

## Institute for Law School Teaching

The Institute for Law School Teaching is proud to sponsor this special edition of the *Gonzaga Law Review*, which contains two articles concerning pedagogy. Arturo Torres and Kay Lundwall co-authored an annotated bibliography of journal articles published from 1993 through 1999 which offer practical suggestions on teaching law. I contributed a review of seventeen monographs dealing with teaching and learning in higher education. We believe that these two works will be valuable references to help legal educators locate resources that interest them. In addition, we hope that they will contribute to the continued improvement of legal education.

This volume is a follow-up to a 1994 special edition of the *Gonzaga Law Review* dealing with current methods for teaching law. That special edition was one of the first resources the Institute made available to legal educators. Since then, the Institute has taken a leadership role in the movement to improve the quality of teaching and learning in law school. For example, the Institute has published twelve editions of its semi-annual newsletter, *The Law Teacher*. The Institute has published two monographs as well: GETTING GRAPHIC 2 by Corinne Cooper and OUTCOMES ASSESSMENT FOR LAW SCHOOLS by Gregory Munro. In addition, the Institute sponsored Larry Dubin's videotape "A Day in the Life of Law School Teaching" and produced faculty development material including the videotape "Teach to the Whole Class: Barriers and Pathways to Learning," which was the result of a collaboration among Paula Lustbader, Laurie Zimet, and me. The three of us are in the process of producing another faculty development videotape entitled "Seven Principles of Good Practice for Legal Education." Finally, the Institute has delivered seven annual summer conferences devoted to teaching and learning in law school.

The Institute's programs over the last nine years have attempted to further its mission:

THE INSTITUTE FOR LAW SCHOOL TEACHING recognizes the obligations law schools owe to their students and to society to provide a learning environment that helps students achieve the highest academic standards and prepares them to assume their responsibilities as effective, moral attorneys. The INSTITUTE was established in 1991 to help Gonzaga University School of Law and other law schools meet those obligations. The INSTITUTE is committed to improving the quality of teaching and learning in legal education by:

- Serving as a clearinghouse for ideas to improve the quality of education in law school,
- Providing leadership on effective teaching and learning in law school,
- Supporting research and the development of materials to enhance teaching and learning in law school, and
- Sponsoring and supporting high-quality programs that respond to law teachers' needs and demonstrate effective, innovative law teaching.

The Institute remains committed to improving legal education. We hope that legal educators find this special edition and other Institute programs useful in their efforts to be excellent teachers.

Gerald F. Hess, Director  
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