

Flipping the Classroom in Legal Skills Courses

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Before we begin...

- ▣ Who here is Faculty or Instructor?
- ▣ Who's flipped a class?
- ▣ Who wants to?
- ▣ Who's on the fence?
- ▣ Who's selling a flip to Faculty?

Traditional Legal Research Instruction

- ▣ Lecturing
- ▣ Demonstrations



- ▣ “Teaching to the middle”
 - ▣ Quick learners get bored
 - ▣ Remedial students get lost and retreat

Traditional Skills Development

▣ Homework

- ▣ Done alone
- ▣ No guidance
- ▣ Frustration leads to giving up



▣ Feedback

- ▣ Instructors correct homework
- ▣ Sometimes delayed
- ▣ Usually given once class has moved on to a new topic

Flipping the Classroom Puts Additional Focus on Skills Development

Video or audio lectures

Students learn on their own time



Classroom time used for exercises and labs

Same material covered

Increased time spent on skills

An example video

- ▣ [Federal Statutory Research](#) (TED Ed)



University of Illinois Physics Flipped Class Study

University of Illinois Physics Flipped Experience...

Post Flip Grade Gain on Final Exam:

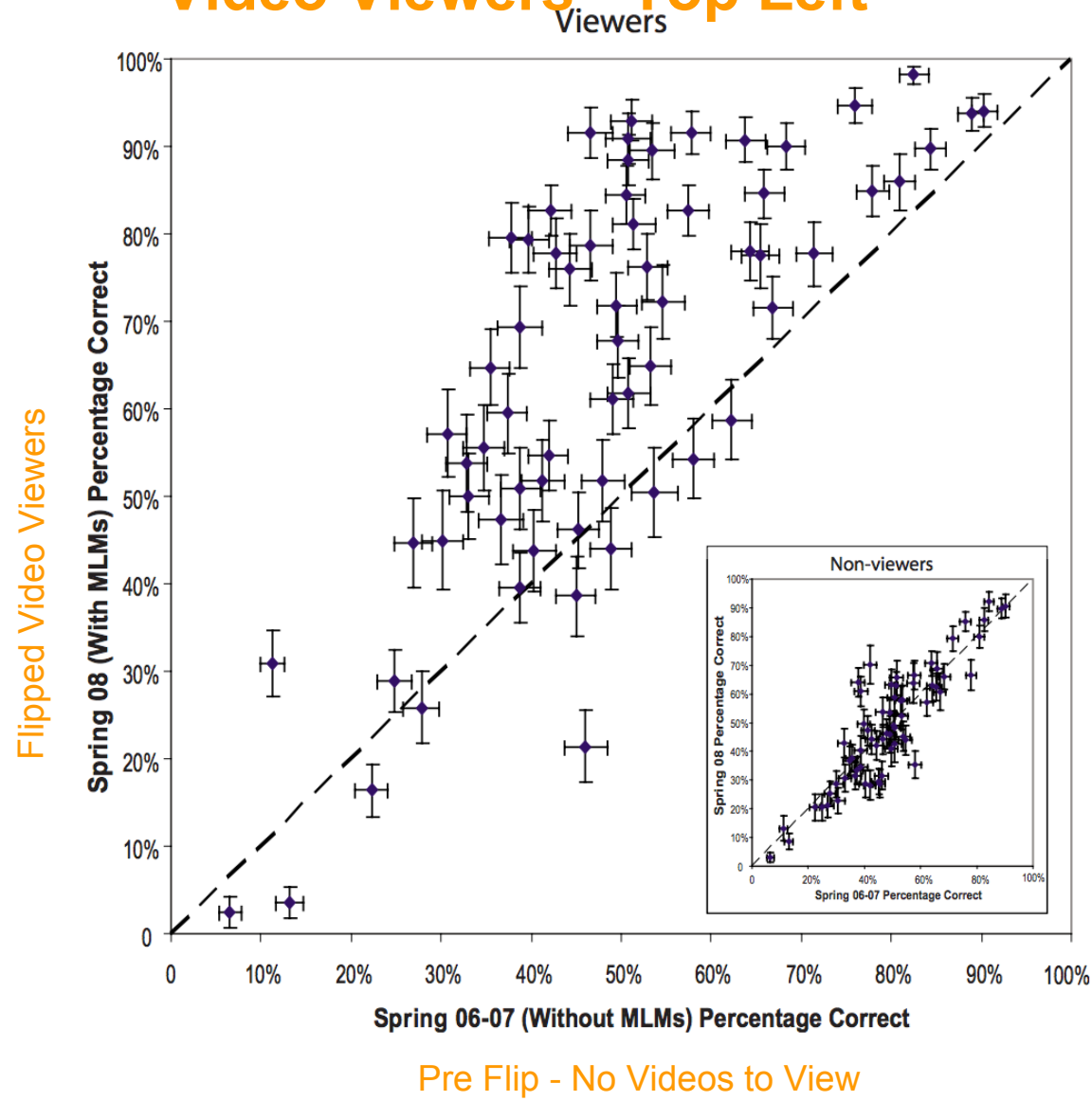
A level students: +16%

B level students: +18%

C level students: +10%

<http://research.physics.illinois.edu/per/details.asp?paperid=130>

Final Exam Question Scores for Video Viewers - Top Left






UVic Law Advanced Legal Research & Writing...

**A Case Study of a Traditional
Skills Lecture Completely
Flipped.**



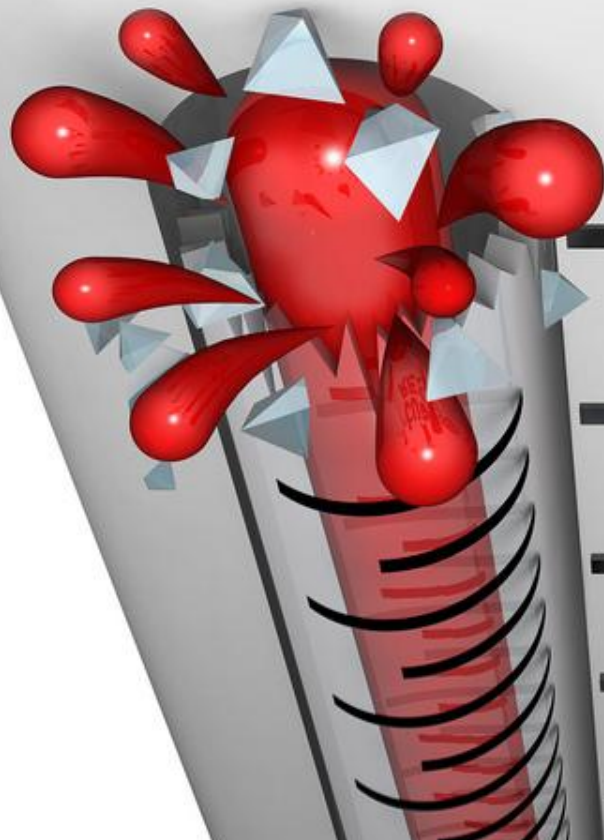
Deep engagement
through project activities



A photograph of a classroom. In the foreground, a green chalkboard with a wooden frame is mounted on a white wall. The chalkboard has some faint, illegible chalk writing on it. Below the chalkboard, there is a blue decorative border with a scalloped edge. In the background, several rows of blue plastic chairs with metal frames are visible, arranged in a traditional classroom layout. The floor is made of light-colored wood. The text "10% of ALRW Students Preferred Traditional Class over Flipped Class" is overlaid on the chalkboard in white, bold, sans-serif font.

10% of ALRW
Students Preferred
Traditional Class
over Flipped Class

CONFIDENCE LEVEL



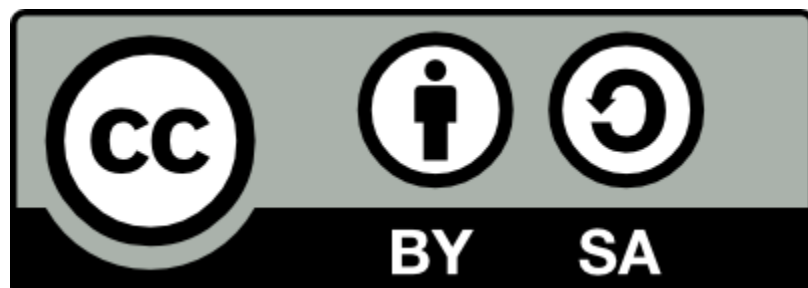
INVINCIBLE

STRONG

STEADY

BUILDING

FAIR



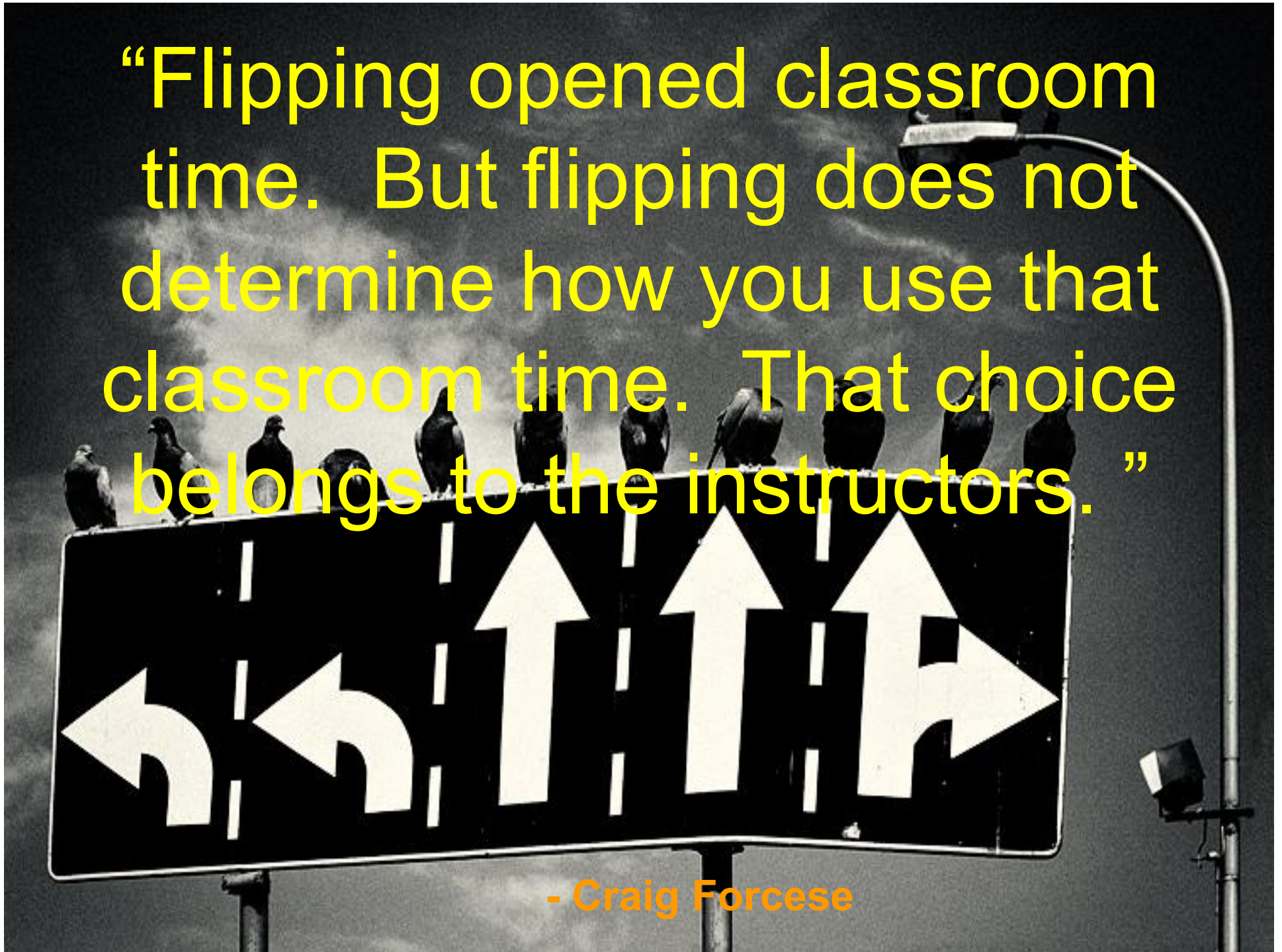
**Great Quotes from Vice
Dean Craig Forcese of the
U of Ottawa Faculty of Law**

**He Flipped his Admin Law
Class...**

<http://goo.gl/RISMh>

“Flipping opened classroom time. But flipping does not determine how you use that classroom time. That choice belongs to the instructors.”

- Craig Forcese



“I believe that students completing this course will be roughly one year ahead of most other student I have taught in their ability to grapple with basic real world admin law problems.”

- Craig Forcese

“Conclusions: So will I do it again?
Yes. Will I expand to other
courses? **Yes.** Do I recommend it?
In a heartbeat. Will it be
everyone's cup of tea? **No.** Should
it exist in every course? **No.** Is it a
panacea to all that ails legal
education? **Of course not. It is a
brick in a larger edifice of reform.”**

<http://goo.gl/RISMh>

- **Craig Forcese**

How flipping helps your students

- ▣ Frustration is reduced
- ▣ Less boredom
- ▣ Can review the lecture material limitless times
- ▣ The tutorial approach to skills-building exercises provides guidance while the students are practicing
- ▣ Students who get it easily can delve deeper into the material or work on more advanced exercises
- ▣ Students struggling with material can get individualized attention
- ▣ Immediate feedback is possible

What I've found

- ▣ Students collaborate unless they're told not to
- ▣ I get questions from every student regardless of their degree of understanding
- ▣ Students seem to be grasping the material more quickly
- ▣ Walking around is best
- ▣ I've gotten to know my students better

One Way to Flip the Classroom



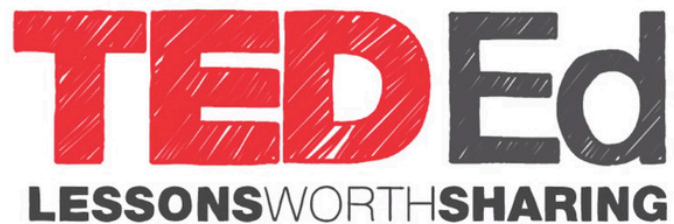
SCREENCASTING



Delivering your content



THE WEST EDUCATION NETWORK



How to flip your classroom

- ▣ Choose your tools

- ▣ Presentations
- ▣ Screencasting
- ▣ Editing

- ▣ Practice

- ▣ Short test videos
- ▣ Can be time consuming

- ▣ Course planning

- ▣ Map how videos will fit within course
- ▣ Very few instructors flip 100%

- ▣ Create a loose script

- ▣ Don't read slides
- ▣ Speak naturally

- ▣ It won't be perfect

- ▣ Edit conservatively

- ▣ Publish

Other ways to flip

- ▣ Embed audio into PowerPoint presentation
 - ▣ Caveat: large file
- ▣ Podcast: Record audio separately and share PowerPoint file with class
- ▣ Use lecture capture to record yourself in front of an empty classroom

Equity

Pre-Class Work





Significant Prep Work for Instructors

A Great Tool...



But Not Always The Best...

Questions?

