

Does BEST PRACTICES mandate humanizing? HE@#\$6n yes!

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Overview/Goals: By the end of this session, attendees will be familiar with the humanizing implications of EDUCATING LAWYERS and BEST PRACTICES FOR LEGAL EDUCATION

I. Problems with legal education

- A. “There are clear and growing data that legal education is harmful to the emotional and psychological well-being of many law students.” (p. 29)

- B. *See also*, Discussion of BLE scholarship *citing* Krieger, Benjamin, Daicoff, Hess, Floyd, Iijima (pp. 29-35)

II. Key Humanizing Recommendations in BEST PRACTICES

- A. “[C]reate and maintain healthy teaching and learning environments” (p. 9)

- B. “[Administer] criteria-referenced assessments” (p. 9)

- C. “[Use] multiple formative and summative assessments” (p. 9)

- III. Specific Humanizing Ideas from BEST PRACTICES
- A. Produce graduates who “nurture quality of life” (citing Krieger) (p. 90)

 - B. “[S]upport student autonomy” (citing Krieger) (p. 113)

 - C. Meet the needs of all students by varying teaching methodologies (p. 132)

 - D. Teach “self-reflection and lifelong learning skills” and “self-directed learning skills” (pp. 66, 127)

 - E. Produce graduates who “demonstrate self-efficacy” (p. 72)

 - F. Demonstrate respect for students and provide a supportive environment (pp. 114, 118)

 - G. Encourage collaboration (p. 119)