

Abstracts

Adjusting law teaching to social change: A historical perspective on legal education

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Legal theory and educational influences affect the way law is taught. Continental law teaching has changed little since universities were founded in the late Middle Ages. By contrast with Continental Europe, however, law teaching underwent a major transformation in the late nineteenth-century United States. A shallow tradition of legal teaching in the USA helped bring about this wholesale reform. Furthermore, we ascribe the success of

case-method teaching to the simultaneous rise of philosophical pragmatism and the emergence of the welfare state. The introduction of the case method into the curricula of the US law schools has proved an enduring solution. In many countries of Continental Europe challenges to law teaching are now being tackled through problem-based learning.

Knowledge construction in Law programme – the example of gender-related knowledge

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The article presents an analysis of knowledge construction of gender-related knowledge in Swedish law programme. The content and aims of the programme are regulated nationally. New demands were added in 1999, concerning so called gender-related knowl-

edge. This change is analysed in a context of knowledge construction, i.e. how knowledge is acquired, justified and used. The Department of Law at Umeå University was appointed to develop models for integration of gender-related knowledge in law curriculum.

The process of integration shows complex connections between knowledge construction and power. It also shows that the regulation of law programme is conditioned by two at-

titudes, one of usefulness, one of critical reflection. The conclusion is that the legal society must be open to a view on knowledge as social and contextual.

Law studies in Finland and Sweden

ANU PYLKKÄNEN

Based on personal observations during a one-year visiting post in the Umeå Law School, the purpose of this article is to discuss the two different models of learning discernible in the law schools of Helsinki and Umeå respectively: the individual and the collective one. The slightly different approaches towards learning, studying and overall aims of

university teaching can be read already from the Finnish and Swedish statutes concerning higher education, but most of all it seems that the emphasis on the individual versus group-based framework of arranging the studies and courses is the factor that distinguishes the two units.

How a lawyer is created: About the role of lawyer and legal education

PER OLE TRÄSKMAN

Legal education in Sweden and in Finland has common roots and a shared tradition. The aim of legal education has traditionally been the training of professionals ('judge-exam'). The changing tasks of lawyers changes education which should respond to new challenges. The development of legal education in

Sweden and Finland has similarities, such as more problem based learning in groups or individually and less mass lectures. There are also important differences, especially the strong course based orientation in Sweden which leaves only little room for 'academic freedom'.

Success in the examination of procedural law

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The present study investigated the effect of participating in lecture courses on success in the examination of procedural law. Two different kinds of courses were compared: a traditional lecture course and a problem-based course. Furthermore, this study examined on what grounds students choose to participate in lecture courses or to prepare for the examination independently. The results showed that participation in lecture courses facilitated success in the examination and that the problem-based course enhanced examination success more efficiently than the traditional

lecture course. The results also showed that the students were realistic in their evaluations of the success in the examination: the grade the students predicted to receive was inline with the results. Even though good preparation was related to success in the examination, the time the students spent for studying did not correlate with the grade. Finally, the results showed that the number of attempts was related to success in the examination of procedural law so that the higher the number of attempts was, the worse success the students had.
