

describes some of the things that cause teachers generally to resist the evaluation of their teaching and the outside forces that may now begin prompting change in this context. The analysis also describes at some length the general nature of comprehensive teaching evaluation programs.

## TEACHING METHODS & MEDIA

### Problem-based learning and problem solving: interview with Stephen Nathanson of the University of Hong Kong

M Gordon

11 *J Prof L Educ* 1, pp 137-143

In this interview Nathanson gives his views on the experience of problem-based learning in Hong Kong, the sorts of legal areas in which it is used, and how students acquire knowledge about the law using this method if the primary objective is to learn problem solving. He discusses the links between problem-based learning and the skill of problem solving, and assessment methods.

### A case study of the "offices" project (teacher-less, co-operative learning groups) at Griffith University: implementing educational theory

B Dick, L Golden, K Healy and MJ Le Brun with G Airo-Farulla and D Lamb

4 *Legal Educ Rev*, 2, 1993 pp 273-297

Law students at Griffith University are required to participate in the teacher-less, co-operative learning groups called "offices". The offices meet every fortnight and answer questions similar to those that would be encountered in legal

practice. The rationale for the offices is that they provide a forum where students can develop the various legal and non-legal skills associated with the graduate professional in law. These include coping with problems that do not fit into tight legal categories, interpersonal skills, recognition of group dynamics, networking and relationship building. In order to implement "office" learning it is recommended that an organisational psychologist be consulted in order to create an effective group learning environment, assist members of the group to work together and to set up processes for research and ongoing improvement of the program.

The experience at Griffith University Law School reveals that it is necessary to formally assess the offices program in order to get students to take it seriously. The project's goals, aims and objectives should be clear to curriculum designers, teachers and students alike. Evaluation of the offices project has revealed, among other things, that the experience should be as close to real life as possible, that student comments should be received openly, that the personal, social, ethical and professional implications of working in a group should be discussed, and that dynamics within the group should be monitored.

### Chess strategies in law teaching

G Miller

28 *Law Teacher*, 1, 1994, pp 22-35

British law school graduates are often unable to analyse legal problems. The main approach in British law teaching is the lecture in which the role of precedent is demonstrated. Criticism of

authority is avoided. Consequently, given a set of facts students would reach a result similar to that of a judge. The author supports the analytical method of problem solving as it dispenses with the presumed legitimacy of authority.

Analysis by precedents is then proffered. An analogy of chess strategies and solving legal problems is made. The opening strategy involves collecting the arguments of the plaintiff and defendant. The middle game in legal analysis is a where the law and the facts are proved and manoeuvring in response to arising contingencies within the problem are performed. The end game indicates a solution to the problem allowing the student to understand what is necessary to solve the problem.

### Specimen and model answers in law teaching

C Cobley & S White

28 *Law Teacher*, 1, 1994, pp 36-55

Law teachers do not generally provide model answers to students as it is thought that this "will lead to students simply copying or transforming it...to serve the purpose of any subsequent assignment with little being learnt from it about writing answers; the provision of a model answer will stifle literary creativity, experiment and individuality". This response overlooks the needs of weaker students and assumes that copying is a worthless exercise. Further, students' written work is rarely characterised by creativity, experiment and individuality.

At Cardiff Law School, students made judgements on answers to written assignments and then



applied those judgements to their own work. There were significant disparities between the grades awarded by students and tutors for the same piece. It was also found that students would be more likely to misuse a model answer produced by a tutor than a high graded student.

### Law at Griffith University: The first year of study

M J Le Brun

1 *Griffith L Rev*, 1, 1992, pp 15-31

At Griffith University the first year course, Law and Legal Obligations, is an attempt at an interdisciplinary, holistic, integrated, humanistic and student centred approach to teaching law. As self-directed learning will dominate a lawyer's future, the first year course aims to show students how to assess their own work and the work of peers. Three types of classes are used: 1. large group classes: covering the main topic of discussion for that week and student queries on the topic; 2. small group classes: these provide a hospitable environment for the development of self and peer assessment skills, oral and written communication tools and professional attitudes to work; 3. offices: these are essentially teacher-less groups.

Such groups have been shown to develop student confidence, independence, leadership skills and students seem more interested, work harder, are more productive and are less reluctant to reveal a lack of understanding. The assessment regime for the first year course is based on moot presentations, reports on the "office" classes, participation, written exercises and examinations.

The degree course is integrated requiring students to enrol in Law & Environmental Science (LLB BSc), Law & International Business (LLB BInt Bus), Law & Japanese (LLB BA) or Law, Politics & Public Policy (LLB BCom).

### Skills demonstrations: Where "show" works better than "tell"

D Cruickshank

[See Skills]

## TECHNOLOGY

[no material in this edition]

## 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

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 Planning & 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

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