the end of the fourth week of semester when we believed students would have overcome the initial strangeness of being law students and would be beginning to grapple with the process of learning. We asked students to reflect on their understanding and experience of learning and teaching by describing good and bad experiences. We also asked them to describe their conception of learning. The next session of the workshop gave students an introduction to some learning theory. The materials we distributed at the workshop included articles giving a more detailed description of the ideas we introduced. In the next session the participants completed a number of inventories to help them identify their own learning preferences.

The objectives of the next workshop were two-fold: first to foster in students the habit of self-reflection about their learning that had been initiated in the first workshop, second, to promote the process of informal peer mentoring that had begun in the first workshop. The second workshop took place after the mid-semester rush of assignments had been done and students were beginning to focus on their exam preparation. The final workshop was held at the beginning of the 'swot vac' week. Our objective was to help students apply the process of self-reflection to the usual exam preparation activities. We drew on the ethos of peer mentoring that had been growing in the earlier sessions. We asked participants to prepare for the workshop by writing an answer to an old examination question we gave them. At the workshop the students were asked to do an exercise in peer assessment. The purpose was to help students develop the ability to engage in self-assessment.

In the third workshop we asked Metamorphosis participants for some feedback on their experience of the program so far. The feedback was overwhelmingly positive. Undoubtedly, the greatest value of the program had

been the way it has influenced students' attitudes to each other, to the staff and to the law school in general. Many students commented that Metamorphosis had had a positive effect upon their learning. Students' comments also reflect a greater appreciation for other students' diversity.

Given the interim feedback, we feel at this point that Metamorphosis has enhanced the experience of studying law for many of our participants. Whether it accomplishes its aim of transforming participants into self-directed, reflective learners, remains to be seen. A more critical evaluation must await the further evaluation of the program. There is little doubt, however, that the program has enhanced the experience of first year law for many of our participants.

The feedback also suggests that amongst this group of students, at least, there is a better understanding of the objectives of the small group learning method. There has been a significant shift in the culture of learning amongst the student body as a whole since small group teaching replaced lecturing in first and second year classes. This continues to evolve as the students exposed to this method of teaching move through their degree. We believe that the Metamorphosis program has a role to play in nurturing this change, as a supplement to, but by no means a replacement for, a changed culture amongst staff and students to the teaching and learning of law. Given the often-alienating culture of law school, there may well be a place for Metamorphosis, at least in its capacity as a support program, throughout the undergraduate law degree.

The Metamorphosis program has been a valuable learning experience for the authors and one that has given them considerable insights into the experiences of first year students in law. It has emphasised that even this

exceptionally talented and apparently confident group of students experience a deep level of insecurity when they begin their legal studies. The students had given their teachers valuable feedback on life in that difficult first year of law that they would have been unlikely to give on formal student evaluations.

The original intention had been that Metamorphosis would be extended to all first year students. The authors are now not so sure that this will succeed. It seems that a very important component of the success of Metamorphosis so far has been that the learners wanted to be involved. This created a strong atmosphere of enthusiasm and trust, when participants realised that others shared their expectations, fears and hopes. Whether this same atmosphere of goodwill could be generated amongst a group of people who attend compulsorily seems to the authors to be highly doubtful.

Producing multi-media teaching/ learning materials for teaching legal ethics and professional responsibility in Australian law schools: and the lesson is...soldier on
M J Le Brun with T Ryan, P Weyand & L Scull
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The aim of this article is to encourage law teachers to produce interactive teaching/learning materials in law and to share the lessons that they learn from their work to enrich what we know about the development of, and student learning with, multimedia teaching/learning products. It describes the process of the creation of an interactive CD-ROM designed to teach law students and trainee legal practitioners legal ethics and professional responsibility.

The aim was for the package to include the following items: two videos that could be played and accessed as a central part of the teaching/learning package; background information about

the teaching/learning package, its production, its use and its educational purpose; information to help the users of the package navigate through the materials, including a site map for the package; questions of different types and of various levels of difficulty that raise issues in legal ethics and professional responsibility; additional questions which users could answer that addressed current issues of legal ethics and professional responsibility; a set of alternative dialogues so that users could listen to different ways in which lawyers might address some of the ethical issues; a section introducing users to some key issues in philosophy and applied ethics so that they are able to reap the benefits of inter-disciplinary insight; a section that encourages users to reflect on their own conduct and ideas about ethical behaviour and explore the sorts of temptations that might be sufficient for them to 'cross the line'; a video component in which students could learn about the various characters in the video; an expandable glossary in which definitions of key words used in the CD-ROM were written and to which users could add additional terms; some light relief; and a section for references and further resources.

Ideas about layout included: creating a site map of the CD-ROM; making the package as lively and as interactive as possible; being able to move within the videos to questions about the various characters; placing certain icons on the screen at appropriate times; and using one or two illustrations throughout the video for additional light relief.

A number of lessons were learned from this project that might be of use to developers of multi-media teaching and learning packages. First, if possible, exhaust all sources of funding before you start production. Secure all your funding and then decide on the format for your package. Decide what you want to do at the outset — what form the multi-media

package will take — and then stick to it. Second, if you are a Luddite, express your computer ignorance at the outset to your production team. It is better to admit that you do not know what you are talking about than have it revealed by the blank look on your face when the debate about the appropriate MPEG format arises. Third, become well familiar with the language used in the information technology industry. Fourth, try to imagine how the product will look and be used once it is in concrete form. In effect, you need to picture the project from the end product you wish to achieve and then work backwards. Fifth, avoid reworking content. Make sure that the content is proofed, edited, and corrected before supplying it to the production team. Sixth, test the product on a sample of people who are likely to use the product. Seventh, do not let your personality shape the product. Eighth, decide early on shared conventions for the CD-ROM to save time.

Strategies for survival include the following. First, plan, persevere and be patient. Managing a group of individuals with different skills, abilities and time constraints can prove demanding and exhausting but rewarding. Second, work with a small team on whom you can rely and in whose judgment you can repose trust. Make sure that your team includes users (eg students) who can guide you and give you feedback on the project and the product as it develops. Third, expect delays and budget for delays. Fourth, be aware of how any sort of delay can affect morale. You need to keep the enthusiasm fresh and the momentum going. Fifth, when you are creating a multi-media package, ensure that your project team members and the ultimate users have the technology to run the product. Sixth, be prepared to accept 90 percent as a benchmark of capability or completeness.

The market is wide-open for the creation of new, flexible teaching/learning materials in law — even though anecdotal evidence suggests that the production of interactive teaching and learning materials is often very difficult: budgets are unrealistic; timelines are not met; exhaustion (and sometimes depression) takes over. Despite obstacles such as these, the effort is worthwhile. View each product as the next in a stream of products. Each time you work on a multi-media project you acquire new skills and perceptions as the technology is constantly changing. Be proactive. Explore what you want to do with your technical team and hope that you can work together to achieve your educational vision.

Remember: innovation is time consuming and expensive. The model for online and flexible learning packages is continually evolving. Each time a project is produced, we contribute research and development for the production of more complete and effective learning models. Learn from experience. Instructional design for multi-media is inherently different from other forms of instructional design. Take risks on developing new formats and applications; push the technical boundaries.