

Legal problem-solving skills include everything a lawyer needs to know and be able to do to solve practical legal problems - to meet client goals through a process of preventing or resolving legal conflicts. Hence it also consists of using problem-solving skills to refine and elevate the performance of other skills.

Legal problem solving can be used as the driving force in curriculum design. Modules in the curriculum should follow the skills teaching cycle: theory, demonstration, practice, feedback. If theory and problems do not fit together it is necessary to modify both theory and problems to bring them closer to each other. Problems with precedents should be created. However, students should be taught to use precedents in both a linear and flexible manner. Assessment of problem-solving skills was most effectively evaluated by determining if the problem-solving skills that the students had learned were transferable from one context to another.

Principles for teaching legal problem solving were identified: A. Students must be given opportunities to solve legal problems. B. Teachers must design meaningful problems so as to hold the students' interest. C. The curriculum must be designed around the problems - problem-generated design. D. Teachers should design problems to promote the transfer of legal problem-solving skills from one context to another. E. Students should learn by discovering solutions on their own through preparation and performance of written problems and simulations. F. A coherent knowledge base that is readily accessible should be provided through traditional teaching

methods, in addition to the problem based knowledge and learning.

STATISTICS

[no material in this edition]

STUDENTS

[no material in this edition]

TEACHERS

Solutions to the dilemmas and concerns of teaching international students in universities

D J Phillips

5 Legal Educ Rev 1, 1994, pp 47-66

The number of international students studying in Australian tertiary institutions has reached significant proportions as a result of the Australian Department of Trade's decision to allow Australian tertiary institutions to offer places to Full Fee Paying (FFP) international students.

Australia's objectives in its international education program range from provision of human resources to underdeveloped countries to the perception and development of education as an export commodity. The quality of export education to Asia should be high and represent value for money. However, the changing ethnic composition of the student body has created some difficult pedagogical issues for the academic/teaching staff of Australian universities.

To assist them the Australian Vice Chancellors' Committee has prepared a Code of Ethical Practice, which sets out a number of guiding principles for the conduct of higher education

institutions which offer FFP placements.

Examples of the dilemmas facing academic staff when teaching FFP students include the direct link between the student's academic performance and his/her financial support; whether teachers should exercise leniency when assessing FFPs; whether teachers should alter their teaching styles in order to accommodate the special needs of FFPs; and the attention that should be given to FFPs over and above that given to local students.

The term "ethnogy", coined by the author, is defined as the science of teaching across cultures. The article sets out the parameters of ethnogy and provides examples of how to apply them to problems encountered in teaching FFPs. Universities also need to focus their efforts on faculty development so that they might more adequately respond to and teach the new student today.

Talking heads: effective television techniques for academics

D A Harris

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This article provides advice to law teachers upon techniques to adopt if given the opportunity to offer comment on legal issues on television. The reasons for doing television interviews are discussed, including improving your image, the benefits to your institution, and the challenge of making a complex issue understandable to most people without emptying it of all content. Advice is given as to what issues to consider before accepting an invitation for an interview and practical tips about preparation and delivery. The hardest part of preparation for the law professor is to discard the practice of