

to be more responsible for their own learning. Consumer culture in education has made students overly dependent on tutors and there is a general agreement in the literature that teaching methods focus on student learning, rather than the teaching activities of tutors. Accordingly, teachers should seek to ensure that learning experiences of students are active and not passive. For this type of active learning students do not require a high number of contact hours, but quality contact hours. However, getting students to change will not solve many of the problems associated with the integration of teaching and research. Researchers need to learn how to manage their own research activity, possibly by developing short, medium and long term research plans.

The author gives a detailed description of a hypothetical law school containing staff with a flair for research and little desire to teach and vice-versa, with across the board expectations from the law school in terms of research output and teaching responsibilities. An action plan for this hypothetical law school is postulated, where the particular talents of the staff are exploited. Students are to be encouraged to take responsibility for their own learning. For the plan to succeed all staff must be committed to the objectives.

TEACHING METHODS & MEDIA

All I ever needed to know about teaching law school I learned teaching kindergarten: introducing gaming techniques into the law school classroom

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Law teachers generally have not sought techniques from educators outside of law schools. In the law school environment, gaming has been primarily limited to clinical legal education, but there are potential benefits to students, such as increased motivation and confidence, improved cognitive ability and greater learning co-operation between students, which justify its inclusion in the broader curriculum.

Creating a game requires an initial investment of time spent in defining educational objectives in terms of subject matter and process (skills and values), and then designing, preparing, playing and modifying the game. Different kinds of games satisfy different objectives. Role plays satisfy process objectives, such as building skills in litigation and communication by requiring students to be lawyers and judges. Game shows are better suited to review legal doctrine and to test the students' comprehension of information in a problem-solving context.

The design of the game should satisfy the educational objectives which have been decided on, be easy to play, and contain opportunities for positive reinforcement. If the game is well-designed, little preparation will be

required. Using a format from an existing game is easier than developing your own because everyone has an idea how to play, while even an existing game will require some modification for a large classroom. Consider whether the contestants will be chosen by volunteering or being called on, whether the participants will play individually or in teams with or without conferring, how long the students will have to answer questions, how many students will be permitted to participate, how credit for answers will be allotted and what rules will ensure that the educational objectives of the game are achieved with the least amount of chaos. The game should be evaluated and modified shortly after it is played either by an evaluation by the teacher or a class debriefing and discussion session held afterwards.

Role plays are effective ways to teach doctrine, skills and values within the traditional law school curriculum. They not only test the students' legal analysis and reasoning, but also develop essential lawyering skills in context. Students get a sense of how lawyers gather facts and develop an argument, how judges decide cases, how lawyers advise clients.

Gaming can be an effective way to accomplish your educational objectives. Any loss of course coverage is outweighed by the depth of understanding of the subject matter which the students will attain and by the development of essential skills and values. Students enjoy gaming and the enthusiasm generated in one class can affect the rest of the curriculum. More students will be involved in the

learning process and they will learn more.

The use and effectiveness of various learning materials in an evidence class

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The author's choice of materials has been based on his own notions of what would be useful and helpful to students in learning the topic, preparing for class, succeeding in the exam and preparing to be lawyers. However, the choice of materials is rarely evaluated and the fact that there have been very few studies in the law school context suggests that more systematic research is needed into student use of assigned materials and their effectiveness. In conducting his own study, based on his Evidence class, the author's objectives were to determine whether the materials assigned were used by the students and the effect that their use had on their grade point average.

A casebook was listed as required reading and a hornbook as recommended reading. Students were advised to read the hornbook first to gain a grasp of the basic concepts and then the cases in the casebook. An informal poll revealed that less than half of the class was using the hornbook, so next year the hornbook was upgraded to the required reading list. In addition Computer Assisted Legal Instruction (CALI) exercises were assigned as recommended at first and then after three years upgraded to the required list, as both computer access and the programs improved. A further informal poll indicated that most students had at least completed some of the CALI

exercises but had found them difficult.

The study into student use of assigned materials was conducted by way of a survey and the results were to be correlated with the exam grade of the student. The survey contained six questions, including two questions on each of the materials — casebook, hornbook and CALI. The first question of the pair concerned the extent of use of the material by students, ranging from never, to occasionally, usually, and always. The CALI exercises were phrased differently in that students only had to indicate if they had done one or more of the optional exercises. The second question inquired as to whether the students found the material very helpful, somewhat helpful, or not helpful at all. Students were also asked to comment on the materials if they desired.

The results of the study showed that most students completed exercises in the casebook. However, a larger percentage of students did not use the hornbook. Seventy-four percent of students reported doing at least all three required CALI exercises. In terms of perceived helpfulness to the students the hornbook rated lowest and the CALI exercises rated highest.

By factoring in the students' grade point average it was possible to make the students' score in the exam the dependent variable so as to see whether use of materials corresponded with exam result. Use of the CALI exercises showed a slight but positive correlation with exam performance, whereas use of the case and hornbooks revealed no significant improvement in grade. In response to the results of the study,

the hornbook was removed from the required reading list to the recommended reading list, leading to a moderate decrease in its use. It also meant that students would not feel compelled to buy a resource they would probably not use to any great extent. Surprisingly, many students found the casebook helpful and not simply a necessary evil. Students also enjoyed the CALI exercises which have been retained on the required list.

The results show that student use may be more affected by how useful the students find the materials than by whether they are required. This is contrary to teacher expectations that when compulsory reading is assigned most students will do it. Of all three materials, only the CALI exercises seemed to have an effect on student performance with a moderate positive correlation between number of exercises done and performance.

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