

applied those judgements to their own work. There were significant disparities between the grades awarded by students and tutors for the same piece. It was also found that students would be more likely to misuse a model answer produced by a tutor than a high graded student.

### Law at Griffith University: The first year of study

M J Le Brun

1 *Griffith L Rev*, 1, 1992, pp 15-31

At Griffith University the first year course, Law and Legal Obligations, is an attempt at an interdisciplinary, holistic, integrated, humanistic and student centred approach to teaching law. As self-directed learning will dominate a lawyer's future, the first year course aims to show students how to assess their own work and the work of peers. Three types of classes are used: 1. large group classes: covering the main topic of discussion for that week and student queries on the topic; 2. small group classes: these provide a hospitable environment for the development of self and peer assessment skills, oral and written communication tools and professional attitudes to work; 3. offices: these are essentially teacher-less groups.

Such groups have been shown to develop student confidence, independence, leadership skills and students seem more interested, work harder, are more productive and are less reluctant to reveal a lack of understanding. The assessment regime for the first year course is based on moot presentations, reports on the "office" classes, participation, written exercises and examinations.

The degree course is integrated requiring students to enrol in Law & Environmental Science (LLB BSc), Law & International Business (LLB BInt Bus), Law & Japanese (LLB BA) or Law, Politics & Public Policy (LLB BCom).

### Skills demonstrations: Where "show" works better than "tell"

D Cruickshank

[See Skills]

## TECHNOLOGY

[no material in this edition]

## WOMEN'S ISSUES

[no material in this edition]

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## 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 Planning & 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)

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### Distance education

Educational theory (see Context, Criticism & Theory)

### Enrolment Policies

Ethics (see Legal Ethics)

### Evaluation

External courses (see Teaching Methods & Media)

### Facilities

Feminist issues (see Women's Issues)

### Financial Aspects

Funding (see Financial Aspects)

Future (see Planning & Development)

Gender (see Women's Issues)

### Governance

Government requirements (see Purpose)

### History