

negotiation, thereby creating a whole greater than the sum of its component parts. Cultural diversity in legal education is a worthy goal when it actively helps students to re-examine their limited perceptions of justice and becomes a training medium for lawyering in a multicultural community.

**The indeterminate province: storytelling in legal theory and legal education**

K Green, H Lim & J Roche

28 *Law Teacher* 2, 1994, pp 128-137

A legal theory course that seeks to acknowledge an increasingly diverse student body should shift its focus from traditional conceptions of jurisprudence and change its method of enquiry. Storytelling is used as a central teaching device and as a metaphor of the law in the legal theory course at the School of Law, University of East London. Views from the marginalised should not be underestimated as they have the advantage of being able to view issues from their own marginalised position and from the traditional central position.

The focus of the course was an ongoing effort to empower both students and teachers. The legal theory course established by the authors explores and critiques liberal law by taking students into courtrooms, real and imaginary. Students then consider at a detailed level whose stories are told, and by whom and whose stories are heard, and by whom. The power of law to exclude from and include within its boundaries is illustrated. Storytelling as a teaching technique allows students' voices to be heard in relation to the concerns of jurisprudence and encourages development in intellectual confidence.

The assessment regime of the course has three dimensions: 1. Students are encouraged to find a way of telling their own story; 2. Students are rewarded for entering into a dialogue with the texts and ideas of the course; and 3. Students use the possibility of multiple voices, and histories, where both individual and community stories may be told.

**Introducing modern company law - the life of a company**

A Hicks

28 *Law Teacher* 2, 1994, pp 138-143

Modern company law is a large field of study at the undergraduate level in which it is impossible to cover the whole field. Hence, it is essential to provide students with a frame of reference to the fundamental principles of company law. This is still a difficult task, as it is hard for students to understand the early parts of the course until the later parts of the course have been covered and they have no experience of commercial practice. Introductory lectures in company law, although comprehensible to the lecturer, are always of limited value to the student.

At the Faculty of Law at the University of Exeter (UK), the introductory lecture format has been replaced by a practical exercise which traces the life of a company in order to introduce terminology and important concepts and principles. The exercise which occupies 3-4 hours involves four brothers in a building partnership who decide to incorporate. It traces all the important stages in the life of the company up to its winding up. Furthermore the "life of a company" exercise can be revisited throughout the course. Students have expressed their enjoyment of this unconventional

form of introduction to company law, which brings the subject to life and affects their attitude to the entire course.

**Some approaches to student-centred learning in legal education**

B C Goh

28 *Law Teacher* 2, 1994, pp 158-167

Everyone possesses different learning styles. Learners have been classified as accommodators, divergers, convergers and assimilators. Educators must ensure that these different types of learners are catered for equally. Possibly the best technique is to allow the student to do the learning by employing a student-centred approach to learning, defined as a process of learning by self-discovery under the supervision of the teacher, whereby students become responsible for their own learning.

Four approaches to student-centred learning which the author has utilised at Bond University Law School (Australia) are described. These involve the use of peer tests, student-teachers, small group teaching and quiz questions. The benefits of each method in catering to different learning styles are identified.

**Trial advocacy training in law school: An Australian perspective**

L A McCrimmon

[See Skills]

**TECHNOLOGY**

**"Hey, did you get my e-mail?" Reflections of a retro-grouch in the computer age of legal education**

R H Thomas