

Tuesday, June 19th

Exploring the Use of Technology in the Law School Classroom.

8:00 a.m.	Registration & Continental Breakfast		
8:30 a.m.	Opening and Welcome		
9:00 a.m. – 10:00 a.m. Workshop Session 1	[A] Using Polling Software to Engage & Support Students	[B] Using technology to facilitate 360 degree assessment of practical skills in a clinical setting	[C] Innovating in the Classroom: The Role of Technology in Law Schools
	<i>Room 227</i>	<i>Room 143</i>	<i>Room 305</i>
10:00 a.m.	Break		
10:30 a.m. – 11:30 a.m. Workshop Session 2	[A] Using TWEN effectively	[B] Using Authentic Practice Technologies to Help Students Hone Problem-Solving Capacities that Elude Traditional Law School Pedagogy	[C] Clicking through the Classroom
	<i>Room 227</i>	<i>Room 143</i>	<i>Room 305</i>
11:30 p.m.	Lunch/Presentation		
12:30 p.m. – 1:30 p.m. Workshop Session 3	[A] Of Mind Maps and Makerspaces – Technology Approach to Law Teaching	[B] How to Use PowerPoint to Promote Active Learning	
	<i>Room 227</i>	<i>Room 143</i>	
1:30 p.m.	Break		
2:00 – 3:00 p.m. Workshop Session 4	[A] Real Property for the Real World: How to use technology for genuine student understanding	[B] How I Flipped The Switch: A Case Study About Online Course Development, Student Learning Outcomes, and ABA Standard 306 in a Skills-Based Law Course	[C] How to Provide Valuable Legal Instruction to Your Law Students Using Easy –to-Navigate Technological Solutions!
	<i>Room 227</i>	<i>Room 143</i>	<i>Room 305</i>
3:00 p.m.	Break		
3:30 – 4:30 p.m. Workshop Session 5	[A] Online legal education – lessons for the classroom	[B] Blog Posts and Comments as a Course Component in a Hybrid Professional Responsibility Course	
	<i>Room 227</i>	<i>Room 143</i>	
4:30 p.m.	Reception/Presentation		

Wednesday, June 20th

Exploring the Use of Technology in the Law School Classroom.

8:30 a.m.	Continental Breakfast		
9:30 – 10:30 a.m. Workshop Session 6	[A] Webby Book Workshop: Interactive Content Within a Universal Design	[B] Just for the Record: Learning Lawyers' Negotiation Skills Through Video Recording	[C] Maximum Engagement - Utilizing Technology To Engage Law Students in Doctrinal Courses
	<i>Room 227</i>	<i>Room 143</i>	<i>Room 305</i>
10:30 a.m.	Break		
11:00 – 12:00 p.m. Workshop Session 7	[A] A Pencil and a Pad	[B] Metadata: What Is It and How Might It Effect Law Schools	[C] Using VoiceThread to Creatively Connect and Collaborate
	<i>Room 227</i>	<i>Room 143</i>	<i>Room 305</i>
12:00 p.m.	Lunch/Presentation		
1:00 – 2:00 p.m. Workshop Session 8	[A] Peer Review Made Easy with Google Docs	[B] So You Want to Teach an Online Legal Skills Class	
	<i>Room 305*</i>	<i>Room 143</i>	
2:00 p.m.	Closing Plenary		
2:30 p.m.	Adjourn		

- Please note this presentation rooms

EXPLORING THE USE OF TECHNOLOGY IN THE LAW SCHOOL CLASSROOM.

**INSTITUTE FOR LAW TEACHING & LEARNING SUMMER CONFERENCE:
JUNE 18-20, 2018
GONZAGA UNIVERSITY SCHOOL OF LAW, SPOKANE, WASHINGTON**

Structure of the Conference

The conference will include an opening plenary session and a closing session plus eight workshop sessions. During each session, two to three 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 unique ways of incorporating technology 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 two-day conference, participants can expect to encounter many new ideas about teaching, learning, and the use of technology in the classroom to better engage students. 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 using different technology in their 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.

Technology

If possible, participants should bring a laptop or tablet to use at the conference. Several sessions are designed to be interactive and provide hands on experience. If you need to borrow a laptop, there will be a limited amount for participants to check out at the Gonzaga law library circulation desk. Guest Wi-Fi will be available.

Opening and Welcome
(8:30-9:00 a.m.)
Tuesday, June 19

Exploring the Use of Technology in the Law School Classroom:

Dean Jacob Rooksby, Gonzaga University School of Law

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.)
Tuesday, June 19

[A] Using Polling Software to Engage & Support Students

Mai Linh Spencer,

UC Hastings College of the Law

This workshop aims to inspire attendees to incorporate polling in their classrooms. Students overwhelmingly report that polling helps them learn, self-assess, and engage with both the material and the classroom community. An enthusiastic (though relatively unsophisticated) user, Prof. Spencer has found in-class polls to be invaluable when teaching a large doctrinal course. She will demonstrate a range of possible uses, from comprehension checks to Bar exam preparation to classroom community-building. The workshop itself will be conducted in part through polls, using PollEverywhere software. Attendees will need a laptop or cell phone to participate.

[B] Using technology to facilitate 360 degree assessment of practical skills in a clinical setting

Sandra Prinsloo and Frederik Grobler

University of Pretoria Law Clinic

This presentation will attempt to demonstrate how the use of technology can facilitate 360 degree assessment of the law clinic student's practical skills. This is done by placing the "student" in a scenario where the use of technology allows the student to be assessed by him/herself; the client; peers and the lecturer/supervising lawyer. The presentation will also explore how this method can be utilized in a different setting.

[C] Innovating in the Classroom: The Role of Technology in Law Schools

Monica Llorente,

Northwestern Pritzker School of Law

How do we incorporate technology into our classrooms and develop tech initiatives for our law schools? Come learn more about Northwestern's approach. As part of the session, participants will be asked to examine their school's approach to technology. Together, we will brainstorm and outline future strategies by exploring the key elements needed for successful and ongoing initiatives, from involving key stakeholders to cultivating peer involvement. Interactive - no prior knowledge needed – all welcome!

**Workshop Session 2
(10:30 a.m.-11:30 a.m.)
Tuesday, June 19**

[A] Using TWEN effectively

Julia Belian,

University of Detroit Mercy School of Law

Learn the basics of TWEN usage and some advanced tips on how to squeeze as much as possible out of West's course management system. Topics include:

- Organizing materials on TWEN to maximize student usage
- Creating TWEN quizzes and assignments and working with the provided gradebook function
- Using the calendar and e-mail features to get important notices out
- Integrating CALI lessons
- Using TWEN as a launchpad in the classroom
- Leveraging forums to encourage discussion and streamline pre-exam review
- Monitoring course usage to evaluate your TWEN page's effectiveness
- Preserving your best ideas to carry forward into next term

[B] THE MEDIUM IS THE MESSAGE: Using Authentic Practice Technologies to Help Students Hone Problem-Solving Capacities that Elude Traditional Law School Pedagogy

Jennifer Spreng,

St. Mary's University School of Law

Teaching students to solve typical client problems is an ideal of modern legal education, but without lawyers' practice technology tools, students often cannot do so efficiently enough for classroom activities. Instead, law school courses downgrade the most authentic practice issues, leaving students artificially less practice prepared. This workshop will explore ways to integrate practice technologies as teaching tools in doctrinal courses: low-tech tools such as claim charts and high-tech tools such as bankruptcy software. Participants will experience how practice technologies transform a case-analysis-driven course into an authentic, higher-order problem-solving or simulation-anchored course that is more intellectually challenging and practice relevant.

[C] Clicking through the Classroom

Peter Sankoff,

University of Alberta, Canada

Online clicker platforms provide a great way to engage with large groups of students. This technology offers a wide range of possibilities for the adventurous professor, as it can be used to review key concepts, ask for student opinion or operate as a platform for problem solving. But using clicker technology is not always an intuitive process for the Professor. Careful thought needs to go into how clickers will be deployed in the classroom to ensure maximum effectiveness. In this workshop, I hope to use clickers with the audience to show first-hand some of the most - and least - effective ways to put this technology into practice.

Workshop Session 3
(12:30-1:30 p.m.)
Tuesday, June 19

[A] Of Mind Maps and Makerspaces – Technology Approach to Law Teaching

Sharon Bradley,

University of Georgia School of Law

Mind maps and makerspaces are two potential approaches to instruction that might inject a little fun and zing into the classroom. Mind maps are a more visual or graphical tool for teaching analysis, problem solving, and decision-making. Makerspaces embrace Langdell's model of the law library as the "laboratory" of the law school. A makerspace could allow students to experiment, create, and learn to evaluate the "benefits and risks associated with relevant technology," as reflected in the recent change to Rule 1.1 of the Model Rules of Professional Conduct.

[B] How to Use PowerPoint to Promote Active Learning

Stephen L. Sepinuck,

Gonzaga University School of Law

badly: slides filled with text that the presenter reads to the audience. This presentation will begin by demonstrating ways to use PowerPoint more effectively, such as by diagramming cases or transactions or providing visual metaphors for legal rules. The presentation will then show how to use these and other types of slides to promote active learning in the classroom. This will include step-by-step instructions on how to use triggers to reveal items in the order students mention them and how to incorporate comments students make in class into a slide during a presentation

**Workshop Session 4
(2:00-3:00 p.m.)
Tuesday, June 19**

[A] Real Property for the Real World: How to use technology for genuine student understanding

*Dr. Cathy Sherry,
UNSW Law, Australia*

This workshop will focus on how technology can make one of the hardest, most dreaded subjects in the curriculum, exciting, engaging and comprehensible to students. It will demonstrate the online tools teachers can use to communicate both the significance of property law and its practical operation to students. It will show how teachers can move away from traditional, case-based teaching, with exclusive focus on doctrine, and create activity-based courses that present a holistic, real-world picture of property practice. Skills learned will be transferrable to other traditionally doctrinally-heavy courses. The workshop will cover building Moodle sites, Smart Sparrow ‘games’, lightboard presentations, animations and visual tools like Instagram. Dr Sherry’s own Moodle site won a Lexis Nexis Innovation Award in 2015.

[B] How I Flipped The Switch: A Case Study About Online Course Development, Student Learning Outcomes, and ABA Standard 306 in a Skills-Based Law Course

*Jennifer L. Laws,
University of New Mexico School of Law*

This workshop will present an overview of the online course development process, including

- Key stages of moving an existing course from a face-to-face format to an all online format
- Human and technological resource requirements
- Impact on student course experience and learning outcomes
- Discussion of ABA Standard 306 and the proposed changes to the rule

After participating in this proposed program, attendees will be able to:

- Describe the major steps required to transition an existing course from a face-to-face to an all online format
- Demonstrate an increased understanding of the types of institutional support required to successfully transition a face-to-face course to an all online format
- Articulate advantages and disadvantages of delivering skills-based law instruction in an online environment
- Identify at least one element of an existing course that might be enhanced with the techniques and tools of online instruction

[C] TECH SAVVY SOLUTIONS TO TIME CONSTRAINED LEGAL CLASSROOMS: How to Provide Valuable Legal Instruction to Your Law Students Using Easy –to-Navigate Technological Solutions!

*Patrick Gould,
The Appalachian School of Law*

Classroom time is often at a premium. This presentation will show attendees how to use simple technological solutions to expand their own classrooms. These technological solutions may be employed tangentially, or used as a vital component of the curriculum. This presentation will give concrete suggestions and directions for bringing time-extending technology to your classroom!

Workshop Session 5
(3:30-4:30 p.m.)
Tuesday, June 19

[A] Online legal education – lessons for the classroom

*Dean Stephen Colbran, Dr. Amanda-Jane George, Associate, Professor Scott Beattie
CQ University Australia*

CQULaw is an accredited 100% online Australian law school. In this presentation, you will learn how using digital flashcards can enhance your students' memory retention. Explore incorporating constructionist visual approaches in your legal assessments, where students create comics, animations, storyboards, infographics and film. See how Facebook can significantly improve law student engagement and learning. Appreciate the significant role digital badges can play in developing law student skills. Be part of an experiment where the conference presenters are 7500 miles away presenting live from your tomorrow.

**[B] Blog Posts and Comments as a Course Component in a Hybrid
Professional Responsibility Course**

*Diane Klein,
University of La Verne College of Law*

Participants will visit, navigate, and contribute to my curated blog, Klein's Professional Responsibility Onscreen (<http://pronscreen.blogspot.com/>), 200+ clips from movies and TV shows with lawyer characters, analyzed from the point of view of the Model Rules of PR. Learn about how I created the blog as an evolving course supplement, fully searchable by rule/subpart, jurisdiction, topic, etc. The course is Standard 306-compliant as a hybrid course, whose distance education components include creating and posting blog entries, and commenting on existing posts. Participants will access the blog live from the public-facing side and from the creator/curator's side.

Workshop Session 6
(9:30-10:30 a.m.)
Wednesday, June 20

[A] Webby Book Workshop: Interactive Content Within a Universal Design

*Dr. Tim Kaye and Anna Parsons,
Stetson University College of Law*

The workshop will feature a hands-on demonstration of a Webby Book: a legal textbook re-envisioned as an interactive and fully accessible website. Participants will have the opportunity to make and respond to comments within the Webby Book. These comments appear alongside the related text and trigger an email with a hyperlink to the comment. This allows everyone to follow the discussion. Additionally, participants will learn how to use the forum, take multiple-choice quizzes, make use of the hyperlinked footnotes, and navigate the infinitely-scalable flowcharts and tables that summarize different areas of the law.

[B] Just for the Record: Learning Lawyers' Negotiation Skills Through Video Recording

*Andrew Nobel,
Anglia Ruskin University,
Cambridge*

This workshop will take the form of a simulated negotiation exercise. Participants will work as part of a team of 2/3 lawyers representing one of the parties to a wrongful termination/discrimination action. Participants will attempt to negotiate a settlement of the action based on supplied case study documents. The negotiation meeting will be recorded on video camera. The learning opportunity will be for the participants to watch their own performances on playback of the video recording, whilst simultaneously receiving feedback from the tutor and their peers.

[C] Maximum Engagement - Utilizing Technology To Engage Law Students in Doctrinal Courses

*April G. Dawson,
North Carolina Central University
School of Law*

In this session, I will share practical ideas and best practices for using technology to facilitate maximum student in engagement. During this interactive session, I will discuss and demonstrate my use of polls, Google Forms, multi-media, ExamSoft, and other technology tools in my Constitutional Law course. The learning goals for this session: Explore and gain insight into the creative ways to use multiple technological tools in doctrinal classes | Discuss best practices for use of multiple technological tools in doctrinal classes | Discuss the pedagogical benefits of a tech-enhanced class.

Workshop Session 7
(11:00 a.m.-12:00 p.m.)
Wednesday, June 20

[A] A Pencil and a Pad

Julia Belian,

University of Detroit Mercy School of Law

The iPad Pro, when used with the Apple Pencil, creates unprecedented opportunities for law classroom teachers to replace smart podia, laptops, and smartboards with a relatively lightweight, relatively inexpensive, but very powerful technology. This one's a game-changer, folks. Participants will identify steps necessary to integrate these tools into all kinds of teaching while avoiding embarrassing tech-fails. Participants are NOT required to bring an iPad Pro and/or Apple Pencil but should bring whatever technology they have, as we will use what we learn about the iOS environment to identify similar strategies for other devices.

[B] Metadata

Gregory S Johnson and Sandra Simpson

Pain Hamblen LLP and Gonzaga University School of Law

This workshop discusses metadata, the hidden data that is ubiquitous to and travels with any data file that each of create, use, or receive. Among other things, we will discuss and reveal that which is metadata, and also discuss it from a privacy and use perspective – e.g. what can metadata reveal about a data file, about you, or about the person who provided a file to you. We will also converse about security and what steps should be taken to protect yourselves, your classrooms and schools from metadata.

[C] Using VoiceThread to Creatively Connect and Collaborate

Barbara Lentz,

Wake Forrest School of Law

VoiceThread helps my students connect their in- and out-of-class learning, collaborate, develop presentation skills, and share solutions with community partners. VoiceThread is a cloud application that allows students to upload, share and discuss documents, video, and more. Uploads can be private or publicly posted from nearly any internet-connected device. I have used VoiceThread as a “draft” with peer and professor evaluation; oral argument preparation; guided reflection; and community partner communications. The presentation will share: a sample, student survey data, the design and commenting process, and suggestions for integrating VoiceThread.

Workshop Session 8
(1:00-2:00 p.m.)
Wednesday, June 20

[A] Peer Review Made Easy with Google Docs

Monica Llorente,

Northwestern Pritzker School of Law

Explore how to use Google Docs for peer review and start outlining a plan to put it into action! Google Docs was created to enhance collaboration, and students are already regular users. Also, research shows: people learn more from others at their own level, students learn more effectively by giving constructive feedback, students of all levels benefit the same, and students develop key critical thinking skills through peer review. Plus, peer review eases grading, and grades tend to be more reliable. No second thoughts — come incorporate peer review! Interactive – bring laptop (if possible) - no prior knowledge needed – all welcome!

*Please go to room 305 instead of 227 for this presentation.

[B] So You Want to Teach an Online Legal Skills Class

Patrick Charles,

Gonzaga University School of Law

Even though online learning has become mainstream, law schools have lagged behind due to the ABA's restrictive rules related to distance learning. Slowly, law schools have begun to offer online course but that may accelerate due to the ABA potentially loosening some of the rules related to distance education. Online courses offer the promise of access and convenience for law students; however, the downside is that much of the human interaction that is present in a "stand-up" class can be lost when the course is offered online. This program will explore some of various considerations in designing and implementing an online skills course. These considerations include:

- Scope of the course
- Synchronous or asynchronous
- Platform selection
- Presentation of materials
- Use of discussion sessions
- Learning outcomes and assessments