

**Engaging the Entire Class:  
Strategies for Enhancing Participation and Inclusion in Law School Classroom Learning**

UCLA, February 28, 2015

Steven K. Homer

*Engaging the Entire Class through "Warm"- and Cold-Calling*

Listed below are some generic types of questions one might use when calling on a student. Some are likely to be more effective than others for a given classroom learning objective or for a given student. And some may generally be ineffective. As to the questions below, some points of discussion might include:

1. For what pedagogical purposes could you use the question? What would it depend on? How would you modify the question for a given purpose?
2. For what kind of student would you use this type of question? What would it depend on? How would you modify the question for a given student?
3. What follow-up questions might you ask? What other classroom techniques would you use in conjunction with the question? What would it depend on?
4. If you wouldn't use the question for any purpose or any student, why not? Can it be altered to be more useful or appropriate?

Some generic types of questions to discuss include:

- What court decided this opinion? What year was it decided?
- Student A said X, and I think I agree; what do you think she meant?
- Why is X important?
- Why do you think X?
- What is the holding of X?
- What are the facts of X?
- What is the rule of X?
- What do you think your textbook/the court meant when it said X?
- What does X mean?
- Why don't you know X?
- If I tell you Y, does that change your thoughts on X? Why or why not?
- But what about X?
- Last week/yesterday/a moment ago I said X; what did you understand me to mean by that?
- What is your response/reaction to X?
- What are some of the things we need to find out from our client/from our research/from the case law?
- How would you figure out what X means?
- Why do you think I'm stressing X?
- What else do you want to know about X, and why?
- Read X aloud, and tell us what you think it might mean.
- Is your assignment due on [date]?
- Yes or no questions.
- *Or any other type of question you might ask.*

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Listed below are possible classroom learning objectives for which you might call on a student. Some may be well-served by asking students questions, while others may be better served by other classroom techniques. As to the possible classroom learning objectives listed below, some points of discussion might include:

1. What kinds of questions might serve a given classroom learning objective? Why? If it depends, what does it depend on?
2. Which of these possible learning objectives would be better served in a traditional cold-calling setting (i.e., the student does not know in advance what the question might be), and which would be better served by "warm"-calling (i.e., the student *does* know in advance what the question might be)? Why?
3. Are there any possible classroom learning objectives that would not be served by asking students questions? Why not?
  - Question for recall for the sake of recall ("do you remember X?");
  - Question to assess depth of comprehension ("what does X mean?");
  - Question for accountability ("did you do the work?");
  - Question to elicit thought process ("show me how you are analyzing X");
  - Question to stimulate brainstorming/creativity ("how could we approach X?");
  - Question to build confidence;
  - Question to amplify a concept;
  - Question to connect current material to previous material;
  - Question to model a lawyer's thought process ("I might ask myself X");
  - Question to elicit repetition (speaking as a way to reinforce/aid retention of ideas/concepts);
  - Question to encourage listening to others;
  - *Or any other classroom learning objective that might be appropriate.*