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Design Thinking, Visualization, and Law: A New Paradigm in Legal Studies

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Design Thinking,
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Foreword

ÁLVARO ANTÓN ANTÓN
Project Coordinator

The book *Design Thinking, Visualization and Law: A New Paradigm in Legal Studies* is a significant contribution to the field of legal education, stemming from the Jean Monnet Project "*Legal Design Thinking and Legal Visualization: Towards Understandable EU Law*." It presents an innovative approach to legal education and practice, emphasizing the integration of legal design and legal visualization principles and tools.

This book and the project from which it derives are grounded in the application of design principles and techniques to enhance the communication of the law, primarily through two fundamental concepts: *Legal Design Thinking* and *Legal Visualization*.

Legal design involves using design concepts and techniques to improve the communication and understanding of legal aspects. This approach leads to the creation of clearer and more visually appealing legal documents, assisting people in better comprehending their legal rights and obligations. It also aims to simplify legal terminology and make legal processes more accessible to the general public.

The other pillar of the work presented is Legal Visualization, which refers to the use of visual representations, such as graphics and diagrams, to more effectively explain legal concepts. This can help simplify complex information, such as legal process flows or legal argument structures, making it easier for both lawyers and non-legal professionals to understand.

The book gathers critical insights, classroom innovations, and theoretical and practical frameworks developed during the project. It begins with a theoretical foundation, highlighting the project's unique features, and then delves into the practical experiences of various professors at CEU Cardenal Herrera University with their students. These practical cases provide concrete examples of how legal design and visualization can transform the teaching and practice of law.

Beyond its academic value, this work challenges conventional paradigms of legal education. It proposes a teaching model that is not only intellectually stimulating but also emotionally engaging and accessible to all. When reading this book, readers are invited to be part of a paradigm shift, reimagining legal education and practice as a human-centered, inclusive experience deeply aligned with the values of the Jean Monnet Project.

The book is structured into four main parts, each of which addresses specific aspects related to design, visualization, and law in various academic and practical contexts. Each of these parts contributes to the understanding of how legal design and visualization can transform the teaching and practice of law, making it more accessible and comprehensible for both legal professionals and the general public.

Part I: The Theoretical Framework: In this part, the theoretical framework of the book and the project is established. It includes the first two chapters that provide a conceptual and methodological foundation for understanding the principles of *Legal Design Thinking* and *Visual Design Thinking* in the legal context. The first chapter introduces the project and its focus on achieving a more accessible understanding of European Union law.

Chapter 1 " Revolutionizing Legal Education: The Jean Monnet Project on Legal Design Thinking and Legal Visualization, Towards an Understandable EU Law" by Dr. Álvaro Antón Antón focuses on integrating innovative methodologies into legal education, particularly in making EU law accessible and understandable. It highlights the importance of user-centered design and visual communication in law, and the need for interdisciplinary collaboration in legal studies. The project aims to democratize justice and enhance legal experiences through empathetic and creative legal solutions, addressing linguistic, educational, and cultural barriers in legal systems. It proposes a shift in legal edu-

cation and practice, emphasizing the importance of clear communication and inclusivity.

Chapter 2 “*Design Thinking: Methodology of Application in Other Disciplinary Environments*” by Dra. Sara Barquero Pérez discusses the application of *Design Thinking* in various sectors, including legal and visual design thinking. It details how *Design Thinking*, originally related to product development, has evolved into a tool for generating innovation across different sectors. The document elaborates on the methodology’s processes and stages, emphasizing its user-centric approach, flexibility, integration of technology and business, and iterative nature. It also includes practical examples of *Design Thinking* applications in educational settings.

Part II: Practical Applications from Legal Sciences - EU Law and Policies: In this part, practical applications of the concepts of *Legal Design Thinking* in the field of European Union law and related policies are explored. Concrete examples are presented of how legal design and visualization can enhance the communication and understanding of relevant legal issues.

Chapter 3 “*Legal Design Thinking in Communication about Relevant Jurists*” by Dr. Sara González Sánchez and Dr. Antonio López Álvarez explores the application of *Legal Design Thinking* in legal education. Focusing on a seminar aimed at enhancing students’ oral and written communication skills, the authors describe how students are challenged to explore the profiles of distinguished jurists and create visual representations of their theories. The methodology emphasizes student engagement, collaboration, and creativity, fostering a deeper understanding of legal principles and effective communication. The seminar also integrates aspects of legal communication at both oral and written levels.

The Chapter 4 “*A Teaching Experience on the Use of Human-Centered Design on Instagram*” by Dra. Adela M. Aura discusses a project in the European Union Law course at CEU Cardenal Herrera University. It explores the use of *Human-Centered Design*, *Design Thinking*, and *Legal Design* to enhance the understanding of the EU among young Spanish university students. The project leverages Instagram to reach and engage students, aligning with the European Year of Youth’s goal of involving young people in Europe’s democratic life. The study highlights the effectiveness

of innovative, user-centered teaching methods in legal education.

The Chapter 5 “The Omnibus Directive for Algorithmic Price Customisation in E-Commerce” by María Luisa Mena Durán focuses on applying *Legal Design Thinking* to e-commerce in the context of the EU’s Omnibus Directive. It discusses the challenges and opportunities of the Directive’s implementation, emphasizing the need for legal professionals to understand and adapt to digital transformations in commerce. The article advocates for the integration of *Legal Design Thinking* in legal education to prepare future lawyers for emerging challenges in digital environments, highlighting the importance of creativity, problem-solving, and technological skills in legal practice.

Part III: Practical Applications from Legal Sciences - Private and Public Law: This part focuses on practical applications of *Legal Design Thinking* and *Legal Visualization* in the contexts of private and public law. The chapters in this section address topics such as the exercise of testamentary capacity, mortgage and real estate purchase and sale clauses, fundamental rights, special civil procedures, child abduction regulations, and more.

The Chapter 6 “Person-Centred *Legal Design*: Making Testamentary Capacity an Accessible Right for Persons with Disabilities” by Dra. Beatriz Hermida Bellot examines the application of *Legal Design Thinking* to assist individuals with disabilities in understanding and exercising their right to create wills. It focuses on Law 8/2021, aligning Spanish laws with the International Convention on the Rights of Persons with Disabilities, and emphasizes creating accessible legal systems. The document details a project to develop tools that make testamentary laws more understandable for people with disabilities, highlighting the role of empathy, creativity, and user-centric approaches in legal education.

The Chapter 7 “Principles of *Human-Centered Design* in Law Studies” by Dr. Esperanza Ferrando Nicolau delves into applying legal design and visualization techniques to make mortgage and real estate purchase and sale clauses more understandable. It addresses the challenges faced by citizens in comprehending complex legal matters, advocating for training future jurists in techniques like *Legal Design Thinking* and *Visual Thinking*. This approach aims to enhance client understanding of legal acts and

contracts, emphasizing empathizing with users and understanding their unique financial circumstances. The document is part of the Jean Monnet Project for making EU law more understandable.

The Chapter 8 “*Legal Design Thinking and Legal Visualization in the Framework of Fundamental Rights*” by Dra. M^a Rosa García Vilardell examines the application of these concepts to the right of parents to choose their children’s education. It explores the balance between state neutrality and individual liberties, highlighting the significance of public comprehension in legal issues related to educational choices and ideological freedom. The paper emphasizes the role of accessible legal communication and includes infographics to enhance public understanding of constitutional rights, particularly in the context of education and ideological freedom.

The Chapter 9 “*The Application of Legal Design for a Better Understanding of the Special Civil Proceedings of the Civil Procedure Law*” by Dr. Rosa Pascual Serrats focuses on the use of *Legal Design Thinking* and *Visualization* to clarify special civil proceedings in law. The article is part of the Jean Monnet Project, aiming to make EU Law more understandable. It highlights the necessity for legal professionals to use clear and visual techniques to explain complex legal processes to laypersons, emphasizing the importance of this approach in legal education and practice.

The Chapter 10 “*Application of the Legal Design Thinking and Legal Visualization Methodology to Facilitate the Understanding of Child Abduction Regulations*” by Dra. María Dolores Cano Hurtado focuses on the use of *Legal Design Thinking* and *Legal Visualization* to simplify the understanding of regulations surrounding child abduction. It addresses the critical nature of this issue, particularly in international contexts, and highlights the importance of accessible legal communication for the general public. This approach seeks to empower individuals with knowledge about legal actions and preventive measures in child abduction cases.

The Chapter 11 “*Legal Design Focused on Legal Persons*” by Dr. Remigio Beneyto Berenguer discusses the confusion in distinguishing between foundations and associations, both civil and canonical. It emphasizes the importance of understanding

these distinctions to apply the correct legal regime. The paper proposes the use of *Legal Design Thinking* and *Legal Design Thinking* techniques in legal education to help students and professionals easily identify and differentiate these legal entities, thus making the legal system more accessible and comprehensible.

The Chapter 12 “Application of *Legal Design* and *Legal Visualization* Techniques to Facilitate the Understanding of Basic Criminal Law Concepts” by María Asunción Chazarra Quinto emphasizes incorporating new methodologies in criminal law studies. It advocates using *Legal Design Thinking* and *Visualization* to make criminal law concepts clearer and more comprehensible, even for non-lawyers. The approach aims to enhance communication, collaboration, and knowledge sharing in the field, fostering a more engaging and effective educational experience in criminal law and procedure.

The Chapter 13 “Principles of *Human-Centered Design* in Civil Family Law: Application of the *Legal Design* and *Legal Visualization* Methodologies to Facilitate Understanding of Separation, Divorce, and Marital Nullity” by Dra. María Dolores Cano Hurtado focuses on the application of *Legal Design Thinking* and *Visualization* in family law. It discusses the need for accessible legal language and clear understanding in the context of matrimonial crises such as separation, divorce, and annulment. The document highlights the importance of making legal processes understandable to laypersons, especially in emotionally charged situations like family law matters.

The Chapter 14 “*Legal Design Thinking* and *Legal Visualization* in the Context of Teaching Canonical Marriage Law and Its Application in Ecclesiastical Courts” by Dr. M^a Rosa García Vilardell discusses applying *Legal Design Thinking* and *Legal Visualization* to canonical marriage annulment. It emphasizes the importance of these methodologies in understanding canonical marital law and improving the analysis and interpretation of legal texts. The project aims to make canonical marriage annulment more comprehensible and accessible, using innovative teaching methods to enhance legal education.

Part IV: Multidisciplinary Experience: The final part of the book explores the application of design and visual thinking techniques in multidisciplinary contexts. The chapters in this section address topics that go beyond the legal field, such as the rela-

tionship between constitutional law and political science, circular economy, and the care of children in a hospital setting.

The Chapter 15 “The Relationship Between Constitutional Law and Political Science: The Use of *Legal Design* and *Legal Visualization* to Understand the Electoral System and its Regulation” by Dra. Marta Pérez Gabaldón explores the intersection of political science and constitutional law. It specifically focuses on the electoral system, using *Legal Design Thinking* and *Legal Visualization* to make the complex regulations of electoral systems more understandable. This approach is applied in a teaching setting to assist first-year law students in grasping the intricacies of electoral law and its impact on democratic processes.

The Chapter 16 “*Design Thinking* and *Visual Thinking* Techniques Towards a Circular Economy” by Dra. María Pilar García-Alcober and Dr. Valentín Gallart-Camahort focuses on educating Business Management and Law students using *Design Thinking* and *Visual Thinking*. It aims to develop skills to address the transition from a linear to a circular economy. The project involves a case study of a wine company, where students explore creative solutions to promote sustainability, emphasizing the importance of visual communication and innovative thinking in both business and legal education.

The Chapter 17 “*Design Thinking* in the Service of Children in Hospital” by Dra. Marta Ruiz Revert focuses on applying *Design Thinking* in hospital classrooms to ensure the right to education for hospitalized children. It highlights how this approach can create flexible, adaptive learning spaces and improve the atmosphere of hospital classrooms. The aim is to alleviate the negative effects of hospitalization on children’s education and well-being, using a user-centered methodology that engages students in understanding their illness and treatment while enhancing the learning environment.

This collection of documents represents a comprehensive exploration into the intersection of design thinking, legal design, and technology in the legal field.

These works collectively underscore the importance of integrating user-centered design, visual communication, and innovative methodologies in legal education and practice. They emphasize the need to make legal systems more accessible, understandable, and empathetic. The emphasis is on democratizing

justice, breaking down linguistic, educational, and cultural barriers, and fostering interdisciplinary collaboration to enhance legal experiences and outcomes. This prologue introduces a pioneering movement in legal studies, bridging the gap between traditional legal frameworks and modern, inclusive approaches to law and justice.

Authors

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Álvaro Antón Antón is the Vice Chancellor for Internationalization and University Life at CEU Cardenal Herrera University. He holds a PhD in Financial and Tax Law with an International Mention (graded Cum Laude and awarded the European Academic Tax Thesis Award by the European Commission and the European Association of Tax Law Professors). He has degrees in Law and Journalism, with an Extraordinary End-of-Career Award in Law. He is an Associate Professor of Financial and Tax Law at CEU UCH. From 2018 to 2023, he served as Academic Secretary and Coordinator of the Master's Degree in Law at the Elche Campus. He has two recognized six-year research periods, has been the lead investigator of two National Plan Projects, two Jean Monnet Projects, and various research contracts. Between 2014 and 2018, he was an associate researcher at the International Fiscal Association (Rotterdam) and a Postdoctoral Research Fellow at the International Bureau of Fiscal Documentation (Amsterdam).

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Publication Coordinators: Beatriz Hermida Bellot and María Dolores Cano Hurtado

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Beatriz Hermida Bellot holds a degree in Law from Universidad CEU Cardenal Herrera where she also earned her PhD in 2017. She is currently an Adjunct Professor of Civil Law at the same university, where she has been teaching since 2011 and also serves as Vice Dean of Law and Political Sciences. Previously, she held other management positions such as Academic Secretary of the Department and Coordinator of the Law Degree. She has been involved in various Innovation Projects primarily related to Personal and Family Law, areas in which she has several publications in prestigious publishers and specialized legal journals.

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Design Thinking, Visualization, and Law: A New Paradigm in Legal Studies

In an era where the law becomes increasingly complex, *Design Thinking, Visualization, and Law: A New Paradigm in Legal Studies* emerges as a groundbreaking work that revolutionizes our approach to legal education and practice. Edited by Álvaro Antón Antón and Sara Barquero Pérez, and coordinated by Beatriz Hermida Bellot and María Dolores Cano Hurtado, this collection of essays and studies paves the way for a more accessible and understandable legal system through the innovative application of design thinking and visualization techniques.

The book is divided into four parts, each meticulously addressing the multifaceted relationship between legal studies, EU law and policies, and the transformative power of design thinking: Part I: The Theoretical Framework introduces the revolutionary concept of Legal Design Thinking, offering insights into its methodology and its potential. Part II: Practical Applications from Legal Sciences - EU Law and Policies showcases concrete examples of how design thinking and visualization can simplify and elucidate complex legal concepts, making EU law more accessible. Part III: Practical Applications from Legal Sciences - Private and Public Law explores the application of person-centered legal design in various legal fields, demonstrating its efficacy in enhancing understanding and accessibility. Part IV: Multidisciplinary Experience delves into the interdisciplinary nature of legal design, illustrating its impact beyond legal studies to encompass areas such as education science, political science, and the circular economy.

Design Thinking, Visualization, and Law: A New Paradigm in Legal Studies is a book calling for a shift in how we teach, learn, and practice law. It is an essential read for legal professionals, educators, students, and anyone interested in the future of legal education and practice. This volume invites us to envision a legal system that is not only intellectually rigorous but also profoundly human-centered, accessible, and engaging.

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