

# An outline of the project's development

-----from CUPL's perspective

Wang Rong

Two years have passed since CUPL's joining in the project. During this period, we experience both hardship and joyfulness. CUPL's experiential education developed as the project advanced.

Generally, four parts can be used to summarize the project's development:

## 1. Members of our team

Our team members can be divided into three parts:

### 1.1.A comprehensive operation leading group and a general coordinator

February 2007, we established a comprehensive operation leading group which included Vice President Zhang Guilin, Vice President Zhu Yong, Dean of School of Civil, Commercial and Economic Law Wang Weiguo, Director of Teaching Affairs Li Shuzhong, Assistant Director of Teaching Affairs Tian Shiyong, Director of International Cooperation and Exchange Center Li Yongtian, Assistant Director of

International Cooperation and Exchange Center Li Huan, Director Wang Rong.

Director Wang Rong was appointed as the general coordinator as well.

### 1.2 Project consultants and research team.

Professor Jiang Ping of CUPL, Secretary-General of China Education Association for International Exchange Jiang Bo were recommended as project consultants.

March 2007, based on the need of clinic education and advocacy, four teachers from three different schools were recommended as research team members. The research team members included Professor Xu Shenjian of School of Law, Associate Professor Xu Kezhu of School of Civil, Commercial and Economic Law, Lecturer Fang Peng of School of Criminal and Judicatory Law and general coordinator Director Wang Rong.

### 1.3 Teachers who attend foreign exchange and workshop.

Three teachers went to US to attend LLM education: Li Chao, Dong Jingbo, Yu Guodan.

Fourteen teachers in all attended workshop: Li Qian, Xu Shenjian, Lu Weifeng, Xi Jia, Liu Ying, Feng Qin, Wang Shu, Ma Hongjun, Liu Xiaobin, Li Chao, Dong Jingbo, Yu Guodan, Lan Hua, Liu Li.

## 2. Foreign exchange with partner school

### 2.1 Visits to CUPL

#### 2.1.1 May 21<sup>st</sup> 2007 to May 25<sup>st</sup> 2007, Professor Brian visited CUPL.

During this visit, Professor Brian communicated with project advisor Professor

Jiang Ping, project advisor Jiang Bo, members of comprehensive operation leading group, research team members about the clinical education in CUPL and other cooperation affairs. Also, Professor Brian conferred with research team members on research field of the project and fixed the persons responsible for every research field.

Professor Brian visited administrative law clinic and labor law clinic and communicated with general secretary of CCCLE Liu Donghua via Director Wang Rong's introduction. Later, via Director Wang Rong and Chairman of CCCLE Zhenzhen's introduction, Professor Brian, Chairman Zhenzhen, general secretary Liu Donghua and Director Wang Rong discussed the project and cooperation.

Professor Brian presented his new book《The Alabama Origins of the Voting Rights Act》 to the library as a present and a ceremony was held for it. Later, Professor Brian gave a lecture to interested students on the book.

Professor Brian gave a simulation class to part of the clinical students as well. Brian's visit was significant for the project. Details and further developments of the project were fixed, also a new partner CCCLE was introduced. In a word, Brian's visit was fruitful.

#### 2.1.2 Professor Leach visited CUPL to help to improve the clinical education.

In the first semester of 2007, Professor Leach visited CUPL.

November 26<sup>th</sup>, in the morning, a ceremony was held for Professor Leach's clinical classes in CUPL. From November 26<sup>th</sup> to December 13<sup>th</sup>, Professor Leach taught clinical classes in CUPL, training students in negotiating and arguing skills.

December 13<sup>th</sup>, simulation court and simulation arbitration were held for students to exercise the skills they got.

April 2008, Professor Leach visited CUPL to prepare the summer workshop.

Leach's visit was meaningful for CUPL's clinical education. Not only could our students feel the charm of experiential education; but also we can find the shortcomings of CUPL's clinical education. All of this help to improve our experiential education.

#### 2.1.3 Professor Frank's visit

November 24, 25, Professor Frank visited CUPL.

Professor Frank Communicated with workshop participants, visited labor law clinic, Clapv, and intellectual property law clinic, and attended administrative law clinic classes.

### 2.2 CUPL's visits to partner school

#### 2.2.1 Professor Wang Rong Visted University of the Pacific and American University

Professor Wang Rong' visit strengthened ties between CUPL and partners, helped CUPL to understand experiential education's advantages. All of this facilitated the development of the project.

#### 2.2.2 Three teachers studied abroad for LLM

From 2007 to 2008, Li Chao, Dong Jingbo, Yu Guodan. Studied in US for LLM.

The LLM program made them study experiential education's methods and courses systematically, which helped CUPL to improve his experiential education.

### 2.2.3 The conference in Sacramento

January 2008, Director Li Shuzhong, Professor Wang Rong, Professor Xu Shenjian, Li Chao, Dong Jingbo, Yu Guodan attended conference in Sacramento.

Director Li Shuzhong delivered a speech entitled *the current situation of clinic education in China and its future development*, Professor Wang Rong gave a speech entitled *experiential education's role in Chinese law schools*, Professor Xu Shenjian delivered a lecture entitled *Exploring a new teaching mode---from the perspective of Law School of CUPL*.

## 3. Workshop training

### 3.1 Workshop in Guangzhou

From July 2008 to August 2008, ten teachers attended workshop in Guangzhou.

The workshop aimed to introduce the experience of experiential education to China. Teachers engaging in clinic education from SCUT, GSU, CUPL attended this workshop. Professors from US demonstrated trial skills and duplicated the teaching mode in American law schools.

### 3.2 Hang Zhou

In order to further consolidate the improvements of workshop training one year ago , the second workshop training was held in July,2008.11 teachers from our school attended this training in Hang Zhou, and the participants in general accorded with last time to ensure the coordination of this project. The training started on 21 July and lasted two weeks. This time, it was more practicable, providing a better draw on methods and concepts on promoting the education quality of legal clinics for our teachers.

## 4. Improvements in teaching work of legal clinic of CUPL

### 4.1 Teaching management of legal clinic

#### 4.1.1. The improvement of management institution

Management measures manifest the development of experiential education in clinic education .Take the changes of 《Management Measures of ‘Legal clinic’ courses, CUPL》 for example:

Changes of 《Management Measures of ‘Legal clinic ‘courses, CUPL》		
	earlier edition (2004)	current edition(2007)
Number of students	Student number ranges from 15 to 40 every class.	Generally not more than 20 every class.

Capital input	no provision	Based on the standard of number of students each class and internship funding per student, funds are fixed and allocated.
Assessment of Students	Papers、 case-handling capacity、 professional quality and attendance record.	The same assessment methods as specialized practice; students shall finish at least five internship essays, which will be kept on file with internship report.
Assessment of Teachers	no provision	Every teacher of ‘Legal Clinic’ courses shall submit instructing experience report or summing-up Report.
Performance management	Score record and papers of students will be kept on file.	Students’ scores will be typed into Comprehensive Education Management System

#### 4.1.2. The increase of funds input

With the rising status of experiential education in education system, we have further increased its input in experiential education.

##### 4.1.2.1 Capital input

##### 4.1.2.2 Preparations for the education centre of clinics.

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#### 4.2 Teaching activities in Legal Clinic

4.2.1. Adopting various kinds of means such as moot court、 case interview、 practice base and so on to fully guarantee the active participation of students.

Take the Legal Clinic for Juvenile Deviation for example, it held a series of teaching activities with distinctive characteristics in first half of the semester of 2008, which reflected a new trend of development of clinic education in CUPL ——great importance was increasingly attached to students’ center position in clinic activities.

5-8 May, students of Legal Clinic for Juvenile Deviation went to the BeiJing reformatory for juvenile delinquents in Daxing District in, took individual case interview with juvenile delinquents face to face. Led by professor PiYijun, the teacher of this clinic and the college of Criminal Justice, students visited the BeiJing reformatory for juvenile delinquents. After listening to the introduction of the general information of juvenile delinquents by cadre, students appeared at detention area orderly and took individual case interview with some of the juvenile delinquents.

At the outset, quit a few students felt horrible at the thought of “intimate one-to-one chat “with those offensive juvenile delinquents and they would like to a “group chat”. However, when really sitting down and starting chatting, they all got into it quickly.

In the morning of May 26, Legal Clinic for Juvenile Deviation held a Juvenile trial moot court in MingFa Teaching Building. ShangXiuyun, a judge of People's

Court in Haidian District BeiJing, was invited to serve as the presiding judge. As the tutor of Legal Clinic for Juvenile Deviation, professor PiYijun played a role of father of defendant in moot court. All other roles were assumed by students of Legal Clinic.

This mock trial based on a real case—a college student stole 14,000yuan from his roommate's bank card. During the process of hearing lasting more than an hour, both sides discussed respectively with testimony of witnesses , material evidence and legal basis shall be applied for ,etc. A first trial decision was giving by the collegiate bench eventually.

As a practical observation and learning activity of Legal Clinic for Juvenile Deviation, this moot court made students get in touch with practical process of juvenile justice while leaning the theoretical knowledge, enriching the course of clinic.

4.2.2. Expanding the channels, increasing the opportunities for students to contact with real cases and fostering among them a sense of social responsibility.

Mar 14, 2008, the ceremony for initial launching a website for the protection of graduates was held in CUPL, and the Institute for Labor and Society Security Law became the important cooperation partner. The vice - director of the institute said the Employment Legal Clinic under the direction of institute would accomplish the legal issue of promoting college students employment with the tutors' guidance. On the other side, the launching of this website expanded the channels of source of cases.

We can feel that the project's development is accompanied by the self-development of experiential education in CUPL. This development relies on our efforts, but the external factors contribute to it a lot as well. As the project coordinator of our university, the experience of being involved in the process and promoting this project is not only a fortunate for me, but also a success and responsibility in a greater extent.