

Professor Paul Maharg, FRSA, NTF, PFHEA

Curriculum Vitae



PERSONAL DETAILS

Place of residence: Scotland
 Blog: <http://paulmaharg.com>

EDUCATION

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

CURRENT EMPLOYMENT

I am now semi-retired. My current employments are as follows:

1. *Consultant in Legal Education (0.4)*

Osgoode Professional Development (OPD), Osgoode Hall Law School April 2022 – present

Project responsibilities at OPD

- Design innovative teaching and learning using digital tools, simulation and PBL
- Incorporate skills training and its assessment into the LLM in Canadian Common Law, to include the design, build and use of a virtual law practice environment, called SIMPLE (see below)
- Lead the SIMPLE build project (budget: \$630,000 CAD) liaising with a US software house, Forio.com and with colleagues in OPD
- Disseminate SIMPLE software to law schools internationally
- Dovetail Sim Client project with online asynchronous transactions on the SIMPLE platform
- Provide consultation and training to staff on assessment diversity

2. Professor of Law (0.2)

Manchester Metropolitan Law School, Sept 2024 – Sept 2027

Project responsibilities at Manchester Met Law School (MLS)

- Lead an online Simulated Client (SC) initiative, which will include assisting colleagues to dovetail the initiative into relevant programmes
- Develop cutting-edge technology-enhanced postgrad professional legal education provision at MLS in areas of learning and assessment, and develop staff capacity to embed digital innovation in their programmes
- Continue my research & scholarship; assist colleagues in MLS who wish to contribute to the scholarship of learning and teaching by co-writing, reviewing, holding workshops etc.
- Assist in organising and bringing scholarly events to MLS
- Raise the profile of MLS nationally & internationally within legal education and professional practice
- Bring international contacts to the School to enhance collective knowledge and educational practices

3. Visiting Professor

Faculty of Law, Chinese University of Hong Kong (2016-25: third term)

Projects

- Sim client project set up with faculty members
- Keynote lectures at biennial legal education conferences
- Online and blended problem-based learning in law
- Helped set up a Community of Inquiry project in legal education
- Gave seminars to staff and students on legal skills, digital education, future of legal education
- Assisted in writing for peer-reviewed research publications

EMPLOYMENT HISTORY

My prior employments over the period 1983-2024 are summarised below.

1. *Professor of Practice, Legal Education (0.2)*

Newcastle University Law School, England

March 2020 – March 2024

Project responsibilities at Newcastle Law School

- Curriculum review team member
- Staff mentoring on learning & teaching
- Participation in interdisciplinary research
- Development of simulation projects, including Simulated Client project

2. *Distinguished Professor of Practice – Legal Education (0.8)*

Osgoode Hall Law School, York University, Toronto

April 2017—April 2022

Teaching at Osgoode Hall Law School

- Learning & Leading: with Monica Goyal, innovative Toronto practitioner: a course in professional, ethical, technological understandings and skills using digital simulation and PBL, at JD 3L
- Legal Process, with Professor Shelley Kierstead: use of simulated clients in an experiential learning module, at JD 1L

Directorial and project responsibilities at Osgoode Hall Law School

- Design of innovative learning and teaching projects and approaches using digital tools, simulation and PBL
- Provide skills education into the LLM in Canadian Common Law
- Improve bridging into the LLM for non-lawyers and international students
- Assist in designing online Masters programmes.
- Worked with regulatory bodies in Alberta, Saskatchewan, Manitoba & Nova Scotia as well as Ontario to develop innovative practices in learning & assessment of professional skills & knowledge

Research responsibilities at Osgoode Hall Law School

- Production of research on legal education and its regulation.

3. *Professor of Law (0.2)*

Nottingham Law School, Nottingham Trent University

April 2013 – April 2019

Research & staff development in Nottingham Law School

- Facilitated research projects and research publications in Nottingham Centre for Legal Education
- Advised and assisted on international liaison and project development.
- Contributed to the UK Research Excellence Framework (REF) at levels 3* and 4*.

4. *Professor of Law (1.0)*

ANU College of Law, The Australian National University

March 2013 – April 2017

Teaching in ANU College of Law

Law and Humanities

- Lectures and seminars on an optional higher-level interdisciplinary jurisprudential course, focusing on Enlightenment legal critique and contemporary constitutionality in small nations, including Arts-based critique of justice, encompassing Scottish music, poetry, novels, visual arts and history.

Directorial and research responsibilities in ANU College of Law

- Director of the PEARL Centre. I was responsible for overall directorship of research, publication and events in the Centre. The Centre had four Associate-Directors, over 25 staff members, and international research clusters, and launched in July 2015.
- Contributed to HERDC and ERA research exercises within ANU College of Law (ANU achieved the highest 5* rating).
- Chair of College of Law Editorial Board of the ANU Press
- Chair of PEARL Press Editorial Board, which published the research output of the centre. I contributed one edited book (Maharg & Bone 2019).

- Member of the College Research Committee.

Educational design and development in ANU College of Law

- Developed & led new curricular projects, eg an online PBL JD degree, offered Australia-wide in 2016.
- Facilitated Legal Workshop staff (around 22) in developing research projects and producing research publications.
- Assisted with multimedia design and development, eg webcasts, podcasts, new curriculum designs, and led on specific projects, eg Simulated Clients.
- Advised and assisted on project development across Law Workshop and College, eg use of online simulations, development of mobile learning research projects.
- Assisted with accreditation and regulatory issues in Law School innovation
- Assisted with the innovative deployment of the HEA Fellowship programme in ANU's Centre for Higher Education, Learning and Teaching (CHELT).
- Worked with ANU's Medical School, Literature Dept and CHELT, eg hosting academic visitors at CHELT.

5. **Adjunct Professor**, Australian National University, Canberra (2011-13).

6. **Distinguished Professor of Legal Education**, Sturm Law School, Denver University, CO (2014)

7. **Adjunct Professor**, School of Law, Griffith University, Brisbane (2013-2016)

8. **Visiting Professor**, Hong Kong University Law Faculty (three terms: 2013-22)

9. **Honorary Professor**, Australian National University College of Law (2017 – 2022)

10. ***Professor of Legal Education (1.0)***

Northumbria Law School, University of Northumbria

Feb 2010 – Feb 2013

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.

Teaching in Northumbria

- Designed and taught a Legal Research module at Masters level: substantially re-designed 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.
- PhD supervision (methodologies of assessment of clinical learning).
- Initiated an online webcast project that produced learning resources for the entire undergraduate law degree.
- Designed and implemented a mobile learning research project in professional legal education involving use of iPads and simulation (iPads in LEGAL Learning, iLEGALL).

Staff development in Northumbria

- Facilitated Clinic staff in developing research projects and producing research publications.
- Advised and assisted on project development, eg use of SIMPLE simulations.

11. **Professor of Law, Co-Director of Professional Practice Courses (1.0)**

Glasgow Graduate School of Law (GGSL), University of Strathclyde July 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

Directorial responsibilities in GGSL

- Co-ordination and direction of five technical staff in the Learning Technologies Development Unit (LTDU), five administrative staff, two full-time and two half-time academics, and financial direction.
- Development of technology-enhanced teaching and learning in the Diploma in Legal Practice (DLP) and Professional Competence Course (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
- Financial responsibility for income & expenditure 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 DLP 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 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
- Facilitator, Ardcalloch Legal Information and Advice Service (ALIAS)

Other Teaching

- Co-ordination of innovative Undergraduate & Postgraduate Induction Programmes, with associated video lecture and multimedia development
- Development of technology-enhanced learning initiatives in the law school's LLM programmes.

12. **Senior Lecturer in Legal Practice (1.0)**

Glasgow Graduate School of Law

Jan 1999 – June 2003

13. **Lecturer, then Senior Lecturer (1.0)**

Glasgow Caledonian University

Oct 1992 – Dec 1998

14. **Lecturer**

University & Adult Education, various employers in HE & FE

1983-90

INNOVATIONS IN LEARNING, TEACHING & ASSESSMENT

The following list contains some of my foremost innovations in legal educational practice, all of which have had and are having international impact.

1. **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 was a world-first: no one else taught or assessed law using this method. 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 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 has influenced the direction of future e-learning and curriculum design. 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). 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).

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 was an international community of practice based at <http://simplecommunity.org>. We obtained funding from the Centre for Computer-Assisted Learning & Instruction (CALI) in the USA (\$40,000), institutions in the UK, and have worked 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. It has seeded other, similar innovations, eg SMILE at Hong Kong University Faculty of Law; the Virtual Office Space (VOS) environment in use at ANU and a research cluster in the PEARL centre at ANU; and the Virtual Law Firm environment in the Centre for Canadian Professional Legal Education (CPLD), Saskatchewan.

SIMPLE is currently being re-developed within Osgoode Professional Development as SIMple. Funded by [OsgoodePD](#) and built by [Forio](#), it is being used by faculty in OsgoodePD, Osgoode Hall Law School, and [Manchester Metropolitan U Law School](#).

2. 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 (now embedded in Oxford Brookes University). This was further developed at Northumbria University, ANU College of Law, CPLED and Osgoode Professional Development (OPD).

3. Webcasts and podcasts

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. The work of my team included the embedding of webcasts 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 then 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; while College research proved that students and law firms were convinced that i-tutorials contributed to flexible and effective learning methods. These designs were further developed with other law schools internationally, eg Northumbria University Law School, Osgoode Law School's professional centre, Osgoode Professional Development (OPD), and ANU College of Law JDO programme (see below).

4. Simulated Client (SC) Initiative

From the body of research literature and practice in medical education I and several colleagues 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, 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 over 12 centres internationally, including Strathclyde Law School, Northumbria Law School, University of New Hampshire Law School, Australian National University College of Law, the Law Society of Ireland, Kwansai Gakuin University Law School, Osaka, Japan, Hong Kong University Faculty of Law, Chinese University of Hong Kong Law School, Nottingham Law School, the Solicitors Regulation Authority (the SRA, which used them as the core of the Qualifying Lawyers Transfer Scheme) and the Law Society of Ireland. An international project on the method has been started – the Simulated Client Initiative. Currently, SCs are being used in Canada by Osgoode, and by four Canadian Law Societies for professional training during Articling (the Law Societies of Alberta, Saskatchewan, Manitoba and Nova Scotia, under the aegis of [CPLED](#)). The SRA's Solicitors Qualifying Examination (SQE) relies on the research work and practices developed by SCI staff. A SC project was initiated at Newcastle Law School, 2021-24.

5. 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.

6. iPads in Legal Learning (iLEGALL) Project

I led a project at Northumbria Law School, collaborating with University of Glamorgan Law School and the Law Society of Ireland, on the use of iPads in legal education. The project (2011-12) was funded by HEA, BILETA and Northumbria (£17,000) and output included project reports, iPad apps, courseware, conference papers (at BILETA 2012 and HEA 2012), and publication in the *European Journal of Law and Technology*.

7. Reviews of Legal Services Education

During 2011-13 I was a project partner in the successful bid to review legal education in England and Wales (other participants: Prof Avrom Sherr, Prof Julian Webb, project lead, and Prof Jane Ching). LETR was commissioned by the SRA, BSB, and IPLS, and is still the most wide-ranging review of legal education in either undergraduate or professional education in England and Wales since the Ormrod Report. See <http://letr.org.uk>. I was also a co-author on the subject of common entrance examinations, commissioned by the Law Society of Hong Kong (2015). My approaches to regulation of legal education were also at the core of a report on professional legal education commissioned for the Law Society of Ireland which I led in 2018. Co-authors: Jane Ching and Jenny Crewe (literature review, 290pp; report, 300pp). This has led to an invitation to lead a project to construct a competence matrix for the solicitor branch of the Irish legal profession.

8. Development of an entire JD degree as online Problem-Based Learning (PBL)

At ANU College of Law I led the design of a highly innovative new degree, a PBL-based JD that will be delivered entirely online. The degree is a world-first – no other Law School has attempted this form of degree education. The curriculum is fully qualifying in Australia, and includes Masters components at the later stages of the degree. The College brought together a multidisciplinary team, with Law faculty working alongside technologists, educationalists, medical educationalists and others to design, structure and populate the curriculum. The degree began in May 2016.

9. Development of a new simulation environment

At Osgoode Hall Law School's OPD, I have led an initiative to create a new simulation environment, SIMple, and develop usecases at Osgoode and elsewhere.

PROFESSIONAL EDUCATIONAL ACHIEVEMENTS

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

- *Internationally-recognised leadership in technology-enhanced learning*
- *Educational liaison and partnership nationally & internationally* with other law schools, with professional bodies internationally, and with regulatory bodies internationally.
- *Management of change cultures within academic setting*, as well as within the professional legal setting
- *Vision and innovation in professional legal education* 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 Technology-Enhanced Learning Unit* (at Strathclyde: Learning Technologies Development Unit – five members)
- *Directorship of PEARL* at ANU College of Law
- *Staff development in research* (at ANU, responsible for the research development of Legal Workshop staff in the PEARL centre; at Nottingham Trent U, the research development of Centre for Legal Education staff)
- *Development of Professional Learning Training* at Osgoode Hall Law School and CPLED.

EXTERNAL FELLOWSHIPS, POSTS, EXAMINERSHIPS, PROFESSIONAL SOCIETY MEMBERSHIPS, SCHOLARLY INVITATIONS, CONSULTANCIES

External Fellowships & Visiting Professorships

- Principal Fellow, Higher Education Academy (2015).
- National Teaching Fellow, Higher Education Academy (2011)
- Fellow of the Royal Society for the Arts (2009).
- Adjunct Professor, Australian National University, Canberra (2011-13).
- Adjunct Professor, Griffith University, Brisbane (2013-16)
- Distinguished Professor of Teaching and Learning, University of Denver, Sturm College of Law, September (2014)
- Visiting Professor, University of Hong Kong Law Faculty (three terms: 2013-16; 2016-19; 2019-22)
- Visiting Professor, Chinese University of Hong Kong Faculty of Law (three terms: 2016-2019; 2019-2022; 2022-25)

External Examinerships, 2000 – present

- External Examiner, BA in Law & Management degree, Law Faculty, Robert Gordon University, 1998-2001
- External Examiner, 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
- External Examiner, LLB, Glasgow Caledonian University, 2007-2010
- University of Ulster, External Examiner, postgraduate Certificate in Legal Practice, Law School, 2009-12.
- External Accreditor, College of Law US Gateway Programme, November 2010.
- External Examiner, College of Law US Gateway Programme, 2011.
- External Examiner, LLM (DL online) Computer and Communications Law, Queen Mary College, University of London, 2013-2016.
- External Accreditor, BPP, MSc Law & Business, online degree, 2016.
- External Accreditor, York Law School, JD programme, 2019.
- External Peer Reviewer, School of Law, University College, Cork, Ireland, 2020.

Professional Society & Editorial Memberships, 2000 – present

- Chair of British and Irish Law Education Technology Association (BILETA), 2003-06; Executive Committee member, 2015-18. 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, organising and chairing three UK conferences and one international conference, including BILETA's first entirely online annual conference in 2021. Returned to Executive, 2020-2022. In 2022, in recognition of services, appointed Honorary Vice President, BILETA for life.
- Member of EARLI (European Association for Research in Learning and Instruction)
- Member of AMEE (Association of Medical Educators in Europe)
- Member of editorial boards of the *European Journal of Law & Technology*, and the *International Review of Law, Computers & Technology*.
- Society of Legal Scholars (Legal Education section)
- Member, JISC E-Pedagogy Expert Group (invitation-only)

- Member of Law Society of Scotland Committees incl Education & Training C'ttee and Diploma Co-ordinating Committee (2001-2010).
- Professional Competence Accreditation Panel
- Co-editor, *European Journal of Law and Technology*, 2014 – 18, now Senior Consultant Editor 2018 – present.
- Editorial Board member, *The Law Teacher*, 2013-15.

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; 2011.
- Visiting Scholar, Law School, University of Kobe, Kobe, Japan, August 2009
- Visiting Fellow, Teaching Exchange Fellowship, University of Hong Kong Law Faculty, May 2012
- Distinguished Professor of Teaching and Learning, University of Denver, Sturm College of Law, September 2014

Consultancies, 2000 – present

I was invited to consult with the following clients:

- United Kingdom Centre for Legal Education, University of Warwick (UKCLE), ICT Facilitator, 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>)
- Oxford Institute of Legal Practice, joint project 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 (2011).
- Kaplan Corp, on the design and adaptation of Standardized Client assessment for the Solicitors Qualifying Examination (SQE).
- 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 £0.2M, reporting to SRA, BSB and IPS.
- National Skills Academy for Social Care, on pilots of experiential learning.
- Osgoode Hall, York University, on legal professional programme development (2013).
- Osgoode Hall, York University, on online NCA legal professional programme development (2014-present).
- Consultant to Law Society of Hong Kong Common Entry Examinations project (2013-15).

- Member of the Expert Review Group for the *Smart Casual Project* (<http://bit.ly/1PIFWcB>)
- Consultant to the Victorian Law Admissions Board (2015-16)
- Consultant to [CPLED](#), a consortium of Canadian regulators, developing the [Practice Readiness Education Program \(PREP, 2017-20\)](#)
- Lead Investigator in Report on Solicitor Education in Ireland (2017-18)
- Project Lead, Law Society of Ireland: Development of Competence Framework for Solicitors in Ireland (2019-20).
- Project Lead, Finuas Skillnet, Law Society of Ireland: Development of Skills Matrix for Solicitors (2020-21)
- Report to University of Ulster Law School on future of Legal Innovation Centre (2022)
- Work with [Forvis Mazars](#) on consultancy to the [Legal Services Regulation Authority](#), Ireland.

RESEARCH FUNDING & KNOWLEDGE TRANSFER (KT)

In the last 20 years I have generated over £700,000 through national and international KT or successful competitive bids. Key funded projects include the following:

1. SIMPLE project funding, 2006-7 (see above). Funding totalled £204,500 from JISC, UKCLE and BILETA; and a further 50,000 euros raised in collaboration with Dutch law schools.
2. 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
 - d. Create methodologies to assist in the interpretation, generation, archival and retrieval of OER

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
3. I was a project partner in the successful bid to review legal education in England and Wales. See LETR: <http://letr.org.uk>
4. I was awarded a Higher Education Teaching Fellowship in 2011, with an accompanying grant of £10,000.
5. 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.
6. In 2020, awarded \$63,500 by the Academic Innovation Fund in York University, Ontario, to develop a website and community to share simulation resources on an OER basis. Completed, 2022.
7. I led OPD's project to build a simulation engine for legal education and professional legal education, in Osgoode Hall Law School and internationally. \$630,000 CAD.

8.

RESEARCH

Quality of research

I am regarded as a world-leading scholar in legal education, and my research record evidences this. At Strathclyde Law School I was entered in [RAE 2001](#) (highest possible rating, 5A) and the [2008 RAE](#). I was entered for [REF2014](#) at Nottingham Law School, where my submission was independently assessed as 3* and 4*. At ANU I contributed to [HERDC](#) income, and contributed to the [ERA](#) exercise at The Australian National University in which the ANU College obtained the highest score, namely 5*.

Book Series

I co-founded two book series. *Emerging Legal Education* was the first such series ever to be published:

1. Maharg, P., Deo, M., Macleod, K., eds (2011-present) *Emerging Legal Education*. Originally Ashgate Publishing, Aldershot; now Routledge, London. I founded the series and originally co-edited with Caroline Maughan. 19 titles published to date, with three currently under consideration. The series exceeds publisher's expectations and has been renewed indefinitely. See <http://bit.ly/2flcRNe>.
2. de Freitas, S., Maharg, P., eds (2011-2020) *Digital Games, Simulations and Learning*. Routledge, London. Six volumes published. <http://bit.ly/1fCl89D>

Books published

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.
2. de Freitas, S., Maharg, P., eds (2011). *Digital Games and Learning*, Continuum Publishing, London. For endorsements, see below, p.15.
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, pp.15-16.
4. Bankowski, Z., del Mar, M., Maharg, P., eds (2012) *Beyond Text: The Arts and the Legal Academy*. Ashgate Publishing, Aldershot.
5. Webb, J., Ching, J., Maharg, P., Sherr, A. (2013). *Setting Standards. The Future of Legal Services Education and Training Regulation in England and Wales*. SRA, BSB, IPS.
6. Bone, A., Maharg, P., eds (2019) *Assessment and Legal Education: Critical Perspectives on the Scholarship of Learning and Assessment in Law*. Volume 1: England. Canberra, ANU Press.
7. Dunn, R., Maharg, P., Roper, V., eds (2022). *What is Legal Education for? Reassessing the Purposes of Early Twenty-First Century Learning and Law Schools*. Routledge, London.

Current book projects

8. Maharg, P., Yenssen, A., eds (2026-27). *Simulated Clients in Legal Education: Research, Practices and Guidelines*.
9. Maharg, P. (2026). *Advanced Introduction to Legal Education*. Elgar Advanced Introductions Series. Commissioned and contracted.
10. Macleod, K., Maharg, P., eds (2023-26). *Legal Education in the North Atlantic: The Cultures and Practices of Small Jurisdictions*.

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.
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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.
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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 and editorial, 261-379.
2. Maharg, P. (2003) *International Review of Law Computers & Technology*, BILETA Edition, 17, 1. Ten items and editorial, 1-115.
3. Maharg, P., Muntjewerff, A.J. (2005) *The Law Teacher*, 'Special Edition on ICT', 39, 1, iii-viii, eight items

4. Bloxham, S., Maharg, P. (2013). *European Journal of Law and Technology*, 4, 1. BILETA Edition. Issue in honour of Professor Abdul Paliwala. Eight items and editorial. Available at: <http://ejlt.org/index.php/ejlt/>.
5. Maharg, P. (2015). *European Journal of Law and Technology*, BILETA Edition, Legal Education and Technology, 6, 1. Available at: <http://ejlt.org/index.php/ejlt/>. Four items and editorial.
6. Maharg, P. (2016). *The Law Teacher*, 'Special Edition on Law and Technology', 50, 1. Six items.
7. Maharg, P. (2022). *European Journal of Law and Technology*, 13, 1, BILETA Edition. Available at: <https://ejlt.org/index.php/ejlt/issue/view/69>. Nine items and editorial.
8. Maharg, P. (Forthcoming, 2027). Invitation to guest edit a special edition of the *International Review of Law, Computers and Technology* on legal education and digital technologies.

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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>
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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
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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
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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)
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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*
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.
6. 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.
7. 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.
8. Maharg, P. (2004). Firm foundations, *Journal of the Law Society of Scotland*, 49, 8, 15-18
9. Maharg, P. (2004). Mind the gaps, *Journal of the Law Society of Scotland*, 49, 9, 47
10. 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>
11. 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>.
12. Maharg, P., (2006). SIMPLE – Simulations for Professional Legal Learning, *D-Lib* Invited article, 2,000 words
13. 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
14. Maharg, P., (2005). A portrait of the online tutor as Thelonious Monk, *Directions*, 11, <http://www.ukcle.ac.uk/directions/issue11/maharg.html> (2,058 words)

15. Gould, H., Hughes, M., McKellar, P., Maharg, P., Nicol, E. (2008) *SIMulated Professional Learning Environment (SIMPLE). Final Programme Report*. 43,239 words, 93pp.
16. Maharg, P. (2008). *Simulation Activities for Client-based Compliance Programmes*. Report to law firm Simmons & Simmons, LLP.
17. Maharg, P., Walker, S. (2008). *Learning Technologies Development Unit – Activity Report 2006-2008*. Internal Law School report for Law School Review.
18. Priddle, J., Maharg, P., McKellar, P., Lysaght, D. (2010). *Simshare: Project Final Report*. University of Warwick, UKCLE.
19. Maharg, P., Bloxham, S. (2013). Professor Abdul Paliwala – An Appreciation. *European Journal of Law and Technology*, 4, 1. Available at: <http://ejlt.org/index.php/ejlt/>.
20. Maharg, P., Bloxham, S. (2013). Editorial: 'Too many laws, too few examples'. Regulation, technology, law and legal education.
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22. Ching, J., Maharg, P., Webb, J. (2013). *Legal Education and Training Review (LETR). Literature Review*. SRA, BSB, IPS.
23. Ching, J., Henderson, P., Maharg, P., Sherr, A. (2014). Consultation on the Feasibility of Implementing a Common Entrance Examination in Hong Kong. Final Report and Recommendations. May 2014.
24. Maharg, P. (2014). Editorial. *European Journal of Law and Technology*, 5, 1. <http://ejlt.org/issue/view/23>
25. Maharg, P. (2014). Editorial. *European Journal of Law and Technology*, 5, 2. <http://ejlt.org/issue/view/27>
26. Maharg, P. (2014). Editorial. *European Journal of Law and Technology*, 5, 3. <http://ejlt.org/issue/view/29>
27. Maharg, P. (2014). Editorial. *European Journal of Law and Technology*, 6, 1. <http://ejlt.org/issue/view/26>
28. Maharg, P. (2015). Interview met Paul Maharg. In *De Nieuwe Advocaat. Nieuwe Kansen voor Ondernemende Advocaten*, edited by Christ'l Dullaert, Monique van de Griendt, Juriaan Mensch. Sdu Uitgevers. 209-13. Den Haag.
29. Maharg, P. (2015). *Res Publica: The early days of a better world*. *demos*, 1, 1. <http://www.demosproject.net/res-publica-early-days-better-world/>
30. Maharg, P. (2017). Let's get digital. Paul Maharg explores the potential for AI and legal education. *New Law Journal*, 27 January, 20.
31. Ching, J., Crewe, J., Maharg P. (2018). *Solicitor Education in Ireland: A Report to The Law Society of Ireland*.
32. Crewe, J., Maharg, P., Yenssen, A. (2022). *A Competency Framework for Solicitors in Ireland*. 152pp.
33. Maharg, P. (2023). *Future Development of the Legal Innovation Centre. Report to the University of Ulster Law School*. 53pp.

Conference papers & presentations

The list of conference presentations would extend to many hundreds of items. Conference presentation was a deliberate strategy to publicise my work in the field of legal education and digital technologies, and to publicise developments in the field generally. As an example, below are the conference and workshop papers I gave in 2018:

1. Maharg, P. (2018). Multimedia learning, 2002-2018: A case study across a century of digital learning. Invited staff development seminar, Osgoode Professional Development, Toronto, April.
2. Maharg, P. (2018). An exhibition of future law schools: Three portraits and a seascape. Conference keynote, Directions in Legal Education, 2018, Chinese University of Hong Kong, Hong Kong, June.

3. Maharg, P. (2018). Panel member, The Big Debate. Directions in Legal Education, 2018, Chinese University of Hong Kong, Hong Kong, June.
4. Maharg, P. (2018). Workshop on PBL and legal education. Invited staff development, two-day workshop, June 2018
5. Maharg, P. (2018). Reading Group: Matching student assessment to problem-based learning. Invited staff development, two-day workshop, June 2018
6. Maharg, P. (2018). Reading Group: Staff development in problem-based learning. Invited staff development, two-day workshop, June 2018
7. Ching, J., Maharg, P., Sherr, A., Webb, J. (2018). Legal Education and Training Review: Five years on. Conference keynote, Legal Education and Training Review: Five years on, Leeds Beckett University, June.
8. Maharg, P. (2018). Future law schools and experiential learning. Invited staff development seminar. University of Exeter School of Law, June.
9. Maharg, P. (2018). No degree required? Emerging trends in admissions practices. Invited plenary, Association of Canadian Legal Education Directors, The Advocates' Society, Toronto, September.
10. Maharg, P. (2018). Problem-based learning in legal learning: how can the digital domain be developed? Osgoode Professional Development, November.
11. Maharg, P. (2018). Problem-based learning in legal learning: how can the digital domain be developed? Notts Trent Law School, December.

FURTHER RESEARCH INFORMATION

For further information and draft papers, presentations, etc., see the following websites:

Blog: <http://paulmaharg.com>
 Slideshare: <http://www.slideshare.net/paulmaharg>
 Osgoode Bepress Collection: <https://works.bepress.com/paul-maharg/#>
 ORCID number: <https://orcid.org/0000-0001-9745-7717>

ENDORSEMENTS

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

END