

negotiation, thereby creating a whole greater than the sum of its component parts. Cultural diversity in legal education is a worthy goal when it actively helps students to re-examine their limited perceptions of justice and becomes a training medium for lawyering in a multicultural community.

**The indeterminate province: storytelling in legal theory and legal education**

K Green, H Lim & J Roche

28 *Law Teacher* 2, 1994, pp 128-137

A legal theory course that seeks to acknowledge an increasingly diverse student body should shift its focus from traditional conceptions of jurisprudence and change its method of enquiry. Storytelling is used as a central teaching device and as a metaphor of the law in the legal theory course at the School of Law, University of East London. Views from the marginalised should not be underestimated as they have the advantage of being able to view issues from their own marginalised position and from the traditional central position.

The focus of the course was an ongoing effort to empower both students and teachers. The legal theory course established by the authors explores and critiques liberal law by taking students into courtrooms, real and imaginary. Students then consider at a detailed level whose stories are told, and by whom and whose stories are heard, and by whom. The power of law to exclude from and include within its boundaries is illustrated. Storytelling as a teaching technique allows students' voices to be heard in relation to the concerns of jurisprudence and encourages development in intellectual confidence.

The assessment regime of the course has three dimensions: 1. Students are encouraged to find a way of telling their own story; 2. Students are rewarded for entering into a dialogue with the texts and ideas of the course; and 3. Students use the possibility of multiple voices, and histories, where both individual and community stories may be told.

**Introducing modern company law - the life of a company**

A Hicks

28 *Law Teacher* 2, 1994, pp 138-143

Modern company law is a large field of study at the undergraduate level in which it is impossible to cover the whole field. Hence, it is essential to provide students with a frame of reference to the fundamental principles of company law. This is still a difficult task, as it is hard for students to understand the early parts of the course until the later parts of the course have been covered and they have no experience of commercial practice. Introductory lectures in company law, although comprehensible to the lecturer, are always of limited value to the student.

At the Faculty of Law at the University of Exeter (UK), the introductory lecture format has been replaced by a practical exercise which traces the life of a company in order to introduce terminology and important concepts and principles. The exercise which occupies 3-4 hours involves four brothers in a building partnership who decide to incorporate. It traces all the important stages in the life of the company up to its winding up. Furthermore the "life of a company" exercise can be revisited throughout the course. Students have expressed their enjoyment of this unconventional

form of introduction to company law, which brings the subject to life and affects their attitude to the entire course.

**Some approaches to student-centred learning in legal education**

B C Goh

28 *Law Teacher* 2, 1994, pp 158-167

Everyone possesses different learning styles. Learners have been classified as accommodators, divergers, convergers and assimilators. Educators must ensure that these different types of learners are catered for equally. Possibly the best technique is to allow the student to do the learning by employing a student-centred approach to learning, defined as a process of learning by self-discovery under the supervision of the teacher, whereby students become responsible for their own learning.

Four approaches to student-centred learning which the author has utilised at Bond University Law School (Australia) are described. These involve the use of peer tests, student-teachers, small group teaching and quiz questions. The benefits of each method in catering to different learning styles are identified.

**Trial advocacy training in law school: An Australian perspective**

L A McCrimmon

[See Skills]

**TECHNOLOGY**

**"Hey, did you get my e-mail?" Reflections of a retro-grouch in the computer age of legal education**

R H Thomas

44 *J Legal Educ* 2, June 1994, pp 233-248

The computer has invaded law classrooms. As time goes by law students, teachers and administrators may become more dependent on e-mail communication. Computer assisted legal instruction is also being used in many law schools. Legal educators have accepted computer technology without serious question, critical thinking or considering what the implications are for the profession. Are computers a help or a hindrance in making the law classroom a more human place and law practice a more human enterprise?

In the case of e-mail, its most obvious use as a pedagogical device is in facilitating communication between teacher and student and as an alternative forum for discussions without some of the physical and social restraints inherent in a real law classroom. It is a more egalitarian form of communication between teacher and student than the traditional classroom and, because it breaks down social barriers, promotes collaboration between students.

Nonetheless, it is not a panacea for all the administrative and social problems of a law school. Through the removal of the motivation for face-to-face contact between student and teacher and the loss of a sense of community, e-mail poses a threat to teaching law. What e-mail lacks in comparison to face-to-face teaching is the conversational nuances. Without such nuances misunderstandings can abound. The depersonalising aspects of e-mail must therefore not be allowed to isolate the law student from the idea that law is of and for people.

The author also offers specific suggestions for establishing an

alternative e-mail classroom for a medium to large law class.

#### **Trials and tribulations of developing computer assisted learning in a small law school**

P Jones & R Snell

5 *JL & Info Sci* 1, 1994, pp 57-70

The article outlines the use of computer assisted learning (CAL) within the University of Tasmania (Australia) Law School. The project was aimed at producing an alternative means of learning to supplement existing educational processes and to respond to the government's push for productivity gains in educational institutions.

The CAL modules were developed on Apple Mac Plus computers using the popular HyperCard product. HyperCard proved well suited to electronic books and interactive flow charts. The tool that was developed was a question and answer template which uses menus, dialogues and windows. Sixteen different CAL modules have now been produced, four of which are described: Property Law Tutorials; Restrictive Covenants - Overview and Problem Solver; Administrative Law - Overview and Questions and Answers; and Personal Insolvency Tutorials.

The authors caution that staff should not use CAL completely to replace contact teaching hours; rather that the time should be devoted to other aspects of the learning process. Designers should critically question whether a CAL module is the most desirable tool when other resources are available. However, the key lesson is the early and equal participation of students, as the end users, in the development process.

## **WOMEN'S ISSUES**

[no material in this edition]

## **CROSS-REFERENCED SUBJECT HEADINGS**

- Access to law school (see Enrolment Policies)
- Accreditation (see Governance or Evaluation)
- Administration**
- Admission criteria (see Enrolment Policies)
- Admission to Practice**
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- Articles of clerkship (see Practical Training)
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- Curriculum**
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