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:

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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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Emerging Legal Learning

About the Editors

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