

Preparation Materials for the New Law Teachers Participating in the Session Entitled “Putting It Into Practice—Teaching”

The goal for this session is to enhance the teaching skills of participants by providing as many participants as possible with an opportunity to do a mini-teaching demonstration and receive no stakes, formative feedback on their efforts.

For this session, you will be subdivided into smaller sub-groups. Our goal is to allow each participant who is interested to have an opportunity to try out a teaching technique or two that you, perhaps, have never used.¹ You will have ten minutes to do so. You will identify what you are looking for in terms of the feedback you will be receiving, teach for the ten minutes, and then get feedback from teaching experts.

If you would like more information about the range of teaching techniques available to you, the following page includes a list of nine teaching techniques (and includes a tenth “other” category). If you would like to learn more, the following article is helpful: Steven I. Friedland, *How We Teach: A Survey of Teaching Techniques in American Law Schools*, 20 SEATTLE U L. REV. 1 (1996), available here: <https://digitalcommons.law.seattleu.edu/cgi/viewcontent.cgi?article=1489&context=sulr>. Helpful books include the books listed here: <https://libguides.law.umn.edu/c.php?g=296857&p=6441304>.

Feel free to prepare in advance as little or as much as you wish. During the teaching-related sessions for this conference, the speakers will be endeavoring to model best practices and a variety of teaching techniques so you may want to edit your plans after the first day of the conference.

One genuine challenge is that you will not be able to assign each other reading in advance of the session. However, it would be possible to share a squib description of a case, a copy of a statute, etc., especially if the handout were quickly scannable and would support the teaching you want to try out. In addition, all or almost all of us were excellent law students so you have an astute audience, and each of you will want to be excellent students for each other (in the hope that your peers reciprocate).

If you have any questions or wish to consult with someone regarding your mini-teaching demonstration, please email Dean Michael Hunter Schwartz of McGeorge School of Law at mschwartz@pacific.edu. Dean Schwartz designed these materials and has been a frequent author and speaker on topics relating to teaching and learning law.

The page below is a tool that could be used for these observations (but subject to your preferences for feedback). For a two-page discussion of best practices feedback, see Paula Manning, *Affective, Effective Feedback*, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3443214.

¹ As this exercise is a new one for the New Law Teachers Conference, we cannot guarantee that everyone will get a chance to teach.

Teaching Observations Form

1. Who is speaking and about what? (write down what you observe every two minutes)

00

02

04

06

08

10

2. Relational observations (report, humility, respect for students, etc.)

3. Teaching techniques observed (check each that applies and provide feedback)

<input type="checkbox"/> Lecture	Feedback: _____
<input type="checkbox"/> Questioning	Feedback: _____
<input type="checkbox"/> Peer Interactions	Feedback: _____
<input type="checkbox"/> Role Playing	Feedback: _____
<input type="checkbox"/> Writing	Feedback: _____
<input type="checkbox"/> Thinking/Reflecting	Feedback: _____
<input type="checkbox"/> Storytelling	Feedback: _____
<input type="checkbox"/> Repetition	Feedback: _____
<input type="checkbox"/> Visuals	Feedback: _____
<input type="checkbox"/> Other _____	Feedback: _____

4. Other observations (e.g., evident preparedness, mannerisms—helpful or unhelpful, creativity/risk taking, inspiration, efforts to motivate, time management)