

Information on the series

General series description

This book series offers international views of assessment in legal education in Common Law jurisdictions. Five volumes in the series represent single jurisdictions or clusters of jurisdictions, with each volume containing:

- Information on assessment practices and cultures within a jurisdiction.
- A sample of innovative assessment practices and designs in a jurisdiction.
- Insights into how assessment can be used effectively across different areas of law, different stages of legal education and, where relevant, the implications for regulation of legal education assessment.
- Appreciation of the multidisciplinary and interdisciplinary research bases that are emerging in the field of legal education assessment generally.
- Analyses and suggestions of how assessment innovations may be transferred from one jurisdiction to another.

Volumes will focus on innovative research, theory and practice. We aim to publish books that evidence at least some of the following themes and traits:

Disciplinary grounding

Our series will investigate the relation between more conventional or signature pedagogies and assessments, and new approaches to learning and its assessment. The series will point to useful directions for the future of legal education assessment, in the wider context of academic, professional and legal educational change, both global and local.

Assessment, collaboration and social relations

Many newer forms of educational practice such as research-led learning, communities of inquiry, games, simulations and problem-based learning (PBL) are often highly social and collaborative. While there is much published on such areas in other disciplines (e.g. medical and engineering education), there is little in legal education, and this series will provide more information.

Design-led assessment

The series editors will seek out innovative examples of design-led assessment in all forms of legal education and provide readers with detailed exemplars.

Innovative research methodologies

We encourage all forms of action research (practice research, participatory action research, etc.) as well as challenges to conventional approaches in legal educational theory and assessment constructs. The series will also, where appropriate, provide critiques of research methodologies, both conventional and innovative, within a jurisdiction.

Vol	Jurisdictions	Approx. date of production
1	England	2019
2	Hong Kong, Singapore, Ireland	2020–21
3	Canada	2020–21
4	Australasia	2022
5	USA	2023

Series Editors: Craig Collins, Vivien Holmes (ANU College of Law).

Consultant Editor: Paul Maharg (Osgoode Hall Law School, Nottingham Trent University Law School).

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