

# GONZAGA LAW REVIEW

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## INTRODUCTION TO *GONZAGA LAW REVIEW* INSTITUTE FOR LAW SCHOOL TEACHING

This issue of *Gonzaga Law Review* represents the third collaboration between *Gonzaga Law Review* and the Institute for Law School Teaching. In 1994 and 2000, *Gonzaga Law Review* and the Institute for Law School Teaching produced special editions on current methods for law teaching that contained annotated bibliographies of articles and books about legal pedagogy. Issue one of volume thirty-eight is the first regular issue in which *Gonzaga Law Review* collaborated with the Institute for Law School Teaching.

The contents of this issue vary considerably in topic and format. It includes essays, articles, and empirical studies. The common bond is the authors' commitment to helping legal educators improve the quality of teaching and learning in law school. Inside you will find:

- An empirical study by Robin Boyle, Karen Russo, and Rose Frances Lefkowitz that demonstrates the effectiveness of an innovative teaching method, the Contract Activity Package;
- An article by Charles Calleros describing a way of teaching case analysis, legislative process, and statutory interpretation through a series of exercises built upon a video of a family working out rules governing social activities for a teen-age daughter;
- An article outlining Kenneth Chestek's "moot case" approach to teaching the traditional skills that are the focus of most first-year legal writing courses (legal analysis and research; predictive and persuasive writing) and additional skills as well (client and witness interviewing, drafting pleadings, negotiating, and handling ethical dilemmas);
- An article by Barbara Glesner Fines that exposes two types of teacher bias (credential and generational) that negatively affect student learning and suggests strategies for legal educators to enhance student performance through expectations, silence, and space;

- A draft, *Guidelines with Commentary for the Evaluation of Legal Externship Programs*, that J.P. Oglivy offers as a vehicle to achieve consensus among legal educators concerning the standards for assessing these programs;
- A commentary by Jack Sammons advocating a curriculum reform process to bring together the two dominant schools of thought about legal education – the traditionalists and the technicians – and ultimately to help students become good professionals;
- Adam Todd’s article advocating the full integration of the goals of academic support programs into the culture of a law school and a systematic approach that engages the faculty and administration in the academic support mission;
- Mary Pat Treuhart’s call for legal educators to employ service learning in their courses to deepen their students’ understanding, to connect course work to human experience, and to encourage students to make public service an important part of their lives; and
- My article exploring the process and value of journal writing for teachers to record, reflect upon, understand, and develop their assumptions and practices about teaching and learning.

These articles and essays fit squarely into the Institute’s mission and goals:

The Institute for Law School Teaching recognizes the obligations law schools owe to their students and to society to provide a learning environment to help students achieve the highest academic standards and to prepare students 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.

The Institute has several goals:

- to serve as a clearinghouse for ideas to improve the quality of education in law school;
- to provide national leadership on effective teaching and learning in law school;
- to support research and the development of materials to enhance teaching and learning in law school; and

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- to establish and maintain a national reputation for quality programs, responsiveness to law teachers' needs, and innovation in law teaching.

I hope that this collaboration between the Institute for Law School Teaching and *Gonzaga Law Review* proves to be a valuable resource for legal educators who strive to enhance their teaching and raise the quality of their students' learning.

Gerald Hess, Director

Institute for Law School Teaching

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