Conference Location and Accommodations

Online Registration

Register online at **www.abanet.org/legaled.** The registration fee is **$300.00** per registrant.

Conference Location

The conference will be held on **October 15-16, 2004,** at **Rutgers University School of Law - Newark:** 123 Washington Street, Newark, NJ 07102.   Phone: **973-353-5554**

Transportation (Airline Discounts)

To make reservations using the American Bar Association's discounted fares, call: American Airlines (Code: 16666) 800-433-1790; Delta Airlines (Code: 189419A) 800-241-6760; US Airways (Code: 36632473) 877-874-7687

Hotel Information

Hilton Newark Gateway Hotel: 1 Gateway Center, Newark, NJ. Please contact the hotel directly at **973-622-5000** to make your hotel accommodations. The Room rate is $129 single/double occupancy. A complimentary shuttle from the airport is available by taking the monorail to P4 and calling from the complimentary phone to the hotel for shuttle pickup.

Cancellation Policy

Full conference registration fee refunds will be made for cancellations received by Friday, October 1, 2004. No refunds will be given for cancellations made after October 1, 2004. Cancellation requests should be sent via fax to (312) 988-5681, or email Kara Pliscott at pliscotk@staff.abanet.org.

Contact Information

For further information, contact the Section of Legal Education and Admissions to the Bar— Events and Meetings Manager Kara Pliscott (312) 988-6749.

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SECTION OF LEGAL EDUCATION
AND ADMISSIONS TO THE BAR
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Pedagogy To Practice: Maximizing Legal Education with Technology

Legal Learning with Technology conference

Rutgers University - Newark School of Law

Newark, N.J.

October 15 -16, 2004

ABA
Defending Liberty
Pursuing Justice

Thursday, October 14

4:00 - 6:00 p.m. Registration Opens

Friday, October 15
Morning

7:30 a.m. - 4:00 p.m.
Registration

8:00 – 8:45 a.m.
Continental Breakfast

8:45 – 9:00 a.m.
Welcome / Introduction

9:00 – 10:15 a.m.
Keynote Address

The keynote will address two important topics that form the foundation for the entire program: how do today's students learn and what skills do they need to have to practice in today's computerized and technological court system? Put differently, how do the students of today acquire, conceptualize, assimilate, and apply knowledge? And, what does today's lawyer need to know and do to be able to survive in the modern court system? How the student learns provides what may be called the front end or input side of the conference's focus and what the lawyer needs to know provides the back end or output side.

"How Today's Students Learn"
Barbara Glesner-Fines, University of Missouri-Kansas City

"Technology and the Practice"
Honorable Kathleen O'Malley, United States District Court, Northern District of Ohio

10:15 – 10:30 a.m.
Break

10:30 a.m. – noon
Context and Simulation: Using Technology to Establish the Basis for Discussions – Saving class time for content (Panel discussion)

In the context of legal education, simulation can be as simple and as familiar as hypothetical examples or as elaborate as business case studies or video examples. Educational simulations (regardless of complexity or presentation format- virtual, video or live) can provide a common experience for class participants and a common reference from which to examine theory and make implicit assumptions more obvious and explicit.

The panel will present a number of examples of using simulation with various presentation formats including video, web and live "staged" simulations. The panel will examine the issues of why use simulation to present material, the costs, benefits and drawbacks of using educational simulation and offer some suggestions as to direction we believe education simulation may go in several years.

Facilitator: *Marc Eichen, Suffolk University*
Panelists: *Marilyn Berger, Seattle University; Glenn Reynolds, University of Tennessee; Larry Farmer, Brigham Young University; Paul Maharg, University of Strathclyde-Glasgow, Scotland, United Kingdom;*
Gerald R. Williams, Brigham Young University

Friday Afternoon

noon – 1:30 p.m.
Lunch

1:30 – 3:30 p.m.
Collaboration (Panel discussion)

Collaboration or cooperative learning ensures interactivity in instruction. Research shows that this proven methodology aids in student success and in the retention of material. Collaboration is also a highly effective strategy to increase individual productivity and is used extensively in other types of professional education. Technology can facilitate collaboration and thus enhance a law student's learning experience.   This panel examines both the theory and practical aspects of collaborative learning.

Facilitator: *Laura Gasaway, University of North Carolina*
Panelists: *Steve Nickles, Wake Forest University; Paula Lustbader, Seattle University; George Kuney, Clayton Entrepreneurial Law Center, University of Tennessee*

3:30 – 3:45 p.m.
Break

3:45 – 5:00 p.m.
Skills: Bridging the High Tech Profession

This panel will explore several recurring conference themes:
- how is technology being used in law schools to improve learning? and,
- how is technology being used in practice with those learned skills?

The speakers from legal education will address technology use and promise in clinical legal education and in teaching legal writing. The practice-oriented speakers will address the use of technology in the setting of a large firm and in a public interest setting.

Facilitator: *Thomas Galligan, University of Tennessee*
Panelists: *Conrad Johnson, Columbia University; Laurel Oates, Seattle University; Howrey & Simon (DC); Lisa Colpoys, ITC; Mimi Samuel, Seattle University*

5:00 – 6:30 p.m. Reception

Saturday, October 16
Morning

8:00 – 8:45 a.m.
Continental Breakfast

8:45 – 10:00 a.m.
Maximizing the Classroom (Panel discussion)

Technology can improve the quality of your teaching, but it takes effort to develop and use the techniques that fit into a faculty member's teaching style. This program includes three faculty who have successfully used technology inside and outside the classroom to improve their teaching, engage their students and make effective use of low-cost and easy-to-access technologies.

Following the program, attendees will have the opportunity to view several informal demonstrations of computer-mediated legal education from the presenters and others who have used these technologies in real-world situations. (Threaded discussion; classroom performance systems; what can/should you pull out of the classroom?)

Facilitator: *John Mayer, CALI*

Panelists: *Alex Glasshauser, Washburn University; Andy Beckerman-Rodau, Suffolk University; Steve Bradford, University of Nebraska-Lincoln.*

10:00 – 10:15 a.m.
Break

10:15 – 10:50 a.m.
Breakouts
The purpose of the breakouts is to contextualize the various methods of using technology for pedagogical results. The breakout leaders will briefly describe their uses of technology and then open discussion among the group to share ideas about further ways in which technology can be used to enhance the learning experience of students.

Steve Burnett, Seattle University; Alex Glasshauser, Washburn University; John Mayer, CALI; Steve Bradford, University of Nebraska-Lincoln; Laurel Oates, Seattle University

11:00 a.m. – 12:15 p.m.
Technology Infrastructure and Support
(Panel discussion)
"What faculty/users need to know?" - "What administrators and support staff need to provide"

This session will explore what should and could be provided by the law school for maximizing the effective use of technology in legal education. A dean, two librarians, and a chief technology officer will speak about the many elements that are needed: networks, computers, software, smart podiums, smartboards, etc. The session will explore the types of support for faculty and students needed to maximize the education process, and the relationship between the educational process and other uses of technology in the law school.

Facilitator: *Stuart Deutsch, Rutgers University - Newark*
Panelists: *John Christensen, Washburn University; Pablo Molina, Georgetown University; Rick Matasar, New York Law School; Victoria Szymczak, Brooklyn Law School*