
Professor Paul Maharg, FRSA, SFHEA

Curriculum Vitae



PERSONAL DETAILS

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EDUCATION

MA (Hons), Class I	English Literature & Language	Glasgow University, 1974-78
PhD	Literature, aesthetics, philosophy	Edinburgh University, 1978-81
PGCE		Jordanhill College of Education
Dip Ed (Merit)		Glasgow University 1981-82
LLB		Glasgow University 1990-92

EMPLOYMENT HISTORY

- Professor of Legal Education**
 Northumbria Law School, University of Northumbria Feb 2010 – present
 Largely a research-based post. Responsible for leading research into experiential learning, and staff development of those staff presenting for REF 2014 in Legal Education in the Law School, as well as expanding the legal educational projects outlined below. Also responsible for development of multimedia initiatives and Standardised Client initiatives.
- Professor of Law, Co-Director of Professional Practice Courses**
 Glasgow Graduate School of Law, University of Strathclyde 2003 – Jan 2010
 Responsible for Diploma in Legal Practice (DLP) and Professional Competence Course (PCC). Intake in 2009/10: 272 students on the Diploma, and c.130 trainees on the PCC
- Senior Lecturer in Legal Practice**, Glasgow Graduate School of Law 1999-2003
- Lecturer**, then **Senior Lecturer** Glasgow Caledonian University 1992-99
- Lecturer**, University & Adult Education, various employers in HE & FE 1983-90

TEACHING RESPONSIBILITIES IN NORTHUMBRIA

Legal Research & Writing

- Substantially redrafted and improved both face-to-face (68 students) and online learning modules (260 students), aligning them to leading compositional and rhetorical research. Taught using a new model of intensive learning where the learning zone is also the assessment zone.
- Supervision of PhD student, working on assessment of clinical learning.

STAFF DEVELOPMENT RESPONSIBILITIES IN NORTHUMBRIA

- Facilitate Clinic staff in developing research projects and producing research publications.
- Assist with multimedia design and development, eg webcasts, podcasts, new curriculum designs.
- Advise and assist on project development, eg use of SIMPLE simulations, development of a mobile learning research project in professional legal education involving use of iPads and simulation.

DIRECTORIAL RESPONSIBILITIES IN GGSL

- Co-ordination and direction of five technical staff in the Learning Technologies Development Unit (LTDU).
- ICT development in teaching and learning in the Diploma and PCC, including the development of a world-class online virtual community, multimedia resources and webcast/podcast initiatives
- Curriculum development and timetabling of teaching, learning and assessment
- Allocation of financial resources within DLP & PCC
- Quality of teaching, learning and assessment within the DLP and PCC courses, including oversight of tutor-practitioner performance (over 150 tutors)
- Co-ordination and production of resources for staff and students in over 35 modules
- Co-ordination of GGSL academic staff and Visiting Professorial staff in:
 - co-authorship of resources
 - teaching and development of skills materials for use within the Diploma and related courses
 - authoring and annual revision of paper-based & web resources
- Identification and co-ordination of appropriate training to part-time tutor-practitioners (with co-Director)

TEACHING RESPONSIBILITIES IN GGSL

Diploma in Legal Practice

- Skills teaching in interviewing, legal writing, drafting and ICT, particularly in the Foundation Course in Professional Legal Skills
- Online co-ordinator and facilitator, Personal Injury Negotiation Transaction
- Tutor, Ardcalloch Legal Information and Advice Service (ALIAS)

Other Teaching

- Co-ordination of innovative Undergraduate & Postgraduate Induction Programme, with associated video lecture development
- Development of ICT initiatives in the law school's LLM programmes.

INNOVATIONS IN TEACHING, LEARNING & ASSESSMENT

Development of a collaborative, flexible, problem-based, virtual teaching & learning environment for cross-disciplinary professional education.

The environment involved the creation of a fictional town on the web, and interactive elements within it, including virtual law firm websites, and web-based communications. This is a world-first: no one else teaches or assesses law using this method or this simulation environment. Technical elements included websites, professional learning environment, collaborative learning tools and much else, and was integrated across the entire professional legal programme in the GGSL, alongside more conventional forms of teaching, learning & assessment. The environment has attracted much attention from jurisdictions world-wide including Hong Kong, Japan, Taiwan, Canada, Australia, USA, the Netherlands and Ireland. It included collaborative project-work in Personal Injury transactions, Conveyancing, Private Client work, Civil Court, and Practice Management. It has also entailed the development of a body of legal educational theory, based around concepts of transactional learning, that is unique in the legal educational literature, and which is already influencing the direction of future e-learning and curriculum design in law. I have developed this in numerous articles & book chapters, a book-length study of legal education and edited collections (see below).

This transactional learning environment has been further developed within the Simulated Professional Learning Environment project. SIMPLE was a JISC project in the Large Scale Implementation of Innovative Technologies stream, within the Innovative E-Learning theme (2006-8). This highly successful two-year project created open-source software tools for professional simulations, and evaluate its use in six law schools (Glamorgan, Stirling, West of England, GGSL, UWE & Warwick) as well as three other professional schools in Strathclyde University – Architecture, Social Work and Management Science. Our project partner was UKCLE (www.ukcle.ac.uk). Funding totalled £204,500 from JISC, UKCLE and BILETA.

SIMPLE won two awards – the prize for Innovation at the 2009 JISC E-Assessment Competition, and in 2010 the Leadership Award for Best Simulation Toolkit at the Global Learning Consortium's Learning Impact Awards ceremony in Barcelona.

The SIMPLE project is now an international community of practice based at <http://simplecommunity.org>. We have obtained funding from the Centre for Computer-Assisted Learning & Instruction (CALI) in the USA, institutions in the UK (\$40,000), and are currently working with the Australian National University Legal Workshop and others. We also liaised closely with our sister simulation project in the Netherlands, Sieberdam (which was inspired by the development of Ardcalloch, following a two-day seminar held in Amsterdam in 2002), and enabled them to achieve substantial funding from the Dutch government for further development of their own transactional environment. As a result of our efforts over joint funding, we earned the sum of €50,000 for our own project.

Multimedia Resources for Professional Legal Education

I was editor of an annually-updated collection of multimedia resources in GGSL. These were used to develop students' professional legal skills on the Diploma. The collection was one of the most successful e-learning initiatives in the UK. At a fraction of the cost of similar ventures in other institutions, we created a body of multimedia units that was highly effective in skills-based learning, and which was flexible enough to be used throughout the Diploma and beyond. Other institutions

asked us to provide them with similar resources, and we formed successful projects with them, eg Oxford Institute of Legal Practice.

Video / podcast lectures

I was responsible for the ongoing design of interactive video/podcast learning environments that was used within the professional practice courses and in the Law School at Strathclyde. These included the embedding of e-lectures with other electronic and paper-based resources. Our work transformed the shape of large-group teaching on the Diploma, and did so for other courses in the Law School at undergraduate level. The success of the resources attracted one of the leading providers of the Legal Practice Course in England, the College of Law, to form a three-year joint-venture & consultancy agreement with us to produce similar resources for their LPC in the first instance, with the resources branded as 'i-tutorials'. This initiative significantly impacted upon teaching, learning and finances at the College: there are now few large-group lectures on the College LPC; while recent research has proved that students and law firms are convinced that i-tutorials contribute to flexible and effective learning methods.

Standardized Client (SC) Initiative

From the body of research literature and practice in medical education we developed a world-first initiative in the use of SCs within professional legal education. This multi-disciplinary international educational project, begun in 2004, involved the Clinical Skills Unit of Dundee Medical School, Georgia State University, Brigham Young University, College of Law and the UK Centre for Legal Education. We attracted over £25,000 in grants. SCs were used not just to deliver training but also to assess students' professional skills and attributes in interviewing. To date SCs have been trained in Strathclyde Law School, Northumbria Law School, University of New Hampshire Law School, Australian National University College of Law, the Law Society of Ireland, Letterkenny Law School, Donegal, and Kwansai Gakuin University Law School, Japan. Hong Kong University Law Faculty may also be developing them soon. For further information, see our occasional SCI blog at <http://zeugma.typepad.com/sci>.

Virtual Learning Environments (VLEs) Research Project

The GGSL was the lead institution in a multi-institutional project examining the impact and use of VLEs on law schools, including University of Warwick and University of Lancaster. This one-year project (March 2005-March 2006) involved the creation of a website which was a resource for best practice, and which was used by law schools to showcase examples of good practice across the UK. Grants totalled £12,000. For further information, see VLE Project at <http://www.ukcle.ac.uk>.

PROFESSIONAL EDUCATIONAL ACHIEVEMENTS

Apart from those listed in the above section, they include:

- *Internationally-recognised leadership in technology-enhanced learning*
- *Educational liaison and partnership nationally & internationally* with other law schools internationally, with regulatory bodies in England, Scotland and Ireland, Society of Writers to the Signet, and the legal profession in Scotland and England.
- *Management of change cultures within academic setting*, as well as within the professional legal setting
- *Vision and innovation in professional legal education* in accordance with the high-level aims of our Graduate School and Strathclyde University, including the design of:
 - elearning environments that are practical and effective while highly innovative
 - curriculum structures for professional training that are unique in the UK, and based on research into professional education and training.
- *Formation and leadership of ICT Unit* (Learning Technologies Development Unit – five members)

- *Management of Legal Practice Courses administrative team* (five members)

EXTERNAL POSTS, EXTERNAL EXAMINERSHIPS, CONSULTANCIES & PROFESSIONAL SOCIETY MEMBERSHIPS

External Fellowships & Visiting Professorships

- Senior Fellow, Higher Education Academy (2007).
- Fellow of the Royal Society for the Arts (2009).
- Adjunct Professor, Australian National University, Canberra (2011).
- Higher Education Academy, National Teaching Fellow (2011).

External Examinerships:

- BA in Law & Management degree, Law Faculty, Robert Gordon University, 1998-2001
- LLM in Law, AI and Risk Assessment, Edinburgh University, 2003-4
- External Accreditor, postgraduate Certificate in Legal Practice, Law School, University of Ulster, April 2007
- LLB, Glasgow Caledonian University, 2007-2010
- University of Ulster, External Examiner, postgraduate Certificate in Legal Practice, Law School, 2009-present.
- External Accreditor, College of Law US Gateway Programme, November 2010.
- External Examiner, College of Law US Gateway Programme, September 2012-present.

Consultancies:

- ICT Facilitator, United Kingdom Centre for Legal Education, University of Warwick, and member of UKCLE Virtual Learning Environments (VLE) Project
- ICT & Curriculum Design Consultant, RechtenOnline, (Government-funded initiative in higher education, Netherlands – see <http://www.rechtenonline.nl>)
- Joint project with Oxford Institute of Legal Practice in the design and implementation of multimedia units for professional legal education
- Law Society of Scotland, PCC curriculum development
- Law Society of Scotland, TPC Phase 1 & Phase 2 Reports
- Law Society of Scotland, Diploma in Legal Practice Curriculum Design Reports
- Law Society of Scotland, Diploma Working Party on Learning Outcomes.
- Law Society of Scotland, commissioned as lead author for design and implementation of entrance criteria and procedures, learning outcomes and assessment guidelines for the Professional Education and Training (PEAT) Stage 1 component of the Society's new professional education programme.
- SRA, advisor on Working Party to the formation of the Qualifying Law Transfer Scheme (2010)
- SRA, advisor on Mapping Outcomes: Day One Outcomes (England & Wales) to Scots Legal Educational Outcomes.
- Kaplan, on the design and development of Standardized Client assessment.
- Member of Legal Education & Training Review team (LETR – <http://letr.org.uk>) -- review of regulation of legal education in England and Wales. Successful competitive bid, worth £0.25M, 18 months duration, reporting to SRA, BSB and IPS.
- National Skills Academy for Social Care, on pilots of experiential learning.

Professional Society Memberships

- Chair of British and Irish Law Education Technology Association (BILETA), 2003-06. BILETA (www.bileta.ac.uk) is the oldest-established IT and Law organisation in Europe, and numbers over 50 UK Law Schools among its members. As Chair, I liaised with UK law schools and with senior

members of the judiciary in England and Wales, chairing three UK conferences and one international conference, and hosted the annual conference at Northumbria in 2012.

- Member of EARLI (European Association for Research in Learning and Instruction)
- Member of editorial boards of the *Journal for Information, Law & Technology* (JILT) and the *International Review of Law, Computers & Technology*
- Society of Legal Scholars (Legal Education sections)
- Member, JISC E-Pedagogy Expert Group (invitation-only)
- Member of Law Society of Scotland Committees (2001-2010):
 - Education & Training Committee
 - Diploma Co-ordinating Committee
 - Professional Competence Accreditation Panel

RESEARCH

At Strathclyde Law School I was entered in the 2001 (5A) and 2008 RAEs, and will be entered for REF2014 at Northumbria Law School.

Book Series

1. Maharg, P., Maughan, C., Mertz, E., eds (2011-2014) *Emerging Legal Education*. Ashgate Publishing, Aldershot. 1-3 volumes to be commissioned & published per annum for three years. To date, we have one published, five in press, and three under negotiation. The series exceeds publisher's expectations.
2. de Freitas, S., Maharg, P., eds (2011-2015) *Digital Games and Learning*. Routledge, London. Ten volumes to be commissioned over five years. To date, four commissioned with another three under negotiation.

Books published or in press

1. Maharg, P. (2007). *Transforming Legal Education: Learning and Teaching the Law in the Early Twenty-First Century*, Ashgate Publishing, Aldershot. For endorsements of the book see below, p.13. See also <http://www.transforming.org.uk/> and <http://tinyurl.com/682e86b>
2. de Freitas, S., Maharg, P., eds (2011). *Digital Games and Learning*, Continuum Publishing, London. For endorsements, see below, p.13. See also <http://tinyurl.com/3h3fdvy>.
3. Maharg, P., Maughan, C., eds (2011). *Affect and Legal Education: Emotion in Learning and Teaching the Law*. Ashgate Publishing, Aldershot. For endorsements, see below, p.14. See also <http://tinyurl.com/3uexzaw>.
4. Bankowski, Z., del Mar, M., Maharg, P., eds (October 2012, in press) *Beyond Text: The Arts and the Legal Academy*. Ashgate Publishing, Aldershot.

Book projects

5. Maharg, P., McGhee, M., eds (forthcoming). *Professional Education and Higher Education*. Based upon a convivium to be held on Papa Westray 2013.
6. de Freitas, S., Maharg, P. (2014). *The Moral Compass: Ethics in Games and Simulations*
7. Maharg, P., Ker, J. eds (2015). *Standardized Clients in Legal Education: Research and Guidelines*.
8. Johnstone, R., Maharg, P. Mertz, E., eds (2015/16). *A Research Companion to Legal Education*, Ashgate Companion Series, Ashgate Publishing, Aldershot.
9. Maharg, P. (2016). *Genealogies of Legal Education: A Critical Appraisal of Learning in Law*.

Peer-reviewed book chapters and journal publications

Book Chapters (since 2000)

1. Maharg, P., (2000), "Context cues cognition": writing, rhetoric and legal argumentation, in *Learning to Argue in Higher Education*, eds Richard Andrews & Sally Mitchell, Heinemann/Boynton Cook, New York
2. Maharg, P. (2001) Plans for action, time for reflection: an experiment with time, action and personal development', in *Personal Development Planning in Practice: A Series of Case Studies*, edited by Juwah, C., et al, CLASS, Aberdeen.
3. Maharg, P. (2001). Imagined communities, imaginary conversations: failure and the construction of legal identities, in *The State of Scots Law: law and Government after the Devolution Settlement*, ed Lindsay Farmer, Scott Veitch. Butterworths, London, 135-150.
4. Maharg, P., Paliwala, A. (2002) 'Negotiating the Learning Process with Electronic Resources', in *Effective Learning and Teaching in Law*, edited Burrige, R. et al., London, Kogan Page, 81-104
5. Maharg, P. (2004) Virtual communities on the web: transactional learning and teaching, in *Aan het werk met ICT in het academisch onderwijs*, edited by Anton Vedder, Wolf Legal Publishers, Nijmegen, 75-93
6. Barton, K., Maharg, P. (2006) Simulations in the wild: interdisciplinary research, design and implementation, in *Games and Simulations in Online Learning*, edited by Aldrich, C., Gibson, D., Prensky, M, Idea Group Ltd, Hershey, PA, 115-148 (16,000 words)
7. Maharg, P. (2006) Authenticity and professionalism: transactional learning in virtual communities, in *Innovating E-Learning Practice, The Proceedings of Theme 3 of the JISC Online Conference, Innovating E-Learning 2006*, ed by Minshull, G., Mole, J., chapter 6, 33-42. Invited conference paper and chapter, peer-reviewed.
http://www.jisc.ac.uk/media/documents/programmes/elearning_pedagogy/webook_theme3_a4.pdf
8. Maharg, P. (2007) Epilogue: Future directions for gaming and simulation, in Mayer, I., Stegers-Jäger, K., Bekebrede, G., eds, (2007) *Spelend Leren in Virtuele Werelden. Bouwstenen voor Online Gaming in het Hoger Onderwijs*, Wolters-Hoordhoff, Groningen/Houten, pp.235-37 (invited epilogue)
9. Maharg, P. (2007) SIMPLE: Simulation Learning and Professional Practice, in Mayer, I. & Mastik, H., eds. *Organizing and Learning through Gaming and Simulation. Proceedings of ISAGA 2007*, Delft.
10. Gould, H., Hughes, M., Maharg, P., Nicol, E. (2009) The narrative event diagram (NED): a tool for designing professional simulations, in Gibson, D. (ed) *Digital Simulations for Improving Education: Learning Through Artificial Teaching Environments*, IGI Global Books, Hershey, PA.
11. Maharg, P. (2009) Simulation, technology and professionalism, in *New Currents in Law School Education: The Use of Simulation and Web-Based Approaches*, Kwansai Gakuin University Press, Osaka, 15-42 (Japanese).
12. Maharg, P., Nicol, E. (2009) Cyberdam and SIMPLE: a study in divergent developments and convergent aims, in *Learning in a Virtual World: Reflections on the Cyberdam Research and Development Project*, eds Warmelink, H, Mayer, I., Wolf Publishers, Nijmegen.
13. de Freitas, S., Maharg, P. (2011) Digital games and learning: modelling learning experiences in the digital age, in de Freitas, S., Maharg, P. (eds) *Digital Games and Learning*, Continuum Press.
14. de Freitas, S., Maharg, P. (2011) Introduction. de Freitas, S., Maharg, P. (eds) *Digital Games and Learning*, Continuum Press.
15. Maharg, P. (2011). Space, absence, silence: the intimate dimensions of legal learning, in Maharg, P., Maughan, C., eds, *Affect and Legal Education: The Impact of Emotion on Learning and Teaching the Law*, Ashgate Publishing, Aldershot.
16. Maharg, P., Maughan, C. (2011) Introduction, in Maharg, P., Maughan, C., eds, *Affect and Legal Education: The Impact of Emotion on Learning and Teaching the Law*, Ashgate Publishing, Aldershot.

17. Maharg, P. (2012) The identity of Scots law: redeeming the past, in *Scottish Life and Society. A Compendium of Scottish Ethnology. Law*, ed. Mark Mulhern. Birlinn Press & The European Ethnological Research Centre, Edinburgh.
18. Maharg, P. (2012). Simulation: a pedagogy emerging from the shadows, in *Educating the Digital Lawyer*, O. Goodenough, New Providence, NJ, Matthew Bender.
19. Maharg, P. (2012). Assessing legal professionalism in simulations: the case of SIMPLE, in Cerillo, A., Delgado, A.M., eds, *La Innovacion en La Docencia del Derecho a Traves del USO de las TIC*. Universitat Oberta de Catalunya, Barcelona.
20. Maharg, P. (2012, in press). 'You are here': learning law, practice and professionalism in the Academy, in Bankowski, Z., Maharg, P. del Mar, M., editors *The Arts and the Legal Academy. Beyond Text in Legal Education, vol 1*. Ashgate Publishing, Aldershot.
21. Maharg, P. (2012, in press). 'Associated life': democratic professionalism and the moral imagination, in Bankowski, Z., del Mar, M., eds, *The Moral Imagination and the Legal Life. Beyond Text in Legal Education, vol 2*. Ashgate Publishing, Aldershot.
22. Maharg, P. (2012, forthcoming), Beatific moral theory and legal learning, UK Centre for Legal Education, in Webb, J., ed., [Title unknown as yet]. Sense Publishers, Rotterdam.

Peer-reviewed Journal Volumes Edited (since 2000)

1. Maharg, P. (2001) *International Review of Law Computers & Technology*, As We May Learn... Web-based Learning, Teaching & Assessment in Law, 15, 3, nine items, 261-379
2. Maharg, P. (2003) *International Review of Law Computers & Technology*, BILETA Edition, 17, 1, ten items, pp.1-115
3. Maharg, P., Muntjewerff, A.J. (2005) *The Law Teacher*, 'Special Edition on ICT', 39, 1, iii-viii, eight items

Peer-reviewed Journal Articles, 1995-present

1. Maharg, P. (1995). Lorimer, Inglis and R.L.S.: law and the kailyard lockup, *The Juridical Review*, 3, 280-91
2. Maharg, P. (1996). Contracts: an introduction to the skills of legal writing and analysis, *Journal of Information, Law and Technology*, 1, 1, <http://elj.warwick.ac.uk/jilt/cal/1maharg/default.htm>
3. Maharg, P. (1996). (Re)-telling stories: narrative theory and the practice of client counselling, *The Law Teacher*, 30, 3, 295-314
4. Barton, K., Duncan, P., McKellar, P., & Maharg, P. (2000). The Paisley pattern: IT and legal practice in Scotland, *Scots Law & Practice Quarterly*, 5, 3, 217-239
5. Maharg, P., (1999). The culture of Mnemosyne: open book assessment and the theory and practice of legal education' *International Journal of the Legal Profession*, 6, 2, 219-39.
6. Maharg, P. (2000). 'Rogers, constructivism and the jurisprudence of legal education', *International Journal of the Legal Profession*, 7, 3, 198-203
7. Maharg, P., (2000). Law, learning, technology: reiving ower the Borders', *International Review of Law, Computers, Technology*, 14, 2, 155-170
8. Barton, K., McKellar, P., Maharg, P., (2000). Situated learning and the management of learning: a case study, *The Law Teacher* 34, 2, 141-163
9. Maharg, P. (2001). Negotiating the web: legal skills learning in a virtual community, *International Review of Law Computers & Technology*, 15, 3, special edition, 'Web-based Teaching, Learning & Assessment in Law', edited Maharg, P., 345-361
10. Maharg, P. (2001). Introduction: as we may learn..., *International Review of Law Computers & Technology*, 2001, 15, 3, special edition, 'Web-based Teaching, Learning & Assessment in Law', edited Maharg, P., 261-65

11. Maharg, P., Muntjewerff, A. (2002). Through a screen, darkly: electronic legal education in Europe', *The Law Teacher*, 'Legal Education in Europe', 36, 3, 2002, 307-332
12. Maharg, P. (2003). 'Introduction' *Law, Computers & Technology*, Special Issue: BILETA Edition, edited Maharg, P., 17, 1, 3-7
13. Maharg, P. (2004). Professional legal education in Scotland, *Georgia University State Law Review*, Summer, 20, 947- 76
14. Maharg, P., Muntjewerff, A.J. (2005). Editorial: Legal Education and Information Communications Technology (ICT), *The Law Teacher*, 'Special Edition on ICT', 39, 1, iii-viii
15. McKellar, P., Maharg, P. (2005). Virtual learning environments: the alternative to the box under the bed, *The Law Teacher*, 'Special Edition on ICT', 39, 1, 43-56
16. Barton, K., Cunningham, Jones, C.G., Maharg, P. (2006). Valuing what clients think: standardized clients and the assessment of communicative competence. *Clinical Law Review*, 13,1, 1-65 (28,239 words)
17. Maharg, P. (2006). On the edge: imagining ICT and professional legal learning, *Web Journal of Current Legal Issues*, special issue on Legal Education, edited by Spence, M. (11,542 words)
18. Maharg, P., Owen, M. (2007). Simulations, learning and the metaverse: changing cultures in legal education, *Journal of Information, Law, Technology*. Special Issue on law, education, technology, 1, http://www2.warwick.ac.uk/fac/soc/law/elj/jilt/2007_1/maharg_owen (10,382 words)
19. Duncan, N., Maharg, P. (2007). Black box, Pandora's box or virtual toolbox? An experiment in a journal's transparent peer review on the web, *International Review of Law, Computers & Technology*, 21, 2, 109-28 (10,606 words).
20. Barton, K., McKellar, P., Maharg, P. (2007). Authentic fictions: simulation, professionalism and legal learning, *Clinical Law Review*, 14, 1, 143-93 (21,074 words)
21. Agapiou, A., Maharg, P., Nicol, E. (2010). Construction and constructivism: learning contract management and administration via simulated transactions. *Centre for Education in the Built Environment Transactions Journal*, 7, 2, 37-54 [ISSN:1745-0322].
22. Maharg, P. (2012). Sea-change. *International Journal of the Legal Profession*. Special issue: Symposium in Honour of William Twining, 18, 1&2, 139-64.

Professional reports and articles

1. Maharg, P., *et al*, (1997). *The Diploma in Trading Standards: A Curriculum Review* (130pp). In 1996/97, Director of the Trading Standards Research Group that, in competitive tender for the contract grant of £20,000, was appointed to carry out research into the professional education of Trading Standards Officers throughout the UK. We reported to the then Local Government Management Board and Institute for Trading Standards. Our recommendations were the basis for subsequent revisions of the curriculum by the Institute.
2. Maharg, P. (2001). *Professional Competence Course* (100pp). Research requested by, and conducted on behalf of, the Law Society of Scotland into the design of the Professional Competence Course resulted in a 100-page report containing 22 recommendations to the Law Society Council. A research grant of £12,000 was made available for this research. On completion, I was called upon to draft the programme specification and provider guidelines for this national course.
3. Maharg, P. (2002). 'Transactional Learning: Web-based Simulations and Legal Education', *Legal Information Management*, 2, 4, 8-16. Invited article in BIALL conference special issue
4. Maharg, P. (2002). 'IT's Progress: The Gradual Revolution', *The Legal Executive*, February 2002, 8-13. Invited article on special issue on legal education
5. Maharg, P. (2002-3). *Reports to The Law Society of Scotland on Test of Professional Competence Open-Book Pilot Examinations, Phase 1 and Phase 2*
6. Two reports compiled for the Law Society of Scotland on the function and results of the TPC open-book examinations. These reports changed the direction of LSS strategy regarding assessment of professional knowledge and competence.

7. Anderson, S., Maharg, P., (2003). *Minority and Social Diversity in Legal Education* Research carried out on behalf of the Scottish Executive into forms of ethnic and socioeconomic diversity in Scottish legal education. Research contract won in competitive bid and conducted with NFO System 3. Presented to Scottish Executive March 2003 and reported widely in the national and legal press. To date, still one of pieces of authoritative research on ethnic and social diversity in legal education in Scotland.
8. Maharg, P. (2003). *Curriculum Models for the Diploma in Legal Practice* (44pp) Report on comparison of the models of professional development in four jurisdictions, namely British Columbia, New South Wales, England & Wales, and Scotland, with a view to comparing the professional training programme in Scotland to each of the other jurisdictions. This report influenced the wide-ranging review of the Diploma in Legal Practice.
9. Maharg, P. (2004). Firm foundations, *Journal of the Law Society of Scotland*, 49, 8, 15-18
10. Maharg, P. (2004). Mind the gaps, *Journal of the Law Society of Scotland*, 49, 9, 47
11. Maharg, P. (2004). Virtual firms: transactional learning on the web, *The Online Journal of the Law Society of Scotland*, <http://journalonline.co.uk/article.aspx?id=1001154>
12. McKellar, P., Maharg, P. (2004). Talk about talk: are discussion forums worth the effort? Vocational Teachers' Forum, *Learning in Law Initiative Conference*, University of Warwick, <http://www.ukcle.ac.uk/resources/vtf/maharg.html>.
13. Maharg, P., (2006). SIMPLE – Simulations for Professional Legal Learning, *D-Lib* Invited article, 2,000 words
14. Maharg, P., (2005). Transactional learning environments and professional legal education in Scotland, *Bar Examiner*, The National Conference of Bar Examiners, USA, edited Walljasper, A.. Invited paper, 2,000 words
15. Maharg, P., (2005). A portrait of the online tutor as Thelonus Monk, *Directions*, 11, <http://www.ukcle.ac.uk/directions/issue11/maharg.html> (2,058 words)
16. Gould, H., Hughes, M., McKellar, P., Maharg, P., Nicol, E. (2008) *SIMulated Professional Learning Environment (SIMPLE). Final Programme Report*. 43,239 words, 93pp.
17. Maharg, P. (2008). *Simulation Activities for Client-based Compliance Programmes*. Report to law firm Simmons & Simmons, LLP.
18. Maharg, P., Walker, S. (2008). *Learning Technologies Development Unit – Activity Report 2006-2008*. Internal Law School report for Law School Review.
19. Priddle, J., Maharg, P., McKellar, P., Lysaght, D. (2010). *Simshare: Project Final Report*. University of Warwick, UKCLE.

Conference Papers & Presentations

The list of conference presentations is extensive, particularly in recent years, in part as a deliberate strategy to publicise my work in the field of legal education and ICT. Largely as a result of this, GGSL gained a national and international reputation for innovation and excellence in curriculum design and ICT; and the same is beginning to happen for Northumbria University Law School. Below are the conference and workshop papers I gave during **2011**.

1. Maharg, P. (2011). Simulation in legal pedagogy: SIMPLE and Simshare. Invited presentation, University of Northumbria, Health Faculty Workshop, 13 January.
2. Maharg, P. (2011). Open Education Resources and simulations. Invited presentation, University of Glamorgan, UKCLE Subject Centre Workshop on Simulation, 18 January.
3. Maharg, P. (2011). Experiential learning and theories of legal education, Invited paper, Law Society of Ireland *Workshop on Legal Education*, Dublin, 20 January.
4. Maharg, P. (2011). Innovative assessment in the law school. Northumbria Law School, 26 January.

5. Gill, M., Maharg, P., Rawstorne, J. (2011). QLTS: client-centred assessment of qualified lawyers. *Learning in Law Annual Conference*, 27 January
6. De Freitas, S., Maharg, P. (2011). Digital games and learning: theoria, cultura and praxis. *Learning in Law Annual Conference*. 28 January.
7. Cunningham, C., Duncan, N., Maharg, P. (2011). When and how should legal ethics be learned? *Learning in Law Annual Conference*. 28 January.
8. Maharg, P. (2011). Of kindergartens and law schools: learning justice in the 21st century. Invited staff development presentation, De Montfort Law School, 9 February.
9. Maharg, P. (2011). *Digital Games and Learning: contexts of 21st century professional learning*. Invited presentation, BPP, London, 11 February.
10. Maharg, P. (2011). *Digital Games and Learning: contexts of 21st century professional learning*. E-Learning Special Interest Group, Health Subject Centre, Open University, Milton Keynes, 1 March.
11. Maharg, P. (2011). Sea-change. Invited keynote, British and Irish Law Education Technology Association Conference, Manchester Metropolitan University, 11 April.
12. Barton, K., Garvey, J., Maharg, P. (2011). Standardized clients and SIMPLE (SIMulated Professional Learning Environment): learning professionalism through simulated practice. FutureEd Conference 3, New York Law School, New York, 15 April. See <http://tinyurl.com/3picwfy>.
13. Maharg, P. (2011). Kindergartens and law school design. Invited presentation, Exeter University Law School Staff Development Workshop, 4 May
14. Maharg, P. (2011). iPads and legal education. Invited presentation, Exeter University Law School Staff Development Workshop, 4 May.
15. Maharg, P. (2011). Sea-change. Invited presentation, IT Retreat, University of Strathclyde Law School, Ross Priory, Loch Lomond, 10 May.
16. Maharg, P. (2011). 'Associated life': social software, professional relationships and democratic professionalism. Invited presentations, Law Workshop, College of Law, Australian National University, Canberra, Australia, 5-10 June.
17. Maharg, P. (2011). Suspended judgement: Kant, Dewey and Arendt on (re-)thinking reflection and practice. *Critical Thinking inside Law Schools*, hosted by Professor Raquel Medina Plana, Legal History Department, Facultad de Derecho, Universidad Complutense de Madrid, Spain; Ulrike Schultz, Senior Academic FernUniversität in Hagen, Germany. Oñati, International Institute for the Sociology of Law, Gipuzkoa, Spain, 24 June.
18. Maharg, P. (2011). *Affect and Legal Education: Emotion in Learning and Teaching the Law*. Special session: 'Emotion and Legal Education', organised, introduced & chaired by Maharg. Society of Legal Scholars Annual Conference, Downing College, Cambridge, 5 September. Session included the following presentations:
 - a. Instead of a career: work, art and love in university law schools, Anthony Bradney (Keele Law School)
 - b. Can litigators let go? The role of practitioner-supervisors in clinical legal education programmes, Sara Chandler (College of Law)
 - c. What do academics think and feel about quality?, Chris Maguire (BPP Law School).
19. Maharg, P. (2011). Change and curriculum design: tools, approaches, technology. Invited presentation, School of Law & Humanities, Letterkenny Institute of Technology, Donegal, Ireland, 26 September.
20. Maharg, P. (2011). Standardized clients: ethics and learning as one. Invited presentation, Teaching Legal Ethics Workshop hosted by Nigel Duncan (City University Law School) & Clark Cunningham (Georgia State University College of Law), City University, London, 29 October.
21. Maharg, P. (2011). Standardized Client Seminars. Law Workshop, College of Law, Australian National University, Australia, 7-9 November.
22. Maharg, P. (2011). Kindergartens for civic and critical professionalism: a transformative vision for law schools. Invited keynote, APLEC Conference, University of Technology, Sydney, Australia, 10 November.

- a. OER, Simshare and SIMPLE: learning professionalism through simulated practice. Invited presentation, APLEC Conference, University of Technology, Sydney, Australia, 11 November.
- b. 'Associated life': democratic professionalism and the moral imagination. Invited presentation, APLEC Conference, University of Technology, Sydney, Australia, 11 November.

KNOWLEDGE TRANSFER & RESEARCH FUNDING

This has been mentioned where appropriate elsewhere in my CV. In the last ten years I have generated over £500,000 through national and international KT or successful competitive bids. Other recent funded projects include the following:

1. Strathclyde University Law School was a partner institution in the successful project application to JISC's Open Educational Resources (OER) programme (see <http://www.jisc.ac.uk/whatwedo/programmes/oer.aspx>). Objectives:
 - a. Collation of simulation resources which are repurposed as open educational content
 - b. Creation of guidelines for future publication of simulation projects
 - c. Increase awareness of staff to use simulation more widely and effectively through staff development.
 - d. Create methodologies that will help staff to see more clearly how simulation OER can be interpreted and in particular how to:
 - i. Generate or re-purpose a simulation
 - ii. Archive a simulation
 - iii. Retrieve a simulation and analyse its component parts for educational value and purpose

The project started in July 2009 and ran for a year. By the end of the project Strathclyde Law School received around £60,000 under a variety of budget headings, out of a total budget of £247,000 (SU could not be a lead institution because the programme was funded by HEA and HEFCE, and only English institutions could be lead partners).

2. I am a project partner in the successful UKCLE bid to review legal education in England and Wales (other participants: Prof Avrom Sherr, Prof Julian Webb, Dr Jane Ching). The Legal Education and Training Review (originally Review2020, now titled Legal Education and Training Review [LETR]) is commissioned by the SRA, BSB, and IPLS, and sets out to be the most wide-ranging review of legal education in England and Wales since Ormrod. See <http://letr.org.uk>
3. I was awarded a Higher Education Teaching Fellowship in 2011, with an accompanying grant of £10,000.
4. In July 2011 I was awarded a Teaching Development grant of £7,000, and a BILETA grant of £3,000, which I won for the iLEGALL (iPads in Legal Learning) project at Northumbria Law School.

SCHOLARLY INVITATIONS, 2000 – present

- Visiting Scholar, Law School, University of Groningen, Netherlands, Sept 2003
- Visiting Scholar, Law School, University of Hong Kong, May 2007
- Visiting Scholar, Law School, Griffith University, Brisbane, Australia, June 2007
- Visiting Scholar, Law School, Kwansai Gakuin University, Osaka, Japan
- Visiting Scholar and Adjunct Professor, Legal Workshop, Australian National University, Australia, April, 2009; 2010
- Visiting Scholar, Law School, University of Kobe, Kobe, Japan, August 2009
- Visiting Fellow, Teaching Exchange Fellowship, University of Hong Kong Law Faculty, May 2012

FURTHER RESEARCH INFORMATION

For further information and draft papers, presentations, etc., see my blog at <http://paulmaharg.com>, my Slideshare page at <http://www.slideshare.net/paulmaharg>, and my SSRN page at <http://ssrn.com/author=272987>.

ENDORSEMENTS OF TRANSFORMING LEGAL EDUCATION

Transforming Legal Education makes a compelling, and controversial, claim for the potential of ICT to democratise legal education. It should be read by anyone who believes the future of law teaching will be little different from its past.

Julian Webb, Professor of Legal Education, University of Warwick Law School and Director of the UK Centre for Legal Education.

Transforming Legal Education confirms Paul Maharg's position as a leading world authority on the future of legal education. His book is a remarkable blend of high scholarship and practical insight. It should contribute profoundly to the development of e-learning in the law.

Professor Richard Susskind OBE, author, *The Future of Law and Transforming the Law*.

This is an outstanding book, a must-read for anyone with a professional and intellectual interest in legal education. Paul Maharg has brought together insights from social, educational, legal educational and information technology histories, theories and his own mould-breaking technological innovations to produce a powerful argument for transactional learning in the transformation of legal education.

Professor Abdul Paliwala, University of Warwick Law School.

In this enlightening and novel take on where legal education needs to go, Paul Maharg has brought together past experience and present knowledge with an eye to the fast-developing future. What makes this possible – and coherent, even inspiring – is the imaginative deployment of a synthetic conception of education. Transforming Legal Education draws upon the insights of John Dewey, but in ways that animate engagement with the latest simulation technologies, all the while holding in view the many-faceted demands of professional preparation.

Professor William Sullivan, Senior Scholar, The Carnegie Foundation for the Advancement of Teaching.

ENDORSEMENTS OF DIGITAL GAMES AND LEARNING

Digital Games and Learning is a much-needed addition to the burgeoning field of serious gaming. The book's emphasis on issues that matter to a wide range of stakeholders – from practitioners, to researchers, to policy-makers – asks us to look beyond departmental, institutional, and professional silos in order to advance practice, research, and theory.

George Veletsianos, Assistant Professor of Instructional Technology, University of Texas at Austin, USA

Digital Games and Learning represents a valuable snapshot of the current state of the field, one which builds on more than a decade of research on games-based learning, one which brings together both veterans and newcomers, one which is sure to spark more debates.

Henry Jenkins, Provost's Professor of Communications, Journalism and Cinematic Art, University of Southern California, USA.

ENDORSEMENTS OF AFFECT AND LEGAL EDUCATION. EMOTION IN LEARNING AND TEACHING THE LAW

By throwing light on the ways in which emotions play a significant role in both learning and teaching law, this international collection from some of the leading experts in legal education draws our attention to a much-neglected aspect of the educational process. It deserves to be widely read, seeking to enrich our understanding both of law students and law teachers by revealing just how crucial the affective domain is in relation to the rational thinking that we generally assume lies at the heart of legal education.

Fiona Cownie, Keele University, UK

This pioneering text devotes long overdue attention to the role of the affective domain in legal education and compels action: at stake is the psychological and ethical wellbeing of our students, their educators and the practicing profession. To accommodate affect is not to oppose cognitive and lawyering excellence, but to enhance it. This volume will be essential reading for those committed to the moral-ethical development of a functioning and humane legal profession.

Sally Kift, Queensland University of Technology, Australia