

**Cross-Border Legal Education :**  
**Results from a Pilot Japanese-Australian Video Negotiation Project**  
**at Australian National University and Aoyama Gakuin University**

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- I. Introduction
  - II. The Project
    - A. Design
    - B. Experience
  - III. Anderson's Observations and Lessons
    - A. Realism and Skills Lessons
    - B. Enjoyment and Socio-Legal Lessons
    - C. Difficulty and Substantive Law Lessons
  - IV. Conclusion
- Appendices A – E

I. INTRODUCTION

The idea was not radical. The dream of video phones and all their concomitant advantages for business transactions have been promised for decades. The internet and late-1990s hype about a new globalised economy and society only heightened the promise. Indeed, the recognition of the academic applications of interactive video technology to law teaching has been common since the late 1980s, early 1990s.<sup>1</sup>

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1 See, eg, V.R. JOHNSON, Audiovisual Enhancement of Classroom Teaching: A Primer for Law Professors, in: *Journal of Legal Education* 37 (1987) 97; K. HOGAN ET AL, Interactive Video in Law Teaching, in: *Yearbook of Law, Computers, and Technology* 4 (1990) 104; R.A. STEIN, The Future of Legal Education, in: *Minnesota Law Review* 75 (1991) 945, 963 (“Prediction Number 15”); M. HIBBS / K. VAUGHAN, Interactive Video in Legal Education and Practice, in: *Law Technology Journal* 3(3) (1994), available at <<http://www.law.warwick.ac.uk/lj/3-3e.html>>; K.K. KOVACH, Virtual Reality Testing: The Use of Video for Evaluation in Legal Education, in: *Journal of Legal Education* 46 (1996) 233; C. ARCABASCIO, The Use of Video-Conferencing Technology in Legal Education: A Practical Guide, in: *Virginia Journal of Law and Technology* 6 (2001) 5. There is a wealth of useful literature on the use of interactive video for *non-legal* educational purposes, see, eg, P.H. MARTORELLA, *Interactive Video and Instruction* (1989), as well as the use of *non-interactive* video for legal education purposes. See, eg, D.A. WHITMAN / G.R. WILLIAMS, The Design of Videotape Systems for Legal Education, in: *Brigham Young University Law Review* [1975] 529.