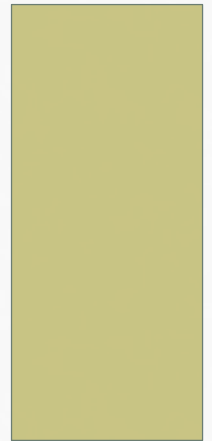


BECOMING AN EXCELLENT CLASSROOM TEACHER

AALS WORKSHOP FOR NEW LAW SCHOOL
TEACHERS 2018



3 ASPECTS OF COURSE PLANNING

- Planning the Overall Course
- Preparing Individual Class Sessions
&
- Dealing with Assessment

PLANNING THE OVERALL COURSE

- Syllabus:
 - Content
 - Flexibility

PLANNING THE OVERALL COURSE

Student Learning Goals:

- What **understandings**
do you expect them to reach;
- What **competencies**
do you expect them to develop?

PLANNING THE OVERALL COURSE

Essential Qs:

- What are the fundamental legal concepts in X course?
 - Articulate with specificity & precision
- How can these legal concepts be applied to analyze a variety of factual scenarios?
- What are the values underlying this area of law?

PLANNING THE OVERALL COURSE

- How much (and what) will you cover?
- Tyranny of coverage
- Depth over breadth

PLANNING THE OVERALL COURSE

COMMON STUDENT MISUNDERSTANDINGS

Contracts ex:

- What makes a contract enforceable is its formalities:
the more formal,
the more likely to be enforceable.

PLANNING THE OVERALL COURSE

Exercise:

Ask students to create their own law of contracts, from scratch.

Charge them with thinking through:

- Should ALL contracts be enforceable?
- If NOT: how distinguish?
 - What factors should count?
- What challenges might arise?

PLANNING THE OVERALL COURSE

Common Student Misunderstandings:

- Torts: Every harm must trigger right to compensation
- Professional Ethics: ROPC are internally consistent and provide clear, unambiguous answers to all ethical questions
- Seminar:
 - The law ALWAYS tracks justice
 - The law NEVER tracks justice

PREPARING INDIVIDUAL CLASS SESSIONS

- Student learning goals for each individual class:

At end of this class, students should be able to:

PREPARING INDIVIDUAL CLASS SESSIONS

Reading prompts:

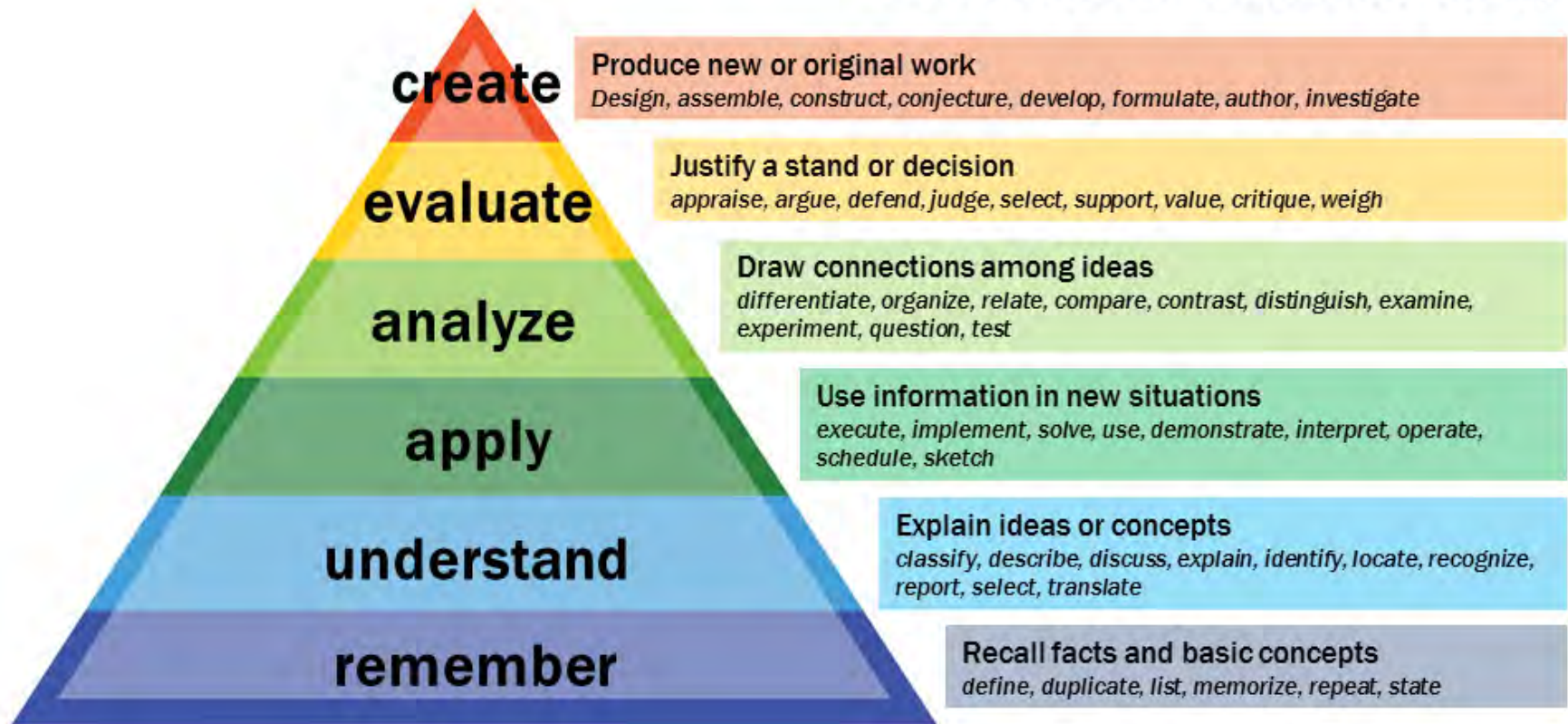
- As read cases, consider how they differ from X cases read for our last class.
 - Why is the court treating these cases differently?
- How would you articulate the legal rule that X, Y, & Z cases stand for?
 - What factual circumstances triggered the court's formulation of this rule?
- Consider the policy implications of X statutory sections.
 - What sector of the population is likely to benefit from this rule? Why?

PREPARING INDIVIDUAL CLASS SESSIONS

- Outline
- Warm up
- Discussion notes
- Wrap up

PREPARING INDIVIDUAL CLASS SESSIONS

Bloom's Taxonomy



PREPARING INDIVIDUAL CLASS SESSIONS

- Lower level Qs:
(remembering & understanding)
- “FARFing” the case

PREPARING INDIVIDUAL CLASS SESSIONS

Mid level Qs:

(applying and analyzing)

- Precise meaning of rule's language;
- How broadly/narrowly rule might be applied;
- What arguments/counter might be made for each party; &
- Relationship of rule to other rules.

PREPARING INDIVIDUAL CLASS SESSIONS

Higher level Qs: (evaluating & creating)

- Situating rule in cultural context;
- Exploring what might make rule a good one;
- Analyzing critiques that might be made;
- Analyzing how rule might be improved on;
- What does our examination of the rule reveal about:
 - lawyering process
 - role of judiciary,
 - social values.

PREPARING INDIVIDUAL CLASS SESSIONS

WRAP UP

- Most important take aways
- Summary
- CIQ

PREPARING INDIVIDUAL CLASS SESSIONS

WRAP UP: CIQ

- At what moment in class did you feel most engaged with what was happening?
 - Most distanced?
- What did anyone (prof or student) do or say that you found most affirming or helpful?
 - Most puzzling or confusing?
- What aspect of class surprised you most?

ASSESSMENT

- Midterm exam
- Model problem set
- Participatory exercise

ASSESSMENT

- Preclass assignment:
 - ID elements of claim or steps in process
- Small groups:
 - Share pre-class work & decide what is correct;
 - Apply elements/analytic steps to fact pattern, ID'g facts that support/undermine;
 - Come up w/arguments for each side;
 - Reach decision about likely outcome.
- Report back

WRAP UP!