

UCLA SCHOOL OF LAW AND
INSTITUTE FOR LAW TEACHING & LEARNING

February 28, 2015

WORKSHOP ONE

*Whole Person, Whole Class: Teaching Holistically
Through An Integrated Learning Lens*

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OUTLINE & WORKSHEETS

I. TEACHING TO PROFESSIONAL JUDGMENT: THE ENGAGEMENT ENDGAME

• **Thesis:**

Intentional integrated learning strategies promote whole-class engagement because they challenge each student, as whole person, to synthesize the many considerations necessary for sound professional judgment.

II. INTEGRATED LEARNING: A MEANS TO THE END(GAME)

• **Carnegie Excerpts:**

[L]earning the law is an ensemble experience, its achievement a holistic effect. . . . [T]he apprenticeships of cognition, performance, and identity are not freestanding. Each contributes to a whole and takes part of its character from the relationship it has with the others. (CARNEGIE 58-59)
. . . . The goal has to be integration into a whole greater than the sum of its parts. (CARNEGIE 178)

• **An effective integrated learning strategy:**

1. Works to empower students to intentionally connect doctrines, skills, and values in meaningful ways, and
2. Anchors these connections in professional identity and purpose, encouraging students, through a broadened self-consciousness and a refined metacognitive sense, to bring the whole of who they are to the exercise of professional judgment.

III. INTEGRATED LEARNING IN ACTION: TWO INTERACTIVE EXERCISES

- **Exercise 1 — *Deconstructing An Integrated Learning Exercise***
(Worksheet 1/pages 3-4)

Intentional integrated learning exercises can promote student engagement because the learning is:

1. Student-centered
2. Actively used
3. Contextualized in realistic scenarios
4. Relevant to the endgame
5. Made transparent
6. Respectful of the student’s voice and experience

- **Exercise 2 — *Creating Your Own Integrated Learning Exercise***
(Worksheet 2/pages 5-6)

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PERTINENT SOURCES

See generally Patti Alleva & Laura Rovner, *Seeking Integrity: Learning Integratively from Classroom Controversy*, 42 SW. L. REV. 355 (2013) (defining and illustrating integrated learning)

Key Findings, HOW PEOPLE LEARN: BRIDGING RESEARCH AND PRACTICE (1999), M. Suzanne Donovan, John D. Bransford, and James W. Pellegrino (eds.), at http://www.nap.edu/openbook.php?record_id=9457&page=R1 (explaining the importance to learning of metacognition and accounting for preconceptions)

American Bar Association, STANDARDS AND RULES OF PROCEDURE FOR APPROVAL OF LAW SCHOOLS (2014-15), Standard 303(a)(3) (stating that the new experiential course required by this Standard, among other things, must “integrate doctrine, theory, skills, and legal ethics”)

WORKSHEET 1

DECONSTRUCTING AN INTEGRATED LEARNING EXERCISE

It is five months after graduation. You have just been hired as counsel to the organization Pro-III. Its primary mission is to advocate for an independent Article III judiciary. Pro-III is concerned that Pro-I, another advocacy group with a vastly different agenda, has grabbed the media spotlight with an aggressive multi-media campaign criticizing federal judges as unaccountable to the public and insinuating that Pro-III is not a credible organization. In its video ads and blog posts, Pro-I has been highlighting the U.S. Supreme Court's opinion in *CFTC v. Schor* to support its claim that Congress has broad discretion to limit the reach of the Article III trial courts. Pro-III asks you to draft a press release criticizing *Schor* as the first step in a vigorous counter-campaign.

- (1) Please draft that press release (no more than 1 ½ pages) for your client's review. Be ready to explain to the client why you chose the particular approach (and wording) embodied in your draft, including why you decided **not to use** at least one idea or phrase. The client, by the way, asks you be the contact person on the release.

- (2) When drafting the release, you began to feel that, on a personal level, you don't necessarily agree with your client's position, and became somewhat uncomfortable about the very public nature of this Pro-III/Pro-I disagreement. Be ready to discuss what steps, if any, you would take to deal with this realization, and how this divergence might affect what you do and say concerning the client.

WORKSHEET 1

1. What are the primary substantive law **doctrines** implicated by this problem?
 - a. The Legislative Courts doctrine
 - b. The Separation of Powers doctrine/Article III fundamentals
 - c. The Rules of Professional Conduct

2. What **skills** (broadly defined) are required to handle the issues raised by this problem?

3. What **ethical, professional identity, and personal values** issues may be implicated?

4. What are the **professional judgment takeaways**, which show that legal decision-making is a synergistic composite of many considerations?

WORKSHEET 2

1. What are the primary substantive law **doctrines** implicated by this problem?

2. What **skills** (broadly defined) are required to handle the issues raised by this problem?

3. What **ethical, professional identity, and personal values** issues may be implicated?

4. What are the **professional judgment takeaways**, which show that legal decision-making is a synergistic composite of many considerations?
