

Constructing C A L Tutorials

M Young

26 *Law Teacher* 2 (1992) pp 145-150

Article briefly describes which educational factors should be considered when designing computer assisted learning (C A L). Describes general constructs of C A L and discusses the constructs of legal C A L as described by Burris.

WOMEN'S ISSUES**The Legal Education of Women: from "Treason against Nature" to Sounding a "Different Voice"**

C M Wiseman

74 *Marquette L Rev* 3-4, pp 325-344

Brief history of her own law school in terms of its place for women, and American legal education generally.

Women and the (Legal) Academy: a Paradigm Shift?

M J Mossman

6 *Socio-Legal Bulletin*, Winter '92, pp 11-12

Compares and contrasts role of women in Canadian and Australian law schools. Uses increase in number of women as an opportunity to explore the nature of institutional change. But must also look at impact of the feminist critique of law, especially its challenge to the law's claim to neutrality and objectivity. Then goes on to consider the response of academic freedom to sex discrimination claims made within universities.

The Dream of a Common Law? Feminism and the Teaching and Practice of Law

M Evans & R MacKenzie

14 *N Z U L Rev* 4 (Dec '91) pp 403-413

Article reviews two books, *The Hidden Gender of Law* by R Graycar and J Morgan, and *Women and the Law: Commentary and Materials* by J A Scutt. Discusses what a feminist approach to legal education might offer. In brief consists of a meditation on notions

of equality before the law. Also discusses difficulties faced by those wishing to include feminism in legal education.

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

Aim (see Purpose)

Articles of clerkship (see Practical
Training)

Assessment methods**Career paths**

Changes (see Policy &
Development)

Clinical Legal Education

Competency based training (see
Curriculum)

Computer assisted instruction (see
Technology)

Context, Criticism and Theory**Continuing Education**

Continuing Professional Education
(see Continuing Education)

Continuum (see Policy &
Development)

Control (see Governance)

Cooperative education (see
Curriculum)

Core curriculum (see Curriculum)

Cost (see Financial Aspects)

Course content (see Curriculum)

Course organisation (see
Curriculum)

Course structure (see Curriculum)

Critical legal studies (see Context,
Criticism and Theory)

Cultural perspectives (see Context,
Criticism and Theory)

Curriculum

Design (see Curriculum)

Developments (see Planning &
Development)

Distance education (see Teaching
Methods & Media)

Educational theory (see Context,
Criticism & Theory)

Enrolment Policies

Ethics (see Legal Ethics)

Evaluation

External courses (see Teaching
Methods & Media)

Facilities

Feminist issues (see Women's
Issues)

Financial Aspects

Funding (see Financial Aspects)

Future (see Planning &
Development)

Gender (see Women's Issues)

Governance

Government requirements (see
Purpose)

History**Inhouse CLE****Individual Subjects/Areas of Law****Institutions & Organisations**

Interdisciplinary aspects (see