The Present Service-Learning Modes Practicing by Law School in Taiwan

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1. “Professional” Service-Learning?

- All service-learning may be professional but generally speaking the majority of present services are not really professional.

- “Professional service-learning” is defined as the service-learning scheme designed to the students who may become a professional and using his/her professional knowledge to provide professional services and then really learned something meaningfully from these services.
2. Why I chose this topic?
Holistic Education Curriculum 1995~

Holistic Education Curriculum integrated by The Holistic Education Center of Fu Jen University, including three Core Courses:

- **Introduction to University Studies** (Freshman, 2 credits)
- **The Philosophy of Life** (year 2, 4 credits)
- **Professional Ethics** (Senior, 2 credits)
What is “Profession”? 

We are “profession” (?) 
We are teaching the students who will become a profession 
But, two questions arose:

1. what is “profession”? (Does a profession’s teacher/instructor really know the meaning of a “profession”?)

2. how to teach our students to realize the real meaning of “profession” which they pursue to be with their all strength?
Characteristics of a Profession (Wickenden)

- Renders a specialized service based upon advanced specialized knowledge and skill, and dealing with its problems primarily on an intellectual plane rather than on a physical or a manual labor plane.
- Involves a confidential relationship between a practitioner and a client or a employer.
- **Is charged with a substantial degree of public obligation** by virtue of its profession of specialized knowledge.
- Enjoys a common heritage of knowledge, skill, and status to the cumulative store of which professional men are bound to contribute through their individual and collective efforts.
- **Performs its services to a substantial degree in the general public interest**, receiving its compensation through limited fees rather than through direct profit from the improvement in goods, services, or knowledge, which it accomplishes.
- Is bound by a distinctive ethical code in its relationships with clients, colleagues, and the public.
No Ethics, No Profession

An unjust law is no law at all (St. Augustine)

A profession without ethics is no profession at all
How to teach?

• Unlike the specialized knowledge and skill, it was difficult to me (perhaps all teachers are having the same feelings) to teach our students to realize the real meaning of “profession” and might be therefore to deeply respect it.

• Tried, tried, tried, tried and more tried

• Five different teaching methods in five years

• But depression, depression, depression, depression and more depression

Look sample but teach difficult
A turning point - Service-Learning Courses
In 2001, FJU was awarded a four year project grant by Ministry of Education for “Integration of Humanities Education Professional Curriculum”.

In 2005, a program named “Law-Rooting” planned by me and fully supported by FJU.
“Law-Rooting” propose

This was an experimental program after comprehensively reviewing and analyzing the legal services afforded by all law school in Taiwan at that time (2005) and its propose was trying to develop a new professional legal services-learning scheme for law school students.
“Law-Rooting” _ in brief

• Weekly legal education for primary school upper grade students (0800~0840 every Friday)
• For a long-term (3.5 months or 14 weeks)
• Services providers (year 4 law students) > 100 (25 teams)
• Services providees (year 5,6 primary school students) > 600 (25 classes)
• Steps: training ➔ term leader discussed with class tutor ➔ first week: students knew each other and pre-test ➔ 2nd~12th weeks: teaching and home-works correcting ➔ 13th week: post-test and total courses review ➔ 14th celebration ➔ questionnaire (both sides students) ➔ review and report
“Law-Rooting” achievements (1)

6 findings
17 improvement plan for implementing similar program
49 suggestions:
  • 19 to the government
  • 7 to the primary school
  • 11 to the law school
  • 7 to the instructor
  • 5 to the law school students
“Law-Rooting” achievements (2)

A book for recording the whole program 400pp
“Law-Rooting” _ achievements (3) to prove “A Perfect Combination”

Profession
Ethics + Service
Learning → A Real Professional
3. The Present Service-Learning Modes Practicing by Law School in Taiwan
The figures- Law School in 2014

2014 Academic year

- Amount of universities/colleges in total: 159 (51 national & 98 Private)
- Law related faculty/departments: 41 universities/colleges (17 national & 24 Private)
- 11 out of 41 merely provide post-graduated law school education
- i.e. there are 30 universities provide under-graduate 4~5 years law school education

Amount of Law school students in 2014

<table>
<thead>
<tr>
<th>Total</th>
<th>Post-graduated</th>
<th>Under graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ph.D Students</td>
<td>LLM Students</td>
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<tr>
<td>18,800</td>
<td>261</td>
<td>5,607</td>
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Law services provided by present law school

1. Law Aid Club & legal consulting service (法律服務社)
2. Law education for primary and secondary education (中小學法治教育)
3. Law Camp (法律生活營)

<table>
<thead>
<tr>
<th>Law Schools</th>
<th>Law Aid</th>
<th>Law education</th>
<th>Law Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>10</td>
<td>10</td>
<td></td>
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</tbody>
</table>
Law Aid Club

- Normally provide weekly service (legal consulting) under supervision by a or more qualified lawyer(s)
- Provide service mainly in campus and sometime outside the campus (face-to-face or in writing)
- Law Aid Club is the core of the present Taiwanese Law School student for running various professional services
Law education for primary and secondary education

- Afforded by Law club or law society of the Law School
- Usually provide service for neighbourhood (urban or in-city) schools and very limited law club provide service for remote areas schools
- 1~2 hours “law drama” forms the main or sole method for this law education service
- Strongly Supported by the government
Law Camp

Mainly provide for senior high school students
3~5 days afforded by Law Society of the Law School in campus and its activities include
- ordinary classroom teaching,
- keynote speeches by law specialists
- law drama,
- law movies,
- law firms and court visiting
- case discussing
- ....
Problems of present law services provided by law school

1. Less and less law students join “Law Aid Club” for various reasons. i.e. law services are conducted by very limited law students.

2. Professional legal services need sufficient law knowledge, i.e. the most enthusiastic students who are willing to provide legal services (i.e. the junior law school students) are unable to afford.

3. The time and frequency of the people who receive the free law service or education are quite inadequate or insufficient, whereas it may be better for the students who attended the Law Camp but the attending fees is not so cheap.
Less and less law students provide (useless ) (law) services and both sides (provider/providee) seem learned nothing
Demand for reform

- To attract more law students to participate
- To provide long-term and continuous law services
- And the most important, Law school teacher to lead by example

“Law Rooting” or similar projects
4. Conclusion

- **Recognizing** all students need service-learning, and
- **Further recognizing** the students who may become a professional need service-learning more than the average students.
- **Noting** it needs more research and practice on “professional and meaningful service-learning” for all service-learning related parties (rulers, government officer, teacher, student and the service-learning receivers....)
Thanks for Listening