

Practice-Centric Teaching & Learning of Constitutional Law

at the Faculty of Law, UTAS

Real cases instead of hypotheticals



Integrated socratic theory and practice teaching



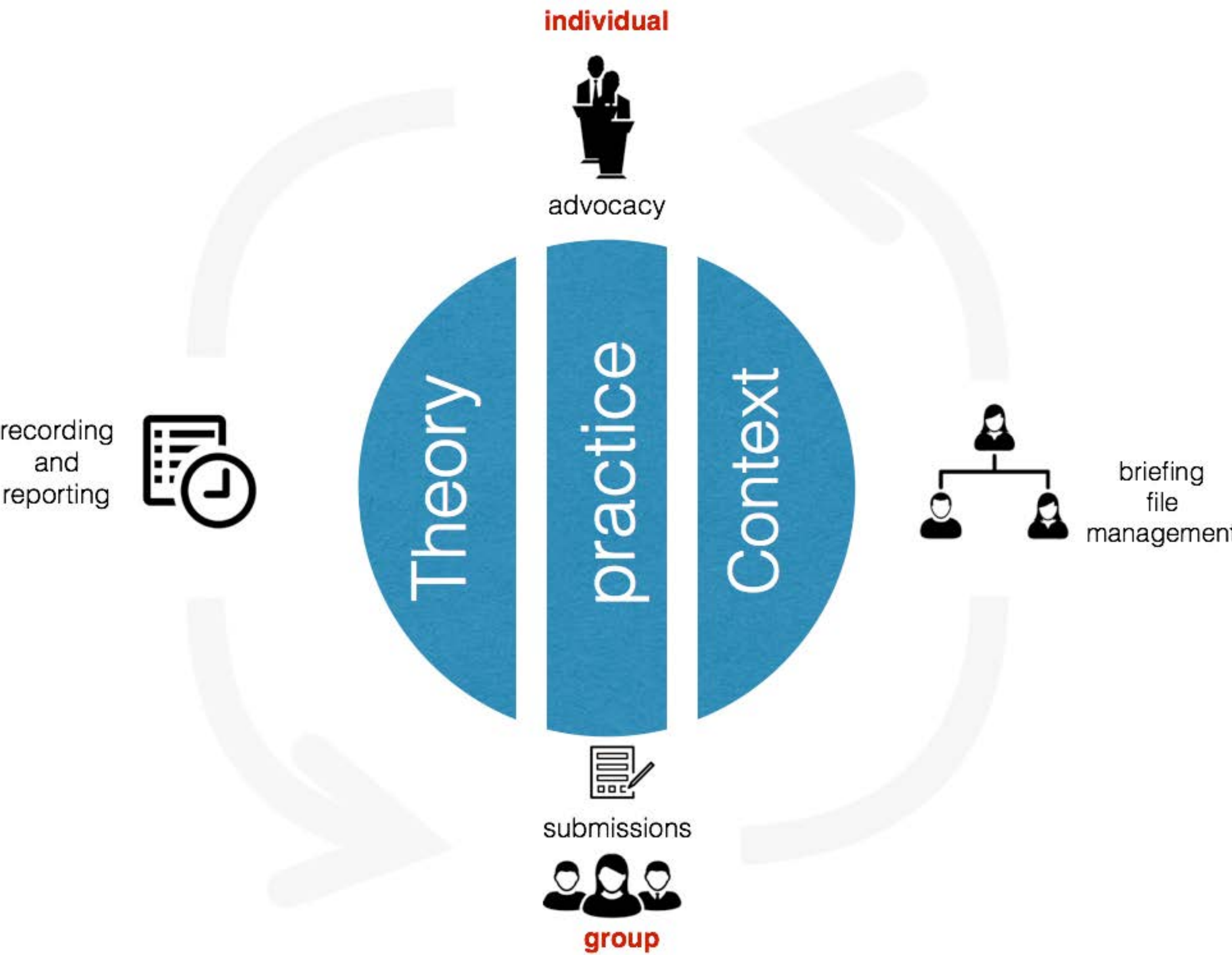
Firm work (instead of group work)



Moot seminars (instead of tutorials)



Contemporary constitutional law in practice; shadowing of federal and state matters, written submissions, precedents, firmwork, professionalism, ethical responsibility, timekeeping and reporting, student welfare, marking efficiencies, drastic reduction in plagiarism and misconduct, student and group self monitoring and management.



[The course] has been a **highlight of my university studies to date** ... The opportunity to use **advocacy and teamwork skills**, and hear from accomplished and inspiring people working in the field ... allowed us an insight into the real-life operation of the law in Australia and stimulated our interest in the subject area.

Lisa Pennington, President Tasmania University Law Society

"[The course] has given me both **comprehensive theoretical knowledge and sophisticated, practical skills** ... After five years of study across two Faculties there is no doubt in my mind that [it] is the best subject that I have studied at UTAS."

James Walker, 5th Year Law Student, 2012. (Now Crown Counsel)

"The [practice-centric] program has been the one program that has drawn consistent comment and praise from visiting professionals. The central theme has been the willingness of the University to **innovate and draw on practicing expertise** to deliver a course that has been traditionally regarded as dry/overly academic and boring. From the interaction I have witnessed between students and practitioners the course now has a level of **energy and relevance that many others could do well to emulate.**"

Hon Dr Peter Patmore MLC, Former Attorney General for Tasmania.

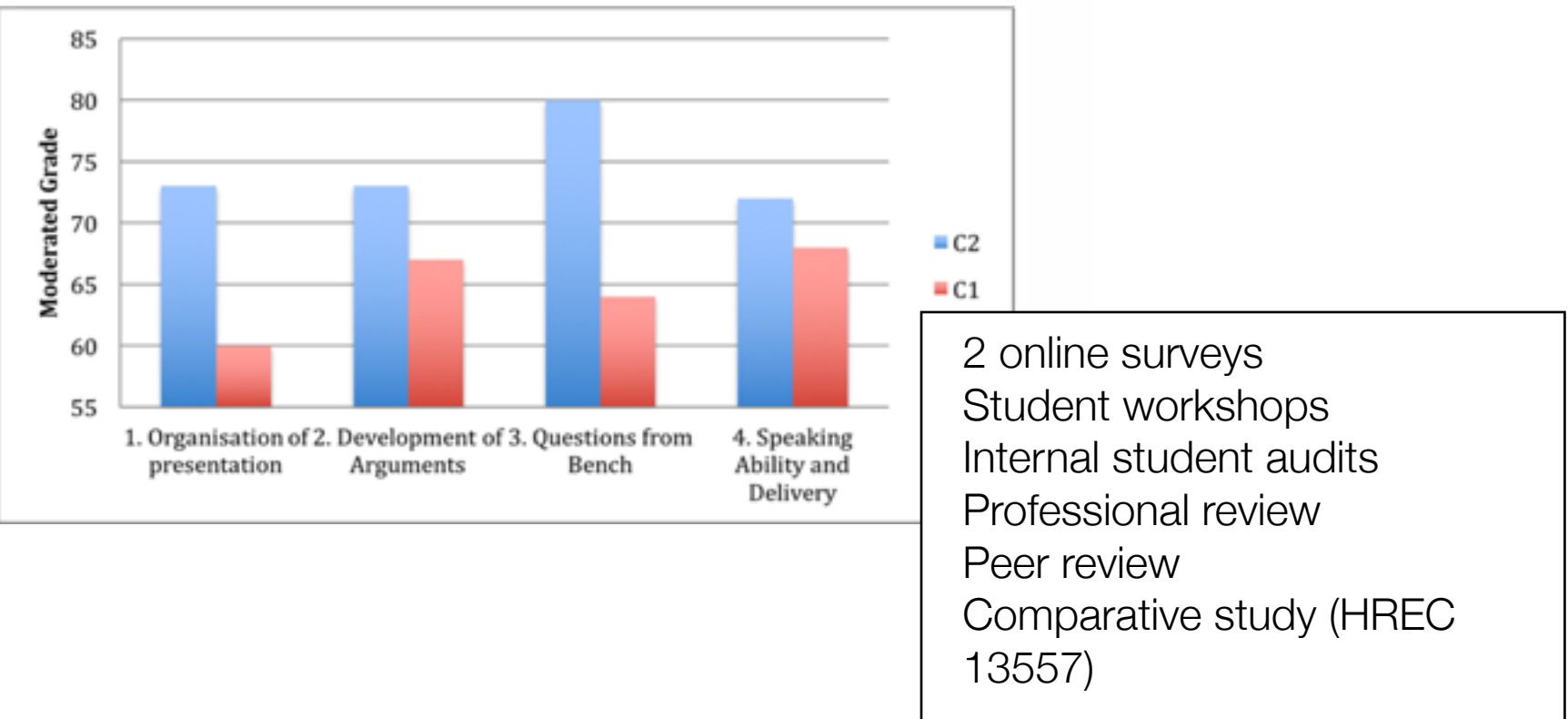
<http://www.utas.edu.au/law/practice-model>

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Meets and exceeds national teaching standards

CALD Standards for Australian Law Schools,		
The curriculum seeks to develop knowledge, understanding, skills and values 'active participation' in legal problem solving [CALD 2.2]; contextual application of legal skills to practical legal situations [CALD 2.3.2]; instruction and practice in oral and written advocacy [CALD 2.3.3]; and direct engagement with the legal profession [CALD 9.2]. CALD Standards for Australian Law Schools.		
Threshold Learning Outcomes for Law (TEOs)		
Knowledge (Priestly 11)		
Ethics and professional responsibility		
Thinking skills		
Research skills		
Communication and collaboration		
Self-management		
	CALD Standards	Law TLOs
Active participation in semester long learning	2.2	6
Analytical & critical understanding of law	Overall, 2.2, 2.3.2	1, 3, 4
Legal principles in context	2.3.2	1
Builds research, analysis, problem solving	2.3.2	3, 4
Ethical conduct encouraged	Overall	2
Role of lawyer central	2.3.3	1(c), 2, 6
Fosters intellectual & practical skills	Overall, 2.2	All (1-6)
Communication skills both orally and in writing	2.3.3	5, 6
Engagement with the profession	9.2	5

Evidence based design and implementation
(including evidence of improved learnign outcomes)



Supported by academy, profession, public sector

Partners

- Law Faculty, UTAS
- Centre for Legal Studies (Tas)
- Tasmanian Institute of Learning & Teaching
- Law Society of Tasmania
- Supreme Court of Tasmania
- Solicitor General Tasmania
- Commonwealth Government
- Practitioners/ judiciary/ professionals

Citations & Grants

- 2 TMCs
- Vice-Chancellor's Award for Programs that Enhance Learning 2012
- 2 UTAS Teaching Development Grants
- 2 Faculty Seed Funds
- 2 Law Foundation Tasmania Grants