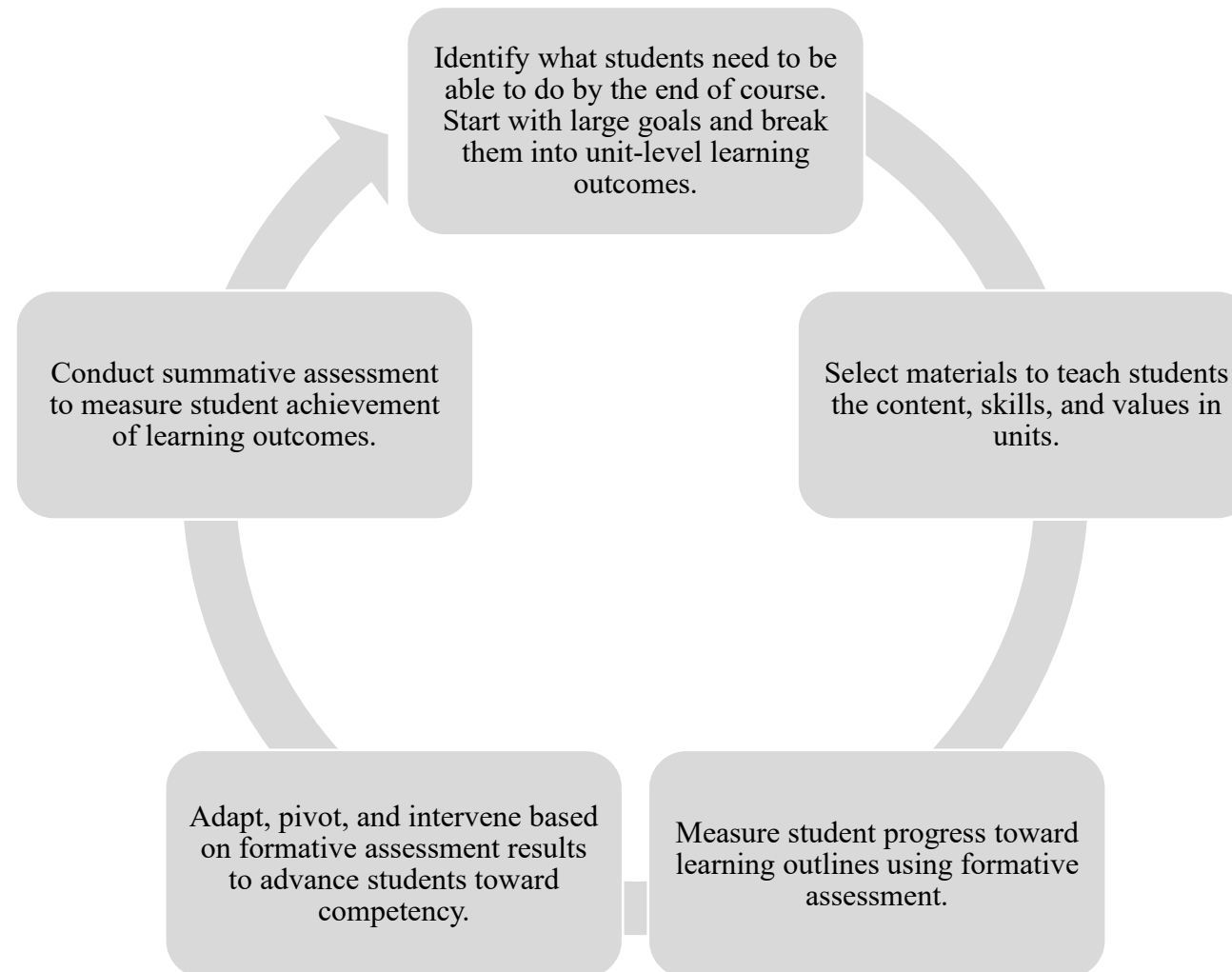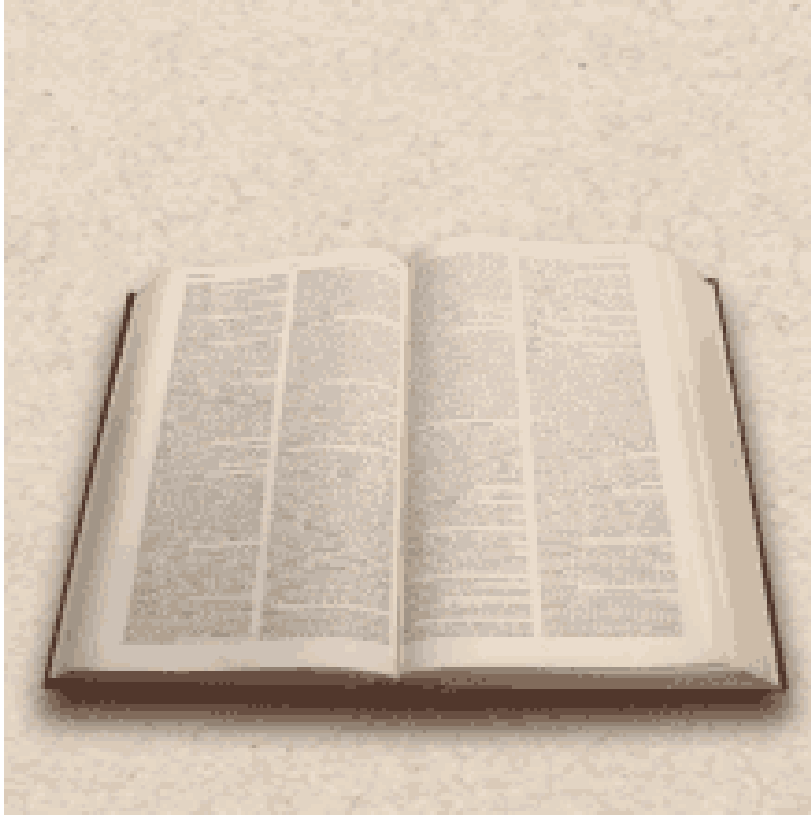- "take **responsibility** for making their teaching and their curriculum inclusive;"
- "continue to **learn** about both their students and teaching;"
- "**care** about and for each and every student they teach;" and
- "**change** their teaching based on evidence about the practices that support and challenge all students to thrive"

Reverse Course Design

Identify what students need to be able to do by the end of course. Start with large goals and break them into unit-level learning outcomes.

Select materials to teach students the content, skills, and values in units.

Measure student progress toward learning outlines using formative assessment.

Adapt, pivot, and intervene based on formative assessment results to advance students toward competency.

Conduct summative assessment to measure student achievement of learning outcomes.
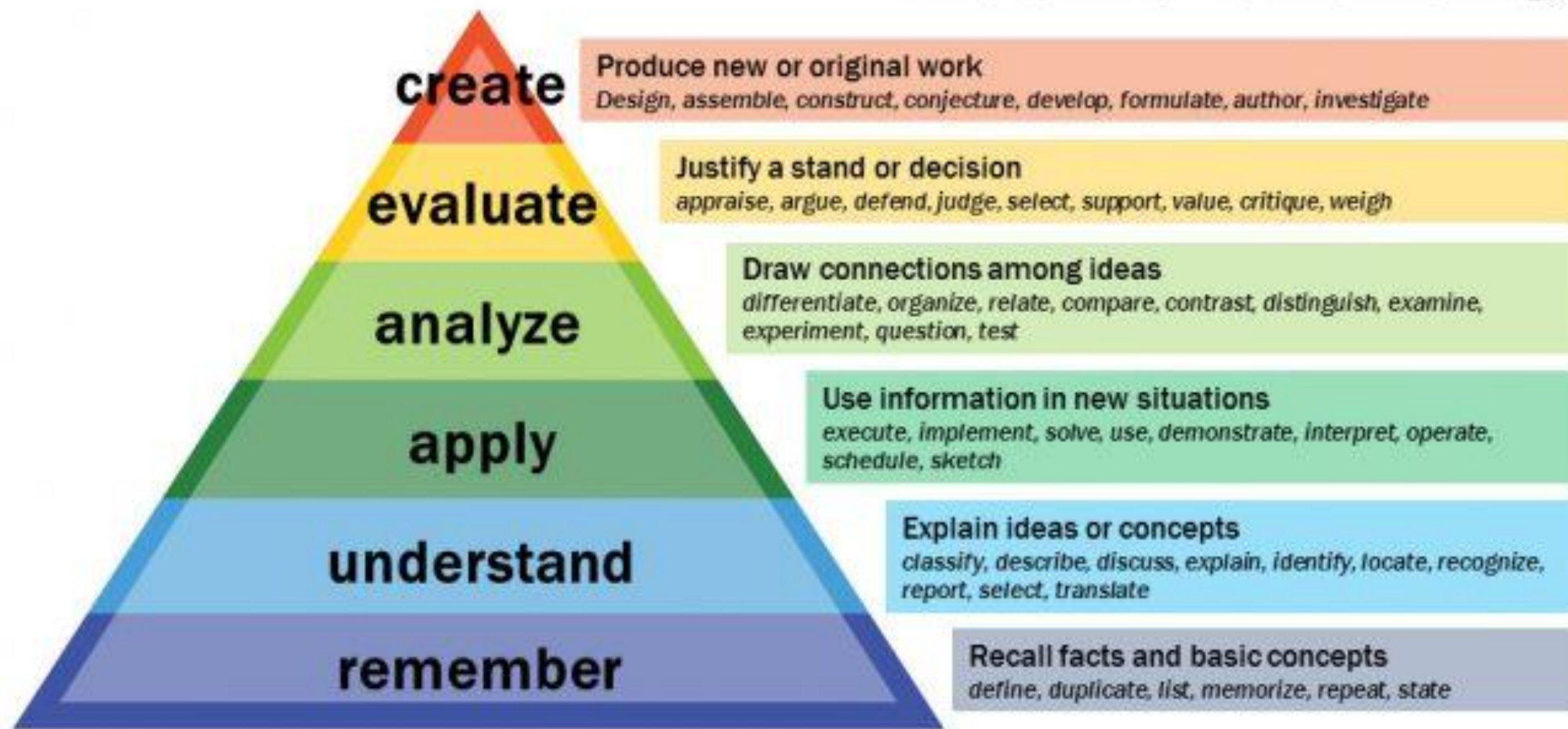
Reverse Course Design in Socratic Classrooms

- Churning through chapters is not course design

- It is circular and flawed to implicitly use the Socratic method as both the assessment method and the teaching method.

- It doubles down on the effectiveness of this technique to both assess achievement of learning outcomes and teach to those learning outcomes.

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Transparency in Socratic Pedagogy

How does Socratic teaching align with your expectations for what students will be able to do at the end of your course?

How is Socratic teaching a method of formative assessment?

How does Socratic teaching relate to what students will have to do on the exam? In practice?

How do your expectations for Socratic grow over the semester?

Give students some examples of categories of questions that you might ask in your Socratic dialogue and how those questions relate to course goals.

Develop shared language and terminology governing the criteria for strong Socratic performance.

WHY LAW SCHOOLS NEED IT
AND HOW TO ACHIEVE IT

INCLUSIVE
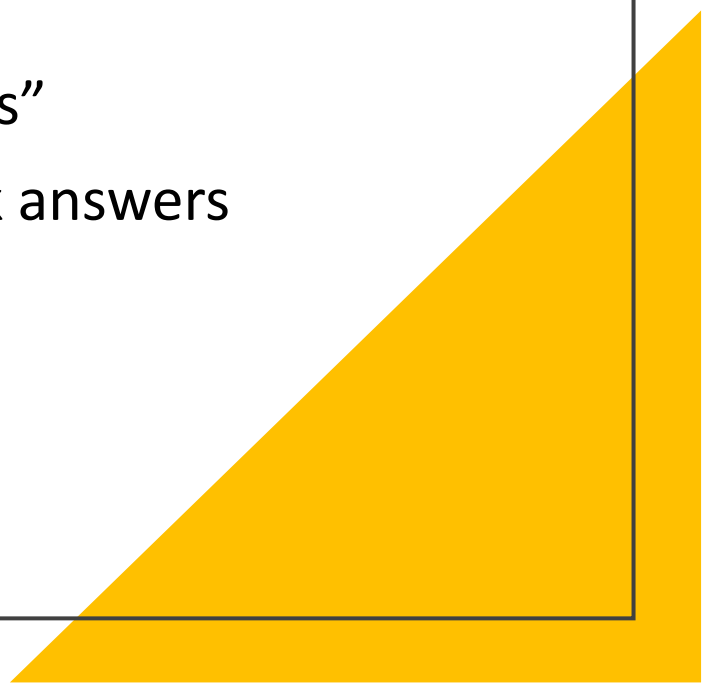SOCRATIC
TEACHING

JAMIE R. ABRAMS

Fostering Transparency:
Sample Syllabus Language (emphasis added)

I will use the Socratic method as a **tool for class participation**. The Socratic method positions students as **active class contributors** engaging, analyzing, and thoughtfully evaluating the material and how it affects our communities and lives. It also can contribute to **your professional development** as you work on legal reasoning, public speaking, and rule-based application skills. We will all approach the Socratic method **transparently and collaboratively**. All students will be on call. When on call, relax as best as you can, and remember that this is a conversation and a dialogue roleplaying the practice of law in our communities on behalf of clients. The key to Socratic participation when <u>not</u> on call is to recognize that your classmates will be presenting key concepts and rules, <u>not</u> your professor. Listen carefully and take notes while your classmates participate. We are all committed to the same goals – learning the legal rules, testing their boundaries, and bridging these rules into practice readiness.

Assessment Practices

- Transparent grading rubric in advance of the exam

- Clear preview of exam structure

- Avoid student reliance on inequitable "whisper networks"

- Avoid incentivizing abstract, sloppy, rushed, kitchen-sink answers

- Ground questions in clients, context, and community

Using Technology: Guiding Principles

Quality > Quantity	Do just a few things very well. Repeat tech tools with new substance to allow students to grow, improve, and find their comfort zone.
Tether	Explain why you have adopted the tools/approaches that you have. Tether assignments to clear goals that are student-centered.
Align	Align pedagogy with your teaching style. Be authentic. It's the only way to teach successfully.

Tech 101 Considerations

Zoom recordings
- Minimizes "what did I miss" burdens
- Caution re AI transcript usage

Blogs
- Student summaries of law
- Professional-identity-formation

Discussion Boards
- Facilitate interaction explicitly
- Challenges engaging the early and late posters

Videos
- Review/preview
- Sticky spots
- Enduring

Peer review
- Lessens your grading burdens
- Promotes civility and community

Connected casebooks

Wiki style assignments