

# Teaching with Technology for Maximum Student Engagement

May 29, 2019

## Welcome & About Me

April Dawson  
Professor, North Carolina  
Central University School of  
Law  
Chair, Webinar Committee,  
AALS Section on  
Technology, Law & Legal  
Education



April G. Dawson is a professor of law at North Carolina Central University School of Law. She received a Bachelor of Science degree in computer science and was a computer programmer before attending law school. April received her law degree cum laude from Howard University School of Law in 1994. After law school, April joined the Civil Division of the U.S. Department of Justice through its Attorney General's Honors Program. While at the Department of Justice, she argued cases before the United States Courts of Appeals for the Fifth, Seventh, and Ninth Circuits. In 1996, April served as law clerk to the Honorable Emmet G. Sullivan of the U.S. District Court for the District of Columbia. Following her clerkship, she worked as a litigation associate at a Washington, D.C. firm. While at the firm, she was also an adjunct legal writing professor at the George Washington University School of Law.

April joined the faculty at NCCU Law in 2006 where she teaches, among other classes, Constitutional Law, Administrative Law, and a Supreme Court Seminar. In addition to researching and writing about the U.S. Supreme Court, April researches, writes, and speaks about legal pedagogy and the use of technology in legal education. She was voted professor of the year by the day students for the 2013-2014 school year, and voted professor of the year by students in both the day and evening programs for the 2016-2017 school year. April also co-hosts The Legal Eagle Review, a weekly radio show which can be heard on Sundays from 7-8p on WNCU 90.7 FM in Durham, North Carolina.

# Logistics

- Format
- How to ask questions
- Webinar will be recorded and available for on-demand viewing
- Handout will be emailed

## Which statement best reflects your thinking?

- A. The use of technology during class is overrated. The Socratic Method is all I need.
- B. I think using technology can be helpful, but the use of more than one technology tool during a class period is distracting.
- C. I'm interested in using technology more, but becoming familiar with all the technology tools is overwhelming.
- D. I'm comfortable using technology and use it often.

# Teaching with Technology

# Teaching with Technology *for Maximum Student Engagement*

The initial point I want to emphasize:

This is not about using technology for technology sake. Before using technology in the classroom, there must be sound pedagogical benefits for using the technology.

***Maximum Engagement = Active Learning***

## ***Maximum Engagement = Active Learning***

- Students are engaged in the material
- Students are engaged in the learning process
- Students are constantly processing what they are learning
- Students learn more when they are engaged
- More durable and better learning happens in active learning environments

### Active Learning Resources

<https://cft.vanderbilt.edu/wp-content/uploads/sites/59/Active-Learning.pdf>

Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. ASHE-ERIC Higher Education Reports.

Retrieved from <https://files.eric.ed.gov/fulltext/ED336049.pdf>

How Can You Incorporate Active Learning Into Your Classroom? (pdf) -

[http://www.crlt.umich.edu/sites/default/files/instructor\\_resources/how\\_can\\_you\\_incorporate\\_active\\_learning.pdf](http://www.crlt.umich.edu/sites/default/files/instructor_resources/how_can_you_incorporate_active_learning.pdf)

# Overview

- Polling
- Google Forms
- Multimedia (videos, podcasts, recorded lectures)
- ExamSoft
- QR Codes
- Random Name Selector
- Miscellaneous (Panopto, Zoom)

## Overview con't

- Creative Usage
- Best Practices
- Pedagogical Benefits

# Slow Your Roll



## Slow Your Roll

I will be covering a lot of information. Don't let this presentation overwhelm you – My purpose is to offer as many suggestions as I can in the hope that one or two tools will interest you.

Incorporating technology in your teaching takes time. Take baby steps.

I would recommend starting with in class polling or incorporating multimedia in your assignments.

# **Polling**

## **PollEverywhere - Let's Give It A Try!**

### Two options to respond

- Via internet browser:
  - [PollEv.com/aprildawson417](http://PollEv.com/aprildawson417)
- Via SMS Text messaging:
  - Text APRILDAWSON417 to 22333
  - Once joined, you will text your response

## Which topics are you especially interested in learning about? (Choose all that apply)

 When poll is active, respond at [Pollev.com/aprildawson417](https://Pollev.com/aprildawson417)

 Text **APRILDAWSON417** to **22333** once to join

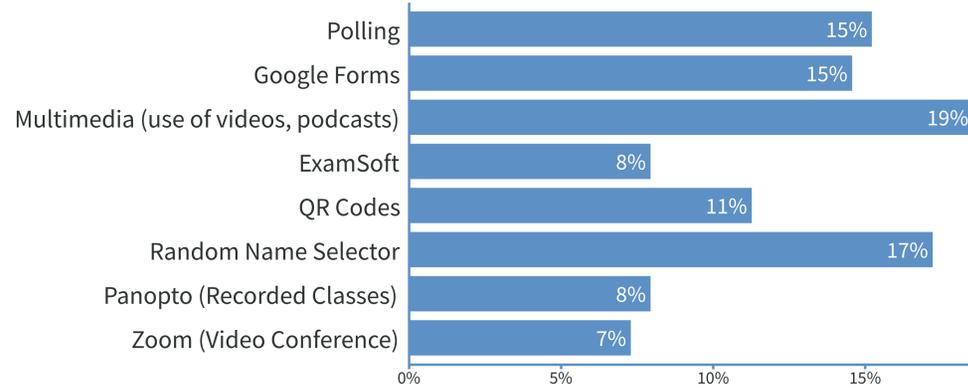
 Answers to this poll are anonymous

Polling
Google Forms
Multimedia (use of videos, podcasts)
ExamSoft
QR Codes
Random Name Selector
Panopto (Recorded Classes)
Zoom (Video Conference)

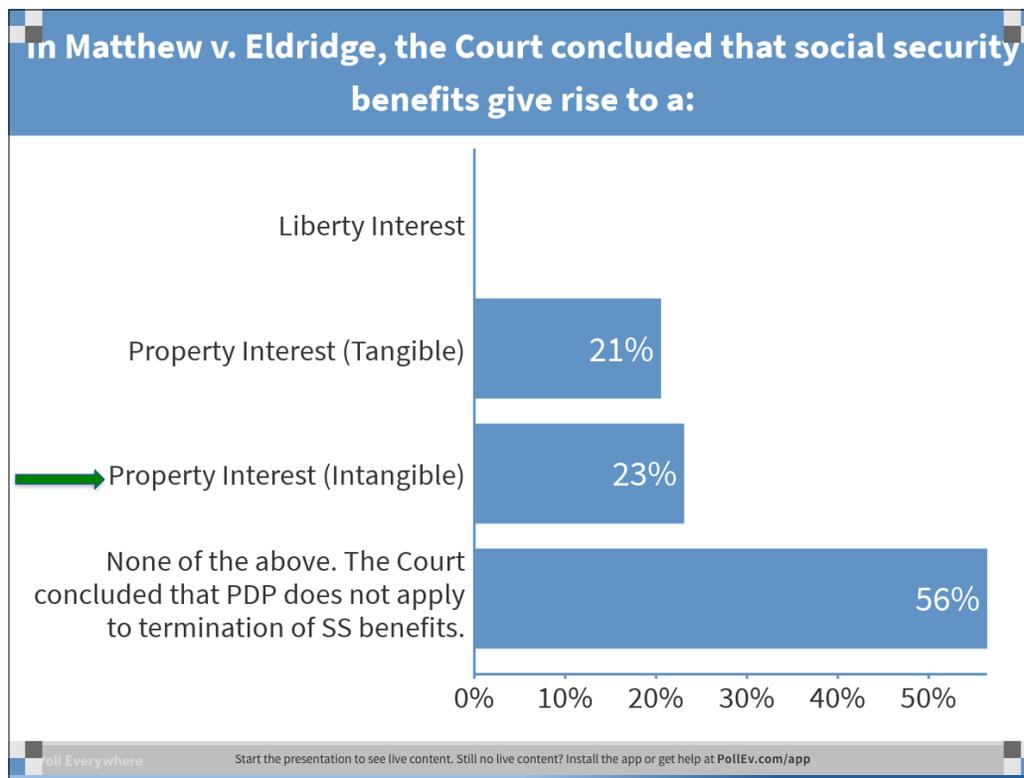
Total Results: 151

## Which topics are you especially interested in learning about? (Choose all that apply)

 **Poll locked.** Responses not accepted.



 Poll Everywhere



This is a poll question from my Con Law II class. Students were to have read *Matthew v. Eldridge* before class.

Options for reveal

Inform students that answer choice D is incorrect, then have students discuss the question in small groups. Have class answer the question again.

Don't reveal correct answer. Call on student to brief case. Ask the student which answer they chose. Work through the case and see if the student was correct.

# Polling – Uses & Best Practices

- Introduce on first day of class
- Vary types of questions
- Vary when to ask questions
- Vary the reveal
- Vary discussion of questions
- Plan out questions during prep
- Decide whether to track student responses
- Use in-class poll questions to create timed-practice ExamSoft quizzes

Poll Everywhere Tutorials – <https://www.polleverywhere.com/videos/tutorials>

Poll Everywhere Presenter tips & best practices - [https://www.polleverywhere.com/poll\\_everywhere\\_communications\\_best\\_practices.pdf](https://www.polleverywhere.com/poll_everywhere_communications_best_practices.pdf)

NY Institute of Technology Center for Teaching and Learning Poll Everywhere blog post - <https://www.nyit.edu/ctl/polleverywhere>

Here are some other polling tools: <https://www.aateachers.org/index.php/blog/1866-5-ways-to-poll-your-students>

## Polling – Benefits

- Students are engaged
- Students appreciate opportunity to test their understanding
- Allows for targeted teaching
- Formative assessments as required by the ABA

### **ABA Standard 314. Assessment of Student Learning**

A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.

Interpretation 314-1: Formative assessment methods are measurements at different points during a particular course or at different points over the span of a student's education that provide meaningful feedback to improve student learning. Summative assessment methods are measurements at the culmination of a particular course or at the culmination of any part of a student's legal education that measure the degree of student learning.

Interpretation 314-2: A law school need not apply multiple assessment methods in a particular course. Assessment methods are likely to be different from school to school. Law schools are not required by Standard 314 to use any particular assessment method.

# **Google Forms**

## Google Forms - Usage

- Student Information Form
- Anonymous Mid-Term Survey
- Student-Generated MCQ Submission Form
  
- How to Create a Google Form Student Survey (video)

Demo Con Law Student Information Form – <https://forms.gle/u9JP8oJ5iZeBZbwUA>

Demo Con Law II Anonymous Two-Question Student Survey - <https://forms.gle/dcebSv9EUVHin3Xy8>

Demo Con Law Student-Generated MCQ Submission Form – <https://forms.gle/e77vj424EngFL6ix9>

Video on how to create a Google Form Anonymous Two-Question Student Survey (Note: I created this video for my colleagues at NCCU Law in January 2019) –

<https://youtu.be/bAPWWHyJflk>

# Google Forms – Best Practices

- Student Information Form
  - Encourage completion with carrot & stick
  - Allow students to edit responses
- Mid-Semester/Term Survey
  - Make two questions survey completely anonymous

## Google Forms – Benefits

- Student Information Form
  - Helps profs get to know students
  - Students are more engaged
- Mid-Semester/Term Survey
  - Provides valuable feedback
  - Profs should model desired behavior

### Student Information Form

Helps with getting to know students – **Class is more engaged when profs know their students**

### Two-questions survey

Provides very helpful feedback –

Students appreciate knowing that you will make adjustments or explain why you are not able to.

**Transparency makes for a more conducive learning environment.**

As professors, **we should model this behavior** – always seeking feedback and working to improve.

# **Multimedia**

## Multimedia - Usage

- Videos (in and out of class viewing)
- Podcasts
- Recorded Lectures

Here are some of my favorite podcasts for my Con Law class:

More Perfect - <https://www.wnycstudios.org/shows/radiolabmoreperfect/season-one>

C-SPAN Landmark Cases - <http://landmarkcases.c-span.org/SeasonOne.aspx>

National Constitution Center We the People - <https://constitutioncenter.org/debate/podcasts>



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## Constitutional Law II (Spring 2019) - Dawson

Edit



Course Status

Unpublish Published

Choose Home Page

View Course Stream

Course Setup Checklist

New Announcement

Coming Up



View Calendar

Nothing for the next week

Syllabus

Pages

Assignments

Discussions

Quizzes

Modules

Files

Outcomes

Announcements

Grades

People

Settings

### Reading Assignments

#### WEEK 1 - EQUAL PROTECTION & SUBSTANTIVE DUE PROCESS

Monday, January 7, 2019

Read [Syllabus](#)

Complete 5-question [Syllabus Quiz](#)

Complete [Anonymous Survey](#) e comprising of two questions: (1) What was helpful last semester in helping you master Con Law I? (2) What can I do in Con Law II to help you master the material?

1. Equal Protection Cont'
  - 1.1. Classification Based on Race and National Origin Cont'
    - 1.1.1. Washington v. Davis - Facially Neutral Laws with Disparate Impact (CB 781 - 785)
      - 1.1.1.1. Read [Text 21](#) e
    - 1.1.2. McCleskey v. Kemp - Death Penalty and Disparate Impact (CB 785 - 791)
      - 1.1.2.1. Listen to [More Perfect podcast episode Cruel and Unusual](#) e (approx. 40 mins.)
    - 1.1.3. Fisher v. Texas - Affirmative Action (CB 870 - 877)
      - 1.1.3.1. Listen to [More Perfect podcast episode The Imperfect Plaintiffs](#) e (approx. 1 hour)
      - 1.1.3.2. Listen to [More Perfect podcast episode The Architect](#) e (approx. 40 mins.)
      - 1.1.3.3. Read NYT Article - [The Place of Women on the Court](#) e (11 pages)

Tuesday, January 8, 2019

2. Substantive Due Process (Fundamental Rights under Due Process and Equal Protection)
  - 2.1. Introduction (CB 949 - 955)
  - 2.2. Right to Marry
    - 2.2.1. *Loving v. Virginia* (CB 955 - 957)



Tuesday, January 29, 2019

- 5.3.2. Entanglement (CB 582)
  - 5.3.2.1. *Shelley v. Kraemer* – Entanglement Exception (14th EP) (CB 583 – 585)
  - 5.3.2.2. *Lugar v. Edmondson Oil* – Test for Entanglement Exception (14th PDP) (CB 586 – 588)
  - 5.3.2.3. *Edmonson v. Leesville Concrete*
    - 5.3.2.3.1. Read *Batson v. Kentucky Oyez* page
    - 5.3.2.3.2. Listen to [More Perfect podcast episode Object Anyway](#) e (approx. 50 mins.)
    - 5.3.2.3.3. Watch [Annenberg Classroom Video on Edmonson v. Leesville Concrete case](#) e (23 mins.)
    - 5.3.2.3.4. *Edmonson v. Leesville Concrete* – Peremptory Challenges (14th EP) (CB 589 – 590)
  - 5.3.2.4. *Burton v. Wilmington Parking Authority* – Government Regulation (14th EP) (CB 591 – 593)
  - 5.3.2.5. *Moose Lodge v. Iris* – Government Regulation (14th EP) (CB 593 – 595)
    - 5.3.2.5.1. Read [K. Leroy Iris Obituary](#) e
    - 5.3.2.5.2. View [documentary clip on K. Leroy Iris](#) e (3:24) (Please note that this video includes embedded questions.)

Thursday, January 31, 2019

Catch Up

WEEK FEBRUARY 4 – FIRST AMENDMENT: FREEDOM OF EXPRESSION

- 6. First Amendment: Freedom of Expression
  - 6.1. Introduction (CB 1235 – 1244)
  - 6.2. Free Speech Methodology
    - 6.2.1. Content-Based v. Content-Neutral Laws (CB 1244 - 1245)
      - 6.2.1.1. *Reed v. Town of Gilbert* (CB 1245 – 1252)
      - 6.2.1.2. *Boos v. Barry* (CB 1253 – 1255)
      - 6.2.1.3. *Williams-Yulee v. Florida Bar* (CB 1255 – 1265)
      - 6.2.1.4. *City of Renton v. Playtime Theatres, Inc.* (CB 1265 – 1269)
      - 6.2.1.5. *Matal v. Tam* (Supp 105-114)
      - 6.2.1.6. Government as Speaker ([Government Speech Lecture Slide](#) e)
        - 6.2.1.6.1. *Pleasant Grove City v. Summum* (CB 1272 – 1277)

# Multimedia – Best Practices

- Explain purpose
- For in-class viewing, require all computers be closed and phones put away
- Ensure out of class viewing
  - In-class poll questions
  - Mid-term exam questions related to viewing
  - Embed quizzes into videos

## Multimedia – Benefits

- Students are engaged
- Students are entertained
- Provides greater context
- Allows for additional coverage

# **ExamSoft**

## ExamSoft - Usage

- Multiple choice practice quizzes
- Self- and peer-graded practice essays using rubrics

# ExamSoft - Usage

The screenshot displays the ExamSoft interface. At the top, a navigation bar includes 'ExamSoft', 'Questions', 'Rubrics', 'Assessments', 'Categories', 'Reports', and 'Exam Takers'. The user 'Dawson, April' is logged in. Below the navigation bar, the breadcrumb trail shows 'Home > Assessments > Poll Questions (Pre-Midterm)'. The title 'Poll Questions (Pre-Midterm)' is circled in yellow. The main content area is divided into two sections: 'Contents' on the left and 'Questions' on the right. The 'Contents' section shows details for the assessment: ID: 3376, Posts: 1, Name: Poll Questions (Pre-Midterm), Type: Exam, Creator: Dawson, April, and Folder: Con Law I - Fall 2017. Below this is a 'Blueprint' table showing the distribution of questions across various categories. The 'Questions' section displays a list of 12 questions with columns for Order, Question Title, ID/Rev, Type, difficulty, Preview, Categories, and # ETs.

Category	#	%
Supreme Court	4	16.00
Commerce Clause	3	12.00
State Action Doctrine	3	12.00
Taxpayer Standing	3	12.00
Generalize Grievance	2	8.00
AISG	1	4.00
Congress and the States (Federalism)	1	4.00
Constitution	1	4.00
Eleventh Amendment	1	4.00
Flast Exception	1	4.00

Order	Question Title	ID/Rev	Type	difficulty	Preview	Categories	# ETs
1	What is the nickname	3610 / 1	MIC	0.88	Preview	Supreme Court	51
2	What does *Kittens K	3611 / 1	MIC	0.92	Preview	Supreme Court	51
3	Where is the number	3612 / 2	MIC	0.87	Preview	Supreme Court	51
4	NC is located within	3613 / 1	MIC	1	Preview	Introduction & Background	51
5	Congress can never o	3614 / 2	TIF	0.67	Preview	Supreme Court	51
6	Which provision of t	3615 / 2	MIC	0.94	Preview	Standing	51
7	The city passes a la	3616 / 2	TIF	0.67	Preview	Generalize Grievance	51
8	In order to balance	3617 / 2	TIF	0.71	Preview	Taxpayer Standing	51
9	City passes a law th	3619 / 1	MIC	0.88	Preview	Organizational/Associational Standing	51
10	P is upset that the	3620 / 1	MIC	0.86	Preview	Generalize Grievance	51
11	P is a taxpayer and	3621 / 1	TIF	0.96	Preview	Taxpayer Standing	51
12	P is a taxpayer and	3622 / 1	TIF	0.78	Preview	Flast Exception, Taxpayer Standing	51

# ExamSoft - Usage



Exam Number: 390

## Strengths and Improvement Opportunities Poll Questions (Pre-Midterm)

Course: Constitutional Law I (Dawson) 1776 • Instructor: Professor April Dawson • Questions: 25  
Rank = 50/51

60.00%

My Score  
(15/25)

80.16%

Average Score  
(20.03/25)

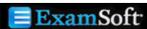
Overall, you scored below the class average. Please take note of the areas, noted in yellow or red, where you may have opportunities for improvement.

★ MY SCORE	◆ AVERAGE/MEAN	■ SCORE RANGE	▲ DOING WELL	● NEEDS REVIEW	▼ NEEDS IMPROVEMENT
CATEGORY	MY SCORE	AVERAGE	CORRECT		
<b>Constitution</b>					
	100.00%	64.71%	1/1	▲	
<b>Introduction &amp; Background</b>					
	100.00%	100.00%	1/1	▲	
<b>State Action Doctrine</b>					
	100.00%	90.20%	3/3	▲	
<b>Supreme Court</b>					
	50.00%	78.43%	2/4	▼	
<b>AISG</b>					

# ExamSoft - Usage

<p><b>15</b> If a state court decides a case based on both state law and federal law and then the state court decision is appealed to the U.S. Supreme Court, the Supreme Court will:</p> <p><input checked="" type="checkbox"/> A: Hear the case only if state law gives an adequate and independent grounds for the state court decision</p> <p><input checked="" type="checkbox"/> B: Hear the case only if federal law gives an adequate and independent grounds for the state court decision</p> <p><input checked="" type="checkbox"/> C: Hear the case if the state law gives an adequate and independent grounds for the state court decision</p> <p><input checked="" type="checkbox"/> D: Hear the case if federal law gives an adequate and independent grounds for the state court decision</p> <p>Rationale: "Adequate and Independent State Grounds" is a jurisdictional rule that is a basis for the Supreme Court not to hear a case. If a state supreme court strikes down a state statute (or state action) under the state constitution, the Supreme Court will not hear the case under the doctrine of adequate and independent state grounds. If the state court upholds a state statute under a state constitution the Supreme Court may, if there is a challenge, review the case to determine if the state statute (or action) violates the federal constitution. Understanding the fact that it does not violate the state constitution.</p> <p>Learning Outcomes: AISG</p>	0/1
<p><b>16</b> A person wants to sue the city of Durham and the police chief in federal court. Which of the following is true under the 11th Amendment?</p> <p><input checked="" type="checkbox"/> A: The case against both the city and the chief is nonjusticiable</p> <p><input checked="" type="checkbox"/> B: The case against only the city is nonjusticiable</p> <p><input checked="" type="checkbox"/> C: The case against only the chief is nonjusticiable</p> <p><input checked="" type="checkbox"/> D: The case against both the city and the chief may be heard by the court</p> <p>Rationale: The 11th Amendment does not apply to cities.</p> <p>Learning Outcomes: Eleventh Amendment</p>	0/1
<p><b>17</b> Jacob is tried in state court for robbery and is acquitted. The US Department of Justice wants to try him for the same crime under federal law. The 5th amendment provides that "nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb." Can Jacob be tried in federal court?</p> <p><input checked="" type="checkbox"/> A: Yes, because the 5th amend does not apply to the federal gov't</p> <p><input checked="" type="checkbox"/> B: Yes, because the first trial was in state court</p> <p><input checked="" type="checkbox"/> C: No, because the 5th amend double jeopardy provision prevents a second prosecution</p> <p><input checked="" type="checkbox"/> D: No, because the 14th amend DPC only applies to the states</p> <p>Learning Outcomes: Congress and the States (Federalism)</p>	1/1
<p><b>18</b> Racial discrimination in places of public accommodations is unconstitutional. True or False?</p> <p><input checked="" type="checkbox"/> True</p> <p><input checked="" type="checkbox"/> False</p> <p>Rationale: Places of public accommodation are generally privately owned businesses that serve the public, such as restaurants, theaters, etc. The Constitution does not apply to private conduct, with the exception of the 13th Amendment. Even though</p>	1/1

# ExamSoft - Usage

 ExamSoft

Practice Essay 6

**Self Grading**

Previous 1 Next Show: 50 | 250 | 500 | 1000 | 2500

Exam Taker	ID	Grading Progress	Grade
Anonymous	9185	98%	-
Anonymous	9187	100%	61.54/100
Anonymous	9148	100%	71.15/100
Anonymous	9094	100%	80.77/100
Anonymous	9316	100%	57.69/100
Anonymous	9275	0%	-
Anonymous	9339	0%	-
Anonymous	9328	0%	-
Anonymous	9007	0%	-
Anonymous	9333	...	-

# ExamSoft - Usage

ExamSoft

Practice Essay 6

Exam Takers

Overall Grading Progress

Download Answer File

1

## Actions against Turnley and Newshief

### Appropriation

The issue is whether Turnley and Newshief (together Turnley) will be liable for invasion of privacy for appropriation?

In order to be liable for appropriation the plaintiff must prove that the: 1. Defendant used use of plaintiff's name ore likeness, etc; 2. Defendant used it without plaintiff's consent; 3. It was for the Defendant's own purpose or benefit; and 4. Plaintiff suffered damages, which were cause by D's conduct.

First, the plaintiff must prove that the defendant used the name or likeness of the plaintiff. Turnley used the photographs of the fallen soldier and his family from his funeral in his photo-essay for Newshief Magazine. Therefore this element is satisfied.

Second, defendant used it without the plaintiff's consent. The facts indicate that the funeral was considered a family affair and did not want to be interviewed. They also indicated prior to the funeral that they did not want anyone taking pictures of the open casket or of the grieving family. This indicates that they did not have the consent to take the pictures. Therefore, this element is satisfied.

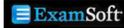
Third, it was for the defendant's own purpose or benefit. In the current case, Turnley, who was an international abolitionist, took came to the funeral to take pictures. The facts do not indicate that the defendant took the pictures for the benefit of his family. It was

9084 - Score: 80.77 /100.0

Practice Essay 6

	2	1	0	COMMENT
State Issue - Intrusion	0	1	1	
Articulation of intrusion rule/elements - 1. Intentional intrusion into private place, conversation, or matter (discussion); 1a. Subjective expectation of privacy; 1b. Objective expectation of privacy; 2. In a highly offensive manner	0	1	1	
Discussion of Element 1. Intentional intrusion (into private place, conversation, or matter discussion) - Turnley made decision to attend the funeral; Went to take and did take photographs	0	1	1	
Conclusion Regarding Element 1 - Defendant intentionally intruded	0	1	1	
Discussion of Element 1a. Did plaintiffs have a subjective expectation of privacy? Family told funeral director they did not want photos, did not want to be interviewed, considered it a family affair	1	0	1	
Conclusion Regarding Element 1a - Plaintiffs had a subjective expectation of privacy.	0	1	1	
Discussion of Element 1b. Was the expectation of privacy objectively reasonable? Held in a gym; over 1000 people attended	0	1	1	
Conclusion Regarding Element 1b - The expectation of privacy was not objectively reasonable.	0	1	1	
Discussion of Element 2. Intrusion was done in a highly offensive manner: Was attending a funeral high	0	1	1	

# ExamSoft - Usage



Practice Essay 6

Exam Takers

Overall Grading Pr

Download Answer File

9295 - Score: 48.08 /100.0

Whether the family has a cause of action for invasion of privacy (intrusion) against photojournalist, Peter Turnley, and NewsBrief, for taking pictures at what was deemed a private funeral of the fallen soldier and publishing these items in the August 2016 edition of NewsBrief.

To maintain a cause of action for invasion of privacy, must identify the four areas of which the court has established liability. They are appropriation, intrusion, public disclosure of a private fact and information published by the defendant that represents the plaintiff in a false light. Publication is communicating this information to one or more persons. While being made public is exposing this information to a wide audience. This can be evidenced through broadcasting, publishing in a journal or other printed publication such as magazines, newspapers, etc. The first amendment is a consideration when the information can fall into the realm of protected speech. The courts have held, that information that possesses a newsworthy quality that could be of public interest, could maintain first amendment protections and is privileged.

In the present case, the funeral was held at a public location, the Pryor High School Gymnasium. Due to the location, the family would have a diminished reasonable expectation of privacy. However, due to the nature of the event, a funeral, there would be some expectation that the family would like to grieve in peace. This would be supported by the family communicating to the funeral personnel that they wanted the funeral to be private and did not want to be interviewed. The fact that they decided to have an open casket funeral, diminishes the

Practice Essay 6	2	1	0	COMB
State Issue - Intrusion	0	0	0	
Articulation of intrusion requirements - 1. Intentional intrusion (into private place, conversation, or matter discussion); 1a. Subjective expectation of privacy; 1b. Objective expectation of privacy; 2. In a highly offensive manner	0	0	0	
Discussion of Element 1. Intentional intrusion (into private place, conversation, or matter discussion) - Turnley made decision to attend the funeral; Went to take and did take photographs	0	0	0	
Conclusion Regarding Element 1 - Defendant intentionally intruded	0	0	0	
Discussion of Element 1a. Did plaintiffs have a subjective expectation of privacy? Family told funeral director they did not want photos, did not want to be interviewed, considered it a family affair	0	0	0	
Conclusion Regarding Element 1a - Plaintiffs had a subjective expectation of privacy.	0	0	0	
Discussion of Element 1b. Was the expectation of privacy objectively reasonable? Held in a gym; over 1200 people attended	0	0	0	
Conclusion Regarding Element 1b - The expectation of privacy was not objectively reasonable.	0	0	0	
Discussion of Element 2. Intrusion was done in a highly offensive manner	0	0	0	

# ExamSoft – Best Practices

- Introduce use early
- Calibrate Self & Peer Rubric Grading
- Utilize customer service & training videos
- Learn to read multiple choice item analysis reports:
  - [Herbert T. Kimmel, Dear Professor: Why Do I Ace Essay Exams but Bomb Multiple Choice Ones?, 63 J. Legal Educ. 431 \(2014\)](#)

## Introduce use early

Worked out computer issues

Students become familiar with program

## Calibrate Self & Peer Rubric

Have students grade two sample essay using a rubrics on their own then discuss as a group

One essay should be a strong student answer

One essay should be a weak student answer

Demonstrate the grading of an actual student essay in class with the class

## Utilize customer service & training videos

I find ExamSoft to have good customer service

## Learn to read multiple choice item analysis reports:

# ExamSoft – Benefits

- Multiple choice practice quizzes
  - Easy to administer formative assessments and see student performance
  - High return on investment (ROI)

## ExamSoft – Benefits

- Self- and peer-grading practice essays using rubrics
  - Helps students identify knowledge and skills gaps
  - Motivates students to engage with course material more deeply
  - Empowers students to take responsibility for and manage their own learning
  - Helps students to understand the grading process
  - Facilitates self-reflection

**QR Code**

## QR Code – Usage

- Attendance, Reflection, Questions

Demo Con Law II End of Class Attendance Survey – <https://forms.gle/oJUJqYPuihJ9V2yX7>

QR code generator - <https://www.the-qrcode-generator.com/>

## QR Code – Best Practices

- Introduce use early
- Read and address questions

## QR Code – Benefits

- Students have to reflect
- Students have an opportunity to ask questions
- Prof can clarify areas of confusion
- Students appreciate being heard

# **Random Name Selector**

## Random Name Selector – Usage

- Calling on students

Random Name Selector - <https://www.teachstarter.com/us/widget/random-name-selector-us/>

# **Miscellaneous**

# Miscellaneous

- Panopto
- Zoom

## Questions & Answers



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# Upcoming Webinars

- Teaching Tech to Law Students (*June 5*)
- What Law Faculty Need to Know About Artificial Intelligence (*June 12*)
- Ideas for Using Legal Tech to Address Access to Justice Issues (*June 19*)

For full list: [www.aals.org/sections/list/technology-law-and-legal-education/](http://www.aals.org/sections/list/technology-law-and-legal-education/)

## Wrap Up

Survey – Your Feedback is Important!

Please consider joining the Section on  
Technology, Law and Legal Education

Thank you for your attendance!