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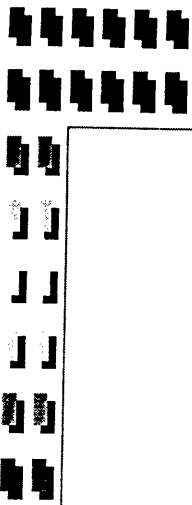
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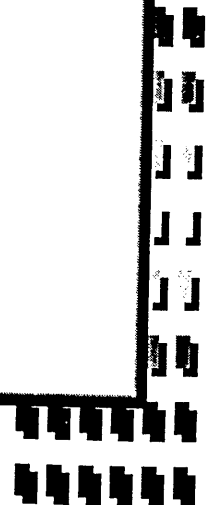
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Appendix A



POSSIBLE PILOT STUDY RESEARCH QUESTIONS

1. In your experience, what do you think it means to 'think legally'?
2. How do you 'think legally'?
3. What does it mean to you to 'think in legal ways'?
4. How, in your experience, might 'legal thinking' be similar to or different from 'thinking legally'?
5. What does the term 'thinking legally' mean to you?
6. What sorts of thinking help you to deal with legal questions and issues in your life?
7. What does it mean to 'think legally'?
8. When was the last time you thought about the law and what sort of thinking was involved?
9. What does the word 'law' mean to you?
10. What types of experiences have you had with the law or legal issues and questions? How have these helped you to think in legal ways?
11. How do you think in legal ways?
12. How do you think, about legal matters?

14 September 1994.

MODIFIED PILOT STUDY RESEARCH QUESTIONS

1. How, from your experience, do you deal with legal questions and issues in your life?
In your experience, what do you think it means to 'think legally'?
2. (i) What types of experiences have you had with the law and legal issues?
(ii) How have these helped you to think in legal ways?
(ii) How would you tell someone else how to do this?
3. (a) What are the legal things you have done in your life?
(i) How did you do these?
(ii) Why did you do them in these ways?
(iii) What were the impacts of your actions on these matters?
(iv) What have you learnt from these experiences?
4. (i) How do you decide what is right or wrong?
(ii) How have you sorted out right from wrong in your life?
5. (a) What are the legal things you have done in your life?
(i) How did you do these?
(ii) Why did you do them in these ways?
(iii) What were the impacts of your actions on these matters?
(iv) What have you learnt from these experiences?

(b) (i) How do you decide what is right or wrong?
(ii) How have you sorted out right from wrong in your life?
6. (a) What are the legal things you have done in your life?
(i) How did you do these?
(ii) Why did you do them these ways?
(iii) What are the impacts of your actions?
(iv) What have you learnt from these experiences?

(b) (i) How do you decide what is 'right' or 'wrong'?
(ii) How have you sorted out right from wrong in your life?

(c) Why have you learnt things in this way?

26 September 1994

AMENDED PILOT STUDY RESEARCH QUESTIONS

Note: Following pilot study investigations and discussions with Barbara and Elizabeth on 28/9/94, Questions 2 and 6 have been found to be most appropriate and hence have been combined => Question 7.

7. (a) What types of experiences have you had with the law and legal issues?
- * How did you respond to these?
 - * Why did you respond to them in these ways?
 - * What were the impacts or consequences of your actions?
 - * What have you learnt from these experiences?
 - * How have these helped you to think in legal ways?
 - * How would you tell someone else how to think legally?
- (b) What is 'right' and what is 'wrong' to you?
- * How do you decide what is 'right' or 'wrong'?
 - * How have you sorted out 'right' from 'wrong' in your life?

8. Activity:

On this plain piece of paper, could you please draw a diagram or concept map of how the main ideas you have mentioned in this interview relate to each other?

28 September 1994.

FINAL PILOT STUDY QUESTIONS

1. The Contextualising Question:

On the basis of your experience, what is 'right' and what does 'wrong' mean to you?

2. The Focusing Question:

What types of experiences have you had with the law and legal issues, and how have these impacted on your life?

3. The Research Question:

Based on your life experience, what does it mean to *think legally*?

4. Diagrammatic Activity:

In light of all that we have shared during this session, could you, on this blank sheet of A4 paper, draw a diagram, concept map, flow chart, picture or some other visual, to represent how the main ideas mentioned in this interview/discussion relate to each other?

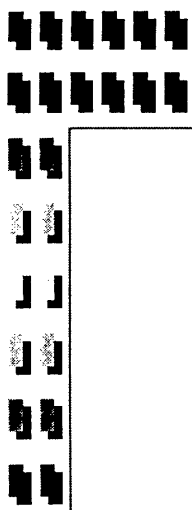
29 September 1994

Appendix B

Participants in the Research Project

	Transcript Page Numbers
Transcript 1: Female, Bachelor of Education (secondary) student teacher with major teaching areas in Legal Studies and English.	1
Transcript 2: Female, dean of students at a co-educational private Year 1-12 school.	20
Transcript 3: Male, president of a professional association of lawyers in Queensland.	31
Transcript 4: Female, principal of a girls private Years 6-12 school.	44
Transcript 5: Male, senior lecturer in a law faculty of a Queensland university.	63
Transcript 6: Male, teacher of Legal Studies in a State secondary school.	91
Transcript 7: Male, president of a professional association of lawyers in Queensland.	107
Transcript 8: Male, Legal Studies lecturer in an education faculty of a Queensland university.	125
Transcript 9: Male, chairman of the Queensland 'watch-dog' organisation.	143
Transcript 10: Female, doctoral student in a law faculty in a Queensland university.	153
Transcript 11: Male, principal of a single sex private school Years 4-12.	178
Transcript 12: Females, three Year 11 students studying Legal Studies in a Queensland secondary school.	189
Transcript 13: Male, deputy principal of a Queensland State secondary school.	200
Transcript 14: Male, deputy director, justice studies department of a Queensland university.	217
Transcript 15: Female, Legal Studies teacher in a private girls college Years 6-12.	238

Transcript 16: Male, minister for Justice and Attorney-General.	253
Transcript 17: Male, education officer of a legal services organisation, Queensland.	263
Transcript 18: Male, senior partner of a large Brisbane law practice.	290
Transcript 19: Male, judge of the Supreme Court of Queensland.	313
Transcript 20: Male, master of law student in a law faculty at a Queensland university.	331
Transcript 21: Male, manager of the Queensland branch of an Australian insurance company.	354
Transcript 22: Male, owner of a major chain of Brisbane hardware stores.	373
Transcript 23: Male, commissioner of a Queensland law commission.	392
Transcript 24: Male, representative of a legal services branch, Queensland Police Service.	411
Transcript 25: Male, president of a civil liberties organisation in Queensland.	442
Transcript 26: Female, lawyer specialising in migration matters, Brisbane.	469
Transcript 27: Male, director of a legal practice course at a Queensland university.	505
Transcript 28: Male, ex-prisoner of Pentridge Jail, Melbourne, Victoria.	530
Transcript 29: Female, housewife and music teacher at a co-educational private Year 1-12 college.	552
Transcript 30: Female, criminal lawyer specialising in Aboriginal Legal matters, Queensland.	584



Appendix C



Conceptions of Thinking Legally: an interpretative approach
Research Correspondence

[Home Address]

[Name]

[Title]

[Street]

[Suburb]

[City] [Postcode]

Dear [Name]

I refer to my telephone conversation today in relation to my Ph.D. research project on '*Conceptions of Thinking Legally*' being conducted through the Queensland University of Technology's (QUT) post-graduate research program.

Dr Rod Gerber (Assoc. Professor, School of Social, Business and Environmental Education, Kelvin Grove Campus) is supervising my project and Dr John De Groot of the Law School at the QUT Gardens Point Campus is my associate supervisor.

The purposes of this letter are to:

- (a) outline the main thrusts of my research project ; and
- (b) invite you to participate in the research project by making data available through a recorded interview/conversation.

I have been Convenor of the Board of Senior Secondary School Studies' Legal Studies Committee since its inception in 1982. Currently the Year 11 and 12 Legal Studies course is being offered in 150 secondary schools (State and non-State) in Queensland with close to 10 000 students involved in the course for matriculation purposes.

My project, using a phenomenographical research approach, is focussed on developing a conceptual structure that will provide legal and law-related educators with a research base for their teaching methods and approaches to student learning.

The data for this research is being collected via an interview/conversation based on three selected Research Questions (see attached copy). An interview/conversation of approximately 45 minutes to 1 hour will be recorded and a verbatim transcript prepared. The draft transcript will be forwarded to you for editorial comments and changes. The revised transcript then becomes part of the data-base for research analysis, along with the transcripts from the other 30 or so participants in the research.

As discussed on the 'phone today, I would appreciate your involvement in the research by giving me access to about 1 hour of your time. I plan to commence the data collection phase

Conceptions of Thinking Legally: an interpretative approach
Research Correspondence

of this research in Monday 21 November and trust that all of the initial data would be collected by Christmas 1994.

Please contact me by 'phone on [phone number] or in writing:

[Home address]

so that specific arrangements in relation to the research interview/conversation can be finalised.

Your attention to this matter would be appreciated.

Yours sincerely

Robert M Herschell
1 November 1994.

Conceptions of Thinking Legally: an interpretative approach
Research Correspondence

[Home Address]

[Name]

[Title]

[Street]

[Suburb]

[City] [Postcode]

Dear [Name]

I refer to my interview with you on [Date] and wish to express my appreciation of the valuable time that you afforded me. I really appreciate your insights and thoughts on the research questions posed.

Please find attached a copy of the draft transcript of our discussion. Could you:

- (a) make any editorial changes, as you see fit, to the text of our conversation; and
- (b) return the amended transcript to me as soon as possible.

I really appreciate your input into this research process and will keep you informed of progress made.

Kindest regards

Robert M Herschell

27 April 1995

Conceptions of Thinking Legally: an interpretative approach
Research Correspondence

[Home Address]

[Name]

[Title]

[Street]

[Suburb]

[City] [Postcode]

Dear [Name]

I refer to my April correspondence which included a draft copy of the transcript of my Doctoral research interview with you. By the end of this month, I will have finalised the interviews that form the data base for my research study.

Could I once again request that you either endorse, or edit, the draft transcript by the end of June? Please return the transcripts or edited version to me as soon as possible as I will be commencing the formal analysis the research transcripts on 1 July.

If, for any reason, I don't receive your revised transcript by the end of June, I will personally complete an edit of your transcript prior to its formal inclusion in the research data base.

Your approval or revision of the draft transcript would greatly expedite the finalisation of the data collection phase of this research project.

If you have any difficulties with these timelines, please communicate these to me so that we can negotiate appropriate alternatives. Please phone or leave a message for me on [Phone Number] during office hours or at home in the evenings 343 0864.

Your attention to these details would be appreciated.

Kindest regards

Robert M Herschell

Ph.D Candidate.

20 June 1995