

List of contributors

Alison Bone is now retired and a Fellow of the Centre for Legal Education at Nottingham Trent University Law School. Prior to that she was a part-time Principal Lecturer at the University of Brighton. Her field of expertise is primarily assessment, in particular how it is designed and implemented. She was the author of *Ensuring successful assessment: A guide for law lecturers* (1999). She invented the concept of Law Teacher of the Year in the UK – now copied in other jurisdictions – which rewards law teachers who are excellent in their field.

Peter Coe is a Barrister and Associate, Anthony Collins LLP; Research Associate, Institute of Advanced Legal Studies' Information Law & Policy Centre, University of London; Door Tenant, East Anglian Chambers; and Associate Academic Member, Cornwall Street Chambers. He was formerly Senior Lecturer in Law, Aston Law School, Aston University.

Craig Collins is a Senior Lecturer in Law with the School of Legal Practice at The Australian National University. He is also Director of the PEARL Centre (Profession, Education and Regulation in Law) at ANU. Craig teaches civil litigation, dispute resolution, strategic negotiation skills and bankruptcy and insolvency. His research focus is law curriculum design, especially using technology and role-play software, combined with legal history and culture around lawyer development. Craig was formerly a commercial litigation partner with Gadens Lawyers Melbourne and has performed roles as lawyer development advisor for the Australian Government Solicitor and as Board Secretary and Public Officer for the North and Northwest Community Legal Centre.

Egle Dagilyte is a Senior Lecturer in Law at Anglia Ruskin University and a Fellow of the Centre of European Law at King's College London. She holds a PhD in European Law (King's College London), a Masters in International and Comparative Law (Uppsala University, Sweden) and a Bachelor in Law and Management (Mykolas Romeris University,

Lithuania). Dr Dagilyte's academic research interests lie in the area of European Union constitutional and human rights law, as well as legal education (with particular focus on assessment and technology). She trained at the European Union Court of Justice and often gives talks in the areas of her expertise, both in the UK and abroad, including at annual conferences of the Association of Law Teachers (ALT) and the University Association for Contemporary European Studies (UACES). Dr Dagilyte also sits on the ALT Committee and was listed among the Joint Information Systems Committee Top 50 UK Higher Education Social Media Influencers in 2015.

Nigel Duncan is Professor of Legal Education at The City Law School, City University, London. His main teaching is on the Bar Professional Training Course, where he supervises a live clinical option that involves students representing real clients in the employment tribunals. He is Course Director of the LLM in Professional Legal Skills and City University London's Academic Lead on Assessment. He is Convenor of the School's Legal Ethics Forum, and hosted the 6th International Legal Ethics Conference. He is founder with Clark Cunningham of the International Forum on Teaching Legal Ethics and Professionalism, an interactive resource and forum for those interested in the education and training of legal professionals – www.teachinglegalethics.org. He convenes Teaching Legal Ethics UK, a community of practice including members from many different law schools and some practitioners, which holds regular workshops. He is a Principal Fellow and National Teaching Fellow of the Higher Education Academy. He is consultant editor of *The Law Teacher* and on the editorial advisory boards of the *Legal Education Review* and *International Journal of the Legal Profession*. His research has recently focused on the preparation of ethical professional lawyers facing the problems of corruption.

Rachel Dunn is a senior lecturer in law at Northumbria University. She completed her PhD in 2017, which focused on legal education, specifically the knowledge, skills, and attributes needed to start practice competently. Rachel teaches a variety of modules, including animal law, and supervises dissertations and PhDs in this area. In 2019, she set up the first Policy Clinic at Northumbria University, supervising undergraduate students undertaking empirical research for organisations, with the aim of influencing policy and law reform.

Nigel Firth is Deputy Head of School at Plymouth Law School. He is module leader for the Dispute Resolution and Work-Based Learning modules. He was previously a Senior Lecturer at Nottingham Trent University where he had responsibilities for curriculum design. He taught on the Legal Practice, Graduate Diploma and LLB courses. He was a solicitor at Browne Jacobson and Dickinson Dees (now Bond Dickinson) solicitors, and has research interests in employability and experiential learning.

Richard Glancey is a Senior Lecturer at Northumbria Law School, Northumbria University, where he lectures in Public Law and Civil Liberties and is Programme Leader for the LLB (Hons) degree. His research interests include public law and human rights/civil liberties, and alternative learning and teaching methodologies and assessments. Richard is interested in the problem-based learning methodology, which he uses at Northumbria. He is a Director of the Student Law Think Tank, designed and created in 2012 and set up with Rachel Dunn, which enables students to be actively involved with law reform and legal policy. Richard is currently studying for a Doctorate, examining the benefits of students participating in the work of the Student Law Think Tank.

Vivien Holmes is an Associate Professor at The Australian National University College of Law. Vivien teaches and researches in the fields of legal ethics, legal education and the legal profession. Vivien's academic work is informed by her career prior to joining ANU, which included litigation practice, government legal policy work, and court work as the Registrar of the Northern Territory Supreme Court, the NT Registrar of Probates, the NT Deputy Coroner and Judicial Registrar of the NT Magistrates' Court. Vivien has been a member of the Australian Social Security Appeals Tribunal and is currently a member of the Australian Capital Territory Law Society's Complaints Committee.

Paul Maharg is Distinguished Professor of Practice, Legal Education, at Osgoode Hall Law School, York University, Ontario; and Honorary Professor at The Australian National University College of Law, Canberra, where he was Director of the PEARL Centre (Profession, Education and Regulation in Law). Prior to this he held chairs at Nottingham Trent, Northumbria and Strathclyde University Law Schools. He has published widely in the field of legal education, particularly in international and interdisciplinary educational design, regulation and the use of technology-

enhanced learning. He has undertaken consultancies for a range of bodies including law schools and regulators such as the Law Society of Scotland, the Law Society of Hong Kong, the Solicitors Regulation Authority and the Law Society of Ireland. He is consultant editor of the *European Journal of Law and Technology*, and co-editor of two book series, *Emerging Legal Education* and *Digital Games and Learning* (both Routledge). He is a member of the BILETA (British and Irish Law Education Technology Association) Executive, a Principal Fellow of the Higher Education Academy (2015), a National Teaching Fellow (2011) and a Fellow of the Royal Society for the Arts and Manufactures (2009). He is currently a Visiting Professor at Hong Kong University Faculty of Law and Chinese University of Hong Kong Law School. He blogs at paulmaharg.com.

Craig John Newbery-Jones is a Lecturer in Legal Education in the School of Law at the University of Leeds. He is also a member of CIRLE (Centre for Innovation and Research in Legal Education) and is interested in the intersection of legal education and technology. Craig has held numerous roles at his previous institutions that have had a pedagogic focus and he has been responsible for incorporating many projects and initiatives into undergraduate legal curricula. He is currently examining how experiential learning, employability and skills-based legal education can be embedded further in the legal curriculum through the exploitation of technology.

Julian Webb joined Melbourne Law School in 2014, having previously held chairs at the universities of Warwick and Westminster. He also holds concurrent appointments as an Honorary Professor of Law at the University of Exeter, and as Visiting Professor at the University of Derby and is both a Fellow of the Royal Society of Arts (FRSA) and an Academic Bencher of the Honourable Society of the Inner Temple. Julian currently teaches legal ethics and legal theory on the Juris Doctor program and has particular research interests in the ethics and professional regulation of lawyers; developments in the market for legal services; the political economy of legal education; and in regulatory theory and practice more generally. He has published widely in these fields, having (co-)authored or edited seven books and numerous journal articles. He has also taught sociolegal research methods and has an interest in research ethics and their regulation. Julian is an experienced empirical researcher and, between 2011 and 2013, led the research phase of a major national review of legal education and training in England and Wales undertaken by the Solicitors Regulation Authority, Bar Standards Board and ILEX Professional

Standards. He has previously undertaken research or consultancy work for a range of bodies including the Law Society of England and Wales, the New Zealand Council of Legal Education and the Netherlands Council of the Judiciary.

From 1998 to 2008, Julian was a founding editor of the international journal *Legal Ethics*. He is currently a member of the advisory boards for four academic journals: the *International Journal of the Legal Profession*, *Journal of Commonwealth Law and Legal Education*, *Revista Educación y Derecho*, and *Legal Ethics*. He also edits, with Professor John Paterson (University of Aberdeen), the Law, Science and Society book series published by Routledge.

This text is taken from *Critical Perspectives on the Scholarship of Assessment and Learning in Law: Volume 1: England*, edited by Alison Bone and Paul Maharg, published 2019 by ANU Press, The Australian National University, Canberra, Australia.