

Engage! The Next-Gen of Online Instruction

By Amy Lipford & Kathryn Crandall. 24 AALL Spectrum 12 (2020).

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Reviewer's Summary:

In this article, Lipford and Crandall begin by asking legal research instructors to consider who, in the context of online instruction, they are engaging, and discussing several theories of learning styles. They describe the Grasha-Riechman Student Learning Style Scale, which characterizes learners as participants, avoidants, independents, dependents, collaboratives, and/or competitiveness. Another model, the Schelles and Valcke Learning Styles framework, characterizes learners in terms of auditory vs. visual, applied vs. conceptual, spatial vs. non-spatial, social vs. individual, and creative vs. pragmatic styles. The authors challenge instructors to consider these frames in designing online course materials that engage different types of learners, offering examples, such as creating short-answer quizzes to appeal to independent learners). The article provides a callout list of tools and applications that instructors may wish to incorporate into their online instruction. The authors also emphasize the importance of timely feedback in online courses, and of offering multiple avenues of communication.

Summarized by: Meredith Capps, Vanderbilt University Law School, in 2020.