



Workshop 6C

Teaching Law Students Using SIMPLE (SIMulated Professional Learning Environment)

Deb Quentel
Center for Computer-Assisted Legal Education
(CALI)

Institute for Law Teaching and Learning – Teaching Law Practice Across the Curriculum

Session 6[C]: Fri., June 18, 2010 1:30 – 2:45 p.m. - Washburn University School of Law

“Teaching Law Students Using SIMPLE (SIMulated Professional Learning Environment)”

Presentation Materials: Deb Quentel, Director of Curriculum Development & General Counsel at Center for Computer-Assisted Legal Instruction

Contact:

Email: dquentel@cali.org

Telephone: 312-905353 (office) – 773-491-6917 (cell)

Web: www.cali.org

CALI on Facebook: facebook.com/cali.org

CALI on Twitter: twitter.com/CALIorg

Simulations are an effective, alternative method to traditional law school teaching and can achieve some of the teaching objectives and deficits noted in the Carnegie Report. A well-written simulation can hone a single skill, reinforce the mastery of a single concept or yield a more complex "capstone" learning experience for students. This workshop will introduce faculty to SIMPLE (SIMulated Professional Learning Environment), a software tool designed to allow faculty to create, assess and monitor a simulation for students. Working together we will focus on the hands-on and intellectual tasks necessary for the planning and initial development of a SIMPLE simulation.

Download the SIMPLE software from: www.simplecommunity.org

To run a simulation for your students please contact CALI for assistance and directions for logging into the CALI – SIMPLE server and uploading your simulation.

Building a Simulation:

The “Big” Picture:

Course: _____

At what point in the semester will this be assigned: _____

Will students work in groups (how many per group) or individually? And, if they work in groups, how are the groups formed?

What knowledge will/must students come to the simulation with? (i.e., what has been covered in class to-date? What other courses have students taken that may help them with this simulation?)

What is the end result? (i.e., enough knowledge to negotiate on their client’s behalf, a written document (memo, pleading, contract))

How long will the simulation run? How much time should students spend on this?

Is this a “closed” or “open” problem? _____

What is the legal problem to be resolved? (Can be thought of as the Question Presented)

What is the “Story”?

What events lead the client to come to your law offices? A rich story will benefit the role-playing aspects of the simulation. However, unlike a final exam where the hypothetical is often populated with numerous issues, the simulation should be discrete in its focus. Turn this page sideways and create a timeline of events.

Client Seeks Legal Advice



Learning Objectives:

Assessment:

How will you assess the students' work? Is assessment for the individual or group (if students are working in a group)? Does the simulation allow for self-assessment by the student? Who is doing the assessing (faculty, TA, practitioner)? Is there an assessment rubric?

Cast of Characters:

Do you want all students to work with the same party names or should students be assigned random names for their client and for all other parties?

Who is assigning this problem? (partner at law firm / client)

How is the assignment presented? (voicemail left on phone, email)

Who is the client? (occupation / temperament, point of view). This should pair with the material on page 3, "What is the Story?"

List all characters that will be necessary for the simulation. List all characters that are roles that you (or a colleague) will need to play. Where, for example, does a character need to reply to the student's request?

Job Function	Does the character reply to students? (Y / N) If "Yes," reply documents will need to be created for this character.	Any characteristics the character must have (gender, for example)

Location:

What are all the physical locations necessary for the simulation? Is there a business or property location involved? What government offices need to exist? If any of the characters that “work” at these locations will also reply to students, make sure that they are listed as “characters” on page 5.

Location	Type of location (e.g., house, business, etc.)	Does there need to be a character associated with property? (List in character chart also)	Purpose of location for the simulation

Sequence of the Simulation:

What is the order of events? What events trigger other events (replies from characters, for example)? When are materials released to students? What tasks must students complete? Are any materials sent to the student after an event happens or when the student completes a task?

Turn this page sideways, and use the timeline below to sequence the events.

