



LWI One-Day Workshop
*Looking Forward: New Teaching Strategies for the
 Future – Innovations for 2021 and Beyond*
December 11, 2020
10:00 a.m. – 4:00 p.m. (EST)
Zoom Link and Passcode for All Presentations: TBA

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| 10:00-10:15 | Justice (ret.) Elizabeth A. McClanahan (President and Dean; Street Distinguished Professor of Law) | Welcoming Remarks |
| 10:15-10:40 | Ken Swift (University of Houston Law Center) | <p><i>Blended Learning, Here to Stay</i></p> <p>This presentation will explore how the presenter blended synchronous and asynchronous course sessions throughout the fall semester and why the presenter is planning on keeping the asynchronous portions even once he moves back into the brick-and-mortar classroom. The presenter will compare student results in one area of asynchronous training, citations, to previous years.</p> |
| 10:40-11:05 | Jill Barton (University of Miami School of Law) | <p><i>Take a Deep Breath: Incorporating Wellness and Meditation in the Legal Writing Classroom</i></p> <p>To combat my students’ unusually high stress level this semester, I devoted ten minutes in four (in-person) classes to wellness exercises. The first exercise asked students to share what they were doing to keep healthy and calm this fall. The answers opened a dialogue with the students and a sentiment that we were all coping together. The last exercise—a huge hit—included a guided, five-minute meditation about gratitude and acceptance. This presentation will end with the meditation exercise I used in class in hopes that others might adopt or adapt it for their own use and benefit.</p> |
| 11:05-11:15 | | Break |

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| <p>11:15-11:40</p> | <p>Craig Smith (University of North Carolina School of Law)</p> | <p><i>Mourning, Hoping, Teaching: Acknowledging Loss, Embracing Challenges, and Learning from Experiments</i></p> <p>“May you live in interesting times” is called both a blessing and a curse. It expresses a paradox: adversity can frustrate, frighten, and demoralize us—and change our minds, prompt us to innovate, and infuse our teaching with deeper compassion. Terrible times teach much. We just need the courage and patience to learn. By mourning losses, we can let go. We open space for new gains. By hoping, we muster courage to enter the unknown, make mistakes there, and risk appearing foolish. And by learning from experiments, we grow and find previously hidden blessings to count.</p> |
| <p>11:40-12:05</p> | <p>Colleen Garrity Settineri (Michael E. Moritz College of Law)</p> | <p><i>Using Videoconferencing to Teach Oral Advocacy Skills During the Pandemic and Beyond</i></p> <p>This presentation will demonstrate how videoconferencing tools (such as Zoom) have been used during the pandemic, and should be used beyond, to teach oral advocacy skills. For example, Zoom should continue to be used to provide students with a meaningful practice oral argument experience. The benefits of using Zoom in this context are both practical (e.g., use of Zoom allows recruitment from a larger pool of potential practice judges, etc.) and pedagogical (e.g., Zoom technology features, including the record and transcript features, aid students in completing a more robust post-practice self-assessment, etc.).</p> |
| <p>12:05-12:15</p> | | <p>Break</p> |
| <p>12:15-1:05</p> | <p>Sara L. Ochs, JoAnne Sweeny & Shavonnie Carthens (University of Louisville Brandeis School of Law)</p> | <p><i>A Director-less Approach to Collaboration During a Pandemic</i></p> <p>In this presentation, we will address how the Lawyering Skills professors at the University of Louisville Brandeis School of Law have collaborated to teach cohesive legal research and writing skills during the pandemic. We will discuss how the flexibility inherent in a director-less legal writing program has allowed us to adapt our courses to our specific personal circumstances, as well as the needs of our respective groups of students. We also plan to explain how we have collectively established effective teaching strategies and tools to better</p> |

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| | | connect with students in our hybrid courses and to foster community within our classes. |
| 1:05-2:00 | | Lunch Break |
| 2:00-2:25 | Jane Bloom Grisé (University of Kentucky J. David Rosenberg College of Law) | <p><i>Civil Procedure 101: How to eliminate “the jury has to decide” from rule paragraphs</i></p> <p>This presentation will explain how to teach civil procedure to first year law students in the legal writing class so they can avoid writing ineffective rule paragraphs such as “reasonable minds could differ” or “it is for the jury to decide.” First year law students struggle to understand court decisions and formulate rules, in part, because they do not understand civil procedure. This presentation will demonstrate how students can understand civil procedure and improve their ability to formulate rules by looking at court documents, examining the procedural stance of cases, and writing jury instructions. The presentation will reference court documents.</p> |
| 2:25-2:50 | Lisa Tucker (Drexel University Thomas R. Kline School of Law) | <p><i>Going Paperless: Why a New Technology Can Function as Your Course Website, Casebook, and Communication System, All for Less Money</i></p> <p>This year, I wanted to find a way to make my course truly accessible virtually. I was also interested in helping students find connections between key course concepts, especially as I wasn't going to be able to write on the board, as I usually do. Enter ChartaCourse, a new technology that functions as a casebook/textbook and a course organization site, plus illustrates course components in flowchart form. In this presentation, I'll show participants how the online software works, why my students have responded positively to it, and how it's made my teaching more organized, thoughtful, and complete.</p> |
| 2:50-3:00 | | Break |
| 3:00-3:25 | Paige Canfield & Marcia Goldsmith (St. Louis University School of Law) | <p><i>Pivoting towards the Future: Flexibility meets Tradition – Educating the New Breed of Law Students</i></p> <p>This presentation discusses the students that we have been seeing most recently (i.e. the last five years or so) coming into law school with a much different skill set than in previous years. We will look at their strengths and</p> |

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| | | <p>weaknesses and how we are addressing them in our pandemic world. We will also discuss some of the unique challenges that this cohort brings with them to law school. We will then offer ideas and solutions for reaching the students where they are and helping them become practice ready for their legal future.</p> |
| 3:25-3:50 | <p>Lauren J. Simpson (University of Houston Law Center)</p> | <p><i>Onward and Upward: Applying 2020's Design and Delivery Innovations to Strengthen Future Courses</i></p> <p>Adapting to the pandemic has meant innovating on multiple levels: objectives, content, delivery, and communication—all while fostering a sense of community and ensuring student well-being in a remote world. The good news is that our 2020 innovations can be transferred forward to make our teaching highly effective, regardless of course format. In this presentation, Professor Lauren Simpson demonstrates some of the innovative changes she adopted for her 1L Lawyering Skills and Strategies course during the fall 2020 semester and explains how they can be used to strengthen courses in 2021 and beyond.</p> |
| 3:50-4:00 | <p>Lucy McGee & Shelly James (Appalachian School of Law)</p> | <p>Closing Remarks</p> |