

**THE GLASGOW GRADUATE SCHOOL OF LAW:
A UNIQUE, SIMULATION-BASED APPROACH TO PROVIDING STUDENTS WITH
PRACTICAL LEGAL EXPERIENCE**

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Executive Summary

The Carnegie Foundation on the Advancement of Teaching recently published a study, *Educating Lawyers: Preparation for the Practice of Law* (the Carnegie Report), in which it analyzed the US legal education system and noted areas of concern and opportunities for improvement. This study has spurred intense debate and has inspired legal educators to reflect on the current state of legal education in the US. An analysis of the Glasgow Graduate School of Law's unique approach to legal education may prove useful to those considering the Carnegie Report.

To practice law in Scotland, students must complete an undergraduate (LLB) degree, earn a Diploma in Legal Practice, and complete a two-year traineeship under the supervision of a legal practitioner. The Glasgow Graduate School of Law (GGSL) is Scotland's largest Diploma provider; it admits approximately 275 students each year. The goal of the Diploma program is to bridge the gap between the academic LLB and the very practice-oriented traineeship.

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The GGSL incorporates many simulations and practice-like scenarios into its Diploma program. A number of these are set against the backdrop of a fictional online town. Students form law firms and correspond with clients, witnesses, and opposing parties. The School has developed a sophisticated software program to aid in the execution of these projects; this program will be available free at point of use *post*-July 2008 to all Further and Higher Education institutions in the UK.

Even GGSL courses that do not utilize this online environment offer practical legal experience and focus on developing students' oral advocacy and client interviewing skills. Many of the School's courses also incorporate the use of webcasts, which are videos of lectures that are posted online in an interactive format. Students watch these webcasts and explore the related materials on their own, and meet in the classroom to ask questions and discuss the topic with their professor.

The GGSL's approach to its Diploma program addresses many of concerns raised by the Carnegie Report. Because the vast majority of the tools used by the School are transferable to other law schools, and even to schools that teach other disciplines, a study of the GGSL's Diploma program could prove useful to educators around the world.

Introduction

As part of a one-time seminar course on the Future of Legal Education, students enrolled at the Georgia State University College of Law studied the history of American legal education and reviewed recommendations of how the current system could be adapted and improved in the future. Central to this study was the Carnegie Foundation for the Advancement of Teaching's *Educating Lawyers: Preparation for the Profession of Law* (the "Carnegie Report"), which

analyzes the American legal education system and highlights areas of concern and recommendations for improvement.¹

This article considers a graduate law school in Scotland, the Glasgow Graduate School of Law (GGSL), and discusses how that school's unique approach to legal education furthers the goals set forth by the Carnegie Foundation. To gather information for this article, several individuals who recently attended the GGSL were interviewed; their insights proved to be immensely helpful and have been used throughout this article to provide a more complete description of the School.²

Legal Education in Scotland³

To become a lawyer in Scotland, a student must earn an LLB, obtain a Diploma in Legal Practice, and complete a two-year traineeship.⁴ The LLB is the Scottish equivalent of a JD. In Scotland, however, students can enter law school directly from high school, as they need not obtain an undergraduate degree first. Thus, Scottish law students tend to be younger than law students in the US: 70% of first-year law students in Scotland are no more than eighteen years

¹ William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, and Lee S. Shulman, Carnegie Foundation for the Advancement of Teaching, *EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW* (Jossey-Bass 2007) [hereinafter *Carnegie Report*].

² These individuals were interviewed by Elizabeth Li in December 2007. After the interview, each interviewee approved the researcher's summary as reflective of his/her thoughts on the GGSL's program, and specifically approved the use of his/her comments in this article. Information that tended to tie a comment to a particular interviewee was removed before the comments were shared with others. This process was pre-approved by the Georgia State University Institutional Review Board. For additional information on how these interviews were conducted, please contact the co-authors.

³ See Paul Maharg, *Virtual Communities on the Web: Transactional Learning and Teaching*, <http://zeugma.typepad.com/>.

⁴ There is an alternate track that is not widely used, wherein Law Society Qualifying Examinations are taken while the candidate is working for a legal service provider. However the Diploma is still compulsory for these entrants to the profession.

old.⁵ Although the majority of first-year law students plan on actually practicing law, some students do “major” in law but never become qualified to practice. In addition, although the LLB is most law students’ first post-high school degree, some do study another discipline before entering law school (these students typically follow a fast-track program to earn their LLB).

Legal education is expensive in Scotland, but so long as a student meets residency requirements and is studying full time for her first degree, her tuition fees are paid by the Scottish Student Awards Agency for Scotland (SAAS), regardless of her financial need. Students receiving SAAS are responsible for their own books, course materials, and living expenses. Graduate students and part time students (approximately 12% of the law student population) are responsible for paying their own tuition.⁶ A survey of Diploma students, conducted in 2006, revealed that 80% had incurred debt while earning their LLB, and that a full 57% expected to owe more than £10,000 by the completion of their Diploma program.⁷

As in the US, summer breaks have traditionally been viewed as important opportunities for law students to gain legal experience. However, although 327 of 379 Diploma students reported working over their law school summers, only 38% of them did legal work.⁸ Interviewees confirmed that most law students do not undertake law-related work during their summer breaks. Several interviewees explained that only a handful of firms offer summer positions, and that virtually none of these firms offer compensation for the work.

⁵ JENNY HAMILTON, UNIVERSITY OF STRATHCLYDE, LAW STUDENT 2002: A PROFILE OF LAW STUDENTS IN SCOTLAND (2004), <http://www.ukcle.ac.uk/research/projects/scotland2.html>.

⁶ *Id.*

⁷ JENNY HAMILTON, UNIVERSITY OF STRATHCLYDE, LAW STUDENT 2005/06: A PROFILE OF SCOTTISH DIPLOMA IN LEGAL PRACTICE STUDENTS, <http://www.ukcle.ac.uk/research/projects/scotland3.html>.

⁸ *Id.*

After a student earns an LLB, the next step is to earn a Diploma in Legal Practice. There are five Diploma providers in Scotland, and all are attached to university law schools or departments. The goal of the Diploma program is to “train law students in practice skills, knowledge, and values, and to equip them for the two-year traineeship that follows the Diploma.”⁹ Diploma programs, which last for just over six months,¹⁰ are taught primarily by practitioners who work in a specific area of the law. Coursework consists of the following subjects:

- Civil Court Practice
- Criminal Court Practice
- Private Client (similar to Wills & Estates)
- Conveyancing
- Practice Management
- Financial Services & Accounting
- Professional Ethics
- Company & Commercial Administration *or* Public Administration

The Law Society of Scotland (LSS) sets the curriculum and provides resources for each of the courses. Individual Diploma providers are free to design their own actual courses, syllabi, and assessment procedures. Accordingly, and as discussed below, the different Diploma

⁹ Paul Maharg, *Transactional Learning Environments and Professional Legal Education in Scotland*, BAR EXAMINER 9 (Nov. 2005).

¹⁰ In January 2008, the LSS unveiled a new Diploma curriculum to take effect in the Fall of 2009. *See infra* p. 36. A key feature of the new Diploma is its condensed timeframe; it will last for sixteen weeks rather than twenty-eight. Because this article was written before the implementation, and indeed before the announcement, of the new curriculum, it focuses on the six-month program.

providers have adopted different approaches to the programs. The LSS does require providers to focus on certain skills which are crucial to the practice of law:

- Interviewing
- Negotiation
- Advocacy
- Legal Writing
- Drafting
- Research

The final step in becoming a lawyer in Scotland is to complete a traineeship. Students wishing to become solicitors must complete a two year traineeship with a practicing solicitor, while students wishing to become advocates must train with a practicing advocate. Trainees are paid: most trainees earn £14,000 in their first year and £17,000 in their second. For comparison, the salary for medical graduates during their pre-registration period is typically £30,433.¹¹

During the traineeship period, students must complete an Assessment of Professional Competence. For this, their work as a trainee is monitored by the Society. Students must keep logs of their work, and their review sheets are checked by the Society every quarter. Between the sixth and eighteenth month of their traineeship, students must also undertake a two-week Professional Competence Course. The goal of this course is to build upon the knowledge and skills the students are developing in their work as trainees.

Second-year trainees are eligible for a certificate that allows them to practice under limited circumstances. At the end of his traineeship, a student can apply for a full practice

¹¹ HAMILTON, *supra* note 7.

certificate. To obtain this certificate, the student must have completed all the requirements set by the Society, obtained discharge from his training contract, and obtained a “signing-off statement” from his employer. On average, first-year attorneys in small firms earn about £25-30,000, and first-year attorneys in large firms earn anything between £30-100,000.¹²

The Glasgow Graduate School of Law

Located in the city of Glasgow, the Glasgow Graduate School of Law (GGSL) is a partnership between the law schools of the University of Glasgow and University of Strathclyde. This partnership allows the two schools to pool their staff, resources, and facilities, and also allows for joint research projects. The GGSL offers Masters’ programs (LLMs and MSc degrees) in Construction Law, Human Rights Law, Telecommunications Law, Commercial Law, and Criminal Justice, as well as the Diploma in Legal Practice. About 40-50% of Scotland’s law students earn their Diploma in Legal Practice at GGSL, and the school admits approximately 275 students each year. The Diploma program has two full-time academic staff members, two part-time academic staff members, five administrative staffers, and about 150 part-time tutors, who are also legal practitioners.

The GGSL’s Unique Approach to the Diploma in Legal Practice

¹² See <http://student.independent.co.uk/magazines/article3096976.ece>

Most Diploma programs use educational methods that are similar to the undergraduate style of teaching, and students in those programs learn mostly through lectures and seminars. At the GGSL, while substantive and procedural concepts are taught with paper resources, videos and tutorials, the school incorporates simulations and tutorials into its teaching of all of the Diploma subjects. The GGSL's extensive use of simulations changes the learning landscape: lectures become less important, tutorials evolve into practical workshops, individual preparation becomes more important, and traditional exams grow ever more pointless.

Six of the eight LSS-mandated Diploma subjects are taught almost entirely through simulations. Some of these subjects involve primarily classroom-based simulations. In Civil Procedure and Criminal Procedure, for example, students engage in mock pleadings and mock trials. In Company & Commercial Administration, students are placed in groups and must “incorporate” themselves as a company. They must appoint directors, complete the necessary paperwork, and attend to all the other tasks associated with establishing a corporation. These classroom simulations are augmented by interactive webcasts (video lectures that are posted online and supplemented with links to relevant information) and surgeries (optional sessions – led by a class, not a tutor – in which students may ask questions of tutors or lecturers and discuss the material).

For other subjects (including Practice Management, Conveyancing, and Personal Injury¹³), students work in a simulated law firm environment. They are divided into firms of four students, and a tutor – who acts as a resource, mediator, and disciplinarian – is assigned to each firm. These simulations “occur” in a fictional town on the Internet, which the School

¹³ Personal Injury is not an LSS-mandated subject, but it is a required course for GGSL students, because it is used to assess negotiation skills.

created to add to the authenticity of the scenarios. This arrangement parallels important aspects of the actual practice of law, and the well-developed fictitious setting paradoxically lends authenticity to the activity.

Adopting and Developing this Approach

The School designed its Diploma program with the goal of integrating skills and knowledge into the LSS's Diploma curriculum. In its early stages, the GGSL considered questions such as, "What is the most effective way for students to learn legal professional skills within the academy? What is the role of teaching in helping them to learn? In our teaching interventions, how can we best support student learning?"¹⁴

The GGSL's move toward its current simulation-based approach has been steered, in large part, by Maharg. He has studied educational methods and has published extensively on the theories behind teaching, and learning, through simulations.¹⁵ came to the GGSL from Glasgow Caledonian University's law school, where he worked as a lecturer after completing his own law degree as a mature student. However as we shall see, a critical element in the GGSL's approach to legal education is a committed interdisciplinarity – between legal education and legal theory, between education and law, between computer science and legal education.

In the late 1990's, Maharg first began to consider the benefits of incorporating transactional learning into the Diploma curriculum. In this context, "transactional" learning does not refer to non-litigation legal work, as the term is often used in the US. Instead, it refers to an educational theory advanced by John Dewey that describes learning as a "transaction: not the

¹⁴ Paul Maharg, *Virtual Communities on the Web: Transactional Learning and Teaching*, <http://zeugma.typepad.com/>.

¹⁵ See Professor Maharg's blog at <http://zeugma.typepad.com/>

acquisition of knowledge about the world...but the acquisition, coordination and practice of habits, impulses and dispositions toward action in world.”¹⁶ Transactional learning involves not only reading about a topic, but taking action on that topic, and thus learning while taking action and also during the time that the effects of that action become clear. As Dewey observes [a]s a result of learning, the world becomes richer, more meaningful, for the learner.”¹⁷ First formed in the later nineteenth century, Dewey’s position on knowledge and skill acquisition is still radical. What matters, of course, is how one operationalizes the theory. Once such implementation is described in the next section.

Ardcalloch and SIMPLE

Although the educational benefits of teaching Diploma courses through the vehicle of a simulated law practice seemed obvious, the idea appeared, at first, to be rather far-fetched. What began as a “pleasant thought of an idle afternoon”¹⁸ has, over time, evolved from a relatively simple paper- and email-based scheme to a sophisticated computer program that incorporates a town history, directory, photographs, and maps with a software system that makes it quite easy for students and tutors to interact with each other in role.

The Personal Injury Negotiation project was the first simulation to be run in the fictional town of Ardcalloch. In the project’s first year, Maharg (then a tutor at Glasgow Caledonian University’s law school) divided his twenty-five students into law firms, and assigned half of the firms to represent the claimant and half to represent the defendant. Instructions for the project and client materials were distributed confidentially, in paper format, and students used email to communicate with Maharg and other students (their “coworkers”). Over the next few years,

¹⁶ Paul Maharg, *TRANSFORMING LEGAL EDUCATION* 11 (Ashgate 2007).

¹⁷ *Id.*

¹⁸ *Id.* at x.

Maharg found the project to be an extremely useful teaching tool and he brought the project with him when he joined the GGSL's full-time faculty in 1999.

He also realized that the project required a more complex and flexible communication network, and by 2000 he had switched from a purely email system to a system based upon Outlook folders; and he added discussion forum for informational and teaching purposes. To maintain confidentiality, there are actually three password-protected discussion forums: one for claimants' firms, one for defendants' firms, and one for the online tutors. Maharg and his colleague answer questions on each of the forums. Students can post and respond to questions on the forums, and they also have the option of emailing correspondence to their "coworkers," tutors, and professors.¹⁹

Today, much of the GGSL's Diploma program is based on this virtual model: Practice Management, Personal Injury, Private Client, Civil Court Practice and Conveyancing are taught through this simulated practice approach. These courses include virtually no lectures – aside from introductory or guest lectures, as well as a few that have been converted to video lectures – and almost no traditional examinations. Most subjects have seminars, but the focus of seminar work is not a three-hour closed-book examination, it is the transactional project where students put into effect what they have studied in parts in seminars. Students are divided into groups of four, which represent their law firms. The fictional town of Ardcalloch has a civic history, a map, a directory, and hundreds of fictional businesses, institutions, and citizens. In the Personal Injury Negotiation project, students correspond with their client, the opposing party, and witnesses to gather information and resolve the case. They write (and email) letters to these parties, and their Personal Injury tutor takes on the role of each party and responds – via a

¹⁹ *Id.*

simulated document management system – accordingly. Tutors are also available to answer students’ questions and to give suggestions as students work through the simulations. In addition, each firm is assigned a Practice Manager: a tutor who monitors the firm’s work to encourage students, discuss problems, and ensure participation, and quality of transactional work (more of this below),

The GGSL has developed a software program, called SIMPLE (SIMulated Professional Learning Environment), to build efficiencies into the simulations and make the tutors’ jobs easier. In the Personal Injury Negotiation project, for instance, each tutor works with eight law firms, and the SIMPLE program keeps track of the tutor’s correspondence with each firm. SIMPLE also allows each tutor to access a bank of standard responses. Thus, a tutor does not actually draft a response each time she receives correspondence from one of her firms; instead, she pulls up the document containing the information the firm has requested, and edits it if necessary. Further, because each firm’s simulation is a little different (some firms represent clients with a broken elbow while others represent clients with a sprained ankle), SIMPLE automatically populates a tutor’s reply with information that corresponds to that firm’s simulation.

Transactional Learning Outside Ardcalloch

While the Ardcalloch program may be the most unique example of the GGSL’s incorporation of transactional learning, courses that are not taught through Ardcalloch also incorporate simulations to a greater extent than traditional law classes. For example, the mock pleadings and mock trials used in Civil Procedure and Criminal Procedure do not refer to Ardcalloch at all. However, students in those classes still act as lawyers and learn from their

interactions with others: they engage in oral advocacy in a courtroom-like setting. Some of these arguments are even made before an actual sheriff, who presides over this type of proceedings in “real” Scottish courtrooms.

Five Principles of Transactional Learning

The School’s Diploma program is guided by five fundamental principles. These address the GGSL’s hope to create a Diploma program that bridges the gap between the academic LLB program and the practice-oriented traineeship.

1. Transactional learning²⁰ is active learning. GGSL students are actually involved in client cases; they do not just observe actions. Students learn about the underlying concepts through paper resources, in-person tutorials, and virtual learning environments. Then, they apply these concepts in simulations. Their clients and opposing parties come from within Ardcalloch, and the simulations are conducted within this virtual environment. In other courses, they advocate in courtroom-like settings, sometimes before the same people that preside over actual court proceedings.

2. Transactional learning is based on completing legal transactions. Although students gain a conceptual understanding of the requisite legal issues through rather traditional resources (such as paper, tutorials, and videos), the bulk of their time is spent acting as newly admitted attorneys. In the Conveyancing unit, for example, a tutorial might show students how property is conveyed through purchase and sale, but the focus of the unit is on two simulated

²⁰ “Transactional” here does not refer to non-litigation legal work. Rather, it refers to an educational theory that emphasizes learning through interactions with others and the environment. *See supra* text accompanying note 16.

transactions in which students actually complete a purchase or sale of property. Through the simulations, students see the practical realities of a property transaction.

3. Transactional learning involves reflection on learning. Students in GGSL’s Diploma program must consider the ethical implications of their activities. For each Ardcalloch simulation, they are required to document their firms’ transactions, as well as their individual activities, and they also participate in a group reflection led by their tutor. Rather than simply reading or observing how to complete a legal procedure, students actually plan their course of action, document what they have done, and, finally, consider whether they took the best course of action.

4. Transactional learning is based on collaborative learning. In recognition that “[t]here is of course a place for individual learning, silent study, literature review and so on,” the School emphasizes individual work as a preparation for collaborative work.²¹ However, students are required to collaborate on each simulated transaction, both with other members of their firm and with the opposing party’s firm. This collaboration allows students to learn from each other and breaks down the isolation of individual study. In addition, it allows students to leverage their “coworkers” knowledge and to trust their professional skills.

5. Transactional learning requires holistic or process learning. Law school courses focus on “chunks” of legal issues, and students must link together these disparate topics to understand the issue in its entirety. Traineeships, on the other hand, require students to understand the complete legal issue: the underlying concepts, the necessary processes, and the ethical considerations. The School’s approach allows students to move through multiple office-

²¹ Paul Maharg, *Authentic Learning: Transactions in Virtual Communities*, <http://zeugma.typepad.com/>. See also Karen Barton, Patricia McKellar, Paul Maharg, *Authentic Fictions: Simulation, Professionalism and Legal Learning*, *Clinical Law Review*, 14, 1, 143-93

based and court-based transactions, from part to whole and between parts, just as they will be expected to do as trainees.

Transactional Learning in Action

The School's Goals

The Law Society of Scotland (LSS) expects Diploma programs to teach students various legal concepts, including Civil Court Practice, Criminal Court Practice, Private Client (similar to Wills & Estates), Conveyancing, Practice Management, Financial Services & Accounting, Professional Ethics, Company & Commercial Administration or Public Administration. The LSS also sets forth the learning objectives (though neither the aims nor the outcomes) for all of Scotland's Diploma programs. As discussed above, these are considered to be the skills most important to practicing law, and include interviewing, negotiation, advocacy, legal writing, drafting, and researching. The GGSL's overall goal is for its Diploma students to become competent trainees with respect to each of the skills and conceptual areas identified by the LSS.

With its use of simulations, the GGSL highlights the need for competency at two levels: conceptual knowledge and practical understanding. As the Carnegie Report found, law students must learn to apply the knowledge they gain in school, and the GGSL's Diploma program gives them the opportunity to do just that. The virtual simulations allow students to step into the role of an attorney. Students in the GGSL's simulations engage in many of the same activities as practicing attorneys. They communicate with clients, complete legal transactions, and run a firm, but all without the threat of malpractice. Students are also exposed to the ethical implications of the practice of law. They are, for example, required to communicate with clients, opposing parties, and other attorneys, and deal with any ethical issues that arise. In this

way they are learning Deweyan habits – or as Shulman has it in the Carnegie report, the habits of hand, mind and heart.

Early in the Diploma year, students are shown the importance of questioning and clarifying information given to them by clients, witnesses, and expert witnesses. Because students are given a realistic mix of helpful and unhelpful witnesses and information, they engage in “the process not only of fact gathering, but fact prioritization and interpretation, as well as corroboration of the critical facts.”²²

How it Works

As discussed above, the virtual town of Ardcalloch serves as the backdrop for many of the GGSL’s simulations. Students are assigned to firms and must create a firm website that identifies its members and specifies its guiding principles and values. Students must log their work in Practice Logs, which are monitored by their firm’s Practice Manager. Students play the role of attorneys, and must contact other professionals, institutions, and public facilities to obtain information – just as an attorney must do in real life. Tutors play the other characters and respond to students’ requests for information using the embedded document management and web-based communication system (which is made easier through SIMPLE). All communication is exchanged via letters from one person or entity to another, and there are development plans to include audio communications as voice over IP in later iterations of the software.

The fictional city lends authenticity to the simulations. In their efforts to give a more realistic sense of depth to Ardcalloch, Maharg and his colleagues have created newspaper clippings, photographs, advertisements, wills, and accounting ledgers. There is also a vast array

²² Maharg, *supra* note 16, at 209 .

of characters, institutions, and professional networks with which students may communicate. The IT systems that make this communication possible are embedded in the virtual community, and give students the opportunity to use a wide range of collaborative learning tools, including a task organizer, calendar, firm minutes, confidential logs, discussion forums, and alerting services. All of these factors allow students to engage in simulations that imitate, as closely as possible, actual legal practice. Students' use of these tools is monitored and assessed by their Practice Manager tutors.

Students begin with the Personal Injury Negotiation simulation and a Tax assessment.²³ For the Personal Injury Negotiation, students must gather information about the incident that caused the injury and negotiate a settlement with the opposing party. For the Tax assessment, students must present the tax options that are open to a client, given the client's circumstances. Both of these simulations are slower-paced and allow the students to build familiarity with their coworkers. As the students move through the Diploma program, transactions have more deadlines and proceed at a quicker pace. Each of the simulations incorporates the same "randomness" that attorneys encounter in the real world.²⁴ Witnesses can be helpful or brusque and may offer meaningful or irrelevant information. Students must decide which information to focus on, which to set aside until later, and which to ignore completely.

Most subjects that incorporate Ardcalloch projects also include lectures and some classroom-based tutorials. Further, not all of the Diploma subjects are taught against the backdrop of Ardcalloch. For example, in Company and Commercial Management, students have a traditional course and a simulation project. For this, they are placed into groups (not the same

²³ Maharg, *supra* note 16, at 206.

²⁴ Maharg, *supra* note 16, at 209.

groups as their Ardcalloch firms), and must form a corporation. They appoint directors, draft articles of incorporation, and complete all the other steps necessary to incorporate. In Criminal and Civil Procedure, students focus on building oral advocacy skills. During class, they make mock pleadings and hold mock trials. Accountancy and Financial Services are taught mainly through traditional methods; students meet for face-to-face lectures and complete an end-of-course exam or paper assignment. Professional Ethics is also taught as a separate, more traditional, class, although ethical issues are discussed as they arise throughout the Ardcalloch projects and other simulations.

Many of the lectures in these courses have been replaced by webcasts. These are, essentially, video-taped lectures that are posted on the internet and may be accessed by students at any time. As the video plays, interactive links pop up: when the lecturer mentions a particular statute, a link to that statute appears on the screen. The webcasts thus provide students with immediate access to more information on the topic of the lecture. The online webcasts are supplemented, sometimes by multimedia units, sometimes by face-to-face “surgeries,” which are classroom sessions that allow students to ask questions and discuss the topic.

The Role of the Tutor

As discussed above, the GGSL employs very few full-time academic staffers. The majority of the school’s day-to-day academic responsibilities fall on its part-time tutors. These are practicing solicitors who spend five to ten hours a week in a pseudo-teacher role.²⁵

²⁵ Two interviewees currently serve as online tutors for the Personal Injury project. One estimated that she devotes 5-10 hours per week to these responsibilities; the other spends about 2-3 hours, 3 times a week.

Depending on the tutor's interests, he could take on a variety of responsibilities: some tutors lead classroom meetings, while others assist in executing the simulation projects.

Some tutors serve as Practice Managers. They are assigned eight firms (each with four students) and must monitor those 32 students' practice logs and contributions to their Ardcalloch projects. Others serve as Personal Injury tutors. As such, they take on the role of the client, witnesses, etc., and reply to their firms' correspondence throughout the Personal Injury Project. These tutors are also assigned eight firms to work with. There are separate groups of tutors, with the same types of responsibilities, for the Conveyancing and Private Client projects. Another group of tutors leads the Civil and Criminal Procedure classes, which consist of mock pleadings and moot court exercises. Finally, some tutors lead surgeries to supplement webcasts and lectures.

Assessing Student Performance

As each course is quite different from every other course, each Diploma subject has a different procedure for assessing student performance. This is partly a result of each subject's unique learning objectives, and partly a result of each professor's authority over his own course (though Maharg intends to rationalize this in coming years using a template approach to each subject). In a few courses, student performance is assessed solely through a traditional end-of-course paper or exam. In other subjects, students are assessed through a series of online assignments and ongoing practical exercises.

When assessing practical skills, the School has embraced the Dreyfus model of skills acquisition, which it found to be the best way "to illustrate levels of standards in competent

performance.”²⁶ In the Personal Injury Negotiation project, the GGSL uses a five-tier model (shown below) to explain levels of performance to students in a non-judgmental way.

The Dreyfus Model:

Level 1: Novice

- Rigid adherence to taught rules or plans
- Little situational perception
- No discretionary judgment

Level 2: Advanced Beginner

- Guidelines for action based on attributes or aspects (aspects are global characteristics of situations recognizable only after some prior experience)
- Situational perception still limited
- All attributes and aspects are treated separately and given equal importance

Level 3: Competent

- Coping with crowdedness
- Now sees actions at least partially in terms of longer-term goals
- Conscious deliberate planning
- Standardized and routine-ized procedures

Level 4: Proficient

- See situations holistically rather than in terms of aspects

²⁶ Paul Maharg, *Virtual Communities on the Web: Transactional Learning and Teaching*, <http://zeugma.typepad.com/>.

- See what is most important in a situation
- Perceives deviations from the normal pattern
- Decision-making less labored
- Uses maxims for guidance, whose meaning varies according to the situation

Level 5: Expert

- No longer relies on rules, guidelines or maxims
- Intuitive grasp of situations based on deep tacit understanding
- Analytic approaches used only in novel situations or when problems occur
- Vision of what is possible

The overall goal of the GGSL is for all of its Diploma students to become “competent trainees,” which corresponds to level three on the model. The School’s approach has, in fact, been productive at turning students into competent trainees. As Maharg reported, the GGSL has received “comments from examiners and external examiners that our students are carrying out work that they would expect only a mature trainee or an assistant to be able to undertake. In other words, transactional learning is helping our students to achieve higher up the Dreyfus scale than they would normally do with the older style of Diploma course.”²⁷ Several interviewees (who are now working at firms, as trainees, alongside graduates from other Diploma programs) also reported being more familiar with particular aspects of legal practice, such as processes for incorporating a business, than their co-trainees who attended other Diploma programs.

²⁷ *Id.*

When the School first began offering a Diploma program, students were assessed only by written examinations. For example, the Private Client unit (which is similar to Wills & Estates in the US) was tested by an exam that required students to draft legal documents. Over time, however, the School found that this type of exam tested “an uneasy mix” of academic and professional knowledge, and decided to revamp its assessment policy.²⁸ In the traditional exam format, students had been asked to draft documents under time constraints, usually with access to reference books that would be available in a law office. A flaw was that the system had not given adequate weight to the practical aspects of the student’s work. For example, a student could have scored an 80% on the exam even if he had written a document with a flaw that, in practice, would have been fatal to his client’s cause.

After considering the shortfalls of the written examination assessment method, the School decided to assess students in the Private Client unit via four online assignments. Students now complete assignments in their online firm environment and tutors take the role of a supervisor in marking their work. This parallels the situation students will encounter as trainees. Students are given two chances to pass each of the four assessments, which test their skill in: “1) drafting a will; 2) drafting an initial writ; 3) composing letters to other professionals to ingather and evaluate the deceased’s estate; [and] 4) dealing with inheritance tax arising from the deceased’s estate.”²⁹ If a student firm fails a second time, it is withdrawn from the project and given a “subject evaluation” which is, in effect, an examination. The same applies to individuals within firms whose quantity or quality of work is found to be consistently sub-standard.³⁰

²⁸ *See id.*

²⁹ Maharg, *supra* note 16, at 194.

³⁰ Paul Maharg, *Virtual Communities on the Web: Transactional Learning and Teaching*, <http://zeugma.typepad.com/>.

Criterion-reference grading is used in all subjects. Students are assessed on their ability to perform a certain task; they are not scored against other students. Thus, the GGSL does not curve students' grades or rank its students.

The E-Portfolio Project

The GGSL's Diploma program is part of a pilot project that is sponsored by the UK Center for Legal Education (UKCLE). This project is an effort to follow other disciplines' lead in documenting professionalism. UK Higher Education Funding Councils currently require universities in the UK to offer students an opportunity to engage in Professional Development Planning. Typically, law schools meet this requirement by having their LLB students write a curriculum vitae and discuss their educational plans.

The goal of the pilot project is to give more structure to law students' Professional Development Planning, and to "develop a system which will allow students to create a personal e-portfolio which will follow them through their undergraduate, postgraduate and professional lives...."³¹ Several schools, including the GGSL, have received funding for pilot programs; they report regularly on their successes and findings. Students that participate in the GGSL's e-portfolio project gather samples of their work and reflect on their professional goals. Their work samples show evidence of their substantive skill learning and of their professional development. A student's portfolio may include videos of presentations, copies of written work, and assessments by supervisors. The process of compiling these items forces a student to reflect on what he has learned, and this reflection is thought to reinforce the development of his professional identity.

³¹ UK Centre for Legal Education, Using e-Portfolios in Legal Education, <http://www.ukcle.ac.uk/research/projects/eportfolios.html> (last visited Jan. 20, 2008).

Evaluating the School's Approach

Although this article does not purport to be a scientific study of the effectiveness of the GGSL's approach, a description of its Diploma program would not be complete without a consideration of its costs and benefits. In addition, information gleaned through interviews with recent graduates illustrates how students perceive the School's Diploma program.

The Costs of Implementing this Approach

Monetary Costs

At first glance, the GGSL's approach to the Diploma program may seem prohibitively expensive. However, this approach has not been more expensive than a traditional lecture-based program. This is a result of several factors. First, tutors perform the bulk of the day-to-day teaching responsibilities. As discussed above, tutors are legal practitioners who work part-time (normally not more than 6 hours a week) for the GGSL's Diploma program. As part-time employees, they do not receive benefits from the School. Further, they are not provided office space at the School (although they do have access to the School's online and paper-based resources, and general university facilities).

Second, many "lectures" have been recorded as webcasts; these are used year after year, as are the multimedia units that show students examples of practitioners practicing the basic professional legal skills, with commentary on performance. Thus, full-time academic faculty members do not spend time each year giving the same lecture they gave the year before. Students watch the webcast on their own time, and professors are available to answer questions and clarify confusing points in surgery sessions where staff do not lecture, but hold

conversations with students on points raised by students, not by staff. This arrangement allows the Diploma program to limit its full-time academic staff to only two full-time professors for its 275 students.

As with any technological innovation, it cost money to develop the Ardcalloch program, SIMPLE software, and webcast and multimedia system. In the beginning, the Diploma program had one member of IT staff who developed Ardcalloch through its early stages. Over time, the Diploma's IT unit, the Learning Technologies Development Unit, has grown to five full-time employees. Four of these individuals are employed by the GGSL and assigned to the Diploma program; one is a contract employee whose salary is paid by grants to the SIMPLE project from UKCLE and JISC (Joint Information Systems Committee) Academics and administrators work closely in interdisciplinary teams with IT staff. This interdisciplinarity is fundamental not only to the process by which ICT products are designed and created in the GGSL, but is an essential pre-requisite in the research that the GGSL produces .

Three general points should perhaps be noted in this regard. First, the Centre for Professional Legal Studies, which manages day to day activity of the GGSL, is funded from earned income, not primarily by Funding Councils. Secondly, of all primary professional legal education courses in the UK jurisdictions (Scotland, England and Wales, Northern Ireland) and Ireland, the Scottish Diploma is the cheapest course as regards course fees. Thirdly, partnership is essential to the mission of the GGSL; but education also best thrives in a gift economy; and for this reason GGSL will be distributing the SIMPLE software free at point of use to all Further and Higher Education institutions in the UK. In doing so they hope to create a 'community of practice', similar to the Mozilla Foundation, which will enable other law schools and other

disciplines to use the software to plan their own simulations – all without the major set-up costs borne by GGSL to date.

Non-Monetary “Costs”

The non-monetary trade-offs of an educational program may, in many ways, be more important than its actual expenses. Although the GGSL’s Diploma program is based on well-established educational principles, there are some aspects that could be considered drawbacks. For example, the program’s emphasis on group work means that students will be evaluated, at least partially, on a group basis (though of course group work need not be part of the simulation to such an extent as it is in GGSL). In addition, the program will be more challenging for students in “dysfunctional” groups. While an uninterested student is never good for an educational program, a group-work system can morph him from a classroom distraction to a source of additional work for other students. Further, even in groups where all students readily assume their share of the work, the students still must coordinate their schedules and take care to consider their co-workers’ opinions (though this is also a useful professional skill). While a group-work scenario may be reflective of the actual practice of law, it nonetheless adds challenges that would not be part of an individual work assignment (this is dealt with in more depth in chapter eight of *Transforming Legal Education*). Variations in tutors may create differences in student experiences. Although all of the GGSL’s tutors are trained on the program and their role, some of the 150 tutors are bound to be more effective than others. This may be an especially notable factor here, as the tutors are part-time instructors and not full-time faculty: there are sometimes considerable differences between the tutors’ experience and skills as a

teacher, and these differences would naturally have an effect on students' experience in the program; and have to be constantly monitored by staff.

The School's use of online lectures may have some drawbacks. First, it naturally decreases the amount of time a professor spends interacting with students. Also, it may be more difficult for a student to pay attention, and to take effective notes, when he is listening to an online recording rather than sitting in a classroom with a real-time lecturer. The GGSL system also requires students to be more independent as regards individual study and to develop their own study habits in the new professional environment of the course. In itself this is no bad thing (though it could be argued that it is merely a hybrid approach to office-based learning, being neither wholly academic nor office-based), but it does require a significant shift in habits and values – something students have commented on in the past.

The Benefits of Implementing this Approach

The GGSL's Diploma program is designed to allow students to practice law in a controlled environment. They interact with clients, witnesses, and opposing counsel, they advocate in court, and they deal with many of the challenges of working in a firm environment, all without the threat of malpractice. The School has gone to great lengths to build authenticity into its program. At the same time, any simulation is necessarily a controlled setting, and this closed environment allows the program to expose students to the realities of legal practice in a manageable way.

The very weakness of this approach, noted above, can also be transformed into a strength. This arises from the way the GGSL manages the process of learning professionalism. Practice Management tutors were given special training in coaching skills (rather than tutorial facilitation

merely). They are effectively practice managers for the firms. At the start of each year, under their coaching, each firm signs up to a partnership agreement that students create themselves, one that states the firm's values and how the firm will work as an organization. In addition Practice Management tutors deal with issues such as risk and time management in the firm – real-life practice techniques that are, in effect, folded back into the simulations *via* self- and peer-assessment forms that give practice managers a view of individual processes and the developing group dynamic in the firm, while an individual and compulsory Action Log (where a student logs all work done on projects), a confidential Personal Log, and a 1500 word reflective report ensure that the process of work is carried out by every student. In addition to this, each student takes a turn at leading a transaction, as transaction manager. Partly as a result of the organization of this environment, the numbers of dysfunctional firms is very low – this year (2007/8) for instance, only three have presented with what one might regard as problematic issues, one has gone to mediation (which for some students can be a profoundly educational experience) and none are currently, at time of writing, problematic.³²

The GGSL's group-work assignments offer students a valuable opportunity to learn from other students and to uncover their own strengths and weaknesses. Because students work with the same group throughout the program, they are able to build relationships and develop strategies for working together. While working in a group does present challenges, these are challenges that most students will face when they begin to practice law and which can lead to a greater understanding of what professionalism actually means. Although the use of practicing attorneys as tutors may result in a wide variation of student experiences, it does give students the

³² For more information on collaborative learning in this environment, see Barton, K., Westwood, F. (2006) From student to trainee practitioner: a study of team working as a learning experience, 3, <http://webjcli.ncl.ac.uk/2006/issue3/barton-westwood3.html>

opportunity to interact with people who are actually, and currently, engaging in the practice of law. This is a marked contrast to US law schools, where most professors are far removed from the practical aspects of the legal world.

The webcasts used in the GGSL's Diploma program offer a variety of benefits over traditional lectures. Because the webcasts are posted on the internet, and thus available to students at all times, students may listen to a lesson as many times as they like; this is particularly useful when they are reviewing for an exam. Also, the webcasts are not simply an online video recording of a lecture: they also include links to related information (such as statutes or cases mentioned in the lesson). This additional information is intended to increase the students' understanding of the material. Because the webcasts are supplemented by face-to-face tutorial sessions ("surgeries"), students still have an opportunity to discuss the material with the professor. In fact, the GGSL's professors report that students ask more detailed questions, and engage in more sophisticated discussions, since the School has begun using webcasts instead of traditional classroom lectures.

Finally, much of the technology developed for the GGSL's Diploma program is transferable. The program's webcast system is already being used by other courses at Strathclyde Law School, and has been developed as 'i-tutorials' by the College of Law in England and Wales under a commercial deal between Strathclyde University and the College of Law. And the SIMPLE simulation environment, as noted above, will be available to others *post* July 2008.

The Student Experience

Interviews with recent graduates provide a student's perspective on the GGSL's Diploma program. Although the few interviews conducted for this article do not allow statistical conclusions on students' views of the program, these interviewees' insights do help to describe the program as it actually is, rather than how it is meant to be, or how it might be viewed by staff.

Why Students Choose the GGSL's Diploma Program

Most interviewees reported choosing the GGSL for their Diploma course because of its location; they wanted to be in Glasgow for their Diploma year. Most of them earned their LLBs in Glasgow, and many of them had actually grown up in, or near, Glasgow. Many interviewees also said that the School's reputation for being "the best" influenced their decision. However, only one interviewee indicated that the school's reputation was a more important factor in his decision than its location.

Students' Expectations for the Diploma Program

All interviewees expected the Diploma to be more practical than the LLB. This expectation was confirmed; they all reported that while the LLB focused almost exclusively on the theoretical, and academic, side of the law, the Diploma focused on its practical aspects. Most interviewees did not know much about the GGSL's approach to the Diploma program before entering it. Some expected to be working in groups, and a few had heard of the School's use of online simulations.

Students' Views on the Diploma Courses

In general, interviewees preferred simulation projects over traditional classroom methods. Each interviewee identified his favorite and least favorite subjects; they tended to favor subjects such as Personal Injury and Conveyancing, usually because they found them to be applicable to “real life”, and to disfavor Accountancy and Financial Services, which cover topics they believed to be unlikely to come up in their practice of law.

Ardcalloch

Interviewees offered unanimous praise for the Ardcalloch projects. Nearly all interviewees recognized the possibility of a “bad” group making their work more challenging, but most interviewees reported that their groups worked well together. Only one interviewee wished the work had been assigned individually; he said his group was particularly hard to work with and that “a few” of the four members consistently failed to do their share of the work. All interviewees thought that learning to work in a group was valuable. They reported learning interpersonal skills like how to accommodate co-workers’ strengths and weaknesses, how to work with individuals of a different age and background, and – more generally – how to work with a group.

Other Courses

Most interviewees enjoyed Criminal Procedure and Civil Procedure, which are taught through mock pleadings and mock trials (sometimes before real judges). However, some interviewees indicated that they were unlikely to practice Criminal Law, and that they therefore found the class to be irrelevant. A few interviewees pointed out that although these courses offered opportunities to practice oral advocacy, they did not expose students to important

aspects of procedures, such as specific court rules governing the drafting and submission of documents and pleadings.

Accountancy was often cited by interviewees as their least favorite subject - although one interviewee cited it as her favorite, “because there are right and wrong answers.” Many reported disliking the subject matter so much that there was nothing the School could do to make them enjoy this course. Others indicated that their dislike for this subject stemmed from their belief that it would not be relevant to their practice of law, at least until they become a partner and have some control over their firm’s books.

Skills Training

When asked what skills the Diploma program taught particularly well, many interviewees reported that the School did a great job teaching them how to correspond in writing. Other often-cited skills were client interviewing, oral advocacy, and working well in a group. Nearly all interviewees thought the GGSL’s Diploma program had strong parallels to a traineeship.

Most interviewees felt they were more prepared for their traineeship after completing their Diploma program than before. Interviewees who worked before attending university seemed to feel they gained the least from their Diploma study. Although these interviewees recognized the value of the skills the Diploma program taught, they felt competent in these skills before entering the program.

Comparing the School's Approach to the Carnegie Report's Findings

The Carnegie Report praised US law schools for their success in teaching students to “think like a lawyer.” The Report noted deficiencies, however, in schools’ efforts to teach students to *perform* as a lawyer. In this vein, the Carnegie Report discussed several areas of specific concern. The Report’s ultimate criticism is that most students who graduate from US law schools are equipped with neither the practical experience, nor the ethical decision-making skills, necessary to practice as truly professional attorneys.

The GGSL’s approach to the Diploma in Legal Practice seems to compare favorably to the Carnegie Report’s core concerns. Although the School began moving toward its current approach at least a decade before the Carnegie Report was published, many of the Report’s findings on educational theory and best practices have been driving forces at the GGSL. The School, as well as the Report, recognizes the benefits of placing students in situations where they must perform as attorneys. In addition, and also as recommended by the Report, the School forces students to consider the law’s practical (not just theoretical) implications. Further, the School assesses the students’ ability to apply their practical lawyering skills, as well as their capacity to engage in ethical decision-making.

Incorporating Realistic Practice Scenarios into the Curriculum and Assessing Practical Skill

The Carnegie Report found that “[e]ducational experiences oriented toward preparation for practice” should be encouraged, and cautioned that, “[t]oo often, the complex business of

learning to practice is largely deferred until after entry into licensed professional status.”³³ As discussed above, the GGSL’s approach to the Diploma often places students in practice-like situations. Rather than leaving it to students to find opportunities to learn how to practice, the School presents its students with challenges they are likely to face after they become licensed practitioners. Further, students are often assessed on their ability to complete practical tasks and are provided with feedback on their progress.

Exposing Students to the Ethical and Social Dimensions of the Profession

As the Carnegie Report noted, “practice-oriented courses can provide important motivation for engaging with the moral dimensions of professional life,”³⁴ and the GGSL’s use of simulations throughout its curriculum certainly offer its students ample opportunities to explore the ethical and social dimensions of their work. In the Conveyancing unit, students learn how to sell and purchase real property. They learn this not by reading a book or by memorizing a list of steps, but by interacting with their client as well as with a purchaser, a seller, and their respective legal representatives. Similarly, in the Personal Injury Negotiation project, they not only learn the steps to resolving a Personal Injury case; they carry them out, and thus work with their coworkers, client, opposing party, opposing counsel, and numerous witnesses. In each of these subjects, as well as many others, students must interact with other people and thus must make decisions about how to interact with those individuals. Students are forced to engage in the social and ethical dimensions of practicing law.

³³ Carnegie Report, *supra* note 1, at 88.

³⁴ *Id.*

Developing Students' Professional Identity

The Carnegie Report used the term “professional identity” to encompass both professional ethics (the rules that govern lawyers’ conduct) and “the wider matters of morality and character.”³⁵ The Report found that “legal education needs to attend very seriously to its apprenticeship of professional identity,”³⁶ and dismissed arguments that it is either impossible for, or not the responsibility of, a law school to support the development of its students’ moral and ethical judgment.³⁷ The GGSL’s use of e-portfolios is perhaps its most obvious step toward encouraging students to consciously develop their professional identity. Because the e-portfolio requires students to reflect on what they have learned, it offers an opportunity for students to consider both the skills they have acquired as well as the ways they have applied them.

In addition, and perhaps more importantly, the GGSL’s Diploma program requires students to engage in countless peer-to-peer interactions. These are believed to be “more important for the development of moral reasoning than the relationship of teacher/student.”³⁸ Students see the effect their tone of voice, thoughtfulness, generosity, and empathy has on their relationships with their peers. Moreover, because these peer-to-peer interactions occur in situations that parallel the real world of lawyering, students develop mechanisms that will transfer directly into their practice of law. These mechanisms may include a body of “intuitive, experiential knowledge,” strategies for coping with personality differences, and an awareness of their own tendencies and imperfections.³⁹

³⁵ *Id.* at 129.

³⁶ *Id.* at 128.

³⁷ *Id.* at 126-61.

³⁸ Maharg, *supra* note 16, at 116.

³⁹ Maharg, *supra* note 16, at 116.

Moving Forward

While this article has hopefully been an interesting picture of the GGSL's approach to its Diploma program, its usefulness turns on its ability to motivate educators from outside the GGSL to consider the School's methods.

Learning from the GGSL's Approach

Law schools in the US and elsewhere could benefit from studying the GGSL's approach, and may benefit from adopting the School's strategies for their own programs. Many of the resources developed and used by the GGSL are available to other schools. For example, the SIMPLE software that supports the School's Ardcalloch projects was developed by grant money from UKCLE and JISC and is available free of charge to other schools in the UK, and may soon be available to schools outside the UK as well.

Perhaps the most important lesson to learn from the GGSL is that a law school can teach students how to think like a lawyer while also giving them an opportunity to perform as a lawyer. This allows students to develop legal and interpersonal skills that will translate directly into their legal practice.

Changes to Scotland's Diploma in Legal Practice⁴⁰

The Law Society of Scotland has recently announced changes to the Diploma in Legal Practice. Renamed as Professional Education and Training Programme 1 (PEAT 1), the program will be implemented in the next few years, once validation and accreditation procedures are designed and implemented. At time of writing the proposals are still only at consultation, and

⁴⁰ Need a cite for this.

therefore by no means finalized. As they stand, the Diploma subjects will be reduced to a sixteen-week timeframe. Subjects have been replaced by outcomes (which will give providers more design freedom but which will hopefully ensure less variability in student achievement across providers). The outcomes are grouped into core outcomes (common to PEAT 1 and PEAT 2, ie the traineeship period) and mandatory outcomes (PEAT 1 only). PEAT 1 will focus on the development of professionalism and of an ethical base for practice. Core outcomes will include Professionalism, Professional Communication, and Professional Ethics & Standards. Mandatory outcomes include Business, Financial & Practice Awareness, Client Care, Private Client and Conveyancing. Students will need to earn sixty credits to graduate (where one credit equals 10 notional student study hours). The sixteen-week program will therefore require just under forty hours of study each week.

Although current Diploma providers may be resistant to the fresh approaches mandated by PEAT, the LSS sees it as an opportunity to give students and trainees more choice in their education and to shorten the time to qualification as a solicitor. Further, the LSS believes that the new program will improve the professional education of solicitors in Scotland, and that trainees will benefit from the stronger foundation of skills and ethics that PEAT 1 and 2 will provide.

Maharg has participated in designing the PEAT program, as he sits on the Education and Training Committee of the LSS, and is the Lead in the PEAT 1 Working Group. The GGSL plans to continue using many of the tools it currently uses after it transitions to PEAT: Ardcalloch and webcasts will remain important parts of the School's program.

Center for Education, Law, and Technology (CELT)

Professor Maharg and Karen Barton, Senior Lecturer in Law at the GGSL, are about to establish the Center for Education, Law, and Technology (CELT). This organization is open to anyone who is interested in the intersection of education, law, and technology, and seeks to develop new ways to approach legal education. It aims to be a research-focused and targeted at the research and practitioner communities among legal educators (for a statement of aims, see Appendix A).

Conclusion

The Glasgow Graduate School of Law has adopted a unique approach to legal education, and has successfully used technology and the principles of transactional learning to prepare its students for the practice of law. Because the GGSL's students work through countless practice-like situations, they build a body of skills and experience that can translate directly into their professional careers as solicitors. The educational methods used by the GGSL would be applicable in a number of contexts, by other law schools as well as by other types of educational providers.

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Appendix A: Aims of the Centre for Education, Law, & Technology (CELT)

1. Transform aspects of legal educational practice at all levels of FE and HE.
2. Produce high-quality research in specific areas of theory and practice, including the following:
 - a. Blue-sky research papers that take legal education into areas not previously encountered in the UK
 - b. Analyses of educational interventions relevant to law that are interdisciplinary in nature
 - c. Practical research guidelines and materials, to be used by the legal educational community
3. Recruit and supervise postgraduate students
4. Attract research and development income
5. Organize at least one inter-jurisdictional conference, a seminar series and other events during the 2013 RAE cycle.
6. Build collaborative networks with people and institutions nationally and internationally to carry forward the aims of the Centre.