

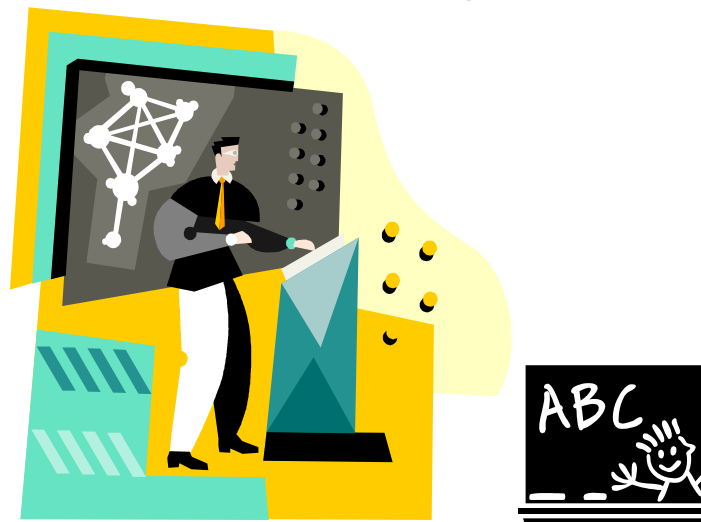
Association of American Law Schools

Workshop for New Law Teachers

June 25-28, 2004

Washington, D.C.

Teaching Techniques Panel: *Of Learning Theory and the Passion for Teaching*



**Outline for Professor
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Power Point Presentation Outline¹

I. Introduction:

1. How Students Learn: A brief introduction to learning theories;

2. How do these translate into the Law School Classroom?

A. Articulating Your Goal for the Class

What do I want the students to learn?

Why do I want them to learn that?

What is the most effective way to reach the class goal?

B. The Large Classroom

Does it make a difference if there are 100 or 40 students?

What might work better in a larger classroom?

C. Managing The Classroom

II. A Simplified Focus on Teaching Techniques:

1. A Word about Technology:

A. Power Point Presentations

Example of how to use lively graphs;

B. Overheads

When Are these useful?;

C. Web connections; movies, etc.

Mixing it up;

D. Old-Fashioned Technology:

Field Trips, Guest Speakers, Simulations

2. Engaging the Students: Varied Methodologies

A. One-on-one conversations;

B. Lecturing & Hypotheticals;

C. Modified Socratic Dialogue;

D. Focusing on the student, not the professor;

E. Empowering the student to take responsibility for her education;

¹ The PPP slides will be available after the conference to anyone who requests them.

- F. **Sensing the “state-of-alert” of the students and being prepared to change approaches midstream.**

3. **Techniques for Testing Whether Students Are Understanding the Material:**

A. **Expert Panel Discussions;**

e.g., “what does this say about . . .”

“Could the Rule (Case, Statute, Problem, Fact) have been differently articulated?” How? What would have been the result?

B. **The question(s) for the week;**

e.g., “What are the broader implications of . . . for the fair administration of justice?”

“Is there a better way?” How?

C. **Mini-Summaries and Hypotheticals Given in Advance.**

4. **Cooperative Learning Techniques:**

- A. **Concrete Imaging;**
- B. **Teaching Assistants;**
- C. **Co-Counseling;**
- D. **Unlimited Passes;**
- E. **Role Playing;**
- F. **Forced Debate.**

5. **Some Advise with problem “Moments”**

- A. **Dealing with the “birthright” problem;**
 - B. **The Disrespectful Student;**
 - C. **The Challenging Student;**
 - D. **Projecting;**
 - E. **Challenging or divisive topics.**
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Bibliographic Sources

1) My co-panelists' sources, of course.

In addition:

William Ayers, *TO TEACH: THE JOURNEY OF A TEACHER* (New York 1993);

Ken Bain, *WHAT THE BEST COLLEGE TEACHERS DO* (Harvard 2004);

William E. Boyd, *But What is it Good For? Using Interactive Video in Legal Education and Law Practice*, 3 J. INFO. L. & TECH. (1999);

Diana R. Donahoe, www.teachinglaw.com: *Bridging the Divide Between Law Professor and Law Student*, 5 VA. J. L. & TECH. 13 (2000);

Kathleen Hull, *Eros and Education: The Role of Desire in Teaching and Learning* 19, NEA HIGHER EDUCATION JOURNAL, Thought & Action (Fall 2000);

Bruce Joyce, Marsha Weil, and Emily Calhoun, *MODELS OF TEACHING* (6th ed. 2000);

Robert Menges & Marilla Svinicki, eds., *COLLEGE TEACHING: FROM THEORY TO PRACTICE* (Jossey-Bass, 1991);

Nel Noddings; *PHILOSOPHY OF EDUCATION* (Westview, 1998);

Parker J. Palmer, *THE COURAGE TO TEACH* (Wiley, 1998);

Symposium on Law Teaching, 44 ST. LOUIS U. L. J. 1289 (2000);

Great Websites for Women and Minorities in Teaching:

- [Getting Unstuck Without Becoming Unglued: Women in Legal Education](#) (1999)
- [Minority Professors and Legal Education: The Hollow Piercing Scream](#) (1997)
 - Both available at: <http://jurist.law.pitt.edu/>

<http://academic.udayton.edu/vernelliarandall/>

Professor Vernellia Randall, University of Dayton School of Law

Excellent Teaching Websites:

<http://www.law.umkc.edu/faculty/profiles/glesnerfines/bgf-edu.htm>: Professor Barbara Glesner Fines, University of Missouri- Kansas City.

The Institute for Law Teaching: Gonzaga University School of Law:
<http://law.gonzaga.edu/ilst/ilst.htm>.