



INSTITUTE FOR LAW TEACHING AND LEARNING



SUMMER CONFERENCE: JUNE 13-14, 2015

GONZAGA UNIVERSITY SCHOOL OF LAW, SPOKANE, WASHINGTON

*The Institute for Law Teaching & Learning will present its summer conference on June 13-14, 2015, at Gonzaga University School of Law in Spokane, Washington. The theme for this conference is **Experiential Learning Across the Curriculum**.*

Structure of the Conference

The conference will include a plenary session and a closing session plus eight workshop sessions. During each session, four workshops will run simultaneously. Participants will be able to tailor the conference to fit their individual interests by choosing which workshop to attend during each session. The workshops will utilize innovative materials, alternative teaching methods, new technology, and other ways of incorporating experiential learning in all types of courses. Each workshop will include materials that participants can use during the workshop and when they return to their campuses. The workshops will model effective teaching methods by actively engaging the participants.

Benefits to Participants

During the conference, participants can expect to encounter many new ideas about teaching, learning, and incorporating experiential learning across the curriculum so that we can better prepare “practice ready” lawyers. In addition, the conference, which includes long scheduled breaks, is intended to facilitate informal interaction among creative teachers who love their work with students. Participants should leave the conference inspired and informed about incorporating experiential learning into their own classes.

Summer is a wonderful time of year in the Inland Northwest, and we encourage you to combine some vacationing with your work at the conference. This local and thorough website can help you with your plans: www.experiencespokane.com. Spokane offers shopping, fine dining, art and sporting events, public golf courses, and nearby rivers, lakes, and national parks.

Registration and Deadlines

Attendance at this conference will be limited to 100 participants to facilitate small-group experiences. The roster will be filled in the order that the Institute receives the registration form *and* conference fee by Visa/MasterCard, or by check payable to Gonzaga University.

Conference fees

\$450 for participants

\$350 for presenters

Free for faculty from Institute host schools: University of Arkansas Little Rock Bowen School of Law, Washburn University School of Law, and Gonzaga University School of Law.

Refunds: Attendees must notify the Institute of their desire to cancel registration on or before May 29, 2015 in order to receive a full refund. No fees will be refunded if notice is received after May 29, 2015.

Meals and Optional Wine Tasting

Light breakfasts and lunches on both June 13 and June 14 are included in the registration fees. In the evening on June 12, an optional wine tasting event will take place at Barrister Winery. The \$10 per person cost is to be paid at the Winery.

Transportation

There are two options for transportation between hotels and the Law School. First, it is a very pleasant walk along the Spokane River on the paved Centennial Trail. Second, for those with cars there is free parking at each of the hotels and at the Law School.

Lodging

Participants are responsible for their own travel arrangements. The hotels below all offer a Gonzaga corporate rate. For any of these properties, please place your reservation by phone at the numbers below and be sure to request the *Institute for Law Teaching and Learning* rate listed here:

[The Davenport Hotel](#)

10 South Post Street
Spokane, WA 99201
Tel: (509) 455-8888
Standard rooms starting at \$155

[Hotel Lusso](#)

808 W Sprague Ave
Spokane, WA 99201
Tel: (509) 747-9750
Standard rooms starting at \$125

[Oxford Suites](#)

115 W. North River Drive
Spokane, WA 99201
Tel: (509) 353-9000
Standard rooms starting at \$99

[Red Lion Hotel at the Park](#)

303 W. North River Drive
Spokane, WA 99201
Tel: (509) 326-8000
Standard rooms starting at \$105

[Red Lion River Inn](#)

700 N. Division
Spokane, WA 99202
Tel: (509) 326-5577
Standard rooms starting at \$100

[Fairfield Inn & Suites, Marriott](#)

311 N. Riverpoint Boulevard
Spokane, WA 99202
Tel: (509) 747-9131
Standard rooms starting at \$99

[Holiday Inn](#)

801 N. Division
Spokane, WA 99202
Tel: (509) 328-8505
Standard rooms starting at \$119

Pre-Registration

Please pre-register and begin getting acquainted at Barrister Winery during a meet-and-greet reception between 5:00 and 7:00 p.m. on Friday, June 12. The cost of the wine tasting is \$10 per person to be paid at the winery. Afterwards, please explore Spokane and its great dining options (a list of recommended [restaurants](#) will be provided).

Conference Schedule

All Sessions will take place at Gonzaga University School of Law.

FRIDAY, JUNE 12

5:00-7:00 PM
Welcome reception at Barrister Winery
www.barristerwinery.com

SATURDAY, JUNE 13

8:00-8:30 a.m.
Registration and Breakfast
8:30-9:00 a.m.
Opening and Welcome
9:00-10:00 a.m.
Workshop Session 1
10:00-10:30 a.m.
Break
10:30-11:30 a.m.
Workshop Session 2
11:30-12:30 p.m.
Lunch
12:30-1:30 p.m.
Workshop Session 3
1:30-2:00 p.m.
Break
2:00-3:00 p.m.
Workshop Session 4
3:00-3:30 p.m.
Break
3:30-4:30 p.m.
Workshop Session 5
4:30 p.m.
Adjourn

SUNDAY, JUNE 14

8:30-9:00 a.m.
Breakfast
9:00-9:30 a.m.
Re-opening
9:30-10:30 a.m.
Workshop Session 6
10:30-11:00 a.m.
Break
11:00-12:00 p.m.
Workshop Session 7
12:00-1:00 p.m.
Lunch
1:00-2:00 p.m.
Workshop Session 8
2:00-2:30 p.m.
Closing
2:30 p.m.
Adjourn

**Opening and Welcome
(8:30-9:00 a.m.)
Saturday June 13**

**Experiential Learning Across
the Curriculum:**

*Sandra Simpson, Gonzaga
University, School of Law
Emily Grant, Washburn University,
School of Law
Kelly Terry, University of Arkansas
at Little Rock Bowen School of Law*

**Workshop Session 1
(9:00 a.m.-10:00 a.m.)
Saturday June 13**

**[A] Semester-in-Residence
Programs: Design,
Implementation, and Best
Practices**

*Camille Marion and Lance Cole,
The Pennsylvania State University –
Dickinson Law*

This workshop will examine issues presented by the design and implementation of a “capstone” semester-in-residence program for third-year law students at a location geographically removed from a law school’s campus. The goal of the workshop is to identify and address the principal accreditation, compliance, pedagogical, and logistical issues presented by the administration of a semester-in-residence program. Some of the issues that will be examined are academic eligibility requirements, permitting internships with for-profit enterprises, supervision requirements, and feedback / evaluation of internship performance. In addition to identifying and discussing these issues, the workshop will seek to determine whether input from participants identifies a consensus view of “best practices” relating to these issues.

**[B] Drafting Legal
Documents in Your Casebook
Course**

*Spearlt, Texas Southern University,
Thurgood Marshall School of Law*
This workshop focuses on how to incorporate experiential education into doctrinal courses with a semester-long

ten-page writing assignment. The presentation begins by considering how to implement the assignment into a course. It also considers strategies for grading effectively and efficiently, including designing a rubric and modeling how to post the assignment, accept submissions, and return grades on Examssoft without ever having to touch a piece of paper.

**[C] Twain Returns to
Spokane: Crafting a Cross-
Disciplinary Practicum**

*Jeff Thaler, University of Maine
Schools of Law & Economics*

Mark Twain, who spoke in Spokane in 1895, later said, “Knowledge becomes wisdom only after it has been put to good use.” Today, most lawyers encounter local, state, and federal regulatory issues and proceedings far more often than courtroom matters. This workshop provides an overview of the yearlong development and implementation of a successful upper-level Administrative Law Practicum, with a focus on environmental, regulatory, and ethical issues involved in a (simulated) proposed wind power project. Using a condensed version of the Case Study and related materials, participants will undertake exercises used in the course.

**[D] Incorporating
Experiential Learning into
Contracts (and Other First-
Year Classes)**

*Michael Bloom, University of
Michigan Law School*

Through this workshop, participants will share different models for introducing experiential education into the doctrinal classroom, identifying the key characteristics and pros and cons of each approach. As a pilot program, a few clinical professors at the University of Michigan Law School each collaborated with a doctrinal professor over the 2014-15 academic year to introduce practical simulation exercises into the doctrinal professor’s first-year class. This workshop will share lessons learned from this pilot, as well as encourage all participants to share their experiences and ideas for introducing practical lessons and experiential methods into the first-year curriculum.

**Workshop Session 2
(10:30 a.m.-11:30 a.m.)
Saturday June 13**

**[A] Adding a Transactional
Perspective to the 1L
Contracts Course – Almost
Painlessly**

*Tina L. Stark, Professor in the
Practice of Law (retired), Emory
University School of Law*

Almost every contracts professor likes the idea of incorporating a transactional perspective into her course. But she immediately confronts the almost insurmountable task of how to do it in an already overloaded four-credit course. Attendees of this presentation will learn new ways to teach doctrine and how to substitute materials with a transactional perspective for litigation-oriented cases. In addition, the speaker will provide written materials and exercises that can be integrated into the course.

**[B] Experiential Learning
Tools Customized to Your
Students**

*Brian Sites, Barry University
Dwayne O. Andreas School of Law*

This workshop offers concrete examples of how to add experiential content to courses of all types, including information on how to enhance existing skills courses. The workshop also discusses how to tailor experiential learning additions to your school’s needs. Attendees will both review sample additions and brainstorm new options as small groups. In short, attendees to this workshop will leave with real-world examples of experiential learning tools that they can take home to use in their own courses and share with colleagues.

**[C] Integrating Experiential
Legal Writing Throughout
the Law School Curriculum**

*Adam Lamparello and Charles
MacLean, Indiana Tech Law School*

Legal writing is not truly experiential unless it trains students to draft the most common litigation and transactional documents under the conditions and pressures faced by

practicing attorneys. This requires law schools to properly sequence the writing curriculum, carefully incorporate experiential learning exercises into legal writing assignments, and emphasize the importance of context and strategic judgment. This presentation sets forth a six-semester, sequenced experiential legal writing curriculum that teaches students to think, write, and practice like lawyers.

[D] Combining Legal Research Pedagogy, Pro Bono, and Experiential Learning in the First Year Curriculum

Kris Anne Tobin and Brad Morgan, University of Tennessee College of Law

Incorporated in our 1L two-semester legal research course is an experiential learning component. Partnering with nonprofit organizations, second semester 1L students are tasked with researching real-life legal issues for nonprofit partners. These organizations provide topics of legal need; students research and draft memoranda addressing the issues; practicing attorneys provide direction via commentary on memoranda; and faculty grade memoranda. Key topics of this workshop include 1) experiential learning component history and evolution, 2) intricacies of working with external partners, and 3) vetting topics to insure coverage of the legal research pedagogy. A jump drive with documents for replication or creation of similar programs will be included.

Workshop Session 3 (12:30-1:30 p.m.) Saturday June 13

[A] Utilizing the Clinic to Build Client Interviewing Skills Across the Curriculum

Christine Cerniglia Brown and Davida Finger, Loyola University New Orleans College of Law

This presentation will focus on developing client interviewing skills. This key lawyering skill should be introduced in the first year curriculum

and further developed in clinic, doctrinal, and externship courses. The workshop will introduce participants to relationship-centered client lawyering; provide a template for a complex, well-developed and multipart simulation; engage participants through role play; showcase the “train” or “team” method to engage the entire class; and explore how to teach interviewing skills across the curriculum.

[B] The Lawyering Lab: 1L Curricular Reform, Building Consensus for Experiential Education and Faculty Integration

Connie Browne, Peggy Maisel and Maureen O'Rourke, Boston University School of Law

The Lawyering Lab is a required one-week experiential course for all first-year law students focusing on teaching transactional law and legal skills, including counseling, negotiation and contract drafting. One goal is to introduce students to team-based, experiential learning and a second goal is to serve as a catalyst for bringing faculty together around important curricular reforms. The presenters and participants will explore ways to develop a successful process to both design and implement curricula reform and to encourage collaboration between clinical and non-clinical faculty. Participants will leave with new ideas on how to implement significant curricular change.

[C] Externship Deliverables: Making the Most of the Experience

William E. Foster, University of Arkansas Law School

This presentation explores ways in which faculty supervisors can aid students in capitalizing on the career development aspects of their externships. Externships provide unique opportunities for students to gain a deeper understanding of different legal work environments, but without guidance, students struggle to articulate the value of the experience. I focus on three distinct products students can develop during their time in the workplace – writing samples, contact books, and oral summaries.

Through these outputs, faculty supervisors can help students leverage their externship experience to further their broader personal and career objectives.

[D] Integrating Skills, Values and Therapeutic Jurisprudence in the First Year Property Course

Carol L. Zeiner, Osgoode Hall Law School of York University; Shelley Kierstead, St. Thomas University School of Law

Real world attorneys must discover the facts. In this workshop participants will learn how to assist their students in integrating property law, legal writing, and an array of skills and professional values. The demonstrated method has students working in small teams to formulate questions based on their doctrinal knowledge. Then, the students interview a client and another individual to determine whether the client has a case for adverse possession. Participants will see how students use skills learned in legal writing to advise the client. Participants will enjoy hands-on experiences while learning about the use of therapeutic jurisprudence to support professionalism in legal writing and client relations. The project can be replicated for any course in the curriculum.

Workshop Session 4 (2:00-3:00 p.m.) Saturday, June 13

[A] From Backpack to Briefcase: How Law School Mentoring Programs Teach Lawyering Skills & Values

Jodi Nafzger, Concordia University School of Law

This workshop will provide an overview of a formal law school mentoring program that has been successfully incorporated into both the experiential learning curriculum and career services. The workshop will introduce ways to teach lawyering skills and values based on Carnegie and the Shultz / Zedeck categories. We will work in small groups designing a program or class, either elective or

required. This active approach will allow audience members to take back concrete examples for future development at their own institutions. Participants will also receive a bibliography of materials about mentor programs, a mentor handbook, syllabi, and other course materials.

[B] Developing the Case for 1L Curriculum Reform

*Paula Schaefer and Joy Radice
University of Tennessee College of Law*

Participants in this interactive workshop will develop strategies to build support for 1L curriculum reform. First, using quick writes and video clips, we will explore why some support the traditional 1L curriculum and others advocate change. Second, we will form small groups to brainstorm responses to the arguments against 1L curriculum reform. Finally, we will present and discuss three models of experiential curriculum design. During this final phase of the discussion, we will use the electronic forum "Today's Meet" to solicit real-time comments and questions from workshop participants.

[C] The Portals to Practice: A Multidimensional Approach to Integrating Experiential Learning into Traditional Legal Education

Myra Berman, Touro College Jacob D. Fuchsberg Law Center

Many law schools have developed experiential education programs, but most adhere to a traditional sequencing of offerings during the three years of law school. At Touro Law Center, we have reconfigured the curriculum so that there is a unique balance in the presentation of doctrine and skills, knowledge and values, particularly during the 1L year. Experiential education is not merely an add-on to a traditional curriculum; it is at the center of curricular offerings and a primary method of instruction throughout law school.

[D] Developing Emotional Competency Through the Lens of the Enneagram: The Nine Patterns of Processing

Robin Slocum, Fowler School of Law, Chapman University

The Enneagram is a template for better understanding nine basic variations in human temperament, helping students to better understand themselves and others. This model is supported by neuroscience, which has identified nine distinct patterns of processing – with different worldviews, mental preoccupations, and communication styles. The Enneagram helps students identify and appreciate how the specific "lens" through which they view the world influences their ability to understand and work effectively with others. In this interactive workshop, I introduce the Enneagram by conducting a mock class in which I will role-play an exaggerated version of each of the nine personality styles.

Workshop Session 5 (3:30-4:30 p.m.) Saturday, June 13

[A] Teaching Millennials Through Experiential Learning: Downloading Knowledge, Uploading Teaching

*Renee Allen and Alicia Jackson,
FAMU College of Law*

This interactive workshop is designed to challenge participants' knowledge and understanding of millennials while exploring various teaching methodologies to highlight experiential learning. Before we can understand how to engage our students in experiential learning, we must first learn who they are. This presentation will give an overview of Millennials, including who they are and how they learn best. Next, the presenters will focus on how law faculty can incorporate experiential learning strategies across the law school curriculum. The process of downloading knowledge about Millennials and experiential learning will result in law faculty uploading teaching strategies to enhance the learning of the next generation of lawyers.

[B] Experiential Learning Across the Curriculum: Options for Every Class

Courtney Anderson, Leslie E. Wolf, Jessica Gabel, and Nicole Iannarone - Georgia State College of Law

Law students need to develop practice skills before graduating, but there are challenges to achieving that goal. Traditional experiential coursework, such as clinics, externships, and simulation courses, typically have limited enrollment. Elective courses reach only a part of the student body, and incorporating experiential exercises in required courses can pose difficulties with coverage and assessment. This workshop will explore options for integrating experiential learning across the curriculum, including first year and upper-level required and elective courses, as well as clinic-like courses. During the session, attendees will work on an experiential innovation to undertake in their own courses.

[C] Trauma-Informed and Culturally Sensitive Lawyering

Elizabeth Donovan, Ave Maria School of Law

The workshop will discuss trauma-informed and culturally-sensitive interviewing and counseling, engender an understanding of effective preparation, sound techniques, and worthwhile reflection, explain vicarious trauma and the need for self-care, and explore how what is learned through an individual client may expose broader issues to be addressed through community outreach. Although taught from the experience of a Human Trafficking Law Clinic, the workshop transcends specific subject matter, and speaks more broadly to providing an experience that leaves both counselors and clients empowered and better positioned to move forward.

[D] Experiential Learning Across the Law School – Deans’ Perspectives

Valerie Couch, Oklahoma City University School of Law; Anthony Crowell, New York Law School; Rachel Van Cleave, Golden Gate University School of Law

A panel of law school deans will discuss formal and informal methods of engaging students across the law school. These programs provide opportunities to shape the students’ overall experience in law school, show them the support and resources that are available to them, and increase the likelihood that students will make effective use of this support, and provide a framework for collaborative learning beyond the classroom. This type of engagement also helps cultivate professionalism in students, a commitment to service, and supports the transition to the legal profession. We look forward to your ideas for enhancing student engagement throughout the law school and the legal community.

Workshop Session 6 (9:30-10:30 a.m.) Sunday, June 14

[A] A View from Down Under: Designing Online Learning Experiences for Practical Legal Training in Australia

Katherine Mulcahy, The College of Law, Sydney Australia

This workshop will give an overview of practical legal training in Australia and the current pressures on legal education providers to meet the needs of employers for ‘practice ready lawyers’ and the expectations of growing numbers of law graduates. Additionally, I will outline key developments in the use of experiential learning methods in Australia from face-to-face simulation of the law office, integration of clinical experience and blended learning approaches using a mix of face-to-face, online delivery and workplace experience. I will summarize the recent curriculum redesign process. I

will also show some examples of practical tasks delivered online and give participants the opportunity to design a practical “learning experience” activity for online delivery and discuss some approaches to bridging the gap between the student, the instructor and legal practice.

[B] Experiencing Civil Procedure

Robert Jones, NIU College of Law

This workshop will outline the course design for a simulation based 1L Civil Procedure course and seek to provide a number of specific examples for utilizing experiential techniques in a doctrinal course. The workshop will explore how students can learn doctrine and professionalism in the context of a course long simulation as well as the litigation described in the novel *A Civil Action*. Students tend to find complex doctrinal areas, such as subject matter jurisdiction, personal jurisdiction, choice of law, pleading standards, claim preclusion, etc., to be more interesting and comprehensible when they learn them in the context of the choices they make for their own case. In addition, students perform a variety of tasks in the context of the simulation, such as interviewing, drafting and amending pleadings, arguing motions, drafting affidavits, conducting discovery, and engaging in negotiation.

[C] Putting Practice into Palsgraf: Incorporating Experiential Learning into Doctrinal Classes to Develop Skills and Competencies

Veronica Finkelstein, Drexel University School of Law

Core competencies are often addressed outside the first-year curriculum, primarily through clinics and externships. Core doctrinal classes present unique opportunities to begin developing competencies from the very outset of law school, creating students who are more engaged and prepared for the workforce. In addition, melding experiential learning with core subject-matter reinforces both lawyering skills and enhances the understanding of the doctrinal material. This presentation identifies some key skills and competencies, provides illustrations of

how exercises can be developed and added to the first-year curriculum, and then provides practical tips for professors interested in incorporating experiential learning into their classes.

[D] Teaching Professional Responsibility in an Experiential Way

Connie Browne and Peggy Maisel, Boston University School of Law; Sue Schechter, UC Berkeley School of Law

Professional Responsibility is an ABA required course that all law students are required to take. In many cases, faculty struggle to make this important subject meaningful and real. It is a subject that crosses all practice areas. Teaching Professional Responsibility in an experiential way encourages students to learn the basic rules, analyze how they play out in practice, and develop their own ethical approach in context of the ABA and State Bar rules. This workshop will be a facilitated discussion to explore the ways we are teaching Professional Responsibility in simulation, field placement, and in-house clinical courses with the goal of all leaving with new ideas and approaches for their PR courses.

Workshop Session 7 (11:00 a.m.-12:00 p.m.) Sunday, June 14

[A] The Other Socratic Method: Reflection

Barbara Lentz, Wake Forest University Law School

Socrates stated that “the unexamined life is not worth living.” Law school faculty are identified with the Socratic Method but might not continue the dialog outside of class to encourage reflection upon learning and experience. Reflection helps students to assess their own learning, integrate their out-of-class experiences, evaluate their skills and competencies and facilitates deeper learning. The workshop will describe the role of reflection in learning; review conditions that encourage reflection; share sample reflection prompts; ask participants to draft a reflection prompt and companion learning outcome; and discuss strategies for dealing with student resistance.

[B] Experiential Courses & Modules: Using *Building on Best Practices* to Match Goals & Models

Deborah Maranville, University of Washington School of Law

Why offer separate experiential courses rather than doctrinally-focused courses structured around a simulation? What do experiential modules contribute to a doctrinally focused course? What do in-house clinics provide that externships or simulation courses do not? And vice versa? This workshop will introduce frameworks for understanding the unique contributions made by different forms of experiential education and give participants the opportunity to apply those frameworks to their efforts to expand experiential education in their own schools.

[C] Role Reversal: Incorporating Students as Teachers in Law School Course Design to Foster Students' Professional Development

Alison Kehner and John M. Bradley, University of Pennsylvania Law School

This workshop explores incorporating student-as-teachers. Whether the student-teacher assumes the podium to teach a doctrinal concept or critiques a fellow student's work, all forms of the student-as-teacher experience engage the student in self-directed critical thinking, problem-solving, and reflection—all important skills for success in law practice. Additionally, teaching roles anticipate the responsibilities of a practicing lawyer who must present to a client or supervise the written work of a junior colleague. We provide an overview of two dramatically different courses in which we utilize students-as-teachers. We also propose core questions to consider when designing a student-teaching component in your course.

[D] The Lean Legal Clinic: Cost-Effective Methods of Implementing Experiential Education

Jessica D. Gabel, Georgia State University College of Law

This workshop will cover the building blocks of putting together a clinic (or clinic-like program) on a shoestring budget. From the mechanics of administrative details to getting buy-in from the faculty, students, and larger legal community, this session will address some of the external intangibles associated with an experiential learning course that for all intents and purposes operates as a clinic. It also will focus on learning outcomes, teachable moments in ethics and professionalism, and getting the bang for your buck in bringing skills and substantive knowledge to students.

**Workshop Session 8
(1:00-2:00 p.m.)
Sunday, June 14**

[A] The Benefits (and Risks) of Using Pending Supreme Court Cases in Doctrinal Courses

Megan McDermott, University of Wisconsin School of Law

This workshop explores ways to incorporate pending Supreme Court cases into doctrinal courses in order to increase student engagement and deepen the learning. Designing a course around a pending Supreme Court case helps keep the course fresh and timely, brings oral and written advocacy into the doctrinal learning, and illustrates the concept of law in action. That said, there are also pitfalls, particularly given the need to develop a syllabus around unpredictable timelines. Through an interactive demonstration, we'll explore how pending cases can be used in class and discuss how to minimize pitfalls.

[B] Incorporating Experiential Learning into the Law School Classroom: Ten Tips for Doing So Effectively and Easily

Nancy Soonpaa and Rishi Batra, Texas Tech University School of Law

Professors Soonpaa and Batra will offer "Ten Tips" for incorporating experiential learning into almost any course. Their perspectives come from both an experienced and a newer teacher, who both teach skills and doctrinal courses, in the first year and the upper level. Their goal is to demystify experiential learning by starting with a brief overview of the literature, then offering classroom-ready tips in an interactive format, complete with classroom-tested, proven-to-be-effective exercises and handouts. The tips range from "starting small" to "layering the experiences" to "probing for misunderstanding." The presentation will conclude with a group discussion of those tips and more, generated by the participants.

[C] Getting Students Psyched: Using Psychology to Make Law Students "Practice Ready"

Marybeth Herald, Thomas Jefferson School of Law

The revolution in cognitive research over the past few years has given us insights into how the brain operates. This research sounds a cautionary note for attorneys and law students - people do not act with the rationality assumed in the law. Legal education does not normally encompass training for the reality of irrationality. Teaching students about basic cognitive biases will deepen their learning experience by bringing these hidden influences into conscious view. These biases subtly, but effectively, influence all actors within the legal system. This workshop discusses ways to teach cognitive biases and bring psychological factors to the front of the classroom.

Experiential Learning Across the Curriculum

INSTITUTE FOR LAW TEACHING & LEARNING SUMMER CONFERENCE:

JUNE 13 AND 14, 2015

Name: _____ Phone: _____
School: _____ E-mail: _____
Address: _____ City/State/Zip: _____

Check the boxes for the workshops you wish to attend (only one per session, and these can be changed once you arrive to conference, we are just trying to get a sense of preference.)

- Workshop Session 1: A B C D
Workshop Session 2: A B C D
Workshop Session 3: A B C D
Workshop Session 4: A B C D
Workshop Session 5: A B C D
Workshop Session 6: A B C D
Workshop Session 7: A B C D
Workshop Session 8: A B C

Barrister Winery (*\$10 to be paid at the Winery*)

Return this form **with** the payment form below and your check to:
Institute for Law Teaching & Learning, Gonzaga University School of Law,
Attn: Barb Anderson, P.O. Box 3528, Spokane, WA 99220-3528.

PAYMENT FORM

- Enclosed is a check payable to Gonzaga University for \$450
 Enclosed is a check payable to Gonzaga University for \$350 (Presenters only)
 No payment required for faculty members of Institution host schools: University of Arkansas Little Rock Bowen School of Law, Washburn University School of Law, and Gonzaga University School of Law.

If paying by credit card, please visit our website at
<https://commerce.cashnet.com/GUILTL>

Return this form **with your check** and the above registration form to:
Institute for Law Teaching & Learning, Gonzaga University School of Law,
Attn: Barb Anderson, P.O. Box 3528, Spokane, WA 99220-3528.

For information, contact Barb Anderson (banderson2@lawschool.gonzaga.edu); (509) 313-3740; FAX (509) 313-5842