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MODERN TEACHING TOOLKIT FOR UKRAINIAN LEGAL EDUCATORS

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CONTENTS

1. Fundamental Principles of Learning	2
2. Fundamental Principles of Teaching Excellence	4
3. Course Design.....	10
4. Motivating Students.....	13
5. Active Learning Environment	16
6. Teaching Methods	18
7. Teaching Challenges	22
8. Assessment of Students.....	25
9. Assessment of Faculty Teaching	28
10. Teaching Development.....	32
11. Selected Resources – Books, Articles, and Websites	37
12. Continued Innovations.....	39

1. FUNDAMENTAL PRINCIPLES OF LEARNING¹

A primary purpose of education at any level is for students to achieve significant learning, competence, and mastery. In the context of legal education, a primary goal is for students to be able to solve problems by applying relevant legal knowledge, skills, and values.

Educational researchers have produced extensive literature describing how people learn. What follows is a brief introduction to four well-established learning theories that apply to legal education: (1) cognitive learning theory, (2) constructivist learning theory, (3) adult learning theory, and (4) sensory-based ways of learning.

Cognitive Learning Theory

Students can apply knowledge and skills only if they have stored what they learned in an organized, meaningful way. Cognitive processing describes the steps students must take to achieve significant, usable learning. The first step is selective attention. Hundreds of stimuli reach students' senses every minute. Students must be focused on what is being taught, rather than thinking about other things. If students are paying attention, the concepts go to the students' working memory, the second step. But students' working memory can only retain small amounts of information for a short time. For learning to last, it must become part of students' long-term memory, where concepts are stored in organized structures.

What factors make it more likely that concepts, skills, and values end up in students' long-term memories? One factor is when the new learning is connected to things students already know. Another factor is when students see the value of the new learning to meet their current or future needs. Perhaps the most important factor is that students must actively process the new learning by organizing it, writing about it, discussing it, and applying it to problems.

Constructivist Learning Theory

Constructivists focus on the process through which students acquire new learning. Three principles of learning emerge from constructivists' research. First, students construct new learning from experience. By actively engaging with new ideas and reflecting on their learning, students develop understanding. Second, real world experience is critical in developing new learning. Students learn when their opportunities to construct understanding occur in realistic contexts, such as hypothetical problems and clinical or externship experiences. Third, effective learning is facilitated by cooperative learning groups in which students engage in discussions and obtain multiple perspectives on how to approach a problem.

¹ This section of the Modern Teaching Toolkit is based on MICHAEL HUNTER SCHWARTZ, SOPHIE SPARROW & GERALD HESS, *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM*, pages 3-8, 66-67 (2nd. Ed. 2017) and SOPHIE SPARROW, GERALD HESS & MICHAEL HUNTER SCHWARTZ, *TEACHING LAW BY DESIGN FOR ADJUNCTS*, pages 3-6, 44-45 (2nd. Ed. 2017).

Adult Learning Theory

Adult learning theory has much in common with constructivist and cognitive learning theories. Adult learning theory, like constructivist theory, emphasizes the importance of real-world experience in learning – students must see the experience as authentic and related to their personal and professional goals. Like cognitive theory, adult learning theory posits that new learning must be connected to students' current knowledge. All three learning theories recognize that students should have some control over their learning process by having input into what and how they learn. Finally, a foundational principle of adult learning theory is that students learn best in an ethical environment of mutual respect among students and teachers.

Sensory Based Ways of Learning

Educational researchers have articulated many different models of learning styles or ways of learning. The sensory-based learning style model is simple and applies to legal education. This model describes four learning style preferences, but assumes that most teachers and students rely on more than one style. Digital learners prefer to read, write, and engage in deductive reasoning, and abstract thinking. Auditory learners prefer to listen and speak, engaging in discussions and debates. Visual learners want to see concepts (on a board, slide, handout, video) and organize them graphically (diagrams and flowcharts). Kinesthetic learners prefer to learn by doing (working on realistic problems, case studies, and clinical and externship experiences.)

The sensory-based learning style model has several implications for legal education. First, every classroom will include students who prefer to learn in different ways. Second, an effective course will contain a variety of teaching and learning methods. Third, when students exert the mental effort to learn in ways that are less comfortable for them, they strengthen their ability to learn. Fourth, students learn more deeply when instruction engages multiple senses – seeing, hearing, speaking, doing. For example, if a learning objective is for students to gain a deep understanding of contracts, they could read the applicable law of contracts, work on problems dealing with contracts, review examples of real contracts, and draft a contract.

How People Learn – Four Learning Theories	
Cognitive Learning Theory	<ul style="list-style-type: none"> ✓ The most critical step in learning is to transfer concepts into the long-term memory. ✓ Concepts and skills are more likely to transfer to long-term memory if they are meaningful to students' current or future needs. ✓ The more actively and deeply students process concepts and skills, the more likely they are to acquire them.
Constructivist Learning Theory	<ul style="list-style-type: none"> ✓ Learning is constructed by students, not transmitted to them. ✓ Students construct understanding based on experience. ✓ Learning is collaborative – created through discussion from various perspectives.
Adult Learning Theory	<p>Adult learners:</p> <ul style="list-style-type: none"> ✓ Learn best in an environment of mutual respect among students and teachers. ✓ Perform well when they have input into what and how they learn. ✓ Learn by connecting new skills, values, and knowledge to their existing learning.
Sensory-Based Ways of Learning	<ul style="list-style-type: none"> ✓ Students can learn through several modes: digital (read and write), auditory (hear and speak), visual (sight and graphics), and kinesthetic (learn by doing). ✓ Multi-modal learning (such as read, hear, see, and do) deepens understanding of concepts and skills. ✓ Variety in teaching methods helps all students learn.

2. FUNDAMENTAL PRINCIPLES OF TEACHING EXCELLENCE²

There is much literature on teaching effectiveness in university education, including legal education. Much of that literature is based on empirical studies of

² This section of the Modern Teaching Toolkit is based on MICHAEL HUNTER SCHWARTZ, SOPHIE SPARROW & GERALD HESS, *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM*, pages 11-19 (2nd Ed. 2017); SOPHIE SPARROW, GERALD HESS & MICHAEL HUNTER SCHWARTZ, *TEACHING LAW BY DESIGN FOR ADJUNCTS*, pages 6-12 (2nd Ed. 2017); Gerald F. Hess, *Heads and Hearts: The Teaching and Learning Environment in Law School*, 52 J. LEGAL EDUC. 75, pages 87-110 (2002); and Gerald F. Hess, *Value of Variety: An Organizing Principle to Enhance Teaching and Learning*, pages 72-91, 3 ELON L. REV. 65 (2011).

instruction and learning. Teaching excellence is measured by significant student learning – the extent to which students acquire deep understanding of legal doctrine and theory, competence in analytical and other lawyering skills, and internalization of appropriate professional values. Teachers facilitate significant student learning when their teaching practices include

- Subject Matter Expertise,
- Respect,
- High Expectations,
- Support,
- Passion,
- Preparation,
- Variety,
- Active Engagement,
- Collaboration,
- Clarity, and
- Formative Feedback.

Subject Matter Expertise

An essential foundation of good teaching is subject matter expertise. Teachers should understand the subject's organizational scheme, the important details, the relationships among concepts, and the nuances. Subject matter expertise includes legal doctrine, theory, policy, practical application, thinking skills, performance skills, ethical issues, and professionalism.

Respect

Mutual respect among students and teachers is fundamental to a healthy teaching and learning environment. Respect should go in three directions: teacher to students, students to teacher, and students to students. Classrooms that feature humiliation, intimidation, or denigration lead many students to withdraw from participation and learning. In respectful environments, students and teachers feel free to explore ideas, share diverse perspectives, and solve problems creatively.

The behaviors below foster a respectful environment.

- In the first class session of the course, discuss with students the importance of mutual respect in the classroom.
- Learn students' names. Call students by name in and out of the classroom.
- Learn about students' experiences and goals. Have students introduce themselves by completing a short questionnaire or video in class or online.
- Value students' time. Law students, like their teachers, lead busy lives. Start and end class on time. Keep appointments with students. Respond to email from students.
- Model respect. Respect is more about what teachers do than what teachers say. It is how teachers treat students, colleagues, and staff on a daily basis.

High Expectations

Teachers' expectations greatly affect students' learning. High, realistic expectations lead to more student achievement; low expectations result in less student learning.

Five attributes of teacher expectations affect student motivation and learning: clarity, quality, achievability, uniformity, and credibility. Clarity requires teachers to define their expectations for both themselves and their students. Quality means teachers need to emphasize quality rather than quantity. No course can teach all the skills and knowledge students need to develop; consequently, teachers should emphasize the critical skills and knowledge that students need to learn. Achievability means that the expectations should be realistic and challenge students to stretch themselves to do their best work. Expectations are uniform if teachers communicate that they believe every student can attain a high level of achievement. Finally, expectations are credible if teachers impose high expectations on themselves. Perhaps the best way for teachers to inspire students to excellence is to demonstrate, day after day, that they are working diligently to make the course a success.

Support

A supportive teaching and learning environment should accompany high expectations. Teachers should demonstrate their commitment to helping each student succeed in legal education. A supportive environment is built upon teachers' attitudes, availability, and trust.

One set of common descriptors of exemplary teachers focuses on their attitudes toward students — "helpful," "caring," and "encouraging." Another group of attributes of effective teachers is "available," "accessible," and "approachable." An assumption that reflects teachers' trust in students is that "there is a good faith explanation for students' behavior." When teachers communicate their faith in students, most students will reciprocate with faith in their teachers.

Passion

Students regularly identify teachers' passion or enthusiasm as the most important ingredient of effective instruction. Teachers' passion can inspire, energize, and motivate students.

Teachers should tell students directly what they love about teaching, working with students, and the subject matter of the course. Celebrate success in the classroom. Provide positive reinforcement when students produce insight, solid analysis, or creative thinking. Teachers' verbal behaviors that communicate enthusiasm include speaking in an expressive manner and not reading from texts or notes. Nonverbal behaviors associated with enthusiasm include movement (away from the podium and out into the classroom), gestures, and smiling.

Preparation

A prerequisite to successful teaching and learning is thorough preparation.

Successful teachers engage in two types of preparation for class. First, teachers need to understand at a deep level the concepts and skills that will be the focus of the class. Second, teachers should consciously design each class session by addressing the following issues:

- What are the two, three, or four concepts, skills or values that students should learn or practice in this class?
- What should students do outside of class to prepare (read, write, diagram)?
- What will the teacher do during the class (lecture, demonstrate analysis and skills, pose questions, problems, and exercises)
- What will students do during the class (discuss, listen, write, collaborate, argue, perform)?
- What print and electronic materials will support the teaching and learning activities?
- How will students and teachers get feedback about the students' learning?

Variety

Teachers should inject variety into many aspects of their teaching — learning objectives, teaching and learning methods, materials, and assessments. Course and class objectives should include goals for student learning of concepts, skills, and professional values. Teaching and learning activities in and out of the classroom can come from an extensive menu, including

- Socratic dialog,
- Large group discussion,
- Small group work,
- Problem solving,
- Lecture,
- Experiential learning,
- Student presentations,
- Writing, and
- Reading.

(Teaching and learning activities are discussed in more detail in the Teaching Techniques section below.) Materials appropriate to support wide ranging teaching and learning activities include codes, cases, articles, websites, pictures, and videos. Assessment of students can occur through exams, papers, and performances.

The extensive literature on learning style preferences makes clear that students prefer to learn in different ways and that no single method works for all students. In addition, different types of teaching methods and materials are appropriate to achieve different objectives. Variety can keep students' interest and sustain their motivation throughout a course.

Active Engagement

An effective teaching and learning environment actively engages both teachers and students. Teachers demonstrate their engagement by asking questions, encouraging students to respond, seeking a variety of viewpoints from students, and listening carefully to student responses. Students actively engage in learning by

listening, reading, taking notes, formulating questions, answering questions, discussing, writing, and performing. Active student engagement is essential to achieve core goals of legal education, including thinking skills, deep understanding of legal doctrine, lawyering skills, and professional values.

Collaboration

A large body of research in university education and legal education documents the effectiveness of cooperative learning, where students work in pairs or small groups in or outside of class. Cooperative learning fosters the following: (1) more student learning and better academic performance, especially when the task is complex and conceptual; (2) development of problem solving, reasoning, and critical thinking skills; (3) positive student attitudes toward the subject matter and course; (4) closer relationships among students and between students and teachers; and (5) students' ability to work collaboratively in a team.

Clarity

Clarity means that teachers effectively communicate complex ideas, skills, and professional values in the classroom. Several practices help teachers communicate more clearly in the classroom:

- **Roadmap.** At the beginning of class, articulate the objectives for the class. Put concepts, skills, and values in the broader context of the course as a whole.
- **Closure.** At the end of a topic or unit, include an activity, problem, exercise, or brief lecture that provides synthesis and summary.
- **Examples.** Illustrate concepts, skills, and values with examples. Teachers can find applicable, appealing examples from their own experience, from students, from cases, and from current events.
- **Visuals.** Most students learn more when abstract ideas are supported with visuals. Handouts, slides, charts, the whiteboard, pictures, and videos can foster organization and understanding.

Formative Feedback

Feedback is a critical element of teaching and learning. Formative feedback, which is designed to improve learning, is an essential part of the learning loop in which students engage in learning activities, show their learning in writing or orally, and then get feedback on how to improve their learning and performance. Effective formative feedback has four characteristics: specific, corrective, positive, and timely. Teachers should articulate *specific* criteria for student performance and give students feedback based on those criteria. *Corrective* feedback points out weaknesses in student work and provides strategies for improvement. *Positive* feedback identifies the strengths upon which students can build. *Timely* feedback comes relatively soon after student performance and gives students an opportunity to improve before their performance is evaluated for a grade. (Formative feedback from students to teachers is an important part of continued development for teachers, the focus of the Teaching Development section below.)

Fundamental Principles of Teaching Excellence

- ✓ **Subject Matter Expertise** – Teachers’ deep understanding of legal doctrine, theory, policy, practical application, thinking skills, performance skills, ethical issues, and professionalism.
- ✓ **Respect** – Mutual respect among teachers and students.
- ✓ **High Expectations** – Teachers’ high, realistic expectations of all students and of themselves.
- ✓ **Support** – A supportive teaching and learning environment built on teachers’ attitude, availability, and trust.
- ✓ **Passion** – Teachers’ enthusiasm for teaching, students, and the subject matter.
- ✓ **Preparation** – Teachers’ and students’ thorough preparation for each class session.
- ✓ **Variety** – Variety in learning objectives, teaching and learning methods, materials, and assessment.
- ✓ **Active Engagement** – Active engagement of teachers and students in the classroom.
- ✓ **Collaboration** – Students working in pairs and small groups inside and outside of class.
- ✓ **Clarity** – Teachers clearly communicating to students complex concepts, skills, and professional values.
- ✓ **Formative Feedback** – Teachers providing feedback to students throughout the course to improve student learning.

3. COURSE DESIGN³

Course design can be accomplished in six steps:

- (1) Articulating learning objectives;
- (2) Choosing instructional activities;
- (3) Identifying course materials;
- (4) Developing an assessment scheme;
- (5) Preparing a syllabus; and
- (6) Reviewing and revising the design.

Learning Objectives

Learning objectives for the course and for each class session should drive all other major course design decisions – choosing instructional activities, materials, and assessment. Learning objectives should have three characteristics: be learner-centered, rather than teacher centered; encompass a broad range of professional knowledge, skills, and values; and be clear and concrete.

Learner-centered objectives focus on what students will learn, rather than what the teacher will do or cover in class. To focus on student learning, begin class and course objectives with the phrase "As a result of this class (or course), students will be able to." Then, complete each objective with the knowledge, skills, or values that students should learn in the class session. For example, a learning objective could be: "As a result of this course, students will be able to use components of statutory interpretation to analyze problems involving statutes and regulations."

Because success as a lawyer rests on a set of knowledge, skills, and values, class objectives should focus on students learning and practicing knowledge, skills, and values related to the course. For most law school courses, knowledge includes legal doctrine, policy, and theory. Many courses also address thinking skills, including case analysis, statutory analysis, problem solving, or critical thinking. In addition, teachers should include other skills lawyers need to succeed in practice. For example, one well-respected report lists ten "Fundamental Lawyering Skills": problem solving, legal analysis and reasoning, legal research, fact investigations, oral and written communication, counseling, negotiation, litigation and alternative dispute resolution, organization and management of legal work, and recognizing and resolving ethical dilemmas. And lawyers consistently identify a number of aspects of professionalism as important to success in law practice, including honesty, integrity, reliability, responsibility, judgment, diligence, tolerance, self-motivation, empathy, and respect for clients, lawyers, judges, and staff.

The key to clear and concrete class objectives is to focus on observable student behavior. We can't observe students "understanding" a concept or "appreciating" a value. We can observe students laying out the analytical framework for an area of law, identifying ethical issues in a fact pattern, or demonstrating oral

³ This section of the Modern Teaching Toolkit is based on MICHAEL HUNTER SCHWARTZ, SOPHIE SPARROW & GERALD HESS, *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM*, pages 33-78 (2nd. Ed. 2017) and SOPHIE SPARROW, GERALD HESS & MICHAEL HUNTER SCHWARTZ, *TEACHING LAW BY DESIGN FOR ADJUNCTS*, pages 25-51 (2nd. Ed. 2017).

advocacy skills.

Instructional Activities

As noted in the Fundamental Principles of Teaching Excellence section above, many different teaching and learning activities are appropriate for legal education, including

- Socratic dialog,
- Large group discussion,
- Small group work,
- Problem solving,
- Lecture,
- Experiential learning,
- Student presentations,
- Writing, and
- Reading.

(Teaching and learning activities are discussed in more detail in the Teaching Techniques section below.) Three principles guide the selection of instructional activities for each course and class session.

The primary principle is to choose methods to maximize student learning of class objectives. Teaching and learning methods such as Socratic dialogue, lecture, or debates are not "good" or "bad" methods. They are tools to facilitate student learning and their appropriateness varies according to the learning objectives to be achieved. Second, because students prefer to learn in various ways, teachers should plan to use more than one method for each class session and should incorporate many methods over the life of the course. Third, in every course, some content and skills are more important than others. Teachers should design instructional activities that involve multiple methods for the most important aspects of the course. For example, if a significant learning objective is for students to be able to apply the law, policy, and strategy involved in wills, we may ask students to read applicable sections of the applicable code, discuss cases or problems applying those sections, review a sample will, and draft a will.

Course Materials

Course materials include both print and electronic resources that students will use outside of class or that students and teachers will use during class. Print materials include textbooks (codes, cases, problems), legal documents (pleadings, memoranda, contracts, wills), news stories, and handouts (problems, charts, diagrams, hypotheticals). Electronic resources include a course webpage. Teachers can use the webpage to distribute electronic versions of instructional material such as handouts, articles, and legal documents. The webpage discussion board can facilitate asynchronous large or small group discussion. Other electronic resources include pictures, videos, slides, podcasts, and websites.

Two criteria should guide teachers' selection of print and electronic resources. First, there should be congruence between learning objectives, teaching and learning methods, and instructional materials. When choosing materials for the course as a whole or for an individual class session, the primary consideration should be whether

the material will help students achieve the applicable learning objectives, aid student preparation for class, and support the accompanying teaching/learning methods. Second, variety in instructional materials can grab students' attention and maintain their interest and motivation.

Assessment

Every course should include both formative and summative assessment. Formative assessment is feedback to students during the course to help them improve their learning. Summative assessment includes the methods used to evaluate student performance and grade students. Both types of assessment are discussed in detail in the Assessment of Students section below. Formative assessment from students to teachers is addressed in the Teaching Development section below.

Syllabus

The course syllabus serves as a contract between teachers and students. It is often the first communication between teachers and students so it can help set the tone for the course. A well-done syllabus can engage students, inspire their interest in the course, communicate high expectations, and display teachers' professionalism and skill in planning the course.

The syllabus should provide the basic information students need including:

- The teacher's name and contact information, office hours, and process for making appointments;
- The course name, required materials, course web-page, course description, and learning objectives;
- The teacher's expectations for student attendance, classroom conduct, and preparation for class;
- The teacher's educational philosophy and teaching methods;
- A schedule of class meetings, readings, projects, and other assignments;
- Policies for grading, late assignments, and failures to complete assigned projects; and
- Rules relating to plagiarism and academic misconduct.

Review and Revise

Effective course design is systematic and continuous. Throughout the course, teachers should keep detailed notes about the strengths and weaknesses of the course design. Which assignments were most and least engaging? Which learning objectives were most and least achieved? Which assessments were most and least effective? What parts of the syllabus were most and least clear to students? Etc. The next time they offer the course, excellent teachers reflect on their course design notes and revise the design accordingly.

Course Design

- ✓ **Articulate Learning Objectives** – Draft learner-centered, clear learning objectives that include
 - Knowledge (legal doctrine and theory)
 - Skills (thinking and performance)
 - Professional values
- ✓ **Choose a Variety of Instructional Activities**
- ✓ **Identify Course Materials**
 - Print resources (codes, cases, documents, handouts)
 - Electronic resources (course webpage, pictures, videos, online lessons, websites)
- ✓ **Develop an Assessment Scheme**
 - Formative assessment (feedback to and from students)
 - Summative assessment (grading students)
- ✓ **Prepare a Syllabus**
- ✓ **Review and Revise the Course Design**

4. MOTIVATING STUDENTS⁴

Educational psychologists distinguish between teacher efforts fostering students' extrinsic motivation and efforts designed to help students find intrinsic motivation. Extrinsic motivation emphasizes things teachers do to reward student engagement and to impose consequences for student disengagement. The primary extrinsic motivator in a legal education setting is grades. While extrinsic factors can influence motivation, they seldom produce the long-range satisfaction and sustained interest possible when students are intrinsically motivated. In educational settings, intrinsic motivation refers to qualities and circumstances within the student or the learning activity that stimulate engagement in a course. Recent studies have focused on techniques teachers can use to inspire intrinsic motivation in students. Eight techniques follow.

Show Enthusiasm for the Subject Matter and Student Learning

⁴ This section of the Modern Teaching Toolkit is based on MICHAEL HUNTER SCHWARTZ, SOPHIE SPARROW & GERALD HESS, *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM*, pages 80-85 (2nd Ed. 2017); SOPHIE SPARROW, GERALD HESS & MICHAEL HUNTER SCHWARTZ, *TEACHING LAW BY DESIGN FOR ADJUNCTS*, pages 54-58 (2nd Ed. 2017); Gerald F. Hess, *Heads and Hearts: The Teaching and Learning Environment in Law School*, 52 J. LEGAL EDUC. 75, pages 87-110 (2002); and Gerald F. Hess, *Value of Variety: An Organizing Principle to Enhance Teaching and Learning*, pages 72-91, 3 ELON L. REV. 65 (2011).

Students frequently describe their most inspiring teachers as enthusiastic about their subjects and about student learning. When teachers express their devotion to their subjects, many students respond by finding their own attraction to the subject. Teachers can show passion for student learning by expressing excitement about students' insights, by making themselves available to students, and by treating student learning as the principle goal in their classes. On the other hand, few students are inspired by teachers who fail to communicate to students their enthusiasm for the subject and for student learning.

Treat Students with Respect

Students respond positively to teachers who treat them with respect. Teachers show respect by learning all of their students' names and learning about students' backgrounds and goals. Teachers show respect by treating students as junior colleagues, engaging them in dialog, and exploring ideas together. Most students who feel respected by teachers are willing to work hard and not let the teacher down. Conversely, teachers who intimidate, humiliate, and denigrate students cause many students to withdraw from active participation in the course.

Expect Excellence from Students and Teachers

Teachers' high expectations for student performance motivates most students to strive for excellence. Teachers' low expectations for student performance has the opposite effect. Teachers can model high expectations by working diligently to make the course a success. Teachers who hold themselves to high standards of performance motivate students to do the same. (See the Fundamental Principles of Teaching above for more detail on the importance of teachers' expectations.)

Create a Positive, Professional Learning Environment

Students are motivated by a positive, professional learning environment. Teachers can create a positive environment by expressing confidence in each student's ability to learn and by committing to help each student succeed in the course. Teachers can foster a professional environment by establishing reasonable course and classroom policies, by acting in a respectful professional manner toward students, and by insisting that students do so as well. Teachers enhance the learning environment by being readily available to meet with students and mentor them outside of class.

Use a Variety of Engaging Teaching and Learning Methods

A variety of active learning experiences can motivate students by capturing their attention and engaging them in their learning. Each time teachers change the teaching/learning activity during a class session, they recapture students' attention and motivate students to continue trying to learn. Active learning motivates students because it prevents them from mentally withdrawing. Students who sit through class after class of single-method teaching (such as lecture) are less likely to find the subject engaging. (Variety and teaching methods are discussed in more detail in the Fundamental Principles of Teaching section above and the Teaching Methods section below.)

Demonstrate “Presence” in the Classroom

Teachers’ presence in the classroom motivates students and enhances their attitude toward the teacher and the course. Teachers demonstrate presence through verbal and non-verbal behaviors. Verbal behaviors include calling students by name, posing questions to students, soliciting viewpoints and opinions from students, and praising student work. Nonverbal behaviors include eye contact with students, smiling, and listening attentively to student comments.

Promote Student Autonomy

Student autonomy is highly correlated with student motivation. Giving students power to make choices about how the class will be taught and what they will learn is particularly effective for motivating students. Disclosing learning goals, providing students with mechanisms to self-evaluate their progress, and explicitly explaining the criteria by which students will be evaluated also foster student autonomy. This information empowers students to control their own learning process.

Provide Formative Feedback

Opportunities to practice and get feedback during the course motivates most students. See section Fundamental Principles for Teaching above for descriptions of the four characteristics of effective formative feedback: specific, corrective, positive, and timely. And see section Assessing Students below for a discussion of types of formative feedback.

Motivating Students
<ul style="list-style-type: none">✓ Show Enthusiasm for the Subject Matter and Student Learning✓ Treat Students with Respect✓ Expect Excellence from Students and Teachers✓ Create a Positive, Professional Learning Environment✓ Use a Variety of Engaging Teaching and Learning Methods✓ Demonstrate “Presence” in the Classroom✓ Promote Student Autonomy✓ Provide Formative Feedback

5. ACTIVE LEARNING ENVIRONMENT⁵

What is active learning?

Students learn both actively and passively. Students' learning in and out of the classroom can be conceived as a continuum of increasing levels of activity. At one end of the spectrum students listen to a teacher who organizes and presents information, concepts, and theory. Students' activity increases when they take notes, ask questions, and organize and synthesize principles and ideas. Students are even more active when they answer questions, discuss concepts, work to solve problems, write papers and documents, and apply legal knowledge, skills, and values in simulation exercises and real life, such as externship and clinical experiences.

Active learning has several general characteristics:

- Students are doing more than listening;
- Students are participating in activities such as discussing, writing, and problem solving;
- Students are engaged in higher-level thinking, such as analysis, synthesis, and critical thinking; and
- The emphasis is less on transmitting information and more on developing students' professional skills and values.

Why is active learning important?

Active learning is important because it enhances learning and helps students achieve core goals of legal education, including knowledge of legal doctrine and theory, thinking skills, performance skills, and professional values.

Active learning methods help students grasp, retain, and apply legal concepts and theory. Active learning gives students the opportunity to articulate and test their understanding of new ideas. By building and discovering knowledge through active learning rather than learning passively, students often reach a deeper level of understanding.

Active learning methods are effective for teaching critical thinking and higher-level cognitive skills. In the legal education context, critical thinking is the ability to interpret and make informed judgments about facts, law, policy, and arguments. Higher level cognitive skills include analysis (breaking concepts into their essential elements, explaining the relationships between elements, and distinguishing relevant from irrelevant material) and synthesis (putting concepts together into a coherent scheme and solving problems creatively).

Few students learn professional values and performance skills such as interviewing and negotiating through passive means. Instead they acquire and enhance these skills and values through experiential learning. Active learning allows

⁵ This section of the Modern Teaching Toolkit is based on MICHAEL HUNTER SCHWARTZ, SOPHIE SPARROW & GERALD HESS, *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM*, pages 105-113, 121-135, 147-153 (2nd Ed. 2017); SOPHIE SPARROW, GERALD HESS & MICHAEL HUNTER SCHWARTZ, *TEACHING LAW BY DESIGN FOR ADJUNCTS*, pages 73-82, 91-109, 117-123 (2nd Ed. 2017); and Gerald F. Hess, *Principle 3: Good Practice Encourages Active Learning*, 49 J. LEGAL EDUC. 401, pages 401-417 (1999).

students to have concrete experiences, receive feedback, reflect, and integrate their learning from experience.

How to overcome barriers to active learning?

Although active learning methods can be highly effective, they come with risks and challenges for students and teachers.

Some students resist active learning methods. For many students, their educational experience has been largely passive; they are comfortable listening to lectures and taking notes. Because students have different learning style preferences, some prefer passive methods. Teachers need to explain to these students that they will use multiple methods in the course to help all students succeed and that skills and values are learned most effectively through active methods.

Teachers raise several barriers to using more active learning methods in their courses. The list below summarizes the barriers and ways to overcome them.

- **Content**
 - **Barrier:** Many teachers feel pressure to cover lots of content in their courses and are reluctant to employ methods that may sacrifice coverage.
 - **Response:** Active learning methods help students not only acquire knowledge, but retain it and apply it as well.
- **Preparation Time**
 - **Barrier:** It takes significant time to design and plan active learning exercises.
 - **Response:** Some active methods require little additional preparation time, such as Socratic dialog and discussion. Methods that require more preparation time (simulations, problem solving) can be slowly developed over time (one or two new methods each time the teacher plans a course).
- **Large Classes**
 - **Barrier:** Active methods are difficult to use in large enrollment courses.
 - **Response:** Many active learning methods work well in both small and large classes, including Socratic Dialog, discussion, small group problem solving, and writing in class.
- **Risk**
 - **Barrier:** Risks include that students will not participate in active learning and that teachers must give up control in the classroom.
 - **Response:** Most student will actively participate if their teachers explain why they are using active methods and what they expect from students in class. And teachers retain significant control by choosing the methods, designing them to meet course goals, and shaping them as they unfold in the classroom.

Active Learning Environment

What is active learning?

- ✓ Students are doing more than listening.
- ✓ Student are participating in activities such as Socratic dialog, discussion, problem solving, writing, and experiential learning.

Why use active learning methods? Help students learn:

- ✓ Legal doctrine and theory;
- ✓ Thinking and performance skills; and
- ✓ Professional values.

How to overcome barriers to active learning?

- ✓ Student resistance.
- ✓ Need to cover content.
- ✓ Preparation time.
- ✓ Large enrollment courses.
- ✓ Risk.

6. TEACHING METHODS⁶

A variety of teaching and learning methods are appropriate for legal education, including lecture, questioning (Socratic dialog), large group discussion, small group work, writing, visuals and graphics, simulations, and experiential.

Lecture

Lectures are most effective when they are short, surrounded by other activities, supported by visuals, and delivered effectively.

- Short. Studies show that, within ten minutes, students' attention considerably drops off. No matter how dynamic the speaker, few people retain more than a small portion of a lecture. Mini-lectures that last 5-15 minutes can be highly effective in presenting a framework for analysis, introducing a concept or skill, addressing students' misconceptions, or summarizing a portion of the class.
- Surround. Sandwich mini-lectures between a small group discussion, an active learning technique, or other activities that engage your students. Include pauses between main points to allow students to catch up on notes, review, and consolidate their thinking.
- Visuals. Use pictures, graphics, props and other material — widely available

⁶ This section of the Modern Teaching Toolkit is based on MICHAEL HUNTER SCHWARTZ, SOPHIE SPARROW & GERALD HESS, *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM*, pages 105-113, 121-135, 147-153 (2nd Ed. 2017); SOPHIE SPARROW, GERALD HESS & MICHAEL HUNTER SCHWARTZ, *TEACHING LAW BY DESIGN FOR ADJUNCTS*, pages 73-82, 91-109, 117-123 (2nd Ed. 2017); and Gerald F. Hess, *Principle 3: Good Practice Encourages Active Learning*, 49 J. LEGAL EDUC. 401, pages 401-417 (1999).

on the internet — to reinforce important points. Consider giving students a barebones outline or chart into which they can take notes; the mental effort students use to complete the outline helps hold their attention.

- **Delivery.** Use a voice audible from the back of the room. Vary your phrasing and allow for pauses. Avoid speaking in a monotone. Move around. Make eye contact with students. Tell students which points are especially important and encourage them to write them down. Summarize main points at the end of the lecture.

Questioning (Socratic dialog)

Socratic dialog is the exploration of concepts through teachers' questions and students' responses. Socratic dialog can effectively engage students in analytical and critical thinking. To make Socratic dialog most effective, teachers should help students to prepare for class, ask clear questions, give students time to respond, and handle student responses well.

- **Student Preparation.** Teachers help student prepare for Socratic dialog by giving reasonable reading assignments and alerting students (in the syllabus, a handout, or the course web page) to the key questions and problems the class will address.
- **Ask Clear Questions.** Teachers can write out important questions before class so that they are asking appropriate questions in class. Teachers should ask only one question at a time; multiple questions confuse many students.
- **Time to Respond.** Teachers can conduct Socratic dialog by calling on a student and then posing a question or by posing a question to the class and calling on a volunteer. Either way, teachers should learn to use silence effectively by waiting five seconds or more after posing the question so that students can formulate an appropriate response.
- **Handling Student Responses.** When a student responds to a question, the teacher should stop moving and give the student full attention. Acknowledge students' effective responses. When appropriate, invite students to elaborate on their responses. Write good student responses on the board. When students give a poor answer, acknowledge any positive aspect of the response and guide the student to a better response, if at all possible.

Large Group Discussion

In effective discussions, students use higher level thinking skills to apply rules in new contexts, analyze issues, synthesize doctrines, and evaluate ideas. Discussion can expose students to diverse perspectives and deepen students' learning. To conduct effective discussions with the entire class, teachers should develop an engaging prompt, pose the prompt in writing, provide reflection time, and guide the discussion.

- **Prompt.** Engaging prompts for discussion include a clear provocative question, problem, case study, or video.
- **Pose.** Questions, problems, and case studies are most effective if they are posed in writing so that students clearly understand the prompt. Teachers can pose the prompt on the board, a slide, or a handout.
- **Reflection.** Give student time to reflect on the prompt. Some students will be ready to respond immediately. Another group of students will

participate if given ten seconds to reflect, and others will be ready to respond after thinking for 30 seconds to a minute.

- **Guide.** Teachers should limit their own comments during the discussion. Instead, listen carefully to student responses. Capture important student contributions on the board or a screen. Direct students to respond to one another's question and comments.

Small Group Work

Teachers can actively engage students by having them work in small groups in the classroom. This technique is appropriate even in high enrollment classes. Socratic dialog, discussion, problem analysis, debates, simulations, and other techniques can all take place in small groups rather than in the whole-class format. Small group work can actively involve every student in the class if the work is well-planned and organized. To use small groups effectively, teachers must designate the groups, provide clear directions, and debrief the experience.

- **Designate groups.** For small group work in the classroom, group sizes of two to five are appropriate. Teachers can choose the group members before class so that each group has common characteristics, such as gender balance. Or teachers can have students form groups in class by meeting with the students in close proximity or by random selection, such as counting off by four.
- **Directions.** Small group work requires crystal clear written directions, including the prompt (the question or problem students are to address), duration (how long the small group activity will last), and the product that each group is expected to develop (such as an argument, an analytical framework, a flowchart.)
- **Debrief.** While students are working in their groups, the teacher can circulate among the groups to troubleshoot problems and get a sense of students' responses to the prompt. Once students finish their work, the teacher can call on some of the groups to present the groups' responses or to add new points that other groups have not yet mentioned. Avoid asking every group to provide a lengthy response to a similar prompt; most students will lose interest after a few groups' responses.

Writing

Writing can take place in or out of class and can be graded or ungraded. Out-of-class writing includes research papers (usually graded), legal documents (such as memoranda, wills, contracts), responses to problems, and journals in which students reflect on readings or experiences in the course. Out-of-class writing can expand and deepen students' thinking and understanding. In-class writing (usually not graded) includes brief responses to questions, analysis of problems, and summaries of main points from the class. In-class writing can focus students' attention, solidify understanding, expose misconceptions, and prepare students to participate in discussions.

Visuals and Graphics

Most learners benefit from visual stimuli in the classroom. Each time

the teacher uses a slide, video, board, graphic, or handout, most students will be alert and on task.

- **Slides.** Presentation software, such as PowerPoint, allows teachers to produce slides that transmit information and images to students. Teachers should use interactive slides as well, that is, slides with questions, problems, quizzes, and hypotheticals designed to facilitate active student engagement in the classroom.
- **Videos.** Short video clips relevant to the class objectives can be powerful teaching and learning tools. Teachers can make the clips even more effective by providing students with questions or problems to focus their attention.
- **Boards.** Teachers can use white or black boards to present a framework, summarize concepts, and capture student contributions to discussions. Research shows that most students will copy into their notes everything teachers write on the board.
- **Diagrams, flow charts, and tables.** These tools, which education experts refer to as graphic organizers, can be excellent devices to organize concepts and illustrate the interrelationships among ideas. Better yet, teachers can provide students with partially completed or blank diagrams and tables, and have students complete them before or during class.
- **Handouts.** Teachers can accomplish many of the functions of visuals with handouts, distributed in either paper or electronic form. Handouts can include readings, pictures, questions, problems, hypotheticals, quizzes, rubrics, flow charts, and diagrams.

Simulations

A simulation is a method in which students play a role and face situations that occur in law practice. Simulations can help students develop thinking skills, performance skills (such as interviewing, negotiation, and advocacy), and professional values. Simulations can take ten minutes, an entire class period, or multiple class sessions. Examples include a problem in which students prepare a written argument for a client, or exercises in which students present an oral argument, negotiate an agreement, draft a contract, or mediate a dispute.

Experiential learning

Experiential learning integrates theory and practice. Students can have experiences involving law practice outside of the classroom in courts, agencies, and law offices. These experiences can take place in externships, field trips, and clinics. Or teachers can arrange for students to experience law in the classroom through actual legal documents, videos, and guest speakers. Experiential learning can deepen students' understanding, increase students' motivation, and develop the knowledge, skills, and values they will need as professionals. An important element of the experiential learning process is for students to reflect on their experience and share their concerns and insights with peers and teachers. Student reflection can take place in various formats, including journals, essays, and small group discussions.

Teaching Methods
<ul style="list-style-type: none"> ✓ Lecture ✓ Questioning (Socratic Dialog) ✓ Large Group Discussion ✓ Small Group Work ✓ Writing ✓ Visuals and Graphics ✓ Simulations ✓ Experiential

7. TEACHING CHALLENGES⁷

At times teaching can be delightful and rewarding as teachers help their students succeed in school and become effective, dedicated professionals. At other times, teaching can be difficult and frustrating. Many teachers face similar types of challenges in their teaching. Below are five common challenges and ideas for addressing them.

Challenge 1: Unprepared or Unmotivated Students

This discussion addresses two, closely-related issues. The first issue is what law teachers can do if their students seem generally under-motivated. The second issue focuses on how to react when a student is unprepared.

The best way for teachers to motivate students to prepare diligently for class is for teachers to themselves prepare thoroughly for every class. When students see that their teachers are working hard to make the course a success, most students will be inspired to work hard as well. If students seem generally under-motivated, teachers can find new ways to motivate the students. Ask students for input into the teaching methods that motivate them. Find relevant current events. Have students do personally-guided field trips in which they find examples of key concepts in the course as they play out in the real world.

⁷ This section of the Modern Teaching Toolkit is based on MICHAEL HUNTER SCHWARTZ, SOPHIE SPARROW & GERALD HESS, *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM*, pages 185-200 (2nd. Ed. 2017) and SOPHIE SPARROW, GERALD HESS & MICHAEL HUNTER SCHWARTZ, *TEACHING LAW BY DESIGN FOR ADJUNCTS*, pages 141-155 (2nd. Ed. 2017).

The single, unprepared student presents a slightly different issue. Publicly embarrassing or berating the student is a significant mistake; teachers who do so often lose not only the unprepared student but many others as well. On the other hand, simply ignoring an unprepared student communicates that teachers do not care about preparation, which may cause more students to be unprepared. Teachers can deal with this challenge by letting students know, in the syllabus and on the first day of class, that they expect students to diligently prepare for class and will privately contact students who are unprepared. Effective teachers then consistently follow through by contacting unprepared students to ensure that they are fully prepared for subsequent classes.

Challenge 2: Coverage Versus Active Learning

This challenge can be expressed in three assertions: (1) doctrinal coverage is an important goal for legal education; (2) active learning methods use more classroom time than passive learning methods; and (3) consequently, active learning experiences sacrifice essential coverage.

Responses to this challenge include the following. First, doctrinal coverage is but one of many important goals in law school. To prepare students for practice, their legal education should include doctrine, theory, skills, and professionalism. Active learning can foster all of those types of learning. Second, in almost every course, teachers must make choices about the breadth and depth of coverage. While lecture can be effective to cover content broadly, active learning methods can be effective to promote deep learning. Third, the key to effective education is not what is covered, it is what is learned and retained. Active learning methods can lead to better retention and lasting learning.

Challenge 3: Disrespectful Students

This challenge can involve students being disrespectful to their teachers, a law school staff member, or classmates. Teachers can take several steps to establish a respectful dynamic in the classroom. First, the syllabus can set out expectations of three-way respect: teacher to students, students to teacher, and students to students. Second, in the first class session, teachers can solicit student input into appropriate expectations for the class. Most students will raise mutual respect as an expectation. Third, teachers should model respect in all of their interactions with staff, colleagues, and students. If despite these efforts, a student exhibits disrespectful behavior, the teacher should have a private conversation with the student to clarify for the student why the behavior was disrespectful and to ensure that the student is respectful in the future.

Challenge 4: Being Asked a Question that You Are Unable to Answer in the Moment or Making a Mistake in Class

Being unable to conclusively respond to a student's question or making a mistake in class is not limited to new or inexperienced law teachers. For all teachers, mistakes are inevitable and, in fact, are more likely if teachers are taking the healthy risks essential to growing as a law teacher.

When responding to most questions for which teachers do not have a ready answer, the following approach has proven to be successful: (1) acknowledge that the teacher does not have a ready answer to the student's questions; (2) show delight that a student asked a good question; (3) offer a tentative answer, speaking aloud the process in generating the answer (modeling how a lawyer thinks through knotty questions); (4) promise to get back to the class with a more definitive response; and (5) get back to students in the next class with a more definitive response. Mistakes are even easier to address. Admit the mistake, thank the student for pointing it out, encourage other students to do the same, correct the error, and move on.

Mishandling difficult questions and mistakes can negatively affect the teaching and learning environment. For example, a teacher who criticizes a student's question or humiliates a student who points out mistakes will cause that student, and other students, to disengage from active participation in the course. Teachers who fail to admit that they do not know the answer to a relevant question or who fail to admit a mistake can lose credibility and the respect of students. And teachers who respond to students who ask questions by requiring the students to research the question and report back to the class will discourage most students from asking questions in class.

Challenge 5: Students Do Not Read the Exam Instructions, Assignment Instructions, Emails, or the Syllabus

Some students fail to read things their teachers wanted them to have read carefully. The missed information can result in students failing to prepare adequately, submitting late assignments, or producing work products that fail to comply with stated expectations.

Teachers should consider their exam and assignment instructions, emails and syllabi as critical information for students to learn. This conceptual approach suggests a few simple practices. First, repeat the things that students need to remember. Repetition can help students internalize deadlines and instructions. This information should be available to students in writing in the syllabus, in a handout, or both. And teachers can remind students of this information orally or in writing on the board or on a slide. Second, if students understand they will be held accountable for deadlines, and teachers follow through and do hold them accountable, students will quickly adapt. Third, adult learners tend to respond to expectations they regard as meaningful. Teachers can explain to students that meeting deadlines and complying with instructions are fundamental aspects of professionalism.

Teaching Challenges
<ul style="list-style-type: none"> ✓ Unprepared or Unmotivated Students ✓ Coverage Versus Active Learning ✓ Disrespectful Students ✓ Being Asked a Question that You Are Unable to Answer in the Moment or Making a Mistake in Class ✓ Students Do Not Read the Exam Instructions, Assignment Instructions, Emails, or the Syllabus

8. ASSESSMENT OF STUDENTS⁸

Assessment is an aspect of legal education that poses significant challenges, but has great potential as well. This discussion addresses:

- Types and purposes of assessment;
- General characteristics of effective assessment;
- Formative assessment principles and sources; and.
- Summative assessment principles and practices.

Types and Purposes of Assessment

Two types of assessment are important in legal education: formative assessment and summative assessment.

Formative assessment is feedback to students to enhance their learning. Formative assessment should occur throughout the course. Formative assessment provides students an opportunity to perform (for example, a practice exam, paper draft, first attempt at an oral argument) and get feedback (such as a score sheet or comments). Prompt formative feedback has a clear positive relationship to student achievement and satisfaction. Frequent positive feedback helps student become self-motivated, independent learners.

⁸ This section of the Modern Teaching Toolkit is based on MICHAEL HUNTER SCHWARTZ, SOPHIE SPARROW & GERALD HESS, *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM*, pages 155-182 (2nd Ed. 2017); SOPHIE SPARROW, GERALD HESS & MICHAEL HUNTER SCHWARTZ, *TEACHING LAW BY DESIGN FOR ADJUNCTS*, pages 125-139 (2nd Ed. 2017); and Gerald F. Hess, *Value of Variety: An Organizing Principle to Enhance Teaching and Learning*, pages 86-91, 3 *ELON L. REV.* 65 (2011).

Summative assessment is designed primarily to evaluate student achievement and assign grades. Exams and papers are examples of summative assessment.

General Characteristics of Effective Assessment

To be effective, assessments must be valid and reliable. Validity means that an assessment measures what it purports to measure. Validity is critical to all assessments in legal education. Valid assessments have congruence and completeness. Congruence means that the assessment measures student achievement of the learning objectives for the course. Completeness requires that all of the relevant objectives are assessed in ways that measure a range of difficulty. In the context of legal education, different types of assessment may be necessary to validly assess legal doctrine, analytical skills, performance skills, and professionalism.

An assessment is reliable if it **consistently** measures what it claims to measure. A test is reliable if students with an excellent grasp of the tested skills and knowledge score high and would score high if tested again. Reliability depends on scoring consistency, which can be an issue in grading essay responses. Another aspect of reliability is sampling. To be reliable, an exam must test a large sample of the important course skills and content.

Formative Assessment Principles and Sources

As noted in the Fundamental Principles of Teaching Excellence above, effective formative feedback to students has four characteristics: specific (based on explicit criteria); positive (identifies student strengths); corrective (points out weaknesses and strategies for improvement); and timely (before the next assessment). Different types of formative assessment are appropriate to help students attain different core objectives of legal education (legal doctrine, theory, thinking skills, performance skills, and professional values). Formative feedback could come from the teacher, other students, or the student herself.

Self-Assessment. An important skill for lawyers is the ability to monitor their own understanding and learning process. Students need to learn to assess their own performance. Teachers can facilitate students' self-assessment by providing them with assessment instruments with clear performance criteria.

Peer Assessment. Students can provide feedback to one another when they work in study groups or on collaborative projects. Peers can provide structured feedback on one another's writing or performance of lawyering skills if teachers develop detailed performance criteria and spend a bit of time training students in the art of critique.

Feedback from Teachers. Teachers can provide formative feedback to students individually or in a group, in class or out of class, orally or in writing,

- Individual written comments on drafts of students' written products (research papers, arguments, contracts, wills) and practice exams can be very valuable for students but is quite time-consuming for teachers.

- Individual oral critique is appropriate for student performance of lawyering skills (oral arguments, negotiation) and is especially effective if based on clear, detailed performance criteria.
- Individual feedback in class should be frequent. Students who make an insightful comment or produce clear analysis should get positive reinforcement. Students who are off track need to know that.
- Individual feedback outside of class can lead to significant learning. Teachers can provide detailed feedback on student work product in an individual conference. Teachers can provide less formal feedback to students during a brief conversation in the hall or via email.
- Group feedback from the teacher is appropriate when students work on problems, short writing assignments, or quizzes in class.
- Group feedback on practice or midterm exams can be efficient and effective. Teachers can walk students through a score sheet, or rubric. Teachers can discuss with the class common strengths and weaknesses of their responses.

Summative Assessment Principles

Summative assessment in legal education has high stakes. Grades determine which students are allowed to stay in law school and what types of opportunities they will have during and after law school. Consequently, legal educators should embrace the characteristics of effective summative assessments – multiple, varied, and fair. Multiple and varied means that grades are based on several types of assessment throughout the course, rather than solely on a final exam. Teachers can choose from many types of assessment instruments, including exams (midterm, final, essay questions, multiple-choice questions, oral exams), quizzes, papers, document drafting (pleadings, contracts, wills), participation in class or on the course webpage, presentations, and performances (interviewing, negotiating, conducting a trial.) Fairness in summative assessment means teachers test what they teach (which improves validity), provide students with grading criteria in advance of the assessment, give students an opportunity to practice and get feedback (formative assessment) before the graded event, and use explicit criteria to improve consistency (reliability) in grading.

Assessment of Students

Types and Purposes of Assessment

- ✓ Formative – feedback to improve student learning
- ✓ Summative – evaluate and grade student performance

General Characteristics of Effective Assessment

- ✓ Valid – congruence and completeness
- ✓ Reliable – sufficient sampling and scoring consistency

Formative Assessment Principles and Sources

- ✓ Principles
 - Specific, positive, corrective, timely
 - Different assessment types for doctrine, theory, skills, values
- ✓ Sources – self, peer, teacher

Summative Assessment Principles

- ✓ Multiple
- ✓ Varied
- ✓ Fair

9. ASSESSMENT OF FACULTY TEACHING

As with assessment of students, assessment of faculty teaching falls in two categories: formative assessment and summative assessment. Formative assessment of teachers is the subject of the Teaching Development section below. Summative assessment of teaching in retention, promotion, tenure, salary, and similar decisions is the focus of the current section.

Summative assessment of faculty teaching should have the same three characteristics as summative assessment of students: multiple, varied, and fair. A teacher assessment system should have multiple and varied sources of assessment, including the teacher's self-assessment, peer review by more than one colleague, and student evaluations from most of the students in the teacher's courses. All three sources of evaluation should be based on a clear set of criteria embodied in teaching assessment forms that are applied to every faculty member.

The summative assessment criteria and forms should be developed with the input of faculty members and administration. The criteria should reflect the mission of the university, the culture of the law faculty, and modern principles of teaching and learning. Below are examples of forms for self-assessment, student evaluations, and peer review.

Self-Assessment of Teaching

Many examples of forms for self-evaluation of teaching in the university context are available online. Search for “teaching portfolio.”

Self-Assessment of Teaching (Teaching Portfolio)
Statement of Teaching and Learning Philosophy
Course Design and Delivery (for each course taught) <ul style="list-style-type: none">✓ Learning objectives✓ Teaching and learning techniques✓ Course materials (description and samples)<ul style="list-style-type: none">Print (texts, codes, cases, documents, handouts, etc.)Electronic (course webpage, pictures, videos, websites, etc.)✓ Assignments (description and samples)✓ Assessment Scheme (description, samples)<ul style="list-style-type: none">Formative assessment (feedback to students)Summative assessment (grading students)✓ Syllabus
Student Work Product (examples from each course)
Continued Development as a Teacher <ul style="list-style-type: none">✓ Self-assessment, reflection, and study✓ Formative feedback from students✓ Collaboration with colleagues✓ Teaching workshops and conferences✓ Presentations given on teaching and learning✓ Scholarship produced on teaching and learning
Summative Assessment of Teaching <ul style="list-style-type: none">✓ Teacher’s comments on student evaluations for all courses taught✓ Teacher’s comments on peer evaluations✓ Self-assessment of teaching strengths and challenges

Student Evaluation of Teaching

Student evaluations of teaching should be gathered at the end of each course. These evaluations can be done online or in paper form. The student evaluation form should be developed by faculty and administrators. It should include questions with a rating scale and open-ended questions. The law faculty and administrators should establish a protocol for soliciting student evaluations. The protocol should be designed to maximize the number of students who complete the evaluation and to ensure that student responses are anonymous and collected before the grades are turned in. Teachers should get access to student evaluations only after turning in final

grades for the course. Teachers should get access to student evaluations only after turning in final grades for the course.

The student evaluation form below was developed at Gonzaga University School of Law. For the first 18 questions, students used a rating scale:

- 1 Strongly disagree
- 2 Disagree
- 3 Neither agree nor disagree
- 4 Agree
- 5 Strongly agree
- N Not applicable

For questions 19, 20, and 21, the form included space for students to write responses.

Student Evaluation of Teaching
<ol style="list-style-type: none">1. The instructor encouraged students to ask questions.2. The instructor used visual aids in the classroom or course materials (e.g., whiteboard, handouts, PowerPoint)3. The course required students to think analytically.4. The instructor created and followed a course syllabus.5. The instructor was knowledgeable in the subject matter.6. The instructor encouraged participation in class.7. The instructor was interested in the subject matter.8. The instructor had high expectations for students.9. The instructor spent time on problems or other activities requiring student involvement.10. The instructor made students welcome to express their opinions.11. This course improved my problem-solving skills.12. The instructor provided continuity from one class to another.13. The instructor treated students with respect.14. The instructor was available to students outside of class.15. The instructor was well prepared for each class.16. The instructor related components of the class to practical situations.17. The instructor varied classroom activities and methods.18. The instructor's overall teaching performance in this course was excellent.19. What did the instructor do well that contributed to your learning? 20. What improvements could the instructor have made to improve your learning? 21. General comments:

Peer Review

Two types of peer review are common in summative assessment of teaching. The first type of review focuses on course design, materials, assignments, assessment of students, and teaching development activities. This review can be accomplished by reviewing the teacher's self-assessment or teaching portfolio. This review should be done by at least two peers.

The second type of review is the observation of classroom teaching. The observation form and protocol should be developed by faculty and administrators. The review should be done by at least three peers, who each observe a different class. The classroom observation review form could include items rated on a scale (similar to the student evaluation rating scale above) and open-ended items with space for reviewer comments. The following chart suggests appropriate items for a classroom observation form; it is based on Chapter 6 of Nancy Van Note Chism, *Peer Review of Teaching* (2nd ed. 2007).

Peer Review – Classroom Observation
<p>Pre-Observation Meeting</p> <ul style="list-style-type: none"> • What are the teacher’s learning objectives for the class session? • What teaching and learning activities will be used? • What materials will be used? • What preparation should students have done before class? <p>Teacher Preparation and Organization</p> <ul style="list-style-type: none"> • The teacher begins class on time. • The teacher posts learning objectives for the class. • The teacher provides a verbal or written outline of the class organization. • The teacher relates the class to previous classes. • The teacher summarizes at appropriate times in the class. • Comments: <p>Teaching and Learning Activities</p> <ul style="list-style-type: none"> • The teacher uses a variety of instructional activities. • The instructional activities are appropriate for the learning objectives. • The teacher facilitates students’ active engagement. • The teacher asks stimulating and challenging questions. • The teacher manages discussion effectively. • The teacher responds effectively to student responses and questions. • The teacher summarizes when appropriate. • The teacher provides appropriate formative feedback during class. • The teacher effectively uses print and electronic materials to support instructional activities. • Comments: <p>Content Knowledge and Presentation</p> <ul style="list-style-type: none"> • The teacher is knowledgeable about the subject matter. • The teacher appears confident when conveying subject matter. • The teacher is enthusiastic about the subject matter.

- The teacher ties the subject matter to real life.
- The teacher’s verbal behavior is engaging, not distracting.
- The teacher’s nonverbal behavior is engaging, not distracting.
- Comments

Interactions and Rapport with Students

- The teacher treats students with respect.
- The teacher has high expectations of all students.
- The teacher listens well to students.
- The teacher encourages active student participation.
- The teacher welcomes multiple perspectives from students.
- The teacher addresses students by name.
- Comments:

Overall

- The class achieved the learning objectives for the session.
- The teacher’s performance was excellent.
- Comments:

10. TEACHING DEVELOPMENT⁹

The central purpose of the Modern Teaching Toolkit is to produce significant student learning through the design, delivery, and assessment of legal education. The focus of this section is continued professional development of teachers. How can teachers enhance students' learning by continuing to improve their teaching?

Teaching Development Model

Most models of teaching development involve several stages: instructional awareness, formative feedback, pedagogical knowledge, implementation, and assessment.

- Instructional awareness. The first step in the process of improving instruction is for teachers to increase their understanding of their own teaching philosophy and practices. What do teachers believe are the purposes of legal education and their roles as teachers? What assumptions do teachers make about teaching and learning? What behaviors do teachers exhibit when they interact with students? Are their teaching methods consistent with their educational philosophies?

⁹ This section of the Modern Teaching Toolkit is based on MICHAEL HUNTER SCHWARTZ, SOPHIE SPARROW & GERALD HESS, *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM*, pages 201-221 (2nd Ed. 2017); SOPHIE SPARROW, GERALD HESS & MICHAEL HUNTER SCHWARTZ, *TEACHING LAW BY DESIGN FOR ADJUNCTS*, pages 157-169 (2nd Ed. 2017); Gerald F. Hess, *Improving Teaching and Learning in Law School: Faculty Development Research, Principles, and Programs*, 12 *WIDENER L. REV.* 443 (2006); and Gerald F. Hess & Sophie M. Sparrow, *What Helps Law Professors Develop as Teachers? — An Empirical Study*, 14 *WIDENER L. REV.* 149 (2008).

- **Formative feedback.** Formative feedback is critical to improving teaching and learning. To make effective changes in teaching, teachers need to know the strengths and weaknesses of their current practices and their effect on students' learning. Teachers can gather that information from themselves, students, and colleagues.
- **Pedagogical knowledge.** Deeper understanding of student learning and teaching methods can help teachers put the feedback they receive in context. Teachers can gain valuable insights from scholarship about learning theory and student motivation. Likewise, the literature on teaching methods, instructional design, educational technology, and assessment inform teachers' choices about appropriate adjustments in their teaching.
- **Implementation.** Teaching improvement occurs through changes in teachers' teaching philosophy, attitudes, and behavior. To be effective, these changes should be incremental and systematic. A good start in teaching improvement could entail one or two small changes implemented throughout a course.
- **Assessment.** The final stage is for teachers to evaluate the effectiveness of their teaching improvement efforts. Did the changes in philosophy, attitudes, and practices improve teaching and the students' learning? This information forms the basis for the next cycle in our teaching development.

Teaching Development Activities

Many types of development activities are available for teachers who want to increase their effectiveness. Empirical researchers surveyed U.S. law teachers regarding their participation in activities to improve teaching. These teaching improvement activities take some time but are very low cost.

Self-Assessment, Reflection, and Study

Many faculty members provide their own faculty development through individual assessment, reflection, and study. Self-study and reflection can help teachers to become more aware of their teaching assumptions and behaviors, to articulate a coherent teaching rationale, to increase their confidence and passion for teaching,

Self-Assessment. Teachers can analyze their teaching behaviors by completing the same course evaluation form that the students fill out at the end of the term. The results can be revealing. Most teachers' self-assessments of their strengths and weaknesses agree with their students' assessments.

Teaching Journal. An excellent tool for reflection is a teaching journal. The process of keeping a professional journal promotes reflection. The journal is a place to record problems, successes, strategies for improvement, and ideas for subsequent classes. Because journal entries are made close in time to the experience, they are often more accurate than teachers' recollections months after the events. Journal writing helps teachers to clarify their assumptions and theories about teaching and learning, to evaluate the effectiveness of instructional practices, and to identify alternative methods to try in the future. Further, teaching journals are tools for setting goals, planning individual class sessions, and restructuring courses. Law teachers who keep a teaching journal rated it as the single most effective faculty development

device for prompting actual changes in teaching behavior.

Self-Study. Numerous print and electronic resources facilitate self-directed faculty development. Journal articles, books, newsletters, videos, and websites address the theory and practice of teaching and learning. Using these resources can help teachers improve their teaching in several ways — by causing us to reflect on our instructional practices, by giving us ideas, and by inspiring us to take reasonable risks and exert the effort needed to improve teaching and learning. The Selected Resources section below provides a gateway to the teaching and learning literature.

Formative Feedback from Students

Feedback from students about teaching and their learning is an important part of faculty development. Effective law teachers not only review student evaluations after the course they also gather feedback from students about teaching effectiveness during the course.

Review Student Evaluations. Extensive empirical research in higher education demonstrates the value of student evaluations for faculty development. Dozens of studies reveal a persistent positive effect of written feedback from students on subsequent teaching effectiveness. Written student comments provide teachers with formative feedback and helpful suggestions regarding clarity, delivery, organization, punctuality, fairness, demeanor, and availability outside of class. The following ideas may help maximize the usefulness of student evaluations and minimize the discomfort from negative comments.

- Look at the numerical evaluations and read quickly through the comments to get an overall sense of the students' reaction to the course.
- Review the numerical evaluations a second time to analyze the results. Compare the scores on each item to scores from the previous time or two that you taught the course. Pay attention to the trend in the scores.
- Review the comments a second time to identify themes. Articulate in writing several categories of positive comments. Identify in writing one or two areas in which the students made negative comments or suggested improvement.
- Choose an area or two to address the next time you teach the course. Make incremental, not wholesale, changes.
- Ignore isolated mean comments, such as "I learned nothing in this course" or "Professor X should be fired." These types of comments are a reflection on the commentator's problems, not our teaching.

Feedback from Students during the Course. Gathering formative feedback from students during the course helps improve teaching. Survey respondents rated "gathering and reviewing feedback from students about own teaching during a course" as an effective means of improving teaching in three ways: improving their level of confidence in their teaching, increasing their enthusiasm and passion for teaching, and making changes in teaching practices. Here are two simple techniques teachers can use to gather feedback from students during the course.

Feedback Forms. Teachers can design short written questionnaires to obtain detailed feedback from students during the course to improve teaching. The questionnaire can focus on a specific aspect of teaching or the course as a whole. For

example, the questionnaire could ask three questions:

- (1) What teaching/learning methods have been *most* effective for you in this course?
- (2) What teaching/learning methods have been *least* effective for you in this course?
- (3) What other teaching/learning methods should we try in this course?

Keep the questionnaire process simple. Design a one-page form with three to five questions. Explain to students the purpose of the questionnaire — to gather feedback to make your teaching and their learning more effective. Distribute the form in class. Have students respond anonymously. Collect and review the responses, looking for prevalent themes. Within a week, report briefly to the class about the common responses to each of the questions. Inform students of at least one suggestion that you intend to implement.

Minute Papers. At any point in a class session, identify a discreet question or prompt to which you want students to respond. For example, “What was the muddiest point of today's discussion?” or “Summarize two concepts you learned in class today.” Collect and scan through responses. Note general themes and give feedback in the next class, “Almost everyone had a question about federal preemption. Let me try to clarify . . .”

Collaborating with Colleagues

Our colleagues are valuable teaching development resources. Discussions among colleagues about teaching and learning are a common form of faculty development. In addition, peer observations of classes to provide feedback for development purposes (not for evaluation purposes) can be a powerful tool in the continued growth for teachers.

Discussions with Colleagues. Talking with colleagues about teaching and learning is an effective type of development activity. U.S. law teachers rated this activity as effective on every dimension of teaching development:

- Increasing their awareness of their own teaching practice and philosophy;
- Increasing their knowledge of teaching and learning principles;
- Improving their level of confidence in their teaching;
- Increasing their enthusiasm or passion for teaching; and
- Making changes in their teaching practices.

These discussions can take place in a private conversation with a trusted colleague or in a small group, such as a monthly lunch meeting about a teaching and learning topic.

Peer observations and feedback. Peer observations for faculty development purposes (peer observations for evaluative purposes are discussed in Assessment of Faculty Teaching above) can be especially valuable if pairs of colleagues agree to observe one another's classes. The reciprocal nature of the observations creates mutual vulnerability and shared responsibility. The colleagues can follow a three-step process. First, the colleagues meet for a pre-observation conference. They discuss

their approaches to teaching, goals for the course as a whole and class to be observed, material for the class, expectations for student preparation, what students will do during the class, and the teaching methods to be used. Most importantly, they tell one another the specific types of feedback they would like to receive. Second, the pairs visit each other's classes and gather the requested feedback. Third, the colleagues meet for a post-observation conference. Those discussions should include the specific feedback requested in the pre-observation conference, the extent to which the goals for the class were accomplished, and an exploration of alternative methods to try in the future.

Teaching Workshops and Conferences

Teaching effectiveness workshops rank among the most popular and effective teaching development activities. These workshops can be presented at an individual institution or at a regional or national conference on teaching and learning. Workshop topics could include any of the topics addressed in the Modern Teaching Toolkit and many other topics as well, such as “technology in teaching,” “service learning,” or “team-based learning.” The value of attending a teaching and learning workshop is supported by a survey conducted five years after an Association of American Law School’s teaching and learning conference. Most of the respondents reported that their attendance at the conference increased their reflection on teaching methods, knowledge of teaching and learning principles, awareness of their own teaching philosophy, confidence, and enthusiasm for teaching. In addition, almost all of the respondents implemented changes in their teaching practices as a result of the conference.

Teaching Development
<p>Teaching Development Stages</p> <ul style="list-style-type: none"> ✓ Instructional awareness ✓ Formative feedback ✓ Pedagogical knowledge ✓ Implementation ✓ Assessment <p>Teaching Development Activities</p> <ul style="list-style-type: none"> ✓ Self-assessment, reflection, and study ✓ Formative feedback from students ✓ Collaboration with colleagues ✓ Teaching workshops and conferences

11. SELECTED RESOURCES – BOOKS, ARTICLES, AND WEBSITES

The print and electronic literature on teaching and learning in higher education and law school is enormous. Excellent resources addressing both theory and practice abound for teachers who want to know more and to improve their skills.

Most of the content for the Modern Teaching Toolkit was based on the first two books listed below, written by Gerald Hess, Sophie Sparrow, and Michael Hunter Schwartz and published by Carolina Academic Press. The books and articles below are a list of selected works that one or more of those three co-authors are involved in. Those resources contain many citations to other scholarship about teaching and learning in legal education. This section ends with selected websites relevant to teaching and learning in legal education.

Books

MICHAEL HUNTER SCHWARTZ, SOPHIE SPARROW & GERALD HESS, *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM* (2nd. Ed. 2017)

SOPHIE SPARROW, GERALD HESS & MICHAEL HUNTER SCHWARTZ, *TEACHING LAW BY DESIGN FOR ADJUNCTS* (2nd. Ed. 2017).

MICHAEL HUNTER SCHWARTZ, GERALD F. HESS & SOPHIE M. SPARROW, *WHAT THE BEST LAW TEACHERS DO* (2014).

EILEEN SCALLEN, SOPHIE M. SPARROW & CLIFF ZIMMERMAN, *WORKING TOGETHER IN LAW: TEAMWORK AND SMALL GROUP SKILLS FOR LEGAL PROFESSIONALS* (2014).

GERALD F. HESS, STEVEN FRIEDLAND, SOPHIE M. SPARROW & MICHAEL HUNTER SCHWARTZ, *TECHNIQUES FOR TEACHING LAW 2* (2011).

MICHAEL HUNTER SCHWARTZ, *EXPERT LEARNING FOR LAW STUDENTS* (2d ed. 2008).

GERALD HESS & STEVEN FRIEDLAND, *TECHNIQUES FOR TEACHING LAW* (1999).

Articles and Book Chapters

Gerald F. Hess, Michael Hunter Schwartz, and Nancy Levit, *Fifty Ways to Promote Teaching and Learning*, 67 J. LEGAL EDUC. (2018).

Gerald F. Hess, *Qualitative Research on Legal Education: Studying Outstanding Law Teachers*, 51 ALBERTA L. REV. 925 (2014).

Gerald F. Hess, *Blended Courses in Law School: The Best of Online and Face-to-Face Learning?* 45 MCGEORGE L. REV. 51 (2013).

Gerald F. Hess, *Value of Variety: An Organizing Principle to Enhance Teaching and Learning*, 3 ELON L. REV. 65 (2011).

Gerald F. Hess & Earl Martin, *Developing a Skills and Professionalism Curriculum – Process and Product*, 41 U. TOLEDO L. REV 327 (2010).

Gerald F. Hess & Steven Gerst, *Professional Skills and Values in Legal Education: The GPS Model*, 43 VALPARAISO U. L. REV. 513 (2009).

Gerald F. Hess, *Collaborative Course Design: Not My Course, Not Their Course, But Our Course*, 47 WASHBURN L. REV. 367 (2007).

Gerald F. Hess, *Student Involvement in Improving Law Teaching and Learning*, 67 U.M.K.C. L. REV. 443 (2006).

Gerald F. Hess, *Improving Teaching and Learning in Law School: Faculty*

- Development Research, Principles, and Programs*, 12 WIDENER L. REV. 443 (2006).
- Gerald F. Hess, *Learning to Think Like a Teacher: Reflective Journals for Legal Educators*, 38 GONZAGA L. REV. 129(2003).
- Gerald F. Hess, *Heads and Hearts: The Teaching and Learning Environment in Law School*, 52 J. LEGAL EDUC. 75 (2002).
- Gerald F. Hess, *Listening to Our Students: Obstructing and Enhancing Learning in Law School*, 31 U.S.F. L.REV. 941 (1997).
- Gerald F. Hess & Sophie M. Sparrow, *What Helps Law Professors Develop as Teachers? — An Empirical Study*, 14 WIDENER L. REV. 149 (2008).
- Michael Hunter Schwartz, *Engaging First-Year Law Students by Treating Them Like Colleagues* (co-authored with Washburn Law Student Scott Abbott) in Brockmann/Pilniok (eds.), *STUDIENEINGANGSPHASE IN DER RECHTSWISSENSCHAFT* (2014).
- Michael Hunter Schwartz, *Learning Theory and Teaching Theory* in BUILDING ON BEST PRACTICES (2015).
- Michael Hunter Schwartz, *50 More Years of CLEO Scholars: The Past, the Present and a Vision for the Future*, 48 VALPARAISO L. REV. 1 (2014).
- Michael Hunter Schwartz, *Improving Legal Education by Improving Casebooks: Fourteen Things Casebooks Can Do Differently to Move Legal Education Forward*, 3 ELON L. REV. 27 (2011).
- Michael Hunter Schwartz, *Teaching Law Students to be Self-Regulated Learners*, 2003 MICH. STATE L. REV. 447 (2003).
- Michael Hunter Schwartz, *Teaching Law by Design: How Learning Theory and Instructional Design Can Inform and Reform Law Teaching*, 38 SAN DIEGO L. REV. 347 (2001).
- Michael Hunter Schwartz, *Washburn's Reform Process, Results and Analysis* in REFORMING LEGAL EDUCATION (co-authored with Jeremiah Ho) (2012).
- Sophie M. Sparrow, *Teaching and Assessing Soft Skills*, 67 J. LEGAL EDUC. 553 (2018).
- Sophie Sparrow, *Team-Based Learning in Law*, 18 LEG. WRITING 53 (2013).
- Sophie Sparrow, *Can They Work Well on a Team? Assessing Students' Collaborative Skills*, 38 WM. MITCHELL L. REV. 1162 (2012).
- Sophie Sparrow, *Using Individual and Group Multiple-Choice Quizzes to Deepen Students' Learning*, 3 ELON L. REV. 1 (2011).
- Sophie Sparrow, *Practicing Civility in the Legal Writing Course: Helping Law Students Learn Professionalism*, 13 J. LEG. WRITING 113 (2007).
- Sophie Sparrow, *Describing the Ball: Describing the Ball: Improve Teaching by Using Rubrics — Explicit Grading Criteria*, 2004 MICH. ST. L. REV. 1.

Websites

Association for American Law Schools – www.aals.org

(national and regional conferences on all aspects of legal education; full text of publications including the *Journal of Legal Education* and *The Clinical Law Review*)

Institute for Law Teaching and Learning – <http://lawteaching.org>

(many resources for law teachers including conferences on law teaching and learning, Law Teaching Blog, *The Law Teacher* newsletter, books, articles, and videos on teaching and learning, consulting services, assessment resources, and Team Based

Learning resources)

Legal Writing Institute - <https://www.lwionline.org>

(national and regional conferences on teaching legal research and writing; full text of publications related to legal research and writing, including the *Journal of the Legal Writing Institute*, *The New Teachers Deskbook*, and *The Second Draft*) newsletter)

Clinical Legal Education Association – www.cleaweb.org

(national and regional conferences related to clinical legal education; full text access to two influential books about legal education – *Best Practices for Legal Education* (2007) (in English and Russian) and *Building on Best Practices: Transforming Legal Education in a Changing World* (2015))

University Teaching and Learning Centers

Most universities in the United States have teaching and learning centers that contain many resources for university teachers. Two good examples follow.

The University of Minnesota Center for Educational Innovation has helpful resources on active learning - <https://cei.umn.edu/teaching-resources>).

The Carnegie Mellon University Eberly Center has helpful resources on assessment – <https://www.cmu.edu/teaching/assessment/index.html>.

12. CONTINUED INNOVATIONS

All teachers can improve their effectiveness through study, experience, experimentation, and feedback. As you encounter new ideas about teaching and learning, reflect on your teaching experience, try new techniques, and get feedback from students and peers, get in the habit of keeping notes on what you learned. You can start by making notes on this page, in a journal, or on your computer, tablet, or phone. Your notes will become a valuable resource in your lifelong learning as a teacher.

