

Legal Education Digest

VOL. 8 NO. 3

ISSN 1038-5622

OCTOBER 1999

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.

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IN THIS ISSUE

This issue of the Digest contains review articles of two remarkably complementary books published this year whose intended audience is CLE professionals. Roper's *Foundations for continuing legal education* has been written in the recognition that most CLE practice takes place without regard to the well developed body of research and theory which should be used to guide program design and delivery. This book surveys the published literature covering the relevant theory and research in order to place it at the fingertips of those CLE professionals who are keen to gain an understanding of the intellectual framework on which CLE rests.

In contrast, a recent ALI-ABA publication, *Teaching for better learning: adult education in CLE*, is predominantly a how-to-do-it manual containing handy hints and concrete practical advice for CLE practitioners about program design and delivery, drawn from adult education principles. Its main contribution is its comprehensive survey of six 'formats for better learning' as alternative delivery methods to the traditional lecture.

There are two articles under Assessment Methods. Hinett and others discusses a self and peer assessment project carried out at three English law schools and Driessen and others explores an assessment tool which combines multiple-choice with essay questions in law school tests.

Under Clinical Education Smith examines the critical issues to be addressed when designing a field placement program. Katz, on the other hand, investigates how faculty tutorials can foster the capacity for critical reflection in students engaged in externship programs.

Practical Legal Training also contains two articles, both drawn from English experience. Knott looks at whether there is a case for joint professional education for barristers and solicitors. Nathanson and Fine covers how the concept of curriculum coherence, based on concepts drawn from other PLT programs, was used in the design of the Bar Vocational Course.

At a less nuts-and-bolts and more philosophical level, under the heading Purpose, Wizner suggests that training law students to think like lawyers can serve to erode their professional values and Goldsmith discusses how the confining nature of what is taught at law school needs to be expanded in the public interest.

Under Skills Soanes discusses the approach adopted by the Inns of Court Law School in teaching advocacy skills to trainee English barristers. Bell and Pether contribute a very thoughtful article in which they promote the teaching of writing skills as a law school responsibility and propose a best practice teaching model.

Finally, under Individual Subjects/ Areas of Law Kingsford Smith looks at how the law in context approach can be employed in the teaching of modern corporations law.

Dr John Nelson, Editor