

Embodied Legal Education: Incorporating Another Part of Bloom's Taxonomy

By Susan P. Liemer. 95 U. Det. Mercy L. Rev. 69 (2017).

Article Categories: Course Creation & Design

Keywords: Bloom; Course Design; Experiential; Pedagogy; Psychomotor; Taxonomies

Reviewer's Summary:

Liemer argues for greater attention to movement throughout the law school curriculum. The article discusses Bloom's taxonomy and the common ways legal education literature has engaged it, primarily in cognitive terms. Law schools have also addressed Bloom's affective domain. The psychomotor domain, however, has been overlooked. Liemer presents several aspects of psychomotor skills and how they can be furthered in the law school setting, advocating for course goals to reflect this domain, especially as law schools offer more experiential courses. Students who have learned about the courtroom space primarily through television and movies may move in ways guided by the camera perspectives often adopted in those media. Students need to learn about this space – where they can move and how to position themselves effectively. Even skills like voice projection could be included in course goals throughout the curriculum, as doctrinal courses often require at least some in class participation.

Summarized by: Susan Azyndar, The Ohio State University, in 2019.