

Capstone Project Final Proposal Submission

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Overview:

Activating Cultural Meaningful “Moment” Experiences within a Law School LLM Pre-Bar Prep Course for International Students

The purpose of this project is to develop three concrete “moment” exercises that can be embedded within the course experiences of international LLM students as students learn how to successfully prepare for bar exams.

*• See [Group work](#) for examples of ways to incorporate collaborate group work.

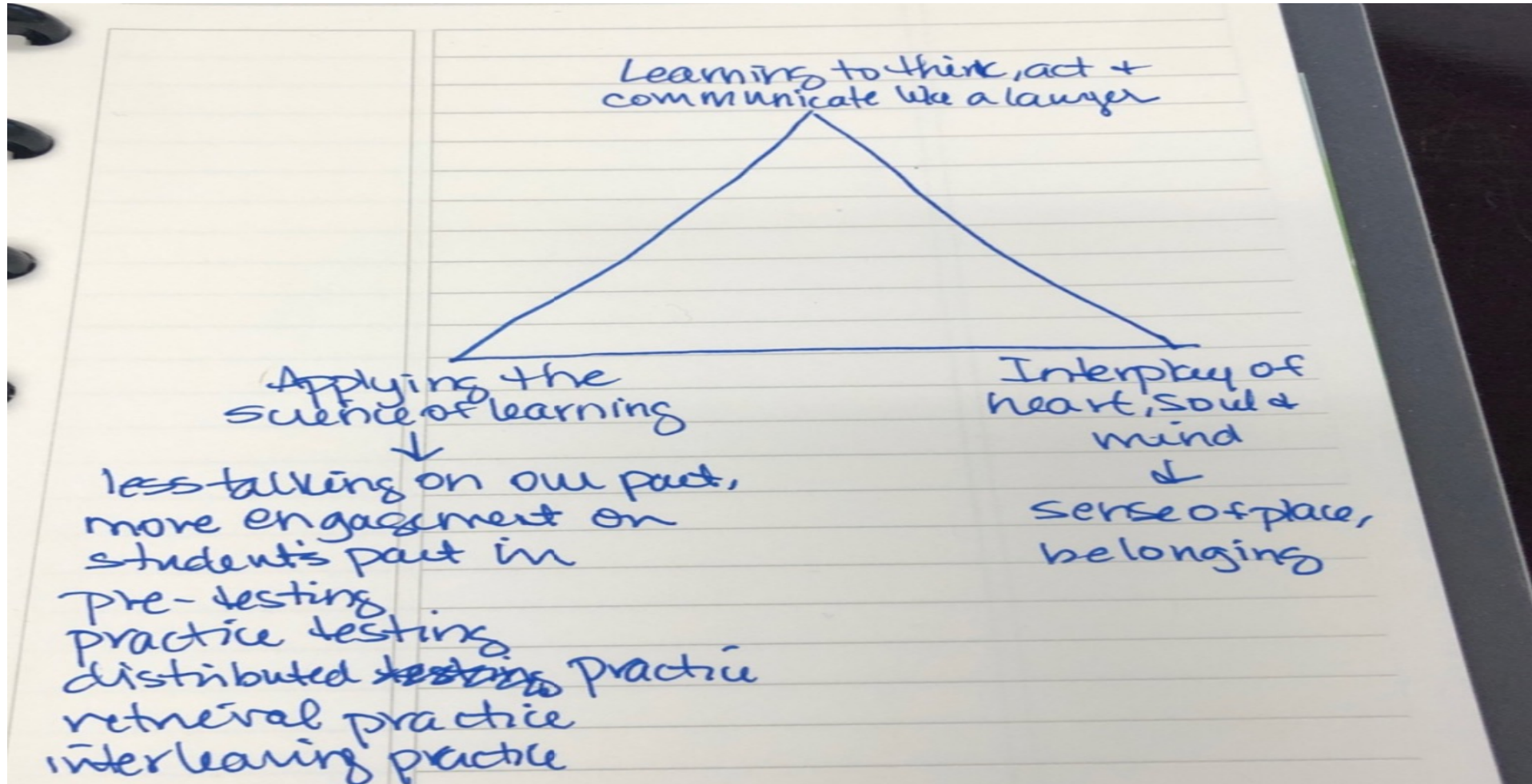
Why?

Because learning requires meaningful engagement in connection with our hearts, minds, and the skills and concepts to be learned. This I call the learning triangle.

• See Bramble, Catherine and Bahadur, Rory D., Actively Achieving Greater Racial Equity in the Law School Classroom (January 31, 2022). 70 Clev. St. L. Rev. 709 (2022), SSRN: <https://ssrn.com/abstract=4022267> (suggesting that the traditional socratic teaching method leaves many students behind and thus ought to be replaced with active learning).

Why this Project?

Because Learning Involves All of Us!



Assorted Sources

Mindsets and Skills that Promote Academic Tenacity,
<https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf>

Dunlusk, et al., Improving Student Learning with Effective Learning Techniques,
<https://pcl.sitehost.iu.edu/rgoldsto/courses/dunloskyimprovinglearning.pdf>

Cooper, et. al., Smarter Law Student Habits,
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3004988

Dunlusk, Strengthening the Student Toolbox,
<https://files.eric.ed.gov/fulltext/EJ1021069.pdf>

Schulze, L., Using Science to Build Better Learners,
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2960192

Ruiz, R., Leveraging Non-Academic Skills,
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3524423

Key Principles

Activity Moments should Be:

- Brief – oftentimes, less can be more, such that activities should be brief in time
- Timely – purposefully placed within the learning situations
- Meaningful – by connecting learner’s prior experiences to new concepts
- Relationally Rich - in the words of the text on Relationally Rich Learning, move learning from taking information in to applying information without by creating an environment that for learners to (<https://www.centerforengagedlearning.org>
 - Experience genuine welcome and care.
 - Be inspired to learn.
 - Develop a web of significant relationships.
 - Explore questions of meaning and purpose.
 - See <https://www.centerforengagedlearning.org>
- Model how to learn to learn and to reflect how to learn
- Lead to memorable activities that help promote learning outside the traditional classroom environs

Proposed Activity One: Think-Pair-Share

Purpose: Reflecting on the Past to Search for Ways to Inform Learning in the Present

Develop activities such as a classroom discussion prompt pondering how have you learned in the past, for example, to do difficult things, such as learning to ride a bicycle, or learning another language, or learning to practice law. Did you learn alone or with others? If with others, who? How did you know you were learning? What were you feeling? How did you know when you succeeded? How did you evaluate success?

Concept Maps:

Develop free-flowing activities in small groups to develop concept maps to both predict what's to come in course content, for example, in future reading assignments, and to connect the key concepts that one gathered from reading.

Kahoots – Develop retrieval activities to encourage courageous and curious participation with laughter and reliance on each other and with each other.

Proposed Activity Two: Concept Maps

Purpose: To use concept maps to help students purposefully predict readings prior to reading and to connect concepts from after reading

Develop free-flowing activities in small groups to develop concept maps to both predict what's to come in course content, for example, in future reading assignments, and to connect the key concepts that one gathered from reading.

Kahoots – Develop retrieval activities to encourage courageous and curious participation with laughter and reliance on each other and with each other.

Proposed Activity Three: Kahoots, Slido, Padlet

Purpose: To promote retrieval practice.

Develop retrieval activities to encourage courageous and curious participation with laughter and reliance on each other and with each other.

- [Slido](#)

Evaluation Framework: Assess Pre-Assignment and Post-Assignment using the BUFF framework.

B = Be Prepared

- Agenda & Objectives
- Clarity 2 Organization
- Classroom Management

U = Use Active Learning Strategies

- Challenge & Support
- Discussion
- Collaboration
- Reflection
- Innovation/Technology/Educational Tools

F = Foster an Inclusive and Equitable Learning Environment

- Belonging
- Relevance
- Diverse/Global Examples
- Universal Design for Learning (UDL)

F = Feedback & Assessments

- Formative Assessment
- Equitable Feedback
- In-time Feedback
- Collects Learner Feedback 8