FINAL PROGRAM

12:00 - 12:30 p.m. Lunch available (Omni Room East, Room 306A)

12:30 – 12:40 p.m. Welcome, Dean’s Remarks (Omni Room West, Room 306B)
Michelle Simon

12:40-1:00 p.m. Session 1: Overview of MacCrate, Carnegie and Best Practices
(Omni Room West, Room 306)

Professor Gross will provide a substantive introduction to “Faculty Teaching Day” by reviewing some of the key concepts contained in three main reports on the status of legal education: the MacCrate Report (1992), the Carnegie Foundation’s Educating Lawyers (2007) and Roy Stuckey’s Best Practices for Legal Education (2007). Professor Gross will explain how and why legal educators should be deeply engaged in evaluating their teaching, how reflective teaching can lead to successful learning outcomes, and how dialogues about effective teaching can serve as a catalyst for transforming legal education.

Jill Gross

Moderator: Barbara Atwell

1:00-1:30 p.m. Session 2: Learning From Examinations and Evaluations
(Omni Room West, Room 306B)

The panelists of Session 2 will reflect on what we, as teachers, can learn from two sources: student performance on examinations and other assignments and end-of-semester student evaluations. Panelists will discuss a variety of topics including assessing the validity of test instruments, prospective adaptation of teaching methods based on student performance and how well student performance on examinations reflects achievement of desired educational objectives. How can student feedback
assist in evaluating the effectiveness of teaching and learning? What does SCATE data tell us (or obscure)? How can evaluations be used to improve teaching?

Don Doernberg
Ron Jensen
Jeff Miller

Moderator: Karl Coplan

1:30 - 2:00 p.m  **Session 3: Students as Teachers, Teachers as Students**
(Omni Room West, Room 306B)

The panelists of Session 3 offer students’ perspectives on excellent teaching. The student-participants will address questions such as these: What teaching methods have you encountered most frequently at Pace Law School, and what “meta messages” do those teaching methods send to students? Based on your experience so far, what types of learning opportunities have helped you develop the knowledge and skills you need for workplace success? In what ways could the law school curriculum be enhanced to promote professionalism among students? What things can a teacher do to create a supportive learning environment? How can an instructor best encourage a diversity of viewpoints in the classroom? In what ways does technology help or hinder 21st century students? What do you wish your professors really knew about what (and how) students think?

Mike Bauscher
Michelle Coleman
Meghan Marshall
Minelik Shimellis

Moderator/Commentator: John Humbach

2:00-2:15  **Break** (Omni Room East, Room 306A)
2:15– 2:35 p.m.  Session 4: Simultaneous Sessions

Please select and attend one of these sessions.

Session 4A: Where (and When) There Matters Here: Incorporating Comparative Law into Domestic Law Classes (Omni Room West, Room 306B)

Luis Chiesa will consider several contexts in which comparative law might be incorporated into domestic (U.S.) law classes.

Moderator: Michael Mushlin

Session 4B: Teaching in the First Year: (In)Doctrine Training or Doctrinal Teaching? (Room 205)

Steve Goldberg will lead a discussion on how, whether and why teaching in the first-year courses is (or should be) different from teaching in upper-level courses. Please come ready to share your ideas.

Moderator: Merril Sobie

Session 4C: Powerpoint Do’s, Don’ts and What If’s (Room 305)

Horace Anderson will offer his reflections on teaching with Powerpoint presentations. These can help or hinder learning, depending on their design, execution and delivery. Three teachers who have used Powerpoint in their classes discuss and demonstrate some of the “do’s” and “don’ts” of this powerful program. The panelists will draw on their own classroom experiences to highlight some of the potential pitfalls and “best practices” of law teaching with Powerpoint. Ever thought about the tension between text and graphics? Animation versus stable objects? Small fonts versus big fonts? Notes versus talking points? Distribution of slides in advance versus after class? Worried about the 10/20/30 rule? You will after this session.

Moderator: Ralph Stein
2:35-3:05 p.m.  

**Session 5: Skills Throughout the Curriculum** (Room 306B)  

*The panelists of Session 5 will address ways in which law professors can engage students in their own learning process by incorporating and implementing skills training in traditional doctrinal classes as well as experiential courses. The panelists will also discuss best practices to achieve “skills” training and ways to measure what skills students have learned. What are the aspects of clinics, simulation courses and doctrinal courses that make them well- or less-suited to teaching skills? What skills do we want our students to learn from a particular course and/or class? How do we ensure our students become lifelong engaged learners?*

Jay Carlisle  
Lissa Griffin  
Andrew Lund  

Moderator: David Dorfman

3:05-3:15 p.m.  

**Break** (Omni Room East, Room 306A)

3:15-3:45 p.m.  

**Session 6: Visual, Auditory, Kinesthetic You Are? Yoda and Adult Learning Styles** (Omni Room West, Room 306B)  

*The panelists of Session 6 will provide an overview of the characteristics of adult learning styles. Words like “problem-centered,” “results-oriented,” and “skeptical” often apply to adult learners. What does this mean for what we teach and how we teach it? Does it really matter if a student is a visual learner, an auditory learner or a kinesthetic learner? To what extent should, could or do learning styles guide the law school classroom teachers?*

Gretchen Flint  
Emily Waldman  

Moderator: Tom McDonnell
Session 7: Delivering Post-Millennial Legal Education (Room 306B)

Three faculty members who have incorporated distance learning into their teaching will reflect on the advantages and disadvantages of the techniques they have used. The presenters will report and reflect on possible uses of technology in delivering legal education in the twenty-first century.

Bridget Crawford
Sasha Greenawalt
Gary Munneke

Moderator: Irene Johnson

Session 8: The Brief Debrief: What We Saw, What We Learned, What We Do Now (Omni Room West, Room 306B)

The panelists of Session 8 will offer their reflections on the afternoon’s program. Questions panelists will address may include what did we learn from this program about teaching? What did any of the presenters do to help us learn that? How can we use some of the lessons of today’s program to improve our teaching and the experience of our students? What might be fruitful avenues of inquiry for future programs?

Leslie Garfield
Noa Ben-Asher

Moderator: Marie Newman

Conclusion and Dean’s Remarks (Omni Room West, Room 306B)

Michelle Simon

Cocktails (Omni Room East, Room 306A)

Note on Moderator’s Role: The Moderator’s job is to start the session on time and end the session on time. In advance of Faculty Teaching Day, the moderator may wish to consult with the speaker(s) to determine how the time will be allocated. As a basic guideline, a moderator may wish to allocate an equal number of minutes to each panelist and leave additional time for questions from the audience, but the members of each panel are free to decide among themselves how they will run their session.
The great end of education is to discipline rather than to furnish the mind; to train it to the use of its own powers rather than to fill it with the accumulation of others.

-TRYON EDWARDS (AMERICAN THEOLOGIAN, 1809-1894)