

Letter from the Editor
The dominant view of certain high school and college education policies. Consequently, college graduates are often seen as less equipped for the ri

so fewer people are likely to pursue a Ph.D. simply because they do not know what else to do with a liberal arts education. Media attention on faithless law school data reporting allows potential law students to make informed decisions regarding

gors of law school (see, for example, *Academically Adrift* by Richard Arum and Josipa Roksa)

All of this means that the students sitting in first-year law classrooms today are very different from the students who sat in those same seats only a few years ago. Things are unlikely to revert back to that "old normal," so law schools must adjust to meet the needs of students in this "new normal" in legal education. Strong academic support programs will play more well-adjusted attorneys. New normal law students may be different, but they are not necessarily "less able" (despite what the NCBE might suggest).

For instance, the public no longer views law as a failsafe career choice

The Millennials Challenge: Equalizing the Values Triad in Professional Identity Formation

Clinical Assistant Professor, Northwestern University School of Law

aspu ng

story tucked away or share it with your professors. At the end of your first year, re-write your story and see if you note a change in your perspective or problem-solving abilities, or both, after completing one year of law school.

2. Professional Identity Reflection on Your Writing Assignments

Think about the moral and legal obligations and ethical relevance to the assignments you write for your legal analysis class. Write a short reflection paper articulating your personal opinion about the

outcome of the assignments. This is a reflection on your writing process and the impact of the assignments on your professional identity.

My reflection

Instructor, Academic Success and Bar Preparation, FAMU College of Law

There is much talk about how to hire, employ, parent, and teach Millennials—a generation born between 1980 and 2000 and characterized by their digital upbringing, independence, and diversity.

A recent digital marketing article concerning Millennials entering the job force suggests five things senior

marketing executives/

start small by flipping one class each semester. For example: record a short, instructional video regarding a topic covered in your course and release it to students via TWEN or other platform. Require students to watch the video prior to class and complete related reading assignments. Consider enabling a message or discussion board where students will respond to questions about the content prior to class. When class meets again in-person, utilize class time to engage in dialogue about the topic or have your

ment. Our goal was that each module would take no more than approximately 20-25 minutes to complete.

But before we could start imparting our wisdom on-line, we had to learn in order to teach. We were quite fortunate that our university had personnel who were willing to patiently explain our new teaching technology. As a group, we decided to form a support group,

arrived for our live orientation class, they were almost immediately given a copy of the assessment and instructions on how to submit either handwritten or electronic versions of their completed assessments. After that, the remainder of the class dealt with case briefing (as to the second case) and possible ways to answer the assessment questions.

ASP faculty members reviewed approximately 100-120 assessment

Conformity and Rebellion in Outlining

Assistant Director of Academic
Achievement
Oklahoma City University School of
Law

In its simplest form, an outline is a document that shows the organizational structure needed to convey the relationships between ideas. When law students are creating a course review outline they are not just documenting the relationships between doctrine, policy, and factual variances, but they are striving to organize the material in a manner that will help them solve a new-to-them problem under severe time constraints. In teaching these skills, it is difficult to find a good balance between the ASPish message "no one-size-fits-all" and the expert's un-

derstanding "there is a right

The next steps of the exercise are difficult for two main reasons. First, creating a synthesized rule statement from cases is a skill that most of the students I work with have not mastered so I am using a single exercise to teach at least two skills, outlining and rule synthesis. Second, the parallel construction of case descriptions I make them use is unnatural

Using the Billable Hour to Help Shape Law Students' Time Management Skills

Assistant Professor of Clinical Legal Skills & Director of Academic Excellence
Duquesne University School of Law

Have you ever tried to give a lecture on time management and then watch the students' eyes glaze over? Much like my mother used to hide peas in my macaroni-n-cheese, I quickly learned that you have to package "time management" with something else in order to get the students interested.

I now tell students (as early as Orientation) that attorneys bill in six-minute increments. I explain how important it will be in law practice to be able to account for each minute of the day. For example, if a law firm is billing an attorney at \$200.00 per hour, then a 10-minute Facebook conversation costs the firm \$34. The attorney cannot bill the client

digestible. Acknowledge that the biggest challenge any law student faces is juggling the quantity of material. Reassure the student that with the proper planning, there will be enough time to complete

even though everyone tells you not to?" Once you have all of the student's information, advise the student that you will email them with the results in a day or two.

For the Mechanics section, you take the lead. Using Excel, create a weekly schedule for the student. Start with the student's class schedule, work schedule, and desired waking and sleeping times. (Each year I create a shell template that includes all of the first-year courses.) You should also give exercise a high priority, for obvious reasons. Finally, insert the remaining items from the wish list, being sure to include a few hours of relaxation after dinner on at least one night

Professor of Legal Writing
and Director of Legal
Writing, Research, and
Written Advocacy
Suffolk University Law
School

Utilizing the problem-solving approach can help bridge the gap between legal education and the legal profession and help prepare students to be "client-ready." Problem solving can be used in different legal settings, with different legal issues, involving different clients. It can be incorporated in the first year of law school and/or in the upper-level as well as continuing legal education programs. Problem solving can be a stand-alone course or incorporated with doctrinal courses, skills courses, seminars, or competitions. Depending on the way problem solving is utilized, it can be in one class, an intersession week, or an entire semester. It can be graded or pass/fail. Problem solving files exist or can be created for any area of the law.

When constructing your curriculum around problem solving, engage in backwards design. First focus on your broad learning goals (the desired results, i.e. upon successful completion of this course, students will know/understand . . .) and work backwards. Once you have identified your learning goals, set specific learning objectives (upon completion of this course, students will be able to . . .). Then design your assessments.

For example, four goals you may have in a problem solving approach could be that upon successful completion of the course, students will know/understand: a problem solving methodology (the systematic approach and tasks –

students prepare for the practice of law. For example, assignments can vary depending on their client's problem, but could include: interviewing a client, advising a client regarding a settlement or plea offer, giving an oral report to a supervisor, researching the law, or drafting a client letter, email, or press release. The problems/tasks can get increasingly complex and challenging. Students can be given a problem or task they are familiar with or be asked to transfer what they know to solve new, unfamiliar legal problems or be asked to perform tasks they have no experience with completing. For each problem, students can be given tight time constraints to mimic legal practice; from one hour to one day or more.

Students can engage in self-assessment that helps them develop their professional development and professional identity. For example, at the conclusion of each day or each problem, students can be asked to complete a journal reflection assignment. Each day the questions can be a

different type – questions about the client, the problem, the task, their team, or themselves. (For example, a journal reflection assignment can ask a question related to how the student approached solving that particular client's problem, the student's aversion to risk and whether that affected the advice she gave the client, or something the student has learned that makes her think differently about a lawyer's

Ú A

Teaching Negotiation to 1Ls

Director, Bar Preparation

a on exercises among their favorite parts of the first-year curriculum. Students often take the confidence they

Creating an Asynchronous Distance Learning Class

Director, Academic Success
Pace Law School

As law schools race to keep up with the changing environment for legal education, technology is playing a larger and larger role. Adding distance classes to the curriculum is one way law schools can meet the needs of their students, by combining quality education with increased flexibility for the student.

When deciding to create a distance education class, the first thing to determine is whether the class will be synchronous (live) or asynchronous (taped). Synchronous classes do have many benefits but are limited by the fact that the students must still adjust their schedules to be available during class time. Asynchronous classes, however, have an inherent flexibility that allows the students to watch the class on their own schedule, which

me during the semester and available for in-person office hours.

How to Prepare

Teaching an asynchronous distance learning class can greatly lighten one's

Call for Submissions

The Journal of Applied Behavior Analysis is published twice yearly, once in the summer and once in the winter. We currently are considering articles for the Summer 2015 issue, and we want to hear from you! We encourage both new and seasoned ASP professionals to submit their work.

We are particularly interested in submissions surrounding the issue's theme of using ASP to help train practice-ready attorneys.

Where do you think experiential learning fits within ASP? Are you doing something innovative with skills training in your classroom that also will help prepare our students to



Courtney Lee

Associate Professor of Lawyering
Skills and Director of Academic
Support

University of the Pacific
McGeorge School of Law