

Abstract Submission

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Title: Making it Real: Infusing Insolvency Law with Work Related Activities and Assessments

Abstract category: Other (theme-related)

The manner and method of our teaching is likely to be influenced by our own personal experiences. These can include not only our experiences of how we were taught as students, but also our experiences as practising professionals. Our teaching is also likely to be affected by our responses to a variety of demands and expectations from others, including those of the institutions for which we work, the students that we teach, and the employers of our graduates. The extent to which we can design activities and assessments in undergraduate degree subjects which can aid in preparing students for work is one particular curriculum issue that might usefully be informed by prior personal experience with a resultant impact upon the demands and expectations of institutions, students and the employers of graduates.

In this paper, the author explains how work related activities and assessments can be infused into an otherwise content-rich and conceptually dry law subject to provide a realistic, interesting and work related contextual basis for the material. These activities and assessments, some of which are informed and influenced by prior practical experiences of the author, include referral to, and a detailed discussion of, insolvency documentation for court procedures, as well as requiring students to assume a practical role for various purposes. The use of on-line discussion boards to promote critical thought about change in the law from both practical and policy perspectives, and the provision of a variety of guest speakers to emphasise the range of practical viewpoints that influence the law of insolvency, will also be discussed.
