

### 3. CONCLUSION AND GENERAL REMARKS

All teaching techniques have their pros and cons and there are no general rules for assessing their suitability, but rather a number of factors and determining factors have to be taken into account. Having said that, the truth is that, in principle, the case study technique has several advantages a priori and can be used flexibly in different scenarios, enabling extraordinarily positive results to be achieved in the teaching of law.

The aim of this guide is to present some models that can guide teachers in preparing their own case studies and adapting them to the specific circumstances of their teaching and legal framework.

On one hand, the conclusion of this guide is that this teaching technique offers a brilliant way for students to learn about the law and to apply the legal knowledge they have acquired during their studies at the University level.

On the other hand, another remarkable advantage of this technique is that, in addition to the substantive law that students will learn through the case, they will acquire or improve during their training a number of transversal competences that will help them in their preparation for the near future. For example they will not only train their logical thinking abilities, but acquire the capacity for legal analysis and synthesis, and enhance the capacity to construct a valid legal argument and apply knowledge in practice. In short, practicing legal cases will help them to develop decision making, train their problem-solving skills, acquire the capacity to communicate legal arguments orally or in written, between others.

In a nutshell, through the case study technique, students will be able to deepen their theoretical learning of law but, at the same time, develop their ability to transfer their knowledge to an environment that is close to practical life, preparing them for professional life, often far from the academic world. Without hesitation using the case study method in legal education will be one of the most useful learning methods.