Teaching Resources for Law Faculty

Books

1. Michael Hunter Schwartz et al., *What the Best Law Teachers Do* (2013) (KF 100 S39) – methods, strategies, and personal traits of professors whose students achieve exceptional learning.
2. Ronald W. Eades, *How To Be a Law Professor Guide* (2008) (KF 297 E22) – an overview of the law teaching profession, including information on getting through the early years and earning tenure, teaching, researching, and writing.
3. Vernellia R. Randall, *Planning for Effective Legal Instruction: A Workbook* (2011) (KF 272 R36) – workbook guides teachers in the steps of course design.  Includes decisions points in course planning: establishing course goals and objectives’ selecting and arranging the content and skills to be taught; determining students’ learning characteristics; selecting materials and resources, including case law; identifying appropriate teaching methods; and revising the course.
4. Steven Friedland & Gerald F. Hess, *Teaching the Law School Curriculum* (2004) (KF 272 F75) – arranged by fifteen of the most common law school courses, this book is a compilation of approaches, exercises, and tips for teaching.  Law courses include: Business Associations, Civil Procedure, Clinical Law, Constitutional Law, Contracts, Criminal Law, Criminal Procedure, Evidence, Family Law, Federal Income Tax, Legal Research & Writing, Professional Responsibility, Property, Sales & Secured Transactions, and Torts.
5. Gerald F. Hess, Steven I. Friedland, Michael Hunter Schwartz, & Sophie Sparrow, *Techniques for Teaching Law 2* (2011) (KF 272 H47) – second volume with new content and new ideas and designed for law teachers who want to improve their teaching and their students’ learning.  Chapters 1 and 2 discuss foundational principles of learning and instruction.  The next twelve chapters cover classroom dynamics, technology, questioning, discussion, collaborative learning, experiential learning, feedback, assessment, and continued development for teachers and include classroom-tested exercises, approaches, material, and methods.
6. Howard E. Katz & Kevin Francis O’Neill, *Strategies and Techniques of Law School Teaching: A Primer to New (and Not So New) Professors* (2009) (KF 272 K38) – directed towards the new law teacher preparing for first semesters in teaching.  Begins at preliminary stages of planning a new course and goes all the way through to writing and grading the final exam.  Includes topics such as how to come up with teaching objectives, choosing your textbook, putting together a syllabus, and creating a learning conducive atmosphere with the goal of preparing the law professor to successfully field students’ questions, teach legal analysis to first-year students, and make the most of today’s pedagogy and technology to support your teaching.
7. *Legal Education in the Digital Age*, Edward Rubin, ed. (2012) (K 100 L45) – this book contains a collection of chapters written by leading legal scholars in various fields and examines the digital transformation of legal education.  The book includes discussion of how digital materials will be created, how they will change concepts of authorship as well as methods of production and distribution; the impact of digital materials on law classrooms and law libraries; and the potential transformation of the curriculum that digital materials are likely to produce.
8. Nelson P. Miller, *Teaching Law: A Framework for Instructional Mastery* (2009) (KF 279 M55) – this book follows a 14-week law school term and covers course objectives, syllabi, lectures, Socratic Method, differentiating instruction, integrating instruction, assessment, multiple choice questions, essay questions, scoring, and grading.  A CD accompanies the book and includes a PowerPoint presentation to illustrate each chapter of the book.
9. Madeleine Schachter, *The Law Professor’s Handbook: A Practical Guide to Teaching Law Students* (2004) (KF 272 S29) – designed as a guide for those transitioning to, engaged in, or contemplating a law school faculty position.  Positing the idea that just because an attorney has mastered a substantive area of the law, refined advocacy or negotiation skills, and/or has extensive experience in analytical thought, writing, or other scholarly pursuits doesn’t necessarily mean he’s prepared to educate others, the author provides information on designing a course, putting together a syllabus, and choosing textual materials.
10. Michael Hunter Schwartz, Sophie Sparrow & Gerald Hess, *Teaching Law by Design: Engaging Students from the Syllabus to the Final Exam* (2009) (KF 272 S39) – beginning with basic principles of teaching and learning theory, the book then addresses how to plan a course, design a syllabus, select a textbook, plan individual class session, engage and motivate students, use a variety of teaching techniques, and evaluate student learning.  Note: appendices to this book are available via this link: <http://lawteaching.org/resources/books/teachinglawbydesign/teachinglawbydesign-appendices.pdf>
11. Sophie Sparrow, Gerald F. Hess, & Michael Hunter Schwartz, *Teaching Law by Design for Adjuncts*, (2010) (KF 272 S392) – this book follows a pattern similar to the book above but focuses on Adjunct Professors.
12. David I.C. Thomson, *Law School 2.0: Legal Education for a Digital Age* (2008) (K 100 T48) – a look at how technology will (or is or has already) transformed the face of legal education.  It covers the new ways law students learn, the pedagogical shifts that will occur inside and outside the classroom, the new breed of hybrid textbooks that will appear, and effective new methods of active, interactive, and hypertextual learning.  Chapter 6, titled The March of Technology, for example, discusses the laptop in the classroom, the educational technology maturing now, the educational technology maturing soon, and the adoption of technology.

Websites & Blogs

1. *Best Practices for Legal Education* – “site was created with two goal in mind: 1) to create a useful web-based source of information on current reforms in legal education arising from the publication of Roy Stuckey’s *Best Practices for Legal Education* and the Carnegie Foundation’s *Educating Lawyers*; and 2) to create a place where those interested in the future of legal education can freely exchange ideas, concerns, and opinions.”  Includes links to resources, authors, and related blogs.  <http://bestpracticeslegaled.albanylawblogs.org/>
2. *Institute for Law Teaching and Learning* – co-sponsored by law schools at Washburn University and Gonzaga University.  Goals of the institute include: serve as a clearinghouse for ideas to improve the quality of education in law school; support student-centered curriculum reform; provide national leadership on effective teaching and learning in law school; support research and the development of materials to enhance teaching and learning in law school; and to establish and maintain a national reputation for quality programs, responsiveness to law teachers’ needs, and innovation in law teaching.  Site includes links to resources, publications, conferences, articles, ideas, teaching, and curriculum.  <http://lawteaching.org/index.php>

1. *Professor Glesner Fines Legal Education Resources Page* – this website contains a list of links to teaching and learning law resources for legal education.   Look for links under the areas of: Group & Team-Based Learning; Assessment in Law School; Archives of Legal Education Articles; Helpful Organizations, Blogs, Projects & Conferences; General Teaching Resources; and Learning Law—Materials for Law Students.  <http://law2.umkc.edu/faculty/profiles/glesnerfines/bgf-edu.htm>
2. *Law School Innovation* (member of the Law Professor Blogs Network) – blog focuses on technological innovation in the classroom.  Look under Topical Archive for selection of categories, including a number related to teaching and technology.  The site is also searchable.  <http://lsi.typepad.com/lsi/>
3. *AALS Workshops for New Law Teachers* – links to program materials and handouts from upcoming and previous workshops going back to 2001.  Does not require logging in to access information.  <http://www.aals.org/events_nlt.php>
4. *Clinical Legal Education Association* – CLEA advocates for clinical legal education.  At the “What We Do” tab, click on the New Clinicians link to access the “New Clinician’s Handbook” (2009) which provides an introduction to clinical legal teaching.  Click on the Best Practices link to access full-text version of “Best Practices for Legal Education: A Vision and a Road Map,” by Roy Stuckey and others.  CLEA also publishes “Clinical Law Review,” and all volumes are available through the Law Library subscription to HeinOnline database.  <http://cleaweb.org/>