

**Murder One - Developing Interactive Simulations for Teaching Law**

H Gibbons

Papers of the 7th Annual Conference of the British & Irish Legal Education Technology Association, p65 \*

Paper describes an attempt to make the computer useful to the learning of that which lies at the heart of learning law: the mental process vaguely referred to as "thinking like a lawyer". Aims to do more than drill and test for the acquisition of legal facts.

**Building on The Paper Case**

J Killingley

Papers of the 7th Annual Conference of the British & Irish Legal Education Technology Association, p151 \*

The use of interactive video to improve student's cognitive models of a field of practice is discussed. Work in progress on a package complementary to The Paper Case but covering criminal procedure is described. Student interaction with the existing disk will be analysed and used to correct the model for the new disk. A formal structured design methodology will be used to plan the project. Hypertext is used to hold substantive and adjectival law. Hypertext is used to provide storyboarding for the disk's scenario. A hypermedia application will be used to provide rapid prototype during development. The hypertext documents can be used to support users or provide a low cost alternative to interactive video.

**Report of the BILETA Inquiry into the Provision of Information Technology in UK Law Schools**

British &amp; Irish Legal Education Technology Association, July 1991

Report is in 10 sections: Introduction, Professional attitudes and possible law school responses, Some models of legal education, Hardware provision, Software provision, LEXIS and other information sources, Staffing, Accommodation, Costing strategies, and Recommendations.

**Information Technology in Legal Education: a Resource Book**

A Paliwala

CTI Law Technology Centre, University of Warwick, 1991

Book is in three parts. First part includes general information on the nature and potential of information technology in legal education. Second part contains detailed descriptions of a number of interactive computer assisted learning courses and two expert systems. Third part consists of shorter descriptions of a range of systems.

**CROSS-REFERENCED SUBJECT HEADINGS**

Access to law school (see Enrolment Policies)

Accreditation (see Governance or Evaluation)

**Administration**

Admission criteria (see Enrolment Policies)

**Admission to Practice**

Aim (see Purpose)

Articles of clerkship (see Practical Training)

**Assessment methods****Career paths**

Changes (see Policy & Development)

**Clinical Legal Education**

Competency based training (see Curriculum)

Computer assisted instruction (see Technology)

**Context, Criticism and Theory****Continuing Education**

Continuing Professional Education (see Continuing Education)

Continuum (see Policy & Development)

Control (see Governance)

Cooperative education (see Curriculum)

Core curriculum (see Curriculum)

Cost (see Financial Aspects)

Course content (see Curriculum)

Course organisation (see Curriculum)

Course structure (see Curriculum)

Critical legal studies (see Context, Criticism and Theory)

Cultural perspectives (see Context, Criticism and Theory)

**Curriculum**

Design (see Curriculum)

Developments (see Policy & Development)

Distance education (see Teaching Methods & Media)

Educational theory (see Context, Criticism & Theory)

**Enrolment Policies**

Ethics (see Legal Ethics)

**Evaluation**

External courses (see Teaching Methods & Media)

**Facilities****Financial Aspects**

Funding (see Financial Aspects)

Future (see Planning & Development)

**Governance**

Government requirements (see Purpose)

**History****Inhouse CLE****Individual Subjects/Areas of Law****Institutions & Organisations**

Interdisciplinary aspects (see Context, Criticism and Theory)

**Judicial Education**

Law schools (see Institutions & Organisations)

Learning styles (see Teaching Methods & Media)

**Legal Education Generally****Legal Ethics**

Legal practice courses (see Practical Training)

**Legal Profession**

Legal theory (see Context, Criticism and Theory)

**Libraries & Information**

Lifelong learning (see Context, Criticism and Theory)

Management (see Planning & Development)

**Mandatory CLE**

Market for (see Planning & Development)

Objectives (see Purpose)

**Other Disciplines & Professions**

Other professions (see Other Disciplines)

Participant characteristics (see Statistics)

**Personalia**

Philosophy of education (see Context, Criticism & Theory)