

FYHE 2009

Preparing for tomorrow today: The first year experience as foundation.

The creation of the first year law teacher: A matter of transition
(diversity, engagement, design, assessment, evaluation and monitoring)?

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Abstract

Very often in my experience, the participants in conferences and workshops on the first year experience (most recently at FYECD2009 in February) bemoan the fact that their university colleagues will not engage actively in the substantive change required to improve the first year foundational experience for students. Some cogitation on this theme has led me to a “What if?” moment. What if, we took all that we know about FYE and modelled a parallel experience for academic staff teaching first year? If we regard teaching a high quality first year subject as a form of transition for the teachers as well as the students, what sort of collegial support and nurture might result in more diverse, engaged and informed staff? In preparing our students for multiple heterogeneous futures, our staff are a key. What kind of learning community might a “transitioning staff” developmental model produce? This exploration is the subject of this paper. (Abstract = 153 words)

Introduction

The context: Law teaching from Langdell to Tony Kronman

When Christopher Columbus Langdell became the Dean of Harvard Law School in 1870 after an exceedingly bumpy
The Quiet Revolution

Transition and teaching

Diversity

Engagement

Design

Assessment

Evaluation and Monitoring