

REIMAGINING THE FOUNDATIONAL CLASSES

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FIRST TWO WORDS...



THAT WAS THEN



THAT WAS THEN

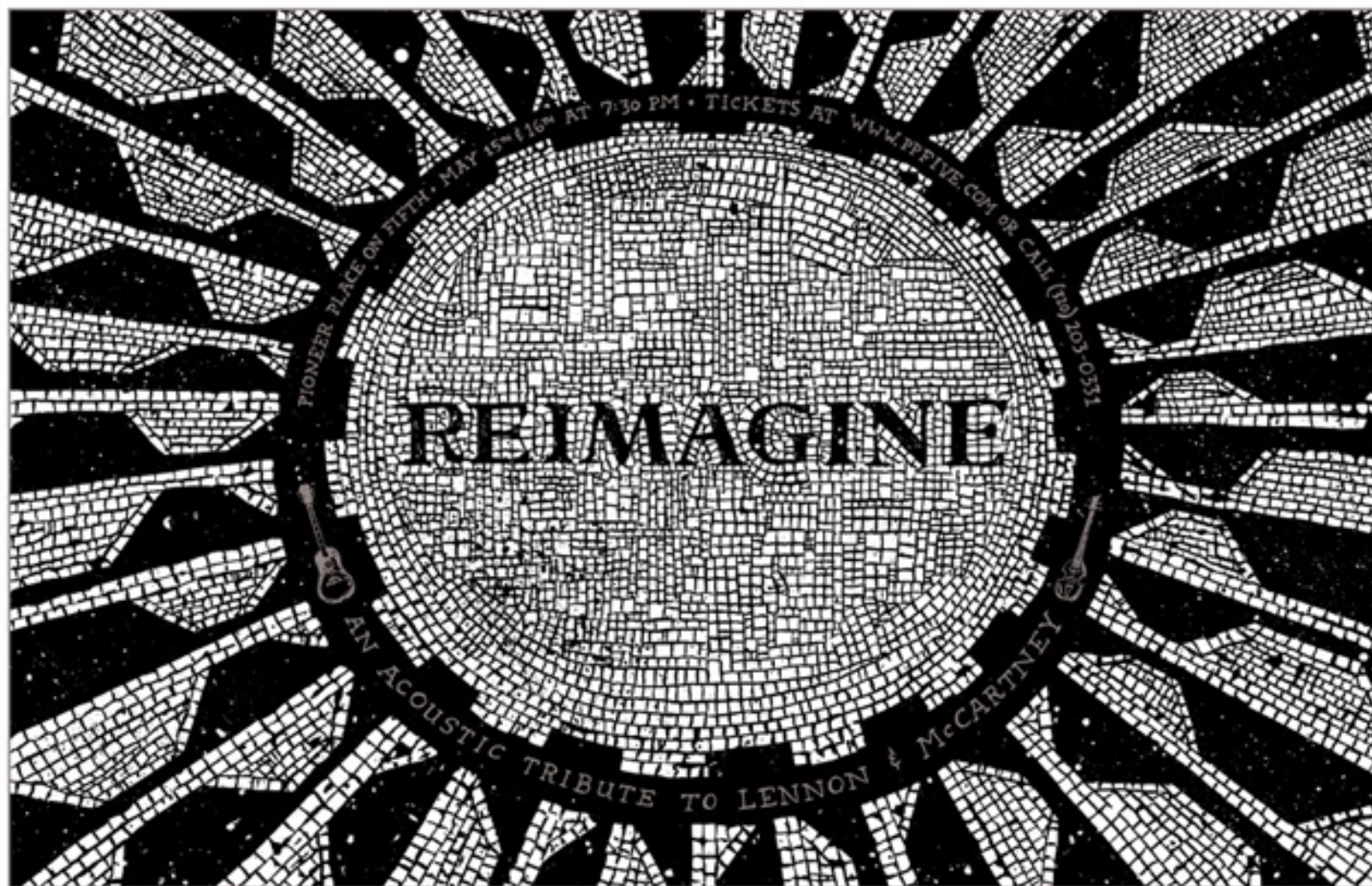


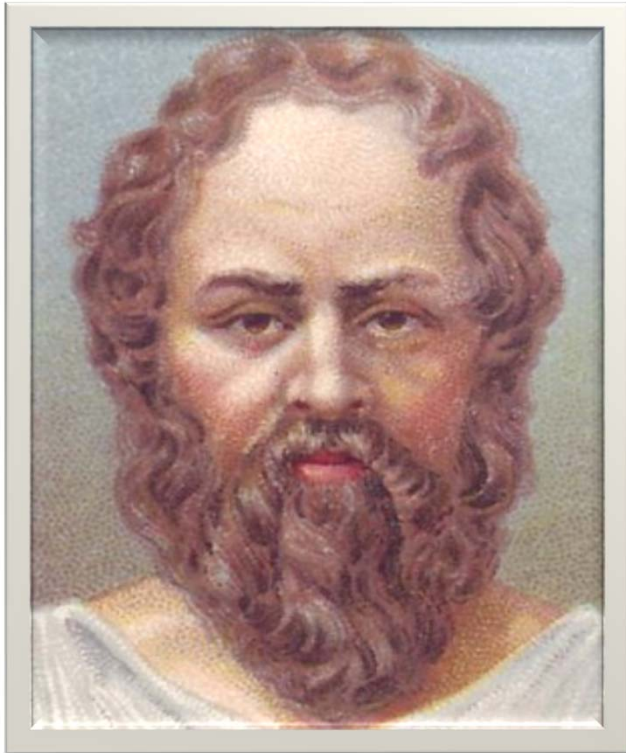
THAT WAS THEN



THIS IS NOW







SOCRATES
DIDN'T KNOW
EVERYTHING....



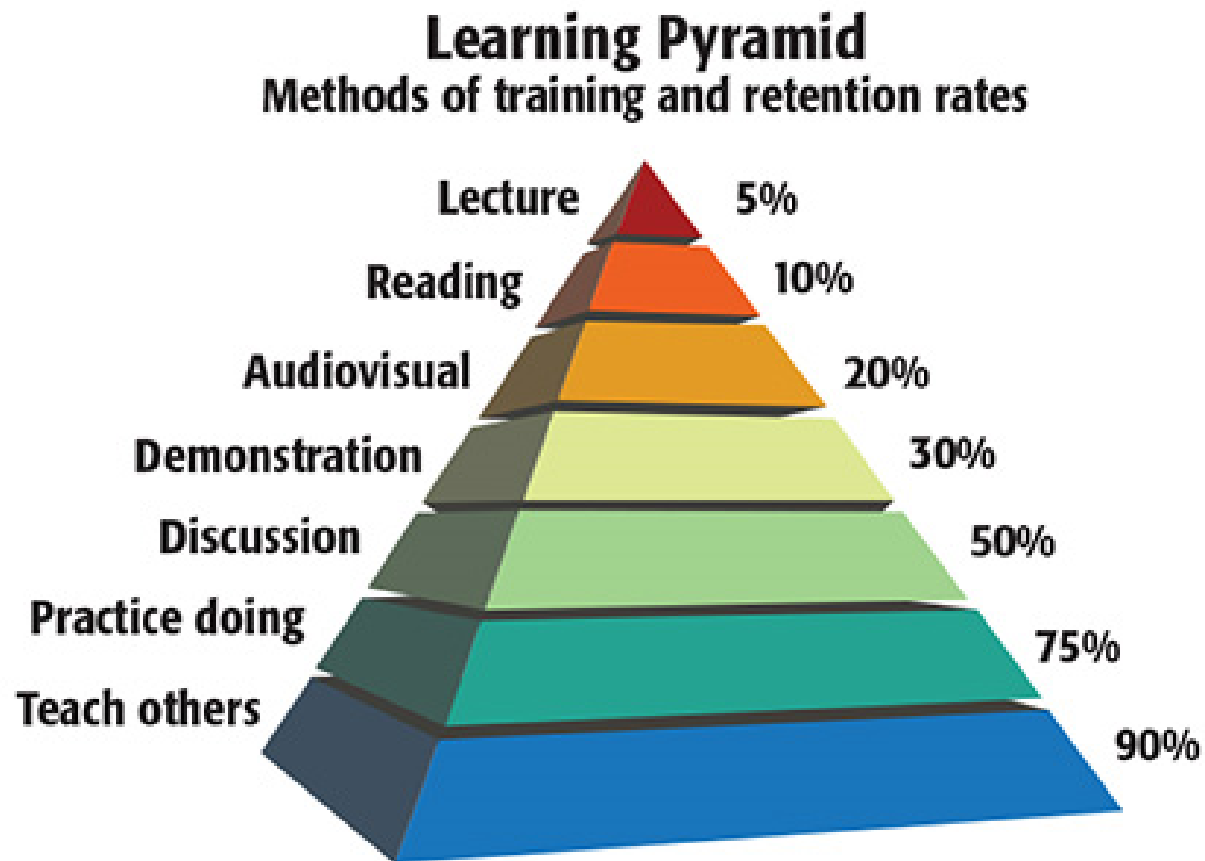
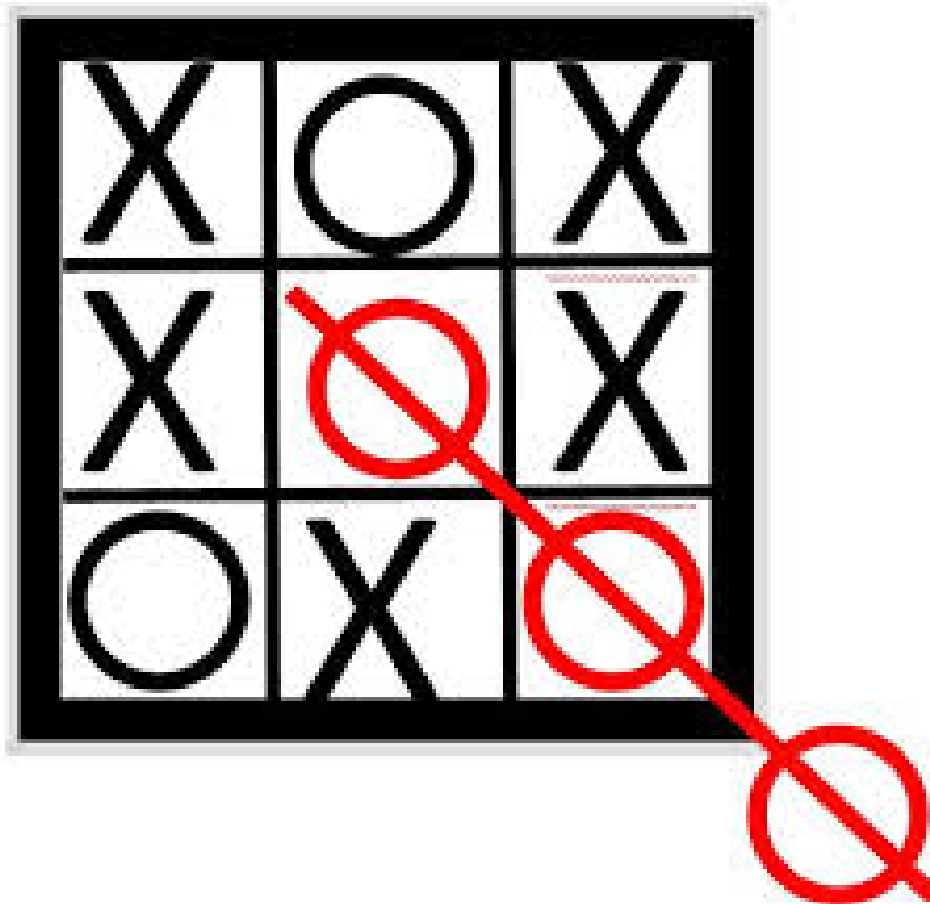


Figure 3: The Learning Pyramid; Source: National Training Laboratories, Bethel, ME





HOW DO YOU TEACH MOST OF YOUR “FOUNDATIONAL” CLASS?

- Do you lecture?
- Do you use some version of the Socratic method?
- How much time do your students spend in “Active Learning” mode?
- Most importantly, why do you teach the way you teach?



IDENTIFY WHAT YOUR CLASSROOM GOALS ARE AND THEN ASK:

*Can I incorporate new methods in order to
further enhance my students' learning
experiences and outcomes?*



CONCRETE WAYS TO REIMAGINE THE TRADITIONAL CLASS

- Flipped Classroom
- Active Learning Exercises
- Experiential Learning
- Alternative Assessments



“FLIPPING THE CLASSROOM”

Flipping starts with the use of a blended classroom model.

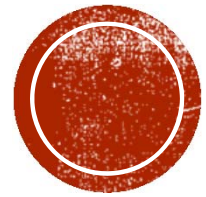
- In the purest sense, when a classroom is flipped, the teacher uses an online teaching platform (such as BlackBoard or TWEN) and posts videotaped “lectures” that would normally take place in the classroom. These are viewed asynchronously, but prior to the actual class.
- Physical classroom time, in contrast, is used for applying what has been learned in the posted lectures.



FLIPPING THE CLASSROOM

- One of the goals is to disseminate the information that will be needed in order to facilitate more learning in the classroom.
- Flipping the Classroom- Prof. Michele Pistone





**YOU HAVE DECIDED TO
TRY FLIPPING YOUR
CLASSROOM....**

Now What? You have more time to
try other things in class.

CRIMINAL LAW AND CRIMINAL PROCEDURE

- Students work in small groups on ready-made problems based on the readings.
- Students argue on behalf of the prosecutor and defense to the “judge or jury.” All students then discuss who has the better arguments and why based on law, policy etc. You can then poll the students.
- Students research current crimes (the more high-profile the more fun) and present on the criminal law issues that may exist. This is a great way to discuss issues of charging and proof. It also provides an opportunity for comparative analysis in different jurisdictions (ex. the Oscar Pistorius case in South Africa).

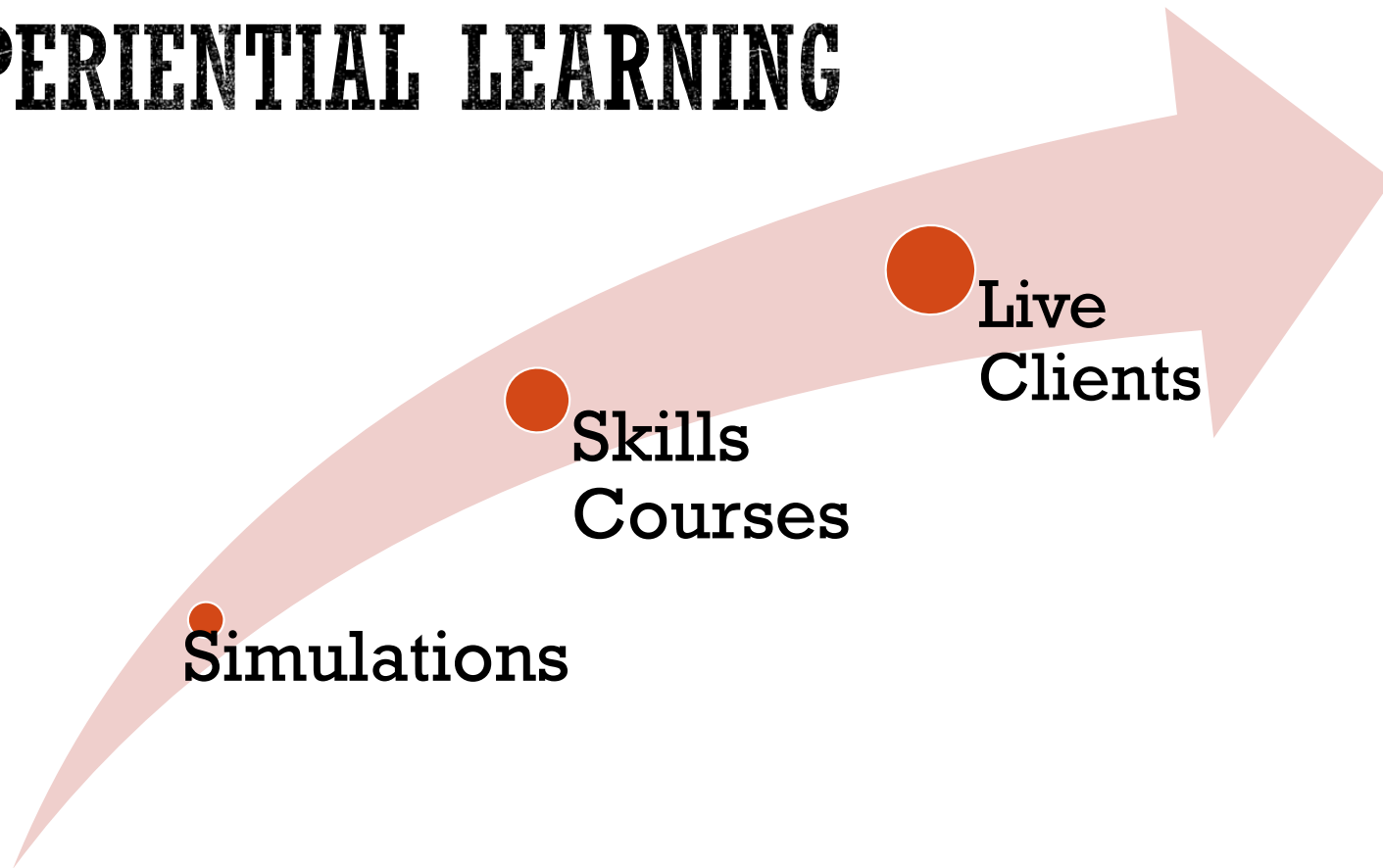


FLIPPING RECAP

- To reinforce what was learned in the classroom by using videos after class
- To lay foundation before class and then use your traditional in-class methods
- To supplement in-class discussions with other perspectives
- To lay a foundation to facilitate in-class activities



EXPERIENTIAL LEARNING



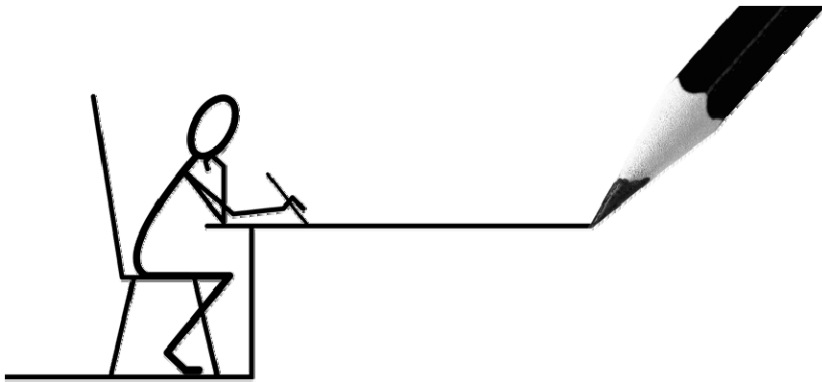
EXPERIENTIAL LEARNING

Experiential learning has been defined as “teaching that **actively engages students** in the subject matter they are studying.”

- ---Cynthia Adcock et al., Working Grp. on Vocabulary and Collaboration, Alliance for Experiential Learning in Law, A Glossary for Education in Law Schools, in Experience the Future: Papers from the Second National Symposium on Experiential Education in Law, 7 ELON L. REV. 1, 12, Part II.A, at 15 (2015).



EXPERIENTIAL LEARNING



ALTERNATIVE ASSESSMENTS



- Movie clip
- Trading cards
- Music
- Jewelry

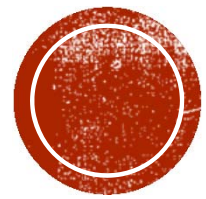


ALTERNATIVE ASSESSMENTS

- Collaborative
- Low risk
- Tactile
- Pedagogically sound

“Those who want to learn, teach”





GROUP EXERCISE



YOU HAVE DECIDED TO RE-IMAGINE A CLASS

- Think about in-class assignments or activities for the class you have identified above that will engage your students in an active way.
- How are you approaching the material now?
- How can you re-imagine the material to enhance student understanding and retention?



RECONSTRUCT REMAKE
RECYCLE REJUVENATE
REVAMP REDESIGN RENOVATE
REIMAGINE
RETHINK REUSE RECREATE
REFURBISH RESTORE RENEW
REMODEL REDO REVISE





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RESOURCES

- LEGALED, *Flipping a Law School Course: Igniting Law Teaching Conference* (2014), <http://legaledweb.com/flipping-a-law-school-course/>.
- LEGALED, *Teaching Pedagogy*, <http://legaledweb.com/teaching-pedagogy-1/>.
- Michele Pistone, *Flipping the Law School Classroom*, <http://www.bing.com/videos/search?q=michele++pistone+flipping&&view=detail&mid=18169A6B2F2E9A842F5A18169A6B2F2E9A842F5A&FORM=VRDGAR>.
- Hillary Burgess, *Deepening the Discourse Using the Legal Mind's Eye: Lessons from Neuroscience and Psychology That Optimize Law School Learning*, 29 QUINNIPIAC L. REV. 1, 55 (2011).
- Timothy W. Floyd et. al., *Beyond Chalk and Talk: The Law Classroom of the Future*, 38 OHIO N.U. L. REV. 257, 258 (2011).



RESOURCES (CON'T)

- HOWARD KATZ & KEVIN FRANCIS O'NEIL, STRATEGIES AND TECHNIQUES OF LAW SCHOOL TEACHING: A PRIMER FOR NEW (AND NOT SO NEW) PROFESSORS (2009).
 - Note: this source is available for free download at: https://www.wklegaledu.com/File%20Library/Faculty-Resources/KatzandONeill_LawSchoolTeaching.pdf.
- Suzanne J. Schmitz & Alice M. Noble-Allgire, *Reinvigorating the 11 Curriculum: Sequenced "Writing Across the Curriculum" Assignments As the Foundation for Producing Practice-Ready Law Graduates*, 36 S. ILL. U. L.J. 287, 294 (2012).
- GERALD F. HESS & STEVEN FRIEDLAND, TECHNIQUES FOR TEACHING LAW (1999).
 - Note: this source is available for free download at: <http://lawteaching.org/resources/books/techniquesforteachinglaw1999/>.
- GERALD F. HESS, STEVEN I. FRIEDLAND, MICHAEL HUNTER SCHWARTZ & SOPHIE SPARROW, TECHNIQUES FOR TEACHING LAW 2 (2011).
 - Note: this source is available for purchase at: <http://www.cap-press.com/books/isbn/9781594607509/Techniques-for-Teaching-Law-2>.

