

Techniques for Teaching Law 2

By Gerald F. Hess, Steven I. Friedland, Michael Hunter Schwartz, Sophie Sparrow. (2011), 328 pages, ISBN: 9781594607509. \$44

Subject: How to be a better teacher

Useful for: Useful for teachers looking for new ideas and exercises for the law school classroom

Format: Chapters with index, each chapter starts with a summary of a pedagogical theme followed by references for further research. The heart of each chapter, however, consists of examples of activities designed around the theme.

Reviewer's Comments:

This semester, when teaching a class on legal research, I and my co-teaching colleague recklessly and foolhardily promised our students that their last day of class, Review Day, would be non-stop fun. I even went so far as to put "Fun Day!" in the syllabus. For weeks, I built this Fun Day up, even though I had absolutely no idea what we were going to. I was determined that Fun Day would not be a waste of the students' time. Each element of fun needed clear pedagogical underpinnings. Fun Day drew nearer. I began to think that maybe I oversold it. And then, just as Fun Day was shaping up to be just another Tuesday, I spent the weekend reading "Techniques for Teaching Law 2."

Admittedly, at first, I was skeptical of "Techniques for Teaching Law 2." Its 2011 publication date had me concerned that its promised techniques would be somewhat outdated. And some of them were. For instance, a few techniques discussed the potential of PowerPoint in the classroom. I was also concerned that because the book focuses on teaching law, the techniques would not be especially pertinent or transferrable to teaching legal research. And some techniques definitely were not relevant to legal research. However, the book offers techniques from a wide array of law school teachers on a wide array of subjects. Although very few activities in the book specifically addresses legal research, the vast majority of exercises in this book are easily adaptable for legal research. Because each chapter is grounded by a central theme, as I read each chapter I also found myself imagining new exercises that built upon the theme. While I had intended on merely flagging a few pages for follow up as read, I instead found myself running out of post-its and taking breaks to imagine the possibilities of these techniques in my own classroom.

Techniques for Teaching Law 2 is more than a compilation of classroom activities, it is a thorough resource for constructing a class. There are chapters on materials, technology,

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classroom dynamics, discussion techniques, team learning, experiential learning, writing, professional values, and assessment. Although it follows a format similar to *Techniques for Teaching Law*, the content of this follow up resource is completely new. While students of advanced legal research may never have quite as much fun conducting legal research as we librarians do, this book provides plenty of inspiration for creating a dynamic and active classroom experience.

Reviewed by: Stacia Stein, Yale Law School, in 2017.