

*Editorial*

## **Exploring the why and how of clinic**

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In this issue of the IJCLE, we have a number of papers that illuminate the purposes and values of clinic. 'Clinic' is a term that covers very disparate activities, as Tribe Mkwebu's review of Frank Bloch's essential handbook reveals. Bloch's book is a key reference point for clinical and justice educators and this review gives an overview of the material, which will enable readers to access the aspects they need more easily. If you would like to contribute a book review, or a review of another resource, please contact me for a discussion.

Four of the papers in this edition address the underlying pedagogies of clinical education and, in doing so, reveal the authors' key beliefs about the educational and societal priorities of clinical educators. Judith McNamara, Catherine Campbell and Evan Hamman explore the particular elements, potential and challenges of community lawyering, which combines pro bono ethos, lawyering skills and identity as a lawyer. They locate their work within the service learning pedagogic tradition, one which is useful in communicating the complexity and un-evenness of clinical education experience: students have a range of learning opportunities which they

have to draw together themselves in order to construct their learning and their developing professional identity, a form of *being and becoming* that characterises autonomous and experiential learning (Fromm, 1955; Bryson and Hardy, 2012). This *being and becoming* is notoriously hard to track and so we are fortunate to have, in two linked papers, Rachel Spencer's detailed analysis of the student experience of reflective writing highlighting the cognitive and emotional challenges for faculty and students. These papers also emphasise the number and complexity of process skills and interpersonal development necessary for clinical learning and while work in this area has a long tradition, there has been a lack of clear guidance for teachers wanting to develop and assess these skills and attributes. No longer! Richard Grimes gives us a fine-grained account of Problem-Based Learning (PBL) in which the roles and processes are explained step by step.

Alongside these pedagogical reflections we are fortunate also to have a rich example of organisational practice. Nicola Antoniou and Patrick Hassan-Morlai have produced an account of the establishment of a new clinic at the University of East London which makes clear the links between the ideals of social justice and community engagement, the educational goals for students and the practical issues of governance. This paper was originally presented at the IJCLE conference in Olomouc in July 2014 and several others from that fantastic meeting of nearly 300 delegates from over 30 countries are currently in the review process. The next conference will be held jointly with the Global Alliance for Justice Education at

Anadolu University in Eskişehir, Turkey between 22<sup>nd</sup> and 28<sup>th</sup> of July, 2015. The call for papers will be issued very soon.

#### References

Bryson C and Hardy C. (2012) The nature of academic engagement: what the students tell us. In: Solomonides, I. Reid, A., Petocz, P, ed. *Engaging with Learning in Higher Education*. London: Libri Publishing, , pp.25-46

Fromm, E. (1955) *The Sane Society*. New York: Henry Holt & Company.