



Teaching law and its adaptation to contemporary university pedagogy

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SUMMARY

The aim of the research is to analyse the teaching of law and its adaptation to contemporary university pedagogy. A descriptive type of research was used on a population of 16 scientific articles to understand how pedagogical innovations are being implemented and their impact on the training of competent jurists. The importance of the implementation of active methodologies and the use of ICT in the transformation of legal education is highlighted. Seven documentary categories have been identified as essential to develop in order to manage meaningful learning of law: i) Implementation of active methodologies in legal education, ii) Use of Information and Communication Technologies (ICT), iii) Challenges and opportunities in pedagogical adaptation, iv) Innovative pedagogical strategies, v) Reflections and effective practices, vi) Reflections and effective practices, vii) Integration and future of legal education.

Descriptors: legal education; vocational education; higher education (Source: UNESCO Thesaurus).

ABSTRACT

The aim of the research is to analyse the teaching of law and its adaptation to contemporary university pedagogy. A descriptive type of research was used on a population of 16 scientific articles to understand how pedagogical innovations are being implemented and their impact on the training of competent jurists. The importance of the implementation of active methodologies and the use of ICT in the transformation of legal education is highlighted. Seven documentary categories have been identified as essential to develop in order to manage meaningful learning of law: i) Implementation of active methodologies in legal education, ii) Use of Information and Communication Technologies (ICT), iii) Challenges and opportunities in pedagogical adaptation, iv) Innovative pedagogical strategies, v) Reflections and effective practices, vi) Reflections and effective practices, vii) Integration and future of legal education.

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Received: 07/02/2024. Revised: 11/02/2024. Approved: 12/03/2024. Published: 01/05/2024.

Research articles section



INTRODUCTION

Legal education has undergone a significant transformation in recent decades, driven by the need to adapt to contemporary social, technological and educational changes. Legal education can no longer be based solely on the passive transmission of theoretical knowledge; it is essential to incorporate active methodologies and interdisciplinary approaches that promote critical thinking, problem solving and the practical application of legal concepts (Atehortúa-Rengifo, 2023; Bayuelo-Schoonewolff, 2015).

One of the most prominent approaches in this transformation is problem-based learning (PBL), which has proven to be effective in training legal professionals with practical and analytical skills (Cicero, 2018; Gil-Galván, 2018). PBL not only facilitates in-depth understanding of legal topics, but also fosters collaboration and the development of transversal competences essential for the practice of the profession (Guamán-Gómez & Espinoza-Freire, 2022).

The incorporation of information and communication technologies (ICT) in the teaching of law has opened up new possibilities for pedagogical innovation. The use of digital tools and online platforms allows for greater interaction and flexibility in the teaching-learning process, which translates into a more dynamic and accessible educational experience (Valencia-Cárdenas & Suárez-García, 2023).

However, adapting university pedagogy to the contemporary needs of legal education also faces challenges. Teachers must be prepared to integrate these new methods and technologies into their educational practices, and institutions must provide the necessary support and resources to facilitate this transition (Cruz-Piza et al. 2022; Rodríguez-Jemio, 2016).

In this context, it is crucial to analyse and reflect on the different pedagogical strategies that are being implemented in higher education for the teaching of law. Therefore, the most effective methodologies and best practices adopted by



universities to train competent jurists adapted to the requirements of the 21st century are explored (Mora-Amezcu, 2022; Peralta-Lara & Guamán-Gómez, 2020).

Through a review of the existing literature, we aim to provide a comprehensive overview of how pedagogical innovations are transforming legal education and preparing for future challenges in the training of lawyers (Vásquez-Santamaría & Restrepo-Jaramillo, 2021; von-Hohendorff et al. 2021).

Accordingly, the research objective is to analyse the teaching of law and its adaptation to contemporary university pedagogy.

METHOD

The research work adopted a documentary analysis design with the aim of examining and evaluating the pedagogical methodologies employed in the teaching of law in the context of contemporary higher education. A descriptive type of research was used on a population of 16 scientific articles to understand how pedagogical innovations are being implemented and their impact on the training of competent jurists.

Data collection was carried out through a systematic review of the existing literature. Recognised academic databases such as Scopus, Scielo, Latindex 2.0, and Google Scholar were consulted to identify relevant articles published in the last five years. Inclusion criteria were studies that addressed the implementation of active methodologies in law teaching, the use of information and communication technologies (ICT) in the educational process, and case studies of universities that have adopted these practices.

ANALYSIS OF THE RESULTS

The literature review shows that the adoption of active methodologies has been crucial for the transformation of legal education. In particular, problem-based learning (PBL) has been widely recognised for its effectiveness in training legal professionals with practical and analytical skills (Atehortúa-Rengifo, 2023; Gil-Galván, 2018). The study by (Cicero, 2018) highlights that PBL facilitates a deeper



understanding of legal issues, promoting collaboration and the development of transversal competences essential for the practice of the profession.

The integration of ICT in the teaching of law has opened up new possibilities for pedagogical innovation. According to (Valencia-Cárdenas & Suárez-García, 2023), the use of digital tools and online platforms allows for greater interaction and flexibility in the teaching-learning process. This approach translates into a more dynamic and accessible educational experience, aligned with the contemporary needs of law students.

Despite advances, adapting university pedagogy to the contemporary needs of legal education faces several challenges. Teachers must be prepared to integrate these new methods and technologies into their educational practices (Cruz-Piza et al., 2022; Rodríguez-Jemio, 2016). Lack of resources and institutional support may limit the effectiveness of these innovations.

Various pedagogical strategies have proven to be effective in teaching law. For example, interdisciplinarity is an approach that has gained relevance, allowing students to approach legal problems from multiple perspectives (Centellas-Vargas, 2014), the combination of law and art, such as film analysis, has been used to foster a broader and more critical understanding of legal concepts (Córdova-Vinueza, 2020).

In addition, (Gatgens-Gómez, 2020) and (Mora-Amezcu, 2022) stress the importance of reflecting on current pedagogical practices to improve the teaching of law. These reflections include the continuous evaluation of active methodologies and their impact on students' academic and professional performance. Research by (von-Hohendorff et al. 2021) suggests that project-based learning can be an effective complementary methodology for legal education.

The study by (Vásquez-Santamaría & Restrepo-Jaramillo, 2021) highlights the importance of integrating research and clinical practice in legal education. This integration not only improves students' practical training, but also strengthens their ability to apply theoretical knowledge in real contexts. In addition, (Peralta-Lara & Guamán-Gómez, 2020) emphasise that active methodologies must be continuously

adapted and improved in order to maintain their relevance and effectiveness in higher education.

Table 1 presents the documentary categories designed on the basis of the analysis of the results:

Table 1. Documentary categories based on the implementation of pedagogical innovations in law teaching.

Main Category	Subcategory	Description	References
Implementing active methodologies in law teaching	Problem Based Learning (PBL)	Effective training of legal professionals with practical and analytical skills.	(Atehortúa-Rengifo, 2023; Gil-Galván, 2018).
Implementing active methodologies in law teaching	Problem Based Learning (PBL)	PBL facilitates a deeper understanding of legal issues and fosters collaboration and the development of essential skills.	(Cicero, 2018)
Use of Information and Communication Technology (ICT)	Pedagogical innovation	The use of digital tools and online platforms allows for greater interaction and flexibility in the teaching-learning process, enhancing the educational experience.	(Valencia-Cárdenas & Suárez-García, 2023).
Challenges and opportunities in pedagogical adaptation	Teacher preparation	Teachers must be prepared to integrate new methods and technologies into their educational practices.	(Cruz-Piza et al., 2022; Rodríguez-Jemio, 2016).
Challenges and opportunities in pedagogical adaptation	Teacher preparation	Lack of resources and institutional support can limit the effectiveness of these innovations.	-
Innovative pedagogical strategies	Interdisciplinarity	Interdisciplinarity allows students to approach legal problems from multiple perspectives.	(Centellas-Vargas, 2014)
Innovative pedagogical strategies	Interdisciplinarity	Film analysis to foster a broader and more critical understanding of legal concepts.	(Córdova-Vinueza, 2020)
Reflections and effective practices	Continuous evaluation of methodologies	Continuous evaluation of active methodologies and their impact on students' academic and professional performance is crucial for improving law teaching.	(Gatgens-Gómez, 2020; Mora-Amezcu, 2022).
Reflections and effective practices	Project Based Learning	Project-based learning as an effective complementary methodology for legal education.	(von-Hohendorff et al., 2021).



Integration and the future of legal education	Research and Clinical Practice	Integrating research and clinical practice enhances students' practical training and their ability to apply theoretical knowledge in real-life contexts.	(Vásquez-Santamaría & Restrepo-Jaramillo, 2021)
Integration and the future of legal education	Continuous adaptation of active methodologies	Active methodologies must be continuously adapted and improved to remain relevant and effective.	(Peralta-Lara & Guamán-Gómez, 2020)

Source: Own elaboration.

Table 1 provides a comprehensive and structured overview of the documentary categories based on the implementation of pedagogical innovations in law teaching. In the following, each of the identified categories and subcategories is analysed, highlighting their relevance and most significant findings:

Problem-based learning (PBL) has proven to be highly effective in the training of legal professionals, developing practical and analytical skills. This methodology facilitates a deep understanding of legal issues, promoting both individual learning and team collaboration, and fosters essential cross-cutting skills for future lawyers, such as problem solving and critical thinking.

The integration of ICT in law teaching has significantly transformed educational dynamics. The use of digital tools and online platforms enhances interaction and flexibility in the teaching-learning process, providing a more accessible and dynamic educational experience. This approach not only modernises legal education, but also prepares students for a professional environment where digital competences are increasingly important.

The adaptation of new methodologies and technologies in legal education presents significant challenges. Teachers must be prepared to integrate these innovations into their educational practices. However, lack of preparation and resources can limit the effectiveness of these initiatives. It is crucial that educational institutions provide the necessary support to enable teachers to implement these tools effectively. Ongoing training and professional development are essential to overcome these barriers.



Interdisciplinarity emerges as an innovative pedagogical strategy that allows addressing legal problems from multiple perspectives. This methodology enriches students' education by exposing them to different disciplines and approaches; the use of artistic elements, such as film analysis, fosters a critical and broad understanding of legal concepts, providing a richer and more diverse context for learning.

Continuous evaluation of active methodologies is essential to improve the teaching of law. Reflecting on current pedagogical practices and their impact on students' academic and professional performance allows these methodologies to be adjusted and optimised, ensuring that they adapt to the changing needs of the educational and professional environment. Project-based learning effectively complements other active methodologies, enabling students to apply theoretical knowledge to practical situations and develop skills relevant to their future careers.

The integration of research and clinical practice in legal education enhances students' practical training and strengthens their ability to apply theoretical knowledge in real contexts. This connection between research and practice is crucial for developing essential competencies in future lawyers, legal education must remain dynamic and responsive to pedagogical innovations in order to remain effective. The constant improvement of active methodologies ensures that students are prepared to face contemporary challenges in the legal field.

CONCLUSION

The importance of the implementation of active methodologies and the use of ICT in the transformation of legal education is highlighted. Seven documentary categories have been identified as essential to develop in order to manage meaningful legal learning: i) Implementation of active methodologies in legal education, ii) Use of Information and Communication Technologies (ICT), iii) Challenges and opportunities in pedagogical adaptation, iv) Innovative pedagogical strategies, v) Reflections and effective practices, vi) Reflections and effective practices, vii) Integration and future of legal education.



Despite the challenges in implementing these categories, scrutinised studies indicate that these pedagogical innovations have proven to be effective in training competent jurists adapted to contemporary demands. Continuous reflection and adaptation of pedagogical practices are essential to further improve the teaching of law, ensuring that students are well prepared for the challenges of the 21st century.

FUNDING

Non-monetary

CONFLICT OF INTEREST

There is no conflict of interest with persons or institutions involved in research.

ACKNOWLEDGEMENTS

To the teachers who work to provide quality education.

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