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The *Legal Education Digest* is a quarterly digest of articles and other publications on legal education. Over 200 journals are kept under review.

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All the materials digested have been categorised in accordance with the subject headings listed on page 20. Where there is no material in the issue under a particular subject heading, the heading will not appear.

IN THIS ISSUE

As usual, a number of distinct themes have surfaced from our quarterly search of the legal education literature published in common law countries. We can therefore assume that these topics are the ones which are currently exercising the minds of legal educators and throwing out challenges for them.

Under Teaching Methods & Media, we have a set of four articles. Two of the authors have adopted similar methods to give context and bring life to their legal writing courses. Mika explains how she integrated a popular novel into the course. Glannon & others describe the benefits of co-ordinating the teaching of civil procedure with legal research and writing in order to provide relevance and enhance the learning derived from both courses. A novel approach to revamping the traditional law tutorial is proposed by Spegel & Black, aimed at developing joint responsibility for learning through the deployment of a range of teaching strategies which respond to different student learning styles. Finally under this category, Corcos & others detail the methods they adopted to team teach a megacourse.

Under skills, we have two very interesting articles. Keyes & Whincop stress the importance of learning objectives and formative assessment in the learning of skills and persuasively argue that the traditional law moot should be reconceived as a medium for providing on-going student feedback to aid skills development. Kift provides a viewpoint on how educational theory and skills teaching can be integrated within the law school curriculum.

Two articles, which have been allotted to the heading Purpose, are concerned with keeping issues of justice to the forefront of students' thinking while at law school. Sanchez laments that the focus of the legal academy is upon the teaching of law and the rule of law and that the word 'justice' is seldom heard. Walle offers suggestions for how Catholic law schools can nurture and influence students in their commitment to justice by preparing them to have a Christian attitude of service.

Under Curriculum we have a very thought-provoking article by Graycar & Morgan describing a government-funded project designed to incorporate gender considerations into the law curriculum by interspersing thematic issues rather than confining them to subject categories. Ball & Mackinnon describe the methods they employed to teach a 'sensitive' topic, the law of sexual violation, in order to protect students from problems they might encounter which had the potential to block effective learning.

We also have two review articles of relatively recent monographs on pressing legal education issues. Peter Birks' collection of ten essays under the title 'What are law schools for?' is a miscellany of the views of a number of purportedly leading legal educators on the proper function of law schools in the approach to the 21st century. Finally, at a time of increasing cultural diversity in many countries, O'Donnell & Johnstone present, within the Australian context but containing lessons for others, their own well formulated prescription for how cross-cultural perspectives can be injected into the traditional law curriculum and illustrating their application to the core subjects of equity, property and torts.

Dr John Nelson, Editor

