Preface

Flipped Classrooms have become a widely discussed topic in recent times. And, this is true also in the context of legal education. However, there is no standardized understanding of the notion of Flipped Classrooms and astonishingly little literature is available, not to speak about reliable data, confirming the viability of this new teaching method. The goal of this book is to conduct—on the basis of a comprehensive literature review—a detailed analysis of the Flipped Classroom concept in terms of pedagogical, technical and financial viability in legal education.

This book is based on the outcomes of the study project ‘Flipped Classrooms for Legal Education in Hong Kong’, which was conducted from March 2014 to February 2015. The Principal Supervisor of the study project was Lutz-Christian Wolff, Wei Lun Professor of Law and Dean of the Graduate School of The Chinese University of Hong Kong (CUHK). The driving force behind the project was Research Assistant, Mrs. Jenny Chan, then a part-time LLM student at the CUHK Faculty of Law and currently full-time research assistant at CUHK. Co-supervisors were Professional Consultant Elsa Kelly, Associate Professor of Practice Steve Gallagher and Associate Professor Michael Lower all members of the CUHK Faculty of Law. The authors are most grateful for the valuable input of the co-supervisors.

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