



PART 2: PROPOSAL DESCRIPTION

Instructions to Applicant(s):

Please fill in each portion of the Proposal Description, making certain to *not include any identifying information (i.e., name, school) in this portion of the application*. The Proposal Description may not exceed four pages. Please note that if you are awarded a teaching grant for this proposal, the Teaching Grants Committee may post to the ALWD website a copy of your Proposal Description, to serve for future applicants as an example of a successful application.

<p>1. <u>Working Title of Teaching Idea:</u></p>	<p><u>Customizing Podcasts to Enhance Legal Writing Instruction</u></p>
<p>2. <u>Teaching Methods:</u> Describe your teaching idea, your rationale for it, and how it is significant to the curriculum. Also discuss its potential to enhance student learning and how you will implement it.</p>	<p>Law students in the 21st Century depend on technology for their news, calendars, communications, and education. Their learning experiences can be accessed in several formats: structured on-line courses; webinars and tutorials; and recorded broadcasts, particularly those packaged as podcasts. The podcast presents students with a portable, condensed, and, if done well, engaging learning experience. Podcasts are firmly entrenched in today’s popular digital culture. Their accessibility and versatility make them an ideal platform upon which to create lessons tailored to a school’s curriculum.</p> <p>I would like to plan, script, and participate in the recording of a series of podcasts specifically designed to complement our Legal Methods classes, as well as selected upper-level doctrinal courses. I intend to solicit the participation of fellow faculty members to partner with me to present talks designed to complement weekly class lessons.</p> <p>Our law school student body commutes on a daily basis: to work, to school, to daily tasks and obligations. Driving and waiting time can prove to be optimal times for students to receive focused information tied specifically to their current studies. Learning is also enhanced by the ability to control the presentation of information: stop, pause, play-back.</p>
<p>3. <u>Best Practices:</u> How is the pedagogy of your teaching idea consistent with the best practices in higher education (e.g., active learning)?</p>	<p>Survey responses from students in higher education reveal strong agreement that the use of technology is helpful to their learning. Students accept podcasts as a serious learning tool. These condensed broadcasts appeal to auditory learners, English as Second Language learners, and students with certain learning disabilities. Podcasts can differentiate instruction.</p> <p>Particularized in this fashion, these podcasts will create connections between students and faculty, thereby increasing communication between the two groups and enabling faculty to be more responsive to student learning needs. Frontloading lessons with podcasts can prepare students</p>

	<p>for class and promote more student engagement. Lesson reviews can be accomplished outside of class time. Teacher lectures can be created for use in a flipped-classroom teaching model.</p> <p>Millennials want information conveniently; they need to understand its relevance; they like technology. Ease of use makes podcasts assessable by students with little to no technology background. Podcasts can yield productive learning as students decide when, where, and how they will engage. Podcasts especially accommodate part-time students with limited reading time due to the demands of full-time jobs and/or families.</p> <p>Production of podcasts can be completed by faculty over the summer weeks and during school semesters which affords faculty great flexibility in their creation and purpose. Student use can be assessed formally (quiz/exam) and informally (student class discussion/written completion of listening skill activities).</p>
<p>4. <u>Timeline:</u> What is your timeline to conduct, document, and assess your work?</p>	<p>During the summer of 2019, I will plan and script the podcast programs for the 2019-20 school year. Podcast recording will begin in August 2019 and continue over the course of the year ending in April 2020.</p>
<p>5. <u>Benefit to the Legal Writing Community:</u> How will faculty and students at other schools be able to access and use your idea? What impact will your idea have on students and faculty at these schools? How will your idea serve as a model and/or inspiration for others?</p>	<p>The podcasts will serve as homework assignments for Legal Methods I & II students, as well as certain 2L and 3L students depending on course selections. I will invite colleagues to contribute to the development of the podcasts so that the topics are aligned to course content and objectives. Faculty and students at other schools may access the podcasts because recordings will be made available on the Law School's website.</p> <p>I will create templates of the podcast presentations, including interview question stems and proposed topics, which other faculties can easily adapt to their schools' curricula. I will document the experience by writing a short article for publication encouraging other faculties to optimize their school resources in this manner. As an added benefit, the individualized programming will serve nicely as an effective marketing tool for a school's writing and research faculty.</p>

<p>6. <u>Innovation:</u> How is your idea innovative in our discipline?</p>	<p>The use of podcasts in classroom instruction is not, in and of itself, an innovation in pedagogy. The first audio “blogs” emerged in the 1980’s and now permeate all facets of education. However, with regard to legal studies, many programs address broad topics of interest and/or specific topics in general terms. What distinguishes my proposal is the intent to specially design the broadcasts to the particular topics of our courses’ assigned lessons.</p> <p>An introductory podcast can acclimate students to the actual law school environment, both physical and cultural. A narrative explanation can be given for the school’s course of studies and accompanying support resources. The podcast can be made to review and expand upon required orientation exercises and information sessions.</p> <p>Our school uses texts authored by some of our own faculty members. Podcasts can be used to introduce these authors to students and allow these authors to share their rationale and purpose for their texts. Context can be given for these textual selections in a personalized fashion affording students the chance to put a voice and perspective to the pages of the texts.</p> <p>The podcasts can also be made to extend to our 2L and 3L students. Faculty in upper level doctrinal courses can speak to their research and publications in these areas, and offer some insight as to the “why” for some of the course work which is an explanation often needed by today’s Millennials. Also, professionals who could not otherwise make it into the classroom can be accommodated through conveniently scheduled interviews. These participants could include judges, law clerks, and legal practitioners.</p> <p>Finally, the topics of discussion will be specific to the course content and may serve to front-load, review, and/or extend a class lesson. And although the strength of the podcasts will lie in their uniqueness to our law school, the approach and format of the project will be easily replicable by legal writing faculty at other law schools.</p>
<p>7. <u>Provide a Short Description of Your Teaching Idea:</u> (limited to 300 words.)</p>	<p>The intent of this podcast project is to personalize the learning environment at our law school so as to enhance instruction, not replace it. My work this summer would focus on the development of a scope-and-sequence of the podcast topics for the 1L Legal Methods program, and to identify those faculty members in upper level doctrinal courses interested in participating in the project.</p>

	<p>Work on the podcast series would begin with our school’s IT department. There is already recording equipment in place at our school used for more general programming involving law related topics. Support from the IT personnel will need to be secured, as well as scheduling recording times in the studio.</p> <p>The podcast series would begin with the authors of the two text books assigned to our 1Ls, which would offer students some history and insight into their respective publications. An introduction to the law library staff would also give identity to that important resource to students. Further explanation of our Academic Support resources would also serve to familiarize students to the culture of our learning environment.</p> <p>The summer weeks would also be devoted to identifying the specific lessons in the 1L Legal Methods program most appropriate for podcast development. To a degree, this work will involve curriculum writing, as the podcasts are intended to serve as integral components of the course instruction. Next, the format of the podcasts will need to be designed. I envision discussion based broadcasts that will not replicate class lecture. This will require the writing of scripts to give a framework for participants. The actual recording of the podcasts will also need to occur, at least for those sessions that will be assigned the first semester. Once the 1L programming is completed, I would move on to topics for the upper class students.</p>
<p>8. <u>Preliminary Bibliography or Targeted Research Sources:</u> Include a bibliography of what you currently think will be the ten most significant resources (e.g., articles, books, other data) that relate to your teaching idea. You may include more than ten sources, but put the ten most important sources at the top and then list the remaining sources afterwards.</p> <p>Attach an additional page if more lines are required.</p>	<p>Alison Bone, <i>The Twenty-First Century Law Student</i>, 43 LAW TCHR. 222 (2009).</p> <p>Anguelina Popova et al., <i>Effects of Primer Podcasts on Stimulating Learning from Lectures: How do Students Engage?</i>, 45 BRIT. J. OF EDUC. TECH. 330 (2014).</p> <p>Dawn Watkins, <i>Podcasting: A Lawyer’s Tale</i>, 22 LAW. TCHR. 169 (2010).</p> <p>Dyane L. O’Leary, <i>Flipped Out, Plugged In, and Wired Up: Fostering Success for Students with ADHD in the New Digital Law School</i>, 45 CAP. U. L. REV. 289 (2017).</p> <p>Gaye Luna & Deborah Cullen, <i>Podcasting as Complement to Graduate Teaching: Does it Accommodate Adult Learning Theories?</i>, 23 INT’L. J. OF TEACHING AND LEARNING IN HIGHER EDUC. 2011, https://www.isetl.org/ijtlhe/ (last visited Jan. 8, 2019).</p>

Joyce D. Saltalamachia, *Podcasts, PowerPoint, and Pedagogy: Using Technology to Teach the Part-Time Student*, 53 N.Y. L. SCH. L. REV. 893 (2008).

Kathleen Elliott Vinson, *What's on Your Playlist? The Power of Podcasts as a Pedagogical Tool*, (Feb. 4, 2009), <http://ssrn.com/abstract=1337737> (last visited Jan. 10, 2019).

Khe Foon Hew, *Use of Audio Podcast in K-12 and Higher Education: A Review of Research Topics and methodologies*, 57 EDUC. TECH. RES. AND DEV. (2008).

Marcia L. McCormick, *From Podcasts to Treasure Hunts – Using Technology to Promote Student Engagement*, 58 ST. LOUIS U. L.J. 127 (2013).

Supawan Supanakorn-Davila & Doris U. Bolliger, *Instructor Utilization of Podcasts in the Online Learning Environment*, *Journal of Online Learning & Teaching*, (Dec. 2014), <http://0-search.ebscohost.com/libcat.widener.edu/login.aspx?direct=true&db=ehh&AN=100227226&site=eds-live> (last visited on Jan. 21, 2019).



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<p>1. <u>Working Title of Teaching Idea:</u></p>	<p>Integrating Mind, Brain & Education Principles into Legal Education: Practical Applications of Collaborative Learning & Environmental Instruction in the Legal Writing Course</p>
<p>2. <u>Teaching Methods:</u> Describe your teaching idea, your rationale for it, and how it is significant to the curriculum. Also discuss its potential to enhance student learning and how you will implement it.</p>	<p>I will apply the research I did for my <i>Science of Successful Teaching</i> article to materials, activities, and lesson plans for the classroom. The purpose of my proposal is to create effective, concrete teaching methods that can be applied in the classroom to increase student learning and engagement.</p> <p>Teaching idea: My idea is to use my research on cognitive, neurological, and pedagogical solutions for the classroom to develop new methodologies for the legal writing course. Specifically, I will develop (1) collaborative and group exercises, tasks, and assignments that faculty can integrate into the legal writing course and (2) a case file that blends instruction on writing mechanics with a robust series of assignments that also teach legal analysis, writing, research, and citation.</p> <p>Rationale: I have struggled personally with brainstorming new ways to engage my students and innovative methods to have students benefit from group work. I also find teaching writing mechanics, including grammar, challenging and have experimented with various methods. Applying scientific principles to my classroom will help to make my teaching more effective and give me new ideas for reaching and engaging my students. As law student demographics and preparedness continue to change, all faculty should consider new methods of teaching. This proposal is a step in that direction.</p> <p>Significance: New ways of teaching legal writing have the potential to re-invigorate the classroom and the course with methodology to enhance teaching and learning. When we employ research-tested methodology in our courses, we help to enhance our teaching and increase learning.</p> <p>Implementation: I plan to use the teaching ideas in my classrooms, and I will happily share them with the broader legal writing community.</p>
<p>3. <u>Best Practices:</u> How is the</p>	<p>Using science to inform our teaching represents the future of pedagogy. Research-based discoveries about the human brain and learning have the potential to make our teaching more effective and to help students better learn and understand the course contents.</p>

<p>pedagogy of your teaching idea consistent with the best practices in higher education (e.g., active learning)?</p>	<p>As students enter law school with varied educational histories, skills, and levels of preparedness, it is our responsibility to investigate and develop new tools for effective teaching and discard or revise old tools that are no longer working. Using research-based teaching and learning methodologies will help us do this in a way that is pedagogically sound.</p> <p>Best practices in higher education make education for adult learners more effective. My teaching idea is consistent with these best practices because both components of my idea—collaborative learning and environmental instruction—are based on mind, brain, and education research demonstrating efficacy. Both are consistent with best practices in general, and both will likely integrate specific best practices, such as using interactive learning in the classroom rather than lecturing and using technology to improve student engagement.</p>
<p>4. <u>Timeline:</u> What is your timeline to conduct, document, and assess your work?</p>	<p>I will spend the spring and summer researching and designing my materials.</p>
<p>5. <u>Benefit to the Legal Writing Community:</u> How will faculty and students at other schools be able to access and use your idea? What impact will your idea have on students and faculty at these schools? How will your idea serve as a model and/or inspiration for others?</p>	<p>Exposure to the fascinating research emerging from other disciplines presents an opportunity for law faculty to integrate innovative ideas into teaching LRW. Rather than rely only on law-school research—which is comparatively minimal—we can gather inspiration from various other disciplines and the vast amount of research that has been done on the mind, brain, and education in general. I hope that the idea will inspire other teachers (and students) to look more broadly for effective teaching and learning tools and to continue to adapt the LRW course to the needs of our current and future students.</p>
<p>6. <u>Innovation:</u> How is your idea</p>	<p>While there has been increased interest in scientific research and how it can be useful in the legal writing classroom, there is little instruction on how to apply these principles in the law school classroom. My idea is innovative because it seeks to make law teaching more effective and efficient by exploring non-traditional strategies and potentially opening up the</p>

<p>innovative in our discipline?</p>	<p>LRW course to more global changes in content, organization, structure, and methodology. As law schools find themselves challenged by incoming students with different skill sets, the application of mind, brain, and education science to our courses offers an opportunity to enrich our pedagogy in a way that meets our students' needs.</p>
<p>7. <u>Provide a Short Description of Your Teaching Idea:</u> (limited to 300 words.)</p>	<p>I will apply the research I did for my <i>Science of Successful Teaching</i> article to materials and lesson plans for the classroom. Many of the ideas I explored in my article are ripe for implementation in the classroom and apply not only to teaching basic writing skills, such as grammar, but also to other topics, such as legal analysis.</p> <p>1. Collaborative learning through group exercises and assignments enhances learning. Because the brain is a “social organ,” it “depends on interactions from other people to make sense of social situations.”¹ As a result, “[w]e not only gain information by listening, watching, and interacting with other people, we learn about ourselves when we compare our own actions and thoughts with those of others.”²</p> <p>Although legal writing classes sometimes integrate group activities, I will explore new ways to use social learning in the legal writing course and develop concrete lesson plans for implementing these ideas. Examples include reciprocal teaching, multimedia projects, ongoing research teams and presentations, and ongoing collaboration on a case-file project.</p> <p>2. Environmental instruction involves teaching skills in a real-world context. “The difference between what’s happening in class and what’s important in real life is sometimes a formula for ‘boredom.’”³ Thus, getting student buy-in through real-life context and problem-solving is crucial to teaching all material, including writing mechanics.</p> <p>While legal writing courses already teach many skills in a realistic hypothetical context, I want to explore using a contextually rich case file to teach grammar, punctuation, spelling, and syntax (and other skills) in a way that students find challenging, engaging, and relevant. Examples include the development of a case file to use in the classroom and the integration of legal writing and research instruction with real-world cases or community-based projects.</p>
<p>8. <u>Preliminary Bibliography or Targeted Research Sources:</u> Include a bibliography of what you currently think will be the ten most significant resources (e.g., articles, books, other</p>	<ol style="list-style-type: none"> 1. TRACEY TOKUHAMA-ESPINOSA, MIND, BRAIN, AND EDUCATION SCIENCE (2010). 2. SARAH-JAYNE BLAKEMORE & UTA FRITH, THE LEARNING BRAIN: LESSONS FOR EDUCATION (2005). 3. TRACEY TOKUHAMA-ESPINOSA, MAKING CLASSROOMS BETTER (2014). 4. James David Bryson, <i>Engaging Adult Learners: Philosophy, Principles and Practices</i> (2013), http://northern.on.ca/leid/docs/engagingadultlearners.pdf. 5. Angela Diane Crocker, <i>Facing the Challenge of Improving the Legal Writing Skills of Educationally Disadvantaged Law Students in a South African Law School</i>, PER / PELJ (2018), https://journals.assaf.org.za/per/article/download/1368/6452/.

¹ TRACEY TOKUHAMA-ESPINOSA, MAKING CLASSROOMS BETTER 33 (2014).

² *Id.*

³ *Id.* at 243.

data) that relate to your teaching idea. You may include more than ten sources, but put the ten most important sources at the top and then list the remaining sources afterwards.

Attach an additional page if more lines are required.

6. George Hillocks, Jr., *What Works in Teaching Composition: A Meta-Analysis of Experimental Treatment Studies*, 93 AM. J. EDUC. 133 (1984).
7. Monica Koster et al., *Teaching Children to Write: A Meta-Analysis of Writing Intervention Research*, J. OF WRITING RES., 2015, at 313-14, 318.
8. MICHAEL SIMKINS, KAREN COLE, FERN TAVALIN & BARBARA MEANS, INCREASING STUDENT LEARNING THROUGH MULTIMEDIA PROJECTS (2002).
9. CONSTANCE WEAVER, TEACHING GRAMMAR IN CONTEXT (1996).
10. RICHARD BRADDOCK ET AL., RESEARCH IN WRITTEN COMPOSITION (1963).
11. Pamela Edwards & Sheilah Vance, *Teaching Social Justice Through Legal Writing* (2001), CUNY Academic Works.
http://academicworks.cuny.edu/cl_pubs/34.
12. Maeca Garzia, *Spaced Learning & Innovative Teaching: School Time, Pedagogy of Attention & Learning Awareness*, 8 RES. EDUC & MEDIA (2016),
https://www.researchgate.net/publication/305423848_Spaced_learning_and_innovative_teaching_school_time_pedagogy_of_attention_and_learning_awareness.



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<p>1. <u>Working Title of Teaching Idea:</u></p>	<p>From Seats to Screens: Creating an online, distance learning writing course for upper-level students.</p>
<p>2. <u>Teaching Methods:</u> Describe your teaching idea, your rationale for it, and how it is significant to the curriculum. Also discuss its potential to enhance student learning and how you will implement it.</p>	<p>My law school offers an intensive legal writing course over the summer. Typically, the class is geared toward weaker students who need additional exposure to the fundamental writing skills from the first-year course. For those students, the course provides a crucial opportunity to dig back into basic organization, analysis, and writing mechanics. As summer employment rates have risen and our students find themselves increasingly occupied during the day, attendance in the course has dropped. When attendance drops, the administration withdraws the course from the schedule.</p> <p>To continue serving those students and to fill that curricular gap, I plan to develop an online, distance-learning course so that out-of-town students or students who work during school hours can participate and continue building their skills.</p> <p>I have learned that building an online course is a difficult, time-intensive task. I would spend the summer learning about distance learning and developing this course with a goal of proposing it to the curriculum committee in 2019-20 and teaching it in Summer 2020.</p>
<p>3. <u>Best Practices:</u> How is the pedagogy of your teaching idea consistent with the best practices in</p>	<p>I am still in the early stages of learning about online course design. I'm eager to learn how to structure the course effectively to engage students and align with best practices.</p>

<p>higher education (<i>e.g.</i>, active learning)?</p>	
<p>4. <u>Timeline:</u> What is your timeline to conduct, document, and assess your work?</p>	<p>I plan to research the course over the Summer of 2019 and I hope to teach the course for the first time in Summer 2020. I would like to teach it twice (Summer 2020 and 2021) before assessing its effectiveness.</p>
<p>5. <u>Benefit to the Legal Writing Community:</u> How will faculty and students at other schools be able to access and use your idea? What impact will your idea have on students and faculty at these schools? How will your idea serve as a model and/or inspiration for others?</p>	<p>The desire for online education opportunities is growing at a number of institutions. I hope that by researching this type of instruction and sharing what I learn, we can build a community of experts in distance learning.</p> <p>My institution seems eager to explore distance learning opportunities to reach more students, and of course, to increase revenue. Legal writing seems like one of the harder disciplines to imagine teaching in this way; developing expertise in this area and being able to offer these courses would be a benefit to each of us within our institutions.</p>
<p>6. <u>Innovation:</u> How is your idea innovative in our discipline?</p>	<p>I am not the first to consider this idea. Others have developed distance-learning courses and have presented at conferences.</p>
<p>7. <u>Provide a Short Description of Your Teaching Idea:</u> (limited to 300 words.)</p>	<p>I teach an upper-level writing class to students who need additional exposure to fundamental writing skills from the first-year legal writing course. The course is dying out, as student employment rates rise and summer enrollment drops; yet, our weaker students need the course as much as ever. To reach those students, I plan to convert my in-class course to an online course. I have learned that creating an effective online course is more difficult than simply migrating my materials to a course management system. I cannot teach the class unless I can spend time learning about effective course design, researching technologies, and learning about student engagement in an online environment.</p>

<p>8. <u>Preliminary Bibliography or Targeted Research</u> Sources: Include a bibliography of what you currently think will be the ten most significant resources (e.g., articles, books, other data) that relate to your teaching idea. You may include more than ten sources, but put the ten most important sources at the top and then list the remaining sources afterwards.</p> <p>Attach an additional page if more lines are required.</p>	<p>My research is in its nascent stages, so I'm sure my bibliography will grow and evolve.</p> <p>Marjorie Vai and Kristen Sosulski, <i>Essentials of Online Course Design: A Standards-Based Guide</i> (2d ed. 2015)</p> <p>Mishra Koehler, et al., <i>With a Little Help From Your Students: A New Model for Faculty Development and Online Course Design</i>. 12 <i>Journal of Technology and Teacher Education</i> 25 (2004).</p> <p>Steven Bennett, <i>Distance Learning in Law</i>, 38 <i>Seton Hall L. J.</i> 1 (2013)</p> <p>Emily Vayre, et al., <i>Psychosocial Engagement of Students in Distance and Online Learning: Effects of Self-Efficacy and Psychosocial Processes</i>, 55 <i>J. of Educ. Computing Research</i> 197 (2017)</p> <p>Nicole Luongo, <i>An Examination of Learning Faculty Satisfaction Levels and Self-Perceived Barriers</i>, 15 <i>J. of Educators Online</i> n2 (2018)</p> <p>Nicole Evans Harris and Jessica L. Clark, <i>The Long and Winding Road: Developing an Online Research Curriculum</i>, 20 <i>Perspectives</i> 14</p>
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<p>1. <u>Working Title of Teaching Idea:</u></p>	<p>Analysis Drills in a Legal Writing Classroom Lab</p>
<p>2. <u>Teaching Methods:</u> Describe your teaching idea, your rationale for it, and how it is significant to the curriculum. Also discuss its potential to enhance student learning and how you will implement it.</p>	<p>My teaching idea is to develop a series of intensive analytical skills exercises for a lab that would be available in the second semester of our first year LW program. The goal of this lab is to address students' needs who are having trouble applying the analytical concepts and skills introduced in the first semester of LW.</p> <p>In recent years, our LW department has observed that first year law students no longer arrive with the ability to learn legal analysis in the same way as students from the recent past. While much of this issue is the result of a recalibration of admissions standards in the wake of the 2008 financial crisis, and the rapid decline in law school applications that followed, in no way does it mean that these students cannot learn legal analysis. I would like to test whether an enhanced curriculum can provide the assistance and support that certain students need.</p> <p>I have observed that most law schools provide significant support for students in two other arenas. Many law schools provide a writing advisor to offer assistance in the basics of grammar, which in most instances, has proved to be an extremely worthwhile investment in getting law students to an acceptable level of plain English writing. In addition, increasingly, law schools have invested in academic resource centers. These centers are designed to fill deficits that some students possess when they embark upon their law school studies. These centers tackle issues that range from study habits, stress management, exam preparation, and case reading and analysis. Again, this approach is a worthwhile but ambitious agenda. And research has shown that one of the biggest challenges all students face is transference of knowledge and the ability to apply it across different contexts.</p> <p>The goal of this lab is to apply the research from Cognitive Learning Theory to develop an analysis lab that is directly connected to the LW curriculum in the first year. My goal in this project is to study Cognitive Learning Theory in greater depth and apply the results in a comprehensive semester long weekly lab curriculum. I plan to do the following: a. create original small scale exercises on case reading connected to both a LW problem but also borrowed from the first year doctrinal classes; b. create small scale exercises using a method I developed many years ago called "connect-a-box" in</p>

	<p>which students create a visual graph of the similarity between cases and the fact pattern at issue with the goal of extracting abstract principles from across the cases; and c. create exercises that contextualize careful reading and analysis in their regular LW classes as well as doctrinal classes.</p>
<p>3. Best Practices: How is the pedagogy of your teaching idea consistent with the best practices in higher education (e.g., active learning)?</p>	<p>This lab is based on the principles articulated in the Carnegie Report on Best Practices in Legal Education. It serves to acknowledge the demand that we graduate students who are “practice ready.” However, this report requires that we adjust our curriculum to meet the needs of all students in order to ensure everyone has the opportunity in law school to become “practice ready.” The crucial skill for becoming practice ready is legal analysis.</p> <p>These small-scale exercises are designed with a two-fold approach. First, the focus is to create an active learning environment where students are engaging weekly in class practicing legal case reading and analysis in a variety of contexts across the curriculum but situated within the LW course. The second approach is to provide immediate assessment and feedback. Research shows that various “testing formats” and feedback enhance learning significantly.</p>
<p>4. Timeline: What is your timeline to conduct, document, and assess your work?</p>	<p><i>Summer 2019</i> Read and research cognitive learning theory within the legal learning context. Connect with professors who teach in resource centers or the first-year curriculum. Research already existing drills and exercises used in doctrinal classes or academic resource centers. Create and adapt exercises to the LW first year curriculum. Develop teaching notes and goals associated with each of these exercises and map them back to the LW curriculum. Provide weekly assessment tools.</p> <p><i>Fall 2019</i> Present drills and tentative lab curriculum to LW faculty for feedback. Present drills to former students for feedback and refine.</p> <p><i>Spring 2020</i> Implement lab course for LW students identified and in need of additional support for legal analysis based on LW performance from their first semester.</p> <p><i>Summer 2020</i> Solicit feedback from students, review assessments, and discuss with LW faculty how their lab students’ performance did (or did not) improve in the second semester of first year LW. Refine and adjust accordingly.</p>
<p>5. Benefit to the Legal Writing Community:</p>	<p><i>Access</i></p>

<p>How will faculty and students at other schools be able to access and use your idea? What impact will your idea have on students and faculty at these schools? How will your idea serve as a model and/or inspiration for others?</p>	<p>I plan to write an article that describes this approach and theoretical model. In that way, all LW faculty, as well as others, will have access. In addition, I look forward to having the opportunity to present this model at an ALWD or LWI conference or other appropriate venues.</p> <p><i>Impact/Model/Inspiration</i></p> <p>I hope that this lab will inspire other schools to develop an enhanced learning environment lab that is attached to what most believe is the most critical course in law school—legal writing and analysis. I also hope that it will offer one type of model to encourage cross-collaboration between the academic resource centers and the LW faculty to address the specific issue of reading and analysis. Many academic resource centers are burdened with triaging a variety of deficits that students possess and cannot fully focus on the level of active learning and practice required to develop these skills. Finally, I hope that this model will offer a new avenue for students to make connections across their curriculum. Rather than simply taking a final exam in their doctrinal courses fall semester without revisiting their performance, the lab will offer a vehicle to reconsider some doctrinal concepts not yet mastered but in the context of LW analysis.</p>
<p>6. <u>Innovation:</u> How is your idea innovative in our discipline?</p>	<p>As mentioned above, this idea is innovative in the LW discipline because it uniquely addresses an enhanced learning lab specific to legal analysis as opposed to academic challenge, generally, or writing specifically.</p>
<p>7. <u>Provide a Short Description of Your Teaching Idea:</u> (limited to 300 words.)</p>	<p>My idea is set out a series of drills that focus on the core skills needed to develop careful reading and legal analysis. I will begin by creating exercises that rely on reading a single case carefully to ensure that students understand what the case is and is not saying. The exercises will focus on identifying general rules that the opinion articulates. Next, the exercises will focus on extracting and inferring legally significant facts that the court relied on determining the outcome of the case. Then, the drills will explore extracting principles from a single case. The exercises will then build and add</p>

	<p>more cases, with greater complexity, but with a repetition of these reading skills, abstract thinking, and synthesizing. For this portion, students will employ the “connect-a-box” method in which they graph out the general rules and legally significant facts of a series of cases and then further graph out the facts from a problem provided to them that may be relevant to the issue in the case. Next, they will graph out a spectrum of where the cases fall on an issue and where our facts may fit in the schema. These graphs are further enhanced by considering whether the principles differ based on the outcome of the case. With each of these exercises, I will draw from doctrinal cases that the students have already read.</p>
<p>8. <u>Preliminary Bibliography or Targeted Research</u> <u>Sources:</u> Include a bibliography of what you currently think will be the ten most significant resources (e.g., articles, books, other data) that relate to your teaching idea. You may include more than ten sources, but put the ten most important sources at the top and then list the remaining sources afterwards.</p> <p>Attach an additional page if more lines are required.</p>	<p>These sources are grouped thematically:</p> <p><i>Writing Across Curriculum</i></p> <p>D. Russell, “American origins of the writing-across-the-curriculum movement,” In C. Bazerman, & D. Russell, <i>Landmark essays on writing across the curriculum</i>, pp. 3-22. Davis: Hermagoras Press. 1992.</p> <p>J. Bean, <i>Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom</i>. San Francisco: Jossey-Bass, 1996.</p> <p>Bazerman, J. Little, et al., <i>Reference guide to writing across the curriculum</i>. West Lafayette: Parlor Press, 2005.</p> <p><i>Testing-Enhanced Learning</i></p> <p>Brame CJ and Biel R (2015). Test-enhanced learning: The potential for testing to promote greater learning in undergraduate science courses. <i>CBE—Life Sciences Education</i> 14, 1-12.</p> <p>Karpicke JD and Blunt JR (2011). Retrieval practice produces more learning than elaborative studying with concept mapping. <i>Science</i> 331, 772-775.</p> <p>McDaniel MA and Masson MEJ (1985). Altering memory representations through retrieval. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> 11, 371-385.</p> <p>Roediger HL III, Putnam AL, and Smith MA. (2011). Ten benefits of testing and their applications to educational practice. <i>Psychology of Learning and Motivation</i>, Volume 55: 1-36.</p> <p>Roediger HL III and Butler AC (2011). The critical role of retrieval practice in long-term retention. <i>Trends in Cognitive Sciences</i> 15, 20-27.</p>

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Alice M. Noble-Allgire, *Desegregating the Law School Curriculum: How to Integrate More of the Skills and Values Identified by the MacCrate Report into a Doctrinal Course*, 3 NEV. L.J. 32 (2002).

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DAVID A. SOUSA, HOW THE BRAIN LEARNS 142 (3d ed. 2006).

James M. Royer, Jose P. Mestre & Robert J. Dufresne, *Introduction: Framing the Transfer Problem*, in TRANSFER OF LEARNING FROM A MODERN MULTIDISCIPLINARY PERSPECTIVE, viii (Jose P. Mestre, ed., Info. Age Publ'g 2005).

ELLEN D. GAGNE, CAROL WALKER VEKOVICH, & FRANK R. VEKOVICH, THE COGNITIVE PSYCHOLOGY OF SCHOOL LEARNING 35 (2d ed. 1997).

["True North: Navigating for the Transfer of Learning in Legal Education,"](#)
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