Each year, new technology is incorporated into the law school curriculum and ancillary law school services but only after it's tested and proven to have practical application that enhances the students' law school experience.

Courtroom, classroom and library technologies ready students, law school for the future

Chalk and erasers have given way to delete keys and laptops. Projection screens and interactive software are used in place of flip charts and handouts. A plasma screen and a document camera allow counsel to "show" rather than just "tell."

Making A Connection

In some law schools and courtrooms, this is the classroom of the future. For Washburn University School of Law, this is technology being used by students today.

Some of Washburn Law's technology has been in place for a while, like high-speed wireless throughout the building for ease of Internet access by students, alumni and visitors, while other technology is in its infancy or in some cases only a rough sketch on a notepad.

Each year, new technology is incorporated into the law school curriculum and ancillary law school services but only after it's tested and proven to have practical application that enhances the students' law school experience.

CLASSROOM TECHNOLOGY

With the addition of Internet access, laptop computers, video displays and conferencing, and other visual presentation software, Washburn Law faculty are better able to meet the needs of students while enhancing class preparation, creativity and convenience.

No matter the professor or the technology used, the overriding reason many are incorporating more technology into the classroom is to improve student engagement to reach a new generation of law student.

Washburn Law professors engage their students with a variety of tactics, and each continues to fine-tune his or her current techniques while discovering new ways, with the assistance of technology, to reach their students.

Professor Ali Khan's classroom teaching philosophy is simple – class time is valuable so use it wisely. Professor Khan is able to live that philosophy by taking advantage of the technology available at Washburn Law.

"Class time is so important to me that I don't want to waste a single minute," Professor Khan said. "The students must feel that the class is valuable. In a one-hour class, wasting one minute of my time wastes 17 minutes collectively of my students' time," he said.
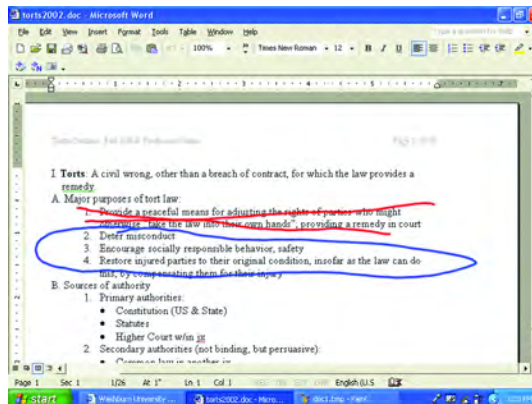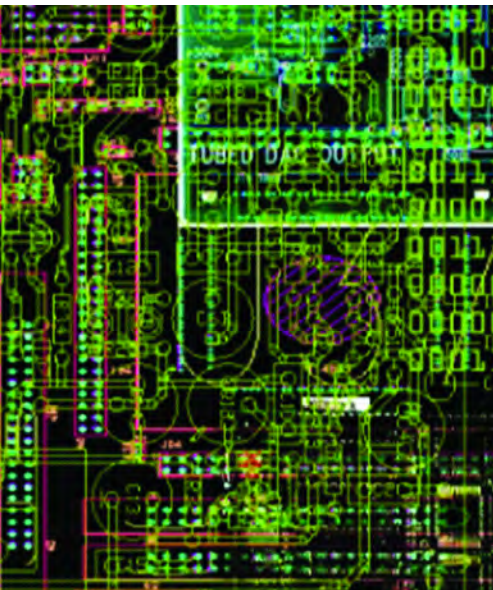
WASHBURN LAW CLASSROOM TECHNOLOGY

▶ Interactive lecterns allow professors to access DVD, Laptop, VCR and document camera

▶ The Sympodium console combines an interactive screen with SMART Board software and a stylus for an interactive writing surface that allows professors to write electronic notes over the top of computer applications, Web site or video and then save, print, E-mail or post the notes on-line.

▶ Professors use the system for delivering prepared or impromptu material, highlighting information or bringing up images and Web sites to enhance the classroom experience.

▶ Remote control response pads allow students to participate in Classroom Performance System quizzes.

▶ One hundred percent of classrooms are wired (desktop Internet ports and power outlets)

Making A Connection

PowerPoint presentations assist Professor Khan in managing classroom time while the visual materials engage the students in the class discussion.

"With PowerPoint, the information is preserved forever, saving a lot of time," Professor Khan said. "I've never written a word on a board – ever. If I write, then erase, the message is gone forever."

By using the visual properties of a PowerPoint presentation, Professor Khan said he also connects better with the students. "If I were to write on a blackboard, I would have to turn my back on the class. When you attend a performance, no one takes their eyes off the stage, and technology can help me have a seamless class."

Using PowerPoint, he minimizes any disconnection with the students, minimizes the amount of text, and inserts images "to bring focus to the discussion," he said.

Professor Khan uses Internet technology and offers his teaching materials on-line for his students, as well. Through a password-protected portal, his students can access his "e-books" for the cost of printing the information to a printer.

The benefits for Professor Khan? "I can update it, design it and change it in a timely manner," he said.

E-mail has also improved the efficiency of communications between students and professors when an in-person meeting is not feasible. Professor Khan emphasized, though, the need for a delicate balance between the two.

"Technology is great but not at the expense of eliminating all human contact," he said.

Law students filing into Professor Nancy Maxwell's criminal law class in fall 2005 may have wondered if they took a wrong turn upon hearing the following lyrics fill the room:

I hear the train a comin'
It's rollin' 'round the bend,
And I ain't seen the sunshine,
Since, I don't know when,
I'm stuck in Folsom Prison,
And time keeps draggin' on,
But that train keeps a-rollin',
On down to San Antone.

When I was just a baby,
My Mama told me, "Son,
Always be a good boy,
Don't ever play with guns,"
But I shot a man in Reno,
Just to watch him die,
When I hear that whistle blowin',
I hang my head and cry.

"I decided I was going to do something fun, something related to the class. I found Folsom Prison Blues very tangential," Professor Maxwell said, reflecting on her choice of Johnny Cash's classic as students entered her Criminal Law classroom.

Making A Connection

Professor Maxwell incorporates music that's relevant to the planned discussion each day. She researches lyrics of songs based on the cases the class will be reading for a particular day. At the end of the semester, Professor Maxwell posts the "play list" so students can have a collection of the songs played during that semester.

She believes the music not only grabs the attention of students but also helps make an impact on a generation of law students who are tech-savvy and hungry for class engagement.

At the end of the fall 2005 semester, Bob Dylan's "Knocking on Heaven's Door" filtered through Professor Maxwell's classroom providing a powerful impression as students arrived that day for a review session. "I dedicated the song to all law enforcement officers who died in the line of duty."

Review sessions are enhanced by the Classroom Performance System (CPS), a technology professors use to engage students while reviewing course material. CPS allows instructors to ask students multiple-choice questions and receive immediate, in-class feedback using computer projection equipment, student remote control response pads, a portable receiver and response analysis software.

CPS can be used for class interaction, class quizzes or formal exams, and the software will generate percentages and graph totals of each question's answers.

The use of the CPS assists professors in reviewing material, measuring students' comprehension and bridging the generation gap with technology that is relevant to today's law students.

Professor Alex Glashausser, who uses the CPS system, has discovered it not only measures the students' understanding but also creates a buzz in the classroom by engaging the students in the discussion that day.

"I use CPS for review two times per semester. On the day we review, the level of excitement and energy is as high as it gets," he said. "It's competitive, which the students like, but in a non-threatening way."

Instant feedback from using CPS can make a significant difference in correcting the students' understanding of course material before an exam.
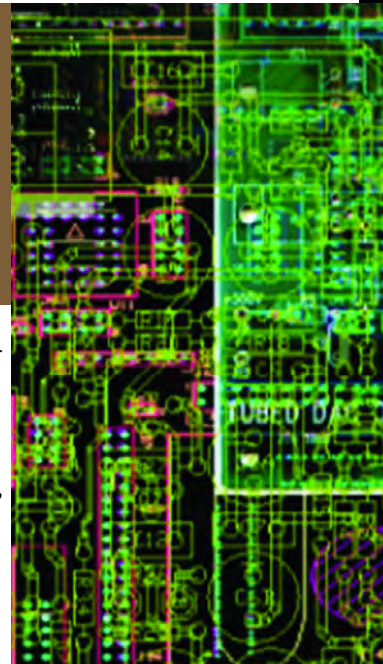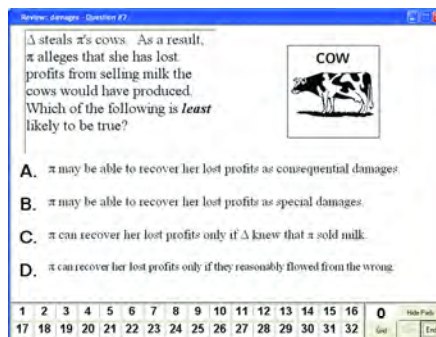
"I get immediate feedback about what they do or don't understand," Professor Glashausser said, which proved valuable when one of the quizzes he administered demonstrated that a procedural twist in a question resulted in the entire class missing the question.

"There is a delay factor with written quizzes. (The CPS) is a dramatic example of how immediate feedback can make a big difference. I was able to correct it to the whole class. Otherwise, I blindly would have thought they got it," he said. Answers to the quiz may then be posted on-line and used by students as supplemental review material. Washburn Law professors use three different sites - TWEN, LEXIS/NEXIS and My Washburn. These on-line services are extensions of the law classroom where students can access course materials, participate in classroom discussions, receive and submit online assignments and perform a host of other class-related functions.

Professors may post class syllabi, course materials, questions to help direct students to materials prior to class discussion, statutes hyperlinked to research services, and other information they believe to be helpful for the students to access at any time of the day.

Professor Maxwell has used TWEN's communication features to conduct a live chat with her students to review course material while she was in the Netherlands.

"I set up at an Internet Café at 9 p.m. in the Netherlands and was chatting with students on-line at 2 p.m. their time," she said. Once Professor Maxwell concluded the one hour and 45 minute-review session, a transcript of the session was available on TWEN for her students to use for review.

Glen McBeth, who is in charge of instructional technology at Washburn Law and is the "go-to" person for the professors' classroom and courtroom technology

Making A Connection

questions, transformed a simple classroom videotape request into a high-demand streaming video service requested by both professors and students.

Professor Maxwell had asked McBeth to videotape her classes because new faculty asked to see her teaching style.

It turned out that students requested access to the videos to supplement their educational experience. McBeth began transferring the videotape into streaming video for on-line viewing, assigning password protection for access while initiating safeguards to prevent using technology as a substitute for class attendance. On-line video is available for students when they are too ill to attend class and to help review for exams.

"It spread like wildfire," Professor Maxwell said. "I had no idea it would be important to students educationally." She recalled a student who, after attending the class, also listened to the videotape of that class while cleaning her house to help her review the material that was going to be on the midterm exam.

Each professor incorporates technology in his or her own way into the classroom based on what is best for the students in concert with the professor's goals. At the beginning of the fall 2005 semester, Professor Maxwell prohibited students from using laptops and other electronic devices while in her classroom. Her goal was to maintain a connection with the students by using her own technolo-

gy rather than competing for the attention of the students.

As for Professor Maxwell's use of technology in the classroom, "It has allowed me to not only revise my material more quickly, but increase my creativity as well."

"When you use any kind of technology – interactive quizzes, movie clips, music and other visuals – you've created a fun atmosphere, you've created a buzz and students will engage and talk more," Professor Glashausser said.

"Using technology is a way of varying the pace and feel of what you are doing. Visuals act as guideposts for the students when remembering the material," he added.

COURTROOM TECHNOLOGY

Increasingly, courtrooms at all levels provide litigants with an array of technologies to assist with case presentation. By offering technology consistent with that found in courtrooms across the United States, Washburn Law students gain experience and are prepared to operate and use courtroom technologies upon graduation from law school.

Dedication of the Bianchino Technology Center at Washburn University School of Law in October 2002 ushered in a new era of the Robinson Courtroom and Washburn Law with the latest in courtroom technology.
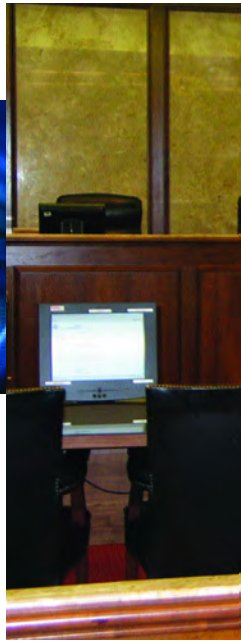
LIBRARY TECHNOLOGY COMMITTEE

Under the leadership of Dennis Honabach, Dean of Washburn University School of Law, the Library/Technology committee conducts strategic planning for technology. The mission of the committee includes obtaining consensus and direction from the Law Faculty concerning implementing relevant legal education technology that enhances the law school experience for Washburn Law students. The specific mission is to provide a blue print that 1) Makes Washburn Law nationally competitive in the use of new teaching technology to enhance classroom experiences and 2) Provide national leadership in the area of designing and implementing law-related Internet research tools.

Members of the Library Technology Committee are:

Professor James Concannon, chair
Professor John Christensen
Professor Alex Glashausser
Plus one student representative

Bianchino Technology Center
includes:

▶ Flat-screen display monitors at the judge's bench, counsel tables and witness stand to assist with the viewing of evidence;

▶ A 65-inch plasma screen providing high definition viewing of evidence;

▶ An interactive attorney's podium containing a control panel touchscreen, flat-screen display, and document camera to assist with the presentation of evidence;

▶ An interactive whiteboard to assist with jury viewing of evidence;

▶ Video cameras in the Courtroom and the attached Robing/Jury Deliberation Room to provide recording and viewing of proceedings; and

▶ Technology that provides the capability for video teleconferencing and remote broadcasts, digital court reporting and electronic legal research.

Trial Advocacy classes use Robinson Courtroom & Bianchino Technology Center to train students how to present evidence using the technologies now available.

Professor Michael Kaye, Director, Center for Excellence in Advocacy, finds the new technology invaluable to his students. "With the technology we have available at Washburn Law, we are able to prepare law students for what they may encounter," he said.

Third-year law student, Tony Hunter, agrees. "Being able to practice with the technology available at Washburn Law is very valuable. You never know when you might need to use it in a courtroom."

The electronic courtroom complete with all the bells and whistles may not be fully integrated across the country at this time, but specific elements of courtroom technology are used every day in courtrooms.

According to the Honorable Charles Stokes, 68th District Court, Civil District Court in Dallas, and a Washburn Law alumnus, technology in the courtroom is being used a fair amount in his courtroom and other courtrooms in Dallas, but that "ELMO (document camera) is used in every trial," he said.

Judge Stokes said he's watched some cases bring in whole audio visual crews and set up their technology needs in the courtroom before a trial. In one intellectual property case in Dallas, the parties completely rewired the courtroom and added Internet access, plasma monitors for judges, jurists and witnesses, as well as computer equipment for counsel and then donated the technology upgrade to the 193rd District Court.

> "The resources we have here are phenomenal," she said. "My job is to ensure students know how to use the resources effectively and become familiar with the content we have to offer. All the technology in the world doesn't do you any good unless you know how to use it and teach it . . ."
>
> – Barbara Ginzberg

The time-saving element of using courtroom technology is one important reason some counsel use it. "Sometimes a fairly complicated motion can be streamlined by pulling up digitally stored information essential to the case instead of having to dig through hundreds of paper documents," Judge Stokes said.

From searching court cases via on-line database files to offering remote testimony, Washburn Law students have the opportunity to prepare for the courtroom of the future, which is becoming more visually oriented each day.

At Washburn Law's Robinson Courtroom, in lieu of reading a witness's deposition, a document camera may be used to show the words and point out possible inconsistencies from previous testimony. With a touch of a button, attorneys can display paper documents and physical evidence projecting the image onto the 65-inch plasma screen at the front of the courtroom.

Judge Stokes believes that this type of visual presentation is much more effective with juries. "People are very visual, plus juries don't want to look at documents in the jury room. They want to see them visually in the courtroom either enlarged or highlighted," he said.

Making A Connection

Robinson Courtroom & Bianchino Technology Center also provides flat-screen display monitors at the judge's bench, counsel tables and witness stand, which allows for additional viewing of evidence.

The audiovisual equipment enhancements in the courtroom can offer a much more powerful and persuasive presentation. In addition to standard programs such as PowerPoint in which presentations are linked to laptop computers, the interactive white board allows the presenter to access and display information from the Internet, run video, and deliver CD-ROM presentations that offer sounds and images counsel may want the court to "experience" rather than just see or hear.

Hard-copy printouts of what has been illustrated or highlighted on the screen can be available for handouts in seconds.

Videotaping equipment is used to record student performances of mock trial exercises so they may be critiqued by Trial Advocacy instructors.

Judge Stokes' one caution concerning the use of technology in the courtroom is counsel preparation. "Learn how to use the equipment before the trial. You need to have your ducks lined up when it comes to using the equipment," he said.

Washburn Law trial advocacy classes using the Robinson Courtroom & Bianchino Technology Center will learn just that. Through small group hands-on instruction, the students will understand how to use the technology and incorporate it into a presentaion, ensuring their "ducks" are lined up for the courtroom of the future.

Making A Connection

LIBRARY

Washburn Law's law library has been consistantly ranked high among law school libraries because of its extensive collection, innovative use of technology and high praise by students and others using the library's services.

John Christensen, Library Director, Professor of Law, is the driving force behind the Washburn Law Library's success. Under Professor Christensen's guidance, Washburn Law Library has enjoyed a national reputation for leadership in the use of Internet and information technology to support legal research.

One of the first to offer a web-based online catalog, the Washburn Law Library continues to adopt new technology and provide additional resources to enhance its research capabilities.

"It's been our shared goal to be a leader in technology," said Mark Folmsbee, Associate Dean for Computer Services. Maintaining that leadership role requires the ingenuity of highly skilled staff at the Washburn Law Library who actively seek ways to incoporate technology for the betterment of the law school, its students and faculty.

Washburn Law technology staff present sessions for the annual meeting of the Center for Computer-Assisted Legal Instruction (CALI), a consortium of law schools that researches and develops computer-mediated legal instruction and supports institutions and individuals using technology and distance learning in legal education.

In fact, McBeth last year presented a session about videotaping class presentations and the benefits of using streaming video vs. VHS for the students' convenience. In addition, staff regularly present at the annual meeting of the American Association of Law Libraries.

"Staff can perform a host of technology services at the drop of a hat," said Folmsbee who credits the library technology staff for the library's consistent ranking in the top 10 of law schools for its technology.

The successful integration between technology and the law school's mission, as well as technology's practical usage for students and faculty in and out of the classroom are always paramount when determining new project lists.

"Our mission is to be law school centric and more specifically, to support curriculum," said Folmsbee.

How to effectively support curriculum with ever-changing technology and integrating it into the law school's mission is the main focus at all times, but the summer months provide a specific timeframe for staff to tackle and test new projects and ideas that may one day find their way into the classroom, library or courtroom.

Barbara Ginzberg, assistant instructional technology librarian at Washburn Law, works one-on-one with students to help them master the electronic and standard research tools available to them at the law school.

"The resources we have here are phenomenal," she said. "My job is to ensure students know how to use the resources effectively and become familiar with the content we have to offer. All the technology in the world doesn't do you any good unless you know how to use it and teach it," she added.

Each year the Washburn Law Library adds more than 8,000 volumes to its collection, which now includes more than 340,000 total volumes.

Law students, faculty and on-site users have access to electronic research resources at the Washburn Law Library including:

■ U.S. and Kansas governmental materials
■ citation services
■ periodicals
■ directories
■ indexes to periodicals
■ books and catalogs
■ references for foreign and international law
■ specialized topical resources including Pike and Fischer's Internet Law and Regulation, Religion Case Reporter, Telecommunications Reports and the Rocky Mountain Mineral Law Foundation Digital Library.

Making A Connection

WashLaw, a legal research portal, provides users with links to all known law-related materials on the Internet. It is one of the premier legal Internet research services available to a worldwide audience of practicing and academic legal experts. It also hosts a large number of law-related dicussion groups.

Highlights of WashLaw include access to:

● More than 50 legal directories for law schools, law firms and law-related organizations

●DocLaw –access to all know federal law and law-related government document resources

●ForIntLaw –Provides comprehensive Internet access to foreign, international, and United Nations legal materials. This web site contains links to primary and secondary sources in many countries.

●Kansas WEB - Offers links to Kansas information including historical materials, state colleges and universities, cities, and business information.

●Law Firms - a list of regional, national and international law firm web sites.

●LawJobs -A source for anyone seeking

information about careers and education after the completion of law school. Includes bar preparation, seminars, continuing legal education, post-law school opportunities, and job opportunities.

● Law Journals - A list of law-related electronic law journals. Includes some full text searching.

●Law Library Catalogs - Provides connections to over 100 law (or law-related) library catalogs. Includes descriptions of special collections, telefax numbers, phone numbers, and street addresses.

●Law Schools and Legal Organizations - A list of all law school and legal organization sites. Includes addresses.

●Discussion Group Information - This includes access to all law-related discussion groups maintained at Washburn University School of Law.

●StateLaw - A comprehensive set of state law links in the United States.

●Subject Index/Access to Law related materials - Includes links to all law specialty sites and is organized according to the "section" breakdown for the American Association of Law Schools (AALS).

In 2001, Washburn Law was named among the 30 "Most Wired Law Schools," according to a survey published in *The National Jurist* magazine. Law school's information technology resources were evaluated based on six criteria:

1.

Use of information technology in courses and classrooms (availability of internal network for faculty/students; percent of courses using advanced online resources; percent of classrooms with half the seats networked);

2.

Network access (number of network connections as a percent of enrollment; wireless network access);

3.

Student access (Web space for clubs, bulletin boards, online registration and journals, free E-mail);

4.

Hardware resources (computer workstations and online research stations, both as a percentage of enrollment; research resources);

5.

Career placement resources (web site; job postings and research; links to alumni; interview scheduling; resume posting; e-mail contact; advanced software); and

6.

Other resources.

Washburn received high marks for network resources, student access and other resources.

The law school has three computer labs with the largest located on the second floor of the library. It houses a 30-station computer lab that is used to train students and staff on various research services, software, CD-ROM resources and other Internet uses.

A mobile computer lab offers the use of laptops for training sessions, class meetings and workshops. Each of the 20 laptop computers is configured with several software applications and is automatically connected to the Washburn University wireless network for instant Internet access from anywhere in the law school building.

Videoconferencing adds another dimension to the law school's communications. It's used for joint meetings of student organizations with other law schools, trial advocacy remote dispositions, computer and law continuing education, and student job interviews.

THE FUTURE OF WASHBURN LAW TECHNOLOGY

Never content to be part of the status quo, the Washburn Law technology staff continues to forge ahead with new ideas and concepts to incorporate into the classrooms, courtroom and library services.

With direction from the Library Technology Committee and input from law faculty and students, Washburn Law will continue it efforts to reach a new generations of law students by continually evaluating and implementing relevant legal education technology that enhances the Law School experience for students.

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