

## Application

### 1. Centre information

#### 1.1 About the centre

<b>Application ID</b>	SFU/10037
<b>Name of the centre</b>	Centre for Experiential Legal Learning
<b>Acronym</b>	CELL

#### Fields of education and training

- 1: Law (213)
- 2: Other social sciences (216)
- 3: Information, computer and communication technology (405)

#### Abstract

The Centre on Experiential Learning (CELL), Faculty of Law, University of Oslo, aims to extend practice-based legal education in a digital age throughout Norway. The CELL model of experiential learning will provide relevant skills to future lawyers in a changing employment market with new technological challenges, enhance learning processes, and foster education-based research. Bringing together the Faculty's pioneering and student-centric initiatives in clinical practice, digital lawyering, conflict resolution and writing training, CELL aims to create the Future Lawyer: graduates ready for tomorrow's workforce, conscious of being agents in shaping their education, and able to manage new ethical and social challenges.

Specifically, the Centre will: (1) implement a skills ladder plan over the 5-year Masters in Law program; (2) develop a digital courtroom for student mock trials, negotiations and automated feedback; and (3) scale-up clinical education, including through a student-run teaching clinic and legal clinic for student entrepreneurs. CELL has the ambition of being a European hub for experiential education in law and creating a 'living model' of an integrated experiential law curriculum. CELL will disseminate knowledge and experience internally to four specialist master programmes, nationally to law faculties in Bergen and Tromsø, and externally to other law faculties. Established in 2018, CELL is led by a team of Faculty members and students, is strongly backed by a Faculty leadership with a track record of education reform, and is advised by the Faculty's external Employer and Digital Lawyer panels and an international advisory board.

#### Amount applied for from Diku

33500000

**Amount of co-funding** 37147046

#### 1.2 Host institution

##### Host institution

University of Oslo (NO-UiO)

Department/unit

responsible for the centre: The Faculty of Law

##### Contact person

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## 2. Centre proposal

### Uploaded file(s)

\* [Application-CELL-SFU-2019.pdf](#)

### Info text

#### Requirements and guidelines for the centre proposal

The centre proposal must be written in English. It must not contain more than 12 pages in Times New Roman, 12-point types, with lines spaced 1.5 and margins of 2 cm. Within this format, the applicant must provide:

#### *I. Documentation of quality in existing teaching and education*

The applicant must comment and reflect critically on the themes and questions set out in the assessment criteria, and compare its current teaching and education to teaching and education offered by others within the same subject/discipline area, both nationally and internationally. Through this, the applicant must document that the academic community qualifies as a Centre for Excellence in Education.

#### *II. A centre plan*

The applicant must comment and reflect critically on the themes and questions set out in the assessment criteria. The centre plan must outline the vision of the centre, its strategy and plans. It must present the plans for the dissemination of knowledge and practices within its own institution(s) and to other academic communities as well as an evaluation and impact framework.

Please refer to the Call for proposals for complete requirements.

#### *Appendices*

The following appendices must be included as part of the centre proposal (and no other):

- a) A list of references.
- b) A budget for the centre for the five-year period 2020-2024, including explanations of costs. (See [Budget guidelines](#))
- c) Brief statements from the institutional leadership of the host institution and any consortium partners. The statements should express the centre's institutional foundation and significance, as well as confirm the institutions' committed own funding if the centre is awarded SFU status.
- d) CVs of the proposed centre leader and two to five key members of the centre team. Each CV must not exceed two pages.

All appendices must be in English. The pages of the appendices are in addition to the limit of 12 pages for the centre proposal. The centre proposal and the required appendices must be uploaded as a single PDF file.

# Centre on Experiential Legal Learning (CELL)

*Faculty of Law, University of Oslo*

## Background

Established in 1811, the Faculty of Law at the University of Oslo is the oldest and largest in Norway within its discipline. Today, with over 4000 registered and diverse students, it offers one of the country's most popular education programmes. The Faculty has been an educational pioneer, winning a series of awards for reforms. It established two of the world's first student law clinics (*Jussbuss/JURK* 1971/1974) and one of the first digital legal databases (*Lovdata* 1981). It has since integrated problem-based learning, expanded clinical practice, developed course-length simulations, and involved students in creating legal technology. In 2015, the Faculty became the first to digitalise fully exams at the University of Oslo and, in 2018, the first to integrate legal databases in exams in the Nordic region. The Faculty has been awarded teaching grants on plain language, digital lawyering and active learning and, in the *QS World University Rankings*, it is rated as the top Nordic law school and amongst the top 51-100 in the world.

For legal education in Norway and beyond, however, two core challenges remain. First, only a few law schools in the world have heeded the call to integrate experiential learning across the entire curriculum (Lamparello, 2016; McWilliam, 2018). As the Programme Evaluation (2018) of the Faculty makes clear, a greater focus on practical skills would make legal education more relevant to the workforce and lessen a culture of competition and grade obsessiveness. Second, technological transformation and social expectations mean that lawyers are required increasingly to master new digital working methods, navigate regulatory dilemmas in robotics, automation, and biotechnology, and satisfy social demands for enhanced access to justice, especially after the explosion and complexification of law in society. These developments have created a demand for the *Future Lawyer*, graduates equipped with a new skillset, mindset, and ethical compass (Susskind, 2017, Remus, 2016). That is why the Faculty of Law established CELL in 2018 with the goal of expanding, integrating and promoting experiential learning.

## I. Documentation of excellence

### 1. Input factors.

**Educational profile.** Of the Faculty's students, 63% are enrolled in the 5-year Master of Laws programme. This degree is a prerequisite for legal practice and is only offered at the universities of Oslo, Bergen and Tromsø. The remaining 37% are enrolled in a bachelor of criminology and seven specialist 2-year masters' programmes: criminology, sociology of law, human rights, maritime law, international law, E-government, and information technology law. As graduates, alumni are employed in the public and private sectors as advocates, judges, directors, politicians and analysts, amongst other roles.

***Student competence and engagement.*** Students admitted to the primary programme have an extremely high grade average from senior school (5.5/6). In the national Study Barometer, our students report some of the highest levels of study effort (in terms of hours, independence) and contentment with the study programme they have chosen. Students sit on all key Faculty decision-making committees and run ten student societies, with 18% reporting that they are actively involved in a student society - the second highest proportion at our University. Many students are also active in political debates and campaigns.

***Staff competence.*** The Faculty of Law is a recognised international, national and interdisciplinary hub in legal studies. Its academic staff are highly cited and have secured numerous grants and awards for research, teaching, and public outreach, regularly lead commissions of inquiry, and take leading roles in UN negotiations/monitoring. The NOKUT accreditation (2008) adjudged staff highly qualified for teaching and a Centre of Excellence in Research (SFF) was awarded in 2012. The new generation of staff is highly diverse in terms of gender, nationality, and legal training, bringing new perspectives, while many practicing lawyers teach on the courses and law firms and students provide revision tutorials.

***Commitment to teaching quality reform.*** Since 2010, the Faculty leadership has prioritised improving educational quality, partly in light of the NOKUT (2008) recommendations and internal pilots, especially at the human rights centre (SMR). Initiatives have included teacher-student ratio improvement, creation of permanent lectureships, a shake-up of course coordinators, restructuring of compulsory subjects and consolidation of electives, a gender review of all courses, digitalisation of exams, three new digital learning platforms, experiments in experiential learning, ‘teaching breakfasts’ for all staff, a strategic teaching partnership with the University Library, leadership of the university’s Digital Learning Environment project, and creation of the Employer panel. In 2020, a new 8-floor building with state-of-the-art facilities, *Domus Juridica*, will consolidate staff and students in a single teaching environment.

## **2. Process factors**

***Research-based Education.*** Our teaching is driven by research in several ways. First, evolving research frontiers have catalysed new and popular courses on internationalisation; artificial intelligence (AI) and data privacy; and environment and energy law. Some courses are designed around new research, e.g. *Empirical Legal Studies* and *Robot Regulation*. Second, the Faculty has initiated internal and external reviews of content, such as inclusion of technology and gender themes. Third, we have established new teaching partnerships: e.g., through our Plain Legal Language project, students can take classes in the Bachelor of Plain Language in humanities. Finally, some courses draw deeply on pedagogical research: e.g. in *Negotiation* and *Conflict Resolution*, case-based and role-play simulations pioneered at Harvard were adapted to a Norwegian context. The ProTed SFU also inspired use of new video methods.

**Pedagogical methods.** Until 2010, the standard model of teaching was a mixture of lectures, seminars, problem-based learning, and student colloquia groups – with a strong focus on knowledge acquisition and legal method. Deeply experiential methods and other approaches were found mostly in selected elective courses. The most notable are the *Jussbuss* and *JURK* legal clinics: Students work for 15 months providing legal assistance to disadvantaged clients, engage in policy debates and legislative drafting, and coordinate most, or all, of the work. Today, the number of courses with diverse teaching methods is significantly greater. Some elective subjects include course-length simulations (e.g., *Conflict Resolution*), external partner projects and boot camps (e.g., *Legal Technology*), visits to foreign legal institutions (*English/German for Lawyers*), and joint courses and groupwork by video (e.g., *Climate and Energy Law* with Colorado University). Some compulsory courses include writing/advocacy training (often by students), flipped classrooms, interactive technologies, and observation of Norwegian courts.

**Assessment and follow-up.** The traditional form of assessment has tended to be written exams, with some variation in elective courses. Since 2010, assessment forms have diversified. Elective subjects include mock court appeals (‘moots’), debates, film-making, legal technology design, policy brief writing, and interdisciplinary research projects. In compulsory courses, a moot and essay were introduced in 2<sup>nd</sup> year and home exam in 3<sup>rd</sup> year, making the Faculty one of the first in the world to require all students to participate in a moot. Written exams have been partly transformed, through digitalisation and integration of the legal information database *Lovdata Pro* in order to mimic working life. Formative assessment methods have risen, with greater use of mid-term assignments, written feedback, and writing workshops.

**Student partnership, ownership and feedback.** Students are deeply involved in the *design* of the study programme. Represented by the Law Student’s Society (JSU), they have an important place and voice in the Education Council (PMR), which oversees all teaching. Students also *teach*. They have responsibility for two legal clinics, coordinate participation in international moot competitions, conduct study tours, revision classes and simulations, and have written textbooks as co-authors. Senior students are colloquia leaders in 1<sup>st</sup> year and give feedback on writing in 1<sup>st</sup> and 2<sup>nd</sup> year. At JURITEKET, students provide drop-in centre support for basic digital skills. In addition to staff office hours, students attend ‘open question time’, moving from table to table asking staff questions. Compulsory courses are *evaluated* each semester (mid-way and end) through surveys, focus groups, and Canvas feedback. Elective courses are evaluated regularly. These methods are complemented by expert assessments, such as NOKUT (2008), the reform review (2009), Programme Evaluation (2018) and the annual examinations review. Together with grade trends, evaluations are used for reform (e.g., catalysing the new moot and essay in 2<sup>nd</sup> year).

### 3. Outcome factors:

**Student performance.** Each year, almost 400 candidates graduate with a Master of Law in addition to approximately 200 candidates in the faculty's other programmes. In the national Study Barometer (2018), students give overall satisfaction scores of 4.3/5 for the Master of Laws. Even higher scores are found in CELL-related courses, such as *Negotiation* and the obligatory moot in *International Law*. Staff and students have received various teaching prizes. The entire Faculty was the inaugural winner of the University's Education Prize in 1989, which was later won by *Jussbuss* in 2004 and *IKRS* in 2013. *JURK* received Plan Norway's prize on work for girls (201) and students have won international moot competitions such as Telders (2012) and Nordic human rights (2010, 2013 & 2016), Norway's first legal hackathon to develop innovative legal technology (2018) and best master thesis on sustainability (2018).

**Relevance of education.** In the Barometer (2018), students gave a score of 4.2/5 for the employment relevance of the Master of Laws. In the Alumni Survey (2017), 52% of graduates reported that they had secured a job *before* graduation. In some degrees at the Faculty, such as legal informatics, this rate is even higher. NUFU (2012) found that the employment relevance of education was perceived as best within 'professional service' although weaker for public administration. The Faculty's Employer Panel (2019) reported that candidates were exceptional in terms of knowledge, legal method and, mostly, language, but requested greater focus on advocacy, digital literacy, teamwork and different legal writing genres. The SHOT (2018) student survey also notes the high stress levels and need for greater feedback.

## II. The Centre for Experiential Legal Learning (CELL)

CELL's *vision* is the education of future lawyers who are better equipped for the workforce and have a deeper, relevant and critical understanding of law and its place in society. Today, the Faculty provides a high-quality legal education degree that incorporates many ground-breaking experiential approaches. A key challenge remains, however, in more fully bridging gaps between the study and practice of law. Moreover, greater experiential learning would help tackle the internal challenges of grade pressure, student competition, exam re-takes, and lack of contact with the Faculty's social science students.

To achieve the vision, CELL will assist the Faculty be amongst the first law schools in the world to fully integrate practical skills across the curriculum through experiential learning. The Centre will also generate new pedagogical experiments, develop students as leaders and teachers, push the boundary of the possible with experiential learning in a digital age, and aim to emerge as a hub for pedagogical dynamism in legal education. Our core values are to take students seriously, listen to employers and learn from others, and ensure educational quality through peer/student deliberation and evaluation.

In the first five-year period as a Centre for Teaching Excellence (SFU), CELL plans to (1) integrate experiential learning across the entire curriculum with a *skills ladder*; (2) create a *digital courtroom* for advocacy, negotiation and auto-feedback; and (3) scale-up clinical legal and teaching clinics.

## 1. Establishment of Centre

CELL was created in June 2018 and formally launched by staff and students in November 2018 with the mission of ‘expanding, experimenting with, evaluating and disseminating new forms of experiential learning in law’. Led by Professor Malcolm Langford, CELL is an integrated team of twelve *staff* and twelve *student* representatives and assistants.<sup>1</sup> The Dean of Education is a member, and all staff and students in the team have led major pedagogical innovations. In its first year, CELL was awarded DIKU grants for digital lawyering (0.6 mil NOK) and active learning (5 mil NOK).

CELL is organised around four core skill-oriented pillars that reflect key aspects of legal experience (see figure) and two cross-cutting pillars focused on coordination and evaluation/dissemination. Team members co-lead pillars and work as a broad group and each SFU work package has two leaders. The Centre includes other staff/students as fellows, is administered by the Faculty’s Teaching Administration and University Library, reports to the Faculty leadership/board, and is guided by the university’s pedagogical centre LINK and the Faculty’s Employer and Digital Lawyer panels. CELL will have a strong physical presence within the new *Domus Juridica* building and an *International Advisory Board* with Prof. Katz (Illinois Tech), Prof. Bordone (Harvard), Prof. Satterthwaite (NYU Global Law Clinic), Vice Rector Vald (Tartu) and Prof. Heger (Humboldt).



## 2. The CELL approach

**Why experiential legal learning?** Experiential education is based on a cyclical pattern of experience, thought, reflection and active experimentation (Kolb, 1975; 1984; 2001; Dewey, 1938), which should partly occur within communities of practice (Lave, 1991). It is often justified by its relevance to working life due to its ability to develop practical, emotional and creative intelligence (Chisholm, 2009). Scholarship and our own experience shows that it also motivates students to master new knowledge,

<sup>1</sup> See CELL’s website for further details on organisational structure: <https://www.jus.uio.no/om/strategi/cell/>



catalyses new research by students and staff, enhances personal confidence and self-esteem, and dampens digital disruption in learning (Senge, 1990; McWilliam, 2018; Sonsteng, 2018).

The demand for experiential learning is significant. The Norwegian Parliament (2017: 1.5) has set out a clear expectation of active and varied learning, with an emphasis on digital methods. The European Bologna process (2003) called for experiential learning and the high-profile 2007 US Carnegie Report recommended integration of practical skills across the legal curriculum through experiential education (Sullivan, 2007). However, few, if none, have achieved this transformation in both Europe and the USA (Lamparello, 2016; Valk, 2009). This omission has occurred despite a growing trend in some states to demand certain skills (e.g. digital literacy) as a requirement for admission to legal practice. The aim of CELL is thus to create the Future Lawyer: students ready for tomorrow's workforce, conscious of being agents in shaping their own education, and able to manage new ethical, social and cultural challenges.

***The CELL model.*** The consolidation of the Faculty's experiential learning initiatives in CELL led to an identification of 'our' model of experiential learning. To qualify an activity must be: (1) *intentional*, with a clear and articulated goal of incorporating work life skills, helping students better understand their subject, and/or developing students as researchers; (2) *practice-based*, with simulated or real life experiences with one or more of the core skills; (3) *graded and evaluated*, thereby increasing student motivation, reflection and providing quality assurance; and (4) *replicable or scalable* – meaning that new lecturers can easily take over tasks and the activity can be expanded and disseminated. Replicability can mean written instructions and notes, active mentoring, and digital infrastructure (see WP2 below).

### **3. Activities**

As an SFU, the Centre will focus on three core activities in the first 5-year period. It will *mainstream* existing excellence in experiential education throughout the entire programme (Work Package 'WP' 1) and *deepen* the quality and relevance of experiential education, through a digital courtroom and clinical initiative (WPs 2-3). Some elements of these plans could be achieved without SFU status, as explained below. However, as an SFU, CELL would increase dramatically the quantity and quality of experiential education, create a vastly stronger simulatory and clinical infrastructure, deepen student involvement, inculcate a Faculty-wide culture shift, and formally introduce legal didactics.

#### **WP1. The Skills Ladder**

*Gap:* A clear gap exists between a law graduate's average set of skills and those expected by society. This is because law schools adopt the 'incremental' rather than 'transformational' model in introducing experiential education. As Cassidy (2012: 1517) states: The 'Wholesale redesign of the curriculum will

require additional study, commitment of financial and intellectual resources, and consensus building among faculty members with diverse perspectives and incentives’. Our faculty is no exception.

*Plan:* As an SFU, CELL will *accelerate* the integration of the four key practical skills in compulsory and some elective subjects in the Masters of Law. During the past 6 months, staff and students in CELL developed a detailed skill ladder for each pillar (CELL, 2019). In each ladder, the team identified: (1) the relevant skill and corresponding genre; (2) an experiential activity to develop and test the skill; and (3) a course in which the activity could be placed. These four skill ladders are summarized in the figure below, which shows the matching of each skill with a module in a compulsory course (Semesters 1-8, & 10) and experiential electives (9<sup>th</sup> semester). An asterisk indicates that the module/elective already exists.

***The Skills Ladder – Summary Version***

	<b>Advocacy &amp; Negotiation</b>	<b>Legal Technology</b>	<b>Clinical Practice</b>	<b>Writing &amp; Language</b>
10 <sup>th</sup> _____	Academic speech Thesis seminar	Digital mentoring Boot camp	Job applications	Academic Writing Writing seminar *
9 <sup>th</sup> new courses_____	Social Change & Mediation	Programming	New Legal Clinics	Public Outreach
9 <sup>th</sup> existing courses_____	Advocacy, Negotiations & Conflict Resolution	Legal Tech, Empirical Legal & Ethics and Technology	Legal Practice & Placements	Legal Drafting & Foreign Legal Languages
8 <sup>th</sup> _____	Client relations Simulation	Tech Ethics, Basic empiricism Simulations	Practical ethics Simulation	Role & critical analysis Debate
7 <sup>th</sup> _____	Advocacy roles Mock trial	Machine learning Due diligence	Witnesses Mock trial	Personal style Mentorship
6 <sup>th</sup> _____	Leadership Board meeting	Text analysis Computational task	Advisor, risk Board meeting	Source criticism English contract
5 <sup>th</sup> _____	Negotiation Make contract	Blockchain literacy Smart contract	Representation Make contact	Group drafting Make contract
4 <sup>th</sup> _____	Academic presentation Present essay	Descriptive statistics Essay prep	Fact construction Exercise	Academic analysis Essay *
3 <sup>rd</sup> _____	Oral legal argument Moot Appeal *	Legal software advanced Seminar *	Basic judicial process Moot appeal *	Brief Writing Moot Appeal *
2 <sup>nd</sup> _____	Oral legal analysis Present answer	Using legal databases Seminar *	Inter-cultural relations Client meeting	General legal argumentation Writing clinic *
1 <sup>st</sup> _____	Verbal confidence Present case	Legal software literacy Seminar *	Ethics dilemmas Exercise	Basic legal analysis Writing clinic *

*Activities:* In implementing the skills ladders, the CELL team will:

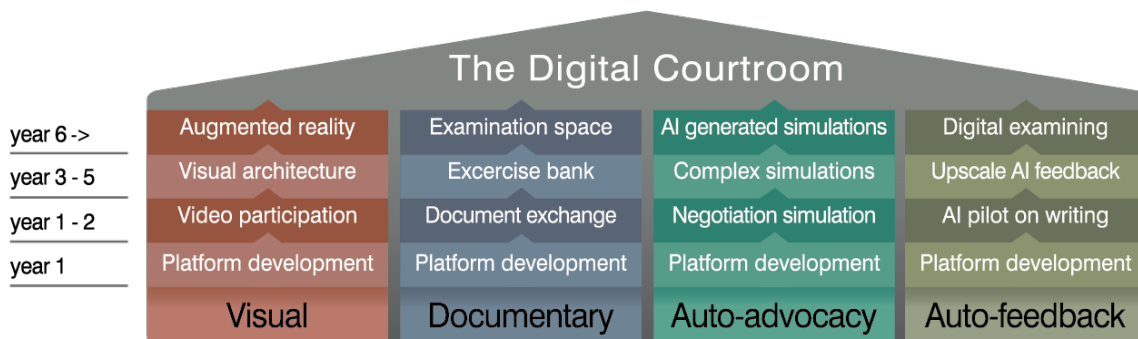
- Work with *course coordinators* to progressively integrate skill-based modules and electives;
- Use *student clinics* to design and implement many of the planned experiential activities (see WP3);
- Hold a *faculty workshop* each semester to promote and assess legal experiential methods;
- Create an intensive *cycle* of learning and evaluation to improve quality and prepare for a 2<sup>nd</sup> phase.

Moreover, all compulsory course coordinators will be re-appointed in 2020 and cooperation with CELL on the skills ladder will be an explicit part of their role.

*Outcome:* Students will emerge with a broader palette of relevant skills and an ability to understand how skills are integrated in concrete tasks. Success would be measured by higher scores on work relevance in future evaluations, positive feedback through the Employer and Digital Lawyer panels, and better scores on reported stress levels and student feedback in the National Study Barometer.

## WP2. The Digital Courtroom

*Gap:* Digitalization and automation is reshaping legal proceedings, negotiations and education. Some countries have digitalised aspects of dispute resolution, technology companies offer online dispute resolution (ODR) platforms with increasing AI-capabilities, and legal educators are exploring the possibilities of online learning (Bowcott, 2019; Bugden, 2018; Mania, 2015). Many predict that ODR resolution will be the norm - ‘digital by default and design’ (Ryder, 2016: 24), which future lawyers must master, create and critique (Genn, 2017). ODR also provides an untapped pedagogical resource. Between 2006 and 2012, we developed a simple online mock trial, as did Sonsteng (2018), while Matthew (2017) recently developed a multimedia environment for negotiations in trusts law. The creation of more sophisticated ODR platforms could provide a better infrastructure for simulated experiential learning across all CELL core skills.



*Plan:* CELL will develop the world’s first comprehensive digital platform for legal learning – the Digital Courtroom ([digital-courtroom.uio.no](http://digital-courtroom.uio.no)). The platform will be developed by a project team in partnership with *Insj UiO* student entrepreneurs, the Norwegian Court Administration, the University initiative on machine learning in education, and University of Copenhagen. The courtroom would enable law students *across Norway* to participate in mock disputes and negotiations against each other and AI lawyers. It will be highly scalable and replicable, allowing students to simultaneously participate and engage with AI for single student interaction and automated feedback. The key modules for the courtroom are shown in the

above figure, together with the prioritisation of phases. Smaller funding sources will be sought for some discrete modules, but an SFU would allow the project to proceed efficiently and systematically.

*Activities:* In implementing the digital courtroom the CELL team will:

- *Finalise* the design of digital platform and software integration (Year 1).
- *Develop* the initial visual, documentary, negotiation and AI components (Years 1-2).
- *Launch* the application with a moot competition between students in Oslo, Bergen and Tromsø.
- *Expand* the platform to include new modules and use it in compulsory courses (Year 3-5)
- *Host* the world's first international digital moot competition.

Most of the final modules (Year 6 ->) would only be possible in a second period as an SFU (2025-2029).

*Outcome.* Students would receive better training in advocacy, negotiation, writing, teamwork and ethical skills while also developing digital literacy in future forms of dispute resolution. Students that develop the courtroom will improve their design, entrepreneurial and programming skills.

### **WP3. Scaling-Up Student Clinics**

*Gap:* Law students are active in society in multiple ways. Students organisations such as *ICJ* engage in public debates, student legal clinics provide a public service and critical political voice, and student theses account for half of the Faculty's effective research output (Brekke, 2015). This engagement provides opportunities for experiential learning and enhances student's critical skills as they struggle with the legal 'system' in practice. But most students do not participate or contribute to their full potential and there is untapped demand for student legal services, especially as Norway ranks poorly on legal aid despite topping the global WJP rule of law index (2019). The transition to law studies is also a challenge for many students, particularly the mastery of new genres and platforms. Almost all students will write in legal/academic English for the first time, some students in the Masters of Law are not native Norwegian speakers, and minority students lack equal access to mentoring for academic and other careers (Langford, 2019). Many students thus require tailored, structured and formative help that goes beyond existing courses and staff office hours and the existing student-run JURITEKET digital drop-in centre.

*Plan.* This work package will focus on expanding and improving the quality of legal and teaching clinical opportunities to develop the 'law student in society'. A strong focus will be on enhancing skills in client relations and role understanding, case management and diverse writing genres, professional identification of ethical challenges, and the equipping of students to develop innovation and research for the legal field. This work package will also provide the hub for senior students coordination/teaching of WP1 modules.

*Activities:* This work package will consist of four key activities. CELL will:

- *Develop* an accreditation system for the existing internship elective in the Master of Laws, and practice course in the Masters of Human Rights, to enhance the quality of student placements;
- *Expand* clinical opportunities by establishing an *Entrepreneur Legal Clinic* to help student entrepreneurs. Student entrepreneurs only receive technical/financial advice from *Insj UiO* (an advisory centre), and require support on company, credit and intellectual property law. In addition, the student legal clinic *Street Lawyer* (Gatejuristen) will be better integrated in the Faculty;
- *Scale-up* the existing JURITEKET drop-in centre to a full *Teaching Clinic*. This student-run clinic will be a one-stop shop for support on writing, language, technology and advocacy. It will be staffed by students from the *Jussbuss/JURK* clinics, JURITEK, Library, student writing programme and ELSA mootings together with native English speakers from the specialist masters programmes.
- *Provide* support to enhance the quality of *student research* with a focus on research design/methods and reflection and feedback (see Kolb, 1981). This will include mentoring and partnering, student research seminars, improving quality of courses with group research, participation of criminology students in clinical practice, and ensuring equitable inclusion of minority students in research tracks.

*Outcome:* Success with activities will be measured by a more visible and influential law student body. Concrete indicators will be number of clients helped, academic publication of student theses, thesis grades, number of student legal technology start-up initiatives, and media citations. For the third activity, the goal is for students to become skilled writers, speakers and digital users and critical observers of (their own) texts, performances and digital engagement. This will be measured by grade improvement for students that received low grades in the first two years and performance in mootings, negotiation and legal hackathon competitions.

#### **4. Student Involvement**

Students are integral to the organisation, planning, implementation and evaluation of CELL's mission.

**1. Staff-student partnership.** The organisation of the centre is grounded on a staff-student partnership and a vision of students as co-producers of their education and future. Each pillar of CELL is comprised of two student leaders in addition to two staff. Eight of these leaders represent key student organisations and clinics while four are assistants. This largely representative approach to student participation permits continuity and builds on existing student competences. **2. Student proposal writing.** A significant part of this centre plan was developed by and with student leaders and many proposed activities stemmed from student suggestions. Student leaders participated in both pillar and team meetings, and this dialogue and joint writing strongly shaped the framing and content of the WPs. Students were also involved in initial

design and founding of CELL 3. ***Student implementation and evaluation***. Students are central to the coordination and teaching in all three work packages. Student team leaders will help coordinate the design and teaching of the WP1 modules, which will include employing students working in the clinics as teaching assistants. In WPs 2 and 3, a student consortium will co-lead the digital courtroom project, a group of students will fully lead and run the Teaching Clinic, and a new student-driven elective course on *Social Change* will be implemented by students. For student participation in evaluation, see below.

## 5. Implementation Plan

Implementation is based on a model of change of *integration* of the key actors in CELL and *inspiration* by doing. This milestone table describes the key activities that will be initiated or finalised each semester.

Semester	Coordination	WP1	WP2	WP3	Evaluation	Dissemination
2020 Spring	Start workshop	1 module	Platform	Teaching clinic	Baselines	Social media
2020 Fall	Ladder focus	3 modules	Video/Doc Exch	2*legal clinics	Methods design	Annual Conference
2021 Spring	Ped workshop	1 new elective	AI pilot	Research I	Reflective essay	Internal expand
2021 Fall	Digital focus	4 new modules	Launch Moot	Accreditation	Norway Survey	Norway Conference
2022 Spring	Ped workshop	1 new elective	Exercise Bank	Research II		Academy
2022 Fall	Clinical focus	4 new modules	Upscale AI	TC integrate	Use WP2	Nordic Conference
2023 Spring	Ped workshop	1 new elective	Visual Architect	Research III	Publications	Publication
2024 Fall	Eval/Diss focus	4 new modules	Int'l Moot	Student conferenc	Ph.D Defence	Global Conference
2024 Spring	Ped workshop	1 new elective	Integration	Quality assurance	Workshop	Popular media
2024 Fall	New plan	5 new modules	Phase 3 plan	Clinical Review	Publications	Global Conference

## 6. Evaluation and Impact Framework

In addition to the specific evaluation methods of impact discussed under each WP, CELL will also measure its general impact. ***First***, in relation to *student learning*, the Centre will compare performance against existing established baselines: grades, student surveys, employer feedback, and performance in international mooting competitions. This will be complemented by new methods of ‘AI-based student feedback’ in the Digital Courtroom and the development of ‘reflective essays’ where students analyse how they answered a question. ***Second***, the Faculty will finance two PhDs on legal education. The first will work on AI dimensions of the Digital Courtroom (WP2) and the second will analyse the the Faculty’s legal pedagogy in comparative perspective with empirical analysis. A part-time professor in pedagogy will also be employed to help develop legal didactics and improvement of evaluation systems. ***Third***, CELL will seek to increase the number of students participating in evaluation by integrating feedback mechanisms more deeply into courses: e.g., as part of manual or automated exercises. ***Finally***, CELL will measure the achievement of its wider goals, such as reducing the drop-out rate and re-taking of exams and inculcating a change in student culture, especially reduced stress pressure and unnecessary competition. CELL will also measure its *broader impact* amongst legal academic staff in Norway with a biannual pedagogical survey.

## 7. Dissemination Strategy

CELL will seek to establish itself as a pedagogical hub for legal education in Norway and Europe and collaborate with leading pedagogical scholars and experiential legal educators around the world. The Centre has four primary dissemination plans. *First*, many aspects of dissemination are incorporated within the work packages. CELL integrates staff and students from four of the specialist master degrees and provides a bridge to enhancing experiential learning in those programmes. Moreover, the Digital Courtroom is designed for national and international dissemination of experiential learning. *Second*, CELL will hold an annual workshop and semester boot camps for continuing pedagogical education for its staff. It will also encourage a focus on pedagogical excellence, partly through the new annual prize on Teaching Innovation to be awarded by a panel of staff and students - the current education prize focuses mostly on student satisfaction. *Third*, CELL will closely collaborate with University of Bergen and University of Tromsø on experiential learning. This has already commenced with the Faculty's Plain Language project sponsoring a postdoctoral fellow in Bergen. An academic member from both Bergen and Tromsø will be included on the CELL team, both universities are part of the Digital Courtroom project, and the Faculty will seek to codeshare certain courses. In a second phase of the project (2025-2029), CELL would seek to cooperate with and disseminate lessons to the bachelor of law programme at regional universities. *Fourthly*, CELL will hold an annual international conference on legal education, in which both students and staff would take leading roles. Pedagogical findings, lessons learned and staff and student stories, will also be published and communicated with students having key responsibility for the content of CELL's website and social media platforms. *Ultimately*, CELL aims to provide a 'living model' of experiential legal learning that can be a reference point for reforms elsewhere.

## 8. Sustainability

CELL will aim to ensure its sustainability. Internally, the Centre has strong institutional backing, WP1 modules will be integrated progressively into the standard programme, and, as the budget shows, the Faculty will finance the Teaching Clinic from 2022. Externally, CELL has been successful already in securing small grants and will look to the private and public sector to sustain various initiatives once established as an SFU. For example, the Digital Courtroom and Entrepreneurship Law Clinic are ideal candidates for external support. The potential for longevity of Faculty initiatives is significant. *Jussbuss*, *JURK* and *Lovdata* were established in 1971, 1974 and 1981 and continue successfully today with a mixture of internal and external funding. CELL will also seek to create a national cross-disciplinary legacy by taking the initiative to establish a community of pedagogical practice, e.g., a Norwegian Academy of Higher Education to complement the existing research-focused Academy of Science.

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**SFU budget 2020-2024**

Cost type	Category	Name/activity	Total 2020-2024		2020		2021		2022		2023		2024		
			SFU funding	Own funding	SFU funding	Own funding	SFU funding	Own funding	SFU funding	Own funding	SFU funding	Own funding	SFU funding	Own funding	
Personnel and personnel costs	Scientific	Centre leader: 40%	2 736 288	912 096	520 570	173 523	533 584	177 861	546 924	182 308	560 597	186 866	574 612	191 537	
		WP leaders: 6*30%	5 309 110	5 309 110	1 010 041	1 010 041	1 035 293	1 035 293	1 061 175	1 061 175	1 087 704	1 087 704	1 114 897	1 114 897	
		Pillar leaders: 4*15%	2 123 644	2 123 644	404 017	404 017	414 117	414 117	424 470	424 470	435 082	435 082	445 959	445 959	
		Prof. II: 1*15%4years + 1*10%*3 years	1 373 641		186 687		318 923		326 896		335 068		206 067		
		Other scientific and teaching personnel	1 769 703		336 680		345 098		353 725		362 568		371 632		
		Subject coordinators MIR		8 792 326		1 672 712		1 714 530		1 757 393		1 801 328		1 846 361	
		PHD scholarships: 2*4 years		8 847 957		1 052 220		2 157 052		2 210 978		2 266 252		1 161 454	
		Subject development work packages: 30%		2 123 644		404 017		414 117		424 470		435 082		445 959	
		Development of teaching clinic: 20%*2 years			545 422		269 344		276 078						
		Academic dean: 20%			1 921 581		365 575		374 714		384 082		393 684		403 526
Administrative	Administrative coordinator: 80%	3 781 065		719 336		737 319		755 752		774 646		794 012			
	Student administration: 60%	1 305 743		248 414		254 624		260 990		267 514		274 202			
	IT administration: 30%	652 872		124 207		127 312		130 495		133 757		137 101			
	Development of skills centre: 10%*2 years		182 082		89 917		92 165								
Students	Research assistants: 12*25%*one year	2 801 879		368 420		528 683		619 314		634 797		650 667			
	Student Teaching Assistants: 4800 hours, equivalent of 4 FTEs per year	4 014 054		1 987 066		2 026 988			1 476 857		1 476 857		1 476 857		
<b>Total personnel costs</b>		<b>25 868 000</b>	<b>37 147 046</b>	<b>5 905 438</b>	<b>5 813 987</b>	<b>6 321 940</b>	<b>7 037 863</b>	<b>4 479 740</b>	<b>8 313 217</b>	<b>4 591 734</b>	<b>8 484 126</b>	<b>4 569 149</b>	<b>7 497 853</b>		
Operating costs	R&D services		2 250 000	450 000		450 000		450 000		450 000		450 000			
	Travel, conferences, events		1 000 000	200 000		200 000		200 000		200 000		200 000			
	Development, licenses and operating of digital courtroom		3 250 000	500 000				750 000		750 000		500 000			
Other	Advisory board		300 000	60 000		60 000		60 000		60 000		60 000			
	Student skills centre		332 000	166 000		166 000		166 000		166 000		166 000			
	Training courses		500 000	100 000		100 000		100 000		100 000		100 000			
<b>Total operating costs</b>		<b>7 632 000</b>	<b>-</b>	<b>1 476 000</b>	<b>-</b>	<b>1 726 000</b>	<b>-</b>	<b>1 560 000</b>	<b>-</b>	<b>1 560 000</b>	<b>-</b>	<b>1 310 000</b>	<b>-</b>		
<b>Total</b>		<b>33 500 000</b>	<b>37 147 046</b>	<b>7 381 438</b>	<b>5 813 987</b>	<b>8 047 940</b>	<b>7 037 863</b>	<b>6 039 740</b>	<b>8 313 217</b>	<b>6 151 734</b>	<b>8 484 126</b>	<b>5 879 149</b>	<b>7 497 853</b>		

## Budget description

The total budget for the five-year period is 70.6 million NOK. The application amount is 33.5 million, and 37 million is matching own funding. The application amount covers 47% of the total costs and own funding covers 53%. *In addition*, CELL manages two other DIKU teaching grants - digital lawyering (DIKU, 0.6 mil NOK over 2 years) and active learning (DIKU, 5 mil NOK over 3 years) - and cooperates closely with the plain legal language project (KD, 3 million each year).

Personnel- and personnel-related costs constitute the substantial parts of the budget, totaling 63 million, with other costs at 7.6 million. The reason for this cost-structure is that the activities are highly labor-intensive, and there is a relatively high salary-level for some staff.

The personnel costs will cover 48.72 Full-time equivalents (FTE) of annual employments: about 16 FTEs constitute new staff and student appointments, 27 FTEs are inputs from existing staff, and about 6 FTEs are from students based on hourly-based employments. Input from existing staff comes equally from research time and education time. In terms of the source of contributions, 24.7 FTEs comes from own funding and 24.0 from project funding.

Specification of new appointments:

- 2 new PhD scholarship positions, full time, 4 years, own funding
- Administrative coordinator, 80%, 5 years, project funding
- 12 Research assistants, 25% positions, one year, project funding
- Professor II, one 15% position five years and one 10% position, 3 years, project funding

Existing staff are budgeted in the positions as Centre leader, WP leaders, and pillar leaders, WP developers, teaching clinic developers, other scientific and teaching personnel, student administration, and IT administration.

Other operating costs include:

- Travel expenses, conferences and other events expenses: 200,000 per year
- Development, licenses and operating of digital courtroom: 3,250,000 for the 5-year period
- Operating costs for the students skills center; 166,000 per year. Operating the skills centre will be funded by own funding from year 3.
- Training courses: 100,000 per year
- Purchase of Research and development resources from cooperating university: 450 000 per year

The budget is price adjusted annually with 2.5 % expected growth. The budget also takes specific account of the two DIKU teaching grants. These grants are focused on laying the groundwork for the skills ladder and strengthening pillar pilot work. The SFU proposal thus builds on these grants.

DIREKTORATET FOR INTERNASJONALISERING OG KVALITETSUTVIKLING I HØYERE  
UTDANNING (DIKU)  
PO Box 1093  
5809 BERGEN

Date: 26.04.2019  
Your ref.: 18/01015-10  
Our ref.: 2018/14656 LENEFOS

## Application for Centers of Excellence in Education

We refer to the call for proposals for new Centers of Excellence in Education of 15. February 2019. With this, The University of Oslo (UiO) promotes the following three applications:

### Centre on Experiential Legal Learning (CELL)

CELL is an initiative from the Faculty of Law directly addressing the weight University of Oslo currently is putting on stronger links between education and practice. In the upcoming strategy of the university, “knowledge in use” has become a key term for describing how knowledge and skills acquired during study trajectories need to be relevant for both current and future societal needs and challenges. This emphasis is also key for CELL where clinical training, digital skills and a continuing dialog between students, teachers and working life is an essential characteristic of the planned activities in the center. The University of Oslo is strongly supporting the systematic approach designed to develop the future skills of students at CELL, and we believe we can gain much experience through this establishment.

### Oslo Academy for Studies in International History (OAS-HIS)

OAS-HIS is an initiative from the Faculty of Humanities which in a pro-active way seeks to strengthen and renew the links between the humanities and working life. This will be done through a systematic establishment of new arenas for constructive alignment between a more global society and the insights and lessons history may provide as a way to interpret, understand and shape this development. OAS-HIS has a clear ambition to work closely with private and public actors, and to demonstrate the relevance of humanistic knowledge through new models for cooperation and partnerships. Through this initiative, the planned center echoes the strong weight given to facilitate “knowledge in use” as it is labelled in the upcoming strategy to be launched by the University of Oslo.

### Center for Sustainable Health Care Education (SHCE)

SHCE is an initiative from the Faculty of Medicine directly addressing the Sustainable Development Goals (SDGs) identified by the United Nations. More specifically, the ambition of SHCE is to create a new educational model for educational offerings within the field of health where ethical reflection, critical judgement, and knowledge about power relationships and structures are key building blocks. In this way,



#### The Rector

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SHCE reflects the University of Oslo's long tradition for thinking and acting globally and for developing educational offerings that are inclusive and that can inspire others – domestically and abroad. In our current strategy, the University of Oslo has underlined the ambition of being a groundbreaking university with a strong engagement for global challenges. SHCE strongly reflects this ambition.

UiO confirms its support for each of the three centers with NOK 0.8 million per year in the period in which the center / centers would become part of the SFU scheme.

In addition to CELL, OAS-HIS and SHCE, UiO is one of the consortium partners to the **Centre for Integrated Earth System Science Education (iEarth)**. iEarth is a collaboration between the Faculty of Mathematics and Natural Sciences and several other Norwegian institutions having the ambition of creating a completely new geoscience education in Norway. The application is a follow-up of an earlier application, and the work that has been conducted since 2016 demonstrates the strong and continuing engagement for this project. iEarth is based on the idea of a more integrated and problem-based educational approach in the geoscience educational area, and the center is directly linked to our strategic ambitions of a stronger links between research and education, and the need to strengthen students' independent thinking and their critical judgement. The funding from UiO to iEarth are as follows:

One PhD position

One 20 % position (Professor II)

The working hours of some of the permanent scientists are part of own funding.

The Faculty of Science at the UiO grants NOK 300,000 annually

Sincerely yours

Svein Stølen (signature)

Rector

Arne Benjaminsen (parafering)  
University Director

This document is approved electronically by UiO and is therefore not signed.



Officer in charge:

*Lene Fosshaug*

+4722857899, *lene.fosshaug@admin.uio.no*

Date: 29 April 2019

**Statement from the Dean: Support for CELL's SFU application**

The Centre for Experiential Legal Learning (CELL) was established by a formal decision of the Dean on 1 November 2018. It was foreseen that the Centre will constitute an operative part of the Faculty's educational strategy, encompassing primarily the Master of Law program, but also extending to our specialist masters and bachelor programs.

Since 2010, the Faculty has prioritized improvements to the quality of education and teaching evaluation. CELL emerged from the initiative of individual academic staff and has been strongly supported by the Faculty leadership and management. For the Faculty, CELL provides an overarching structure in which separate initiatives such as moot courts, legal clinics, role play-based teaching, oral advocacy and interactive teaching (to name but a few) are integrated and expanded as part of a broader pedagogical vision and project. CELL will thus have a key role in achieving the Faculty's objective of progressively introducing skills-based teaching methods throughout the Masters of Law program and thereby developing law graduates for the labour market and society of the future. In this respect, the Faculty has taken a lead role amongst the Norwegian law schools and the SFU proposal will also provide an opportunity to work closely and share lessons with the two other main law faculties in Norway.

The Dean fully supports this Centre for Excellence in Education (SFU) application, and the Faculty is committed to contribute with the indicated matching financial resources.

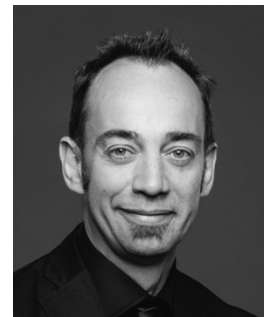
Sincerely yours

Dag Michalsen  
Dean, Faculty of Law

ELECTRONICALLY APPROVED.



# CV – Malcolm Langford



## ROLE IN SFU PROJECT: Centre Director

Nationality: Australia  
Date of birth: 18 April 1972  
URL for web site: <http://people.uio.no/malcolml>

### • EDUCATION

2014 Philosophiae Doctor (Ph.D), Faculty of Law, University of Oslo  
2001 Master of Legal Studies in Comparative, European and International Law, European University Institute  
1995 Bachelor of Laws, University of NSW, – 5<sup>th</sup> place  
1993 Bachelor of Economics with 4<sup>th</sup> year Honours, University of NSW, – 1<sup>st</sup> Place.

### • CURRENT POSITION(S)

2017 – Professor, Faculty of Law, University of Oslo  
2014 – Co-Director, Centre on Law and Social Transformation, CMI & University of Bergen (20%)

### • PREVIOUS POSITIONS (Selected)

2016- Associate Professor, Faculty of Law, University of Oslo  
2015- Postdoctoral Fellow, Pluricourts Centre for Excellence & NCHR, University of Oslo  
2014 Senior Researcher, Chr. Michelsen Institute  
2010-2013 Doctoral Researcher, Faculty of Law, University of Oslo  
2007-2009 Research Fellow, Norwegian Centre for Human Rights, University of Oslo  
2005-2006 Senior Researcher, University of Mannheim (50%)  
2001-2006 Senior Legal Officer, Centre on Housing Rights and Evictions, Geneva  
1997-2000 Advocate, Lewis Hutchinson

### • AWARDS, NOMINATIONS AND FELLOWSHIPS

2018 Faculty of Law Nominee, University of Oslo Teaching Prize  
2018 Student Nominee for Faculty of Law Teaching Prize, University of Oslo  
2015 Young Scholar Prize, European Society of International Law  
2013 Leiv Eiriksson Mobility Award, Norwegian Research Council.  
1999 Postgraduate Award and Scholarship, Lionel Murphy Foundation  
1995 Human Rights Centre Essay Prize, Australian Human Rights Centre  
1995 Blake Dawson Waldron Prize for Trade Practices Law, University of NSW (UNSW)  
1995 Stephen Seidler Prize for Best Performance in Environmental Law, UNSW  
1994 Julius Stone Prize for Legal Theory, UNSW  
1993 Economic Society Prize for Economics, Economic Society of Australia  
1993 University Medal in Economics, UNSW

### • MAJOR RESEARCH AND TEACHING GRANTS (selected)

#### Project leader or Co-Leader

2019-2020 *The Digital Lawyer*, DIKU Teaching Grant, 0.6 million NOK  
2017-2019 *Nordic Branding: The Politics of Exceptionalism*, UiO:Norden, 12.1 mil NOK  
2018-2021 *Scandinavian Rights Revolution*, Swedish Research Council, 5.65 mil SEK  
2018-2023 *Reimagining Norden in an Evolving World*, NORDFORSK, 42 mil NOK  
2016-2019 *Political Determinants of Sexual & Repro Health*, Research Council of Norway, 11 mil NOK  
2014-2018 *Sexual and Reproductive Rights Lawfare Project*, Research Council of Norway, 15 mil NOK  
2010-2015: *Socio-Economic Rights*, Ministry of Foreign Affairs, 6 mil NOK.  
2013-2015: *Right to Health*, NORAD, 6 million NOK

#### Project team member

2019-2022 *Active Learning*, DIKU Teaching Grant (WP Coordinator), 5 million NOK  
2019-2023 *VIROS - Vulnerability in a Robot Society*, Research Council of Norway – 25 mil NOK  
2018-2012 *LEGINVEST - Legitimacy of investment law*, Research Council of Norway – 9.9 mil NOK  
2018-2022 *Judges under Stress*, Research Council of Norway – 25 million NOK.  
2017-2021 *Impact of water rights* (Project Team) Research Council of Norway, 15 million NOK.

- **TEACHING ACTIVITIES –DOCTORAL LEVEL**

2016 - Internationalization, Transnational Law and Comparativism, University of Oslo  
2017 - Research Ethics, University of Oslo  
2014 - 2017 Legal Sociology, Economics and History, University of Oslo  
2017 Human Rights, University of Copenhagen  
Supervision: Three doctoral students; Opponent: Seven Ph.D defences

- **TEACHING ACTIVITIES – BACHELOR AND MASTERS**

**University of Oslo – Course Coordinator**

2017-2019 International Law (*Folkerett*)  
2019- Legal Technology: Artificial Intelligence and the Law  
2019- Empirical Legal Studies (*Empiriske rettstudier*)  
2016-2019 Comparative Public Law; English for lawyers (*Engelsk for jurister*)  
2014 Business and Human Rights; Human Rights and Development  
2010-2011 Human Rights in Practice; Human Rights Law in Context; International Human Rights Law  
Supervision: More than 30 Masters students since 2009

Other Lectures: Courses on constitutional law, int'l economic law, human rights, community health,

**Other universities –Coordinator or Co-Coordinator (selected)**

2018 European University Institute - Human Rights and Distributive Equality,  
2015 University of Bergen - Constitution and Politics  
2012-2014 Harvard University - Health Rights Litigation,  
2014 American University - Economic, Social and Cultural Rights,  
2013- 2019 University of Los Andes - *Derechos Económicos, Sociales y Culturales*  
2011- 2019 Pretoria University - Judicial Enforcement of ESC Rights in Africa  
2004-2019 Åbo Akademi - Justiciability of Economic, Social and Cultural Rights,  
2002 Central European University - Right to Food Summer School  
Other Lectures: New York University, Stanford University, University of Philippines, Mannheim University

- **INSTITUTIONAL RESPONSIBILITIES and COMMISSIONS OF TRUST (selected)**

2018- Chairman, Academic Forum on Investor-State Dispute Settlement (ISDS)  
2018- Coordinator, Forum for International Researchers, University of Oslo  
2017- *Oxford Handbook on Economic and Social Rights*, OUP – Co-Editor  
2015 Book Series Editor, *Globalisation and Human Rights*, Cambridge University Press  
2016- Coordinator, Forum for Law and Social Science, University of Oslo  
2013- Appointment committees: 3 Ph.D, 3 postdoctoral, and 7 professorial positions  
2011- Co-Director, Global School on Socio-Economic Rights  
2007-2012 Expert Advisor on MDGs UN Office of the High Commissioner for Human Rights  
Peer Review: Over 35 different journals and ten books for six book publishers.

- **VISITING FELLOWSHIPS**

2014 Fridtjof Nansen Institute, Oslo (3 months)  
2013 Center for the Study of Law and Society, University of California (Berkeley) (7 mths)  
2010 Faculty of Law, University of Stellenbosch, South Africa (one month)  
2006-7 Honorary Senior Research Associate, AHRC, University of NSW

- **OVERVIEW OF ACADEMIC PUBLICATIONS**

Number/Citations: **125** publications (16 in press); **1547** citations (GoogleScholar); H-index: **21**  
Books: **14** (3 monographs and 11 edited). The majority with Cambridge and Oxford University Press and include an additional **25** chapters that I have authored.  
Journal articles: **25**. Published in *European Journal of International Law*, *Ethics & International Affairs*, *Annual Review of Law and Social Science*, *Development and Change* etc.  
Book chapters: **28**. In books edited by others which have been predominantly published by Oxford University Press, Penn Press, Cambridge University Press, Routledge, Palgrave.  
Reports: **15** reports for governments, United Nations agencies, NGOS  
Media: **160+** interviews, opinion editorials and blogs on both research and education.

- **INVITED PRESENTATIONS TO MAJOR CONFERENCES (selected)**

- Keynote Speaker, *Annual International Conference on Human Rights Education*, 14-16 Nov, Pretoria, 2011
- Keynote Speaker, *Annual Conference of the Judiciary of Kenya*, 18 August 2014
- Plenary Speaker, *AHRI Human Rights Research Conference*, September 29-30, Copenhagen, 2014.
- Keynote Speaker, 'Towards a Theory of Change', *Globvac International Student Conference on Sexual and Reproductive Health Rights*, 16 March 2015, Oslo.

# CV- Kristin Bergtora Sandvik



**Role in the Project:** WP3 Co-Coordinator, Legal Tech Pillar Co-Leader

Date of birth: 8 August 1975  
Sex: Female  
Nationality: Norwegian  
URL for personal web site: <http://people.uio.no/krisbsa>

## EDUCATION

2008 Doctor of Juridical Sciences, S.J.D Harvard Law School, United States.  
*On the Everyday Life of International Law: Humanitarianism and Refugee-Resettlement in Kampala*, Supervisor Professor Martha Minow  
2003 LL.M Harvard Law School, United States (waived for tuition purposes)  
2002 Cand. Jur., Faculty of Law, University of Oslo

## CURRENT AND PREVIOUS POSITIONS

2016- Professor of Sociology of Law, Department of Criminology and Sociology of Law, University of Oslo, Norway  
2015- Research Professor in Humanitarian Studies, PRIO, Norway  
2012-2016 Director and co-founder, the Norwegian Centre for Humanitarian Studies  
2009-2015 Senior researcher, PRIO, Norway

## FELLOWSHIPS AND AWARDS

2015 Rockefeller alumni/Coordinator Bellagio meeting  
2011-2014 Postdoctoral Fellow, Regulating Cyberwar: Understanding Challenges to Norwegian Security and International Law. The Norwegian Ministry of Defense  
2005 Juridisk Reisefond av 1973, University of Oslo  
2004-2007 Doctoral Fellow, the Norwegian Research Council  
2004 Harvard Law School Human Rights Program Summer Fellowship  
2004 Reginald F. Lewis International Summer Fellowship  
2002-2003 Fulbright Fellow

## MOBILITY

2006 Visiting Study Fellow, Oxford University, Refugee Study Centre, United Kingdom  
2005 Research Associate, Makerere University/Refugee Law Project, Uganda

## TEACHING ACTIVITIES

### **UiO – Faculty of law 2016-2019:**

JUS4122 Legal Sociology I (*Retts sosiologi I*)  
RSOS 2951 Legal Mobilization and Grassroots Organizing for Social Justice  
RSOS2953 Legal Anthropology  
JUR1690 Robot Regulation  
JUS4111 Method and Ethics (*Metode og etikk*)  
JUS5671 Legal Technology: Artificial Intelligence and Law

### **PRIO: co-design and teaching of 3 PhD courses 2013-2018:**

PhD Course: Emerging Military Technologies - New Normative Challenges (2013)  
PhD Course: Humanitarian Action and the Protection of Civilians (2014)  
The Anthropology of Humanitarianism (2018).

### **Norwegian University of Life Sciences (NMBU) 2011-19:**

Teaching humanitarianism in development studies

## RESEARERCH AND TEACHING GRANTS

2019-2022 Project leader/Organizer, Do No Harm: Ethical Humanitarian Innovation (Research Council of Norway, NORGLOBAL)  
2019-2022 WP Coordinator, CELL Active Learning, DIKU Teaching Grant  
2019-2020 WP Coordinator, *The Digital Lawyer*, DIKU Teaching Grant  
2014-2018 Project leader/Organizer, Aid in Crisis? Rights-based Approaches and Humanitarian

Outcomes AIDEEFFECT, Research Council of Norway) Universidad de Los Andes, Colombia.

- 2012-2016 Project leader/Organizer, Protection of Civilians: From Principle to Practice (HUMPOL, Research Council of Norway). NUPI, CMI, Universidad de Los Andes,
- 2011-2014 Project leader/Organizer, Regulating Cyberwar: Understanding Challenges to Norwegian Security and International Law (Norwegian Ministry of Defense)
- 2010-2014 Project leader/Organizer, The Significance of Political Organization and International Law for Displaced Women in Colombia: A Socio-legal Study of Liga de Mujeres (NORGLOBAL, Research Council of Norway), U. de Los Andes.
- 2010-2010 Project leader/Organizer, Humanitarian Law, Human Rights and the Quest for Legality: What Choices in the Face of Imminent Danger? (Norwegian MoD).
- 2004-2007 Project leader/Organizer, PhD project (Research fellow, UTISOR, Research Council of Norway) University of Makerere, Uganda.

### **ACHIEVEMENTS TRACK RECORD**

From 2009-19, I have published forty-six peer-reviewed English language papers, including several articles in top-tier international peer-reviewed journals. This includes 26 English language peer reviewed articles (13 single authored,) and 20 English language internationally peer reviewed book chapters (12 single authored). I have also published 4 co-edited volumes, 7 Norwegian language academic articles (5 single authored), articles in Chinese (1), Portuguese (1), Spanish (1), French (2), and 4 reports in Spanish (all co-authored).

### **TEN MAJOR PUBLICATIONS**

- Sandvik, K.B. and Lemaitre, J. (2014) Beyond Sexual Violence in Transitional Justice: Political Insecurity as a Gendered Harm, *Feminist Legal Studies* 22(3): 243–261.
- Sandvik, K.B., and Lohne, K. (2014) The Rise of the Humanitarian Drone: Giving Content to an Emerging Concept. *Millennium-Journal of International Studies* 43 (1): 145-164.
- Sandvik, K. B. et al. (2014) Humanitarian Technology: a Critical Research Agenda. *International Review of the Red Cross* 96 (893): 219-242.
- Lemaitre, J. and Sandvik, K. B. (2015) Shifting Frames, Vanishing Resources, and Dangerous Political Opportunities: Legal Mobilization among Displaced Women in Colombia. *Law and Society Review* 49 (1):5-38.
- Sandvik, K. B (2016) The Humanitarian Cyberspace: Shrinking Space or an Expanding Frontier? *Third World Quarterly*, DOI:10.1080/01436597.2015.1043992.
- Sandvik, K. B. and Raymond, N.A (2017) Beyond the Protective Effect: Towards a Theory of Harm for Information Communication Technologies in Mass Atrocity Response, *Genocide Studies and Prevention: an International Journal* 11(1): 9–24.
- Sandvik, K. B. et al. (2017) Do no harm: A taxonomy of the challenges of humanitarian experimentation. *International Review of the Red Cross* (2017): 1-26.
- Sandvik, K. B. (2017) Now is the time to deliver: looking for humanitarian innovation's theory of change, *Journal of International Humanitarian Action* 2(8): 1–11.
- Garnier, A., Jubilut, L.L. and Sandvik, K.B., eds, (2018) *Refugee Resettlement: Power, Politics and Humanitarian Governance*. New York: Berghahn.
- Sandvik, K. B. (2018) Technology, Dead Male Bodies and Feminist Recognition: Gendering ICT Harm Theory. *Australian Feminist Law Journal*

### **INVITED TALKS AND MEDIA APPEARANCES**

I am frequently invited to speak on humanitarian issues at national and international academic and policy events. I have been interviewed by national and international media about my work, including US National Public Radio NPR, Voice of America, NRK Norway, TV2 Norway, Polish Radio, and Swiss National Radio. I have also contributed comments to the key sites for humanitarian dialogue, including Harvard Humanitarian Initiative, ALNAP, ATHA.se, the Forced Migration Review, the European interagency security forum EISF, the HPN Humanitarian Practice Network; the Humanitarian Exchange Magazine, Open Democracy and the Bulletin of Atomic Scientists. I have also published a range of op-eds and popular articles in Norwegian language outlets, including *Bistandsaktuelt*, *Aftenposten*, *Dagens Næringsliv*, *Dagbladet*, *Klassekampen*, *NRK Ytring* and *Samtiden*. As Director of NCHS, I engaged with a range of humanitarian practitioners and policymakers, including UNHCR, UN OCHA, the International Humanitarian Studies Association (IHSA), the Harvard Humanitarian Initiative, Oxford Refugee Studies Centre, MSF (Doctors without Borders), ICRC (International Committee of the Red Cross) NRC (Norwegian Refugee Council), EISF (European InterAgency Security Forum), the Norwegian Red Cross, and Save the Children Norway, ALNAP, and VOICE.

# CV – Sverre Blandhol



**ROLE IN THE PROJECT:** WP2 Coordinator, Advocacy Pillar Leader

Date of birth: 28. September 1967  
Sex: Male  
Nationality: Norwegian  
URL for web site: <http://people.uio.no/sverrbla>

## EDUCATION

2012 M.Phil., Psychology, University of Oslo  
2004 Dr. juris, (Doctor of law), University of Oslo  
1999 M.A., Intellectual History, University of Oslo  
1994 Cand. juris, (Master of law); University of Oslo

## EMPLOYMENT EXPERIENCE

2017 Spring Visiting Research Fellow, Harvard Law School, Program on Negotiation  
2014 - Current Professor, Faculty of Law, University of Oslo  
2013 – Current CEO, Palatin AS (Consulting and educational services firm)  
2013 – 2014 Associate Professor, Faculty of Law, University of Oslo  
2012 – 2013 Consulting and Educational Services, Self-employed  
2007 – 2012 Postdoctoral Fellow, Faculty of Law, University of Oslo  
2003 – 2007 Attorney-at-law, Wiersholm Law Firm, Oslo  
2000 Spring Visiting Research Fellow, Faculty of Law, Copenhagen University  
1999 – 2003 Research Fellow, Faculty of Law, University of Oslo  
1997 – 1999 Deputy Judge, Sandefjord City Court  
1994 – 1996 Associate lawyer, Vislie, Ødegaard & Kolrud Law firm, Oslo

## TEACHING (University of Oslo)

### *Current Teaching*

- Contracts
- Civil Procedure
- Negotiation
- Conflict Resolution
- Ethics

### *Past:*

- Tort law
- Environmental law
- Labor Law
- Administrative Law

### *External:*

- Negotiation, Mediation, Conflict Resolution, Ethics, Rhetoric

## CORE SKILLS

- Teaching and presenting
- Facilitation of group processes
- Problem solving and analysis
- Mediation
- Negotiation
- Rhetoric
- Ethics
- Legal research

## **AUTHORED BOOKS**

- 2014 Blandhol, S. *Konfliktanalyse*. [Conflict Analysis] Oslo: Fagbokforlaget. (337 pp.)
- 2013 Blandhol, S. *De beste grunner. Reelle hensyn i juridisk argumentasjon*. [The best reasons. Policy arguments in legal reasoning] Oslo: Gyldendal Juridisk (225 pp.)
- 2005 Blandhol, S. *Nordisk rettspragmatisme: Savigny, Ørsted og Schweigaard om vitenskap og metode*. [Nordic legal pragmatism: Savigny, Ørsted and Schweigaard on science and method]. København: DJØF Publishing. (288 pp.)
- 1999 Blandhol, S. *Juridisk ideologi: Alf Ross' kritikk av naturretten*. [Jurisprudential ideology. Alf Ross' criticism of natural law.] København: Jurist- og Økonomforbundets Forlag (162 pp.)

## **EDITED BOOKS**

- 2010 Blandhol, S., Møller, T.M., & Wehus, G. *Epiktets Håndbok – Om Kunsten å Leve*, [The Handbook of Epictetus], Oslo: Vigmostad & Bjørke (200 pp. Translation and Commentary)
- 2007 Blandhol, S. & Michalsen, D. (eds.). *Rettsforsker, politiker, internasjonalist – Perspektiver på Francis Hagerup* [Legal scientist, politician, internationalist – Perspectives on Francis Hagerup], Oslo: Pax forlag. (Anthology about the influential legal scientist and former prime minister of Norway, Francis Hagerup, at the 150 years anniversary of his birth).
- 1997 Blandhol, S., Holtsmark, H. & Tønseth, J.J. (eds.) *En vandrer på jorden – om Emil Boysons liv og diktning* [A wanderer on earth – On Emil Boysons life and poetry], Oslo: Aschehoug (Anthology about the Norwegian modernist poet Emil Boyson)

## **AWARDS and GRANTS**

- 2019-2022 WP Coordinator, *CELL Active Learning*, DIKU Teaching Grant
- 2012 The Norwegian Association of Accountants Best Article Award for article titled 'Utførelsen av revisjonsoppdrag og ubevisst moral: Årsaker til etisk svikt', *Revisjon og Regnskap* No. 1, 2012. 37-45.

## **PROFESSIONAL ACTIVITIES**

- 2016 – Current Dispute Resolution Research Group, Faculty of Law, University of Oslo, Chair
- 2015 – Current Dispute Resolution Forum, Faculty of Law, University of Oslo, Chair
- 2003 – 2011 Ideas in History, Member of Editorial Board

## **MEDIATION/CONSULTING/EXTERNAL TEACHING**

My external teaching and consulting experience includes programs:

- The Norwegian Bar Association
- The Lawyers Educational Center
- The Norwegian Association of Accountants,
- Major Law firms,
- Major Accounting firms
- Private and public entities.

Mediation experience in family and commercial cases as External Mediator for Sandefjord City Court



# CV - Birgitte Hagland



**ROLE IN THE PROJECT:** WP3 Coordinator, Writing Pillar Leader

## PERSONAL INFORMATION

Family name, First name: Hagland, Birgitte  
Date of birth: 15 August 1977  
Nationality: Norwegian  
URL for personal web site: <https://www.jus.uio.no/ifp/english/people/aca/birgitth/index.html>

## EDUCATION

2012 Basic pedagogical competence, Educational Research Institute, University of Oslo (UiO)  
2012 Philosophiae Doctor (Ph.D), Faculty of Law, UiO  
2004 Cand. Jur., Faculty of Law, UiO

## CURRENT AND PREVIOUS POSITIONS

2013-present Associate Professor, Faculty of Law, UiO  
2005-2013 Doctoral Research Fellow, Faculty of Law, UiO  
2004-2005 Executive Officer, Norwegian Competition Authority

## MOBILITY (All research stays abroad lasted ca. three months)

2010 Visiting fellow, Centre for Enterprise Liability (CeVia), University of Copenhagen, Denmark  
2006–07 Visiting Fellow, University of New South Wales, Sydney, Australia  
2005 Visiting fellow, Stockholm Centre of Commercial Law, University of Stockholm, Sweden

## TEACHING ACTIVITIES - BACHELOR AND MASTERS

### *University of Oslo – Course Coordinator or Co-coordinator*

2017 – present Introduction to Law (first year/JUS 1111),  
2017– present Lecturer, Tort Law (first year/JUS 1111)  
2017 – present Head of Legal Writing (1–4th year)  
2017– present Legal Methodology (first year/JUS 1211)  
2013-present Supervisor of Master Students (fifth year)  
2013-2015 Course coordinator, Legal Practice (fifth year/JUS 5010)  
2013 Lecturer Trademark Law(fifth year/JUS 5820)  
2013 Teacher, Contract Law (third year/JUS 3111)  
2011-2012 Teacher, Legal Methology (first and fourth year/JUS 1211 and JUS 4111)  
2005-2017 Teacher, Tort law (first year/JUS 1111)  
2005-2017 Teacher, Introduction to Law (first year/JUS 1111)

## ORGANISATION OF SCIENTIFIC MEETINGS

2019 Private Law Symposium, Founder and Head of Board, University of Oslo  
2018 Private Law Symposium, Founder and Head of Board, University of Oslo  
2015 Nordic Tort Law; co-organizer with Law Faculty, University of Bergen  
2009 Nordic Tort Experience/co-organizer, University of Oslo

## **INSTITUTIONAL RESPONSIBILITIES**

- 2019 External member, Appointment Committee, Associate Professor, HIL/Norway  
2016 Opponent, PhD defence, University of Aarhus/Faculty of Law/Denmark

## **PROJECT MANAGEMENT EXPERIENCE**

- 2019-present Director and Founder, Oslo Centre of Commercial Law, University of Oslo  
2017-2019 Deputy Head of the research group Commercial Law, University of Oslo

## **COMMISSIONS OF TRUST**

- 2019-present President, Norwegian Financial Complaints Board for Casualty Insurance  
2017-present Reviewer for various leading Nordic journal boards  
2017-2019 Vice President, Norwegian Financial Complaints Board for Casualty Insurance  
2005–09 Deputy, Regional Committee for Medical and Health Research Ethics  
2003–09 Academic review board, *Retfærd (Nordic Journal of Law and Justice)*

## **TEN MAJOR PUBLICATIONS**

- 2018 Hagland, B. and Wilhelmsen, T.L.: ‘Tort Law’ in International Encyclopedia of Laws (IEL), Kluwer Law International (220 p.)  
2018 Hagland, B. and Wilhelmsen, T.L., *Om erstatningsrett - Med utgangspunkt i tekster av Peter Lødrup*, Gyldendal (397 p.)  
2012 Hagland B. *Erstatningsbetingende medvirkning*, Gyldendal (346 p.)  
2018 Hagland, B. ‘Erstatningsvern ved personskade på saksområder hvor kvinner er typiske skadelidte’, *Tidsskrift for erstatningsrett, forsikringsrett og trygderett*, 79- 107.  
2018 Hagland, B. ”Individuelt oppreisningsansvar for seksuelle krenkelseser”; *TfeRT*, s. 75- 78  
2016 Hagland, B. and Bruserud, H. ‘Er regelen "uten virkning" en regel uten virkning?’, in E. Hjelmeng (eds.), *Ugyldighet i privatretten - minnebok for V. Hagstrøm*, Fagbokforlaget, 223 – 244  
2007 Hagland, B. *Opphavsrettslige lisensnektelser som misbruk av dominerende stilling*, Universitetsforlaget, 19-79  
2019 (forthcoming): Hagland, B. ‘Statens oppreisningsansvar ved Menneskerettsbrudd’, *Tidsskrift for erstatningsrett, forsikringsrett og trygderett*.  
2019 (forthcoming): ‘From Aristotle’s arithmetic proportion to ménage-à-trois’, *Oslo Law Review*.  
2019 (forthcoming): Hagland, B. ‘Lovgivers forhold til pragmatisme i Rettsanvendelsen’, Centerets Skriftserie, Stockholm Centre of Commercial Law.

## **INVITED PRESENTATIONS TO MAJOR CONFERENCES (selected)**

- Keynote Speaker, Pragmatisme, *Stockholm Centre of Commercial Law*, Sweden, 2018
- Speaker, *Private Law Consortuim*, Harvard, 2018
- Keynote Speaker, Privatrettssymposiet, UiO, 2018
- Keynote Speaker, *Nordiske Formuerettsdager*, Sweden, 2017
- Speaker, Stockholm Oxford Law Symposium, Christ Church, Oxford 2016 ‘

# CV – Tobias Mahler



**ROLE IN THE PROJECT:** WP2 Co-Coordinator, Tech Pillar Co-Leader

Date of birth: 11.02.1973  
Sex: Male  
Nationality: German  
URL for website: <http://people.uio.no/tobiasm>

## EDUCATION

2010 PhD, Faculty of Law, University of Oslo, Norway, 1 Sept. 2010  
2001 Master of Laws (LLM), joint degree, Hanover University, Germany and University of Oslo (sehr gut)  
2000 German Law Degree: First State Exam in Law (*Prädikat*), Appeal Court for the State of Schleswig-Holstein, after studies at Kiel and Trier Universities  
1996 Diploma Spanish for lawyers, Trier University, Germany

## CURRENT

2015- Professor, Norwegian Research Center for Computers and Law (NRCCL), Faculty of Law, University of Oslo

## PREVIOUS POSITIONS

2013-15 Associate Professor, NRCCL, Faculty of Law, University of Oslo  
2010-13 Postdoctoral Fellow, NRCCL, Faculty of Law, University of Oslo  
2010-10 Researcher, Norwegian Computing Centre  
2006-11 Corporate Legal Counsel / *Advokatfullmektig* (part time), Kongsberg Automotive ASA, working with business contracts in the automotive industry  
2006-09 Doctoral Fellow, NRCCL, Faculty of Law, University of Oslo  
2004-06 Researcher in EU-financed research projects, NRCCL  
1995-96 Research Assistant, Institute for Environmental and Technical Law, Trier, Germany

## TEACHING ACTIVITIES

2018- Board Member  
Programme Committee for Master in laws, University of Oslo

2013- Academic Director  
Master of Laws (LLM) Programme in Information and Communication Technology Law,

- Conducted a major reform of the LLM programme, during which 50 % of the courses were substituted, leading to increased student involvement

Courses:

- Cybersecurity Regulation
- Internet Governance
- Robot Regulation, Legal Technology and Artificial Intelligence
- Electronic Communications Law
- E-Commerce Law
- Norwegian Law of Contracts
- German for Lawyers
- PhD course in Transnational Law

Thesis supervision at PhD level (4) and masters level

2010-16 Guest lecturer  
King's College, London, Department of Informatics; annual guest lectures for MSc in Computing, IT Law & Management

2012-13 Lecturer (part time)  
Queen Mary, University of London - Institute of Computer and Communications Law,

- Centre for Commercial Law Studies: developed a distance learning module on Internet governance for the LLM programme in Computer and Communications Law
- 2008-12 Guest lecturer  
Swedish Law and Informatics Research Institute; seminars on legal risk management
- 2008-12 Guest lecturer  
Institute for Industrial Economics, University of Stavanger

### FELLOWSHIPS AND AWARDS

- 2010-13 Postdoctoral Fellow, Norwegian Research Council and UNINETT NORID AS
- 2006-09 Doctoral Fellow, Norwegian Research Council
- 2006 Runner-up for “Best Student Paper Award” at the First International Conference for Legal, Security and Privacy Issues in IT

### MOBILITY

- 2017 Visiting researcher, Max Planck Institute for Foreign and International Criminal Law in Freiburg, Germany
- 2013 Visiting Fellow, Stanford Center for Internet and Society, USA

### MAJOR TEACHING AND RESEARCH GRANTS

- 2019-2022 WP Coordinator, *CELL Active Learning*, DIKU Teaching Grant, 5 million NOK
- 2019-2020 WP Coordinator, *The Digital Lawyer*, DIKU Teaching Grant, 0.6 million NOK
- 2019-2023 Deputy Project Manager / Legal Research Leader: *VIROS, Vulnerability in the Robot Society*, Research Council of Norway, 25 million NOK
- 2016-2020 Deputy Project Manager: *SIGNAL, Security in Internet Governance and Networks: Analysing the Law*, Uninett Norid / Research Council of Norway, 11,6 million NOK
- 2013-2016 WP Coordinator, *Coco-Cloud, Confidential and Compliant Clouds*, 7th Framework EU project, overall budget 4,7 million €
- 2012-2015 WP Coordinator, *RASEN, Compositional risk assessment and security testing of networked systems*, 7th Framework EU project, overall budget 4,5 million €
- 2005-2009 Participant: *ENFORCE*, Research Council of Norway, UiO budget 1,6 million NOK
- 2004-2007 WP Coordinator, *TrustCoM*, 7th Framework EU project, overall budget 10,8 million €

### MAJOR COLLABORATIONS

- Editorial board member of *Journal of Strategic Contracting and Negotiation*
- Referee for academic journals, including for *International Journal of Law and Information Technology* (Oxford University Press)
- Programme committee member for several international conferences and workshops with an IT focus, including inter alia: *International Legal Informatics Symposium* (IRIS, Salzburg), *Global Internet Governance Academic Network*, Academic symposium
- Appointed to adjudication committees abroad (PhD and Professor)
- Board Member, Oslo Legal Hackathon Norway
- Deputy Member, Regional committee for medical and health research ethics (Oslo)

### OVERVIEW AND CITATION OF PUBLICATIONS

- 39 academic publications; Google Scholar citations: 288 H-Index: 11. Three major publications:
- Generic top-level domains. A study of transnational private regulation. (Cheltenham: Edward Elgar, 2019).
  - Identity management and data protection law: Risk, responsibility and compliance in “Circles of Trust”. (Co-authored with Thomas Olsen). *Computer Law & Security Report*, 2007, 23(4), p. 342–351 and 2007, 23(5), p. 415–426.
  - Defining Legal Risk. Proceedings of the Conference "Commercial Contracting for Strategic Advantage - Potentials and Prospects", Turku University of Applied Sciences, 2007, pp. 10-31.

# CV- Sofie Høgestøl



**ROLE IN THE SFU:** WP1 Co-Coordinator, Advocacy Pillar Co-Leader

Date of birth: 23 March 1986  
Sex: Female  
Nationality: Norwegian  
URL for web site: <http://people.uio.no/sofieah>

## EDUCATION

2019 PhD Law, Faculty of Law, University of Oslo, Norway  
*Thesis: Seniority as an Element of Case Selection: A Study of Five Legal Frameworks that Have Governed the Selection of Cases at International Criminal Court*

2012 LL.M. (Distinction)  
Georgetown University Law Centre, Georgetown University, United States

2009 Graduate Diploma of Law  
College of Law of England and Wales, United Kingdom

2008 BS.c. (hons) International Relations  
Department of International Relations, London School of Economics, United Kingdom

## CURRENT AND PREVIOUS POSITIONS

2019- Lecturer  
Faculty of Law, University of Oslo, Norway

2013- Doctoral Research Fellow  
Faculty of Law/ Norwegian Centre for Human Rights, University of Oslo, Norway

2013 Lecturer of Law  
Royal University of Law and Economics, Cambodia

2012-2013 Legal Intern  
Extraordinary Chambers in the Courts of Cambodia, Cambodia

2012 Research Assistant  
Georgetown University Law Centre, Georgetown University, United States

## FELLOWSHIPS AND AWARDS

2018 *Det Juridisk Reiserfond av 1973*, University of Oslo

2018 CUNP Scholarship, Norwegian Centre in Paris, University of Oslo, Norway

2017 Fulbright Norway Young Researcher Award 2017, Norwegian Fulbright Association, Norway

2014 & 2015 SYLF Fellow, Ryoichi Sasakawa Young Leaders Fellowship Fund, University of Oslo, Norway

2012 Thomas Bradbury Chetwood, S.J. Prize for highest grade point average in graduating class from Georgetown University Law Centre, USA

2012 CALI Award of Excellence for Best Exam in Introduction to U.S. Constitutional Law from Georgetown University Law Centre, USA

2011-2012 Norwegian Fulbright Scholar

## TEACHING ACTIVITIES –DOCTORAL LEVEL

2019 - Internationalization, Transnational Law and Comparativism, University of Oslo  
2018 - Research Dissemination for PhDs, University of Oslo

## TEACHING ACTIVITIES – BACHELOR AND MASTERS

2019 - Norwegian Criminal Procedure, University of Oslo  
2019 - Criminal Law for Non-Lawyers, University of Oslo  
2019 - Norwegian Constitutional Law, University of Oslo

2015 - Bachelor Thesis in International Studies, University of Oslo  
 2014 - Public International Law, University of Oslo  
 2014 - International Criminal Law, University of Oslo  
 2014 Women's Law and Human Rights, University of Oslo  
 2014 Oral Advocacy and Legal Writing, University of Oslo  
 2013 – 2015 Moot Court, University of Oslo  
 2013 International Human Rights Law, Royal University of Law and Economics, Cambodia  
 2013 Moot Court JESSUP Coach, Royal University of Law and Economics, Cambodia  
 Supervision: 2 Master students since 2014  
 Nominated for both the Student Union's teaching award for the University of Oslo and the student's teaching award of the Faculty of Law in 2014 and 2015.

#### **INSTITUTIONAL RESPONSIBILITIES AND COMMISSIONS OF TRUST (Selected)**

2018 - Deputy Member, Norwegian Nobel Committee (Awards the Nobel Peace Prize)  
 Norway  
 2017 - Member, Norwegian Election Act Commission  
 Norway  
 2017- Member, The Young Academy of Norway  
 2016-2017 President of the PhD and Postdoc organization of the University of Oslo (UiODoc)  
 University of Oslo, Norway  
 2014-2016 Member of the University Board  
 University of Oslo, Norway  
 2014 Leader of PhD Council  
 Faculty of Law, University of Oslo, Norway

#### **SELECTED PUBLICATIONS**

- Andersson, Anna Ingeborg; Høgestøl, Sofie A.E. & Lie, Anne Christine (eds.) (2018). *Fremmedkrigere: forebygging, straffeforfølgning og rehabilitering i Skandinavia*. Gyldendal Juridisk. ISBN 9788205502642. 440 p.
- Andersson, Anna Ingeborg; Høgestøl, Sofie A.E. & Lie, Anne Christine (2018). Innledning, in : Anna Ingeborg Andersson; Sofie A.E. Høgestøl & Anne Christine Lie (eds.), *Fremmedkrigere : forebygging, straffeforfølgning og rehabilitering i Skandinavia*. Gyldendal Juridisk ,p. 9-24
- Høgestøl, Sofie A.E. (2018). En generell kriminalisering av fremmedkrigere: den norske modellen og påtaleskjønn i straffeloven § 145, in: Anna Ingeborg Andersson; Sofie A.E. Høgestøl & Anne Christine Lie (eds.), *Fremmedkrigere : forebygging, straffeforfølgning og rehabilitering i Skandinavia*. Gyldendal Juridisk, p. 27 – 64.
- Høgestøl, Sofie A.E. (2016). The Habré Judgment at the Extraordinary African Chambers: A Singular Victory in the Fight Against Impunity. *Nordic Journal of Human Rights*. ISSN 1891-8131. 34(3), p. 147-156.
- Høgestøl, Sofie A.E. (2016). Er Den internasjonale straffedomstolen afrikafiendtlig? Konfliktselektivitet og internasjonale straffedomstoler. *Internasjonal Politikk*. ISSN 0020-577X. 74(2), p. 1- 23.
- Høgestøl, Sofie A.E. (2015). Palestinian Membership of the ICC: A Preliminary Analysis. *Nordic Journal of Human Right* ISSN 1891-8131. 33(3), p. 193- 202.

#### **MEDIA AND RESEARCH DISSEMINATION**

I am passionate about research dissemination, and frequently write and speak on issues of international law and criminal justice in Norwegian media. I have written several opinion editorials and blogs on these topics for *Aftenposten*, *VG*, *Dagbladet*, *Dagsavisen*, *Minerva* and *Agenda Magasin*. I am also regularly interviewed by *NRK*, *TV2* and *Nyhetskanalen*.

# CV - Jon Chr. F Nordrum,



**ROLE IN SFU:** WP1 Co-Coordinator, Clinical Pillar Co-Leader

Date of birth: 21.10.1974  
Sex: Male  
Nationality: Norwegian  
URL for web site: <http://people.uio.no/joncn>

## EDUCATION

2017 Philosophiae Doctor (Ph.D), Faculty of Law, University of Oslo  
Supervisor Inge Lorange Backer  
2005 Legum Magister, New York University School of Law, US  
2004 Candidatus Juris, University of Tromsø

## CURRENT AND PREVIOUS POSITIONS

2017- Associate Professor, University of Oslo, Faculty of Law  
2016-2017 Lecturer, University of Oslo, Faculty of Law  
2010-2016 PhD-Scholar, University of Oslo, Faculty of Law  
2005-2010 Legal advisor, Office of Legal Counsel (Lovavdelingen), Norwegian Ministry of Justice

## FELLOWSHIPS AND AWARDS

2015 Scholarship for writers, Cappelen Damm (Publisher), awarded for a planned textbook in administrative and environmental law  
2004-5 Fulbright scholarship, US-Norway Fulbright Foundation  
2004-5 Arthur Vanderbilt scholarship, full-tuition scholarship, New York University School of Law  
2003 One-year student scholarship, environmental law, Norwegian Research Council, Miljørettsprogrammet

## TEACHING ACTIVITIES

### *Course Coordinator*

2017- Legislative Studies (*Lovgivningslære*)  
2017- Introduction to Administrative Law (Introduksjon til forvaltningsrett)

### *Supervision*

2012- 6 Master Students, 1 Research Fellow, Faculty of Law, University of Oslo  
1 Research Fellow, Faculty of Law, University of Tromsø (co-supervision)

### *Other teaching activities*

Since 2011:

- Lectures administrative law
- Welfare law
- Environmental law
- International law
- Administrative law

Since 2008

- Courses on how to prepare legislation, Centre for Continuing Education, The Norwegian Lawyers Association

## TEACHING AND RESEARCH GRANTS

2019-2022 WP Coordinator, CELL Active Learning, DIKU Teaching Grant, 5 million NOK  
2019-2020 WP Coordinator, *The Digital Lawyer*, DIKU Teaching Grant, 0.6 million NOK

## **INSTITUTIONAL RESPONSIBILITIES**

- 2019- Member, Committee for Constitutional and Administrative Law, Centre for Continuing Education, The Norwegian Lawyers Association, Member
- 2018- Coordinator, 2<sup>nd</sup> year, Masters-program in Law, University of Oslo
- 2018- Project Leader, Plain Legal Language, University of Oslo
- 2017- Chairman, National Law Commission on Education Act
- 2015-cont.: Member, Committee for Education Law, Centre for Continuing Education, The Norwegian Lawyers Association, Member
- 2012-cont.: Member, Board, the Norwegian branch of The Nordic Administrative Association (*Det nordiske administrative forbund*)
- 2008-cont.: Responsible for the area Legislative Practice (praktisk regelteknikk, lovgivningslære), Centre for Continuing Education, The Norwegian Lawyers Association
- 2011-12 Chairman, Government Commission on Administrative Sanctions, submitted the report *Administrative sanctions, reactions and criminal liability in the Aquaculture Act* (in Norwegian), The Ministry of Fisheries
- 2006-12 Secretary, Norwegian branch of The Nordic Administrative Association (*Det nordiske administrative forbund*)
- 2010-12 Member, National Law Commission, which proposed a new Kindergarten Act (NOU 2012: 1 *Til barnas beste – ny lovgivning for barnehagene*)
- 2008-12 Member of the Board, Fulbright Alumni Association Norge
- 2007-10 Elected representative, Office of Legal Council, The Ministry of Justice

## **SELECTED PUBLICATIONS**

- 2019 (forth.) Legislation in Norway, in Karpen, Ulrich and Xanthaki, Helen (eds.), *Legislation in Europe, Country by Country*, Hart Publishing
- 2019 (forth.) *Der Weg zu mehr sprachlicher Klarheit in der norwegischen Gesetzgebung*, [The way to greater linguistic clarity in Norwegian legislation], GAL-Symposium Rechtslinguistik
- 2017 *Better Regulation? Analysis of causation in the preparation of laws and regulation*, ph.d. University of Oslo, (will be published as a book on Gyldendal Forlag, June 2019)

## **SELECTED TALKS AT MAJOR CONFERENCES**

- 2020 (forth.) How should we write laws in the future? Speaker (*referent*) The 42th Nordic Meeting of Lawyers (Norwegian)
- 2019 (forth.) How can we test if the legislative language is good?, *Språk och rätt i forskning, utbildning och praktik*, Linneæus University, Växjö, Sweden (Norwegian)
- 2019 (forth.) *The future of law-making in Norway*, 11th OECD Conference on Measuring Regulatory Performance, Oslo, June 2019
- 2018 *Using vague language in laws and regulations to facilitate interaction with professional judgement*, Fourth European Symposium on the Comprehensibility of Legal Provisions, Bundesministerium der Justiz und für Verbraucherschutz, (The German Ministry of Justice), November 2018
- 2017 *Climate Laws*, Co-speaker, The 41th Nordic Meeting of Lawyers (Norwegian)
- 2015 *The legislative knowledgebase, evaluation of laws*, Evaluation Conference 2015, Norwegian Evaluation Association.
- 2013 *On knowledge and regulation: Part I Regulatory Impact Assessment, Part II Cost-Benefit Analysis, Part III Evaluation*, Seminar on better regulation for Icelandic government-lawyers, The Icelandic Prime Ministers Office
- 2012 *Net Law Benefit? The dream of a political algorithm*, Nordic Meeting of Administrative Lawyers, Bergen (Norwegian).
- 2012 *Evaluating Laws*, Lawyers Congress 2012
- 2008 *Sovereignty and international investment treaties*, Speaker, The 38th Nordic Meeting of Lawyers (Norwegian)

## **CAREER BREAKS**

2010 parental leave 5 months; 2012 Parental leave 5 months; 2014 Parental leave 5 months