

# Foreword

**Welcome to Issue 18 of the journal.**

## **International Journal of Clinical Legal Education Conference July 2012**

My thanks again to all those who attended this conference (all 185 of you from 22 countries). It was our most successful conference to date with a huge diversity of papers and experience from across the globe. The theme of the conference was: Entering the Mainstream: Clinic For All? My growing sensation is that clinical legal education is now gaining momentum such that one day clinic may well be available to the majority of students – whether we see the methodology pervade the law curriculum as much as some hope for, remains to be seen.

I am busy considering all of the papers that were submitted after the conference and it is clear that there will be a rich conference journal to publish early in the New Year. Aside from the usual benefit of formal and informal discussions about our teaching, I and many others particularly enjoyed the Ceilidh.

## **International Journal of Clinical Legal Education Conference, Griffiths University, Brisbane, 15–18th July 2013**

Professor Jeff Giddings and I are busy arranging this conference as I write. The theme of the conference will be “Common Ground” and we hope to explore cross cultural and cross model sharing of best practice in experiential legal education. We have secured keynote speakers: Professor Leah Wortham and Professor Catherine Klein from the US with their extensive experience in clinic across the World; Professor Ernest Ojukwu from the Nigerian Law School, a key figure in the hugely successful recent rise of clinic in Nigeria and Professor Stephen Billett of Griffiths University whose research is in the fields of vocational learning, workplace learning and conceptual accounts of learning for vocational purposes. Professor Billett’s presence is an indication of our desire to learn from and with those outside of legal education – a desire shown increasingly in the pages of this journal in relation to interdisciplinary clinics (two of the papers in this issue are on this theme).

A call for papers will have been sent by the time you receive this journal and I encourage as many of you as possible to join us in Australia for what promises to be a very lively and interesting conference.

## **European Clinical Network of Clinical Legal Education (ENCLE)**

As notified in an email to our international network, several European clinicians including myself, met recently in Poland and agreed to form ENCLE. ENCLE’s mission is to support the growth and quality of CLE programmes in Europe through facilitating transnational information sharing, fostering research on CLE, convening conferences, workshops and training sessions, establishing a website as an open resource for information sharing and promoting collaboration between CLE programmes and legal professionals. All those practising clinical education in Europe are invited

to join and can email [encl.info@gmail.com](mailto:encl.info@gmail.com) for more details. A strong European network will also assist the growth of clinic internationally.

## In This Issue

In “Autonomy-Mastery- Purpose,” Professors Wortham, Klein and Blaustone examine intrinsic and extrinsic motivation in students. They argue that those law students who rely on extrinsic motivation through law school (particularly the competitive pursuit of the top grade in the class) and beyond are likely to feel unfulfilled as lawyers whereas those who are intrinsically motivated (focusing on personal growth, close relationships and helping others) are likely to be more satisfied with their lives, more creative and better functioning as lawyers.

One crucial aspect of intrinsic motivation is student autonomy. The authors elaborate on Pink’s application of autonomy to the business setting to describe how clinical teachers can pursue autonomy supportive teaching.

The paper also looks at mastery and provides a powerful restatement of the role of reflective learning in achieving mastery and the power of clinic to give students the opportunity and tools to become reflective practitioners. The paper is not merely a paean to clinic however. The authors indicate ways in which the clinical teacher can provide reflection opportunities which develop the student’s learning process. Clinical teaching has the capacity for achieving autonomy and mastery but care must be taken over the pedagogical process.

As editor of the journal I very much welcome papers such as this one that consider theories of learning and their application in the clinical setting.

Professors Lisa Bliss Sylvia Caley, and Robert Pettignano examine the Health Law Partnership at Georgia State University in their paper. The paper posits that interdisciplinary projects promote co-learning, holistic problem-solving and community building for young professionals. It is clear from the article (and from other articles published and to be published in this journal) that public health legal services are a growing phenomenon that are more capable of attacking the social determinants of ill health for vulnerable members of society while providing a rich learning experience for all of the professionals and students involved. The paper gives useful examples of how the partnership can function and some of the challenges that are encountered.

Paula Galowitz also reports on an interdisciplinary clinic. Her article provides some very useful sources of inspiration for the many interdisciplinary clinics springing up around the World. It is interesting that in both papers in this journal on this subject, students were able to identify significant commonalities between their respective professions and broaden their perspectives as to each other’s roles. It is particularly clear from this article how valuable seeing the patient/client from a different perspective can be.

Rachel Spencer considers some of the vast literature on reflection in her paper “Holding Up The Mirror.” While there is a wealth of literature on the subject, many clinicians will recognise that teaching reflection is no simple matter. Spencer rightly looks beyond the field of clinical legal education into other fields such as medicine, nursing and social work where much has been written on the subject. The appendices to the article include many interesting approaches to reflection

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and, at Appendix G, the marking criteria for a reflective portfolio at the University of South Australia. My colleagues at Northumbria, particularly Kevin Kerrigan and Carol Boothby, have been working to describe student performance for our criteria in this area and it is interesting, and useful to us, to see a similar process in Australia.

Street Law in Malaysia is the focus of Asnida Suhaimi and Nur Zulkifli's paper: "Street Law Based CLE: A Student-Impact –Assessment." The paper considers the history of street law at the University of Malaya and a short survey to determine the motivation of students who took part and the skills they believed that they had learned. It is interesting that the authors report that while students clearly believed that many of their interpersonal skills and other "soft" skills had been improved a larger majority (79%) believed their academic performance had been improved by this extra-curricular activity.

C Benjie Louis looks at clinical teaching for a new supervisor. In "Reflections Upon Transitions: An Essay on Learning How to Teach After Practicing Law," he considers not only this but his reflections on unique lessons for a clinician of colour in the US and provides a set of 5 core tools he argues would be useful to any new clinician. The reflection is a personal one in the main but many of the experiences and lessons that are described can be encountered in live client clinics across the World and the tools suggested can be useful to clinicians, old and new alike.

I look forward to seeing many of you in Australia in 2013.

*Jonny Hall*

Editor

