

# **Techniques for Teaching Law 2**



# Techniques for Teaching Law 2

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This book is dedicated to:

My extended family of teachers—partner, children, grandparents, mother, brother, sister, aunts, uncles, and cousins—Gerry Hess

My grandmother, Ethel, for her love, dedication to her family, and egg creams.—Steve Friedland

My daughter Samantha because students like you make me want to be a better teacher. Thank you for the inspiration—I hope that, for the rest of my life, I emulate your success in being a dedicated learner, a loving friend, a caring sibling, and, in every imaginable way, a wonderful daughter.—Michael Schwartz

Chris—thanks for all the support, laughter, and love—Sophie Sparrow



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# Preface

This book is designed for legal educators who want to improve their teaching and their students' learning. The first chapter presents foundational principles of learning and instruction as well as insights from students. The remaining twelve chapters address topics such as classroom dynamics, technology, questioning, discussion, collaborative learning, experiential learning, feedback, assessment, and continued development for teachers. Each of these chapters starts with an introduction summarizing the basic ideas that underlie the topic and follows with classroom-tested exercises, approaches, material, ideas and insights from veteran teachers. Although *Techniques for Teaching Law 2* follows a format similar to the first *Techniques for Teaching Law* (1999), all of the content and ideas are new.

We intend this book to be a resource for all law teachers. New and experienced teachers will find pedagogical principles relevant to all levels of law school education. Our book includes ideas for legal educators who teach doctrine, theory, skills, and values in traditional classroom courses, clinics, externships, and academic support programs. There are many innovative and challenging exercises from which to choose.

A central feature of *Techniques for Teaching Law 2* is the collection of 160 ideas and exercises contributed by dedicated law teachers who have tested them with their students. We realize that not all of these ideas will appeal to all teachers, but we hope that the variety of approaches in these contributions will provide inspiration for any teacher. We greatly appreciate all of the thoughtful legal educators who contributed their insights and exercises to our book.

While many people played important roles in making *Techniques for Teaching Law 2* a reality, one person deserves special mention. We are indebted to Robbie McMillian, the Program Coordinator for the Institute for Law Teaching and Learning, for her outstanding work managing a project that included 100 authors and four editors and doing a copy edit that led to 1000s (literally) of corrections and improvements in the manuscript.

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