Factor 1: How do we better prepare underprepared law students?

➔ To combat passive learning, bring students into the process to teach them how to become active learners. For example, individual conferencing, short written assessments with feedback, post-conferencing with assessment for students to complete, annotated memo/hypo.
➔ Spell out implicit expectations even more than you think you need to (e.g., detailed rewriting expectations)
➔ Use 2l/3L class tutors to assist with learning assessment and messaging (near pear reinforcement "law school is different than college")
➔ Warning: "Helicopter Professor."

Other Teaching Strategies?

Factor 2: How do we better prepare students to be ethical practitioners?

➔ Overarching school strategy that also involves explanation/teaching moment for students if they cheat
➔ Consistent application across classes and faculty
➔ Professional identity course
➔ Be open about your own failures

Other Teaching Strategies?

Factor 3: How to you combat entitlement?
➔ Set out expectations
➔ Active learning
➔ Emotional wellness
➔ And, it's not all negative! (Can we learn to set better work boundaries?)
➔ FERPA

Other Teaching Strategies?

Factor 4: How do you use technology as an ally?

➔ Flipped classroom to use technology outside of the classroom, such as professor created podcast, recordings, blogs
➔ Use technology in the classroom. For example, videos, clickers, cell phone surveys
➔ Online learning as an assessment tool or part of classroom teaching
➔ For student administration, text messages instead of email

Other Teaching Strategies?

More Teaching Strategies:

Kathleen Elliott Vinson, *What's Your Problem?,* 44 Stetson L. Rev. 777 (2015).

Jason S. Palmer, *The Millenials are Coming!" Improving Self-Efficacy in Law Students through Universal Design in Learning,* 63 Clev. St. L. Rev. 675 (2015)

Renee Nicole Allen and Alicia R. Jackson, *Contemporary Teaching Strategies: Effectively Engaging Millennials across the Curriculum*, 95 U. Det. Mercy L. Rev. 1 (2017)

Karen McDonald Henning and Julian Belian, *If you give a Mouse a Cookie: Increasing Assessments and Individualized Feedback in Law School Classes*, 95 U. Det. Mercy L. Rev. 35 (2017) (discussing their implementation of individualized assessment in doctrinal courses).

Elizabeth M. Bloom, *Creating Desireable Difficulties: Strategies for Reshaping Teaching and Learning in the Law School Classroom*, 95 U. Det. Mercy L. Rev. 115 (2018) (discussing assessments used in an evidence class).

Abigail Loftus DeBlasis & Elizabeth Adamo Usman, *Unrealized Potential: How Shifting the Focus to Student Learning Outcomes Could Reduce Law Student Stress*, 95 U. Det. Mercy L. Rev. 180 (2018).

Emily Grant, *Helicopter Professors*, 53 *Gonzaga Law Review* 1 (2018).

Laura P. Graham, *Generation Z Goes to Law School: Teaching and Reaching Law Students in the Post-Millenial Generation,* available at
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3271137 (forthcoming Univ. of Ark. at Little Rock L. Rev. 2019).