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)


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?

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

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

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Worksheet 2

Creating Your Own Integrated Learning Exercise

Please draft a hypothetical that implicates substantive law doctrines, practical skills, and professional and personal values in ways that illustrate how all three come together in the crucible of professional judgment. On the flip side of this page, please record the particular doctrines, skills, values, and professional judgment takeaways that you are targeting through this problem.

The Facts

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

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

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