

UNIVERSITETET I OSLO

CELL: Centre on experiential legal learning

Annual report 2023



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 a SFU to: (1) enhance the quality of *learning* processes; (2) provide relevant *skills* to future lawyers; (3) facilitate student research and societal contributions; (4) improve the student learning environment by moving from a performance to learning culture. development of a culture for pedagogical reflection and development and amongst staff, a community of practice.² In doing so, 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. Digitalisation & Innovation	WP.3 Practice & Skills	WP4. Legal pedagogy	WP5. Communication & Broader Impact
1.1 Planning and evaluation	2.1 Online education	3.1 Writing Lab	4.1 Evaluation & Learning Analytics	5.1 CELL Norway
1.2 Implementation	2.2 Digital Courtroom <u>and learning analytics</u>	3.2 Clinical initiatives	4.2 Pedagogical research	5.2 Criminology and Sociology of Law pedagogical development
1.3 Student as researcher	2.3 LILO - Innovation Lab	3.3 Mooting initiative	4.3 Competence building	5.3 International programmes
1.4 Student as communicator	2.4 Legislation Lab	3.4 Forum for dispute resolution	4.4 Learning assistants	5.4 Communication
			4.5 Learning environment	
Goals 1, 2, 4	Goals 2, 3	Goals 2, 3	Goals 1, 4	Goals 1-4

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 The fourth goal includes reducing grade pressure/stress, a competitive student culture, exam retakes and dropout rates, and distance between different study programmes. In 2020, this goal was elevated from a secondary goal to a fourth primary goal in 2020, as it was recognised that learning environment was not only important for learning but was important in itself. The fifth goal was included in 2021 and is recognized as the most important legacy effect.

As a Centre for 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's in Law through integration of experiential learning, especially in assessment; (2) developing online education and legal innovation; (3) strengthening students' skills and practice opportunities through specific initiatives; and (4) developing legal pedagogy. While dissemination is built into the design of most activities, a fifth work package includes establishment of CELL Norway with the law faculties in Bergen and Tromsø, and pedagogical development with faculty's programmes in criminology, sociology of law, international law and human rights. CELL strives to be a European hub for experiential legal education and creating a 'living model' of an integrated experiential curriculum.



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

The relevant projects for each work package are set out in Table 1 above. The relationship between the work packages and goals is detailed at the bottom of the table. Each project is relatively independent in its goals and organisation

but there are significant synergies between them. Institutionally, the projects can be also classified as following: *systemic development* in cooperation with the faculty (WPs 1, 4), *experimental development* with labs and specific initiatives (WPs 2–3); and *research and dissemination* (WPs 4.1/4.2, 5).

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. In 2023, a total of 54 individuals work at CELL (employed or bought out), although most in a part-time capacity. See the 2022 Annual Report for a detailed description of the organisational form and practice.

In 2020/ 2021, three important changes occurred in CELL's working model, which are described in earlier reports. It includes the quadripartite model of academic teachers, students, administrative staff and pedagogical staff working together on an equal basis in each project. Also the organisation moved formally from an organisation based on the seminal pillars to SFU *projects* (see Table 1/Figure. 1), participated in several successful funding applications, as both partner and leader, introduced annual prioritisation of projects. In 2023, the skills ladder, writing lab, moot court, and research were given highest priority.

1.2 Describe, assess, and analyse the most important accomplishments and activities of each work package/ focus area the actual year.

- What are the expected results and impact of the activities?
- How does the activities contribute to the goals of the centre?

The level of activity at CELL has been relatively high with several key *accomplishments*. While the pandemic led to the postponement of several important activities, the key *challenge* has been ensuring that the organization has the capacity to match all its goals and support intensive transformational work.

The activities and impact for each WP is listed and discussed in separate sub-sections below with a focus on 2023; and the timetable and concrete progress for implementation is set out in Espresso. Some of the highlights of CELL's first 3.5 years as an SFU include:

- *Online education*: Embedding our local and national work on online education in the centre and faculty. As an SFU, this has included hosting 9 webinars, presenting at 25 conferences/workshops, co-facilitating a faculty strategy on online education, initiating frontrunner groups on home exams and flipped classroom, and engaging in regular media communication to influence sectoral policy.
- *Skills ladder*: Developing, piloting, evaluating, and refining concrete plans with course coordinators for six new compulsory experiential modules and many elective subjects; facilitating a process for reforming learning outcomes (2022/2023) and systemic implementation of the skills ladder (2024); and supporting the programmes in criminology and human rights with development of their own skills ladder.
- *Students as researchers*: Making significant advances in the student as researchers project with a highly developed skills ladder plan, piloting student research projects and reformed course design, and facilitating nation-wide student communication (including a documentary with NRK). A project design course for master thesis research was piloted from Autumn 2022 to Autumn 2024. The emulation report (presented to the faculty in February 2024) recommends the creation of a 10 credit points course on legal research and development of a skills ladder of research skills through the Master of Laws.
- *Evaluation and research*: Releasing 10 evaluation reports (with over 4000 student responses), piloting a new central evaluation system, publishing our first academic article, conducting a survey review of experiential legal education literature, employing two Ph.D. fellows.



Going into 2023, CELL now has three PhD candidates involved in the centre.

- *Digitalisation and innovation:* Establishing an innovation lab for student legal design, a developing prototype for the digital courtroom, expanding the LovLab legislation clinic, and supporting law students secure and use innovation funding. CELL has also become an important actor in learning analytics, with participation in the national expert group (with an NOU report in June 2023), leadership of a UiO working group, piloting of three new tools in learning analytics (automatic feedback on legal writing, group learning analytics, human rights analytics), and several academic papers.
- *Scaling up practice:* Launching several practice initiatives, including facilitating practice course for criminology students and obtaining funding from the Research Council of Norway for a new student clinic on ID rights.
- *Competence building and learning assistants:* Developing a regular course for new and permanent staff on pedagogical competence in law; providing online pedagogical resources for student writing assistants, coordinating selection of over 200 writing/teaching assistants, improving the quality of 1st semester student colloquia, and expanding colloquia support to other semesters.
- *Student partnership:* Facilitating an active student team which has piloted a new model of co-leadership, developed the organisation, planned/implemented projects, and engaged in broad outreach. CELL students are called upon often to present externally.
- *CELL Norway:* Establishing CELL Norway and developing joint proposal on elective subject coordination, holding two joint courses with University of Bergen, and assisting UiB with its successful application for HK-dir funding. In 2023, the focus has shifted to the creation a Nordic network with a legal education journal. The first conference is planned for September 2024.

We have also developed CELL as an organization, with a focus on internal policies, management and recruiting. Furthermore, we have also developed an internal and faculty culture for pedagogical innovation and student participation. This has been challenging work, as we tried to find the right fora for collaboration with the faculty and the student law society, develop internal routines and working cultures, manage budgets, and secure physical space. In Autumn 2023, we devoted time to the political and policy defence of the SFU programme, including organising parliamentary submissions and opinion editorials in the media on behalf of all SFUs. See below.



A key plank in CELL's philosophy and practice is the inclusion of students in educational reform leadership. They co-lead projects, participate in strategic/organisational development, and disseminate findings. Student project leaders have led parallel sessions at the annual University of Oslo Education conference and planned the student driven track at the same conference. Student leaders have analysed the CELL model, and regularly asked to present on pedagogical development more generally. The positives include early inclusion in CELL's founding, paid positions, a positive culture towards student participation/leadership, and trust in students' ability to lead, represent and undertake important tasks. Challenges include underlying power asymmetry, greater time commitments of staff, non-election by their student peers, and regular changes in student positions.

Moreover, the model of change envisaged by CELL is complex, but potentially transformatory. It envisages both direct change (planned impact) and indirect change (inspiration, cultural change). This multivalent approach is reflected in mechanisms for change, which include *incentives* (resources, reputation), *discourse and dialogue* (reshaping the consensus on what is good legal education), and *legitimation* (involving staff, students, and partners). This provides energy, originality, and acceptance and has a ripple effect as those involved become new ambassadors and agents of change. Finally, with a new fifth goal, the organisation has also begun to reflect on CELL's endgame – the ultimate development of a community of practice in legal education. If academic teachers become more agentic, dialogue-seeking, and oriented towards pedagogical research, then pedagogical centres such as CELL can become less change-driven and more facilitation-focused. CELL's competence building project became thus increasingly central during 2023.

The following provides an overview of activities and accomplishments with a focus in the narrative text on 2023.

Work package 1 – Skills Ladder

Projects	Activities & Accomplishments	Expected Impact	Relevant Goals
1.1 Planning and evaluation of the skills ladder	Initial mapping, processes, and reports (2021-2022) Dialogue with responsible course teachers regarding revision of the learning outcomes in obligatory courses in Master of Law (2023) Adoption of by the program board of new learning outcomes for every obligatory course in Master of Law, with many new skill/competence goals that develop in a progressive manner (2023)	Lay the basis for Project 1.2.	1-4
1.2 Implementation	Evaluated and reformed group presentation in Legal History (2022) Evaluation and reform of Programming for Lawyers (2022) Evaluation and reform of contract negotiation model in 3 rd year Private Law (2021-2022) Approval of a range of new elective subjects with experiential learning (2022) Approval of a separate obligatory civil procedure course that is fully experiential (court case, oral exam) (2023)	Improve theory learning Improve skills Improve learning environment Decrease dropout rate, competition, and grade pressure	1-4
1.3 Student as researcher	Published Student as Researcher 1.0 report: progressive development of academic skills and other reforms to master thesis (2022) Pilot course in project design and method (2022-2023) with an extended pilot fall 2023 Began drafting Student as Researcher Report 2.0 – includes evaluation after the pilot Pilot project with SODI ID rights research project and students in all key roles (2021-2023) Investigated possible cooperation with <i>Vitenskapsbutikken</i> UiO (2023)	Improve theory learning Improve skills Improve learning environment Improve academic/researcher skills	1-3
1.4 Student as communicator	Launch of pilot student podcast project (2021-2022) with four episodes Designed a report on a student driven podcast on law (2023) Dialogue with SNL about how law students can help to write the legal part of their Encyclopedia	Improve range of skills	2

The cornerstone in the SFU plan is the development of a ‘skills ladder’ through the 5-year Master of Laws. Progress is shown in Table 1. The original 2019 design for the skills ladder is shown in figure plan, with compulsory experiential module in each semester to develop

four relevant skills and improve learning outcomes and environment. This plan has been updated, with “Advocacy and Negotiation” divided into “Oral and Mooting” and “Dispute Resolution” and the addition of two new ladders on “academic skills” and “cooperation and collaboration skills” (see projects 1.3/4.2).

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

Figure 1. Skills Ladder – SFU Plan 2019

In April 2022, *Project 1.1 Planning and evaluation of the skills ladder*, was advanced with the publication of the final draft of the proposal and process reports. In 2023, the project group for the skills ladder held talks with all course coordinators in obligatory subjects about the revision of learning objectives, with a particular focus on strengthening skills and competence goals and crafting progression of them through the entire 5-year Master of Laws programme. This resulted in a revision of the overall learning objectives for the overall Master of Law in Spring 2023 and each course in Autumn 2023. As part of this process, CELL carried out a mapping exercise amongst academic teachers to uncover various skill-based elements in the course teaching, with the goal of seeing how the teaching methods are connected with the overall learning objectives and uncovering innovative practice. In 2024, a new process will commence with focus on design of new teaching and assessment forms that constructively align with these revised learning objectives. In addition, CELL played a major role in supporting the elective course reform, which prioritised pedagogical criteria and the skills ladder in the selection of 50 elective courses for 2023-2027. *Project 1.2 Implementation of the skills ladder* continues in parallel with the broader process in project 1.1. In 2022, CELL evaluated and reformed the compulsory contract negotiation in 3rd year and programming for lawyers course; helped course coordinators for Legal History in 3rd year evaluate and reform the permanent group oral presentation; and supported a reform process for the compulsory legal philosophy course. In 2023, the mooted project (see project 3.3) successfully obtained approval for the civil procedure course to be a separate course

with experiential assessment based on a court trial (students must write a written memorial and judgment, and present orally, and answer questions).

Project 1.3 Student as Researcher continues to move steadily forward with its focus on the development of academic skills. In 2022, a comprehensive plan for integrating academic skills throughout the entire curriculum, based on Bloom's taxonomy, was finalised and a pilot student-driven research project gained extensive national media coverage. In 2023, the project group arranged two pilot courses for students writing their master's thesis, with the topic being how to design a master's thesis and choose appropriate method. The students' feedback on the courses was very positive, and their evaluations will form the basis for proposals to the faculty on how research skills can be implemented in the study, including with a new permanent course on legal research skills. The project leader Marte Kjørven was recognised in 2023 as *merittert* (Excellence in Teaching) by the University of Oslo for her work on this initiative.

In *Project 1.4 Student as communicator*, we investigated the opportunity of having a podcast project with students based on the 2021 pilot. This culminated in a report, and the project was put on hold due to lack of academic staff, to function as monitor for the podcast project. The project focus on how we can teach our students stronger media-related skills in law. In this context the academic leader, was asked by SNL (Store Norske *Leksikon*) to contribute on transforming the Encyclopaedia articles regarding law. We were in conversations on how law students could contribute on this, Unfortunately, the project was set on hold, due to lack of capacity.



[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	Supporting hybrid teaching infrastructure and teachers using hybrid teaching (2020-2022) Board member, European University Institute Board for Digital Transformation (2022-2023) Project-leader for new video software (2022-2023) Testing technologies for universal design, especially automation of video texting (2021-2023) Work on establishing a new post-pandemic project group for online education and use of AI (2023)	Improve quality of digital education Increase opportunities for interactive learning Decrease pressure on teachers/students	1, 2, 4
2.2 Digital courtroom and learning analytics	Development and piloting of a prototype of digital courtroom, and securing of extra university funds (2021-2022) Development of Justbot digital application with Tech-R (taken forward by Tech-R) (2020-2021) Consultancies for Court Administration on digitalisation of law, including in education (2021-2023) Student project for Research council project on machine learning-based estimation of case length (2022) Partnership and leadership in HuLAR learning analytics project at University of Oslo (2021-2022) Leadership of University working group on guidelines for learning analytics (2022) Participation as member in national expert group: issued two NOU reports on learning analytics (2021-2023) Development of a prototype for automated feedback on legal writing (2023) Implementation of TeamLearn Research Council project, to research collaboration skills and develop learning analytics on group dynamics (2022-2023) A CELL student team won Council of Europe hackathon with human rights learning analytics tool (2023).	Provide new digital learning tools Create future work tools for law students Increase focus on EdTech and learning analytics within legal education	2, 3
2.3 LILO – Innovation Lab	Survey on digital knowledge and digital skills (2021) LILO Talks on legal technology (2022-2023) Assistance to student groups to make use of innovation funding from Research Council (2022) Establishment of support routines for student projects (2021-2022) Co-hosting of Meetup series with Lexolve for legal tech community in Norway (2022-2023) Innovation day at Domus Juridica with TIAGo robot (2022) Assistance to student groups to make use of innovation funding from STUD-ENT (2023)	Opportunities for student innovation Support students with innovation Meeting space for students, staff, and partners	2, 3, 4
2.4 Lovlab Legislation Clinic	Elective course with student-driven law reform reports for external partners (2020-2022) Inclusion of non-law and Bergen students (2021-2022) Experimenting with teaching assistants and support to student public outreach (2021-2022) Development of legislative guidelines (2021-2022)	Increase opportunities for clinical practice Allow students to make societal contributions	2, 3, 4

In 2022, the project *online education project (2.1)* in CELL's digital learning work focused primarily on sustaining the infrastructure and framework that had given good results during the pandemic. This included good hybrid teaching and use of digital techniques to physical teaching and universal design. In 2023, the project has been occupied with universal design, how to make digital teaching content more universal available. This included the project "Administrative Law in sign language", started, where the aim is to make information about Administrative Law available to as many people as possible, in an understandable way. See picture below. Work also began on establishing a new project group that could develop a new strategy for online education at the faculty, focusing on competence development among the teaching staff, pedagogic use of online tools, and the critical and creative use of Artificial Intelligence (AI), including generative AI and an AI-skills ladder in the Master of Laws.

Forvaltningsrett på tegnspråk

De fleste vil måtte forholde seg til forvaltningen på et eller annet tidspunkt gjennom livet. Hva skjer når språket som formidles er vanskelig å forstå eller når du har et annet språk som førstespråk?



In 2023, the *Digital Courtroom Project 2.2* has been expanded to bring together a myriad of projects on *Learning Analytics*. The initial project was to develop a Digital courtroom for mootings and other activities was put on hold as software firms began to develop products in this area after the pandemic and the CELL developer responsible for the project left for postgraduate data science studies abroad. Moreover, CELL has emerged as a important competence centre for the legal, technical, and educational aspects of learning analytics.

In 2022, CELL led the data privacy and learning analytics working group at the University of Oslo and delivered a [report](#) on the way forward. The result was that the University has decided to pilot a new learning analytics project (*Bra Start*) for all of its first-year students to predict drop-out and respond with interventions. CELLs director sat in the National Expert Group on Learning Analytics, which was led by CELL Education Fellow, Marte Blikstad-

Ballas. The group delivered its [first report](#) in 2002 and its [final report](#), an NOU, in June 2023 to positive reception from stakeholders. CELL has also been represented in the leadership group for the University's Hub for Learning Analytics (HuLAR) (2020-2023) and has provided technical services to learning analytics projects at the University.

In 2023, three concrete projects on learning analytics emerged at CELL. The first is a prototype that aims to provide students with automatic feedback on legal texts through artificial intelligence is under development. The second is a prototype of a group learning analytics tool, piloted and test in the course Legal Technology with the Faculty of education through the joint Research Council project TeamLearn. The third is a prototype for navigating human rights law, developed by a CELL studentteam that won the Council of Europe Hackathon in November 2023 with the proposal (see picture below).



In 2023, Project 2.3 Legal Innovation Lab Oslo (LILO) began planning the Oslo Legal Hackathon, that will take place in March of 2024. has held a series of public meetings and student consultations. LILO has created a mentoring support structure for student legal tech project, took over responsibility for the boot camp on legal technology and the Legal Tech Meetups. The “LILO” project also further developed dialogue with the student organisation CF Futurum. For all activities, see table above.

In Project 2.4 Lovlab Legislation Clinic, is a course where students write comprehensive law reform reports on the basis of mandates provided by governmental bodies and private actors were developed. In 2022 it was a distinct CELL project with broader ambitions. Marketing and evaluation were prioritised. Interdisciplinarity has also been a strong agenda. Students from the criminology programme and UiB have been included in the course, guidelines were developed for lawmakers, and Lovlab has made significant impact on real policy development through the student reports, which have gained considerable publicity.

Due to lack of students the course did not run in 2023, but it is planned for 2024 with increased academic staff capacity.

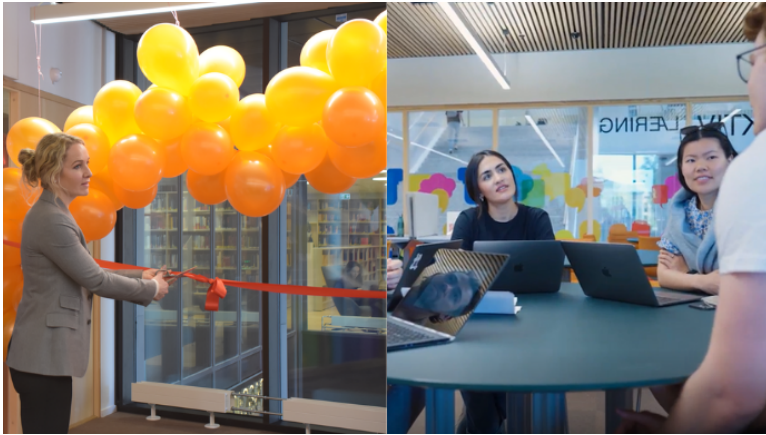
Work package 3 – Practice and Skills

Projects	Activities & Accomplishments	Expected Impact	Relevant Goals
3.1 Writing Lab	Full launch and opening of a new large room for the Writing Lab at the faculty (2023) System for the different weekly activities (2023) Increased the recruitment of student teaching assistants (2022-2023) Online learning resources for assistants, including new videos (2021-2023) Piloted all-day workshop for 2 nd semester (2022) Carried out all-day writing workshops on two different fields in JUS1211 (2022-2023) Writing workshops for English electives, and now each Friday for the students at IKRS (2022-3) Carried out Master Monday at the writing lab, with themes suited for thesis writing. Piloting a writing course for <i>Nynorsk</i> (New Norwegian) law students (2023)	Improve quality of feedback & learning culture Gradual expansion and quality assurance	2, 3, 4
3.2 Practice initiative	Reports on recruitment & sustainability of student clinics; supported marketing (2021-2022) Investigated practice places, quality assurance, and competence building together with Insj (2022)	Increased opportunities for practice	2, 3, 4
3.3 Mooting Initiative (mock appeal trials)	Report on integrating mootting in compulsory and elective courses (2022) New/reformed obligatory course in civil procedure JUS5043 with a trial as assessment (2023) Established the elective course, JUS5042 Moot Competitions (2022) with 20 credit points, which includes participation in five international moot competitions (2023) Agreements with different law firms on sponsoring the travel to international competitions (2023) Piloted participation in friendly pre-rounds and established Dress Rehearsals (2023)	Increase opportunities for learning oral and advocacy skills	2, 4
3.4 Negotiation Forum	Team to Bucerius Mediation Competition (2022) Delivered a report for students on participating in international competitions (2022) Held three negotiation courses/seminars (2023) Documentation of activities/dissemination	Increase opportunities for learning dispute resolution skills Increase quality of existing courses	2, 4

In *Project 3.1 Writing Lab*, we aim to increase awareness regarding clear, precise and understandable language. In 2023, the writing lab was officially opened, and writing workshops for 1st and 2nd year students were attended by almost 200 students. The feedback

was very positive and the students found it useful to discuss their texts with peers. Drop-in workshop for 1st and 2nd year students were attended by 440 students in the Autumn 2023. Students are given formative and real-time feedback on actual assignments in many compulsory and elective subjects. New research from CELL those that students who participate more often in the writing lab experience a better learning environment.

Picture from the opening of the Writing lab by the Education Dean, March 2023.



In *Project 3.2 Practice Initiatives*, CELL and the Law Faculty has supported Insj's initiative to provide legal information services by students on entrepreneurship law to student entrepreneurs. Extensive student research and dissemination on ID-theft has also occurred through the ID-lawyer student clinic launched and coordinated by CELL with Street Lawyer, Jussbuss and JURK.

In *Project 3.3 Mooting*, work has followed two paths. One includes work on increasing the oral elements in the compulsory courses of the law program. The other includes working on increasing the oral elements in the optional courses in the study, in particular the course JUS5040 Moot Court. See detailed description in the Table and pictures below.



The four mooting team in pre moots and final rounds in international moot court competitions 2023.

The Project 3.4 Negotiation Forum held three courses/seminars for students at the faculty with an interest in the field. It was also selected as the pilot for CELLS new Documentation Bank and Teaching Bank given the many initiatives over the period 2020-2023 which have now come to fruition.

Work package 4 – Legal Pedagogy

Projects	Accomplishments	Expected Impact	Relevant Goals
4.1 Evaluation	Seven published evaluation reports (2020-2022) Wide dissemination on home exam reports and semester evaluation reports (2020-2022) Launch of the university's new course evaluation system, CES Development of the questions in the new CES system (2023)	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 and documentation	Research project on revision of the civil procedure course (2023) Articles on advancing multimodal collaboration analysis (2023) Research project on learning assistants (2023) Article on competence building project (2023) Research project on sense of belonging and law students (2022-2023) Drafting of two articles on home exams and experiential learning (2022-2023) Employment of a Ph.D. to research assessment forms in experiential legal learning (2022) Joint employment of a Ph.D. with education faculty and SHE SFU in medicine (2022) Employment of a leader for this project through education faculty (2022) New research projects and data gathering on (1) student study groups; (2) student leadership; (3) learning environment and sense of belonging; and (4) transformation of educational culture (2022-2023) Launch of CELLS documentation bank (2023)	Develop research front on online education Develop research front on experiential learning Develop basis for ML algorithms in legal pedtech Influence WP1 and 3.3 - oral skills Influence all WPs through better research Strengthen WPs 1 and 3 with research base + dissemination Develop research front & influence policy	1, 2, 4
4.3 Competence building	Support to experimental elective subjects on good group work (2021-2022) Implementation and evaluation of first pedagogical course for new staff (2022) See also project 2.1 on online education; 3.1 on student writing assistants; and 4.4 on learning assistants (2020-2023) Pedagogical course for temporary employees (Autumn and Spring 2023)	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	1, 2, 4

	Planning of a pedagogical course for permanent employees (Autumn 2024) Planning of a new digital learning platform for employees at the faculty (2023, launch 2024)	Increase quality of online education Increase quality of writing training	
4.4 Learning Assistants	Research on colloquia mentors (2022) Coordination of use of emergency COVID-19 funds (1.3 million NOK) at the faculty – focus on colloquia groups post- 1 st semester (2020-2022) Piloting of learning assistants in extra electives (2020-2022) Evaluation the use of learning assistants in elective courses (2023)	Support the expanded and better use of student learning assistants	1, 2, 4
4.5 Learning Environment	Participant observation of the 2-day retreat for new Maths and Natural Sciences students (2021) Dialogue with the Student Law Society on concrete steps to reduce competitive pressure (2022-2023) Creation of a working group on learning environment initiatives (2021-2023) Survey on the student's learning environment and sense of belonging (2023) Seminar on different ways into the working life, (2022-2023)	Implement targeted measures to improve the psycho-social learning environment, especially around grade pressure and competition culture.	4

In *Project 4.1 Evaluation*, CELL contributes to the faculty subject evaluation. The workgroup is led by an academic leader in CELL, assisted by a student project leader, our PHD-candidate, and a member from the administration. In 2022, the group worked on the questionnaire that was to be distributed to all students. The group invited students to a focus group to make sure they were part of the survey. CELL is now focused on integrating routine evaluations in quality assurance systems at the Faculty. Numerous evaluations were conducted of CELL projects, especially the new writing lab (see above).

Project 4.2 on pedagogical research has expanded rapidly in 2022 and 2023, with over twenty academic papers now underway, with one published in *Computers and Human Behaviour* and many others nearing completion. Themes include new experiential learning courses, learning analytics, student leadership, digitalisation, learning environment and sense of belonging. CELL also launched its own Documentation Bank, seeking to gather the experiences and lessons learned from project activities for dissemination, and from 2024 this project is called *Research and Documentation*.

CELL's *Project 4.3 Competence Building* developed and carried out a 30-hour course in university pedagogy for temporary employees, approved by LINK. Work also began on developing a more comprehensive pedagogical course targeting the permanent employees at

the faculty Planning work also began on launching a digital learning platform for employees at the faculty, aiming to build competence on innovative teaching programs.

Project 4.4 Learning Assistants continues its solid work, facilitating the employment of and support of 90-100 learning assistants (LA) each semester. The aim is to support the learning process for students and improve the learning environment. The LA are used as colloquium supervisors, assignment correctors and writing tutors at the writing workshops. Together this impacts approximately 800 students each year. We also have LA for 6 elective courses. In addition, colloquium mentors were employed on funds from Ministry of Knowledge in autumn 2022. CELL hosts the start-up seminar for all LA and maintain the online resources for training on CELL's [website](#).

Project 4.5 Learning Environment aims to meet the students' needs for a better and active learning environment. In 2023, students from CELL held different lectures, an introductory lecture about “Life as a law student” for 1st-year students, approximately 220 students each semester. The project worked with the SFU Bioseed Centre director on the survey ‘Sense of belonging’, to get a clearer picture of what students at the faculty feel about their learning environment and their sense of belonging. The results from the survey will be presented in March 2024. CELL has also facilitated the development of a learning environment working group, which has carried out some initiative and will be led by the Education Dean from 2024 with CELL’s student leader.

Work package 5 Management and Communication

Projects	Activities and Accomplishments	Expected Impact	Relevant Goals
5.1 CELL Norway	First physical meeting with Oslo, Bergen & Tromsø (2022); after digital-only meetings (2020-2021) Regular leadership group meeting in 2022 Change in leadership (2022) Webinars on students as partner, online teaching, oral legal skills (2021-2022) Plan for cooperation on elective subjects (2021) and implementation of strategy (2022) Focus on development of a Nordic Network (2023)	Disseminate results Mutual learning Jointly improve education	1, 2, 3, 4 (indirect)
5.2 Criminology and Sociology of Law Programme pedagogical development	Developed a writing workshop for English elective courses (2022) Measures to develop teaching in KRIM4101 with a focus on more critical and independent approach to theory. Piloting of KRS4210 practice course (2020-2021) Design of KRS4210 as a fully developed practice course (2022). Plans to develop the Skills Ladder at IKRS in 2023 (2022) Development of a skill ladder (2023) Evaluation the program (2023) Designed and implemented a plan for IKRS at the Writing Lab each Friday (2023)	Provide criminology students with practice Improve range of skills	2,3, 4
5.3 International programmes pedagogical development	Developed HUMR4504 based on student group initiatives (2021-2022) Enabled students to work closely with Scholars at Risk and develop advocacy projects (3021-2022). Improved teaching and revised pedagogical approach in HUMR5191 (2022) Improved student group work on research design (2022). Conducted research on all assessment forms at the faculty (2022).	Improve theory learning Improve range of skills Improve learning environment	1, 2, 3, 4 (Initial focus on 1, 2, 4)
5.4 Communication	<i>See section 2 below</i>		1, 2, 3, 4

In the *Project 5.1 CELL Norway*, a meeting in April CELL Norway established the project group as a forum for the exchange of experience and planning between the faculties. During the spring a model for joint elective subject collaboration was developed, with an initial focus on the Oslo and Bergen law faculties. In 2022, the three institutions together held a webinar on ‘How to improve the study quality through student participation’. The CELL Norway leadership structure was also reformed with the education dean from each faculty being replaced by two experientially-focused educators, who have also been contracted as

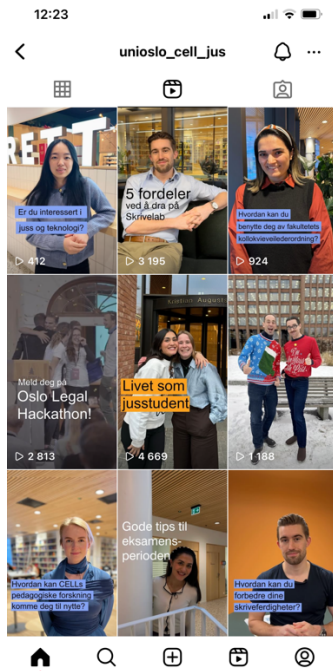
adjunct professors. CELL formalized positions for both Kristine Korsnes (University of Tromsø) and Jan-Ove Færstad (University of Bergen). However, discussions have led to a greater focus on a Nordic Network, especially after the decision to remove the SFU programme nationally.

Project 5.2 Criminology and sociology of law programme - pedagogical development The project group started their work on a skill ladder suited for IKRS, after earlier developing a practice course with CELL. During 2023 they also set up their own writing labs, suited for their students.

Project 5.3 International programmes - pedagogical development – continued the work focused on improving the practice and methodological elements of the human rights master's program and learning from the Skill ladder developed in CELLS project 1.1.

Project 5.4 Communication The communication project worked systematically through 2023 on digital communication, including improving the website and obtaining an Instagram profile, to better reach out to the students. The work to ensure good communication with the faculty administration, the study dean and the teachers continues. See further section 1.3 below.

CELL- has been active in Instagram!



1.3. Dissemination of knowledge and practices.

- How is the work of the centre beneficial and accessible to other academic communities.
- How has the centre contributed to change in higher education at a local and national level

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 still seeks to establish itself as a pedagogical hub for legal education in Norway and Europe. As reported last year, dissemination is integrated in almost every work package, and is embedded in project plans and organizational structure. In addition, we have a communication project that seeks to assist these effects.



In June 2023 CELL was co-host at Lovkonferansen, where we contributed on 11 sessions on higher education.

CELL continues to engage with a range of other academic communities. During the end of 2023, we initiated the process of founding a *Nordic research journal for legal pedagogy*. In 2022, the Faculty of Humanities at UiO started a development project on a skills ladder modeled after CELL's skills ladder. CELL has developed closer integration with the faculties of education and natural sciences with joint appointment of staff to work on collaborative research and development projects, and has continued to give presentation in numerous higher education arenas in Norway and beyond.

We have sought to continue to contribute to national and local debates on higher education (see media overview) and have submitted several submissions to the Norwegian parliament and Department of Education. In 2022, this included 'Høringssvar til representantforslag om å styrke undervisningskvaliteten for studenter under pandemien og følge opp studenters studieprogresjon og undervisningstilbud; and *Høringssvar – endringer i UH-loven, utsatt ikrafttredelse av krav om to sensorer*. During Autumn 2023, the main focus was on the closure of the SFU programme, with dissemination focused on communicating its benefits of the programme to the media, parliament (including a written and oral submission), government, and sector. See introduction above.

The 2019 dissemination plan is set out below, and we report on results. It has been updated for new avenues for dissemination (those with a star *).

Dissemination plan and Implementation

Dissem Activity	Plan	Results in 2020, 2021
<i>I. Organisational design</i>		
1. Centre leadership	Leadership includes all key institutes and programmes	Plan fulfilled.
2. CELL Norway (<i>also project 5.1</i>)	National platform for coordination on experiential legal learning/pedagogical research	See project 5.1 above.
3. Nordic Network	Biannual meeting timed with Nordic Deans + virtual network	To be further implemented Webinar held with Orebro university in Sweden.
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 meetings held in Autumn 2020 and 2021. Led to some changes.
6. Academy of Higher Education	To be founded like the Academy of Science.	UiOs Pedagogy Academy will develop this with CELL in 2024
<i>II. Activities</i>		
7. Annual Prizes	Annual international and Norwegian prize for CELL.	To be established in 2023 after a review
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	Three positions filled (one with extra funding)
10. Teacher exchange programme	1-2 week teaching visits by lecturers and student assistants to listen or help	To be implemented from 2024
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 <i>Write well</i> series
12b. Internal faculty and members*	Development of internal newsletters and engagement in spaces with academic teachers	Regular newsletter Active participation in general and teacher group meetings (micro dissemination)
12c. Invited presentations*	Present results to conferences and teacher seminars after invitation	Over 40 presentations on CELL's work, online education, and student partnership
13a. Mass media*	Use of national and university media to communicate	Over 50 interviews and Op. Eds as SFU in 2020-2023; Over 70 as CELL.
13b. Social media	Active use of Facebook/Instagram for CELL and Twitter for prizes.	Growing use of Facebook and LinkedIn Fortnightly/monthly newsletters Manage national FB group on digital education
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	First article published Up to 20 other articles underway

16. Legal Design & Entrepreneur Clinic	Participation of diverse students in design and implementation	Now projects 2.3 and 2.4.
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2. Further progress: What are the expectations for the coming year?

Considering the activities of 2023, is there a need for adjustments of the centre plan, the budget and/ or the dissemination strategy?

Upon receiving the negative news of a defunded second five-year term, we were presented with challenges regarding how to make the most of the first 5-year period plan and ensure a good transfer of the Centre's work into the standard operation of UiO's Faculty of Law and broader legal education community. There is now a more urgent need to focus on how to utilize the knowledge, networks and insights we have gained as a Centre for Excellence, which has consequences for our work in the coming year.

We will continue according to original plan, but emphasise more strongly the implementation and integration of ongoing projects in the Faculty's different study programmes, preparing the academic teachers for this implementation, and increase the documentation and research capacity within the Centre to ensure that the different projects will live on after the financing from the SFU-program ends. We will also seek to raise funding for a more scaled-down version of CELL to support ongoing pedagogical development.

The CELL Norway project which was planned to be developed in 2024 for implementation in the second five-year period will not be pursued. Instead, the centre will make a new strategy for further cooperation with other law faculties (see above on a Nordic Network), as well as other pedagogical centres at the University of Oslo and beyond (including SFU-centres being phased out) and the new pedagogical academies at each university (see above on a national academy).

As there are some unused funds in the project, and a substantial need to have more time to achieve a sensible integration of projects within the faculty, as well as to ensure the continued work on experiential legal learning, CELL will apply for an extension of the first 5-year plan into the end of 2026. This has budgetary implications also for 2024, as stated in the application (see application sent HK-Dir 1st March 2024)

Apart from the developments of cutting the funding of the SFU-program and its implications for the Centre plan and budget, the development of artificial intelligence and its influence on knowledge production, critical thinking and science has made it clear that a project within CELL is needed to provide legal education in Norway the means to handle these challenges and make use of AI within law studies. Therefore, a project of developing an AI-ladder for the Master of Laws will be included in 2024. The project does not change the overall Centre plan as such, but fits well within the current projects of the skills ladder and digital education.

In 2024, the projects that will be most prioritized are: WP1 Skills ladder, WP 2 Digital education and WP4 Legal pedagogy (including research (4.2), competence building (4.3) and learning environment (4.5)).