

Canadian Association of Law Teachers Annual Conference Ottawa, June 2-3rd 2015

June 2nd

8:30-9:00	Registration	
9:00-9:30am	Welcome	
9:30-11:00 Concurrent panels		
Legal Education, Research & Ideas about Access to Justice Chair: Anna Lund Jamie Baxter (Schulich) “Access to justice as a question of geography” Anna Lund (UBC) “Access to justice as a question of emotional labour” Noel Semple (Windsor) “Access to justice in terms of accessible legal professionalism” David Wiseman (Ottawa) “Access to justice as a context for experiential learning by students and for action-research by academics”	Room 136	Ideas of “Competence” Chair: Annie Rochette Lise Rivet (Ottawa LPP) “Innovation and critical thinking in legal experiential learning: the development of the Law Practice Program” (bil) Lisa Trabucco (Osgoode; Sheraton college) “Competence: How do we teach it? How do we measure it? An Exploration of Ideas” Bernie Aron “Bachelor of Applied Arts (Paralegal studies): The Dichotomy in Teaching Legal Principles and Practical Applications”
Exploring Law’s Foundations Chair : Jennifer Koshan Craig Forcese (Ottawa) “Teaching Instinct: The Rule of Law as Animating Principle in Legal Education” Ruth Corbin “Educating students on how decisions actually get made” Howard Kislowicz (UNB) “Legal Articles of Faith”	Room 137	Room 235
Health break		
11:15-12:30		Keynote conference
Professor Julian Webb, University of Melbourne Legal education research and evidence-based policy-making: “The nightmare and the noble dream”		
Thank you Carswell ☺		

Note : Presentations are in English, except where indicated otherwise (fr=français; bil=bilingual)

Carswell Lunch (Lounge)

12:30-1:45pm

AGM (Room 402)

1:45-3:15pm Concurrent panels

Incorporating Sustainability in the Law School Curriculum

Chair: Konstantia Koutouki

Nathalie Chalifour, Sophie Thériault, Heather McLeod-Kilmurray (Ottawa)

Room 315

Ideas in Lived Law and Legal Education

Chair: Teresa Scassa

Susan Bazilli
“International Women’s Human Rights Clinic”

Martha Simmons & Marian MacGreggor (Osgoode)
“Clinical Legal Education and Disability: What do we Need to Know?”

Thomas McMorrow
“Not Ideas of the Thing but the Thing Itself: Examining a Support Group for Separated and Divorcing Fathers as a Site of Legal Education”

Room 235

Community, Justice and Learning

Chair: Elaine Craig

Richard Devlin & Jocelyne Downie (Schulich)
“Constructing an Ethical Identity for Canadian Lawyers : Public Interest Vocationalism”

Sarah Buhler (Saskatchewan)
“Community Ideas about Lawyers and Justice”

Gemma Smyth(Windsor) & Adam Vasey (Pathway to Potential)
“Social Justice, Place-Based, Community-Engaged Learning with Law Schools”

Room 302

Health break

3:30-5pm Teaching and Learning Workshops		
<p>Evaluation and Assessment in Legal Education</p> <p>Shauna Van Praagh (McGill) Jennie Ferris (McGill)</p> <p style="text-align: right;">Room 315</p>	<p>Going Beyond Intuition: Encouraging Reflective Practice among Law Teachers</p> <p>Michele Leering (Queen's), Annie Rochette (UQAM), Gemma Smyth (Windsor)</p> <p style="text-align: right;">Room 401</p>	<p>The use of technology in the law classroom</p> <p>Vanisha Sukdeo (Osgoode) Craig Forcese (Ottawa)</p> <p style="text-align: right;">Room 316</p>
<p>5-7pm (Lounge) Cocktail reception</p> <p>Awards winners announced</p>		

Thank you to Carswell for its ongoing, longstanding and unconditional support for our annual conference, year after year!



June 3rd (joint day with CLSA)

Graduate student workshop 10:00-10:30am Icebreaker activity 10:30am - 12:30pm Graduate Student Methods and Approaches Café	9:00-10:30am Roundtable : Teaching Comparative Law : A Roundtable in Memory of H. Patrick Glenn Room 302 John McEvoy (UNB) Aline Grenon (Ottawa) DelLoyd Guth (Manitoba) and others...	
	Health break	
	10:45-12:15am Roundtable : Blogging and Legal Education: Ideas about Using Law Blogs in Teaching and Learning Room 302 Jennifer Koshan (Calgary), Suzanne Bouclin (Ottawa), Angela Cameron (Ottawa), Moin Yahya (Alberta), Paul Daly (Montréal)	
Lunch 12:15-2:00pm (on your own for lunch)		
Graduate student lunch Lounge		
2:00-3:30pm Concurrent Roundtables		
Academic freedom under threat?: Threats of litigation and other forms of censorship Elaine Craig (Dalhousie) Susan Drummond (Osgoode) Michael Harrington (Montréal) Teresa Scassa (Ottawa) Elizabeth Sheehy <div style="text-align: right; border: 1px solid black; padding: 2px;">Room 137</div>	Doctoral Legal Education in Canada: Guiding, Reading and Teaching Future Law Teachers Siobhan Airey (Ottawa) Angela Campbell (McGill) Rosalie Jukier (McGill) Heather McLeod-Kilmurray (Ottawa) Shauna Van Praagh (McGill) <div style="text-align: right; border: 1px solid black; padding: 2px;">Room 136</div>	Approaches to Teaching First-Year Criminal Law Nicole O'Byrne (UNB) Robert Diab (TRU) Amar Khoday (Manitoba) Dominique Bernier (UQAM) Marie Manikis (McGill) <div style="text-align: right; border: 1px solid black; padding: 2px;">Room 235</div>
Health break		

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3:45-5:15pm Concurrent panels

“What, Where, How? Finding and Organizing Ideas in Research and Teaching”

Chair : Amar Khoday

Elizabeth Judge & Tenille Brown (Ottawa)

“Law ‘ands’ as a research and teaching tool: insights from an interdisciplinary research agenda”

Cassandra Steer (McGill)

« Organising Ideas into Research Design: How do we do what we do? »

Elizabeth Judge & Cheryl Power (Ottawa)

“Opening the Curriculum Through Non-Proprietary Rights and Open Data”

Room 136

Law students: Identities and Institutions

Chair: Shauna Van Praagh

Pierre Noreau (Montréal)

“The legal socialisation of law students” (fr)

Rakhi Ruparelia (Ottawa)

“Guilty Displeasures: White Resistance in the Social Justice Classroom”

Nayha Acharya (Dalhousie)

“Educating Responsible Lawyers through Critical Reflection”

Room 137

Joint Banquet
CALT/CLSA

Speaker : Nathalie Desrosiers, Dean, Faculty of common law, Ottawa

Lowertown Brewery
73 York Street, Byward market

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Our keynote

Julian Webb - speaker bio

Julian Webb is Professor of Law at the University of Melbourne, Australia, and Honorary Professor of Law at the University of Exeter, UK. He has previously held chairs at the Universities of Warwick and Westminster in the UK, and between 2006-11 was Director of the UK Centre for Legal Education, located at Warwick. Julian has published extensively on legal education policy and practice, on the legal profession and on lawyers' ethics and regulation. He has been involved in a range of legal education reform projects across the UK, Australia and New Zealand since the 1990s, and is co-author (with Professors Jane Ching, Paul Maharg and Avrom Sherr) of *Setting Standards*, the final research report of the BSB/IPS/SRA Legal Education and Training Review (2013). Julian currently teaches legal ethics, legal theory and theories of regulation on the Melbourne JD programme.

Abstract

Without evidence, policy makers must rely at best on theory, or at worst fall back on instinct, ideology, and tradition. Although by no means new, the concept of evidence-based policy-making has evolved in recognition of that fact and, since the 1990s, and gained some degree of traction amongst governance institutions as an alternative basis for decision-making.

In January 2011, in the context of legislative reforms to the regulation of legal services, the Solicitors Regulation Authority, the Bar Standards Board and ILEX Professional Standards announced the establishment of a joint fundamental review of legal education and training in England and Wales. The subsequent Legal Education and Training Review (LETR) has been the most extensive review of English legal education since the 1971 Ormrod Report, and the first to be designed as a research-led process. Over a period of some 18 months an independent research team, led by the speaker, completed an extensive literature review and undertook mixed-methods research into the ongoing changes in the legal services market, and the content, structures and design of existing training regimes. It published its report and recommendations in June 2013, since when the regulators have commenced their own developmental and implementation activities.

The primary aim of this paper is to explore the conceptual and methodological issues and challenges involved in undertaking research-led review in a setting where there has been little tradition of evidence-based policy-making and an absence of reliable data. It explains the LETR research team's approach to legal education and training reform as a socially complex problem, requiring what we described as 'socially robust' solutions, and discusses a number of cultural and systemic reforms that would potentially enhance the legal education and training sector's capacity for continuing evidence-based policy-making.

Thank you to Carswell for sponsoring part of our keynote address!

