

Improving Legal Education: The Application of Models of Lawyering and Teaching to Law School Pedagogy

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34 *ATENEIO L.J.* 23 (1990)

SUBJECT(S): MODELS OF LAWYERING

KEYWORD(S): PROFESSIONAL TRAINING, MODELS OF LAWYERING, LAW SCHOOL PEDAGOGY

The Article discusses the nexus between the “practical” and the “theoretical” aspects of professional training, as embodied in the questions “what to teach” and “how to teach it.” Particularly, the Article endeavors to provide a discourse on law school pedagogy, with emphasis placed on the role that the Socratic Method plays in educating future lawyers. At the same time, the Author also points out how over-reliance on the said Method is incongruent with the the nature of lawyering.

The Article opens by giving a brief background on the nature and objectives of the Socratic Method and proceeds by examining why such Method is insufficient to arm law students with what is needed in the practice of law, and why there is a need to devise a model of teaching that will supplement it. The said model should target the students’ training, and shall take into consideration the triad of a systematic approach to learning, namely: (1) instructional objectives; (2) methods of learning; and (3) evaluation. It shall also aim to be an instrument to the transformation from a lawyer-centered to a client-centered law school education.