYIT), Ireland |
| Title of Proposal  | Learning as Meaning Making: Adapting Street Law to Energize Mainstream Legal and Other University Education |
| Summary of Proposal | Despite the growing popularity of learner-centered, interactive teaching in universities, direct instruction or lecture predominate. Street Law is a widely-accepted and effective application of learner-centered interactive learning typically taught in secondary schools and correctional and community settings by university students themselves effectively trained in this methodology. This session will demonstrate how the core elements of the Street Law methodology can be adapted to mainstream courses across the university curriculum. This will enhance teaching and learning generally, as well as operate across learning levels and subject matter to shift students from meaning receivers to meaning makers. |
| Abstract Proposal | Despite the growing popularity of learner-centered, interactive teaching in universities, direct instruction or lecture predominates. Street Law is a widely-accepted and effective application of learner-centered interactive learning typically taught in secondary schools and correctional and community settings by university students themselves effectively trained in this methodology. This session and accompanying paper will demonstrate how the core elements of the Street Law methodology can be adapted to mainstream courses across the university curriculum. This will enhance teaching and learning generally, as well as operate across learning levels and subject matter to shift students from meaning receivers to meaning makers. When legal clinics reemerged in US law schools in the 1960’s and 70’s, they were largely considered to be practice oriented, practical forms of learning separate and distinct from the theoretical doctrinal, subject matter courses taught by case method or lecture that still constitute the bulk of legal education. With the rising popularity and recognized effectiveness of CLE’s experiential learning, however, CLE should be now seen as the substantive equal and methodologically superior approach to learning. This session and accompanying paper will demonstrate that the core elements of Street Law methodology can be adapted across the university curriculum. These include: valuing and building upon learner prior knowledge, experience and abilities; student engagement; high cognitive and expressive student performance; supportive, developmentally-based, and reflective practice in which learners experience both success and challenges; collaborative and independent work; positive feedback; and a trajectory of knowledge and analytical skills that moves from novice to mastery. Moreover, the presenters believe that this hybrid form of learning can enhance student achievement.  Additionally, the experiential, learner-centered, and collaborative approach is conducive to independent thinking, meaning making, fairness and multicultural values, among other justice and democracy-related outcomes that are embedded in the conference themes.  This session can be offered as either an interactive paper presentation and discussion or an interactive seminar with paper as a backup.  Objectives include: Participants will 1) engage in, examine and discuss exemplary adaptations of Street Law in other university subjects, and 2) discuss and assess how this methodology and the learning theory underlying it can enhance mainstream courses in their universities.  Professor Roe recently taught a segment of a Masters in Learning and Teaching course on creative teaching at LYIT. Professor Cullen is head of department for Law and Humanities at LYIT, which implanted a Street Law program two years ago. Professor Heverin teaches a variety of courses at LYIT. All have been participants of ENCLE and IJCLE. |