



# Teaming Up to Learn in the Doctrinal Classroom

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ESTABLISHED 1901

# Team-Based Learning

Students work in teams in class to actively engage at high levels of thinking to solve complex problems.



Q: Why TBL?

A: “It’s the Learning Outcomes, doh”

- **Knowledge:** greater clarity and discernment as to important legal doctrines, tests, rules, concepts, and procedures
- **Skills:** improved ability to synthesize and apply legal doctrine, articulate positions, analyze differences, collaborate, and problem-solve
- **Values:** enhanced capacity for professional interactions, treating others with respect, learning from feedback

—but TBL can be resource-intensive and daunting . . .



# Modified Team-Based Learning

Four ground rules:

1. Accessible to any doctrinal class
2. No sacrifice of course coverage
3. Uses technology to alleviate burden on faculty
4. Minimizes cultural and administrative resistance



# Sports Law Course

Looks like many doctrinal courses

- Enrollment ≈ 50 students
- No course prerequisites (other than 1L)
- Traditional casebook + supplemental readings
- Final Exam



# Sports Law Course with Modified TBL

## Teaching method: three innovations

1. Students formed into permanent teams
2. Students take weekly quizzes for readiness
3. Significant class time spent on application activities



# Modified TBL: Forming Teams

Dear Students,

By our next class everyone must form a team with classmates, at least 4 students, no more than 5. You may use any criteria you like to form your team, including the ones suggested in class (e.g., practical experience, relevant coursework, sports background, school activism, existing friendship). **EVERYONE MUST BE ON A TEAM.** When you come to our next class, your team should submit to me a one-page statement that includes:

- Team name/mascot (creativity welcome)
- Names of individual team members
- Team mission statement (one or two sentences expressing the team's values and goals for the class)
- Team rules (list up to 5 rules or processes the team has identified for its members to work together effectively and accountably)

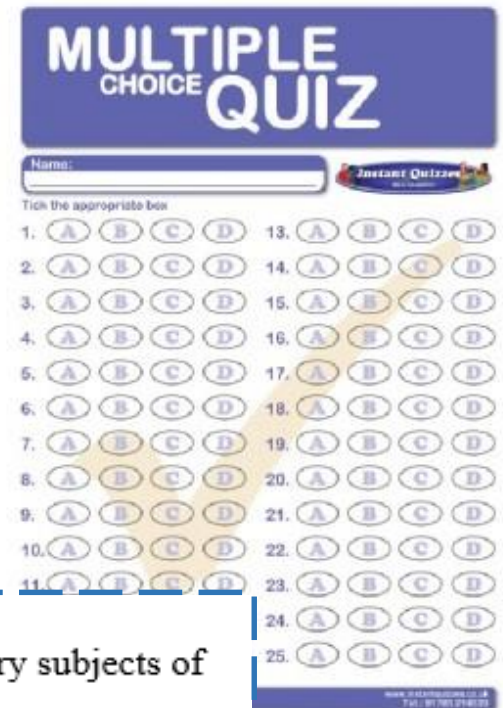
Starting with our next class and for all future classes, please sit with your teammates.



# Modified TBL: Assuring Readiness

## The Unit Quiz—Substance

- Assign readings in weekly “units”
- 10-question quiz easily solvable from readings
- Focus on key concepts, doctrines, rules



9. The court in Clarett v. NFL held that draft eligibility rules are mandatory subjects of collective bargaining because of all of the following reasons **except**:
- The eligibility rules are set forth in the CBA.**
  - The draft is a condition for initial employment.
  - The draft has tangible effects on the wages and working conditions of current NFL players.
  - The eligibility rules affect the job security of veteran players.





# Modified TBL: Assuring Readiness

THOMSON REUTERS  
**WESTLAW**  
MY LIBRARY QUIZZES FOR SPORTS LAW

QUIZ GENERATOR  
Powered by TWEN

1. QUIZZES → 2. SECTIONS → 3. QUESTIONS

☰ ☰ Reorder | 🔄 Randomize

## Quiz 4: Antitrust and Sports → Section One

- Question Title
- The U.S. Supreme Court Flood v. Kuhn upheld...
- In the present day (that is, since the pass...
- Which of the following is not one of the ad...
- Concerted conduct such as price-fixing and...
- In applying the Rule of Reason test to dete...
- Legitimate, procompetitive market restraint...
- Anticompetitive effects identified by the&#n...
- According to the U.S. Supreme Court in Amer...
- After American Needle, a sports league may...
- If a sports league fails to win on a single...

## The Unit Quiz—Logistics

- 9 quizzes over 14-week semester
- Administer the quiz online
- Students take quiz individually
  - Open book
  - Unlimited time
  - Deadline day before class



# Modified TBL: Assuring Readiness

## The Unit Quiz—Scoring

- Online platform does it for you
- Generates score reports
- Identifies student confusion

### Quiz 4: Antitrust and Sports Reports

Question Breakdown

User Breakdown

Question	Type	Answers			
1	Multiple Choice	A: 0	B: 36*	C: 2	D: 2
2	Multiple Choice	A: 34*	B: 20	C: 30*	D: 3
3	Multiple Choice	A: 3	B: 1	C: 35*	D: 1
4	True/False	True: 8	False: 32*		
5	Multiple Choice	A: 2	B: 5	C: 0	D: 33*
6	Multiple Choice	A: 0	B: 39*	C: 0	D: 1
7	Multiple Choice	A: 40*	B: 0	C: 0	D: 0
8	Multiple Choice	A: 0	B: 1	C: 0	D: 39*
9	Multiple Choice	A: 11	B: 34*	C: 36*	D: 2
10	True/False	True: 3	False: 37*		

\* Correct Answer



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# Modified TBL: Application Activities

- Work in teams in class on an aspect of same problem
- Significant, relevant, challenging problems
- Report back to entire class
- Professor facilitates and clarifies



# Modified TBL: Application Activities

## Sports Law Course Examples

- Draft a player disciplinary system for a sports league
- Resolve an intra-league dispute between two club owners
- Represent an athlete/team negotiating a playing contract
- Analyze/argue which issues are mandatory subjects of collective bargaining
- Apply trademark law to a sponsorship dispute
- Counsel a league whose television deal risks antitrust scrutiny



# Modified TBL: Teacher Benefits

- Students are prepared!
- Elevated classroom discussion
- Professional role assumption and behavior
- Higher quality final exam essays



# TBL: Bibliography

Sophie Sparrow, Margaret McCabe, *Team-Based Learning in Law*, 18 Legal Writing: J. Legal Writing Inst. 153 (2012)

Susan Case, Beth Donahue, *Developing High-Quality Multiple-Choice Questions for Assessment in Legal Education*, 58 J. Legal Educ. 3 (2008)

<http://lawteaching.org/resources/> —Team-Based Learning resources including:

- Sample Team Formation Survey
- Sample Team Contribution Guidelines
- Sample TBL Syllabus Language
- Sample Readiness Assurance Quiz Instructions

<http://www.teambasedlearning.org/>

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