

Editorial

The EJLE had an exciting and busy year since its last publication. For 2025 we organised our regular, annual issue, and alongside this, we published our first Special Issue in collaboration with The European Law Faculties Association (ELFA) and The Law School Global League (LSGL). Even though we expanded our editorial board by 50% early in 2025, we are still a small team of (passionate) volunteers. Given our ambitious publication for 2025, our regular issue, Volume 6 (No.2), is thus slightly later than usual.

Nonetheless, we are excited to present to our readers an issue that could be summarised under the overall heading of ‘breaking out of the conventional mould of legal education’, specifically by revolving around these three broad themes:

Focusing on Problem-Solving Skills: Legal education is shifting towards teaching problem-solving skills and collaboration, within an environment of inclusivity and wellbeing.

- 1) Karen Geertsema, Marieke de Wijse-van Heeswijk, Tobias Alf, Tesseltje de Lange, in “The EU Migration Law Simulation Enriching higher education by a gaming tool for knowledge exchange” evaluate a law simulation and its successful integration into the Masters’ curriculum of two courses at Radboud University.
- 2) Xiaoren Wang, in “Breaking the silence: empirical insights on encouraging quiet students to speak out in law classes” analyses, quantitatively, inclusion of all students, specifically the engagement of quieter students in class.
- 3) Emma Jones, Rachael Field and Caroline Strevens, in “Legal Wellbeing Pedagogy: A New Model for Promoting Wellbeing in Law Schools” propose a holistic wellbeing framework, as a vehicle for thriving, for students and staff.

Linking learning to the skills needs in the legal profession and catering meaningful legal education to the needs of the evolving legal profession.

- 4) Connie Healey, in “Legal Skills: Understanding and adapting Legal Education to the changing needs of Clients” argues for the need of a more therapeutic approach and multidisciplinary teaching to support contextual understanding and skills development of future, modern, lawyers capable of client-centred conflict resolution.
- 5) Jane Ching, in “Liberty and the Legal Services Act - The new qualifying regime for solicitors in England” examines two different approaches to qualification for solicitors in England and Wales through the lens of social justice theories by Fraser and Young, as to how these routes promote diversity in the profession.
- 6) Agustín Parise and Arthur Willemse, in “Law in Historical Fiction: A Research-Based Approach to Legal History and Legal Philosophy” propose historical fiction as a tool for legal education, sharing experiences and insights from a case study, Law and Historical Fiction, a course delivered at their institution.

Integrating Technology: Legal education and the profession are increasingly incorporating technology to enhance learning experiences, including legal research tools and Generative Artificial Intelligence. Two articles evaluate this critically:

- 7) Daniel Bansal, Maribel Canto-Lopez, Clark Hobson, in “The role and impact of relying on digital technologies in contemporary legal education: an empirical study” investigate the risk of digital exclusion in legal education, through quantitative and qualitative methods, and make recommendations to promote a more inclusive and supportive learning environment for students.
- 8) Anne de Hingh and Tina van der Linden, in “Why allowing law students to use GenAI for writing assignments is a bad idea. Some reflections on the labour market orientation on HLE curriculum decisions” critique institutional policies and the regulatory gap within Higher Education, and suggest the need for stricter rules, in essence to hone students’ critical thinking and writing as key legal skills for the future.

We hope you enjoy reading this volume as much as we did putting it together.

Greta Bosch
Editor-in-Chief