

# Legal Education Digest

VOL. 9 NO. 1

ISSN 1038-5622

JULY 2000

The *Legal Education Digest* is a quarterly digest of articles and other publications on legal education. Over 200 journals are kept under review.

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All the materials digested have been categorised in accordance with the subject headings listed on page 20. Where there is no material in the issue under a particular subject heading, the heading will not appear.

## IN THIS ISSUE

The main feature of this issue of the Digest are condensed versions of the first five of eight articles, which appeared in a recent edition of the *Journal of Legal Education*, exploring 'seven principles of good practice in legal education' and how they can be applied by instructional designers and law teachers. The first four good practice principles are student-faculty contact (Apel), cooperation among students (Dominguez), active learning (Hess) and prompt feedback (LeClerq). The remaining three articles will be abridged in the next issue of the Digest. In this editor's opinion, this series of articles makes a distinguished contribution to our thinking about good practice.

There are three articles under Assessment. Buckley looks at some unexpected pitfalls in the grading of computer-produced exam scripts; Bennett at how summative assessment undermines student learning, advocating an increased role for formative assessment to motivate students; Andoh reports on a pilot study into the use of self-assessment.

Under Teachers we have four articles. Both Becker and Jerry deal with aspects of law deanship appointments, with the latter in a insightful article setting forth 14 very useful tips which should be observed by first-time law dean candidates. Merritt discusses the results of his research into the success rates of applicants for visiting lectureships at other law schools, which suggest that the alphabetical placement of the applicant's surname is the most significant predictor of success. Finally, Subotnik & Lazar investigate the factors which impact upon article selection or rejection by journal editors.

Under Teaching Methods & Media Barton and others discuss how learning management, defined as the control or management of activities that allow learning to take place, can be utilised with computer-based learning. Greenberg presents a persuasive argument for loosening the restrictions on faculty assistance in advocacy competitions and Nyquist and others examine the use of students as discussion leaders with respect to sexual orientation and gender identity issues in first-year courses.

Bell stresses that, despite the academic emphasis on providing a 'liberal' education in law, nonetheless employability skills must be at the cornerstone of what law schools deliver to their students. Zanglein and others provide a useful assessment of the role which can be played by web-based instruction in the provision of legal skills courses.

Finally, it should be noted that for the second issue in a row we have been unable to identify any recently published monographs on substantive legal education issues, which are crying out for exposure to a wider audience. Hence, unfortunately, there is no review article in this issue of the Digest.

Dr John Nelson, Editor