**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 | Mr |
| Lead Presenter First Name | Christopher |
| Lead Presenter Last Name | Simmonds |
| Organisation of Lead Presenter | Northumbria University |
| Name/s and details of other presenters |  |
| Title of Proposal | Contracting Technology: Exploring the use of technology in clinical teaching using relational contracting theory |
| Summary of Proposal | In this session, we explore our use of technology in clinic using relational contracting as a foundation. The groups will examine:  1. When using technology what the terms of the offer to students is, and on what basis do they accept that offer? Do we make a firm offer, or is it more of an advertisement? Do we pay attention to the possibility of counter-offers?   2. What are the terms of the student’s use of technology?  3. What consideration does each of the parties give?  Participants will then feedback their conclusions in a plenary discussion. |
| Abstract Proposal | Technology enhanced learning has become something of a buzzword in Higher Education in the United Kingdom. This, in conjunction with exponential growth in the use of information technology in the legal profession and the courts and tribunals system, means that there is a growing pressure to ensure that our graduates are digitally literate by expanding our use of technology in our clinical teaching.  In this session, we will explore the ways in which we use technology within our clinical teaching through a pragmatist lens. As Dewey (1902) commented:  ‘learning is active. It involves reaching out of the mind. It involves organic assimilation starting from within. Literally, we must take our stand with the child and our departure from him. It is he and not the subject-matter which determines both quality and quantity of learning.’  To extrapolate this point, it is the student that determines the quality and quantity of learning and not the technology that the clinical teacher employs. In order to fully appreciate the effect of incorporating technology in our teaching we must first understand the way that the student understands and uses that technology.  This session will model a tool that can be used in order to explore that relationship further. Using relational contracting as a grounding (see further Macneil (1969)) we will explore the use of technology in the form of a contract between ourselves and our students in order to begin to understand the implicit and explicit assumptions underlying our adoption of the technology.  Those attending the session will be asked to watch a short video presentation before attending the workshop that will highlight the theory underpinning the session in order to form a basis for the activities that will take place within the session.  Participants will be asked to form groups. Within the groups, they will:  1. Discuss the use of technology within their own clinical teaching using the language of contracts. When using technology what are the terms of the offer being made to students, and on what basis do they accept that offer? Do we make a firm offer, or is it more of an advertisement? Do we pay attention to the possibility of counter-offers?   2. What are the terms and conditions of the student’s use of that technology?  3. What consideration is given by each of the parties? Is consideration necessary?  Participants will then feed back their conclusions in a plenary discussion. |