

# Reflections On Clinical Legal Education

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## Reflections On Clinical Legal Education

Now a standard curricular feature at law schools throughout the nation, the clinics enriched and reformed legal education by teaching students about the practice of law. Philip G. Schrag and Michael Meltsner address the structure and methods of clinical teaching programs, the process of supervision, the learning contract between professors and ...

## Reflections On Clinical Legal Education: Schrag, Philip G

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In addition to the hands-on legal experience there is a second main element of clinical legal education, and that is reflection. Reflection is a vital part of the process; it is the magic ingredient Reflection and assessment in clinical legal education: Do you see what I see?

## Reflection and assessment in clinical legal education: Do

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Student Self-Reflection At the end of the semester, students

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prepare a final self-reflection essay about what they learned about lawyering from their clinical experience. Students write about the topics that seem most relevant to their individual experiences.

## **Student Self-Reflection | Berkeley Law**

Student Comments: "This clinic gave me the opportunity to build practical skills in a high stakes legal context. Professors Yale-Loehr and McKee provided excellent structure and guidance but allowed us to take our own initiatives in crafting the strongest possible appellate brief on behalf of our client."

## **Student Reflections**

Reflection is a part of legal education. ABA accreditation standards require that externship programs must provide "opportunities for student reflection,"<sup>1</sup> and most clinical programs include reflection as an explicit learning outcome.<sup>2</sup> Although many teachers and students have seen the value of reflection, few have studied the process

## **REFLECTIVE PRACTICE IN LEGAL EDUCATION: THE STAGES OF ...**

Clinical legal education has been defined simply as learning law by doing law. <sup>1</sup> It is a method of instruction in which students engage in varying degrees in the actual practice of the law.

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Clinical legal education has been defined simply as learning law by doing law.<sup>1</sup> It is a method of instruction in which students engage in varying degrees in the actual practice of the law.

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to a Lawyer's Education CLEA exists to advocate for clinical legal education as fundamental to the education of lawyers. CLEA and its members seek to: Foster excellent teaching and scholarship by clinical educators;

## **Clinical Legal Education Association - HOME**

Further Reflections on Professor Moyn and Clinical Legal Education Professor Samuel Moyn has written an engaging critique of legal education, one that impresses upon us members of the legal academy a vital task of self-scrutiny that has already generated waves of reaction and commentary.

## **Further Reflections on Professor Moyn and Clinical Legal**

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Reflections on clinical legal education. [Philip G Schrag; Michael Meltsner] -- Philip G. Schrag and Michael Meltsner, members of the founding generation of clinical law professors, compile in this volume their influential articles on the evolution of clinical legal education ...

## **Reflections on clinical legal education (Book, 1998 ...**

the clinical legal education process, many calling it a 'minimum standard' for clinical legal education programs.<sup>3</sup>This observation should hardly be a surprise, as clinical legal education is experiential learning and, as Stuckey has argued, optimal experiential learning involves a circular

## **Reflective practice: The essence of clinical legal education**

Reflections on Clinical Legal Education Hardcover – 30 Jun. 1998 by Philip G. Schrag (Author)

## **Reflections on Clinical Legal Education: Amazon.co.uk ...**

of reform from within legal education. Clinical educators drew inspiration from Jerome Frank, Karl Llewellyn, and other legal realists who, taking insights from other disciplines, diffused many traditional notions about law and, in turn, legal education. The clinical movement also learned much from the legal process thinkers

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## **Catholic University Law Review**

Reflection is a key part of most experiential learning theories [2, 3]. However, reflection is rarely a formal part of the daily work of physician education. Typically, formal written reflection is done on an intermittent basis, and learners are asked to describe and analyze major events.

## **Using reflection to influence practice: student ...**

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## **"Reflections on Reimagining Clinical Legal Education: The ...**

... (1995). Reflections on clinical legal education. The Law Teacher: Vol. 29, No. 2, pp. 169-188.

## **Reflections on clinical legal education: The Law Teacher ...**

Although clinical legal education is only one way in which theory and practice can be brought together, it encapsulates many of the issues in the reform debate. Views expressed on this subject may determine not only the future character of university legal education, but also the nature and scope of the legal profession itself.

## **Clinical Legal Education Revisited - Cardiff University**

But reflective practice in nursing and/or nursing education is more complex than a single definition. As Bagay reminds us, reflection is a multifaceted process of action that each professional nurse considers throughout his or her entire career.  
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## **Reflective learning, reflective practice : Nursing2020**

CLINICAL EDUCATION AND REGULATION Introduction Because U.S. states, territories, and the District of Columbia approve nursing programs, it is important for educators to understand the regulatory perspective on clinical education in nursing prelicensure programs. This chapter will explore in detail the

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regulatory perspective on

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