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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.



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IN THIS ISSUE

In this issue there are 14 digested articles, plus a short review article about an English book on the learning and teaching process in law school published in 2002. *Effective teaching & learning in law*, edited by Burrige and others, contains nine chapters contributed by individual authors and aims to promote an approach to legal education founded on the development and recognition of the law teacher as a professional educator. It is a worthy addition to the essentially limited range of the legal education literature.

There are four articles under the heading Individual Subjects/ Areas of Law. Greenfield argues that corporate law teaching should lay greater emphasis on corporate social responsibility. Krawiec proposes that basic business associations courses should be built around how the various groups that form a business enterprise, including shareholders, interact with each other and with society in general. Nagarajan explores various learning strategies to facilitate the teaching of competition law and Murphy outlines a method of teaching the science of evidence and proof, which is claimed to be often neglected in favour of a focus on teaching only the law and rules of evidence.

Under Assessment Gibbons describes how he has experimented with using electronic media in a Torts class to place students in the role of teachers engaged in an interactive dialogue with their students. O'Connor & Glaze, under the heading Curriculum, give an account of a law school designed distance education course for administrative tribunal members. In the first article to appear under Judicial Education for some time, Amy sketches a pre-judicial LLM program to equip prospective judges for their role prior to their appointment rather than after the event as invariably occurs.

Under Students Krieger examines recent research into the extent to which the law school experience creates psychological distress in law students and the reasons for institutional denial within the law schools themselves of the clear evidence that this phenomenon does in fact exist. On the same theme under Teaching Methods & Media Hess describes how supportive teaching and learning environments can be devised to alleviate student stress and increase achievement levels.

The remaining articles are a mixed bag. Berger highlights the usefulness and importance of American law schools rankings despite widespread criticism by deans and faculty. Ippolito discusses how law schools perform a sorting function by erecting hurdles in order to grade students and to assist prospective employers to recruit entry-level professionals. The teaching of legal ethics to first-year law students is the topic of an article by Henriss-Anderssen. Finally, Edwards emphasises the importance of and proposes methods for the teaching of foreign postgraduate law students about US legal scholarship and Havermann & Mackinnon canvass methods for fostering critical and technological literacies in order to teach legal research.

Dr John Nelson, Editor