

SUMMER CONFERENCE: JUNE 18-20, 2018

GONZAGA UNIVERSITY SCHOOL OF LAW, SPOKANE, WASHINGTON

The Institute for Law Teaching & Learning will present its summer conference on June 18-20, 2018, at Gonzaga University School of Law in Spokane, Washington. The theme for this conference is Exploring the Use of Technology in the Law School Classroom.

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 so that we can better engage our 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.

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 registrations.

Conference fees

\$450 for participants

\$350 for presenters

[Registration link](#)

[ILTL conference webpage](#)

Refunds: Attendees must notify the Institute of their desire to cancel registration on or before May 31, 2018 in order to receive a full refund. No fees will be refunded if notice is received after May 31, 2018.

Meals and Optional Wine Tasting

Light breakfasts and lunches on both June 19 and June 20 are included in the registration fees. In the evening on June 18, 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 a few 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. Third, some hotels offer a shuttle; you will just need to check with your individual hotel.

Lodging

Participants are responsible for their own travel arrangements. The hotels below all offer a Gonzaga corporate rate. The Red Lion River Inn has a discounted block of rooms for the conference that you can [book online](#).

[Red Lion River Inn*](#)

700 N. Division
Spokane, WA 99202
Tel: (509) 326-5577

[Conference room block starting at \\$89](#)

[The Davenport Hotel](#)

10 South Post Street
Spokane, WA 99201
Tel: (509) 455-8888
Standard rooms starting at \$157

[Hotel Lusso](#) (owned by Davenport)

808 West Sprague Avenue
Spokane, WA 99201
800.899.1482
Standard rooms starting at \$143

[Oxford Suites](#)

115 W. North River Drive
Spokane, WA 99201
Tel: (509) 353-9000
Standard rooms starting at \$142

[Red Lion Hotel at the Park](#)

303 W. North River Drive
Spokane, WA 99201
Tel: (509) 326-8000
Standard rooms starting at \$110

[Red Lion River Inn](#)

700 N. Division

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

[The Davenport Grand Hotel](#)

333 W Spokane Falls Blvd
Spokane, WA 99201
Tel: (509) 455-8888
Standard rooms starting at \$157

[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 Monday, June 18. 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.

<https://www.visitspokane.com/>

Conference Schedule

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

MONDAY, JUNE 18

5:00-7:00 PM

Welcome reception at
Barrister Winery
www.barristerwinery.com

TUESDAY, JUNE 19

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 p.m.

Workshop Session 2

11:30-12:30 p.m.

Lunch/Presentation

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 Reception/Presentation
Adjourn

WEDNESDAY, JUNE 20

8:30-9:30a.m.

Breakfast

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/Presentation

1:00-2:00 p.m.

Workshop Session 8

2:00-2:30 p.m.

Closing

2:30 p.m.

Adjourn

Technology

If possible you should bring a laptop or tablet to use at the conference. Several sessions are designed to be interactive and to give you hands on experience. If you need to borrow, a laptop there will be a limited amount that you can 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 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.

**Lunch Presentation
(12:30-1:30 p.m.)
Tuesday, June 19**

West Academic Assessment Solutions.

Room 143

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] A Technophobe's Approach to Technology in the Classroom

Nancy Soonpaa,

Texas Tech University School of Law

You don't need technology to encourage active learning—but you need to consider how technology facilitates active learning and develop alternatives that affect students the same way.

This presentation will demonstrate ways that a professor can encourage participation, increase energy, and incorporate technology-like approaches into her classroom without actually using technology or by using technology at a modest scale. This presentation is about "entry-level" almost-technology and low-level technology.

For example, clickers are a fine way to encourage participation, but using them effectively requires advance planning and sometimes, purchasing. I will demonstrate low (or no) technology ways to achieve some of the benefit of clickers without requiring clickers.

I will also demonstrate ways to incorporate technology that take advantage of simple classroom standards like a document camera.

Finally, I will talk about easy first steps towards competence at using Blackboard and a variety of simple-to-master apps and programs that will encourage the most reluctant technophobe to dip a toe into the "waters" of technology.

The presentation will incorporate a number of the no- and low-technology approaches so that participants can see how easy they are! I will also ask participants to share ways that they use simple technology in their classrooms.

[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] 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] 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.

Reception Presentation (4:30) Tuesday, June 19

Integrating Technology and Improving Learning Outcomes with LexisNexis

LexisNexis.

Room 143

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.

Lunch Presentation (12:00-1:00 p.m.) Wednesday, June 20

**Center for Computer-Assisted
Legal Instruction/CALI**
Room 143

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*
More details to come.

Thank you to our sponsors.



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Exploring the Use of Technology in the Law School Classroom.

Schedule is subject to change