

FREE TEACHING RESOURCES
AALS Workshop for New Law Teachers 2023
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Strategies and Techniques of Law School Teaching: A Primer for New (and Not So New) Professors by Howard E. Katz and Kevin Francis O'Neill

Available at no cost from your Aspen representative or on my SSRN site

[Author Page for Howard E. Katz :: SSRN](#)

The Strategies and Techniques series (teaching advice on specific courses):

Integrating Diversity, Equity, and Inclusion into Core Courses, Constitutional Law, Criminal Procedure, Torts, Contracts, Property, Civil Procedure, Legal Analysis and Writing, Criminal Law, Family Law, Evidence, Professional Responsibility, Administrative Law, Federal Income Tax, Environmental Law, Academic Support

Available at no cost from your Aspen representative or on the aspenpublishing.com faculty resources page

[Law School Faculty | aspenpublishing.com](#)

AALS Teaching Materials Network (professors who have agreed to share teaching notes with newer professors):

<https://secure.stetson.edu/law/teaching-network> or google “Stetson AALS teaching materials network”

Videos on constructing useful visual aids:

www.lls.edu/CaplanVisualAids

Advice on constructing and using PowerPoint slides:

Lynn M. LoPucki, *The PowerPoint Channel*, 17 U. Mass. L. Rev. 41 (2021)

[The PowerPoint Channel \(umassd.edu\)](#)

AALS Section on New Law Professors webinar on constructing and grading exams (AALS.org section webinars page April 2021)

[\(394\) Webinar Replay: How to Better Construct and Grade Exams to Enhance Assessment and Learning - YouTube](#)

AALS Section on New Law Professors webinar on the art of choosing a textbook (AALS.org section webinars page October 2021)

[\(394\) Webinar Replay: The Art of Choosing a Textbook for Your Course - YouTube](#)

Perhaps of interest to those teaching first-year courses:

Teaching Legal Analysis Using the Unified Field Theory

The “unified field theory of legal analysis” method draws on learning theory as well as the experience of professors, especially those who teach element-driven courses. It emphasizes rules, the elements that comprise those rules, and application of new facts to those rules, as the fundamental organizing principle of how to discuss cases in class and how to do legal analysis. This allows the coverage of each case in class to model how to outline and how to write a good exam answer. The method embeds a variety of sound pedagogical techniques, including formative assessment and

retrieval (without taking any extra class time). Use of the method makes clear early in the course what is expected in answering an exam question, which is especially helpful for those students who have less access to the unwritten rules of how to do law school. A draft is posted on my SSRN site.

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Please feel free to follow up with me after the conference if you have any questions. I love talking about teaching with new professors and welcome the opportunity to be of assistance. Best of luck to you.

Howard E. Katz