2024 AALS Adjunct Faculty Workshop Q&A

1.   What are the major publishers for law school textbooks?

- American Bar Association
  https://www.americanbar.org/groups/departments_offices/publishing/
- Aspen Legal Education
  https://aspenpublishing.com/pages/law-school-textbooks
- Carolina Academic Press
  https://cap-press.com/
- Center for Computer Assisted Legal Instruction e-Langdell Press (open-source law textbooks)
  https://www.cali.org/the-elangdell-bookstore
- CCH Inc. (focuses on tax and accounting)
  https://www.wolterskluwer.com/en/solutions/cch-publications
- West Academic (includes Foundation Press titles)
  https://www.westacademic.com/

2.   What are some suggestions for group assignments?

Learning to work in teams is an important professional skill for attorneys so group assignments can be very effective tools to help students acquire this skill.

Group assignments can be as simple as asking students to work in pairs or small groups to discuss questions or problems all the way to building an entire course around "team-based learning."

For a rubric on assessing student's teamwork skills, https://law.stthomas.edu/about/centers-institutes/holloran-center/competency-milestones/team-collaboration/index.html

For an overview of different approaches to group work:

- Clifford S. Zimmerman, Thinking Beyond My Own Interpretation: Reflections on Collaborative and Cooperative Learning Theory in the Law School Curriculum, 31 Ariz. St. L.J. 957 (1999).
  https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3192158
- Neil Hamilton, Fostering and Assessing Law Student Teamwork and Team Leadership Skills, 48 Hofstra L. Rev. 619 (2020) at

https://scholarlycommons.law.hofstra.edu/cgi/viewcontent.cgi?article=3109&context=hlr

For a discussion of team-based learning pedagogy:

- Sophie M. Sparrow & Margaret Sova McCabe, *Team-Based Learning in Law*, 18 Legal Writing: J. Legal Writing Inst. 153 (2012) https://scholars.unh.edu/law_facpub/41/

For group assignments in specific subject areas:

- Shawn Marie Boyne, Giving Students a Seat at the Table: Using Team-Based Learning to "Teach" Criminal Law, Indiana University Robert H. McKinney School of Law Research paper No. 2017- 13, (2017) (Criminal law)
- Barbara Glesner Fines, Using Team Based Learning in the Professional Responsibility Course (2012). https://perma.cc/43SH-58HU (Professional Responsibility)
- Angela Mae Kupenda, Collaborative Learning in the Constitutional Law Classroom: Adapting the Concept of Inevitable Disagreement in Seven Steps, 68 J. Legal Educ. 284 (2019). https://jle.aals.org/home/vol68/iss2/6/ (Constitutional law)
- Melissa H. Weresh, Assessment, Collaboration, and Empowerment: Team-Based Learning, 68 J. Legal Educ. 303 (2019) https://jle.aals.org/home/vol68/iss2/7/ (Legal Writing)

3.   How do you suggest we approach sensitive or controversial topics such as race, abortion, politics, defunding the police, etc.

- From Andrea Roth to Hosts and panelists: It's a hard question, but I try to (1) build trust first; (2) be descriptive and assign diverse sources, and ask students to respond to the diverse sources, rather than asking what they personally think. e.g. City of NY's brief in favor of stop and frisk. What might be a response to argument X? (3) say something on syllabus about the subject raising difficult issues and that I expect we will speak with kindness, assume good faith of each other, and that I encourage diversity of views.
- Jennifer S. Hendricks, Beth Burkstrand-Reid, & June Carbone, *Teaching Controversial Topics* (2011) https://digitalcommons.unl.edu/lawfacpub/94/
- Judy Pace, *Teaching Controversies: A Framework for Reflective Practice* https://teachingcontroversies.com/framework/
- Susan Sturm, Lani Guinier, *Learning from Conflict: Reflections on Teaching About Race and Gender,* 53 J. Legal Educ. 515 (2003)

4.   How do you manage to remember names, especially if you don't assign seats?

- Using seating charts can be very effective in learning student names but if you don't assign seating, there are other effective tools.
- Asking students to use name tents, especially during the first few weeks of class, can help you to easily associate names and faces; however, students are not always diligent in remembering to bring or display their name tent.
- Using a class roster that provides photos of students or preparing flash cards and reviewing regularly can help reinforce name-face associations. Sometimes students' official headshots don't resemble the students we see in the classroom. Take pictures of students in the classroom using your smartphone. Be sure to ask for permission and explain that you are using the photos to learn names.
- Take attendance. Rather than passing around an attendance sheet or using other remote methods for taking attendance, do a "role call." If you take attendance during class, you can begin to put names with faces and reinforce this daily.
- Use a student survey to learn more individualized information about students to connect their names to more personal identifications. Ask students to record a brief video recording introducing themselves. (With this, you can learn not only their face but the correct pronunciation and pronouns).
- Make a conscious effort to use students' names frequently during class discussions, questions, and feedback. This practice reinforces memory through repetition. (Ken Bain, What the Best College Teachers Do (2004))
- Don't be afraid to ask again. Nothing teaches like failure and having to ask repeatedly will provide the necessary incentive and reinforcement to learn names. This also signals that you have made it a priority to learn names and are actively trying.
- Engage with students outside class. Encourage (or even require) office hour visits. Interactions outside the classroom can make learning names easier.
- Use learning management systems (LMS) or apps that have features for learning student names.