

INTENSIVE TEACHING IN LAW SUBJECTS

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Abstract

The use of intensive teaching is increasing in Australian law schools. For some Australian law schools, most of their masters subjects are now taught on an intensive basis. This article reviews the literature on intensive teaching. The observation is made that there has been little discussion in the literature of the merits of such teaching in law schools. The article also reports the results of a statistical analysis comparing the student evaluations of a subject in the masters program of an Australian law school that was taught on an intensive basis with the student evaluations of the same subject taught by the same teacher across a full semester. Finally, the article reports the results of interviews with teachers at one Australian law school that makes extensive use of intensive teaching in its masters program. The teachers identify successful teaching techniques and they also identify some challenges with intensive teaching.

I INTRODUCTION

Methods of teaching law are changing. This article focuses on one such change – a move in some Australian law schools to intensive teaching. For a number of years, there has been a debate about the educational merits of intensive teaching. Little of this debate has occurred in the context of legal education. In order to promote discussion and debate of intensive teaching in law schools, this article reports the results of a study of intensive teaching in one Australian law school that makes extensive use of such teaching in its masters program. A review of the existing research dealing with intensive teaching reveals that most of this research focuses on the perspective of the student by using methodologies such as student surveys. This article also uses a student survey methodology. However, an innovative feature of this article is that it also presents the perspective of teachers. The article reports the results of interviews with nine academics who use intensive teaching. The intention is to identify those teaching techniques that can assist in ensuring the educational value of intensive teaching. There is merit in teachers sharing their experiences with this type of teaching as this may assist others who now or in the future use intensive teaching.

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The structure of this article is as follows. In Part II there is discussion of what is meant by intensive teaching. In Part III information is provided about the use of intensive teaching in some Australian law schools and there is discussion of reasons why there has been an increase in the number of subjects taught on an intensive basis in masters programs in Australian law schools. Part IV examines issues arising from intensive teaching and how teachers deal with those issues. Part IV commences with a review of a number of the existing studies that evaluate the merits of intensive teaching. This is followed by a section that reports the results of a statistical analysis comparing the student evaluations of a subject in the masters program of an Australian law school that was taught on an intensive basis with the student evaluations of the same subject taught by the same teacher across a full semester. There is then presented, in summary form, the results of interviews conducted with law teachers who have used intensive teaching. Concluding observations are contained in Part V.

II DEFINING INTENSIVE TEACHING

There is no uniform definition of intensive teaching. However, it is important to understand what is meant by intensive teaching because the studies reviewed in Part IV do not always measure the same thing when they assess the merits of intensive teaching. Davies classifies intensive teaching modes in the following way:¹

- Block mode: very large chunks of teaching time (for example, a whole day) offered in week long mode, two or three week mode, or weekend mode
- Mixed mode: teaching is spread over weekends and evenings in moderately large time chunks but less than day length
- Sporadic mode: teaching is offered in smaller chunks of time but over longer time periods (for example, 5-10 weeks)
- Sandwich mode: block modes of teaching are offered at the beginning and at the end of a semester subject where the semester is shorter than is traditionally the case.

This article is largely concerned with the first classification employed by Davies – what he refers to as block mode as the statistical study reported in Part IV is based on intensive teaching in one week. In addition, the teachers interviewed were reflecting on teaching a subject in one week. However, a number of the points made by those interviewed apply to other forms of intensive teaching.

III THE USE OF INTENSIVE TEACHING IN AUSTRALIAN LAW SCHOOLS

The use of intensive teaching in the masters programs of Australian law schools is evident from a review of the 2010 subjects offered by some law schools. A search was undertaken of several law school websites for subjects that came within the categories of “masters” or “graduate diploma” or “postgraduate”. This review found:

¹ W Martin Davies, ‘Intensive Teaching Formats: A Review’ (2006) 16 *Issues in Educational Research* 1 at pp.4-5.

Australian National University College of Law - 55 subjects offered in 2010 with 49 of these taught on an intensive basis (usually between three and five days) and six subjects offered online.

Monash University Law School - 76 subjects offered in 2010 with 65 of these taught on an intensive basis (usually over four or five days but with some taught for one day over several weeks) and 11 subjects taught across an entire semester.

University of Melbourne Law School - 145 subjects offered in 2010 (excluding subjects that are offered more than once in 2010) with 128 of these taught on an intensive basis (usually over five days) and 17 subjects taught across an entire semester.

University of New South Wales Law School - 76 subjects offered in 2010 with 65 of these taught on an intensive basis (with many taught over four or five days but with others taught one or two days a week over several weeks) and 11 subjects taught across an entire semester.

University of Sydney Law School - 172 subjects offered in 2010 with 124 of these taught on an intensive basis (usually over four days) and 48 subjects taught across an entire semester.

There are several observations to be made concerning this review of subject offerings. First, the titles of the subjects and their descriptions indicate that the objective of the masters programs is advanced specialised knowledge that cannot be gained in undergraduate law degrees. Second, although there are 33 law schools in Australia, very few of them offer major coursework masters programs. Those law schools that do are located in the major capital cities. The main reason for this is that most students who are enrolled in coursework masters programs are in the workforce and it is the major capital cities that have sufficiently large numbers of law firms and other employers to allow law schools to maintain large masters programs. It should be noted that law schools in Australia have a strong financial incentive to conduct large masters programs. This is because the federal government places significant restrictions on the fees that can be charged for undergraduate law degrees. However, masters degrees are not subject to these same restrictions with the result that fees are usually higher for masters degrees offered by law schools than for undergraduate law degrees. A related point is that the major Australian law firms will usually make a significant financial contribution to assist with the payment of tuition fees where their lawyers enrol in masters degrees.

Another observation that arises from the review of subject offerings is that intensive teaching is largely used in masters programs in Australian law schools. The review revealed little use, by comparison, in other degree programs, such as undergraduate Bachelor of Laws programs. In addition, in recent years there has been an increase in the number of subjects offered on an intensive basis in those Australian law schools that offer major coursework masters programs. There are a number of explanations for this development. First, there can be a student preference for intensive teaching given that most students in law programs at the masters level are part time students. Second, law schools can attract interstate students to their masters programs by offering intensive subjects. Although it is rare for students in Australia to travel

interstate for their undergraduate legal education, growing numbers of students are travelling interstate for masters programs. The specialised nature of masters programs means that for some lawyers who are working in a specialised area, masters programs offering advanced study in this area may only be offered by one or two law schools and those law schools may be in a different capital city to the one in which the lawyer works. In addition, it was mentioned above that some law firms will pay the tuition fees for masters degrees undertaken by their lawyers. Some of these law firms will also pay associated travelling costs where the masters degree is offered by an interstate law school.

A third reason for the increase in the use of intensive teaching in the masters programs of some Australian law schools is that law schools with large numbers of masters subjects are unable to staff these subjects with their own full time teachers. Some law schools will therefore use academics from overseas law schools and practitioners to teach some of these subjects. For example, in 2010, approximately 40 academics came from overseas law schools to teach in the University of Melbourne Law School masters program. These teachers typically find the intensive teaching format is one that suits them. In particular, many international teachers are unable to visit for an entire semester but an intensive subject allows these teachers to visit Australian law schools and teach in their programs.

There is an issue whether those Australian law schools that are not located in major capital cities could offer major coursework masters programs not by using intensive teaching but by using internet or web based teaching that does not require the attendance of students on the university campus. Several Australian law schools have developed expertise in this type of teaching as part of their Bachelor of Laws programs. However, a review of these law schools' websites did not find major coursework masters programs offered by internet based teaching. It may be that this will develop in future years. Alternatively, it might be that as most practising lawyers are in the major capital cities, their preference is to undertake a masters degree offered by a law school in one of those cities and taught on a face to face basis. A question for future research is whether intensive teaching is particularly suited to coursework master of laws programs. The evidence from Australian law schools would tend to suggest this is the case.

IV ISSUES ARISING FROM INTENSIVE TEACHING AND HOW TEACHERS DEAL WITH THOSE ISSUES

This part of the article commences with a summary of previous research that has investigated the merits of intensive teaching. This previous research also identifies both benefits and challenges associated with intensive teaching. The results of a study of intensive teaching conducted in one Australian law school are then presented. This part of the article concludes by providing insights into how teachers address the benefits and challenges of intensive teaching. The insights are derived from interviews with nine teachers who use intensive teaching.

A. Previous Studies of Intensive Teaching

There has been little discussion in the academic literature of the merits of intensive teaching in law schools. Writing in 2008, Sainsbury examined the arguments for and

against intensive teaching and also reported briefly on the results of a survey of 20 students who had completed a questionnaire about the University of Canberra Law School's teaching of some Juris Doctor (JD) subjects in an intensive mode.² The actual mode of teaching involved was scheduling classes on Wednesday and Friday nights and on Saturdays. The author noted that, based on the results of the questionnaire, the method of teaching a subject was important in students' choices regarding subjects. This finding has been reinforced by other research.³ The conclusion of Sainsbury is that intensive teaching should not be viewed as less effective than teaching over a longer period of time.

It is possible to summarise a number of the key arguments that have developed in relation to intensive teaching. Those who have questioned intensive teaching have argued that such teaching does not allow sufficient time for reflection and analysis of what is being taught; that teachers cannot cover material in sufficient detail; and that intensive teaching can favour convenience for students (who may prefer this type of teaching) over substantive learning outcomes.⁴

These criticisms have received responses. For example, Davies argues that the criticisms of intensive teaching largely turn on the time devoted to teaching yet time taken is not an unambiguous measure of the quality of the subject; the time taken to teach a subject is not, according to a number of studies, a strong indicator of student learning; and there is no compelling argument that a semester based subject results in more engaged students than an intensive subject.⁵

Another important issue in terms of considering the educational outcomes of intensive teaching in comparison to other teaching formats is that successful learning outcomes are not related so much to the time devoted to teaching in a subject but other factors

² Maree Sainsbury, 'Intensive Teaching of Graduate Law Subjects: McEducation or Good Preparation for the Demands of Legal Practice?' (2008) *Journal of the Australasian Law Teachers Association* 247.

³ See, for example, Suzan Burton and Paul L Nesbit, *An Analysis of Student Choice of Teaching Format*, Macquarie Graduate School of Management Working Paper 2005-04, February 2005. The authors found that the most common reason students who were surveyed for the study indicated why they preferred intensive teaching was 'lifestyle' factors such as work and family factors, followed by the specific content of the subject. The authors also found that student preference for intensive teaching appears to be highly contingent on several factors: the subject, the student's perceived ability in the subject, the experience of the student and their subject load. In addition, student preference for intensive teaching increases as students become more experienced with the format and also as they take more subjects.

⁴ These arguments are drawn from Davies, *supra* n. 1, who in turn draws upon a number of other studies in his literature review of intensive teaching.

⁵ *Ibid* at p.13. Davies also observes (at p.10) that studies that have attempted to evaluate differences in learning outcomes by comparing intensive teaching and other teaching formats are problematic for a number of reasons including:

- using student evaluations as a measure of learning outcomes is to some extent biased as students generally self select into intensive subjects and students may also self select into a teaching format that suits their learning style making it difficult to assess the benefits of intensive teaching; and
- student evaluations are usually undertaken immediately after the intensive teaching concludes making it difficult to reflect what long term learning outcomes have been achieved.

In addition to these observations, it can also be noted that the studies assess different forms of intensive teaching; they assess very different types of subjects (for example, from medical subjects to subjects focussed on learning English); and they assess different types of students (for example, undergraduate students and graduate students) so comparing the results of the studies can be problematic.

such as “instructor enthusiasm and expertise, classroom interaction, collegial atmosphere, student input into class discussions, active learning, a relaxed learning environment and good course organisation”.⁶

Davies concludes his literature survey by observing that the advantages of intensive teaching can be both pedagogical and logistical and turn on issues such as “increased motivation, commitment and concentration, diversity of teaching methods, stimulation and enthusiasm, stronger relations among students, and flexibility”; there is “considerable literature” in support of intensive teaching; and “there is nothing in the research to indicate that intensive teaching need not be a successful and effective mode of delivery”.⁷

Another review of studies of intensive teaching was undertaken by Daniel.⁸ Like Davies, the author notes there are methodological problems with some of the studies. However, Daniel concludes by observing there are indications that intensive teaching “will continue to grow and offer not only convenience, but an alternative method of delivering high quality learning in a variety of disciplines”.⁹ The author notes that advantages of intensive teaching can include convenience, superior test scores, enhanced discussion, and the use of creative teaching techniques while disadvantages can include fatigue, stress and a lack of time to prepare and study. This leads the author to conclude that successful intensive teaching requires, among other things, good planning, structured activities, and a range of teaching strategies.¹⁰

A review of studies of intensive teaching was also undertaken by Martin and Culver.¹¹ The conclusion of these authors is that in certain circumstances intensive teaching can be superior to semester length subjects and it can also be important to students for both pragmatic reasons and cognitive development. However, high quality intensive teaching “requires attention to key attributes and a willingness to mold instructional techniques and evaluative measures to the time constraints imposed by shortened formats”.¹² When this is done, “intensive courses hold the promise of exceptional learning experiences for both students and faculty”.¹³

Two recent studies of intensive teaching can be mentioned briefly. Kucsera and Zimmaro¹⁴ investigated the effectiveness of teachers who taught the same subject in the one US university but in two different formats – the traditional semester format and an intensive teaching format.¹⁵ The students were asked to respond to a series of statements that included: the subject was well organised; the teacher communicated

⁶ Ibid at p.11.

⁷ Ibid at pp.14, 15 and 16.

⁸ Eileen Daniel, ‘A Review of Time-Shortened Courses Across Disciplines’ (2000) 34 *College Student Journal* 298 at p.306.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Howard Martin and Kathleen Bartzen Culver, ‘Concentrate, Intensify, or Shorten?: Short Intensive Courses in Summer Sessions’ (2007) 71 *Continuing Higher Education Review* 90.

¹² Ibid at pp.97-8.

¹³ Ibid at p.98.

¹⁴ John V Kucsera and Dawn M Zimmaro, ‘Comparing the Effectiveness of Intensive and Traditional Courses’ (2010) 58 *College Teaching* 62.

¹⁵ It should be noted that the traditional semester format was 15 weeks and the intensive teaching format was 9 or 11 weeks.

information effectively; the teacher showed interest in the progress of students; the teacher made me feel free to ask questions, disagree and express my ideas; and the students were also asked to provide an overall ranking of the teacher and the subject. The authors found that the effectiveness of the teachers was rated similarly under both the traditional and intensive teaching formats while subject effectiveness was rated more highly under the intensive teaching format. The authors state that their research supports prior research that has found equivalent, and at times superior, learning outcomes from intensive teaching.

In the Australian context, Ho and Polonsky¹⁶ surveyed two groups of undergraduate students studying a marketing subject in an Australian university. One group studied the subject across the traditional semester and the second group studied the subject on an intensive basis (over five weeks). The sample size was 44 students for the intensive format and 34 students for the semester format. According to the authors, the results suggest that students preferred the intensive teaching format. In addition, there was a statistically significant difference for the responses to five questions: students studying on an intensive basis felt they received more feedback, received more assistance, felt they had a better understanding of the content, found the subject more interesting, and rated the subject higher.

B. Analysis Comparing Student Evaluations in a Law Subject Taught Intensively and Across a Full Semester

As noted above, there have been studies which provide statistical analysis of the effectiveness of intensive teaching in a number of disciplines. However, there has not, to the knowledge of the author, been any similar study of intensive teaching in law. In this part of the article the results of a law study are presented.

In 2008, one subject in the masters program at the University of Melbourne Law School was taught by the same teacher to two separate groups of students. As noted by Ho and Polonsky, having the one teacher teach the two groups controls for variation in teaching style by different teachers.¹⁷ The first group was taught the subject on an intensive basis (over five days). The second group was taught the subject in the more traditional full length semester format (taught for two hours each week). The two groups of students were evaluated and asked the same set of questions. There were 20 students enrolled in the full length semester subject and 18 of these students completed the anonymous questionnaire (a response rate of 90%). There were 30 students enrolled in the intensive subject and 26 of these students completed the anonymous questionnaire (a response rate of 86.7%).

It should be noted that the small sample size limits the conclusions that can be drawn from the analysis. In particular, it would be incorrect to generalise from this study to make observations based on the study about how intensive teaching compares generally in terms of student responses to other forms of teaching. However, it should also be noted that a number of previous studies have used small sample sizes.¹⁸

¹⁶ Henry Ho and Michael Polonsky, 'Exploring Marketing Students' Attitudes and Performance: A Comparison of Traditional and Intensive Teaching' (2009) 19 *Marketing Education Review* 41.

¹⁷ Ibid.

¹⁸ For example, Ho and Polonsky, *ibid.*

The students were asked a series of questions and the responses are summarised in the table below. A higher score in the table indicates greater agreement with the question as each question allowed a numerical response of 1 to 5 as follows: strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2) or strongly disagree (1). Not all of the results are presented as some of the questions dealt with matters such as the adequacy of library materials and the helpfulness of administrative staff.

Question	Mean		Mean difference
	Full length semester subject	Intensive subject	
The subject was well taught	4.63	4.69	-0.06
The subject objectives were clear	4.69	4.73	-0.04
The subject met my expectations	4.38	4.65	-0.27
The balance between theory and practical application was appropriate	4.50	4.69	-0.19
The subject reflected the latest developments and ideas	4.38	4.62	-0.24
The subject was intellectually stimulating	4.31	4.73	-0.42
The balance between class discussion and presentation by the lecturer was appropriate	4.38	4.50	-0.12
The use of electronic teaching methods, if used, was appropriate	3.33	4.38	-1.05
The lecturer was an expert in the field	4.88	4.81	0.07
The lecturer was responsive to student needs	4.88	4.77	0.11
The class format (ie, intensive, semester based, or other) suited me	4.25	4.42	-0.17
The subject was scheduled at a time of year that suited me	4.31	4.38	-0.07
The subject materials were of an appropriate standard	4.19	4.31	-0.12
Overall, how would you rate this subject?	4.60	4.69	-0.09
How likely would you be to recommend this subject to others?	4.43	4.65	-0.22

These results were subject to statistical analysis to determine if students who enrolled in the intensive subject were more positive about the experience than those who enrolled in the subject taught across the full semester.

A common statistical approach is to compare the proportions who agreed (“strongly agree” and “agree”) with each question for each group of students. However, due to:

- the relatively small sample sizes; and
- the fact that the likerts approach a true scale (ie rating the subject 5 = strongly agree to 1 = strongly disagree)

it was considered appropriate to compare the mean scores (averages) of each answer between the two groups. A statistical test for this is the t-test, using the “unequal variance estimator”. This is used partly because the sample sizes vary between the samples. The “unequal variance estimator” however has been found to be quite robust in these circumstances.

The mean difference reported in the table shows the extent to which the full length semester subject score is higher than the intensive subject score. If it is negative, then the intensive subject score is higher.

Only for two answers were the differences found to be statistically significant at the 0.05 level of significance. For the question “The subject was intellectually stimulating”, the score for the intensive subject of 4.73 was higher than the score of 4.31 for the full length semester subject. The result was statistically significant. For the question “The use of electronic teaching methods, if used, was appropriate”, the score for the intensive subject of 4.38 was higher than the score of 3.33 for the full length semester subject. The result was also statistically significant.

There is another method of analysis and that is to test the proposition that, overall, the scores for the intensive subject were higher than those for the full length semester subject. Looking at the “mean differences”, we would expect there to be an approximately equal number of negatives and positives (negative being that the intensive subject score is greater than the full length semester subject score).

However it is clear this is not the case. Thirteen of the 15 mean scores favour the intensive subject, while only two favour the full length semester subject. This can be tested statistically to see if it falls within a random result. The statistical test for this is the “binomial test”, and it returns the result that there is a 0.0074 probability (out of a total probability of 1.000) that 13 of the 15 mean score differences are in “favour” of the intensive subject scores and still be random. We interpret this as indicating there is evidence that, overall, the intensive subject results are better than the full length semester results.

In summary, there is very little difference in the evaluations of the students when the results for the intensive subject are compared with the results for the full length semester subject. Only for two answers were the differences found to be statistically significant. There is, however, some evidence that overall the intensive subject student evaluations are better than the evaluations for the full length semester subject.

C. How Law Teachers Endeavour to Achieve Successful Educational Outcomes in Intensive Subjects

The literature surveyed above notes that whether intensive teaching delivers high quality educational outcomes turns on matters such as teacher enthusiasm and expertise, an active learning environment, good subject organisation, and diversity of teaching methods.¹⁹ In other words, teaching methods must be adapted to intensive subjects. This part of the article reports the results of interviews with nine teachers of intensive subjects in the Melbourne Law School masters program. The teachers were chosen based on three criteria. First, they had to have extensive experience in both intensive teaching and semester length subjects. Second, their teaching evaluations had to be at the upper end of evaluations in the masters program. Third, the teachers were selected from a range of different areas of legal specialisation.

The literature surveyed above identifies both the advantages and the challenges with intensive teaching. The intention of the interviews was to identify how some experienced teachers with superior teaching evaluations deal with those challenges and work to ensure successful learning outcomes by utilising the advantages of intensive teaching while dealing effectively with the challenges. The views of the teachers related to masters subjects taught over five days. Only broad common themes arising from the interviews are reported here. A more detailed analysis of the interviews can be obtained from the author.

1. Intensive Teaching: General Observations

An intensive subject can greatly enhance learning in that it creates a special pedagogical environment where the teacher is able to teach their students for an entire week, with ideas and arguments developed and analysed systematically over a period of days. According to the teachers interviewed, this format can result in a special learning experience for the students.

The teachers interviewed observed that crucial in the development of this experience is maximising the active engagement by students with ideas as opposed to simply allowing the passive reception of information. By provoking and engaging the students with new and interesting concepts and problems, students will aspire to rise to the challenge offered by the subject. An intensive subject thus becomes a collaboration between the teacher and students to achieve the most possible.

The preparation, planning, design and delivery of a subject are all important in maximising the learning experience.

(a) *Preparation and Planning* – interviewees emphasised the importance of detailed preparation and planning. Where a subject is taught across an entire semester, the structure of the subject can to some extent be modified as the subject progresses. There is little scope for this to occur once an intensive subject commences.

(b) *Class Format* - students should be given considerable opportunity for discussion by creating situations which generate debate or devising problems to elaborate the

¹⁹ See notes 5 – 13 and accompanying text.

relevant issue at hand. Engagement with the reading material is greatly enhanced by injecting variety into the teaching day. A teaching day can be broken up with a mix of guest speakers, learning activities, problems and exercises.

(c) *Delivery* - intensive teaching requires great physical effort and can be very exhausting for a teacher.

(d) *Co-teaching* - one means of providing variety in teaching methods is co-teaching an intensive subject. From an educational perspective, co-teaching can also be beneficial where the co-teachers each provide a unique interpretation of the material. Having a local and international teacher allows for particular points of comparison to be made and competing arguments and theories between the two jurisdictions to be heard. Alternatively, students may benefit from competing practical or theoretical approaches between teachers or from specialised experience a co-teacher may have in the subject area.

2. *Building a Community*

The intensive learning format brings together students and the teacher for an entire week. This united learning process means the students share the whole experience together and can use each other as valuable sources of information. It therefore becomes vital for the teacher to build and foster a sense of community within the class.

In order to help build a positive learning environment and a sense of community within the class, the interviewees referred to the value of things such as group exercises, social events and individual introductions at the beginning of the subject. As students may come from unique backgrounds and have diverse experiences, asking each student to share a brief biography gives them an identity within the class and alerts the teacher and other students to the diversity of knowledge in the class. Introductions at the beginning of the subject immediately help the students feel involved as a critical part of the learning experience and begin developing a sense of community within the group.

3. *Class Participation and Teaching Techniques*

The interviewees emphasised the need for learning in an intensive subject to be as interactive as possible with students encouraged to think about and discuss ideas rather than passively receiving information from the teacher. The interviewees identified a number of teaching techniques to achieve this objective including group work, case studies, debates, student presentations, the use of a variety of teaching materials and questions designed to draw upon the experience of the students (which is a particularly valuable resource in masters level subjects where students typically have professional experience).

4. *Subject Materials*

The subject materials (i.e. both the reading guide and the readings made available to students) are a crucial component of any subject as they form the framework of the subject matter and provide students with the starting point for discussion in class. The

interviewees observed that preparing an accessible and well structured set of materials and corresponding reading guide will play a significant role in enhancing a student's understanding of an issue. However, irrespective of the content of the subject materials, problems may arise regarding the ability and willingness of each student to complete the required reading. Nevertheless, there are several means by which teachers can maximise the potential for students to read the materials and overcome problems associated with a lack of reading by some students in the class. These include the preparation of teaching materials that maximise the interest of students by using a broad range of source materials and ensuring that the overall size of the readings is manageable.

The interviewees also emphasised the importance of a well structured reading guide. For example, several of those interviewed stated that it is important in an intensive subject to clearly define: (a) the topics that will be discussed each day of the subject; and (b) the readings for each topic, so students are able to follow the flow of the subject.

The interviewees observed that having students complete all required reading for an intensive subject is always going to present challenges for a teacher. The interviewees suggested a number of techniques designed to ensure that students complete as much reading as possible. These include indicating in the reading guide the most important readings for each topic to be read first before reading the other materials, placing topics containing heavier reading at the start of the intensive subject where students have more time to read, and lighter topics later in the week when time may be more limited, editing lengthy readings, ensuring reading materials are delivered to students well enough in advance to allow them sufficient time to read everything, asking questions that help students navigate and interpret the readings, and asking some questions that all students can answer even if they have not done all the reading but at the same time indicating how the readings can assist in answering the questions.

V CONCLUSION

The use of intensive teaching is increasing in Australian law schools. This development requires analysis. Although there have been many studies undertaken with the objective of evaluating the effectiveness of intensive teaching, these studies have not been undertaken in law. This article presents two types of analysis: (a) a survey of students who have undertaken a law subject that was taught both intensively and across a full semester, and (b) interviews with teachers of intensive subjects.

The studies referred to in Part IV of this article concluded that intensive teaching can offer strong educational outcomes. However, there are a number of challenges with such teaching. This article has presented the results of a statistical analysis comparing the student evaluations of a subject in the masters program of an Australian law school that was taught on an intensive basis with the student evaluations of the same subject taught by the same teacher across a full semester. There is very little difference in the evaluations of the students when the results for the intensive subject are compared with the results for the full length semester subject. Only for two answers were the differences found to be statistically significant. There is, however,

some evidence that overall the intensive subject student evaluations were better than the evaluations for the full length semester subject.

The article has also presented the results of interviews with nine experienced teachers who use intensive teaching. The teaching techniques identified by these teachers, and the issues and challenges they identify with intensive teaching, may assist other teachers who now, or may in the future, use intensive teaching in law school subjects.

There is, however, a need for further research. This research could survey not only more law subjects and thereby add to the study undertaken for this article but the surveys could incorporate questions that directly address students' views of intensive teaching compared to other methods of teaching. In addition, it would be useful to compare the learning outcomes of students who have studied both intensively and across a semester. Subject results could be compared as part of this analysis. Future research could also focus in more detail on the different teaching techniques used by teachers of intensive subjects. Finally, an important question for future research is whether intensive teaching is particularly suited to certain law courses, such as masters programs.