



UiO : **Faculty of Law**
University of Oslo



CENTRE FOR
EXCELLENCE
IN EDUCATION



CELL: Centre for Experiential Legal Learning

Annual report 2020

1. Results compared to the application and centre plan

1.1 How does the vision of the centre, the work packages/ focus areas and activities fit together?

The Centre on Experiential Legal Learning (CELL), Faculty of Law, University of Oslo, aims to extend practice-oriented legal education in a digital age throughout Norway.¹ Through the CELL model of experiential learning and deep student participation, we seek as an SFU to: (1) enhance the quality of *learning* processes; (2) provide relevant *skills* to future lawyers; (3) facilitate student *research* and *societal* contributions; and (4) improve the student learning *environment* by moving from a performance to learning culture. The latter includes reducing grade pressure/stress, a competitive student culture, exam re-takes and drop-out rates, and distance between different study programmes.² In so doing, CELL aims to create the Future Lawyer: Graduates ready to manage and work together on new technological, ethical and social challenges.

Table 1. SFU Work packages and projects

WP1. Skills ladder	WP2. Digital learning	WP3. Practice & Skills	WP4. Legal pedagogy	WP5. Management & Communication
1.1 Planning and evaluation	2.1 Online education	3.1 Student writing & research	4.1 Evaluation	5.1 Management
1.2 Implementation	2.2 Digital Courtroom	3.2 Clinical initiatives	4.2 Research	5.2 Communication
1.3 International programmes	2.3 LILO - Innovation Lab	3.3 Centre for mootng	4.3 Competence building	5.3 CELL Norway
	2.4 Entrepreneurship Clinic	3.4 Forum for dispute resolution	4.4 Interactive learning & teaching assistants	5.4 Criminology ped development
Goals 1, 2, 4	Goals 2, 3	Goals 2, 3	Goals 1, 4	Goals 1-4

As a Centre of Excellence in Education (SFU), CELL seeks to realise these goals through four core work packages: (1) implementing a skills ladder plan over the 5-year Master in Law (and international programmes) through integration of experiential learning, especially in assessment; (2) developing online education and legal design, including through a digital courtroom; (3) strengthening students' skills and practice opportunities through specific initiatives; and (4) developing legal pedagogy. While dissemination is built into the design of most of these activities, a fifth work package includes communication, establishment of CELL Norway with the law faculties in Bergen and Tromsø, and pedagogical development

¹ CELL was created in June 2018 and formally launched by staff and students in November 2018 with the mission of 'expanding, experimenting with, evaluating and disseminating new forms of experiential learning in law'.

² These learning environment-related goals were expressed as secondary goals; however, we now espouse learning environment as an overall fourth primary goal. This is because of feedback showing that the learning environment not only affects learning processes and skill development but impacts how lawyers later work in practice.

at the Faculty's criminology programmes. CELL has the ambition of being a European hub for experiential legal education and creating a 'living model' of an integrated experiential curriculum.

The relevant projects for each work package are set out in Table 1,³ and the relationship between the work packages and goals is detailed at the bottom. Each project is independent in its goals and organisation but there are nonetheless significant synergies between them. For example, the design of the skills ladder (WP 1.1) is being shaped by our survey evaluations and research (WPs. 4.1, 4.2) and various skill-related projects (2.3, 3.1-4). Implementation of the skills ladder (WP 1.2) is requiring increasingly the competence building of academic teachers (4.3) while WPs 1.3, 5.3 and 5.4 build on the models and lessons learned in implementing the skills ladder in WP 2.1.

The structure and activities of CELL are designed to support the implementation of these work packages. It is based on a staff-student partnership and a vision of students as co-producers of their education and future. The organisation is led by a leadership team, which in 2020 consisted of a director, student co-director, manager, and project coordinator. It was assisted by a coordination team of five *academic* and five *student* leaders that led skills-oriented pillars, together with staff and students in different positions. During 2020, a total of 29 individuals worked at CELL (through employment or buy-out), although most in a part-time capacity. Most activity occurred through the work of teams that worked on specific projects and goals, such as establishing an innovation lab, evaluating online home exams, and facilitating a new practice course in criminology. CELL's leadership reports to the Faculty leadership on management and the Faculty's Board on overall strategic direction; and was guided in 2020 by its International Advisory Board and Digital Lawyer panel, and meetings with the Student Law Society.



CELL's five pillars and many of the founding staff and students

³ The precise allocation of all projects to work packages is being currently finalised.

However, four important changes occurred (or are occurring) in CELL's working model. First, the tripartite model of faculty teachers, students, and administrative staff working together on an equal basis was expanded to a 'quadripartite' model. We seek now to include staff (and students) with a pedagogical education or background in *each* project activity. Moreover, we have sharpened our pedagogical expectations such that we seek to base *each* activity and outreach as much possible in broader pedagogical research or our own research/survey findings. Second, the organisation is gradually moving from an organisational form based on the seminal pillars to SFU *projects*. This process is underway but is already helping align effectively activity with structure. Third, it became apparent that CELL needed a closer working relationship with the Education Dean and Student Law Society. Throughout most of 2020, meetings occurred fortnightly and monthly, permitting CELL to obtain direct and regular input/feedback, optimise allocation of responsibilities across the faculty, and ensure that CELL's innovations are more swiftly embedded in the Faculty's structures and ongoing activities. Fourth, CELL participated in several successful funding applications, as partner and direct lead on smaller grants. This has enhanced or expanded the nature of some of the SFU projects.

1.2 Accomplishments and activities, expected results and impact, and goal contributions

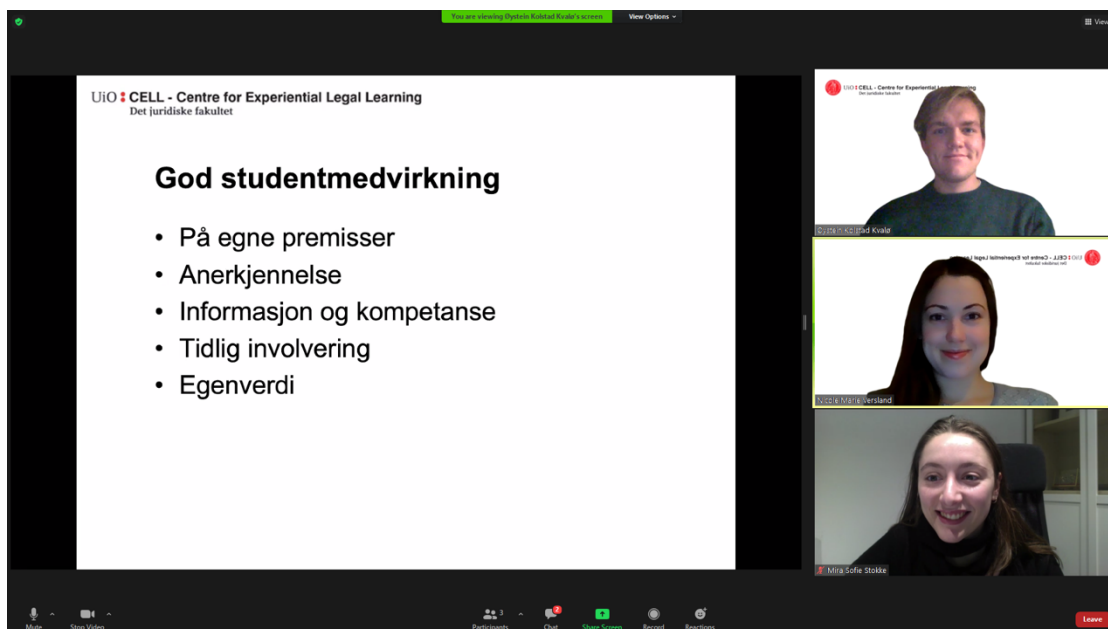
The level of activity at CELL has been high. This is despite the organization being in a start-up phase and considerable time being devoted to online education initiatives (WP2.1) due to the ongoing pandemic. The key challenge has been ensuring that the organization has the capacity to match goals and support activity.

The activities and impact for each work package is listed and discussed in separate sub-sections below; and the timetable and concrete progress for implementation is set out in Espresso. Some of the highlights of our first seven months as SFU include:

- *Online education:* Embedding our local and national work on COVID-19-and online education in its new SFU project. As an SFU, this included hosting 5 webinars, presenting at 11 conferences/workshop presentation, facilitating a faculty strategy on online education, and engaging in regular media communication to influence sectoral policy.
- *Skills ladder:* Developing concrete plans with course coordinators for four new experiential modules and courses that will be implemented in Autumn 2021.
- *Evaluation and research:* Carrying out two large-scale evaluation reports (with 1258 student responses), publishing our first academic article, and submitting a second academic article for publication.

- *Digitalisation:* Establishing an innovation lab, commencing work on the digital courtroom with the Norwegian Court Administration as a full partner, and co-developing a digital application on human rights law that will be integrated in teaching.
- *Scaling up practice:* Launching several practice initiatives, including facilitating a practice course for criminology students and obtaining funding from the Research Council for a new clinic on digital theft.
- *Competence building:* Providing online pedagogical resources for student writing assistants and coordinating the selection of over 129 writing and teaching assistants.
- *CELL Norway.* Establishing CELL Norway with the law faculties in Bergen and Tromsø and assisting Bergen with its successful application for student active funding from Diku; with the latter accelerating bilateral dissemination.

At the same time, we have sought to develop CELL as an organization, with a focus on internal policies, management, and recruiting, as well as development of an internal and faculty culture for pedagogical innovation and student participation. This is slow and challenging work, and there have also been growing pains as we have sought to find the right fora for collaboration and division of responsibility with faculty management, develop internal routines, roles and working cultures, manage budgets, and secure physical space. In the next wave of SFU applications, greater focus could be placed on expected organisational development and, more immediately, creation of fora for SFU leaders, managers and student leaders to learn from each other. Nonetheless, this organizational work creates the basis for sustainable implementation of CELL's SFU plans and its eventual legacy.



CELL student leader's present on student influence at the Education Conference, University of Oslo, 2020.

A key plank in CELL's approach is the inclusion of students in educational reform leadership. As an SFU, CELL's student leaders were active in co-leading pillars as well as forming their own team, supporting and driving different projects, improving contacts with student bodies, and participating critically and constructively in strategic and organisational development. In December 2020, they led a parallel session on student involvement at the annual University of Oslo education conference, which included a reflection on both the benefits and challenges of the CELL model. The positives included early inclusion in the organisation, paid positions, a positive culture towards student participation and leadership, and trust in the ability of students to represent the organisation and carry out important tasks. However, they also named certain challenges. This included the underlying power asymmetry between staff and students (in terms of both formal decision-making and informal authority), greater time commitments of staff, non-election by their student peers, and the more regular changes in student positions. They concluded with articulating five principles for good student involvement: dialogue, accessibility, curiosity, recognition and information flows. The result of the experience in 2020 is that CELL has been making a number of changes, including clearer delineation of roles and responsibilities, competence building and other support for student leaders, and increased discussion of working environment.

Moreover, the model of change envisaged by CELL's SFU proposal is complex. It envisages both direct change (planned impact) and indirect change (inspiration for impact). This multipronged approach is reflected in mechanisms for change, which include *incentives* (resources, reputation), *discourse* (reshaping the consensus on what is good legal education, and thus create 'demand' for experiential legal education), and *legitimation* (involving students, partners and a wide array of faculty members in reform and supporting rather than directing course coordinators). This provides energy, originality and acceptance and has a ripple effect as those involved become ambassadors and agents of change for subsequent reforms and dissemination. During the course of 2020, the organisation has also begun to reflect on the endgame for CELL, and the ultimate development of a community of practice in law faculties. If academic teachers become more agentic, dialogue-seeking, and oriented towards pedagogical research, then the role of pedagogical centres such as CELL can become less change-driven and more facilitation-focused.

Work package 1 – Skills Ladder

Projects	Activities & Accomplishments	Expected Impact	Relevant Goals
1.1 Planning and evaluation	Permanent planning & evaluation group Baselines for success from evaluations	Lay the basis for Project 1.2.	1-4
1.2 Implementation	Working group on simulated board meeting for company & insolvency law for Autumn 2021 Approval of plan for oral group presentation in Legal History for Autumn 2021 Working group for oral group presentation in Legal History for Autumn 2021 New course on Judgment Analysis and Writing: from Autumn 2021	Improve theory learning Improve range of skills Improve learning environment Decrease dropout rate, competition and grade pressure	1-4
1.3 International masters' programmes	Plan for experiential methods course in human rights masters from Autumn 2021 Discussions on need to ensure new students in international programmes can match skills of Norwegian bachelor students (see §1.1).	Improve theory learning Improve range of skills Improve learning environment	1-3

The cornerstone in CELL's SFU plan is the development of a 'skills ladder' through the 5-year Master of Laws programme. Figure 1 contains the original plan from 2019. This plan includes a compulsory experiential module in each semester to develop four relevant skills and improve learning outcomes and environment. This plan was partly revisited and revised. We divided 'Advocacy and Negotiation' into "Oral and Mooting" "Dispute Resolution", and discussions have commenced on adding "Group cooperation and collaboration" and "Critical Skills" as separate pillars. We have also split the work into two projects (1.1 and 1.2) and incorporated intra-Faculty dissemination and replication (project 1.3).

Project 1.1 was commenced through Diku's Student Active Learning grant (see separate report), CELL has prepared planning and process documents for the skills ladder, established a cross-faculty working group to develop a four-year detailed plan for design and implementation, and introduced a new experiential module on negotiations in 5th semester. As an SFU, though, this working group will become a permanent planning and evaluation group for the SFU (project 1.1). In addition, we have conceptualised and established baselines for the SFU Skills Ladder project, by including specific questions on skill attainment, learning outcomes, and learning environment in student surveys sent to 1st and 3rd students in Autumn 2020; with 2nd and 4th year to be covered in Spring 2021 (See WP4.1).

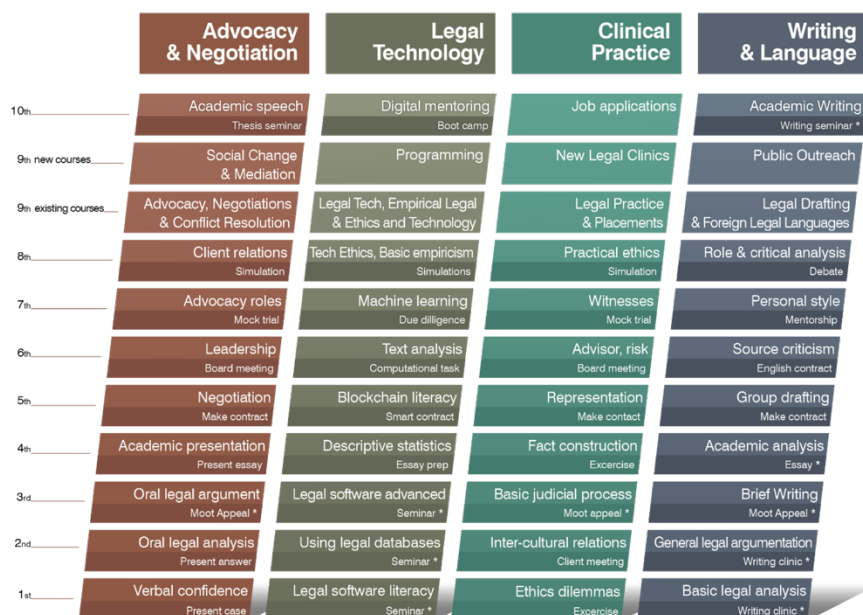


Figure 1. Skills Ladder – SFU Plan 2019

Project 1.2 in the work package concerns implementation which has now begun enabling the creation of a learning cycle with the standing working group and the faculty. As an SFU, in August 2020, we commenced work with course coordinators for Company & Insolvency Law and Legal History in in 3rd year on new experiential modules. These are respectively board meeting simulations and group presentations that will be introduced in Autumn 2021. In addition, we have developed project 1.3, which embeds the planned transfer/dissemination of lessons on the skills ladder to the four international master programmes. Course coordinators for these programmes have identified the need to ensure that their students, who start three years after the Norwegian Master of Law (combined bachelor/master) develop quickly the expected skills and learning approaches. This will ensure their readiness for joint experiential learning with the Norwegian Master of Law students in elective subjects. Work has already commenced, and CELL will hold a joint experiential methodology course in Autumn 2021, which brings together students from the international master programme in human rights together with Norwegian law students.



[Click here to watch the CELL Video on the Skills Ladder](#)

Work package 2 – Digital Learning

Projects	Activities & Accomplishments	Expected Impact	Relevant Goals
2.1 Online education	5 webinars on good online teaching and assessment 11 conference and workshop presentations Co-development of faculty's online education strategy Hosting of national Facebook group on Digital Education (4520 members) Awarding of student parliament prize to CELL director	Improve quality of digital education Increase opportunities for interactive learning Decrease pressure on academic teachers & students	1, 2, 4
2.2 Digital courtroom	Joint partnership with Norwegian court administration on co-development Pilot digital mock trial with ICJ Norway Development of Justbot human rights digital application with Tech-R and student testing Testing of potential ACAwriter Student paper on digital courtroom Meetings with Microsoft on potential partnership Start-up meetings on SAKULATOR project	Provide new digital tools for learning Create the future workplace for law students Provide opportunities for student innovation Increase focus on pedtech within legal education	2, 3
2.3 LILO – Innovation Lab	Establishment of lab and project teams and leadership Employment of a Professor II with background in legal design Establishment of routines for follow-up support for student projects Piloting follow-up support with two student projects	Support students with their legal tech innovations Provide a meeting space for students, staff and external partners	2, 3, 4
2.4 Digital clinics	Negotiations with Insj on support to scaling up of entrepreneurship clinic Successful application to Research Council on digital theft – CELL leads work package with clinic and student research and tech	Increase opportunities for clinical practice on tech Allow students to make societal contributions Provide criminology students with practice	2, 3, 4

The ongoing pandemic has meant that the online education project (2.1) in CELL's digital learning work package has received outside attention. CELL's high-profile role – both locally and nationally – on this topic has also meant high demand for competence building and pedagogical, political and media engagement, and led to the awarding of the UiO student parliament prize. At the same time, we have sought to increasingly focus on the long-term integration of high-quality online education, working closely with the faculty on development and implementing a new strategy and coordinated engagement in teacher meetings. The student team also continued to produce and communicate for law students, including tips to home exam. Support was also given to students in administration informatics to make videos for courses, which include four high quality videos in e-government by the pictured students below.

Studenter er verdifulle ressurser

Denne sommeren har fem studenter på forvaltningsinformatikk laget introduksjonsvideoer til emnet. Professor Dag Wiese Schartum tok initiativet. CELL – Centre for Experiential Legal Learning støttet prosjektet med finansiering og lisenser til redigeringsprogrammet Camtasia. Sluttproduktet til studentene er imponerende og beviser at studenter er verdifulle ressurser i utvikling av undervisning og læringsressurser ved fakultetet.

With support from CELL, these five students produced introductory and high-quality videos for students in e-government.



Denne gjengen har utviklet læringsressurser de skulle ønske de hadde tilgang til selv. Marianne Bang, Linn Høgåsen, Biljana Mijalkovic, Nora Skjelstad og Sunniva Ullern (foto: Melissa Sabamali)

Equally importantly, we have laid the foundation for the other three digital learning projects, and some accomplishments have already been made. The Digital Courtroom project has engaged in a number of pilots and co-developed with Tech-R one application (Justbot) for pedagogical adaptation. The agreement with the Norwegian Court Administration sets the basis for long-term cooperation together with the upcoming employment of a dedicated programmer. The Innovation Lab held a series of start-up meetings and created part-time positions, followed up with various student projects and held a public webinar. The Digital Clinics project has mostly been in establishment phase although our partner Insj has now trialled student legal information advisors in one year from the faculty. Moreover, we added a new clinic on digital theft after partnering in a research council application.

Work package 3 – Practice and Skills

Projects	Activities & Accomplishments	Expected Impact	Relevant Goals
3.1 Writing and research centre	Reform of recruitment process to ensure committed student writing assistants New strategy for student writing assistants Development of online learning resources for writing assistants (and all learning assistants) National writing seminars for students with Plain Language project	Improve quality of feedback & learning culture Gradual expansion and quality assurance Improve quality of feedback & learning culture	2, 3, 4
3.2 Practice initiatives	Expansion and national collaboration, evaluation, marketing of <i>LovLab</i> (Legislation Lab) Support to criminology institute to apply for work relevance funding Support to design of new practice course in criminology Discussions on gradual expansion of Human Rights in Practice Course	Increased opportunities for practice Improved quality through evaluation feedback mechanisms	2, 3, 4
3.3 Mooting Centre	Establishment of a working group to investigate establishment of a faculty-wide mooting initiative Employment of two researchers to undertake report – including global survey Participation of student leader in the Telders Moot	Increase opportunities for learning oral and advocacy skills	2, 4
3.4 Forum for Dispute Resolution	Establishment of Forum for Dispute Resolution within CELL Evaluation of Negotiations course in a digital environment Communication of new book on smart negotiation	Increase opportunities for learning dispute resolution skills Increase quality of existing courses	2, 4

The implementation of the four pillar-based initiatives in work package 3 was partly delayed due to the pandemic and lockdown. Significant activity occurred in the emerging writing and research centre as CELL took over recruitment of student writing assistants in order to increase focus on pedagogical competence and concern with student learning environment. This affected the selection of assistants for Autumn 2020, and was complemented by development of a strategy document and development of a [website](#) for assistants. Likewise, in the practice pillar, some activities were implemented in Autumn 2020 with the evaluation of LovLab (Legislation), especially the inclusion of teaching assistants. In the other initiatives, significant planning work was undertaken – with new practice initiative for Spring 2021, a working group on expanding mooting (mock trial) within and outside the study programme, and the establishment within CELL of a staff-student Forum for Dispute Resolution.



Clockwise: (1) LovLab students from 2020 chosen to represent the University's marketing drive (2) Digital negotiation – Review of a subject facilitated by the Forum for Dispute Resolution (3) ‘Write well’ series prepared by student leader Martin Johansen; and (4) Announcement of the 2020 Telder moot court results – one of the moots being evaluated by the Moot court initiative.

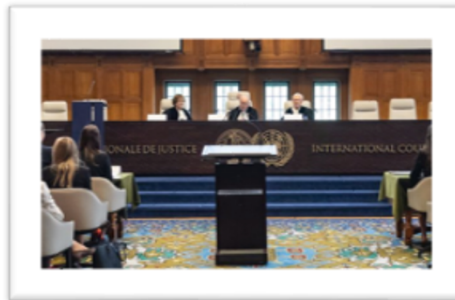
#skrivrett

Hva vil det si å skrive god juss, og hva kjennetegner et godt juridisk språk? I artikkelserien #skrivrett møter vi sentrale fagfolk innen juss og språkvitenskap, som tilhører svar på disse spørsmålene og mer. Artikkelserien er skrevet av Martin Emil Aasen Jonassen, studentleder av CELLS pilår for skriveferdigheter.



Nynorsk – Ein snarveg til god juss?

Forskjellen mellom bokmål og nynorsk ligg ikkje i orda, fortel høgsterettsdommar Borge Høgetveit Berg, men i stilen. Han meiner målforma har klare fordelar kva gjeld juridisk skrivning – så klare at nynorskstudentane jamt over skriv betre juss enn bokmålstudentane, hevdar han.

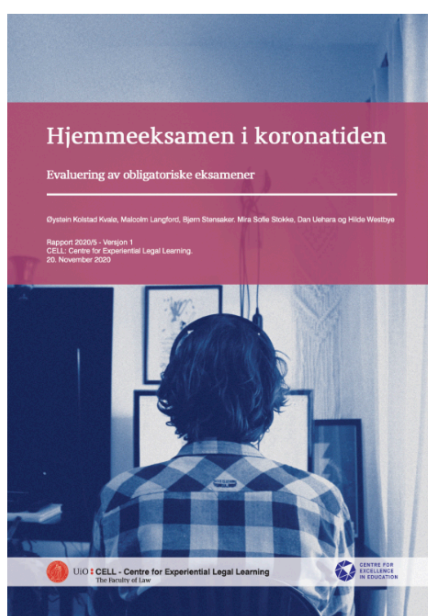
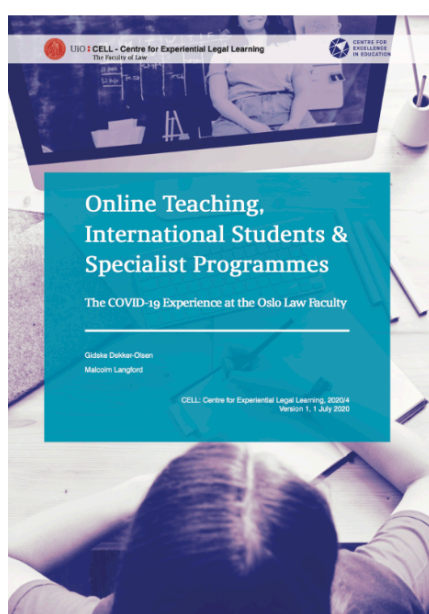


Work package 4 – Legal Pedagogy

Projects	Accomplishments	Expected Impact	Relevant Goals
4.1 Evaluation & Learning Analytics	Two published reports – international students and home exam Survey of home exams Autum 2020 (1300+ respondents) Semester evaluation 1 st & 3 rd year (320 students) Analysis of data on law students from University of Oslo survey Partnership and leadership in HuLAR learning analytics project at UiO	Influence teaching & admin Influence teaching & admin & WP1 Baselines for WP1, 3 and CELL as SFU Influence teaching & admin Develop basis for learning analytics	1, 2, 4
4.2 Research	Publication of academic article on Online Teaching in the pedagogical journal ‘ <i>Computers in Human Behaviour</i> ’ Preparation of article on Linguistic Machine Learning for Legal Aid in <i>Frontiers in Physics</i> Development of plan for research on oral skills – including empirical research on Tromsø programme Development of plans for research on experiential learning Advertisement of a Ph.D position on skills ladder and experiential learning Joint position with Education faculty and SHE SFU advertised Development of plan for article on the student digital divide	Develop research front on online education Develop basis for ML algorithms in legal pedtech Influence WP1 and 3.3 - inclusion of oral skills Influence all WPs through better research grounding Strengthen WPs 1 and 3 with research base + dissemination Develop research front & influence policy	1, 2, 4
4.3 Competence building	Development and approval of plan for inclusion of a 1-day pedagogical training in the national course for legal Ph.D fellows – Autumn 2021 Plan for competence building of student colloquium leaders Support to experimental elective subjects on good group work Agreement with faculty to develop a competence building strategy See project 2.1 for competence building on online education See project 3.1 for competence building of student writing assistants	Pilot competence building on experiential learning Support student leaning cultures Support student leaning cultures, group skills Integrate pedagogy in faculty and ability to reach SFU goals Increase quality of online education Increase quality of writing training	1, 2, 4
4.4 Interactive learning and teaching assistants	This project falls mostly under the Diku Active Learning project but a long-term support infrastructure is being developed as an SFU	Support experimentation med experiential and active learning	1, 2, 4

The COVID-19 pandemic accelerated activities in work package 4 on legal pedagogy, although slightly delayed recruitment. The need to evaluate new online forms of education led to three rapid-fire evaluations by CELL in March and April 2020, with the support of the Diku Active Learning grant. This resulted in the creation of a new ‘evaluation infrastructure’

at CELL, and also within the Faculty. This work continued in Autumn 2020. As an SFU, CELL produced two new and lengthy evaluation reports – on the quality of online education in the faculty’s international programmes and student satisfaction with online home exams. The findings on the particular challenges for international students and the conditions under which model of home exams were viewed as appropriate and fair were communicated broadly in university and legal media and within the Faculty. The former report led to the Faculty agreeing to appoint an international student educational representative and the latter to several teacher’s changing their home exam strategy. One particular discovery was that the survey distribution in the immediate aftermath of an assessment increased response rates considerably.



Two CELL SFU evaluation reports on online education

This evaluation work continued throughout the Autumn 2020 semester with CELL coordinating the faculty semester evaluations for 1st and 3rd year - updating the questions in coordination with LINK and course coordinators and including baseline questions for CELL’s future work on the skills ladder. In addition, new data on the home exam was collected – this report will be released in early 2021 with a focus on how home exams can be used in future legal education and skills ladder; together with a report on law student’s online education experiences based on University of Oslo data. This survey-based evaluation work is complemented by medium-term work on integrating learning analytics in both digital learning platforms (project 2.2) and evaluation and feedback systems. CELL is represented in the leadership group for the University’s Hub for Learning Analytics (HuLAR) and in 2021 it is planned that CELL will prepare a report addressing legal obstacles to its use in Norway, experiment with integration in specific digital learning platforms (WP2), examine potential for dashboards at the law faculty.



‘Teacher Agency and Online Education in Times of Crisis’, forthcoming in *Computers in Human Behaviour*, by C. Damsa, M. Langford, D. Uehara & R. Scheurer. **Abstract:** This study explores academic teachers’ engagement with the challenges and opportunities inherent in online emergency teaching.... We examine specifically how and to what extent teachers responded in an agentic and transformative manner, seeking to enable positive experiences and support student learning. A theoretical model is elucidated, in which teachers’ agency is understood as the willingness to engage in iterational, practical-evaluative, projective and transformative action despite the existence of practical, personal and institutional constraints.... Descriptive statistics, latent profile analysis, and qualitative analysis of open answers are used to examine the frequency, patterns and nature of certain actions against teacher’s background constraints. The findings on teacher’s agency are mixed.... Overall, the findings provide an analysis and illustration of consequences of insufficiently developed digital competence, but also the expression of teachers’ agency in the face of strenuous circumstances - both ostensible and occlusive. These findings provide a solid baseline for further observational studies of online teaching, conditions for enabling teachers to develop digital competence, and for acting upon the challenges brought about by crises.

Evaluation activities also precipitated an early start to research and academic publishing. Using data from CELL’s second evaluation in March 2020 (experiences of academic teacher’s in Norway), two CELL staff and an associate had the article ‘Teacher Agency and Online Education in Times of Crisis’ accepted for publication in the pedagogical journal *Computers in Human Behaviour*. The article has also impacted CELL’s understanding of its mission with a growing focus on providing space for teacher development rather than simply teacher support. Other planned articles from online education surveys include a paper on home exams and the digital divide between students. Time was also used to plan research for 2021 (including on oral skills, experiential learning, educational transformation), advertise a Ph.d position on the skills ladder, and jointly advertise with the Faculty of Education and SHE SFU a new Ph.D position on learning in complex and digital environments.

CELL’s competence building activity in Autumn 2020 also moved beyond online education with support for experimental elective subjects (*LovLab* and Robot Regulation) on good group work and collaboration. In addition, plans were developed for the first pedagogical element in a national Ph.D law course and support for colloquium student leaders in first year. CELL has also agreed to develop a full competence building strategy with the faculty when the pandemic subsides.

Work package 5 Management and Communication

Projects	Activities and Accomplishments	Expected Impact	Relevant Goals
5.1 Management	Development of semester plan & strategy Development of governance & other policy documents (e.g., fellows) Budgeting and additional fundraising Employment and buy-out of staff and follow-up on working environment Regular meetings with Deans, student society, various boards, partners	Sustainable and solid basis for CELL's activities	1, 2, 3, 4 (indirect)
5.2 Communication	<i>See section 2 below</i>	<i>See below</i>	1, 2, 3, 4
5.3 CELL Norway	Agreement signed between Oslo, Bergen & Tromsø Two initial webinars on COVID-19 online education and lessons learned		1, 2, 3, 4 (initial focus on 1, 2, 4)
5.4 Criminology Programme development	Follow-up on practice initiative (see project 3.2) Discussions on strategy		1, 2, 3, 4 (but for partner discipline)

Considerable energy was devoted in 2020 to what is now viewed as work package 5, which provides both the infrastructure for the organisation as well as broader and structured dissemination. Management of a medium-sized organisation (CELL as an SFU) has required focus on establishing routines and responsibilities, governing policies and detailed project plans and budgets, integration within faculty and university systems, advertisement of different positions and strong and increasing attention to working environment and internal culture.

This work package also includes three focused dissemination elements. First, there is a communication plan, which is reported on in more detail in section 2 below. Second, in December 2020, the law faculties of Oslo, Bergen and Tromsø signed an agreement for a national platform, CELL Norway, for collaboration on experiential legal learning and cooperation on educational reform. The mandate for CELL Norway will be developed during 2021 and the focus will be on: (1) coordinating joint education reforms and holding joint elective courses; (2) sharing lessons learned from educational experiments and evaluations; (3) developing Norwegian legal pedagogy as a field; (4) hosting digital seminars and an annual conference and awarding annual prizes; (5) ensuring better contact between staff and students from the different universities; and (6) providing a space for pedagogical dialogue with the other bachelor of law programmes. CELL Norway's leadership group includes the education dean and a student representative from each faculty together with the CELL director and centre manager. Third, the inclusion of leaders within CELL from the criminology and sociology of law programmes has created space for a medium-term dialogue on more ambitious reforms within these programmes. A good working relationship has already been established after support to the development of a practice course and support to different interactive learning initiatives.



The CELL Norway initiative was entered into between the three law faculties, here represented by their Deans Karl Harald Søvig (UiB), Ragnhild Hennum (UiO), Lena Bendiksen (UiT) and CELL Oslo, by Malcolm Langford

2. Dissemination of knowledge and practices

How has the centre worked with dissemination of knowledge and practices both within and outside of the institution? What is the expected impact of the dissemination activities?

CELL seeks to establish itself as a pedagogical hub for legal education in Norway and Europe, collaborate with leading pedagogical scholars and experiential legal educators around the world, and provide ultimately a 'living model' of experiential legal learning that can be a reference point for reforms elsewhere. Dissemination is integrated in almost every work package whereby the communication and transfer of pedagogical innovation is part of project plans and organisational structure. In addition, we have a communication project that seeks to assist these effects. The dissemination plan presented to the SFU interview committee and included in the centre plan is set out below and we report on results. The dissemination plan (see Table below) is based on (1) organisational structures and participation; (2) targeted dissemination activities; (3) and active communication. The dissemination plans will be supported by a *communications team* devoted to dissemination. The table has also been updated for new avenues for dissemination (those with a star *).



– Kunne fint gått gjennom hele jusstudiet uten å si et ord



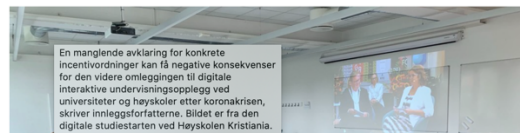
Gidske Dekker-Olsen forteller at hun raskt kom i kontakt med internasjonale studenter som slet da hun begynte å jobbe med «norten «Online Teaching, International Students & Specialist»-mes».



DEBATT

Må få på plass sterkere insentiver for god digital undervisning

For å tilrettelegge for en mer varig endring er det nødvendig at universitetene og høyskolene utarbeider mer konkrete og forpliktende insentivordninger for aktive digitale undervisningsopplegg.



DEBATT

Aune-utvalget vil gi bråstopp i utviklingen av gode vurderingsformer

Med Aune-utvalgets forslag styrer vi mot ordninger som krever økte ressurser, men som i praksis ikke øker studentenes rettsikkerhet eller innebærer en nedgang i antallet klager.



Some examples of media coverage of CELL's work

Dissemination plan and Implementation

Dissem Activity	Plan	Results in 2020
<i>I. Organisational design</i>		
1. Centre leadership	Leadership includes all key institutes and programmes	Plan fulfilled but needs renewal for 2021.
2. CELL Norway (<i>also project 5.3</i>)	National platform for coordination on experiential legal learning and pedagogical research	Established formally in December 2020 with first webinar in April 2020.
3. Nordic Network	Biannual meeting timed with Nordic Deans + virtual network	To be implemented Webinar held with Orebro university in Sweden on our digital innovation
4. European consortium on legal clinics	Through Jussbuss, CELL will disseminate work in this newly established network.	To be implemented
5. International Advisory Board	Use the board actively as ambassadors for dissemination	Established and first meeting held in Autumn 2020
6. Academy of Higher Education	To be founded with support from Academy of Science. Initial invited members: SFU leaders/'merited' teachers	To be investigated from 2023 Proposal made to Diku to establish this as an SFU legacy project
<i>II. Activities</i>		
7. Annual Prizes	Annual international and Norwegian prize for ELL.	To be established in 2021
8. Annual workshops, digital seminars	Assemble teachers, students, key actors, advisory board, leading educators	See activities in project 2.1 and 4.3.
9. Doctoral research on legal education	Monograph/ articles that examine the method and effect of activities	First position advertised Joint position with Ed faculty and SHE SFU advertised
10. Teacher exchange programme	1-2 week teaching visits by lecturers and student assistants to listen or help	To be implemented after COVID-19
11. CELL alumni initiative	CELL students and others in continuous legal education for lawyers	To be implemented
<i>III. Dissemination tools</i>		
12a. Website (and blogs*)	Publicity and documentation of activities and results	New SFU website launched Development of student pages Write well series
12b. Internal faculty and members*	Development of internal newsletters and enagement in spaces with academic teachers	Regular newsletter Active participation in general and teacher group meetings (micro dissemination)
13a. Mass media*	Use of national and university media to communicate	Over 20 interviews and op. Eds as SFU in 2020; Over 50 as CELL.
13b. Social media	Active use of Facebook/Instagram for CELL and Twitter for prizes.	Relative active use of Facebook page, with new presence on LinkedIn and Instagram Fortnightly/monthly newsletter - 11 in period June-Dec 2020 Manage national Facebook group on digital education – has become a digital community of practice
14. Legal education blog	Create an experiential legal learning blog with int'l partners	Under development

15. Academic publishing	The first book on experiential legal learning plus evaluation articles	To be implemented
16. Legal Design & Entrepreneur Clinic	Participation of diverse students in design and implementation	Now projects 2.3 and 2.4.

3. Further progress: What are the expectations for the coming year?

In light of the activities of 2020, is there a need for adjustments of the centre plan, the budget and/ or the dissemination strategy?

The above report indicates five key areas where we intend to make changes to plans, budgets, and dissemination:

- Consolidation of secondary goals as a fourth primary goal on learning environment
- Restructuring of organisation form along work packages and projects
- Partial reallocation and refinements of projects
- Increase in involvement of pedagogical staff, which is reflected in the main budget change for 2021 (two 50% positions on research and evaluation and a 100% pedagogical administrative position)
- Focus on creating a community of practice at the Faculty and CELL Norway faculties for pedagogical innovation and reflection with some external dissemination plans postponed until 2022 and onwards (e.g., 3, 4, 6, 10).

Otherwise, the ongoing pandemic and pace of recruitment processes affect our ability to implement key projects, especially WP, WP2.2/4, WP3 and WP4.2. Thus, some delays with these projects may be expected.