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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

Unfortunately, there are no review articles in this issue because we have been unable to identify any recently published monographs which should be brought to the attention of our readers. However, we do have a brief editor's note under Career Paths about a research report by Karras & Roper, the first stage in an illuminating longitudinal study into the career destinations of a cohort of Australian law graduates.

The remaining 17 articles digested in this issue are a fairly mixed bag. Under Clinical Legal Education, we have three items. An article by Giddings overviews the current state of play for such programs in Australian law schools. Askin describes the Rutgers program, which aims to take students beyond the standard model of client-centred representation into a meaningful consideration of issues about the possible reform of the law. Evans looks at how programs can be designed to provide students with placements in a community development environment, which will cause them to reflect on common client social problems.

There are three articles under Technology. Paliwala paints a revealing and insightful picture of the impact that technology will exert on the learning of the law student of the future. Harris & others describe a collaborative project between law schools in three countries to design and deliver a new legal history course through the web. Chetwin & Edgar reinforce the importance of computer-assisted learning and suggest that law schools which neglect this teaching tool will become increasingly isolated backwaters.

Under Context, Criticism & Theory, Hugh Brayne argues for a greater curriculum emphasis on the experience of legal practice, rather than the traditional non-experiential approach in legal education. Taking a similar tack, Banks contends that legal education must be made more reflective and inclusive of society as a whole and calls for different perspectives and social contexts to be integrated into and across the curriculum.

Under Legal Education Generally Brand examines the impact of policy reforms in tertiary education on a perceived decline in the reform of law teaching and Weinstein asserts that, if we are to transform law students into creative problem solvers, we need to recognise the importance of interdisciplinary skills in the practice of law.

The section on Teaching Methods & Media contains an article by Lebrun & Scull detailing how multi-media teaching and learning materials can be utilised to enhance student learning and one by Lynch which suggests that the value of moots as an educational tool can be upgraded when there are spectators involved who are properly briefed about the moot problem.

Finally, under Individual Subjects/Areas of Law McCormack & Simpson describe how simulation exercises on multi-lateral treaty making can embellish the teaching of international law. Cheffins outlines approaches which can be taken to the teaching of corporate governance, which, despite its acknowledged importance, seems to have been largely ignored as an academic discipline for law students.

Dr John Nelson, Editor



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