

Methods for teaching clinic legal education course at Chulalongkorn university: Thailand and recommendations for improvement of law teaching methods at can tho university

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Abstract

Clinic Legal Education is a compulsory subject for teaching at most law training institutions in Vietnam and law schools around the world. This course is part of the curriculum with the aim of improving legal knowledge and skills, the ability to apply the law and to combine training with the needs of employers and society. The current method of teaching such a module at Can Tho University as well as in Vietnam focuses more on theory and is not suited to the learning requirements associated with practice, nor is it consistent with the general trend in the region and around the world. The aim of this article is to analyze the experience of Chulalongkorn University-Thailand in teaching this subject, thus recommending the experience that could be used to modify the curriculum and teaching methods of law at Can Tho University.

Keywords: Clinic legal education, experience, teaching method, Thailand, Vietnam

1. Introduction

With the motto of studying together with practice and theory, law teaching activities also follow this motto in the development of training programmes, detailed course outlines to equip students with the most basic knowledge and skills to be able to study, research and practice independently in the future. Most of the modules in the Bachelor of Laws program are practical and oriented to help learners know how to apply the legal provisions they have learned in order to solve specific situations that arise. The "Practicing law practice" module is part of the teaching process and is not outside the objective set out above. In addition, this course is expected to equip law students with more legal skills to apply the law and create an environment for students to "practice" when they are still in school. In recent years, the Law Practice Module has produced remarkable results from learners and employers, but with integration needs and the development of society, the subject of this study also reveals a number of points that have not been consistent with social development.

2. Teaching method of the Practicing Law Practice module at the Faculty of Law-Chulalongkorn University

The author will analyze the teaching and learning methods of the Law Practice Module applied to the Master's degree program in International Business Law at the Faculty of Law, Chulalongkorn University. Students are required to complete the "Law Practice" pre-requisite module to be enrolled in the "Methods of Dispute Resolution" module. The "Dispute resolution" module is divided into two parts and is taught by 02 different lecturers. The first part will be dealt with by the Judge and will focus on the relevant provisions of the proceedings in the Court; the second part will be taught by the Instructor-Attorney responsible for analyzing the documents of the case in dispute, the basic methods of resolution and litigation in the Court, as well as the methods of communication and handling. When working out by different methods (by Arbitration, Mediator).

After completing the above contents, students will register for the "Law practice" module, but this is only a "temporary" registration, as system registration is only a necessary condition. There is also a requirement for students to go to law firms for an interview. If they are admitted to an "internship" they are considered to have successfully registered for the subject (Chulalongkorn, 2019b) ^[2].

After being admitted to the "internship" each student will have 03 months to participate in the assigned work at the Law Firm to which they are accepted. The first basic task is to arrange and classify the types of papers and records; then under the direct guidance of a lawyer, to participate in the investigation of the records and the resolution of the actual case that the Company has received from the client. Based on the student settlement results and customer satisfaction, the Company will evaluate the student completion, and this is the basis for calculating the student final grade.

Students can register from the outset in the field of main "practice" such as criminal, civil, administrative, intellectual property... Or appropriate work will be assigned, depending on the actual situation of the Company. Integration with the skills of the students.

If during the "internship" process at the Company, the student is refused to continue the "internship" or the Company, the client is not satisfied with the student's attitude and the result of the work, the student is considered not to pass this module and must re-enroll (Chualongkorn, 2019c) ^[3].

3. Teaching method of the module "Practicing law practice" at the Faculty of Law, Can Tho University

Currently, along with a number of law training institutions in Vietnam, such as City Law University. Ho Chi Minh City, University of Economics, Law, City National University. Ho Chi Minh City, University of Law-Hue University, National Economics University... Can Tho University has been teaching the Law Practice module for law students since 2010. According to the detailed Outline of the Practice of Law module, this module is intended for

teaching (Can Tho University, 2019)

1. Students can fully imagine the program of practical law education, content and teaching methods of the law practice subject.
2. Students understand and apply the teaching methods of the law to the community, how to choose, construct and apply the law lessons of the community to be able to carry out their own activities. To teach community law in practice.
3. Students are familiar with the process and method of conducting legal advisory activities (including Communication and interviewing skills to clients; Document research skills; Documentation and management skills; legal consulting and problem-solving skills).
4. Students understand the importance of maintaining ethics and professional responsibility in the practice of law;

Through teaching practice, the author uses the teaching information of this part of the Bachelor level to assess the advantages and disadvantages of teaching and learning methods in this practical module.

The "Practicing the law practice" module focuses on the method of presentation-group discussion and practice in the resolution of situations or the dissemination of a specific legal issue. The current learning method and content, albeit somewhat theoretical, are consistent with the general premises and situation of today's students. Essentially, the module equips students with some basic knowledge and skills for the legal profession. Initially help students visualize specific jobs in the future as well as work on problem-solving thinking, ethics, professional responsibility. However, after completing this module, students are still confused when applying practical case-solving skills and methods to other modules that are closely related to practice.

By teaching and learning the Law Practice module at the Faculty of Law, Can Tho University, the author noted a number of specific deficiencies as follows:

As regards learners

1. With the motto of teaching in a learning-centered approach and promoting student self-study and self-study. But a large proportion of students are not serious and do not have a scientific study plan and are not equipped with effective methods of self-study. Most final-year students do not have a clear orientation towards their future careers, leading to a lack of serious research and study activities and a "coping" character across the subject.
2. The attitude of learning is still passive and is afraid to confront and deal with new problems. Lack of innovative and creative thinking, but mainly stereotyping according to the knowledge of the lecturers. From here the formation of passive thinking, shyness in communication, lack of assertiveness and agility in the resolution of work specifically here are specific legal situations to be studied and applied. Knowledge to deal with that.
3. They are not confident with the knowledge and skills they have, so they are afraid, they are not actively looking for relevant practical work in order to learn more practical experience.

4. It still carries a lot of psychology to pass on the subject to a graduate without realizing the importance of this module in relation to other subjects and the effect it has had on postgraduate work. School. School.

As regards the Instructors

Although the lecturers of this subject are very enthusiastic and enthusiastic about teaching, there are still some limitations due to the subjective and objective:

1. A regulatory barrier to the management of officials, the Lecturers have no conditions under which to participate in the resolution of actual cases as a lawyer. Most of the experience and skills are generated by the exchange, sharing of expertise or personal experience. This leads to practical experience to guide students in practice who have not been fully codified and diversified.
2. The content of the application of the law of the subject is quite large and relates to many other modules as well as to a number of important legal disciplines. This is therefore a great pressure for lecturers to prepare practical content as well as to organize activities such as solving situations, analyzing specific cases for students in the classroom.
3. Despite paying attention to investing in facilities for teaching this module, viewed objectively, it still does not meet the requirements of teaching and learning as a practice office. Standard profession with basic equipment and meeting room, meeting room, customer consultation.
4. Administrative procedures and funding difficulties remain in inviting practitioners such as lawyers, legal experts, experienced counselors to exchange and share some of the contents for students. To create newness, suited to practice, in particular to create excitement from learners.

4. Proposing solutions to improve the effectiveness of law teaching at Can Tho University

By means of the above analysis, the author boldly proposes the following contents for the renewal of teaching methods in the Practicing Law Practice section of the Faculty of Law, Can Tho University. In particular:

First, increase the number of credit units and split into two content modules, including: I learning theory of skills; and (ii) practice, internship at an agency, unit or organization (Lawyer office, Notary office, Law firm, department...). Two modules are taught in two consecutive semesters, the end of the third year and the beginning of the fourth year.

Second, increase the content of "practice" in other subjects, as the aim of the module is to equip the skills and practical methods to be applied, not just to pass on the subject. Relevant modules, such as criminal proceedings and civil proceedings, have appropriate content, specific cases for students to apply practical skills, research...

Third, to establish a network of practical links with local law practice agencies and units, to invite experts from these organizations with many years of experience in teaching integrated with teaching sessions. Increase practicality and engage learners (Edgar s. Cahn, Christine Gray, 2018).

Fourthly, to link teaching and internship activities with the recruitment activities of law firms, notary offices and companies requiring legal staff. Through the internship, the employer has evaluations to help improve the course as well as to identify potential candidates suitable for the student

internship.

Fifthly, research should be carried out to bring this module to teaching at the Master of Laws with an application orientation, with the aim of equipping knowledge and practical skills in line with the trend of deep international integration. In the new era, Vietnam.

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