LWI One-Day Workshop at the University of Florida Levin College of Law
Thursday, December 7, 2023
Virtual/EST

We're Going Back to the Future...Preparing Students for Next Generation Lawyering

We are teaching a new generation of students how to lawyer in a rapidly changing legal landscape. How can we best prepare all our students for the next generation of lawyering, where they will need to communicate effectively across multiple platforms, audiences, and contexts? What pedagogical and practical flux capacitor can get us there? What are some best practices and techniques that not only teach necessary skills but create inclusive classrooms for all students—including first-generation lawyers, non-native speakers, and neurodivergent students.

Time	Speaker	Presentation
8:45 a.m. – 9:00 a.m.	**WELCOME**	
9:00 a.m. – 9:25 a.m.	**Margie Alsbrook** Mercer University School of Law	*Contemplating Concerns About the Future of Legal Research* Generative AI presents so many concerns and opportunities, but realistically only a small portion of our graduates will be able to afford these features once they leave law school. As we contemplate our teaching opportunities and obligations, what are the limits we should consider once cost realities become involved?
9:30 a.m. – 9:55 a.m.	**Rebecca Chapman** Northeastern University School of Law	*Social Justice Lawyering: New Fundamental Skills for a New Legal Landscape* As the legal profession enters an era of likely unprecedented change, legal skills long considered "fundamental" will likely be revised. The coming rise of AI to draft legal memoranda, briefs, and other forms of writing typically considered critical to a lawyer's skillset will require that legal professors (and particularly legal research and writing professors) take a serious look at the skills they teach. This presentation will consider that skills long considered "soft" legal skills will become even more important: client interviewing, inter-office factual memoranda, and working with communities and organizations. Specifically, movement lawyering skills and principles will become ever more crucial for the modern lawyer and should join the 1L curriculum.

Time	Speaker	Presentation
10:00 a.m. – 10:25 a.m.	**Lisa DeSanctis** University of Florida Levin College of Law	*88 Miles Per Hour: Can AI Resolve Some of the "Serious Stuff" We See in Legal Writing Classrooms?* Many new law students are remarkably well-rounded; others are "spiky." Spiky students—those who are exceptionally strong in certain skill sets—may not have the foundational grammar and writing skills they need to undertake law study. Others may struggle with time management and anxiety. As legal writing professors, can we use AI to assist spiky students in closing writing knowledge gaps, improving time management, and more? Let's explore the possibilities while also recognizing the potential pitfalls of early AI adoption. In searching for the 88-mile-per-hour sweet spot, perhaps we will discover some optimal uses for AI that support our students without sacrificing the quality or integrity of our work.
10:30 a.m. – 10:45 a.m.	**BREAK** **Trivia Round 1**	

Time	Speaker	Presentation
10:50 a.m. – 11:15 a.m.	**Katherine Silver Kelly** The Ohio State University Moritz College of Law	*Be Curious, Not Judgmental: Neurodiversity in Legal Education* We tend to make quick character judgments based on what we understand, regardless of how limited our understanding is, and this judgment tends to stick even if inaccurate. This is especially true when it comes to our understanding of neurodivergent individuals and how we define success in law school and the legal profession. Under the guise of "practice-ready" and "professionalism" we tend to be judgmental instead of curious. This presentation will address how we can be curious instead of judgmental. And we can do it without compromising any core lawyering skills. Barbeque sauce.
11:20 a.m. – 11:45 a.m.	**Heidi Thompson** LSU Paul M. Hebert Law Center	*Get Your Students in the Game—World Cup Case Analysis Training Activity* This soccer-themed activity that I created encourages students to critically read case opinions and focus on the content that they should use in the different steps of an issue's written analysis. Students are placed in small groups, with each group being assigned a particular authority to present orally. The activity's rules require that students call each other out on irrelevant and/or inaccurate content. Other parts of the activity show students how a court's jurisdiction and the issues being reviewed play into the weight a court will likely give the authority. Professionalism also comes into play.

Time	Speaker	Presentation
11:50 a.m. – 12:15 p.m.	**Stacy Biggart** University of Florida Levin College of Law	*Employing EQ to Connect with the Next Gen Law Student* Emotional intelligence is the ability to recognize and understand emotions in oneself and others, and to use this awareness to manage one's behavior and relationships. By employing EQ, you can create a more inclusive and supportive learning environment for the next generation of law students in your classroom and beyond!
12:15 p.m. – 1:00 p.m.	**LUNCH BREAK** **Trivia Round 2**	
1:00 p.m. – 1:25 p.m.	**Laurel Simmons** University of Houston Law Center	*Self-Care as Stewardship: Shifting the Lens for Both Students and Professors* In an ever-changing world in both legal education and the broader legal landscape, effective strategies for anxiety, addiction, mental health issues have become more important than ever. This presentation will discuss the idea of "self-care" through a new lens for both professors and students, based on work with 1Ls in an intersession class, 3Ls in bar prep classes, and bar takers. The focus will be on self-care as stewardship of emotional and physical resources.

Time	Speaker	Presentation
1:30 p.m. – 1:55 p.m.	**Dallan Flake and Sandra Simpson** Gonzaga University School of Law	*Preparing Students for the NextGen Bar through a Unitary 1L Story Problem* Our proposed presentation would focus on how to use a unitary story problem across the 1L curriculum to prepare students for the NextGen bar examination and the practice of law. We are eager to share what we have learned through this process and how our students have responded to it. Attendees will receive a copy of the story problem we designed, as well as sample assignments based on the unitary story problem from our Civil Procedure and Legal Research and Writing courses.
2:00 p.m. – 2:25 p.m.	**Priscilla Harris, Denise Cespedes, Cassandra Harris-Starks, Ali Tal-Mason and Tonya Walker** Florida A & M University College of Law	*Great Scott! Back to the Future with In-Class, Timed Assessments in LRW* The past several years have produced sea changes in the legal industry and bar examinations. To help law students adjust to these changes and future changes, legal education needs to look to the past by using more in-class, timed assessments. These assessments, which can include e-memos and objective memorandum sections, will help prepare students for writing under time pressure as well as alleviating Artificial Intelligence (AI) concerns. Implementing these assessments comes with challenges. Such challenges include the logistics of the assignment being done in class, which require considerations as to drafting, materials, and ExamSoft.

Time	Speaker	Presentation
2:30 p.m. – 2:45 p.m.	**BREAK** **Trivia Round 3**	
2:50 p.m. – 3:15 p.m.	**Angie McDuff** University of Buffalo School of Law	*Using Learning Styles to Create Multiple Access Points in a Legal Writing Course* Whether you are a firm believer that learning styles impact student learning or a skeptic that learning styles matter, you likely agree that meeting students where they are can impact their ability to succeed in law school. In this presentation, I will provide an example of one unit of my legal writing course to demonstrate how I accommodate each of the predominant four learning styles in that unit. I posit that this approach provides the greatest opportunity for student success, regardless of whether learning styles aid in student learning, because it gives students multiple access points to the material.
3:20 p.m. – 3:45 p.m.	**Sabrina Lopez** University of Florida Levin College of Law	*1.21 GIGAWATTS?!* This presentation will focus on the ability to generate a positive and powerful current in the law school curriculum using A.I. A.I. is changing the practice of law. To better prepare our current law students for the "future" of law practice, this session will discuss the specific strategies and assignments that can be used to expose our students to A.I. and provide insight into its use in the practice of law. The session will also touch on how A.I. can potentially open doors for some of our underrepresented populations. Join me for an "electric" session.

3:45 p.m. – 4:00 p.m.	**CLOSING REMARKS** **Trivia Awards**	