

Application

1. Centre information

1.1 About the centre

Application ID SFU/10037

Name of the centre Centre for Experiential Legal Learning

Acronym CELL

Fields of education and training

1: Law (213)

2: Other social sciences (216)

3: Information, computer and communication technology (405)

Abstract

The Centre on Experiential Learning (CELL), Faculty of Law, University of Oslo, aims to extend practice-based legal education in a digital age throughout Norway. The CELL model of experiential learning will provide relevant skills to future lawyers in a changing employment market with new technological challenges, enhance learning processes, and foster education-based research. Bringing together the Faculty's pioneering and student-centric initiatives in clinical practice, digital lawyering, conflict resolution and writing training, CELL aims to create the Future Lawyer: graduates ready for tomorrow's workforce, conscious of being agents in shaping their education, and able to manage new ethical and social challenges.

Specifically, the Centre will: (1) implement a skills ladder plan over the 5-year Masters in Law program; (2) develop a digital courtroom for student mock trials, negotiations and automated feedback; and (3) scale-up clinical education, including through a student-run teaching clinic and legal clinic for student entrepreneurs. CELL has the ambition of being a European hub for experiential education in law and creating a 'living model' of an integrated experiential law curriculum. CELL will disseminate knowledge and experience internally to four specialist master programmes, nationally to law faculties in Bergen and Tromsø, and externally to other law faculties. Established in 2018, CELL is led by a team of Faculty members and students, is strongly backed by a Faculty leadership with a track record of education reform, and is advised by the Faculty's external Employer and Digital Lawyer panels and an international advisory board.

Amount applied for from Diku

33500000

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1.2 Host institution

Host institution

University of Oslo (NO-UiO)

Department/unit

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Centre on Experiential Legal Learning (CELL)

Faculty of Law, University of Oslo

Background

Established in 1811, the Faculty of Law at the University of Oslo is the oldest and largest in Norway within its discipline. Today, with over 4000 registered and diverse students, it offers one of the country's most popular education programmes. The Faculty has been an educational pioneer, winning a series of awards for reforms. It established two of the world's first student law clinics (*Jussbuss/JURK* 1971/1974) and one of the first digital legal databases (*Lovdata* 1981). It has since integrated problem-based learning, expanded clinical practice, developed course-length simulations, and involved students in creating legal technology. In 2015, the Faculty became the first to digitalise fully exams at the University of Oslo and, in 2018, the first to integrate legal databases in exams in the Nordic region. The Faculty has been awarded teaching grants on plain language, digital lawyering and active learning and, in the *QS World University Rankings*, it is rated as the top Nordic law school and amongst the top 51-100 in the world.

For legal education in Norway and beyond, however, two core challenges remain. First, only a few law schools in the world have heeded the call to integrate experiential learning across the entire curriculum (Lamparello, 2016; McWilliam, 2018). As the Programme Evaluation (2018) of the Faculty makes clear, a greater focus on practical skills would make legal education more relevant to the workforce and lessen a culture of competition and grade obsessiveness. Second, technological transformation and social expectations mean that lawyers are required increasingly to master new digital working methods, navigate regulatory dilemmas in robotics, automation, and biotechnology, and satisfy social demands for enhanced access to justice, especially after the explosion and complexification of law in society. These developments have created a demand for the *Future Lawyer*, graduates equipped with a new skillset, mindset, and ethical compass (Susskind, 2017, Remus, 2016). That is why the Faculty of Law established CELL in 2018 with the goal of expanding, integrating and promoting experiential learning.

I. Documentation of excellence

1. Input factors.

Educational profile. Of the Faculty's students, 63% are enrolled in the 5-year Master of Laws programme. This degree is a prerequisite for legal practice and is only offered at the universities of Oslo, Bergen and Tromsø. The remaining 37% are enrolled in a bachelor of criminology and seven specialist 2-year masters' programmes: criminology, sociology of law, human rights, maritime law, international law, E-government, and information technology law. As graduates, alumni are employed in the public and private sectors as advocates, judges, directors, politicians and analysts, amongst other roles.

Student competence and engagement. Students admitted to the primary programme have an extremely high grade average from senior school (5.5/6). In the national Study Barometer, our students report some of the highest levels of study effort (in terms of hours, independence) and contentment with the study programme they have chosen. Students sit on all key Faculty decision-making committees and run ten student societies, with 18% reporting that they are actively involved in a student society - the second highest proportion at our University. Many students are also active in political debates and campaigns.

Staff competence. The Faculty of Law is a recognised international, national and interdisciplinary hub in legal studies. Its academic staff are highly cited and have secured numerous grants and awards for research, teaching, and public outreach, regularly lead commissions of inquiry, and take leading roles in UN negotiations/monitoring. The NOKUT accreditation (2008) adjudged staff highly qualified for teaching and a Centre of Excellence in Research (SFF) was awarded in 2012. The new generation of staff is highly diverse in terms of gender, nationality, and legal training, bringing new perspectives, while many practicing lawyers teach on the courses and law firms and students provide revision tutorials.

Commitment to teaching quality reform. Since 2010, the Faculty leadership has prioritised improving educational quality, partly in light of the NOKUT (2008) recommendations and internal pilots, especially at the human rights centre (SMR). Initiatives have included teacher-student ratio improvement, creation of permanent lectureships, a shake-up of course coordinators, restructuring of compulsory subjects and consolidation of electives, a gender review of all courses, digitalisation of exams, three new digital learning platforms, experiments in experiential learning, ‘teaching breakfasts’ for all staff, a strategic teaching partnership with the University Library, leadership of the university’s Digital Learning Environment project, and creation of the Employer panel. In 2020, a new 8-floor building with state-of-the-art facilities, *Domus Juridica*, will consolidate staff and students in a single teaching environment.

2. Process factors

Research-based Education. Our teaching is driven by research in several ways. First, evolving research frontiers have catalysed new and popular courses on internationalisation; artificial intelligence (AI) and data privacy; and environment and energy law. Some courses are designed around new research, e.g. *Empirical Legal Studies* and *Robot Regulation*. Second, the Faculty has initiated internal and external reviews of content, such as inclusion of technology and gender themes. Third, we have established new teaching partnerships: e.g., through our Plain Legal Language project, students can take classes in the Bachelor of Plain Language in humanities. Finally, some courses draw deeply on pedagogical research: e.g. in *Negotiation* and *Conflict Resolution*, case-based and role-play simulations pioneered at Harvard were adapted to a Norwegian context. The ProTed SFU also inspired use of new video methods.

Pedagogical methods. Until 2010, the standard model of teaching was a mixture of lectures, seminars, problem-based learning, and student colloquia groups – with a strong focus on knowledge acquisition and legal method. Deeply experiential methods and other approaches were found mostly in selected elective courses. The most notable are the *Jussbuss* and *JURK* legal clinics: Students work for 15 months providing legal assistance to disadvantaged clients, engage in policy debates and legislative drafting, and coordinate most, or all, of the work. Today, the number of courses with diverse teaching methods is significantly greater. Some elective subjects include course-length simulations (e.g., *Conflict Resolution*), external partner projects and boot camps (e.g., *Legal Technology*), visits to foreign legal institutions (*English/German for Lawyers*), and joint courses and groupwork by video (e.g., *Climate and Energy Law* with Colorado University). Some compulsory courses include writing/advocacy training (often by students), flipped classrooms, interactive technologies, and observation of Norwegian courts.

Assessment and follow-up. The traditional form of assessment has tended to be written exams, with some variation in elective courses. Since 2010, assessment forms have diversified. Elective subjects include mock court appeals (‘moots’), debates, film-making, legal technology design, policy brief writing, and interdisciplinary research projects. In compulsory courses, a moot and essay were introduced in 2nd year and home exam in 3rd year, making the Faculty one of the first in the world to require all students to participate in a moot. Written exams have been partly transformed, through digitalisation and integration of the legal information database *Lovdata Pro* in order to mimic working life. Formative assessment methods have risen, with greater use of mid-term assignments, written feedback, and writing workshops.

Student partnership, ownership and feedback. Students are deeply involved in the *design* of the study programme. Represented by the Law Student’s Society (JSU), they have an important place and voice in the Education Council (PMR), which oversees all teaching. Students also *teach*. They have responsibility for two legal clinics, coordinate participation in international moot competitions, conduct study tours, revision classes and simulations, and have written textbooks as co-authors. Senior students are colloquia leaders in 1st year and give feedback on writing in 1st and 2nd year. At JURITEKET, students provide drop-in centre support for basic digital skills. In addition to staff office hours, students attend ‘open question time’, moving from table to table asking staff questions. Compulsory courses are *evaluated* each semester (mid-way and end) through surveys, focus groups, and Canvas feedback. Elective courses are evaluated regularly. These methods are complemented by expert assessments, such as NOKUT (2008), the reform review (2009), Programme Evaluation (2018) and the annual examinations review. Together with grade trends, evaluations are used for reform (e.g., catalysing the new moot and essay in 2nd year).

3. Outcome factors:

Student performance. Each year, almost 400 candidates graduate with a Master of Law in addition to approximately 200 candidates in the faculty's other programmes. In the national Study Barometer (2018), students give overall satisfaction scores of 4.3/5 for the Master of Laws. Even higher scores are found in CELL-related courses, such as *Negotiation* and the obligatory moot in *International Law*. Staff and students have received various teaching prizes. The entire Faculty was the inaugural winner of the University's Education Prize in 1989, which was later won by *Jussbuss* in 2004 and *IKRS* in 2013. *JURK* received Plan Norway's prize on work for girls (201) and students have won international moot competitions such as Telders (2012) and Nordic human rights (2010, 2013 & 2016), Norway's first legal hackathon to develop innovative legal technology (2018) and best master thesis on sustainability (2018).

Relevance of education. In the Barometer (2018), students gave a score of 4.2/5 for the employment relevance of the Master of Laws. In the Alumni Survey (2017), 52% of graduates reported that they had secured a job *before* graduation. In some degrees at the Faculty, such as legal informatics, this rate is even higher. NUFU (2012) found that the employment relevance of education was perceived as best within 'professional service' although weaker for public administration. The Faculty's Employer Panel (2019) reported that candidates were exceptional in terms of knowledge, legal method and, mostly, language, but requested greater focus on advocacy, digital literacy, teamwork and different legal writing genres. The SHOT (2018) student survey also notes the high stress levels and need for greater feedback.

II. The Centre for Experiential Legal Learning (CELL)

CELL's *vision* is the education of future lawyers who are better equipped for the workforce and have a deeper, relevant and critical understanding of law and its place in society. Today, the Faculty provides a high-quality legal education degree that incorporates many ground-breaking experiential approaches. A key challenge remains, however, in more fully bridging gaps between the study and practice of law. Moreover, greater experiential learning would help tackle the internal challenges of grade pressure, student competition, exam re-takes, and lack of contact with the Faculty's social science students.

To achieve the vision, CELL will assist the Faculty be amongst the first law schools in the world to fully integrate practical skills across the curriculum through experiential learning. The Centre will also generate new pedagogical experiments, develop students as leaders and teachers, push the boundary of the possible with experiential learning in a digital age, and aim to emerge as a hub for pedagogical dynamism in legal education. Our core values are to take students seriously, listen to employers and learn from others, and ensure educational quality through peer/student deliberation and evaluation.

In the first five-year period as a Centre for Teaching Excellence (SFU), CELL plans to (1) integrate experiential learning across the entire curriculum with a *skills ladder*; (2) create a *digital courtroom* for advocacy, negotiation and auto-feedback; and (3) scale-up clinical legal and teaching clinics.

1. Establishment of Centre

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’. Led by Professor Malcolm Langford, CELL is an integrated team of twelve *staff* and twelve *student* representatives and assistants.¹ The Dean of Education is a member, and all staff and students in the team have led major pedagogical innovations. In its first year, CELL was awarded DIKU grants for digital lawyering (0.6 mil NOK) and active learning (5 mil NOK).

CELL is organised around four core skill-oriented pillars that reflect key aspects of legal experience (see figure) and two cross-cutting pillars focused on coordination and evaluation/dissemination. Team members co-lead pillars and work as a broad group and each SFU work package has two leaders. The Centre includes other staff/students as fellows, is administered by the Faculty’s Teaching Administration and University Library, reports to the Faculty leadership/board, and is guided by the university’s pedagogical centre LINK and the Faculty’s Employer and Digital Lawyer panels. CELL will have a strong physical presence within the new *Domus Juridica* building and an *International Advisory Board* with Prof. Katz (Illinois Tech), Prof. Bordone (Harvard), Prof. Satterthwaite (NYU Global Law Clinic), Vice Rector Vald (Tartu) and Prof. Heger (Humboldt).



2. The CELL approach

Why experiential legal learning? Experiential education is based on a cyclical pattern of experience, thought, reflection and active experimentation (Kolb, 1975; 1984; 2001; Dewey, 1938), which should partly occur within communities of practice (Lave, 1991). It is often justified by its relevance to working life due to its ability to develop practical, emotional and creative intelligence (Chisholm, 2009). Scholarship and our own experience shows that it also motivates students to master new knowledge,

¹ See CELL’s website for further details on organisational structure: <https://www.jus.uio.no/om/strategi/cell/>

catalyses new research by students and staff, enhances personal confidence and self-esteem, and dampens digital disruption in learning (Senge, 1990; McWilliam, 2018; Sonsteng, 2018).

The demand for experiential learning is significant. The Norwegian Parliament (2017: 1.5) has set out a clear expectation of active and varied learning, with an emphasis on digital methods. The European Bologna process (2003) called for experiential learning and the high-profile 2007 US Carnegie Report recommended integration of practical skills across the legal curriculum through experiential education (Sullivan, 2007). However, few, if none, have achieved this transformation in both Europe and the USA (Lamparello, 2016; Valk, 2009). This omission has occurred despite a growing trend in some states to demand certain skills (e.g. digital literacy) as a requirement for admission to legal practice. The aim of CELL is thus to create the Future Lawyer: students ready for tomorrow's workforce, conscious of being agents in shaping their own education, and able to manage new ethical, social and cultural challenges.

The CELL model. The consolidation of the Faculty's experiential learning initiatives in CELL led to an identification of 'our' model of experiential learning. To qualify an activity must be: (1) *intentional*, with a clear and articulated goal of incorporating work life skills, helping students better understand their subject, and/or developing students as researchers; (2) *practice-based*, with simulated or real life experiences with one or more of the core skills; (3) *graded and evaluated*, thereby increasing student motivation, reflection and providing quality assurance; and (4) *replicable or scalable* – meaning that new lecturers can easily take over tasks and the activity can be expanded and disseminated. Replicability can mean written instructions and notes, active mentoring, and digital infrastructure (see WP2 below).

3. Activities

As an SFU, the Centre will focus on three core activities in the first 5-year period. It will *mainstream* existing excellence in experiential education throughout the entire programme (Work Package 'WP' 1) and *deepen* the quality and relevance of experiential education, through a digital courtroom and clinical initiative (WPs 2-3). Some elements of these plans could be achieved without SFU status, as explained below. However, as an SFU, CELL would increase dramatically the quantity and quality of experiential education, create a vastly stronger simulatory and clinical infrastructure, deepen student involvement, inculcate a Faculty-wide culture shift, and formally introduce legal didactics.

WP1. The Skills Ladder

Gap: A clear gap exists between a law graduate's average set of skills and those expected by society. This is because law schools adopt the 'incremental' rather than 'transformational' model in introducing experiential education. As Cassidy (2012: 1517) states: The 'Wholesale redesign of the curriculum will

require additional study, commitment of financial and intellectual resources, and consensus building among faculty members with diverse perspectives and incentives’. Our faculty is no exception.

Plan: As an SFU, CELL will *accelerate* the integration of the four key practical skills in compulsory and some elective subjects in the Masters of Law. During the past 6 months, staff and students in CELL developed a detailed skill ladder for each pillar (CELL, 2019). In each ladder, the team identified: (1) the relevant skill and corresponding genre; (2) an experiential activity to develop and test the skill; and (3) a course in which the activity could be placed. These four skill ladders are summarized in the figure below, which shows the matching of each skill with a module in a compulsory course (Semesters 1-8, & 10) and experiential electives (9th semester). An asterisk indicates that the module/elective already exists.

The Skills Ladder – Summary Version

| | Advocacy & Negotiation | Legal Technology | Clinical Practice | Writing & Language |
|---------------------------------------|---|--|--|---|
| 10 th _____ | Academic speech Thesis seminar | Digital mentoring Boot camp | Job applications | Academic Writing Writing seminar * |
| 9 th new courses_____ | Social Change & Mediation | Programming | New Legal Clinics | Public Outreach |
| 9 th existing courses_____ | Advocacy, Negotiations & Conflict Resolution | Legal Tech, Empirical Legal & Ethics and Technology | Legal Practice & Placements | Legal Drafting & Foreign Legal Languages |
| 8 th _____ | Client relations Simulation | Tech Ethics, Basic empiricism Simulations | Practical ethics Simulation | Role & critical analysis Debate |
| 7 th _____ | Advocacy roles Mock trial | Machine learning Due diligence | Witnesses Mock trial | Personal style Mentorship |
| 6 th _____ | Leadership Board meeting | Text analysis Computational task | Advisor, risk Board meeting | Source criticism English contract |
| 5 th _____ | Negotiation Make contract | Blockchain literacy Smart contract | Representation Make contract | Group drafting Make contract |
| 4 th _____ | Academic presentation Present essay | Descriptive statistics Essay prep | Fact construction Exercise | Academic analysis Essay * |
| 3 rd _____ | Oral legal argument Moot Appeal * | Legal software advanced Seminar * | Basic judicial process Moot appeal * | Brief Writing Moot Appeal * |
| 2 nd _____ | Oral legal analysis Present answer | Using legal databases Seminar * | Inter-cultural relations Client meeting | General legal argumentation Writing clinic * |
| 1 st _____ | Verbal confidence Present case | Legal software literacy Seminar * | Ethics dilemmas Exercise | Basic legal analysis Writing clinic * |

Activities: In implementing the skills ladders, the CELL team will:

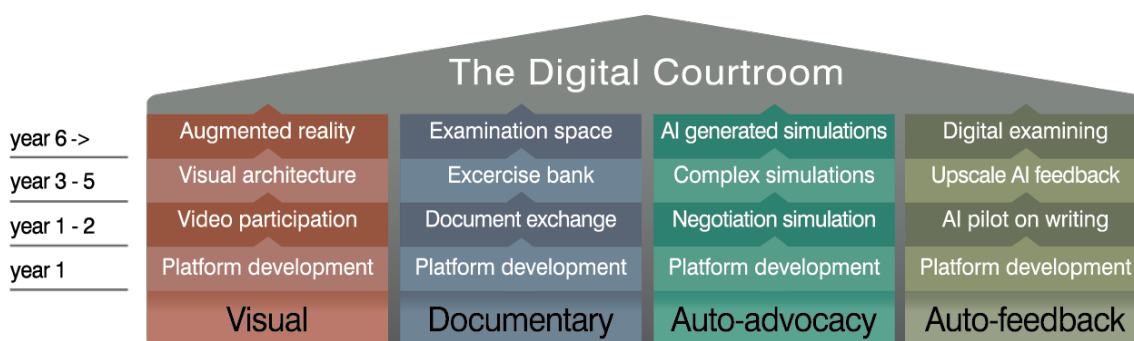
- Work with *course coordinators* to progressively integrate skill-based modules and electives;
- Use *student clinics* to design and implement many of the planned experiential activities (see WP3);
- Hold a *faculty workshop* each semester to promote and assess legal experiential methods;
- Create an intensive *cycle* of learning and evaluation to improve quality and prepare for a 2nd phase.

Moreover, all compulsory course coordinators will be re-appointed in 2020 and cooperation with CELL on the skills ladder will be an explicit part of their role.

Outcome: Students will emerge with a broader palette of relevant skills and an ability to understand how skills are integrated in concrete tasks. Success would be measured by higher scores on work relevance in future evaluations, positive feedback through the Employer and Digital Lawyer panels, and better scores on reported stress levels and student feedback in the National Study Barometer.

WP2. The Digital Courtroom

Gap: Digitalization and automation is reshaping legal proceedings, negotiations and education. Some countries have digitalised aspects of dispute resolution, technology companies offer online dispute resolution (ODR) platforms with increasing AI-capabilities, and legal educators are exploring the possibilities of online learning (Bowcott, 2019; Bugden, 2018; Mania, 2015). Many predict that ODR resolution will be the norm - ‘digital by default and design’ (Ryder, 2016: 24), which future lawyers must master, create and critique (Genn, 2017). ODR also provides an untapped pedagogical resource. Between 2006 and 2012, we developed a simple online mock trial, as did Sonsteng (2018), while Matthew (2017) recently developed a multimedia environment for negotiations in trusts law. The creation of more sophisticated ODR platforms could provide a better infrastructure for simulated experiential learning across all CELL core skills.



Plan: CELL will develop the world’s first comprehensive digital platform for legal learning – the Digital Courtroom (digital-courtroom.uio.no). The platform will be developed by a project team in partnership with *Insj UiO* student entrepreneurs, the Norwegian Court Administration, the University initiative on machine learning in education, and University of Copenhagen. The courtroom would enable law students *across Norway* to participate in mock disputes and negotiations against each other and AI lawyers. It will be highly scalable and replicable, allowing students to simultaneously participate and engage with AI for single student interaction and automated feedback. The key modules for the courtroom are shown in the

above figure, together with the prioritisation of phases. Smaller funding sources will be sought for some discrete modules, but an SFU would allow the project to proceed efficiently and systematically.

Activities: In implementing the digital courtroom the CELL team will:

- *Finalise* the design of digital platform and software integration (Year 1).
- *Develop* the initial visual, documentary, negotiation and AI components (Years 1-2).
- *Launch* the application with a moot competition between students in Oslo, Bergen and Tromsø.
- *Expand* the platform to include new modules and use it in compulsory courses (Year 3-5)
- *Host* the world's first international digital moot competition.

Most of the final modules (Year 6 ->) would only be possible in a second period as an SFU (2025-2029).

Outcome. Students would receive better training in advocacy, negotiation, writing, teamwork and ethical skills while also developing digital literacy in future forms of dispute resolution. Students that develop the courtroom will improve their design, entrepreneurial and programming skills.

WP3. Scaling-Up Student Clinics

Gap: Law students are active in society in multiple ways. Students organisations such as *ICJ* engage in public debates, student legal clinics provide a public service and critical political voice, and student theses account for half of the Faculty's effective research output (Brekke, 2015). This engagement provides opportunities for experiential learning and enhances student's critical skills as they struggle with the legal 'system' in practice. But most students do not participate or contribute to their full potential and there is untapped demand for student legal services, especially as Norway ranks poorly on legal aid despite topping the global WJP rule of law index (2019). The transition to law studies is also a challenge for many students, particularly the mastery of new genres and platforms. Almost all students will write in legal/academic English for the first time, some students in the Masters of Law are not native Norwegian speakers, and minority students lack equal access to mentoring for academic and other careers (Langford, 2019). Many students thus require tailored, structured and formative help that goes beyond existing courses and staff office hours and the existing student-run JURITEKET digital drop-in centre.

Plan. This work package will focus on expanding and improving the quality of legal and teaching clinical opportunities to develop the 'law student in society'. A strong focus will be on enhancing skills in client relations and role understanding, case management and diverse writing genres, professional identification of ethical challenges, and the equipping of students to develop innovation and research for the legal field. This work package will also provide the hub for senior students coordination/teaching of WP1 modules.

Activities: This work package will consist of four key activities. CELL will:

- *Develop* an accreditation system for the existing internship elective in the Master of Laws, and practice course in the Masters of Human Rights, to enhance the quality of student placements;
- *Expand* clinical opportunities by establishing an *Entrepreneur Legal Clinic* to help student entrepreneurs. Student entrepreneurs only receive technical/financial advice from *Insj UiO* (an advisory centre), and require support on company, credit and intellectual property law. In addition, the student legal clinic *Street Lawyer* (Gatejuristen) will be better integrated in the Faculty;
- *Scale-up* the existing JURITEKET drop-in centre to a full *Teaching Clinic*. This student-run clinic will be a one-stop shop for support on writing, language, technology and advocacy. It will be staffed by students from the *Jussbuss/JURK* clinics, JURITEK, Library, student writing programme and ELSA mootings together with native English speakers from the specialist masters programmes.
- *Provide* support to enhance the quality of *student research* with a focus on research design/methods and reflection and feedback (see Kolb, 1981). This will include mentoring and partnering, student research seminars, improving quality of courses with group research, participation of criminology students in clinical practice, and ensuring equitable inclusion of minority students in research tracks.

Outcome: Success with activities will be measured by a more visible and influential law student body. Concrete indicators will be number of clients helped, academic publication of student theses, thesis grades, number of student legal technology start-up initiatives, and media citations. For the third activity, the goal is for students to become skilled writers, speakers and digital users and critical observers of (their own) texts, performances and digital engagement. This will be measured by grade improvement for students that received low grades in the first two years and performance in mootings, negotiation and legal hackathon competitions.

4. Student Involvement

Students are integral to the organisation, planning, implementation and evaluation of CELL's mission.

1. Staff-student partnership. The organisation of the centre is grounded on a staff-student partnership and a vision of students as co-producers of their education and future. Each pillar of CELL is comprised of two student leaders in addition to two staff. Eight of these leaders represent key student organisations and clinics while four are assistants. This largely representative approach to student participation permits continuity and builds on existing student competences. **2. Student proposal writing.** A significant part of this centre plan was developed by and with student leaders and many proposed activities stemmed from student suggestions. Student leaders participated in both pillar and team meetings, and this dialogue and joint writing strongly shaped the framing and content of the WPs. Students were also involved in initial

design and founding of CELL **3. *Student implementation and evaluation***. Students are central to the coordination and teaching in all three work packages. Student team leaders will help coordinate the design and teaching of the WP1 modules, which will include employing students working in the clinics as teaching assistants. In WPs 2 and 3, a student consortium will co-lead the digital courtroom project, a group of students will fully lead and run the Teaching Clinic, and a new student-driven elective course on *Social Change* will be implemented by students. For student participation in evaluation, see below.

5. Implementation Plan

Implementation is based on a model of change of *integration* of the key actors in CELL and *inspiration* by doing. This milestone table describes the key activities that will be initiated or finalised each semester.

| Semester | Coordination | WP1 | WP2 | WP3 | Evaluation | Dissemination |
|-------------|-----------------|----------------|------------------|--------------------|------------------|-------------------|
| 2020 Spring | Start workshop | 1 module | Platform | Teaching clinic | Baselines | Social media |
| 2020 Fall | Ladder focus | 3 modules | Video/Doc Exch | 2*legal clinics | Methods design | Annual Conference |
| 2021 Spring | Ped workshop | 1 new elective | AI pilot | Research I | Reflective essay | Internal expand |
| 2021 Fall | Digital focus | 4 new modules | Launch Moot | Accreditation | Norway Survey | Norway Conference |
| 2022 Spring | Ped workshop | 1 new elective | Exercise Bank | Research II | | Academy |
| 2022 Fall | Clinical focus | 4 new modules | Upscale AI | TC integrate | Use WP2 | Nordic Conference |
| 2023 Spring | Ped workshop | 1 new elective | Visual Architect | Research III | Publications | Publication |
| 2024 Fall | Eval/Diss focus | 4 new modules | Int'l Moot | Student conference | Ph.D Defence | Global Conference |
| 2024 Spring | Ped workshop | 1 new elective | Integration | Quality assurance | Workshop | Popular media |
| 2024 Fall | New plan | 5 new modules | Phase 3 plan | Clinical Review | Publications | Global Conference |

6. Evaluation and Impact Framework

In addition to the specific evaluation methods of impact discussed under each WP, CELL will also measure its general impact. **First**, in relation to *student learning*, the Centre will compare performance against existing established baselines: grades, student surveys, employer feedback, and performance in international mooting competitions. This will be complemented by new methods of ‘AI-based student feedback’ in the Digital Courtroom and the development of ‘reflective essays’ where students analyse how they answered a question. **Second**, the Faculty will finance two PhDs on legal education. The first will work on AI dimensions of the Digital Courtroom (WP2) and the second will analyse the the Faculty’s legal pedagogy in comparative perspective with empirical analysis. A part-time professor in pedagogy will also be employed to help develop legal didactics and improvement of evaluation systems. **Third**, CELL will seek to increase the number of students participating in evaluation by integrating feedback mechanisms more deeply into courses: e.g., as part of manual or automated exercises. **Finally**, CELL will measure the achievement of its wider goals, such as reducing the drop-out rate and re-taking of exams and inculcating a change in student culture, especially reduced stress pressure and unnecessary competition. CELL will also measure its *broader impact* amongst legal academic staff in Norway with a biannual pedagogical survey.

7. Dissemination Strategy

CELL will seek to establish itself as a pedagogical hub for legal education in Norway and Europe and collaborate with leading pedagogical scholars and experiential legal educators around the world. The Centre has four primary dissemination plans. **First**, many aspects of dissemination are incorporated within the work packages. CELL integrates staff and students from four of the specialist master degrees and provides a bridge to enhancing experiential learning in those programmes. Moreover, the Digital Courtroom is designed for national and international dissemination of experiential learning. **Second**, CELL will hold an annual workshop and semester boot camps for continuing pedagogical education for its staff. It will also encourage a focus on pedagogical excellence, partly through the new annual prize on Teaching Innovation to be awarded by a panel of staff and students - the current education prize focuses mostly on student satisfaction. **Third**, CELL will closely collaborate with University of Bergen and University of Tromsø on experiential learning. This has already commenced with the Faculty's Plain Language project sponsoring a postdoctoral fellow in Bergen. An academic member from both Bergen and Tromsø will be included on the CELL team, both universities are part of the Digital Courtroom project, and the Faculty will seek to codeshare certain courses. In a second phase of the project (2025-2029), CELL would seek to cooperate with and disseminate lessons to the bachelor of law programme at regional universities. **Fourthly**, CELL will hold an annual international conference on legal education, in which both students and staff would take leading roles. Pedagogical findings, lessons learned and staff and student stories, will also be published and communicated with students having key responsibility for the content of CELL's website and social media platforms. **Ultimately**, CELL aims to provide a 'living model' of experiential legal learning that can be a reference point for reforms elsewhere.

8. Sustainability

CELL will aim to ensure its sustainability. Internally, the Centre has strong institutional backing, WP1 modules will be integrated progressively into the standard programme, and, as the budget shows, the Faculty will finance the Teaching Clinic from 2022. Externally, CELL has been successful already in securing small grants and will look to the private and public sector to sustain various initiatives once established as an SFU. For example, the Digital Courtroom and Entrepreneurship Law Clinic are ideal candidates for external support. The potential for longevity of Faculty initiatives is significant. *Jussbuss*, *JURK* and *Lovdata* were established in 1971, 1974 and 1981 and continue successfully today with a mixture of internal and external funding. CELL will also seek to create a national cross-disciplinary legacy by taking the initiative to establish a community of pedagogical practice, e.g., a Norwegian Academy of Higher Education to complement the existing research-focused Academy of Science.

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