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The pedagogical outcomes of a community-based learning project centered on the Xi-Zhou Community

Short description / Abstract:

This paper examines the pedagogical outcomes of a community-based learning project centered on the Xi-Zhou Community, an urban Indigenous settlement lacking official "legal tribe" status under the Indigenous Peoples Basic Act. Integrating the course "Indigenous Administration and Regulations," this interdisciplinary collaboration between Law and Ethnology departments tasks students with navigating the paradox between abstract legal theory and the lived realities of marginalized urban populations.

Through field observations and community engagement, the curriculum seeks to transform theoretical understanding into active practice. However, several implementation challenges emerged. Findings indicate that students, regardless of ethnic background, struggle to translate legal literacy into concrete solutions for the complex dilemmas faced by urban Indigenous residents. Furthermore, the brief duration of a single semester often restricts community connections to a superficial level.

These results suggest that while community-integrated legal education is a vital tool for social responsibility, a significant gap remains between academic literacy and the capacity to enact meaningful social change. The paper concludes by proposing reforms in legal education to better prepare students for the multifaceted complexities of the contemporary Indigenous world.