Yale *Center for Teaching and Learning*

**Annotated Bibliography for YLS**

* Books on Legal Teaching Best Practices
* Books and Reports Legal Education Reform
* Journals on Legal Teaching and Learning
* Online Resources from Other Educational and Professional Organizations
* Articles and Chapters on Specific Topics:
  + Active Learning, Clinical Teaching, and Experiential Learning
  + Assessment and Evaluation
  + Critical Pedagogy and Inclusive Teaching
  + Pedagogical Reforms and Technological Trends
  + YLS-Specific

**Books on Legal Teaching Best Practices**

Schwartz, Michael and Sophie Sparrow. *Teaching Law by Design: Engaging Students*

*from the Syllabus to the Final Exam 2nd Edition*. Carolina Academic Press, 2017.

* Explains basic principles of teaching and learning theory, highlights how law students experience traditional law teaching, and guides law teachers through process of teaching a course. Includes the following topics: What it means to be a teacher; Student perspectives on teaching and learning; Designing the course; Designing each class section; Student motivation, attitudes, and self-regulation; Teaching the class; Assessing student learning; Developing as a teacher.

Bryant, Susan J. Bryant, Elliott S. Milstein, and Ann C. Shalleck. *Transforming the*

*Education of Lawyers: The Theory and Practice of Clinical Pedagogy*. Carolina

Academic Press, 2014.

* Advises how to teach a clinical course. Identifies learning and lawyering theories as well as practical approaches to planning and teaching. Highlights how the four clinical methodologies—seminar, rounds, supervision, and fieldwork—reinforce and complement each other. Illustrates clinical education’s transformative potential to create ethical, skilled, thoughtful practitioners imbued with values of justice and service.

Schwartz, Michael Hunter, Gerald F. Hess, and Sophie M. Sparrow. *What the Best Law*

*Teachers Do.* Harvard University Press, 2013.

* Reviews the methods, strategies, and personal traits of twenty-six law professor selected for their outstanding teaching. Organized around eight questions: What is exceptional learning in law school? What personal qualities do the best law teachers possess? How do the best law teachers relate to their students? What do the best law teachers expect from their students? How do the best law teachers prepare to teach? How do the best law teachers engage students in and out of the classroom? How do the best law teachers provide feedback and assess students? What lasting lessons do students take away?

Stuckey, Roy et al. *Best Practices for Legal Education*. Clinical Legal Education

Association, 2007, <http://www.cleaweb.org/best-practices>.

* Initially drafted by the CLEA in 2001, crowdsource-edited on the internet, developed at a national conference at Pace University School of Law in 2005, and finalized by Stuckey in 2007. Covers best practices for delivering instruction and assessing student learning in both experiential and non-experiential courses.

Friedland, Steven and Gerald F. Hess, editors. *Teaching the Law School Curriculum*.

Carolina Academic Press, 2004.

* Compiles the wisdom of hundreds of legal educators to provide approaches, materials, exercises, “brief gems,” and feedback and evaluation tips for 15 of the most common law school courses. Offers ready-to-use and practical ideas, suggestions, and alternatives “pre-tested” by the contributors.

**Books and Reports on Reform and Future Trends**

Stolker, Carel. *Rethinking the Law School: Education, Research, Outreach and*

*Governance*. Cambridge University Press, 2015.

* Explores global agenda on the future of law schools. Defines the challenges facing law schools today, across four key areas: education, research, societal outreach and governance. Outlines innovations in teaching and learning (MOOCs, for example) that have an impact on legal education, and discusses developments in the field of methodology and publishing that are leaving their mark on legal research.

West, Robin. *Teaching Law: Justice, Politics, and the Demands of Professionalism*.

Cambridge University Press, 2014.

* Argues that the legal academy’s recent debate on education reform neglects the longstanding need to focus teaching and scholarship on the ideals of justice, the political origins of law, and the development of a “respectful but critical” relationship with the legal profession. Reframes the relationship between law and justice, law and politics, and the legal academy and the legal profession. Responds to the current economic crisis facing law schools while seeking to improve the quality of legal education.

Bilek, Mary Lu et al. *Twenty Years After the MacCrate Report: A Review of the*

*Current State of the Legal Education Continuum and the Challenges Facing the*

*Academy, Bar, and Judiciary*. American Bar Association, 2013,

[http://www.americanbar.org/content/dam/aba/administrative/legal\_education](http://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/council_reports_and_resolutions/june2013councilmeeting/2013_open_session_e_report_prof_educ_continuum_committee.authcheckdam.pdf)

[\_and\_admissions\_to\_the\_bar/council\_reports\_and\_resolutions/june2013coun](http://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/council_reports_and_resolutions/june2013councilmeeting/2013_open_session_e_report_prof_educ_continuum_committee.authcheckdam.pdf)

[cilmeeting/2013\_open\_session\_e\_report\_prof\_educ\_continuum\_committee.au](http://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/council_reports_and_resolutions/june2013councilmeeting/2013_open_session_e_report_prof_educ_continuum_committee.authcheckdam.pdf)

[thcheckdam.pdf](http://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/council_reports_and_resolutions/june2013councilmeeting/2013_open_session_e_report_prof_educ_continuum_committee.authcheckdam.pdf).

* Notes that public perception of a gap between legal education and legal practice persists twenty years after the MacCrate Report. Attempts to present a more nuanced view of the current state of the professional educational continuum. Presents three parts: the MacCrate Report and follow-up efforts to improve legal education; challenges and opportunities in preparing future lawyers for the nature and demands of today; and a review of reforms that have taken place in the academy and ongoing efforts to study and improve legal education.

Susskind, Richard. *Tomorrow's Lawyers: An Introduction to Your Future*. Oxford

University Press, 2013.

* Predicts future trends for the legal profession such as virtual courts, Internet-based global legal businesses, online document production, commoditized service, legal process outsourcing, and web-based simulated practice. Identifies the key drivers of change, such as the economic downturn, and considers how these will shape the legal marketplace. He then sketches out the new legal landscape as he envisions it, highlighting the changing role of law firms-and in-house lawyers-and the coming of virtual hearings and online dispute resolution Offers practical guidance for those who intend to build careers and businesses in law.

Rubin, Edward, editor. *Legal Education in the Digital Age*. Cambridge University Press, 2012.

* Explores the impact of digital materials on law school classrooms considers the potential transformation of the curriculum that the materials are likely to produce. Offers suggestions for ways for law teachers and law librarians to take advantage of coming technological changes.

Society of American Law Teachers and Golden Gate University School of Law, editor.

*Vulnerable Populations and Transformative Law Teaching: A Critical Reader*.

Carolina Academic Press, 2011.

* Assembled from presentations at 2010 ''Vulnerable Populations and Economic Realities'' teaching conference hosted by Golden Gate University School of Law and co-sponsored by the Society of American Law Teachers. Examines how issues of race, gender, sexual identity, nationality, disability, and generally outsider status are linked to poverty. Offers roadmaps for incorporating these issues into the law school curriculum, both inside the classroom as well as in clinical and externship settings, study abroad, and social activism.

[Sullivan, William M.](http://www.wiley.com/WileyCDA/Section/id-302475.html?query=William+M.+Sullivan), [Anne Colby](http://www.wiley.com/WileyCDA/Section/id-302475.html?query=Anne+Colby), [Judith Welch Wegner](http://www.wiley.com/WileyCDA/Section/id-302475.html?query=Judith+Welch+Wegner), [Lloyd Bond](http://www.wiley.com/WileyCDA/Section/id-302475.html?query=Lloyd+Bond), and Lee S.

Shulman. *Educating Lawyers: Preparation for the Profession of Law*. Carnegie

Foundation for the Advancement of Teaching, Preparation for the Professions

Program, Wiley/Jossey-Bass, 2007.

* Known as the “Carnegie Report.” Reviews two-year study of teaching and learning in contemporary American and Canadian law schools and critiques existing programs. Calls for legal academy to focus more on the actual effects of the law school experience on future legal professionals. Explores intellectual cognitive training, preparation for practice, and formation of professional responsibility. Endorses greater curricular and pedagogical teaching centered on law practice.

[Guinier, Lani](https://www.amazon.com/Lani-Guinier/e/B000APE8AS/ref=dp_byline_cont_book_1), [Michelle Fine](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&text=Michelle+Fine&search-alias=books&field-author=Michelle+Fine&sort=relevancerank), and [Jane Balin](https://www.amazon.com/s/ref=dp_byline_sr_book_3?ie=UTF8&text=Jane+Balin&search-alias=books&field-author=Jane+Balin&sort=relevancerank). *Becoming Gentlemen: Women, Law*

*School, and Institutional Change 2nd Printing Edition*. Beacon Press, 1997.

* Presents multi-year study involving hundreds of female law students to understand the frustrations of women law students in male-dominated top-tier law schools. Concludes that conventional one-size-fits-all approaches to legal education discourage many women who could otherwise succeed and fail to help all students realize their full potential as legal problem-solvers.

MacCrate, Robert et al. *The Report of the Task Force on Law Schools and the*

*Profession: Narrowing the Gap.* American Bar Association, 1992,

[http://www.americanbar.org/content/dam/aba/publications/misc/legal\_educat](http://www.americanbar.org/content/dam/aba/publications/misc/legal_education/2013_legal_education_and_professional_development_maccrate_report).authcheckdam.pdf)

[ion/2013\_legal\_education\_and\_professional\_development\_maccrate\_report).a](http://www.americanbar.org/content/dam/aba/publications/misc/legal_education/2013_legal_education_and_professional_development_maccrate_report).authcheckdam.pdf)

[uthcheckdam.pdf](http://www.americanbar.org/content/dam/aba/publications/misc/legal_education/2013_legal_education_and_professional_development_maccrate_report).authcheckdam.pdf)

* Known as the “MacCrate Report.” Analyzes changes in the profession and identifies ten fundamental lawyering skills: problem solving, legal analysis and reasoning, legal research, factual investigation, communication, counseling, negotiation, litigation and alternative dispute resolution, organization and management of legal work, and recognizing and resolving ethical dilemmas. Critiques current “educational continuum through which lawyers acquire their skills and values” and offers recommendations.

**Journals on Legal Teaching and Learning**

*Journal of Legal Education*. <http://jle.aals.org/home/>.

* Published quarterly by the [Association of American Law Schools](http://www.aals.org/). The primary purpose of the *Journal* is to foster a rich interchange of ideas and information about legal education and related matters, including but not limited to the legal profession, legal theory, and legal scholarship.

*Clinical Law Review*. <http://www.law.nyu.edu/journals/clinicallawreview>*.*

* Published semi-annually through joint sponsorship by the Association of American Law Schools, the Clinical Legal Education Association, and New York University School of Law. Devoted to issues of lawyering theory and clinical legal education.

*The Law Teacher*. <http://lawteaching.org/the-law-teacher/>.

* Published semi-annually by the Institute for Law Teaching and Learning. Provides a forum for ideas to improve teaching and learning in law schools and informs law teachers of the activities of the Institute.

“The Teaching Issue.” *The Saint Louis University Law Journal*.

<http://www.slu.edu/colleges/law/journal/teaching-issue/>

* Published once each year. Discusses methods for the effective teaching and learning for a particular law school course each in each annual issue.

*Journal of Legal Studies Education.*

<http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1744-1722>.

* Published semi-annually by is an invaluable resource for professors of business law. The journal is peer-reviewed and closely examines pedagogical issues within business legal studies.

*The Asian Journal of Legal Education*. <http://journals.sagepub.com/home/ale>.

* Published semi-annually by the Academy of Legal Studies in Business. Aims to promote continuous academic research and dialogue among the legal fraternity about the reform of legal education in the Asian Region. Shares experiences and concerns about issues involving pedagogy of law, legal aid, promoting access to justice by law schools and experiential learning of law.

**Online Resources from Other Educational and Professional Organizations**

*ABA Standards and Rules of Procedure for Approval of Law Schools*. American Bar

Association, 2017,

<http://www.americanbar.org/groups/legal_education/resources/standards.html>

* Outlines standards for ABA accreditation.

*Institute for Law Teaching and Learning.* <http://lawteaching.org/>.

* Sponsored by Gonzaga University School of Law, Washburn University School of Law, and UALR William H. Bowen School of Law. Supports conferences, forum publication, and blog. Serves as a clearinghouse for ideas to improve the quality of education in law school. Supports student-centered curriculum reform. Supports research and the development of materials to enhance teaching and learning in law school.

*Clinical Legal Education Association*. <http://cleaweb.org/>.

* Advocates for clinical legal education as fundamental to the education of lawyers. Seeks to foster excellent teaching and scholarship by clinical educators, to reform legal education, to advance regulation of legal education that insures the continued vitality of clinical education in law schools, and to pursue and promote justice and diversity as core values of the legal profession.

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*NYU Lawyering Program*. <http://www.law.nyu.edu/academics/lawyeringprogram>.

* Pioneered the reformed, practitioner-focused first-year curriculum among top-tier law schools. Emphasizes simulation through role-play followed by critical review of each experience. Aims to bolster students’ real-world understanding of Lawyering’s four conceptual dimensions of a legal problem: goals, facts, rules, and context.

*Educating Tomorrow's Lawyers.*

<http://iaals.du.edu/educating-tomorrows-lawyers/about>.

* Sponsored by the Institute for the Advancement of the American Legal System. Works with a consortium of law schools and a network of leaders, including legal educators, employers, lawyers, and judges, to align legal education with the needs of an evolving profession. Collects data and develops resources to help law schools and legal educators improve their programs and demonstrate greater value to students and the profession.

*Alliance for Experiential Learning in Law*.

<http://www.northeastern.edu/law/experience/alliance/>.

* Created by Northeastern University School of Law in 2011. Grown to include legal educators and practitioners affiliated with 113 law schools and legal service organizations. Promotes transformative approaches and programs for curriculum reform. Ensures that law graduates are ready to practice with a full complement of skills and ethical and social values necessary to serve clients and the public interest, now and in the future.

*Task Force on the Future of Legal Education*. American Bar Association.

[https://www.americanbar.org/groups/professional\_responsibility/taskforceonth](https://www.americanbar.org/groups/professional_responsibility/taskforceonthefuturelegaleducation.html)

[efuturelegaleducation.html](https://www.americanbar.org/groups/professional_responsibility/taskforceonthefuturelegaleducation.html).

* Created in 2012 by the American Bar Association. Charged with making recommendations on how law schools, the ABA, and other groups and organizations can take concrete steps to address issues concerning the economics of legal education and its delivery.

*LSSE*. <http://lssse.indiana.edu/>.

* Known as Law School Survey of Student Engagement or LSSE. Sponsored by the Indiana University Center for Postsecondary Research. Provides research products and services centered on the study of the law student experience. Used for surveying students in 96 law schools in the U.S. (177), Canada (17), and Australia (2).

*Center for Computer-Assisted Legal Instruction*. <http://www.cali.org/>.

* Known as CALI. Sponsored by a consortium of mostly US law schools that conducts applied research and development in the area of computer-mediated legal education.

**Articles Addressing Specific Teaching Topics**

**Active Learning, Clinical Teaching, and Experiential Learning**

Grose, Carolyn. “Beyond Skills Training, Revisited: The Clinical Education Spiral.”

*Clinical Law Review*, vol. 19, 2013, p. 489.

[http://www.law.nyu.edu/sites/default/files/upload\_documents/Grose%20-%20](http://www.law.nyu.edu/sites/default/files/upload_documents/Grose%20-%20Beyond%20Skills%20Training.pdf)

[Beyond%20Skills%20Training.pdf](http://www.law.nyu.edu/sites/default/files/upload_documents/Grose%20-%20Beyond%20Skills%20Training.pdf)**.**

* Considers fundamental questions about the essence of clinical pedagogy. Part I explores what consensus exists about the goals and methods of clinical pedagogy. Part II describes the author’s own pedagogy in a traditional “doctrinal” course (Estates and Trusts). Part III identifies those goals and methods that remain “purely” clinical, that really cannot be used effectively in anything but a tradition.

Sparrow, Sophie M. and Margaret Sova McCabe. "Team-Based Learning in Law."

*Journal of the Legal Writing Institute*, vol. 18, 2012, p. 153,

<http://scholars.unh.edu/cgi/viewcontent.cgi?article=1040&context=law_facpub>.

* Advocates Team-Based learning, a pedagogical approach wherein students “work strategically and effectively in small groups for 80 percent of the class time.” Part I provides a brief overview of Team-Based Learning. Part II, referring to the research from other disciplines, shows how Team-Based Learning improves students’ learning. Addresses many of the limits of traditional teaching in law school, particularly those concerns raised by the Carnegie Foundation’s Educating Lawyers, Best Practices for Legal Education, and the ABA’s proposed modifications to its Standards focusing on student learning outcomes. Part III provides an overview of how to apply Team-Based Learning principles to a doctrinal law school course. Part IV addresses challenges to using Team-Based Learning in law school.

McAdoo, Bobbi, Sharon Press, and Chelsea Griffin, “It's Time to Get It Right:

Problem-Solving in the First-Year Curriculum.” *Wash. U. J. L. & Pol’y*, vol. 39,

2012, <http://openscholarship.wustl.edu/law_journal_law_policy/vol39/iss1/4/>.

* Uses an innovative required first-year course (Practice, Problem-Solving and Professionalism) at Hamline University School of Law as a case study in legal education curricular reform. Contends that the problem-solving emphasis of the course and its placement in the first-year curriculum responds to the various calls for legal education reform. Shows how course design can be replicated even in large first-year classes.

Montana, Patricia Grande. “Lessons from the Carnegie and Best Practices Reports: A

Look at the Street Law Program as a Model for Teaching Professional Skills.”

*Journal of Practical and Clinical Law*, vol. 11, no. 2, 2009, p. 322,

<https://ssrn.com/abstract=1288065>.

* Describes the Street Law program, a course that allows students to teach a law-related education course to high school students in the community. Shows how through their teaching, law students learn the practical applications of legal concepts and practice important lawyering skills. Demonstrates how non-traditional course offerings can provide powerful professional development opportunities for students.

Stuckey, Roy. “Teaching with Purpose: Defining and Achieving Desired Outcomes in

Clinical Law Courses”. *Clinical Law Review*, vol. 13, 2007, p. 807,

[http://www.heinonline.org/HOL/Page?handle=hein.journals/clinic13&div=27&](http://www.heinonline.org/HOL/Page?handle=hein.journals/clinic13&div=27&g_sent=1&collection=journals)

[g\_sent=1&collection=journals#](http://www.heinonline.org/HOL/Page?handle=hein.journals/clinic13&div=27&g_sent=1&collection=journals).

* Explains why experiential education is essential for developing professional competence. Examines the educational objectives that can best be achieved through all types of experiential legal education courses and discusses the unique strengths of each type of experiential course: simulation based, practice observation, and client representation.

Feinman, Jay M. “Simulations: An Introduction.” *Journal of Legal Education*, vol. 45,

1995, no. 4, pp. 469-479, <http://www.jstor.org/stable/42898207>.

* Establishes a general framework for developing and using simulations in law classrooms. Part I defines the attributes of simulations. Part II discusses design issues.

**Assessment and Evaluation**

Jones, Ruth. “Assessment and Legal Education: What Is Assessment, and What Does It

Have to Do with the Challenges Facing Legal Education?” *McGeorge L. Rev*., vol.

45, 2013, no. 85,

<http://www.mcgeorge.edu/Documents/Publications/45_03_Jones_ver_02_10-14-13_FINAL.pdf>.

* Explains how assessment can be employed to assist law schools in developing programs and courses to respond to changes within the profession. Describes the history of assessment, why it is being adopted by educational accreditation groups, and how law schools can employ assessment not only in response to accreditation demands but to better analyze student learning, courses, and programs.

Sargent, Carol Springer and Andrea A. Curcio. “Empirical Evidence that Formative

Assessments Improve Final Exams.” *Journal of Legal Education*, vol. 61, 2012,

no. 3, <http://www.swlaw.edu/pdfs/jle/jle613sargent.pdf>.

* Provides evidence that formative assessments help law student performance on a cumulative final exam. Addresses some of the concerns expressed about integrating formative assessments into large-section doctrinal courses.

Niedwiecki, Anthony. “Teaching for Lifelong Learning: Improving the Metacognitive

Skills of Law Students through More Effective Formative Assessment

Techniques.” *Cap. U. L. Rev.*, vol. 40, 2012, p. 149,

<http://repository.jmls.edu/facpubs/9>.

* Argues that law schools generally fail to teach students to be expert learners. Discusses how to better prepare students for the practice of law through a more effective way of using formative assessment in lawyering skills courses and clinics. Suggests how to use self-assessment surveys and portfolios to enhance the formative assessment process and help students become better self-regulated learners.

Lasso, Rogelio A. “Is Our students Learning - Using Assessments to Measure and

Improve Law School Learning and Performance.” *Barry Law Review*, vol. 15,

2010,

[http://heinonline.org/HOL/Page?handle=hein.journals/barry15&id=75&collecti](http://heinonline.org/HOL/Page?handle=hein.journals/barry15&id=75&collection=journals&index=)

[on=journals&index=](http://heinonline.org/HOL/Page?handle=hein.journals/barry15&id=75&collection=journals&index=).

* Encourages law schools to use assessment to improve student learning. Provides a set of best practices for using assessments. Furnishes detailed examples of various forms of assessments.

Curcio, Andrea A. “Moving In The Direction Of Best Practices And The Carnegie Report:

Reflections On Using Multiple Assessments In A Large-Section Doctrinal

Course.” *Widener Law Journal,* vol. 19, 2009, no. 1, pp. 159-182,

[http://eds.a.ebscohost.com/ehost/detail/detail?vid=2&sid=996ae21e-4d98-4dbf](http://eds.a.ebscohost.com/ehost/detail/detail?vid=2&sid=996ae21e-4d98-4dbf-b7b8-f7c1a9b7aaac%40sessionmgr4007&hid=4102&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=47884860&db=aph)

[-b7b8-f7c1a9b7aaac%40sessionmgr4007&hid=4102&bdata=JnNpdGU9ZWhvc3](http://eds.a.ebscohost.com/ehost/detail/detail?vid=2&sid=996ae21e-4d98-4dbf-b7b8-f7c1a9b7aaac%40sessionmgr4007&hid=4102&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=47884860&db=aph)

[QtbGl2ZSZzY29wZT1zaXRl#AN=47884860&db=aph](http://eds.a.ebscohost.com/ehost/detail/detail?vid=2&sid=996ae21e-4d98-4dbf-b7b8-f7c1a9b7aaac%40sessionmgr4007&hid=4102&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=47884860&db=aph).

* Explores how to balance the students' desire for more assessment with the realities of faculty members' other commitments. Discusses other issues that changing assessment methods may engender. Encourages use of multiple assessments in classes.

Best, Arthur. “Student Evaluations of Law Teaching Work Well: Strongly Agree, Agree,

Neutral, Disagree, Strongly Disagree.” *Southwestern Law Review*, vol. 38, 2008,

p. 1, <http://www.swlaw.edu/pdfs/lr/fall08_best.pdf>.

* Examines current law school practices related to student evaluations of teaching. Concludes that the proper use of student evaluations of teaching depends on the particular purpose the data may serve including the following contexts: 1) assignment of professors to courses, 2) course selection by students, 3) self-improvement by professors, and 4) promotion and tenure decisions by faculty and administrators.

Sparrow, Sophie M. "Describing the Ball: Improve Teaching by Using Rubrics - Explicit

Grading Criteria.” *Mich. St. L. Rev*., 2004,

<http://scholars.unh.edu/cgi/viewcontent.cgi?article=1031&context=law_facpub>

* Describes what rubrics are and how they were developed.Shows how rubrics enhance learning and teaching. Discusses how professors ease their grading burden when they adopt rubrics. Describes tested method of developing rubrics. Contains samples of rubrics.

Munro, Gregory S. “Outcomes Assessment for Law Schools.” *Institute for Law School*

*Teaching Gonzaga University School of Law,* 2000,

[http://www.law.du.edu/documents/assessment-conference/munro-gregory-outc](http://www.law.du.edu/documents/assessment-conference/munro-gregory-outcomesassessment2000.pdf)

[omesassessment2000.pdf](http://www.law.du.edu/documents/assessment-conference/munro-gregory-outcomesassessment2000.pdf)

* Defines assessments. Explains why assessments in law school are beneficial. Describes how to design and execute various assessments. Suggests how to build an assessment-centered course. Advises how to create a more assessment-focused culture within a law school.

**Critical Pedagogy and Inclusive Teaching**

Alfieri, Anthony V. “Rebellious Pedagogy and Practice.” *Clinical Law Review*, vol. 23,

2016, no. 5, p. 427,

[http://www.law.nyu.edu/sites/default/files/upload\_documents/Anthony%20Alf](http://www.law.nyu.edu/sites/default/files/upload_documents/Anthony%20Alfieri%20-%20Rebellious%20Pedagogy%20and%20Practice_1.pdf)

[ieri%20-%20Rebellious%20Pedagogy%20and%20Practice\_1.pdf](http://www.law.nyu.edu/sites/default/files/upload_documents/Anthony%20Alfieri%20-%20Rebellious%20Pedagogy%20and%20Practice_1.pdf).

* Examines *Rebellious Lawyering: One Chicano’s Vision of Progressive Law Practice*, Gerald Lopez’s ground breaking book, as a transformative yet unresolved work of clinical theory and practice. Underscorses the continuing need to revise its teachings and practices to address a new century of poverty and inequality in America.

Abrams, Jamie R. “Reframing the Socratic Method.” *Journal of legal Education*, vol. 64,

2015, p. 562, <http://jle.aals.org/home/vol64/iss4/2/>.

* Argues that the case-based Socratic method can be reframed to prepare practice-ready lawyers in ways that are inclusive and inviting. Within the existing framework of law teaching, suggests three adaptations to align better the Socratic method with other curricular innovations and create a more holistic student experience: (1) the consistent positioning of client(s) at the center of the Socratic dialogue; (2) the consideration of legal research and weight of authority as a precursor to client guidance and case outcomes; and (3) the consistent and frequent sensitization to skills within the Socratic dialogue.

Lawrence III, Charles L. “The Fire This Time: Black Lives Matter, Abolitionist Pedagogy

and the Law.” *Journal of Legal Education*, vol. 381, 2015,

<http://jle.aals.org/home/vol65/iss2/10/>.

* Uses narratives from our nation’s history to illustrate three lessons that are grounded in the work of American critical race theorists “who have sought to understand how a regime of white supremacy and the subordination of people of color is maintained in America and, in particular, to examine how racial power is exercised through the violence and ideology of law.”

Weinstein, Ian. “Learning and Lawyering across Personality Types.” *Clinical Law*

*Review*, vol. 21, 2015, p. 427,

[http://www.law.nyu.edu/sites/default/files/upload\_documents/Ian%20Weinste](http://www.law.nyu.edu/sites/default/files/upload_documents/Ian%20Weinstein%20-%20Learning%20and%20Lawyering%20Across%20Personality%20Types.pdf)

[in%20-%20Learning%20and%20Lawyering%20Across%20Personality%20Types](http://www.law.nyu.edu/sites/default/files/upload_documents/Ian%20Weinstein%20-%20Learning%20and%20Lawyering%20Across%20Personality%20Types.pdf)

[.pdf](http://www.law.nyu.edu/sites/default/files/upload_documents/Ian%20Weinstein%20-%20Learning%20and%20Lawyering%20Across%20Personality%20Types.pdf).

* Discusses Jungian Personality Theory (including MBTI personality types) and the lessons it offers in a variety of teaching and learning settings in law school.

Christie, A. Linskens Christie. “What Critiques Have Been Made of the Socratic Method

in Legal Education? The Socratic Method in Legal Education: Uses, Abuses and

Beyond.” *European Journal of Legal Reform*, vol. 12, 2010, p. 340,

<http://heinonline.org/HOL/Page?handle=hein.journals/ejlr12&div=22&g_sent=1&collection=journals>.

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* Examines diversity in relation to the socioeconomic origins of deans at America’s top fifty law programs. Show that notwithstanding gains on other demographic fronts, deans at these elite programs disproportionately come from higher socioeconomic backgrounds. Offers specific steps law schools can take to ensure greater socioeconomic integration among their deans.

Valdes, Francisco. "Outsider Jurisprudence, Critical Pedogogy and Social Justice

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vol. 10, 2003, n0. 1, pp. 65-96.

* Addresses creative ways to build a critical legal education based on memory, identity, and agency using Asian American legal history as an example.

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2015, <http://jle.aals.org/home/vol64/iss4/13/>.

* Addresses disconnect between skills large doctrinal classes teach (analytical skills involved in the task of case reading) with the skills they test (problem-solving). Considers teaching research to determine best way teach students problem-solving skills. Explores using flipped, or hybrid, or blended learning environments to aid students in learning these problem-solving analytical skills. Offers practical suggestions for moving doctrinal coverage online through the use of instructional videos and managing mechanics of using in-class problem-based learning in a typical doctrinal class.

Pistone, Michelle. [“Law Schools and Technology: Where We Are and Where We Are](http://jle.aals.org/cgi/viewcontent.cgi?article=1300&context=home)

[Heading](http://jle.aals.org/cgi/viewcontent.cgi?article=1300&context=home).” *J. Legal Educ.*, vol. 64, 2015, p. 586,

<http://jle.aals.org/home/vol64/iss4/10/>.

* Discusses some of the conditions that will push law schools to incorporate more learning technologies into our teaching methodologies in the coming years. Provides an overview of some of the learning technologies that have gained prominence, as well as at least limited usage, in law schools in recent years.

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* Introduces a teaching effectiveness framework that was created by experts in education from the National Research Council of the National Academies and adapts it for use in legal education.

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Education at a Crossroads: Innovation, Integration, and Pluralism Required!”

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<http://openscholarship.wustl.edu/law_journal_law_policy/vol43/iss1/7>.

* Recommends an innovative, integrated, pluralistic law school curriculum with expanded experiential education (where students learn in the role of attorney with simulated clients and cases) and required clinical education (where students learn in the role of attorney with real clients and cases).

Johnson, Stephen M. “Teaching for Tomorrow: Utilizing Technology to Implement the

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* Examines the development of the Langdellian method of instruction and the criticisms to the approach as culminated in the calls for reform by the ABA, Carnegie Foundation, and Clinical Legal Education Association. Focuses on the reasons why technology should play a central role in implementing the reforms petitioned by those organizations. Provides examples of how technology can facilitate some of those reforms. Focuses on reforming assessment, the instructional models, and the instructional materials used in the classroom. Explores the value of technological capabilities as skills in practice and the manner in which law schools might train students in those skills.

Kruse, Katherine R. “Legal Education and Professional Skills: Myths and

Misconceptions About Theory and Practice.” *McGeorge L. Rev*., vol. 45, 2013,

[http://www.mcgeorge.edu/Documents/Publications/45\_01\_Kruse\_ver\_01\_6-1](http://www.mcgeorge.edu/Documents/Publications/45_01_Kruse_ver_01_6-18-13_FINAL.pdf)

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* Challenges the dichotomy between theory and practice. Exposes limitations of traditional casebooks skills training. Examines the characteristics of integration, collaboration, and progression that represent a well-balanced law school curriculum.Addresses two major barriers to reform in legal education: (1) the specter of bar examination, and (2) concerns about the costs of experiential education.

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* Recommends a set of strategies for law schools to more fully implement the Carnegie Report’s recommendations.

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