

TEACHING AND LEARNING IN THE 21ST CENTURY: LESSONS FROM THE FACULTY OF LAW, UNIVERSITY OF IBADAN

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Abstract

The rapid transformation of higher education in the twenty-first century has fundamentally altered the ways in which knowledge is produced, transmitted and acquired. In legal education, these changes are particularly significant because the traditional emphasis on lectures, doctrinal knowledge and case-based learning must increasingly respond to technological innovation, changing professional expectations, interdisciplinary scholarship and the evolving learning preferences of contemporary students. This paper examines teaching and learning in the twenty-first century through the experience of the Faculty of Law, University of Ibadan, with a view to identifying lessons that may inform the future development of legal education in Nigeria. It explores the extent to which contemporary teaching practices within the Faculty reflect student-centred learning, digital technologies, experiential and problem-based learning, continuous assessment, collaborative learning and the development of critical thinking, legal research and practical skills. The paper also considers the challenges associated with integrating emerging technologies into legal education, including limitations in infrastructure, digital access, pedagogical adaptation and the need for continuous capacity development among educators. Drawing on the experience of the Faculty of Law, University of Ibadan, the paper argues that effective twenty-first-century legal education requires a shift from a predominantly transmission-based model towards a more interactive, technology-enabled and skills-oriented approach while preserving the foundational values of legal scholarship and professional ethics. The experience of the Faculty provides useful insights into how established law faculties can adapt to changing educational realities while maintaining academic rigour. The paper concludes by proposing practical lessons for strengthening teaching and learning in Nigerian legal education and positioning law faculties to prepare graduates for an increasingly digital, interdisciplinary and rapidly changing legal profession.

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PART I: INTRODUCTION AND THE MYTH

Historically, African societies taught crafts, trade and other vocations using practical instruction and training either within the family or social structures.⁵ Customary laws in existence at the time were learned informally through subtle indoctrination from childhood, though the education provided to future traditional rulers was a bit more formal than other members of the society.⁶ The colonial masters introduced English common law into Nigeria⁷ and a system of formal legal education with the teaching methods modelled after those used by English law schools at the time.

Law schools in different jurisdictions follow similar curriculum as the profession is highly regulated. For a country like Nigeria, legal education is regulated by the National Universities Commission (NUC) which determines the entry qualification for law programme into any Nigerian University⁸ and the Council of Legal Education (CLE) in conjunction with the Body of Benchers which determines who eventually qualifies to be called to the Nigerian Bar. The Core Curriculum and Minimum Academic Standards (CCMAS) is designed by NUC for the education and training of undergraduate students desiring to obtain a first degree in Law in the Nigerian university system.⁹ Clinical Legal Education has been introduced into the CCMAS as a course.¹⁰

The traditional legal education in Nigeria is majorly classroom-based as, the course contents at law schools focuses on theory and law for the rich and on the areas of the law likely to generate income for future lawyers. This is far removed from what is happening in the lives of ordinary people. This traditional teacher-centered method focused on rote learning and relied very heavily on lectures, with little emphasis on practical lawyering skills. It involves

⁵ A.B. Ekanola, A Critical Exposition of the Views of Emmanuel Onyechere Anyiam-Osigwe on Youths, Education and Social Development, in *The Development philosophy of Emmanuel Onyechere Osigwe Anyiam-Osigwe* 139 (O. Oladipo & A.B. Ekanola eds, 2009).

⁶ Ibid.

⁷ Obilade, A.O. *The Nigerian Legal System* (Sweet & Maxwell 1979).

⁸ National Universities Commission Section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, empowers the National Universities Commission to lay down minimum standards for all programmes taught in Nigerian universities.

⁹ NUC CCMAS Law 2022 available at <https://nuc-ccmas.ng/law/>

¹⁰ Adewumi A.A, 2020. Revolutionising legal education as a response to Globalisation and ICT in Nigeria. *Journal of Commonwealth Law and Legal Education*. Edition 14 (online) Available at <https://law-school.open.ac.uk/sites/law-school.open.ac.uk/files/files/JCLLE/spring-2020/revolutionising-legal-education.pdf>

imparting knowledge to a passive audience without encouraging interaction between students and lecturers.

Over the years, it has been observed that this traditional teaching method left students bored during lectures and some stopped attending classes since they could copy the notes dictated in class at their convenience or make photocopies. Members of staff also had no personal interaction with the students as there was no opportunity for brainstorming in class.¹¹ The students ended up having to memorize the notes and reproduce them in the examination hall and earn high marks without really having an in-depth understanding of the topics taught. While those who could not memorize had very poor grades leading to withdrawal from the university. Even though this is very much the present reality in most law faculties across the country, the University of Ibadan has adopted a clinical teaching method since 2007 but not all the lecturers in the faculty have embraced it, thereby, breaking the stereotype and demystifying the teaching of law.¹² This paper examines how the Women's Law Clinic at the Faculty of Law, University of Ibadan demystifies legal education through specific methods used by clinicians and staff.

The article is divided into five parts, the first being this introduction. The second part is an overview of the Women's Law Clinic, Faculty of Law, University of Ibadan. The third part is an exposition of the demystification methods utilized by the lecturers/ staff clinicians in the teaching of law at the Faculty of Law, University of Ibadan. The fourth part discusses the feedback from staff and students on the benefits of the demystification strategies and tools to the staff and students. The fifth part is the recommendation and conclusion.

PART II: Women's Law Clinic, Faculty of Law, University of Ibadan, Ibadan, Nigeria.

At the University of Ibadan, the Department of Law was created under the Faculty of the Social Sciences in September 1981. This department became a Faculty in 1984. The traditional teaching method adopted in the faculty of law was similar to other Faculties of Law in Nigeria.¹³ The Women's Law Clinic (also referred to as "the Clinic") was inaugurated on the 18th of July 2007 as a law school based in –house *pro bono* clinic located within the Law

¹¹ Ajagunna F.O. and Byron I.O. 2024 Clinical Legal Education and Social Justice: Assessing the impact on Law Students in a Law Clinic in Nigeria. *International Journal of Clinical Legal Education* Vol 23: 44-79.

¹² Adewumi, A. A. & Bamgbose, O. A. 2016. Attitude of students to clinical legal education: A case study of Faculty of Law, University of Ibadan. *Asian Journal of Legal Education*, 3(1); 106-116

¹³ *Ibid*; see also Adewumi A. A. and Pitan O.S (2022) Nigerian Law Students' Perception of Online Teaching: Appraisal of COVID-19-imposed Online Classes. *Asian Journal of Legal Education*, Vol.9(1) 36-53

Faculty, University of Ibadan.¹⁴ The Clinic focuses on the use of interactive teaching methodology, development of practice and practical skills such as interviewing, counselling, negotiating and oral advocacy, while also placing emphasis on the ethical dimensions of legal practice. Students and law teachers are exposed to wider experiences in lawyering skills and legal practice. This is in line with the view of the Association of American Law Schools that: The principal goal of most clinics is to teach students lawyering skills and sensitivity to ethical issues through structured practice experiences and opportunities to think about and analyse those experiences.¹⁵ Corker regards ‘the primary focus of the clinical program [as] the development of practical lawyering skills in a closely supervised environment’, whereas the ‘primary focus [of pro bono work] is community service.’¹⁶

Major activities of the Clinic include outreaches, sensitization and creating awareness, collaborations and staff capacity building programmes, and training students in utilizing techniques for clinical legal education. The Clinic exposes the students to a wide variety of problems affecting the poor in the communities. Students are given a window into the real world of practice. The Clinical pedagogy utilised involves formal assessments of the students during and at the end of semesters.

The statement of Cantatore as cited by Bamgbose and Tafita¹⁷ is therefore apt that *a primary function of a pro bono clinic is of course to provide consumers with access to legal services, but it also offers students a unique learning opportunity*. The Clinic operates in the areas of human rights and family law, which are in fact very wide areas and has since expanded to accommodate other areas of law. Through clinical legal education, students of the Faculty of Law and the Clinic have been able to educate and promote the ideals of good, well-rounded

¹⁴ Adewumi, A. A. & Bamgbose, O. A. 2016. *Op.cit.*

¹⁵ Les McCrimmon, ‘Mandating a Culture of Service: Pro Bono in the Law School Curriculum’ (2003) 14 Legal Education Review 53, 54–57 citing Association of American Law Schools Commission on Pro Bono And Public Service Opportunities, ‘Learning to Serve: A Summary of the Findings and Recommendations of the AALS Commission on Pro Bono and Public Service Opportunities’ (Report, Association of American Law Schools, 1999).

¹⁶ John Corker, ‘How Does Pro Bono Students Australia (PBSA) Fit with Clinical Legal Education in Australia?’ (Paper presented at the Third International Journal of Clinical Legal Education Conference and Eighth Australian Clinical Legal Education Conference, 13–15 July 2005) 5. Cited by Cantatore, Francina (2015) “Boosting Law Graduate Employability: Using a Pro Bono Teaching Clinic to Facilitate Experiential Learning in Commercial Law Subjects,” *Legal Education Review*: Vol. 25 : Iss. 1 , Article 7. Available at: <https://publications.bond.edu.au/ler/vol25/iss1/7> ; Bamgbose Oluyemisi and Olomola O (2016) “The Dynamics of Street Law & Community Awareness- Revisiting the Syllabus of Clinical Education in Nigeria”. (2016) Vol 1 *Zambian Open University Law Journal*. Pg 121-147

¹⁷ Oluyemisi Bamgbose & Folake Tafita (2017) “Law Clinics and Advocacy within the University Community: Risks and Benefits. *Asian Journal of Legal Education* 4 (2) 127-145, 2017.

counselling in rural communities in Ibadan, Oyo State, Nigeria¹⁸ The Women's Law Clinic is the only specialized law clinic in Nigeria for indigent women and women-related issues. The Clinic makes information about legal rights widely available to all members of the community, male and female, even as it focuses on educating women. Nigeria is a multi-faceted community where there are different cultures and customs¹⁹. Often there are fears expressed when efforts are made to disseminate knowledge to all persons within a community because those with greater advantages might feel threatened²⁰. In its administration, the Women's Law Clinic collaborates with other departments within the university and human rights related institutions in Nigeria in achieving her goals.²¹

The clinic encourages Alternative Dispute Resolution Mechanisms and rarely resorts to the court of Law. In the past 15 years, the clinic has handled over 400 cases on several subject matters which are majorly civil matters. The Clinic therefore remedies wrongs while maintaining peace between parties, harmony between married couple and upholding the integrity of the community by bringing back values into the family system and ultimately achieving progress, societal development and stability.²²

This has led to the achievement of UI Law's Mission statement 'to contribute to the transformation of the society through legal creativity, research and clinical legal education.'

PART III: DEMYSTIFICATION STRATEGIES AND TOOLS

Curriculum is a regular or particular course of study, as in a college or all such courses of study collectively.²³ Thus, curriculum could be taken to mean the totality of all academic

¹⁸ Bamgbose Oluyemisi, Olaleye F. and Olomola O. (2012) "Community Lawyering - An Intervention Of The University Of Ibadan Women's Law Clinic In The Case Of Stray Bullet Killings At Arulogun-Idi Omo Community – A Case Study" in *The African Journal of Clinical Legal Education* and Access to Justice Volume 1 pp 31-48

¹⁹ O Olomola and F Ajagunna, 'Knowledge and Access to Reproductive Health Rights among Adolescents in Ibadan, Nigeria' (2020) 28(3) *African Journal of International and Comparative Law* <https://doi.org/10.3366/ajicl.2020.0320>

²⁰ Tolulope R Ibitoye, Folakemi Ajagunna (2021) Sexual autonomy and violence against women in Nigeria: Assessing the impact of Covid-19 pandemic *De Jure Law Journal* Vol 54(1) <https://doi.org/10.17159/2225-7160/2021/v54a9>

²¹ Bamgbose Oluyemisi and Olomola O (2013) "Collaborating with other Disciplines: Best Practice For Legal Clinics - A Case Study of the Women's Law Clinic, University of Ibadan Nigeria." *International Journal Of Clinical Legal Education*. Issue 19, Volume,

²² Bamgbose Oluyemisi and Olomola O (2014) "Clinical Legal Education and Cultural Relativism- The Realities In The 21st Century" *International Journal Of Clinical Legal Education* Issue 20 volume 11 2014 pg 579 -592

²³ The New International Webster's Comprehensive Dictionary of the English Language. Encyclopedic Edition 2004 Trident Press International

teaching and learning for a particular programme and in this case law/legal profession.²⁴ The relationship between curriculum and instruction is a very close one. Curriculum is essentially a design, or roadmap for learning, and as such focuses on knowledge and skills that are judged important to learn. Instruction is the means by which that learning will be achieved.²⁵ Thus, a relevant curriculum is the foundation for a comprehensive learning. The approach to learning new and broader legal skills will require intentionality in incorporating different educational methodologies in a sustained fashion.²⁶ At the heart of adopting strategies to demystify the study of and practice of law is clinical legal education. Demystification has to do with making something easier to understand and less complicated by explaining it in a clear and simple way.²⁷ The strategies and tools utilized by the Clinic under Clinical Legal Education are discussed below.

3.0 Clinical Legal Education (CLE) Method

The pedagogy of law is the art and heart of teaching and learning.²⁸ The art of teaching law can seem to be a daunting task because of the dynamics and intricacies of legal concepts. In spite of this, having a well-structured approach and definitive strategies can transform teaching into an engaging and effective process. The main objective of legal education is to equip students with the ability to think critically, analyse legal problems, and apply legal principles to real-world scenarios.

The core skills to be acquired include the ability to conduct research, application of legal principles to real world scenarios through simulations with the combination of communication and writing skills and interviewing abilities.²⁹ Pedagogy does not yield itself to a single meaning rather it gives room for different approaches which bothers on style of teaching and learning.³⁰ One of such is the CLE method. As the dynamic global environment for legal services continues to evolve, outside demands are adding more pressure on legal educators to re-evaluate core practices of the educational programmes. It is essential to

²⁴ *Ibid*, Lokulo- Sodiye and Olomola at p 205

²⁵ 2007. Partnership for 21st Century Skills, www.21stcenturyskills.org

²⁶ Steven Friedland, "Reframing American Legal Education in the 21st Century: Modernizing the Legacy of Langdell", Elton University School of Law Legal Studies Research Paper No 2010-04. Retrieved from <http://ssrn.com>

²⁷ Oxford Advanced Learners Dictionary. 2024 Oxford University Press

²⁸ Amelia Peterson, Hanna Dumont, Marc Lafuente, and Nancy Law 2018 Organisation for Economic Co-operation and Development OECD Education Working Papers Series Edu/Wkp. (2018) 8 Understanding Innovative Pedagogies: Key Themes To Analyse New Approaches To Teaching And Learning. OECD Education Working Paper No. 172

²⁹ Adewumi A. A (2025) Clinical Legal Education and Moot Court Advocacy.

³⁰ *ibid*

impact quality legal education taking into consideration the changing needs of the society in the curriculum of legal education.³¹

Clinical legal education emphasizes the fundamental role of education in fostering the holistic development of individuals, integrating moral, intellectual, and technical growth.³² CLE is generally defined as a student's involvement with 'real clients' in a legal centre³³ or in-house campus clinic;³⁴ or through a placement program or internship.³⁵ It utilizes activity-based teaching methods instead of traditional rote learning employed by law lecturers. In other words, clinical legal education (CLE) involves experiential, practical, or active training for legal professionals, aiming to develop skills in problem-solving, dispute resolution mechanisms, legal representation, recognizing ethical dilemmas and promoting justice, fairness and equity.³⁶

This approach bridges the gap between theory and practice and forms the core of students' educational experiences. Clinical educators act as role models to influence students' decisions about their future areas of legal practice. Pincus articulates that the purpose of clinical legal education is to harness the educational benefits inherent in the lawyer-client service relationship.³⁷ By delivering high-quality service within the educational process and being accountable to clients, clinical teaching instills in students a sense of responsibility to the client, which is a key educational objective of law schools.

Griffith University in their Strategic Plan defined CLE thus: "[C]linical legal education" involves an intensive small group learning experience in which each student takes responsibility for legal and related work for a client (whether real or simulated) in collaboration with a supervisor. The student takes the opportunity to reflect on matters

³¹ Lokulo-Sodipe J.O. and Olomola Omolade (2010) Appropriate Curriculum for Training 21st Century Lawyers in Legal Education in the 21st Century. Proceedings of the 43rd Annual Conference of the Nigerian Association of Law Teachers (NALT) Muzan A.O. (ed.) 187-212pp.

³² *ibid.*

³³ Susan Campbell, 'Blueprint for a Clinical Program' (1991) 9 *Journal of Professional Legal Education* 121, 122

³⁴ Donald Nicolson, "Legal Education, Ethics and Access to Justice: Forging Warriors for Justice in a Neo-Liberal World" (2015) 22 *International Journal of the Legal Profession* 51; Margaret Martin Barry and others, "Teaching Social Justice Lawyering: Systematically Including Community Legal Education in Law School Clinics" (2012) 18 *Clinical Law Review* 401

³⁵ a 'Field Placement (Externship): A Valuable Application of Clinical Education' (1993) 4 *Legal Education Review* 29

³⁶ R.J. Wilson, 'Clinical Legal Education as a Means to Improve Access to Justice in Developing and Newly Democratic Countries'. Paper presented at the Human Rights Seminar, of the Human Rights Institute, International Bar Association (17 October 1996) Berlin, Germany.

³⁷ W. Pincus, Remarks at the AALS—ABA—CLEA Celebration of the Council on Legal Education for Professional Responsibility (CLEPR), 16 *clinical law review* 21 (2009).

including their interactions with the client, their colleagues and their supervisor as well as the ethical aspects and impact of the law and legal processes.³⁸

A. Demystification strategy

The Women's Law Clinic Faculty of Law, University of Ibadan, is a place where students learn to advise real clients under the supervision of the course moderator. The role of students in the clinical teaching method, at least at the faculty, includes practical application of their classroom knowledge to real life problems, making them personally responsible for the extent of their learning each day, and making them give feedback to clinicians and faculty members which is used to improve the quality of learning. The students' analytical skills get developed by participating in real life cases by engaging in interviewing the walk -in clients, drafting the letters and other necessary documents in a particular matter including the terms of settlement for cases that are resolved amicably. Here, the students can see that the way clients present their issues are (what, why, where, when, who and how). Family law students get to practically resolve maintenance and custody of children issues through alternative dispute resolution processes. The Human Rights students and the Reproductive and Sexual Health Rights Law students also can see and participate in the counselling and rehabilitation of sexually abused clients. This technique/ strategy is what Sluijs, Gilissen *et.al*³⁹ referred to as the constraints led approach typically used in training athletes in problem analysis skills.

Against this background, the following clinical legal education tools are addressed:

B. Demystification tools

3.1 Simulation

Simulation is an innovative teaching technique that provides a dynamic and comprehensive learning experience across different fields. It involves creating realistic scenarios that actively

³⁸ Griffith Law School, 'Clinical Legal Education Programs Strategic Plan' (Strategic Plan, Griffith Law School, 2003–2007) 1 cited by John Corker, 'How Does Pro Bono Students Australia (PBSA) Fit with Clinical Legal Education in Australia?' (Paper presented at the Third International Journal of Clinical Legal Education Conference and Eighth Australian Clinical Legal Education Conference, 13–15 July 2005) 5; Karen Tokarz and others, "Conversations on Community Lawyering: The Newest (Oldest) Wave in Clinical Legal Education New Directions in Clinical Legal Education" (2008) 28 *Washington University Journal of Law and Policy* 359; Frank Dignan, Richard Grimes and Rebecca Parker, "Pro Bono and Clinical Work in Law Schools: Summary and Analysis" (2017) 4 *Asian Journal of Legal Education* 1.

³⁹ Jasper P. Sluijs, Herman Kasper Gilissen & Karin (C.J.) van Look (2023) Training law students like athletes: experimenting with the constraints-led approach in law clinics, *The Law Teacher*, 57:4, 458-477, DOI: 10.1080/03069400.2023.2275495

engage learners, thereby connecting theoretical knowledge with practical application.⁴⁰ It immerses students in simulated environments where they can make decisions, solve problems, and observe the outcomes of their actions. This approach promotes a deeper understanding and better reception of concepts.

3.2 Demonstration/paper poster

Demonstration and paper posters, though traditional, remain effective teaching methods in modern education. These techniques utilize visual and hands-on approaches to make learning more engaging and memorable.⁴¹ Demonstration offers a visual representation of concepts, encourage active student engagement and apply theoretical knowledge to real-world situations. They involve multiple senses, including sight, hearing, and touch, thus enhancing clarity and precision in conveying complex ideas and procedures.

Conversely, paper posters provide an appealing way to present information visually. They foster creativity and self-expression among students. Group poster projects enhance collaboration and teamwork skills. Additionally, presenting posters to peers helps students develop presentation skills and boosts their confidence.

3.3 Role Play

In a role play, students are given an open-ended scenario where they must decide on a course of action, resolve a dispute, or conclude an unfinished story.⁴² The objective is to enhance students' relationships through role-playing, fostering mutual understanding. By stepping into another person's role, students can more easily comprehend different perspectives and the thoughts and emotions of others. The role play process consists of five steps: selection of the role play scenarios, preparation and warm-up, selection of participants, conducting the role play and analysing the activity.

3.4 Storytelling

Storytelling employs the captivating nature of narratives to engage students, promote deeper understanding and facilitate retention of knowledge. Incorporating storytelling into teaching method not only makes learning enjoyable but also fosters critical thinking, problem solving,

⁴⁰ Atsenuwa, A. & Awodiji, A. 2002. *Street Law: Teacher's Manual*. Book 1: Law, Human Rights and the Nigerian Legal System. 2nd ed. Lagos: Legal Research & Resources Development Centre.

⁴¹ Graeme Coss, *op.cit.*

⁴² *ibid.*

creativity, and development of language and communications skills. It also transforms lessons into holistic experiences which leave a lasting impact on students' knowledge, attitude and skills.

3.5 Ice breakers

Icebreakers are activities that aid people in getting to know one another. Teachers can use this method to get students to be conversant with the content and expectation of the course. Examples of icebreakers include playing games and sharing articles related to the course content. An important benefit of icebreakers is that it helps to build a relaxed environment where students can share ideas with one another; thus, fostering productivity. It also helps to increase the participation of students in class activities.

3.6 Street law/community engagement/mooting and court visitation

Community engagement: In every community there are many resources available to enrich law-related education classes. Field Trips can be taken into the community or Resource Persons can be brought into the classroom. Field trips are intended to provide students with different kinds of information, materials and experience not available in the textbook. Students are exposed to vocational opportunities involving the law.

The procedure for conducting a field trip involves taking decisions on where to go, planning the trip, conducting and reviewing the trip.⁴³ A resource person can also be used. The procedure usually involves conducting the class, including the speaker in a simulation game or role play activity or having students interview the speaker as if in a press debate, and debriefing.

3.7 Mock trials

A mock trial is a make-belief judicial proceeding. Mock trials may be based on historical events, cases of existing interest, school situations or hypothetical fact patterns. Mock trials are designed to provide students with knowledge of the judicial system, legal process and courtroom procedure, to develop students questioning, critical thinking and oral advocacy

⁴³ Bamgbose Oluyemisi and Olomola O (2016) "The Dynamics of Street Law & Community Awareness-Revisiting the Syllabus of Clinical Education in Nigeria". (2016) Vol 1 *Zambian Open University Law Journal*. Pg 121-147

skills. It also demonstrates the roles of the various actors in the legal system and provides the class with exposure to legal resource persons such as judges, attorneys and law students.

It starts with distributing the mock trial materials to the class, selecting students for the various roles in the mock trial and preparing the participants for the trial. The conduct of the trial involves laying out the classroom, having participants take their places and calling the case by court clerk. This is followed by opening statement, plaintiff's case, defendant's case and closing statement. The judge then considers the evidence adduced and decides which witnesses were most credible.

PART IV: FEEDBACK AND ADVANTAGES OF USING THE METHODS AND LEARNING OUTCOMES

Impact assessment refers to the systematic analysis of significant change whether positive or negative, intended or not in people's lives brought by an action or series of actions. To assess the impact of a teaching method is to consider its long-term impact. This is identified as the change that has occurred to address the original problem.

On the other hand, evaluating progress is vital. Evaluation refers to learning and management tool. It is an assessment of what has taken place in order to improve future work. It helps to determine how far objectives have been achieved and whether the initial assumption about what will happen were right. There are three universal evaluation questions that may be useful here.

1. Are we doing the right thing?
2. Are we doing what we said we will do?
3. Are we making any difference?

5.1 Feedback

Feedback and assessment are crucial elements of simulation. By incorporating mechanisms that offer insights into student performance, teachers can utilize this feedback to assess students, identify those areas in need of improvement, and customize learning experiences to meet individual needs.⁴⁴

In a structured review conducted by Adewumi and Bamgbose,⁴⁵ it was found that 91.8% of third and 100% of final year law students in the University of Ibadan expressed satisfaction

⁴⁴ Ibid.

⁴⁵ Adewumi, A. A. & Bamgbose, O. A. 2016.*op.cit.*

with clinical legal education and a desire to explore more of the simulated legal environment it provides. What appealed to them more was the increased interaction and practical learning which they believed to have increased their chances of getting better grades. A student in her final year, sharing her experience stated that she had enjoyed the storytelling method, and it helped her to understand and relate with concepts better. Another student also remarked that the mock trials helped a lot in gaining confidence and honing her advocacy skills. The students found CLE to be educative, engaging, and student friendly.⁴⁶ Similarly, Ajagunna and Byron⁴⁷ in their research conducted on the impact of clinical legal education on University of Ibadan students found that participation at the Clinic reinforces classroom teaching and encourages a more cordial relationship between the teachers and the students.

Law school performance has been enhanced since the introduction of the student-centred approach. The students have shown renewed interest in their classes, and their results have become much better.⁴⁸

5.2. Advantages of using the Clinical Legal Education method

The benefits of clinical training are well recognised all over the world and at the WLC. The advantages are as follows:

1. CLE has been found to be consistent with Dewey's curriculum theory and the power of experiential learning, thereby producing 'graduates who can deal effectively with the modern world.' This is not only peculiar to the legal profession. CLE pedagogy has enhanced employability of UI trained graduates. During interview and hands-on session, they perform creditably well.
2. Goldfarb proposes that clinical legal education is interconnected with the notion of 'personal and social responsibility' within the profession, as well as focusing on the transferable skills pedagogy of clinical education, for example, effective collaboration and communication with other lawyers and clients.⁴⁹
3. The students can have an understanding of the interplay between legal principles and the realities of life by tackling legal issues using a practical approach. This enhances their employability.

⁴⁶ Atsenuwa, A. & Awodiji, A. 2002. *op.cit.*

⁴⁷ Ajagunna F.O. and Byron I.O. 2024 *op.cit.*.

⁴⁸ University of Ibadan Annual Report 2022

⁴⁹ Phyllis Goldfarb, 'Back to the Future of Clinical Legal Education' (2012) 32 *Boston College Journal of Law and Social Justice* 279, 301. Legal Education Review, Vol. 25 [2015], Iss. 1, Art. 7 <https://epublications.bond.edu.au/ler/vol25/iss1>

4. The participation of students in CLE has enhanced students' attendance in classes as opposed to the traditional classroom approach where the student can decide to copy the notes at his/her convenience or make photocopies.
5. It is student oriented; students own the class as classroom activity is seen as a collective responsibility.
6. It has led to enhanced student's performance as it is difficult to forget the things learnt by the students through the CLE method. Also, the withdrawal rate in the faculty of law has reduced drastically as the students now enjoy what they are being taught unlike before.⁵⁰
7. It aligns the law programme with global order and global trends.
8. The students are able to adopt methods familiar with their generation, this makes teachers to be in tune with modern trends in learning and teaching.
9. It improves the teaching skills of instructors. It makes it possible for the instructor to learn different perspectives of addressing same issue from the students. The new knowledge gained will equally be introduced into research work.
10. It develops interviewing and counselling skills. Under the supervision of a staff clinician, students learn to obtain relevant information from prospective clients, analyse their problems, and identify their needs. Effective interviews reveal the legal issues involved and enable students to choose appropriate legal strategies and representation. These issues may include public-interest concerns relating to the environment, health and safety, human rights, development and poverty, land rights and compensation, as well as tort, criminal law, and administrative law.

PART V: RECOMMENDATION AND CONCLUSION

CLE has strengthened teaching, learning, and research and is therefore more effective than traditional teaching when its activity-based methods are fully adopted. All law faculties are encouraged to adopt and use CLE. Although this article has outlined the method's many benefits, CLE at the University of Ibadan still faces challenges, particularly in the use of technology. For example, the Clinic needs a multifaceted system that provides both face-to-face and technological channels for clients, especially those in remote areas or those who require assistance outside official hours.

⁵⁰ University of Ibadan Annual Report 2022