

## Online Course: Foundations of Legal Education

Foundations of Legal Education is a suite of six online modules about Australian legal education, designed for university law teachers. It focuses on the principles of best practice, history and context of legal education in Australia, critical perspectives on the teaching of law, and the need for legal education reform in the context of widespread disruption within the legal services sector. The modules also develop participants' skills in contemporary curriculum and assessment design, and support them in identifying and articulating a personal philosophy of teaching. Some familiarity with the teaching and practice of law in Australia is assumed, but it is not expected that participants be already familiar with educational scholarship and theory.

Modules can be commenced at any time and completed at each participant's own pace. The six modules can be completed in any order, although it is strongly recommended that they be completed in numerical order.

At the conclusion of each of the first five modules, participants will be asked to complete an online test, and upon passing the test they will be issued with a digital Certificate of Module Completion. To complete the sixth module, participants must submit a teaching philosophy statement. Upon completion of all six modules, they will be issued with a digital Certificate of Course Completion. Students will also be given the opportunity to complete additional assessment and pay an additional fee to earn University credit for the completion of the course.

### PRICING

No Cost

To access the online course, go to [bond.edu.au/alt](https://bond.edu.au/alt). If you have any questions about the modules or their content, please email [altlaw@bond.edu.au](mailto:altlaw@bond.edu.au).

# Study plan

<p><b>Module 1</b> Australian Legal Education Discourses</p>	<p>In Module 1, we consider a range of different answers to the question 'What is the purpose of legal education?' There is, of course, no single correct answer to this question. Our preferred answer to this question will depend upon our preferred legal education ideology, or discourse. We examine six such legal education discourses: doctrinalism, vocationalism, liberalism, corporatism, educationalism, and radicalism.</p>
<p><b>Module 2</b> The Regulation of Legal Education</p>	<p>In this Module we consider the most important mechanisms by which higher education is regulated: the Department of Education and Training (DET), the Tertiary Education Quality and Standards Agency (TEQSA), the Australian Higher Education Standards (HES), the Australian Qualifications Framework (AQF), and the learning and teaching policies of individual institutions. We then consider the regulation of legal education and the primary mechanisms that inform and constrain the teaching of law in Australia: the Uniform Admission Rules and the Threshold Learning Outcomes for Law. Finally we consider some recent and significant developments in the regulation of legal education in Australia - specifically the development and enforcement of the CALD Standards and of the Accreditation Standards for Australian Law Courses.</p>
<p><b>Module 3</b> Diversity and Disruption</p>	<p>This module considers some of the more significant trends in higher education, legal education and legal practice, and the extent to which each of these sectors is being 'disrupted'. We begin by considering some of the trends that are impacting and disrupting higher education in Australia: technological innovation, domestic legislative reform, and changes to the international student market. We then focus upon the ways in which the practice of law and the delivery of legal services are changing. We consider the need for tomorrow's law graduate to be both digitally capable and skilled in the exercise of humane professionalism. The module concludes by looking at some of the many predictions about the future of legal education.</p>
<p><b>Module 4</b> The Scholarship of Teaching and Learning</p>	<p>Module 4 examines some of the key themes in the scholarship of learning and teaching, including many of the educational theories and models that inform 'best practice' curriculum design, teaching and assessment. These theories and models also comprise the 'vocabulary' of those who engage with, and engage in the production of, legal education scholarship. Wherever appropriate, we present these key themes in a legal education context and consider the ways in which they might be applied in a law classroom. The goal is to provide a suite of theories, models, ideas and insights that you can draw upon as you seek to develop and / or refine your own philosophy of teaching and your own teaching practice.</p>
<p><b>Module 5</b> Introduction to Curriculum Design</p>	<p>When designing a unit, we should begin by identifying what it is that we want to achieve in teaching this unit to these students. This overall goal should then inform the specific learning outcomes we set for the unit. Once we have our explicit learning outcomes we work out how we are going to determine whether or not each student has achieved these learning outcomes; in other words, we develop the assessment methods for the unit. Finally, we develop the content and curricula: how we are going to facilitate our students' journey from where they are at the beginning of the unit to where we would like them to be at the end of the unit. In this module, we consider each of these three stages: drafting learning outcomes, designing assessment tasks, and developing the learning activities. We begin with the notion that ties these three stages together, that of 'constructive alignment'.</p>
<p><b>Module 6</b> A Philosophy of (Law) Teaching</p>	<p>Being aware of and able to articulate our own philosophy of teaching is an important element of being a reflective practitioner. In the final module, we examine a variety of common teaching philosophies before considering the process of carefully and thoughtfully articulating our own individual and unique teaching philosophy. We begin by considering the importance of reflective practice generally. The rationale for engaging in reflective practice and being a reflective practitioner is that it is only by reflecting upon our past and our present circumstances that we are able to grow and improve consciously and deliberately.</p>

## Bond University Faculty of Law

We are a community of experienced legal educators, legal researchers, legal practitioners and legal administrators collaborating to define, understand, create and deliver professional legal education and training of the highest quality.



[bond.edu.au/alt](http://bond.edu.au/alt)

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