

Editorial

European and international cooperation and collaboration is integral to our strong and longstanding community of higher education. The European Journal of Legal Education will provide a forum for this community of knowledge and learning. The Journal is committed to generating debate and publishing outstanding contributions on and of interest to legal education in Europe, bringing together and promoting cooperation between scholars globally. In furtherance of this mission, the European Journal of Legal Education encourages reflection on existing and emerging analyses of legal education and works through rigorous peer review and selection processes.

Six articles form the inaugural re-launch of the Journal. Three articles focus on how we might deliver legal education as educators, and three focus on how students experience education.

We begin with a global, international theme recognising the need to teach and learn without borders and outside the box:

Stuart MacLennan, *Teaching European Union Law after Brexit* views a challenging disruption as a pedagogic opportunity to shape a distinct new discipline of legal study. This opportunity should consider the foreign, supranational, and international influences on the legal system and legal practice - a theme that is reflected also in the following pieces.

Greta Bosch, *Deconstructing Myths about Interdisciplinarity - is now the time to rethink interdisciplinarity in legal education?* explores how interdisciplinary learning and teaching might complement the traditional doctrinal approach. It is argued that experiences and good practice from comparative law can provide inspiration for the strengthening of interdisciplinary legal education.

Andreas Ziegler, *How Global should legal education be? Recommendations based on the compulsory teaching in international aspects taught at Swiss law schools* uses research into Swiss Law Schools' teaching of foreign, international, transnational and supranational law to make recommendations to enhance adequacy of teaching provision.

We then continue with three articles focused on how students experience education. The theme here is an awareness that academic achievement could improve by adapting to students as individual learners, enhancing our teaching effectiveness.

Nigel Duncan, Caroline Strevens, and Rachael Field, *Resilience and Student Wellbeing in Education: A theoretical basis for establishing law school responsibilities for helping our students to thrive* uses a theoretical basis and international comparative and interdisciplinary methods to propose ways of designing students' learning experience to reduce unnecessary stress and to maximise their wellbeing.

Daniel Barrow, Louise Glover, and Tamara Hervey, *Pro Bono Develops Pericles and Plumbers: the roles of clinical legal education in contemporary European law school*, analyses the nature and purpose of clinical legal education in law schools addressing how it can help students develop research skills, legal argumentation and especially legal writing, to which the final article of our journal turns its attention.

Mary Catherine Lucey, *Creating Legal Writing Opportunities in the Digital Era* recognises the lack of legal writing skill in teaching and demonstrates how, with the assistance of appropriate technology, to introduce legal research writing assignments into substantive modules.

In the process of preparing this first issue of our relaunched journal we have met new ideas and new people, have been inspired to think differently about some matters we had always taken for granted. We are a growing community of legal educators with an interest in how we teach and how students learn as much as in what we teach. There are so many ideas to share and research to encourage and to disseminate. Please join us in this endeavour.

We hope that you enjoy our first issue as much as we enjoyed putting it together.

Greta Bosch
Editor-in-Chief