

# SFU Senterplan: 1 June 2020 – 31 May 2024

## 1. CELL as an Organisation

### 1.1 Leadership and management

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’. The organisation is led by a leadership team (consisting of an Academic Director, Student Co-Director, Centre Manager and Project Coordinator) and coordination team (six *academic* and six *student* leaders). Several staff/students participate in an extended coordination team and/or specific projects, many staff/students participate as members/fellows, and at least two Ph.D positions and adjunct professorships will be offered (see Annex 1 for a chart). CELL is organised around five core skill-oriented pillars that reflect key aspects of legal experience: dispute resolution, oral, written, digital and practical skills (see Annex 2). Its activities are centred on four key work packages and support through competence building, conferences and prizes. Each pillar is led by an academic and student leader.

### 1.2 Student Involvement

CELL’s organisation is grounded on a staff-student partnership and a vision of students as co-producers of their education and future. Student leaders participate in all aspects of planning, management and dissemination. Moreover, students will be employed as assistants in concrete projects and targeted courses, a student consortium will co-lead the digital courtroom project, a group of students will co-run the Teaching Clinic, and a new elective course *Social Change* will be student-led.

### 1.3 Governance

CELL’s leadership reports to the Faculty leadership on management and the Faculty’s Board on overall strategic direction. CELL will be guided by its International Advisory Board; the Faculty’s Employer and Digital Lawyer panels; the Student Advisory Board; and regular meeting of the institute leaders. CELL’s International Advisory Board consists of Prof. Katz (Illinois Tech), Prof. Bordone (Harvard), Prof. Satterthwaite (NYU Global Law Clinic), Vice Rector Vald (Tartu) and Prof. Heger (Humboldt). Diku will have an observer seat in the Faculty Board.

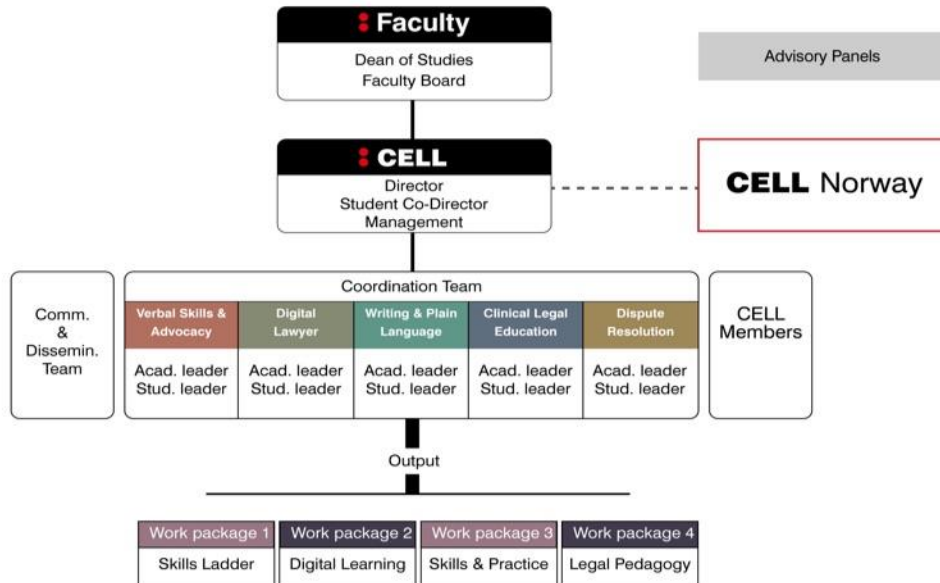
### 1.4 CELL Norway

In January 2021, the law faculties of Oslo, Bergen and Tromsø will launch 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 2020 and the focus will be on:

- Coordinating joint education reforms and holding joint elective courses
- Sharing lessons learned from educational experiments and evaluations
- Developing Norwegian legal pedagogy as a field
- Hosting digital seminars and an annual conference and awarding annual prizes.
- Ensuring better contact between staff and students from the different universities
- Providing a space for reform dialogue with the other bachelor of law programmes.

The platform will include academic, student and administrative representatives from each faculty.

## *Organisational Chart*



## 2. Experiential Legal Education

Experiential education is based on a cyclical pattern of experience, thought, reflection and active experimentation, which should partly occur within communities of practice (see SFU application). It can help develop practical, emotional and creative intelligence, motivate students to master new knowledge, catalyse new research by students/staff, enhance personal confidence, and dampen digital disruption in learning. The demand for experiential learning from employers, government, and students is significant.

The CELL model of experiential learning focuses on activities that are: (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.

## 3. Activities

As an SFU, the Centre will focus on four core activities in the first 5-year period, organised through four principal work packages (‘WP’):

**WP1. Skills Ladder:** Mainstream experiential learning throughout the entire educational programme “Masters of Law”.

**WP2. Digital Learning:** Expand interactive digital learning through faculty/national initiatives and legal design projects, including a digital courtroom (Digital learning)

**WP3. Skills and Practice:** Deepen the quality of experiential education, through a range of skill and clinic-based initiatives across the faculty.

**WP4. Legal pedagogy:** Improve legal pedagogy through research and publishing and increase the pedagogical competence of academic teachers learning assistants and student administration.

## **WP1. The Skills Ladder**

*Background:* 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 or fail to see how it advances theoretical understanding.

*Plan:* CELL will *accelerate* the integration of the five key practical skills in the Masters of Law based on the detailed skill ladder for each pillar (see [Annex 1](#)). The ladder identifies: (1) the relevant skill and corresponding genre; (2) an experiential activity to develop and test the skill and improve learning; and (3) a course in which the activity could be placed. Specifically, the centre will:

- Revise, update and further concretise the skills ladder
- Work with *course coordinators* to progressively integrate skill-based modules and electives;
- Use *student clinics* to design and implement many planned experiential activities (see WP3);
- Hold a *faculty workshop* each semester to promote and assess legal experiential methods;
- Create a *cycle* of learning and evaluation to improve the quality of experiential education.

## **WP2. Digital Learning and Legal Design**

*Background:* Digitalization and automation are reshaping both university education and legal practice. After the corona lockdowns, the demand for support for online and blended learning has accelerated rapidly and the pace of digitalisation of dispute resolution has also quickened. During the corona lockdown, CELL has actively supported lecturers, students and administration at the Faculty of Law and lecturers across all universities in Norway with the digital transition, developing a clear profile and reputation in the process. Moreover, CELL has developed a prototype for the world's first pedagogical-focused digital courtroom to support experiential learning modules and prepare law students for digital working life (in partnership with *Insj UiO* student entrepreneurs, the Norwegian Court Administration, LINK-Centre for Learning, Innovation & Academic Development, the HULAR Learning Analytics project (of which CELL is a lead member), and University of Copenhagen). This is part of a broader effort by CELL to advance legal design: the application of human-centred design to the world of law, with student involvement, to make legal systems, education, and services user-friendly and functional.

*Plan:* This work package will advance CELL's work on the development and promotion of good online and blended learning and expand legal design, both as a methodology for developing digital teaching and as a pedagogical activity intended to foster legal innovation and reform. To this end, CELL will:

- Support, pilot, evaluate and communicate about the development and design of good digital teaching:
  - At the Faculty of Law (including in cooperation with the Digital Coordinator).
  - At the University of Oslo (in collaboration with LINK and University leadership).
  - Nationally across law faculties (through CELL Norway)
  - Nationally across disciplines (including through the Facebook Group *Digital Teaching in Higher Education* that CELL co-leads).
- Advance legal design as a pedagogical and student-driven field of activity by:

- Developing the *visual* and *documentary* elements of the digital courtroom (see [Annex 2](#)), using existing technology as much as possible and integrating the technology in courses and competitions.
- Advancing *digitally-assisted learning* through automatic advocacy exercises, pilots with legal visualisation, and automated feedback.
- Establishing a *Legal Innovation and Legal Design Lab* for student projects that seek to innovate in legal technology, education, and reform.

### **WP3. Scaling-Up Student Clinics and Skill Initiatives**

*Background:* Law students are active in society in multiple ways, from public debates and student legal clinics to wide-ranging legal research. 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/research. The transition to law studies is also a challenge for many students, particularly the mastery of new genres and platforms. Many students require tailored, structured and formative help.

*Plan.* This work package will focus on expanding and improving the quality of student skills – across the five pillars - to develop the ‘law student in society’. This work package will also provide the hub for senior students coordination/teaching of WP1 modules.

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

- Scale-up the existing JURITEKET/Student IT drop-in centre to a full *Teaching Clinic*. This student-run clinic will be a one-stop shop for support on writing, language, digital skills and advocacy. It will be staffed by students from amongst *JussBuss/JURK* clinics, JURITEK/Student IT, Library, student writing programme together with native English speakers from the specialist masters programmes.
- Expand and improve *clinical legal practice* through:
  - Accrediting employers for internship electives in different programmes to improve quality.
  - Expanding clinical opportunities by establishing an *Entrepreneur Legal Clinic* to help student entrepreneurs, in partnership with *Insj UiO* (an advisory centre);
  - Integrating the student legal clinic *Street Lawyer* (Gatejuristen) into the Faculty and expanding opportunities for *human rights* practice;
  - Establishing a practice infrastructure for *criminology* students and practice places.
- Scaling-up *legal writing* and *plain language* through developing a platform for digital writing and co-writing; holding writing workshops; and making a comprehensive catalogue of different legal genres and disseminating examples of well-written text within each genre.
- Developing a *Dispute Resolution Forum* for collaboration and the exchange of ideas between practitioners, academics and students working on dispute resolution. Dispute resolution is an integral part of lawyers professional practice with a growing focus on alternative forms.
- Developing a *Mooting Centre* in which former student participants and academic staff develop the skills of law students in national and international moot competitions, in collaboration with private practitioners and judges. The centre will also develop course and other material to help all students convey legal knowledge in an oral form and advocate for themselves and others.

- Enhance the quality of *student research* with a focus on research design/methods and reflection and feedback and activities such as mentoring and partnering, student research seminars and group research in courses, and equitable inclusion of minority students in research tracks.

#### **WP 4. Legal Pedagogy and Quality Evaluation**

*Background:* Legal pedagogy is a relatively underdeveloped field, largely neglected by both legal and educational scholars. Moreover, evaluation surveys of student satisfaction and perspectives are under-prioritised/analysed and the results poorly communicated and integrated. This pillar will consist of evaluation/research and competence building.

*Activities:* To this end, CELL will

- CELL will create a hub for legal pedagogy through:
  - Developing new evaluation *instruments*, with a focus on mixed methods (as done in the Digital Lawyer project and corona-transition evaluations), learning analytics and reflective essays.
  - *Reflexive* evaluation of new experiential modules, digital learning and legal design initiatives, and clinical and skills projects to both improve and demonstrate where and how they are effective.
  - Publication and dissemination of research on legal pedagogy, including in international and Norwegian journals and in popular channels such as blogs and opinion editorials.
- CELL will develop a competence building hub to support the pedagogical development of academic teachers, teaching assistants and administrators through:
  - Developing *competence modules* for staff, students and administration – both general and specialised – that is based on both research and CELL’s learning.
  - Initiating a programme to improve the quality of *small group learning*, both teacher or student-led.
  - Expanding the *use of learning assistants* in teaching, especially in legal writing, oral and advocacy skills, dispute resolution, digital competence and clinical practice.
  - Influencing the pedagogical criteria for recruitment of learning assistants (and where possible and appropriate academic and administrative staff).

These two hubs will be implemented in partnership with LINK, HULAR, and Centre for Educational Measurement (CEMO) at the University of Oslo. The hubs will include the adjunct professors and CELL Ph.D fellows. CELL will also 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.

### **5. Dissemination Strategy**

CELL will seek 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. 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.

<b><i>I. Organisational design</i></b>	
1. Centre leadership	Leadership includes all key institutes and programmes
2. CELL Norway	National platform for coordination on experiential legal learning and pedagogical research
3. Nordic Network	Biannual meeting timed with Nordic Deans + virtual network
4. European consortium on legal clinics	Through Jussbuss, CELL will disseminate work in this newly established network.
5. International Advisory Board	Use the board actively as ambassadors for dissemination
6. Academy of Higher Education	To be founded with support from Academy of Science. Initial invited members: SFU leaders/‘merited’ teachers
<b><i>II. Activities</i></b>	
7. Annual Prizes	Annual international and Norwegian prize for ELL.
8. Annual workshops, digital seminars	Assemble teachers, students, key actors, advisory board, leading educators
9. Doctoral research on legal education	Monograph/ articles that examine the method and effect of activities
10. Teacher exchange programme	1-2 week teaching visits by lecturers and student assistants to listen or help
11. CELL alumni initiative	CELL students and others in continuous legal education for lawyers
<b><i>III. Dissemination tools</i></b>	
12. Website	Publicity and documentation of activities and results
13. Social media	Active use of Facebook/Instagram for CELL and Twitter for prizes.
14. Legal education blog	Create an experiential legal learning blog with int’l partners
15. Academic publishing	The first book on experiential legal learning plus evaluation articles
16. Legal Design & Entrepreneur Clinic	Participation of diverse students in design and implementation

## 6. Implementation, Impact and Sustainability

The timetable for implementation is set out in Espresso, and describes the key activities that will be initiated or finalised each semester within each work package. However, 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). Moreover, the mechanisms for change 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.

CELL will also measure its general impact in achieving its primary and secondary goals as set out in [Annex 3](#). For each primary/secondary goal, the relevant causal mechanisms are identified along with indicators, method, analysis form, and reporting genre. It will be implemented in partnership with LINK, HULAR, CEMO, and new ‘critical friends’.

CELL will aim to ensure its sustainability *internally* (by integrating new modules progressively into the standard programme and existing budgets) and *externally* (by looking to the private and public sector to sustain various initiatives where necessary). CELL will also seek to create a national cross-disciplinary legacy by taking the initiative to establish a new community of pedagogical practice (a Norwegian Academy of Higher Education) and sustaining the community of practice it started on online learning.