

Adopting a *Soft* Transdisciplinary Approach via Inquiry/Project Based Learning: A Focus on Legal Education

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Abstract

Globally, the COVID-19 pandemic brought to the fore fundamental changes and challenges in education. This is also clear within legal education in BRICS countries and beyond, where issues emerged but created space for effective ways forward. In alignment with the special issue theme, this paper provides a vision for post-pandemic education – in this case, in one discipline, namely legal education. Based on an international literature review, it is argued that to deliver appropriate skills and create well-rounded graduates effectively, there is a need to rework the vision of law as a single discipline. Thus, considering the contemporary challenges to legal education described in this paper, a different approach to the curriculum is required in which support for the development of vital skills such as creativity, critical thinking and complex problem-solving is maximised. Furthermore, attention needs to be devoted to adopting a transdisciplinary perspective delivered through inquiry-based learning. This requires thinking about problem-solving from multiple viewpoints and seeking out tools, practices and pieces of knowledge from multiple fields to arrive at better questions and solutions.

Keywords: Legal Education; Law Teaching; Transdisciplinary Approach; Inquiry-based Learning; Traditional Law Model; Socio-Legal Studies

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Introduction

The current world is both changing and challenging, with an increasing desire for organisations and indeed, nations to seek joint opportunities to exchange knowledge and learn from each other. One such collaborative grouping is the BRICS organisation, which comprises five developing countries (Brazil, Russia, India, China, and South Africa) that can be considered emerging market economies and rising knowledge societies (Wolhuter & Chigisheva, 2020). Zooming in on changing legal education, Vinnichenko and Gladun's (2018, p. 4) work on BRICS nations shows:

... the main influences are linked to developments in transportation and communication and the enmeshing of diverse economies embraced by globalization. Law schools confront more mobile and more ambitious students who wish to experience different jurisdictional practices, to serve the increasingly global business community and to be more competitive.

These authors further indicate that the main similarity between the legal education systems in BRICS are global education trends as well as the influence of the education systems of the United States and the United Kingdom. However, it is important to note that each BRICS member state's legal education is grounded in respective national policies, legal systems and historic education development.

In England and Wales contemporary debates around the law degree curriculum have been dominated by the changes driven by the Solicitors Regulation Authority (SRA) in the post-Legal Education and Training Review (LETR) period. The SRA proposals have created a broad debate around various aspects of legal education from different perspectives (e.g., Nicholson, 2020, 2021a, 2021b; Nicholson & Johnston, 2021). Some of the reaction has been negative, discussing the relationship between legal education and the profession, noting "one can do great violence to both if laudable goals are

pursued in inappropriate ways" (Mason & Guth, 2018, p. 383). In addition to this uncertainty as to the future directions of law teaching, the global pandemic has brought a new set of issues. As Ashford (2020, p. 168) noted:

Law Teachers have never faced such an array of challenges before, but never have we had more tools at our disposal, particularly in the form of technology. We are experiencing 'the fierce urgency of now', a time when we rapidly adjust and change our delivery patterns and methods of law teaching. Yet this also underlines the need to reflect and calmly explore how this new future should be. The need for scholarly work on legal education is needed now more than ever.

It could be argued that with these ongoing challenges, this is not the time to add something new to the mix, at least not something that might require considerable time and resources. One of the fundamental issues brought to the fore by the pandemic is the balance between online and face-to-face delivery and how best to use the available contact time. So, in many ways, this is the very time to review and rethink a teaching and learning strategy. The familiar delivery model has been overtaken by events, and the burning question is what the post-COVID model will involve. Technology has allowed a new pattern of both synchronous and asynchronous online teaching and learning well beyond recorded lectures. The 2020 academic year brought enormous challenges with moving some or all material online, but this has led to an upskilling of staff and a much greater understanding of effective pedagogy, even if it was developed incrementally, often by trial and error.

Furthermore, a lack of motivation has been identified as an element of "loss" related to the isolation caused by COVID-19 (Williams et al., 2020). Although this study noted that the impact "has disproportionately negatively affected those in low paid or precarious employment", it can also impact staff and students; evidence

suggests an increasing feeling and pre-existing precariousness in UK higher education. According to Allmer (2018), the expansion of student numbers has impacted negatively on working conditions with increasing demands across teaching and learning. Well-being has been highlighted as a serious and ongoing concern (Wray and Kinman, 2021). Higher education is clearly in a period of transition from an established mode of delivery; where it will eventually lead is less apparent though some form of blended learning will inevitably result. This may be a difficult period for staff, and the critical aspect is how this period of change is resourced and managed.

Bridges (2009) identified three phases of transition, starting with *Ending, Losing, Letting Go*, and moving into *The Neutral Zone* before *The New Beginning*. Transition is primarily a psychological process inextricably linked to change, which is more focused on the outcome, and it is argued that the journey through the stages is essential for a successful solution to be achieved (Bridges, 2009). This involves relinquishing the old identity and forging a new beginning without being 'stuck' for too long in the neutral zone but without seeking to bypass this second stage. Bridges (2009) credits the neutral zone as the space where realignment and repatterning occur. This approach has been used with good effect by Haslam with respect to nurse education who notes the existing pressures on nurse education: "Pre-COVID-19, tensions therefore already existed around the increased demands and expectations of new Programmes and higher numbers of Students entering Nurse Education from diverse education and socioeconomic backgrounds." Bridges (2009, p. 5) further explains the process; "by which people unplug from an old world and plug into a new world, we can say that transition starts with an ending and finishes with a beginning". With the current transition, it is not clear where in the process we might be especially given the existence of long COVID, though Haslam (2021, p. 2) suggests that we are in the middle:

It is possible that COVID-19 is the 'neutral zone', where many have adopted new roles and changes in responsibility, although have not yet come to terms with what these changes mean.

Bridges (2009, p. 40) describes this as; "a nowhere between two somewheres, and because while you are in it, forward motion seems to stop while you hang suspended between was and will be". It feels like a place of flux with the old model breaking down, and it is unclear if it will be reinstated, the central problem in the neutral zone is the emotional dimension of those occupying it:

People's anxiety rises, and their motivation falls. They feel disoriented and self-doubting. They are resentful and self-protective. Energy is drained away from work into coping tactics. (Bridges, 2009, p. 40)

However, this period is also "ripe with creative opportunity" but needs careful management (Bridges, 2009) and as Haslam notes the application of a reflective approach:

Higher Education providers and Nurse Educators across the globe should therefore view the COVID-19 pandemic as an opportunity rather than a threat to curriculum delivery, *planning* for the future by reflecting upon strengths, needs and gaps in current approaches and mitigating against any future negative effects of online learning. (Haslam, 2001, p.3)

Haslam's point above is equally relevant for law teaching which requires a reflective critical approach to map out future directions. So, even though staff may be tired, overworked and anxious, this is a period where it may be possible to move towards *The New Beginning*; it is important that uncertainty is removed, and the identity of the group is restored. This point is also relevant for post-SRA curriculum changes if traditional subjects are reordered, reshaped, or potentially discontinued.

Contemporaneously, any new strategy needs to ensure that appropriate graduate skills are at the

fore and delivered to satisfy the ongoing “employability” agenda for law graduates, though there is no precise definition of the term (Knox & Stone, 2019). The World Economic Forum (WEF) (2020) has identified 10 job skills for 2025 under four headings: Problem-Solving; Self-Management; Working with People; and Technology Use and Development. The 10 skills listed are analytical thinking and innovation; active learning and learning strategies; complex problem-solving; critical thinking and analysis; creativity, originality and initiative; leadership and social influence; technology use monitoring and control; technology design and programming; resilience, stress tolerance and flexibility; and reasoning problem-solving and ideation. Professions may also have their own additional requirements or specific application of the skills in question. This paper argues that to effectively deliver appropriate skills and create the rounded graduates the WEF identifies; we need to appreciate the potential to rework law as a single discipline. So, despite the contemporary challenges to legal education noted above, a different approach to some parts of the curriculum offers an opportunity to support vital skills development such as creativity, critical thinking and complex problem-solving. Accordingly, it proposes adopting a transdisciplinary (TD) perspective delivered through inquiry-based learning (IBL).

Why a Transdisciplinary Approach?

Law as an academic discipline has been historically linked to the profession, which originally extended into a prescribed curriculum (e.g., Boon et al., 2005; Menis, 2020). The profession, through its administrative bodies — the Bar Council and the Law Society — originally sought to exert direct control over what was taught and even at times, how it was taught and examined. It has often been an uneasy relationship:

It has engendered an atmosphere of suspicion and distrust and created dissatisfaction on both sides. The academics have resented the imposition of core subjects and the ever-present threat to extend them. They have

despaired at the educational conservatism of a profession which offers such a limited conception of legal education. The profession, meanwhile, often sees academics as abstract and unrealistic. It complains that law graduates lack the ability to write in clear English or construct a written argument, and it argues that law graduates have very real gaps in their knowledge of the substantive core. (Jones, 1989, p. 173, 174)

There has been a detailed debate over curriculum content, pedagogy, and the introduction of “skills” and whether this was at the expense of knowledge. There has been some discussion regarding the appropriateness of the law being taught in isolation from other disciplines (e.g., Burton & Watkins, 2020). Some programmes allow students to combine two disciplines, such as law and languages or law and criminology, but this model is not designed to merge the different elements. Some modules may explicitly seek to work in the area where two disciplines intersect, for example, Legal Psychology. The major influence on the traditional law model has been centred around a socio-legal approach to specific subjects; however, as Collier notes, “‘Socio-legal Studies’ is a notoriously ill-defined and contested term” (Collier, 2004, p. 518). Providing context to legal ideas or instruments can be done in numerous ways. For example, areas of entertainment law can be linked to a broader law and popular culture agenda. Burton and Watkins (2020) provide numerous examples of subjects incorporating a socio-legal dimension but note that the problem is determining the extent to which interdisciplinary work is incorporated into the curriculum (see, Hunter & Cowan, 2012).

Law as a single discipline can outline boundaries, but these inevitably change as new topics emerge. A subject such as Sports Law may be carved out of traditional areas, inter alia, public law, contract, tort, criminal law, competition law, and given impetus by cases or statutes. Juridification of an area of civil society can create the foundations for a new subject to emerge

(Greenfield, 2023). However, defining an academic strategy that seeks to move beyond a single readily identifiable discipline can itself be problematic:

Interdisciplinarity, multidisciplinary, and pluridisciplinarity occur when two or more disciplines are linked together to pursue a given project, with the contributions from the various disciplines being essential to revealing and addressing the different aspects of the problem. Each version is different, related in large part to the degree of interaction between the disciplines. (Greenfield, 2022, p.9)

There are numerous problems when stepping outside the comfort of the boundaries of a known discipline, although the result may be rewarding. Collaborative research projects offer an opportunity to combine expertise across disciplines, so why not teaching? A bolder transdisciplinary approach can be distinguished

from multidisciplinary, cross-disciplinary or interdisciplinary methods by its holistic aim:

Transdisciplinarity concerns that which is at once *between* the disciplines, across the different disciplines, and beyond all discipline. Its goal is the understanding of the present world, of which one of the imperatives is the unity of knowledge. (Nicolescu, 1996 cited in Nicolescu 2014, p. 187)

A key feature is the involvement of various stakeholders beyond academia, emphasising the need to engage with real-world problems. This framework has been applied to extremely complex multidimensional problems where new thinking is needed to devise innovative solutions. It is essentially a research tool, though there is increasing interest in experimenting with it in a classroom setting. Balsiger (2015, p.188) has used it in a graduate seminar, adopting what is described as “soft transdisciplinarity”, which relates to the degree of collaboration and integration (see, Figure 1).

		Collaboration	
		<i>narrower</i>	<i>broader</i>
Integration	<i>shallower</i>	soft transdisciplinarity	inclusive transdisciplinarity
	<i>deeper</i>	reflexive transdisciplinarity	hard transdisciplinarity

Figure 1: Varieties of Transdisciplinarity

Source: Balsiger, 2015, page 188

Educational rather than research-based projects will naturally be at the softer end of a variable scale, and one of the assets of a transdisciplinary approach is its flexibility. Universities have several advantages regarding resources that can be used to advance this type of work. Two key elements are, first, the integration of other disciplines and second, community involvement. Specialists from a wide range of areas can be located within the institution. This wider group comprises the student body itself, alumni and the “local” external community. The process of involving members from these groups itself

provides additional benefits that are increasingly promoted by institutions as desirable (as regards community relations, see Chupp et al., 2021, and the alumni relationship, see Gallo, 2013). Knowledge exchange has become a key area for universities to develop, and this can be a two-way process (McMillan, 2020).

Moss (2013, p.30) makes a case for the adoption of a transdisciplinary law programme to provide graduates with the necessary set of skills for legal practice:

Such connectedness of knowledge, application of skills, and transfer to a real world setting should be the hallmarks of legal education.... essential questions could support a transdisciplinary exploration of the curriculum such that students are challenged to consistently, authentically, and meaningfully engage with real world issues as the cornerstone of a law school program. In this way, a transdisciplinary approach to teaching and learning could serve as a foundational curricular construct to promote reforms that are consistent with practice-ready aims.

The piecemeal approach to the law curriculum—which is a leftover from the eras of the Joint Statements—mitigates against a holistic approach as each subject ringfences itself. That said, a transdisciplinary approach—at least in some modules (though this isolation mirrors the skills issues, whether pervasive or targeted)—requires careful planning. An obvious question is what benefit undergraduate law students might experience from even a limited soft transdisciplinary approach. An interesting possibility is the potential for a transdisciplinary approach to promote the experience of being “pulled up short” (on the concept found in accounting education, see, Kerdeman, 2003; Lucas, 2008). A realisation that understanding of the issue is limited occurs, coupled with an expanded openness to learning. This is a key pedagogical aim, whatever the teaching and learning strategy adopted, but it is argued that transdisciplinary work naturally creates this possibility:

TD content pedagogy provides moments for being pulled up short because TD content pedagogy necessitates a stance of interdependence and being open to difference. TD requires thinking about problem-solving from multiple viewpoints and seeking out tools, practices, and knowledge from multiple fields in order to come to better questions and evolve solutions. TD requires that TD devotees find others

who have knowledge that they do not have and that they listen and try to gain from that knowledge as they work on complex issues. TD content pedagogy requires students and teachers to aim to see the world from multiple perspectives and that they are open to difference. (Greenhalgh-Spencer et al., 2017, p. 20–21)

This process promotes inquisitive inquiry whereby students develop an intrinsic motivation to learn more. There are clear constraints to adopting a transdisciplinary approach, even one at the “soft” end, with resource and time implications and the form it takes. It is essentially a research-driven project that requires a specific learning strategy.

Learning Strategy

The adoption of a problem or issue approached from a transdisciplinary perspective needs to be distinguished from the more familiar “problem”-solving, which is often deemed a natural vehicle for law teaching, especially in the common law system that allows scenarios to be constructed around legal principles or cases. It has also been applied as a learning strategy to non-law students (Batty, 2013; Richardson et al., 2009). At their simplest, problems may just require the identification of the relevant issues and the link to principles set out in legal instruments, normally cases. It is essentially a way of teaching cases by linking different facts to existing principles. The closer the facts of the problem to an existing case, the less challenging the analytical process, though not recognising the case on which the problem is built creates confusion. More difficult problems can be constructed by adding different layers for interpretation and analysis.

Work has also addressed the educational and psychological foundations of problem-solving in the context of legal education (Gantt and Natt, 2012). However, these are largely artificial and limited and as the student already knows, the broad subject area and topic are better described as exercises (Wong, 2003). A much greater leap, away from the safety of exercises, is the application of problem-based learning

(PBL), which has a number of distinct aims, both in terms of the knowledge and skills gained as well as the learning process itself. Independent study is promoted alongside collaborative learning and the skills of critical analysis and reflection. Grimes (2014) outlines a 10-stage process of a highly organised system of PBL adopted at York Law School using student law firms. The content is within the normal curriculum but may be across traditional subject areas. According to Grimes (2014, p. 4):

The problems themselves are designed to address required curriculum content (for example, covering the qualifying law degree foundation subjects) but the problems themselves will often cross legal topic boundaries thus requiring students to appreciate and distinguishing between concepts, for example principles of civil and criminal liability, sanctions and remedies or professional responsibility and ethics.

What appears with both the models outlined by Wong and Grimes is the concentration on “legal” problems and the link to professional practice, which acts as a reinforcement of a strict disciplinary boundary even if the internal subject margins are breached. The challenge is to go beyond simple problems that can be used to teach legal principles and develop complex problem-solving skills, which is a key aspiration. Several different approaches can be used to deliver this broad aim, including PBL, project-based learning and/or IBL. These inevitably overlap at points and are in the eye of the beholder, though some definitions are useful. S. Chu et al. (2017a, p. 7) define PBL as follows:

A student-centered learning approach in which students work together to address an open-ended question through inquiry and problem resolution, within a learning environment that is designed and scaffolded to strongly support the needs of students with prompts and resources as they do so.

The key is an “open-ended question” so the solution is not ringfenced; how “open-ended”, however, needs to be carefully managed and

linked to the existing skills and knowledge framework. Project Based Learning (PjBL) is defined as “[a]n individual or group activity that is carried out over a specified period of time, resulting in an output (product, presentation, or performance)” and IBL as “[a] learner-centered approach focusing on questioning, critical thinking and problem solving. The learner is actively involved in formulating the question/naming a problem” (Chu et al., 2017a, p. 7).

As noted above, there are no strict demarcation lines, and the different approaches can be merged to produce a suitable vehicle to deliver the designed assessment. An amalgamation of the latter two produces a methodology that:

... engages learners in formulating a question/naming a problem within their areas of interest. The answers to the question and/or ways to solve the problem are generated through group activities that include information search, evaluation, and management. The entire process leads to an output (report and presentation) that comes into being through the use of digital technologies. (Chu et al., 2017a, p. 7)

The strength of this combination is to stress the group dynamics in both the framing of the issue and the creation of the resolution strategy. With appropriate tutor support, students devise the process and become creators of knowledge. Mieg (2019, pp. 1–2) argues that the definition of IBL encompasses independent learning:

This definition highlights three characteristics of inquiry-based learning: firstly, students should go through the entire research process; secondly, the results should have some degree of value in terms of novelty and not just for the students themselves; thirdly, inquiry-based learning should be conducted independently.

This approach also stresses the application of technology, and the key is not to be constricted by rigid definitions but to embrace flexibility and adapt ideas.

The Viability of a Transdisciplinary Project

At the outset, it needs to be stressed that there are significant logistical and resource issues with developing a transdisciplinary project, even at the softest end. The starting point is to find a “real-world” issue that would benefit from applying a transdisciplinary approach. There needs to be a significant legal dimension, and the students need to have the requisite legal knowledge and skills. There must be room for limited input from other disciplines and a range of “interested” parties who can contribute. Both elements can be restricted, depending on specific circumstances, such as the number of students, time available, and resources. It needs to have realistic and achievable aims. Regarding where to place it within the curriculum, the module needs to be spread throughout the academic year to allow time for a developmental and reflective approach. While a more limited, even softer, version could be placed in Year 1, the more apparent slots are in Year 2 and especially in Year 3. Students then have a greater depth of knowledge and breadth of skills — this allows for a more meaningful experience. The contribution of the tutor is vital in several respects. There needs to be a wholehearted commitment to the concept and the required support. A developing line of educational research is the significance of a tutor’s passion for student performance (Gilal et al., 2019). The tutor’s role is fundamental to guiding the “design” of the topic without disclosing all the possible parameters and direction; arriving at the latter is a key part of the student activity. Thus, the tutor needs an appreciation of the transdisciplinary dimension, but this does not require absolute knowledge of every potential issue. There is a risk of tutors feeling “out of their depth”, which needs to be appropriately managed through support. At the centre of the exercise is treating students not just as learners but as part of a community of knowledge creators. It needs to be in an area the students can relate to and have an interest in exploring. Bell (2010) notes how the choice inherent in PBL promotes intrinsic motivation in students.

The specific parameters for a workable legal project could be identified as follows: flexibility and pragmatism are important elements. There is an identifiable societal problem or issue of student interest. Knowledge and understanding are not located solely within one discipline. For example, it is not just a “legal” problem – there is a recognisable legal dimension. Some relevant disciplinary expertise outside of the law is available. Input from outside academia is desirable and can be obtained directly or indirectly. The project can be managed within a realistic timeframe.

The starting point is for the group to confirm their commitment. Start by formulating the parameters for the enquiry and fleshing out a research strategy. Pedaste et al. (2015) propose an IBL model that comprises five general phases and nine subphases. The group can work through definitions and formulate some initial research questions that need to be addressed. Part of this process, which is an ongoing one, is to determine what other academic and non-academic input would be useful and start identifying potential sources. Existing knowledge, contacts, and division of initial tasks, along with a draft timetable, can be identified and commenced. Any ethical issues can be identified, and tutor advice can be sought. With suitable specialist guidance, an IT and communication strategy will need to be devised to ensure students have the necessary skills and knowledge. A wiki could be used as an effective online vehicle to organise and record material, and there is evidence of the evaluation regarding its successful use with PBL (Biasutti & EL-Deghaidy, 2015; Chu et al., 2017b). In addition to the practical benefits, using a wiki can also promote the acquisition of a range of skills:

The activities were considered challenging and participants were stimulated also in the cognitive domain. The platform allowed them to collaboratively compare and synthesise different perspectives, integrating different views and developing critical thinking skills. In addition, the activities were designed for stimulating specific

cognitive abilities such as reflection, critical thinking and facilitating the synthesis of different perspectives. (Biasutti & EL-Deghaidy, 2015, p. 352)

The tutor will need to conduct an assessment to determine what additional skills would benefit individuals or the group as a whole. The tutor may need support in determining what skills and knowledge are required. Adopting a collaborative approach would also benefit the staff involved, though this may require training. With respect to PBL, it is suggested that “faculty members require ongoing professional development and mentoring in order to develop as reflective PBL practitioners, as well as peer support from colleagues who are experimenting with PBL” (Lee, 2014, p. 29). Such development need is likely to be increased with more innovative pedagogical practices. Specific qualitative research skills such as interviewing and coding might be appropriate, and these would benefit the students more generally. Participation in a research project can have numerous benefits for undergraduates (Landrum & Nelsen, 2002; Wayment & Dickson, 2008). Practical project management skills can also be introduced.

The second stage is to gather material through a literature and video search, making contact with organisations and individuals and reviewing the framework. Relevant case studies need to be identified, and the evidence can be analysed. Material needs to be recorded and shared. The involvement of external parties is an essential element of a transdisciplinary approach, and a wide range of views can be canvassed. The quest for evidence and knowledge should be natural for law students. Legal practice recognises the need to use knowledge and expertise from other disciplines through expert witnesses. However, the range and type of expert is limited by the facts and nature of the case, whether civil or criminal. The list is long, including, *inter alia*, psychiatrists, psychologists, doctors, social workers, scientists, engineers, and even anthropologists (Good, 2004). Neuroscientists are becoming increasingly involved in legal cases due to technological advances that can

complement the traditional social sciences to explain human behaviour (Jones et al., 2013). So, legal practice accepts its limitations to arrive at a just outcome and permits the import of the necessary knowledge and understanding. As Good (2008, S57) notes “[l]aw is too important to be left solely to lawyers – even academic lawyers”. It does need to be noted that the expert witness in the adversarial system is not an accomplice in the search for truth but is giving evidence on behalf of one of the parties. Lawyers preparing cases need to understand how material from other disciplines can interact and contribute to a holistic understanding of the relevant events. The idea of an expert witness can be adapted for this process by students “interviewing” relevant people. Here, it is not suggested that the above-noted type of expert witnesses be used in legal proceedings. This approach to lecturers from other disciplines transforms the traditional relationship with students determining the process and content. This requires a degree of initial planning and task allocation in addition to an ability to evaluate the evidence provided and formulate follow-up questions. The final stage is to present the findings. The overall aim is not to find a “definitive” solution but rather a significant analysis of the issues with a range of recommendations appropriate to the timescale and available resources.

Technology has a vast role to play in supporting a transdisciplinary project, first, as a means of internal communication between group members. Students can form a WhatsApp or similar group and create a shared online working space, such as Google Drive, to post materials. As regards the use of WhatsApp, (see, Cetinkaya, 2017; Sayan, 2016), and the variety of online learning tools that promote collaboration (see, Mallon and Bernsten, 2015). A discussion board can provide a vehicle for ongoing dialogue and involve the tutor; encouraging their use may require introducing additional skills such as time management (Aderibigbe et al., 2021). Second, social media can provide a fruitful research tool, allowing access to new information and influential individuals and campaigns (Zammiello, 2021). The #FreeBritney fan-based

movement became an important source of material and pressure relating to Britney Spears' dispute over her conservatorship. Furthermore, established sites like YouTube offer a complementary approach to more traditional materials (Moghavvemi et al., 2018). Blog posts and a new range of online journals, such as *The Conversation*, offer different perspectives that incorporate academic research on current topics in a more accessible style. Instagram, Twitter and LinkedIn can offer the chance to interact with individuals and obtain information. Third, interviews can be much more readily organised online using Zoom or Teams than in real life. Familiarity with such software has spread and can be used efficiently, which may encourage participation. One of the real assets of such technology is that it permits engagement at a global level.

Conclusion

As Kofi Annan (2009, para 1) observed, some problems are without a passport:

Ours is a world in which no individual, and no country, exists in isolation. All of us live simultaneously in our own communities and in the world at large. Peoples and cultures are increasingly hybrid.

Emerging issues often have no boundaries and affect every nation, as we experience common vulnerabilities in our local societies, spaces need to be created to experience a shared sense of opportunity. Vinnichenko and Gladun (2018), based on their study on legal education in BRICS, argue that the quality of education is a common problem for law schools across nations. This is influenced by current challenges and the dynamic development of economic, cultural, and educational processes driven by globalisation. While the education sector is undergoing a crucial moment in its history recovering from the pandemic, reflections on and sharing of new perspectives, across and within nations and regions, could open up new ways of thinking and practising.

Within a complex and interlinked society, law graduates need to be able to offer much more

than mastery of a single discipline and a set of legal-specific skills. Employability skills and relevant graduate outcomes are key considerations, and a teaching and learning strategy needs to be able to deliver those identified. According to Sylvester (2015, p. 27), IBL in the context of law teaching "offers a chance to develop lifelong learning skills which are essential to professional life as a lawyer", but it is "not the most effective medium for transferring a broad base of discipline knowledge it is accepted that it has a considerable amount to offer in terms of motivating students, encouraging deep learning and the development of analytical skills". Given the contemporary issues surrounding legal education, what knowledge is required and how it is gained have become contentious. One possible model is to incorporate two elements: first, the delivery and acquisition of fundamental knowledge and key principles within the area, though what these should contain may be contested; second, the application of the knowledge and principles alongside relevant information from other sources. By embracing and incorporating a form of inquiry/project-based learning, students can develop real-world skills, engage in knowledge co-creation and set the agenda for the parameters of their own learning. However, as this may be a new experience for students, it is extremely important to maintain a realistic and achievable approach to empower students and prepare them for problems along the way.

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The manuscript was prepared following the protocols of the Helsinki Declaration. This study however did not involve human participants and at the time we wrote the article there was no need for institutional ethical clearance. We also declare no conflict of interest.

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