

Institute for Law School Teaching

The Institute for Law School Teaching is proud to sponsor this special edition of the *Gonzaga Law Review*. This special edition reviews articles, books, and electronic media that contain ideas on teaching. The bibliography by Professors Torres and Harwood focuses on recent articles about law teaching published in law journals. The accompanying article by Professor Wangerin covers material published outside of law journals that addresses law school teaching, medical school teaching, and higher education generally. Together, these two works are a valuable resource to help legal educators locate material on teaching that interests them. Ultimately, we hope that this bibliography will in a small way contribute to the improvement of teaching and learning in law school classrooms.

The improvement of teaching and learning in law schools is the general mission of the Institute for Law School Teaching. The Institute has several specific goals: (1) to serve as a clearinghouse for ideas to improve the quality of education in law school; (2) to support research concerning effective teaching methods in law school; and (3) to sponsor conferences regarding law school teaching.

This edition of the *Gonzaga Law Review* is one Institute project at the clearinghouse goal. Another Institute project related to that goal is *The Law Teacher*, our new publication. *The Law Teacher*, published in the fall of 1993 and spring of 1994, will contain short pieces that provide practical tips and innovative ideas on the teaching of law.

The Institute's Grant Program is designed to further the goal of supporting research on effective teaching. In the past two years, the Institute has awarded seven grants. The grantees are pursuing a wide variety of projects. For example, a survey of the use of peer teachers (student mentors, tutors, teaching assistants) in law school; a study of the relationship between law students' learning styles and performance in school; an evaluation of law school externship programs, a manual for teaching legal writing through substantive law courses; a faculty retreat devoted to pedagogy; an empirical study of the analysis skills of medical and law students; and a videotape of student reactions to various teaching methods.

Finally, on July 15 and 16, 1994, the Institute will sponsor its first annual conference on law teaching. Workshops at the conference will include effective discussion techniques, cooperative learning in large and small classes, evaluation of students, psychology of adult learning, the use of visual tools, and student learning styles. The total enrollment at the conference will be limited so that each workshop will be a small group learning experience.

The Institute for Law School Teaching is committed to helping legal educators become excellent teachers. We hope that you find our programs and products to be useful.

Gerald F. Hess, Director