European Journal of Legal Education
Vol. 7, No. 2, 2026

Editorial

Since our last regular issue, the editorial board has been busy: we have published a Special Issue to celebrate the 30th anniversary of ELFA earlier this year. We have presented and showcased the journal at several conferences: ELFA 30th conference in Bilbao, ALT Legal Education conference at Exeter on "Open Access Publishing", 12th ENCLE & 23rd IJCLE Conference 2026 on "Invading the Curriculum: Clinical & Experiential Legal Education in an Era of Sustainability and Impact" at the University of Edinburgh Law School, and Nottingham Law School, Centre for Legal Education Conference – the future begins now. We have also moved away from our existing editorial platform (Open Journal Systems) to a new, bespoke platform: Citeable. We hope that this move will enable us to continue to grow as a journal, while providing a better experience for authors and reviewers.

This year we were steering the ship on rough seas. AI, financial, economic, political and geopolitical pressures make for a challenging context. Nearly half of universities in England, Wales and Scotland are projected to run on operating deficits and some are facing the serious risk of institutional insolvency. Module closures, programme closures, departmental (and university!) mergers, redundancies and cuts, threats to academic freedom are regular news features and seem to go beyond mere contingency planning. While the picture on continental Europe seems less acute, funding cuts and academic freedom pressures are reported there too.

Law schools, while still recruiting strongly, are affected and shaped by this context. The contributions in this issue could be summarised under a headline of 'innovating pedagogy in the context of institutional retrenchment'. The task facing legal education now is not simply to design better legal education, but to design it in a way that supports our graduates entering an increasingly competitive job market and in a way that makes it resilient in this unprecedented context of financial and digital pressures.

Our articles here focus on such creative classroom approaches and meaningful pedagogies, look at meaningful incorporation of technology, and learning that

ISSN 1684-1360 print/ISSN 1750-4686 online
© 2026 European Law Faculties Association

adds value and preparation for contributions to society after undergraduate studies.

Approaches to pedagogy – creativity and practice relevance

Belle Guo (University of Dundee) 'Fostering active student participation and engagement in company law education through the use of role play' conducted an action research project exploring the feasibility of role play as a pedagogical tool and an assessment tool.

Myrto Leivadarou (McGill University, Canada) 'Legal education and ballet: an unexpected *pas de deux*' argues that legal education must strike a balance between precision and creativity and offers pedagogical strategies that help prepare graduates for what comes after university.

Claire Archbold, Barrister (Crown Solicitor for Northern Ireland, and Honorary Professor of Practice in Public Law at Queen's University Belfast), and Conor McCormick (Queen's University Belfast) 'Pracademic pedagogy and the practice of public law' through the lens of "pracademia", uses the development and delivery of a Public Law module in Northern Ireland to demonstrate how experiential learning can foster professional ethics and governmental literacy among law students.

Incorporation of technology

Sampo Mielityinen (Laurea University of Applied Sciences, Finland), Aurora Fifield (University of Eastern Finland) and Heidi Hyytinen (University of Eastern Finland), 'Inquiry-based hybrid learning for first-year law students: a case study on generic skills, self-efficacy and sense of belonging' examines the development of students' skills through inquiry-based learning, by comparing data collected through a survey from a hybrid course.

Antonio Aloisi (IE University Law School, Spain), Pilar Galeote (IE University Law School, Spain) and Nicolas Parra-Herrera (S.J. Quinney College of Law, University of Utah, USA), 'Rethinking legal innovation: why skills matter more than digital tools – perspectives from lawyers at major firms in Spain', reconceptualise legal innovation and highlight the need for human-centredness. They offer a lawyering model that incorporates technology, interpersonal skills and ethics.

Finance and economy

Michael H Meissner (The Dickson Poon School of Law, King's College London), 'From financial literacy to online education: novel approaches to financial law teaching in the United Kingdom', introduces a financial law pedagogy and new classroom approaches that connect financial law with practice integrated with online learning theory.

Joseph Hassid (University of Piraeus, Department of Economic Science, Piraeus, Greece), George Maniatis (Foundation for Economic and Industrial Research, Athens, Greece) and Michael Polemis (University of Piraeus, Department of Economic Science, Piraeus, Greece and Hellenic Competition Commission, Athens, Greece) 'How do lawyers perceive the relevance of economics and business methods knowledge in their professional practice? Evidence from Greece', through a survey of legal professionals, evidence the broad relevance of economics and business methods and offer guidance for curriculum development to help prepare students better for the environment after graduation.

Professor Greta Bosch
Editor-in-Chief