

became part of Contract Law, electronic Land Title searches became part of Property Law and mootings were made part of Criminal Law.

Following the analysis of assessment of student performances in the mootings program in Criminal Law, the criminal law teachers became concerned that it was not providing the bridges for students to move from social skills to the fundamentals of lawyering skills. Oral skills in the mootings exercise were not being developed to the same extent as writing skills, yet oral skills are at least as important as writing skills, as the practice of law requires the finding of facts in the first instance, especially in interviews. Connections between interviewing and research and the preparation of written and oral arguments for a moot would demonstrate to the students a sense of the continuity that is the reality of the practice of law.

A lengthy justification for the need for change to overcome these types of alleged deficiencies in the teaching, learning and assessment of law as a practice-based discipline are presented by the author.

Interviewing was added to the framework of mootings in Criminal Law. The interviewee was not a law student, but a drama student, as drama students would have little knowledge of the law and could not consciously or otherwise assist the law student conducting the interview. Use of a drama student as the interviewee would also bring a degree of professionalism to the role. The interviewee was interviewed by two pairs of students acting as defence and prosecution. Use of students in

pairs encourages cooperative and collaborative work practices. The interviewee was given a hypothetical fact sheet and the interviewing pairs instructed to find out as much as possible from the interviewee by means of an interview. The record of interview made by a pair was then compared with the hypothetical fact sheet so they could measure their ability to discover facts through the process of an interview. Written and oral arguments were then presented by the pairs in accordance with the existing mootings program. The acquisition of interviewing skills was measured by student peer- and self-assessment and by the criminal law teachers.

TECHNOLOGY

[no material in this edition]

WOMEN'S ISSUES

Joining traditional values and feminist legal scholarship

C B Preston

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Brigham Young University (BYU) has a student body that is composed almost entirely of Mormons or members of the Church of Jesus Christ of Latter Day Saints. The article concentrates on the Social Policy and Feminist Legal Thought class that the author convenes at BYU. The author identifies recognisable groups of students in the class, from those already conversant with and sympathetic to feminist discourse to those who feel that feminism is trifles and trivia, rabid and un-American.

The objectives of the class are to assist law students to learn diversity skills and to appreciate the interrelation of law with social, cultural, political and religious norms and to show students the law's power for shaping institutions, values and society. The teaching formats used in the class were essentially feminist methods. These included techniques such as reflective learning, where students keep personal journals, students' directed learning, where students run the class, interdisciplinary learning, where students are encouraged to look beyond the boundaries of traditional legal constructs, personally invested learning, where students are encouraged to share narrative self-disclosure and exploration and finally, negotiated learning, where students experience give-and-take between competing voices with the aim of reaching a basis for collaboration rather than consensus.

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)