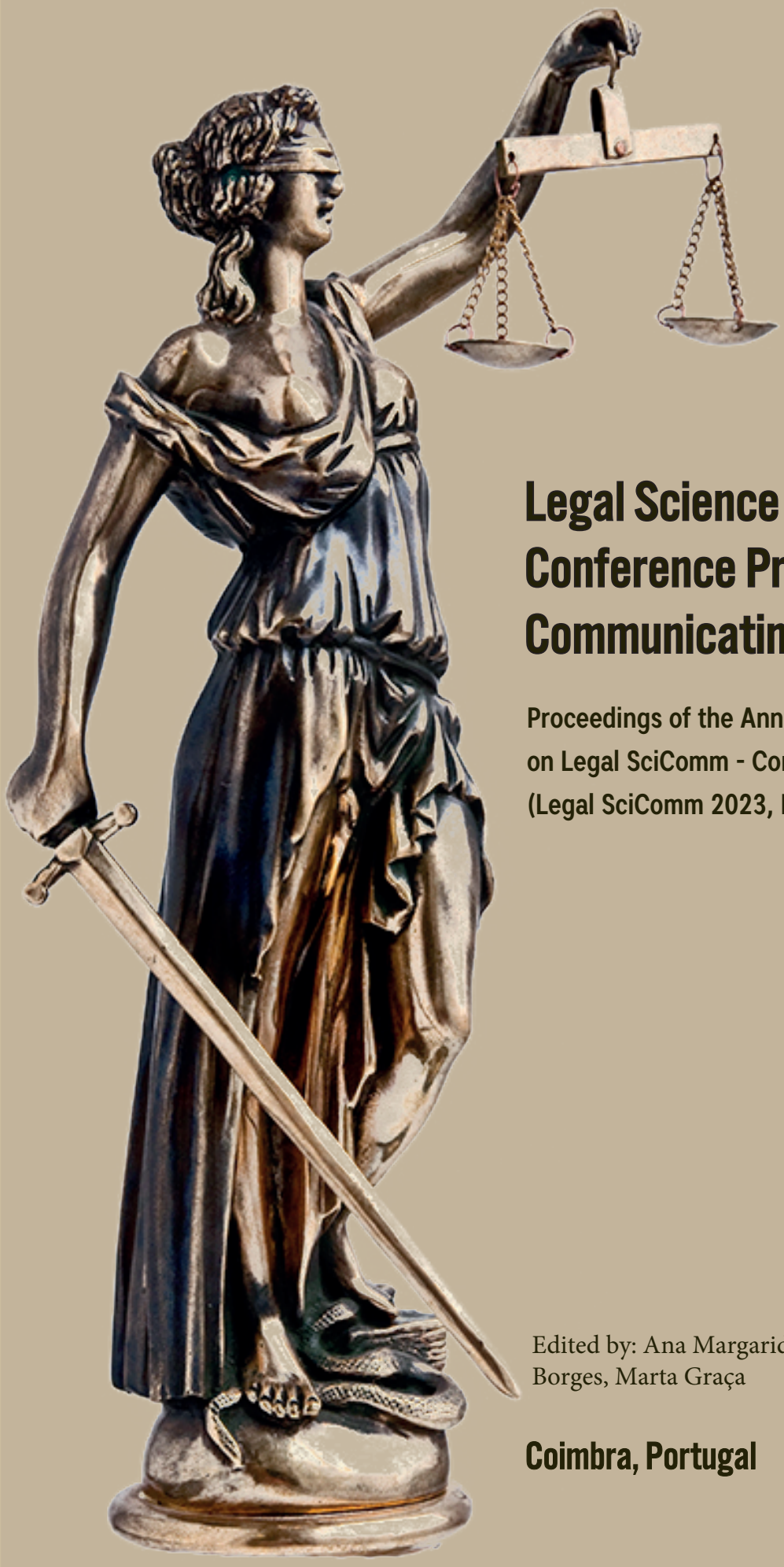

Legal Science Communication Conference Proceedings: Communicating Legal Research

Proceedings of the Annual International Conference on Legal SciComm - Communicating Legal Research (Legal SciComm 2023, November)

Edited by: Ana Margarida Gaudêncio, Fernando Borges, Marta Graça

Coimbra, Portugal

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The proceedings aim to make a significant contribution, in terms of theory and practice, to studies related to scientific communication in the Social Sciences and Humanities (SSH), especially the communication of legal research to non- specialist audiences. The articles were subjected to a double- blind peer review process by two experts, in accordance with the conference guidelines.

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Preface

The University of Coimbra Institute for Legal Research (UCILeR) organized the inaugural International Conference Legal SciComm on 30 November 2023, at Colégio da Trindade in Coimbra, Portugal. The conference focused on the theme "Communicating Legal Research," recognizing the importance of effective communication in legal language, which can often be complex and difficult for the lay audience to understand.

Unlike other fields of knowledge, such as STEM and life sciences, science communication is not very developed in legal research. However, law researchers are improving their communication skills to present their findings in a socially more generally understandable way. This can be challenging, as legal language is complex and the research itself has unique characteristics that need to be maintained. In contrast to other sciences, legal research focuses on the analysis of legal institutions, doctrine, and jurisprudence, with limited empirical research. As a result, public communication of legal research requires a different approach compared to other sciences.

This conference aimed to foster thought-provoking discussions and to bring together researchers and students in law, law practitioners, and law communicators; and to explore the significance of legal research communication with non-specialist audiences. Through insightful presentations and engaging activities, attendees were able to reflect on various aspects of legal communication including audience, objectives, forms, and activities, such as translation and visual law.

At this conference, 21 abstracts were submitted for presentations, and 13 were accepted for oral communications. Additionally, 6 full papers were accepted for publication in the conference proceedings. These papers underwent review by two double-blind reviewers, one from the field of Communication and Media Studies and the other from Law, as well as by the editors.

The conference proceedings featured papers focused on training in legal translation and gamification, such as Przemysław Kusik's "Communicating the Methodology of Comparative Law Research in Legal Translator Training: A Gap to Be Filled" and Alicia González Monje and Ana Isabel García Alfaraz's "Discovering Criminology: An Experience of Teaching Innovation". Other papers shared experiences in project communication, such as Roberta M Donato presented "The MediMARE Communication Project and Strategy" and Juliana Chediek spoke about "Translating Legalese: Communicating Legal Insights for Public Understanding." Luiza Tosta Cardoso Franco brought some light on Portuguese podcasts focuses on legal issues with "Podcast: Expanding Access to Legal Research," while Niedja Santos and Marcelly Gullo explored audiences and stakeholders in legal research communication with their paper, "A Taxonomy of Stakeholders in Legal Research Communication."

The Legal SciComm 2023 Conference benefited from the participation of knowledgeable invited keynote speakers. The day started with a dynamic presentation by Alexandra Aragão,

Associate Professor at the Faculty of Law of the University of Coimbra and Researcher at UCILeR. Aragão led an engaging activity on translating legal documents into visual law. Joanna Osiejewick, Associate Professor and Head of the Department of International Legal Communication at the Faculty of Applied Linguistics, University of Warsaw, Poland, offered thought-provoking notes on knowledge transfer for legal research communication. Michael D. Murray, Spears Gilbert Associate Professor of Law at the University of Kentucky, J. David Rosenberg College of Law, delivered a practical lecture on using artificial intelligence and visual legal rhetoric to communicate legal research. Law practitioners Inês Rogeiro and Luísa Teixeira da Mota introduced the "Pão de Law" programme, a YouTube and Instagram initiative aimed at simplifying the law by answering everyday life questions. Adriano Malalane, a lawyer, explained how he assists listeners of the radio programme "Consultório Jurídico, RDP África," many of whom are illiterate or have limited knowledge of their rights. Finally, law journalist Mariana Oliveira shared important tips on communicating the law with journalists, highlighting the relationship between media and the law. The conference was attended by a diverse audience of lecturers, students, law practitioners, and researchers.

On behalf of the Organizing Committee, we extend our sincere gratitude to all who contributed to the success of Legal SciComm 2023. This includes the UCILeR's Coordinating Board, invited speakers, paper reviewers, UCILeR's staff, and all conference participants. We are truly grateful for the hard work and dedication of all involved committees. Moving forward, we hope to see Legal SciComm become a regular fixture in the legal research community, serving to improve public communication of legal research.

The Editors

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Communicating the Methodology of Comparative Law Research in Legal Translator Training: A Gap to be Filled

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Abstract: This paper aims to discuss the role of comparative law methodology in legal translator training as well as to indicate certain shortcomings in this respect and make suggestions for improvement. Although proposals to include comparative law in legal translation courses have been raised for decades, the review of academic literature and actual curricula conducted in this paper, supported by a survey-based case study of Polish sworn translators, implies that there is a considerable gap to be filled. This gap relates to the communication of comparative law methodology, especially the more recent and more pluralist developments in the field, going beyond the traditional functional method. Clear links between comparative law and legal translation suggest that more insights from comparative law in legal translator training – especially in the form of a standalone theory/methodology course – could improve legal translators' performance and, in turn, enhance the quality of transnational legal communication in general.

Keywords: Comparative law methods; Comparative law research; Legal translation; Legal translator competence; Legal translator training; Legal communication.

Basic ideas:

- Comparative law enhances legal translator competence.
- Comparative law methods are not communicated to legal translators sufficiently.
- Legal translation curricula should incorporate comparative law theory/methodology modules.

Selection and peer-review under responsibility of the Scientific Committee of the Conference

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Introduction

In the last few decades, links between comparative law and legal translation have been noted by multiple authors, with some of them even suggesting that "translating legal texts is comparative law in practice" (de Groot, 1987, p.189), or that "there is no doubt that legal translation is an exercise in comparative law" (Künnecke, 2013, p. 246). While such statements go rather too far, given, among other things, the distinct goals legal translation and comparative law pursue (Doczekalska, 2013, p. 70; Dullion, 2015, p. 99; Soriano-Barabino, 2016, p. 19-20), the fields can obviously be considered interdependent and intertwined (Doczekalska, 2013, p. 72). The overlaps become evident when one realises that legal translation is "the translation of texts used in law and legal settings" (Cao, 2007, p. 12), which means that its process takes place at the levels of both legal languages and legal systems (Pieńkos, 1999, p. 121, 150). Comparative law is, in turn, "a shorthand for various ways to study and explain the differences and similarities between (broadly understood) legal systems" (Husa, 2022, p. 1). In addition to encounters with the laws of different countries, another crucial common feature of legal translation and comparative law is their communicative function, especially their role in transnational legal communication (cf. Kischel, 2019, p. 47-50; Šarčević, 1997, p. 55).

Unsurprisingly, the usefulness of comparative law in legal translator training has been emphasised by many authors (de Groot, 1987; Dullion, 2015; Kęsicka, 2017; Kischel, 2019, p. 12; Klabal, 2020; Soriano-Barabino, 2016), and references to comparative law feature in models of legal translator competence[2] (Piecychna, 2013, p. 154; Prieto Ramos, 2011, p. 13; Šarčević, 1997, p. 114). However, despite recognising the importance of comparative law, translation scholars – with few exceptions (e.g., Engberg, 2017) – typically do not provide a broader review of specific comparative law methods. A method analysed relatively well in legal translation studies (hereinafter: LTS) is the traditional functional method, adapted for legal translation by Šarčević (1997, p. 235--249). The classic textbook by Zweigert and Kötz (1998), a basic lecture on the functional method, initially published in 1971[3] (Gordley, 2012, p. 107), is among the comparative law literature most frequently cited by translation scholars, including major books on the interactions between legal translation and comparative law published to date (Pommer, 2006, p. 107-108; Soriano-Barabino, 2016, p. 15-17). A direct reference to it is also made by Šarčević (1997, p. 235--236) in relation to the concept of functional equivalents.

Nonetheless, although functionalism still occupies a strong position in comparative law itself (Monateri, 2021, p. 7), there has been a lively debate going on in this field in the last few decades (Samuel, 2014, p. 3, 16), which has been accompanied by a certain change in its focus, mentality

[2] Rather confusingly, the terms "translation competence" and "translator competence" are used by scholars when referring to the same or similar concepts (Popiołek, 2020, p. 14). For the sake of consistency and given the conceptual framework of ISO 20771 (International Organization for Standardization, 2020, p. 6, 8-9), the term "legal translator competence" will be used in this paper.

[3] The functional method itself dates back to Ernst Rabel, who formulated it in the interwar period (Husa, 2011, p. 212-216).

and spirit (Husa, 2015, p. 3). Currently, it would be more accurate to speak of a "pluralist toolbox" of methods a comparatist has at their disposal (Van Hoecke, 2015, p. 28-29) than of the one proper method, as functionalism used to be portrayed (Zweigert & Kötz, 1998, p. 34). These more recent developments seem to have gone largely unnoticed in LTS.

Hence, although the clear links between both fields imply that legal translation could benefit from comparative law methods, there seems to be a certain gap in the communication of knowledge about them to legal translators. Therefore, this paper aims to take a closer look at the role of comparative law and, in particular, comparative law methodology in legal translator training, identify possible shortcomings in this respect and make some suggestions for improvement. This will be done against the background of the role of both legal translation and comparative law in transnational legal communication.

To achieve these goals, first of all, certain commonalities of comparative law and legal translation in the field of legal communication are outlined in Section 1, followed by a discussion of the role of comparative law in legal translator training in Section 2. Then, the landscape of contemporary comparative law methods is briefly presented in Section 3. Section 4 provides an account of an attempt to determine whether comparative law is typically included in legal translation courses and programmes, as the role ascribed to it would suggest. This is juxtaposed with the role of comparative law in law curricula. Section 5 explores the case of Polish sworn translators, who were surveyed about their encounters with comparative law. In Section 6, possible avenues for improvement in the communication of comparative law methods to legal translators are suggested. Finally, Section 7 presents general conclusions from the research, highlighting the benefits of communicating comparative law methods to legal translation trainees.

1. Comparative law and legal translation as allies in transnational legal communication

Osiejewicz (2020) defines legal communication as "the whole process of providing legal information to its recipient and of gaining legal orientation (…)" (p. 449). Notably, legal communication nowadays goes beyond national legal orders and takes place in the international context, as illustrated by the emergence of transnational legal regimes and sectoral fragmentation of law. As this makes the need for legal consistency more pronounced, the common interest that unites the international legal communication community is the comprehensibility and consistency of law so as to ensure its certainty and gain the trust of its addressees (Osiejewicz, 2020, p. 457-458, 468). It seems that both legal translation and comparative law have a part to play in this task.

Translation constitutes an act of communication which is an attempt "to relay, across cultural and linguistic boundaries, another act of communication" (Hatim & Mason, 1997, pp. vi–viii, 1-2). This is also true of legal translation, which can be described as "an act of communication in the mechanism of the law" (Šarčević, 1997, p. 55). As a participant in the communicative situation of legal translation (Kierzkowska, 2002, p. 72-85) and, therefore, in legal discourse, a legal translator is supposed to "translate and facilitate communication across linguistic, cultural and legal barriers through the medium of language" (Cao, 2007, p. 4-5).

Improving communication across national borders is also one of the aims of comparative law. While differences, such as those between civil law and common law systems, can enrich the intercultural discussion, they might also hinder it if its participants are oblivious to them, relying on the unconscious assumption that everything must be similar in different cultures. Comparative law can, among others, help avert the risk of misunderstandings and conflicts resulting from such differences (Kischel, 2019, p. 47-50).

Notably, an interdisciplinary combination of comparative law and legal translation methods and skills has been presented as an asset that would benefit law practice in a global environment, enhancing law practitioners' communication skills in terms of both monolingual and bilingual communication (Wilson, 2023). Legal translation is also important for legal science, including the enterprise of comparative law itself, which, as noted by Kischel (2019, p. 10-12), would not be possible without translation. Another point of contact between both fields is the drafting of international legal instruments (see e.g., Gutteridge, 1938; Sacco, 1991, p. 12-13). Moreover, a combination of comparative law and legal translation can prove useful in hybrid contexts like the EU or Canada, where different languages and different legal systems or traditions (e.g. common law and civil law) come into play (see e.g., Biel, 2017, p. 78).

2. The role of comparative law in legal translator competence and training

More or less direct references to comparative law can be found in a number of models of legal translator competence. Šarčević (1997, p. 113-114) depicts a model legal translator whose legal competence includes, among others, extensive knowledge of the target legal system and preferably also the source system as well as basic knowledge of comparative law and comparative methods. In the model proposed by Prieto Ramos (2011, p. 11-14), comparative law is referred to in relation to the thematic and cultural competence. It includes knowledge of legal systems, the hierarchy of sources of law, branches of law and main legal concepts as well as awareness of the asymmetry of legal notions and structures between different legal traditions. The core of this competence is – as put by Prieto-Ramos (2011) – "very close to the practical principles of comparative law" (p. 13). In the hermeneutical model presented by Piecychna (2013, pp. 152-154), the thematic sub-competence includes, among others, the understanding and knowledge of the differences between legal systems and legal cultures and the ability to compare different foreign legal systems in the context of the specificity of a translation task. According to Piecychna (2013), "comparative law plays a crucial role in the effective realization of a translation task" (p. 154).

There is no direct reference to comparative law in the model developed by the QUALETRA project (focused on the training and accreditation of highly qualified legal translators for criminal proceedings in accordance with Directive 2010/64/EU). However, some traces of comparative law can be found in its information mining competence (e.g., the ability to identify reliable legal sources in different systems) and thematic competence (e.g., awareness of the asymmetry of legal concepts and different procedures in different legal systems) (Scarpa & Orlando, 2017, p. 22, 26-39). The model described by Cao (2007, p. 39-52) does not make a direct reference to

comparative law either. However, as Cao (2007) puts it in relation to translational knowledge structures, which are part of the model, "In legal translation, legal knowledge is the knowledge of propositions of law in a narrow sense and the knowledge of legal culture in a broad sense, including legal systems, legal order, legal institutions, history and practices and practitioners" (p. 44). Nor is comparative law mentioned in the model provided for in ISO 20771. However, its competence in research, information acquisition and processing encompasses, among others, the ability to effectively acquire additional specialist legal knowledge and critically assess the reliability and credibility of sources. Its legal culture competence relates, *inter alia*, to the understanding of cultural and factual implications that underlie different legal systems and approaches (International Organization for Standardization, 2020, p. 8-9).

The above shows that models of legal translator competence either directly point to comparative law or concern matters that overlap with its interests. However, the models do not refer to any specific comparative law methods.

It is also worth taking a closer look at how the application of comparative law is perceived by scholars who have recently advocated the role of comparative law in legal translator training. One of them is Dullion (2015), who, notably, distinguishes two areas in the thematic scope of teaching comparative law: theoretical knowledge of legal systems and theoretical reflection on the comparative method and its practical principles. The latter relates, in particular, to the awareness of the lack of absolute equivalence between legal institutions and the criteria for evaluating the degree of equivalence in the comparison process. Dullion also points out that comparative law prompts a translator to take account of various sources of law. She emphasises, however, that it does not provide ready-made solutions to terminological problems and can only give the translator a firm basis for making decisions according to pragmatic criteria. Hence, in addition to theoretical knowledge, a legal translation course should show how to use comparative law in translation and cover practical translation problems.

Kęsicka (2017), who argues for incorporating microcomparative analysis inspired by L-J. Constantinesco's model in a legal translation course, proposes an exercise that involves students comparing two texts in different languages on a given legal issue, which ultimately leads to creating a glossary with terms in both languages and short definitions. According to Kęsicka (2017), comparative legal analysis provides support in solving specific translation problems and draws students' attention to the basic concepts of a given legal system and the differences between legal systems. In her opinion, microcomparative analysis should not be relegated to the margins of legal translation teaching and ought to be included to a broader extent in the training process.

A seminal publication on the use of comparative law in legal translation is the handbook by Soriano-Barabino (2016), which also includes a section devoted to legal translator training (Soriano-Barabino, 2016, p. 141-155). The author assumes that the acquisition of thematic competence in legal translation and its development should occur not through studying national law but through research in comparative law. As for the practical application of comparative law in legal translation, Soriano-Barabino (2016, p. 162-163) refers to the conceptual analysis model proposed by Šarčević (1997, p. 235-249).

The central theme in Klabal's (2020, p. 54-71, 62-71) study is "comparative conceptual analysis", which he proposes to include in the translator training as a means to carry out microcomparative analyses. When describing it, the author refers to Šarčević's methodology and other conceptual analysis approaches. According to Klabal (2020), mastering this analysis should equip students with the tools to overcome the conceptual and terminological asymmetry between the source and target languages.

What is missing in all the above publications is a broader discussion of comparative law methodology. Nevertheless, all of them confirm that comparative law knowledge and skills are an important part of legal translator competence. Perhaps they should be recognised even more explicitly by distinguishing a *comparative law sub-competence* within a legal translator competence model.

3. An overview of comparative law methods

While, due to space constraints, it is impossible to explore particular comparative law methods in the present paper, a very concise note on the landscape of contemporary comparative law methodology is necessary to provide context for further discussion and make the gaps in the LTS literature discussed above more evident. As already mentioned, the well-known functional method is only one of a number of methods distinguished in contemporary comparative law literature. Various classifications of these methods are possible, and they differ between particular authors (e.g., Pommer, 2006, p. 100-101; Tokarczyk, 1999, p. 178-185; Van Hoecke, 2015, p. 16-18). The approaches that directly challenge functionalism are referred to as postmodern, critical (Husa, 2015, p. 134-135; Kischel, 2019, p. 97-101; Siems, 2018, p. 115-146) or hermeneutical (Samuel, 2014, p. 108-120). Their chief advocates are Frankenberg (2016) and Legrand (2022). Other – alternative or complementary approaches – include the structural method (Monateri, 2021, p. 8-9; Samuel, 2014, p. 96-107), socio-legal comparative law as well as numerical, quantitative and statistical methods (Parisi & Luppi, 2012; Siems, 2018, p. 147-228; Tokarczyk, 1999, p. 184). Modernised versions of functionalism have also emerged (Kischel, 2019, p. 167--174; Michaels, 2019, p. 386-388). In addition, a number of authors have proposed their practical model research procedures (e.g. de Cruz, 1999, p. 235-239; Eberle, 2011; Kischel, 2019, p. 194--200). The details of the application of comparative law methods in legal translation practice have been discussed by the present author elsewhere (Kusik 2023b, 2023c, 2024).

4. A review of the role of comparative law in legal translation curricula

To find out whether comparative law plays an essential role in legal translator training, as the weight given to it by translation scholars would suggest, an attempt was made to identify legal translation courses and programmes whose curricula included comparative law. The hopes were, however, not so high, given that Soriano-Barabino (2016, p. 154-155) had noted in her book several years earlier that the role of comparative law at universities was still secondary.

A series of Google searches performed on 3-4 August 2023 using conjunctions of the search terms "comparative law", "legal translation", "course", "programme", "program" and "training" suggest that not much has changed in this respect. There were only 4-5 pages of results for each search, which resulted in the identification of 13 programmes and courses (presented in Table 1). A caveat needs to be made here that the searches were performed in English, so some courses or programmes with no English description, especially if they did not include English as one of the translation languages, were certainly omitted. Moreover, the searches focused on the term "comparative law" and aimed to find programmes and courses that either contained a subject so labelled or explicitly referred to comparative law in their descriptions. Comparative law issues may, however, be covered in a course with a different name or scattered across multiple subjects (e.g., included in a translation class, even to a considerable degree, without being mentioned in its description). Nevertheless, given the significance of English worldwide and its role in transnational legal communication, the number of courses found still seems relatively low. Moreover, only two (items 5 and 8 in Table 1) of the courses identified specifically refer to comparative law methods in their descriptions. Furthermore, it can be supposed that where comparative law is just one of the multiple topics covered within a single course, it is rather unlikely that comparative law methods are discussed at any length or even mentioned.

Table 1

Legal translation programmes with comparative law elements identified in Google searches.

Institution name & training type	Comparative law component
1. Universitat Autònoma de Barcelona. 'Specialisation diploma in legal translation' postgraduate programme (English-Spanish).	One of the subjects: "Theoretical foundations of legal translation II: introduction to comparative and Anglo-American law" (Universitat Autònoma de Barcelona, n.d.).
2. Université de Genève. Master of Arts in Specialised Translation; legal and institutional specialisation (various language combinations including German, English, Spanish, French, Italian, Arabic and Russian).	"Basic notions of comparative law" mentioned in the description of a law course along with other legal topics (Université de Genève, 2022).
3. John Jay College of Criminal Justice. Certificate in Legal Translation and Legal Interpretation; Certificate in Legal Translation (English-Spanish).	"An introduction to the principles of comparative law" mentioned in the description of a legal translation course (John Jay College of Criminal Justice, n.d.).
4. Training for Translators. Online legal translation course (English to Spanish).	Comparative law mentioned along with other legal subjects in the contents of the course (Training for Translators, 2018).
5. Leiden University. MA Translation (Dutch--English).	Elective legal translation courses include "knowledge and understanding of methods of comparative law, insofar as these are relevant for the legal translator". The courses are said to provide the 'ability to apply your knowledge and understanding of law and comparative legal methodology to pre--translation analysis of legal texts' (Leiden University, n.d.).

Institution name & training type	Comparative law component
6. Herzen University. "Legal Translation and Interpreting" master's programme (Russian--English).	The programme is described as placing 'a strong linguistic component in the context of comparative law". The competencies it addresses include "understanding and description of legal terminology in Russian and English from the standpoint of linguistics and comparative law" and "making optimal translation decisions based on linguistic analysis and knowledge of comparative law" (Herzen University, n.d.).
7. CTI/Triple A. "Master's in Legal Translation" (English to Italian).	The programme includes a comparative law component comprised of "subjects of comparative law" and "legal transplants" (CTI, n.d.; Triple A, n.d.).
8. Istinye University Istambul. "Translating Texts on Political Science and International Law" course within the Translation and Interpretation Bachelor programme (probably Turkish-English).	The topic of one of the sessions: "A matter of justice: integrating comparative law methods into the decision-making process in legal translation" (Istinye University Istambul, n.d.).
9. ISIT Grande Ecole. "Lawyer-Linguist and Law and Intercultural Studies" master's programme (required French and English plus a third working language).	"Comparative law" and "Comparative law essay" included in the list of courses for year 2. (ISIT Grande Ecole, n.d.)
10. University of Denver. "Introduction to legal translation" course (no information on languages).	"An introduction to the principles of comparative law" mentioned in the course description (University of Denver, n.d.).
11. Comillas Universidad Pontificia. Master's Degree in Legal-Financial Translation (Spanish--French/English).	The subject "Legal-Financial Concepts for Translators (I)" includes the following courses: "Comparative law for translation (Continental legal systems and Common law)" and "Comparative law for translation (Legal systems in French-speaking countries and the Spanish legal system)". The programme is said to offer "a solid theoretical education in comparative law and finance" (Comillas Universidad Pontificia, n.d.).
12. University of Zagreb. "Comparative Legal Linguistics" course.	The course description mentions "the role of comparative law in legal translation" (University of Zagreb, n.d.).
13. NHH Norwegian School of Economics. "JurDist" online master's programme in legal translation (Norwegian-English/ French/German/Spanish)	In the "Law for translators" module, key characteristics of the Norwegian legal system and basic characteristics of supranational and public international law are contrasted with the legal systems in the respective countries. "Intersystemic comparison" is the basis for practical translation tasks in the subsequent "Legal translation" module. Students are requested to "contrast their acquired knowledge in a comparative law approach". "Insight into a comparative law approach" is described as "essential for legal translation". The lectures are supported by articles by Norwegian comparative law scholars (Hegrenæs et al., 2022).

Note. Data collected by author on 3-4 August 2023.

The above results may be juxtaposed with the controversies around comparative law teaching in law programmes. As noted by Demleitner (2019), over the last century, comparatists have discussed the merits of two alternative solutions in this respect: teaching comparative law as a separate subject or incorporating elements of comparative law into all required academic subjects. The latter solution addresses the students who might be less interested in enrolling for an elective comparative law course and seeks to broaden all students' horizons, introduce them to foreign law and help them better understand their own system. A disadvantage of this approach is that when the core topics of the course are covered, there will often be little time and space left for comparative considerations. A standalone course, on the other hand, is likely to introduce comparative law to at least some students. Another issue is that comparative law faces the competition of other subjects for a place in the curriculum. It is also challenged by time constraints, lack of sufficiently qualified staff, limited resources, lack of institutional support, lack of student demand and faculty competing for electives. One of the difficulties from students' perspective is that in order to study comparative law, they need to understand their own legal system and its context and be somewhat familiar with a foreign legal system, which might be problematic in the case of undergraduates.

5. Awareness of comparative law methods among legal translators: the case of Polish sworn translators

A survey was conducted among Polish sworn translators to investigate the actual awareness of, and exposure to, comparative law methods in one particular group of legal translation professionals. This was intended to supplement the other parts of the research – covering scholars' and training institutions' perspectives – with an insight gained from actual legal translation practitioners and thus to explore how their experience relates to the other findings. Notably, Polish sworn translators are authorised (and obliged) to prepare certified translations for statutory proceedings conducted by public authorities. Therefore, they are likely to deal with highly responsible legal translation assignments, which justifies researching their encounters with comparative law. Of course, the limitations of selecting one specific group of respondents need to be recognised.

The questionnaire (Kusik, 2023a) was administered in Polish using Google Forms with the aid of the Polish Society of Sworn and Specialized Translators (TEPIS), whose office forwarded the invitation to fill in the survey to its members. It was open for answers on 20-28 July 2023. Of 59 sworn translators who responded to the survey[4], 36 (61.0%) declared that they spent more than 40% of their total working time on legal translation. For 13 (22.0%), it was 21-40%, and for nine (15.3%) – 11-20%. Only one translator reported that legal translation took up to 10% of their working time. This confirms that, typically, legal translation is an integral part of Polish sworn translators' practice.

[4] Of various languages, with English (40.7%) and German (30.5%) prevailing.

Those spending more than 10% of their working time on legal translation were enquired about their encounters with comparative law in organised training and self-study activities. First, the translators were asked whether they had participated in any organised vocational training encompassing legal translation in the last 15 years and whether, during that training, they had met the term "comparative law" or its equivalents in other languages. Of 44 respondents who declared participation in this kind of activity, 21 (47.7%) had not encountered such a term, and 14 (31.8%) stated that there had only been mentions of comparative law. Only eight respondents (18.2%) reported that comparative law issues had been discussed as part of the classes, and one person (2.3%) provided their original answer, stating that he included comparative law elements in his own teaching. None of the respondents reported attending a separate subject called "comparative law".

The nine respondents who reported encountering more than mentions of comparative law were enquired about the comparative law themes that had been part of their training (multiple choice). The following answers were given (with the number of respondents): descriptions of foreign legal systems or institutions – 6; classifications of legal systems into families, traditions and cultures – 3; comparative law research on specific legal issues – 2. Two respondents provided their own answers. One of them indicated that there had been generally no such themes and that in his own teaching, he compared legal concepts in their contextual surroundings to draw conclusions about systemic differences. The other respondent mentioned comparisons of terminology. Notably, none of the respondents selected the answer "comparative law methods".

Similar questions were asked about forms of self-study involving legal translation (like reading legal or translation literature etc.). Of 51 translators who reported having engaged in such self-study in the last 15 years, 14 (27.5%) had not encountered the term "comparative law" or its equivalent, and 24 (47.1%) had come across mere mentions of it. Nine respondents (17.6%) reported that comparative law issues were discussed in the materials they had studied, and three (5.9%) claimed to have studied materials specifically about comparative law. One person (2.0%) referred to their own teaching.

The thirteen respondents who reported encountering more than mentions of comparative law in their self-study were asked about the comparative law themes that were part of the materials they had studied (multiple choice). The following answers were given (with the number of respondents): descriptions of foreign legal systems or institutions – 9; comparative law research on specific legal issues – 6; classifications of legal systems into families, traditions and cultures – 4; comparative law methods – 1. Two respondents provided their own answers, one referring to the description of the semantic context of phrases and comparative terminologisation and the other mentioning comparisons of terminology.

The above results demonstrate that while the translators were a little more likely to encounter elements of comparative law during self-study than in organised training, the share of comparative law content was surprisingly low in either activity. No such content or mere mentions of it were reported by almost 75% of the respondents in the case of self-study materials and nearly 80% in

the case of organised training. The role of comparative law methods in those forms of training appears to have been negligible.

All the sworn translators were asked the last question in the survey: whether they could name one or more comparative law methods they had ever heard of. They could also leave the answer field empty. There were only nine answers (15.3%), with some respondents mentioning more than one method. The methods (or what the respondents considered as methods) can be broken down by the number of respondents who mentioned them: comparative (law) method – 3; functional method – 3; macro- and microcomparison – 2; comparative law – 1; looking for equivalents, looking for counterparts of relevant institutions – 1; systemic method – 1; comparing terminology in different languages in a given field – 1; distinguishing differences in approach to specific issues between legal systems that use the same language – 1, historical method – 1; qualitative method – 1; problem method – 1; comparing legal norms using linguistic, classificatory and axiological compatibility criteria – 1. While allowances must be made for the different ways of understanding the word "method", these answers demonstrate somewhat limited familiarity with comparative law methodology among the respondents. For instance, only three respondents mentioned the mainstream functional method.

6. Avenues for improvement in communicating comparative law methodology to legal translators

Based on the previous sections, a preliminary conclusion can be drawn that although significant weight is given to comparative law in LTS, it is unclear which comparative law methods – perhaps apart from the functional method – should be taught to legal translators. What is more, the role of comparative law in actual legal translator training courses and programmes seems to be quite limited, not to mention the teaching of its methodology. Even among the several courses and programmes identified in Section 4, only two explicitly refer to comparative law methods. A good example is the course at the NHH Norwegian School of Economics, which, despite multiple references to comparative law, apparently does not include a class devoted to comparative law methodology[5]. The above findings are clearly not contradicted by the case study of Polish sworn translators. Similar surveys conducted among legal translators elsewhere could shed more light on practitioners' awareness of comparative law issues.

Some guidance for potential improvements in the teaching of comparative law in legal translator training can be provided by the long-standing discussion on the role of comparative law in law curricula, mentioned in Section 4. First of all, it is necessary to recognise that legal translators are not always – and probably not in their majority (Alcaraz Varó & Hughes, 2002,

[5] Interestingly, its organisers have found, using student reflection protocols, that the participants have difficulties substantiating their translation decisions with more advanced sources. While they link that problem to undeveloped information-seeking competence (Hegrenæs et al., 2022, p. 276), an actual solution could be a good grounding in comparative law methods.

p. 155) – qualified lawyers. Hence, if it is considered problematic for beginning law students to be exposed to comparative law, then even more significant concerns arise for legal translation trainees. Organisational factors are likely to come into play as well, and, in particular, finding staff to teach a comparative law course to translation students might be problematic. Moreover, if comparative law were taught by translation scholars, this would potentially lead to a risk of content distortion. This concern is raised by how comparative law is currently presented in LTS. Even those authors who write about the role of comparative law in translator training (see Section 2) do not seem to give a complete picture of the field.

When it comes to space constraints, the problem looks similar to that encountered by comparative law in law curricula. Especially in shorter courses, there might be insufficient time to include a whole comparative law module or otherwise integrate comparative law teaching in a meaningful way. On the other hand, one may venture to suggest that comparative law teaching should play a relatively more significant role for translators, exposed to confrontations of different legal systems on a daily basis, than for lawyers, not all of whom deal with foreign legal systems. This strengthens the case for securing some space for comparative law in legal translator training.

Given the above remarks, the incorporation of comparative law in general and comparative law methods in particular in legal translator education presents itself as a genuine conundrum. Recognising this problem, Biel (2011) suggests, for instance, that "as it is not always possible to provide students with adjusted lectures on comparative law (…), it may be necessary to integrate knowledge of special fields into translation classes" (p. 170). It seems, however, that this approach may lead to the actual comparative law content being diluted or completely lost among "more important" activities. Therefore, a contrary approach is worth a thought. Namely, it may be assumed that there should be a certain self-contained comparative law component in legal translation courses or programmes. It would give students at least some grounding in comparative law theory, including, in particular, methodology, distinct from other themes that also involve comparative law: knowledge of the legal systems related to the respective language pair and practical use of comparative law in the translation process.

While recognising all the obstacles, one can think of some plausible ways of implementing this assumption. In more extended programmes, e.g., legal translation master's programmes, a separate comparative law theory/methodology course could be scheduled. Ideally, it would be run by a professional comparatist. If a given institution teaches more language combinations, such a course could be common to all of them, the language of instruction being the students' native language[6]. Four of the programmes identified in Section 4 (items 1, 7, 9 and 11 in Table 1) seem to include such a distinct comparative law component. In shorter courses, a separate session or a series of sessions with a comparatist could be scheduled. It is not the purpose of the present paper to discuss a syllabus of such a course or session, but it would definitely have

[6] A similar approach with regard to the legal module has been adopted at the NHH Norwegian School of Economics (Hegrenæs et al., 2022, p. 263-264).

to consider that the students might not be lawyers. Accordingly, such a comparative law component should follow other courses or classes that introduce students to law.

The knowledge acquired in the comparative law theory/methodology component could be activated in practical translation courses or classes. It would be helpful if the instructors in the practical part were also familiar with its content to effectively show how comparative law methods can be applied in the legal translation process. In more extended programmes, there could be a separate module that would focus on the practical adaptation and use of comparative law methods for translation purposes.

7. Conclusions

Almost four decades ago, de Groot (1987) made a strong case for the role of comparative law in legal translator competence and its inclusion in their training. While many other authors have since pointed to the benefits that translators may gain from studying comparative law, the present research has not demonstrated fundamental changes in this respect. The gap it has exposed relates especially to the communication of comparative law methodology.

Given the competencies expected of legal translators, it seems that comparative law should be more commonly and, in particular, more explicitly recognised in legal translator training – preferably as a distinct component. In recent decades, comparative law has become a vibrant field, and the most recent literature (e.g. Frankenberg, 2016; Husa, 2015, 2022; Kischel, 2019; Legrand, 2022; Monateri, 2021; Samuel, 2014; Siems, 2018) can be a pool of ideas for syllabus design for comparative law modules in legal translator training. It is hoped that this paper will inspire other researchers to make proposals for such syllabi. An issue not addressed here – which could, however, be a matter for future research – is the potential of including legal translation modules in law programmes, possibly bringing benefits for both comparative lawyers and law practitioners (cf. Biel, 2024; Glanert, 2014; Wilson, 2023).

At the same time, it should be emphasised that translation is a self-standing profession (Kischel, 2019, p. 10-12; Pieńkos, 1999, p. 136-140), so comparative law methodology cannot be considered a substitute for a legal translator's own toolkit. Nevertheless, looking deeper into the comparatist's "pluralist toolbox" (cf. Van Hoecke, 2015, p. 28-29) – in particular thanks to improved communication of comparative law content as part of legal translator training – would likely enhance legal translators' competence and performance. The potential value of such an improvement should be viewed in light of the role of legal translation in transnational legal communication. The better legal translators' competencies – including the comparative law sub-competence – the better quality of legal communication across borders, for which legal translation is an indispensable medium.

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Discovering Criminology: An Experience of Teaching Innovation

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Abstract: The novel nature of university degree studies in criminology in Spain and Europe causes greater ignorance about what it is, and what functions this new science fulfils or can fulfil, especially among parents, schoolteachers, and high school students. Starting from this need, we proposed a project to promote the degree in criminology. The objective of this project was to involve the students of the degree in criminology so that they could disseminate in secondary education centres their experience and, essentially, the knowledge acquired and possible professional opportunities of criminology graduates. The students designed a series of recreational activities to disseminate the content and scope of criminology. Through gamification, different goals were achieved: acquiring basic knowledge of criminological content, promoting active participation, community-based learning, while confirming the importance of criminology for society, as well as its autonomy and independence compared to other disciplines such as criminal law or criminalistics.

Keywords: Criminology; Gamification; Knowledge Sharing; Research.

Basic ideas:

- The importance of sharing knowledge and experiences in the field of Criminology.
- A new field, unknown and frequently confused with criminalistics or criminal law.

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Introduction

The evolution of society itself has led to the need to establish university studies specifically focused on crime and criminals, with the aim of taking a multidisciplinary approach to a new criminal reality that is constantly changing. This will also make it possible to address issues of criminal policy, establishing the appropriate mechanisms to deal efficiently with the criminal phenomenon, always within the parameters and principles of the rule of law.

This multidisciplinary approach has been broadened by the need to address other issues such as social reaction to crime (García-Pablos de Molina, 1983), the role of the victim or the execution of sentences imposed, especially custodial sentences.

In short, it is a broad field of study that is arousing increasing interest among our young people, with a view to beginning their university studies. However, this growing interest seems inversely proportional to the knowledge that future students have of Criminology, its purpose, scope, functions, and professional perspective of this new or no longer so new science. This lack of social awareness is of particular concern to parents, schoolteachers, and high school students, who are presented with an unfamiliar academic alternative, albeit a tempting one, due to its interesting content.

Based on this need, two lecturers from the bachelor's degree in criminology at the University of Salamanca (González Monje and García Alfaraz) applied for and were awarded the Teaching Innovation Project ID 2022/012, by resolution of the Vice-rectorate for Quality and Undergraduate Studies of the University of Salamanca dated 20 October 2022, under the title *Discovering Criminology: promotion and dissemination of the bachelor's degree in criminology*.

The main objective of this project was to involve students of the bachelor's degree in criminology so that they could share their experience (concerns, difficulties, possible mistakes) and, essentially, the knowledge acquired and the possible career opportunities for graduates in criminology in secondary schools.

This would allow students in educational stages prior to university to have first-hand access to Criminology studies, thus dispelling any doubts they may have about them or any misconceptions they may have *a priori*.

The experience of teachers of the bachelor's degree in criminology shows that many students who enter these studies do so under the mistaken premise of a hypothetical identity between criminology and criminalistics, which makes it necessary, from the outset, to differentiate the discipline in question from other related subjects or sciences, such as, for example, criminalistics or criminal law.

1. Criminology studies at the University of Salamanca

The educational offer in the study of Criminology at the University of Salamanca is concentrated in a four-year bachelor's degree in criminology and a 6-year double degree in law and criminology. Each academic year 145 new places are offered in the first and 10 places in the second, all of which are filled in the first instance, which demonstrates the growing interest in this type of training.

Focusing on the bachelor's degree in criminology, the academic offer, as could not be otherwise, has a markedly multidisciplinary character, with an important legal content centred on criminal law, constitutional law, and procedural law, but complemented with subjects in psychology, sociology, anthropology, social work, toxicology and forensic medicine. The list of basic and compulsory subjects is completed with a group of optional subjects that not only aim to complement the necessary knowledge of the discipline, but also respond to the demands of the students, in terms of their interest in a wide variety of current issues. Thus, issues such as the analysis of criminal information, the interaction between drugs and crime, big data, the legal provisions on of gender-based violence, alternatives to criminal punishment, personal identification and criminalistics, expert reports, intervention with minors, etc. are addressed.

Students who take the bachelor's degree in criminology are characterised by their capacity for analysis and critical spirit, but, above all, by their strong social commitment, which, together with a multidisciplinary training, will make them versatile professionals with a great capacity for adaptation. It is not for nothing that the main skills acquired in these studies focus on analysing, understanding, and evaluating criminal behaviour, antisocial behaviour, risk factors and their consequences, especially for the victims.

In short, we can affirm that Criminology studies provide a highly sought-after profile in areas such as the State Security Forces and Corps, Penitentiary Institutions and Juvenile Centres, but also in fields such as public and private security, restorative justice, cybersecurity, criminological expertise, or risk analysis in large companies.

2. Objectives linked to teaching innovation

Considering the above and within the global objective initially pointed out, the following objectives have been pursued:

- Encourage the active participation of students of the bachelor's degree in criminology in the dissemination workshops.
- Promote solidarity and the exchange of knowledge, difficulties, and concerns between first year students and future students.
- Achieve greater involvement and motivation of students in Service-Learning.
- Disseminate the functions and possible professional opportunities linked to Criminology.
- Analyse the continuity of this project over several academic years, thus enabling the integration of other subjects of the bachelor's degree in criminology.

The achievement of the aforementioned objectives is closely linked to the acquisition of a series of competences in our students, focused on transmitting information, ideas, problems and solutions to the public; acquiring oral and public presentation skills; working effectively in groups and collaborating with other people; understanding the basic concepts and main theoretical approaches in the criminological field; improving the learning of criminology by sharing the knowledge acquired with others; and increasing the students' commitment to the community.

In order to achieve the objectives and acquire the expected competences, it was considered necessary to involve students in the first and fourth years of the bachelor's degree in criminology. The first-year students would provide the necessary proximity to secondary school students, while keeping intact the expectations that led them to choose these university studies.

Precisely with first-year students, work was carried out during the first semester of the 2022/2023 academic year, within the subject *Introduction to criminology* taught by Professor García Alfaraz, in the manner detailed below.

The fourth-year students could contribute their personal experience, in addition to the knowledge acquired, as well as transmitting to future students the baggage that university studies have given them, with their successes and failures, something essential to take into account for those who are considering starting out at university. For this reason, and already during the second semester of the same academic year, fourth-year students are incorporated into the subject *Legal provisions on gender-based violence* taught by Professor González Monje.

3. Methodology

Process steps and activities

This project was developed with students of two subjects of the degree in criminology at the University of Salamanca:

- Introduction to criminology (First year, groups I and II)
- Legal provisions on gender-based violence (Fourth year, group I).

At the beginning of the school year, the teachers responsible for the project met to agree on a common procedure. The steps followed are as follows:

Presentation and explanation of the project to the students

On 12 September 2022, coinciding with the second practical class of the subject "*Introduction to criminology*", the students of groups I and II were offered the opportunity to participate in the project "*Discovering criminology*".

The requested project and the objectives pursued were presented, along with a warning that we still did not know if the University of Salamanca was going to grant the teaching innovation project requested. Those students interested in collaborating in the project had to apply by email before 25 September 2022. Our initial idea was to work with a group of no more than 20 students. On Monday 19 September 2022, due to the great response, we closed registration in the project with a total of 37 students.

Informative meeting and explanation of the first task

On Friday 23rd September 2022 the first information meeting was held. The teachers in charge of the project again presented the objectives, the timetable and the questions that would be part of the first task.

On the same day, a subject called "Discovering criminology" was created in Studium, the platform of the University of Salamanca, and the students participating in the project were given access to all the project data (presentation, objectives, timetable, etc.), which would also help them to carry out the activities.

Questionnaire on experiences and expectations

The first of these activities was to fill in a questionnaire which remained open until 6 October. The aim of this questionnaire was to find out more about the students, their expectations, previous experiences, and suggestions on how to approach the Criminology dissemination workshop. It also asked about where they studied their ESO[2] and Baccalaureate studies, because, as we did not apply for financial funding in the project, we wanted to focus on disseminating Criminology studies exclusively in schools in the city of Salamanca in order to avoid travel expenses.

The questionnaire designed consisted of a total of six short questions:

Question no. 1: Where did you study your baccalaureate studies? (If in Salamanca, please indicate in which centre).

Question no. 2: Why did you choose to do a degree in criminology?

Question no. 3: What are your expectations?

Question no. 4: What information do you think would have been useful or would have helped you in the process of choosing your studies (degree in criminology), enrolment, classes…?

Question no. 5: Workshop proposal: What criminological knowledge would you like to pass on to future criminology students?

Question no. 6: How would you organize the workshop? What activities do you think could be carried out to transmit this knowledge?

Proposal of gamification activities

- At the end of the period for completing the questionnaire and after reviewing the results obtained by the teachers responsible, a meeting was arranged to jointly present and assess the results of the questionnaire, i.e. the proposals initially drawn up by the students.
- Criminology Quiz
- Trivial pursuit on situational crime prevention
- Clue crime
- Quiz on situational crime prevention, in which students have to fill in a table from scratch or associate each initiative with one of Cornish and Clarke's (2003) 25 techniques of situational prevention.
- Crime Scene Investigation

[2] Abbreviation of *Educación Secundaria Obligatoria*, the system of compulsory secondary education in Spain.

Implementation of training workshops

In general, different activities were planned, but all of them focused on three themes: situational crime prevention, labelling approach, and criminalistics. For this reason, three workshops on these three topics were organised so that the students could acquire the necessary competences to be able to transfer them to the baccalaureate students.

In Studium, a survey was opened through which the students decided which workshop they would be interested in participating in, and Professor García Alfaraz organised different training sessions in which the theoretical contents were explained and how they could be carried out in schools was jointly assessed.

Surprisingly, the students showed great interest in the Criminalistics workshop, showing a desire to establish the difference between Criminology and Criminalistics.

Criminalistics workshop

Given the students' interest in this subject and the fact that it is an eminently practical session, two alternative dates have been set for the workshop. The workshop consists of the recreation of a crime scene in the Criminalistics Laboratory of the Faculty of Law of the University of Salamanca. The crime simulated in the workshop is a settling of scores for drug trafficking. After a visual inspection of the scene, the students have to find the different evidence and clues left behind to find out the truth, what really happened. In these training sessions, the students are taught about the different techniques of criminal investigation: document examinations, ballistics, lophoscopy, dactyloscopy, etc. and they are taught how to fill in the visual inspection report. The students are mainly interested in the development of fingerprints and their subsequent comparison.

The other two workshops are aimed at dealing with contents (one of the later topics of the syllabus of the subject Introduction to Criminology), but in a more practical way. Students are not expected to be prepared in the classes of the subject and the transmission of this knowledge is brought forward so that the students can present their workshop proposal beforehand and not interfere with the preparation of the exams scheduled for the third week of December.

Situational crime prevention workshop

In this workshop, knowledge of different situational crime prevention approaches is conveyed. Situational crime prevention involves the management, design, or manipulation of the immediate physical environment to reduce the opportunities for specific crimes (Crawford & Evans, 2012). An example is to prevent people from travelling without a ticket in the metro. The ticket is not only necessary to enter the station, but also to exit the station. Or to prevent bullying, with the design, layout of the classroom to increase surveillance, control; or the theft of material, personalising objects with the name of the owner, identifying ownership, etc.

- Initially, opportunity reduction can take three interrelated forms (Clarke, 1995):
- increasing the perceived effort involved in crime by making the targets of crime harder to get at or otherwise hindering the commission of crime;

- increasing the perceived risks of detection and apprehension; reducing the anticipated rewards of crime; in some cases this may involve removing the targets of crime altogether.

A posteriori, Cornish and Clarke (2003) added two further dimensions:

- reducing the provocative elements in situations seeks to understand and limit the immediate triggers for criminal events; and
- removing excuses, by contrast, seeks to eliminate the possibility of someone responding that they did not know they were committing an offence or that they had no alternative but to commit a crime.

Labelling approach workshop

This workshop focuses on the formation and existence of prejudices and stereotypes in society explained through labelling approaches. The aim is to show that we all construct, we all have the image of a delinquent, or that there are certain racial, social or gender profiles that adapt more or better than others. Thus, with labelling theories we explain that it is society that determines which behaviours are forbidden, but also that it imposes the label of delinquent or deviant on certain people, who do not necessarily have to have carried out such behaviour, but the labels and stereotypes persist to the point that they can push that person to assume that label.

Deviance is simply those things we describe as such. Deviance is defined as the infraction of some agreed-upon rule (Becker, 1963/1991). Therefore, based on the intrinsic characteristics of the act, almost no act is deviant or criminal per se, but it is the process of labelling that determines the character of a behaviour, and therefore depends on how other people react to it (Burke, 2019). Consequently, the focus shifts away from the nature of deviant acts, and the nature of the people that commit such acts, to look much more closely at how and why particular people come to be defined as "deviant". The focus is, therefore, more upon the social reaction to deviance (Newburn, 2017).

Thus, it is not because a person has committed a breach of the norm that others will respond as if it has happened and will persecute him or her for such conduct. Similarly, the fact that he/she has not violated any norm does not mean that he/she cannot be treated, under certain circumstances, as if he/she had done so (Becker, 1963/1991) and therefore be labelled as an offender. In other words, the offender stereotype is created, which is assumed by the community, society, which in turn demands greater persecution of those individuals who correspond to the stereotype, closing a "vicious circle". Thus, when a subject is publicly labelled, he/she ends up accepting the label imposed, since this label distances him/her from family, friends, a job, society, reduces opportunities and pushes him/her to criminal activity. It is just about labelling people. This process of labelling, of stigmatization is clearly influenced by the insecurity, risk aversion and fears present in society, and focuses on the outsider, on the others, on those who do not belong to our group, from whom we want to distance ourselves because they are risky, dangerous, suspicious and should be treated with caution.

According to these arguments, a Clue crime is proposed, to detect and refute the assumptions based on stereotypes, highlighting the influence that prejudices have in our daily life, as well as their consequences: the favouring of social exclusion and criminal activities.

Proposals for workshops to disseminate criminology in secondary schools

Finally, the students, depending on their preferences, present their workshop proposal in Studium, in groups of 4-5 people, before 10 December 2022. The proposals focus on:

Criminal investigation of a crime scene, with different proposals: drug trafficking, forgery of documents, crimes against property or crimes against life in which the students must discover the perpetrator of the crime by analysing and applying different forensic investigation techniques (visual inspection, fingerprinting, ballistics or document examinations).

Clue crime about labelling approach: stereotyping, prejudice and their incidence.

Trivial pursuit based on situational crime prevention, centred on two different scenarios: a football stadium and a clothes shop. In which the students have to indicate different situational crime prevention techniques that are valid according to the five axes explained: increasing the perceived effort, increasing the perceived risks, reducing the anticipated rewards of crime, reducing the provocative elements and removing excuses.

Workshops delivered to secondary schools

Due to the start of the assessment period of the first semester period of the bachelor's degree in criminology on 16 December 2022, the activity of teaching the workshop is carried out in the second semester period with students in the fourth year of the bachelor's degree in criminology.

At the end of February 2023, these proposals were sent to the centres in the city of Salamanca, which selected two of them: criminal investigation of a murder crime and a clue crime, uncovering the existence of stereotypes about offender, which, as mentioned above, were taught by fourth-year students of the bachelor's degree in criminology.

4. Results

The following are the results achieved once the teaching innovation project has been completed, which are as follows:

- Promotion and diffusion of the degree in criminology at the University of Salamanca.
- Active participation of students in the dissemination of the bachelor's degree in criminology to future students, transmitting knowledge and experiences acquired during their university studies, sharing not only theoretical knowledge, but also the experience acquired during their time at university.
- Transfer and gamification of theoretical knowledge on relevant criminological aspects.
- Transmission to future students of the bachelor's degree in criminology not only practical content but also valuable information such as access requirements or possible career opportunities.
- Encouragement of students' communication and oratory skills.

5. Conclusions

The final reflections on the implementation of the teaching innovation project "Discovering Criminology" can only be positive.

The objectives initially proposed and expectations were far exceeded. A high degree of satisfaction was achieved, not only on the part of the teachers, but also on the part of the students who participated in the project and the educational centres. The transmission of theoretical knowledge through gamification is a highly interesting alternative to a lecture class, something that is not only valued by the students, but also encourages their greater involvement in community-based learning tasks.

On the other hand, the need to strengthen the synergy between the university and the pre--university education stage has become evident, in order to create a productive dialogue between the two that can have an impact on the appropriate choice of university studies by future students. We believe that this objective is essential to reduce university failure and improve the performance rate of our students.

Moreover, nowadays, the university is not simply an institution that generates knowledge; it also forms part of society and carries out an important social task. University professors are committed not only to communicating and disseminating knowledge to a specialised public (through publications and conferences), but also to a non-specialised audience, thus facilitating the general dissemination of knowledge and contributing to the improvement of society. Likewise, the important social commitment of criminology students should not be forgotten. Students are very interested in learning, but also in learning by doing a "service" to the community: transferring their experiences and the knowledge acquired in the exciting but still unknown field of criminology.

In short, it has been a very enriching experience that has allowed the transmission of knowledge of Criminology, the dissemination of these university studies and bringing the youngest students closer to this exciting discipline.

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The Medimare Communication Project and Strategy

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Abstract: The MediMARE (Mediation in Maritime Affairs) Project is a partnership between Portuguese and Norwegian institutions, financed by the EEA Grants (PT-INNOVATION-0065), and intends to research the perception of the importance of mediation for a consensus-oriented conflict management in maritime disputes. In this paper, we will discuss the project outcomes, communication and dissemination plan, and strategies to evaluate the effectiveness of each of them according to their intended targets. The communication strategies were meant for the broader public, the academic community, students and professionals, journalists, and policy makers. Sustainability was one of the pillars of project communication, therefore, most communication was developed in an online format. The project reached an excellent public, on all continents, and what prevented it from reaching the broader public was that the project had a very short duration.

Keywords: Conflict Management; Maritime Disputes; Mediation; Science Communication.

Basic ideas:

- The project MediMARE had diverse communication and dissemination strategies structured to reach a variety of diverse stakeholders: the broad public, academic community, students and professionals, and policy makers.
- Sustainability was the project basis– most communication and dissemination happened online. Hybrid events were very successful, with the presence of several participants.
- The project communication successfully reached its goals. The duration of the project in our understanding could have been longer to achieve better communication and dissemination outcomes.

Selection and peer-review under responsibility of the Scientific Committee of the Conference

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Introduction

The MediMARE (Mediation in Maritime Disputes) Project was funded by the EEA Grants (an agreement between Liechtenstein, Norway and Iceland with the European Union, reference number PT-INNOVATION-0065[2]). MediMARE was part of the Blue Growth program, one of the five EEA Grant Programs. In Portugal, the program operator was *Direção-Geral de Política do Mar* (General Director of the Ocean Policy).

The project occurred between October 2021 and the end of September 2023 (it was extended two months from the agreed upon completion date), under the coordination of Dulce Lopes of the University of Coimbra Institute for Legal Research and had as project partners: the Polytechnic of Leiria, the MARE-NOVA School of Science and Technology (MARE – NOVA) and NTNU Social Research (the latter from Norway, and the previous three from Portugal).

Methods of dispute resolution included litigation, and the alternative methods, which tend to solve disputes without the participation of the judiciary and include arbitration, mediation, conciliation, and negotiation (Anishere, 2012). Alternative dispute resolution means have always been used in the maritime field, especially arbitration. Maritime mediation is an area under constant development. Although mediation has been developing in the world in the past decades, and as such it is not a new area, its development has exponentially grown and lately, there has been the passing of new legislation in the field. Maritime law is an intrinsically international area, and thus a field regulated extensively through international treaties and through private international law, *lex mercatoria* plays a very important role in its development. With the latest developments, Commercial and Maritime Associations have been recently using the term mediation instead of other alternative dispute resolution terms (Donato, 2023). One can mention the BIMCO Mediation/ /Alternative Dispute Resolution Clause (2021), ICC Mediation Rules (2014), LMAA Mediation Terms (2021), SMA Rules for Mediation (2016) and UNCITRAL (2021) Rules on Mediation.

The project's intention was to spread the use of maritime mediation, the knowledge of its benefits, including lower costs, speedier resolution, confidentiality and the maintenance of good relations in the maritime area (Donato, 2023).

Research in the alternative dispute resolution field is a newer field, not as "legally structured" as the most classic fields of law, since this is an area under development (Lopes, 2024). As such, it presents some challenges, especially due to it being a less known, accepted and regulated field. Most of the current legal operators have been trained to take legal action, meaning to

[2] "Through the Agreement over the European Economic Espace (EEE), Iceland, Liechtenstein and Norway are partners in the internal market with the Member States of the European Union. As means of promoting a continuous and balanced reinforce of the economic and commercial relationships, the parties of the EEE Agreement established a pluriannual Financial Mechanism, known as the EEA Grants. The EEA Grants aims at reducing the social and economic disparities in Europe and reinforce the bilateral relationships between these three countries and the beneficiary States. For the 2014-2021 period, it was agreed a total contribution of 2.8 billion euros for 15 beneficiary States. Portugal will benefit with a budget of 102.7 million euros" (MediMARE, n.d.). More information on eeagrants.gov.pt.

litigate, and the change of paradigm between such a response in training into the alternative dispute resolution field is a substantial process.

As such, it is important to study how mediation (here specifically in the field of maritime law) is understood by its users, and to develop means of communicating and disseminating studies on maritime mediation. As maritime mediation is usually conducted in a confidential manner, numbers on how frequently it is used are not available. As researchers, evidence is found on its increased use through the passing of new legislation in important countries, such as England, the European Union (with the Directive 2008/52/EC of the European Parliament and of the Council of 21 May 2008 on certain aspects of mediation in civil and commercial matters), its member countries, and Brazil. The Singapore Convention (formally known as the United Nations Convention on International Settlement Agreements Resulting from Mediation) is a relevant treaty for the field.

Therefore, to show the importance of this topic for the international community the project has elaborated strategies to communicate and disseminate the outcomes of its research. As a starting point, the project team developed a market research project with maritime operators to understand where they stood in the countries where they were studying. The market research demonstrated how much maritime operators understood and used maritime mediation.

Maritime mediation was frequently used in Norway, but this was not the case in Portugal. In Portugal, other alternative dispute resolution means are more commonly used, such as direct negotiations (this information can be retrieved from the project's interview report) (MediMARE, 2023a). Portuguese Law nº 35/86 also foresees the use of pre-judicial mandatory conciliation for some maritime matters (Lei n.° 35/1986).

The MediMARE Project developed a taxonomy to classify maritime conflicts and research on the perception of the importance of mediation for a consensus-oriented conflict resolution in maritime conflicts. With the result of and parallel to this, the team produced several other outcomes. The project also intended (and in our perception achieved) the goal of: increasing knowledge on mediation and maritime conflicts; supported the training of a group on maritime mediation; highlighted the complexity of maritime and international legislation and regulations (soft and hard laws) and forms of understanding and applying such norms; encouraged mediation as a better means of solving maritime conflicts; supported open science and developed maritime mediation as an extrajudicial form of solving conflicts, a better practice and good governance tool (MediMARE, 2020a).

The outcomes of the project were: a taxonomy for maritime conflicts; market research on legal operators and maritime actors; an online course on maritime mediation; an intensive program on maritime mediation; monthly workshops (and in some situations two or more in a month); a guidebook; a book from the scholarship holder; a MediMARE Glossary on maritime mediation; articles and events participation; a closing event, discussing the main outcomes of the project and communicating them to the community (and a second closing event at the end of the prorogation period); the exhibition "Countries of the Sea"; traineeships for maritime mediators at MARE, to develop further their capabilities; three online News Games; an international call for

papers that rendered a publication available with open access; flyers with information on the program; and maritime mediation course curricula.

All the information and outcomes of the project are concentrated on its website[3]. The website is designed to be visualized in a lighthouse, illuminating the ways, inspiring the communication plan and serving as a repository on the matters the project covers (MediMARE, 2020a). Email also played a major role in the communication strategy, with direct electronic mail inviting several hundred addressees to the events and forwarding the newsletters monthly.

The communication activities to reach the external public were described in the MediMARE Communication Project. Internal communication occurred through email, video calls, and through a document repository available to project participants via Dropbox. The final version of the project's outcomes is available on the project website.

This paper intends on being a descriptive analysis of the project's communication plan, what was accomplished, and to evaluate which of the communication strategies were most effective and the reasons behind the effectiveness of the approaches (or lack of). We intend to describe the project and the activities performed by the type of audience they were intended to reach, finalizing with an evaluation of such activities.

1. We have divided this writing into seven parts. The first one will contextualize the topic of the project: maritime mediation, and its relevance as a research theme. The second part will analyze the communication and dissemination of the project. The third through sixth parts will assess communication to the following communities: broader public, the academic community, students and professionals, and finally, policy makers. The seventh and final part will provide a general evaluation of the project as well as the concluding remarks. As we describe each of the parts, specific evaluations will be made.

1. Maritime Mediation

Maritime law is an intrinsically international field (Donato, 2023; Sparka, 2009). Maritime disputes may include disputes of a public, private or mixed nature[4]. Public conflicts include International Organizations and States dealing with public matters and regulated by international public law. They may also refer to maritime border conflicts or a dispute over fisheries distribution of quotas among States.

Private conflicts are the most common, and they involve private companies and individuals. They may refer to commercial contracts of purchase and sale, shipping contracts, or labor contracts, among others. As private interests are at stake, and thus having party's autonomy in the decision of the conflict, it is possible for the parties to use alternative dispute resolution

[3] The project website is hosted at medimare.eu.

[4] This classification was introduced by Lopes and Donato at the MediMARE Online Course, and may be found at Donato, 2023, page 5. This publication was made during the course of the project with important academic remarks on the area.

means. There are also the mixed nature conflicts, which involve States and private parties in matters that are of a mixed nature, such as the purchase of a private property within an environmentally protected area. The types of conflicts studied at the MediMARE Project were mostly private conflicts. These conflicts may be solved through litigation or through alternative resolution forms.

When a conflict is international, additional factors may create complexity. A conflict that "touches" upon more than one legal system may cause legal uncertainty to the parties involved (Sparka, 2009). Having to litigate in a jurisdiction that is not your own might be a challenge as the legal system may be different (either common or civil law), it can be expensive, evidence may not be accessible (Sparka 2009) and in some cases, there is uncertainty on the impartiality of the judiciary.

There are some methods of preventing this uncertainty. Choosing a forum to litigate would be one of them, but that could bring up matters and discussions on the substantive law based on which the conflict would be decided.

The same goes for arbitration, which has its advantages due to the fact that the parties will choose an arbitrator with more knowledge of the area, but the possibility of higher costs is a disadvantage.

Mediation enters this list of possibilities as a win-win method of solving disputes. Through a mediation procedure, the parties can build a solution for their conflict in the best way for them. There is no requirement to choose a substantial law or procedural law. Costs are usually reduced, it is confidential, there is more flexibility, celerity and it is a completely voluntary process (Cebola, 2011).

2. The Communication and dissemination project

In funded projects, communication and dissemination activities are foreseen in the call and should be planned by the project partners when submitting a proposal (Vannier, 2023). In the MediMARE Proposal, the above-listed activities were planned, and we will describe the planning and implementation, and to whom each of the activities were targeted (MediMARE, 2020b).

Communication activities are mingled with project activities and outcomes, since several of the activities that are directed to the public are communication or dissemination activities. There is, commonly, a misconception of what is science communication. Burns, et al. (2003) acknowledges that the term science communication is commonly understood as a synonym (with the use of these terms interchangeably) of public awareness of science, public understanding of science, scientific culture or scientific literacy. In the author's conception, Science Communication "may be defined as the use of appropriate skills, media, activities, and dialogue to produce one of more of the following personal responses to science:

– Awareness, including familiarity with new aspects of science.

– Enjoyment or other affective responses, e.g. appreciating science as entertainment or art.

– Interest, as evidenced by voluntary involvement with science or its communication.

– Opinions, the forming, reforming or conforming of science-related attitudes.

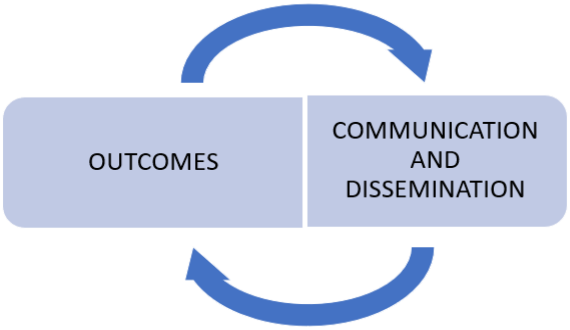
– Understanding of science, its content, processes and social factors (Burns et al., 2003, p. 191).

In MediMARE's scenario, the main communication served as awareness, interest, opinions and understanding. As the project evolved, there was the development of more understanding and awareness, and acknowledgment of interest and opinions.

Also, besides communication activities being mingled with the outcomes, it is important to note that whenever they had one outcome and communicated or disseminated their result, it served as input for the next outcomes, since there was spontaneous feedback from the audience.

Figure 1

Retro feeding process from outcomes' communications and disseminations



Note. Created by the author.

The communication plan is very important in a project, since it will delineate the means, the schedule and the structure in which the project will relate to the public. And by public we are including the general public and specific targets to whom the project's outcomes and the communication or dissemination activities are directed to.

The authors also differentiate the public from participants. The term public involves all persons in the society, while participants are the ones that are directly or indirectly involved in science communication (Burns et al., 2003).

The EEA Grants Norms referred to sustainability as an important value, and so all the events that could be online for saving resources, happened in that format (Soares, 2019).

In our context, communication was developed in distinctive and common means to inform the public and participants, as we will see, but it is important to notice, as a starting point, what was the main objective of the MediMARE communication plan.

The aim of the communication plan is to enlighten the broad public as to the meaning of mediation, the importance of the sea for economic and environmental reasons for the partner countries, and to disseminate the project results and activities. Our communication plan will have the following goals:

1) Increase the knowledge on mediation and maritime disputes;

2) Promote the project, its results & deliverables;

3) Help to train the next generation on mediation;

4) Draw attention to the complexity of maritime and international laws and regulations;

5) Show the importance of the sea for partner countries;

6) Promote the use of mediation as a tool to solve maritime disputes;

7) Support open science, promote good practices and science-based policy-making (MediMARE, 2020a, p. 4).

The other communications strategies will be explained below.

There was a distinction between four targets of the communication and dissemination materials: the broader public, the academic community, the students and professionals (either from the legal, mediation or maritime areas) and policy makers. Although addressed to some specific audiences, the whole public was invited to the planned events, as a means of stimulating more participation and creating more input for the project, besides the communication itself.

The distinction between communication and dissemination is the target audience to whom the strategy is aimed at. Communication activities are the ones that will increase visibility of the project and all outcomes (Vannier, 2023). The language of the communication activities and outcome are more accessible, since the target is not a specialized audience. Dissemination, at the other end, are the activities aimed at the more specialized target, such as peer investigators and academics, scientific community and to policy makers. This audience is composed of a specialized audience, and should have a more technical language, to address more specific and detailed issues.

The effective communication strategy used were the dialogue and participation models (Trench, 2008) since the content of several of the outcomes (and a more evident example would be the workshops and final symposium and seminar) were defined based on the contacts during the events, when the project participants understood the gaps of the area and the need of the diverse public. We will address public participation further on.

The broader public included stakeholders, academics and journalists and the main outcomes were monthly newsletters, flyers, a final conference (the project was postponed for two months which resulted in a final symposium and a final seminar), and a final exhibition. For the academic community, the project partners and scholarship holders developed publications and presented them in Congresses and Seminars. The actions for students and professionals from legal, mediation and maritime areas involved monthly outcomes: workshops, online courses and an intensive training program. For the journalists, three news games were developed. The Policy makers were involved in the final dissemination events.

3. Communication to the Broader Public

Communication to the broader public happened throughout the whole project (and is still available at the project webpage, where all the inputs are located). The first action taken was to explain what maritime mediation is, what constitutes the MediMARE Project and the EEA Grants, for the public to understand the partnership between Portugal and Norway and the development

of the subjects in the project (Vannier, 2023). Also, a brief explanation on what mediation is and what are the particularities of maritime mediation since the maritime area has its specificities.

The newsletters were sent monthly to a list of emails that initiated with 100 contacts and ended with over 400. The newsletters contained a report of everything that happened in the project, with invitations to new events, "save the dates" and news on what happened in the previous month. One can see a whole "picture" of the project by reading the newsletters. They were sent to all the stakeholders of the project, with the *caveat* that there was a warning that if the person was not interested in receiving the emails, they could answer with "unsubscribe". There were less than five unsubscribe requests, so the communication was relevant to the vast majority of the audience.

There were monthly workshops in maritime law themes, mediation topics and maritime specific mediation topics. The project invited the public, through the project email,[5] and most of the workshops were conducted online, to facilitate the interaction between the teams in Norway, Portugal, and to allow the participation of international stakeholders. With time, the project team understood it would be desirable to record[6] the workshops for the participants that could not be present at the scheduled time, due to conflicting agendas or even conflicting time zones. The recorded workshops are available at the MediMARE website.

The topics chosen for the workshops related either to the material topic of the research and the project goals, or to the project communication objectives are detailed below:

Table 1

List of Workshops – MediMARE Project

Date	Speaker(s)	Title
19/09/2022	Pernille Haukas	"Why President George W. Bush wanted ratification of the UNCLOS. The United States position related to the United Nations Law of the Sea"
24/10/2022	Roberta Donato	"Solving Maritime Disputes: Mediation as the preferred method"
15/12/2022	Joaquim Simplício	"Mediation in Maritime Disputes as a Safety Tool in a Charging World"
30/01/2023	Key note speaker: Rhys Clift and project partners	Online Workshop on Maritime Mediation
14/02/2023	Ana Carolina Riella	"A Mediator's Toolbox: Active Listening as a communication skill"
17/03/2023	Letícia Fontestad Portales	"Mediación marítima versus Arbitraj e marítimo (de Londres)"
31/03/2023	Guilherme Brechbühler	"The contribution of Artificial Intelligence to the mediation process"
05/05/2023	Milena Barbosa	"Mediação e direito do mar: a arte do acordo" ("Mediation and law of the sea: the art of the deal"
26/05/2023	Carlo Corcione	"Mediation in Shipping: A Practical Insight"

[5] The project email was medimare@uc.pt.

[6] Workshops were recorded as allowed by the speaker(s) and involved participants.

Date	Speaker(s)	Title
26/05/2023	Giovanni Matteucci	"The Singapore Convention and Contractual Clauses"
19/06/2023		Seminar – Mediation in Portugal. Communication
21/06/2023	Lurdes Serra	"Mediation Process Design"
22/06/2023	Carlo Corcione	"Renegotiation of Contracts in Shipping
28/06/2023	Nuno Sardinha Monteiro	Strategic importance of the sea
30/06/2023		MediMARE Final Symposium
01/07/2023		MediMARE Final Symposium
12/09/2023	Jeffrey A. Weiss	"New York Maritime Arbitration Awards – How They Can Shape the Maritime Law."
20/09/2023		MediMARE Final Event

Note. Created by the author with MediMARE workshops list and information.

The January 30th workshop was an important midpoint point for the project, with the presence of a keynote speaker (Rhys Clift, a commercial mediator at Sea Mediation Chambers), as well as the presentation from project partners communicating some of the outcomes and what had been developed up until that point.

The other very important and sizable events were the Final Symposium on Maritime Disputes, that took place on June 30th and July 1st and the Final Seminar. At the Final Symposium there were presentations and/or participation of all the vital public mentioned as follows: the general public, the academic community, students and professionals (lawyers and maritime operators) and policy makers. Except for the general public, the others held separate panels to discuss the importance of maritime mediation from their perspective (the panels were Maritime Mediation: perspectives from Mediators; Maritime Mediation: perspectives from Lawyers; Maritime Mediation: perspectives from Maritime Operators; and Maritime Mediation: perspectives from Policy Makers). There was also a panel to present the main outcomes of the project and a round table discussion on the need of maritime mediation.

Figure 2

Program of the Workshop on Maritime Mediation

January 30th, 2023

Note. MediMARE Project. Events. Online workshop on maritime mediation. From https://medimare.eu/wp-content/uploads/2023/01/2023jan30-scaled.jpg

Figure 3

Mediation in Maritime Disputes Final Symposium

Note. MediMARE Project. Events. Final Symposium on maritime mediation. From https://medimare.eu/wp-content/uploads/2023/06/Poster_vf-scaled.jpg

The final event was held on September 29th, 2023, and it marked the end of all project activities. The project group requested an extension of the final deadline and was granted a two--month extension to wrap up the paperwork. During this time, the team organized one more workshop and worked on the final project outcomes (the Guidebook and the Book Maritime Mediation), as well as planned the Final Seminar. The final seminar presented all the outcomes, and reached a wide range of public, since it had panels on the publications, the courses, communication and dissemination and stakeholder engagement.

The final workshops were imperative in communicating the project content and discussing next steps. All the workshops were very important communication moments. Either as a tool to publicize the content that was being developed in the project, materially and to discuss the next steps. The content of the final event was engaging and the interaction with the public that attended the events was important for the project partners to understand the impact of the project communication on the attendees. In the overall analysis, the workshops were the highlight of the project and connected the public to the project partners, allowing for the latter to get familiarized with the most interested parties on the topic, as well as for the stakeholders to get to know the project partners.

Two flyers (or leaflets) were produced with information on the program[7]. The first one described the project activities and the second one the main outcomes of the project. Both were printed and used at events to publicize the project to the public. They were important communication tools to get the project known and build trust with the project stakeholders.

On this topic there is a need to address the three online news games that were addressed to the broader public and journalists. The games have interesting maritime mediation topics (with explanations that could bring knowledge on the topics covered in each of the questions).

[7] Link to the flyers, or leaflets, is available at https://medimare.eu/about-the-project/.

Figure 4

Mediation in Maritime Disputes Final Seminar – Presentation of Results

Note. MediMARE Project. Events. Final Seminar: Presentation of results. From https://medimare.eu/wp-content/uploads/2023/09/29set2023-scaled.jpg

The games are interactive decisions tree and in such format of games the players decide between two answers to advance and finalize the game. There isn't a right or wrong answer, just choices of paths taken by the players that will lead them to an outcome more or lesser favorable (Vannier, 2023). All the answers have explanations, so it is an important communication and learning tool. The topics of the games are ships deviation, damaged cargo and misleading Incoterm clause. All of them are correlated to maritime law issues and mediation is suggested as a form of solving an emerging conflict. The games reached the desired public, as the games were used in dissemination events of the MediMARE Project as well as for the University of Coimbra Institute for Legal Research, such as the Night of European Researchers and correlated activities to the event.

The Exhibition "Countries of the Sea" was an exhibition designed to promote the partnership between Portugal and Norway, the countries represented in the MediMARE Consortium (Vannier, 2023). The exhibition kickoff was a panel in the final Symposium, with Fernando Borges, Ana Paula Duarte, Antonio Campos and Sandra Patricio from the MediMARE Project, and the municipalities of Buarcos and Sines. It was exhibited at Colegio da Trindade, in physical and electronic formats. The exhibition material was developed and adaptable to digital platforms, so it may be used in websites, or even promotional events. The exhibition was directed to all the stakeholders presented at final symposium and final seminars, and ended up reaching all the visitors, students, professors and scholars who passed by the entrance of Colegio da Trindade during the period in which the exhibition was in place, from June 30th until September 30th, 2023. The exhibition was organized by the University of Coimbra Institute for Legal Research, with the cooperation of Nucleo Museológico do Mar from the municipality of Figueira da Foz, the City of Sines and the Trondheim's Maritime Museum. In the words of the partner of the project responsible for such exhibition, Fernando Borges, the cooperating parties were approached by the MediMare team to collaborate with the project to provide the knowledge and the collection necessary for an exhibition. Their experience in documenting the seafaring life was invaluable to create the content for the exhibition.

The first challenge was to find a point of connection between Portugal and Norway able to show the countries link to the sea, and, at the same time, capable of providing a dialogue platform for both. Having mediation as the main subject of the project and having EEA Grants as funder, the partnership aspect between Portugal and Norway as a key aspect to focus. After meetings with Núcleo Museológico do Mar and Trondhjem's Maritime Museum, we learned that both had a good collection of photos documenting the codfish industry. The exhibition was later complemented with seafaring life aspects such as the specific jargon used by fishermen in Sines coastal village (MediMARE, 2023b, p. 68).

Figure 5

The Countries of the Sea Exhibit

Note: Picture taken by the author.

Since maritime law is a very restricted area, with terms that are not very common to all areas, the project team has decided to develop a Glossary with terms used in the project, for all their outcomes, to make the communication process more available to the non-specialized public. The glossary was called WikiMediMARE and it is composed of two parts. The first part is the Mediation and Maritime Glossary, and it is composed of more than 80 technical terms. The terms were published in the MediMARE Newsletters, which are available at the project website. It is also available as annex 1 of the book elaborated by the author of this paper. The second part is called WikiMediMARE Useful links, and it is in the annex 2 of the book Maritime Mediation. It is separated into International Conventions, International Organization and Courts and Mediation Societies, Mediation Rules and Clauses. All this content was also made available at the online course.

4. Communication to the Academic Community

For the academic community, the project partners and scholarship holders developed publications and presented them in events, such as Congresses and Seminars. There was also an international call for papers that rendered a publication available with open access at the project website and at the University of Coimbra Library website. The author (also a scholarship holder

of the project) published a book and the project team gathered to write a guidebook on the project. Also, the final symposium and the final event were directed to the Academic Community, as well as the development of a maritime mediation curricula.

The main goal of these activities was to disseminate the work to experts and transfer knowledge internationally. Regarding the participation in Academic events, the project team was present at the Conference of the Oceans of the United Nations in June 2022, in Lisbon, and the project's researchers presented their work at the International Congress of IBDMAR (Brazilian Institute of the Law of the Sea) of 2022 (and also in 2023, after the end of the project), at the International Congress Public Powers and Companies for a Sustainable Development at the University La Sapienza, at Rome, on May 30th, 2023, and 27th World Congress of Political Science – International Political Science Association in July 2023, Science 2023 – Meeting with Science and Technology in Portugal, an encounter devoted to "Science and Ocean beyond the Horizon", in July 2023.

In the call it was foreseen that an academic book be written by the scholarship holder of the project. The book is entitled 'Maritime Mediation' and it is available through open access through the projects website and the University of Coimbra Library website[8].

The purpose of the book is to develop in a more scientific manner the concepts that were worked throughout the project. The publication could be a handbook, an introduction to the field of maritime mediation. It is directed at students, maritime operators, mediators, lawyers and all interested parties in maritime mediation. The book is composed of six chapters. In the first one, the author introduces maritime conflicts, explaining what their concepts are, what types of conflicts were worked with in the project, and its actors and types, specially classifying the conflicts into public, private and of a mixed nature. Knowing how to differentiate these conflicts is important to know if maritime mediation may be used for the conflict at stake. Also, there is the introduction on the sources and leading organizations of international maritime law, as well as a discussion on the implications of the intrinsic international nature of maritime disputes. Chapter 2 discusses alternative dispute resolution means, differentiating arbitration and mediation, their advantages and disadvantages.

On chapter 3 the taxonomy developed at the MediMARE Project is introduced and explained, with several examples, named the extended taxonomy. Types of mediation and their characteristics, as well as how they could be applied to maritime mediation are presented in subchapter 3.4, as they were applied by project partner Catia Marques Cebola and Susana Sardinha in the intensive training on maritime mediation.

On chapter 4 international commercial and maritime mediation associations concepts were introduced, followed by chapter 5, where these associations' mediation rules were exposed, and, in chapter 6 the maritime mediation clauses. These were the topics covered in the project. The book was presented to the public during the Final Seminar. Some copies were printed and will be made available to libraries, to disseminate the content even further. On December 29th, 2023 109 copies of the book had been downloaded from the University of Coimbra website.

[8] Also available at DOI 10.47907/llivroMaritimeMediation/ProjetoMediMARE/2023.

On the MediMARE website the book was accessed 43 times. This number was requested for the page administrator.

Also, during the Final Symposium, there was an International Call for Papers. The Organizing Committee received fourteen proposals that were published in a Book of Abstracts and presented during the Symposium. The subjects were classified in three categories: Maritime Mediation and the Sustainable Development Goals, Maritime Mediation "deconstructed" (focusing on mediation procedure and foundations in maritime disputes) and New Directions for Maritime Mediation (which included online mediation and artificial intelligence). The presentation was recorded, and is available online, at the project website. The publication is available at the University of Coimbra Library's website and the project website. As per the Book of Abstracts, it is available at the project website[9]. On December 29th, the book had been downloaded at the University of Coimbra website 154 times. As the Maritime Mediation book, the number of accesses was requested to the webpage administrator, and there were 10 accesses at the MediMARE website.

The project team has also developed a guidebook of the project. The Guidebook was coordinated by MARE-NOVA, with content developed by the project partners. It briefly explains what the project is, the taxonomy, the curriculum analysis, the interview report, explains how the online course, the intensive training and the traineeships were developed. Also, there is a part on communication and dissemination, and lessons learned. The Guidebook is available at the project website in four languages: English, Portuguese, Norwegian and French. The Guidebook in Portuguese was accessed 33 times, in English 26 times, in French 15 times and in Norwegian 10 times. Since this was the latest outcome uploaded, the numbers are interesting.

The Final Symposium and the Final Seminar (already described) also configured important opportunities for the academic community to receive and give contributions to the project.

Finally, there was the development of a possible curricula for maritime mediation to be used for educational institutions in case they intend on teach a course on the subject. The curricula were developed and were the basis for the intensive training on maritime mediation. So, the project partners could receive feedback and make adequate adjustments to the final version.

5. Communication to Students and Professionals

The main communication strategies developed for students and professionals were workshops, the online course, the intensive training program, the final Symposium and Final Seminar, the International Call for Papers and the Traineeship at MARE.

As per the Workshops, already described above, they were directed to all the public and very used in special by students and professionals to get acquainted with the concepts of maritime mediation as well as with all that was brought by the lecturers at the workshops.

Regarding the online course, it was an open access course, broadly publicized through our newsletter and the project partner's network. That allowed for the online course to get known

[9] The book is also available at https://doi.org/10.47907/livroderesumos/ProjetoMediMare/2023.

on all continents and the number of enrolled students by far exceeded expectations, leading to a second edition of the course.

The online course on maritime mediation aims at teaching the basic aspects of maritime mediation and is a self-paced asynchronous course, with 54 hours. It is composed of four modules, the first on "What is mediation: Principles and limits"; the second on Mediation and practice (mediators, models and procedures); the third on Maritime disputes as a field for mediation and the fourth on Specificities of maritime mediation.

The course was run in two editions. The first one had 227 enrolled students. 171 students accessed the course and 102 successfully completed it. There was a satisfaction evaluation questionnaire, and the results were extremely positive. One hundred percent of the students that took the course would recommend it to others. The overall feedback included some of these answers: "The platform was easy to use; The course structure was well organized; The contents were appropriate and are applicable professional/scientific context; The activities were useful; The evaluation methodology was adequate considering the objectives; Their level of knowledge increased with the course; The instructors were supportive; The instructors gave timely feedback; They did not feel conditioned by interaction occurring only online; The course met or exceeded their expectations" (Nolan, 2023).

As for the course's strengths, the students mentioned: "well-organized and relevant contents; the user-friendly platform; the case-studies; the variety of resources; the flexibility, and the self-paced mode of the course" (Nolan, 2023). And for course's weaknesses: "the weak interaction; absence of videos in some modules; the formative quizzes; and overlapping contents" (Nolan, 2023).

For the second edition, there were 107 participants and 58 successfully concluded the course.

The feedback received at the forum was very important as well as the ones from the evaluation questionnaire. Also, the professors included questions and topics in the forum for the students to interact with them, and that was a very valuable experience.

In our understanding the online course has by far exceeded the expectation regarding communication. The project has received enrollment requests from several countries, on all continents, and that demonstrates how a wide network of information dissemination has been developed throughout the project. Very effective, specially considering the specificity of the subject, which is restricted to a limited range of activities.

Regarding the intensive program on Maritime mediation. The program was designed for 20 students (from Portugal and Norway) and to be offered at the Polytechnic of Leiria. It lasted two weeks and had mostly face-to-face activities. 24 students attended the course, as four were scholarship holders of the project. The professors teaching the course were from Portugal and Norway and the program aimed at developing in the students the necessary tools to handle a mediation procedure, with a practical knowledge of what is maritime mediation. Several practical exercises were developed by the students in role plays and mockups. Also important were the case studies. The communication strategy during the course was very intensive and it was interesting to hear the students' feedback and interests. Also, it is very rewarding to see that one

of the students in our course has decided to develop his PhD thesis on the maritime mediation topic. Another student, from Norway, has let us know that she is developing her final bachelor's degree writing also on maritime mediation. The feedback was very positive and inspiring for the project participants.

The Final Symposium and Final Seminar were also developed taking into consideration the students and professionals as main targets.

And finally, there was a traineeship for three maritime mediators at MARE, to develop further mediation capabilities. The project's intention was that the trainees were chosen from the intensive training course. There was a change of course since the intensive training course happened almost at the end of the project. So, the trainees were chosen through a call. Three trainees were chosen and they, besides the traineeship, also attended the MediMARE intensive training at Leiria.

All this information is important for us to realize that the project has achieved the desired feedback as intended: to spread the use, knowledge, and content of maritime mediation.

6. Communication to Policy Makers

Communication and dissemination of the project to policy makers was made throughout the project, using the newsletter (which basically described all the project activities) as well as in the Final symposium, with the participation of important policy maker names, such as Maria de Assunção Cristas, former minister of Agriculture, Sea, Environment and Territory of Portugal, and João Reis, who substituted the Secretary of Fisheries Teresa Coelho. There was also a specific panel named Maritime Mediation: perspectives from policy makers that had the participation of Filipa Faria and Licina Simão.

The project participants were also at Science 2023 – Meeting with Science and Technology in Portugal, the above mentioned "Science and Ocean beyond the Horizon" encounter, in July 2023, presenting a poster on the Benefits of Maritime Mediation.

All those participations were very important for the communication of the project with the policy makers and for them to understand the results and outcomes.

7. Concluding Evaluation and Final Remarks

Maritime mediation is an interdisciplinary area. It needs development specially in Portugal, where most of the partners of the MediMARE Project were located at. From our perspective, by been an area still under development, it has its difficulties, but at the same time it is a very rewarding area of research and science development. It is hard to find scholar sources on specific maritime mediation subjects, which also allows the researcher to be creative and structure their own path. Alternative dispute resolution means have long been used in the maritime area. With the confidentiality of mediation, it becomes harder to find figures and case studies described by scholars. And that was one of the project's main difficulties. To find real cases of maritime commercial mediation.

It is important to keep in mind that the communication project is just a project, and, as communication and dissemination activities are developed, it allows for inputs to be received by the research and some minor deviations in the projected path to happen. It enriches the process and drives the researchers to more structured decisions.

One of our main evaluations, and as a point of attention, was that the project had too many activities designed for its very short duration. When the project partners became acquainted and the public got familiarized with the concepts and requested participation in the project, it reached its term.

For a project with such an important and new topic, it would be interesting if more time was given for the development of the activities. And, on the basis that communication is made and supports the development of the project, some of the events, in special the intensive training course, the Final Symposium and Final Seminar were milestones for the communication of the project. Unfortunately, they were also developed at the end of the project's duration. It would have been interesting for them to happen and more activities to be developed after their feedback was received.

Also, sustainability is a value to the project's sponsors, and, therefore, most of the communication and dissemination events happened online. Nonetheless, it was very important to have face-to--face moments, in which there was a connection between the public and the partners of the project (and among partners of the project).

One more important point to be analyzed is the evaluation of the events. There was not one evaluation of the main events. For the online course and the intensive course, the evaluation happened, and it was very detailed (for both it was not mandatory, so all those who wanted could fill out the satisfaction survey). But for the workshops, for the Final Seminar and the Final Symposium (which happened in a hybrid form), for the online game there is no public access to how many access the outcomes had and what were the comments of those who participated in it. The same for the written outcomes: the taxonomy, the interview report, the book Maritime Mediation, the Guidebook and even the curricula on maritime mediation. The author had to request such numbers from the page administrator. This was the main weak point of the project strategy. But from the growth in the number of participants at the events and of the interested parties, one could perceive the overall positive feedback.

Also, there is no public data on how many downloads the written documents had, or how many accesses were made out of the University of Coimbra platform. It is hard to perceive an interested public and how the outcomes are being evaluated, in general, without the numbers.

Our overall analysis is that the project communication and dissemination was fulfilled and achieved its goal, to make the broader public, academic community, students and professionals and policy makers aware of maritime mediation and the need to develop it further.

With more time the project would have reached a broader public, as well as being able to disseminate and communicate more the intended main goal: the wide benefits of maritime mediation, especially in Portugal, where its use is not as widely disseminated as in Norway.

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Translating Legalese: Communicating Legal Insights for Public Understanding

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Abstract: Communicating legal research to non-specialist audiences is a valuable way of disseminating the results carried out in academia. Indeed, the dissemination of science plays important roles bridging the gap between legal research and general public, taking legal information to lay audiences (such as citizens and the community in general). Operators of the legal sciences should therefore endeavour to develop science communication strategies in parallel with their research, helping strengthen science so that it can fulfil its real role. Starting from these premises, the paper will first address the importance of communicating legal research to non-specialist stakeholders based on the study cases on wildland fires and energy communities. Secondly, using the inductive method, the work will analyse different strategies for reaching these audiences and delivering the message in the most effective way. By presenting these conclusions, the paper aims to contribute to communication in legal science.

Keywords: communication strategies, energy communities, science communication, wildland fires

Basic ideas:

- The relevance of communicating legal science;
- Non-specialist audiences in case studies on wildland fires and energy communities;
- Strategies for communicating legal science to the public.

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Introduction

In today's information age, the ability to convey legal insights to a non-audience is more valuable than ever. By adopting understandable language, researchers can break down barriers and make legal concepts more approachable for the general public (Lin et al., 2023). This outreach not only enhances public legal literacy but also fosters a sense of civic engagement, empowering individuals to make informed decisions in their personal and professional lives.

Effectively communicating legal research to non-specialist audiences serves as a crucial tool for bridging the gap between academia and the wider public (Salmon & Hoop, 2019). While scholarly work often resides within the confines of specialized journals and academic circles, its societal impact can be amplified when shared in accessible formats. The dissemination of legal research beyond the realm of experts contributes to increased public awareness and understanding of complex legal issues.

Moreover, communicating legal research to non-specialist audiences facilitates a more democratic and inclusive discourse surrounding legal matters. It ensures that the benefits of rigorous academic inquiry are not confined to scholarly circles but are made available to a broader cross-section of society (Fähnrich et al., 2021). This two-way communication allows for valuable insights from diverse perspectives, enriching the overall understanding of legal issues and fostering a more inclusive legal system.

Understanding legal science provides the general public with a range of valuable benefits. When individuals grasp the fundamentals of legal science, they gain insights that are instrumental in navigating various aspects of society.

Legal science promotes legal literacy among the public. It equips individuals with the knowledge needed to comprehend the laws that govern their daily lives, from contractual agreements to criminal statutes. This increased legal literacy empowers people to make informed decisions, ensuring they are aware of their rights and responsibilities in different situations (Zariski, 2014).

Furthermore, an understanding of legal science fosters a sense of civic responsibility. Informed citizens are better positioned to engage with legal and ethical issues that affect their communities. This engagement may take the form of participating in public debates, advocating for legal reforms, or contributing to discussions on topics such as human rights, privacy, and justice. In this way, legal science becomes a tool for active citizenship and civic participation.

Legal science also plays a crucial role in promoting social justice. It provides the framework for individuals to recognize and challenge legal inequalities and injustices. Armed with legal knowledge, the public can advocate for changes in the law and legal practices that contribute to a fair and equitable society. This aspect of legal science contributes to the overall well-being of communities by fostering a more just and inclusive legal system.

As legal knowledge becomes more accessible and comprehensible to all, it becomes a powerful tool for individuals to actively participate in shaping a legal system that aligns with principles of fairness, equality, and the common good.

On the other hand, effective science communication in legal research to public policy authorities is crucial for fostering informed decision-making and shaping legislation that aligns with societal needs. Clear and accessible communication ensures that complex legal findings are comprehensible to policymakers, facilitating the integration of evidence-based insights into the policymaking process.

By bridging the gap between legal research and public policy, communication serves as a catalyst for the creation of laws that are not only legally sound but also address pressing social issues. This transparency enhances public trust in the legal system and strengthens the democratic foundation by promoting an understanding of how legal research directly influences the development of policies that impact citizens' lives.

Thus, having already demonstrated the relevance of legal science communication above, the paper will now analyse case studies in the field of legal science, identify the main recipients of the legal content in these cases and, at the end, discuss the different strategies for reaching these audiences, according to their specificities.

1. Non-specialised audiences in research projects on forest fires and energy communities

To better illustrate the relevance of communicating legal science to non-specialised audiences and to characterize possible recipients of the legal information, this work will focus on two different case studies: wildland fires legal research and energy communities legal research.

Regarding the first example, the main stakeholders involved are political agents, civil protection agents and the local community in general (Portuguese fire regulation system, see art. 5, Portuguese Federal Decree n. 82/2021). These players are the recipients of the information provided by academic projects dedicated to improving understanding of these fires, and to defining strategies that will allow better characterisation of the problem, among other objectives. Given that the phenomenon of forest fires is a multidisciplinary phenomenon, it requires solutions from different branches of science such as geology, geography, biology, engineering, agriculture, environmental sciences and law. The legal part of the research consists precisely in the creation of rules and disciplining behaviors that will help in reducing these fires.

The stakeholders mentioned above are not only responsible for receiving the legal information, but also for processing it and acting on it in practice. Therefore, each stakeholder plays a different part in contributing towards the eradication of this problem. Policy makers and legislators often make important decisions that require scientific evidence. On the other hand, civil protection agents and the community in general need to be informed of the legal determinations to adjust their behaviors and act in accordance with these impositions, so that the results sought by legislators and public policy makers can be achieved. At the end of the day, all the recipients must receive proper legal information so that the factual situation can be effectively transformed.

To effectively communicate the legal norms regarding bonfires in rural areas, particularly in municipalities with a "very high" or "maximum" rural fire danger level, a comprehensive

communication strategy is essential. Leveraging multiple communication channels such as social media platforms, local newspapers, community bulletin boards, and radio broadcasts ensures widespread dissemination of information. Visual aids such as infographics and posters can help convey the message clearly and succinctly. Additionally, organizing community workshops or information sessions facilitated by local authorities or fire safety experts can provide an interactive platform for residents to learn about the regulations and ask questions. Tailoring the messaging to resonate with the local community is crucial. Highlighting the potential risks and consequences of unauthorized bonfires, including the threat of wildfires and damage to property and natural habitats, can underscore the importance of compliance with the regulations. Emphasizing the role of community members in protecting their environment and ensuring public safety fosters a sense of collective responsibility. Furthermore, employing culturally relevant communication strategies, such as incorporating local traditions and values into the messaging, can enhance engagement and comprehension among residents. Collaborating with community leaders, influencers, and grassroots organizations to endorse and amplify the message adds credibility and fosters trust. Regular updates and reminders through various communication channels help reinforce awareness and compliance over time. Providing access to resources such as online portals or hotlines for inquiries and reporting can facilitate transparency and accountability. Overall, a multifaceted communication strategy that prioritizes clarity, relevance, and community engagement is essential for making socially perceptive the legal norms regarding bonfires in rural areas and promoting responsible behavior among residents.

Another example of the relevance of communication of legal science in practice is the case study of renewable energy communities. These communities can be a useful tool to help the transition of the energy system in Europe, increasing energy efficiency and renewable shares.

The Directive 2018/2001, art. 2, 16, defines renewable energy communities as legal entities in which:

(a) in accordance with the applicable national law, is based on open and voluntary participation, is autonomous, and is effectively controlled by shareholders or members that are located in the proximity of the renewable energy projects that are owned and developed by that legal entity;
(b) the shareholders or members of which are natural persons, SMEs or local authorities, including municipalities;
(c) the primary purpose of which is to provide environmental, economic or social community benefits for its shareholders or members or for the local areas where it operates, rather than financial profits;

Following the publication of the European directives on energy communities (Directive 2018/2001 & Directive 2019/944) some member countries have sought to implement policies to make it easier for citizens to create energy communities, to provide a favourable environment and a level playing field with other energy supply models.

Unlike in the case of forest fires, in this case study, the scientific knowledge about energy communities' regulations comes top down, since the European Commission (2019) has been

guiding the Member States through the directives of the Clean Energy for All Europeans Package (CEP), which includes aspects regarding new energy market design, energy transition, governance regulation, etc. This means that a large part of the normative content related to the creation and development of renewable energy communities was first created at European level and then regulated by the member states at the most varied administrative levels. The main European Directives that contain the definition of the two types of energy communities are the Renewable Energy Directive 2018/2001 (defines Renewable Energy Communities – RECs) and the Market or Electricity Directive 2019/944 (defines Citizen Energy Communities – CECs).

In addition to the Member States, there are other important stakeholders involved in the communication of legal research about energy communities such as regulators, individual self--consumers, jointly acting renewables self-consumers, local citizens and local authorities, renewable energy communities and civil networks. Heldeweg and Saintier (2020) point out that:

> Civil networks that combine collaborative and sharing relationships with the pursuit of social or community interests. They are present themselves through voluntary civil society, not-for-profit collaboration in co-productive or sharing networks, with safeguards for social inclusion and non-discrimination of not-for-profit services. Examples are the networks of NGOs in religious, cultural, and professional life, in welfare, care, political and social awareness and mobilisation, and for our purpose, for renewable energy community initiatives. Together the latter initiatives display as a polycentric mode of bottom-up collective action that, by 'blending' with top-down approaches, can successfully contribute to coping with the global challenge of climate change through a just energy transition. (p. 4)

The dearth of legal literacy within the domain of energy communities presents a substantive obstacle to the proficient provision of legal counsel and advocacy. Energy communities, comprising entities or associations engaged in the generation of renewable energy for localized consumption, necessitate adept legal acumen to navigate intricate regulatory frameworks, negotiate contractual agreements, and ensure regulatory adherence. Nevertheless, a significant proportion of legal practitioners lack specialized expertise in energy law, impeding their capacity to furnish tailored guidance and assistance to such communities. This lacuna may engender misunderstandings, legal disputes, and missed opportunities pertaining to sustainable energy development. Addressing this lacuna through targeted training initiatives and the provision of specialized resources is imperative to equip legal professionals with the requisite competencies to aptly serve the interests of energy communities and foster the advancement of renewable energy modalities.

Directive (EU) 2018/2001 establishes the importance of providing information on how supported electricity is allocated to final consumers. In order to improve the quality of this information to consumers, Member States should ensure that guarantees of origin exist for all renewable energy units produced, unless they decide not to issue guarantees of origin to producers who also receive financial support. This type of technical information should be communicated and made socially perceptible to the citizens. Similarly, according to the Directive (EU) 2018/2001, "consumers should be provided with comprehensive information, including information on the energy performance of heating and cooling systems and on the lower running costs of electric vehicles, to allow them to make individual consumer choices".

All these recipients of the legal content about renewable energy communities and wildland fires have different characteristics and require different science communication strategies, as we will see in detail below.

2. Different stakeholders and different legal research communication strategies

Tailoring legal research communication strategies to different stakeholders is essential due to the diverse needs, perspectives, and levels of expertise among them. Adapting strategies based on stakeholders ensures that legal research effectively meets the informational needs of each group, maximizing its impact and relevance in various contexts.

On the case study of forest fires, communicating legal research to civil protection agents requires a focused and practical approach. The key is to translate legal findings into actionable insights that can directly inform and enhance their operational strategies. Complex legal data should be distilled into clear, concise briefings that highlight the most relevant legal frameworks, regulations, and policies related to forest fire prevention and management. These briefings should be tailored to the specific legal context of the region and include any recent legislative changes or court rulings that could impact forest fire protocols. Utilizing visual aids, such as infographics or flowcharts, can help in simplifying and emphasizing critical legal points.

Image 1

Example of infographic with Portuguese forest fire legislation content

Note. Designed by the author.

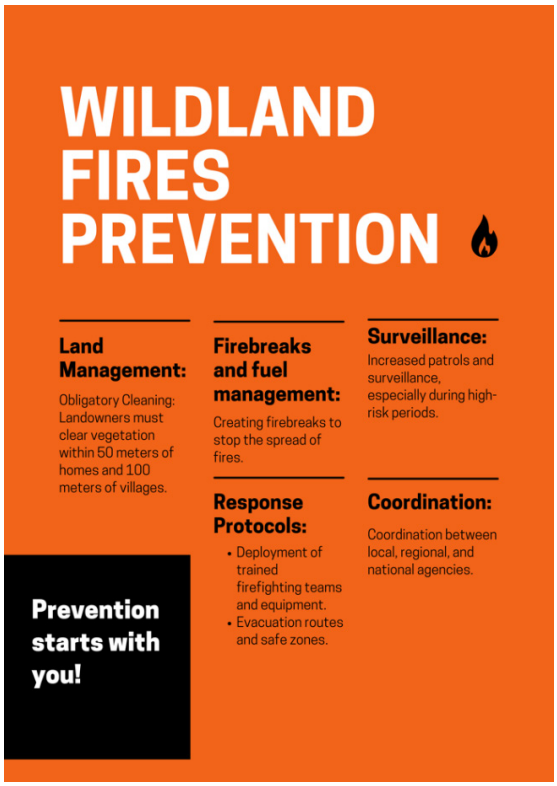
Also, interactive workshops or training sessions can be highly effective, providing a platform for civil protection agents to engage with legal experts, ask questions, and discuss how legal requirements intersect with on-ground realities. Incorporating scenario-based learning, where agents can apply legal knowledge to hypothetical situations, can help in understanding the practical implications of legal rules.

Furthermore, creating a collaborative forum, either online or in person, where agents can share experiences, challenges, and best practices related to legal compliance in forest fire management can foster a community of learning and compliance. Regular updates and continuous education are essential, as laws and policies may evolve, especially in response to changing environmental conditions and new insights into fire management. This strategy not only ensures that civil protection agents are well-informed about the legal landscape but also empowers them to perform their duties more effectively and in compliance with the law.

As for the local communities, effectively communicating legal science related to forest fires demands a strategy that is both informative and engaging. The primary focus should be on simplifying complex legal terminologies and concepts into language that is easily understandable by non-specialists. This can be achieved through the creation of accessible, user-friendly materials such as brochures, flyers, or infographics that outline legal obligations, rights, and best practices in forest fire prevention and response.

Image 2

Example of brochure with wildland fires prevention content



Note. Designed by the author.

Hosting community meetings or workshops, possibly in collaboration with local authorities and fire departments, provides a valuable opportunity for direct interaction, where legal aspects can be discussed in a context relevant to the community's specific environment and concerns. Using local media channels – including newspapers, radio, and social media – can amplify the

reach of legal information, ensuring it is widely disseminated and accessible. Storytelling can be a powerful tool in this regard, where real-life examples or case studies of forest fire incidents and their legal aftermath are shared, helping the community to grasp the practical implications of legal compliance and negligence.

Image 3

Example of legal information in the local newspaper O Público

NATUREZA

Sintra quer criar um plano para proteger o vale da Adraga em que junta toda a gente

A Câmara Municipal de Sintra está a pedir o contributo de todos no desenvolvimento de um plano para gestão e restauro ecológico do vale da Adraga, que tem um elevado risco de incêndio.

Teresa Serafim
19 de Abril de 2024, 19:16

O Vale da Adraga tem cerca de 70 hectares DR

Note. From Newspaper O Público, by Serafim, T., 2024

Engaging local schools and educational programs can also play a crucial role in raising awareness among younger generations, fostering a culture of legal awareness and responsibility from an early age. Regular updates and reminders, especially during high-risk seasons, keep the community informed and vigilant.

Importantly, this communication should be a two-way street, where feedback and concerns from the community are actively sought and addressed, ensuring that the legal information provided is not only understood but also valued and applied.

With regard to communicating legal science to local authorities, both in the case of forest fires and in the case of energy communities, a strategic approach that blends clarity, relevance, and engagement is required. The information must be presented in a plain manner, avoiding legal jargon to ensure comprehensibility. Tailoring the content to the specific needs and concerns of the local authorities is crucial; this involves identifying the legal issues most pertinent to their jurisdiction and responsibilities.

Interactive presentations, such as workshops or seminars, can be more effective than written reports, as they allow for real-time questions and discussions. Employing case studies and examples from similar localities can make the material more relatable and demonstrate practical applications. In addition, providing concise summaries or actionable recommendations can help authorities understand the immediate steps they can take. Regular follow-ups and the establishment

of open communication channels encourage ongoing dialogue and enable local authorities to seek clarification on legal matters as they arise. This approach not only educates but also empowers local authorities, fostering a proactive attitude towards legal compliance and governance.

When it comes to communicating legal science to EU Member States in the context of energy communities, it is essential to employ a multifaceted approach. Legal researchers should collaborate closely with relevant governmental bodies and agencies within each member state to ensure that the findings and implications of their research align with local legal frameworks and policy objectives.

This involves active engagement in policy discussions, providing expert insights, and participating in consultations to shape legislation and regulations that promote energy community development. Researchers can utilize modern communication tools such as webinars, online workshops, and interactive websites to disseminate their research findings widely, ensuring accessibility to a diverse audience.

Moreover, the use of case studies and practical examples that showcase the successful implementation of energy community models within specific member states can serve as powerful tools for illustrating the real-world impact and feasibility of legal science research. By combining these strategies, legal researchers can foster greater awareness, understanding, and acceptance of energy communities as a viable and sustainable solution across EU member states.

Effectively communicating legal science to regulators of energy communities requires a strategic and collaborative approach. Legal scholars and researchers should engage in ongoing dialogues with regulatory authorities, fostering relationships built on trust and mutual understanding.

By actively participating in regulatory discussions, researchers can provide valuable insights and expertise to help shape policies and regulations that align with the evolving landscape of energy communities. The use of transparent communication is essential, translating complex legal research into easily digestible summaries and actionable recommendations that resonate with regulators.

Hosting targeted workshops, seminars, or training sessions for regulatory bodies can also facilitate knowledge transfer and ensure that regulators are well-informed about the latest legal developments in the field. Eventually, an open and cooperative relationship between legal researchers and regulators can lead to more informed and effective decision-making, promoting the growth and sustainability of energy communities while adhering to legal frameworks and standards.

When it comes to communicating legal science to local citizens, a key strategy is to make the information accessible, relatable, and engaging. Legal scholars and researchers should aim to bridge the gap between complex legal concepts and the everyday lives of citizens. This can be achieved through community outreach initiatives such as town hall meetings, workshops, and information sessions, where researchers can explain legal issues in plain language and provide real-life examples that resonate with local concerns and interests. Making use of multimedia tools, such as informative videos, infographics, and user-friendly websites, can further enhance accessibility and capture the attention of a broader audience. Encouraging active participation and feedback from citizens in the legal research process can also empower them to feel more connected to the subject matter. In the long run, the goal is to empower local citizens with a

better understanding of legal science, enabling them to make informed decisions, advocate for their rights, and actively participate in the legal processes that impact their communities.

Communicating legal science to civil networks, such as non-governmental organizations (NGOs), requires a nuanced strategy that respects their diverse perspectives and operational scopes. A key strategy is to establish a common language, bridging the gap between legal terminology and the everyday language used by these organizations. This involves simplifying complex legal concepts without losing their essence, ensuring that the information is both accessible and accurate. Tailoring communication to the specific interests and goals of each NGO enhances relevance; for instance, an organization focused on environmental issues would benefit from legal insights pertaining to environmental regulations and policies. Interactive and participatory formats, like workshops or roundtable discussions, can foster a collaborative environment where legal experts and NGO members exchange ideas and experiences, enhancing mutual understanding.

Resorting to case studies or success stories from other civil networks can provide practical examples of legal science application, offering inspiration and concrete models for action. Providing resources such as guides, toolkits, or webinars customized to NGOs can offer ongoing support. Finally, establishing long-term relationships with these organizations through regular updates and consultations can create a sustained impact, helping them to navigate legal challenges and advocate more effectively for their causes. This approach not only disseminates legal knowledge but also empowers civil networks to use this knowledge in their advocacy and operations.

Communicating legal science to renewable energy self-consumers involves a targeted approach that addresses their unique context and needs. The communication must demystify legal terminologies and regulations related to renewable energy, presenting them in a straightforward, easy-to-understand manner. This could involve creating simplified guides or FAQs that explain key legal concepts, rights, and obligations in the context of self-consumption.

Interactive tools such as webinars or online forums can be particularly effective, offering a platform for self-consumers to ask specific questions and receive made-to-order advice. It's also beneficial to illustrate the practical implications of these laws through real-life examples or case studies that relate directly to the experiences of self-consumers. Another effective strategy is to collaborate with local renewable energy communities or associations, which can act as intermediaries to disseminate legal information in a more accessible way.

These communities can provide feedback on the types of legal challenges their members face, allowing for more focused and relevant communication. Moreover, offering ongoing support and updates about legal changes in the renewable energy sector is crucial, as this area is rapidly evolving. By employing these strategies, legal experts can empower self-consumers with the knowledge they need to navigate the legal landscape of renewable energy, ensuring compliance and encouraging informed decision-making.

These are, therefore, some of the strategies designed for the stakeholders highlighted in this work.

3. Final remarks

In conclusion, the importance of communicating legal research to non-specialist audiences cannot be overstated. It serves as a vital tool for disseminating the findings and insights derived from rigorous academic studies. In today's interconnected world, the role of science communication is more crucial than ever, as it facilitates the translation of complex legal research into accessible and understandable information for government authorities, the broader community, and various stakeholders.

Through practical examples like the cases of research on wildland fires and renewable energy communities, this work have demonstrated that bridging the gap between legal science and the general public is not only desirable but also necessary. These examples illustrate the real-world implications of legal research and how it can impact the lives of individuals, communities, and society as a whole.

To effectively communicate legal research to non-specialist audiences, legal scholars and researchers must adopt science communication strategies as an integral part of their work. These strategies may encompass comprehensible language, engaging visuals, and outreach efforts that extend beyond traditional academic circles. By doing so, legal researchers can make their work accessible and relevant to a wider audience, contributing to a more informed and engaged society.

In summary, the dissemination of legal research to non-specialist stakeholders is a shared responsibility that can empower society, inform policymaking, and ultimately strengthen the field of legal science. As researchers, let us recognize the importance of this endeavor and commit ourselves to developing effective communication strategies alongside our scholarly pursuits. By doing so, we can help legal science fulfill its true role in advancing knowledge, promoting justice, and serving the greater good.

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Podcast: Expanding Access to Legal Research

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Abstract: Many research units or Faculties have been using podcasts to communicate research with their peers and society. However, little is known about the use of podcasts to communicate legal research. A desk-based research was conducted to map existing podcasts in the legal research promoted by research centres funded by FCT in Portugal and describe their characteristics. We identified 4 podcasts promoted by 3 Portuguese research units in the field of law. The findings demonstrate that only one of the four identified legal research podcasts remains active. The absence of detailed information about the target audience, publication frequency, and specific objectives of the podcasts hindered a thorough analysis of their impact and reach. We concluded that podcasts are underused for communicating legal research. Future studies should include qualitative content analysis and audience interaction studies to understand better and enhance the effectiveness of legal research podcasts.

Keywords: Podcast; Legal Research; Science communication.

Basic ideas:

- Technological advances have transformed communication.
- The podcast emerges as an accessible instrument for communication content.

Further research should be conducted on the use of podcasts in legal research communication.

Selection and peer-review under responsibility of the Scientific Committee of the Conference

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1. Introduction

Communication has acquired renewed facets and modalities. With the rise of social networks, the prolific production of content, and the rapid dissemination of information, a significant transformation has been observed in the communicative landscape (Dantas-Queiroz et al., 2018). There is no way to ignore new media and explore the potential of the digital sphere.

The media format known as Podcast emerged at the beginning of the 21st century, and the origin of its name is attributed to the British journalist Ben Hammersley (2004), through the article «Audible Revolution», published in 2004 in The Guardian, which he proposes the terms «Audioblogging», «Podcasting», and «GuerillaMedia» (Galán, 2023). The podcast is a combination of the words «broadcast» and «iPod», the latter being Apple's most renowned media playback device (Bodart & Silva, 2021; Fox & Ciro, 2005; Lezme & Quaglia, 2014; Martins et al., 2020). According to Santos and Barros (2023), the first record of a podcast produced dates back to 2004 and originated in the United States, being developed by Adam Curry, who is credited with being the father of podcasting. The aforementioned Apple iPods feature a different podcast format, called Enhanced Podcasts, which only works on the IOS system (Laaser et al., 2010; Martins et al., 2020).

Podcasts represent audio or video files disseminated via the Internet, using RSS (Really Simple Syndication) (Medeiros, 2006). This content can be accessed and reproduced on different electronic devices, ranging from computers and iPods to smartphones and various categories of portable players. Podcasting constitutes a method of disseminating digital content in video and audio format via the Internet (MacKenzie, 2019). Each file of this nature is called a podcast or episode, and a podcasting service usually provides periodic sequences of episodes. In other words, the podcast is the audio file while podcasting is the distribution mechanism for this file (Galán, 2023). Each episode is usually accompanied by a feed, which outlines the contents of the archive (Lazzari, 2009). As elucidated by Santos and Barros (2023), individuals equipped with a computer with a microphone, recording software, and internet access can produce content in this form (Dantas-Queiroz et al., 2018). Podcasts can assume different natures, such as entertainment, information, training, educational, etc., and can be presented as a monologue (when only one person speaks), interview (when there is a person in the role of the interviewer asking questions about the topic) or conversational (with two or more people talking, conversing or debating the topic). There is no limit to the nature of podcasts as they vary according to infinite themes (Galán, 2023).

Originally, podcasting was primarily associated with listening to music. Oliveira et al. (2023) explain that in origin, the podcast emerged as an on-demand transmission to distribute music and content similar to radio programmes. However, the versatility of formats warrants the expansion of disseminating varied content (Martins et al., 2020). Technological progress and the advancement of digital media have led to the growth of this form of media (Santos & Barros, 2023).

In recent years, there has been a significant expansion of this media format. MacKenzie (2019), points out an exponential growth in scientific content podcasts between 2010 and 2018.

One of the predominant advantages of this format is its remarkable ease of creation, accessibility, and dissemination.

The public gains access to information without being in a specific place or time (Evans, 2008; MacKenzie, 2019). According to Galán (2023), the main benefit of this media is that it allows the listener to choose the content they want to hear, and where and when they will listen, which is called transmission or distribution on demand. And, most podcasts are free of charge. Access is allowed in a non-conventional environment, for example at home, at gyms, in personal vehicles, or on public transport, among others (Santos & Barros, 2023).

Given the ease of producing content through the podcast, as well as the ease of access by the public, it is important to point out a problem that is related to the source of the information that is conveyed in the episodes. Mainly, regarding educational and scientific podcasts, there is a risk of putting bibliographical sources and other reliable sources aside, without any mechanism for checking the information. The ease of access from any location and while carrying out other activities only generates the absorption of the content (Galán, 2023).

Focusing on podcasts promoted by the Portuguese research units funded by Fundação para a Ciência e a Tecnologia (FCT), especially in law research, this exploratory study aims to map existing podcasts and describe their main characteristics.

We start with a literature review on podcasts in science communication. Then we explain the desk-based study we conducted to describe 4 podcasts promoted by FCT-funded research units in Portugal, and the results and directions for future research.

2. The use of Podcasts in science communication

As Gregory and Miller (1998) point out, the communication of scientific knowledge is a practice as old as science itself. In this sense, Kunth suggested a distinction between three types of scientific communication, each aimed at different audiences: 1. diffusion of specialized scientific information: carried out between researchers in the same scientific area; 2. interdisciplinary scientific diffusion: carried out between researchers in different scientific areas; 3. scientific diffusion: aimed at the general public, involving scientists and society (Kunth, 1992, as cited in Fernandes, 2011).

The public communication of science refers to the process by which the producers of scientific knowledge (scientists) disseminate the results of their research to a non-specialist (lay) public (Fernandes, 2011). According to Burns et al. (2003), science communication (SciCom) can be defined as the application of suitable skills, media, activities, and dialogue to elicit one or more of the following personal responses to science: awareness (familiarity with new aspects of science), enjoyment or other affective reactions (appreciating science), interest (voluntary involvement with science), opinions (forming, reforming, or confirming of science-related attitudes), and understanding (the content or the processes).

The report of the Royal Society of London (1985, p. 9) states "that better public understanding of science can be a major element in promoting national prosperity, in raising the quality of

public and private decision-making and in enriching the life of the individual". Based on the report, the public should understand more of the scope and the limitations, the findings, and the methods of science. Science is impregnated in the day-to-day life of every citizen, so understanding science enables people to gain knowledge about everyday occurrences and make better choices, whether individual or collective (Fernandes, 2011).

In this context, the production of science is aimed at improving and advancing society, which is why science communication is essential. Thus, science communication aims to reach the lay public, since in general, society is the final recipient of scientific productions. It is important to note that some authors have different definitions. For example, Bueno (2010) defines scientific communication as the transmission of scientific information to a specialist community, using technical language at events and scientific journals. On the other hand, the author points out that scientific dissemination occurs when scientific content is presented to the lay public in accessible language, through various communication channels, such as books, newspapers, television, radio, and, in addition, social media. Given these divergent conceptualizations, this paper adopts science communication as communication to the lay public.

It should be noted the discourse used for communicating with the lay public aims to popularize information, therefore avoiding the use of technical terms and complex definitions, so those elements can lead to a loss of public interest. In this context, it should be noted that the main objective is to stimulate the public's curiosity and not necessarily provide an in-depth educational understanding of scientific subjects (Bueno, 2010).

Scientific public communication, often conducted by the main media outlets, involves the role of the journalist as an intermediary between the scientist and the public, called science journalism (Fernandes, 2011). However, many scientists are reluctant to participate in these initiatives, fearing the distortion of their statements and information (Bueno, 2010). In response to this concern, researchers seek independent ways to communicate science, such as through books and lectures. With the emergence of the internet, an increasing number of scientists, teachers, and students were publishing the results of their research through blogs, using their 'own voice'. This movement can be considered a precursor to the use of other media in scientific communication (Dantas-Queiroz etal., 2018)[2].

Between 2010 and 2018, there was an exponential growth in the number of podcasts dedicated to scientific content (MacKenzie, 2019). The reason for that is mainly one: its format is not subject to the limitations inherent to large media, like television and radio, which allows wide use (Santos & Barros, 2023). Furthermore, Dantas-Queiroz et al. (2018) point out that there is considerable public interest in scientific content, despite this kind of media still being underused for scientific communication purposes.

[2] The aforementioned authors do not distinguish between dissemination and communication of science. Bringing to the distinction presented here, the authors refer to scientific podcasts with the purpose of scientific communication.

As elucidated by Dantas-Queiroz et al. (2018), podcasts are not yet widely used in scientific communication despite their use being more widespread in entertainment. However, the same authors highlight the existence of some scientific podcast content in the USA, such as «Radiolab» (WNYC, New York, USA) and «Startalk», presented by astrophysicist Neil deGrasse Tyson. Moreover, they mention podcasts created by renowned scientific journals, such as «Science Podcast» from the American Association for the Advancement of Science (AAAS) and «Nature Nature Podcast» Publishing Group (NPG).

Dantas-Queiroz et al. (2018) in their research called «PodPesquisa 2014» observed a significant number of listeners with interest in scientific and technological content, which suggests a demand for a Scientific podcasts focus. Consequently, podcasts reveal considerable potential in science communication, because it's easier to produce and make content available to society, mainly via the web, which means there are no geographical limitations (MacKenzie, 2019).

When using the podcast as a vehicle for communicating scientific content to the public, the need to adapt the language emerges. This task, which may not be trivial, involves simplifying subjects that are often complex and full of technical terminology into a language accessible and understandable to a non-specialist audience. It is imperative to emphasize the primary objective: the transmission of knowledge which is only effective if the recipient can assimilate the content presented (Dantas-Queiroz et al., 2018).

From this perspective, it is observed that humorous language is often used as a strategy to establish effective communication and cultivate an emotional relationship with the public (Dantas-Queiroz et al., 2018). It is well known that creativity and the use of humour tend to be well-received by the public (MacKenzie, 2019), whether in scientific or educational podcasts. However, it is essential to maintain a balance to avoid exaggerations that could become vulgar and, consequently, alienate the audience (Goodwin & Dahlstrom, 2014). Therefore, it is up to the communicator, aware of his target audience, to establish an appropriate language and connection. Although the podcast's audience is usually young people and adults, aged between 15 and 29, the audience for scientific podcasts is mostly people with a level of education, who have already completed college and/or postgraduate studies (Dantas-Queiroz et al., 2018).

Besides the need for accessible language congruent with the podcast format, the relevance of the careful selection of topics to be discussed is highlighted. Preference for popular or trending subjects can significantly facilitate content absorption and promote greater public engagement with the scientific material presented (Santos & Barros, 2023). The ability to create intelligent and often highly complex content is essential. In other words, transmitting it in a light manner and uncomplicated language is the primary goal of arousing the public's curiosity (Martins et al., 2020).

Therefore, the use of podcasts in science communication deals with scientific content for different audiences, where it is necessary to adapt the language to the profile of the audience.

3. Methods

This study aims to map existing/identify podcasts in the legal research promoted by research centres funded by FCT in Portugal, and describe their characteristics. Our research questions are:

– Which FCT-funded law research centres in Portugal promote podcasts in the area of legal research?
– What are their main characteristics?

We conducted desk research to identify the research units funded by FCT, listed in the Atlas of Research Units 2022 (Fundação para a Ciência e a Tecnologia, 2022). According to Cambridge Dictionary (n.d.), desk-based research is a type of research that "involves collecting and examining information that already exists and is easy to get, such as company records, published government reports, and information in newspapers, magazines, and on the internet".

We identified 10 research units in law, and of those 4 promote podcasts.

The data was collected in June 2024 from the research unit websites, and from de podcast platform (broadcast), focusing on when the podcast appeared, the last episode, frequency, the number of episodes, running time, the broadcast, visitors, and the target audience.

4. Results

Four podcasts were found: Quid Juris, Common Home Conversations, Pluralismo Jurídico, and *Direito e Lusofonia.*

The *Quid Juris* Podcast[3] is a project of the JusGov School of Researchers (Research Centre for Justice and Governance), at the School of Law of the University of Minho. It aims to discuss old and new challenges in legal issues, to encourage debate on issues relevant to scientific research in the legal field, and to contribute to the development of new lines of scientific research. Periodically, a prominent personality is invited to discuss relevant legal issues.

This podcast has 13 published episodes. The first was in October 2021 and the last in May 2024, the longest being 1h12m and can be listened to via Spotify, google podcast, and Castbox. The content is debated with guests. Regarding the frequency, the research centre's website does not give information on the frequency of its episodes. Looking at the posts of the episodes, they were posted on Spotify around every 2 months. However, there have been periods without episodes. For example, podcast n.11 is from July 2023, and episode n.12 is from January 2024, with a gap of approximately 5 months between one episode and the next. Nothing was found about the target audience.

[3] Extracted information: Gonçalves, A. & Costa, T. B. da. (org.) (n.d.). *Quid Juris Podcast*. Jus Gov: Research Centre for Justice and Governance. Retrieved June 23, 2024, from https://www.jusgov.uminho.pt/quid-juris-podcast/. *Podcast Quid Juris: JusGov.* (n.d.) Spotify. Retrieved June 23, 2024, from https://open.spotify.com/show/2pttICfbWzbd609ctno6DR.

The Common Home Conversations[4] podcast is promoted by Common Home of Humanity and The Planetary Press news agency. Common Home is an international network of scientists and jurists, the result of a protocol established between the Portuguese Ministry of the Environment, the Porto and Vila Nova de Gaia City Councils, the NGO Zero, and is based at the CIJ (Centre for Interdisciplinary Research in Justice of Faculty of Law of the University of Porto). The podcast aims to discuss the Earth System as a Common Heritage of Humanity to change our relationship with the planet.

This podcast has 62 episodes published. The first was in September 2020 and the last was in May 2022, the longest being 50 minutes long. It can be listened to via iHeartRadio, Apple podcast, Spotify, and Google podcast. The content is debated with guests. The frequency was weekly. Nothing was found about the target audience.

The *Pluralismo Jurídico* (Legal Pluralism)[5] podcast addresses the various dimensions, geographies, and chronologies of legal pluralism. It was developed as part of the research project Legal Pluralism in the Portuguese Empire (18th-20th centuries), funded by the Foundation for Science and Technology (FCT) and carried out at CEDIS (Research & Development Centre on Law and Society of NOVA School of Law) and the Social Sciences Institute of the University of Lisbon. It consists of three episodes, which are part of another programme *Impérios, Colonialismo e Sociedades Pós-coloniais* (Empires, Colonialism and Postcolonial Societies).

This podcast has 3 published episodes. The first and last episodes were published in November 2022, the longest being 1h07m. The content is discussed with guests. All three episodes were posted in November 2022. The website does not mention the broadcast that holds the programme. But, we found it on Spotify. Nothing was found about the target audience.

The *Direito e Lusofonia*[6] (Law and Lusophony) podcast was developed by CEDIS (Research & Development Centre on Law and Society of NOVA School of Law), the Faculty of Law of the University of Lisbon, the *Salvo Melhor Juízo* podcast, and JOTA.info. The programme features interviews with law professors from Angola, Brazil, Mozambique, and Portugal. It aims to address

[4] Extracted information: Magalhães, P. (org.). (n.d.) *A Casa Comum da Humanidade como uma Construção Jurídica Baseada na Ciência*. Centro de Investigação Interdisciplinar em Justiça. Retrieved June 23, 2024, from https://cij.up.pt/pt/client/skins/geral.php?id=383. *Common Home Conversations – Primeiro Episódio (Will Steffen)*. (n.d). Centro de Investigação Interdisciplinar em Justiça. Retrieved June 23, 2024, from https://cij.up.pt/pt/noticias/noticias-2020/common-home-conversations-primeiro-episodio-will-steffen/. *Common Home Conversations Pathway to 2022*. (n.d.). Spotify. Retrieved June 23, 2024, from https://open.spotify.com/show/1pb1lB5YAB29gVSdK3Elst.

[5] Extracted information: CEDIS & Instituto de Ciências Sociais (n.d.). LEGALPL – Pluralismo Jurídico no Império Português (séculos XVIII-XX). Retrieved June 23, 2024, from https://cedis.novalaw.unl.pt/legalpl--pluralismo-juridico-no-imperio-portugues-seculos-xviii-xx/. *Império, Colonialismo e Sociedades Pós-coloniais*. Spotify. Retrieved June 23, 2024, from https://open.spotify.com/show/4UXfK2qD5oKjECck7Hvb7u.

[6] Extracted information: Centro de I&D sobre Direito e Sociedade(n.d.). *Podcast Direito e Lusofonia*. Retrieved June 23, 2024, from https://cedis.novalaw.unl.pt/podcast-direito-e-lusofonia/. *Salvo Melhor Juízo*. (n.d.) Spotify. (2024 Jun 23). https://open.spotify.com/show/3md3su9I22yCLLlxMa8eSg. Silva, C. (n.d.) (org.). Pluralismo Jurídico no Império Português (séculosXVIII-XX). Retrieved June 23, 2024, from https://pluralismojuridiconoimperio.fd.unl.pt/.

the similarities and differences between Portuguese-speaking legal cultures. The episodes are posted within another podcast, called *Salvo Melhor Juízo*.

This podcast has 6 episodes published. The first was in May 2019 and the last in May 2020, the longest being 55m and can be listened to via Apple podcast, and Spotify. The content is debated with guests. Regarding the frequency, the research centre's website does not give information on the frequency of its episodes. Looking at the episode posts, the *Direito e Lusofonia* (Law and Lusophony) podcast has a varied periodicity, i.e. it does not show regular intervals, as the episodes are from March 2019, April 2019, May 2019, December 2019, and May 2020. Two episodes were posted in April 2019. The content is discussed with invited people. Nothing was found about the target audience.

A general observation about the four podcasts presented is the absence and difficulty of obtaining information about the podcasts. The websites that present the podcasts do not have all the information about the programme, so it was necessary to link the information between the website and the podcast transmission platform (broadcast). For example, the websites do not list the episodes that have been published or they have fewer than there are in the broadcast (Spotify).

Based on the information collected on their respective websites and from the broadcasts, pointing out specific aspects of the 4 podcasts, this table was constructed as a summary of the data collected.

Table 1

Podcasts in the legal research promoted by research centres funded by FCT in Portugal

Name	Research center	First episode	Last episode	Frequency	Number of episode	Running time (longest episode)	Broadcast	Visitor / Speaker	Target audience
Quid Juris	Research Centre for Justice and Governance	Oct-21	May-24	2 months	13	1:12:00	Spotify, Google Pordcast, Castbox	yes	doesn't mention
Common Home Conversations	CIJ – Centre for Interdisciplinary Research in Justice	Set-20	May-22	weekly	62	0:50:18	iHeartRadio, Apple Podcast, Spotify, Google Podcast	yes	doesn't mention
Podcast Pluralismo Jurídico	CEDIS – Research & Development Centre on Law and Society	Nov-22	Nov-22	no periodicity	3	1:07:00	Spotify	yes	doesn't mention
Podcast Direito e Lusofonia	CEDIS – Research & Development Centre on Law and Society	Mar-19	Mai-20	a variety	6	0:55:23	Apple Pordcast, Spotify	yes	doesn't mention

Note – created by the author. Information collected on their respective websites and from the broadcasts.

5. Discussion

The use of podcasts for various purposes has been growing significantly (Santos & Barros, 2023). As Galán (2023) explains, podcasts can take on different natures, such as entertainment, information, training, educational, etc. The podcasts analyzed are scientific podcasts, which transmit content about the science of law. However, although all the podcasts are produced within the framework of research centres, Quid Juris is the only podcast that clearly indicates that its purpose is to communicate legal research.

Despite being configured as scientific podcasts because they transmit content related to the science of law, the lack of information about the target audience, it difficult to determine whether the purpose of these podcasts is to communicate or disseminate science. As Fernandes (2021) points out, public science communication involves scientists sharing their research with a non--specialist audience. Effective science communication is vital because it ensures that society, which benefits the most from scientific progress, remains well-informed (Fernandes, 2011).

The four podcasts developed within the framework of legal research centres have an average duration of up to one hour per episode. Most of them have only a few episodes, except Common Home Conversations, which has 62 episodes. The longevity of the podcasts also varied. As for the Legal Pluralism podcast, all (3) were posted in the same month, therefore, it was not a podcast with a periodicity. However, it should be noted that only the Quid Juris podcast was published in 2024. The other podcasts seem to have ended, as there were no publications in 2024.

The number of episodes and the longevity of the podcast can be related to the purpose of the research projects. Thinking about communicating legal research, podcasts might aim for constant communication on a subject, or transmitting specific content that concludes once exhausted. However, this can also be linked to the podcast's success or failure, a factor requiring further investigation based on the data collected.

A significant challenge highlighted is the difficulty in finding information about the podcasts analyzed. They lack informativeness and do not specify their target audience. This absence of clarity makes it difficult to determine if the podcasts are aimed at a specialist audience, such as academics, professionals, and researchers, or a lay audience for broader science communication. Consequently, it is not possible to classify them definitively as educational or purely scientific podcasts.

An interesting observation is that two podcasts, *Direito e Lusofonia* (Law and Lusophony) and *Pluralismo Jurídico* (Legal Pluralism), have their episodes published within another programme, *Salvo Melhor Juízo* and *Impérios, Colonialismo e Sociedades Pós-coloniais* (Empires, Colonialism and Postcolonial Societies), respectively. This inclusion in programmes with different names might complicate public access and recognition. It can be seen that they are part of programmes with different names. This can make it difficult for the public to find them.

Another point to highlight is the fact that two podcasts, *Direito e Lusofonia* (Law and Lusophony) and *Pluralismo Jurídico* (Legal Pluralism), have their episodes published within another programme, *Salvo Melhor Juízo* and *Impérios, Colonialismo e Sociedades Pós-coloniais*

(Empires, Colonialism and Postcolonial Societies), respectively. It can be seen that they are part of programme with different names. This can make it difficult for the public to find them.

Although it is not possible to verify that these facts interfere with the success of the programmes, they can influence the reach of the audience, making it difficult for the public to perceive the framing of the podcast. Although it is not possible to verify that these facts interfere with the success of the programmes, they can influence the reach of the audience, making it difficult for the public to perceive the framing of the podcast.

Despite the growth in the use of podcasts for science communication (MacKenzie, 2019), only 4 podcasts were found in legal research, with only one active in 2024. This finding is in line with the view of Dantas-Queiroz et al. (2018) who pointed out that despite the considerable public interest in scientific knowledge, this kind of media is still being underused for scientific communication purposes.

The low use of podcasts by scientific careers may raise some supposed issues such as the possible difficulty of the language of legal science, permeated by formality versus the necessary clarity for public understanding. As stated by Dantas-Queiroz et al. (2018), this task may not be trivial, as it requires simplifying the content for a non-specialist audience. However, this would require a qualitative analysis of the content transmitted by the podcasts, which was not the subject of this investigation. Another question that arises in this scenario is whether the podcast is little used because it is underestimated or whether it is a platform that does not lend itself to communicating legal research. These questions open up gaps for further in-depth research in the future.

6. Conclusion

This investigation found four podcasts related to the communication of legal research. Only one of them, "Quid Juris", can be considered active, as it published an episode in May 2024. The others have not been published for a long time, which suggests that they may have been discontinued.

Considering that podcasts are a communication tool, it was expected that the information about them would be more accessible and detailed. However, the lack of clarity about the target audience and the absence of data on the periodicity and specific purpose of the podcasts made it difficult to fully analyze their impact and reach.

The lack of clear information and the possible absence of a specific objective for each podcast may have contributed to their discontinuation. It is possible that, without a well-defined purpose and a clear communication strategy, the podcasts failed to engage their target audience effectively. A more in-depth investigation into the subject is needed.

This study was limited to observing the presence and some basic characteristics of podcasts focused on legal research promoted by research centres funded by FCT in Portugal. It did not carry out an in-depth qualitative analysis of the content broadcast or a detailed study of audience reception.

In the future, it will be necessary to carry out more in-depth studies that include a qualitative analysis of the content of podcasts and an investigation into how different audiences receive and interact with this type of media in the communication of legal research. It would also be

interesting to explore how clear objectives and communication strategies can influence the success and longevity of podcasts.

The marked influence of the internet and new technologies on the evolution of communication is indisputable, especially through the growth and consolidation of podcasts as a means of disseminating information and varied content. Therefore, understanding and taking full advantage of the potential of this media requires a systematic and well-informed approach on the part of both content producers and researchers.

In short, although podcasts offer a promising medium for communicating legal research, we concluded that podcasts are underused for communicating legal research. Future studies should include qualitative content analysis and audience interaction studies to understand better and enhance the effectiveness of legal research podcasts, clearer strategies and a deeper understanding of their audience and impact are needed to maximize their effectiveness.

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A Taxonomy of Stakeholders in Legal Research Communication

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Abstract: This paper presents a comprehensive taxonomy of stakeholders in legal research communication, shedding light on the diverse roles they play in the dissemination of legal research and knowledge. Stakeholders are categorized into four distinct groups – (1) legal research producers, (2) enablers, (3) policy and judicial decision-makers and (4) recipients and implementers. The methodology employed involves a comprehensive literature review and direct observation, since the authors are legal researchers engaged in legal research communication. By emphasizing the theoretical underpinnings of stakeholders' involvement in legal research communication, this research aims to enrich the understanding of the dynamics that underlie effective knowledge dissemination in the field of legal studies. Through this taxonomy, legal scholars, social science scholars and practitioners can gain deeper insights into how to engage and collaborate with stakeholders to enhance the dissemination and societal relevance of legal research.

Keywords: Legal research communication; Science communication; Stakeholders; Taxonomy of Stakeholders.

Basic ideas:

- Effective communication is an essential prerequisite for legal research to be deemed responsible and meaningful for the broader society, therefore legal researchers must challenge themselves to communicate in accessible and appropriate language considering the level of literacy of their stakeholders.
- Stakeholders engaged in legal research can be classified into four clear categories: (1) legal research producers, (2) enablers, (3) policy and judicial decision-makers and (4) recipients and implementers.

Recognizing these groups can streamline the planning of legal research communication strategies. Since the conception of the investigation plan, the researcher must identify those potentially interested or involved in the research. Thus, a strategic communication plan targeted and with appropriate language for the identified stakeholders will be provided together with the research itself.

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Introduction

The European Union (EU) is set to allocate approximately 95 billion euros from 2021 to 2027 for research projects including social sciences and legal studies under the *Horizon Europe* program. This aims to promote scientific innovation and facilitate the dissemination of knowledge and innovation (European Commission [EC], 2024b). Within this framework, proposals must include a well-thought-out communication plan. The Model Grant Agreement spells out explicit obligations concerning scientific communication and dissemination (EC, 2024a, p. 43-44), with potential implications for fund allocation (EC, 2024a, p. 65-71). Consequently, researchers, including those in the legal field, must formulate a science communication strategy to secure funding and increase the research impact.

The guidelines of European Commission (EC) within the *European Research Area* program emphasizes the relevance of science communication in driving societal transformation (EC, 2020, p. 18). The *Responsible Research and Innovation* (RRI) approach asserts that science communication is essential for cultivating public engagement and ensuring the governance of responsible research (Expert Group on Policy Indicators of RRI, 2015, p. 18-25). Hence, the EU places significant emphasis on the researchers' responsibility to communicate their scientific discoveries to sponsors, funding partners, peers and audiences like policymakers, and society.

The significance of effective communication in legal research becomes even more pronounced. Law is a comprehensive discipline that encompasses a wide spectrum of societal aspects, addressing the private sphere, in matters such as family relations and contractual agreements, and the public sphere, addressing issues like state organization, regulatory frameworks, and scientific progress itself. For instance, within the EU, research involving clinical data falls under the purview of Directive 2001/20/EC, underscoring the influential role of legal research in impacting public policies (Cairney & Oliver, 2018) designed to address societal interests across diverse domains.

However, several challenges traditionally hinder the effective communication of legal research. The first is the use of legal language, which is perceived as inaccessible to a substantial portion of the public (Tiersma, 1999, p. 87-114). The technical jargon acts as a barrier to effective communication of legal research (Bucchi & Trench, 2014; Intemann, 2023, p. 357). The second challenge pertains to legal literacy (White, 1983; Yadav & Yadav, 2021, p. 48). Despite the increased availability of various legal documents made possible by the internet, a significant portion of the public still lacks fundamental legal literacy. This exacerbates the challenge of bridging the gap between legal researchers and the broader audience. A third challenge relates to the focus of legal researchers, who frequently direct their attention towards their peers within the legal field (peer-to-peer communication) rather than society (citizen science) (Delfanti, 2010). This preference is often driven by the inclination of legal researchers toward the practical application of their work in legal proceedings and court rulings, as opposed to the broader impact on public policies.

A fourth crucial aspect is that, in the legal field, communication skills have traditionally centred on writing and public speaking (Gallacher, 2015). Paradoxically, even though communication is an indispensable tool in the routine of legal professionals – whether in courts or drafting legal

documents – legal researchers often lack the skills to employ common communication techniques in relation to legal research. Methods such as press releases, infographics, and other innovative formats like theatre are frequently unknown by legal researchers (Baram-Tsabari & Lewenstein, 2017; Cooke et al., 2017; Sánchez-Mora, 2016). Hence, the legal research communication is an area of paramount practical importance.

There exists a notable scientific gap within this field. While some studies have delved into related topics such as visual law (Brunschwig, 2014), legal design (Hagan, 2020), and legal communication (Buchanan et al., 1978), as well as movements like Law and Literature (Linhares, 2013) and Law and Cinema (Machura, 2016), the specific domain of legal research communication remains relatively unexplored. A search on the Scopus platform yielded only four studies featuring the term "legal science communication". Among these, one places the legal discourse as an instance of science within the boundaries of the legal discipline (Tiililä, 2018). The second explores semiotics within legal theology (Héritier, 2021). The third examines legislation as one facet of multidisciplinary scientific communication (Plaza, 2015). Notably, only one study focuses on the communication of legal research, being dedicated to the open access issue (Aguado-Lopez & Becerril-García, 2022). Thus, this research is underscored by both its practical need and the scientific void.

The primary objective of this paper is to present a taxonomy of stakeholders involved in legal research communication. Methodologically this study relies on traditional literature review (Hart, 2007, p. 20) and participant observation (Jorgensen, 1989), leveraging the authors' experience in communicating and assessing the impact of legal research. To attain this goal, section one introduces the concept of *Responsible Legal Research and Innovation* (RLRI) and its relationship with science communication and engagement of stakeholders. Section two offers an overview of the scope of legal studies. Section three is about science communication and legal research. Section four shows the role of stakeholders in the legal research communication. This approach lays the foundation for presenting the taxonomy of stakeholders involved in legal research. Then, final remarks summarize the key points of this research.

1. The Responsible Legal Research and Innovation (RLRI)

Since the 2010s, the EC has actively advocated for the integration of the Responsible Research and Innovation (RRI) policy in its programs, focusing on the development of meaningful research and innovation aligned with societal needs (Wittrock et al., 2021).

The origins of RRI can be traced back to research programs within the life sciences. It emerged in the 1990s simultaneously in Europe and in the United States (Felt, 2018, p. 108). In Europe, The ELSA (Ethical, Legal and Social Aspects) program, funded by the EC between 1994 and 1998 (EC, 2014a) served as a source of inspiration for RRI. In the United States, ELSI (Ethical, Legal, and Social Implications), led by the National Human Genome Research Institute, played an equivalent role (Dolan et al., 2022, p. 1).

Despite criticism from social science and humanities (SSH) researchers (Felt, 2018, p. 108), the relevance of this approach has been on the rise. The Lund Declaration embraced RRI by

emphasizing the need to combine the demands of the supply and demand sides to support business development and public policy goals which addresses "grand challenges" of the global society (Swedish EU Presidency, 2009, p. 1). In 2010, the Council of the EU also underscored the importance of a societal focus in the European research (Council of the European Union, 2010). Building on this foundation, the proposal for establishing the *2014-2020 Horizon Europe Programme*, released in 2011, explicitly integrated the RRI agenda (EC, 2011). In 2014, the Rome Declaration on RRI called upon a wide range of stakeholders to proactively address this topic (EC, 2014b). At this stage, "the concept had to be sufficiently vague to allow for broad adherence while remaining concrete enough to utilize it as a reasonably well-functioning device for policymaking and research practice" (Felt, 2018, p. 110).

The adoption of European RRI guidelines in the legal field, under the banner of *Responsible Legal Research and Innovation* (RLRI), has been spearheaded by a collaboration between Portuguese – University of Coimbra Institute for Legal Research (UCILeR) – and French institutions – Chaire Normandie pour la Paix at the University of Caen (Santos, 2024b, p. 30).

In practical terms, RLRI is a procedural approach with two primary facets applicable to legal research: outcome and process. The first involves seeking solutions to pertinent issues. Opting for a research topic that corresponds to one of the seventeen sustainable development goals outlined in the 2030 Agenda (Aragão, 2021a; Nylund et al., 2022) is highly beneficial, given its global significance.

The second refers to the procedural aspects of research, encompassing aspects like transparency (Owen, 2019, p. X), accountability (Grunwald, 2016, p. 34) and interdisciplinarity (Gjefsen & Vie, 2021). These aspects are encapsulated in the well-established EU framework for RRI, which extends to legal research including: (1) public engagement, (2) gender equality, (3) science education, (4) open access, ethics, and (6) governance (EC, 2015, p. 10).

Science communication is pivotal to this framework. Communication is a critical component to public engagement, fostering public understanding, and facilitating active participation in scientific advancements (EC, 2015, p. 21-22). This signifies a shifting from mere literacy to active engagement and participation. The public becomes a peer in the process of generating academic knowledge – the citizen science (EC, 2015, p. 21), which addresses their "needs and concerns" as the citizens are active in the creation and development of the scientific knowledge (Irwin, 1995). It should be noted that "citizen science is not just a participatory way to contribute to scientific knowledge, but also an effective way to address a wide collection of societal challenges" (Vohland et al., 2021, p. 7). Another aspect is science education, which nurtures scientific interest in the public, especially among youth (EC, 2015, p. 28).

These perspectives underscore the integral role of stakeholders within the RLRI framework. A survey at the Faculty of Law, University of Coimbra in 2021 revealed that nearly 80% of legal researchers are committed to ensuring the accessibility of their research to stakeholders, employing methods such as journal publication (46.7%), articles on websites (40%), and newspapers (40%), along with social media (20%) (Aragão, 2021b, p. 5-7). They actively involve stakeholders through workshops (44.4%) and conferences (33.3%), promoting publications in

plain language (35.6%), and disseminating audiovisual content (31.1%). They also acknowledged the relevance of surveys, interviews, "World Cafes," focus groups, and free publications to make legal science more responsible.

2. An overview of legal studies and legal research

Some argue legal research is encompassed by social sciences (OECD, 2015, p. 74-75), but it often lacks the empirical and evidence-based approach (Siems & Síthigh, 2012) that is commonplace in those fields (Gerring, 2012, p. 1-2). This makes legal research closer to humanities (Chynoweth, 2008, p. 32). Consequently, legal research is occasionally perceived as "not truly academic" (Chynoweth, 2008, p. 28). This stems from the theoretical nature inherent in legal research, often delving into philosophical inquiries regarding the law itself. Legal research is oriented toward discerning the normative legal meaning of a legal source to derive a legal criterion from it (a normative criterion of law) (Castanheira Neves, 2011, p. 207-213). Such studies serve the practical needs of legal practitioners and judges, who are more concerned with legal doctrines that establish norms applicable in specific situations (Hutchinson & Duncan, 2012). Law scholars, especially those of the common law tradition are usually more concerned with "what the courts will do and nothing else" (Dworkin, 1973, p. 53). Grounded in the study of legal texts, this strongly normative model is known as blackletter legal research (Chynoweth, 2008, p. 29; Lammasniemi, 2018, p. 69).

A typical research question for legal scholars is "what is the law" revolving around legal rules, which are inherently normative. Their "laboratory is the law library", where they will look for "connections between one set of doctrines and another, to see what order can be made within the rich but nevertheless insulated world of precedents and statutes" (Dworkin, 1973, p. 53-54). Conversely, social researchers seek answers to questions involving causal relationships among variables, necessitating empirical methods (Chynoweth, 2008, p. 29). This distinction sometimes leads to the denial of scientific status to legal studies. Consequently, the authors of this paper prefer to refer to the "science communication" of legal research simply as "communication of legal research." This choice is made to prevent controversies that could overshadow the vital significance of this field.

The pure doctrinal approach traditionally dominates legal research, characterized by deductive reasoning (Chynoweth, 2008, p. 32). In such cases, legal scholars focus on hypothetical scenarios, whereas practising lawyers and judges address real situations (Chynoweth, 2008, p. 32). Especially hard cases often employ techniques like analogical reasoning, which examines a particular case by drawing inferences from similar cases, as well as inductive reasoning, which moves from specific cases to establish a general rule, and policy judgments, which use foundational legal principles (Chynoweth, 2008, p. 33-34).

On the opposite side lies legal applied research, which emphasizes the application of law in specific contexts (Chynoweth, 2008, p. 29). This usually demands social science methods, which are commonly associated with the empirical legal research movement (Cane & Kritzer, 2010) or

socio-legal studies (Creutzfeldt et al., 2020, p. 3). An increasing number of legal researchers have advocated legal reforms or have contributed to academic knowledge by drawing qualitative and quantitative observations from the real world (Epstein & King, 2002, p. 2). For instance, the *Chaire Normandie pour la Paix* develops research areas such as legal indicators and climate justice, which have a strong empirical dimension grounded in social sciences methods (Maison de la Recherche en Sciences Humaines, 2022).

Despite facing criticism (Tamanaha, 1999) and resistance from jurists who defends the strict doctrinal legal method (Roux, 2014, p. 17-19), applied legal research is increasingly embraced. Different from pure doctrinal research, which primarily leads to peer-to-peer communication, applied legal research is often influential in shaping policies that affect society, relying on effective communication to achieve its objectives. Therefore, legal researchers from all backgrounds should be encouraged to disseminate the outcomes of their research to society.

3. Communication of legal research

Access to scientific knowledge by scientists and non-scientists, and the understanding of how to better utilize its benefits, is defined as "science literacy" (Shen, 1975, p. 265). Shen (1975) identifies three forms of science literacy: the "practical", which is considered the most urgent and neglected, contributing to solve problems and raise living standards; the "civic", which aims to empower citizens in democracies; and the "cultural", which is motivated by human desire and curiosity towards science. Each type of literacy must have its communication strategy according to its context, including an "ordinary-language science" clear to the layman (Shen, 1975, p. 268).

In the 17th century, William Gilbert, renowned for his discovery of Earth's magnetism lamented that when conveying his findings to the general public, he felt like a "babbling hag" (as quoted by Einsiedel, 2008, p. 173). This portrayal reflects the top-down approaches that historically dominated the communication of science. However, a dialogical model has now taken precedence in this field, marking a point of no return (Bucchi & Trench, 2016, p. 157). "Public engagement" has evolved into a fundamental mindset for stakeholders in the knowledge ecosystem (Bucchi & Trench, 2016, p. 157).

Science communication with the lay public or non-scientific communities has evolved over time (Amaral, 2015, p. 7) from unidirectional to more participatory. The study "The Public Understanding of Science", highlighted the importance of science in society, policies, industry and individual lives, justifying the need for general "understanding" of science, what means truly comprehending the nature and object of scientific activity and its research (Royal Society, 1985, p. 7).

However, in the so-called "deficit model" (Wynne, 1993, p. 322) of "public understanding of science" – PUS – knowledge flow assumed a unidirectional or top-down model, in which science is a "pure" source produced by scientists to the public (Pitrelli, 2003, p. 5), which is passive and has inadequate knowledge (Burns et al., 2003, p. 189). Scientific discoveries are usually popularized by media with simple language, leading to the loss of information (Pitrelli, 2003,

p. 5). Critics argue that this maintains scientists as "keepers of knowledge" and the public as "learners" (Stocklmayer, 2005, p. 4), without any type of dialogue or engagement.

During the 90s, international agreements like the Aarhus Convention, the Biosafety Protocol and the Agenda 21 underscored recommendations like "participation and openness", "public awareness" and "access to information" (Einsiedel, 2008, p. 173-174). These guidelines highlighted the role of scientific communities beyond practising science; they must also engage in dialogue with the public and share their discoveries (Einsiedel, 2008, p. 174). Science communication embodies this evolving ethos. The term "public awareness of science" – PAS has begun to be used as a model of communication in which awareness is increased through the involvement of personal experience and exploration, presupposing positive actions and opinions on the part of the public (Stocklmayer & Gilbert, 2002, p. 836).

The report "Science and Society", published in 2000, highlighted that the relationship between society and science was facing lack of trust, requiring a new form of dialogue with the public (House of Lords, 2000). The British government and industry began supporting and fostering activities within society, like: i) consultations at national level, ii) consultations at local level, iii) deliberative polling, iv) standing consultative panels, v) focus groups, vi) citizens' juries, vii) consensus conferences, viii) stakeholder dialogues, ix) internet dialogues, x) the Government's Foresight program (House of Lords, 2000). The report recommended that direct dialogue with the public should move from being optional to become an integral part of the process of research development and policy making. Therefore, the interesting and attractive public involvement in science communication has increasingly been regarded as necessary.

In 2002, the journal Science stated the term "public understanding of science" – PUS had come to an end and should be replaced by "public engagement of science and technology" – PEST, considered more inclusive. Science communicators should not simply educate the public, but rather interact directly with them (Science, 2002, p. 49).

Simultaneously, the importance of "scientific culture" has increased, meaning the modes by which individuals and society appropriate science and technology, for development and democratization of debates (Godin & Gingras, 2000, p. 44). Science and scientific culture should be valued and cultivated by the whole society, not only by scientists and researchers.

Often denoted as "SciCom," science communication entails the utilization of a diverse skill set, a wide array of media, interactive engagement, and dialogues to evoke meaningful responses to scientific information (Burns et al., 2003, p. 191). It encompasses dimensions, such as raising awareness, evoking feelings of enjoyment and emotional resonance, including an appreciation of science as a form of entertainment or art, kindling interest through voluntary involvement with science and its communication, shaping attitudes related to science, deepening science understanding, encompassing its subject matter, methodologies, and societal relevance (Burns et al., 2003, p. 191). This framework, that encompasses the previous models of scientific understanding, awareness, literacy and culture, aligns with what Burns et al. (2003, p. 191) describe as the "vowel analogy" – AEIOU: Awareness, Enjoyment, Interest, Opinions, and Understanding.

Viewing science communication from this perspective underscores its focus on communicating with broader audiences, but also includes the specialized communication that takes place among peers. Authors typically distinguish between two types of science communication concerning target audiences: (1) communication among peers and (2) communication directed at diverse social groups (Burns et al., 2003, p. 190-191). Science communication is more focused on communication directed at other publics.

When considering the application of this theoretical framework to the legal studies, two primary considerations emerge: (1) the terminology and (2) the type of legal research that should be the focus of this communication.

Firstly, regarding terminology, and as previously mentioned, the authors adopted "legal research communication" to refer to the "science communication" of legal research. The second point refers to the two primary types of legal research: pure doctrinal research and applied legal research. As previously discussed, pure doctrinal research includes philosophical inquiries regarding the law itself and typically has a narrow audience consisting primarily of legal researchers, judges, and legal practitioners. It is worth to mention that, in the legal field, the specialized domains (e. g. tax law, civil law, philosophy of law) encompass specific terminologies and concepts that will require the development of communication techniques, especially when the peers are not from the same area.

In legal research communication, the focus usually lies on applied legal research, because it is oriented toward law reform and the development of beneficial public policies that serve society (Brown, 1963, p. 5). Applied legal research tends to encompass diverse social groups interested in, affected by, or involved in the implementation of its results. However, within the legal research communication framework, all researchers, including those who produce pure doctrinal and applied research must challenge themselves to transform their investigations into communication that considers the levels of literacy of all stakeholders.

In this field, the term "legal communication" is frequently mentioned (Osiejewicz, 2021, p. 5). However, "legal communication" comprises a broader spectrum of topics and functions within the legal domain. It goes beyond the communication between legal researchers and the general public to include the communication between legal practitioners and courts and/or clients. Legal communication also explores a wide range of subjects, such as the examination of the effectiveness of law, the extraction of information from legal documents, the translation of law, the harmonization and globalization of legal principles, communication among legal professionals in diverse contexts, as well as the understanding of legal terminology and directives (Osiejewicz, 2021, p. 5). Thus, legal communication is a broader field that encompasses aspects beyond the specific realm of *legal research communication*.

In this context, we define *legal research communication* as the *communication of legal research with the potential to promote law and jurisprudence reform, influence public policies that benefit society at large or social groups, address how to apply and implement a law recently approved, clarify legal aspects and regulatory frameworks in order to help society or interested groups to make its better use, to discuss the social impacts of a law or public policies, among other*

relevant purposes like better understanding, debate and application of the law. This kind of communication employs a wide array of techniques, such as social media, interactive activities, and dialogues. Legal research communication will raise awareness, evoke enjoyment, emotional resonance, spark engagement with legal research findings, involve social actors who can provide input or benefit from legal research, and deepen understanding of legal research outcomes that may benefit society.

4. Stakeholders in legal research communication

In the process of identifying the target audience for science communication, understood primarily as the non-scientific public, The Royal Society (1985, p. 7) distinguished five categories: i) private individuals (seeking personal satisfaction and well-being), ii) individual citizens (engaged in civic responsibilities for a democratic society), iii) people employed in skilled and semi-skilled occupations that involve scientific content to some degree, iv) people employed in the middle ranks of management and in professional and trades union associations, v) people responsible for significant decision-making in our society, particularly those in industry and government

Burns et al. (2003, pp. 184-185) identified two primary groups of stakeholders: the public and participants. Their definition of public encompasses every individual in society who may serve as an audience for science communication. They further categorize the public into "six overlapping groups": (1) scientists, (2) mediators (such as media, educators, and opinion-makers), (3) decision--makers, (4) the general public (comprising the first three groups along with other sectors and interest groups), (5) the attentive public (those with direct interest), and (6) the interested public (those with interest but not necessarily well-informed) (Burns et al., 2003, p. 184). On the other hand, they refer to participants as individuals who are directly or indirectly involved in the production of science communication. (Burns et al., 2003, p. 184). They emphasize that participants are distinct from stakeholders because they consider stakeholders to be only those individuals with a vested interest in specific research outcomes. Notably, the House of Lords (2000) considers as stakeholders those "who have, or who express, an interest in the subject matter".

In line with Freeman's management studies, stakeholders can be defined as any group or individuals with the potential to influence or be influenced by the outcomes of a particular endeavour (Freeman, 1984, p. 46). In the context of legal research communication, the endeavour encompasses the communication of legal research and, adopting Freeman's definition for stakeholders, leads to defining the stakeholders in legal research communication as *those who can affect or be affect by legal research or by the outcomes of legal research. This includes a wide range of agents such as researchers, target audiences, communicators, public authorities, among others.*

5. A taxonomy of stakeholders in legal research communication

When starting a new research project, legal researchers should identify the stakeholders of their research, including their level of legal literacy, interest or experience in a topic, as well as

their, age, gender, profession, location, their role in the communication process, and their level of interaction with the research inputs and results. Legal researchers should also understand how results will be applied by each group. In this way, legal researchers will be able to publicize what they are doing, attract other researchers interested in the same topic, bring society closer (Graça, 2023) and act in partnership with stakeholders. This is essential to determine the appropriate actions to be taken for each category of stakeholders. In this context, the creation of a taxonomy of stakeholders would prove highly beneficial.

The primary significance of establishing such a taxonomy lies in the ability to tailor specific communication strategies for each stakeholder group, thereby minimizing redundancy, avoiding repetition of efforts, and enhancing productivity. Furthermore, the taxonomy of stakeholders is likely to play a pivotal role in conducting impact assessments of legal research, helping gauge the influence and reception of research outcomes within diverse segments.

To construct this taxonomy, we have leveraged the participant observation method, drawing upon our experience in communicating the legal research we generate. Furthermore, we have actively engaged in an exploratory project known as "Legal Scicomm" at the University of Coimbra Institute for Legal Research (UCILeR). The primary goal of the Legal SciComm project is to identify tools that can assist researchers at the IJ/FDUC in enhancing the effectiveness and efficiency of legal research communication. This project adopts empirical research methodologies, including surveys, focus groups, and various dissemination activities such as conferences. These methods have enabled us to broaden our understanding of the subject.

By grounding the taxonomy's structure on the principal roles played by stakeholders in the process of research communication, four primary groups have been identified: (1) legal research producers, (2) enablers, (3) policy and judicial decision-makers and (4) recipients and implementers (as depicted in Table 1).

The first group, legal research producers, comprises individuals responsible for generating legal research. They have the crucial task of translating social, legal and philosophical issues into law academic knowledge and solutions that can be assimilated by society. This category encompasses both national and international legal researchers, as well as undergraduate and graduate students specializing in legal studies.

The second category, enablers, encompasses supporters and advocates who play a pivotal role in raising awareness about legal research, advocating for its relevance. These individuals wield the influence to connect legal research producers (researchers) and implementers (governance actors), thereby ensuring the effective application of legal research for the benefit of society. This group includes research funding institutions and sponsors, universities and colleges along with their communication offices, legal research and development organizations, legal research networks, media outlets, science communicators, legal practitioners (lawyers, prosecutors, police chiefs, etc.), NGOs, non-profit associations, special interest groups, entrepreneurs, SMEs, corporations, labour unions, and commercial, industrial, and professional associations.

The third group, policy and judicial decision-makers, comprehends governance actors or political figures responsible for law-making and judicial decision-making. They possess the

authority to create, modify, and enforce normative structures, standards, regulations, laws, and judicial decisions. Policy and judicial decision-makers play a pivotal role in shaping the normative, political, and social landscape of society. This category encompasses national governments and ministries, national regulatory bodies, local governments, legislative branch representatives (legislators), the judiciary (judges), international organizations responsible for treaty implementation and the creation of soft laws, as well as supranational organizations like the EU and its institutions.

The final category, recipients and implementers, represents the ultimate beneficiaries of legal research communication. Recipients and implementers contribute to and benefit from legal research, often requiring a level of legal literacy. This diverse group includes individuals, companies, non-governmental organizations (NGOs), researchers, universities, public institutions, and various societal actors.

Figure 1

Stakeholders in legal research communication

Category	LEGAL RESEARCH PRODUCERS	ENABLERS	POLICY AND JUDICIAL DECISION-MAKERS	RECIPIENTS AND IMPLEMENTERS
Group involved	*People who produce legal research*	*Key people with power to support, disseminate and advocate for the relevance of legal research*	*Political and Judicial actors in charge of policy decision and making with power to create, change and implement normative structures, standards, regulations, laws, or issue judicial decisions*	*General individuals, entities or groups of society who will exploit for personal, cultural, leisure, commercial, societal, and political purpose, and benefit from the knowledge and/or implementation of legal research*
Main role	They transform social, legal and philosophical issues in academic knowledge, solutions and broaden the legal literacy	They connect legal research producers and the policy and judicial decision-makers	They build up normative, political, and social structures	They feed or should feed legal research, and sometimes also demands legal literacy in different levels
Examples	• National legal researchers • International legal researchers • Undergraduate legal students • Graduate legal students (master, PhDs, Post-Doc)	• Research funding institutions and sponsors • Universities, colleges, and their communication offices • Legal research and development institutions • Legal research networks • Media • Content Producers • Science communicators • NGOs & non-profit associations • Groups of interest • Labor unions • Commercial, industrial, and professional associations • Bar associations	• National governments and Ministries • National regulatory bodies • Local governments • Representatives in legislative branches (legislators) • Courts • Public Prosecutor's Office • Intergovernmental organizations (IGOs) • Supranational organizations (e.g., EU and its institutions)	• Individuals • Civil society • Companies, Entrepreneurs, SMEs, Investors • Public institutions • Social actors in a broad perspective • Legal practitioners (lawyers, prosecutors, police chiefs)

Note. Elaborated by the authors.

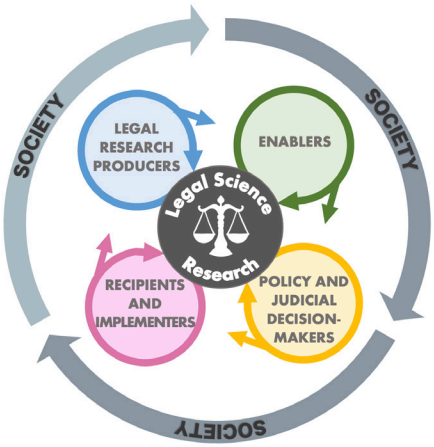
For a practical visualization of the four groups, we can consider the following example: When legal researcher Anne Peters (2018) framed corruption as a human rights violation, she opened a window for pursuing cases against corrupt agents in international human rights courts. Therefore, she serves as a notable example of a *legal research producer* (1). In turn, Transparency International (2022), a leading international non-governmental organization, advocates for treating corruption as a human rights violation. This stance supports the legal research conducted by Peters (2018), which categorizes the organization as an *enabler* (2), actively promoting policy changes and global awareness in this area. For instance, European representatives are discussing a proposed directive on corporate due diligence regarding sustainability, which may include corruption as a human right offence (Santos, 2024a). In this role, the European Union, as a governance actor, acts as a *policy maker* (3) which has the authority to create a legally binding instrument that defines corruption as a human right violation. If in the future, corruption is recognized as a human rights crime under national law in a country, society at large will benefit from Anne Peters's legal research (2018). This society would then serve as an example of the beneficiaries, or *recipients and implementers* (4) of this legal research.

Given the focus on stakeholder roles in research communication, it is possible for some stakeholders to belong simultaneously to more than one group. The overlapping roles of stakeholders, such as legal research producers being part of both the enablers and recipients and implementers' categories, highlight the need for research communicators to employ a broader range of strategies to address these dual or several roles effectively. Being part of more than one group can be advantageous as it helps the researcher to distinguish the stakeholders and the best communication tools, strategies, and approaches. Stakeholders listed in Table 1 are examples, not an exhaustive list.

These four stakeholder groups can be viewed as part of a cyclical process of legal research communication. Researchers produce legal research that becomes known to enablers. Enablers play a critical role in disseminating this research and, at times, advocating for its findings. They, in turn, engage with policy and judicial decision-makers, who construct or reform normative, political, and social structures to benefit individuals, entities, or societal groups in the group of recipients and implementers. These beneficiaries may also contribute to the legal research production process. At each stage of this cycle, stakeholders interact with the legal research process, providing support not only for communication but also for the legal research process itself. The closer legal research producers are to enablers, policy and judicial decision-makers, and recipients and implementers, the more effective legal research will be, ultimately benefiting society.

Figure 2.

Taxonomy of Stakeholders and interactions in legal research communication



Note. Elaborated by the authors.

Final considerations

Effective communication of legal research is crucial for it to be considered responsible and valuable for society, especially when seeking funding from EU institutions. The Responsible Legal Research and Innovation (RLRI) adaptation of the Responsible Research and Innovation (RRI) policy highlights the central role of communication and the involvement of stakeholders in producing responsible research.

After featuring an overview of legal studies and legal research, as well, discussing the relevance of science communication in the EU and specifically the significance of legal research communication in the framework of RLRI, this paper defined the concept of legal research communication. This paved the way for approaching the pivotal role of stakeholders in this field.

By structuring the taxonomy around the primary roles that stakeholders play in the process of research communication, four main groups emerge: (1) legal research producers, who convert social, legal and philosophical issues into law academic knowledge and solutions, (2) enablers, comprising influential individuals with the power to raise awareness and advocate for legal research, (3) policy and judicial decision-makers, who are political actors responsible for policy decision-making and have the authority to create, modify, and implement normative structures, standards, regulations, laws, and judicial decisions, and (4) recipients and implementers, encompassing individuals, entities, or societal groups poised to benefit practically from the implementation of legal research, who will exploit for personal, cultural, leisure, commercial, societal and political purpose, and benefit from the knowledge and/or implementation of legal research. These four categories form a cyclical process in which stakeholders continually interact with the legal research process, offering support not only for communication but also for the legal research process itself, enhancing the prospects of making legal research effective for society.

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