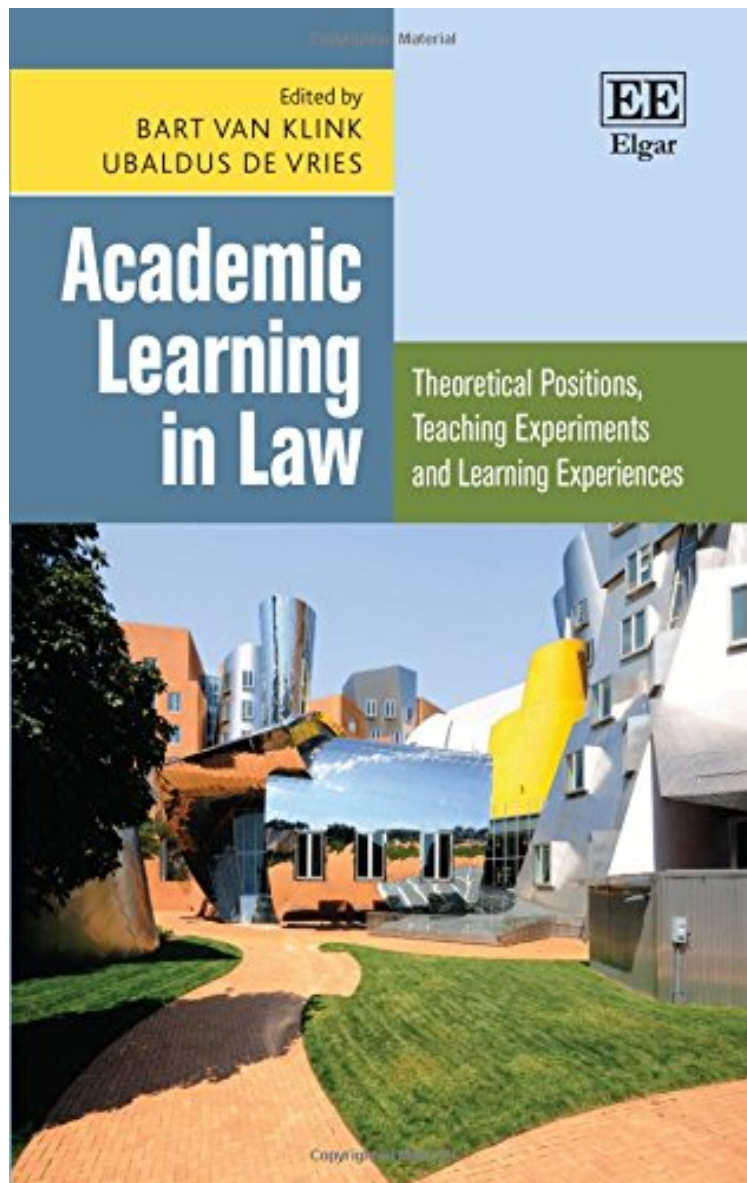


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## Academic Learning in Law: Theoretical Positions, Teaching Experiments and Learning Experiences

*Bart Van Klink, Ubaldus De Vries*  
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**Bart Van Klink, Ubaldus De Vries : Academic Learning in Law: Theoretical Positions, Teaching Experiments and Learning Experiences** before purchasing it in order to gage whether or not it would be worth my time, and all praised Academic Learning in Law: Theoretical Positions, Teaching Experiments and Learning Experiences:

0 of 0 people found the following review helpful. A STIMULATING BOOK FOR ALL LAW TUTORS TO READ AS THEY PREPARE THEIR LEARNING PROGRAMMES By Phillip Taylor MBEA STIMULATING BOOK FOR ALL LAW TUTORS TO READ AS THEY PREPARE THEIR LEARNING PROGRAMMES An appreciation by Phillip Taylor MBE and Elizabeth Taylor of Richmond Green Chambers Edward Elgar have published a most stimulating book with this new collection of essays brought together by Bart van Klink and Ubaldus de Vries called Academic Learning in Law which just has to have the rather more prosaic sub-title theoretical positions, teaching experiments and learning experiences. We are definitely for the latter learning experiences! And, as a learning experience, Bart and Ubaldus have worked some magic here to give us suggestions on a more human approach to the teaching of law which we have always found does work with the learners. The teaching of legal education and the law is not an undertaking to be considered lightly because it can be technical but does rely on those words relevance, coherence and effectiveness because that is what the client would expect and the subject-matter is, of course, about the human condition. There are 15 contributors including the two editors and we are told that the original idea of a book on academic learning in legal education resulted from a discussion meeting in Utrecht in 2012. The view then, and now, was that at conferences research topics are discussed whereas that other main task of legal academic activity teaching can be neglected as a research topic, with research coming first and teaching second. Special mention is made of Tim Bleekers contribution as the assistant editor whose Epilogue at chapter fifteen presents an excellent overview plus reflections and a students perspective which readers will find most helpful. The editors describe their work as follows: this timely book calls for a critical re-evaluation of university legal education, with the particular aim of strengthening its academic nature. It emphasizes lecturers responsibility to challenge the assumptions students have about law, and the importance of putting law in a theoretical and social context that allows for critical reflection and sceptical detachment. In addition, the book reports upon teaching experiences and innovations, offering tools for teachers to strengthen the academic nature of legal education. It is also well described with the view that the nature and purpose of legal education has become a topic of intense debate in recent years. Quite right, too, so this timely book calls for a critical re-evaluation of university legal education, with the particular aim of strengthening its academic nature: something most of us in the academic community would agree with, we hope! The 15 contributors place special emphasis on a lecturers responsibility to challenge the assumptions which students may have about law. It is rightly said that the importance of putting law in a theoretical and social context that allows for critical reflection and sceptical detachment in the long term goal of teaching the subject. The editors have ensured that the book reports upon teaching experiences and innovations, with the aim of offering tools for teachers to strengthen the academic nature of legal education, and finishes with thought-provoking concrete proposals for change. We feel that learners and scholars who are engaged in the debate regarding a re-evaluation of academic legal education will find this book particularly helpful for their work. It will also be of interest to practitioners and advisers, such as educational experts and administrators looking to understand the modern role of law schools in creating responsible citizens. The publication date is 2016.

The nature and purpose of legal education has become a topic of intense debate in recent years. This timely book calls for a critical re-evaluation of university legal education, with the particular aim of strengthening its academic nature. The contributors emphasise lecturers' responsibility to challenge the assumptions students have about law, and the importance of putting law in a theoretical and social context that allows for critical reflection and sceptical detachment. In addition, the book reports upon teaching experiences and innovations, offering tools for teachers to strengthen the academic nature of legal education, and concludes with concrete proposals for change. Students and scholars engaged in the debate regarding the re-evaluation of academic legal education will find this book invaluable to their work. It will also be of interest to practitioners, such as educational experts and administrators looking to understand the role of law schools in creating responsible citizens. Contributors include: T. Bleeker, A. Bning, L. Corrias, U. de Vries, M. Del Mar, L. Francot, S. Germain, T. Hutchinson, B. Oomen, C. Schwbel-Patel, B. Sokhi-Bulley, G. Uygur, B. van Klink, W. van Rossum

'At a time when the performative demands of the neo-liberal university threaten to marginalise liberal and post-liberal traditions of critical enquiry, it is important to be reminded that a quality legal education can be both richly sceptical and imaginative. For those interested in deepening their students' empirical, normative and affective understanding of legal phenomena, and of their own place in the legal world, this collection of essays offers both a multi-faceted account of educational praxis and some persuasive examples of how we can educate better.' --Julian Webb, The University of Melbourne, Australia 'This is a very varied, interesting and stimulating collection of essays. It deserves a wide readership, as there are topics of interest to all law teachers.' --Fiona Cownie, Keele University, UK 'In a world dominated by technology, technique, and bureaucracy this collection of essays represents a most welcome and intelligent effort to render legal education, and law itself, more fully human, coherent, and effective, from the point of view both of the individual human being and the larger society.' --James Boyd White, The University of Michigan About the Author Edited by Bart van Klink, Faculty of Law, Vrije Universiteit Amsterdam, Ubaldus de

