



**LWI One-Day Workshop at Stetson University College of Law**  
*Building the Future of the Discipline*  
**Saturday, December 2, 2023 (Virtual)**  
**11:00 a.m.–4:30 p.m. Eastern Time**

| <b>Time</b>         | <b>Speaker</b>   | <b>Presentation</b>   |
|---------------------|--|---|
| 11:00–11:10<br>a.m. | Dean D. Benjamin Barros, Stetson University College of Law | Opening Remarks   |
| 11:10–11:35<br>a.m. | Courtney Horton, Faulkner University                       | <p><i>More than Just Socratic: How We Can Engage Various Learners</i></p> <p>Traditional law school classes are taught via the Socratic method. There is very little lecture or presentation materials. Here at Faulkner we have incorporated a flipped classroom, audience response systems, PowerPoints for lecture, video presentations, and group exercises where students form a mini-firm. I would like to introduce those options and expand on how each one can aid different students.</p> |

|                                   |   |   |
|-----------------------------------|---|---|
| <p>11:40 a.m.–<br/>12:05 p.m.</p> | <p>Priscilla Harris and Tonya Walker,<br/>Florida A&amp;M University College of<br/>Law</p> | <p><i>Goodbye Appellate Brief Road: Replacing the Appellate Brief with Motions and Other More Often Encountered Documents in First-Year Legal Writing and Research (LRW)</i></p> <p>For decades, law schools have included appellate advocacy in their first-year LRW curriculum. Generally, many law schools offer persuasive writing in the spring using appellate fact patterns. Although appellate brief writing and oral argument have laudable learning outcomes and produce valuable skills, assigning motions with memoranda can produce similar benefits. Moreover, in their summer positions, 1Ls will more likely use skills derived from writing dispositive motions than for appellate briefs. Or, to paraphrase Elton John:</p> <p style="padding-left: 40px;">Goodbye, Appellate Brief Road<br/>Where the students of yesterday howl<br/>Appeals don't happen that often<br/>Our students need motions right now</p> |
| <p>12:10–12:35<br/>p.m.</p>       | <p>Jaclyn Celebrezze, University of<br/>Washington</p>                                      | <p><i>Closing the Feedback Gap: Reflections as Diagnostic Resource</i></p> <p>Providing students with helpful, actionable feedback is a perennial challenge. This presentation identifies an additional data source for instructors when drafting feedback: digital student reflections. This process has a dual benefit for both instructors and students. For instructors, digitized reflections unlock an understanding of why a student drafted a certain way, minimizing guesswork and ensuring more targeted feedback. For students, this process directs the instructor's gaze to a concrete concern or discomfort for immediate response.</p>   |

|                  |  |  |
|------------------|--|--|
|                  |  | While not a solution for all feedback problems, digitizing student reflections allows instructors and students to work together to close the gap.  |
| 12:35–12:50 p.m. | <b>Break</b>   |  |
| 12:50–1:15 p.m.  | Bethany Gullman, The George Washington University Law School | <p><i>Evaluating Generative AI's Organization of Client Facts</i></p> <p>Generative artificial intelligence (GAI) has the potential to assist not only with legal research and analysis, but also with the organization of client factual information. This presentation will describe an exercise in a 1L legal skills course in which students evaluated and edited a GAI-drafted statement of facts for a simulated client problem. Editing a GAI-drafted document can give students valuable experience appraising the writing of others and exposure to common edits needed in human and machine-generated writing.</p> |
| 1:20–1:45 p.m.   | Christine Lofgren, Southwestern Law School                   | <p><i>Using Generative AI to Transform Students into Supervisors</i></p> <p>With currently available generative AI tools, law students have been elevated from learners to supervisors who direct and oversee another person's work. Students using AI for legal analysis and writing need to gain early competence in supervisory skills that seasoned practitioners learn over many years. This presentation will outline effective AI supervisory skills for students and present a classroom exercise to practice these skills.</p>  |

|                |  |  |
|----------------|--|--|
| 1:50–2:15 p.m. | Joe Regalia, UNLV Law  | <p><i>Generative AI in Practice: How Legal Teams and Organizations Are Using, and Will Be Using, GAI to Do More</i></p> <p>Understand how legal teams are using generative AI on the ground today, including changing attitudes towards this technology. We'll also explore the use cases likely to become commonplace in the coming 1–2 years. My hope is that by understanding better how the legal field is approaching this technology, we can better inform our teaching.</p>   |
| 2:15–2:55 p.m. | <b>Lunch, Virtual “Meet and Greet,” and Remarks from Bob Brain and Mary Bowman</b> |  |
| 2:55–3:20 p.m. | Ashley Arrington, Texas Tech University School of Law                              | <p><i>Preparing Legal Skills Instructors for the NextGen Bar: Navigating Changes and Seizing Opportunities</i></p> <p>Legal skills instructors can play a pivotal role in educational changes resulting from the NextGen bar. The exam’s heavy emphasis on “foundational skills” prompts significant changes in lawyering skills curricula and teaching methods. This presentation will delve into the NextGen bar’s impact and offer strategies for adaption. Alongside discussion of pedagogy, curricula, and assessment, it will consider shifts in the perception of skills educators and the importance of leveraging change. The NextGen bar presents an opportunity for legal skills instructors to shape the future of legal education. Early embracement of this shift ensures our influential voices can be heard.</p> |

|                |  |   |
|----------------|--|---|
| 3:25–3:50 p.m. | Jennifer Cupar, Case Western Reserve University School of Law  | <p><i>Case Management Conferences: Network While Learning NextGen Bar Foundational Skills</i></p> <p>With the NextGen Bar Exam on the horizon, legal writing professors will need to find ways to integrate Foundational Skills into their curriculum. In my advanced legal writing class, one of my favorite ways to do this is through case management conferences. This session will cover how a simulated CMC—led by a judge or practicing attorney—lets students apply a variety of skills like strategizing arguments and defenses to raise, responding to arguments, negotiating the resolution of a dispute, identifying the benefits and drawbacks of a proposed resolution, and more.</p>   |
| 3:55–4:20 p.m. | Elyse Diamond, Elisabeth Haub School of Law at Pace University | <p><i>Building a “Beautiful Tomorrow”: Designing Innovative Curricular and Co-Curricular Opportunities to Train Future Leaders in Law</i></p> <p>“Logic will take you from A to B. Imagination will take you everywhere.” (Albert Einstein) Discussions about dramatic changes in the legal practice landscape and how to teach students to utilize new tools abound. But are we helping law students to imagine? Training law students as future leaders requires teaching them to adapt not just to today, but to imagine and evolve throughout their careers. This program will share examples and promote discussion about how we are and might expand law curriculum design to offer writing and skills courses and co-curricular projects that allow students to practice adapting and imagining.</p> |
| 4:20–4:30 p.m. |  | Closing Remarks   |