

Editorial

Now with Added Technology: change and continuity for the IJCLE

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Welcome to the first online edition of the *International Journal of Clinical Legal Education*. The *IJCLE* archive, which is gradually building up on this site, demonstrates the strength and breadth of the work done in clinic around the world and in the online edition we intend to make this work easier to access, more interlinked and with a greater impact on research, theory and practice. One of the ways in which we will be helping readers to navigate is by grouping papers in strands¹.

- *Clinic, the University and Society*: this strand addresses the role of clinic as an instrument for civic engagement, access to justice and societal change.
- *Teaching and Learning in Clinic*: this strand investigates the curriculum, pedagogy and assessment used to prepare students for and support students during their clinical experience.
- *Research and Impact*: this strand will focus on the evidence base for clinical education and will explore the weight of evidence and the knowledge claims.

¹ More details of the strands, instructions for authors and review policy can be found on the website under *About The Journal*

The papers will develop our conception of the impact of clinic by giving the rigorous presentation of a range of empirical data a strong critical and epistemological frame. Papers in this strand may therefore have a topic focus from another strand but the balance of the paper will be weighted towards an exploration of the research methods used (in a report of a particular empirical study) or of the balance of approaches to research in CLE (in a review of existing studies).

The articles in this journal are freely available in a form of Open Access that is often referred to as Platinum, since it has the immediate availability of Gold Access, without the Author Processing Charges sometimes associated with that model. This approach allows us to spread the word about clinical education as efficiently as possible and continues the long tradition of the *IJCLE* of inclusion and dialogue. We welcome submissions from practitioners from all legal and educational jurisdictions and from allied fields.

The *IJCLE* will appear three times a year in Summer, Autumn and Spring editions, containing as before a mixture of *Reviewed Articles* and *Practice Reports* and in a new feature, *From the Field*: discussions about the role of clinic and development news. In this edition Maxim Tomoszek from the Czech Republic reflects on the underlying beliefs and assumptions of clinical education and how this has impacted upon the development of clinic in Olomouc. He makes a particularly telling comparison drawn from the adoption of judicial councils in Europe and raises some interesting

questions about the advantages and disadvantages of both innovation and conservatism.

Richard Owen presents the innovative use of technology to encourage reflective dialogue with and about young offenders in his article in the *Clinic, the University and Society* strand. However, the technology is perhaps merely the vehicle for the truly innovative element in this work, which is a form of advocacy that foregrounds voices rarely heard in the criminal law process. Young offenders in this study reflect on the impact of their crimes and on what place they can now claim in society whilst members of the public interact with the text messages and contribute reflective interviews on the same topics. As society's conceptualisation of 'lawyers' work' moves beyond advice and representation in court, projects like this prepare us and our students for a wider role in civic society.

In the *Teaching and Learning in Clinic* strand we have two papers that pick up on this theme in very different ways. Shaun McCarthy takes as his focus the increasing use of tribunals and argues for a specific skill-set for this less adversarial arena. The development of these skills through an experiential pedagogy within the specific context of mental health raises important issues for students not just about tailoring their argumentation and presentation but more deeply about their role in co-constructing situations where vulnerable people's voices can be heard.

Liz Curran and Tony Foley engage with the thorny issue of quality and how this relates to our assessment of students' performance in clinic. In their paper they

draw our focus to one of the key tensions of clinic between a manageable educational experience and the provision of a high quality legal service. Their case studies highlight the importance of a range of feedback opportunities and structures so as to provide for ourselves, our students and the clients in clinic a more nuanced understanding of quality.

We hope that you find much to stimulate thought and discussion in this issue, that this will prompt you to respond with your own ideas as future articles, that you will suggest improvements and additions to the journal and website and of course, that you will forward the link to the website to colleagues everywhere! A final, personal note: it is also my first edition as Managing Editor and I would like to thank Jonny Hall for his stewardship of the journal and also to thank Maureen Cooke for helping to manage the editorial transition. A dedicated and very patient team of technicians and library staff have made this online journal a reality and our heartfelt thanks go to them.