

**BUILDING A
FRAMEWORK TO
DEVELOP REFLECTIVE
PRAXIS AMONGST LAW
STUDENTS**

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OUTLINE

The
purpose of
education

New
challenges

Reflection
in Clinical
Legal
Education

Expanding
reflection
across the
law school
curriculum

Our role as
instructors

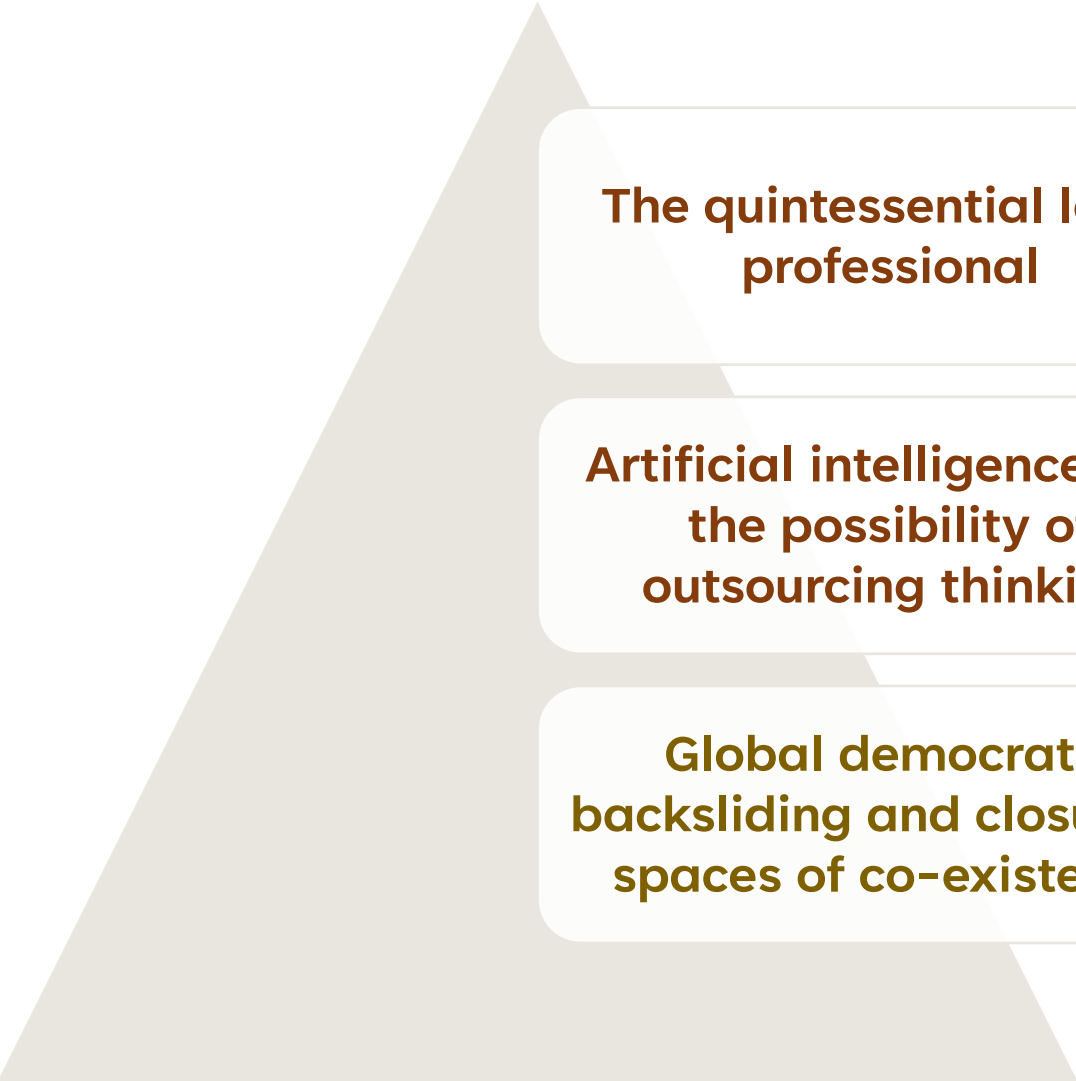
THE PURPOSE OF A LAW SCHOOL EDUCATION

- We aim to hone students into **legal professionals**, ready to **delve into the legal profession at graduation**.
- As instructors in higher education, we strive to **inculcate a critical approach** in our students, encourage them **to question and challenge norms and hopefully change the world for a better and more just place**.

OUR ROLE AS AN INSTRUCTOR

- The role of a teacher is one of facilitating learning. (Sir Ken Robinson)
- Diverse classrooms – an opportunity and a challenge
- John Biggs & constructive alignment
- Development of a professional identity (Cody & Noakes)

CHALLENGES WE FACE IN THE CLASSROOM



**The quintessential legal
professional**

**Artificial intelligence and
the possibility of
outsourcing thinking**

**Global democratic
backsliding and closure of
spaces of co-existence**



ENTER, REFLECTION

- Reflection has long been understood as a way of deepening a **student's engagement with their learning.**
- Mostly associated with clinical legal education and CLE delivered.
- Known for its many benefits, such as improving **critical insight, making a better professional, and increasing mindfulness.**
- There is one more benefit to reflection: **preserving individuality.**

Our Role as Instructors

Providing a
community
for reflection
(Leering)

Reflecting as
a co-learner
in the class

Reflecting
upon our role
as instructor



CONCLUDING THOUGHTS

- Reflection's is uniquely placed to counter the challenges we face today:
 - Outsourcing thinking to AI, and
 - self-censorship.
- Reflection brings individuality into learning. Each student arrives at a different place because they pour a piece of themselves into the reflection, and therefore the resulting learning.
- To incorporate reflection as a teaching and learning strategy, we must support students in their reflections and we must reflect ourselves to ensure that we embody the principles we want to teach.