

TECHNIQUES
FOR
TEACHING
LAW

GERALD F. HESS
&
STEVEN FRIEDLAND

Techniques for Teaching Law

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and

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Techniques for Teaching Law

*For
Grace and Francis Hess
and
Fran and Stan Friedland,
our parents and model teachers.*

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Preface

Our primary purpose for this book is to provide the reader with a teaching resource. This collaborative effort, with a great deal of help from our friends and colleagues, is intended to enhance both teaching and learning in law school. We hope that **TECHNIQUES FOR TEACHING LAW** will help legal educators create challenging and interesting learning experiences for their students. We believe that better teaching and learning can have a ripple effect—more effective legal education will motivate our students to become better learners and, eventually, to better serve their clients.

To achieve these ambitious goals, we have included two types of material in **TECHNIQUES FOR TEACHING LAW**: (1) foundational principles of higher education; and (2) specific teaching ideas from a wide range of legal educators.

The foundational principles of teaching and learning are based on the large body of research and literature on higher education. This literature is extensive, but worth pursuing. We devoted Chapter 1 exclusively to models of teaching and learning. Chapters 2 through 12 each begin with an introduction that applies basic pedagogical principles to legal education.

The heart of **TECHNIQUES FOR TEACHING LAW** consists of 137 teacher-tested ideas. These ideas were contributed by experienced legal educators who used them successfully with their students. We hope that the ideas are sufficiently intriguing to catch the attention of law teachers and clear enough for educators to quickly and easily implement them with their students.

We wish to thank the many people who made this book possible. First, we appreciate all those dedicated teachers who contributed their ideas to **TECHNIQUES FOR TEACHING LAW**. (Of course, the contributors retain copyrights in their portions of this book; it was the least we could do!) While many others contributed to putting this book into print, one person in particular deserves our appreciation. We are indebted to Paula Prather for her excellent work in all phases of this book, including discussing the basic concept, gathering teaching ideas, working with the contributors, and performing a mammoth word processing feat.

Gerry Hess and Steve Friedland
March 1999