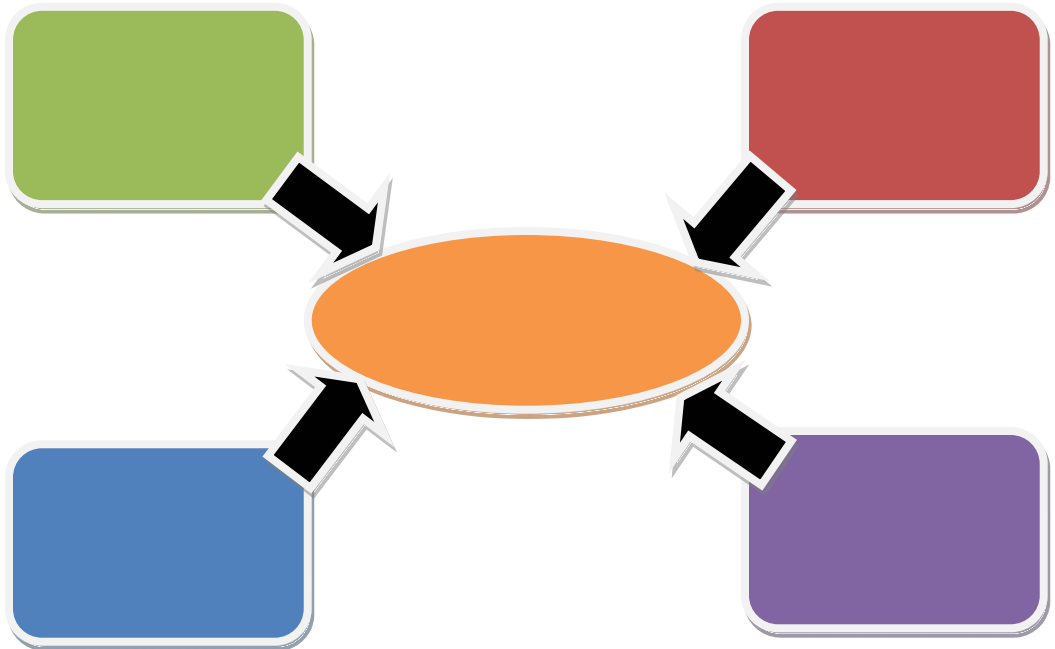


Looking Back Over the Conference Looking Forward to Legal Education Reform

Professor Michael Hunter Schwartz

Handout

- I. Overview/Goals: By the end of this session, attendees will
 - A. Be able to synthesize the many facets of the humanizing movement
 - B. Be familiar with and able to use an additional set of tools for humanizing the classroom
 - C. Understand the humanizing implications of EDUCATING LAWYERS, BEST PRACTICES FOR LEGAL EDUCATION and the outcomes assessment movement
 - D. Be better prepared to implement conference ideas
- II. Synthesis of the various threads of the humanizing movement¹



¹ For detailed charts synthesizing the presentations at this conference, see Appendix A.

III. Additional ideas for increasing students' sense of relatedness

A. Structure study groups

1. Construction

2. Humanizing uses and benefits

B. Provide incentives for pro-social behavior

C. Communicate interest in students as individuals

IV. Additional ideas for increasing students' sense of competence

A. Students as teachers

B. Kinesthetic "other lawyering skills" exercise

C. Another approach to student/teacher classroom interactions

V. Additional autonomy support ideas

A. Teaching law students to be self-regulated learners

1. Qualities of expert self-regulated learners

2. Ability to teach expert self-regulated learning skills

B. Self-efficacy exercise

1. Skill I found hard to master _____

2. How I mastered that skill _____

3. Definition of self-efficacy

C. Classroom assessment techniques (CATs)

1. What are CATs?
2. Commonly-Used CATs
3. Why do CATs provide autonomy support?

VI. Systemic pressures for change

- A. Intro to BEST PRACTICES, EDUCATING LAWYERS and the outcomes assessment movement in higher education
- B. The politics of change
- C. The relationship between autonomy support and learning outcomes
- D. General impetus for change from all three

- E. Specific Humanizing Ideas from BEST PRACTICES
1. Produce graduates who “nurture quality of life” (citing Krieger) (p. 90)
 2. “[S]upport student autonomy” (citing Krieger) (p. 113)
 3. Provide increased practice and feedback (p. 125)
 4. Meet the needs of all students by varying teaching methodologies (p. 132)
 5. Teach “self-reflection and lifelong learning skills” and “self-directed learning skills” (pp. 66, 127)
 6. Produce graduates who “demonstrate self-efficacy” (p. 72)
 7. Demonstrate respect for students, provide a supportive environment, and encourage collaboration (pp. 114, 118, 119)

VII. Ideas You Will Take from The Humanizing Conference

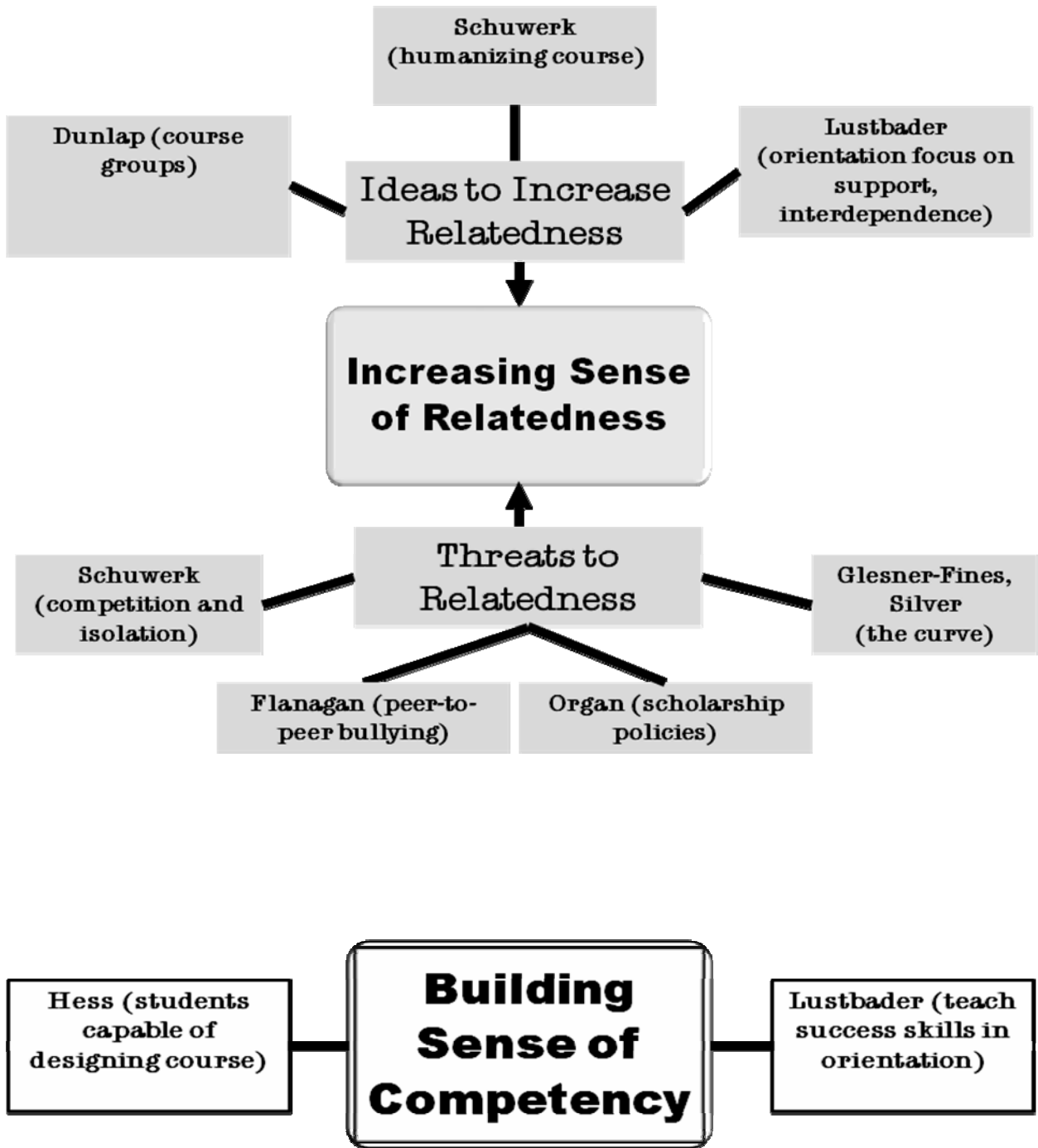
A. _____

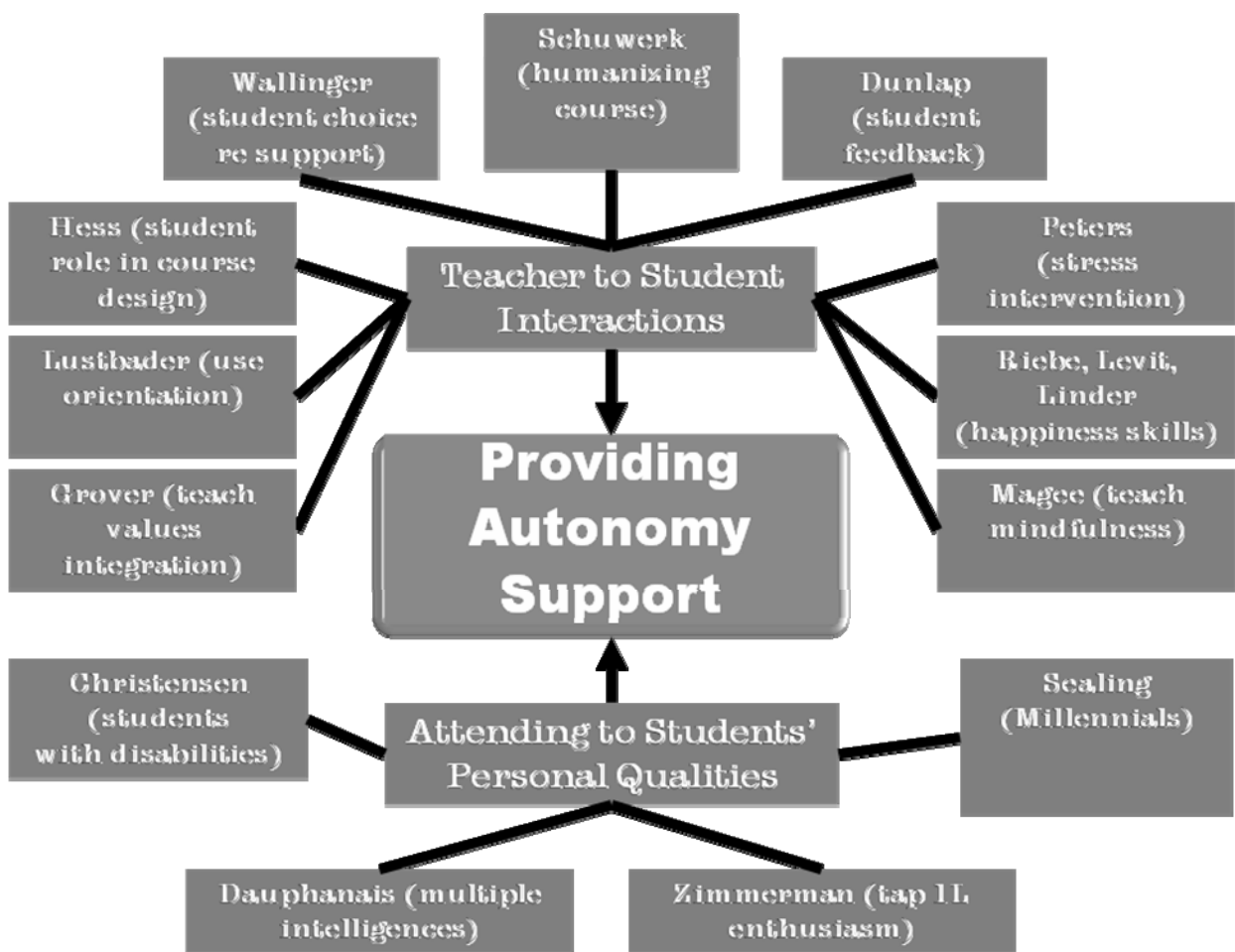
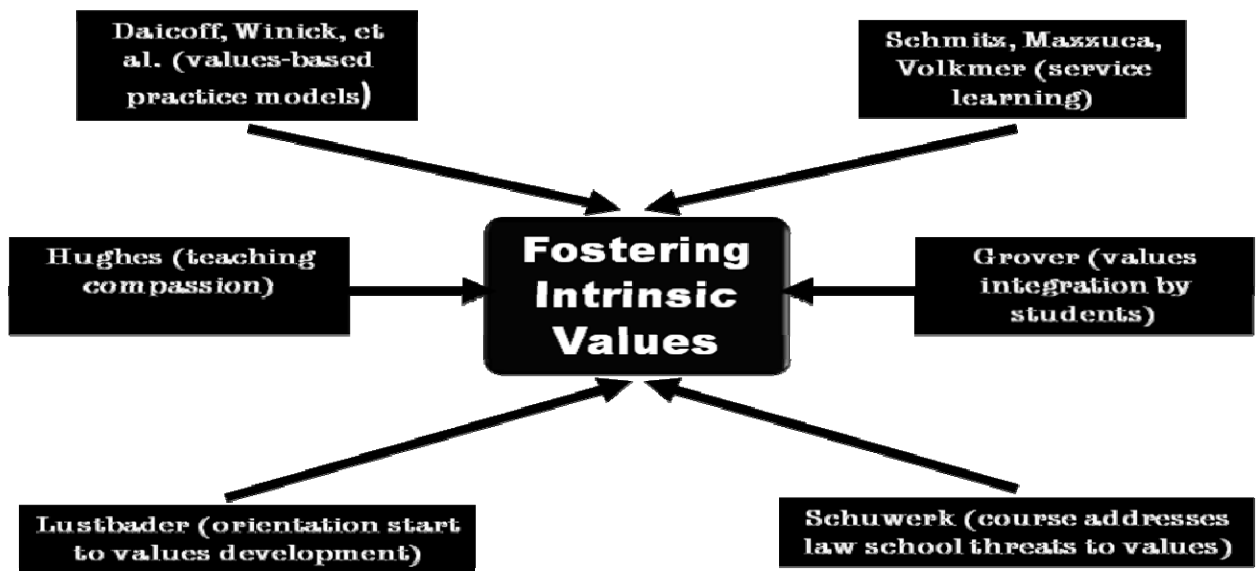
B. _____

C. _____

D. Other ideas you wish to remember

Appendix A: Synthesis of Conference Charts





Appendix B: References

Carole Buckner, *Realizing Grutter V. Bollinger's "Compelling Educational Benefits Of Diversity" - Transforming Aspirational Rhetoric into Experience*, 72 UMKC L. REV. 877 (2004) (ccoperative learning groups)

Barbara Glesner-Fines, *Classroom Assessment Techniques for Law School Teaching*, <http://www.law.umkc.edu/faculty/profiles/glesnerfines/cats.htm> (2001)

Vernellia R. Randall, *Increasing Retention and Improving Performance: Practical Advice on Using Cooperative Learning in Law Schools*, 16 T.M. COOLEY L. REV. 201 (1999)

MICHAEL HUNTER SCHWARTZ, *EXPERT LEARNING FOR LAW STUDENTS* (Carolina Academic Press 2005)

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ROY STUCKEY AND OTHERS, *BEST PRACTICES FOR LEGAL EDUCATION* (CLEA 2007)

WILLIAM M. SULLIVAN ET AL., *EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW* (Jossey-Bass 2007)

Space for Classroom Assessment Response