Bibliography of Books and Articles on Active Learning and other Techniques for Teaching Law¹

by

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General Thoughts on Law School Teaching

Seven guiding principles of teaching law:

1. Encourage student-faculty contact.
2. Encourage student cooperation.
3. Encourage active learning.
4. Give prompt feedback.
5. Emphasize time on task.
6. Hold high expectations.
7. Respect diverse student talents and students’ diverse ways of learning.


“Fundamental lawyer skills” identified in the MacCrate Report, are: Problem-solving, legal analysis and reasoning, legal research, factual investigation, communication, counseling, negotiation, litigation and ADR procedures, organization and management of legal work and recognizing and resolving legal dilemmas. See ABA Section of Legal Education and Admission to the Bar, Legal Education and Professional Development: An Educational Continuum 138-40 (1992)(MacCrate Report).

“Fundamental values of the profession” identified in the MacCrate Report, are: Provision of competent representation, striving to promote justice, fairness and morality, striving to improve the profession, and professional development. MacCrate Report, supra, at 140-41.

Gerald F. Hess, Heads and Hearts: The Teaching and Learning Environment in Law School, 52 J. LEGAL EDUC. 75, 75-79 (2002)(Summarizing the research showing that the law school environment is stressful, intensely competitive, alienating, anxiety producing, isolating, intimidating, de-motivating and distressing. It emphasizes linear, logical,

¹ Organized alphabetically by author within each section. Please forgive any Blue Book errors. I have not proofed it that carefully.
² Hess and Steve Friedland are considered the gurus on law school teaching techniques. Hess runs the Institute for Law School Teaching at Gonzaga University Law School.
doctrinal analysis and de-emphasizes emotion, imagination, morality, respect, support, collaboration, inclusion, engagement, delight, and feedback.)

**Women Law Students**

Lani Guinier, et al, *Becoming Gentlemen: Women’s Experiences at One Ivy League Law School*, 143 U.PA. L. REV. 1, 18-21 (1994)(study of students from 1987 to 1992, showing that despite women’s slightly higher entry-level credentials, men are three times more likely than women to be in the top 10% of their law school class; finding that women enter law school with strong attitudes about the social status quo, legal education, and public interest career goals and leave with corporate ambitions and some evidence of mental health distress; and revealing that women are alienated (and psychologically defeated) by the Socratic method. Women described the first year of law school as “a radical, painful, or repressive experience.”).


**LINDA F. WIGHTMAN, LSAC RESEARCH REPORT SERIES, WOMEN IN LEGAL EDUCATION: A COMPARISON OF THE LAW SCHOOL PERFORMANCE AND LAW SCHOOL EXPERIENCES OF WOMEN AND MEN** (1996)(empirical research showing that women have a slightly higher performance in college but a lower performance in law school than their male cohorts).

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3 I include these citations because I have noticed that fewer women regularly volunteer to speak in law school classes.
Learning Style & Multiple Intelligences


William C. Bradford, *Reaching the Visual Learner: Teaching Property Through Art*, *The Law Teacher*, Fall 2004, at 13 (love this article).4


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5 The web address for The Law Teacher changes.  As of August 2008, you could get to it at http://www.law.gonzaga.edu/about-gonzaga-law/institute-for-law-school-teaching/. Then click on the left hand tab for Law Teacher Newsletter.  Or, do a Google search for the name of the newsletter (in quotation marks).


**Ego Development and Other Generational Differences**


Steven I. Friedland, *How we Teach: A Survey of Teaching Techniques in American Law Schools*, 20 SEATTLE U. L. REV. 1, 4-12 (1996). He describes nine positions of development that apply to law students. Based on these descriptions, many law students are in Position #1: “In this position the student sees the world in polar terms of we-right-good vs. other-wrong-bad. Right answers for everything exist in the Absolute, known to Authority whose role is to mediate (teach) them. Knowledge and goodness are perceived as quantitative accretions of discrete rightness to be collected by hard work and obedience (paradigm: a spelling test). A student who falls into this category ‘has always taken it for granted that knowledge consists of correct answers, that there is one right answer per problem, and that teachers explain these answers for students to learn. He therefore listens for the [instructor] to state which theory he is to learn.’” *Id.* at 10, citing

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6 The last-born GenXers entered law school in the 2003-04 academic year.
7 Very interesting reading and we are now teaching Millennial generation students. Babies born in 1982 are the leading edge of the Millennial generation.
Friedland describes Position #2, in which some law students will fall, as follows: “In this position, [a student] makes the same general assumptions [as the student in Position #1] but with an elaboration to the effect that teachers sometimes present problems and procedures, rather than answers, ‘so that we can learn to find the right answer on our own.’ [The student] therefore perceives the [class] as a kind of guessing game in which he is to ‘figure out’ which theory is correct….” *Id.* at 11. In Position #3, “the student recognizes the legitimacy of differences of opinion and ‘accepts diversity and uncertainty as legitimate but still temporary in areas where Authority hasn’t found The Answer yet.’” *Id.* Most law professors will be at Positions #5 to #9 of this developmental scheme. Thus, for professors, the ambiguity in the law, not the right or wrong answers, tends to excite. These differences in the level of comfort with ambiguity and nuanced analysis can create tensions in the classroom if the professor does not appreciate the expectations and anxieties of students that reflect their earlier developmental stage.


William B. Stoebuck, *Back to the Crib?*, 69 Wash. L. Rev. 665, 676 (1994) (expressing concern about the apparent increase in the number of persons admitted to undergraduate schools, and later into law schools, who have not had traditional instruction in critical reading, critical reasoning, analytical writing, and civics, government, or the American legal system).
Adult Learners – Do Most Law Students Fall in this Category?
The Answer: Probably Not!

Stephen D. Brookfield, Understanding and Facilitating Adult Learning: A

K. Patricia Cross, Adults as Learners (1981).

Gordon G. Darkenwald & Sharon B. Merriam, Adult Education: Foundations of
Practice. (1982).


Linda Morton, Janet Weinstein & Mark Weinstein, Not Quite Grown Up: The Difficulty
of Applying Adult Education Model to Legal Externs, 5 Clinical L. Rev. 469, 497
(1999).

Passive vs. Active Learning
and
Self-Regulated Learners

Robin A. Boyle, Employing Active-Learning Techniques and Metacognition in Law

Gerald F. Hess, Seven Principles for Good Practice in Legal Education: Principle 3:

Chet Meyers & Thomas B. Jones, Promoting Active Learning: Strategies for
the College Classroom (1993) (with chapters on informal small groups, cooperative
student projects, simulations, case studies, guest speakers, and the effective use of
technology).

Laurel C. Oats, Beating the Odds: Reading Strategies of Law Students Admitted through
Alternative Admissions Programs, 83 Iowa L. Rev. 139 (1997) (finding that successful
students – those who out-performed their “indicators” -- were self-regulated learners who
engaged in “active learning” techniques; finding that those who performed at or below
their indicators were passive learners).

Michael L. Richmond, Teaching Law to Passive Learners: The Contemporary Dilemma

St. DCL L. Rev. 447 (2003).

Approach to the Measurement of a First-Year Law Students’ Level of Proficiency, 30 W.
ST. U. L. REV. 177 n. 30 (2000) (describing bibliography author provides to his first-year students about how to become self-regulated, active learners -- including tips on study habits, preparing to take exams, and exam techniques).

*Using Active Learning in College Classes: A Range of Options for Faculty* (Tracey Sutherland & Charles Bonwell, eds., Jossey-Bass No. 67, Fall 1996)(pamphlet)(chapters on the active learning continuum; providing structure (the critical element); enhancing the lecture; writing exercises as active learning; using electronic tools to promote active learning; cooperative learning; and emerging issues in active learning).

*William M. Timpson et al., Teaching and Performing: Ideas for Energizing Your Classes* (19997) (with chapters on lecture; questions, answers and discussions; energy, creativity, and spontaneity; and three chapters on using theater techniques and improvisation in class).


Learning Outcomes


Charles B. Sheppard, supra, at n. 40 (2000) (describing the stated learning objectives for each topic covered in the author’s Property II class as: (1) learning the definitions of the words and phrases listed for the covered topic; (2) learning the circumstances in which certain key words are applicable; and (3) learning the legal doctrines that pertain to the matters listed for the covered topic).

Teaching Techniques

In General

For a list serve of law professors interested in innovative teaching methods, see the AALS Teaching Methods mailing list at: secttm@lists.aals.org. To manage your subscription, go to http://connect.aals.org/p/us/to/

For websites and blogs:

- Steven Friedland’s Teaching and Learning blog at http://idd.elon.edu/blogs/law/
- Best Practices in Legal Education blog, see http://bestpracticeslegaled.albanylawblogs.org/
- Johnson and Johnson Cooperative Learning website at http://www.co-operation.org/
- Ken Bain’s Montclair State Teaching and Learning website, at http://www.montclair.edu/academy/bibs.html


Stephen Brookfield, Becoming a Critically Reflective Teacher (1995) (chapters on, among other things, using critical incident questionnaires to see ourselves through the eyes of our students; a good practices audit; and creating a culture of reflection).


Corinne Cooper, Letter to a Young Law Student, 35 TULSA L.J. 275 (2000)(I gave this article to my LP students at the beginning of the semester as an introduction to law school culture. It discusses the Socratic method, student learning, student self-learning, competition, cheating, “what is legal thinking?, what is legal analysis?,” the IRAC method, precedent, the importance of the rule of law, the nature of law as a profession,
your professional life begins now, and the courage to face the struggle ahead. Students thought it was helpful.)


Sue Liemer, *Every Case Has Two Stories*, The Law Teacher, Spring 2001, at 12 (what happened in real life to make someone bring a lawsuit; how did the lawsuit wind its way through the courts).


James Maule, *Crumbling Myths and Dashed Expectations*, The Law Teacher, Fall 2003, at 8.


**Michael H. Schwartz, Expert Learning for Law Students** (2008) (designed to help students build the analytical skills necessary to succeed in law school and on the bar exam – including assessment of time management, study environment, study skills and habits, discipline, mental outlook, and general health).8


Sophie Sparrow, *Are we the Teachers we Think we are? Observing others Teach – Lessons for the Teacher*, THE LAW TEACHER, Fall 2004, at 3 (more on Teaching Squares).

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8 For more publications on effective teaching by this prolific author, see http://www.washburnlaw.edu/faculty/schwartz-michael-pub.php.
Specific Teaching Techniques

Collections of Ideas

See citations in the Passive vs. Active Learning section, supra.

STEPHEN BROOKFIELD, THE SKILLFUL TEACHER (1990)(good discussion of active learning techniques with chapters on lecturing creatively, facilitating discussion, using simulations and role-playing, giving helpful evaluations, overcoming resistance to learning, and building trust with students).

DAVID ROYSE, TEACHING TIPS FOR COLLEGE AND UNIVERSITY INSTRUCTORS: A PRACTICAL GUIDE (Allyn & Bacon, eds. 2001)(chapters on classroom strategies; small group, peer learning and role-playing; teaching the large lecture class; teaching students how to learn; experiential learning; use of instructional technology; examinations; grading; managing problem situations; cheating; humor in the classroom; improving teaching performance; values and ethics; and have you chosen the right career (ha, ha)).


GERALD HESS & STEVEN FRIEDLAND, TECHNIQUES FOR TEACHING LAW (1999)( if you don’t read anything else, read this).


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).

Craig T. Smith, Teaching Students How to Learn in your Course: The “Learning-Centered” Course Manual, 1 PERSP. TEACHING LEGAL RES. & WRITING 1 (Fall 2003), available at Westlaw 12 No. 1 PERSPEC 1.


Games


Jennifer L. Rosato, *All I Ever Needed to Know about Teaching Law School I Learned Teaching Kindergarten: Introducing Gaming Techniques into the Law School Classroom*, 45 J. Legal Ed. 568, 570-71 (1995) (author explains the use of games in class to increase student comprehension of a large amounts of discrete information, including a discovery game based on the Buffalo Creek disaster (Buffalo Creek Family Feud), a game for civil procedure class that examines class action rules (Class Action Jeopardy) and a game based on the TV series *Law and Order*).

### Peer Teaching, Group Work, and Collaborative Projects


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9 I developed a *Jeopardy* game to teach mediator ethics. Students play for Monopoly money and are quite competitive. I also developed a game that is a cross between *Who Wants to be a Millionaire* and *Survivor* to give an ADR overview lecture that doesn’t seem like a lecture. Students compete for a box of Lucky Charms, cans of sweet peas, and books no one else wants. Again, students are amazingly engaged and competitive.


### Problems


### Simulations


Suzanne Schmidt, et al., *Developing the Perspective of the “Lawyer as Problem Solver” through Selected Classroom Exercises and Simulations*, Session F12, ABA ADR Section Conference (April 2002)(on file with PMY)(describing an ADR clause drafting exercise,
negotiation exercise, a preventative problem-solving exercise, and a cross-cultural communication exercise).


Skeletal or Guided Note-taking, Outline “Starter-Kits,” or Matrixes for Students to Complete


Charles B. Sheppard, *supra*, at n. 42 (2000) (exercises include graphic organizers or other work product that is partially completed by the instructor and then fully completed by the students).

**Socratic Method**

Several scholars describe the Socratic method as “infantilizing, demeaning, dehumanizing, sadistic, a tactic for promoting hostility and competition among students, self-serving, and destructive of positive ideological values.” See Jack Himmelstein, *Reassessing Law Schooling: Towards a Humanistic Study of Law*, in PROJECT FOR STUDY AND APPLICATION OF HUMANISTIC EDUCATION IN THE LAW: HUMANISTIC EDUCATION IN LAW, MONOGRAPH I (1980).

June Cicero, *Piercing the Socratic Veil: Adding an Active Learning Alternative in Legal Education*, 15 WM. MITCHELL L. REV. 1011, 1016-19 & n. 34 (1989)(“It is virtually impossible to have a Socratic dialog with 200 students.”)

J.T. Dillon, *The Paper Chase and the Socratic Method of Teaching Law*, 30 J. LEGAL EDUC. 529 (1980)(describing the scenes in *The Paper Chase* between Kingsfield and his students as a “contest, not collaboration; more entrapment than inquiry.”)


**Other scholars** defend it as helping students develop sophisticated legal reasoning, independent thinking, verbal skills and the ability to think on “your” feet. See Ruta K. Stropus, *Mend It, Bend It, Extend It: The Fate of Traditional Law School Methodology in the 21st Century*, 27 *LOY. U. CHI. L.J.* 449, 453-72 (1996).


**“Thinking Aloud” by the Professor**

For a discussion of this technique in the context of medical education, see http://www.uab.edu/uasomume/cdm/issue5.htm. It allows the expert to show the novice the expert’s thinking and problem-solving methodology by saying aloud what the professor is thinking as he or she takes each step to solve the problem. The professor illustrates the reasoned approach to the problem.
Using Technology in Teaching

In General


Andrea Beckerman-Rodau, The Novice’s Guide to Teaching with Technology, THE LAW TEACHER, Spring 2006, at 3 (covering e-mail; discussion boards; PowerPoint; audio files; and course management software).

Paul Caron & Rafael Gely, Taking Back the Law School Classroom: Using Technology to Foster Active Student Learning, 54 J. LEGAL EDUC. 551 (2004).


Jayne E. Zanglein & Katherine A. Stalcup, Te(a)chnology: Web-Based Instruction in Legal Skills Course, 49 J. LEGAL EDUC. 480, 480-92 (1999) (outlining the full integration of a threaded electronic discussion board, a Web-based textbook, class Web pages and e-mail in three courses – Negotiation, Transaction Practice (drafting), and Legal Writing).

Computer Graphics


Email


Electronic Discussion Boards

Charles B. Sheppard, supra, at n. 67 (2000) (describing the types of student comments on a TWEN discussion board that will earn point credit as: “(1) reflective or thoughtful comments about a rule of law or rules of law, a public policy, or the manner in which a rule of law is or, in the opinion of the student, ought to be applied; (2) original examples
of how a rule of law is or might be applied; (3) reflective or thoughtful questions about
course material; (4) original, hypothetical problems that require the raising of issues and
the application of rules of law studied in the course; (5) reflective or thoughtful answers
to questions posed by another student; (6) constructive critique of another student’s
discussion board comment; or (7) reflections about learning strategies that have been
employed by the student in the course, in another course).

Macros

Sarah E. Ricks, *Using Macros to Improve Consistency, Quality & Efficiency in
Commenting on Student Writing*, THE LAW TEACHER, Spring 2005, at 1.

See also Clip Cache technology,

Power Point

Ken Strutin, Power Point Bibliography, THE LAW TEACHER, Fall 2002, at 13 (listing
resources for using PowerPoint effectively).

Alison Sulentic, *Adventures in Power Point: Teach with Punched-Up Visual Aids and
See the Difference*, THE LAW TEACHER, Fall 1999, at 1.

See also SnagIt software:
http://www.techsmith.com/snagit/education.asp?CMP=KgoogleSctedu (about advanced
graphic use in PowerPoint presentations)

TWEN and Other Course Management Systems

See http://jurist.law.pitt.edu/lessons/lesnov03.php (discussing two empirical research
projects showing a direct correlation between TWEN site visits and grades in a course).

Ruth Buchanan & Sundhya Pahuja, *Using the Web to Facilitate Active Learning: A

Larry Cunningham, *Using TWEN to Reach Evening Students*, THE LAW TEACHER, Spring
2006, at 12.

Joan M. Heminway, *Caught in (or on) the Web: A Review of Course Management


Paul Wangerin, *Technology in the Service of Tradition: Electronic Lectures and Live-
See http://jurist.law.pitt.edu/lessons/lesmar03.php for a discussion by Schwartz about the many ways he is using his webpage, including for practice exams that require less professor supervision or grading.

**Video and Multi-Media**


Elyse Pepper, *The Case for “Thinking Like a Filmmaker”: Using Lars Von Trier’s Dogville as a Model for Writing a Statement of Facts*, 14 J. LEGAL WRITING INST. 171 (2008).\(^{10}\)

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\(^{10}\) I have a copy of this disturbing and thoughtful movie about the abuse of power and knowledge to enslave someone (in this movie, the character played by Nicole Kidman). Great cast and play-like staging.
Active Learning in Specific Law School Classes\textsuperscript{11}

First-Year and Other Large Courses -In General

Charles Calleros, \textit{Rules for Monica}, available at the Gonzaga Institutes website (see n. 5 \textit{supra}) (using a video of a parent-child interaction to show first year students how rules develop).

Charles Calleros, \textit{Using Classroom Demonstrations in Familiar Non-Legal Contexts to Introduce New Students to Unfamiliar Concepts of Legal Method and Analysis}, 7 \textit{LEG. WRITING} 37 (2001)(expansion of \textit{Rules for Monica} article; first year courses).


Andrea A. Curcio, et al., \textit{Developing an Empirical Model to Test Whether Required Writing Exercises or Other Changes in Large-Section Law Class Teaching Methodologies Result in Improved Exam Performance}, 57 \textit{J. LEGAL EDUC.} 195 (2007).


Sue Liemer, \textit{Every Case Has Two Stories}, \textit{THE LAW TEACHER}, Spring 2001, at 12 (what happened in real life to make someone bring a lawsuit; how did the lawsuit wind its way through the courts).

Nancy M. Mauer & Linda F. Mischler, \textit{Introduction to Lawyering: Teaching First Year Students to Think Like Professionals}, 44 \textit{J. LEGAL EDUC.} 96 (1994).


\textsuperscript{11} I have learned that a technique discussed in the context of one class works as well in another class. I have also found that the legal writing techniques are very creative and often useful in other classes.
Sheila Simon, *Teaching Active Reading*, THE LAW TEACHER, Spring 2001, at 11 (getting students more deeply to analyze a court case by asking them to imagine it as a movie and to cast each of the parts).

**Academic Support and Students with Special Learning Challenges**


Laurel C. Oats, *Beating the Odds: Reading Strategies of Law Students Admitted Through Alternative Admissions Programs*, 83 IOWA L. REV. 139 (1997) (finding that successful students – those who out-performed their “indicators” -- were self-regulated learners who engaged in “active learning” techniques; finding that those who performed at or below their indicators were passive learners).

**Administrative Law**


Bar Prep


Civil Procedure


Lawrence Friedman, *Law’s Arc*, THE LAW TEACHER, Fall 2006, at 1.


Jennifer L. Rosato, *All I Ever Needed to Know about Teaching Law School I Learned Teaching Kindergarten: Introducing Gaming Techniques into the Law School Classroom*, 45 J. LEGAL ED. 568, 570-71 (1995)(author explains the use of games in class to increase student comprehension of a large amount of discrete information, including a game for a civil procedure class that examines class action rules (Class Action Jeopardy)).


Clinical Teaching


Constitutional Law


Contracts and UCC Sales


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12 I am sure many more articles exist on teaching clinical programs. I did not cite many because my earlier research paper, that was the genesis for this list, focused on another topic.


**Corporations and Corporate Finance**


**Criminal Law**


Kevin C. McMunigal, *Diagramming Crimes*, THE LAW TEACHER, Fall 2004, at 1 (showing the use of partially complete matrices).

**Environmental Law**


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13 I have the written scripts for the first and second seasons of Seinfeld.
Evidence


Externships


Family Law


International Law


Legal Ethics and Professionalism


Legal Writing and Research

For examples of grading rubrics in the context of appellate briefs, client letters, memos, trial briefs, statutes, and jury instructions, see Grading Rubrics, available at http://www.lwionline.org/grading_rubrics.html.

See Gretchen Van Dam, Web Tutorials for Teaching Legal Research, at http://jurist.law.pitt.edu/lessons/lesmay01.htm


Suzanne Darrow-Kleinhaus, How I Compete with “the Donald” and Teach Them to Write: the Forensic IRAC, The Law Teacher, Fall 2005, at 15.


Frank Houdek, Our Question – Your Answers, 5 No. 1 Perspec. 23 (1996) (summarizing legal writing instructors’ techniques).


Judith R. Karp, “In a Case, in a Book, They will not Take a Second Look!” Critical Reading in the Legal Writing Classroom, 41 Williamette L. Rev. 293 (2005).


James B. Levy, Better Research Instruction through “Points of Need” Library Exercises, 7 J. Legal Writing Inst. 87 (2001).


Carol McCrehan Parker, Writing Is Everybody’s Business: Theoretical and Practical Justifications for Teaching Writing Across the Law School Curriculum, 12 J. Legal Writing Inst. 175, (2006).


**Legislation**


**Pre-Trial Practice**


Jennifer L. Rosato, *All I Ever Needed to Know about Teaching Law School I Learned Teaching Kindergarten: Introducing Gaming Techniques into the Law School Classroom*, 45 *J. Legal Ed.* 568, 570-71 (1995)(author explains the use of games in class to increase student comprehension of a large amount of discrete information, including a discovery game based on the Buffalo Creek disaster (Buffalo Creek Family Feud).

**Property**


William C. Bradford, *Reaching the Visual Learner: Teaching Property Through Art*, THE LAW TEACHER, Fall 2004, at 13 (love this article).

Charles B. Sheppard, *supra passim* (2000) (describing the number of tools author provides to property students so they can become self-regulated learners; describing a number of assessment tools author uses, including variety of exam format, variety in exam content, quizzes -- both in-class and on-line -- with each quiz testing different skills, periodic graded essay assignments, and on-line discussion boards).


**Real Estate**


**Seminars**

Thomas G. Field, Jr., *Colloquia Instead of Seminars?*, THE LAW TEACHER, Fall 2005, at 9.


**Tax**


**Torts**


Christine Ver Ploeg, *Incorporating Skills Training in a Torts Class*, THE LAW TEACHER, Fall 2004, at 4 (using students from an arbitration class to hear cases presented by students in the torts class).

**Trial or Appellate Advocacy**


**Wills and Trusts**


Writing Center


Miscellaneous


Assessing Student Learning

In General

Assessments should be valid, reliable and fair. Michael Josephson, Learning and Evaluation in Law School 7 (M. Josephson 1984).

Thomas A. Angelo & K. Patricia Cross, Classroom Assessment for Teachers: A Handbook for College Teachers (2d ed. 1993) (described as the “bible” for classroom assessment techniques and providing a description of 50 effective techniques).


Gregory S. Munro, How do we Know if we are Achieving our Goals?: Strategies for Assessing the Outcome of Curricular Innovation, 1 J. Ass’n Legal Writing Directors 229 (2002) (describing student assessment tools, including videotape presentations, live oral presentations, drafting legal documents, student portfolios, misconception/preconception checks, minute papers, empty outlines, categorizing grids, defining features matrix, classroom opinion polls, course-related self-confidence surveys, electronic mail feedback, and group instructional feedback techniques).


Advising Students How to Take Exams


Charles B. Sheppard, supra, at n. 12 (2000) (describing author’s pre-exam work-shops held on Saturday and Sunday).


Exams


See http://jurist.law.pitt.edu/lessons/lesmar03.php for a discussion by Schwartz about the many ways he is using his webpage, including for practice exams that require less professor supervision or grading.

**Oral Exams**


**Quizzes**


Charles B. Sheppard, *supra*, n. 56-57 (2000) (describing use of in-class quizzes to help students assess their knowledge of important rules of law and public policies relating to property law, but using on-line quizzes to help students assess their knowledge of how the rules or policies are applicable (or not) to certain factual settings).


**Performance Critiques**


For examples of grading rubrics in the context of appellate briefs, client letters, memos, trial briefs, statutes, and jury instructions, see Grading Rubrics, available at http://www.lwionline.org/grading_rubrics.html.

**Student-Faculty Conference**


**Other**

