

How to Become an Excellent Classroom Teacher (while still doing research, contributing to the law school community, and having a life)

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- Caveats
- Law School Students
 - Smart
 - Engaged
 - And yet... they need direction, encouragement, “scaffolding” the material
- Teaching
 - *Before the semester*
 - Syllabus
 - Have one!
 - Helpful to tie to units, to table of contents
 - How much to assign?
 - To change or leave open?
 - Policies – office hours? passing? Internet?
 - What are you trying to teach?
 - What is the law
 - How to apply the law
 - How might we justify / critique / improve the law
 - *Preparing for and teaching each class*
 - What’s your goal for each class? “Students will be able to...”
 - Questions for students to focus on while reading
 - Lecture notes
 - How much detail?
 - My structure: review / overview; several points / cases / issues with Q&As; wrap-up / looking forward

- Outline on board or in handout like this
 - Don't read
- Kinds of questions
 - Factual
 - Lining up arguments (use a chart?)
 - Why
 - Application / hypos
 - Open-ended: what are reasons for [& against], why might we [not], why might that be a good [bad] idea
 - Not “What’s the strongest argument you can make”
 - Not student X v. student Y
- Varying in-class experience: guest speakers, group in-class assignments, film clips and discussion
- “Going meta”
- *As the semester unfolds*
 - Mid-semester course evaluation? (e.g. Survey Monkey: What’s working for you? What could be working better to help you meet your learning goals for this class? Anything else?)
 - Other ways to engage students – field trip? social event?
- *Assessment*
 - Throughout the semester? (e.g. quizzes, brief writing assignment with model answer, problem sets, worksheets)
 - End of semester – helping students review and prepare
 - Feedback – on papers, on exams
- *Mentoring*
 - Office hours – mandatory/optional, drop-in/scheduled (e.g. Calendly.com)
 - “Four Things About Me”
 - Letters of recommendation, references, calls
 - Connecting students to each other
- *The outside world in times of crisis*
 - Student experiences, the world at large, student experiences in the world at large
 - To bring in or ignore?
 - If you bring it in, how?
 - Being humble and human

- *Honing our craft*
 - Sitting in on each other's classes
 - Debriefing, talking about teaching
 - "That was fine"
- Last thoughts: doing research, contributing to the law school community, and having a life
 - Many chapters
 - Regular rather than binge writing – "touching your research"
 - Time / number limits on saying yes; calendaring ahead
 - Sleep, exercise, friends and family
 - Resources: AALS, National Center for Faculty Development and Diversity, subject matter groups and affinity groups, different people inside your institution – ask for help!