INSTITUTE FOR Law Teaching and Learning
UA LITTLE ROCK WILLIAM H. BOWEN SCHOOL OF LAW University of Arkansas at Little Rock
GONZAGA UNIVERSITY School of Law
WASHBURN UNIVERSITY SCHOOL OF LAW

# Exploring the Use of Technology in the Law School Classroom.

## Workshop
## 1A

# Using Polling Software to Engage & Support Students

*Mai Linh Spencer*
*UC Hastings College of Law*

**Mai Linh Spencer** is an Associate Clinical Professor at UC Hastings College of the Law, where she teaches Evidence and the Individual Representation Clinic and is the Academic Director of the Lawyers for America fellowship program. After graduating from NYU School of Law, Linh spent five years as a trial attorney with the U.S. Department of Justice, Civil Rights Division, prosecuting federal criminal civil rights violations, including excessive force, racial violence, and trafficking cases. She then moved to the Bay Area and became a California Deputy State Public Defender, representing capital and non-capital defendants on direct appeal. She began teaching at UC Hastings in 2009.

**Tips for Using Polling Software to Engage & Support Students**

**Mai Linh Spencer (with many thanks to Roger Park)**
**UC Hastings College of the Law**

Presented at:
Institute for Law Teaching and Learning Summer 2018 Conference
Gonzaga University School of Law

Before Class (Pedagogy and Logistics):

1. Have a learning goal for every poll. E.g., practice bar-style MC, test nuance of a rule, help memorize rule.

2. Vary difficulty of polls, with some easy ones every class (so that students do not get discouraged).

3. If you are using a dense hypo, show PPT slide with fact pattern, then live poll, then discuss, then show—or at least provide—slide with both hypo and answer. This is especially important if you ban laptops, which I strongly recommend.

4. Keep your polls as clean as possible, with no logos, etc.

5. Don't project more than ten polls per class hour.

6. Tell students that their individual answers are anonymous. (PE has visible setting, showing that polls are anonymous.)

7. Don't ask a question you don't want to know answer to.

8. Only occasionally ask a question without showing the class their answers, so you don't seem like you're hiding the ball.

9. Hire a student teaching assistant to set up the equipment and trouble-shoot.

10. At least two days before your first time using polling, practice in the classroom you will be using, on the equipment you will be using.

11. Get to class early and run the slide show well before class start time.

12. Get a remote-control page-turner so that you can walk around.

13. Put your school's AV help number in your cell phone.

14. Dim the lights at the podium.

During Class:

1. Give students time to read and answer a projected question before you ask about it.

2. When the answer results surprise you, consider asking students to talk to their neighbors and re-answer.

3. Sometimes use questions about possible rationales for a rule. Ask students which ones they agree with or which one best supports the rule.

4. Sometimes use questions about values or objectives as conversation starters.

5. Sometimes ask oral questions and display only the answer choices.

6. Any and all mistakes are on display and students will want to point them out. It's ok to give up on poll if it's not working. E.g., where question had unintended ambiguity or incorrect fact.

7. Polling makes it easier to use difficult analytical questions that have a clearly preferable answer. Students will be glad to see that others have given the wrong answer. If many give a wrong answer, you can ask students to talk to neighbors and re-poll. Having done your duty to active learning, you can choose either to ask sub-questions or just to explain the answer.

8. Sometimes a question with a list of alternative answers can be used as a substitute for a lecture. Suppose that you want to make sure that the students are familiar with the standard justifications for a rule, because you plan to compare it to another rule and ask if the two are consistent. The quickest approach would be just to list the justifications that have been advanced for the rule in a lecture. But the lesson may have more staying power if students are presented with a list of objectives and asked which ones support the rule. That way the students evaluate each objective and are more likely to remember them.

After Class:

1. Revise your questions right after class so that they will be better next year.

2. On your classroom management system (Canvas, TWEN, Blackboard, etc.): post your PPT slide deck and include text of poll with correct answer in notes (not the visible slide), so that students can run through deck and test themselves.

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# Exploring the Use of Technology in the Law School Classroom.

## Workshop
## 1B

# Using technology to facilitate 360 degree assessment of practical skills in a clinical setting

*Sandra Prinsloo and Frederik Grobler*
*University of Pretoria Law Clinic*

**Sandra Prinsloo** completed her B.Com (Law), LLB and LLM degrees at the University of Pretoria. She has been practicing as an attorney at the University of Pretoria Law Clinic since 2016. She is employed in the student section of the Law Clinic which presents the module "Practical Law", an elective module in which final year law students gain practical experience by working on live client cases under the supervision of attorneys. Together with Frik Gorbler, she is also a co-lecturer for law of civil procedure.

**Frik Grobler** completed his B.Com (Law) and LLB degrees at the University of Pretoria. He has been practicing as an attorney at the University of Pretoria Law Clinic since 2010 and has served on the executive committee of the South African University Law Clinics Association. He is currently the course leader for the module "Practical Law", an elective module in which final year law students gain practical experience by working on live client cases under the supervision of attorneys. Together with Sandra Prinsloo, he is also a co-lecturer for law of civil procedure.

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# Exploring the Use of Technology in the Law School Classroom.

## Workshop
## 1C

# Innovating in the Classroom: The Role of Technology in Law Schools

*Monica Llorente*
*Northwestern Pritzker School of Law*

**Monica Llorente** teaches at Northwestern University's Pritzker School of Law and Weinberg College of Arts & Sciences. She currently serves on Northwestern's Law-Tech Committee, and was a charter member of the university's Experimental Teaching and Learning Analytics Program. Monica has served in many other positions in the law school, such as Acting Director of Diversity Education and Outreach, Acting Director of Career Services, and Director of the Children's Law Pro Bono Project.

In January 2018, Monica was appointed by U.S. Senators Durbin and Duckworth to the Judicial Screening Committee, which evaluates candidates for federal district court judge in the Northern District of Illinois. She is also currently the Education Co-Chair of the ABA Children's Rights Litigation Committee. Monica has served in other organizations outside of Northwestern, including the National Children's Law Network, the Dignity in Schools Campaign, and the Hispanic Lawyers Association of Illinois. She has served as an advocate for children's rights in several national campaigns and has represented children in need in various judicial and administrative proceedings. She has received several awards, including the American Bar Association Section of Litigation's Award for Outstanding Service. Before Northwestern, she practiced law at Baker & McKenzie in Chicago. She received her A.B. from Duke University and her J.D. from the Northwestern Pritzker School of Law.

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Frik Grobler & Sandra Prinsloo
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JACKIE CHILES
ATTORNEY AT LAW

## AUDIENCE FEEDBACK

**VOLUNTEER**

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**SELF-ASSESSMENT**

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**AUDIENCE FEEDBACK**

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## UNIVERSITY OF PRETORIA LAW CLINIC

1. Student Workshop:
   a) Observation of simulation
   b) Simulated consultation 1
   c) Simulated consultation 2
2. Actual consultation:
   a) Record live consultation
   b) Individual + Group feedback

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## INDIVIDUAL + GROUP FEEDBACK:

- Frequent at the beginning of the year
- Tapering down as student and supervisor work-load increases
- Total number of cases in student section (3 supervisors) in 2017: **265**
- Total number of cases in student section (3 supervisors) in 2018 (to date): **142**

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## EXPERIENTIAL LEARNING

"Experiential learning exists when a personally responsible participant cognitively, affectively, and behaviorally processes knowledge, skills, and / or attitudes in a learning situation characterized by a high level of active involvement."

- Hoover and Whitehead

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## EXPERIENTIAL LEARNING

Model:

- Race (1993) introduced a similar model of learning summarised as follows:
  1. Wanting to learn (motivation);
  2. Learning by doing (practice, learning from mistakes, etc.);
  3. Learning through feedback (to develop positive feelings about the learning);
  4. Digesting (taking stock, making sense of the experience and of the feedback).

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## ASSESSMENT

"The assessment methods used in experiential learning are as diverse as the activities. Personal development tends to use informal self-assessment and peer feedback. Where formal assessment is required, academics sometimes resort to setting conventional assignments (such as a literature review), which may be unrelated to the affective learning that forms the major part of the course."

- Weil and Mcgill

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## ASSESSMENT

- 360 Degree Assessment:
  - Different forms of assessment;
  - Different assessors:
    a) Self-assessment;
    b) Staff assessment;
    c) External assessment;
    d) Peer assessment; and
    e) Assessment by clients of the clinic.

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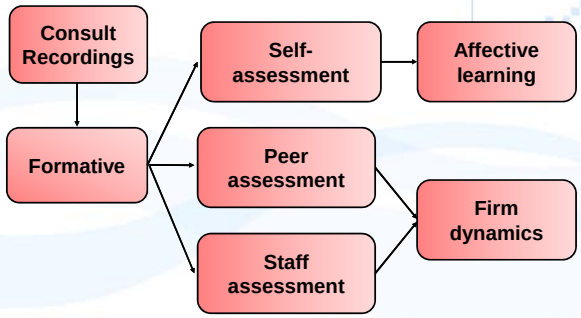
## ASSESSMENT

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## INTER-DISCIPLINARY COLLABORATION

- Mock Trial:
  - Collaboration with criminal law;
- Simulated Consultations / Negotiations:
  - Collaboration with faculty of humanities:
    - Drama department;
    - Social work & criminology.
- Other skills:
  - Negotiations; debate; trial advocacy; ethics; interviewing; etc.

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## QUESTIONS / SUGGESTIONS ?

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