An instructional environment for learning to solve legal cases: PROSA

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Preface

Why law students experience difficulties with learning to solve legal cases intrigued me. Being able to do research on this subject has been a pleasure from the start. Although the thesis is finished, I plan to continue my research. For one, PROSA will be extended with more cases in the domain of administrative law; secondly, PROSA will be re-used for other legal domains of practice as criminal adjective law and private international law. It cannot be emphasized enough that efficient and effective learning benefits from well designed and properly evaluated instructional materials. Law Faculties are confronted with new technologies that may be used in the legal curriculum. However, both policy makers and teachers should be aware that introducing new technologies in (legal) education for the purpose of enhancing students’ performance requires that materials be properly developed. This requires a structural policy on the use of these technologies in which both time and money are made available to design the materials. Besides that, the implementation of these materials in the existing, or even new, courses should be carefully planned in advance.

Many people have supported me in many different ways. Hereby I want to give them credit. However, I have to limit myself to the main acknowledgments.

First of all I want to thank my supervisor Joost Breuker. He gave me the freedom to produce and work out my own ideas. Later on he enthusiastically guided the scientific process and thoroughly assessed the product.

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Finally I want to thank my two beautiful sons Claudius de Wilde de Ligny and Vincent de Wilde de Ligny and my two ‘daughters in law’ Lottie Hoeve and Nienke Slob just for being part of my life.

Antoinette Muntjewerff

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