

## Assessment

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One of the most daunting dilemmas facing a new law professor may be the seemingly inconsistent demands of satisfying both the scholarship requirement for tenure and the recent emphasis on providing increased feedback and evaluation to students as per the Carnegie and Best Practices reports and the ABA assessment mandates.

In this session we will model active learning methodology to demonstrate that effective feedback and assessment need not be labor intensive tasks.

The real goal is for participants to leave the session understanding that evaluation, feedback, exam creation, grading and post exam review should all be part of the teaching process and not considered a distinct and additional pedagogical load. The key, as we will demonstrate, is to incorporate evaluation as part of the doctrinal coverage such that the techniques used for evaluation facilitate increased doctrinal coverage rather than hinder it. Equally important is accepting that increases in teacher labor do not always translate into increased teaching effectiveness. Rather, evaluative techniques encouraging student reflection and teacher modeling with the use of rubrics permit more effective learning and mastery than traditional labor-intensive evaluative methods.

Hopefully, participants leave the session thinking about the learning strategies modeled in the presentation and rethinking the relationship between teaching and learning such that they can generate effective evaluation methodologies for each of their classes in a way that does not compromise their other tenure-related tasks and responsibilities.