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| Asociation of Law Teachers Annual Conference 2025 Programme10th and 11th April | A black and white logo with white text  AI-generated content may be incorrect. |

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# Foreword

This year is a very special one for the Association of Law Teachers, as 2025 marks its 60th anniversary. The Association was itself originally formed at a conference - a ‘Residential Study Course on the Problems of Teaching Law in Technical Colleges, Colleges of Commerce and Colleges of Advanced Technology’ held at Huntercombe Manor, Taplow, Buckinghamshire in July 1965. Since then, its annual conference has been an important staple in the legal education calendar.

For the Association’s 60th year, we are delighted to be holding our annual conference in partnership with Strathclyde Law School at the University of Strathclyde. On behalf of the Association, I would like to extend my thanks to Michael Randall, Roddy Cairns and all the Strathclyde team involved in organising this event. Having had an early glimpse at the conference’s abstracts, I am hugely impressed by the range of topics, the innovative forms of delivery and the levels of scholarship and reflection which have clearly been put into the posters, papers, workshops and panels on offer.

I am currently conducting some research into the history of the Association. Doing so has highlighted to me that its core strength has always been its friendly, welcoming and inclusive approach to legal education. We welcome all legal educators, globally, from any stage of education, at any stage of their career. I know that this year’s conference will continue to showcase this approach, giving our members and supporters a chance to renew longstanding connections, and make new ones too.

As an Association, we would not exist without our members and supporters, both past and present. We are grateful for all the contributions they have made and do make. While it is important in this 60th year to look back over the evolution and development of the Association, we can also look forward too. As a Committee we are excited about the prospect of welcoming new members and supporters, discussing new and emerging issues within legal education and continuing to represent legal educators in myriad ways. Thank you for being a part of this continuing journey.



Emma Jones

Chair of The Association of Law Teachers

# Introduction and Conference Theme

Welcome to all delegates to the 60th Anniversary Association of Law Teachers annual conference at the University of Strathclyde. We are delighted to have been given the honour of hosting the conference during a significant period for both the ALT and Strathclyde Law School. We are particularly pleased to bring the conference back to Scotland, recognising that the 2020 annual conference was due to be held at the University of Stirling.

The origins of the University of Strathclyde can be traced back to John Anderson, a Scottish physicist and educator. Recognising the importance of providing opportunities for working people, he envisioned an institution that was dedicated to learning for the benefit of society. In his will, Anderson left a substantial sum of money to establish “a place for useful learning”. In 1796 the Andersonian Institution was founded.

In 1964 the University of Strathclyde, including Strathclyde Law School, was established by Royal Charter, merging the Andersonian Institution with the Royal College of Science and Technology.

That founding principle of ‘a place for useful learning’ is one which we feel also encapsulates the ALT’s vision for law schools, and has therefore been the basis of the chosen theme for the conference. As legal educators, we all look to strive to maintain this position for the benefit of students and staff, and the abstracts submitted for this conference show that the foundational principles of the University continue to have contemporary application and relevance.

What has struck us is the range of themes covered in papers, and the genuine interest in a collective response to areas such as responses to Generative AI, better provision for students in relation to widening access and neurodiversity, pathways to professional practice and embracing creativity to revive the methods of delivering core content.

Thank you to all of the speakers for sharing your ideas and best practice with us. We hope that you all enjoy the conference and find it rewarding. We also look forward to continuing to build connections and work with you in the longer-term as well, and will see you at future ALT Annual Conferences.

University of Strathclyde

ALT Conference 2025 Team

# Conference Schedule

## Wednesday 9th April

16:30 – 18:00: Legal History Walking Tour & Drinks (Glasgow City Centre)

18:00: Drinks and informal folk music night at Glasgow’s oldest pub (Sloans, Glasgow City Centre – 108 Argyle Street, G2 8BG)

## Thursday 10th April

8:30 – 9:15 – Registration and arrival

9:15 – 9:30 – Introduction and Welcome (TL325a): Professor Adelyn Wilson (Head of School, University of Strathclyde)

9:30 – 10:15 – Keynote Speaker 1: Dr Larysa Zhdankina (TL325a)

10:15 – 10:30 – Refreshment Break

10:30 – 12:00 – Parallel Session 1

12:00 – 12:40 – Lunch

12:40 – 14:10 – Parallel Session 2

14:10 – 14:30 – Refreshment Break & Research Poster Defence/Presentation

14:30 – 16:00 – Parallel Session 3

16:00 – 16:15 – Refreshment Break

16:15 – 17:00 – 60 Years of The Association of Law Teachers Panel (TL325a)

Chair: Emma Jones

Panellists: Alison Bone, Penelope Booth, Nigel Duncan, Pat Leighton, Noel McGuirk & Michael Randall

18:00 – Drinks Reception (Glasgow City Chambers)

19:30 – Conference Dinner & Ceilidh (National Piping Centre)

## Friday 11th April

8:30 – 9:00 – Arrival & Early Career/Mentoring Session (TL324)

9:00 – 10:30 – Parallel Session 4

10:30 – 10:45 – Refreshment Break

10:45 – 12:15 – Parallel Session 5

12:15 – 13:15 – Lunch & Association of Law Teachers’ AGM (TL329)

13:15 – 14:45 – Parallel Session 6

14:45 – 15:00 – Refreshment Break

15:00 – 15:45 – Keynote Speaker 2: Lindsay Jack (TL325a)

15:45 – 16:00 – Closing Remarks & Prizes

16:00 – Drinks Strathclyde Student Union (Level 2 Learning & Teaching Building)

# Keynote Speaker Biographies

## Keynote Speaker 1 – Larysa Zhdankina

Larysa Zhdankina is a distinguished Ukrainian lawyer and academic, currently serving as a visiting academic at the University of Glasgow's School of Law. Larysa has also tutored at the University of Strathclyde on Public International Law, Human Rights, and Transitional Justice modules.

Larysa was an expert in the legal department of the Constitutional Court of Ukraine and an Associate Professor at the Interregional Academy of Personnel Management in Kyiv. In response to the Russian invasion of Ukraine in February 2022, Larysa sought sanctuary in Scotland with her young daughter.

Since her arrival, she has actively engaged with the Scottish legal community, participating in lectures on various areas of Scottish and international law, shadowing legal professionals, and contributing to discussions on the rule of law in Ukraine. Larysa’s extensive experience underscores the critical importance of the rule of law, especially in times of conflict.

As the conference theme focuses on the law school as a place for useful learning, her keynote gives a personal insight into how legal education can uphold these values. Larysa’s keynote opens the conference and will serve as a poignant reminder of the essential role that legal education plays in maintaining justice and societal stability.



## Keynote Speaker 2 – Lindsay Jack

Lindsay Jack is the Head of Diversity, Careers, and Outreach at the Law Society of Scotland, where she leads efforts to improve access, diversity, and inclusion within the legal profession. She previously served in a variety of roles at Edinburgh Law School as Director of Student Experience, alongside taking on Office Bearer roles such as Disability Coordinator, and Director of Equality and Diversity.

Lindsay consistently champions underrepresented and marginalised students and has led pioneering outreach initiatives to widen participation in legal education. As a passionate advocate for social mobility, inclusion and widening participation, Lindsay is a Trustee of the LawScot Foundation and a Non-Executive Board Member of Disabling Barriers Scotland.

With over two decades of experience, she has worked with a wide range of audiences, from school pupils to senior legal professionals, and regularly speaks on equity, inclusion, and student access. Her leadership continues to drive meaningful change in Scotland’s legal sector, through admission to University itself and pathways into the legal profession.

We are delighted that Lindsay has accepted our invitation to act as a keynote speaker for the conference. Her keynote, ‘Allyship Through Amplification’ focuses on collaboration and partnerships in inclusion and widening access in legal education and is a positive message with which to close the conference.



## Sponsors

Strathclyde Law School and the Association of Law Teachers would like to thank the following for their sponsorship of the event.

**Session Sponsors:**

 

**Exhibiting Sponsors:**

 

 

**Sponsors:**



The Conference organising committee are also grateful to Glasgow Convention bureau and Glasgow City Council for their support of the event, including in-kind support and the provision of a drinks reception for attendees.



# Conference Activities

**Legal History Walking Tour (9th April)**

To welcome delegates who arrive in Glasgow the night before the conference, we are pleased to announce a free legal history walking tour around Glasgow City Centre. Member of staff from the Law School will give a short summary of a case or important story from legal history ending at a pub for drinks.

The planned route features 5 stops and is approximately 1.5 miles. It is reasonably flat. For anyone travelling with family, they are more than welcome to attend. More details will be sent in a separate communication to delegates.

The Walking Tour will come to an end at Sloans (Glasgow’s oldest pub, having been opened in 1797), where we will enjoy live Scottish folk music and a chance to catch up informally. Anyone who arrives too late for the walking tour is of course welcome to join us at Sloans.

**Book Swap (10th & 11th April)**

We’re inviting all conference delegates to take part in a Book Swap. Bring along a book you’d like to pass on (not an old law textbook or The Da Vinci Code, please!).

We’ll provide a card for you to write a short note on why you’re recommending it. You can then swap with another delegate and discover something new to read.

Any books left at the end of the conference will be donated to a local charity shop, so nothing goes to waste. It’s a great way to share ideas, find unexpected reads, and take home a little piece of the conference with you.

**Picture & Photo Exhibition (10th & 11th April)**

We are pleased to announce a photo/picture exhibition celebrating our theme: *The Law School as a Place of Useful Learning*. We have invited delegates to submit photographs, images, or illustrations that capture the essence of legal education – whether moments of inspiration in teaching, snapshots of collaboration, creative interpretations of learning spaces, or reflections on the evolving role of law schools.

If you would like to participate, please email the conference email address with the image and a brief accompanying note to display alongside the image. We’ll circulate as a hybrid option as well, so you can still participate remotely. Use the email subject ‘ALT Conference Photo Exhibition’ that will help us to ensure no one is lost in the shuffle.

These will be on display throughout the conference in the same room as the research posters and conference sponsors.

# Research Posters

The following research posters will be on display in room TL328 throughout the conference

Legal Education and Sign Language: Bridging the Gap for Deaf Access to Justice (Charles Ho Wang Mak, Robert Gordon University)

Bridging Research and Teaching: The Role of PhD Tutors in Curriculum Development and Legal Education (Erini Yemenitzis, University of Strathclyde)

Lawyers Are Not Emotional Beings! (Saba Yousif, University of Gloucester)

# Parallel Session 1

#### Thursday 10th April 10:30 – 12:00

## 1A – Models in Legal Education: Reflective Practice and Collaborative Learning

TL325a

Chair: Katie Boyle (University of Strathclyde)

Implementing Reflective Practice in Legal Education: Designing the Third Year Reflective Report Module in the Strathclyde LLB Curriculum (Michael Randall, Strathclyde)

Going Global: A Transnational Legal Education Model to Address Global Legal Challenges (Emma Roberts, Salford))

Scaffolding Dissertation Research and Writing: A Collaborative Model (Louise Kennefick & Aleix Tura Vecino, Glasgow) [Online]

## 1B – Widening Access to Legal Study

TL324

Chair: Stuart Kelly (University of Strathclyde)

Widening access: reflections on the benefits and challenges (Carol Howells & Edwin Parks, Open University)

Widening Access - A Badly Stacked deck (Peter Scott& Stella McManus, South Lanarkshire College/University of Strathclyde)

Empowering Student-Athletes: Widening Access in Indian Legal Academia (Tarun Singh, Anamika Shukla & Niyati Pandey, Gujarat National Law University) [Online]

## 1C – Making University Work for Every Student

TL325b

Chair: Saskia Vermeylen (University of Strathclyde)

Embracing the chaos: sharing failures and challenging the 'perfect neoliberal subject' (Gareth Bramley, University of Sheffield)

A Place for Us’: Supporting disabled, dyslexic and neurodivergent students in Law School (Elisabeth Griffiths, Northumbria Law School)

Legal Education Reimagined: The Neurodivergent Perspective (Kat Langley, Durham University)

## 1D – Syllabus Design and Integrating Inclusive Legal Practice

TL329

Generative AI for Syllabus Creation and Lesson Planning (Sophia de Arez Cintra, King’s College London) [Workshop]

Useful for all: building law students' cultural competence through Social GGRRAAACCEEESSS (Rose Parkes, Institute of Law, Jersey) [Workshop]

# Parallel Session 2

#### Thursday 10th April 12:40 – 14:10

## 2A – Cilex

TL325a

Chair: TBC

CILEX sponsor session

## 2B – The Importance of Belonging

TL324

Chair: Lynsey Mitchell (University of Strathclyde)

Navigating the Transition: Integrating Skills and Developing Adaptability, Belonging, and Well-Being for Student Success (Noel McGuirk, Ulster University, & Lucinda Bromfield, BPP Law School)

Developing an understanding of belonging in staff and students through a Restorative Practice Intervention (Caroline Strevens & Emily Walsh, University of Portsmouth)

Not just fitting in – but belonging: How effective personal tutoring can build a sense of community and belonging for students and staff (Vicky Martin, Manchester Metropolitan University)

## 2C – The Future of Assessments: Wellbeing and Soft-Skills Development

TL325b

Chair: Alyson Evans (University of Strathclyde)

Embracing Change and Preparing for the Future: Ethically Integrating Artificial Intelligence Inclusively in Course, Module, and Assessment Design for Students and Staff in Law (Stephen Bunbury, University of Westminster) [Online]

Assessment and Student Wellbeing (Nigel Duncan, City University)

Recentering Law Student Outcomes: Presenting the case for soft skills development to form a core part of the law student experience. (Clare Patton, University of Leeds, & Anna Montgomery, Queen’s University Belfast) [Online]

## 2D – Imaginative Law Teaching (Workshop Session)

TL329

Legal pedagogy of the imagination, developing tools to support student immersion into the story worlds of the law (Chloe Wallace, University of Leeds) [Workshop]

Wonka Workshop (Alice Harrison, Institute of Law, Jersey) [Workshop]

# Parallel Session 3

#### Thursday 10th April 14:30 – 16:00

## 3A – Pathways to the Profession: The SQE and Beyond

TL325a

Chair: Frances Murray (University of Strathclyde)

The SQE: Is it useful and are they learning? (Jess Guth & Kathryn Dutton, Leeds Trinity University)

The impact of the Solicitors Qualifying Examination (SQE) on undergraduate legal education in England and Wales: A content Analysis (Victoria Roper & David Sixsmith, Northumbria University) [Online]

We’re All Electives Now: Surveying the Core Curriculum in Legal Education in England and Wales (Cameron Giles, London South Bank University & Yue Ang, Brunel University)

Diploma in Professional Legal Practice - is it fit for purpose? (Stuart Kelly, University of Strathclyde)

## 3B – Innovation in Assessment

TL324

Chair: Rhonda Wheate (University of Strathclyde)

Revisiting the pre-seen exam question as a useful assessment tool (Malcolm Combe, University of Strathclyde)

Designing and Developing Innovative and Authentic Assessments in Legal Education (Nichola McNulty, Bath Spa University)

‘We don’t need no education’. We need non-traditional approaches to assessment. Are MCQs the answer to inclusive professional legal assessment? (Angela Burns & Catherine Lucas Arden University) [Online]

## 3C – Generative AI and ‘Useful Learning’:

TL325b

Chair: TBC

Assessment in an age of AI: Pedagogical decisions need to be made (Verona Ní Drisceoil, University of Sussex)

Useful Learning through Law Teaching with Problems: An Exploration (Audrey Fried, Osgoode Hall Law School, York University) [Online]

With or without ChatGPT? How well do law students using ChatGPT score on assessments? (Angela Daly, University of Dundee, Lyubomira Grancheva & Meryem Horasan, Bath University)

## 3D – Personality in The Classroom (Workshop Session)

TL329

Being your authentic self in the classroom- risky but effective? (Catherine Edwards, Arden University) [Workshop]

Recognising and Valuing our Introverted Law Students (Lydia Bleasdale, University of Leeds) [Workshop]

# Parallel Session 4

#### Friday 11th April – 9:00 – 10:30

## 4A – Feedback and ‘Failure’

TL325a

Chair: TBC

The feedback conundrum: can Generative AI replace lecturers? (Chloe Sheppick & Michael Butler, King’s College London)

The F words - ‘feelings’ and ‘failure’: Creating a ‘fail-safer’ law school (Lucinda Bromfield, BPP Law School)

Comprehensive Student Feedback or how I stopped worrying about Generative A.I and got Chat GPT to write feedback (Liam Sunner, Queen’s University Belfast)

## 4B – Practice-Centred Learning

TL324

Chair: Stuart Kelly (University of Strathclyde)

Bridging the gap between academic study and legal practice: The integration of Legal Project Management within the LLB (Kate Hall, Aston University)

Encouraging students' recognition and reflection on their skills development across the LLB (Yvonne Evans & Sarah King, University of Dundee)

Found in translation: an interdisciplinary advocacy workshop on expert witness cross-examination (Audrey Cook, University of Birmingham)

## 4C – Making GenAI Work for Teachers

TL325b

Chair: Jane Scoular

The Importance of AI Literacy in Legal Education - How to Integrate AI in our Teaching to Support Learning? (Marloes Spreeuw, University of Westminster)

Lost in Transition: using a reading model to shed light on postgraduate student needs (Jenny Kemp, Leicester University)

Making Good Use of GenAI: Creating a Draft Coursework Feedback Tutor (Andy Unger & Lucia Otoyo, London South Bank University)

## 4D – Alternative Assessments and Methodologies

TL329

Promoting Alternative Assessments at Strathclyde Law School (Roddy Cairns & Douglas Jack, Strathclyde) [Roundtable]

Applying Case Study Methodology to Legal Education (Emma Jones, University of Sheffield) [Workshop]

# Parallel Session 5

#### Friday 11th April 10:45 – 12:15

## 5A – Student Participation and Engagement

TL325a

Chair: Chris McCorkindale (University of Strathclyde)

Student engagement in the law reform process: The Campaign for Complainer Anonymity (Seonaid Stevenson-McCabe, Glasgow Caledonian University)

Accident: A research-led play to be directed and performed by law students (Lloyd Gash, King’s College London)

The Power of Place: Using the Neighbourhood as a text for Knowledge Acquisition (John McArdle, Salem State University & Alice de Koning, University of Calgary)

## 5B – New LLM Pathways in The Context Of the SQE: Diversifying Postgraduate Professional Legal Education

TL324

Chair: Chris Howard (Barbri)

Panellists: TBC

Barbri Sponsored Session

## 5C – Popular Culture as a Teaching Mechanism

TL325b

Chair: Jonathan Brown (University of Strathclyde)

Adopting TTRPG safety tools in the HE classroom (Rosie Fox, University of Leeds)

From the ‘Dark Forest of Self Doubt’ to the ‘Arboretum of Gratefulness’: Guiding students to better essay writing through maps, comics and empathy (Emily Allbon, City University of London)

‘The Justice Files’: from Smokeballs to Snails and So On(Hugo de Rijke, University of Plymouth)

## 5D – Clinical and Professional Legal Education

TL329

Integrating AI in Professional Legal Education (Laura McBrien & Hermione Hague, University of Edinburgh) [Roundtable]

How to create successful staff-student partnerships in clinical legal education (Gillian Melville, Kathleen Bolt & Rhonda Wheate, University of Strathclyde) [Workshop]

# Parallel Session 6

#### Friday 11th April 13:15 – 14:45

## 6A – The Role of Language in Law Teaching

TL325a

Chair: Adelyn Wilson (University of Strathclyde)

Teaching Language for Law: How and Why? (Rupert Williams, University of Dundee)

The Role of Linguistic and Soft Skills in the Brown Mosten International Client Consultation Competition Insights from an Applied Linguist (Peter Gee & Ewelina Gee Milan, Lazarski University) [Online]

When in Law, Do as the Natural Scientists Do? On Institutional Writings and Taxonomy as a Tool in Legal Pedagogy (Jonathan Brown, Strathclyde)

## 6B – Global and International Perspectives on Legal Education

TL324

Chair: Elaine Webster (University of Strathclyde)

The Two Towers: Mirroring the Face-to-Face Teaching Experience in Online Lectures and Tutorials for Law Schools (Adeniyi Olayode, Queen’s University Belfast)

Global Classroom Initiatives in Legal Education: Enhancing Employability and Preparing Future Generations (Simon Best, Leeds Trinity) [Online]

Academic posters and skills development: Supporting an international student community (Thorsten Lauterbach, Robert Gordon University)

## 6C – Global Perspectives: Lessons To Learn

TL325b

Chair: TBC

Legal Education in Mixed Jurisdictions: Scotland and Québec (Mirosław Sadowski & Stuart Kelly, University of Strathclyde)

Rethinking Legal Education: what can Brazil teach us about decolonising British law schools? (Luiza Tavares da Motta, Institute of Law, Jersey) [Online]

Comparative Perspectives on Legal Education: Insights from Türkiye and the UK (Simal Efsane Erdogan, King’s College London) [Online] & Meryem Horasan (University of Bath)

## 6D – Law Schools in the Balance: Rethinking ‘Useful Learning’

TL329

Can’t see the Wood for the Trees: Law Schools and Argumentation (James Shipton (Leeds Trinity University) [Workshop]

The Law School as a Place of Useful Learning: The Trial (Rose Parkes, Institute of Law Jersey & Anita John, Humber College)