

## Editorial

It is a genuine pleasure to introduce this third issue of the European Journal of Legal Education. As I reflect on this past year since our second issue and wonder how we can make legal education work best, two things come to mind. Firstly, the pandemic will change the way we educate. The crisis has been painful for all, staff and students alike, but from it changes will emerge and these will help improve the way we teach and the way we learn. Secondly, the pandemic forced an uptake in technology which, too, will benefit future lawyers. In summary, we have as a result enormous opportunities, experience and good practice for changing the way we teach, learn and work. There is potential for critical conversations in legal education, conversations that can help reconfigure the legal landscape.

Our current issue includes contributions that focus on exactly those critical conversations: analysing the pandemic as a disruptor, albeit one that provides us with inspiration for improvement. Student challenges are highlighted and best practice for early career academics is offered, grounded in the student voice, and also making recommendations for legal educators on how to support the development of commercial awareness in law school curricula. This issue, in summary, has the central theme of regaining positive momentum after a crisis; the emphasis is on empowerment, inspiration, optimizing of learning, teaching, and employability—to enhance the academic and professional experiences of our students. It highlights compassion and teamwork, with themes such as mentoring, peer tutoring, small group teaching and sharing of good practice.

In particular,

**Sjoerd Claessens**, “The impact of a global pandemic on the uneasy relation between PBL and lectures in a law curriculum” predicts that the pandemic does not mean the end of lectures but that alternatives should be explored.

**Daniela Schröder**, “Challenges of German first year students – empirical results and implications for legal education” reports on a project at a German

university offering different courses providing students with lasting learning processes and enabling them to develop reflective learning strategies.

**Alexander Gilder, Michelle Bentley, Nasir M. Ali, Nicola Antoniou, Daniela Lai**, “Peer learning and student ownership in an international environment: A student-created website on human rights and peacebuilding” recount the formulation of a student-led project which utilised approaches of peer learning, student ownership, enquiry-based learning, international collaboration, and social responsibility to build an activity and environment that promoted deeper learning, critical thinking, and social change.

**Arwen Joyce and Victoria Ball** “A teaching best practice guide for early career academics in UK Law Schools grounded in the student voice” provides advice on three elements of teaching: preparation, delivering in the classroom, and outside of the classroom.

**Rachael O’Connor** “It makes me feel empowered and that we can make a difference: Reverse mentoring between international students and staff in legal education” shows us how reverse mentoring deserves a prominent place in post pandemic university strategies.

**Siobhan McConnell** “A systematic review of commercial awareness in the context of employability of law students in England and Wales” makes recommendations for legal educators on how to support the development of commercial awareness in our curricula.

I am sure you will enjoy reading these articles and feel inspired and full of creativity to transform and work in partnership across Europe and beyond. I look forward to our continuing journey.

Greta Bosch  
Editor-in-Chief