

**INTERACTIVE PEDAGOGY AND CLINICAL LEGAL EDUCATION (CLE) IN  
THE TEACHING OF REPRODUCTIVE AND SEXUAL HEALTH LAW TO 2<sup>ND</sup>  
YEAR LAW STUDENTS**

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**Abstract**

*Reproductive and sexual health rights education in Nigeria is poor. With the alarming increase in sexual abuse and other forms of reproductive and sexual health rights violations, the knowledge of reproductive and sexual health law to would-be lawyers becomes imperative for effective protection and promotion of reproductive and sexual health rights as human rights. Recently, National Universities Commission and Council for Legal Education approved clinical legal education (CLE) as a method of teaching in law faculties. This paper presents an observational study of CLE cum interactive pedagogy methodologies in the teaching of reproductive health law to law students at the University of Ibadan. The combination of CLE and interactive pedagogy proved to be more effective than traditional theoretical based teaching. Clinical legal education using interactive pedagogy should be made mandatory in legal education.*

**Keywords:** Interactive pedagogy, Clinical legal education, reproductive and sexual education

**Introduction**

In this 21<sup>st</sup> Century with the multiplicity and diverse legal issues arising in societies, every nation most especially a developing nation like Nigeria needs a strong legal system and professionals who are equipped to serve the growing needs of the country. Before the introduction of clinical legal education (CLE), the teaching of law was through the traditional method of learning and teaching the law. This old approach entails mainly 'theorizing' the law, separated students

from the reality and practical application of law to issues in the society. Students lacking the practical hands on skills are not able to properly appraise contemporary issues, challenges to social justice and access to justice.

Scholars such as Leleiko (1979) and McFaul (2020) and on clinical legal education have criticized the theoretical old method of teaching, maintaining that the method does not produce law graduates with the legal skills, knowledge and values required to solve problems. According to Vawda (2004) the adoption of clinical legal education teaching methodologies provides a unique experimentally-based knowledge to the law student geared towards problem solving, rather than 'academic' in nature. She aver that CLE approach is a more effective form of teaching and learning, and that its methodologies should be integrated into other teaching disciplines (Vawda, 2004). Klerk,(2006) in his own article, sharing the experience of law clinics in South Africa, corroborated impact of CLE methodologies and how it has contributed significantly to the teaching and practice of law in South Africa (Klerk, 2006).

According to Du Plessis (2015):

*Clinical legal education is mainly a practical course, although it includes training in the substantive law. University law clinics generally have to satisfy two main objectives, namely: teaching of students and service to the community. Clinical teaching methods can make distinctive contributions to student learning. Clinical pedagogy consists of three main categories, namely the clinic experience, classroom instruction and tutorial sessions. Clinic duties expose students to real consultations with live clients posing with real problems, ensuring a sustainable platform for teaching and learning. Classroom instructions are required for substantive law review and teaching in fields...(Du Plessis 2015: 67 )*

Du Plessis's (2015) argument supports the use of instructive pedagogy in the teaching of law. While this article agrees with Du Plessis on the need to employ pedagogy in the teaching of law, it argues that for effective learning and teaching of law, application and use of interactive rather than instructive pedagogy in classroom teaching is required for a good background to later practical clinical experience.

Interactive pedagogy is a useful methodology in the classroom teaching of law courses like reproductive and sexual health law where students due to religious or cultural norms, have been shielded from the requisite background knowledge or exposure to elementary reproductive and sexual health education. Employing interactive pedagogy as a clinical legal education methodology with 2<sup>nd</sup> year law students proved more effective than theorizing and instructional teaching. Students were able to relate and identify with reproductive and sexual health rights issues and also translate knowledge acquired to use. This methodology plays into the characteristic strengths of interactive pedagogy as it puts the students at the front wheel of the learning process. Using this methodology, legal educators are no longer just disseminating theories on law practices, but are also providing experiential context and value to which the students can relate and efficiently learn from through interactive exposure.

In order to effectively engage this discourse, it is necessary to raise these pertinent questions:

- a) What is clinical legal education?
- b) What is interactive pedagogy in classroom teaching?
- c) Is there a correlation between interactive pedagogy and clinical legal education?
- d) Why interactive pedagogy in the teaching of law to the 21<sup>st</sup> century students would be lawyers?
- e) How effective is interactive pedagogy as a classroom teaching methodology in the teaching of reproductive and sexual health law to 2<sup>nd</sup> year law students?
- f) What were the challenges observed using this methodology?
- g) What can we do as law teachers and clinicians to promote the use of interactive pedagogy in the teaching of law?

### **Clinical Legal Education (CLE)**

Many attempts have been made by academics and clinicians to define clinical legal education, each defining CLE from his or her own conception or level of abstraction. CLE is more than just a practical course or practical approach to teaching law. It is a synergy of the totality of teaching methodologies and a symbiotic approach to learning where both teacher and student input results in knowledge as

a beneficial outcome towards societal justice. CLE as a synergy of teaching methodologies and approaches was well captured in these definitions:

*[T]he introduction of a new interactive method of teaching which focuses on immediate use, and develops lawyering skills through group discussions, brainstorming exercise, debates, case studies, role plays, mock trials, simulation, use of ICT and multimedia in training and considers ethical issues and also combines real life services...(Omoyemen, 2011).*

*Clinical legal education is a multi-disciplinary, multi-purpose education which can develop the human resources and idealism needed to strengthen the legal system. A lawyer, the product of such education, would be able to contribute to national development and social change in a constructive manner. It is a new pattern of legal education, as distinguished from the traditional method of education(Bamgbose, 2015: )*

Prior to the introduction of clinical legal education in Nigeria, the teaching of law was patterned after the traditional method, focusing more on learning the theory of law which is bereft of problem solving life skills. There was an erroneous bifurcation of legal education as the universities only taught the theoretical aspect of law, while the 'practical aspect', practice and procedure is taught within twelve calendar months at the Nigerian Law School.

This erroneous method of teaching and learning the law has produced many lawyers with a lot of head knowledge, but little practical skills for application. The role of law is fast changing in the face of globalization and 21<sup>st</sup> Century democracies and attendant social problems. The teaching of law must therefore be geared towards producing lawyers that possess reflective, constructive and critical minds capable of providing solutions to the myriad and diverse social problems.

There is a need to expose the relationship between CLE and pedagogical teaching. Contrary to erroneous opinion and understanding, CLE is not a methodology. Rather, Clinical legal education is a paradigm shift from the traditional method of teaching. Unlike the traditional method, CLE adopts pedagogical teaching methodologies directed at developing the perception, attitudes, skills

and sense of responsibilities in lawyers at the completion of professional education. The goal of CLE is to enable law students understand the role of a lawyer in the administration of law, contributing to access to justice in a constantly changing contemporary world fraught with diverse issues of law and social justice.

Bhabha (2014) commenting on the need for a change from the traditional process of legal education, argued that experiential/ clinical learning practices is more a 'useful method' in achieving pedagogical commitment to diversity in legal education'. He further states:

*There is a resounding consensus that diversity in legal education is a priority. Yet... Law schools continue to be criticized for failing to reflect the diversity of the society that they are training lawyers to serve (Bhabha,2014; 59)*

### **Interactive pedagogy in classroom teaching and Learning**

According to sociologists, learning is a form of social behaviour, which indicates: constant interaction between the individual and his environment, and the various units it is comprised of. It is this interaction that informs our social and cultural knowledge, knowledge that often proves invaluable when applied within a practical setting.

Interactive pedagogy is a method of classroom teaching which through participation and contribution gives the student a deeper understanding of what is taught and the ability to apply same in any future relevant or related situation. Interactive pedagogy creates a 'safe and inclusive space' for learning. There are five different approaches in interactive pedagogy: reflective, integrative, constructivism, collaborative and inquiry- based approaches(Bailey, 2012). Reflective teaching will involve thinking, recollecting, sharing and analysing experiences to improve learning. Integrative teaching will involve cutting across disciplinary lines, for example, explanation of terms in other disciplines for easy understanding and appreciation of issues.

According to Abdal-Haqq (1998), Gunduz and Hursen (2014), constructivism is concerned with the learning and construction of knowledge which emphasizes learners as active participants in making sense of their environment and their experiences within that environment. Constructivism will require that the teacher find out through interaction who his or her students are, appreciate the cultural background and environment to know what kind of knowledge they

have previously acquired so as that a suitable learning environment can be created for learning. In constructivism, because who we are is a product of our culture and environment, students come to class with different perspectives, opinions and understanding about issues. A teacher must therefore ensure that the classroom environment is free for expression without fear of criticism so that students on their own can discover by themselves what they need to learn.

In collaborative approach, the students are made to learn through collaboration with other students in discussions, debates, group presentations, with the teacher and the immediate community. Inquiry based approach involves throwing up debates, questions, posing problems and making the students learn through finding the answers.

Each of these approaches impacts teaching and learning. The aim is to create an environment where students and teachers are immersed in learning and teaching. Approaches to interactive pedagogy and its methodology have been adapted into various institutional learning curriculum, and even propounded upon by educationalists and philosophers in the field of education, resulting in the further development of the interactive pedagogy model into new schools of thought, such as Andragogy and Teacher Education, the former relating to a higher educational learning that requires the teaching of adults who have gone through some forms of cognitive and experiential learning, informed by their social and cultural environment.

Traditional pedagogy and andragogy are effective methods of learning, however combining interactive pedagogy and andragogy, according to (White, 2000) allows the students a high level of active involvement in the acquisition of knowledge, development of skills and attitudinal change through an interactive learning process or experiential learning ("learning by doing"). Adopting pedagogical approaches makes learning and classroom interaction more meaningful and lively. Teaching a professional course like law can be a complex educational process, which requires interweaving of several aspects of professional training into a whole, linking theory with practice. (Sullivan, Colby, Wegner, Bond & Shulman, 2007).

Students can therefore look forward to coming to class with excitement, knowing that the knowledge to be acquired is beneficial

and relevant beyond the topics, as opposed to focusing solely on the theoretical learning of the law.

### **The Relationship between Interactive Pedagogy cum Andragogy and Clinical Legal Education**

Interactive Pedagogy is a process or teaching methodology that depends on a teacher and a learner. The teacher acts as a stimulant for encouraging learning in the students using various tools to sustain student interest and activity, and it views the provision of real life situational learning as the best way in the process of teaching. Interactive pedagogy encourages and develops thinking, enhances self-confidence, and nurtures problem-solving 'skills' through reasoning and discussion among peers through interactive learning (Dalal, 2014).

In relation, Clinical Legal Education, which according to the definition by Omoyemen (2011) is an interactive method of teaching, which focuses on the development of lawyering skills and ethics through group discussions, brainstorming exercise, debates, case studies, role plays, mock trials, simulation, use of ICT and multimedia in training, and also combines real life services. This description of Clinical legal education portrays a similarity in content and context to interactive pedagogy cum andragogy which is as stated above, also focuses on practical and experiential learning, and the utilization of various visual, audio-visual, oral and practical teaching modules to facilitate interactive learning.

The merging of Clinical Legal Education in Nigeria with interactive pedagogical methodology will help develop the culture of experiential learning for students of the law profession, through this fundamental educational concept. Interactive pedagogy as a teaching and learning methodology is the perfect fit for Clinical legal education, as the law is an abstract principle, and experiential learning is an extension of interactive pedagogy. Noted learning theorist and Education philosopher, Dewey, (1986) asserts that all principles by themselves are abstract, "they become concrete only in the consequences which result from their application". John Dewey was an avid advocate of experiential opportunities being provided as a critical component of the education process. He is mentioned alongside theorists such as Seaman A. Knapp, who is also a strong proponent of theory of learning by doing. He wrote that what man may doubt what

he hears and possibly what he sees, but that what he does, he cannot doubt. Clinical legal education and interactive pedagogy is a major paradigm shift from the conventional teaching methods of law in Nigerian institutions which dictates a larger focus on theory than is put in practice. By pushing the teaching and learning strategy of learning by doing, Clinical legal education and interactive pedagogy will develop a new method for the facilitation of law, and a change in approach to the currently practiced methodology used by institutions of higher learning in Nigeria. It proposes an introduction to CLE from an earlier stage in the students levels of learning in order to balance their cognitive scale and understanding of both theoretical knowledge and practical knowledge.

Introduction and exposure of law students to CLE in Nigeria differs across law schools. Some schools adopt clinical legal education approaches to classroom teaching of traditional law courses, while others provide law clinics as practice laboratories for experimentation after classroom instructions. Depending on the curriculum, different schools have introduced CLE to students at different levels and year of undergraduate education. In some law schools, students are introduced to practical clinics in the fourth year of study by which time it is expected that the student would have acquired enough theoretical knowledge of law courses ready for practical application to life cases in the clinic. While in some schools, clinic sessions and cases are only attended to and handled by final year and graduate students. In a few law schools however, students are introduced to the clinic from the third year of study (Adewumi and Bamgbose, 2015).

The position of this research following the observational study on the use of interactive pedagogy in the teaching of reproductive and sexual health law to second year law students finds that for effective learning and development of relevant skills and knowledge, CLE pedagogical methodologies should be employed and integrated into the teaching of law from the first year of law education. Some may argue that students will require some background theoretical knowledge before exposure to practice clinics. It is the position of this article that adopting CLE pedagogy may not necessarily require exposure to full practice clinics at the early stage, but clinical observation visits can be organized for students as part of learning activities. During such visits, students can read case files, listen to



interactions between clients and clinicians during briefing, interviewing and counselling sessions. It is through such cognitive learning experiences, and exposures that students consciously and unconsciously imbibe tips for practice, including rules of professional conduct and ethics.

**Interactive pedagogy as a classroom teaching methodology in the teaching of reproductive and sexual health law to 2<sup>nd</sup> year law students**

Although, reproductive and sexual health has been part of the curriculum for General Studies (GES), medical and public health students in Nigeria, the teaching of reproductive and sexual health law as a course within the curriculum of legal education was established in the year 2017 when the National Universities Commission (NUC) made it mandatory that the teaching of reproductive and sexual health law as an elective course must commence in Faculties of Law across Nigeria. Prior to this, many academics who have acquired knowledge and expertise in reproductive and sexual health law have channelled their knowledge and expertise to teaching across faculties and disciplines such as medicine and public health, where they are engaged as associate lecturers to teach the legal aspects of reproductive and sexual health.

Reproductive and sexual health is a life science which involves knowledge about sexuality and the reproductive process and those things that enhance health or contribute to a state of ill health as far as reproductive and sexual health is concerned. Reproductive and sexual health law can therefore be defined simply as those laws that affect, determine or protect the sexual and reproductive health rights of individuals in the society.

For law students in the 21<sup>st</sup> Century, the knowledge of reproductive and sexual health law becomes important in the face of the increasing violations and the need for protection of rights relating to sexuality and reproduction. Reproductive health issues cut across sexual abuse, abortion, sexuality issues, fertility, contraception, artificial insemination, sex selection, surrogacy and many more. Many of these topics stream across religious, socio-cultural and ethical borderlines. As earlier stated, in any learning and thought process, knowledge or notions about any issue is first determined by an individual's religious

and socio-cultural environment. The essence of teaching and learning is the ability to unlearn what was learnt previously and the reception of new knowledge and orientation.

Due to religion and sociocultural biases and norms, many students for the first time, are faced with open discussions on issues that are very sensitive and opinionated within our religious and sociocultural environment. There is a culture of silence and most often biases over open discussion and mentioning of words like 'sex', 'abortion', 'homosexuality', and 'contraception'. Teaching according to the University calendar runs for 15 to 16 weeks. Usually for teaching, a minimum of two teachers are assigned to teach a course. During the first and second week of classes, the teachers try to break the ice by employing the constructive approach to find out the background of the students, the likely biases and notions held about the topics to be treated. For example, the teacher tries to investigate through interaction with the students what their level of exposure is to sex education. This interaction created an atmosphere where students were able to open up on issues of sex, sex education and the way it is taught in Nigerian secondary schools as an aspect of biology. Many of the students for the first time were able to express their opinion on the way the society 'abhors' and views open discussions about sex and sexuality as 'taboos' and topics only meant for the adult and married. Some students were able to reflect and share their experiences in the class. These interactions revealed that despite the religious and socio-cultural restrictions on access and exposure to sex and sex education, many adolescents in Nigeria experience early sexual debut, learn about sex through their peers and exposure to the internet and television/film industry.

Sometimes, a teacher may need to combine two or more approaches, for example the collaborative, integrative, reflective and inquiry based approach in one classroom contact. For example in the handling of controversial topics like abortion, students were encouraged to form opinionated groups for discussions, debates and group presentations. A student is able to freely decide on whether he or she is 'Pro-life' or 'Pro-choice' in the abortion debate, while others who were undecided were also allowed to form their own group. The collaborative and integrative approach made the students to carry out extensive research into other disciplines such as medicine in order to

have more knowledge about their opinionated position while also trying to convince other students about their group. These methods of teaching not only encouraged individual and group learning, but also fostered a team spirit. Students were able to appreciate the strength and weaknesses of opinions held by their group, other groups and the need to accommodate and respect other opinions. These methods ensured both active and passive learning, and are the resulting components of interactive pedagogy as a teaching and learning model which allowed the student to learn on their own, through personal and shared experiences, research, and interaction with the lecturers, the study, and amongst themselves.

In the course of the 15 to 16 weeks of classroom teaching for the first and second semesters, students assessments was conducted via classroom tests and take home assignments. Overall students performance in the first semester was 99%. Many students scored 60% and above, only one student scored below 50.

Another important learning outcome was the invaluable contribution made by the students to a proposed bill on reproductive and maternity services by the Oyo State Legislative House of Assembly. The students debated and discussed the merits and demerits of the bill in relation to reproductive and sexual health rights of the populace. Through chosen representatives, the students participated and presented a position paper at a public hearing on the bill.

#### **How effective is interactive pedagogy as a classroom teaching methodology in the teaching of reproductive and sexual health law to 2<sup>nd</sup> year law students?**

In a bid to know how effective interactive pedagogy as a classroom teaching methodology is in the teaching of law courses as against the traditional method used in legal education, the researcher (Teacher) took a study on 200 level law students who took reproductive and sexual health rights law as a course. The result of the study revealed the following themes:

##### **Learning new things**

Students attested to the fact that interactive pedagogy made them to learn new things contrary to the traditional method of learning where it seems more like they are forced to learn new things compulsorily

disregarding whatever they have learnt before. Interactive pedagogy helps them to hold on to what they have and from there, spread their tentacles to learn newer things. This is evident in quote :

*“When I am forced to learn things, I wouldn’t learn as much as I should, but when I am caught in a position where I can participate and my opinions are valued, I subconsciously tend to move to a better state of learning where I am able to comprehend better and also learn new things ”.*

#### **Acceptance of new concepts**

The effectiveness of interactive pedagogy and andragogy was also evident as students revealed that the method of teaching made them to voice their held beliefs about sensitive issues dearly. However, with the interactive classroom environment, they were able to understand the diverse beliefs held by their colleagues and accept it without criticism. This is evident in this quote:

*“I will say the interaction and discussion in class has actually helped me to see issues of reproductive health such as sexuality, abortion from other perspectives, for instance before I came to this class, I held a conservative stance on most issues on reproductive and sexual health rights and other issues I was completely conservative, completely pro-life, completely against same sex but by the time we all interacted in class, I began to see things from new perspectives. I was curious to read more about these issues as you read online and also do my own research on the topics” ( A Student )*

#### **True Expression on Sensitive Issues**

Certain issues are considered sensitive looking at the societal and religious viewpoints. The study revealed that interactive pedagogy and other interactive methodologies not only created an atmosphere where students were able to learn from one another, it also gave students opportunity to express themselves without the fear of being criticized. This is evident in the quote:

*“Being in an African society where it is always like a taboo to talk about sexual related stuff with people other than your friends who know exactly the same thing that you know and so there is literally no exposure” ( A Student)*

**What were the challenges observed using this methodology?**

As laudable as the experience with interactive pedagogy approaches may have been, it is not without its challenges. After the expiration of weeks of classroom contact, it is important that teachers get a feedback from the students on their experiences during the teaching and learning process. Feedback here is the key component to measuring the success of interactive learning. Without feedback, it is impossible to make any validations or conclusions on the veracity of the learning methodology, which makes it difficult to evaluate the students and their reception towards the teaching and learning process. For this class, the last two sessions of the classes were dedicated to feedback. Challenges include those observed by the teachers and those identified or expressed by the students during the feedback session. Some of these challenges include: lack of instructional materials, the problem of erratic power supply, lack of access to internet connectivity and student's reluctance in adapting to the new method of teaching.

**Lack of instructional materials**

Some students complained of the lack of instructional materials such as books, teaching aids (audio and visuals). Currently, there is only one written foreign textbooks for the teaching of reproductive and sexual health law( Cook, Dickens and Fatallah, 2003).

This is because reproductive and sexual health law as a course is of recent origin and with very few experts teaching in that field. Moreover, the current text in content is not designed for undergraduate curriculum. In the adoption of new methodologies, there is need for use of teaching aids such as audios and videos, pictorials and other materials that will facilitate and enhance teaching and learning. The students point this out as a challenge they experienced in the interactive pedagogy class and it is evident in this quote:

*"I am of the opinion that we need more pictures and video illustrations. For example, we talked about some contraceptives and many of us like me, don't know what contraceptives look like, we talked about abortion, we didn't see any video or pictures. There is need to make more use of the media so that we can see these things and how they are done".(A Student)*

**Problem of erratic power supply**

Accessibility to electricity power or energy is a problem in Nigeria. Electricity supply can be very erratic. Most often, teachers and students lack access to electricity supply during and outside classroom interaction and are most times not able to make use of instructional medium such as e- learning boards, power point presentations and internet connectivity. The student also pointed this out as a challenge. In a bid to provide a solution to the issue of no instructional materials to aid learning, the students suggested the use of electronic device such as projector and the internet. The latter would be used to source for learning materials on-line as they proposed that there is presence of instructional materials that aid learning of the course on-line, while the former will be used in dissemination of acquired materials to the students during their reproductive and sexual health classes. However brilliant their idea was, the use of projectors will be hampered due to epileptic power supply situation in the school. This is evident in this quote:

*“...Sourcing for materials can be gotten on-line to aid learning, but for the purpose of rubbing minds with colleagues on issues as they arise, I personally find the classroom as the best place to use, share and critically analyse these materials, but there is the problem of erratic power supply which is required to power a projector for better interaction....”* (A Student)

**Lack of access to internet connectivity**

In this age of globalization, cross fertilization and knowledge transfer through information technology, the 21<sup>st</sup> century law student cannot be bereft of knowledge and information. Access to internet connectivity will enable both teacher and students to source for information on any topic, make use of the virtual libraries on-line and also interact with other students and experts in the field or topic of interest.

**Student adaptation to new methodologies**

Another challenge identified during the feedback was the reluctance of some students to adapt to the new methodologies. Some out of laziness preferred that the teacher gives notes, found research laborious, stressful and burdensome. They preferred the old method of teaching where the teacher or lecturer holds all the monopoly of

knowledge in the class. Unfortunately, years of education being rigidly instructive and placing the teachers as the 'know all' and 'be all' of the classroom has informed a learning pattern amongst students in higher institutions who have become used to theoretical learning and the cramming of material aids. Such students would rather prefer the teachers to feed information to them, rather than go through experiential learning, and as such are averse to interactive methods of teaching and learning.

**What can we do as law teachers and clinicians to promote the use of interactive pedagogy in the teaching of law?**

The foregoing challenges notwithstanding, interactive pedagogy remains an invaluable teaching tool in clinical legal education. However, apart from the need to tackle the challenges earlier stated, there are some things that need to be addressed for effective use of pedagogical methodology in legal education.

First, there is need for a general promotion and acceptance of Clinical Legal Education methodologies: it is observed that in faculties of law around the world, Nigeria not an exception, there is still some resistance to adopting clinical legal education as a new paradigm in legal education. Many law teachers see clinical legal education as 'unnecessary distraction', 'a waste of time', 'making a caricature of our noble profession', 'turning law students into theatre arts student'. In many schools in Nigeria, many law teachers apart from those who are also clinicians still use the traditional method of teaching. As clinicians and law teachers, we should carry the campaign and champion the advocacy that clinical legal education must be adopted as the new method of teaching law.

Secondly, in the past, becoming a lecturer or law teacher does not require any form of training in teaching or teacher education: for a general adoption and integration of clinical legal education methodologies into the curriculum of legal education, there is the need for every law teacher to be trained in the pedagogy of teaching through interaction and experiential learning. Teaching as a profession is an art, but pedagogy is the scientific approach to it. The old method of teaching in legal education can no longer suffice in this age when knowledge is expected to be scientifically based and result oriented. Furthermore, the neglect of law clinical practices in Nigerian

educational institutions have created a cyclical problem where law students and postgraduates can be called to Bar with minimal experiential or practical knowledge of the law, some of whom went on to become lecturers for the next generation, equipped with mostly a theoretical application of the law. It is an issue that remains to be addressed and raises concern when one looks critically at the lack of qualification to be classified as “teachers” with adept knowledge and skill in their fields.

In light of this, with the wind of interdisciplinary and multidisciplinary approaches to teaching and researching, there is need for collaboration between Faculties of Law and Education. Every law teacher must be exposed to some degrees of teacher education. This may be in form of capacity building, training workshops organized by clinical legal education experts in collaboration with academics in the field of education and teacher education. The training can be in-service or at the point of entry or appointment of new lecturers. Although, this view may not be a welcoming one to those who feel it may be too demeaning for ‘noble colleagues’ of ‘our noble profession’, it is position of this research that it is time that the legal profession drops its toga of arrogance as far as relating with and learning from other occupations is concerned, for it is only by this that we can say that we are truly learned.

Thirdly, policy makers and administrators for higher education must as a matter of policy make it mandatory that all teachers acquire teaching pedagogy skills before teaching at any level of educational institution for effective transmission and transformation of knowledge to solving societal problems and issues. For instance, a forum of educational management and teaching pedagogy experts can through communiqué bring important observations at local, national and international workshops and academic conferences to the attention of governments and other stakeholders for the improvement of teaching and learning all disciplines.

### **Conclusion**

The use of interactive pedagogy and other diverse interactive methodologies in clinical legal education is very apt for the teaching of law students (would be lawyers) of the 21<sup>st</sup> century. Interactive pedagogy and andragogy are more effective methods of teaching as



against the traditional method used in legal education which is mostly instructional and theoretical.

### Recommendations

There is need to improve the quality of our students by equipping them with more skills and knowledge in tackling societal issues, which can only be achieved through the integration of clinical legal education teaching methodologies cum interactive pedagogy into the legal education curriculum. It therefore becomes imperative that law teachers must become 'learned' in the teaching art of pedagogy and adopt same for the effective teaching of law generally.

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