



With the support of the
Erasmus+ Programme
of the European Union

LEGAL EDUCATION AND INNOVATION

PRACTICAL ADVICE AND IMMERSIVE EXPERIENCES

Marina Feferbaum

Clio Nudel Radomysler

Guilherme Forma Klafke

Stephane Hilda Barbosa Lima

Translation by

Rafael Rebelo

2020

Summary

With numerous transformations occurring worldwide, encompassing increasingly intricate issues – social, economic, technological, moral – there is no better time than now to consider the impacts of these changes on the practice of Law and how it is taught. Moreover, it is essential to equip oneself with tools to question established beliefs and bring about profound alterations in our approach to teaching, as this is crucial for the future of Law.

Students, the job market, and society demand a legal system capable of devising solutions for a constantly evolving world and addressing challenges unique to a social structure that engages in dialogue based on values and challenges that evolve within a rapidly shrinking historical timeframe. Achieving this can only be possible if legal education also undergoes transformation.

The extensive expertise of the São Paulo Law School of the Fundação Getulio Vargas (FGV) in conducting research, engaging in experimentation, and fostering methodological innovation clearly demonstrates that it is high time for the field of Law and its educational practices to embrace the essential changes required for their relevant societal role today. The emphasis has been placed on cultivating knowledge and honing skills and capabilities. This approach, combined with a solid grasp of fundamental aspects of legal governance and a deep comprehension of Law's function within a democratic framework, surpasses a traditional approach focused mainly on imparting dogmatic information.

Conventional and purely didactic teaching methods, which lack reflection and are disconnected from the reality in which these graduates will operate, need to be reconsidered to ensure a qualified, critical, and responsive education that meets the demands of the present and the imminent future, as though the future were already present.

Amongst the various practices advocated by the Centre for Teaching and Research on Innovation (CEPI), which are rooted in participatory methodologies, teaching immersions stand out in this endeavour. It is highly valuable for academia to possess a comprehensive understanding of the techniques, theoretical underpinnings, and implementation of one of the most pioneering undergraduate teaching experiences promoted by the São Paulo Law School, encompassing technology, artificial intelligence, law, and society.

This book allows us not just to contemplate significant methodological matters, but also to acquire knowledge about resources that facilitate pedagogical approaches aimed at cultivating professionals whose set of abilities and proficiencies are capable of meeting the present and future requirements of the world we inhabit.

It entails the dissemination of well-founded proposals that strive to provide pedagogical frameworks for structuring these sessions, with the aim of actively aiding in discovering pathways and resources for developing a new approach to legal education. We are confident that sharing this with the community can reliably contribute to the challenges encountered in teaching, research, and legal practice.

Adriana Ancona de Faria

Doctor in Constitutional Law (2013), Master in State Law (2000) and Law Graduate (1988), from the Pontifical Catholic University of São Paulo (PUC-SP). Executive Vice-Dean of the São Paulo Law School of Fundação Getulio Vargas.

Index

Summary	3
1. Yet another book on teaching Law?	8
2. Are we equipping our students for the future or for the past? The advancements in technology and changes in legal professions	11
3. What is left of the college benches when everything else has changed? The impact of participatory education on the development of future legal professionals	19
4. Our inspirations	23
4.1. Experiential learning: acquiring knowledge through significant experiences	24
4.2. Project-based learning: collaborative problem solving	28
4.3. Design thinking: cultivating empathy and creativity in the classroom	31
4.4. Inspiring examples that embody these principles	35
4.4.1. KaosPilot School (Denmark)	36
4.4.2. Integrated Education for Sustainability (FIS) (FGV EAESP)	36
4.4.3. Intent – Integrated Training for Entrepreneurial Leadership	37
5. How do we organise a course with participatory teaching methods?	38
5.1. Formulation of curricular programmes based on clear objectives	38
5.2. Development of effective participatory dynamics	44
5.3. Assessment of students through process and outcome	46
6. The experience at FGV São Paulo Law School: immersive modules	50
6.1. Agenda 2030	55
a. The inception of the module: problem definition, programme development, and engagement with experts	56

b. The initial segment of the module in depth: acknowledgement of the issue, formation of groups, and engagement with specialists	60
c. The second section of the module in depth: product creation process, presentation, and group feedback	75
d. Assessment and grading of students	95
6.2. Finch Challenge	100
a. The inception of the module: choosing a partner, selecting challenges, and developing the program	100
b. The initial segment of the module in detail: integration, awareness, and the acquisition of new skills	103
c. The second section of the module in detail: comprehending the obstacles, devising solutions, and presenting them to the partner	119
d. Assessment and final outcomes	125
7. Conclusions	132
8. Bibliography	135
Annex 1 – Syllabus for the Bachelor’s Law Programme	141
Immersive Module – Agenda 2030: Brave New World?	
1 st Semester of 2018	
Annex 2 – Teaching Notes	148
Immersive Module – Agenda 2030: Brave New World?	
1 st Semester of 2018	
Annex 3 – Teaching Notes	170
Immersive Module – Finch Challenge	
2 nd Semester of 2018	

1. Yet another book on teaching Law?

Finally, the warnings from educators regarding the necessity to alter the dynamics of teaching and learning in higher education are starting to take effect. The field of Law is no exception. Teachers, coordinators, and administrators of legal courses are becoming increasingly conscious of a teaching paradigm that is as inconspicuous as the air that surrounds us and which we are all familiar with: the transmission of pre-packaged and organized content by the teacher through lectures that render students passive in the classroom or, at most, allow them to pose questions or provide comments on the lecture¹. Educational institutions are embracing participatory teaching as a methodological alternative, either to gain a competitive advantage over mass education or to acknowledge that the traditional model is insufficient in educating citizens and professionals for the future. We encounter a yearning for change wherever we go with our workshops and teacher training courses, resonating even in the definition of curriculum guidelines for Law courses².

Participatory education is not a mere classroom game or a casual “pub chat”. It bestows students with agency in the process of organizing and developing content. In this manner, it aims to tackle the challenges posed by a technological and information society by empowering students to research and select information and its sources, rather than simply memorising content that may swiftly become outdated. Its objective is to address the issues of a diverse society by amplifying the voices of various participants in the classroom and by fostering dialogue among individuals from different backgrounds in a secure and comfortable setting. Additionally, it aims to cater to a new generation of students who were born in the digital era by emphasizing the significance of students deriving meaning from the entire learning process, appreciating the connections between content, practical reality, and their life journeys. In essence, participatory education is firmly rooted in a shift in the learning

¹ Drawing on McManus’s (2001, p. 423) analogy of the “air that surrounds us”.

² Take, for instance, a passage extracted from the viewpoint on the National Curricular Guidelines for law courses, published in October 2018: “The pedagogical approach ought to correspond with the aforementioned principles and thereby foster a symbiotic connection between teaching and learning, nurturing the development of autonomy across various dimensions, encompassing the fundamental pillars of knowledge: acquiring cognitive understanding, acquiring practical skills, acquiring social cohesion, and acquiring personal identity” (Brasil, 2018, p. 11).

landscape, and it stands as a significant alternative for educating students in the present context.

While this line of reasoning may not have appeared pertinent to the domain of law previously, it is now more pertinent than ever. Technology is revolutionising the practice of law and the provision of legal services. It is also altering the manner in which legal services are dispensed, a feat achieved adeptly by professionals in diverse fields such as engineering, computer programming, mathematics, statistics, and others. Lawyers are facing mounting pressure to not only act as “the carriers of no”, but also to genuinely collaborate in enabling and optimising businesses, curbing costs, and augmenting revenue. Public service professionals are confronted with the demand to handle an escalating number of requests, expand access to justice, and deliver an effective response to individuals seeking legal remedies. Furthermore, in innovative and competitive scenarios, it is crucial for professionals in the field to possess the ability to oversee and motivate their teams, engage in conversations with individuals from different domains, and maintain strong relationships with beneficiaries of their services.

If we are able to identify the benefits of participatory education in theory, it is in practice that it encounters challenges that discourage its adoption and give rise to prejudices that are difficult to overcome. The layout of a classroom can play a decisive role in the success of student involvement, but institutions are not always willing to allocate resources to adapt it³. Teachers who lack knowledge or experience in conducting debates, overseeing group work, and evaluating student participation may unintentionally act in a manner that favours resistance to the approach. Moreover, this resistance can intensify depending on the characteristics of the student body and the social and economic context in which the course is situated. In this whirlwind, even the most well-meaning individual may feel overwhelmed, unprepared, and unable to implement participatory methods in their course.

This book has been crafted not solely for teachers who have already embraced participatory teaching with success, but specifically for those who wish to embrace it without knowing how to do so. We present herein certain undergraduate teaching endeavors spearheaded by the Centre for Teaching and Research on Innovation (CEPI) at Fundação

³ Drawing connections between the classroom environment and diverse learning theories, as stated by Guney (2012).

Getúlio Vargas (FGV) São Paulo Law School in 2018. These were elective modules structured as immersive experiences, wherein we implemented numerous participatory teaching methods, while delving into the intersection of law and technology. Our primary objective was to foster a secure and nurturing milieu, wherein students could flourish both personally and professionally.

Throughout this project, our aim is to present aspects that contributed to the development and implementation of these courses, offering advice on activities, assessment techniques, and the selection of relevant materials. In addition to sharing the insights that have established FGV São Paulo Law School as a leading institution in participatory teaching and legal education methodologies, we draw inspiration from other sources that have guided our courses. These include experiential learning, project-based instruction, and the design thinking approach. We are confident that these accounts can inspire our academic peers and encourage the adoption of an enriched participatory teaching methodology, fostering active and co-responsible engagement from students in their own learning journey. Furthermore, we acknowledge the influence of technology on the legal profession and emphasize the importance of considering its impact. By collaborating and sharing diverse teaching approaches, we believe it is possible to bring about transformative changes in the Brazilian legal landscape.

We have organised this book into six chapters, which include this introduction. Chapter 2 offers a comprehensive overview of the transformations in the professional market in Law, with particular emphasis on the changes brought about by technology. Chapter 3 expands on this analysis to contemplate the type of legal education we desire in this new context. Chapter 4 presents a compilation of inspirations that steer innovations in education, not only focusing on cognition but also on experiential learning, project autonomy, creativity, and emotions. Chapter 5 provides practical advice on implementing these foundations in educational programmes. Lastly, Chapter 6 illustrates this mindset and approach through two teaching experiences.

2. Are we equipping our students for the future or for the past? The advancements in technology and changes in legal professions

Technology is becoming increasingly integrated into the daily lives of legal professionals. In the modern era, it is inconceivable to draft a legal document without the aid of a computer, or to carry out research on a case without utilizing the internet. In October 2008, the Supreme Federal Court (STF) declared a law in the state of São Paulo, which permitted videoconference hearings⁴, as unconstitutional. A decade later, judges throughout the country began employing a messaging application (WhatsApp) to conduct hearings and expedite case proceedings⁵. Moreover, email correspondence, real-time text messaging via smartphones, and virtual meetings on video calling platforms facilitate efficient communication with colleagues and clients, regardless of their location within the country or around the globe.

These amenities have brought about significant changes in the legal profession, particularly in the realm of mass litigation. The primary and most apparent transformation is the straightforward substitution of human labour with machines. The assessment of the legal sector aligns with that of other industries, as indicated by numerous reports dedicated to the subject. According to the World Economic Forum, the proportion of tasks carried out by machines in diverse economic sectors will escalate from 29% of total working hours in 2018 to 42% by 2022, with machines and algorithms contributing to 57% of tasks in the same year (World Economic Forum, 2018, p. viii). Concerning the legal domain, as stated in the International Bar Association's report "Times are a-changin'", 47% of law firm leaders believe that technologies like IBM's Watson will possess the capability to replace paralegals, and 36% anticipate that such technologies will be competent enough to replace first-year associate lawyers by 2025 (International Bar Association, 2016, p. 16).

Repetitive tasks consume a substantial amount of time and require the involvement of numerous professionals, particularly paralegals, interns, and junior solicitors. However,

⁴ Brazil. Supreme Federal Court. Habeas Corpus no. 90.900/SP. Rapporteur: Justice Ellen Gracie. Judged on: 30th October 2008. DJe 200, 23rd October 2009.

⁵ See Extra, 2018; TRT-PR, 2018; O Povo, 2018.

advancements in processing power and artificial intelligence enable these activities to be efficiently carried out on a large scale by computers. Machines demonstrate exceptional proficiency in tasks that entail pattern recognition, object classification, and other repetitive cognitive functions. Consequently, they can be utilised for tasks such as data and document completion, argument comparison, and database information retrieval.

These advancements in the method of handling information and producing specific documents, such as contracts and certain procedural pieces, are already making an impact on the legal landscape in Brazil. For instance, Urbano Vitalino, a law firm based in Pernambuco, has integrated technology solutions into their operations, including process registration, case distribution among teams, and procedural monitoring⁶. Meanwhile, the market for software and other products focused on document and process automation is rapidly expanding, as indicated by the Radar project of Lawtechs and Legaltechs conducted by the Brazilian Association of Lawtechs & Legaltechs (AB2L). The number of startups affiliated with the organization has surged from 51 in October 2017 to over 150 in February 2020 – more than tripled in just three years⁷.

The swift growth of technology is propelled by the benefits derived from automation. In the context of offices and legal departments, automation not only enables tasks to be completed in significantly less time compared to manual execution, but it also diminishes errors, standardises the end result, and establishes measurable parameters more easily. Clients, as a positive outcome, can potentially lower their legal fees when billed by the hour. Professionals, on the other hand, can utilise automation to free up more time for engaging in intellectual tasks, such as strategic planning and analysis oriented towards business, rather than “manual labour”. It also allows them to allocate additional time for studying and enhancing other activities.

A second modification relates to the “infiltration” of other fields into the legal job market. This is attributable to both the rise of new professions and the desired profile of the new practitioners. In terms of the first development, legal engineering, legal architecture, and

⁶ View articles that reference “Carol”, the artificial intelligence solution for the office. Accessible from: <https://www.urbanovitalino.com.br/carol/>. Access on: 3rd September 2019.

⁷ To gather further information regarding the affiliated firms, you may refer to AB2L’s Dynamic Radar, which can be accessed on the website: <https://www.ab2l.org.br/radar-dinamico-lawtechs-e-legaltechs/>. Access on: 21st February 2020.

legal design serve as examples of occupations that were previously non-existent and have emerged as a result of technological influences (MARANHÃO, 2018). Legal engineers and architects have been aiding startups in devising legal solutions for small and medium-sized businesses through software that manages everything from document generation to automated process monitoring, thereby eliminating the need for interns or junior lawyers to handle these tasks (FRANÇA, 2011, p. B2). Legal designers collaborate with companies and law firms to render contracts, terms of use, and other documents visually simpler, more appealing, and communicative. The professionals undertaking these roles do not necessarily possess legal training; instead, they possess a multidisciplinary background, proficient not only in legal procedures but also in other fields of knowledge such as administration, computer science, and exact sciences.

The second movement also impacts functions traditionally performed by individuals with legal training. To meet the demands of management and leadership roles, law firms and legal departments are increasingly relying on professionals with backgrounds in administration, engineering, economics, and other fields. Within law firms, for instance, the role of the legal administrator is gaining significance. This individual is accountable for enhancing service delivery, implementing innovative processes and people management, establishing objectives, and planning the organisation's (business) operations (AGOSTINI, 2010). Similarly, legal departments require directors and managers with training in handling risk analysis, project execution, process monitoring, and workflow.

However, this trend extends beyond management positions. Legal matters have never been purely legal, but the requirement for technical knowledge in other domains is increasingly becoming a distinguishing factor for legal professionals in the market. In the realm of economic criminal law, proficiency in accounting, markets, financial operations, and surveillance technology enhances the work of prosecutors responsible for criminal prosecutions, as well as defense lawyers and the judiciary⁸. In civil law, the rise of automatically executable smart contracts, blockchain records, and cases involving virtual environments and civil liability exemplify the growing need for expertise in information technology and communication.

⁸ To illustrate the point, Sérgio Moro took up the position of Minister of Justice in 2019, pledging to infuse the department with the knowledge and experience of numerous investigators in the fight against “white-collar crimes” such as corruption and money laundering. See also Passarinho and Odilla (2018).

A third change in service provision, which has an impact on the legal labour market, pertains to the utilisation of big data by professionals to guide their actions. Data science has significantly permeated the legal sector. If solicitors have ceased to be “the carriers of no” and instead become “business partners”, and if businesses increasingly rely on information generated by a vast amount of data, solicitors must increasingly acquaint themselves with the language of data analysis, computing, and statistics. We are not solely discussing the prediction of judicial behaviour—a topic more familiar to legal experts, particularly following the rise of Law & Economics and Jurimetrics—but also the employment of extensive databases to propose changes in the actions of businesses and clients. For instance, by profiling demands based on region, the legal department of a logistics company can identify service failures and recommend methods to enhance efficiency. A company’s legal department can provide marketing with information regarding litigation involving competitors, enabling optimisation of advertising actions based on the weaknesses of rivals.

The changes, nevertheless, extend beyond the private sector. Public institutions have also made investments in initiatives to enhance efficiency in their processes through the adoption of technologies. For instance, in 2013, the Attorney General’s Office initiated a pilot scheme in collaboration with the Federal Regional Prosecution Office of the 3rd Region (PRF3) and the Federal Regional Prosecution Office of the 4th Region (PRF4), employing artificial intelligence and automated procedures in the work of prosecutors in São Paulo, Mato Grosso do Sul, and the southern states (KAMAYURÁ, 2013). The project encompasses a system that allocates cases to prosecutors and supplies them with the necessary documents and legal precedents (Process Automation System – SAP), as well as another programme that recommends the most suitable template for each case (Intelligent Prosecution Support System – Sapiens). All of this is accomplished in under a minute.

The use of artificial intelligence tools has also had an impact on the Judiciary, making the processing of cases smoother. The Victor system, developed by the Supreme Court (STF), was designed to improve the efficiency of adjudicating exceptional appeals by automatically linking them to cases of general significance (MAIA FILHO and JUNQUILHO, 2018). The aim is for the institution to make the tool accessible to all courts in Brazil for preliminary processing of exceptional appeals after their submission (Supremo Tribunal Federal, 2018). On the other hand, the Synapses system, created by the Court of Justice of Rondônia, employs

natural language processing to propose courses of action to judges and court staff based on thousands of similar cases. In terms of case screening, while it would take an assistant 2 minutes to classify the subject matter of a lawsuit—a task that would require 10,000 hours for a single assistant (or one year for six employees) to complete for the mass of 255,000 cases—the system can perform the same task in milliseconds⁹. For this reason, the National Council of Justice (CNJ) intends to expand such solutions to other sectors of the Judiciary (MONTENEGRO and ANDRADE, 2018).

The integration of technology into the field of law has diverse impacts. On the one hand, this development has helped democratise and expedite access to legal services. Consider, for instance, the prospect of making online claims for compensation due to flight delays, without the requirement of consulting a solicitor, provided the resolution occurs through extrajudicial methods. Such negotiations, along with others, can be finalized using different Online Dispute Resolution platforms that facilitate entirely virtual agreements¹⁰. By diminishing legal fees, a larger number of individuals will be able to participate in legal proceedings, and through process automation, a greater number of disputes can be resolved swiftly.

On the flip side, the substitution of the human element with machines naturally generates considerable uneasiness. It can instil fear, as functions formerly carried out by individuals ultimately become redundant and extinct. The risk intensifies when a profession is diminished to an activity that can be effectively replaced, or when said activity consumes a substantial amount of working hours, rendering the position unnecessary if the task can be automated (OAKDNEN-RAYNER, 2017). While certain tasks undeniably fall into this scenario, such as recording process information, others reside in a more ambiguous realm, like composing theses and legal documents.

Another concern lies in the exacerbation of disparities in the integration of professionals into the legal profession. The abundance of Law programmes in the nation is already substantial, and entry into prominent law firms is significantly limited, favoring only

⁹ Regarding the Sinapses system, refer to the creators' presentation at *CAMPUS PARTY*. #CPRO – SINAPSES – Entenda como a Inteligência Artificial pode tornar o Judiciário mais rápido. *YouTube*, 4th August 2018. Available at <https://www.youtube.com/watch?v=FaDyIHvQ0IA>. Access on: 3rd September 2019.

¹⁰ One example is the website “Não Voiei”, which aims to offer aid to aeroplane passengers. Take a look at the website accessible at: <https://naovoei.com/>.

select courses. Research indicates that the prospects of attaining esteemed positions within the field are influenced by a multitude of factors, not solely reliant on professional competence but also on social status, ethnicity, and gender¹¹.

The incorporation of technology, through the reduction of repetitive tasks, has the potential to exacerbate inequalities within the legal profession, resulting in a rise in unemployment. The phenomenon of “uberization” of lawyers is already in its nascent stages, wherein a significant number of professionals are either inadequately remunerated or receive low wages for specific periods of work¹². It is plausible that, in the future, only a select group of specialised professionals will be able to persist in the field, commanding higher salaries. Furthermore, there might be an increased concentration of power within large law firms, as they would be the sole entities possessing adequate resources to absorb technological investments. Technology enables law firms situated in prominent cities across the country, like São Paulo, to handle cases throughout Brazil, thereby contributing to regional disparities.

The task at hand, therefore, is to maximise the benefits and alleviate the drawbacks of integrating technology into the legal sphere. In a inclusive, integrative, and collaborative world, technology has the potential to enable us to concentrate on our core strengths—such

¹¹ One of the concepts that embodies this perception is that of the “glass ceiling”. An illustration of this can be found in the discourse surrounding women’s opportunities to attain higher positions in major legal careers. In relation to this subject, refer to Bonelli et al. (2008, pp. 272-273), who discuss the limitations on women’s advancement in law firms; Bonelli (2010), who examines the barriers to women’s progress in the judiciary of São Paulo; Bonelli (2013), who explores the impediments faced by women in the judiciary, public and private legal practice, the Public Defender’s Office, and the Public Prosecutor’s Office; Kay and Hagan (1995), who discuss income inequality for women in the American legal profession; and Anleu and Mack (2009), who examine gender inequality in the Australian judiciary.

¹² Regarding the “uberization” of professions from a technical and legal standpoint, with a focus on phenomena related to the gig economy, please refer to Kalil (2017) and Monteiro (2017). Within the field of Law, there exists a fertile ground for the advancement of this business model. Currently, the most attention-grabbing situation is that of correspondents, who are lawyers hired on demand by other lawyers or law firms in locations where they lack physical presence. Numerous startups aim to develop platforms that connect correspondents with clients. As per the radar of the AB2L in February 2020, there were 17 companies operating in the professional networks sector. The execution of legal tasks, whose prices are determined based on fee tables by local branches of the Brazilian Bar Association (OAB), becomes simpler and more cost-effective due to the large number of registered individuals on the platform, similar to what happened with ride-hailing applications. However, it is not only correspondents who have transitioned into independent professionals available on digital marketplaces. Platforms like JusBrasil already offer virtual environments for individuals to consult with registered lawyers in their local area or region without any charge. For an overview of the service, please visit the description provided on the website: <https://jusbrasil.jusbrasil.com.br/artigos/111849965/como-consigo-um-advogado-no-jusbrasil>. Other companies have specialized in providing channels for airline customers to swiftly handle issues like lost luggage, flight delays, and cancellations, among others. These channels connect customers with lawyers selected by these companies to represent them, thereby displacing professionals who previously operated independently in the legal services market.

as human interaction and creativity. Collaborating with machines could amplify human efforts with greater accuracy. It revolves around merging knowledge, rather than promoting exclusion or redundancy. It is crucial for us to contemplate on how to incorporate technology into the profession in a manner that does not perpetuate inequalities and exclusions. In this regard, we firmly believe that the discussion on ethics, diversity, and inclusion should not be overlooked when considering the recent changes in the legal profession.

Henceforth, whereas previously a vast library with splendid bookcases sufficed to exhibit a law firm's wealth of knowledge, nowadays, showcasing legal research software capable of swiftly proposing legal documents can serve as the distinguishing factor in attracting clients. Whether in the public or private sector, legal professionals must be prepared to adapt to this new reality. This entails not only acquiring proficiency in these working tools but also demonstrating expertise and understanding in other domains to present innovative solutions to previously non-existent predicaments. Consequently, it is crucial for them to acknowledge that traditional legal activities are no longer solely the domain of lawyers, as professionals with diverse backgrounds are now proficiently performing these tasks. To illustrate, as per The Law Society of the United Kingdom's 2016 report, "The Future of Legal Services", law firms will explore the following five areas of practice by 2020: 1) data analysis; 2) intranet; 3) social media; 4) project management; and 5) collaboration (THE LAW AND SOCIETY OF ENGLAND AND WALES, 2016, p. 56).

The diagnosis has an impact on education. If we acknowledge that a significant portion of what was once considered exclusive to lawyers is now being performed by other professionals due to increased competition and diversification, it is imperative to reevaluate the fundamentals of their education. Presently, we are undergoing a period of redefinition concerning their societal role and true objectives. Consequently, universities must adopt a multidisciplinary approach that encompasses legal professions, extending beyond mere preparation for traditional legal careers. We are of the opinion that the professional training of future lawyers should be aligned with this evolving landscape, enabling them to keep pace with such transformations and produce competitive professionals. Only then will they be equipped to tackle the emerging challenges. Alongside a solid understanding of legal principles, it is crucial for them to cultivate skills and acquire non-legal knowledge

(CAMPBELL, 2016, p. 69). This should be incorporated not only in postgraduate programmes but also at the undergraduate level.

One could argue, therefore, that the future of legal professions has already arrived. It is being forged as we experience the present and manifests through the choices we make in the here and now. Both existing practitioners and aspiring students ought to be motivated to reconsider the significance of the legal professional in society and for society, in an era of technology that is only in its infancy.

3. What is left of the college benches when everything else has changed? The impact of participatory education on the development of future legal professionals

The effects of automation and the utilization of technology within the legal profession are already being experienced in legal education. The most apparent repercussion is the growing demand for courses that expose students to these challenges and address legal issues associated with them. Opinion CNE/CES No. 635/2018, which revised the curriculum guidelines for Law programmes, envisaged the potential inclusion of cyber law in educational projects as a means of responding to the challenges presented by technology (BRASIL, 2018, p. 14). Training in these fields is also provided through a multitude of short-term courses offered by private institutions. For instance, FGV São Paulo Law School has been offering its own courses since 2016.

However, in our view, the curriculum projection for these subjects falls short in terms of equipping education to keep pace with the transformations occurring in the legal profession and society as a whole¹³. Law continues to rely heavily on traditional and didactic teaching methods, where the lecturer's primary focus is often on imparting technical information related to a particular subject and its concepts, rather than taking into account the students' experiences, enabling them to question, debate, and propose solutions on their own. Teaching approaches centered around the instructor's authority still prevail, characterized by the belief that it is the teacher's responsibility to structure knowledge, disregarding the relevance of students' preconceptions, and emphasizing the necessity for students to master the content today for future application in their discipline or professional life, without adequately acknowledging its role in reshaping their worldview¹⁴.

¹³ Whilst our argument highlights the significance of universities in the education of professionals, their purpose extends beyond that. We do not disregard the presence of other equally essential roles, including cultural, intellectual, emotional, and social growth of individuals, facilitating an environment for unrestricted discourse of ideas and academic progression, and even their societal function in enhancing the quality of life for those in their vicinity. These additional functions are also influenced by societal transformations and intersect with the manner in which teaching is carried out.

¹⁴ Refer to Samuelowicz and Bain (2001, pp. 306-307) as well as Ghirardi (2012) for further details.

The disadvantages of this approach in a rapidly changing environment are manifold. Firstly, if students are trained to simply replicate the knowledge presented by the teacher, they won't be adequately equipped by educational institutions to tackle new situations as they arise. Personal experience ("I learned this way and I'm here") does not serve as a valid counter-argument either. This is because successful individuals in this teaching model primarily acquire their practical learning through internships or legal practice centers, and it fails to consider the significant number of people who don't fit into this model. For instance, students who require hands-on experience to truly learn. The sense of being ill-prepared that affects graduates of law courses arises not so much from a lack of information, but rather from a dearth of experience during their undergraduate studies that would enable them to independently handle the legal issues that arise in their professional practice.

Expository and teacher-centred teaching is inadequate to adequately address the development of 21st-century skills and competencies (UNESCO, 2016, pp. 53-54). Besides acquiring legal knowledge, professionals of today and tomorrow will increasingly need to engage with other fields of expertise, such as Mathematics, Statistics, Accounting, Engineering, Administration, Programming Language, Technology, Economics, and Communication, among others. They must also cultivate reasoning abilities to effectively solve new problems in a creative, responsible, and efficient manner. Lastly, but certainly not least, they must possess interpersonal skills, as well as proficiency in process and people management, teamwork, entrepreneurship, ethics, empathy, and creativity to provide satisfactory solutions to legal issues in complex and interdisciplinary contexts. Merely presenting a subject matter for extended periods does not adequately prepare and equip students for these challenges.

Student-centred education provides advantages in cultivating the professionals needed for this information society. When faced with the need to solve particular issues or when participating in activities that resemble current or future situations, students gain the capacity to construct solutions, set criteria for evaluating the most favourable options, and evaluate the success or failure of their responses based on the results and the comparison with their peers' ideas. Engaging with their peers not only fosters a more welcoming atmosphere but also encourages the development of interpersonal skills such as communication, task delegation, and performance management, among other skills.

This training will be essential for aspiring professionals to address legal issues that encompass diverse areas of expertise, interdisciplinary teams, colleagues with distinct personalities, and clients who are progressively seeking efficient and productive resolutions. Moreover, it will hold significance within an evolving landscape of legal services, which presently demand a distinct professional profile; one that is adaptable, constantly evolving, possesses extensive knowledge beyond legal principles (CAMPBELL, 2016, p. 74), and comprehends technological advancements while prioritising interpersonal skills and fostering human connections (GERASSI NETO, 2017).

One benefit of participatory education derives from the characteristics of students entering higher education. Despite the gradual transition, many of the cohorts currently being shaped were born into a technological era. Young people often possess a greater familiarity with such tools compared to the professionals who instruct them. These students are aware that the information conveyed by teachers in the classroom is literally at their fingertips, accessible through a smartphone connected to the internet, merely a few clicks away on search engines. Their challenge lies not in accessing information, but in discerning and evaluating sources, organizing information into knowledge, and comprehending its relevance to their own reality. Their difficulty does not lie in knowing the regulations, the code, or the internal procedures of the courts of justice, but rather in determining when to engage in litigation or how to interact with a client who can easily and swiftly consult a lawyer and legal records.

Participatory education possesses the potential to accommodate the subjectivity of the “narcissistic student” who seeks significance in their actions and is not easily receptive to decisions made by others or institutions (GHIRARDI, 2016, pp. 58-60). In this method of instruction, student motivation and the fusion of content with reality become paramount in the classroom, achieved through activities aimed at engaging and capturing their attention (SAMUELOWICZ AND BAIN, 2001, p. 319). The responsibility lies with the teacher to establish meaningful learning opportunities for the students. Moreover, learning does not merely involve acquiring pre-packaged and external knowledge (like uploading a file); instead, it involves reshaping prior conceptions into fresh interpretations of reality. Students do not enter the course as empty slates (or formatted flash drives); many of them may have even encountered legal issues related to the subject matter. Consequently, the exchange of

experiences and opinions within a diverse class can enable them to perceive the world from a distinct perspective.

Going a step further, educational institutions should also prioritize emotions, attitudes, and the establishment of a hospitable environment. One distinguishing trait of individuals in this information society is the internalization of command and control mechanisms that were once external. While the 20th century saw the emergence of tools for monitoring activities (such as electronic clock-ins and supervisory functions), the 21st century is defined by a perpetual internal pressure for personal achievements – the “Burnout Society” as described by Byung-Chul Han (2015). People exhaust themselves in pursuit of an unattainable ideal, leading to depression, regarded as the prevailing ailment of our era. Likewise, students are not exempt from these challenges. Mental health concerns have infiltrated university campuses, necessitating a reevaluation of our teaching methods.

Nevertheless, how can we effectively prepare students for this ever-changing landscape, where professions and roles are continuously being redefined? The narratives shared in this book provide examples of participatory courses designed to prepare students for both society and the evolving job market of the future.

4. Our inspirations

In light of the realization of the transformation of legal professions, it is essential for us to contemplate whether our goals and teaching methods in law are providing a relevant and meaningful educational experience for students.

Traditional legal education centres around the professor as the central figure in the classroom, with lectures as the primary approach. Evaluation largely relies on written exams at the course's conclusion, with minimal student involvement. In this teaching model, the main aim is for students to memorise content, which no longer holds relevance in the current context of technological advancements within the legal field.

To surpass the mere acquisition of information and concepts and to foster skills and critical thinking, participatory teaching methodologies assume great importance. Approaches like seminars, role-plays, simulations, case studies, debates, Socratic dialogues, and workshops are capable of cultivating legal reasoning, including the interpretation and application of laws in real-life scenarios, the ability to construct persuasive arguments and synthesize information, and other pertinent skills. In this teaching framework, student autonomy and participation are central to the learning process, and evaluation is viewed less as a means of categorizing students based on their performance, but rather as a valuable tool employed throughout the course to aid students in attaining the intended learning objectives (GHIRARDI, 2012).

To contribute to an increasingly interconnected and rapidly evolving world, the acquisition of skills such as entrepreneurship, collaboration, creativity, management, innovation, and leadership becomes vital in legal education. Legal practitioners must possess the ability to manage teams, engage in dialogue with diverse fields, effectively incorporate technology into their practice, collaborate ethically, and implement complex projects involving various social actors.

In this chapter, we present an alternative methodological approach for developing new pedagogical proposals for legal professionals in the current context: the amalgamation of experiential learning, project-based learning, and the utilization of design thinking strategy within the classroom. We highlight some successful experiences that inspire us to pursue this direction and initiate transformations in legal education. Finally, we discuss the

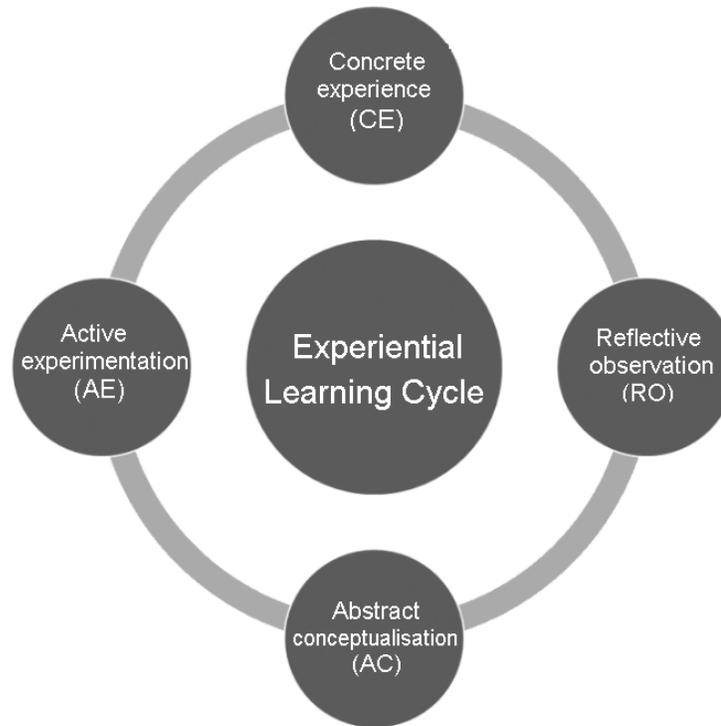
implementation of the new experience in the undergraduate programme at FGV São Paulo Law School.

4.1. Experiential learning: acquiring knowledge through significant experiences

The concept of experiential learning, commonly referred to as experiential learning theory (ELT), or simply experiential learning, recognises that knowledge is produced through the acquisition and transformation of an experience undergone by the learner, as defined by Kolb (1984, p. 41). ELT places emphasis on the student and their experiences as fundamental to knowledge construction, which arises from an active process on the learner's part and manifests in modifications to concepts and behaviours. Tangible experiences serve as the foundation for observations and reflections, which are assimilated and converted into abstract concepts that enable the development of new ideas. With this shift in perspective, students also modify their behaviour and interpretation of reality. These implications can be tested and act as a guide in creating a fresh range of experiences.

The Experiential Learning Theory (ELT) outlines the learning process in four stages, forming a cycle of learning. The student progresses through the stage of concrete experience (CE), actively engaging in new experiences. Next comes the stage of reflective observation (RO), where they observe their experiences and reflect from various perspectives. Subsequently, in the stage of abstract conceptualisation (AC), they logically integrate their observations to form new concepts. Finally, in the stage of active experimentation (AE), they apply their newly acquired knowledge to make decisions and solve problems, thereby putting their theories to the test. The accompanying diagram illustrates Kolb's experiential learning cycle.

Figure 1 – Experiential Learning Cycle



Source: Adapted from Kolb (1984).

Experiential learning diverges from traditional teaching precisely because students take charge of their own learning instead of simply adhering to the teachers' instructions regarding what to do and when to do it, as elucidated by Moon (2004, p. 165). As a result, the dynamic between both parties undergoes a transformation, with the teacher entrusting numerous responsibilities to the students. From this standpoint, the relationship between teachers and students is no longer perceived as hierarchical but rather as akin to a collaborative workgroup. The interconnection among all participants and the role of teachers or instructors undergo a drastic change—teachers shift from being custodians and conveyors of knowledge to facilitators of learning in a cooperative and egalitarian association with their students. Simultaneously, the students also cultivate a cooperative rapport with their peers, forming a dedicated team working towards a specific objective. They are no longer passive

individuals or competitors juxtaposed to achieve a final outcome, but active participants who engage in diverse experiences that, upon reflection, solidify into knowledge.

Moreover, in this approach, learning is not confined to the confines of the classroom, prescribed curriculum, or scholarly texts. Instead, it takes place when the learner endeavours to recognise the knowledge they have gained, contemplating their own journey as it unfolds. In experiential education, educators, trainers, and facilitators must constantly take into account the student's prior experiences, the context in which they reside, the encounters they have previously encountered, and their overall range of skills and knowledge. This comprehensive understanding is crucial for effectively imparting meaningful content and fostering a willingness among students to explore alternative perspectives, leading to transformations in their beliefs and attitudes.

The outcome of these actions brings together the social and personal experiences of the student, from which their worldview and performance arise. Based on these principles, a variety of methods and techniques can be utilised to enable the student to encounter an issue, contemplate, develop skills, actively construct their knowledge, and adjust their thoughts and attitudes.

In legal education, the concept of experiential learning can be applied in diverse ways, even in courses with a large number of students. Whether within a formal discipline of the university curriculum, an extracurricular course, a work gathering, or even during the discussion of a topic, certain tools can facilitate dialogue among participants, enabling each individual to contribute their own insights and reinterpret their experiences.

However, it is important to emphasise that there is no fixed approach to incorporating experiential teaching in the classroom. What is crucial for this to occur is a shift in the attitudes of both students and teachers towards the significance of teaching and learning. The process becomes equally significant to the ultimate outcome achieved. Therefore, ELT also encompasses elements of evaluation or self-assessment of the entire process, which can take various forms.

To support the teacher in determining whether the established environment is favourable for experiential learning, there exist a set of equally essential principles. Irrespective of the activity engaged by the student or the location of learning, these principles must be incorporated to some extent during the process of experiential learning.

As per Chapman, McPhee, and Proudman (1995, p. 243), there are nine essential attributes that ought to be inherent in an experiential activity or approach:

1. Combination of content and process: there must be a harmonious blend of experiential activities and essential content or theories.

2. Absence of excessive judgement: the instructor should establish a secure environment for students to grow through their own process of discovery, allowing space for them to make errors and learn from them.

3. Engagement in intentional purposes: the learner is self-directed, so there must be a purpose for the student to acquire knowledge. The learning activities should be personally relevant to the student.

4. Encouragement of the broader perspective: experiential activities should enable students to establish connections between the learning they are experiencing and the world around them. They should foster in students the ability to comprehend complex systems and navigate within them.

5. The role of introspection: students should be able to reflect on their own learning, incorporating theory into their daily lives and gaining insights about themselves and their interactions in the world.

6. Establishing emotional investment: students should be fully engaged in the experience, going beyond mere compliance with expectations. The process should captivate students to such an extent that learning and experience become pivotal and crucial to them.

7. Reassessment of values: by operating within a safe environment that encourages self-exploration, students can commence evaluating and potentially adjusting their own values.

8. Promotion of meaningful relationships: one approach to help students perceive their own learning within a global framework is to initially demonstrate the connection between being a learner of oneself, a learner of the teacher, and a learner of the learning environment.

9. Venturing beyond the comfort zone: learning is enriched when students are provided with opportunities to operate beyond what they perceive as comfortable. This pertains not only to the physical setting but also the social one. Such destabilization can be achieved, for instance, by assuming responsibility for an action and facing its consequences. Nonetheless, it is important to emphasize that stepping outside the comfort zone should not entail entering a state of panic.

In essence, experiential teaching is not a novel approach or technique to be implemented, but rather a fresh perspective on the connection between teaching and learning, which acknowledges the student as an engaged participant who possesses their own experiences and can acquire knowledge through thoughtful contemplation of those experiences.

4.2. Project-based learning: collaborative problem solving

Project-based learning (PBL) is a student-centred, participatory teaching methodology that embraces a dynamic approach to creating a shared medium to long-term project. Meaningful challenges are presented, enabling students to investigate problems and engage with concepts to discover solutions. Throughout the process, they acquire skills related to teamwork, task execution, and meeting deadlines, among others.

PBL is an instructional method that aligns well with the experiential learning approach, facilitating profound and transformative learning through the inherent dynamics of project development. While PBL is an independent strategy from experiential learning, as it is an established teaching method, we recognize the value of incorporating all the principles discussed in the previous section when implementing a project-based methodology. By leveraging the foundation of experiential learning, PBL becomes even more significant in its role of imparting new knowledge and, most importantly, fostering the competencies and attitudes required for professionals in the new era.

In the development of their projects, students must be mindful of planning so that they can allocate time to research various potential paths to problem-solving and effectively work towards delivering an appropriate and practical response to the presented challenge. All of this will be accomplished with the assistance of the instructor, who has the role of facilitating the process and encouraging critical analysis of the solutions proposed by the students. In a tangible sense, the facilitator will rarely schedule meetings for the students. On the contrary, they will want to know whom the groups wish to consult, what activities they deem necessary, and may intervene, if requested by the students, to help them identify issues in the project and inspire them to consider alternatives.

For the desired effect to occur, the topics and problems need to be motivating; otherwise, there will be no interest or involvement in carrying out the project. It's about harnessing the motivation that arises internally, working with what individuals perceive as significant. In fact, this is one of the observations that frequently emerge in conversations with teachers: students only want to know about things that make sense to them¹⁵. Motivation for learning can arise, for instance, from the promise that the project will have an impact on the world in a manner that improves it, even if it's solely on a local scale (such as an innovation to enhance the classroom or college environment).

In addition to a captivating theme, it is crucial to foster a collaborative atmosphere among all participants, promoting the exchange of knowledge. Learning takes on a distinct significance when one discovers the art of learning collaboratively. Students start to feel motivated and accountable towards each other, as they aspire to realize the social impact of their project.

Within the project, problems do not manifest in isolated disciplines, as they do when compartmentalized, but rather emerge in their entirety, intertwining with others and blurring the line between causes and effects. Many of these predicaments are not even foreseeable, necessitating a resourceful approach from the students who must employ various areas of knowledge to improvise and execute a solution.

Consequently, the role of the teacher and their relationship with the students are profoundly altered. The teacher will not provide the solution directly but will assist students in discovering their own path through strategic questions. By being guided by their projects, the students themselves bear responsibility for the decisions they make and for collectively constructing their knowledge. This does not imply disregarding the importance of the teacher, who will monitor the choices and group process through assessments and feedback throughout the course. Their primary role is to alert students to significant project errors, accepting viable approaches and never imposing their belief in a singular, exclusive solution upon the students.

¹⁵ This is the central argument put forth by Ghirardi (2016, p. 12): "Particularly within the university setting – where mature students tend to be resistant to any critique concerning their learning conduct – the conventional logic that previously governed the interactions between educators and learners in the lecture hall is progressively becoming outdated".

Students should assume responsibility for the final outcomes presented and for managing tasks, time, and team motivation, acquiring not just a sense of social responsibility but also a significant sense of autonomy. Participants in this style of education can reap diverse advantages, spanning from cultivating critical thinking and problem-solving abilities to learning how to navigate group conflicts, fostering self-evaluation, fostering a cooperative stance, and enhancing interpersonal communication.

The incorporation of project-based learning into the curriculum can manifest in various forms, either guiding the entire curriculum or specific practical activities. Some projects encompass the entire class or even different classes, while others are undertaken within a discipline in small groups. The selection of the project itself will also vary depending on the learning objectives established in the module and the available resources and partners. All of this must be tailored to the reality of the institution, teachers, and students to fashion a viable project proposal with a meaningful impact within its application context.

With regards to assessment, in PBL, the instructor plays a role in overseeing the students' progress, as previously mentioned. To accomplish this, they rely on interim objectives that ensure the group's focus on the project, fostering comprehension of the researched concepts. It is crucial to note that evaluating only the final outcome is insufficient. Ongoing feedback and assessment are necessary for students to make adjustments throughout the process and prevent errors that could potentially lead to a crisis and the failure of the entire project. These assessments are formative in nature, guiding not just the final result, but the consultation process itself, ensuring that students have engaged with the necessary content for project development. In other words, a successful PBL cannot be achieved solely by assigning a grade at the end, such as through a test. It is important to utilize a range of tools to also determine whether students have been able to pose questions, possess knowledge acquired, and can propose solutions to the presented problems. Additionally, assessing other skills outlined in the curriculum, such as communication and leadership abilities, is crucial. One example is the utilization of individual assessments measured through research grades, preparatory teaching notes, or even teacher observations.

The emphasis on product analysis for assessment can lead to a distortion in the implementation of PBL, as students might place greater importance on the final presentation rather than on the essential content and reflections required for project development. This

occurs, for instance, when academic projects culminate in an artistic exhibition that prioritises the artistic procedures employed in constructing the exhibition rather than the academic content designed to facilitate student learning. As a result, this approach fails to adequately foster the desired competencies, attitudes, and learning outcomes.

In a nutshell, PBL (Project-Based Learning) is an instructional approach founded on real-world learning activities and tasks that present challenges for students to solve. These activities typically mirror the kinds of learning and work that individuals engage in beyond the classroom in their day-to-day lives.

It often entails groups of students collaborating towards a shared objective, enabling them to acquire not only knowledge but also vital skills for functioning as adults in our society, such as communication and presentation, organization and time management, research, self-assessment, critical reflection, group participation, and leadership.

Assessment of performance is conducted individually and considers the quality of the produced outcome, the depth of demonstrated understanding of the content, and the contributions made to the ongoing project realization process.

PBL empowers students to reflect on their own ideas and opinions, allowing them to make decisions that will impact the project outcomes and the learning process as a whole. They can achieve a high-quality final product, but it is important to embrace errors and emphasize the learning process itself—after all, it is in college where they can have the opportunity to learn from their mistakes.

4.3. Design thinking: cultivating empathy and creativity in the classroom

Design thinking (DT) is a method that facilitates the process of exploration, definition, and imaginative problem-solving by enabling team collaboration to accomplish clearly defined tasks. Widely employed in the business milieu, it has also found application in various other domains, owing to its potential to generate innovative ideas. One area that has profited from the implementation of this method is the realm of education. The designer assumes the role of someone who, by identifying issues, scrutinises them from diverse perspectives to generate solutions that enhance people's lives in some way. Consequently,

the process of DT in the classroom aids students in cultivating a designer's mindset, formulating inquiries through observation to devise novel solutions for tangible problems (VIANNA et al., 2012).

DT is a strategy that inherently focuses on the needs of individuals, making it vital to empathize with those impacted by the problem in order to comprehend the various aspects of the situation. This empathy-building process fosters a sense of understanding among people. By blending rationality and ingenuity, the DT journey progresses smoothly through multiple stages, ultimately leading to the development of a project or an action plan to address the given issue. To achieve this, knowledge sharing, solution prototyping, testing, and the capacity to embrace risks and adapt based on feedback are essential (PWR, 2015).

As a methodology, there are various approaches to implementing DT. Generally, the names and number of stages may be modified, depending on the desired objective. However, all methodologies share a common foundation: the identification and definition of the problem through empathy and understanding of the "critical issues" of those affected, the structuring of solution opportunities, the creation of prototypes, testing them, and making adjustments based on feedback. Some methodologies include preliminary stages, such as understanding the target audience for whom the solution is intended, as seen in the case of developing a product for sales, for instance. Others involve a discovery stage instead of problem definition, when the initial challenge is not yet known, as is the case with educators using DT as a strategy (INSTITUTO EDUCADIGITAL, n.d.).

Specifically, we favour adapting the process using a method known as appreciative inquiry. In this model, we place greater emphasis on the potential for change, identifying what works, how it can be enhanced, and the necessary steps to reach our goals. With this approach, we empower students to propose solutions that guide us towards the desired outcome, focusing on actionable possibilities rather than solely on the challenges we may encounter. It offers a different way of perceiving the environment we inhabit, and we believe it fosters commitment, motivating students to strive for the envisioned ideal.

There are multiple strategies for implementing DT, and we present one that encompasses five stages, adopting a more appreciative standpoint (DUNCAN, 2005):

Design thinking for a positive vision

Phase 1: Definition

The initial phase seeks to unite participants and establish the problem at hand.

To achieve this, it is necessary to frame it as a question or statement, preferably adopting a positive outlook. The emphasis should be on identifying areas for improvement without explicitly focusing on the problem itself. The objective is to showcase the project's capacity to involve individuals in a significant transformation. Once the challenge is comprehended, a research roadmap, research resources, and an approach plan should be delineated. Visual prompts can be employed to document this initial immersion.

Phase 2: Discovery

Subsequently, utilizing the already gathered data, it becomes imperative to decipher the connotations and convert them into actionable opportunities for addressing the challenge at hand. It is vital to contemplate what can be derived from these opportunities presented by the challenges, while sharing narratives to exemplify their potential for instigating change. The documentation of all ideas, information, stories, lessons learned, and impressions holds paramount importance. Additionally, grouping the findings according to common themes can prove beneficial in organizing subsequent steps. This can be accomplished by employing notes or post-it notes, enhancing the visual clarity of the group's collective ideas. To structure an action plan, visual maps, flowcharts, matrices, diagrams, and various illustrations can be employed to aid group members in identifying issues and determining appropriate actions.

Phase 3: Dreaming

During this phase, the objective is to generate a range of daring and innovative ideas. By engaging in brainstorming sessions and avoiding criticism, participants should feel motivated to generate and share as many ideas as possible within the group. The aim is for them to imagine how the world would look if the challenge at hand were solved. This approach enables them to uncover fresh alternatives for bringing about change that may not be apparent if they solely concentrate on the problem itself. Even if an idea seems impractical, it can spark the emergence of other ideas. Once potential solutions to the challenge have been identified, the group votes on their favourite ideas, discusses the results, and creates visual sketches to refine the most promising strategies and explore potential avenues in greater depth.

Phase 4: Design

During the fourth phase, concepts start to take shape. The creation of prototypes, based on the ideas that were previously discussed and selected, becomes more tangible. Various techniques, such as storyboarding, role-playing, enactments, digital illustration resources, models, or simple narratives, are employed to gradually give form and definition to the ideas and solutions. This enables participants to visualise something more tangible, upon which they can reflect and share their opinions. To accomplish this, it is crucial to devise a set of questions or criteria that will guide the feedback discussions. This activity refines the ideas and possibilities, enabling students to identify strengths, weaknesses, and requirements, make adjustments, and implement enhancements. Once again, it is important to document and record everything.

Phase 5: Delivery

The concluding phase entails further tangible planning for the subsequent actions, an implementation timetable, and documentation of the process and its progress. Moreover, success indicators, impacts, and potential advancements towards enhancing the established ideas are delineated. Vigilantly monitoring the learning process and its continuity is vital, as every notion can invariably be refined. In this final stage, it is imperative to exchange perspectives, enabling each participant to articulate their acquired knowledge. An advantageous outcome that may arise from this juncture is the formation of a network or community dedicated to collective learning.

In essence, DT aims to foster an environment that encourages participants' creativity, with a focus on collaborative and multidisciplinary work. The process unfolds in phases, gradually charting paths and solutions until arriving at a tangible proposal for complex problem-solving and transforming reality. In terms of evaluation, DT also entails continuous assessment. At each completed phase, it is necessary to assess whether students are meeting their objectives and progressing towards project completion.

The holistic perspective offered by this approach, along with visual resources, helps materialise what are often only abstract concepts. Transforming discussions or problems into tangible forms is a creative way of addressing challenges and resolving them. Once

participants visualize an idea or proposal, they can reflect on its feasibility, explore alternative routes, and consider possibilities. Ultimately, these visual aids assist in conveying a message among all members, enabling collaborative and controlled presentation of ideas, facilitating improvement, finding solutions, and fostering collective learning.

This tool can be employed to facilitate project execution within an activity that utilises the PBL methodology, for instance, or even during a single class to explore potential solutions for a more specific issue. It streamlines the resolution of challenges encountered throughout students' development of the final product and, moreover, being human-centred, it is ideal for experiential teaching, allowing for open-ended, adaptable, dynamic, and interactive learning.

Some Law schools are incorporating DT into their educational experiences. One noteworthy example is Stanford University's Legal Design Lab, where Law, technology, and design collaborate to propose novel solutions for enhancing legal services. The involvement of a multidisciplinary team aids in considering how to furnish efficient tools that enable the average citizen to navigate legal systems more effortlessly, thereby improving access to justice (STANFORD LEGAL DESIGN LAB, 2013-2018).

We will also examine other notable institutions that embrace these inspirations to revolutionize their teaching methodologies. While not limited to the realm of legal education, the strategies employed serve as a source of inspiration for innovations that can be implemented within the field of legal education.

4.4. Inspiring examples that embody these principles

Within this subject, we shall compile a selection of examples that aid in comprehending the application of these inspirations to the education and learning of students, fostering the acquisition of essential knowledge, skills, and attitudes for the 21st century. Subsequently, we shall elucidate the endeavour of FGV São Paulo Law School in reconfiguring its curriculum to integrate these innovative teaching methodologies. Lastly, we will delve into two distinct instances of immersive modules conducted at FGV São Paulo Law School, focusing on the intersection of law and technology.

4.4.1. KaosPilot School (Denmark)

KaosPilot is an international school of Business, Design, and Social Innovation established in 1991, situated in Aarhus, Denmark. Its name reflects its teaching philosophy, aiming to guide students in effectively navigating a dynamic, ever-evolving world while also empowering them to construct a future that aligns with their values and social responsibility.

Student teams at the school learn the art of project planning and execution, pitching ideas, and collaboratively creating business plans. They cultivate their creativity and collaborative skills, finding motivation to inspire both themselves and others. They embrace unexpected events as opportunities and remain receptive to new ideas. These activities emphasize the harmonious integration of mind and body, as the educational approach recognizes the significance of serenity in the learning process, supported by personal drive and passion for one's endeavors. The school's core objective is to equip students with the skills to manifest their dreams.

At this institution, students are evaluated based on the social significance of their projects, the quality of their design and communication, their adaptability to unforeseen circumstances, and most importantly, their ability to assess their own progress. With a track record of over 25 years of notable achievements, the school is currently expanding its global presence through training programmes focused on cultivating innovative leaders (KAOSPILOT, 2018).

4.4.2. Integrated Education for Sustainability (FIS) (FGV EAESP)

Established in 2010, the Integrated Education for Sustainability (FIS) is an elective module offered at the São Paulo School of Business Administration (FGV EAESP), which is affiliated with the Getulio Vargas Foundation. Its inception aimed to raise awareness among business school students regarding the significance of corporate social responsibility and sustainability within their professional endeavors, as emphasised by the United Nations in the Principles for Responsible Management Education (PRME) document. FIS primarily seeks to encourage a shift in students' attitudes and behaviours through reflective learning, thereby imbuing their professional practices with a deep understanding of the interconnectedness between the production process and sustainability.

Throughout the semester, students engage in studying a tangible project, known as a reference project, wherein they analyse specific content, theories, and practices. The learning process is facilitated through reflection, dialogue, interactive exercises, and field visits, all guided by a coaching team. Additionally, participants undertake an immersive eight-day field experience to culminate the execution of the reference project and present their findings to a panel of pre-selected experts (CENTRO DE ESTUDOS EM SUSTENTABILIDADE DA FGV EAESP, 2013)¹⁶.

4.4.3. Intent – Integrated Training for Entrepreneurial Leadership

Intent is a recently established one-semester programme in the Business Administration undergraduate course at FGV EAESP (2017), led by Professor Francisco Aranha and other members of the Teaching and Learning Development Centre (Cedeia) team at FGV EAESP. The programme's objective is to foster entrepreneurial leadership through interactive teaching activities that actively engage participants, followed by the implementation of a practical project in collaboration with a genuine partner, thereby establishing a socially significant endeavour for the world. It is structured around three key themes: sense of direction, which enhances self-awareness and decision-making skills among learners; teamwork, which seeks to foster integrated and collaborative teams; and lastly, leadership, which is regarded as flexible, allowing all members to propose actions that contribute towards achieving the objective more effectively.

The entire programme is structured into three cycles, encompassing personal and group development as well as the completion of a brief project. Ultimately, the groups offer consultancy services to actual clients and partners, implementing the knowledge acquired during the semester as well as incorporating other subjects covered in their undergraduate studies. The course has demonstrated its success and is already progressing towards its fourth iteration (FGV EAESP, 2018).

¹⁶ For further information regarding the programme, refer to FIS, 2015.

5. How do we organise a course with participatory teaching methods?

Taking into account these diverse influences and in light of the substantial changes discussed earlier, how can we devise a course that seamlessly incorporates these advancements?

5.1. Formulation of curricular programmes based on clear objectives

The key element in developing any course lies in understanding the desired outcomes of the proposal. Even the most conventional courses adhere to the notion of imparting specific content to attain a particular objective, typically centered around successful completion of examinations at the conclusion of the module. The primary aim is to foster memorisation and regurgitation of information, and in more sophisticated iterations, the application of concepts to practical scenarios. This is exemplified by the practice of awarding the highest grades to exams that can reproduce a substantial breadth of information and concepts taught by the professor throughout the course.

In participatory education, the objectives are generally more varied and intricate. This is because information is no longer prioritized over the development of other skills and the stimulation of new experiences. The aim is for students to accomplish a range of learning goals, encompassing personal growth, such as emotional management, and their interpersonal relationships, such as teamwork. Consequently, this approach surpasses the conventional objectives of “mastery of the curriculum” or “assimilation of the subject matter”.

It is crucial for the course to be constructed with an understanding of the desired profile of the students to be cultivated, along with the competencies, skills, and attitudes that one aims to instill in them. To achieve this, an important initial step is to establish the overall training objective, which will guide the curriculum for all classes, as well as the identification of subordinate objectives that will also be incorporated into the programme. A useful strategy is to articulate the overall objective in a concise, lucid, and straightforward sentence, and then derive more detailed training objectives from it.

The process of defining objectives within the programme can be carried out individually. However, we recommend undertaking this task with the assistance of a diverse team from within the institution itself, even if led by the professor overseeing the course application. The specified objectives will serve as a guiding framework throughout the entire course development process. It is advisable for these objectives to align with the institution's pedagogical proposal. Nevertheless, we also perceive the act of defining objectives as an inherently creative process, involving contemplation on how we intend the course to impact our students. We deem it advantageous to incorporate diverse inputs from different individuals in moulding the curriculum. This enables a more comprehensive formation and development of the objectives, drawing from their distinct perspectives and worldviews.

While there is no universally applicable approach to conducting creative work, we typically organize a brainstorming session as part of our process, involving the team comprising the professor and assistants, in order to establish the primary and secondary objectives. Certain activities can facilitate the creation process, such as brainstorming alternative verbs for constructing the programme¹⁷ or employing post-it notes to generate objective proposals through free writing. Subsequently, the group engages in voting to identify those proposals that resonate most with the participants.

Once the objectives have been established, we proceed to the planning stage for each class, outlining what will happen in all the meetings. It is the time to assess the course's schedule of execution. The number of classes and the duration of the course will influence the activities to be devised. It may be an immersive programme or a course that extends throughout an entire academic semester. The aim is to design the classes in a way that they are interconnected, enabling students to engage in a coherent experience with a clear beginning, middle, and end. Each step should lead to the next, culminating in a conclusion that allows students to grasp the outcomes of the learning process.

At this juncture, it is also essential to consider other factors that will shape the definition of the curriculum for each class. We give prominence to the institution's own structure, the classroom arrangement, the available resources, the utilization of the internet,

¹⁷ If necessary, to activate the creative process, it is conceivable to engage in a playful activity for inspiration: the Scattergories game. A letter is chosen, and all participants must take turns suggesting a new verb that can be a learning objective. The participant who fails to provide a verb within the specified time is eliminated from the round, which ends when only one individual remains.

as well as the number and characteristics of the students who will be part of the class. In terms of student profiles, there are pertinent questions regarding the quantity (are there many or few students?), their workload (do they solely study or work alongside?), their life experiences (what are their backgrounds and life experiences?), and their progress in the course (are they at the initial or final stages of the course?). Additionally, their composition in terms of prior technical knowledge (are they in early semesters or with diverse backgrounds?) should also be taken into account. The selection of class members and the number of participants might be constrained by the institution or left to the discretion of the instructor, and they should be duly considered while developing the course curriculum.

Here is a note on the practice of participatory teaching and class composition. Two common complaints often arise regarding the student body: classes can be highly diverse, and students may lack prior knowledge of the subject. Participatory teaching offers a response to these concerns. Concerning the first issue, the diversity within the class represents a wealth of life experiences that, influenced by the classroom environment, lead to a variety of opinions, changes in the interpretation of reality, and the refinement of reflections on the world. It is the responsibility of the teacher to create conditions that unsettle established viewpoints and allow for their reconstruction through the experiences and interactions among students. In regards to the second issue, the response lies in differentiating between technical prior knowledge and everyday knowledge. Each student brings their own life experiences and preconceived notions to the classroom. A good class is one that provides the conditions for students to tap into their experiences in order to learn and/or refine concepts, integrate them into their reality, and, at a deeper level, utilize them to innovate or critically analyze reality.

However, the sequence of classes and dynamics should be based on the course objectives, the participants' profiles, the number and topics of the existing classes, as well as the physical and material resources available at the institution. The dynamics must be planned and implemented with consideration given only to the materials and resources within the institution and the students' level of personal and intellectual maturity.

Once this reflection is completed, the details of each class can be outlined by developing a teaching note, which describes the main pedagogical elements of the class (objectives to be achieved, description of activities, methods of performance evaluation –

with or without assigning grades). The most crucial aspect in creating the notes is developing the dynamics in alignment with the objectives of each session. It may be necessary to prepare the students in advance, which should be anticipated from the beginning. The records do not necessarily need to focus on a single class. Each note can provide details about an activity, a meeting, or a series of classes, depending on the complexity of the activity.

Figure 2 illustrates a conventional teaching note model employed by the instructors at Centre for Teaching and Research on Innovation (CEPI) of FGV São Paulo Law School (previously known as the Teaching Methodology Center) for lesson preparation. Its value lies not only in providing a means to record the plan but also in prompting contemplation on various aspects of pedagogical practice. This resource is also beneficial for future reference, as the compiled documents will constitute the teacher’s archive, facilitating subsequent application by the creator or another instructor if the activity is shared later on. Towards the conclusion of this document (Attachments 2 and 3), you will discover the teaching notes for all the sessions of two immersion courses offered in 2018 as part of the undergraduate programme at FGV São Paulo Law School.

Figure 2 – Conventional teaching note model adopted in the Centre for Teaching and Research on Innovation (CEPI) courses at FGV São Paulo Law School.

TEACHING NOTE – CONVENTIONAL MODEL	
NAME OF THE ACTIVITY	<i>Provide a name for the activity (if the note pertains to a dynamic).</i>
AUTHORS	<i>Provide the name of the author or authors of the note.</i>
TARGET AUDIENCE AND CONTEXT WITHIN WHICH THE ACTIVITY CAN BE IMPLEMENTED	<i>Consider the target audience of the activity and the environment in which it will be executed. Was it created for students at which phase of their education? What are their primary traits? How can the activity accommodate diverse student profiles? In what manners does the activity align with their diverse interests and everyday routines? Where will the class take place? What are the key features of the venue/institution? What resources are accessible?</i>

<p style="text-align: center;">OBJETIVES</p>	<p><i>Consider the following prompts:</i></p> <p>1) <i>What is the main issue to be tackled in the task?</i></p> <p>2) <i>The primary aim of the task is for the student to:</i></p> <p style="padding-left: 20px;">a) <i>gain a specific body of knowledge? If so, what knowledge?</i></p> <p style="padding-left: 20px;">b) <i>develop particular skills? If so, which ones?</i></p> <p style="padding-left: 20px;">c) <i>cultivate critical thinking about specific matters? If so, which ones?</i></p> <p>3) <i>What makes this objective significant?</i></p>
<p style="text-align: center;">NUMBER OF STUDENTS TAKING PART IN THE ACTIVITY</p>	<p><i>Specify the count of students who will be taking part in the activity. If it becomes necessary to distribute them into groups, kindly provide details on the method of division.</i></p>
<p style="text-align: center;">APPLICATION DEADLINE</p>	<p><i>Specify the anticipated timeframe for the task.</i></p>
<p style="text-align: center;">DYNAMIC</p>	<p><i>Provide comprehensive information regarding the procedure that the activity should follow, based on the suggested items below.</i></p> <p><i>1) Student Preparation:</i></p> <p><i>Should the students prepare for the activity? If so, how? Will there be any preparatory materials such as articles, videos, poems, etc.? Will the students have access to any materials during the lesson? If yes, what type?</i></p> <p><i>2) Introduction of the Activity and Icebreaker:</i></p> <p><i>How will the activity be introduced and initiated? How will the participants and the educator be introduced? What agreements should be established with the participants for the smooth running of the activity? How will an icebreaker activity be conducted</i></p>

<p style="text-align: center;">DYNAMIC</p>	<p><i>to help everyone feel more at ease participating in the activity?</i></p> <p><i>3) Progression of the Activity:</i> <i>What are the main tasks of the students and the educator in the proposed activity, and in what sequence will they occur? Describe the different stages of the activity and explain how each stage contributes to achieving the objectives. Provide details on how the transitions between different stages will be carried out.</i></p> <p><i>4) Conclusion of the Activity:</i> <i>What should the students take away from the activity? With this question in mind, describe how the teacher should conclude the activity.</i></p> <p><i>5) Classroom Management:</i> <i>Reflect on potential difficulties in implementing the activity and present relevant solutions as considered by the group.</i></p>
<p style="text-align: center;">FEEDBACK</p>	<p><i>Considering the following aspects:</i></p> <p><i>1) How can the educator ascertain whether the aims of the activity have been accomplished? What will be the criteria for evaluation?</i></p> <p><i>2) How will the assessment of the students' performance be carried out?</i></p> <p><i>3) How can the students offer feedback to the educator regarding the activity in order to enhance it?</i></p>
<p style="text-align: center;">REQUIRED RESOURCES</p>	<p><i>How should the teacher prepare for the implementation of the task? What resources are essential?</i></p>

OBSERVATIONS	<i>Include any other significant remarks that the group deems crucial for conducting the activity in the classroom.</i>
--------------	---

Before the commencement of the first lesson, it is captivating for the entire course to have already been meticulously planned, akin to the plot of a soap opera from which scripts for each episode will be crafted. Just as the scriptwriter oversees the filming of soap opera scenes with a predetermined story ending in mind, capable of adapting it based on the audience’s reception, the teacher should commence their course with a clear vision of where they intend their students to culminate, although they can adjust this plan according to the progress of the class. Consequently, the lesson notes can be initially outlined and subsequently expanded upon in greater detail as the sessions progress. Arranging the teaching notes that will constitute the course is a skill that necessitates time for those involved in planning participatory courses. However, we emphasize that with thorough documentation and the compilation of teaching notes, the process of course development becomes more streamlined and efficient.

We also recommend reviewing the notes following the implementation of dynamic activities to enhance them based on the practical insights gained from what proved effective or ineffective in the classroom. This feedback session can be conducted with the same team that assisted in the planning or with select students at appropriate moments later on.

When establishing the notes, two key aspects need to be addressed by the teacher: the design of engaging activities and the creation of an evaluation process that encompasses all the competencies, skills, and attitudes covered. The following are some guidelines to aid teachers in constructing this aspect of the process.

5.2. Development of effective participatory dynamics

Once we have outlined the programme’s direction, our focus shifts towards providing a detailed breakdown of each class and how the course will unfold. The conception of these dynamics is typically a collaborative effort involving all members of the responsible team. Our meetings can span from 2 to 3 hours, and depending on the complexity of the proposal

and the number of classes, they may extend over an entire week. However, we recognize that collective work offers the advantage of generating more engaging activities, built upon a multitude of suggestions.

Fortunately, our process is facilitated by the fact that we already possess a repertoire of tried and tested dynamics, which are well-documented. On occasions, we also draw upon activities from the Active Legal Education Materials Database and toolkits provided by other educational institutions, such as the Hyper Island toolbox¹⁸. This pre-existing material has been accumulated over numerous courses, and although it required significant time investment in the past, it now expedites the course creation process considerably.

We adhere to certain guidelines when creating teaching notes for each class. The primary guideline can be summarised by the notion that we should envision what the students will do, shifting the focus away from what the teachers will say. This doesn't imply that the teacher has no role, but rather that the mindset in lesson planning always aims to stimulate the students and provide them with an experiential learning opportunity. More specifically, we typically go through the following process:

- We always strive to begin with an icebreaker activity that allows students to interact with each other (preferably facing each other), get them moving around the environment, and direct their attention to the topic that will be discussed. This activity can range from creating a word cloud based on single-word responses to a question, to more elaborate exercises described in Chapter 6.

- We consider whether any previously used activity can help achieve the objectives set for the class. If any activity is relevant, we review the proposal to enhance it and potentially adapt it to the audience and context. Even if there is no specific proposal, it is important to recall what has been done before, as it serves as inspiration for creating new exercises.

- When we find it uninteresting to use an existing activity, we initiate a brainstorming process to devise a new one. In such cases, we try to identify if there is a more suitable method to achieve the objectives or attempt to combine elements from different methods to

¹⁸ To visit the Active Legal Education Materials Database of FGV São Paulo Law School, please check <https://ejurparticipativo.direitosp.fgv.br/material-de-ensino>. The Hyper Island toolbox can be accessed on the website <http://toolbox.hyperisland.com/>.

create something that deviates from the ideal description. We often draw inspiration from external materials such as movies, TV series, and games.

- For each activity, we allocate time for reflection, usually in the form of debates, with guiding questions that explore a) what happened, b) how the participants felt, and c) how they connect the activity with theoretical knowledge. We then formulate essential questions that we must address during the discussion.

- Next, we allocate time for each stage, from group formation to the conclusion of the debate. At this point, it is quite common to assess whether the class is too intense and complex, or lacking in dynamism and depth. We aim to adjust the timing and even consider new exercises and guiding questions. The more detailed the description of the periods assigned to complete each task, the better control the teacher will have over the progress of the class, allowing them to identify any delays or moments that can be further explored.

- After defining the class objectives, what we want the students to do or experience, and the timing for each task, we take stock of the necessary materials, and only then do we consider texts or other forms of preparation, while keeping in mind what we highlight in that particular class.

These guidelines do not provide a standard recipe for designing participatory activities, but rather serve as a report on how we develop our exercises. The most important aspect is not to follow them as a strict step-by-step process, but to grasp their principles and understand why we employ them. We delve into these principles when discussing our sources of inspiration.

Now that the course map is finalised, we redirect our attention to assessment.

5.3. Assessment of students through process and outcome

In the process of learning, assessing entails recognizing that the journey is equally significant to the acquisition of knowledge as the final result. Hence, it is crucial to perceive assessment as both a process and an outcome. Adopting this viewpoint expands the concept of assessment beyond merely fulfilling formal criteria, often driven by regulations and market demands. It contributes to the responsibility of all parties involved in our society: the student, who actively engages in their own learning; the facilitator, who facilitates development; and

the institution, which considers assessment as integral to the student's, teacher's, and institution's own learning, transcending regulatory aspects.

By focusing solely on the final outcome, such as a written assignment or a project completed by students, even if it meets explicit requirements and undergoes thorough analysis, we neglect to address how students arrived at that result. We fail to ascertain whether they have genuinely acquired the competencies, skills, and attitudes that contribute to their professional and civic growth, as well as their ability to collaborate effectively in teams. This narrow approach denies students the valuable feedback on their performance and prevents institutions and teachers from reflecting on these dimensions of learning and the fulfillment of educational objectives. It obscures the factors that influenced students throughout the course, leaving the clarity regarding their progress lacking.

The planning of evaluation should encompass various dimensions. Firstly, it is vital that it evaluates the students' learning. There can be no teaching without learning: if the students have not learned, the teaching process has not been effective, even if the teacher dedicated themselves to delivering lectures and preparing activities (PIMENTA and ANASTASIOU, 2005, pp. 204-205). The alignment between objectives and assessment becomes crucial. Writing clear and precise objectives allows for observing whether the class has achieved them or not. Therefore, if the course aims to guide participants in "evaluating whether it is better to resort to litigation or not based on economic criteria", and at the end of the course, students can justify to the professor, in a hypothetical case, the choice of filing a lawsuit or seeking a settlement considering the costs each path will have for their clients, then the objective has been accomplished.

Secondly, we believe that assessment can present a valuable opportunity to guide students in reflecting on their own learning process (self-assessment). At the commencement of the course, we prefer to request each student to establish their personal objectives in the subject – based on what they would most like to develop or learn. Thus, we reinforce the notion of the course as a chance for personal growth and advancement, in addition to granting students the ability to evaluate their performance at the end and determine if they have attained these individual goals. In this instance, it is the responsibility of the teacher to create the necessary conditions for students to identify their successes and failures, along with the respective reasons, enabling them to make improvements in due course.

Thirdly, assessment can also serve as an opportunity for students to contemplate their peers' performance and the overall progress of the class. In participatory education, they are regarded as part of a collective and share the responsibility for the quality of their classmates' learning. Unlike traditional education, where it is feasible to complete the module with distinction without interacting with fellow students, in participatory education – particularly in experiential education – the exchange among individuals is crucial for fostering a conducive environment and ensuring the course's quality.

It is important to note that none of these three aspects necessarily have to be translated into grades. We underscore the distinction between awarding a grade and providing performance feedback. While a grade is a form of feedback given to the student, it need not be the sole or most significant one, although the nature of legal education may suggest otherwise. Students can evaluate their peers without assigning grades to them, just as they can evaluate their own performance without converting it into a numerical value on a scale from 0 to 10. Even the grading scale does not have to be numeric and can be expressed as concepts such as “excellent”, “satisfactory”, or “unsatisfactory”. It is vital to observe that a teacher should continually assess their students and, ideally, establish mechanisms for regular, immediate, differentiated, and empathetic feedback (referred to as FIDeLity, as suggested by Fink in 2003), even if a grade is not assigned at every instance.

Finally, it is crucial that the assessment also furnishes information *for the teacher* and *for the institution*. This will enable enhancements to be made to the course based on student feedback and empower the teacher to enhance their own teaching practice, which can be discussed in the institutional evaluation planning. In addition to informing teachers about the assessment, a dialogue-oriented process is necessary, where the teacher becomes an active participant in their own professional development. In this regard, evaluation ceases to be perceived as a tool for control and becomes a part of the institutional evaluation process, taking into account all its aspects and the various roles of the teacher in teaching¹⁹.

¹⁹ According to Laurinda (2002, p. 119): “It is vital to cultivate an expanded, integrative, and multidimensional evaluative perspective that positions the teacher within their various roles in teaching, research, outreach, and above all, as an assessor. This perspective should be directed towards a continuous improvement approach, disregarding categorizations, comparisons, and classifications that often impede the progress of evaluative processes within institutional environments, while also distorting concepts and judgments. It represents a praxis that liberates from the myths and stereotypes surrounding evaluation, which teachers must experience in order to attain the necessary autonomy for effectively and systematically conducting their own evaluative procedures”.

This communicative dynamic alters the nature of assessment from being controlling to truly formative, shared, integrative, and multidimensional, aimed at the development of all individuals involved. Thus, the manner in which the evaluative experience is presented by the institution and experienced by teachers and students is based on an understanding of the process and a clear objective: continuous growth and improvement. As long as the institution engages in genuine dialogue, acknowledges the perspectives of students and teachers, and provides genuine support for implementing improvements and fostering personal growth among the teaching staff, evaluation can be redefined and genuinely serve as a tool for personal and institutional learning.

This concise presentation of the reflections we have developed over the past few years while working with participatory legal education may appear vague to those who have limited or no exposure to the subject. Bearing this in mind, we dedicate the subsequent chapter entirely to providing a detailed description of the courses we have taught, inspired by these principles.

6. The experience at FGV São Paulo Law School: immersive modules

As mentioned, innovation must be constant and essential in law schools. The participatory methodology, which places the student as the main participant in their own learning, must also be consistently reviewed for the reasons already stated – rapid technological advancements, societal and demand changes, social and professional reorganization, among others.

However, innovation in Brazilian legal education has predominantly occurred through isolated and often unsupported initiatives. This reality is gradually being altered through increased exchange of experiences, the establishment of platforms for reflecting on legal education, and institutional support for participatory teaching. The organization of local, regional, and national events for teacher exchange, the wider dissemination of experience reports, and the expansion of faculty training courses and workshops exemplify this movement.

Our book would be incomplete without providing an account of how we have implemented in practice what we have previously discussed to enhance this exchange among teachers. We will describe two immersive modules that took place in 2018: the Agenda 2030 and the Finch Challenge.

These immersive modules are optional offerings by FGV aimed at skill development and gaining a deeper understanding of environments beyond the university, moving students away from the traditional classroom setting. They occur once every semester, lasting for one week, and bring together students from different years and schools at FGV, including Law, Public Administration, and Business Administration. The topics covered in each edition are diverse, with the approach varying each semester based on the choice of professors.

The two immersive modules described in this book were designed to encourage students to cultivate skills that are vital for future legal professionals. The aim was to offer an interdisciplinary learning experience that aligns with the objective of equipping students with problem-solving abilities and nurturing a creative mindset. These aspects are often overlooked in conventional education systems that primarily focus on acquiring knowledge through disciplinary subjects. The teaching approaches were developed in conjunction with

research carried out at CEPI on the forthcoming advancements in legal professions and the hurdles presented by technology. As a result, the modules were able to benefit from the insights gained through this research.

In the initial immersion, the Agenda 2030 aimed to explore the impact of emerging technologies, highlighting the unprecedented challenges they pose and the need for innovative legal solutions from legal professionals. The second immersion, known as the Finch Challenge, delved into the transformation within law firms and the evolving role of professionals due to the integration of technology in their work environments. Both immersions provided students with valuable opportunities to engage with diverse companies and law firms, including site visits to their premises. For instance, during the second immersion, Finch sponsored a trip to their headquarters in Bauru, São Paulo. Students were also able to develop and present innovative proposals to experts in various fields related to Law and technology. By addressing the suggested challenges and proposing solutions, students honed their problem-solving skills, collaborated collectively, and enhanced their public communication abilities.

However, our objective extends beyond sharing a teaching experience. In the following sections, we will demonstrate how we put into practice the principles of experiential teaching, DT, and project-based learning in a legal discipline. Moreover, we will offer insightful reflections on each stage of the course development in this format. Our aim is to identify potential issues, present the solutions we have devised to overcome them, and provide commentary on our actions so that, ultimately, you can gain a deeper understanding of the process and implement it effectively within your own institution.

Prior to proceeding, it is essential to elucidate certain aspects of the FGV São Paulo Law School context that are pertinent to the applications. They serve as an alternative means of implementing the principle of participatory teaching, which governs undergraduate education. Since its inception, the school has placed emphasis on the utilization of active learning methods (ANGARITA, AMBROSINI and SALINAS, 2010, pp. 69-70). The curriculum framework has been designed to promote the integration of various themes, the amalgamation of theory and practice, and the students' engagement with real-world experiences (*ibidem*, pp. 65-68). This environment presents both advantages and challenges for fostering innovation. On the positive side, we observe a conducive institutional setting

that encourages novel teaching approaches, complete with material support and a culture that students embrace upon entering the institution. However, these advantages are accompanied by challenges, such as the need to innovate in comparison to established practices in other modules and the potential difficulty of working with students who are well-versed in participatory methods²⁰.

Another notable aspect of the FGV São Paulo Law School's proposal is the inclusion of a full-time component in the course. As outlined in the Pedagogical Project of the Undergraduate Course, the initial two cycles of the programme, corresponding to the first three years, are designated as full-time to encourage intensive study and exclusive commitment from the students (FGV SP LAW SCHOOL, 2016, pp. 36-37).

Additional regulations outlined in the Undergraduate Course's policy include the requirement for evaluation through three partial grades, with at least one of them being continuous assessment and another being an individual written assessment. Furthermore, no single grade is allowed to carry a weight of more than 40% (Article 20, § 10 of the Regulation). Successful completion of a module depends on maintaining a minimum attendance rate of 75% and obtaining a semester grade equal to or higher than 6.0. Lastly, student selection is carried out through the institution's enrolment system, which prioritises applicants with the highest overall course average.

A final noteworthy point concerns the composition of the student body at FGV São Paulo Law School and the academic trajectory of its students. The institution's target audience primarily consists of individuals from the upper class²¹. To promote diversity in undergraduate education and include students from other social classes, the school has implemented a policy of offering both refundable and non-refundable scholarships.

²⁰ The degree of familiarity that students possess regarding participatory methods can give rise to various obstacles. Perhaps the main one lies in what we can refer to as superficial and strategic learning, combining the learning types mentioned by Säljö (1979) and Prosser and Trigwell (1999). Students merely react to the stimuli of the course to the extent required to achieve their grades, distancing themselves from profound learning. At FGV São Paulo Law School, an illustration of this is the "task-oriented student", an internal term used to describe students who, confronted with the abundance of assignments stemming from various participatory programmes, only complete the necessary tasks and exercises for assessment. Another example involves students who engage in classroom discussions without prior preparation solely to earn participation points.

²¹ Categorisation by the Secretariat of Strategic Affairs of the Federal Government. Accessible at: <http://g1.globo.com/economia/seu-dinheiro/noticia/2013/08/veja-diferencas-entre-conceitos-que-definem-classes-sociais-no-brasil.html>. Accessed on 3rd September 2019.

This position in the market has resulted in a student body with a broader range of complementary educational experiences, such as familiarity with other countries, proficiency in multiple languages, and the development of additional skills through extracurricular activities like sports, dance, and music. The students are not required to work, and the majority of them are proficient in reading English texts.

Regarding the students' academic journey, it is important to highlight that in 2017, FGV São Paulo Law School introduced a new curriculum, reducing the average number of courses per semester in the initial three years from nine to five. This curriculum change aimed to allow for more time dedicated to extracurricular activities by increasing the workload of the remaining courses. Consequently, two distinct groups of students emerged in pursuit of their undergraduate degrees. Firstly, there are the classes under the old curriculum, characterized by a high number of courses per semester, each demanding significant preparation and exhibiting a higher level of classroom presence. Recognizing that this approach led to issues such as anxiety, depression, and “task-oriented student” behaviors, the curriculum structure was revised. The second group consists of classes following the new curriculum. As this curriculum is relatively recent, the effects on students are yet to be fully determined. However, the reform was designed to foster student autonomy and provide more time for studies, therefore it is anticipated that classes under this curriculum will exhibit greater development in the “learning to learn” dimension and a reduced level of stress.

All these elements constitute the backdrop within which the disciplines described below were offered. It is vital to emphasise, therefore, that reading should always be approached with a critical mindset, in order to avoid detached appropriations of the dynamics and the project. Conversely, we urge those who are perusing this book to draw inspiration from our narratives and create their own activities, taking into account their own circumstances. Lastly, we would greatly appreciate your feedback on our experience. Please visit the link <https://goo.gl/forms/3OkS7pHxKzXU2QR63> (or employ the QR Code provided) to share your observations about our account. This will assist us in refining our work with different contexts and inquiries.



In the context of immersive educational programmes, the circumstances at FGV São Paulo Law School gave rise to some peculiarities. Firstly, since they welcomed students from all academic years, we encountered individuals engaged in internships, working on their final projects, and preparing for the OAB exam (4th and 5th years), as well as those who had suspended their regular educational activities for that particular week (1st to 3rd years). Additionally, we had students from the Business Administration and Public Administration courses. This diversity, while advantageous, also posed challenges, such as ensuring equal engagement for all participants. Secondly, there were constraints on the dates of the event (specifically, from 19th to 23rd March 2018), but we had flexibility in determining the frequency, timing, and locations of the meetings. Finally, we had the opportunity to collaborate with external partners who could visit our institution, and we received the necessary assistance to facilitate the planned off-site visits, including the trip to Bauru.

The presented context had several influences on the organization of the modules in the following ways:

- As an elective module accessible to students from all years of the relevant disciplines (Law, Business Administration, and Public Administration), we anticipated greater motivation and engagement from the participants.
- By involving students from a full-time course with more flexibility, we could schedule activities for various periods throughout the day.
- With the inclusion of students proficient in the English language, we could suggest foreign texts for preparation.
- Being offered in an institution that advocates participatory teaching, we could rely on suitable classrooms, availability of materials (such as markers and flip-chart sheets), and even logistical and personnel support for activity development.
- Moreover, owing to the culture of participatory teaching, we could adopt a more playful and less content-oriented approach to instruction, taking into account the institutional and student body endorsement of this educational style.

6.1. Agenda 2030

In the first semester of 2018, FGV São Paulo Law School participated in the immersion week practice for the first time, which was well-established at FGV EAESP. The two schools chose a week in the semester (19th-23rd March) to replace regular classes with elective modules exclusively offered during those days. Along with the activities at EAESP, students from the Law, Business Administration, and Public Administration courses had a selection of eight options, three of which were offered at the Law School: 1) *Individual above the State? Non-legal strategies to ensure rights* (60 hours and 15 spots); 2) *Climate change and the responsibility of financial institutions: establishing parameters for BNDES* (20 hours); and 3) *Agenda 2030: a brave new world?* (45 hours and 25 spots)²². The experience we are describing here took place in the last of these modules, which consisted of ten in-person meetings lasting three hours each, in the morning (9 am-12 pm) and afternoon (1 pm-4 pm), every day of the week, including a visit to a partner company.

²² Others: 4) Political education: theory and practice; 5) Public management and public security in practice: the day-to-day management of the military police; 6) Nighttime management of cities; 7) Sustainability in the field: Vale do Ribeira expedition; 8) Theatre: shaping the contemporary administrator.

a. The inception of the module: problem definition, programme development, and engagement with experts

The formulation of Agenda 2030 commenced in the second semester of 2017. The team assembled to cultivate the discipline comprised of Professor Marina Feferbaum (in charge) and researchers Clio Radomysler and Guilherme Klafke. The conception of the module entailed establishing a problem for immersive study and devising the programme. The team's initial task was to determine a theme for the course, as having an overarching problem within the discipline is vital for experiential learning. Instead of designing a programme solely based on the content to be covered, we deemed it essential to present a challenge that could encompass various content areas concurrently, necessitating students to engage with knowledge from diverse fields. By addressing this issue, the course could be structured around emblematic problems related to the topic and involve interaction with subject matter experts.

The team's affiliation with CEPI, from the FGV São Paulo Law School, aided in identifying an intriguing and current topic: the relationship between law and technology. Beyond delving into the content of digital law, our objective was to instil awareness among students regarding the legal, ethical, and societal quandaries that technological advancements introduce to the legal realm. We also deemed this topic appropriate for questioning the implications of changes in legal professions, particularly those stemming from process automation, workflow, and the integration of artificial intelligence in legal services. Ultimately, the exploration of the society that technology will shape in 15 years became the central theme of the discipline, hence the connection with Aldous Huxley's book, "Brave New World".

Since the primary focus of the module would be project-based learning, it was necessary for us to define the end result in order to structure the path that students should take to achieve it. Initially, we considered exploring the interface between innovation and Law, with a specific emphasis on lawtechs and technology startups. Participants would be required to develop a startup proposal that offers a solution to a legally significant problem in 2030. As a result, the course would need to offer opportunities for them to explore innovation environments, business models, project development methods, and also

familiarize them with legal issues arising from technology. The advantage of having Business Administration students collaborating with Law students to develop these businesses was also considered.

Based on this initial concept, we sought out partners who could provide expertise on the subject to our students. We engaged in discussions with representatives from Stone Pagamentos' legal department and the startup Looplex, which specializes in technology applied to Law. These conversations revealed that the course proposal had its merits but also raised important concerns, particularly regarding a discrepancy between our desired outcomes for students (critical thinking about complex legal problems and the ability to create projects to solve them) and the final product (a startup proposal). Consequently, we made the decision to alter the scope of the final project, which now entails presenting a solution to a pertinent legal problem. As a result, the course's direction shifted towards fostering innovative thinking, rather than solely focusing on creating business models and companies.

The Agenda 2030 programme was formulated based on the skills that students would need to cultivate in order to undertake their project. We divided the course into two sections. In the first section, they would engage with impactful issues arising from technological advancements, listen to individuals who deal with the relationship between technology and law on a daily basis, and develop the necessary skills to collaborate in groups and approach problems from multiple perspectives and interests. In the second section, they would delve deeper into the initial stages of the DT process – discovering the problem, generating ideas for solutions, and proposing the implementation of those solutions. We opted to exclude the prototyping and implementation stages from the programme due to insufficient time available for their execution.

Concerning the first section, we designed the classes to integrate learning experiences with guest speakers who could share their experiences and discuss the challenges they encounter in their respective fields due to technology.

The initial day (lessons 1 and 2) aimed to guide the students in: (a) connecting the discussion to their own reality and surroundings, constructing plausible future scenarios; (b) acquiring knowledge about technological advancements, analyzing their repercussions, and identifying ethical, legal, and social issues that held significance for them; and (c) fostering

acquaintanceship among the students. We intended for the students to confront their existing vision of the future with what currently exists and what may come into existence according to experts. By engaging the students in the presented examples and recognizing ethical, social, and legal dilemmas, we sought to sensitize them to the theme of the course and prompt them to ascribe importance to these dilemmas in their own lives or the lives of others. Furthermore, by the end of the day, it was important for the students to recognize their classmates and not confine their interactions solely to familiar faces, thereby achieving integration.

On the subsequent day and the beginning of the third day (lessons 3, 4, and 5), the objectives were to guide the students in: (a) identifying and analyzing behavioural and social changes brought about by technology; (b) connecting these changes to potential scenarios for the development of personal relationships in society, particularly in their own lives; (c) comprehending how technological advancements and behavioural changes are transforming work environments and legal professions; (d) learning about the primary technological trends predicted for 2030; and (e) identifying possible consequences of these trends and the resultant ethical, legal, and social issues. By reflecting on social relationships in 2030, we aimed for the students to establish a correlation between the characteristics of the chosen technological tool (social networks) and the anticipated behaviours of individuals in the future. The planned external visit for this day aimed to stimulate the students to link technological and social changes to transformations in legal professions within innovative settings.

In the initial phase of the course, students will engage with various experts. In the morning of the first day, they will engage in a discussion with a professor and a postgraduate student from EAESP regarding smart cities, a term that conveys notions of the future²³. Later in the afternoon, they will have a conversation with an IBM representative concerning the company's data protection policy. The objective is to comprehend the correlation between technological progress and a specific legal matter, namely the right to privacy²⁴. On the following day, a visit to Stone Pagamentos is scheduled, where they will have the opportunity to acquaint themselves with the legal department and engage with professionals in the field

²³ The invitation was extended to Professor Ciro Biderman and the postgraduate student Claudia Acosta.

²⁴ Andriei Guerrero Gutierrez, Manager of Government Relations and Regulatory Affairs at IBM, also received an invitation.

of innovation²⁵. This will provide tangible examples of potential future trends through observing the company's innovative environment and the daily routines of its employees. Lastly, on the third day, students will have a discussion with the CEO of a legaltech company, aiming to comprehend and critically analyze the primary technological advancements in the legal domain²⁶.

Regarding the second phase, we have structured the classes with the aim of offering the group a guided opportunity to oversee a project. Lessons 6, 7, and 8, which took place on the second period of the third day and the fourth day, were intended to guide the students in the following areas: (a) initiating a project with a clearly defined problem, purpose, scope, and process; (b) managing creative processes by outlining tasks, goals, and the products to be developed; and (c) implementing a problem-solving process using DT. The students would commence the actual project development by selecting a specific problem to address from the range of issues discussed in the classes. The success of the project's conception would be achieved if the group could identify a potentially significant problem in 2030, contextualize it in relation to other problems, and highlight the legal and ethical concerns associated with it. Subsequently, they would undertake a guided DT process, involving gathering insights, impressions, opinions, and reactions from relevant individuals, identifying successful experiences related to the problem, and constructing a solution, with particular emphasis on the contribution of Law.

The fifth and final day (lessons 9 and 10) would be dedicated to performance evaluation and presentations. During this stage, the students would learn how to: (a) develop and deliver a concise, objective, powerful, and informative presentation; and (b) provide performance feedback based on principles of nonviolent communication. The success of the course would be demonstrated not only by the students' ability to present their ideas to the invited experts, but more importantly, by their capacity to express and receive feedback in an open and non-defensive manner.

²⁵ The appointment had been arranged with Gabriella Read and Daniela Zarzur, solicitors from Stone Pagamentos.

²⁶ Ângelo Caldeira Ribeiro from Loophole received an invitation.

The immersive module design exemplifies changes in the approach to teaching. The following points are emphasized:

- As the module is project-based, the initial step involves determining the type of project that students should undertake to achieve their learning objectives. In line with Agenda 2030, due to time constraints, we chose to have students propose potential solutions without requiring prototyping and implementation. This approach differs from the traditional method of defining specific topics or texts for study.

- Once the project is defined, we identify the necessary skills and competencies that students need to develop in order to succeed. Certain objectives are considered fundamental for any course of this nature, such as the ability to collaborate effectively within a group (integration with peers), project management skills, and the ability to give and receive constructive feedback.

- Engaging with experts and organizing external visits not only increases the practical relevance of the course topics but also inspires students to identify issues for their own projects. The selection of individuals to engage with was guided by specific criteria, including their expertise, proximity to the institution, and potential contribution to the course objectives.

- Although preparation is important to facilitate discussions, it was not heavily emphasized in the course. Students had limited time for readings. Instead, the intention was to focus on students' classroom experiences and minimize reliance on external concepts and ideas. Nonetheless, we provided a variety of materials, including more than just texts, that students could access to prepare for the meetings.

Please refer to Annex 1 for the module programme.

b. The initial segment of the module in depth: acknowledgement of the issue, formation of groups, and engagement with specialists

Preparation merely serves as the preliminary phase of the teaching undertaking. Numerous aspects might deviate from the intended course, necessitating teachers to engage in ongoing reflection during the execution of activities. Subsequently, we will outline the transpired events within the course. For more detailed teaching notes regarding the activities, please consult Annex 2.

The initial step taken for the course classes involved arranging the classroom in a circular layout, devoid of tables and solely equipped with chairs. This unconventional utilization of space had a notable impact on the students right from the outset, as evidenced by the learning reports they submitted upon completing the course: “Merely by witnessing, on the very first day, the circular arrangement without tables already deterred us from

concealing ourselves behind our respective computers and isolating ourselves from new experiences” (Report 1, Agenda 2030);²⁷ “The arrangement of chairs – in a circle – fostered a more comfortable atmosphere” (Report 3, Agenda 2030); “Right from day one, I realized it wouldn’t be a conventional class (with everyone seated in rows and discussing pre-readings). The circular arrangement of the room instantaneously made me feel less detached from the environment” (Report 16, Agenda 2030). At the commencement of each day, we initiated a check-in, a classroom activity designed to break the ice and encourage all students to contribute. This strategy is advantageous for participatory teaching because once students have voiced their thoughts in the classroom, they overcome any initial reluctance towards engaging in the course.

At the start of each day, we commence with a check-in, a classroom activity designed to break the ice and encourage all the students to interact with one another. This approach proves beneficial for fostering active participation in teaching, as students tend to overcome their initial hesitations once they have spoken up in the classroom.

During the first session, the check-in entailed a straightforward set of questions: one’s name, expectations regarding the course, and their favourite location within the city. Typically, one of the questions pertains to the students’ future plans – in this instance, it involved contemplating smart cities and how São Paulo would evolve in the coming years. It’s worth noting that, during this initial phase, participants often struggle to recall each other’s names. Consequently, we distribute a roll of masking tape so that they can affix their names onto their clothing.

Our primary aim was to establish a secure, comfortable, and relaxed setting to ensure that students felt at ease participating in subsequent discussions, without the worry of being judged by their peers. To achieve this, students needed to foster a sense of belonging. Being part of a group entails recognizing its members. To accomplish this, we believed that students should share personal experiences with one another and take an interest in each other’s experiences. Therefore, we initiated the course with a “truth or lie” exercise.

During this activity, each participant was given a card indicating either “truth” or “lie” (one liar for every eight participants). The individual with the “truth” card had to narrate

²⁷ In order to uphold the confidentiality guarantee for students’ accounts at the start of the course, we will solely refer to the report number as a means of distinguishing them, refraining from mentioning the individual’s name.

a humorous or unusual true story related to technology to the class, while the person with the “lie” card had to share a similar story, but fabricated. Subsequently, each participant had the opportunity to ask someone a question, seeking clarification about their story in front of the class. The explicit goal was for the class to uncover the three individuals who were lying based on 25 questions, but the underlying objectives were for students to develop a sense of curiosity about their classmates and establish connections with others through the 22 amusing stories shared by the class.

This exercise exemplifies the learning opportunities provided by the teaching approach advocated in this book. Although we did not delve further into the topic, it was noteworthy to observe that a substantial portion of the stories revolved around situations that could be subject to critical examination, even from a legal perspective, in a reflective debate on the narratives. For instance, discussions on security and privacy concerns could arise based on stories about facial recognition, digital registration, public profiles, unlocked computers, and computer viruses.

The second activity of the day, named “Creating the 2030 Picture”, was conducted in groups consisting of five students. The same card that the students received in the initial activity already specified their assigned group. The purpose of separating them in advance was to prevent the formation of cliques and enable interaction with unfamiliar individuals. To ensure a casual and egalitarian approach, we selected a task that could be accomplished by all participants, irrespective of their graduation year or subject knowledge. Each group was provided with a photograph showcasing a location in the city of São Paulo and given 20 minutes to edit it, depicting a realistic representation of how that place would appear in 2030.

The photos were accessible via the Google Slides program. We could monitor, in real-time on the classroom computer, the progress of each group and intervened promptly whenever we noticed some lagging behind. Additionally, we capitalized on the fact that most students possessed laptops, encouraging everyone to search for images online and collectively construct their vision of the future. They were even allowed to create multiple scenarios (refer to the Periphery of São Paulo group’s work in 2030).

You can locate the images using the following link: <https://bit.ly/3cL5ngC>

You can access the images at the following links:

- Avenida Paulista in 2030: <https://bit.ly/2WHkPET>
- Marginal Tietê in 2030: <https://bit.ly/2z2iKuu>
- Periphery of São Paulo in 2030: <https://bit.ly/3g3LSSI>
- São Paulo Shopping Center in 2030: <https://bit.ly/2TkyeRj>
- São Paulo Judiciary in 2030: <https://bit.ly/3e0XNP4>

Each group had the chance to showcase their future vision to the others. We arranged a series of questions for this segment: What intrigued you the most? How might the innovations and the context presented affect the city in 2030? What issues do you identify in the images? What remedies do you perceive for the current problems in the images? Nonetheless, there wasn't enough time for an initial discussion among the students regarding the projects, as that was reserved for the smart cities discourse scheduled for the second part of the class, featuring invited experts.

In the latter part of the morning, the students engaged in a roundtable debate with two specialists regarding the subject of smart cities²⁸. The notion of inviting external guests served multiple objectives: a) facilitating the students' interaction with authorities in the area of discussion; b) establishing a link between the classroom and the academic community; and c) encouraging the students' active participation by fostering lively discussions with the experts.

The learning reports disclose that the students directly linked their own visions of São Paulo in 2030 to the perspectives on the subject presented by the experts. Several reports indicate a conflict with the notion that smart cities solely revolve around the utilization of technology, as many of the scenarios constructed by the students suggested otherwise. One report states, "I discovered that innovation doesn't necessarily pertain to technology, but

²⁸ Ciro Biderman, professor at FGV School of Business Administration and Economics (EAESP), and Claudia Marcela Acosta Mora, a PhD candidate in Public Administration and Government at the same institution, were extended invitations.

rather simple things – such as reducing air pollution by minimizing car usage – are more innovative than certain technologies, like autonomous cars. Smart cities are those that clean rivers, not bury them to construct more roads” (Report 1, Agenda 2030); “This undertaking, coupled with the discussion involving two authorities in intelligent urban environments, Cláudia Acosta and Ciro Biderman, proved vital in challenging the prevailing notions regarding the essence of smart cities and the most effective strategies to attain them (Report 3, Agenda 2030)”; “They taught us that when considering a smart city, we should not only envision the implementation of new technologies, but also the utilization of existing technologies and resources in a more logical and cohesive manner within the urban space. These two activities were highly complementary and contributed to shaping and challenging our perspectives” (Report 12, Agenda 2030); “A practical illustration of this discourse on current influences can be found in the conversation I had with Ciro and Cláudia regarding smart cities. On that occasion, it became apparent that my perception, which solely associated smart cities with the extensive adoption of technology, was debunked” (Report 17, Agenda 2030).

Key points from the initial meeting (Monday morning):

- Commencing the course with an integration exercise enabled the students to acquaint themselves with one another, fostering interaction and a basic understanding.
- Engaging in activities that prompted open and unrestricted opinions, focusing on each individual's aspirations, encouraged active participation from the outset, overcoming timidity, uncertainty, and complacency.
- Leveraging technology that facilitated collaborative work on a creative task involving envisioning future scenarios.
- The exchange of viewpoints between the students and the invited experts accentuated disparities and resemblances in their visions of the future, enhancing the learning experience.

The day carried on into the afternoon with two additional moments. The first one commenced with a brief quiz aimed at entertaining the students following their lunch. The questionnaire was devised on the Kahoot! app, which enables the teacher to create bite-sized question-and-answer games with scoring for each correct response within a predetermined time frame. The “myth or truth” proposition comprised of over twenty statements concerning

the current state of technology, incorporating phrases such as “A robot successfully completed a university entrance examination” or “A microorganism has been teleported to space”²⁹. The objective of this activity was to capture the students’ attention by highlighting the extent of technological advancement that presently exists, thereby contrasting it with their own expectations. It played with the notion that they would likely perceive several true statements as myths.

The activity was accompanied by a moment of contemplation during which the participants would discuss the implications of technological advancements. The guiding questions for this discussion were as follows: Which innovation captured your attention the most? Why? What ethical issues can this innovation generate? How can this innovation lead individuals to interfere with the lives of others or cause harm/benefit to themselves? What legal problems can this innovation create? What types of cases could emerge in courts as a result? What kind of regulations should the Legislative and Executive branches consider to address these issues?

We believe that the dynamics had an impact on the students, making them aware of the importance of the topic and the activities of the discipline, which would be crucial for the rest of the week. It also allowed them to question the ethical and legal boundaries of technology. As stated in one of the reports, “I learned that some technological innovations, which are almost unbelievable, are already part of our reality – especially those involving artificial intelligence and robots – and that many of them challenge the limits of ethics and morality” (Report 1, Agenda 2030).

The “myth or truth” game served to capture the students’ attention for the subsequent activity, which involved a group study of privacy rights cases. For the next hour, the students were divided into groups to analyze five data protection cases. The objective was to have them apply legal principles and concepts to specific cases involving technology, in order to reflect on the adequacy or inadequacy of the Brazilian legal system in addressing the resulting problems. For this reason, we did not choose litigated cases or judicial precedents, but rather recent situations that had not yet been definitively resolved by public authorities – the Ashley Madison, Equifax, My Friend Cayla, Samsung SmartTV, and Tudo sobre Todos cases³⁰.

²⁹ You can access Kahoot! through the following link: <https://bit.ly/2Xc76F5>. Accessed on 26th January 2019.

³⁰ You can access the educational resources by visiting the following link: <https://bit.ly/2TdnBjh>.

The conversation unfolded through the implementation of the World Cafe method. In the World Cafe, participants are divided into smaller groups (referred to as tables), each with its own question addressing a shared issue. After a designated time, the discussion period concludes. The group members select a representative (the host) to remain at the table until the activity concludes. The remaining participants disperse and join other tables, thereby mixing up the groups. The hosts summarize the previous discussions for the new arrivals. This process is repeated several times, allowing individuals to return to their original groups and share updates on suggestions provided by colleagues who were present earlier.

For the “Agenda 2030”, we assigned researchers from CEPI as the hosts of the tables, each corresponding to a specific case. Everyone received instructions, and the students chose their initial table based on their affinity and preference. After 15 minutes, they moved to a different table, and this rotation continued every 15 minutes. Therefore, each participant had the opportunity to explore and discuss three out of the five privacy cases.

The integration of the World Cafe method with the case method aimed to encourage students to compare situations and the legal solutions proposed for each case. By contrasting these scenarios, they could identify both distinct and shared elements within practical contexts, thereby evaluating the adequacy of the legal solutions provided by Brazilian law. Consequently, it was anticipated that a student who discussed the My Friend Cayla case and then the Samsung SmartTV case would comprehend the significance of safeguarding personal data involved in the usage of internet-connected devices.

The students reflected upon their learning in their journals. It was observed that they developed an awareness of privacy concerns, as evidenced in the following report: “I discovered that privacy is currently a valuable asset and that it is exceedingly complex to establish legal accountability for attempts to infringe upon it. I learned that we should exercise caution when accepting adhesion contracts that we mindlessly ‘agree to’ on a daily basis, without actually reading them, and that technologies can cross-reference data to gather information about each one of us” (Report 1, Agenda 2030). They also connected the case studies to the overarching theme of the course: “Here, we observed that, much like in Aldous Huxley’s renowned work from which the course takes its name, modernization can simultaneously enhance society’s quality of life while giving rise to numerous ethical, moral, social, legal, and even technological controversies (such as issues involving hackers and big

data)” (Report 8, Agenda 2030). The activity ignited their interest in unfamiliar topics, all of which occurred on the first afternoon of the immersive experience: “I have developed a profound interest in the concept of ‘digital personality’, which was not initially my preferred choice for the final project. However, I ended up exploring it, and I am now seriously contemplating pursuing my future Thesis on the subject of digital data ownership” (Report 9, Agenda 2030).

After the interval, the students attended a lecture with a representative from IBM who had been invited to discuss the new guidelines of the institution’s data protection policy. Just as we did during the morning session on the first day, the intention was to juxtapose the students’ personal experiences from the initial activities, including their feelings, opinions, and reflections, with the perspective of someone who deals with this issue on a daily basis. In this case, the expository method played a crucial role in allowing an external guest to present knowledge that wouldn’t be easily accessible to the students through any other means, all within a specific time frame.

It is worth noting that the decision to focus on the right to privacy and personal data protection in the afternoon was not a mere coincidence. Among various possible topics, such as cybersecurity, encryption, freedom of expression, and intolerance, we considered data protection to be a pertinent issue at that time, despite its limited coverage in the media outlets accessed by the students. This issue directly impacted some of their actions, such as sharing data online, and didn’t have readily available legal solutions within the Brazilian legal system. By utilizing this problem, we believed that they could engage in reasoning and discussions regarding the identification and handling of legal issues applicable to any of these subjects.

Key points from the second meeting (Monday afternoon):

- Carrying out awareness and attention exercises for the students, with the objective of helping them recognise the significance of the subject and its content.
- Participating in activities that challenge conventional wisdom about technology by presenting well-informed information, with the aim of attaining more advanced learning goals (such as assessing ethical and legal boundaries).
- Employing technology to introduce external motivation (via gamification) when discussing a topic.
- Once again, the comparison between the students' previous perspectives and those of a professional emphasized disparities and similarities in their perception of privacy concerns (as a legal issue, among others) and technology.

The second day of the course centred around socialisation issues stemming from the advancement of technology and encouraged students to contemplate trends in the development of digital society. The theoretical framework for the session was the book “The Burnout Society” by Byung-Chul Han. The philosopher contemplates the effects of contemporary society on our identity, behaviour, and emotions, particularly based on the notion that individuals have internalised mechanisms of control and authority, leading them to feel pressured to attain unattainable performance ideals.

During the morning, the initial activity in which the students participated was the “likes dynamic”. Working in groups, they were tasked with creating the profile of a fictional person on the social network Facebook. The challenge was to construct a profile that would attract the greatest number of followers, utilising details such as the person’s name, appearance, life story, interests (books, activities, movies, etc.), and posts that could appear on their timeline. Since we provided a shared document for them to complete, the groups were able to use internet images to fashion their digital influencers³¹.

The objective of the activity was to encourage students to map social trends based on behaviours they observe daily on social media. Our specific intention was for them to establish connections between the emergence of new forms of exposure to emotions, such as

³¹ To gain entry to the model provided for students, visit: <https://bit.ly/2LGtrpi>

the desire for approval, the search for external validation, and existential fatigue. By avoiding predefined guidelines on how to establish these connections, we obtained diverse results from the activity. These included profiles aligned with a social consciousness perspective (individuals identified with a cause), as well as profiles aligned with an image of seeking likes at any cost. The groups that created the first type justified their choices by commenting on the increasing significance that people, in their opinion, attribute to social causes and the tangible outcomes these actions produce in the real world. On the other hand, the groups that created the second type justified their choices by emphasizing their aim to depict what captivates people the most on social media. The contrast between these two profiles enabled the students not only to contemplate the contemporary meaning of being an influencer but also to recognize that the profiles depicted their own world more accurately than that of social media.

After the break, the students reconvened for the second morning activity known as the “bubble dynamic”. The proceedings were divided into two stages. Initially, we employed a dynamic and compelling method to divide the class into groups. The students were given a questionnaire consisting of straightforward queries. Unbeknownst to them, we assigned distinct scores to each response (1 point for option “a”, 2 points for option “b” and so on). Based on their scores, the students were ranked. It is worth emphasising that the points did not correlate with the correctness of the answers, but rather served as a means to differentiate the students, with the aim of assembling those who shared similar opinions. Finally, the ranking was presented to the class, leading to the formation of groups based on the proximity of the students.

The proposition to divide the groups aimed to familiarise them with the concept of internet bubbles and forms of socialisation in the digital society by simulating real-life experiences. Without their knowledge, their opinions fuelled a simple algorithmic system that involved repeated point assignment and ranking operations. This ranking played a crucial role in placing them in groups with individuals who had similar scores, with the intention of grouping people with similar opinions. The lack of awareness regarding the methodology was a fundamental aspect of the dynamics, as algorithms on the internet and social media often determine what appears on our timeline without our knowledge of how they function.

Subsequently, each group received a fictitious narrative concerning a discrimination issue. Essentially, it revolved around an employee of an institution who interacted rudely with individuals on social media questioning the diversity policy in the institution's organized events. The students' task was to seek a solution to the issue that could balance different values such as diversity, the right to defense, honor, merit, and so on. To further emphasise the role of bubbles, each group was assigned a member of the teaching team responsible for presenting only one perspective. Accordingly, one person represented the institution (concerned with maintaining its image), another acted as a friend of the employee (focused on defending their colleague), another was a colleague of the employee deeply concerned with the diversity issue (focused on punishing the colleague), and so forth.

We hoped that the division based on rankings and the allocation of individuals with limited perspectives on the case to "advise" the groups would lead each group to propose completely opposing solutions. However, the solutions they ultimately presented were remarkably similar. This situation allowed us to prompt them to contemplate the homogeneity of the classroom and the extent to which we ourselves reside in a bubble. They also connected this scenario to advancements in information and communication technologies, particularly social media, and the potential consequences of the bubble phenomenon on people's socialisation in the next 15 years.

Ultimately, the students themselves came to acknowledge the significance of the gathering for contemplating society. As stated by one of the students: "The second day held equal importance for me as the first. Undoubtedly, it proved to be the most introspective day. It commenced with the suggested literature on societal weariness, which impeccably aligned with the deliberations, encompassing topics such as the aspects we aspire to alter by 2030 and the formation of profiles possessing qualities deemed socially commendable" (Report 16, Agenda 2030).

The reading was also documented in a fellow student's journal: "The initial segment of the day was a poignant occasion, where everyone divulged their thoughts and deliberated on the impact of technology on an individual's mental well-being, aligning with the themes addressed in the text 'The Burnout Society' (Report 3, Agenda 2030). We were gratified by these references, as there was no enforcement or assessment of readiness in the subject.

Key points from the third meeting (Tuesday morning):

- Implemented an exercise addressing a situation that is relevant to students' everyday lives (choosing social media exposure).
- Carefully selected supplementary reading material that directly related to the activities conducted with the students, emphasizing its practical value in their preparation.
- Employed technology to divide the students into groups (using a form) and to facilitate the completion of the exercise (shared document).
- Expanded the scope of the discussion beyond mere technological aspects, encouraging a broader conversation about the type of society we aspire to have and how innovations influence people's social interactions. The goal was to enhance the course's inclusivity and overall comprehensiveness.

The afternoon was allocated for the external visit, which was a key component of this immersive experience. When designing the module, we carefully considered the setting we wanted to expose the students to. The decision to explore legal issues in a forward-thinking context led us to seek out companies at the forefront of innovation. We reached out to Stone Pagamentos based on recommendations from fellow educators who believed the company aligned with our goals.

Stone Pagamentos turned out to be an incredibly fascinating destination for the students. Firstly, despite starting as a startup in 2014, it has quickly become one of the leading players in the payment market. This remarkable growth is a testament to the innovations they have introduced in their processes, management, and technology, all within a market that was previously dominated by a few major players. However, this growth also poses its own set of challenges, such as managing larger teams, motivating employees, and addressing unprecedented issues. Secondly, the company has a distinct organizational culture that explicitly emphasizes fostering entrepreneurship, innovation, customer service, and teamwork. This unique environment within Stone's legal department attracts professionals with a specific skill set and a focus on finding solutions that enable projects to come to fruition. It is a departure from the conventional approach of simply being the gatekeepers, "the carriers of no" at the culmination of the ideation process. Thirdly, visiting a company operating in a market significantly transformed by technology, particularly in terms of

payment methods in commercial transactions, aligns with our aim of encouraging students to contemplate future scenarios and the implications of innovations³².

The students' visit to the company was a highlight of the course. The mere anticipation of leaving the school environment was sufficient to enhance the students' level of focus and concentration on learning. Upon arrival, lawyers Daniela Zarzur and Gabriella Read warmly received us and escorted our group to an auditorium where we could interact with practically the entire legal team at Stone. We had the opportunity to view the company's institutional video and engage in discussions with professionals from the department. Subsequently, the class was divided into two groups: one remained with the legal team, seeking clarification on doubts and discussing pertinent cases, while the other group proceeded to another auditorium to converse with the innovation and technology team. After 30 minutes, the two groups switched, ensuring that everyone had the chance to interact with both teams.

The visit encompassed various topics that had already been or would be covered in the course. Through the legal team, the students gained an understanding that legal professionals chosen to work in such environments must possess boldness and a creative spirit to devise solutions even within the confines of regulatory constraints. Additionally, they must exhibit the ability to collaborate effectively within interdisciplinary teams and possess skills in time management, technology, and project management. Speaking of technology, we were informed about the utilization of process management software in litigation. With the innovation team, we were given the opportunity to grasp a philosophy that serves as the driving force behind the company's innovation, which some later applied in their own project development: identifying someone's pain point, seeking a solution to alleviate that pain, and sharing the experience.

The outcomes were discussed early on the third day, during Wednesday morning. The students presented highly insightful viewpoints regarding what they witnessed, encompassing observations about the setting (the openness of the environment, the casual attire and approach, the contemporary decoration and colours) as well as remarks concerning

³² For further insights into the history and corporate profile of Stone Pagamentos kindly consult: <https://blog.stone.com.br/historia-da-stone/>, <https://blog.stone.com.br/stone-pelo-emprededor-brasileiro/>, <https://epocanegocios.globo.com/Informacao/Visao/noticia/2015/01/credito-debito-ou-digital.html> and <https://blog.stone.com.br/direito-e-emprededorismo/>.

advocacy within companies of this nature. The moment of reflection on the experience unveiled disparities among the class (as opposed to the bubble dynamic) and allowed them to comprehend how the reality of innovation and technology can possess both positive and negative aspects. This effectively concluded a developmental progression that commenced on the first day.

This clash of perspectives became apparent in the journals, but more significantly, they were connected to elements that had surfaced in the course, as demonstrated in the subsequent excerpts:

In the afternoon, we paid a visit to Stone, and I must admit that I was somewhat amazed by the company - from the laid-back atmosphere indoors to their approach in adopting new technologies. [...] On Wednesday morning, we had a discussion about the visit, and the viewpoint shared by some individuals was rather enlightening: a few were not in favour of fully implementing technology in production processes, considering a more social perspective that addressed the issue of unemployment - something that I, with my innovation-focused mindset, had mistakenly overlooked. (Report 5, Agenda 2030)

The visit to Stone also provided a valuable and intriguing experience, prompting us to think critically about the amalgamation of technology and law in the near future. I had not paused to contemplate the ongoing evolution in payments, and I was particularly taken aback by the novel structure of Amazon Go that they introduced us to, where cashiers are non-existent. (Report 20, Agenda 2030)

During our visit to the company, we were provided with an insight into the impact of technology on retail. The professionals in attendance demonstrated how we can leverage technology to our advantage, illustrating this concept through the tripod system: pain, solution, and experience. This framework can be applied across sectors and contexts to revolutionise different aspects of an area by identifying a problem within the system, finding a solution, and sharing the firsthand experience. The subsequent discussion, held the following day, proved to be highly enlightening as colleagues shared their diverse opinions and perspectives on the company. (Report 12, Agenda 2030)

The fifth gathering proceeded with a brainstorming session led by the students, who were assigned the task of mapping technological and social trends for 2030. The aim was to empower them to generate and cultivate ideas, construct future scenarios, and identify problems to be addressed. The students were divided into groups, where they were instructed to document all the possibilities they envisioned on a chart, without dismissing any notion. The underlying purpose of this activity was to initiate the students' journey through the aforementioned "5 Ds" of Design Thinking, enabling them to identify and define problems. To reinforce the problem definition, the subsequent task for the groups was to highlight the three trends they deemed most pertinent, based on their own criteria of significance. Subsequently, the charts were affixed to the board, and the facilitators presented the highlights from each group to the entire gathering. Individually, the students placed coloured stickers on the ones they considered most relevant, once again following their own criteria of interest and significance. In the end, the students themselves selected five main topics:

- Intelligent homes.
- Human microchipping.
- Technology and sustainability.
- Advances in medicine.
- Digital accountability.

The gathering concluded with a discussion featuring Ângelo Caldeira, CEO of Looplex, a startup specialising in the automation of legal documents. The guest shared his perspective on the future of law and legal professions in light of technological advancements, touching upon ideas such as algorithms facilitating customised laws based on locations and individuals, and the belief that professionals can no longer remain ignorant of technology, even if they are not well-versed in computing and programming.

Key points from the fourth and fifth meetings (Tuesday afternoon and Wednesday morning):

- External excursion provided an opportunity for students to venture beyond the school premises and gain firsthand exposure to a distinct work setting, interacting directly with individuals immersed in the subject matter of the course.

- Subsequent contemplation on the outing unveiled the diverse range of perspectives and viewpoints regarding the visit, accentuating disparities among the students and their personal backgrounds.

- Culmination of the progression towards fostering sensitivity, consciousness, and investigation into the intricate interplay between law and technology.

c. The second section of the module in depth: product creation process, presentation, and group feedback

The product development phase, which forms the second part of the module, commenced during the sixth session held on Wednesday afternoon. In contrast to the initial phase, which primarily emphasized the significance of the connection between law and technology and its comprehension, the second phase intends to cultivate proficiencies and capabilities encompassing project management, creativity, problem recognition and analysis, optimistic and imaginative outlook, delivery of concise and impactful presentations, as well as the capacity to provide constructive performance feedback. This proposition lies at the core of the module and marks a pivotal juncture where students are granted increased autonomy.

The meeting commenced by dividing the class into groups. In each corner of the room, we placed an image representing one of the five trends identified by the students as most significant during the morning. They were instructed to gather in the corner corresponding to the theme they wished to work on. As there was an imbalance in group sizes, and to ensure a roughly equal number of members in each group, we requested volunteers to transfer from fuller groups to less occupied ones until all groups consisted of five individuals. This approach aims to prioritize student autonomy and interests in forming groups, allowing them to select their groups based on shared themes and, to a lesser extent, personal preferences.

After the division, the groups proceeded to work on the initial phase of the DT process: problem definition. Within their chosen trend, they were tasked with addressing two questions: What problem do they aim to solve? Why is this problem important? Each group received a flip-chart sheet on which they had to articulate a well-defined question. The outcomes were highly promising:

- The group focusing on smart homes formulated the question: “How can smart house technology promote familial harmony and facilitate interactions with other families within a community?” Their objective was to explore contractual models applied to smart homes that could contribute to positive socialization outcomes.

- The group delving into human microchipping formulated the question: “How and why can expanding access to microchipping be beneficial to society in 2030?” Their objective was to explore public policies regarding human microchipping that have positive social impacts.

- The group tackling technology and sustainability formulated the question: “How can technology mitigate the potential risks of energy scarcity in 2030?” Their objective was to explore solutions to potential energy crises resulting from the escalating consumption of electrical energy by electronic devices.

- The group investigating medical advancements formulated the question: “How will organ transplantation be regulated in 2030, considering the emergence of 3D printing?” Their objective was to explore public policies and regulations governing organ transplantation, taking into account the market for organs created by 3D printers capable of producing living tissues.

- The group addressing digital responsibility formulated the question: “How can data protection be regulated in an era of social networks and zero-cost markets?” Their objective was to examine applications and games that are offered to users for free but monetize through the collection of user data.

It is vital to highlight, as a fundamental aspect of the task, that the groups not only had to formulate questions with utmost precision but also had to conduct research on the issues to justify their significance. The task unfolded as a form of WebQuest, wherein students had to address a question (what is the significance of the problem?) based on internet

research. The group responsible for digital responsibility stood out as they had chosen a selection of apps and websites that generated memes and tests, freely accessible but monetized through individuals' data.

For the second part of the meeting, we had planned for the students to engage with an expert in creation and projects. However, due to the workshop expenses and scheduling conflicts with the trainers, this proposal proved unfeasible. Consequently, we suggested a dynamic activity aimed at fostering teamwork and nonverbal communication skills among the students, named the "codes dynamic". In this activity, each group received a paper containing an encrypted message and a set of code papers that would aid in deciphering it. Each code paper presented an individual rule specific to the recipient. The rules varied from "Only you can communicate with other teams" to "Only you from your team can ask questions about the activity". The primary challenge of the dynamic lay in the fact that no single message allowed for the completion of the task (finding a quote in a book), requiring the class to collaborate in order to solve it. Upon obtaining the final result, they would be provided with a numerical combination to unlock a sealed suitcase, inside of which, they were informed, there awaited a surprise.

Figure 3 – Photos of the tips and tasks that each person performed in the groups

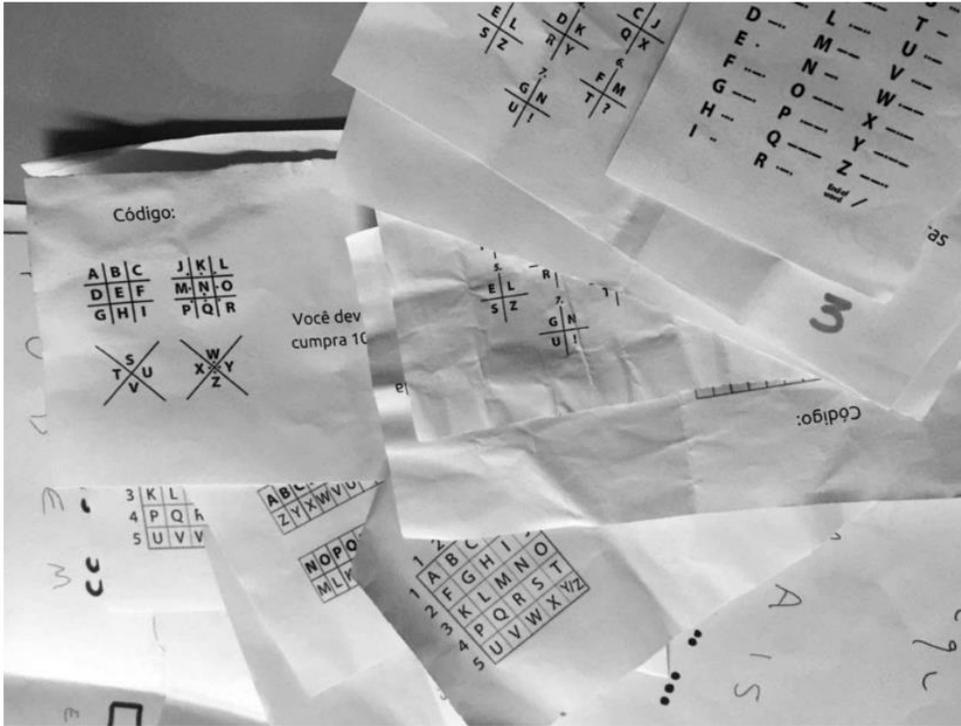


Figure 4 – Photo of documents containing encoded messages



This was one of the highlights of the course. As facilitators, we were able to observe how the activity commenced with each person attempting to solve their group's code individually. However, the students quickly recognized that they required input from others to comprehend it fully. Their progress was hindered by their uncertainty about how it could benefit them. It became apparent that the dynamics resumed only when two individuals with the instruction "Only you can communicate with other teams" started circulating among the other groups, gathering messages and codes. The groups began assisting one another, and soon the room formed a circle around the final code.

During the reflection discussion following the activity, the focus was on the students' experience in completing the task and issues related to teamwork. They contemplated the challenge of observing their teammates' actions and understanding their needs. They stressed the significance of "taking a step back" and comprehending the overall tasks, as well as trusting their colleagues' contributions. As expressed in one of the reports:

The aspect that resonated with me the most was during the code activity, where each student had a (small) role to play in the project's development. I naturally tend to be quite anxious, and when I realized that my contribution to the work was minimal, it greatly distressed me. However, during the subsequent discussion and the comparison of the activity to a well-divided workload in workgroups, I came to realize how challenging it is for me to delegate tasks and effectively function as a team member, rather than trying to manage everything myself.
(Report 7, Agenda 2030)

The inclusion of this activity at this stage of the course, with the work groups already established, was intended to prompt their contemplation on the role played by each individual in the upcoming tasks and how they could enhance the overall experience by acknowledging the strength of teamwork.

Figure 5 – Registration of collective and cooperative movement within the dynamics of codes



Key points from the sixth meeting (Wednesday afternoon):

- Initiation of the DT process by establishing the problem statement.
- Linking the afternoon activities with those in the morning to capitalize on the trends identified and selected by the students themselves. This ensured that the projects were based on issues they deemed relevant, rather than relying solely on the facilitators' input.
- Formation of groups based on the autonomy and interests of the students. This approach guarantees their active involvement and motivation in carrying out the projects.
- Integration of technology in the classroom to conduct research, aiding in a more precise definition of the problem to be explored by the groups throughout the course.
- Conducting an activity that emphasized the significance of teamwork and prompted students to contemplate the factors that enhance or hinder a team's performance. It also encouraged them to evaluate their own contributions within a group.

The focus of the seventh meeting centred on the work of the next two “D”s in the DT process: “discovery” and “dream”. The initial part commenced with a creativity exercise.

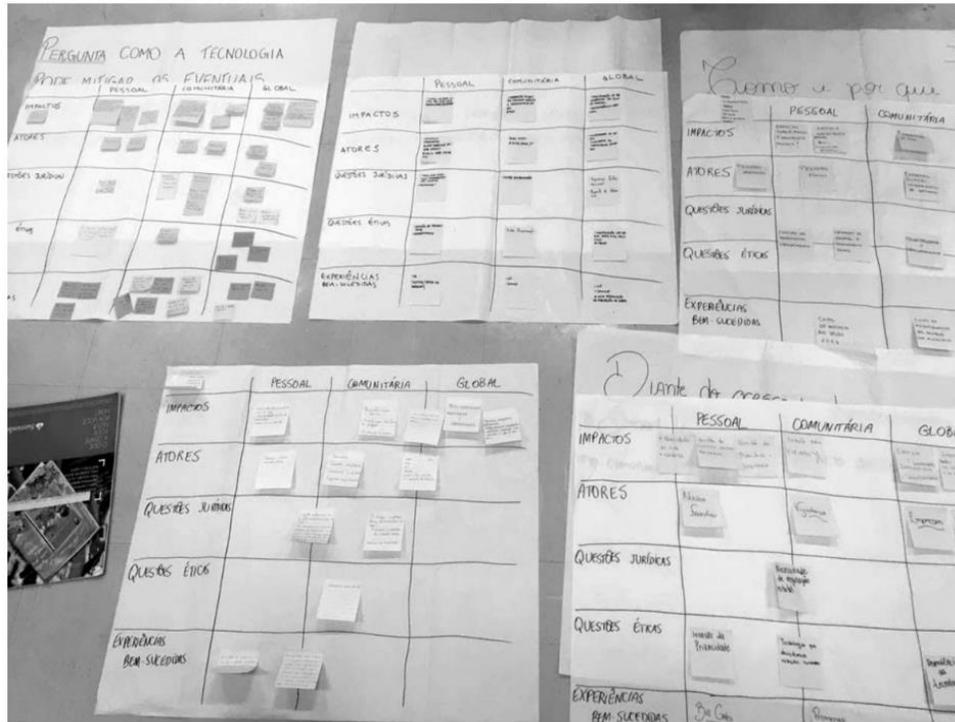
Sitting in a circle, we passed around a bag containing slips of paper on which we inscribed the names of various objects. Each student had to draw a slip and articulate what they would do with the object. The exercise aimed to stimulate creativity by assigning purpose to items such as “a pencil without lead” or “a pen without ink”. Some students devised ingenious ideas for repurposing and recycling materials. The objective was to encourage them to perceive discarded items as potentially valuable when approached from a different perspective, just as rejected materials and ideas can be significant if utilized differently.

Subsequently, they resumed working on the projects they were developing within their respective groups. The second stage was “discovery”, which involved collecting data, identifying stakeholders, addressing ethical and legal issues, gaining insights, and studying successful experiences related to the chosen problem. To facilitate this, they were provided with a flip chart that encompassed the categories outlined in Table 1 and depicted in the diagram. Additionally, they received a set of sticky notes to annotate, amend, and rewrite their responses for each category. The purpose of the activity was to ensure that they could delve deeper into the selected problem, uncovering information that would assist them in refining their course of action and understanding its rationale.

Table 1 – Diagrammatic replication of the fields accessible for students to complete

	Individual aspect	Community aspect	Global aspect
Effects			
Participants			
Ethical concerns			
Legal concerns			
Triumphed occurrences			

Figure 6 - Final outcome of completing the canvases on vital factors for issue identification



We informed the students that, at that moment, they should understand and delve into various perspectives on the issue, engage in conversations (if possible) with individuals and listen to their viewpoints. They were required to contemplate the personal, communal, and global aspects, comprehending how the problem affected individuals, the collective, and the world. We encouraged the groups to gather data and reports, conduct internet research, explore existing initiatives that addressed similar issues, and identify successful experiences in tackling this problem. All of these efforts were aimed at addressing two fundamental questions: In what context does this problem exist? How does the issue impact the present situation and how might it continue to influence it until 2030? They were given one hour for this stage.

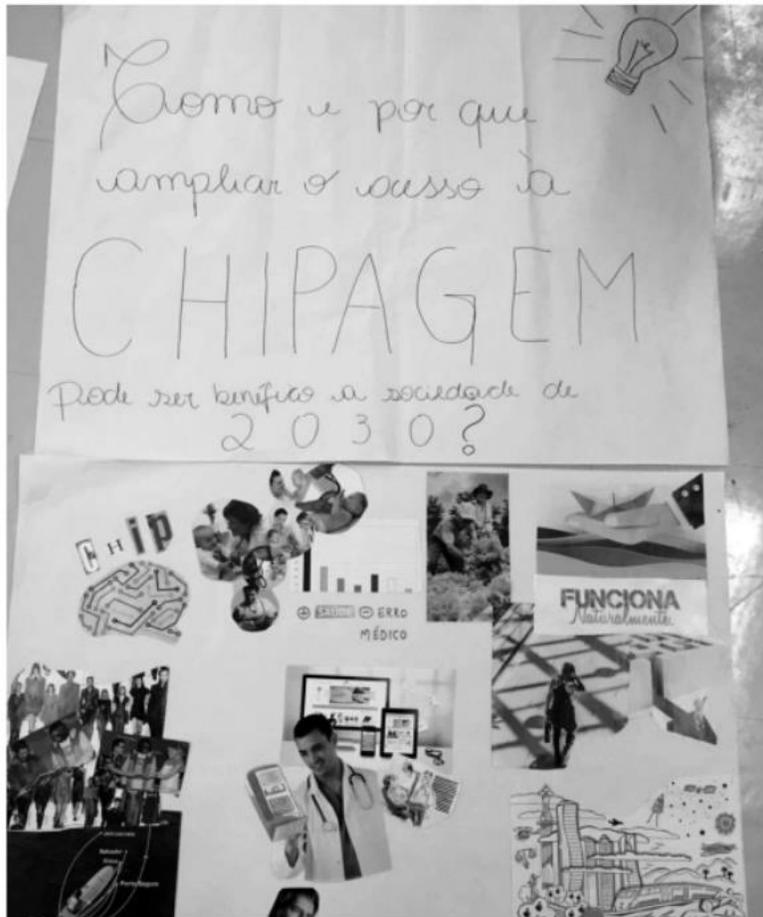
In the second part of the meeting, following the break, we facilitated another exercise to stimulate creativity. Forming a circle, we selected an object to pass around. Each person in the circle had to take the object and demonstrate a different use for it, ensuring that the uses were not repeated. For instance, one could use a pen as a fishing rod, cotton swab, bow

and arrow, and so on. In a subsequent round, the students had to imagine an object and convey it through mime, passing it to the next person in the circle who would then transform it into something else based on their interpretation. For example, someone could mime a baby and pass it to another person who transforms it into a shopping basket. The purpose of this activity was to nurture creativity by establishing connections between seemingly unrelated objects. It served as a warm-up for exercises that demanded a high level of creative thinking, as required in the DT process.

Once again gathered in groups, the students were assigned the task of fulfilling the third “D” of the process: “dream”. They were required to conceive a scenario in which the problem they had chosen would be resolved, answering the question: What would the world be like if this problem were solved? Unlike approaches that focus on diagnosing and analyzing the root causes of problems for intervention, this approach aims to be more appreciative, highlighting the possibilities that lead to an ideal world instead of merely correcting issues in the current world (COOPERRIDER and WHITNEY, 2001). The objective is to utilize successes and strengths to envision potential new applications of technology in the future. The students were instructed to imagine (dream) how the community could be “better”, what they desired, aspired to, and envisioned for the future.

To stimulate creativity, we stipulated that they should construct this scenario using magazine collages. They were allowed to exchange magazines amongst themselves and search for pictures that could depict their envisioned future. The use of collages was intended to enable them to work with images they had not initially considered or to reinterpret photos to align with their vision of the future. The proposal also assumed the involvement of the mind, hands, and emotions, which became evident through the students’ enthusiasm as they cut, paste, and search for images in the materials (Figure 7).

Figure 7 – Outcome of the phases of problem definition and exploration, and the vision of a world devoid of it



At the conclusion of the morning meeting, the groups showcased their proposals to the others and had the opportunity to receive ideas and suggestions. This sharing moment not only enabled them to gather feedback from the rest of the class, but also ensured that all students were informed about their classmates' progress. This aspect of the activity holds great significance as it enhances the likelihood of interactions occurring beyond the confines of the classroom. Furthermore, it facilitates self-evaluation of individual performance by comparing one's own work with that of other groups. However, it is crucial to emphasize that there is no promotion of idea competition among the groups.

Key points from the seventh meeting (Thursday morning):

- Progression of the collaborative DT approach with an appreciative inquiry into the issue, encouraging students to envision a world without the problem rather than delving into its causes and diagnosis.
- Incorporation of icebreaker activities and creative exercises to help students grasp the workings of creative processes (such as connecting seemingly unrelated ideas and objects, reframing proposals, envisioning new applications for common objects, etc.), while fostering a relaxed atmosphere in high-pressure situations.
- Assistance provided throughout the creation process with structured stages and the provision of guiding materials, such as canvases to populate with essential project elements.
- Supply of diverse materials that can stimulate students to engage multiple senses and skills, grounded in the principles of brain-based (cognitive), hands-on (physical-motor), and heart-centered (emotional) teaching.

The eighth meeting centred on the realisation of a simplified version of the final “Ds” of the process: design and deliver. Our expectation was that they would leave the meeting capable of: (i) working in groups, assigning tasks, taking turns in leadership roles, and overseeing processes; (ii) comprehending the stages of intricate problem-solving processes; (iii) evaluating solutions based on ethical, economic, social, and legal criteria; (iv) creating a prototype of a legal solution; and (v) providing performance feedback based on principles of nonviolent communication.

As customary, the session commenced with an ice-breaking activity related to the skills necessary for the day’s tasks. In this instance, we employed the “marshmallow challenge”, a dynamic often replicated in workshops worldwide, which offers valuable material for contemplation³³. The students were divided into groups, with each group given the same resources (20 spaghetti sticks, one marshmallow, one metre of string, one metre of masking tape, and a pair of scissors). Their objective was to construct the tallest tower using these materials, abiding by two fundamental rules: the marshmallow had to be placed intact on top of the tower and could only be supported by the tower itself, without any additional assistance. The structure had to remain stable until the measurement, scheduled for the conclusion of the challenge (18 minutes). The challenge aided in sharpening the focus and

³³ Refer to Wujec (2010).

attention of the class, with the aim of prompting reflection on project management and crisis management within a limited timeframe. It was evident how enthusiastic the participants were in their pursuit of constructing a tower that exceeded the others in height and possessed the stability to endure the testing period. The photos captured during the activity demonstrate how the task commenced with concentration and collaboration, concluding with an exuberant class that invested their utmost efforts to achieve peak performance. The body language of the students in the photos not only conveys joy from the experience but also evokes other emotions such as tension, surprise, relief, and pride (Figures 8 to 10).

Figure 8 – Commencement of the marshmallow challenge undertaking



Figure 9 – Registration of the duration of waiting for one of the teams until the allotted time for tower construction elapses

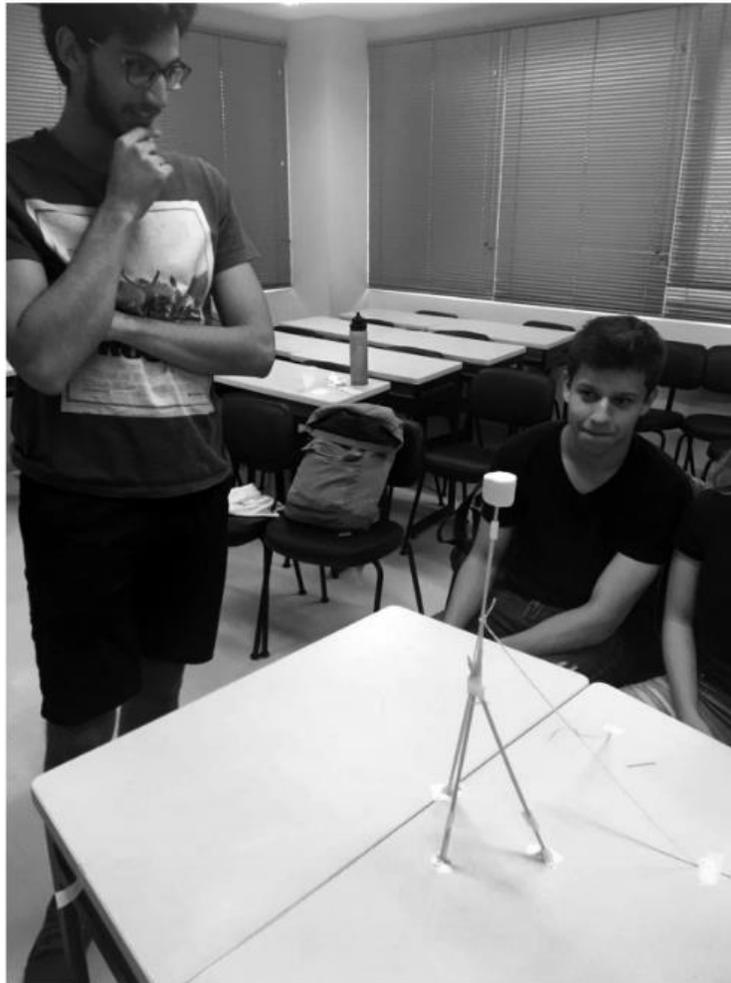


Figure 10 – Registration of the moment of accomplishment of one of the towers in the marshmallow challenge



It's worth noting that none of these experiences went by without a moment of reflection afterwards. In the case of the marshmallow challenge, the group managed to discuss the significance of creating prototypes and learning to handle errors and failures. They were also able to express their feelings about coping with time pressure, performing a challenging task, and the importance of cooperation despite differing ideas on constructing the best tower. Subsequently, the groups resumed working on their projects. Due to time constraints, we opted not to emphasize the design and delivery process, allowing them a shorter period for contemplation (40 minutes). They were tasked with answering two questions: What could be a potential solution to this problem? How can it be implemented?

To address the first question, they had to consider how to bridge the gap between the positive scenario they envisioned (with the problem resolved) and the current scenario they had mapped. In other words, they had to contemplate various solutions, evaluate successful experiences, and choose one to present as their solution, all while striving to achieve the desired outcome. To answer the second question, they compiled a list of actions required to implement this solution – Who should be involved? What allies could be relevant in this

context? What strengths could be leveraged to make it a reality? What innovations would be necessary?

The second session of the afternoon was dedicated to a peer assessment task. We deemed it more pertinent in the course to allocate time for students to reflect on how each colleague contributed to the group and the discipline, rather than granting them additional time to contemplate their projects. This decision was guided by the belief that students in the Law course do not learn how to give and receive feedback, which has repercussions in their professional lives. For instance, when they hold managerial positions or undergo evaluations in the workplace. This lack of training manifests in attitudes such as defensiveness when receiving criticism, discomfort in evaluating peers, difficulty in accepting compliments, and unease when being evaluated. Enabling them to provide performance feedback based on principles of nonviolent communication was considered essential.

To accomplish this, our initial step was to introduce a straightforward and constructive feedback model for their use. First and foremost, it is important for those giving feedback on performance to adopt an appropriate approach: viewing it as a gift to another person, wishing them well. Conversely, those receiving feedback should adopt a posture of gratitude, as if receiving a gift. Recognizing this moment as an opportunity to demonstrate generosity and empathy transforms the perception of criticism. Secondly, we encouraged them to employ a simple formulation: stating what they appreciated seeing and what they would have liked to see. By framing the feedback in these terms, it ensures that the focus is on something that transpired—an observable behavior—rather than targeting the individual or their characteristics. It also facilitates suggesting behavioral changes that can enhance performance. Finally, it gives equal weight to both positive feedback (“I appreciated seeing”) and negative feedback (“I would have liked to see”), with the latter being expressed in a respectful manner.

The feedback dynamics functioned in the following manner: each student received a sheet of A4 paper. In turns, each individual in the group would receive feedback from their peers. To ensure their full concentration, the person seated beside them would be responsible for jotting down the remarks made by others. Along with the aforementioned approach, the only guideline the students had to adhere to was to accept the feedback graciously, without

making any remarks, and, most importantly, without attempting to refute what was expressed. The entire process lasted for 30 minutes.

The students highly valued this activity, as it helped them perceive peer evaluations in a positive light.

I discovered that it is feasible to be candid in providing feedback, while also fostering empathy and receiving empathy in return, something that is often lacking in our community. I realized that we can progress collectively as a group through constructive criticism, simply by saying “I really liked when you...” and “I would have liked to see more...”. (Report 1, Agenda 2030)

The fourth and final observation pertains to the model of constructive feedback, discussed during the design thinking activities. The technique (“I liked it when you...”; “I would have liked to see more of...”) is immensely valuable and advantageous as it effectively keeps the listener open to the conveyed message and helps pinpoint specific behaviors that can be improved. (Report 2, Agenda 2030)

Key points from the eighth meeting (Thursday afternoon):

- Implementation of the marshmallow challenge, an unconventional exercise in law classes, offering valuable insights that can be shared with the students.
- Integration of unrelated activities with the project (challenge and feedback), serving as a crucial means for students to appreciate teamwork and their respective teams.
- Completion of the DT process, which, despite being simplified, encourages students to enhance their creativity, establish connections between projects and Law, and recognize the significance of project management and group collaboration.
- Interactive feedback sessions that fostered a more optimistic outlook on evaluation and the acceptance of constructive criticism among students.

Friday signified the conclusion of the immersion week with two meetings that can be perceived as a singular moment of significance. In the morning, we commenced with an icebreaker activity consisting of a charades challenge. The group was tasked with swiftly guessing the names of the movies assigned to them. Our objective was not only to alleviate

their inhibitions for a day when they were required to deliver presentations to their partners but also to emphasize the importance of non-verbal communication.

Subsequently, we introduced the day's mission: they were allotted the initial part of the morning to prepare a presentation (pitch) for their partners. Within this pitch, they had to convincingly present the problem they aimed to solve, outline the legal issue at hand, and depict their envisioned reality with the problem resolved, all within a 5-minute timeframe. We presented a fine example of a pitch and collaboratively compiled a list of characteristics that constitute an effective presentation³⁴. Similar to prior instances, the groups had the liberty to convene wherever they preferred and could seek assistance from the facilitators as needed. They were given a total of one hour to complete the mission.

The objective of this activity was to motivate the students to craft a concise presentation, thereby making them realize the necessity of constructing an engaging script, selecting the most pertinent information, contemplating impactful visual aids, and practicing the delivery beforehand. They possessed the advantage of working on a project they had taken ownership of, but they would encounter the challenge of conveying their message to a group of individuals involved in the realm of law and technology, some of whom had not participated in the course until that juncture. Unlike presenting to their classmates, they would be addressing a highly qualified panel. The significance of this task was acknowledged in one of the reports:

Finally, I thoroughly enjoyed the experience of delivering a pitch in front of such a distinguished panel. This is a skill that should receive greater exposure during our time in university since the ability to 'sell oneself' is indispensable in any profession. (Report 12, Agenda 2030)

The morning session was dedicated to evaluating the course, and the final activity consisted of three components: tracing the developmental arcs, emphasizing the highs and lows, and engaging in a group discussion about transformative moments.

³⁴ For a collection of pitches, we recommend exploring startup pitch events, such as the Google Campus Demo Day, wherein numerous companies from the vicinity showcase their accomplishments within a concise five-minute presentation. Throughout the course, we utilize Karen Kanaan's pitch for her venture, Baby & Me, as an illustrative example.

To initiate the activity, we revisited the planned course arcs with the students. These arcs, displayed on flip-chart sheets, had remained affixed to the classroom wall throughout the classes, providing a constant visual representation of the week's progression. We examined each arc, delving into the emotions associated with each stage, from the pre-course period to the present meeting. Subsequently, we requested three volunteers to undergo the same process, sharing their feelings, perceptions, challenges, and learning experiences over the course of the week.

The second phase involved distributing two post-it notes to each student: one blue and one pink. They were tasked with writing a positive aspect of the course on the blue note and an area for improvement on the pink note. The students then placed their notes on the corresponding positions on the arcs. This activity aimed to create a visual and immediate feedback mechanism for the course. By contrasting the colors, the students were able to swiftly identify the high and low points of the course. It is worth noting that only four individuals mentioned difficulties in the product development process.

In the third moment of the closing activity, the students received a *paçoca* (a Brazilian candy made from ground peanuts and sugar) with a mandala. Freely, each one of them briefly spoke out loud about a specific point of the course that they felt was special, placing the mandala in its respective position. It is very interesting to note how the indications dispersed throughout the week: for some, the special occasion was early on; for others, during the process; and for others, at the end of the course (Figure 11). For the first group, the change in the classroom environment (circle arrangement) and the integration activities of the groups caught their attention. For the last group, the feedback activity stood out, and especially the feeling that they were leaving better than they entered.

Figure 11 – Registration of the moment when students highlighted the most transformative aspects of the course



The session concluded with the group presentations for the course partners³⁵. Each group was given five minutes to discuss their project, followed by an additional 15 minutes for conversations with the partners regarding their projects. Just to provide an example of the types of discussions that occurred during that afternoon and demonstrated the depth of the immersion week:

- The group working on the smart homes project presented their software proposal (Jarvis), which managed the house by balancing personal autonomy with specific cases of

³⁵ The final project presentation was attended by the following individuals: Alexandre Zavaglia (Future Law), Anderson Machado (Looplex), Leilani Mendes (Looplex), Daniela Zarzur (Stone Pagamentos), Gabriella Read (Stone Pagamentos), Victor Saldanha (Semantix) and Renato Mandaliti (Finch Soluções). We extend our sincere gratitude to the partners for their valuable contribution to the course and for dedicating an entire afternoon to listen to our students.

restricted access. It allowed users to determine when the house's artificial intelligence could take action (such as placing orders) and when it would act autonomously (such as in cases of domestic accidents or unauthorized departures from the house).

- The group handling the chipping project presented their proposal for a public policy on population chipping, which included various measures to alleviate people's apprehension about being chipped and raise awareness about the advantages of this procedure, such as the ability to store medical records on the chip.

- The group involved in the energy sustainability project created an aesthetically pleasing presentation (featuring icons and workflows) to showcase their proposal for promoting energy conservation through incentives and penalties tied to electricity consumption.

- The group working on the 3D organ printing project emphasized how bioprinters could revolutionize the organ transplant waiting list. They also addressed the challenge of equipment scarcity across Latin America and proposed solutions like patent waivers and domestic production of these printers in Brazil.

- The group responsible for the digital responsibility project presented their proposal for software that would accompany virtual protection products (like antivirus software) and provide a classification of internet pages based on their level of risk to users' personal data security.

Key points from the ninth and tenth meetings (Friday):

- An opportunity to craft a pitch that deviates from the usual presentations students typically deliver in law courses. This task must be accomplished within a predetermined timeframe and geared towards persuading the target audience.

- Completion of a dynamic closing session, marking the culmination of the module. During this session, students had the chance to reflect on their activities throughout an intense week and express positive emotions. Additionally, they shared supportive messages to encourage one another for the remainder of the semester.

- Engagement with subject matter experts who have firsthand experience with the topic in their everyday lives. This interaction not only motivated the students to deliver outstanding work but also facilitated profound and enriching dialogues with individuals who implement their own projects.

d. Assessment and grading of students

Assessment typically represents the most anxious period for educators in a participatory course. Evaluating the level of a student's engagement in the subject, taking into account the challenges faced by introverted students, and determining their contribution in group assignments are instances that complicate the grading process. Presented below are a set of guidelines we adhere to in order to facilitate this process, along with valuable insights we have acquired for implementation in other courses.

The assessment of immersion was divided into three categories: final product (40%), course engagement (30%), and learning report (30%). The final product grade was intended to evaluate whether students had acquired project development skills and could present proposals effectively. The engagement grade aimed to gauge students' ability to integrate into the class and achieve specific objectives for each activity. The learning report grade aimed to ascertain whether students demonstrated their capacity to reflect on the course's theme and their personal learning experiences.

The final product was assessed using two primary methods: observing the outcomes and reviewing partners' notes, which included grades for the groups. If the groups provided well-thought-out responses to all the questions outlined in the project development guide (Table 2), they would receive the highest grade. However, this grade could be reduced based on partner evaluations, presentation quality, and the conduct of group members during the dialogue with the panel.

Table 2 – Synopsis of the project presented to the class during the Agenda 2030 immersion

<p>Synopsis of the project</p> <p>1. Definition of trend and issue: What is the issue that needs to be tackled?</p> <p>Which issue for 2030 have you selected? Write it in the form of a question and provide justification.</p> <p>Facilitator:</p> <p>2. Discovery: In which context does this issue arise? How does the issue impact the scenario in 2030?</p> <p>Outline the context and explore successful instances of addressing this issue or a similar one. Present data, forecasts, reports, etc. Consider the key ethical and legal concerns associated with the issue. Analyse the personal, community, and global implications.</p> <p>Facilitator:</p> <p>3. Dreaming: How would the world look if this issue were resolved?</p> <p>What transformations would occur compared to the initial scenario? Which challenges would be resolved? How would the resolution of the issue impact individuals, the global sphere, and the local community?</p> <p>Facilitator:</p> <p>4. Design: What could be a potential remedy for this problem?</p> <p>What remedies would be essential to address the proposed problem? Select one and provide a rationale for your choice. How would the chosen solution contribute to realizing the ideal vision of the world envisioned by the group?</p> <p>Facilitator:</p> <p>5. Delivery: How can we put these solutions into action?</p> <p>Enumerate the necessary steps to implement the solution. Who should participate? Who are the potential allies in this endeavor?</p> <p>Facilitator:</p>
--

The course engagement was assessed using a tool: observing students' involvement in activities. Since the entire class displayed enthusiasm in the dynamics, with all students

participating in the debates at least once during the course and offering relevant reflections on the discussed topics, we concluded that the whole class would receive the highest grade for engagement. It's important to highlight the distinction between engagement, which refers to how involved the students were in the learning process and their willingness to achieve the objectives, and participation, which generally relates to the quantity and quality of students' contributions to the activities.

The learning report was also evaluated using a tool: the submission of a written assignment. In the week following the course, students submitted a report detailing what they had learned throughout the course. To our surprise, one of the students submitted a video sharing her perception of the subject and her personal growth, prompting us to consider including this reporting option in future editions.

The reports were evaluated based on the quality of the reflections presented. We deemed a reflection to be good if the person cited specific instances from the course and formulated an opinion about the topic based on them, demonstrated how these instances contributed to personal changes, or provided observations regarding the performance of peers, the environment, or the final outcomes.

At the conclusion of the course, we deemed it appropriate for all students to be awarded the highest grade. On one hand, this stance was based on the assessment that all students dedicated themselves to learning and exhibited visible progress throughout the module. On the other hand, it also stemmed from challenges encountered in utilizing the planned evaluation tools for the course. Consequently, we raised several considerations to be taken into account for future courses.

Firstly, we identified the need to enhance the evaluation of projects, both in terms of the process and the final outcome. We perceived a lack of a tool that would enable us to provide feedback on project development. For instance, a project journal, wherein students could explicitly record their contributions and the production process, could have served as a viable tool. Additionally, we noticed the absence of a mechanism to effectively capture the partners' perceptions of the projects. In a subsequent module, we introduced a dedicated form for this purpose. Finally, we believed that students would benefit from greater clarity regarding the elements that would be evaluated in the final product, which could be achieved by providing an evaluation matrix.

Secondly, we recognized the need to improve the evaluation of learning reports. We observed that the lack of a good example of a learning report resulted in significant variations among the submissions from students. Since the evaluation criteria for the reports were based on our own readings, the students were unaware of how their reports would be assessed in advance. As a result, we were reluctant to lower grades for those who, despite offering relevant insights about the course and their learning, had not been comprehensive or had failed to identify specific instances from the course. Therefore, we considered it important to present students with an exemplar of what we consider to be a high-quality report, according to the aforementioned characteristics.

Thirdly, we identified the need for tools that could facilitate our understanding, as well as the students', of their starting and ending points in the course. We found that the reports did not provide a concrete understanding of the skills or knowledge they lacked at the outset and subsequently acquired through the module. Such observations were limited to their participation, as illustrated in the following excerpts:

I observed individuals who typically remain silent during classes opening up in a genuine manner, without the fear of being judged or interrupted. I, too, was surprised by my own inclination to speak up so much! Normally, I refrain from participating in classes due to the pressure and shame that hinder me from sharing my opinions. However, in such a welcoming environment like this, all anxieties vanish, and I, like everyone else, feel motivated to engage without any sense of obligation. (Report 1, Agenda 2030)

Speaking from a personal perspective, I must say that my involvement in the course was profound, both in terms of expressing my viewpoints during discussions and my dedication to the final project. This was largely attributed to the methodology employed. As a typically non-participatory student in the regular Law classes at FGV, I found myself completely at ease in opening up to individuals I had just met. (Report 10, Agenda 2030)

This debate highlighted the incredibly warm and comforting atmosphere that prevailed throughout these days. Not only was I able to voice my opinions, but I also felt comfortable sharing something deeply personal without the fear of being judged or negatively perceived. The debate was conducted with utmost respect, allowing me to reconsider certain perspectives and endorse alternative viewpoints. It was at that point that I grasped the brilliance of the

organization's endeavour to establish an inclusive environment that nurtured meaningful exchanges. (Report 16, Agenda 2030)

It is vital, nonetheless, to contemplate the extent to which this transparency in the assessment procedure has additionally contributed to students feeling at ease to partake and get involved in activities. Certain students have expressed the significance of avoiding being judged as a fundamental aspect in upholding a hospitable and wholesome atmosphere for participation. This highlights the necessity of striking a harmonious equilibrium between the coercive character of graded evaluation, the educational significance of offering feedback, and the comfort derived from an environment devoid of judgement and restraint.

The evaluation report emphasises the intricacy of assessing participatory teaching. Here are some practical advises:

- It is crucial to bear in mind that assigning a grade is not synonymous with providing performance feedback. Grades are one potential method of offering feedback, but there are also other options, such as individual or group discussions.

- Assessment tools should be suitable for gauging whether students have achieved the intended objectives for the module. For instance, if one of the objectives is for students to effectively integrate and interact with unfamiliar individuals, observing the class can serve as a means to determine whether students form exclusive groups, address each other by name, or engage in conversations with previously unknown peers (with the potential for a participation grade).

- Assessment gains depth when a greater number of instruments are selected. This allows for the evaluation of different aspects of the course. It is desirable to combine feedback on the end product with an assessment of the process. This can be accomplished through evaluation by the teacher, peers (peer assessment), or the students themselves (self-assessment). Once again, it is not necessary for each of these dimensions to contribute to a grade, but incorporating these instruments into the overall grade calculation can demonstrate to students that they will only be deemed successful if they exhibit proficiency through these different tools.

- To facilitate assessment in participatory teaching, the teacher can utilise various instruments, ranging from in-class reports to forms completed by assessors. It can also be advantageous to offer students the option to complete tasks through different modes of communication, including video.

6.2. Finch Challenge

During the Finch Challenge immersion, which took place from 24th to 28th September 2018, the focus diverged from the previous immersion as the students' projects were specifically tailored to the context of Finch Soluções, a company specializing in technological solutions for the legal market. Established in 2013, Finch Soluções aimed to enhance the efficiency and productivity of JBM Advogados, a law firm specializing in mass litigation. The challenge engaged twenty-three second and third-year Law students, along with two Business Administration students, who were tasked with developing projects to address the challenges faced by Renato Mandaliti, the CEO of Finch Solutions.

The immersion unfolded in two parts: during the initial two days, the students had four face-to-face meetings, each lasting three hours, held in the morning (9 am to 12 pm) and afternoon (1 pm to 4 pm) at FGV São Paulo Law School. For the remainder of the week, they spent three days fully immersed in Finch Soluções, as well as the offices of JBM Advogados and Mandaliti Advogados, all situated in Bauru. This allowed them to interact with various professionals concerning the aforementioned challenges. At the conclusion of the immersion, the students presented their proposed solutions to the challenges and received feedback on the practicality and quality of their projects.

a. The inception of the module: choosing a partner, selecting challenges, and developing the program

The planning for the module began at the start of the second semester of 2018, following an assessment carried out by the students and the team regarding the previous module. The team that was gathered to create the module comprised of Professor Marina Feferbaum (in charge), Professor Alexandre Pacheco (in charge), and researchers Clio Radomysler and Theófilo Aquino.

In the Agenda 2030 immersion, our interaction with partners was quite specific, involving their participation in specific moments of the course. We only conducted one external visit. In this second edition, we decided to adopt a pedagogical approach that would allow students to deeply immerse themselves in the reality of a particular partner and develop projects tailored to their needs. This way, they could explore new potential business models in the legal field and cultivate various skills, such as conducting organizational assessments,

establishing trustworthy relationships with clients, and formulating practical solutions for real challenges. Additionally, we aimed to foster discussions on the evolving legal profession and engage students in conversations about their own professional aspirations.

Hence, for this edition, we had three main objectives in designing the program: (i) to offer students an immersive experience within a partner organization that holds significant influence in the legal and technological domains; (ii) to facilitate project development by students, focusing on specific challenges and the practical realities faced by the partner; and (iii) to provide a platform for contemplation on the impact of technology on the legal profession and emerging business models, while also encouraging students to reflect on their own career paths.

The initial stage of this immersion involved selecting the partner. We chose Finch Soluções, considering various factors. First and foremost, we wanted the students to grasp the shifting trends in the legal profession, so we sought a partner organization that values innovation and actively engages in relevant discussions. Additionally, it was crucial to establish a strong rapport and have a partner who respected our autonomy in making pedagogical decisions for the course. Lastly, we considered factors such as time availability, available resources, and the partner's interest in sharing challenges with students and receiving proposed solutions.

We highlight the following factors that were significant in the partner selection process:

- Consistency with the course objectives.
- Enthusiasm and accessibility.
- Congruence of expectations.
- Independence to make pedagogical decisions.
- Adequate resources to ensure the feasibility of the immersion.

After selecting Finch Soluções as our immersion partner, it was crucial to establish the specific challenges to be presented to the students. These challenges needed to be relevant to our company and capable of being evaluated by the students within a short timeframe. Moreover, it was essential for the challenges to address issues that aligned with the objectives of the immersion program. To ensure this alignment, we engaged in conversations with our

partner regarding our teaching methodology and course objectives. Renato Mandaliti, the CEO of Finch, provided us with three challenges, accompanied by brief descriptions for each. These challenges focused on matters concerning the administration of Finch and the law firms owned by the Mandaliti family, namely JBM Advogados and Mandaliti Advogados.

The challenges were defined based on the following criteria:

- Identification of distinct and precise problems.
- Relevance to the partner.
- Alignment with the course's educational objectives.
- Feasibility for students to address within a brief timeframe.

Let's proceed to the explanation of the programme and the definition of the specific objectives of the course. The programme was devised to foster the skills that students would need to develop in order to tackle the challenges put forth by the Finch company, as well as to contemplate significant aspects of the future of the legal profession. We divided the course into two sections: two days at FGV São Paulo Law School and three days in Bauru, where visits to Finch, JBM, and Mandaliti Advogados were scheduled.

Regarding the first section, the primary objectives were: (i) integration; (ii) raising awareness about the impact of technology on the legal profession; (iii) reflection on the students' own professional future; (iv) presentation of the challenges and formation of groups; and (v) development of pertinent skills for the construction of the final project.

The second section of the immersion was established in collaboration. On the initial day, the key objective was for the students to learn about the company's history and the professional journey of its founders. On the subsequent day, they would have the opportunity to explore different departments and engage in discussions with representatives from various areas regarding the proposed challenges. Furthermore, it was crucial for the students to commence developing their proposals. The final day encompassed the completion and presentation of the projects, accompanied by feedback from members of the company.

The concept was for each day to represent a perspective on a specific period of Finch: commencing with the past, progressing to the present, and ultimately focusing on the future, with the potential implementation of the projects carried out by the students.

Just like in the previous immersion, the course's success would be assessed not only by the quality and suitability of the proposals presented but also by the entire process of their development. It was crucial for us that the students could (i) listen to and participate in conversations with the individuals involved in the presented challenges, raising diverse perspectives and fostering a strong rapport with the partner; (ii) observe multiple facets of business models; (iii) collaborate effectively in teams, overseeing tasks and the creative process within a limited period; and (iv) present their proposals lucidly and substantiate the choices made based on the partner's feedback.

We would like to draw attention to the following aspects concerning the inception of this immersion:

- The chance to firsthand experience the challenges involved in managing and expanding business models within the legal sector.
- The opportunity to devise solutions for challenges presented by an innovative company's CEO in the legal market, as well as engage closely with the company's professionals.
- The aim to contemplate the impact of technology on the legal profession and its influence on the personal career decisions of the students.
- The objective of fostering essential skills for aspiring legal professionals, including management, attentive communication, collaboration, and creativity.

b. The initial segment of the module in detail: integration, awareness, and the acquisition of new skills

Subsequently, we will outline the events that transpired during the initial two days of the course at FGV São Paulo Law School. For more comprehensive notes on the teaching exercises, please refer to Annex 3.

We organized the classroom in a circular arrangement and commenced with a check-in session: each individual had to state their name and share an expectation they had regarding the immersion. We provided a brief introduction of all the team members, outlined the overall objectives of the course, and presented the day's agenda. We made a conscious decision to

elaborate on the programme in full detail only after fostering an initial sense of integration and awareness regarding the significance of the course's objectives.

We deemed it important to inform the students right from the outset that the teaching methodology employed would differ from the conventional approach, and to elucidate the reasons behind our choice to incorporate methods such as project-based learning and experiential learning. This initial explanation holds significance as many students initially feel uneasy about the circular seating arrangement and the dynamics involved. Gradually, they adapt and comprehend the importance of the activities. It is worth mentioning that a considerable number of students feel at ease with the classroom activities right from the outset, as evidenced by the following account:

A phrase often heard throughout the immersion, which I wholeheartedly agree with, is that the proposal and execution of the module were astonishing and surpassed all expectations. Upon reading the course outline and discovering that we would be visiting a company, I envisioned the two days of preparation to be tedious and highly technical. However, upon my arrival on Monday, engaging in the initial activity and realizing that we were able to freely express our thoughts, opinions, and uncertainties in a relaxed manner without any preconceived judgments, I felt warmly welcomed and at ease to fully embrace the immersion experience. I believe the primary factor contributing to this was the well-planned activities that not only broke the ice from the start but also fostered closer connections among us, all while maintaining a clear purpose behind each one. (Report 21, Finch Challenge)

Once we concluded the concise presentation outlining the course objectives and teaching methodology, we proceeded with an activity referred to as the “technology timeline”. The primary aim of this activity was to foster integration among the students, establish a comfortable and relaxed atmosphere, and prompt contemplation on the concept of innovation, distinguishing it from technology, as well as examining the impact of technology on our lives.

Each participant received a piece of paper bearing the name of a technology, which they were to affix to the forehead of the person next to them without revealing it (for example, Uber, printer, USB drive, air conditioner, iFood). The challenge for each student was to ascertain the technology affixed to their forehead by circulating around the room and asking

only yes-or-no questions to others. If a student received a negative response, they were prohibited from posing further questions to that individual and needed to find someone else to ask.

Once the allotted time had elapsed, everyone returned to their original position in a circle, including those who were unable to identify the technology on their forehead. Each student was then instructed to individually read the paper affixed to their forehead. On one side, there was an image of the technology accompanied by a caption, while on the other side, the year of its creation was stated. The subsequent challenge of the activity entailed sharing a personal story that occurred during the year indicated on the paper, with the others attempting to guess when the technology was invented.

Finally, we conducted a discussion on the key insights gleaned from the students regarding the activity. Their feedback confirmed that we successfully achieved the intended objectives. In terms of the integration objective, one student expressed the following:

The immersion week represents a moment that transcends delving deeply into a specific subject over a predetermined period of time. The most profound sensation for me is the incredible connection that is forged among people. The arrangement in a circle is the initial positive surprise in this regard. Integration activities, such as the “Who am I?” challenge with technologies, facilitated the initial interaction with colleagues. Subsequently, the suggestion to share a personal experience from the year when “your” technology was created immediately fostered a bond among the participants. (Report 1, Finch Challenge)

In relation to the objective of fostering contemplation on the concept of innovation and the impact of technology, another student remarked:

*Firstly, through the initial activity of the course, where we affixed stickers representing various technologies to ourselves, we were not only able to commence the lengthy process of integrating within the group but also to be taken aback by the dates of creation of several of the showcased innovations. In numerous cases, we were astounded by how old certain applications are (like WhatsApp from 2009 or Facebook from 2004), as we tend to associate an app’s **creation milestone** with its **popularity milestone**. Hence, the activity sparked an intriguing discussion about the notion of a “**development trajectory**”. During this debate, we analysed to what extent*

innovative ideas do not simply emerge out of nowhere and gain widespread popularity the following day. In reality, the extensive journey of research and investment (which may even involve drastic changes in business models, as seen with Netflix) is an indispensable element for the development of large-scale projects. (Report 10, Challenge Finch Discipline)

Following the timeline activity, we held a brief quiz utilizing the Kahoot! application, mirroring our previous immersion. On this occasion, we introduced the “myth or truth” concept, where we provided statements regarding the impact of technology integration on the legal profession. Some of the phrases employed included “Machines are currently capable of independently drafting complete initial pleadings within a mere ten minutes” and “Engineers are now being recruited to undertake responsibilities formerly fulfilled by lawyers”. The purpose of this quiz was to engage students in considering the extent of technological progress within the field and the key trends of transformation.

You can locate Kahoot! at the link: <https://bit.ly/3bKUJ8>.

The activity was followed by a moment of contemplation during which the participants deliberated upon the ramifications of these technological advancements. Following this introspection, we proceeded to present and discuss the primary findings of the research study titled “Tecnologia, profissões e ensino jurídico” conducted by CEPI at FGV São Paulo Law School. The study involved interviewing 403 law firms from 26 states, posing inquiries regarding the utilization of technology and the training of professionals in the field.

Three key findings of the study:

- Technological assimilation is more pronounced in big offices compared to small offices.
- Scale, learning costs, and investment capability are factors that impact technological assimilation, providing an explanation for this phenomenon.
- Contrary to our initial perception of increased dispersal in the legal market, our data indicates a trend of consolidation in specific segments of the legal market.

The research reports carried out by CEPI can be accessed at the following links:

- Quantitative research - <https://bit.ly/2z9Bkkf>
- Qualitative research - <https://bit.ly/2z85g00>

We are of the opinion that the discussion has heightened the students' awareness regarding the possible impacts that technology can have on the legal profession and the structure of law offices, companies, and public services within the legal field. A student expressed the following observation in their report:

An additional aspect that particularly caught my attention was the activity in which we had to ascertain the accuracy of information related to the utilization of technology. During this game, we made numerous errors due to our tendency to underestimate the capabilities of technology and its application in the present context. (Report 14, Finch Challenge)

During the final task of the morning session, the aim was for the pupils to examine various facets of a law firm's business model. The intention was for them to devise inventive models within the realm of law. We positioned five office images in different corners of the room. The students were encouraged to independently select the image that resonated with them the most, enabling us to form five distinct groups. The challenge entailed defining the subsequent elements of an innovative law office as perceived by the students: name, concept, areas of expertise, hierarchical arrangement, and financial viability.

After 20 minutes of preparation, the students delivered a presentation of the offices in a pitch format, followed by a group discussion about everyone's perceptions. The objective

was for the groups to devise a creative presentation to promote their office in the market and highlight its innovative nature.

Based on the learning reports, this proved to be a lively activity that the students found highly significant. They discovered that they shared numerous views on the characteristics of innovative offices and established fresh criteria for observing and assessing organizations.

Another incredibly notable aspect for me was the establishment of the offices. During this exercise, our creativity, and I dare say, our aspirations, were given tangible form as we envisioned our ideal legal workplace. While certain groups introduced innovations in specific areas and others in different aspects, there were certain characteristics unanimously proposed, including a reconsideration of the rigid hierarchy among employees, a departure from the lengthy and slow career progression within a company, profit sharing, physical divisions based on job roles, and the need for greater diversity in recruiting new team members. I found the suggestions for alternative models to be highly intriguing, providing us with a valuable opportunity to broaden our perspectives on our desired professional environments. This experience may have even intensified the contrast we felt when we visited JBM, as one day we were contemplating our dream jobs and the next we encountered something entirely dissimilar to what we, as aspiring legal professionals, had anticipated – it was a complete deviation from our expectations. (Report 21, Finch Challenge)

Additionally, several students acknowledged the mutual learning that took place among themselves during the activity, as exemplified by the following account:

What struck me the most that day was contemplating how we, predominantly Law undergraduates, envision the perfect office space. In that moment, I gained invaluable insights from my fellow third-year colleagues, who devised an economic return model that had never occurred to me before. I also empathized with their vulnerabilities when searching for internship opportunities. Two phrases particularly stood out to me during this exercise: flexibility and quality of life. The significance of this activity extended beyond its immediate execution, resonating with subsequent events that unfolded in Bauru. (Report 1, Finch Challenge).

Key points from the initial meeting (Monday morning):

- Introduction of personal anecdotes, incorporating a relaxation element like affixing a piece of paper to the forehead, and encouraging students to engage in casual conversations to foster better cohesion and establish a comfortable environment for classroom participation.
- Incorporation of an assimilation activity accompanied by a profound contemplation of essential course concepts.
- Emphasis on assimilation and consciousness-raising regarding the subject matter prior to presenting the course syllabus, as an effective approach to enhance student involvement.
- Organization of a collaborative project within groups to develop ideal business models or explore various facets of a company or law firm.

To captivate the students post-lunch, our aim was to carry out a lighthearted and enjoyable activity highlighting the significance of firsthand experience with a business model, in order to comprehend its challenges and potential. The concept was to raise their awareness regarding the importance of visiting Bauru, exploring the Finch Soluções company, as well as the JBM and Mandaliti offices, over a span of three days. We also took the opportunity to collectively contemplate on the teaching of Law and its role in shaping professionals in the legal sphere.

We distributed an “expectation/reality” meme image to each student. Their task was to non-verbally identify others who received the same image. This served as a leisurely exercise to divide the groups. Subsequently, each group was encouraged to create an expectation/reality meme pertaining to their life at FGV. Following this, each group showcased their meme, and we conducted an individual vote via a Google form to select the class’s preferred meme. The only stipulation was that students were not allowed to vote for their own group.

After determining the victorious meme, we initiated a discussion about the teaching of Law at FGV São Paulo Law School and the students’ perception of the college’s organisational culture. Furthermore, we deliberated on the disparities between their expectations of college life and their actual experiences as students, as well as how their perspectives had evolved throughout their years of study.

Utilizing a language that embodies youthfulness, technology, and creativity, akin to memes, to broach a sensitive topic closely intertwined with students' daily lives, made a noteworthy contribution to engaging everyone and accomplishing our intended objectives. As per a student's testimonial, this marked a crucial moment of dialogue during the course:

Continuing on the initial day, the activity "Expectation vs. Reality" could also be directly linked to the earlier expressed conclusions. The expectations concerning the environment we were to visit sharply contrasted with the actual presentation. Nonetheless, what resonated with me the most in this activity was the post-activity discussion. When students utilized the platform for dialogue to express their frustrations regarding the course, I realized that, despite our contrasting majors, the demands of EAESP and EDESP were strikingly similar. By relating to the concerns they voiced, I felt a stronger connection with the class, and I was genuinely impressed by the candid manner in which the students articulated their discontent. (Report 16, Finch Challenge)

The day progressed into the afternoon with two additional key objectives: contemplating the significant competencies and skills required for legal professionals, and determining the specific skills that each student wishes to further develop.

We organized a role-play exercise with the students, where we presented a scenario involving a law firm in search of a qualified professional who shares their culture of innovation. Each group of students represented a candidate vying for this position, crafting their own miniature curriculum vitae and conducting an interview with the partners, portrayed by Professors Marina and Alexandre.

In each group, one member was chosen to undergo the interview. The interviews were observed by everyone, necessitating some degree of improvisation from both the student being interviewed and the professors conducting the interview. It is worth mentioning that there exists a risk of disengagement among other students or a certain level of embarrassment for the student being interviewed during this activity. It is important to remain attentive to these factors during its implementation.

After the interviews, we received the primary impressions of the students regarding the skills and professional experiences deemed relevant, as well as issues of inequalities and discriminations in their careers. Many of the students were commencing internship

interviews and shared personal experiences during the discussions. One student remarked that she was frustrated with how the class portrayed their candidates:

To recount the most notable activities of that day, allow me to describe the challenge of devising a profile for a lawyer to assume control of Marina and Alexandre's company, both of whom are professors. I found it intriguing, but I must admit feeling somewhat frustrated. Everyone envisioned an individual with exceptional legal training, followed by a specialisation course abroad, a commendable employment history predominantly within reputable law firms, and so forth. I was astounded by the homogeneity of our thinking and our narrow perspective of a successful lawyer. I believe this is an aspect I need to address and exert myself to always broaden my horizons and think innovatively. (Report 7, Finch Challenge)

To wrap up the day and encourage a moment of self-awareness and contemplation with the students, we conducted an activity known as the “skills mapping”. Using craft paper, we sketched a large asterisk with nine lines.

Beside each line, we jotted down a skill that we deemed crucial for the students to cultivate throughout the course and as future legal professionals. We left two blank lines for the students to suggest two additional skills they considered significant. The skills we noted were: communication, collaboration, creativity, self-awareness, critical consciousness, digital literacy, and citizenship. The students contributed the skills of flexibility/adaptability and complex problem-solving.

We instructed each student to place a dot on each line of the asterisk, representing the level of proficiency in the corresponding skill. If a student believed they had already attained a high level of skill, they would place a dot farther from the center of the asterisk. Otherwise, the dot should be positioned closer to the center. Ultimately, each student had to connect their dots. This allowed us to visualize both the individual maps and the collective composition of all the students' maps.

This activity generated intriguing reflections. We observed that many students felt more at ease with communication, whereas creativity was a skill that most students felt incapable of developing. We discussed aspects of their education that influenced the outcomes on the maps. This activity proved vital in making the students recognize the

significance of the course’s objectives and providing a benchmark for comparison from the beginning to the end of the immersion.

In a learning report, a student expressed that this activity was a fantastic way to connect with prior activities and also provided an external viewpoint on the competencies/skills of legal professionals, contrasting with an internal perspective:

On the very same day, there was also the dynamic of shaping an exemplary employee for an office, aiming for innovation without forsaking its foundations. It was intriguing to collectively ponder with the group about the characteristics of such an individual. Occasionally, opinions diverged. Moreover, I was assigned the task of conducting the interview. It was fascinating to observe how the presence of several individuals, attentively listening to you narrating a fictional story, influenced the dynamics and customary sensations of a typical interview. The concluding exercise of creating a personality map acted as a bridge between two scenarios for me. From my perspective, while the first day was a moment of connecting with others, the second day represented a period of introspection. (Report 1, Challenge Finch Discipline)

Key points from the second meeting (Monday afternoon):

- Adoption of “memes” language to encourage participation and foster creativity.
- Conducting tasks closely linked to students’ daily lives, including the FGV experience, crafting resumes, and simulating job interviews.
- Utilization of role-play exercises to enhance communication and adaptability skills.
- Interactive session where each student contemplated their existing abilities and identified areas for future development.
- Linking the morning meeting (developing an innovative business model) with the afternoon meeting (defining a legal professional profile for the established business model).

On the second day, the primary objectives were for the students to: (i) continue integrating with their peers, (ii) develop active listening, collaboration, and the ability to formulate good questions to solve complex problems, (iii) identify relevant dilemmas related to personal and professional development in a technological society, (iv) reflect on their own future projects, and (v) establish agreements for the trip and group work.

Once again, the classroom was organised in a circular format. The initial activity was an integration exercise with the aim of further contemplating pertinent skills for a legal professional in view of the integration of technology, such as curating content, posing good questions, and collecting and analysing data.

The inspiration for this exercise was the technology of chatbots, wherein a robot is programmed to formulate and respond to queries from clients or users of a service or company. We named this activity “Me, the bot”.

Each student received a sticky note and was invited to inscribe a question on it pertaining to something they desired to know about the people in the group, with the only stipulation being that it could not be a “yes or no” question (e.g., What is your favourite food? What do you enjoy doing in your leisure time? Where do you reside?).

Everyone had to circulate around the room, answering the questions on each other’s backs and jotting down the received responses. The challenge was to employ the obtained answers to accurately deduce the question inscribed on their own back. In the end, everyone returned to the circle and verified whether they had correctly guessed the question or not, sharing the received answers and the strategies they utilised to decipher the question. We then deliberated on which skills were necessary to execute this exercise and whether they are relevant to a legal professional. The primary skills identified were: gathering and analysing received information, comprehending the context and profiles of the individuals in the group, formulating clear questions, interpreting answers, among others.

Following these dynamics, we engaged in the activity called “2030 String Web”. The aim was to exchange our perspectives on future trends of change and contemplate the interconnections and impacts these transformations have on us all. The activity commenced with an individual holding a ball of string and sharing their envisioned occurrence for 2030. If someone shared a similar notion and desired to speak next, they would raise their hand. The initiator of the activity would hold one end of the string and pass the ball to the person with their hand raised, who would then express their vision for 2030. This process continued until everyone had contributed their imagined future, resulting in the formation of an extensive web interlinking all participants. Ultimately, we deliberated on our interdependence and our role in shaping the future, as well as the optimistic or pessimistic scenarios we envisaged.

As described by one student, this dynamic had a profound impact:

On the second day, in my opinion, it was primarily focused on developing our understanding and perception of “the other”. All the activities throughout the day conveyed a message: the exchange of impressions, attentive listening, probing the expectations of our peers, and teamwork. The initial activity, aside from providing insights into how a “chatbot” operates, also prompted us to pay attention to our colleagues’ responses in order to discern the nature of the question. The string web activity demonstrated the multitude of shared thoughts, aspirations, and even fears regarding future advancements in technology, and how our diverse opinions formed an intricate network. I found it truly fascinating to witness the interconnected web of strings once we had finished predicting the future, which led me to contemplate how our generation, or we as students, could collectively contemplate the future of our profession and its potential for enhancing our society. (Report 21, Finch Challenge)

We took a brief pause and proceeded with an activity focusing on active listening and the students’ professional projects. Each student was given a sheet of paper, and we placed several magazines, glue, and scissors in the centre of the room. The task was to create a collage on the sheet representing their expectations for their own lives in 2030. We explained that employing various forms of expression, such as collage, aids in gaining fresh perspectives, fostering creativity, and promoting self-awareness and contemplation of the evolving legal profession, which aligns with the course objectives.

This explanation held particular significance because there was initial resistance from the students towards this type of activity. Many associated collage-making with something suited for a younger audience and failed to grasp its importance. As one student recounted:

On the second day, what struck me the most was working on my vision for 2030. I used to despise collages and could not see the point in engaging in such an activity until Marina explained that these challenges stimulate parts of our brain that we’re not accustomed to using. With that revelation, I wholeheartedly embraced the activity during the initial session and became fully immersed in it the second time. Now, my potential—or dare I say, likely—future

adorns the wall in my room, showcasing the sheer enjoyment I derived from the exercise. (Report 18, Finch Challenge)

After the designated time for collages had ended, we instructed the students to form groups of three with individuals they were not very familiar with. Within each trio, every person would assume a specific role. One would discuss their future project for 2030, another would act as a “consultant” formulating inquiries and providing comments, while the third member would observe and record notes.

At the conclusion, we elucidated that the questions posed by the “consultants” could be categorised into three types: open-ended, diagnostic, and confrontational. Although all question types hold importance, open-ended questions, which simply encourage more extensive dialogue and exploration of uncertainties, prove more effective in facilitating active listening. We also deliberated on other factors, such as body language, which aids in promoting active listening and fostering an empathetic connection between the person sharing their project and the one listening. Additionally, we shared comparable issues that emerged in the life projects of the students, regardless of whether they were influenced by technological advancements or not.

According to the learning reports, this proved to be one of the most significant moments of the entire course, primarily due to the lessons learnt regarding active listening and the opportunity it provided for collective reflection on their future expectations. Reflecting on the sharing of the collages, one student remarked that this activity was pivotal for group cohesion:

Despite having limited interaction time with one another, we discovered numerous shared life goals. And this recognition of patterns, presented in a more personal context through the collages, not only brought us closer but also enhanced our capacity for empathy. In my view, this activity was defining because afterwards, I felt significantly more integrated into the group and more at ease with the journey. (Report 13, Finch Challenge)

According to the students’ testimony, the listening exercise proved to be valuable for other areas of work and the latter part of the course:

At present, I am a member of the People Management department at the Júnior Pública Consulting firm, where my responsibilities include providing support to fellow members. This entails engaging in conversations with specific individuals and gaining insights into their sentiments towards the company and GV itself. Through the interactive sessions, we were introduced to various question types and their impact on a dialogue. Consequently, when planning my support sessions, I carefully consider whether to employ diagnostic or open-ended questions, taking into account the desired response format. Furthermore, I applied these principles when communicating with employees from the visited companies. I discovered, during my conversation with Renato Mandaliti, that solely relying on open-ended questions would yield broad answers that may not necessarily be beneficial for my team's challenge [...]. (Report 24, Finch Challenge)

Key points from the third meeting (Tuesday morning):

- Commenced the day with a light and enjoyable icebreaker activity
- Utilized a visual exercise to demonstrate the interconnectedness among participants using a string, emphasizing their shared responsibility in constructing future scenarios.
- Employed collages as an alternative means of expression to acquire fresh insights and stimulate creativity.
- Participated in an activity that encouraged reflection, attentive listening, and sharing of personal life projects among students.
- Developed essential skills applicable to both the course project and students' professional endeavors, including active listening, self-awareness, crafting thoughtful inquiries, and collaboration.

The afternoon meeting was allocated for students to: (i) collaborate in groups; (ii) contemplate the evolving landscape of the legal profession through the eyes of a guest speaker, who is the founder of a startup; (iii) grasp the three challenges presented by the CEO of Finch and form groups to tackle these challenges; and (iv) engage in self-reflection regarding constructive feedback and participate in peer assessment/observation.

As a way of checking in, following lunch, we requested each student to share one new thing they would like to pursue or learn. Subsequently, we carried out “the squares activity”, which focuses on enhancing collaboration skills.

In this exercise, students are divided into groups consisting of five individuals. Each member of the group receives three distinct puzzle pieces, with the objective of collectively assembling five identical squares. The only stipulations are that participants are not allowed to communicate verbally or explicitly request a specific piece; they can only pass the pieces to others. At the conclusion of the activity, we reflect upon the non-verbal communication within each group and the primary challenges encountered while collaborating. Concerning the significance of group-oriented exercises, one student shared:

Aside from my personal development, I observed that as time passed, the integration of students as members of a larger group grew stronger. The exercises conducted by the team proved to be of utmost importance as they pushed us beyond our comfort zones (and even our individuality), immersing us in completely unforeseen situations where only teamwork could offer the most suitable solutions to the numerous problems presented. Thus, an environment conducive to the exchange of ideas, experiences, emotions, and aspirations was consistently fostered. Through this process, I gradually perceived that we discarded the barriers that divided us and embraced a gradual and genuine sense of belonging to the “Focus, Strength, and FINCH” class.
(Report 10, Finch Challenge)

Following the activity, we were treated to a lecture delivered by Christiano Xavier, the CEO of Future Law platform. Future Law strives to connect legal professionals within a space that fosters innovation, aiming to expedite digital transformation and facilitate the creation of practical solutions for various sectors, particularly in the legal market.

The students received the lecture with great enthusiasm. Based on their feedback, it was valuable for them to hear insights from an external guest regarding the current trends and transformations in the legal field, as well as gain knowledge about Xavier’s own professional journey. The students were able to draw connections between the lecture and the topics discussed during the initial days of the course:

Similarly, I personally found Christiano Xavier's lecture to be highly intriguing. His personal experience perfectly mirrored the paradigm shift occurring in the legal profession. Furthermore, what captured my attention during his speech was the profound conviction he expressed regarding the transformative power of technology in shaping the legal landscape. This further reinforced the concerns I had been grappling with, particularly in relation to privacy matters, within this emerging scenario. Consequently, one of the key questions that arose for me during these initial days was the role I, as a potential legal professional, would play in this evolving field and its convergence with new technologies, as well as the regulatory frameworks that will govern such technologies. (Report 2, Finch Challenge)

To conclude the day and the meetings at FGV, we unveil the challenges put forth by Finch Solutions. In each nook of the room, we positioned an image representing one of the five challenges presented by Finch Solutions, and we urged the students to pursue the one that held the most allure for them. Taking into account the students' interests, two groups were allocated the branding challenge, two groups were assigned the business diversification challenge, and one group was entrusted with the mass litigation challenge. We set a maximum limit of six students per group to ensure that everyone could contribute and collaborate more easily.

Following this division, we held a discussion about agreements for group work and coexistence during the trip to Bauru. Finally, to celebrate the end of this part of the course and initiate the next phase, highlighting the importance of constructive feedback and collective growth, we organized an activity inspired by the "Secret Santa" game.

In a circle, each student received a *paçoca* with the name of a group member affixed on top. Each person had to provide constructive feedback to the individual indicated on the *paçoca*. We explained that giving feedback is akin to presenting a gift to someone: it is a positive act that aids in their development. Feedback should take into account the person's characteristics and be conveyed with care and kindness. To assist them in providing feedback, we requested the use of the following phrase: "I liked it when you.../I would have liked to see more of...".

Following this feedback session, we requested each individual to sketch a "secret friend" for the excursion, meaning someone for whom they would be responsible in offering constructive feedback on the final day.

As expressed by one student, this dynamic fostered a sense of inclusivity during the immersion and yielded valuable insights:

One of the immersion's strengths lay in the act of "observing" and "being observed". The activity designed for us to closely observe a specific group member was, in my view, innovative and instilled a sense of belonging akin to the immersion itself. Additionally, knowing that someone was attentively perceiving and acknowledging one's presence engendered a fresh and positive sentiment. As for the provision of opportunities for speaking and group collaboration, I can only commend it—it was exceptional and provided solace to those who wished to articulate their thoughts. I do regret not fully exploring it from the outset due to my initial shyness, but as time progressed, I managed to become more relaxed and enhance both my individual interactions with new acquaintances and my engagement with the entire group. Throughout the week, I made a conscious effort to remain receptive to the novel experience we were undergoing, aiming to completely immerse myself in the subject matter and seize every new opportunity that arose. (Report 20, Finch Challenge)

Key points from the fourth meeting (Tuesday afternoon):

- Ongoing integration and collaboration dynamics.
- Invitation of an external guest to provide their viewpoint on the key subjects deliberated during the initial two days and share their professional journey.
- Formation of teams to tackle each challenge, considering individual students' preferences and ensuring a reasonable number of participants in each group.
- Arrangements for the excursion.
- Encouragement of peer evaluation opportunities through constructive feedback.
- Allocation of a "secret friend" to each student for discreet observation and provision of constructive feedback at the conclusion of the trip.

c. The second section of the module in detail: comprehending the obstacles, devising solutions, and presenting them to the partner

The second phase of the discipline commenced at 7 a.m. at FGV São Paulo Law School, where we boarded the coach destined for Bauru. We reached the hotel, our

accommodation, at approximately 11:30 a.m., completed the check-in process, and proceeded to the Finch Soluções establishment. A warm welcome awaited us there, with a lunch provided. The primary objective of the initial day was for the students to familiarize themselves with the company's background and the professional journey of one of its founders, Renato Mandaliti. Following lunch, Renato delivered a presentation highlighting the key challenges and insights from his career. He showed great receptiveness towards the students, stressing multiple times his openness and interest in hearing their perspectives on his business. The partner's willingness to listen to the students' viewpoints was highly significant to them, as expressed by one student in their testimonial:

During Renato's first lecture, I gained clarity on what the company represented and who JBM and Mandaliti truly were, which had previously eluded me. I was impressed by his forward-thinking vision, and throughout the three-day immersion, he consistently displayed receptiveness to our novel ideas. What struck me was his acknowledgement that they had already considered all aspects of the three proposed challenges, but they desired to hear from us, the "new generation", to gauge our thoughts. I find it remarkable because I could not fathom why such an established partner in the market would seek the opinions of 20-year-olds about his companies after only two days of acquaintance. (Report 18, Finch Challenge)

The students also expressed some feelings of unease and a strong longing to meet Renato's expectations:

Eventually, the third day arrived and we travelled to Bauru. The journey was exhausting and lengthy, but as soon as we entered Finch Soluções, I realised how worthwhile it had already been. Right at the entrance, Renato Mandaliti, the visionary behind everything, was present. The company's CEO had taken a break from his daily tasks to greet us, and I began to comprehend the significance of our presence. In that moment, a sense of apprehension swept over us, as undergraduate students, as we had to live up to the startup's employees' expectations. The remainder of the day was spent listening to Mandaliti's account of the history of JBM offices, the primary challenges they faced and continue to face, and the true essence of Finch Soluções. I can confidently state that we all went to sleep that night inspired by Renato's narrative: with hard work and dedication, any goal can be achieved. (Report 3, Finch Challenge)

Afterwards, the Mandaliti brothers Rodrigo, Reinaldo, and Renato recounted the tale of how the law firms JBM and Mandaliti, along with the company Finch, came into being, along with the key changes in the business model over time. At the conclusion of the presentation, there was a period for the students to ask questions and receive responses. By the end of the day, the participants of the immersion programme dined at a restaurant recommended by the partner. As per the students' testimonies, it was an exhausting yet enriching day full of learning experiences:

Regarding the trip itself, it proved to be quite a demanding endeavor from start to finish. On Wednesday, following lunch, we embarked at full tilt, striving to comprehend and retain the essential information for our assessment at the culmination of the immersion programme. Renato's lecture was truly captivating in every sense. He showcased how he had managed to spot an opportunity for disruption and innovation in the market (specifically in the mass litigation sector), unveiling a production line that we could never have fathomed existed. I must say, it was exceptionally intriguing to find oneself in an actual situation, comprehending the operations of a business conglomerate and its inception, the challenges to confront, and the decisions for the future. (Report 21, Finch Challenge)

Key moments of the fourth day of the immersion (Wednesday):

- The partners genuine sincerity, receptiveness, and evident enthusiasm in attentively engaging with the students.
- Seamless integration with the partners, even during meal times.
- Insightful narratives by CEOs Renato, Reinaldo, and Rodrigo Mandaliti, providing an in-depth understanding of the Finch company's and the JBM and Mandaliti Advogados offices' rich histories.

The aim of the second day in Bauru was to closely examine the different environments of Finch, JBM, and Mandaliti Advogados, and engage in conversations with various professionals regarding the challenges they face.

We were divided into two groups: one group embarked on a guided tour of JBM/Mandaliti, while the other started at the Finch building. During both visits, we had the opportunity to explore different areas within the companies and converse with employees about the challenges at hand. These visits occupied the entire morning. The students found it quite surprising to witness the diverse spaces and learn about the technological advancements developed by the partner organizations. The contrasting organizational cultures of JBM Advogados, specializing in mass litigation, and Finch Soluções, focused on legal market technology development, were particularly striking.

Throughout these visits, a key question arose: whether the impact of technology on legal professions is positive or negative. This question highlighted the complexity of the discussion, as one student expressed:

The second day in Bauru was arranged to provide us with an actual understanding of how the business group operates. As I have mentioned earlier, and I am sure many others feel the same, this day was the most eye-opening, revealing a true assembly line for legal documents, akin to a factory. While the efficiency of the entire workflow impressed us, I cannot deny that it also instilled fear in me to envision how technology would drastically affect the legal career. It's disconcerting to think that some professionals will be able to remain in the field due to their education and adaptability to the new scenarios brought about by technological innovations, while others will simply be replaced. (Report 21, Finch Challenge)

In addition to the visits, on that day a presentation was also conducted on the technologies developed by Finch, such as the utilisation of artificial intelligence for the analysis of case law. At the conclusion of the day, the students were given a two-hour window to collaborate on the projects aimed at resolving the challenges proposed by Renato Mandaliti, with the guidance of the course professors and researchers. To aid in the project development, we introduced the FOAR analysis methodology to the students: Forces, Opportunities, Aspirations, and Results. This strategic planning tool, inspired by the renowned SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), adopts an appreciative approach in conducting a diagnosis. The emphasis lies in observing the organisation's strengths and working towards identifying opportunities for change.

This was a significant moment, where the students realised that they could make a contribution towards addressing the challenges put forth by the partner:

We commenced working on our challenges and recognised that we had the capability to genuinely rectify some of the company's issues. [...]. The interactions that prompted the students to exchange information about each of the challenges, sharing possible doubts and proposals, were crucial, as it allowed us to assess the coherence of all the solutions and whether they aligned with the proposals of the other groups. (Report 3, Finch Challenge)

At the end of the day, we were graciously invited to celebrate the final night of the immersion with a dinner at Renato Mandaliti's farm. On this evening, we presented the partner with bouquets and thank-you notes crafted by the students.

Key events of the fifth day of the immersion (Thursday):

- Exploring the various areas of Finch, JBM, and Mandaliti Advogados and engaging in discussions with professionals within their respective workplaces.
- Allocated time to complete projects using the FOAR methodology.
- A delightful dinner celebration arranged by the partner, accompanied by the presentation of a gratitude token for their valuable collaboration.

On the final day of the immersion, we checked out of the hotel in the morning and had one hour for the groups to finalize their presentations.

Prior to the ultimate presentation, we conducted a concluding activity and course evaluation. We sketched curves on craft paper to represent the progression of the course; the students were instructed to jot down suggestions for improvement on the lower part of the curves, and something they truly enjoyed on the upper part. Following this, we formed a circle and asked each person to share their preferred type of chocolate. Subsequently, we placed an assortment of chocolates on the floor and requested them to select one that best matched their "secret friend" and offer it to them along with constructive feedback.

In relation to this closing moment, one student remarked:

The final activity in Bauru was a deeply moving moment, encapsulating everything we had encountered. In those minutes, we were able to engage in profound introspection about our entire journey and the challenges we had conquered during the five-day immersion (which had a significant impact, given the numerous accomplishments within such a brief span of time). Concluding that moment with the revelation of the “secret friend” was brilliant because the exchange of positive feedback not only facilitates our professional growth, but also nurtures us as individuals who are integral to a wider society. (Report 10, Finch Challenge)

The students’ project presentations commenced at 10 a.m. Each group was allocated 5 minutes to present their suggested solutions to the challenges and 15 minutes to receive feedback. The Mandaliti brothers, Renato, Rodrigo, and Reinaldo, were in attendance, alongside other members from the companies we had engaged with the previous day. The students were eagerly anticipating the feedback, and the results surpassed everyone’s expectations. The partners’ feedback was exceedingly positive; they were taken aback by the caliber of the proposals devised by the students. The students responded respectfully to the questions and exhibited profound reflection on the projects. As per the students’ reports:

Finally, after a night of deliberations, we managed to present ideas and solutions that appeared to resonate with the JBM, Finch, and Mandaliti employees and directors. Just as they were highly content, it was also immensely fulfilling for us to present something that encompassed real-life situations and predicaments. The adrenaline was running high, yet it was a great reward to witness their avid interest in hearing our perspectives. (Report 21, Finch Challenge)

The assignment we had to prepare for the company proved to be highly enriching. Firstly, because it compelled us to contemplate proposals pertaining to more intricate matters in the professional domain, as opposed to the customary academic or theoretical focus for us as students. Secondly, on a personal level, presenting our proposal before office partners and other professionals was an outstanding aspect to highlight in this experience, as it confronted me with a challenge for the first time, one that undoubtedly awaits me numerous times in my future professional life. (Report 22, Finch Challenge)

Key moments from the final day of the immersion (Friday):

- Allocation of time for preparing presentations.
- Conclusion of the course and assessment by identifying aspects that students enjoyed and areas they believed could have been improved.
- Opportunity for peer evaluation using the “secret friend” approach.
- Partners’ keen interest in the proposal and offering valuable feedback.
- A gratifying sense of accomplishment for both students and partners.

d. Assessment and final outcomes

The assessment of the Finch Challenge immersion, as well as the previous immersion, comprised the following components: final outcome (40%), course involvement (30%), and learning report (30%).

The final outcome grade aimed to evaluate whether the students had undertaken a thorough diagnosis of the challenges presented by the partner and proposed a clear, appropriate, and innovative solution. The involvement grade sought to measure their participation in activities, interaction with peers, effective group work, and contribution to knowledge building throughout the course. The learning report grade aimed to assess their ability to reflect on their own learning process and the course content.

The final outcome was assessed based on the observation of results and feedback from partner teams. Course involvement was also evaluated through active observation during activities. Unlike the previous immersion, we provided the students with the evaluation criteria for the learning report in advance, enabling them to prepare more in-depth reports that closely aligned with our expected objectives for this assessment tool. We utilized the following evaluation criteria:

- Description of progress in content learning, skills/competencies, reflections, and attitudes.
- Depth of reflection on the course (connections with the dynamics, explored concepts, pre-reading materials, and the final outcome).

- Depth of personal reflection (awareness of one's own approach, interactions with peers, and group work dynamics).
- Comprehensive coverage of all sessions and dynamics.

We permitted the students to select the format of their report, with the option to utilise languages beyond mere writing.

Based on the analysis of the learning reports and our overall immersion experience, we have drawn several important conclusions for future editions.

First and foremost, a notable positive aspect highlighted by both the team and the students was the incorporation of diverse integration and collaboration dynamics throughout the course. These activities facilitated the development of interpersonal skills such as attentive listening and effective communication, consequently enhancing teamwork in the final project. Moreover, the immersion fostered strong connections among the course participants. The Law students specifically acknowledged the valuable contributions made by students from other courses during the immersion. As a result, we have determined that establishing strategies to encourage greater interdisciplinary engagement among the participating students will be vital for upcoming immersions.

In addition to the dynamics of integration and collaboration, there was a great emphasis on ensuring a comfortable environment for participation in the classroom and for the exchange of experiences and perspectives among students. One student even expressed that most of their learning during the immersion came from these exchanges among their peers:

Regarding the content, I believe that the area I had the most opportunity to explore was the field of management, both in terms of companies and individuals. What intrigued me the most was that the majority of this knowledge did not come from the professors or partners, but from my own colleagues. (Report 1, Finch Challenge)

The students pointed out this aspect as highly positive, as they felt a significant difference between the immersion and the classroom environment they were accustomed to:

Right from the first day, I noticed that this subject would be distinct from all the other classes we have in our undergraduate program. We commenced the day with activities, discussing the technologies we use in our daily lives and sharing personal anecdotes. We created memes, invented characters for a job interview, and most importantly, we talked about ourselves. We had an open space to step out of the “student” role and embrace our individual identities. (Report 3, Finch Challenge)

Reflecting on the immersion week now, I feel that it was effortless for me to be my true self in this environment. I believe that those who know me in my everyday life at GV would not provide me with the same feedback that I received this week. Words such as “spontaneous” and “captivating” held great significance for me and made me contemplate how to incorporate these qualities into regular days, not just during the immersion. (Report 18, Finch Challenge)

Simultaneously desiring to create a comfortable and enjoyable space for classroom engagement, our objective was also to push the students beyond their comfort zones, fostering a sense of challenge through the immersion experience. Consequently, an important aspect to consider was striking a balance between a pleasant yet demanding environment that facilitated meaningful learning:

To commence this report, I would like to express my gratitude to all those involved in organizing this immersion. It deviates greatly from the typical activities I have encountered at FGV, and I have come to realize the immense amount of knowledge I acquired, the acquaintances I made, the presentations I delivered, the constructive discussions I engaged in, and the interactions I had with colleagues who possess diverse perspectives. All of this occurred in an exceedingly enjoyable, delightful, and relaxed manner. It was only upon the conclusion of the immersion that I truly grasped its magnitude, for during its unfolding, I experienced a certain unease. Usually, moments of joy are followed by excessive pressure and intense competition, but this was not the case here. This allowed me to gain a fresh perception of learning. Thank you! (Report 16, Finch Challenge)

Another noteworthy aspect to underscore is the interconnection between the two components of the immersion: the activities at FGV São Paulo Law School and the

experience in Bauru. Initially, some students struggled to comprehend how the tasks in São Paulo related to the challenges to be addressed. One student even suggested a desire for a more explicit correlation between these two aspects of the course.

Most of the participants in the immersion programme expressed that the dynamics of the initial few days at FGV São Paulo Law School were significant:

The process of learning to listen and observe was crucial for the development of Finch's final product. Throughout the entire duration, I made a conscious effort to observe the employees, the company environment, and the partners more closely. I dedicated a lot of time to listening and observing, and when it was time to present my group's solution, the partners were captivated by the proposal. Furthermore, the value of the dynamics conducted at the start of the module was essential in enabling me to establish a better understanding of my group members. Our working relationship was excellent, which proved vital for the successful performance of my group in formulating the proposal. As we worked together, I was reminded of the dynamics of the interconnected web, which ultimately demonstrated that each person had a connection to the other. This became even more evident within our group: when we gathered opinions, we discovered several common points. (Report 8, Finch Challenge)

Many students mentioned that they only grasped the importance of these initial activities towards the end of the immersion. Therefore, we believe it would have been beneficial to explicitly discuss the relationship between the two parts of the immersion during the initial days.

Another aspect that could have been improved, according to both the team and the students, was the time allocated for project development. Although the partners and groups were satisfied with the developed proposals, the time given was quite limited. The primary feedback from the students regarding the immersion programme was that they would have preferred more time to work on their projects.

From the reception to the presentation of our solutions, I felt that we were treated professionally, which removed us from the realm of university academia and compelled us to address real issues directly impacting the operations of a large group of companies. However, I believe it would have been beneficial to have more time to engage with the employees and truly

comprehend how the proposed solutions would affect their lives. Unfortunately, we did not have enough time to fully immerse ourselves in the company's context and propose innovative and practical solutions. Nevertheless, I feel that everything conveyed during the presentation was highly valued by the audience. (Report 24, Finch Challenge)

Moreover, we failed to explicitly address the texts from the reading material in the classroom, impeding the students' utilization of the bibliography.

Lastly, during the upcoming immersion week, I aim to thoroughly peruse the preparatory texts as I barely devoted any time to reading them. I merely skimmed through a few of the suggested texts, which, although not determining the quality of the work accomplished, could have facilitated my thinking process and led to more innovative ideas. Essentially, I am the one who missed out. (Report 18, Finch Challenge)

Ultimately, we are exceedingly satisfied with the outcomes of the immersion. We believe that we have accomplished our objectives with the course: the students reflected upon their own professional trajectories, comprehended the principal trends of transformation in the legal profession caused by technology, and cultivated valuable skills such as attentive listening, collaboration, communication, creativity, and performing organizational assessments.

We will conclude with some testimonials from students that summarise the learnings during the week:

The topic of the immersion week in the second semester of 2018 was one of the finest academic and personal experiences I could have had during my time at FGV. It allowed me to delve into the world of technology focused on the legal field, which is still rarely addressed in undergraduate courses. I learnt about the use of artificial intelligence not only in the preparation of legal documents and procedural strategies but also in the collection and processing of information from the judiciary. It was an extremely relevant study in my education because it enabled me to analyse how technological innovations can affect the legal profession. Additionally, throughout the course, the ability to work in a group was necessary. (Report 17, Finch Challenge)

I am certain that the outcome of the immersion could not have been more positive than it was. I would like to thank all of you for your effort in providing all of this to us. You managed to blend learning with innovation, fun, and dedication to the final project. You broadened our perspective of the future in general and the future we envision for ourselves. You showed us how technology can change many things but reminded us not to forget empathy and consideration for others. Now I truly understand the meaning of an “immersion” – it’s fully embracing the project and being open to discovering new concepts and worldviews. Thank you for all the attention and for being so committed to enriching us through knowledge and experience. I hope to participate in other projects like this in the future! (Report 21, Finch Challenge)

I can confidently state that these intense five days allowed for my development in various ways: my expressive side, which often retreats in new social settings, was greatly stimulated; I realised that having an uncertain vision of my future does not make me any different from the people I interacted with during these days; regarding the future, I had the chance to broaden my horizons on new ways I could practise law; I also developed an interest in technologies and, for example, learned the basics of programming and related subjects; I had firsthand experiences in different environments and professional profiles, gaining a brief understanding of different routines; and, I also experienced the pressure and adrenaline – followed by a great sense of satisfaction – of presenting myself in a professional setting. (Report 22, Finch Challenge)

It is worth mentioning that in the most recent edition, a questionnaire was conducted both at the commencement and culmination of the program to gain a better understanding of specific data concerning the impact of immersion on students’ experience. The questionnaires were voluntary and necessitated the inclusion of respondents’ names. During the initial questionnaire, conducted at the outset of the second immersion, 23 responses were collected. Conversely, only 16 responses were obtained at the conclusion. Nevertheless, it is important to highlight that the responses to the same set of questions underwent significant alterations following the immersion.

Would you like to view an example of the assessment form utilized in the process?
Please refer to the following links to observe the students' initial and final responses!

Commencement of course questionnaire: <https://bit.ly/2Xc8Ii7>

Conclusion of course questionnaire: <https://bit.ly/3dZb2jA>

It has been observed that the students emerged from the immersive process with a heightened awareness of the changes taking place in the legal market. In the initial survey, only 34.8% of the responses indicated significant changes in the legal landscape. However, in the second survey conducted after the immersion, this percentage increased to 75%, demonstrating the impact of this immersive experience on the students' perspective.

Moreover, initially, a small number of students believed they would face difficulty in developing projects (26.1% stated no difficulty at all). However, towards the end, after being exposed to a real problem and the requirement to deliver a final product, they realized that the process would be more challenging than they had initially imagined. Only 12.5% of the students chose the same option.

It is worth noting that a significant number of students commended the teaching methodology employed, particularly highlighting the team's emphasis on group formation. Many students mentioned the benefits of engaging in dialogue and considering diverse perspectives, especially from their peers. Additionally, some emphasized the positive aspects of collaborative work, which may indicate, to some extent, the success of the envisioned experiment. It suggests that the students have gained the expected knowledge regarding the impact of new technologies on the field of law and have developed various skills through this practical approach.

Given the recognition of the changing landscape of the legal profession, it is believed that a reorientation of objectives and teaching methods in Law is necessary. This is to ensure that the educational experience remains relevant and meaningful for all participants in the teaching-learning process.

7. Conclusions

The comprehensive account of our immersive experiences with undergraduate students, researching and experimenting with novel approaches and methodologies, challenges the traditional paradigms of legal education. Until now, the norm has been to rely on lectures in courses, which is what students expect. However, this proposal for participatory teaching presents a more robust definition of learning objectives, employed techniques, and the interdisciplinary nature of the topics covered.

We have observed that education should not merely involve the transmission of knowledge, where students passively receive a list of teachings on how to navigate the field of law. Instead, it is not only possible but also desirable to engage students in active learning experiences. The evolving social reality demands more than a limited technical-legal repertoire, especially with the transformative impact of technological advancements, which necessitate increasingly complex, multidisciplinary, and diverse solutions.

At first glance, preparing future professionals to thrive in a technologically-driven society and an uncertain job market may seem daunting. However, when we consider the student as an active participant in constructing their own knowledge, numerous possibilities emerge. By empowering students as the driving force behind their own learning, legal education takes on a new significance in all its aspects. This approach, coupled with a clear definition of the course's objectives and the desired competencies and skills to be developed, has been pivotal to the success of these immersive experiences.

The feedback from the students unanimously indicates that the experiences provided through immersion, along with integration activities, sensitisation, and contact with the reality of the job market, satisfactorily achieved the objective of preparing them for the subsequent stages of the course and their professional lives.

This meticulous planning and the sequence of each activity should be designed to fulfil a purpose connected to the course as a whole, which initially may create a sense of increased workload for the instructor. However, it is our duty to encourage them to acquire legal knowledge by developing interpersonal competencies and skills that not only humanise relationships but also provide a setting filled with possibilities, techniques, and methods, where innovation is always possible and necessary.

Given the numerous disruptive transformations that the world and the legal field are undergoing – and will continue to undergo – we wished to demonstrate that the path to innovation lies in research and experimentation. Exploring new teaching methods and tools can revolutionise legal education and enhance the students’ learning experience, equipping them not only with a specific repertoire of situations and possible solutions, but also enabling them to collaborate and work creatively on increasingly intricate and interdisciplinary legal issues.

This is not about a ready-made formula to be applied in your institution, as mentioned earlier. Instead, it is the path of research, if well-founded, pursued with audacity and creativity, that can give legal education a new significance in terms of learning. In an era where information is readily available at their fingertips through smartphones, it is high time for higher education to provide a profound and transformative knowledge-building experience to the multitude of students enrolled in law courses, who will apply this knowledge in their own reality and legal practice.

These educational initiatives have served us at CEPI as a research laboratory, where we have been able to implement techniques, adapt them to the teaching reality of the undergraduate programme at FGV in São Paulo, and enhance them with each edition. There are numerous other teaching tools and evaluation methods to explore. We will not cease our efforts here because, as can be observed, there are details to refine so that the classroom experience is never confined to a comfort zone, but rather viewed as an empathetic opportunity for the collaborative creation of knowledge beneficial to society and the professional lives of these individuals.

The participatory methodology is crucial, albeit with techniques and tools that may vary according to the realities of the diverse “Brasis” that exist. That is why we stress that these experiences are not ready-made formulas, but rather inspirations to transform your own teaching context, taking into account the social and economic realities in which your students are immersed, as well as regional needs.

Fostering autonomy, learning to learn, self-evaluation, empathy, conducting debates, and giving and receiving feedback give a new and relevant meaning to the application of Law in the present technological era. As technology is already changing and promising to further

transform the routines and provision of legal services, it is important to prepare our students for this new era and assist them in building the necessary knowledge, skills, and abilities. Restricting ourselves to teaching content alone would be training outdated professionals, as the reality will be different by the time they complete their studies.

As you can see, the challenge is significant, not only for students but especially for teachers and educational institutions. Only by embracing these responsibilities will it be possible to change the landscape of Law in Brazil. And there is no time to remain stagnant.

Therefore, we hope to have inspired you to implement innovations in legal education and contributed to your reflections, offering our contribution to this new era of Brazilian legal education, in which responding to the challenges of a new society is only possible if we teach and learn in a new way as well.

8. Bibliography

AGOSTINI, Manuela Rösing. *Da administração legal ao business process management: o mapeamento de processos de negócio em escritórios de advocacia*. 116f. Dissertação (Mestrado, Programa de Pós-Graduação em Administração). Universidade de Caxias do Sul, Caxias do Sul, 2010. Accessible from: <https://repositorio.ucs.br/xmlui/bitstream/handle/11338/532/Dissertacao%20Manuela%20Rosing%20Agostini.pdf;sequence=1>. Accessed on 3rd September 2019.

ANGARITI, Antonio (coord.); Ambrosini, Diego Rafael; Salinas, Natasha Schmitt Caccia. *DireitoGV: construção de um sonho: inovação, métodos, pesquisa, docência*. São Paulo: DireitoGV, 2010.

ANLEU, Sharyn Roach; Mack, Kathy. Gender, judging and job satisfaction. *Feminist Legal Studies*, v. 17, n. 1, p. 79-99, 2009.

BONELLI, Maria da Glória. Profissionalismo e diferença de gênero na magistratura paulista. *Civitas – Revista de Ciências Sociais*, v. 10, n. 2, p. 270-292, 2010.

BONELLI, Maria da Glória. *Profissionalismo, gênero e diferença nas carreiras jurídicas*. São Carlos: EdUFSCar, 2013.

BONELLI, Maria da Glória; Cunha, Luciana G.; Oliveira, Fabiana L. de; Silveira, Maria Natália B. da. Profissionalização por gênero em escritórios paulistas de advocacia. *Tempo Social*, v. 20, n. 1, p. 265-290, 2008.

BRASIL. Conselho Nacional de Educação. *Parecer CNE/CES n. 635/2018*. Interested party: Conselho Nacional de Educação/Câmara de Educação Superior. Approved on 4th October 2018.

CAMPBELL, Ray Worthy. The end of law schools: legal education in the era of legal services business. *Mississippi Law Journal*, v. 85, 2016. Accessible from: <http://mississippilawjournal.org/wp-content/uploads/2017/03/1.-Campbell.pdf>. Accessed on 19th March 2018.

CAMPUS PARTY. #CPRO – SINAPSES – Entenda como a inteligência artificial pode tornar o Judiciário mais rápido. *YouTube*, 4th August 2018. Accessible from: <https://www.youtube.com/watch?v=FaDyIHvQ0IA>. Accessed on 3rd September 2019.

CENTRO DE ESTUDOS EM SUSTENTABILIDADE DA FGV EAESP. *Sobre o Fis*. 6th February 2013. Accessible from: <http://www.gvces.com.br/sobre-o-fis?locale=pt-br>. Accessed on 4th September 2019.

CHAPMAN, S.; Mcphee, P.; Proud-man, B. What is experiential education? In: Warren, Karen; Mitten, Denise; Loeffler, TA (ed.). *The theory of experiential education*. Dubuque: Kendall/Hunt Publishing Company, 1995. p. 235-248.

COOPERRIDER, David L.; Whitney, Diana. A positive revolution in change: appreciative inquiry. *Public Administration and Public Policy*, v. 87, p. 611-630, 2001.

DONNAN, Susan. What is appreciative inquiry. Portal Metavolution, 2005. Accessible from: http://www.metavolution.com/rsrc/articles/whatis_ai.htm. Accessed on 5th September 2019.

EXTRA. Juíza do TJDFt faz audiência por WhatsApp para agilizar caso de pensão alimentícia. *Extra*, 25th April 2018. Accessible from: <https://extra.globo.com/noticias/brasil/juiza-do-tjdft-faz-audiencia-por-whatsapp-para-agilizar-caso-de-pensao-alimenticia-22624960.html>. Accessed on 3rd September 2019.

FGV DIREITO SP. Projeto Pedagógico do Curso de Graduação: 2017-2019. Accessible from: https://direitosp.fgv.br/sites/direitosp.fgv.br/files/arquivos/ppc_2017-2019.pdf.

FGV EAESP. Intent. *Ei! Ensino Inovativo*, v. 3, 2018, p. 17-44. Accessible from: <http://bibliotecadigital.fgv.br/ojs/index.php/ei/issue/view/4282/sho-wToc>. Accessed on 4th September 2019.

FINK, L. Dee. *Creating significant learning experiences: an integrated approach to designing college courses*. San Francisco, Calif: Jossey-Bass, 2003.

FORMAÇÃO INTEGRADA PARA A SUSTENTABILIDADE (FIS). *Guia de fundamentos e práticas*. Versão 1.0. São Paulo: FGV EAESP, 2015. Disponível em: http://mediadrawer.gvces.com.br/gvces/original/gvces_fis_guiadefundamentos-praticas-versao1-0_final_16-11-15.pdf. Accessed on 5th September 2019.

FRANÇA, Luis de. Tecnologia exige novas habilidades de advogados. *Jornal Valor de São Paulo*. 5th February 2018. Accessible from: <http://www.valor.com.br/carreira/5305995/tecnologia-exige-novas-habilidades-de-advogados>. Accessed on 20 March 2018.

GERASSI NETO, A. O que o mercado espera do advogado moderno. *Migalhas*. 22nd September 2017. Accessible from: <http://www.migalhas.com.br/dePeso/16,MI265748,101048-O+que+o+mercado+espera+do+advogado+moderno>. Accessed on 21st March 2018.

GHIRARDI, José Garcez. *Narciso em sala de aula: novas formas de subjetividade e seus desafios para o ensino*. São Paulo: FGV Direito SP, 2016. p. 58-60.

GHIRARDI, José Garcez. *O instante do encontro: questões fundamentais para o ensino jurídico*. São Paulo: Fundação Getulio Vargas, 2012

GUNEY, Ali; AL, Selda. Effective learning environments in relation to different learning theories. *Procedia-Social and Behavioral Sciences*, v. 46, p. 2334-2338, 2012.

HAN, Byung-Chul. *Sociedade do cansaço*. Petrópolis: Vozes, 2015.

INSTITUTO EDUCADIGITAL. Design thinking para educadores. Translation into portuguese by Bianca Santana, Daniela Silva and Laura Folgueira. Instituto Educadigital, n.d. Accessible from: <https://www.dtparaeducadores.org.br/site/sobre-o-material/>. Accessed on 5th September 2019.

INTERNATIONAL BAR ASSOCIATION (IBA). IBA Legal Policy & Research Unit. 'Times are a-changin': disruptive innovation and the legal profession. Maio 2016. Accessible from: <https://www.ibanet.org/LPRU/Disruptive-Innovation.aspx>. Accessed on 3rd September 2019.

KALIL, Renan Bernardi. Direito do trabalho e economia de compartilhamento: apontamentos iniciais. In: Zanatta, Rafael A. F.; Paula, Pedro C. B. de; KIRA, Beatriz (org.). *Economias do compartilhamento e o Direito*. Curitiba: Juruá, p. 237-257, 2017. Accessible from: https://www.internetlab.org.br/wp-content/uploads/2017/12/Economias_do_compartilhamento_e.pdf Accessed on 20th February 2020.

KAMAYURÁ, Uyara. *Advocacia-geral aposta em inteligência artificial e automação de processos para agilizar trabalhos jurídicos*, 2013. Accessible from: http://www.agu.gov.br/page/content/detail/id_conteudo/230719. Accessed on: 1st February 2018.

KAOSPILOT. *Kaospilot entreprising leadership: A three year programme*. Aarhus: Kaospilot, 2018. Accessible from: https://www.kaospilot.dk/wp-content/uploads/2017/12/kaospilot_educationbrochure2018_web.pdf. Accessed on 5 September 2019.

KAY, Fiona M.; HAGAN, John. The persistent glass ceiling: gendered inequalities in the earnings of lawyers. *British Journal of Sociology*, p. 279-310, 1995.

KOLB, David. A. *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall, 1984.

LAURITI, Nádía C. A comunicação na avaliação de desempenho docente no ensino superior. *Eccos Revista Científica*, v. 4, n. 1, p. 111-130, 2002.

LIMA, Stephane Hilda Barbosa. *Formação jurídica, metodologias ativas de ensino e a experiência da graduação da Escola de Direito de São Paulo (FGV Direito SP)*. Dissertação. Programa de Pós-Graduação em Direito Constitucional da Universidade Federal do Ceará, 2018.

MAIA FILHO, Mamede Said; JUNQUILHO, Tainá Aguiar. Projeto Victor: perspectivas de aplicação da inteligência artificial ao direito. *Revista de Direitos e Garantias Fundamentais*, v. 19, n. 3, p. 218-237, 2018.

MARANHÃO, Juliano. A inteligência artificial e o ensino do Direito. JOTA. 18 jan. 2018. Accessible from: <https://www.jota.info/artigos/inteligencia-artificial-e-o-ensino-do-direito-19122017>. Accessed on 20th March 2018.

MCGILL UNIVERSITY. *Guidelines for assessment of experiential learning*. Montreal: Teaching and Learning Services, 2014.

MCMANUS, Dean A. The two paradigms of education and the peer review of teaching. *Journal of Geoscience Education*, v. 49, n. 5, p. 423-434, 2001.

MONTEIRO, Artur Péricles Lima. Liberdade de profissão e economia de compartilhamento: desafios do trabalho na multidão. In: Zanatta, Rafael A. F.; Paula, Pedro C. B. de; Kira, Beatriz (org.). *Economias do compartilhamento e o Direito*. Curitiba: Juruá, p. 217-236, 2017. Accessible from: https://www.internetlab.org.br/wp-content/uploads/2017/12/Economias_do_compartilhamento_e.pdf. Accessed on: 20th February 2020.

MONTENEGRO, Manuel; Andrade, Paulo. Inteligência artificial: Parceria com Tribunal de Rondônia aproxima o futuro. *Portal do Conselho Nacional de Justiça*, 16th October 2018. Accessible from: <http://www.cnj.jus.br/noticias/cnj/87819-inteligencia-artificial-parceria-com-tribunal-de-rondonia-aproxima-o-futuro>. Accessed on: 3rd September 2019.

MOON, Jennifer A. *A handbook of reflective and experiential learning*. Theory and practice. London: Routledge-Falmer, 2004.

O POVO. Primeira audiência via WhatsApp é realizada pela Justiça do Rio de Janeiro. *O Povo Online*, 20th July 2018. Accessible from: <https://www.opovo.com.br/noticias/colunas/tecnosfera/2018/07/primeira-audiencia-via-whatsapp-e-realizada-pela-justica-do-rio-de-jan.html>. Accessed on: 3rd September 2019.

OAKDEN-RAYNER, Luke. *The end of human doctors – understanding automation*. 3rd May 2017. Accessible from: <https://lukeoakdenrayner.wordpress.com/2017/05/03/the-end-of-human-doctors-understanding-automation/>. Accessed on 3rd September 2019.

PASSARINHO, Nathalia; ODILLA, Fernanda. Moro ministro: como os tentáculos da Lava Jato podem se espalhar por PF, Procuradoria e Justiça. *BBC News*, 26th November 2018. Accessible from: <https://www.bbc.com/portuguese/brasil-46316579>. Accessed on 9th January 2019.

PROSSER, Michael; TRIGWELL, Keith. *Understanding learning and teaching: The experience in higher education*. McGraw-Hill Education (UK), 1999.

PWR NEW MEDIA. Design thinking for marketing communications professionals: How Design Thinking processes can help you shape organizational stories that connect. *Portal pwr*, 2015. Accessible from: https://www.pwrnewmedia.com/landing/design_thinking_whitepaper/. Accessed on: 5th September 2019.

SÄLJÖ, Roger. Learning about learning. *Higher Education*, v. 8, n. 4, p. 443-451, 1979.

SAMUELOWICZ, Katherine; BAIN, John D. Revisiting academics' beliefs about teaching and learning. *Higher Education*, v. 41, n. 3, p. 299-325, 2001.

STANFORD LEGAL DESIGN LAB. *Legal Design Lab*. Portal Legal Design Lab, 2013-2018. Accessible from: <http://www.legaltechdesign.com/>. Accessed on: 5th September 2019.

SUPREMO TRIBUNAL FEDERAL. *Inteligência artificial vai agilizar a tramitação de processos no STF*. 30th May 2018. Accessible from: <http://www.stf.jus.br/portal/cms/verNoticiaDetalhe.asp?idConteudo=380038>. Accessed on 3rd September 2019.

THE LAW AND SOCIETY OF ENGLAND AND WALES. *The future of legal services*, January 2016. Accessible from: <https://www.lawsociety.org.uk/support-services/research-trends/the-future-of-legal-services/>. Accessed on: 3rd September 2019.

TRT-PR. Audiência via WhatsApp soluciona ação trabalhista de 15 anos no PR. *Portal do Conselho Nacional de Justiça*, 24th July 2018. Accessible from: <http://www.cnj.jus.br/noticias/judiciario/87193-audiencia-via-whatsapp-soluciona-acao-trabalhista-de-15-anos-no-pr>. Accessed on: 3rd September 2019.

UNESCO. International Bureau of Education. *Glossário de terminologia curricular*. Genebra: IBE, 2016.

VIANNA, Maurício *et al.* *Design thinking: inovação em negócios*. Rio de Janeiro: MJV Press, 2012.

WORLD ECONOMIC FORUM. Centre for the New Economy and Society. *The Future of Jobs Report 2018*. Geneva: World Economic Forum, 2018. Accessible from: http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf. Accessed on: 3rd September 2019.

WUJEC, Tom. Build a tower, build a team. *TED Talk*, Feb. 2010. Accessible from: https://www.ted.com/talks/tom_wujec_build_a_tower?language=en. Accessed on: 3rd September 2019.

ANNEX 1

Syllabus for the Bachelor's Law Programme **Immersive Module – Agenda 2030: Brave New World?** **1st Semester of 2018**

Instructors/Facilitators

Marina Feferbaum (lead)

Clio Nudel Radomysler (assistant)

Guilherme Forma Klafke (assistant)

Stephane Hilda Barbosa Lima (assistant)

Module Workload

Total Workload: 45 hours

Synopsis

This immersive experience encompasses three interlinked aims. The initial objective is to comprehend significant shifts transpiring in the contemporary world, encompassing advancements in technologies like automation, nanotechnology, and artificial intelligence, alongside the key social, economic, ethical, and legal implications inherent in these phenomena. The second objective entails discerning the ramifications of these movements on businesses and professions by the year 2030, such as the proliferation of technological startups, fintechs, and lawtechs. The third objective involves collaboratively developing a product with the potential to yield a beneficial societal impact by 2030.

Learning Objectives (competencies and skills)

By the conclusion of the immersion, it is anticipated that students will be capable of:

- Recognising and charting social issues stemming from the nexus between law and technology.
- Enhancing collaborative skills within teams while demonstrating creative leadership.
- Engaging in critical analysis of prominent shifts in the realm of reality.

- Establishing connections between trends in reality and the implementation of Law.
- Assessing the adequacy or inadequacy of Law in addressing forthcoming social transformations.

Methodology

The programme will be structured into two stages: drawing inspiration and generating ideas concerning the challenges anticipated in 2030, followed by creating prototypes and presenting a startup concept that provides a solution aligned with legal, ethical, and economic considerations. The sessions will be engaging and centred around collaborative efforts and participant independence. The primary methodologies employed will include project-based learning, experiential learning, and design thinking.

Assessment Criteria³⁶

	Percentage	Assessment
P1	40%	Assessment conducted by teachers and product partners of the end product
P2	30%	Course involvement, evaluated through self-assessment and assessment by teachers
P3	30%	Learning report

Essential Reference List

GOODMAN, Joanna. *Robots in Law: How Artificial Intelligence is Transforming Legal Services*. London: ARK Group, 2016.

³⁶ Please note that in accordance with the current graduation regulations, the academic performance assessed in the module must adhere to the following guidelines, among others:

- The term grade is determined by three component grades, which may comprise multiple assessment activities.
- At least one of the component grades reflects continuous evaluation of the student’s performance throughout the term.
- At least one of the component grades is derived from an individual written assessment.
- When calculating the term grade, no individual component grade will carry a weight greater than forty percent.
- The component grades will be assigned on a scale ranging from zero to ten.
- If a student fails to attend an assessment activity, they will receive a grade of zero.

SUSSKIND, Richard. *The End of Lawyers? Rethinking the Nature of Legal Services*. Oxford: Oxford University Press, 2010

SUSSKIND, Richard; SUSSKIND, Daniel. *The Future of the Professions: How Technology will Transform the Work of Human Experts*. Oxford: Oxford University Press, 2015

Additional Bibliography

KELLY, Kevin. *The Inevitable: Understanding the 12 Technological Forces That Will Shape Our Future*. Penguin, 2017.

Recommended Bibliography

ASHLEY, Kevin. *Artificial Intelligence and Legal Analytics: New Tools for Law Practice in the Digital Age*. Cambridge: Cambridge University Press, 2017.

DOMINGOS, Pedro. *The Master Algorithm: How the Quest for the Ultimate Learning Machine will Remake our World*. New York: Basic Books, 2016.

Extra-Class Support

233 Rocha Street, 11th floor, room 1101

Office hours: Tuesdays, from 2 p.m. to 4 p.m.

Guidance for extra-class support: None.

Programme

MEETING 1 19 th March – 9 AM to 12 PM	Peering into the future: What awaits us on the horizon by 2030?
Compulsory preliminary preparation	None.
Supplementary preliminary preparation	KELLY, Kevin. <i>The Inevitable: Understanding the 12 Technological Forces that Will Shape our Future</i> . Penguin, 2017. HUXLEY, Aldous. <i>Admirável mundo novo</i> . São Paulo: Abril Cultural, 1982. <i>Blade Runner</i> Film

MEETING 2 19 th March – 1 PM to 4 PM	The future is upon us: Which advancements will shape the future in 2030?
Compulsory preliminary preparation	None.
Supplementary preliminary preparation	<p>KELLY, Kevin. <i>The Inevitable: Understanding the 12 Technological Forces that Will Shape our Future</i>. Penguin, 2017.</p> <p>SUSSKIND, Richard. <i>The End of Lawyers? Rethinking the Nature of Legal Services</i>. Oxford: Oxford University Press, 2010</p> <p>Television series <i>Black Mirror: Series 2, Episode 1 – “Be Right Back”</i></p> <p>Documentary <i>The Sex Robots Are Coming</i></p>

MEETING 3 20 th March – 9 AM to 12 PM	Myself, Ourselves, and Others: Who Shall We Become in 2030?
Compulsory preliminary preparation	HAN, Byung-Chul. <i>Sociedade do cansaço</i> . Petrópolis: Vozes, 2015. Chapters 2 and 3.
Supplementary preliminary preparation	<p>SENNETT, Richard. <i>O declínio do homem público: as tiranias da intimidade</i>. São Paulo: Companhia das Letras, 1988.</p> <p>Television series <i>Black Mirror: Series 3, Episode 1 – “Nosedive”</i></p>

MEETING 4 20 th March – 1 PM to 4 PM	Who’s Influencing the Future: Exploring Innovation Spaces.
Compulsory preliminary preparation	None. The students shall be visiting the headquarters of fintech Stone, where they will engage in a chat session (308 Fidêncio Ramos Street - Vila Olímpia)
Supplementary preliminary preparation	None.

MEETING 5 21 st March – 9 AM to 12 PM	Co-creation and design thinking: Project ideation and problem formulation (I)
Compulsory preliminary preparation	Design thinking for educators http://www.dtparaeducadores.org.br/site/download-de-capitulos/
Supplementary preliminary preparation	CEARLEY, David W. <i>et al.</i> <i>Top 10 Strategic Technology Trends for 2018</i> . Gartner, 3rd October 2017. p. 1-33. Itay Talgam: Lead Like the Great Conductors https://www.youtube.com/watch?v=R9g3Q-qvtss&t=8s Build a Tower, Build a Team Tom Wujec https://www.youtube.com/watch?v=H0_yKBitO8M Law Design Summit Workbook https://drive.google.com/file/d/0BzMFcRLbna0Hc0lkSTNOQzRwZfK/view

MEETING 6 21 st March – 1 PM to 4 PM	Co-creation and design thinking: Project ideation and problem formulation (II)
Compulsory preliminary preparation	BARBER, Michael et al. An avalanche is coming. <i>Higher Education and the Revolution Ahead</i> , v. 73, 2013. KEN ROBINSON – Do Schools Kill Creativity? https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?referrer=playlist-the_creative_spark Design thinking for educators http://www.dtparaeducadores.org.br/site/download-de-capitulos/
Supplementary preliminary preparation	None.

MEETING 7 22 nd March – 9 AM to 12 PM	Let's dive into the task at hand: making a contribution towards constructing a better 2030 (I)
Compulsory preliminary preparation	VIANNA, Maurício <i>et al.</i> <i>Design thinking: inovação em negócios</i> . Rio de Janeiro: MJV Press, 2012. pp. 22-115. The students will engage in project development methodologies based on the requirements of each group.
Supplementary preliminary preparation	None.

MEETING 8 22 nd March – 1 PM to 4 PM	Let's dive into the task at hand: making a contribution towards constructing a better 2030 (II)
Compulsory preliminary preparation	VIANNA, Maurício <i>et al.</i> <i>Design thinking: inovação em negócios</i> . Rio de Janeiro: MJV Press, 2012. pp. 22-115. The students will engage in project development methodologies based on the requirements of each group.
Supplementary preliminary preparation	None.

MEETING 9 23 rd March – 9 AM to 12 PM	Conveying a concept: preparing a discourse with the public
Compulsory preliminary preparation	Campus São Paulo Residency: Demo Day (Class #1). Accessible from: https://www.youtube.com/watch?v=V724alOjOdg Campus São Paulo Residency Demo Day Class #2. Accessible from: https://www.youtube.com/watch?v=iUmFd0H18gw 5 TED Talks to enhance your public speaking skills https://catracalivre.com.br/geral/emprego-trabalho/indicacao/5-ted-talks-para-aprender-falar-melhor-em-publico/
Supplementary preliminary preparation	None.

MEETING 9 23 rd March – 9 AM to 12 PM	Presenting proposals and concluding feedback
Compulsory preliminary preparation	Principles of constructive feedback. Personal Development and Performance Review Guide. The University of Nottingham: https://www.nottingham.ac.uk/hr/guidesandsupport/performanceatwork/pdpr/documents/pdprprinciplesofconstructivefeedback.pdf
Supplementary preliminary preparation	None.

MEETING 10 23 rd March – 1 PM to 5 PM	Presenting proposals and concluding feedback
Compulsory preliminary preparation	Final presentations.
Supplementary preliminary preparation	None.

ANNEX 2

Teaching Notes

Immersive Module – Agenda 2030: Brave New World?

1st Semester of 2018

Inventory of Materials

Morning – Day 1

1. Programme finalised and printed
2. Assessment slide
3. Dropbox folder (or eClass) containing all provided texts
4. ‘Truth’ and ‘Lie’ cards for registration (1 ‘Lie’ card for every 8 ‘Truth’ cards), with slide photographs on the reverse side
5. Set of slides for editing during the activity of composing the 2030 figure

Afternoon – Day 1

6. Kahoot! with ‘Myth’ and ‘Truth’ of technological innovations
7. Marble or transparent bouncing ball
8. Case narratives (data protection)
9. Slides with instructions for the World Cafe method

Morning – Day 2

10. Papers with emoji pictures to the groups.
11. Application with a ‘like’ function for surveys (suggestion: Google Forms) | Consider using like boards or plickers.
12. Questionnaire to group participants based on algorithms (entering the formula into Excel for calculation).
13. Case narratives for the social media bubble dynamic + Specific and confidential instructions to each of the facilitators.

Morning – Day 3

14. Sticker orbs for the butterfly task that emphasises particular trend choices.
15. Blank sheet to document the trends for collective story formation.

Afternoon – Day 3

16. Sheets featuring trend images to facilitate the formation of groups based on their preferences.
17. Script for the ultimate project + Script on how to execute 5D.
18. Resources for the coding task.
19. Chocolate to energise the students' festivities.

Morning and afternoon – Day 4

20. Presentations elucidating 5D and Design Thinking
21. Blank sheets of paper for pupils' rough copies
22. Sticky notes for pupils' rough copies
23. Pre-drawn corrugated board per team

Morning – Day 5

24. Create individual pitch videos for the presentation
25. Prepare materials for the feedback arch activity (flip-chart with the arches, sticky notes, candles, or sweets)
26. Obtain celebration diplomas or paper to craft Chinese fortune cookies

Afternoon – Day 5

27. Conduct a survey on the app for the panel members to allocate their points among the groups)

Meeting 1 – Peering into the future: What awaits us on the horizon by 2030?	
19 th March, 9 AM to 12 PM	
Objectives	To enable individuals to: (i) acquaint themselves with their immersion colleagues and establish a collective identity; (ii) identify and comprehend potential changes in the urban landscape by 2030; (iii) gain knowledge and comprehension of the smart city phenomenon across various dimensions; (iv) describe future contexts using present social, technological, and economic factors; and (v) contemplate the implications of the future scenario’s characteristics on life in 2030.
Preparation Material	None (initial day of immersion).
Check-in (10 minutes) 9:20 AM	Extend a warm welcome and provide a concise overview of the aims of our inaugural gathering. It is imperative to discuss the methodology of the course. We shall commence with a routine check-in, encompassing introductions, expectations, and one’s preferred location within the city.
Activity I – Truth or Lie (30 minutes) 9:50 AM	<p>Objective (i)</p> <p>Each individual will be given an instruction (TRUTH or LIE) and must share a personal anecdote related to technology (those who select TRUTH will share a genuine story, while those who select LIE will share a fabricated one). Once everyone has shared their anecdotes, there will be a designated amount of time (20 minutes) to identify as many individuals as possible who shared false stories. This can be achieved through one or more rounds of questions, where participants are free to interrogate others, who must provide detailed responses regarding their anecdotes. At this stage, it is crucial that no one speculates about the identities of the liars.</p> <p>Subsequently, participants can cast their votes for the individuals they believe were dishonest (we can employ an application or a show of hands).</p> <p>Suggestion: 1 liar for every 8 participants (12.5%).</p>

<p>Activity II - Creating the 2030 Picture (50 minutes)</p> <p>10:40 AM</p>	<p>Objective (ii), (iv) and (v)</p>	<p>(a) The students will be divided into groups. Each group will receive one of the 5 photos of São Paulo to work on. Link: https://goo.gl/39WqXc – place them on PowerPoint slides.</p> <p>Additional suggestions:</p> <ul style="list-style-type: none"> – Judiciary – Hospital – Marginal Pinheiros or Tietê – Inequality (contrast) <p>The students should enhance the image or make modifications to depict their vision of what São Paulo will be like in 2030. They can search for images on Google or image banks depicting things, people, etc., that they realistically expect to see in those places in 2030. (20 minutes)</p> <p>(b) Subsequently, based on the chosen option, visit each group to have them present their vision of 2030 through the photo.</p> <p>For each photo, inquire (if not previously mentioned):</p> <ul style="list-style-type: none"> ▪ What aspect did you find most intriguing? ▪ How might these innovations and the given context impact the city in 2030? ▪ What issues do you observe in the photos? ▪ What solutions to current problems do you identify in the photos? <p>(30 minutes)</p>
<p>INTERMISSION</p> <p>11:00 AM</p>		
<p>LECTURE</p> <p>Cláudia Acosta (CONFIRMED)</p> <p>Ciro Biderman (CONFIRMED)</p> <p>(30 minutes)</p> <p>11:40 AM</p>	<p>Objective (iii)</p>	<p>They will discuss intelligent cities and São Paulo in the year 2030.</p>

Activity III - Debate (20 minutes) 12:00 PM	Objective (iii) and (v)	Open inquiries to the guests regarding the future landscape of intelligent cities
LUNCH 1:00 PM		

Meeting 2 – The future is upon us: Which advancements will shape the future in 2030? 19 th March, 1 PM to 4 PM		
Objectives	To enable individuals to: (i) acquaint themselves with their fellow immersion colleagues and establish a collective identity; (ii) acquire knowledge about recent technological advancements across various fields of expertise; (iii) connect these advancements with present or future ethical, legal, and social concerns; and (iv) contemplate the potential ramifications of the identified issues in the context of 2030.	
Preparation Material	None (initial day of immersion).	
Icebreaker Activity – ‘Myth’ or ‘Truth’ (30 minutes) 1:30 PM	Objectives (ii), (iii) and (iv)	The students will be introduced to various technological advancements. Recommendation: conduct the activity using slides and Kahoot! Each student will earn points for their response, and at the end, we can identify the student with the most accurate predictions (lol). For each advancement, they should determine whether it is a ‘Myth’ or ‘Truth’ that it actually exists. Recommendation: employ Gartner’s innovation curve to showcase projected advancements until 2030 and beyond 2030.

		<p>Group discussion on the legal, social, and ethical dilemmas posed by these advancements. Guiding questions for the discussion:</p> <ul style="list-style-type: none"> ▪ Which advancement captured your attention the most? Why? ▪ What ethical issues can arise from this advancement? How might it enable individuals to disrupt others' lives? Or potentially cause harm (or benefit) to themselves? ▪ What legal predicaments may result from this innovation? What types of court cases could emerge as a consequence? What regulatory measures should the Legislative and Executive bodies consider to address these issues?
<p>Activity I – Data Protection World Cafe (1 hour and 10 minutes)</p> <p>2:40 PM</p>	<p>Objectives (i), (iii) and (iv)</p>	<p>(a) The participants will be divided into groups to address five distinct data protection scenarios. Suggestions:</p> <ul style="list-style-type: none"> ▪ Healthcare sector (medical record data) ▪ Blue Zone parking system ▪ Third-party server attacks (e.g., Ashley Madison) ▪ Equifax ▪ Uber ▪ Yahoo! Suggestions for male participants: ▪ Comprehensive data profiles ▪ Samsung and NSI (recommended for the 'Myth' or 'Truth' discussion) <p>(20 minutes)</p> <p>(b) Upon receiving a signal, the participants should relocate to different groups, where they will engage in discussions related to the assigned case or another case. (15 minutes)</p> <p>(c) Upon receiving a signal, the participants should move to other groups for further discussions related</p>

		to the assigned case or another case. (10 minutes) (d) Upon receiving a signal, the participants will return to their original groups and share what they observed and heard in the other groups, as well as discuss their own group's findings. (10 minutes)
INTERMISSION 3:00 PM		
LECTURE Andriei Gutierrez, IBM (CONFIRMED) (30 minutes) 3:30 PM	Objectives (ii) and (iii)	The speaker will discuss IBM's data protection policy and also delve into Watson and its influence on the legal professions.
Activity II – Debate (20 minutes) 3:50 PM	Objectives (iii) and (v)	Pose open-ended questions to the speaker regarding the ethical, legal, professional, and social quandaries posed by technological advancements.
Closing segment (10 minutes) 4:00 PM	Check-out: share one word expressing what you liked and your expectations for the upcoming gathering.	

Meeting 3 – Myself, Ourselves, and Others: Who Shall We Become in 2030? 20 th March, 9 AM to 12 PM	
Objectives	To enable individuals to: (i) acquaint themselves with their fellow immersive acquaintances and establish a collective sense of identity; (ii) comprehend societal progress patterns; (iii) recognise concerns pertaining to personal growth within a technological society; (iv) identify challenges in social interactions within a

	technological society; and (v) contemplate the consequences of these challenges for individuals and their social connections in 2030.	
Preparation Material	HAN, Byung-Chul. <i>Sociedade do cansaço</i> . Petrópolis: Vozes, 2015. Chapters 2 and 3.	
Check-in (5 minutes) 9:15 AM	Each participant reiterates their name and expresses a quality they aspire to cultivate by 2030.	
Activity I – Emoji-Based Group Division (1 hour and 10 minutes) 10:25 AM	Objectives (ii), (iii) and (v)	<p>(a) Participants are prohibited from using explicit words to describe emoji images. They must employ alternative means to convey their meanings.</p> <p>(b) Scavenger hunt to earn likes. Each challenge must be accomplished, followed by a voting process for each individual challenge.</p> <p>Tasks:</p> <ul style="list-style-type: none"> ▪ Establish a profile. ▪ Coordinate a mobilization event. ▪ Create a parody of a song. ▪ Advertise a product. <p>(40 minutes)</p> <p>(c) Debate: Exploring inquiries regarding approval, external validation, and societal exhaustion. (30 minutes)</p>
INTERMISSION 10:40 AM		
		(a) Dynamic group allocation: The session commences with an introduction that informs the students about their participation in a questionnaire. Each response corresponds to a certain number of points, which are subsequently converted into a ranking. Based on

<p>Activity II – Bubble dynamic (1 hour and 10 minutes)</p> <p>11:50 AM</p>	<p>Objectives (ii), (iv) and (v)</p>	<p>this ranking, the students are required to move around the room and form groups with others who have a difference of either + or - 2 points. It is expected that these groups will gradually change as the questions are answered. (10 minutes)</p> <p>(b) Once the fifth question is completed, the groups will be determined. Each student will be given a concise narrative of a case. Subsequently, one of the facilitators will accompany the students to different locations within FGV. In these locations, the facilitator will read the case to the students and provide additional information to enhance their understanding. It is important to note that each facilitator will exhibit a bias and favor a specific solution.</p> <p>Scenario: A researcher from CEPI shared a sexist post on the official Facebook page and subsequently deleted it. Nevertheless, the incident had significant consequences. The institution is now demanding that the supervisor take appropriate action. Facilitators will narrate various aspects of the story as follows:</p> <ul style="list-style-type: none"> ▪ One colleague will support the researcher and present their background. ▪ Another colleague from the institution will condemn the behavior and highlight how people were offended by it. ▪ The supervisor will discuss the institutional pressure to provide a response. ▪ A colleague from the institution will provide information to provide context for both sides.
---	--------------------------------------	---

		<ul style="list-style-type: none"> ▪ One group will have an observing facilitator who will simply oversee the activity. <p>(50 minutes, including travel time)</p>
<p>LUNCH</p> <p>1:00 PM</p>		

<p>Meeting 4 – Excursion to Stone</p> <p>20th March – 1 PM to 4 PM</p>	
<p>Objectives</p>	<p>The purpose of this visit is to enable individuals to: (i) acquaint themselves with a technological innovation ecosystem; (ii) comprehend the trends in technological advancements; (iii) grasp the legal implications in innovative environments and fast-paced business growth; and (iv) contemplate the role of the legal sector within a startup.</p>
<p>Preparation Material</p>	<p>None. The students shall be visiting the headquarters of fintech Stone, where they will engage in a chat session</p> <p>Location: 308 Fidêncio Ramos Street – Vila Olímpia.</p> <p>Two vans will undertake the return journey between FGV São Paulo Law School and Stone.</p>
<p>Departure</p> <p>1:15 PM</p>	<p>Setting off in the van.</p>
<p>1:45 PM</p>	<p>Arrival at Stone.</p> <p>Recommended activity organized by Stone’s focal points.</p>
<p>3:30 PM</p>	<p>Check-out.</p> <p>Departing from Stone.</p>

4:00 PM	Arrival at FGV.
---------	-----------------

<p>Meeting 5 – Mapping trends: what processes are underway to alter the field of Law?</p> <p>21st March – 9 AM to 12 PM</p>			
<p>Objectives</p>	<p>To enable individuals to: (i) acquaint themselves with their fellow participants in immersion and establish a collective sense of identity; (ii) recognize, connect with, and comprehend the implications of societal transformation trends and processes that will influence the future; (iii) gain knowledge about the key projected trends for 2030; (iv) contemplate ethical, legal, and social concerns arising from these trends in various future scenarios.</p>		
<p>Preparation Material</p>	<p>CEARLEY, David W. <i>et al. Top 10 Strategic Technology Trends for 2018</i>. Gartner, 3rd October 2017. p. 1-33.</p>		
<p>Check-in (10 minutes)</p> <p>9:15 AM</p>	<p>What particularly grabbed your attention during your visit to Stone?</p>		
<p>Activity I – Trend mapping (30 minutes)</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="613 1201 844 1852" style="vertical-align: top;"> <p>Objectives (i) and (ii)</p> </td> <td data-bbox="844 1201 1388 1852" style="vertical-align: top;"> <p>(a) Creation, as a group, of a narrative. Commence by stating the need for us to collaboratively construct a tale of 2030. The student on the right/left initiates the process by attempting to incorporate different potential developments that may occur in 2030.</p> <p>(b) Generation of trends through brainstorming. Everyone is encouraged to freely express their thoughts. No idea shall be rejected. To conclude, we will employ the sticky-note technique for ideas – we will select the 5 trends that receive the highest number of votes. Utilize the whiteboard and provide adhesive dots.</p> </td> </tr> </table>	<p>Objectives (i) and (ii)</p>	<p>(a) Creation, as a group, of a narrative. Commence by stating the need for us to collaboratively construct a tale of 2030. The student on the right/left initiates the process by attempting to incorporate different potential developments that may occur in 2030.</p> <p>(b) Generation of trends through brainstorming. Everyone is encouraged to freely express their thoughts. No idea shall be rejected. To conclude, we will employ the sticky-note technique for ideas – we will select the 5 trends that receive the highest number of votes. Utilize the whiteboard and provide adhesive dots.</p>
<p>Objectives (i) and (ii)</p>	<p>(a) Creation, as a group, of a narrative. Commence by stating the need for us to collaboratively construct a tale of 2030. The student on the right/left initiates the process by attempting to incorporate different potential developments that may occur in 2030.</p> <p>(b) Generation of trends through brainstorming. Everyone is encouraged to freely express their thoughts. No idea shall be rejected. To conclude, we will employ the sticky-note technique for ideas – we will select the 5 trends that receive the highest number of votes. Utilize the whiteboard and provide adhesive dots.</p>		

<p>Activity II – Creation of a Shared Narrative (1 hour)</p> <p>10:45 AM</p>	<p>Objectives (i), (ii) and (iv)</p>	<p>The objective is to collaboratively create narratives about trends. We will divide the students into 5 groups. Within each group, every member will be given a paper and will be required to write about the designated theme (5 themes in total). Each individual must contribute a sentence to advance the story and then pass it to the person seated next to them. Once the group has completed two rounds (where each person has written two sentences for each story), they must pass all their stories to another group. The subsequent group will select their favourite story to share with everyone, with each story being read out to all groups. (30 minutes)</p> <p>(b) Discussion regarding the stories. Questions: (i) What were your impressions of the stories? How did the trends manifest within them? Were they portrayed in a positive or negative light? (ii) What similarities or differences did you observe among the stories throughout the activity? Does the outlook for 2030 lean more towards a dystopia or a utopia? (iii) Do the stories inspire you to contemplate contributions and changes? (30 minutes)</p>
<p style="text-align: center;">INTERMISSION</p> <p style="text-align: center;">11:00 AM</p>		
<p>LECTURE Ângelo, Looplex IBM (CONFIRMED)</p> <p>(30 minutes)</p> <p>11:30 AM</p>	<p>Objectives (iii) and (iv)</p>	<p>The lecturer will be discussing innovation and trends in innovation.</p>

Activity III – Debate (30 minutes) 12:00 PM	Objective (iv)	Guests are invited to ask questions regarding the landscape of innovations and future trends.
LUNCH 1 PM		

Meeting 6 – Co-creation and design thinking: Project ideation and problem formulation (II) 21 st March – 1 PM to 4 PM		
Objectives	To enable individuals to: (i) collaborate in teams, delegating tasks, rotating leadership, and overseeing processes; (ii) recognise issues using innovation trends; (iii) determine the purpose and rationale of a project; (iv) set objectives and deliverables for a problem-solving approach; (v) handle creative processes effectively; (vi) devise solutions for intricate problems; and (vii) formulate constructive feedback based on the principles of nonviolent communication.	
Preparation Material	Design thinking for educators http://www.dtparaeducadores.org.br/site/download-de-capitulos/	
Continuation (10 minutes) 1:10 PM	To resume our earlier discussion from this morning, let’s delve into the trends once more.	
Activity I – Problem Definition and Group Formation (25 minutes of group work and 15 minutes of presentation) 1:50 PM	Objectives (i), (ii), (iii) and (iv)	(a) Partitioning the room into 5 groups. Each group will receive a trend from the morning session – the group allocation will be based on students’ preferences for trends. (b) 1 st D of the 5 Ds: DEFINITION You are required to define the investigation, which involves:

		<ul style="list-style-type: none"> ▪ Specifying the question within the trend ▪ Validating the significance of the question ▪ Outlining the project content (script overview) ▪ Establishing the objectives to be achieved (pitch) ▪ Determining how it will be accomplished? Define roles within the group <p>Note: One representative from each group will be designated to facilitate the task of reaching a conclusion.</p>
<p>INTERMISSION</p> <p>2:00 PM</p>		
<p>Code Activity (1 hour and 50 minutes)</p> <p>3:50 PM</p>	<p>Objectives (i), (iv) and (v)</p>	<p>The guest will be undertaking a dynamic activity aimed at prototyping and project development.</p>
<p>Check-out (10 minutes)</p>	<p>Objective (vi)</p>	<p>What was the most positive aspect of today's group activity?</p>

<p>Meeting 7 – Co-creation and design thinking: Pondering Intricate Issues (Discovery and Dreaming)</p> <p>22nd March – 9 AM to 12 PM</p>	
<p>Objectives</p>	<p>To enable individuals to: (i) collaborate in teams, allocating tasks, rotating leadership roles, and overseeing processes; (ii) comprehend the stages of intricate problem-solving processes; (iii) collect insights, perspectives, viewpoints, and responses from individuals engaged in a particular problem; (iv) investigate and identify successful practices and strengths in problem-solving; and (v) envisage future scenarios grounded in social, technological, and economic factors that are deemed ideal.</p>

Preparation Material	VIANNA, Maurício <i>et al.</i> <i>Design thinking: inovação em negócios</i> . Rio de Janeiro: MJV Press, 2012. pp. 22-115.	
Check-in (10 minutes) 9:20 AM	Creative exercise: Bag containing phrases, individuals select a phrase and share their intended actions with the item.	
5D Exhibition / design thinking (10 minutes) 9:30 AM	Objective (ii)	Explanation of 5D / Design Thinking as a problem-solving process and its distinction from the conventional problem-solving approach.
		<p>2nd D of the 5 Ds: DISCOVERY</p> <p>The students will be given sticky notes and a flip chart divided into the following sections. They will have 30 minutes to create the mapping board.</p> <p>Discover: In which scenario does this problem occur?</p> <p>How does the problem impact the current context? Provide data, projections, reports, etc.</p> <p>Analyze the personal, community, and global aspects.</p> <p>Chart the scenario and explore successful experiences in addressing this problem or a similar one.</p> <p>Personal aspect Community aspect Global aspect</p> <p>Impacts</p> <p>Reports and data</p> <p>Participants</p> <p>Ethical issues</p>

<p>Activity I - Discovery (1 hour)</p> <p>10:30 AM</p>	<p>Objectives (i), (iii) and (iv)</p>	<p>Legal issues</p> <p>Insights/other information</p> <p>2030</p> <p>Achievements</p> <p>The aim is to comprehend and delve into various perspectives on the problem, if possible, engage in conversations with people and actively listen to their opinions. Take into account the individual, community, and global dimensions. Gather data and reports. Conduct research on the internet. Familiarize yourself with the accomplishments, strengths, and excellence of the community or organization, in other words, seek successful experiences in dealing with this problem or similar problems.</p> <p>Each group will present their mapping and receive feedback within 6 minutes. Other groups can provide additional suggestions regarding strengths and experiences they know of, to enhance the process. (30 minutes)</p> <p>Note: One person from the group will be designated as the facilitator to ensure the task is completed successfully.</p>
<p>INTERMISSION</p> <p>10:50 AM</p>		
<p>Check-in: Within a circular arrangement, we shall select an item to undergo a collective metamorphosis. Taking turns, each participant will envision an object, imitate it, and then hand it over to the person seated on their right. The recipient shall subsequently undertake the task of converting the object into an entirely different entity. (15 minutes)</p>		
		<p>3rd D of the 5 Ds: DREAMING</p>

<p>Activity II - Dreaming (25 minutes)</p> <p>11:30 AM</p>	<p>Objectives (i) and (v)</p>	<p>Dreaming: How would the world appear if this issue were resolved? Please bring magazines, so that after 25 minutes, they can present to their peers the envisioned world without this problem.</p> <p>What modifications would occur from the initial plan? How would the personal, global, and community aspects be affected?</p> <p>The objective is to employ accomplishments and strengths to envisage potential future applications. Students are encouraged to envision (dream) how the community would be “improved” – contemplating a society free from this issue. What are their desires, aspirations, and hopes for the future?</p> <p>Note: A member of the group will be assigned the task of facilitating the achievement of the desired outcome.</p>
<p>Activity III - Convergences and divergences (30 minutes)</p> <p>12:00 PM</p>	<p>Objective (v)</p>	<p>Introduction of “improved worlds” within a 2-minute timeframe for each group. Subsequently, we will engage in a discussion regarding the areas of convergence and divergence within these perspectives. (20 minutes)</p> <p>Feedback session (10 minutes).</p>
<p style="text-align: center;">LUNCH</p> <p style="text-align: center;">13:00 PM</p>		

Meeting 8 – Co-creation and design thinking: Pondering Intricate Issues (Design and Delivery)	
22 nd March – 1 PM to 4 PM	
Objectives	To enable individuals to: (i) collaborate effectively in teams, assigning tasks, rotating leadership roles, and managing processes; (ii) comprehend the various stages of intricate problem-solving processes; (iii) assess solutions using ethical, economic, social, and legal considerations; (iv) develop a prototype, particularly for a lawful resolution; and (v) articulate constructive feedback based on the principles of nonviolent communication.
Preparation Material	VIANNA, Maurício <i>et al.</i> <i>Design thinking: inovação em negócios</i> . Rio de Janeiro: MJV Press, 2012. pp. 122-141.
Check-in (35 minutes) 1:35 PM	Marshmallow challenge.
Continuation (10 minutes) 1:45 PM	Description of the aims for the afternoon session and their placement on the diamond charts.
	<p>The group will be given 40 minutes to accomplish the final two stages:</p> <ol style="list-style-type: none"> 1. Design: What could be a potential solution to this issue? Within 20 minutes, contemplate the necessary solutions to resolve the proposed problem – select one and provide justification. How does the chosen solution modify the mapped scenario? How will it aid in achieving the ideal model envisioned by the group? 2. Delivery: How can these solutions be put into action? Create a to-do list within 20 minutes, listing the necessary

<p>Activity I – Design (40 minutes)</p> <p>2:25 PM</p>	<p>Objectives (i), (ii) and (iii)</p>	<p>actions. Who should be involved? Who are the allies in this endeavor?</p> <p>4th D of the 5 Ds: DESIGN The aim is for students to link “what is best” with “what can be best” and, based on that, generate ideas on what should be done to transition from one point to another. This process involves brainstorming ideas, prioritizing them, evaluating potential solutions, and considering their effects on all parties involved. Each solution has the potential to alter the scenario in a specific manner, and students should recognize this. (40 minutes)</p> <p>Each group will present a two-minute poster highlighting what is best, what can be best, and how they create the “bridge”. (10 minutes)</p> <p>Note: One member of the group will be assigned the role of facilitating the task of achieving the desired outcome.</p> <p>5th D of the 5 Ds: DELIVERY The aim is to determine how to implement the suggested solutions. Whom should we get in touch with? Who are the collaborators in this endeavour? Which resources can be utilised? What novel approaches will be required? (40 minutes)</p> <p>Every group will present a catalogue of actions within a 2-minute timeframe. (10 minutes)</p> <p>Note: A designated individual from each group will be responsible for facilitating the process of achieving the outcome.</p>
<p>Presentations (35 minutes)</p>	<p>Objectives (i), (ii) and (iv)</p>	<p>Presentations: each group will deliver the solution and action list, followed by receiving feedback (7 minutes).</p>

<p>INTERMISSION</p> <p>3:10 PM</p>		
<p>Activity III – Feedback (30 minutes)</p> <p>3:40 PM</p>	<p>Objective (v)</p>	<p>Within the groups, a designated individual receives feedback, while another member takes notes, and the remaining four individuals offer their feedback using expressions such as “I liked it when” or “I would have liked to see...”. Each participant takes turns within a pre-established timeframe.</p>

<p>Meeting 9 – Conveying a concept: pitch development</p> <p>23rd March – 9 AM to 12 PM</p>	
<p>Objectives</p>	<p>To enable individuals to: (i) collaborate effectively in teams, allocating tasks, rotating leadership roles, and overseeing processes; (ii) create a succinct, impactful, and informative presentation; and (iii) provide performance feedback following the principles of nonviolent communication.</p>
<p>Preparation Material</p>	<p>Campus São Paulo Residency: Demo Day (Class #1). Accessible from: https://www.youtube.com/watch?v=V724alOjOdg</p> <p>Campus São Paulo Residency Demo Day Class #2. Accessible from: https://www.youtube.com/watch?v=iUmFd0H18gw</p>
<p>Check-in (25 minutes)</p> <p>9:25 AM</p>	<p>What emotions and anticipations do you have for the final day of the immersion? Every group will be given a sheet of paper containing the title of a film to pantomime, while the rest try to guess (Back to the Future, Blade Runner, Star Wars, Matrix, Her).</p> <p>Contemplation regarding collaboration and communication.</p>

<p>Activity I – Ready the presentation (1 hour and 20 minutes)</p> <p>10:45 AM</p>	<p>Objectives (i) and (ii)</p>	<p>(a) The activity commences with the delivery of commendable pitches. Drawing from these presentations, the students formulate their own understanding of what constitutes an effective pitch. (20 minutes)</p> <p>(b) The groups are required to devise their individual presentations. They can practice with other groups, share ideas with peers and mentors, and request any necessary materials for their upcoming presentations. It is important to consider the allotted time (5 minutes) when planning the presentation. (1 hour)</p>
<p>INTERMISSION</p> <p>11 AM</p>		
<p>Activity II – Conclusion of the Course (1 hour)</p> <p>10:45 AM</p>	<p>Objective (iii)</p>	<p>(a) Assessing the activity and identifying areas of greater ease and difficulty.</p> <p>(b) Engaging in a discussion about the key takeaways from the course.</p> <p>(c) Commemorating the closure of the course during the project development phase.</p>

<p>Meeting 10 – Assessment and feedback platforms for submissions.</p> <p>23rd March – 1 PM to 4 PM</p>	
<p>Objectives</p>	<p>To enable individuals to: (i) express an idea in a clear, succinct, and accurate manner when addressing a public audience; (ii) effectively present an idea, honestly emphasizing its positive aspects; and (iii) accept feedback gracefully, adopting a non-violent and non-defensive approach.</p>
<p>Preparation Material</p>	<p>None.</p>

<p>Presentation (10 minutes)</p> <p>1:20 PM</p>	<p>Introduction of the chosen panel to supervise the proceedings:</p> <ul style="list-style-type: none"> ▪ Marina Ferreira (chairperson) ▪ Leilani (Looplex) ▪ Anderson (Looplex) ▪ Renato (Finch) ▪ Gabriella (Stone) ▪ Daniela (Stone) ▪ ... <p>Listing of the presentation guidelines.</p>	
<p>Presentation (2 hours and 25 minutes)</p> <p>3:45 PM</p>	<p>Objectives (i), (ii) and (iii)</p>	<p>(a) Each group must present their idea within a maximum of 5 minutes (total: 25 minutes). Style: make a dramatic exit (at the end of the time, the person must “drop the microphone”). The order of presentations will be determined randomly.</p> <p>(b) This will be followed by a feedback session (panel comments and group response). Each feedback session can last for up to 20 minutes.</p> <p>1st GROUP (5 + 20 = 25) 2nd GROUP (5 + 20 = 25) 3rd GROUP (5 + 20 = 25)</p> <p>INTERMISSION (20 minutes)</p> <p>4th GROUP (5 + 20 = 25) 5th GROUP (5 + 20 = 25)</p> <p>Each panel member will have 500 points to allocate to the problems and solutions, based on their relevance for the future.</p>
<p>Conclusion (15 minutes)</p>	<p>Marina Feferbaum’s address expressing gratitude to the collaborators and wrapping up the course.</p>	

ANNEX 3

Teaching Notes

Immersive Module – Finch Challenge

2nd Semester of 2018

Meeting 1 – 24th September, 9 AM to 12 PM	
Objectives	<p>To ensure individuals can: (i) acquaint themselves with their immersion colleagues; (ii) comprehend and contemplate the alterations occurring within the spheres of legal practitioners’ activities as a result of technological advancements; and (iii) grasp the challenges associated with the framework of a law firm and the influence of innovations and technology integration.</p>
Activity I – Check-in and integration: technologies in my daily life (50 minutes) 9:50 AM	<p>Extend a warm welcome and provide a concise explanation of the objectives for our inaugural meeting. It is crucial to delve into the course methodology. We shall commence with a check-in process, wherein participants will share their name, institution, year, and expectations.</p> <p>(a) Each attendee shall be handed a piece of paper bearing the name of a technology, which they must affix onto the forehead of the person adjacent to them, without revealing the content. Subsequently, the individual will attempt to discern the technology assigned to them solely by posing questions that warrant a “yes” or “no” response, while the entire group navigates around the room. Duration: 7 minutes.</p> <p>(b) After the designated time elapses, all participants, including those who did not make accurate guesses, will reconvene in a circle. Each person will then recount a personal anecdote associated with the year in which the technology was developed (the year shall be inscribed on the reverse side of the image). Others will attempt to ascertain the specific year.</p> <p>(c) A period of reflection on how we have embraced technology and our perceptions regarding its impact on our daily lives.</p>

<p>Activity II – Technologies in Law (30 minutes)</p> <p>10:20 AM</p>	<p>Objective (ii)</p>	<p>(a) Students will be introduced to various technological resources utilised in Law. They must determine whether it is ‘Myth’ or ‘Truth’. Each student accrues points based on their response, and ultimately, we can announce the victor. Suggestion: employ Kahoot!</p> <p>(b) Contemplation on the alterations resulting from the integration of technology in the working environments of Law professionals.</p> <p>(c) Overall presentation of the proposal and timetable for immersive activities.</p>
<p>Activity II – Establishing a pioneering legal firm (40 minutes)</p> <p>11:00 AM</p>	<p>Objective (iii)</p>	<p>(a) Organising into 5 groups based on office visuals showcased beforehand, aiming to create cohesive groups united by their distinctive understanding of the workplace.</p> <p>(b) The assignment entails establishing the structure of a trailblazing law firm based on 6 elements:</p> <ul style="list-style-type: none"> ▪ Name ▪ Concept ▪ Specializations ▪ Hierarchical structure ▪ Financial viability ▪ Physical infrastructure <p>(30 minutes)</p> <p>The groups must creatively present their recommendations, aiming to market their firm and emphasize its innovative character. (10 minutes)</p>
<p style="text-align: center;">INTERMISSION</p> <p style="text-align: center;">11:10 AM</p>		

<p>Activity II – Continuation (25 minutes)</p> <p>11:35 AM</p>	<p>Objective (iii)</p>	<p>Delivery of proposals by groups in pitch format. Each group will have 5 minutes to introduce themselves.</p>
<p>Activity III – Debate and AI Project Presentation (25 minutes)</p> <p>12:00 PM</p>	<p>Objectives (ii) and (iii)</p>	<p>CEPI’s Legal Professions Research Presentation at FGV São Paulo Law School, contemplation of preceding dynamics, and deliberation on the ramifications of legal innovations, along with the primary hurdles involved in contemplating the organisational structure and management of law firms, companies, and public services.</p>
<p style="text-align: center;">LUNCH</p> <p style="text-align: center;">1:00 PM</p>		
<p>Preparation Material</p>	<p>Presentation programme/slide with meeting objectives and immersion proposal.</p> <ul style="list-style-type: none"> ▪ Photographs with everyday technologies + year they were created. ▪ Kahoot! on various technological resources utilised in Law + slide. ▪ Canvaa/flip-chart to jot down elements of law firms. ▪ Presentation of the CEPI research. 	

Meeting 2 – 24th September, 1 PM to 4 PM

<p>Objectives</p>	<p>To ensure individuals can: (i) familiarise themselves with their immersion colleagues; (ii) comprehend the significance of immersing oneself in a reality to enhance learning (pertaining to the trip to Bauru); (iii) contemplate upon the essential skills and abilities required for legal professionals in the 21st century; and (iv) acquire a more comprehensive understanding of the skills/competencies possessed by each individual and their desired areas of development.</p>	
<p>Activity I – Icebreaker Activity ‘Expectation’ or ‘Reality’</p> <p>(40 minutes)</p> <p>1:40 PM</p>	<p>Objectives (i) and (ii)</p>	<p>(a) Split participants into groups by handing out images with expectation/reality memes.</p> <p>(b) In their respective groups, participants will craft expectation/reality memes centered around their expectations of studying Law or interning (15 minutes).</p> <p>(c) All individuals will cast their vote for the finest meme (5 minutes).</p> <p>(d) Engage in a discussion about the teaching of Law and the significance of practical experience in learning, with connections drawn to the trip to Bauru (15 minutes).</p>
<p>Activity II – Discussion on professional competences</p> <p>(1 hour)</p> <p>2:40 PM</p>	<p>Objective (iii)</p>	<p>We shall share a tale concerning a solicitors’ firm in search of a qualified individual:</p> <p>(a) Each group shall portray a candidate aspiring to secure a position at the firm – they will draft the curriculum vitae (20 minutes).</p> <p>(b) Interviews with the candidates (one representative from each group) conducted by Marina and Alexandre (25 minutes).</p> <p>(c) Deliberation on training matters, skills, distinguishing factors, and disparities (15 minutes).</p>

<p>INTERMISSION</p> <p>3:00 PM</p>		
<p>Activity III – Skills Mapping</p> <p>(45 minutes)</p> <p>3:45 PM</p>	<p>Objective (iv)</p>	<p>(a) Engage in a brainstorming session to identify the most pertinent skills required for Law professionals at present (15 minutes).</p> <p>(b) Conduct a voting process to determine the essential skills (5 minutes).</p> <p>(c) Create a competency map where students assess their individual progress in each skill (15 minutes).</p> <p>(d) Foster a debate to encourage discussion and critical thinking (10 minutes).</p>
<p>Final Moment</p> <p>(10 minutes)</p> <p>4:00 PM</p>	<p>Check-out: a term encapsulating the highlight of the meeting.</p>	
<p>Preparation Material</p>	<ul style="list-style-type: none"> ▪ Pictures featuring expectation/reality memes for group segmentation. ▪ Elucidate the tale of the office seeking to employ a specialist. ▪ Digital curriculum vitae template. ▪ Flip-chart for brainstorming skills and competencies. ▪ Sticky dots for brainstorming skills and competencies. ▪ Handiwork for the competency chart. ▪ Markers. 	

Meeting 3 – 25th September, 9 AM to 12 PM

<p>Objectives</p>	<p>To ensure individuals can: familiarise themselves with their fellow immersion colleagues; (ii) comprehend the significance of active listening, crafting effective inquiries, and working together to tackle intricate challenges and issues; (iii) recognise pertinent dilemmas associated with personal and professional growth in a technological society; (iv) reflect upon their own future endeavours; and (v) grasp the three challenges presented for the journey and group allocation.</p>	
<p>Check-in - Questions for the Journey (45 minutes) 9:45 AM</p>	<p>a) Each student ought to jot down a query on a sticky note regarding something they would like to learn about the individual beside them – something significant for the journey together – and affix it to the back of that person without allowing them to read it. The query must not be a yes or no question (e.g., What’s your favourite food? What do you enjoy doing before bedtime?, etc.).</p> <p>(b) Every participant has two objectives: to speculate which question was inscribed on their back and to record the responses from everyone in the room.</p> <p>(c) All individuals will move around the room, responding to the questions on others’ backs and taking note of the answers they receive for the query on their own back.</p> <p>(d) Ultimately, everyone should state what they believe their question is and identify who in the room provided similar answers to it.</p> <p>(e) Reflection on crafting effective questions and gathering and analysing data.</p>	
		<p>(a) Engage in meaningful discussions about the world they envision for 2030 (when an individual identifies with a particular aspect, they hold onto a segment of the thread, forming a string web).</p> <p>(b) Utilize cutouts to create a collage illustrating their personal expectations for</p>

<p>Activity I – Active listening: life projects for 2030</p> <p>(1 hour)</p> <p>10:45 AM</p>	<p>Objectives (ii), (iii) and (iv)</p>	<p>their lives in 2030, considering technological advancements (15 minutes).</p> <p>(c) Work in trios, assuming the roles of their own consultants – one person will present their future project for 2030, one will ask questions/provide comments (acting as the consultant), and the other will observe and record notes (15 minutes).</p> <p>(d) Reflect on the importance of active listening and formulate relevant questions for the consultancy, along with contemplating life projects and pertinent dilemmas associated with the personal and professional growth of students in a technological society (30 minutes).</p>
<p>INTERMISSION</p> <p>11:00 AM</p>		
<p>Activity II - Introducing the Obstacles and Group Allocation</p> <p>(1 hour)</p> <p>12:00 PM</p>	<p>Objective (v)</p>	<p>(a) Delivery and discussion of the challenges for the journey.</p> <p>(b) Group allocation based on the students’ preferences.</p>
<p>LUNCH</p> <p>1:00 PM</p>		
<p>Preparation Material</p>	<ul style="list-style-type: none"> ▪ Sticky notes ▪ Sellotape/masking tape ▪ Form for noting down answers in the integration dynamics ▪ Magazines for creating collages ▪ Pair of scissors ▪ Sheets of blank paper for collage-making ▪ Sheets/sticky notes for taking notes in the listening activity 	

	<ul style="list-style-type: none"> ▪ Form outlining the challenges and a flip chart illustrating each of them, intended for the ensuing group formation and the drafting of a question script.
--	---

Meeting 4 – 25th September, 1 PM to 4 PM		
Objectives	To ensure individuals can: (i) comprehend the challenges involved in establishing and maintaining law firms within the market; (ii) contemplate the key issues connected to the suggested challenges; (iii) foster integration and contemplation on collaboration and constructive feedback; and (iv) establish arrangements for travel and group work.	
Activity I – Squares and scripts (1 hour) 2:00 PM	Objectives (iii) and (ii)	Squares activity + beginning of question script development for the challenge.
Activity II– Discussion with a solicitor (1 hour) 3:00 PM	Objective (i)	Discussion with a solicitor from a pioneering legal firm, exchanging anecdotes and primary professional hurdles.
INTERMISSION 3:15 PM		

<p>Activity III - Finalising the question script by group</p> <p>(20 minutes)</p> <p>3:35 PM</p>	<p>Objective (ii)</p>	<p>(a) Every group shall complete the question script for their challenge (10 minutes).</p> <p>(b) Reflecting on the question scripts using the World Cafe method – 1 round (10 minutes).</p>
<p>Activity IV – Conclusion of the Excursion</p> <p>(10 minutes)</p> <p>3:45 PM</p>	<p>Objective (iii)</p>	<p>(a) Within a circle, every student shall be presented with a portion of <i>paçoca</i> containing a designated name. Their task shall be to offer valuable feedback to the individual associated with that name, employing the metaphor of a gift.</p> <p>(b) A “secret friend” draw will be held for the outing, wherein each participant will be given the responsibility of offering constructive feedback to a designated individual on the last day. The giver’s identity will remain undisclosed until the end, revealing the enigma of who selected whom.</p>
<p>Activity V – Group Assignments</p> <p>(10 minutes)</p> <p>3:55 PM</p>	<p>Objective (iv)</p>	<p>Engage in conversations regarding group assignments, harmonious cohabitation, and open dialogue throughout the excursion.</p>
<p>Final Moment</p> <p>(10 minutes)</p> <p>4:05 PM</p>	<p>Check-out: Anticipation for the journey in a single word.</p>	
<p>Preparation Material</p>	<ul style="list-style-type: none"> ▪ External guest invited to speak about their experience in an innovative office. ▪ Peanut candies with the names of the team members stuck on top. ▪ Small bag with the names of the team members for the secret Santa of the trip. 	

	<ul style="list-style-type: none">▪ Cardboard and post-its for writing agreements.▪ Markers.
--	---

Third day: past FINCH

07:00 AM: Departure from São Paulo to Bauru (the bus will leave from FGV's entrance).

11:30 AM: Arrival in Bauru + hotel check-in.

12:30 PM: Lunch (Finch building, 4th floor).

02:00 PM: Welcome.

02:15 PM: Renato Mandaliti: Testimony about his journey as a solicitor, challenges, and lessons learnt.

03:00 PM: Questions and answers.

03:20 PM: Birth of JBM.

04:00 PM: Coffee break.

04:30 PM: Birth of Finch.

05:30 PM: Questions and answers.

06:00 PM: Conclusion.

07:30 PM: Dinner (Bauru).

Fourth day: present FINCH

09:00 AM: JBM/Mandaliti tour.

09:30 AM: Karina Batistuci and Fernando Durão: Volume litigation, numbers before and after, challenges faced, back-office reduction, etc.

10:30 AM: FGV activities.

12:30 PM: Lunch.

01:30 PM: André Farina: Finch building tour + practical application of AI.

04:30 PM: Coffee break.

05:00 PM: Project preparation.

06:00 PM: Conclusion.

07:00 PM: Dinner at the farm.

Fifth day: future FINCH

08:00 AM: Hotel check-out.

09:00 AM: Students finalise their work.

10:00 AM: Groups present their answers to the challenges (5 minutes of presentation and 15 minutes of feedback).

12:00 PM: Lunch.

01:30 PM: Return to São Paulo.