

## Workshop 3C

# Best Intentions, Worst Results: The Pitfalls and Rewards of Innovative Teaching

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# BEST INTENTIONS, WORST RESULTS: THE PITFALLS AND REWARDS OF INNOVATIVE TEACHING

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Summer Conference  
Washburn University School of Law  
June 17-18, 2010

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## INTRODUCTION

- Story
- Implicit assumptions
  - Limitations of traditional legal pedagogy
  - Varying receptiveness to new teaching methods by law schools/faculty
  - Varying comfort level with new teaching methods by those faculty who want to try them

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## CREATIVE TEACHING, REWARDS, PITFALLS, AND PITFALL MANAGEMENT

- Using technology
- Offering multiple assessments
- Introducing concepts with creative non-law examples and “new” pedagogical techniques
- Incorporating small groups and peer assessment
- Choosing multiple readings instead of or in addition to a main casebook

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CREATIVE TEACHING, REWARDS,  
PITFALLS, AND PITFALL  
MANAGEMENT

- o Using technology

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USING TECHNOLOGY

- o Reasons and rewards
- o Potential pitfalls and pitfall management

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CREATIVE TEACHING, REWARDS,  
PITFALLS, AND PITFALL  
MANAGEMENT

- o Using technology
- o Offering multiple assessments

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OFFERING MULTIPLE ASSESSMENTS

- o Reasons and rewards
- o Potential pitfalls and pitfall management

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CREATIVE TEACHING, REWARDS,  
PITFALLS, AND PITFALL  
MANAGEMENT

- o Using technology
- o Offering multiple assessments
- o Introducing concepts with creative non-law examples and “new” pedagogical techniques

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INTRODUCING CONCEPTS WITH  
CREATIVE NON-LAW EXAMPLES AND  
“NEW” PEDAGOGICAL TECHNIQUES

- o Reasons and rewards
- o Potential pitfalls and pitfall management

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CREATIVE TEACHING, REWARDS,  
PITFALLS, AND PITFALL  
MANAGEMENT

- o Using technology
- o Offering multiple assessments
- o Introducing concepts with creative non-law examples
- o Incorporating small groups and peer assessment

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INCORPORATING SMALL GROUPS  
AND PEER ASSESSMENT

- o Reasons and rewards
- o Potential pitfalls and pitfall management

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CREATIVE TEACHING, REWARDS,  
PITFALLS, AND PITFALL  
MANAGEMENT

- o Using technology
- o Offering multiple assessments
- o Introducing concepts with creative non-law examples
- o Incorporating small groups and peer assessment
- o Choosing multiple readings instead of or in addition to a main casebook

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### CHOOSING MULTIPLE READINGS INSTEAD OF OR IN ADDITION TO A MAIN CASEBOOK

- Reasons and rewards
- Potential pitfalls and pitfall management

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### A BROADER VIEW OF ATTEMPTS AND FAILURES IN TEACHING

- “Teaching is always an act of faith. It requires that teachers perform unceasing imaginative leaps to conceive what may be possible for others to learn and to do, to think and to feel. Teachers must venture into the expansive realm of possibilities. . . .”\*
- The “f” word
- Risk adversity
  - Personal inclination
  - Institutional culture

\*Banner & Cannon, The Elements of Teaching, at 75.

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### A BROADER VIEW OF ATTEMPTS AND FAILURES IN TEACHING

- How one assesses oneself as a teacher
- How students assess one as a teacher
- How other faculty assess one as a teacher

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### A BROADER VIEW OF ATTEMPTS AND FAILURES IN TEACHING

- o How one assesses oneself as a teacher

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### HOW ONE ASSESSES ONESELF AS A TEACHER

- o You must be the change that you want to see in legal education. (with apologies to Mahatma Gandhi)
- o Leading the transition from the new to the norm
- o Being your best teaching self (the teaching innovator) while protecting yourself on the path to tenure

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### A BROADER VIEW OF ATTEMPTS AND FAILURES IN TEACHING

- o How one assesses oneself as a teacher
- o How students assess one as a teacher

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HOW STUDENTS ASSESS ONE AS A  
TEACHER

- Short term pain, long term gain
- Being different v. being effective
- Guiding the evaluation responses
  - Multiple opportunities
  - Suggested focus

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A BROADER VIEW OF ATTEMPTS  
AND FAILURES IN TEACHING

- How one assesses oneself as a teacher
- How students assess one as a teacher
- How other faculty assess one as a teacher

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HOW OTHER FACULTY ASSESS ONE  
AS A TEACHER

- When and why you should care
- The pink elephant in the room . . .

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DISCUSSION

- o Let's pair and share. Find a partner, and share experiences you've had with teaching innovations, whether they worked well or not. Then we'll re-group and share stories.

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QUESTIONS, COMMENTS

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CONCLUSION AND THANK YOU

- o "As we strive to build on but go beyond traditional ways of teaching, we will be forced to make choices. As we do this, we will need to identify the right principles and spirit of good teaching. . . . For teachers, having the right spirit also involves love. . . . [G]ood teachers have to love their subject, love their students, and love the teaching and learning process."<sup>\*</sup>

<sup>\*</sup> Fink, *Creating Significant Learning Experiences*, at 253.

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