

entire course is built around lawyering activities and the needs of a client.

The design of a simulation course is a challenging activity and it is necessary to ensure certain factors are considered. It is imperative that the goals of any simulation course be clearly defined before embarking on its design.

The format of a simulation encompasses the elements of the design. This includes the fact situation(s) to be used in the simulation. The role of the student must be determined: is the student playing the role of a litigator or an advisor to the client? Whether students should work as a team and the end product of the simulation exercise must also be considered in designing the course.

The amount of time devoted to the simulation exercise will depend on whether the course coverage is diminished by the simulation. Ways around this problem are to use the simulation to convey substantive material, use more efficient classroom learning techniques or adopt the attitude that no course ever completely covers its subject and that a simulation will not overly exacerbate the problem.

The course designer will generally be responsible for conducting the simulations. However, using practitioners and student assisted teaching is an option. The extent of research required to complete the simulation will depend on whether legal research is considered to be a goal of the course. The course designer must also make decisions on the amount of prior preparation students are to

do, the opportunity for students to reflect on the course, and how to measure student performance for assessment and grading purposes. Evaluation can be a direct assessment of performance, a subsequent assessment of the knowledge or skills acquired through the simulation, or both. The final consideration is the institutional context. This will involve the allocation of resources to the course, the suitability of the course in the curriculum as a whole and the concurrent demands on students' time.

Use of simulations in a first-year civil procedure class

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Simulations have long been used to teach civil procedure. The simulations described are designed to teach the content of civil procedure rather than to develop litigation skills. They are used to advance and enhance the presentation of the subject. They are low-maintenance vehicles, requiring no extraordinary commitment from the instructor or the students.

Most simulations involve members of two 'law firms' consisting of three-quarters of the class. The remaining students act as judges, bailiffs, judicial clerks and members of legislative committees. One group of simulations used concerns motions such as a motion to dismiss for lack of personal jurisdiction and a motion to compel discovery. A second group of simulations requires the drafting of a complaint. Students also participate in a simulation of a legislative hearing.

Most of the instructor's time is spent preparing the problems and simulations. In most simulations, only a few students participate and the rest play a central role in evaluating the performance. The simulations are designed around the prescribed text and research outside the text is unnecessary and in fact discouraged.

Student feedback is, on the whole, good, especially in relation to the settlement negotiation exercise. Many students comment that the simulations allow the rules to be put into context. One student described the need for contextualisation of the rules stating: 'It's like trying to understand basketball by reading the referee's manual.'

Simulations assist in framing the various topics within a course and enhance the course structure. Simulations offer an alternative to the traditional style of law school learning, thereby breaking the monotony created by a single teaching methodology.

Limited time simulations in business law classes

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A limited survey has indicated that simulations may use more class time than their effective learning value justifies, that they are less effective for substantive learning than they are for skills training and that they create administrative difficulties and require substantial preparation. However, these reservations will fade as teachers become more familiar with simulations. The author's use of simulations did not eventuate as a conscious effort, but out of a