

of the record. The course reflects the real demands of appellate advocacy.

STATISTICS

[no material in this edition]

STUDENTS

[no material in this edition]

TEACHERS

Law office sabbaticals for law professors

E D Re

45 J Legal Educ 1, March 1995, pp 95-98

Roscoe Pound observed that since apprentice-type law schools had been replaced by the university law school of today with full-time teachers, the faculty should not forget that they are training for a profession. Were this to be forgotten, then they may be bringing up a generation with no conscious responsibility to the law and no deep conviction of the profession pursuing a learned art as a public service.

Since the law school has assumed the responsibility of training lawyers, law school teachers are the mentor substitutes or the role models for students. Law schools should teach graduates to be good counsellors and devote substantial time to interviewing, negotiating and settling disputes.

As MacCrate noted, there is a gap between the teaching of law and the practising profession which must be narrowed. Law professors can no longer teach substantive law, but must begin teaching preventative

law and inculcate their students with ethical values and professional responsibility.

Many of the best law students are likely to be tomorrow's law professors and many will begin teaching without ever having practised law. The author proposes that this type of law professor should go on a sabbatical to a law office, to learn about the daily practice of law and the practical aspects of the trial and appeal cases. Such a sabbatical would not be overly expensive or difficult to attain, as most law firms would welcome the substantive expertise of a law professor. In this way law teachers will learn about the difficulties that their graduates will have to face and gain an appreciation of the countless skills that must be mastered for successful practice.

Law teaching reconceptualised

M Le Brun & C Bond

6 Legal Educ Rev 1, 1995, pp 23-36

For many years programs designed to improve the quality of teaching in higher education have focused on how to teach, that is the techniques of teaching. The Australasian Law Teachers Association (ALTA) teaching workshop was no exception. Teaching is seen as a 'bag' of skills collected and performed and readily transferable to any subject. The doctrine being taught is therefore divorced from the teaching. What must be realised is that good teaching is grounded in a marriage of doctrine and pedagogy.

The article outlines the redesign of the annual ALTA teaching workshop, using the above holistic model of learning, in which teaching as a practice is not only

embedded in the epistemology of education but also in that of law.

Law teaching workshops began in Canada over 15 years ago and in Australia in 1988 and have evolved to meet the perceived needs of legal educators. Utilising the educational theory and methods developed in the mid-1970s, the workshops have looked at how the learning context produced by teachers affects the learning outcomes of students. However, ALTA workshops have remained teacher-centred with an emphasis on teaching methods, techniques and devices without addressing the knowledge that is central to learning and teaching. Student learning was addressed primarily through the exploration of learning styles and the use of inventories. There was no pedagogy of law.

The task the authors faced was to redesign the workshop, using a model that captured the dynamism of the inter-relationship of teaching and learning, rather than one which reflected the more static conception of education as teacher-centred. The workshop aimed to enable participants to examine their conceptions of teaching and learning and explore their teaching practices in order to integrate the disciplines of law and legal education.

As well as devising a simplified model for the conceptions of learning and teaching, working principles to be used when teaching were developed, such as drawing on the skills, attitudes and values prized in good legal practice, the consistent restatement of learning outcomes and encouraging participants to take responsibility for their own learning. A 6-day workshop plan summarising the objectives for each session was presented. It is recognised that,