

1) PROJECT LEADERSHIP TEAM

Law Teaching Network steering committee: A group from Teaching and Learning Services (TLS) and the Faculty of Law who have met regularly from Fall 2010-present. In consultation with the Dean of Law, this group strives to generate a shared commitment to excellent, innovative and engaging teaching and learning practices in the Faculty.

Primary participants have included project lead Mariela Tovar and coordinator Jennie Ferris from TLS, Faculty liaisons Shauna Van Praagh (2013-present), Hoi Kong (2012-2013) and Tina Piper (2010-2012), collaborators Carolyn Samuel (2010-2014) and Katie Hewitt (2011-2012), and student assistants Alex Burdett (2014-2015), Kristen Emmett (2012-2014), Audrey-Kristel Barbeau (2011-2012), and Liam McHugh-Russell (2010-2011).

2) FACULTY-LEVEL ENGAGEMENT IN TEACHING AND LEARNING DEVELOPMENT

A. Ad Hoc Committees on Curricular Reform

- 2014-2015: Examination and Evaluation Committee: Completed benchmarking on evaluation practices of selected North American law schools. Prepared materials related to various purposes and approaches to assessment. TLS invited as discussants at January 2015 meeting.
- 2013-2014: Advised two subgroups of the Faculty's Committee on Curricular Reform: subgroups 2 (Hours, weeks, terms – Structure of delivery) and 3 (Learning outcomes, skills and experiential learning).
- 2012-2013: Participated and provided support to the Committee as they built the Faculty's knowledge base and considered possible pedagogical reconfigurations for the first year program. The first-year Integration Week (first week of Fall 2013 term) was a direct outcome.
- 2011-2012: Participated in monthly meetings of this committee, finalizing the undergraduate program outcomes and presenting them to Faculty Council (December 2011). The development of a curriculum mapping survey, synthesis and facilitation of two follow-up informational meetings (Spring 2012) contributed to a growing awareness of the program outcomes and their implications for curricular decisions in the Faculty.

B. "[Talking Teaching](#)": Website with over twenty "Talking Teaching" profiles featuring McGill Law instructors talking about various aspects of their teaching and students' learning. Profiles are intended to catalyze discussion and reflection among colleagues within and beyond the Faculty. Profiles are now highlighted on the Teaching tab of the Faculty of Law's website.

C. Teaching and Learning Forums for instructors and students

- Second Annual Teaching and Learning Forum (March 19, 2015)

- An opportunity to share creative, innovative, and reflective approaches to teaching and learning in the law faculty, and to discuss teaching and learning issues of common interest.
- The three-part afternoon included a conversation with recipients of funding from the Experiential/Active Learning Fund, a discussion of the multi-year Faculty Learning Community program (including participants' experiences and perceived impact on teaching and learning), and a workshop considering the diverse purposes, times and places for assessment in legal education.
- First Annual Teaching and Learning Roundtable and Forum (March 21, 2014)
 - “Flipping Classrooms and Beyond: Variations on a Theme in Law Projects and Pedagogy”: This roundtable discussion included five McGill Law professors' presentations on their own experiences, complemented by a presentation by Professor Peter Sankoff (University of Alberta) on flipping the classroom.
 - “Student Projects: Integrated Learning Within and Beyond the Classroom”: This forum showcased students' papers, projects, posters and learning experiences.
 - Organized by the Faculty Liaison, with student support from the Faculty and TLS.

D. Clinical Legal Education Working Group (CLEWG)

- 2012-2013:
 - Developed a [website](#) that brings together the various clinical legal education opportunities at McGill in a student-friendly format.
- 2010-2012:
 - Assessed Faculty clinical legal education offerings and undertook benchmarking of experiential learning initiatives offered in Canadian law schools.
 - Led to the development of a well-received pilot course specifically designed to help students integrate their internship experiences with other in-course aspects of their McGill education, focusing on the Centre for Human Rights & Legal Pluralism's program. This course has since become a part of the curriculum for all students participating in those internships.

E. Faculty of Law retreat (June 1-2, 2011): A highly successful 1.5-day retreat took place addressing topics such as program outcomes, the curriculum, students, and reflecting upon the LTN program's first year and next steps. Evidence collected in the context of the LTN project led to activities promoting meaningful, data-driven discussions involving everyone concerned.

F. Program outcomes (2010-2011): Intended to help guide curricular decisions and ensure a more intentional progression of skills and knowledge through the curriculum, thus providing a more coherent student experience.

- A curriculum inventory involved an intensive process of consultation (Winter 2011). A series of focus groups (potential employers, graduating students and faculty members) helped to gather information about various audiences' expectations regarding the program, as well as their assessment of how the program is doing. Guiding questions considered participants' expectations for graduating students, desired program outcomes, and strengths and weaknesses of the McGill law program, among others, on eight different occasions:

Group	Date(s) held
Civil law career day	Jan. 19 2011
Clinical education working group	Jan. 24 2011 Feb. 15 2011 Mar. 15 2011
Common law career day	Jan. 26 2011
Graduating / graduated students	Feb. 7 2011 Mar. 2 2011
Public interest career day	Feb. 16, 2011

- An extensive document analysis was carried out to complement the focus groups, in order to identify relevant program outcomes for McGill Law graduates. This included Faculty Reports (2004-2008), McGill Law Documents for external audiences (e.g., recruitment documents, alumni magazines), and articles and key monographs in Legal Education
- The resulting draft program outcomes were discussed and revised in various faculty forums.
- The Program Outcomes have been referred to in ongoing discussions of curricular reform, and elaborated specifically within the context of [Clinical Legal Education](#).

3) INSTRUCTOR ENGAGEMENT IN TEACHING AND LEARNING DEVELOPMENT

A. Workshops and events:

- Teaching Strategies Workshop: Instructors learned about numerous teaching strategies customized for legal education, and considered ways to incorporate these strategies in their courses.
 - August, 2014: Twelve sessional instructors attended.
 - August, 2013: Seven sessional instructors attended.
 - August, 2012: Nine sessional instructors attended.
 - August, 2011: ~Twenty sessional lecturers attended.
- Short Written Assignments Workshop: Provided guidelines for designing meaningful, engaging, short written assignments, as well as efficient grading strategies. Involved instructors (in-person and in poster vignettes) who described example assignments from the Faculty of Law and other relevant disciplines illustrating a range of assessment possibilities.
 - December, 2013: 11 instructors attended. Participants worked on an assignment for one of their courses.
 - February, 2014: A follow-up meeting discussed creative ways to offer feedback and evaluation. As a result, after creating a new assignment for her Death and Property course during the workshop, Professor Angela Campbell's students presented their projects in class on April 8th, 2014 in a Public Education Fair. Two LTN members attended the fair. Student feedback on the assignment was elicited.
- Assessment of Students' Learning Workshop: Instructors explore best practices for assessment of student learning and review a range of assessment materials and methods in legal education, including McGill Law-specific examples.
 - August 2012: Eleven law instructors attended.

- November, 2011: Seven law instructors attended.
- Teaching Portfolio Workshop: Law instructors worked with law-specific examples of exemplary teaching portfolios.
 - December, 2010: Eight law professors attended.
- Indigenous Law in the World: Research, pedagogy, and application (February 18, 2013): Dr. Val Napoleon (University of Victoria, Faculty of Law) and her colleague Hadley Friedland gave a presentation about indigenous education, to move forward the Faculty's continuing reflections on expanding the transsystemic program beyond common and civil law traditions.

Follow-up initiatives:

 - Students may participate in a collaborative research project with Professor Val Napoleon of the University of Victoria in a summer course, or in a cross-university seminar (via videoconference) on integrating legal traditions that involves student responses to faculty papers and discussion.
 - Instructors at McGill and the University of Victoria may contribute to a special issue of the *Canadian Legal Education Annual Review* focusing on teaching across legal traditions.
- Interdisciplinary Teaching Workshop (May 24, 2013): This event developed the Faculty's reflections on interdisciplinary and experiential/clinical teaching. Visiting scholars Dr. Joshua Cohen and Dr. Julie Haack spoke to inspiring programs at their institutions. This workshop was co-sponsored by the Marcel Desautels Institute for Integrated Management and the CREATE in Green Chemistry program.

Follow-up initiatives:

 - A collaboration with the [SEDE](#) Office will permit students from across disciplines to work on governance questions with an aboriginal band
 - The McGill School of the Environment (MSE) will offer a cross-listed field course exploring environmental governance in Montréal
 - An Engineering faculty member is preparing a course on green product design and bringing ideas from the laboratory to the market.
 - Teaching and research collaborations with the North American Consortium of Legal Educators regarding transnational environmental issues are being explored and implemented.
- Experiential Learning and Critical Reflection Day (May 4, 2012):
 - Dr. Patti Clayton visited the Faculty of Law for a series of legal education activities specifically organized around experiential learning, integrating clinical and internship experiences and critical reflection.
 - Instructors engaged with questions around experiential learning and considered how it might be incorporated in current course offerings through a plenary ("Designing Experiential Education as an Approach to Scholarship") and a workshop ("Generating, Deepening, and Documenting Learning: The power of critical reflection in experiential education/service-learning").

B. Faculty Learning Communities (FLCs): FLCs are environments in which dialogues about teaching and learning occur among colleagues at all career stages and where innovative educational practices can be developed.

- 2013-14:
 - A systematic evaluation of the FLC program over the past three years was conducted.
 - Twelve structured interviews with past FLC participants were completed in March 2014, with very positive results.
 - This process and results have been subsequently communicated to both internal and external audiences.
- 2010-2013:
 - 31 law faculty members participated in eight FLCs, which addressed multiple topics based on faculty interests: learning-centered course re-design, concurrently advancing teaching and research, teaching and learning with technologies, sharing and developing active learning strategies, peer observation in the classroom, and assessment.

C. Funds to support teaching and learning (proposals are reviewed by Faculty representatives and TLS)

- Experiential/Active Learning Fund
 - Supports the approaches of instructors who are interested in integrating experiential or active learning components into their courses, and facilitates the creation of high-quality learning experiences for students.
 - Professors have received funding for a student poster exhibition, the development and implementation of new active learning strategies, panel discussions, guest speakers, and research assistants for exploring pedagogy-related questions.
 - 2014-2015: Three instructors have received funding [to date]
 - 2013-2014: Five instructors received funding
 - 2012-2013: Ten instructors received funding
 - 2011-2012: Ten instructors received funding
 - 2010-2011: Nine instructors received funding
- Conference fund
 - Makes attending (legal) education conferences more feasible for instructors and teaching staff in the Faculty of Law, and encourages the exchange of information at the Faculty post-conference participation.
 - 2014-2015: One person has received funding [to date]
 - 2013-2014: Seven people received funding
 - 2012-2013: Eleven people received funding
 - 2011-2012: Four people received funding
 - 2010-2011: One person received funding

4) STUDENT ENGAGEMENT

- Please see First and Second Annual Teaching and Learning Forums (p. 2)
- Student focus groups: Graduating and graduated students provided feedback during two focus groups in the cadre of the curriculum inventory.

- Feb. 7 2011: 2 undergraduate students and for LLM students participated
- Mar. 2 2011: 9 undergraduate students participated

5) COMMUNITY ENGAGEMENT

- A. Interdisciplinary Teaching Workshop (2013): Instructors from multiple faculties were invited to participate.
- B. Career day focus groups (W2011)
 - Potential employers, some of them former students, were involved in the curriculum inventory consultation process during the Civil Law Career Day, Common Law Career Day, and Public Interest Career Day in Winter 2011 (see p. 3).

6) SCHOLARLY ACTIVITIES RELATED TO THE LAW TEACHING NETWORK PROJECT

- A. Peer-reviewed publications

Tovar, M., Jukier, R., Ferris, J., & Cardoso, K. (2015). Overcoming pedagogical solitude: The transformative power of discipline-specific Faculty Learning Communities (FLCs). *To Improve the Academy* 34(1-2).
<http://onlinelibrary.wiley.com/doi/10.1002/tia2.20026/abstract>

Publication in advanced stage of preparation

Piper, T., Tovar, M. and Ferris, J. Breaking pedagogical solitude by opening the classroom doors to conversations about teaching, learning and curriculum.
- B. Peer-reviewed conference presentations

Van Praagh, S., & Ferris, J. (June 2015). Evaluation and assessment in legal education. Presenting at the annual conference of the Canadian Association of Law Teachers (CALT), Ottawa, Canada.

Tovar, M., Ferris, J., Jukier, R., & Emmett, K. (June 2014). Overcoming pedagogical solitude: The transformative power of Faculty Learning Communities (FLCs). Presented at the annual conference of the Society for Teaching and Learning in Higher Education (STLHE), Kingston, Canada.

Van Praagh, S., & Piper, T. (June 2014). Opening doors to education – the potential for partnership with university teaching and learning services: More learning, better (Law) teaching? Presented at the annual conference of the Canadian Association of Law Teachers (CALT), Winnipeg, Canada.

Ferris, J., Tovar, M., Piper, T., & Winer, L. (November 2013). Creating a comprehensive, discipline-specific faculty development program. Presented at the annual conference of the Professional and Organizational Development (POD) Network, Pittsburgh, Pennsylvania.

Piper, T., Tovar, M., Ferris, J., Winer, L., and Hewitt, K. (June 2012). Crossing the boundaries from course outcomes to program outcomes. Presented at the annual conference of the Society for Teaching and Learning in Higher Education (STLHE), Montreal, Canada.

Tovar, M., Piper, T., Ferris, J., Samuel, C., and Winer, L. (June 2011). Creating a shared commitment to excellence in teaching and learning: A collaborative, comprehensive, Faculty-wide approach. Presented at the annual conference of the Society for Teaching and Learning in Higher Education (STLHE), Saskatoon, Canada.

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