



**INTERACTIVE TEACHING TECHNIQUES
A HANDBOOK FOR LAW PROFESSORS
AT THE UNIVERSITY OF PRISHTINA
FACULTY OF LAW**

Prepared by:

**ABA/RULE OF LAW INITIATIVE Legal Education Specialist
Professor Mary Pat Treuthart
Gonzaga University School of Law &
Institute for Law School Teaching
Spokane, Washington USA
May 2007**



Law Professors and Assistants
Faculty of Law
University of Prishtina
Prishtina, Kosovo

May 1, 2007

Re: Materials for Interactive Teaching Techniques Handbook

Dear Professors:

On behalf of the American Bar Association Rule of Law Initiative (ABA) in Kosovo (formerly ABA/CEELI), I am pleased to present to you the enclosed materials developed by Professor Mary Pat Treuthart of Gonzaga University School of Law & Institute for Law School Teaching in the United States. Some of you had the opportunity to attend her workshops on interactive teaching techniques in Fall 2006. We compiled those training materials into a handbook which we hope will serve as a useful resource to you as you plan and teach your classes.

The enclosed materials, and our continued work with the law faculty to develop a curriculum focusing on clinical legal education, are part of our ongoing efforts to improve legal education in Kosovo, including the project to launch a live legal clinic with fully renovated facilities equipped with a student courtroom.

We believe that topical interactive workshops, such as Prof. Treuthart's, will complement the Law Faculty's comprehensive offerings in legal theory, substantive courses, and the legal clinical course. By equipping faculty with a high level of practical skills, you will be better prepared for helping the university make the transition to comply with the Bologna Process of the European Higher Education Area.

We are pleased to cooperate with you, and look forward to our future work together. If we can answer any questions or respond to any comments, please do not hesitate to contact us.

Sincerely,

David Sip, Director,
ABA Rule of Law Initiative Kosovo

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TECHNIQUES FOR TEACHING AND LEARNING LAW

It is sometimes difficult to imagine changing our existing instructional methodology, especially when this approach seemingly has worked in the past. However, more than seventy years of research worldwide has allowed us to reach certain conclusions about teaching and learning that may prove useful for legal educators. Gaining information about adult learning theory and about principles that enhance student learning may help to convince even the most skeptical among us that there are reasons to consider new ideas.

We must keep in mind that we are now preparing our students for a legal culture that is increasingly more global and international. With modern technology giving virtually instant access to information, rote memorization of doctrine is no longer as essential as it might have been. Helping students develop skills such as critical thinking, legal analysis, creative problem-solving, effective oral communication, legal writing, negotiation, and advocacy will give them better opportunities to be successful participants in this new legal environment. It will be an invaluable legacy that we can provide for the next generation of law students and lawyers.

During the course of this training session, we will explore different active teaching and learning techniques that can be used in the classroom or clinical setting. These may include such things as:

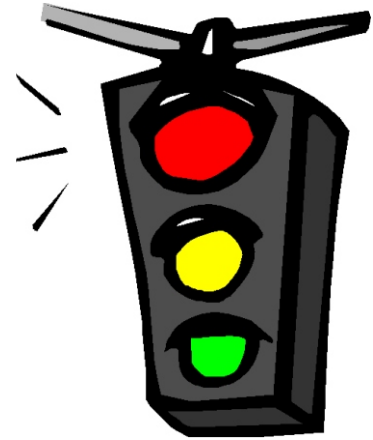
- 1) lecture
- 2) case studies;
- 3) small group work;
- 4) problem solving;
- 5) teaching controversial issues;
- 6) role play and simulation;
- 7) student presentations;
- 8) guest speakers;
- 9) film; and
- 10) other technology.

We will discuss when and how these techniques might be most effective, keeping in mind that professors will not necessarily be able to cover the same class information in the same way. We will be giving up some classroom control, a technique that puts student learning above our own often long-held teaching habits. Not all of us will use these techniques well, at least not at first, which is why we need to be willing to practice them. In this sense, we not only are teachers, we also are learners. And we can learn not only from one another but from our students, provided we are willing to listen.

GROUND RULES FOR SESSIONS

During this teaching techniques training session, we will follow some ground rules established by the ABA Rule of Law Initiative, and the CEELI Institute in Prague:

- Be open-minded to new ideas
- Start on time, end on time.
- Respect everyone's opinion
- Everyone has the responsibility to discuss, share opinions, and suggest answers to problems
- Stay on target
- Learn
- Everyone participates
- Have fun
- Develop a network of relationships with other professors



ADULT LEARNING THEORY

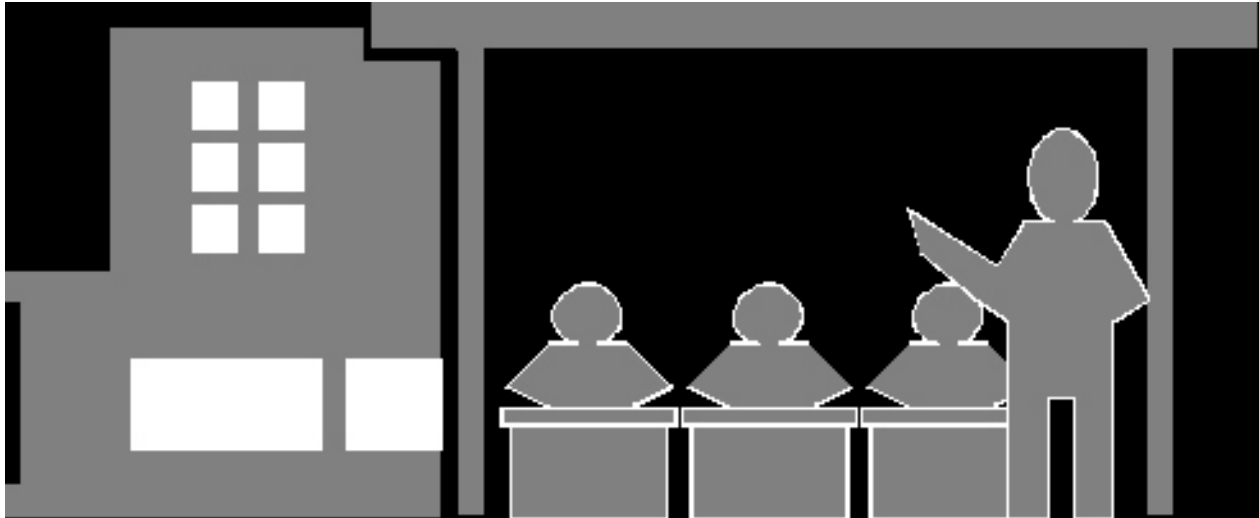
Characteristics of Adult Learners

- (1) They are voluntary learners
 - › They don't have to be there but are there because of some need or desire on their part
 - › They are generally highly motivated and are willing and anxious to engage in active learning methods
 - › They may be quick to withdraw, skip class, or not participate in activities that do not meet their needs

- (2) They react well when given mutual respect
 - › Studies have shown that if adult students are humiliated, they do not learn well
 - › If teachers respect students, then students will return that respect
 - › The challenge is to create a climate where there is respect and ample room for discussion and disagreement

- (3) They are collaborative
 - › Adult learners perform best in situations that require them to work as part of a team
 - › This applies not only to working with other students but also to working with professors. Adult learners need to feel as though this is an experience that they are sharing with their professors

- (4) They learn best in context
 - › They will learn best if they are hearing about concepts and ideas that relate to something within their own experiences
 - › Teaching is a building process. Once students become familiar with concepts, those concepts become a part of their context. This allows the professor to build toward even more complicated concepts. The key, though, is to start with something familiar.



The Seven Principles of Adult Learning

Good practice in adult education:

- › Promotes student/professor contact
- › Articulates clear, high expectations
- › Uses time effectively
- › Respects differences among students
- › Fosters cooperation
- › Provides prompt feedback
- › Encourages active learning

The Nine Principles of Effective Teaching

Effective teachers:

- › Know their subject matter well
- › Prepare and organize their courses and class sessions
- › Demonstrate enthusiasm for teaching
- › Respect and care about their students
- › Inspire interest and motivate their students
- › Explain content and demonstrate skills clearly
- › Use a variety of teaching and learning activities
- › Give and receive feedback often
- › Evaluate student performance fairly

LECTURE

(Adapted from *Participatory Lectures*,

Derek Bok Center for Teaching and Learning, 1992);

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Purpose

Lectures are particularly useful to give technical material or factual information, to provide structure to material or an argument, to display a method or example of how one thinks in a given field, or even to inspire and motivate students to explore further. Students who actively participate in the class generally understand the course material better and remember it longer.

Methods to make lectures more participatory

Large numbers of students in class do not preclude interaction. The following list of ways to open up lectures to student participation have been used in classes of up to 1200 students, as well as in smaller groups.

If you decide to invite student participation in lectures, consider beginning with the very first lecture, when norms and expectations for class are being established. It is more difficult to engage students in a large lecture class later if they are accustomed to being silent. If you decide to ask students to participate in lectures later in the term, give a short introduction or explanation about your change in strategy.

Beginning the lecture

1. Begin the lecture with a question or questions which help you to understand what students are thinking.
2. Begin the lecture by posing a problem and eliciting several answers or solutions from the students. The lecture can then go on to explore and build on the suggestions that emerge from the discussion.

Inviting participation

3. Create an atmosphere that encourages student participation by using a conversational tone and not criticizing student questions or comments in front of the class. Students take a risk when they talk; you need to deal tactfully with their contributions. Your body language -- whether you hold yourself in a stiff or relaxed manner -- also influences student participation. Consider moving closer to the students rather than speaking from behind the podium. Explain your reasons for varying the traditional lecture style. Students more willingly participate in class if they understand the rationale behind an approach that may be unfamiliar.

4. If you want students to talk, look at them. Some teachers call on students. (Some teachers never call on students -- this is a matter of strong personal preference). Asking students to speak in

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class is easier to do if they use name cards or if you have learned their names. This will encourage them to use each others' names as well; people are more likely to talk when they know each other.

5. Invite challenges to your ideas. This can lead to lively debates and shows that students are thinking and engaging with the material. Also, invite questions. You may have to help students new to a field know how to challenge or question. One way to do this is to present different points of view on any given topic, and then state why you believe a certain view best accounts for the evidence. (Decide whether you are comfortable with interruptions or whether you want to have a question time at the end.)

6. When a student asks a question, instead of answering yourself, ask for an answer from other members of the class. In a large group, always repeat a question or paraphrase a response before going on, so that all students can hear and understand.

Punctuating the lecture with questions

7. Ask questions throughout the lecture, so that the lecture becomes more of a conversation. Asking students to raise their hands (for example, "How many people agree with the Court's conclusion in this case?") is easier than asking them to speak. Questions with surprising answers can engage students' interest (for example, "What is the probability that two people in this room have the same birthday?"). Generally, questions are more evocative if you are not looking for one right answer. The most fruitful questions are thought-provoking and, often, counterintuitive.

8. Pause in the lecture after making a major point. Show students a multiple-choice question based on the material you have been discussing. Ask students to vote on the right answer, and then turn to their neighbors to persuade them of the answer within the space of two minutes (talking to a few people is easier than speaking up in a large group). When time is up, ask them to vote a second time. Usually far more students arrive at the correct answer when voting the second time.

9. If readings have been assigned for a class, refer to them so their purpose is clear. You may ask questions about the readings from time to time; individuals or groups might be asked ahead of time to prepare short presentations of their interpretations of the readings.

10. When using slides, maps, or handouts, ask students what they see before you tell them what you see. Use these devices to help students think about a problem as you introduce it.

Varying the format

11. To vary the traditional lecture format, ask students, by section, to make presentations, do role plays, illustrate a position dramatically, debate a point. Then invite the whole class to discuss the points illustrated.

12. For debates in a large group, divide the room into two or four groups, assigning one role or position to each group. Have the groups caucus separately to develop their positions before the

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debate begins. If there is time, have the groups switch positions. Or use the format of public hearings, with one group representing those who have called the hearings, and other groups representing the different protagonists.

13. Use cases to exemplify the issues you want to convey, and conduct the class as a case discussion rather than as a lecture. Cases are particularly useful for practical, how-to teaching situations; for problem-solving or showing how experts solve problems; for situations in which there are a number of right answers; for integrating and applying complex information. Stop the lecture and ask students to write for one or two minutes in response to a particular question. Then ask them to discuss the question. The writing will give everyone a chance to think about and articulate a response, and may enable broader participation.

14. Let students go to the board to write the results of work in a small group. For example, in the first part of class ask for the strengths and weaknesses of an intervention study. Then divide the room into groups, each with the task of designing a better study with the same exposure and outcome. Groups can go to the board (preferable to asking one student at a time to be at the front of the room) and a spokesperson can present the group's ideas.

Closing the lecture

15. Allow time for questions at the end of lecture. Ask if there are any questions or if students would like to have a point clarified. If your schedule permits, come early to lecture or stay late to answer questions and engage in discussion with students. If you are available five or ten minutes before and after class, some students will talk with you more readily, and you will get to know them and their thoughts. If beginning early and ending late creates a conflict for other colleagues assigned to lecture in the same room, talk with students in the halls before and after class.

16. Use lectures to set up problems or propose study questions for discussion that students are expected to prepare for lab or section. End the lecture with a provocative question.

17. At the end of your lecture, or at any other appropriate stopping point, give students a one-question "quiz," based on the material just covered in the class. Ask them to answer the question collectively. Leave the room so that they can discuss the question for ten or fifteen minutes. Then return and have them report their answer; discuss with them the reasons for their choice.

18. Do a one-minute paper at the end of class. In this exercise, students write down what they consider (a) the main point of the class and (b) the main question they still have as they leave. You can use some of these questions to begin the next lecture, or students can be asked to bring them to section or lab. One advantage of this technique is that students may listen more carefully and review their notes thoughtfully.



CASE STUDIES

The case study approach to a lesson provides students with situations or cases in which there is a conflict or dilemma. Students then follow a step-by-step procedure to analyze the facts of the case, reach and support a decision, and weigh the consequences of that decision.

Purpose

The case study method is an inquiry-oriented technique designed to help students apply legal rules to real-life situations. A case study requires students to ask questions about a set of facts, define elements important to a situation, analyze and synthesize these elements, and make judgments in the case. As part of the case study process, students practice all levels of thinking from simple recall to evaluation

Procedure

1. The Elements of a Case

- **facts** -- What happened in this case? Who are the parties? What facts are important? Unimportant? Are any significant facts missing?
- **issue(s)** -- What is (are) the legal question(s) on which the resolution of this case turns? Or what are the public policy, values in conflict and/or the practical questions.
- **arguments** -- Students are asked to either identify from the case materials or determine the legal and policy arguments available to both sides in the case. Students are sometimes asked to rank these arguments for persuasiveness before presenting them to their classmates.
- **decision** -- Students are asked to either identify or determine how the case either was or should be decided. It is essential to ask for the reasons for the decision. These reasons may have been given in the case materials, or students may have to determine reasons that support the decision. If a dissenting opinion is provided in the case materials, students should be asked to explain this decision (with reasons) as well.

Methods to Use

1. **Anatomy of a Case:** Give students complete case materials, ask the students to identify the *facts, issue, arguments, and decision*. They then should evaluate the decision and the reasoning behind it. This is a good technique to use to introduce students to the case study. This work can be done in pairs or small groups.
2. **Unmarked Opinions:** Give students the *facts, issues, and arguments* and unmarked judicial opinions. Do not tell students which of the opinions is the actual decision in the case. Have them select the opinion with which they agree and explain why. Later, they can be given the actual decision and asked to compare their reasoning and results against the court's reasoning.

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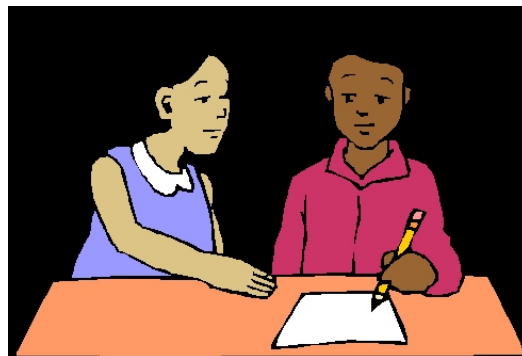
3. Student Law Firms: Give students the *facts and the issue* and ask them to work together to identify the arguments for each side. Students can be divided into as many groups of five, as you have students, and given one side or the other for which to develop arguments. This can be completed with a written or oral position paper. ("Position Paper"(4)).
4. Writing Opinions: This can be used in conjunction with student law firms. Give students the *facts, issue(s), and the arguments* for both sides, ask students to write a judicial opinion with reasons. Students can critique each other's opinions and/or be asked to write a dissenting opinion the next day.
5. Mock Trial: After clarifying *the facts and identifying the issue*, divide the class into prosecutor groups, accused groups, and judges groups. Have the prosecutor and accused groups develop their best arguments. Have the judges develop questions for both sides. Each group can choose a presenter to give their arguments to the judges and the judges can ask the whole group questions before reaching a decision. For maximum student participation, rearrange the students into groups of three, with one prosecutor, one accused and one judge. Both sides present and the judge makes a decision. You can also conduct a full mock trial with witness and full court procedures.
6. Moot Court: This method is like the mock trial but deals with an appellant hearing. The law is being reviewed. A panel of judges would be established to hear arguments about an issue of law.
7. Application: Once students have mastered the legal concepts and law contained in a case, they can be asked to apply the decision to other factual situations raising the same legal and policy considerations.
8. There are other methods that can use the case study approach, including legislative or parliamentary hearings and mediation.



SMALL GROUP WORK

Purpose

Small group activities enable students to learn skills of cooperation and other important interpersonal skills. These activities can also help students learn to resolve differences among themselves.



Procedures

1. Introducing Group Work

Start group work slowly. Assign two students to be part of a small group. You may wish to add a staff assistant or volunteer. Assign each member a specific assignment for the group work. The staff assistant should facilitate group interaction, not direct it. The professor should monitor the progress of the small group. Student roles in small groups can include:

- Facilitator
- Recorder
- Reporter
- Questioner
- Restater
- Observer

Be sure to provide extra assistance to those students who have trouble functioning in small groups. As students master working in this very small group, move to three students in a group. Eliminate the adult when you think the group can function on its own and gradually add more students. Avoid having more than five people in a small group.

Help students become conscious of the skills necessary for small group work. Do not expect them to work well in groups without help. One way is to let them examine individual behavior in groups by assigning “observers” to monitor group progress of the assigned task. The report of the “observers” provides the group members with an opportunity to focus on how they handled an issue. “Observers” should look for specific behaviors targeted by the instructor and identify how group members deal with problems they encounter. For example, an “observer” could be examining the group for their mastery of communication skills. When reporting to the group, observers should present their observations as descriptively and objectively as possible.

2. Group Size

As the size of the group increases, the range of ability, expertise, and skills increases. The likelihood of having someone who has special knowledge that will be helpful to the group task is greater. But the opportunity for misbehavior increases.

The larger the group, the more skillful the students must be in giving everyone an opportunity to speak. Few students in your program will already have well-developed group skills. Therefore, the skills must be carefully taught and practiced over a period of time.

The shorter the time available to complete the lesson, the smaller the group should be. *Smaller groups are more effective because they take less time to get organized, operate more quickly, and provide a better opportunity for each student to contribute.*

Characteristics of Small Group Interaction

Groups of Two

There is a high exchange of information and less disagreement, but these groups can be full of tension, emotion, and, very often, the potential for deadlock. In case of disagreement, there is no ally for either participant.

Groups of three

In this arrangement, the two stronger individuals may dominate the weakest member. Triads are, nonetheless, the most stable group structure with occasional shifting coalitions. Disagreement is easier to settle.

Groups of odd or even numbers

Disagreement is harder to settle in groups with even numbers of members than in those with odd numbers of members. Odd numbers in a group can break the deadlock or make for a majority opinion.

Groups of five

This group represents the most satisfying learning group size. The 2:3 division provides minority members' support. It is large enough for stimulation, yet small enough for participation and personal recognition.

3. Assigning Students to Groups

Experienced educators recommend placing high, medium, and low students within the same group. Heterogeneous groups stimulate creative thinking, and the frequent exchange of ideas. Students spend more time presenting their points of view, get deeper into the discussion, and learn to take on different perspectives on issues.

Groups that include gender and cultural heterogeneity build constructive relationships between male and female students and students from different cultural backgrounds. A mix should be encouraged whenever possible.

There are many useful ways professors may assign students to learning groups. The easiest way is to assign students randomly by having them count off by number (or other symbols). The ones should go together, the two should go together, and so forth.

Some professors keep learning groups together for an entire program. It is helpful to allow groups to remain stable long enough for them to be successful.

Breaking up groups that are having trouble functioning effectively is often counterproductive because the students do not learn the skills they need to resolve problems in collaboration.

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Instead, explain that small group work will help students develop the skills necessary to communicate and cooperate.

Common Problems

Typical problems that groups face and that professors and observers should look for include:

- Respect for rights and opinions of others. Does everyone in the group get a fair hearing?
- Willingness to compromise and to cooperate. Are there members of the group whose minds are made up and who will "lose" if they change their position and "win" if their position becomes accepted?
- Support of others. Do the members of the group support other individuals with positions similar to theirs?
- Willingness to listen. Does it appear that the members of the group are more interested in talking than in listening to what others have to say? Are their responses intended to clarify what the previous speaker has said?
- Conflict. When it appears that one or more people have different positions and these positions conflict, does the group avoid dealing with the conflict? Do they tend to operate as if they agree? Do they bring the issues on which they disagree out into the open for discussion?

Tips for Small Group Work

1. Make sure the students have the knowledge and skills necessary to do the work. If they don't, you'll know in a hurry; they won't stick to the task.
2. Make the instructions to the group very clear. It is unlikely that the group will be able to follow more than one or two instructions at a time (even the clear ones!).
3. Allow enough time to complete the assigned task in the small group. Think creatively about ways to occupy groups that finish before other groups.
4. Form groups of two to five students. Start with only two or three students per group. Five is the optimal upper limit for small group discussion. Do not form groups with more than five people.
5. In striking a balance between independent and cooperative learning, don't force the issue. Use small groups only for tasks calling for cooperative work, not independent work around a small table.
6. Institute small group work in your classroom. It should not be a radical, once-in-a-lifetime departure from "lecture and recite."
7. Think about how your reward/evaluation strategies affect the use of small groups. Be sure to provide group rewards for group efforts.
8. Be explicit in dealing with management issues within the groups. If someone must report back to the class on the group's work, be sure there is a fair process for selecting the reporter.
9. Be prepared for the increased noise level that occurs during cooperative learning activities.
10. In forming groups, don't stigmatize students. Heterogeneous groups are usually desirable.
11. Circulate and observe/evaluate what is occurring in the groups. When you stop to visit a group, don't take it over. Think about your role in such a situation.
12. Be sure students sit in a circle. Each member must be able to see the others easily.

PROBLEM SOLVING

Solving problems is one of the main activities of a lawyer and all students can easily learn to solve problems using a systemic approach.

Purpose

Lessons that provide an opportunity for problem solving can develop in students the willingness to solve problems, share ideas, listen to others, and to respect other's rights.

Procedure

1. The problem must be identified in the lesson activity or task before the students can begin to work on the solution.
2. Ask the students if they know what the problem is in the story or scenario. Ask them to describe it. If they are working in small groups, the group must decide on the problem before beginning.
3. Ask the students if the people involved in the problem really want to solve it? If it is important and they want to solve it, the process can continue. Ask why the involved parties might think it is important to solve this problem.
4. Now the students must brainstorm as many possible solutions or alternatives to the problem as they can think of. At this point no solution or alternative is wrong. A large group of ideas should be generated.
5. Once the list is complete, clarify and combine the ideas.
6. Begin to discuss the alternatives to each idea. What will happen, good or bad if you use this alternative and the next? In this way you can begin to eliminate some of the ideas.
7. Choose the best alternative and agree to try it and see if it solves the problem. If the students are in small groups or this is a large group discussion, vote on the best alternative.
8. Select a second and third alternative as back up solutions, in case the first solution does not work.
9. Agree to continue to try the alternatives until a solution is reached.
10. A handout for the students follows. This process can be used by pairs or small groups.

STEPS FOR SOLVING PROBLEMS

- | | |
|----------------|---|
| Step 1: | Describe the problem. |
| Step 2: | How important is the problem? |
| Step 3: | Think of all the possible solutions or alternatives. |
| Step 4: | Consider the consequences of each alternative. |
| Step 5: | Choose the alternative solution that seems best and agree to try it. |
| Step 6: | If the alternative solution does not work, try another one until the problem is solved. |

TEACHING CONTROVERSIAL ISSUES

There are many methods that can be used to teach controversial issues in the classroom. As these issues touch personal beliefs and trigger emotional reactions, these methods are sometimes difficult to conduct in an orderly fashion. The following rules for handling controversial issues help facilitators and professors maintain control of the situation for a perfect lesson.

1. Recognize the general legitimacy of controversy. Controversy is part of society and students must learn to discuss the issues and problems presented.
2. Establish ordered ways of proceeding; discussions, debates, take a stand, continuum, mediation, etc. Create and agree on effective rules.
3. Concentrate on evidence and valid information.
4. Represent the opposing positions accurately and fairly (balance).
5. Make sure to clarify the issue, so that everyone understands where there is a disagreement and where there is agreement (to avoid simultaneous monologues).
6. Identify core issues.
7. Avoid the use of slogans.
8. Talk about concrete issues before raising the discussion to a level of abstraction.
9. Allow the students to question your position.
10. Admit doubts, difficulties, and weaknesses in your own position.
11. Teach understanding by re-stating the perspective of others. Have participants paraphrase what they hear to gain this skill.
12. Demonstrate respect for all opinions.
13. Establish means of closure; examine consequences, consider alternatives.

STRUCTURED CONVERSATION ON A CONTROVERSIAL ISSUE

This method provides for interaction among students that includes higher order thinking and sharing of ideas in exchanges that are not scripted or controlled by the professor. It promotes collective understanding of issues, policies, and viewpoints.

Purpose

Students are engaged in higher reasoning, problem-solving and decisionmaking. The activity cultivates creativity and insight.

Procedure

1. Select the topic for discussion. Make sure it is an important current legal issue.
2. Prepare information for the students to read. Be careful that it explores all perspectives of the issue and covers the topic in some depth.
3. Assign the student reading on the topic/issue prior to conducting the classroom activity. Refer the student to other information and resources.

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4. In class, assign pairs to develop a position on one side or the other. Be sure to assign equal pairs for each position. Tell students that they will have to present their position to another pair of students. Each student will present $\frac{1}{2}$ of the presentation. Set a time for the two to work on the position and the presentation.
5. Have two opposing sets of pairs present their positions with rationale to each other.
6. Pairs then meet to reconsider the topic and plan a presentation from the other perspective or side. Give short time limits.
7. The same two pairs meet and present their new positions (now reversed).
8. Then, have the two pairs stay in the small group of 4 and have a free discussion about the topic. What do they really think? They do not have to stick to any assigned position. The four should try to reach a consensus or decide that they need more information to do so. Give a time limit for their work.
9. Debrief with the entire class.
 - What are the most compelling arguments for both sides? List.
 - If you question these points, where can you get more information?
 - If you care about this issue what can you do? Should you?
 - What alternatives would you offer to whom?



ROLE-PLAY AND SIMULATION

Role-Play

Participants feel like, think like, and/or act like another individual and “act out” a particular problem or situation.

Simulation

Participants react to a specific problem within a structured environment, for example, a moot court or legislative hearing.

Purpose

Although these two approaches have different qualities, they are complementary and share the following purposes:

- Develop imagination and critical thinking skills;
- Promote the clear articulation of attitudes, opinions and values;
- Foster student ability to develop and consider alternative courses of action;
- Develop empathy for others.

Procedures

1. Initial activities should be simple and become increasingly complex if role-playing is to be more than a dramatic exercise.
2. Do not expect polished performances initially. Give students several opportunities to role-play and to simulate historical and contemporary situations. Vary the type of activity.
3. There are four essential components to these two strategies:
 - a. Preliminary planning and preparation by the professor.
 - b. Preparation and training of the students.
 - c. Active class involvement in conducting the activity.
 - d. Careful discussion and reflection about the activity.
4. Because students may be uncomfortable or embarrassed, these activities should be presented in a relaxed, non-threatening atmosphere, and the students should realize there may be more than one way to react. Practice will help students feel more confident in these activities.
5. There should be extensive debriefing and in-depth analysis of the experience by the professor and by the students.

Tips for Role-Playing

1. Give students adequate information to play roles convincingly. This preparation will make it easier for the students and ensure they enjoy the exercise as they learn.

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2. Make situations and problems realistic.
3. Allow students to “jump right in.” Don't spend time on long introductions.
4. Allow students to do a role-reversal to look at opposing viewpoints and prevent stereotyping students.
5. Consider the following questions during the debriefing:
 - a. Was the problem solved? Why? Why not? How was it solved?
 - b. What alternative courses of action were available?
 - c. Is this situation similar to anything that you have experienced?



STUDENT PRESENTATIONS

Purpose

To allow students to do more in-depth research on a specific topic and to teach it to their colleagues.

Procedure and Assessment

In order to make effective presentations, students should:

- Demonstrate evidence of in-depth research and good grasp of the subject matter
- Provide supporting documentation for the importance of the topic
- Present information in a logical interesting sequence that the audience can follow
- Respond thoroughly to questions posed by the professor and by colleagues
- Create graphics to explain and reinforce points made
- Maintain eye contact and speak clearly and concisely
- Use the allotted time well



GUEST SPEAKERS: INVOLVING COMMUNITY RESOURCE PEOPLE IN THE CLASSROOM

Community participants involved in areas of the law provide many benefits to students and to their learning of the law. Also, professors supplement their general knowledge with the expertise of a guest speaker and can teach the topic with more depth and understanding.

Purpose

Interactions between the students and professionals from the community, such as lawyers, police officers, and judges, lead to deeper understanding of the subject matter. It provides a more meaningful engagement with the materials, and a new understanding of how society functions. Such experiences demystify ideas students may have about the subject of law and about the community resource person's role in society.

Procedure

When a guest speaker is used as integral part of the lesson, the value of the visit is enhanced. When selecting an appropriate person:

1. The professor should match the lesson outcomes with the contributions that the community resource person can make. (What outcomes are you working towards?)
2. The professor should identify the appropriate person for the lesson and the community resource person should be invited personally by the professor, through an NGO, by a student, or by the law school administration.
3. A professor should always plan the resource person's visit several days ahead of time to ensure that they understand their role and the level of their involvement. Send a letter and a copy of the lesson.
4. Students should be aware of the community resource person's visit in advance to prepare appropriate questions together with the professor.
5. In the classroom, the community resource person should be involved in an interactive lesson while the professor manages the class.
6. Lecture-style presentations and technical language should be avoided.
7. To ensure balance in a lesson, the community resource person's experiences should be compared to other real life situations.
8. Don't mask the harsh realities and contradictions apparent in everyday life. Be honest with students by addressing the issues.
9. After a lesson, professors should debrief the visit, discussing with students the value of the lesson and address any remaining issues or questions.
10. Professors should always follow up visits with thank you letters to the guest and possibly to their supervisor.

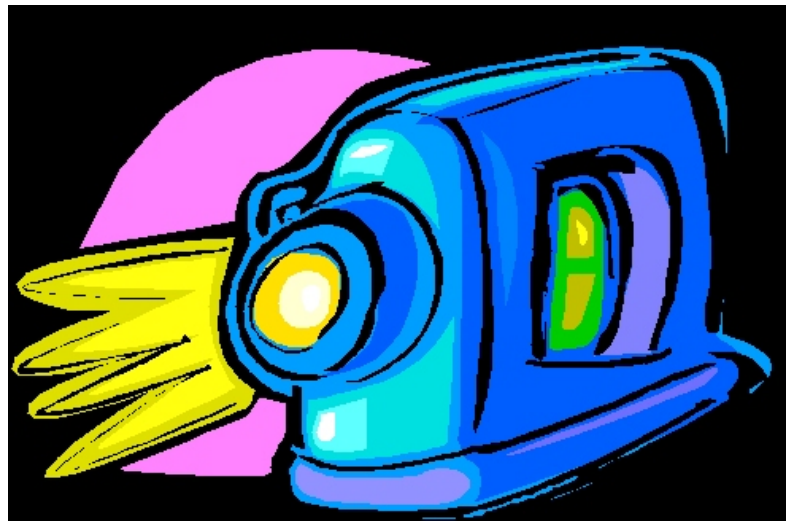
FILM/VIDEO

Purpose

- reach students with a variety of learning styles, especially visual learners, and students with a variety of information acquisition styles
- engage students in affective learning
- demonstrate lawyering skills
- illustrate complex, abstract concepts through animated, 3-D images
- involve students in problem-solving and investigative activities
- begin to dismantle social stereotypes
- bring important scenes from legal history into the room
- help students practice media literacy and critical viewing skills
- provide a common experience for students to discuss

General suggestions

1. You can use either film clips or entire films. Please keep in mind that students are accustomed to watching videos with good production quality.
2. There are excellent legal documentaries as well as fictionalized dramatic presentations that are suitable for classroom viewing.
3. Start small! Don't try to accomplish too much right away. It is better to use one or two videos very effectively in a semester or a year than to try to use videos frequently when you begin. As you learn, add to your repertoire.
4. Anticipate problems. You might have technical difficulty at some point. Always test equipment ahead of time, and for those times when it fails, make sure to have a back-up plan.



OTHER TECHNOLOGY

(Adapted from The Novice's Guide to Teaching with Technology by Andrew Beckerman-Rodau in The Law Teacher, p. 4, Spring 2006)

Purpose

Technology can enhance the learning environment for students who are visual or tactile learners. It can extend learning beyond the classroom by providing faculty and students with more flexible communication. Students will be better prepared for the legal profession, which demands the use of computers for increased efficiency and productivity.

Procedure

Basic tools such as a computer, Internet access, and e-mail are adequate to engage in substantial use of technology.

Techniques

E-mail

Creating an e-mail list of all class members is an easy way to contact everyone with notices of class cancellations, changes in assignments and so forth. It can also be used to inform the class about recent news items or cases relevant to material discussed in class. Professors must be cautious not to overwhelm students with too much additional material. The professor can divide messages into two categories: 1) required messages and 2) optional messages, which are provided for enrichment purposes only. The required messages can be designated as REQUIRED in the e-mail's subject line.

Discussion Boards

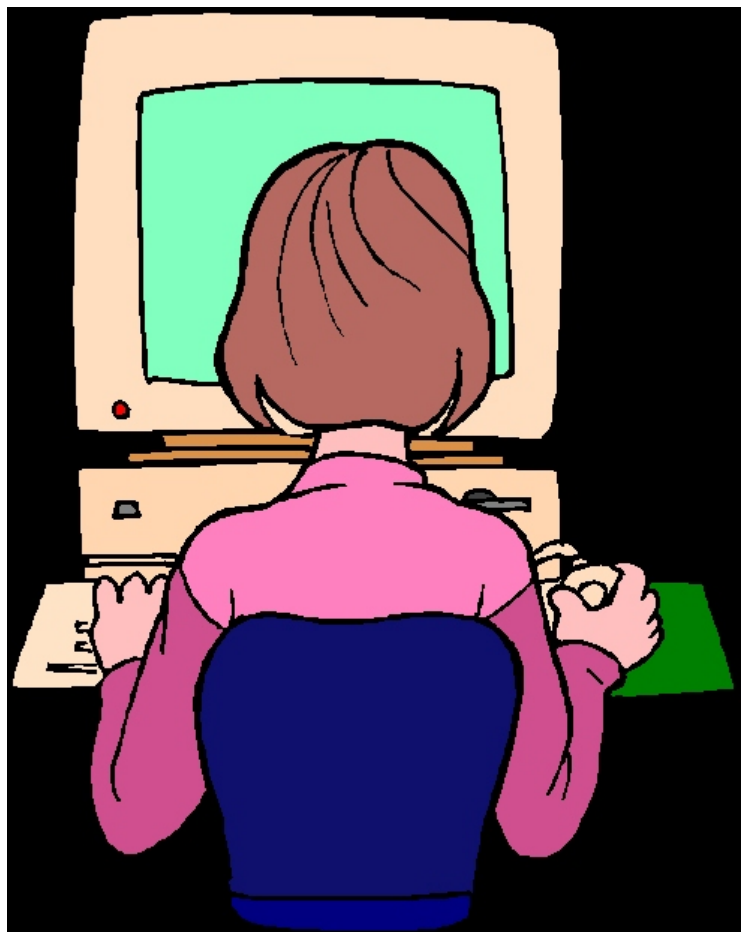
Establishing a discussion board allows a repository for the questions, answers, and miscellaneous information posted during the semester. Students will feel more comfortable posting questions or making suggestions that they are reluctant to raise during class. Sometimes, students can resolve issues among themselves without professor intervention.

Power Point

Using power point is effective when it has a clear pedagogical purpose. It should be used to supplement classroom teaching. For example, a written problem can be projected on the screen as the professor reads it to the class. Power point can be useful when analyzing statutes because the professor can break down the information into smaller component parts. Graphics, a picture illustration, or a timeline can be placed on a power point slide to be viewed throughout the entire classroom discussion.

Case Management Software

Utilizing a professor-created website allows customization but requires learning HTML, which may not be worth the time and effort required. Commercial enterprises such as Blackboard, WebCT, West TWEN, and Lexis-Nexis allow professors to set up websites for all their courses. All of these systems have a notification function that sends messages to students and professors when new information is posted.





The American Bar Association - Rule of Law Initiative
Pashko Vasa 7, 10 000 Prishtina, KOSOVO
Tel: + 381 38 243 161, 232 540; Fax: + 381 38 243 161
e-mail: office@ceelikosovo.org