

## Editorial

I am delighted to introduce this current issue of the European Journal of Legal Education.

My gratitude goes to Stuart MacLennan, our Production Editor, who skilfully and professionally led the creation of this issue, in effect as interim editor-in-chief alongside his busy production editor role, while I was on leave for most of last year. Stuart was supported by an outstanding editorial board who I am also grateful for. This issue would not have been possible without their teamwork. Thank you all!

The overall theme of this issue is the value of learning experiences, through learning design, co-creation of student support, reflective practice, Clinical Legal Education, technology enhanced learning and virtual learning. Albert Einstein’s quote: “Learning is an experience – everything else is just information” seems a fitting introduction to this issue.

Specifically, the issue comprises:

Anette Alén, University of Helsinki, “**Designing Higher Education: Lessons for Law Schools**” reports from and analyses a literature review of publications on design thinking in higher education. The work focuses on which elements of design thinking have been addressed in pedagogical research and what the main findings are. From that, the article highlights the main factors to be considered in designing higher education, especially in law schools.

Niamh Howlin and Cliona Kelly, both of Sutherland School of Law, University College Dublin, “**Designing Higher Education: Lessons for Law Schools**” argue that co-creation with students as partners should be used when designing student support systems. The authors show how the students as partners approach worked in practice when re-designing an academic advisory system for law students. The article highlights the benefits and some challenges.

Marc Johnson, Cardiff Metropolitan University, and Omar Madhloom, University of Southampton, “**Addressing implicit bias: a theoretical model for promoting integrative reflective practice in live-client law clinics**” develops and proposes a theoretical reflective cycle, informed by Kant’s transcendental idealism. The proposed reflective cycle can address implicit bias and maximise knowledge acquisition in legal education. It is proposed to be used in clinical legal education.

Siobhan McConnell, Northumbria University, Lyndsey Bengtsson, Northumbria University and Rachel Dunn, Leeds Beckett University, “**The Benefits and Challenges of the Policy Clinic Model of Clinical Legal Education**”, present the findings of an empirical study into policy clinics at Northumbria University Law School. The article highlights pedagogical benefits for students and supervisors and touches on some challenges also.

Jack Wright Nelson, McGill University and National University of Singapore, “**The ‘other’ LLM: large language models and the future of legal education**” explores the impact of Large Language Models (LLMs) such as ChatGPT. The author argues that students must be guided towards appropriate use of LLM. Law Schools are encouraged to re-imagine legal education and to make LLMs part of it.

Emanuel van Dongen, Utrecht University, “**Pleading in the Virtual Courtroom: Exploring Experiential Learning in Law through Virtual-Reality-Based Exercises and Student Feedback**” looks into the effect of pleading a virtual reality based and authentic task. The author argues that such pleading is a useful and valuable learning experience.

I am sure you will enjoy this issue as much as we do- the theme of learning experience as a means of delivering more than just information is inspiring, and the suggestions made by all authors are refreshing and actionable in a higher education sector that is bracing itself for long-term pressures.

Greta Bosch  
Editor-in-Chief