

A new book series in legal education

Emerging Legal Learning

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In the last decade the debates around what types of legal education we have and want have intensified. What currently constitutes teaching, learning and assessment is increasingly questioned. The role of stakeholders and the structure of law schools is altering. The rapidly-changing circumstances of universities, financial, cultural and technological, have presented staff and students with significant challenges. Emerging Legal Learning (ELL) is a new international book series that provides a forum for the analysis and interrogation of the discourse of legal education. If there are new approaches to how law schools are organized and how students learn, what is the structure and discourse underlying and emanating from such practices? How is the cultural habitus being changed in older institutions or formed in newer institutions? What is there of enduring value in our innovative approaches to education in the law and in justice?

Volumes in the ELL series will focus on innovative research, theory, and practice within legal education. We shall be publishing books that evidence at least some of the following themes and traits:

- Innovation - texts that have the potential to change or shift significantly some aspect of current legal educational theory and practice.
- Interdisciplinary awareness - books that encompass empirical as well as theoretical work, and that seek to draw upon a variety of disciplines and sub-disciplines.
- Historical awareness - book projects that display historical awareness and familiarity with the literature of the emerging sub-discipline of legal education.
- Sophistication of educational thought - creative analysis of educational theory and praxis that aims to change or add significantly to our understanding of current theory or practice.
- International application - books must have international appeal. Whatever jurisdiction is the focus or ground for the book, the book should be written for an international audience, and exhibit an awareness of diversity in practices across varying settings.

The series will not advocate specific approaches to legal educational theory or practice. Instead, it will provide an international resource for educationalists and other scholars, educators, practitioners, policy-makers, technologists and students, bringing together some of the best contemporary academic and practitioner commentators to tackle the dilemmas and opportunities in a challenging, informed and inquiring manner. The scope of the series is purposely wide, and contributions from a variety of disciplines are welcomed. Books may be monographs, single or multi-authored, or edited collections.

Should you wish to write for the ELL series, please send an initial proposal outline, no more than one side of an A4 sheet, to:

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About the Editors

Paul Maharg

is Professor of Legal Education in the School of Law, University of Northumbria. Prior to this he was a Professor of Law in the Glasgow Graduate School of Law (GGSL), University of Strathclyde where he was Co-Director of Legal Practice Courses, and Director of the Learning Technologies Development Unit at the GGSL, as well as Director of the two-year, JISC/UKCLE-funded project, SIMPLE (SIMulated Professional Learning Environment – <http://simplecommunity.org>). He is the author of *Transforming Legal Education: Learning and Teaching the Law in the Early Twenty-first Century* (2007, Ashgate Publishing, www.transforming.org.uk), co-editor of and contributor to *Digital Games and Learning* (2011, Continuum Publishers, <http://tinyurl.com/6e9uaoj>), co-editor of and contributor to *Affect and Legal Education: Emotion in Learning and Teaching the Law* (forthcoming, Ashgate Publishing) and has published widely in the fields of legal education, technology-enhanced learning and professional learning design (<http://ssrn.com/author=272987>). He was recently appointed a Senior Fellow of the Higher Education Academy, and a Fellow of the RSA (www.thersa.org), and Visiting Adjunct Professor, Australian National University. He blogs at <http://zeugma.typepad.com>.

Caroline Maughan

is currently a Visiting Fellow at the University of the West of England, Bristol. Until recently she was a Principal Lecturer and Director of Teaching and Learning in the Law School at UWE, where she taught on both academic and professional programmes. She has published widely on skills-based, experiential and collaborative learning, and with Julian Webb co-edited *Teaching Lawyers' Skills* (1996) and co-wrote the text *Lawyering Skills and the Legal Process*, (CUP Law in Context series, second edition, 2005). She has co-edited and contributed to the first book in the "Emerging Legal Learning" series *Affect and Legal Education: Emotion in Learning and Teaching the Law*. (Ashgate 2011) She is a co-author of the OUP LPC manual *Lawyers' Skills*. External appointments past and present include: Fellow of the Higher Education Academy; Member of the Lord Chancellor's Standing Conference on Legal Education; Associate of the UK Centre for Legal Education; External Examiner, Bar Council; and peer reviewer, *Law Teacher* journal.

Elizabeth Mertz

is John and Rylla Bosshard Professor at the University of Wisconsin Law School and Senior Research Faculty at the American Bar Foundation. She is currently a Visiting Fellow in the Law and Public Affairs Program at Princeton University. She is co-editor of *PoLAR: Political and Legal Anthropology Review* and was for many years Co-Editor of *Law & Social Inquiry*. Her research focuses on legal education in the United States, where she is also active in the New Legal Realism network (http://en.wikipedia.org/wiki/New_legal_realism). Her book, *The Language of Law School: Learning to Think Like a Lawyer*, was published by Oxford University Press, and was co-winner of the Jacob Book Prize of the U.S. Law & Society Association. The Carnegie Foundation Report advocating legal educational reform (Educating Lawyers) drew heavily upon her research. She presents and consults frequently on the ongoing process of reform within U.S. legal education.

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