

Enlivening legal education through The Postal Museum

Spark development protocol

Cite as: Amanda Perry-Kessaris, Emily Allbon, and Susannah Coster (2026) Enlivening Legal Education through The Postal Museum: Spark development protocol v. 28.09.26. Available at <https://amandaperrykessaris.org/2025/07/16/legal-education-through-the-postal-museum/>

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The Project

This project explores how we might use The Postal Museum Collections to enliven legal education; and thereby enhance legal education, as well as public interest in law and in the Collections.

The project aim is to co-design a set of ‘Sparks’—expert, accessible, commentaries—which link items in the Collections to each of the core law subjects (contract, criminal, tort, public, land, trusts, EU, jurisprudence); and are directed to educators, students, and members of the public working from A-Level upwards.

The project draws on:

- Emily Allbon and Amanda Perry-Kessaris eds. (2023) *Design in Legal Education*. Routledge.

This Protocol

This Protocol is intended to support the development of a Spark.

It draws on:

- Amanda Perry-Kessaris, Emily Allbon, and Susannah Coster (2026) Enlivening Legal Education through The Postal Museum: Interpretation protocol v. 25.06.26. Available at <https://amandaperrykessaris.org/2025/07/16/legal-education-through-the-postal-museum/>
- Leonie Hannah and Sarah Longair (2017) ‘Analysing sources’ in *History Through Material Culture*. IHR Research Guides, Chapter 5.
- Amanda Perry-Kessaris (2021) ‘Entering design mode’ in *Doing sociolegal research in design mode*. Routledge, Chapter 5.
- Jules Prown (1982) ‘Mind in Matter- An Introduction to Material Culture Theory and Method.’ 17(1) *Winterthur Portfolio* 1-19
- John V. Willshire (2023) ‘Obliquiscopes: setting aperture for reality’. Blog post. Smithery. 22 September 2023. <https://smithery.com/2023/09/22/obliquiscopes-setting-aperture-for-reality/>

Brief 4 Developing your Spark

Your answers to this brief will be treated as Spark Draft 1.

Before answering the below questions, consult the responses you gave to Briefs 1, 2 and 3 (the Interpretation Protocol), and any additional notes and images you may have gathered, during and immediately after the June Workshop.

1. What legal issue¹ do you hope to enliven through your Spark? Why?

Consider:

- Is the issue especially difficult to teach?
- Is the issue especially important?
- Is the issue especially engaging?

2. In what core law module(s) might this legal issue be taught?

Consider:

- Is this issue always, sometimes, or rarely covered in this module, across different institutions?
- Do you have an unusual level of interest in, or approach to, the issue?

3. What item have you selected from the archive?

Include:

- Title
- Finding number
- Brief description

¹ Referred to in Interpretation Protocol as 'topic'.

4. How does the item connect to the legal issue?

Consider:

- What does the item reveal?
- What does it demonstrate?
- What does it represent?
- What does it hide?

5. What visual and/or material aspects of the item might you choose to highlight in the Spark? Why?

Consider:

- What does it look and feel like?
- How did it come to look and feel that way?
- What makes it look and/or feel ordinary or extraordinary?

6. What kinds of pedagogical applications is your Spark likely to be best suited to?

Consider:

- lectures and seminars
- assessments
- extracurricular programmes
- outreach activities

7. Reflections

Consider:

- What excites you about the prospect of creating a 'Spark' around this item?
- What worries you about it?