Engaging and Reinforcing Online ADR Teaching
AALS Section of Dispute Resolution Executive Board[1]
Elayne E. Greenberg (Chair, St. John's) - Hiro Aragaki (Loyola LA) - Ronald Aronovsky (Southwestern) - Richard Bales (Ohio Northern) - Carli N. Conklin (Chair-elect, Missouri) - Deborah T. Eisenberg (Maryland) - Michael Moffitt (University of Oregon) - Lydia Nussbaum (UNLV) - Peter Reilly (Chair Regent, Texas A&M) - Donna Shestowsky (U.C. Davis)- Sukhsimranjit Singh (Pepperdine) -

1. Create and disseminate a survey about student's subjective thoughts on the topic to be covered in a class several days before the scheduled class. Share the results of the survey throughout the class.
2. Have a designated group of students create a brief (2 min.) video that reinforces a skill that has been discussed. Share with the class.
3. Complete the caption of ADR related cartoons. The class votes on a "winner."
4. Improv exercises I.e.:
    A. professor holds up a card with a stimulus or verbal prompt: Word, Colors; Shapes;
    B. One student is chosen to make a gesture that captures an emotion displayed in conflict; others mimic movement of the chosen student
5. Take a "mindfulness minute" – breathing, raisin
6. Share relevant headline or audio about a current conflict. Ask students how they would shape specified ADR processes to resolve the conflict.
7. Show two cartoons on a dispute resolution topic: have students vote for the preferred one.
8. Use color scheme generator to make interesting PowerPoints
9. Perspective taking: Change the narrative, rewrite the story or describe in greater depth this character involved in the conflict
10. Choose a theme song that represents the dispute resolution less of the day
11. Curiosity Conversations adapted from John Lande's Stone Soup exercise. Students reach out via email, phone or skype to clients, lawyers and neutrals who have been involved in a negotiation, mediation or arbitration of a legal dispute. From that person's perspective, what lesson have they learned about effective advocacy? Students then share that lesson in class.
12. Two-minute scavenger hunt – I.e. Find an object that give you comfort and use those objects to help students extrapolate how lawyers might make clients and colleagues comfortable in negotiations and mediations.
13. Set up a brief individual meeting with each student *before* the beginning of the semester to "connect."
14. Before the beginning of the semester, get input from each student about their reasons for taking the course, what they want to make sure they learn if the course were to

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[1] Special thanks to our colleagues who also shared their ideas: Stephanie B Blondell (Pepperdine),

meet their primary interests and how their ideas for realizing their course goals in the online course.

15. Speed discussion - Using Zoom, automatically have the class sent to break out rooms and have 4 minutes to discuss a prompt you give them

16. Internal world of role player - When class is mediating in breakout rooms, allow role player to write down in chat what they are really thinking in response to the mediator's question.

17. Develop "Rules of engagement," protocols for students to follow in online class that is either generated by the professor, the class or both.

18. "Rule of 2" – automatically assign students into groups of 2. Have them practice different strategies to overcome impasse(s)

19. Show a brief (3 min) clip of a current conflict. How would you solve it?

20. Limit teaching modules to 10 -minute blocks

21. My class had some high stakes discussions, so I tried to set a more conversational tone by logging onto Zoom and opening the class 10 minutes before class began to allow students to chit-chat with one another and with me as they logged on, just as everyone would do before an in-person class. In smaller classes, I greeted each student verbally as they signed on. I found this helped ease us all into class and then into the discussion in a way that felt more relaxed.

22. Announce that you'll stay on Zoom 5-10 minutes after class to answer any questions. I often had students take me up on this option in order to ask me a question that they didn't want to ask in front of the whole group, much as they would have stayed after class if we had met in person. I was able to address student concerns that they might not have expressed otherwise.

23. In a unit on effective communication in ADR, lead a discussion on how Zoom highlights the strengths and weaknesses of how we communicate—there have been several great articles recently. For example, psychologists have suggested that Zoom creates an unusual sense of proximity to *every* person in the room instead of to *just* the people sitting near you and that we may read that proximity as a threat, making it harder to engage. Similarly, even small-time lags or delays hinder the non-verbal feedback we rely upon to know if our ideas are being heard and received. Ask students how they might communicate effectively of foster communication in a Negotiation or Mediation given these challenges.

24. Not an ADR specific tip but I found it helpful, when appropriate, to allow students to use the audio function only (no video) to listen in on a lecture to combat Zoom fatigue.

25. Use discussion boards in place of class for one or more discussion days. Assign a reading and then ask students to post a response to the readings by 5:00 p.m. on Monday and then to respond to at least two of their classmates' threads by 5:00 p.m. Wednesday. (I was astonished by how eager they were to share ideas this way and how substantive their summaries and comments were! Most students posted beyond the required number of postings and the conversations were much more robust than they were even in my in-person classes! And, the students expressed on the boards an enthusiasm to talk about the ideas further in our Zoom class the next week, which I then scheduled time for us to do.)

26. In lieu of a role play on Zoom to practice a specific ADR skill, ask each student to find an example of that skill being practiced (or not being practiced!) in the news, Twitter, TV show clips, movie clips, etc.… Then, have them present that example with an analysis of

what went well in the example and what could have been done differently. Presentations could be scheduled for the whole class or could be submitted to the professor as an assignment. (I begin my in-person Negotiation course this way 1x/week and the students loved it—they came up with the best clips!)

27. At the very end of the semester this past spring (remember: by that time, everyone at my law school had been engaging in "online" classes for about a month), I asked my students to share what worked and what did not work for their various online classes. A few themes came through from the group: (1) It's not that helpful to try to conduct class the same as one would in-person. The students emphasized that the usual Socratic method felt especially tedious on Zoom for everyone who had to listen to the conversation unfold; (2) The students didn't mind being lectured to on Zoom (and even preferred this when the information was especially dense or technical), as long as the professor would stop every once in a while to answer questions; (3) The students said they felt very disconnected from peers while quarantining and liked it when the professor would form 'breakout' rooms where 3 or 4 students could work on a problem, issue, or task, and then everyone could be brought back periodically to 'report back' and debrief.

28. Include at least one other guest speaker to mitigate the Zoom fatigue that comes from staring at just the professor's face.

29. Learn from your own experiences as a participant on Webinars and Zoom meetings. What kept you engaged? What caused you to lose interest and disengage?

30. Teaching online is exhausting – Don't forget the importance of professor self-care!

ADR Law School Pandemic Think Tank

A reflective practice group exploring the new normal

The ADR Law School Pandemic Think Tank is a reflective practice group exploring the new normal in the ADR classroom. While we started as a group of Clinicians transitioning to online mediations, there are several professors who are not clinicians who attend. The conversation veers into general tips for Zoom, online teaching adaptations, as well as transitioning Clinics, so please join if you want to see check it out.

We meet most Mondays at 1 p.m. PST and 4 p.m EST. The next meeting will be June, 1, 2020. Updated links are sent out periodically on DRLE.

Current link, Join Zoom Meeting

https://pepperdine.zoom.us/j/334728395

Recordings with Summaries

All recordings of the Law School DR Pandemic Think Tank are posted below. There are also Audio Transcripts available with the recordings.

March 30:

Summary: Check in, adaptions to syllabi including a conflict coaching exercise, The Marriage Story mediation, Stone Soup, creating their own simulation including running the role play and having peers provide feedback, sharing across ,

Meeting Recording:
https://zoom.us/rec/share/tcFqPa-t1GFJW7fy0mjRdYkwMLbGeaa81CJK-PUPyk-qdVZjvugfQ4DwABHdsZq7

April 6

Summary: It was a great call! Art Hinshaw had some fabulous ideas assigning podcasts, Gail Silverstein has assigned a conflict coaching assignment, and we had good discussions on rapport, security, and online teaching.

Meeting Recording:
https://zoom.us/rec/share/_PFaMvbwxGROXpXIxhDzYv4NJKLIT6a803Qf__JfmejxFC4XIqOaW_5tS6IbTMg

April 13:

Summary: Sharon Press shared some great resources her students developed on Zoom, which she also shared with DRLE directly, and Amy also shared her Addendum to Mediate for Remote Mediation, developed by student/professor.
Meeting Recording:
https://zoom.us/rec/share/28NWF57d8H5JY8_nwXz8e_N8DJj4T6a80CAdqaYOz0tk6JWM8uXgGB_do4ICSpxV

April 20:

Summary: Commercial mediators Don Philbin and Steve Rottman joined the call to talk about the current practices in commercial mediation. Both were particularly insightful and brought the world of online commercial mediation to life.
Meeting Recording:
https://zoom.us/rec/share/4dd0L5bX_HNIULfIxnPAAoooBoq9eaa8gHcd_PAIxBIffdQ-Fp28a4eFNY9xhYBA

April 27:

Summary: Agenda included our responsibility and ethical duties as practitioners for safety/public health; getting online mediation into courts; and innovation and new ideas.

Meeting Recording:
https://zoom.us/rec/share/w9ZEH7Ph5EZJa4XW9HD-RLYcNL_7aaa823UYq_AEyxsIbe0cNk-HPf5tzxRs49PJ

May 4: Recording didn't work. Sorry folks! Summary: John Barkai shares great tips, Pictionary Game.

May 15:

Summary: Potential for Cross Country Mediation Clinic Caseload share, Karen T.'s record fast move into the St. Louis courts, Pictionary Game reprise.

Meeting Recording:

https://pepperdine.zoom.us/rec/share/u9NsAurPpjxLc4ncxF7fXZZ4LtnUaaa81CAa__MFmRn40dMIRadQBdjRUtJJL2gb

Helpful Links

Here is a link to NCSC's odr case study
series: https://www.ncsc.org/~/media/Files/PDF/About%20Us/Committees/JTC/2020-01-28%20ODR%20case%20studies%20v2%20FINAL.ashx

This site has a list of ODR providers: http://odr.info/provider-list/

Noam's / Sharon's papers are
here: https://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=425153

here is the link to the ABA's ODR
papers: https://www.americanbar.org/groups/dispute_resolution/resources/resources-for-mediating-online/

Helpful Documents

Law DR Pandemic Think Tank File

https://drive.google.com/drive/folders/1mPBFF9cIgt5-gtjkEWNXTXPyY8WibiIV?usp=sharing

Pictionary Game

Tips for playing Pictionary as an ice breaker.

- Have a few concepts available. If it is dispute resolution themed, use things like "restorative justice" or "reactive devaluation." If you are using general comments you can use https://www.thegamegal.com/word-generator/ to generate Pictionary concepts.
- Set up the game by having someone volunteer to draw. Text or send them the clue in chat.
- Others meeting participants guess.
- Adaptations include passing off to other teammates in the middle of the picture. Creating teams and keeping points.
- Technically, you will need to enable multiple screen share, and/or teach students to use annotation. See below.
- If you have questions, call me! Stephanie Blondell 206-234-4491.

Enabling simultaneous screen sharing as the meeting host

1. Start your **Zoom** meeting as the host.
2. Click the upward arrow to the right of **Share Screen** , then select **Multiple** participants can **share** simultaneously. This allows **multiple** participants to **share** their **screen** at the same time.

   To **annotate** while viewing someone else's shared screen, select View Option from the top of the **Zoom** window, and then choose **Annotate**. A toolbar appears with all your options for **annotating**, including text, draw, arrow, and so forth

APPENDIX K
Hard Bargainer (HB)
Graded Exercise
Teaching Notes
Spring, 2019

Hal Abramson
Professor of Law
habramson@tourolaw.edu

This graded exercise on negotiating with a hard bargainer was designed and tested during my year at the U.S. Air Force Academy when I needed to develop materials relevant to negotiating in the military. In the military context, there tends to be little time and little trust especially when negotiating in deployed locations. I have since adapted the exercise for use in a legal context. If you have any questions after reviewing these teaching notes, please let me know.

Time
Each negotiation exercise runs for 25 minutes.
HB Negotiation (graded)-10 minutes
Self-Reflection Questions (graded)-5 minutes
Break (for instructor to grade the students)-5 minutes
Feedback from instructor (non-graded)-5 minutes

Set-up (based on "escape the room" concept)
The setting is based on an "escape the room" concept with props for students to notice as keys to help build rapport with the HB and lower the emotional temperature in the room.

Office. I use a dedicated classroom for the exercise, which I set up like a law office.

Props. These props are designed to prompt rapport building. As illustrative examples of props, I have used a mug with the name of the law school and a brief case from the ICC International Mediation Competition. I also ask the HB attorney to set his or her phone to go off two minutes into the ten minute exercise, and to answer the phone by saying "I cannot talk now but we can meet at 7pm tonight to finish preparing for the two week trial scheduled to start at 9am tomorrow morning." Then the HB hangs up and returns to where the negotiation left off.

Start. As the students walk into the office, the HB attorney starts by berating the students before the students says a word.

Problem
Select any legal problem and ask the outside attorney to be a hard bargainer. See Instructions to HB Attorney. I use a problem that involves a claim that the students' client breached an agreement to not compete and stole one client.

Instructions to Hard Bargainer Attorney
I suggest inviting an experienced attorney who the students have never met.
I include these instructions in the confidential facts to the hard bargainer.

"You are a **hard bargainer**. When Guy's attorneys arrive and before they have a chance to talk, you will berate their client for his unethical if not illegal behavior, and the attorney(s) for taking this meritless case. You will immediately demand a lot of money and show little interest in hearing the other side's disingenuous excuses and false claims. You will maintain this posture and approach at the outset and during the negotiations, unless they say something that suggests you should consider softening your view and hard position in the case.

[You must stay in role until the end of the negotiation session.]"

Grading and Grading Sheet (For grading sheet, see last page of these notes)
I sit at a separate table observing the students for the ten minute negotiation while taking notes on the first part of my grading sheet and filming their performance. At the end of the ten minutes, I stop the students (and the camera) and ask them to move over to my table. Then, I pose the self-reflection questions in the second part of the grading sheet.

The grading sheet in only one page with prompts for me. The grading criteria and questions are based on the seven element negotiation model that Roger Fisher designed around *Getting to Yes*. It is the model that I teach in my negotiations course.

Scheduling (individually or two person teams)
Ideally, I would like to have each student negotiate alone but in larger classes, I pair students in teams of two. I schedule the negotiation sessions to run all morning or all afternoon or both, back-to-back in thirty minute time slots. Note that each total exercise takes 25 minutes, leaving 5 minutes for the transition.

I schedule the HB exercise right after I finish teaching how to negotiate with a hard bargainer, about two-thirds through the semester.

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HB Negotiation-Criteria for Assessment
(Spring 2019, Total 100 points-20% of Grade)

Names (70/30 points):_____

1. ___ (20 points) <u>Relationship</u>. How start negotiation (use ALS to build relat)? Build relationship needed, separate relationship from substance

2. ___ (20 points) Engaged in good <u>Comm</u> for Information Gathering (ALS-summarize, reframe, Qs)

3. ___ (10 points) Identified <u>interests</u> (both sides)(get behind positions)

4. ___ (10 points) <u>Objective Standards</u> (data conflict) to respond to claims

5. ___ (5 points) Solicited and generated <u>options</u>

6. ___ (5 points) Worked as Team/<u>Preparation</u>

_____

(Total-30 points) Answer **self-reflection** questions posed by instructor after exercise.
A. ___(10 points) Apply Circle of Value--Where ended negotiation? Track negotiation through 7 Es?

What did to change the game?

What 3 steps to change HB?

B. ___ (10 points) Which 7 elements primarily **in play** during neg?

Objective Standards and Impediment (data)

What primary interests?

C.___ (10 points) Big Picture
What **shortcuts** due to limited time and why? (how use model?)

What was **team plan**? What plan for splitting responsibilities?

What do differently **next time?** One example

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Books Available Through Open Access

### Rethinking Negotiation Teaching Series

Rethinking Negotiation Teaching: Innovations for Context and Culture (Vol. 1) Edited by Christopher Honeyman, James Coben, and Giuseppe De Palo

Venturing Beyond the Classroom (Vol. 2) Edited by Christopher Honeyman, James Coben, and Giuseppe De Palo

Assessing Our Students, Assessing Ourselves (Vol. 3) Edited by Noam Ebner, James Coben, and Christopher Honeyman
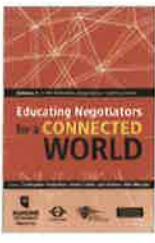
Educating Negotiators for a Connected World (Vol. 4) Edited by Christopher Honeyman, James Coben, and Andrew Wei-Min Lee

A House with Two Rooms: Final Report of the Truth and Reconciliation Commission of Liberia Diaspora Project By Dulce Foster, Dianne Heins, Mark Kalla, Michelle Garnett McKenzie, James O'Neal, Rosalyn Park, Robin Phillips, Jennifer Prestholdt, Ahmed K. Sirleaf II, and Laura A. Young
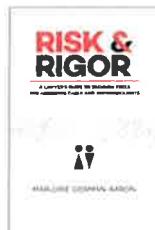
Risk & Rigor: A Lawyer's Guide to Decision Trees for Assessing Cases and Advising Clients By Marjorie Corman Aaron

The Other Side of the Door: The Art of Compassion in Policing Edited by Rachel Parish and Jack J. Cambria

Reflections: Weaving Threads to Strengthen the Fabric of Our Communities Edited by Sharon B. Press

Other DRI Press Publications Worth Noting

Coming Fall 2020
Evolution of a Field: Personal Histories in Conflict Resolution Edited by Howard Gadlin and Nancy Welsh
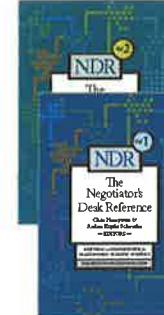
The Negotiator's Desk Reference (Vols. 1 & 2) Edited by Christopher Honeyman and Andrea Kupfer Schneider

E-copy of both volumes can be purchased at ndrweb.com. Not available on Open Access.

2019 DRI Symposium Scholarship

Mitchell Hamline Law Journal of Public Policy and Practice Volume 41, 2020 Symposium Edition

open.mitchellhamline.edu/policypractice/
Also, available on HeinOnline, Lexis and Westlaw.

MHSL Open Access:
https://open.mitchellhamline.edu/dri_press/

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DRI Scholarship and Applied Practice Projects:
mitchellhamline.edu/dispute-resolution-institute/scholarship-and-projects/

A Guide to Resources for Teaching Online
Curated by Susan Landrum, J.D., Ph.D.
Assistant Dean for Academic Success and Professionalism
Nova Southeastern University Shepard Broad College of Law
(last updated May 2, 2020)

Listserv related to online teaching

Hybrids listserv run by Tracy McGaugh Norton at Touro:

> To subscribe to the listserv, please send an email tolistserv@listserv.touro.edu with this information in the body:SUBSCRIBE hybridjds YourFirstName YourLastName (example: SUBSCRIBE hybridjds Tracy Norton). Make sure there's nothing in the subject line and no additional information like privacy disclaimers or signature blocks.

Emergency Online Teaching Resources – Law School Specific

Article: Noam Ebner, *"Next Week, You Will Teach Your Courses Online": A Reassuring Introduction to Pandemic Pedagogy*, available here.

Article: Noam Ebner & Sharon Press, *Pandemic Pedagogy II: Conducting Simulations and Role Plays in Online, Video-Based, Synchronous Courses*, available here.

Article: Agnieszka McPeak, *Asynchronous Online Law School Teaching: A Few Observations*, available here.

Article: Seth Oranburg, *Distance Education in the Time of Coronavirus: Quick and Easy Strategies for Professors*, available here.

Video: Noam Ebner & Beth Fisher-Yoshida, *Pandemic Pedagogy: Improving Online-Transitioned Negotiation & Conflict Resolution Education*, available on YouTube here.

Video: Noam Ebner & Sharon Press, *How to conduct simulations & role-play in online-transitioned courses*, available on YouTube here.

Blog Post: Josh Blackman, *Thoughts and Tips on Teaching with Zoom*, available on The Volokh Conspiracy blog here.

Blog Post and Video: Bridget Crawford, *Tips for Teaching Law Classes Online in the Event of a COVID-19 Shut Down of Law Schools*, on the Faculty Lounge blog here.

Blog Post: William Fisher, *Emergency Online Pedagogy*, available on his blog here.

Blog Post: Melissa A. Hale, *Online Learning Resources and Tips*, available on the Law School Academic Support Blog here.

Blog Post: Allie Robbins, *Thoughts for Law Professors Contemplating Moving to Virtual Classes*, available on The Activist Guide to Passing the Bar Exam blog here.

AccessLex's *Distance Learning Resources* webpage, available here.

CALI's Resources for Law Faculty On Remote Teaching Due To Coronavirus / Covid-19 webpage, available here.

Videos: Tracy Norton, Touro, hosted a series of sessions helping people learn more about teaching on Zoom and online learning more generally as law schools transitioned to remote learning. She created a series of videos, all available on YouTube. Here is her information for those videos:

> As promised, I've recorded several videos to help out with teaching online generally and using Zoom specifically. The first two are quick how-tos on equipment that could be helpful and features that help you and your space look camera ready.
> The last two are different recordings of a single conversation between me, Ann Nowak (Touro Law Writing Center Director) and Lynne Kramer (Touro Law Professor, trial ad and negotiations) in which we talk about some practical tips that aren't covered in most help videos. We also talk about using different features for different types of classroom activities. Ann talks about her very interactive online Law Practice Management course as well as individual meetings for the Writing Center. Lynne talks about trial ad and negotiation exercises. I talk about writing courses and feedback conferences. The first of these videos is what Zoom recorded and is, mostly, what participants would have seen. The second of these videos is a screencast so you can see what I was seeing as I moderated the conversation and how I accessed the different features. At one point, I accidentally leave the Zoom room, so the Zoom video records what Lynne was saying while the screencast does not, because I wasn't there.
> Video 1: Equipment Setup (6 min, 14 sec) - https://youtu.be/7_R4UhSAEEY
> Video 2: Zoom Feature for Sprucing Up Your Appearance and Your Space (3 min, 43 sec) - https://youtu.be/p0M4kSk2ozk
> Video 3: Zoom Recording of a Conversation Sharing Practical Tips (1 hour, 2 minutes) - https://youtu.be/2BueUNvH_oI
> Video 4: Screencast Recording of a Conversation Sharing Practical Tips (same conversation as Video 3, just from the moderator's perspective)) (58 minutes, 23 sec)) - Recorded Using Camtasia - https://youtu.be/Xyp7oyIhA0c

University of Washington's Law Library created this *Library Guide* for faculty in students moving to remote learning because of COVID-19, available here.

Blog post: Joan Hemingway, *Teaching Through the Pandemic – Part II*, available on the Business Law Prof Blog here.

Helpers for Teaching Legal Skills Online, available here.

Tracy Norton's curated resources for online learning (focused for LWR community, but still relevant to ASP):
- OneDrive: https://tinyurl.com/coronahelp
- Google Drive: https://tinyurl.com/coronahelp-drive

Emergency Online Teaching Resources – Not Law School Specific

Blog Post: Eric Gardiner, *Remote Teaching: When and How to Use Synchronous vs. Asynchronous Methods*, available on the Top Hat blog here.

Article and Video: Kaplan, *Making Human Connections Between Teachers and Students*, available here.

Article: George Vlahakis, *Here's practical advice for teaching online, from an expert at the IU Kelley School of Business*, available here.

Video: Online Learning Consortium Webinar, *Using Live, Online Sessions to Support Continuity of Instruction*, available here.

Videos: Dave Cormier, *Online Learning in a Hurry*, video series about teaching online, available on YouTube here.

Document: Stanford University's *Teaching Effectively During Times of Disruption*, available here.

Crowdsourced Remote Teaching Resources spreadsheet:
https://docs.google.com/spreadsheets/d/1VT9oiNYPyiEsGHBoDKlwLlWAsWP58sGV7A3oIuEUG3k/htmlview?usp=sharing&sle=true

Crowdsourced Online Meeting Resources Toolkit for Facilitators During Coronavirus Pandemic:
https://docs.google.com/document/d/1NyrEU7n6IUl5rgGiflx_dK8CrdoB2bwyyl9XG-H7iw8/edit#heading=h.jb9co2l7jt1p

Crowdsourced Online document of online teaching resources:
https://docs.google.com/spreadsheets/d/1MzZuIlXkf3z88OSRmPM-O7Ls7zXh3_NoAGeFlyR06P4/edit#gid=0

Crowdsourced spreadsheet: Remote Teaching Resources for Business Continuity, available here:
https://docs.google.com/spreadsheets/d/1VT9oiNYPyiEsGHBoDKlwLlWAsWP58sGV7A3oluEUG3k/edit#gid=1552188977

Discussion Board publication: Generating and Facilitating Engaging and Effective Online Discussions, available here.

Crowdsourced document: Teaching online with care, available here:
https://docs.google.com/document/d/1HhxP-E0cQLkbTgkMIAxmMK_LH5ttgV3OTSBf5IK983M/edit#

Barbi Honeycutt's *Lecture Breakers Podcast* (many cover online learning topics), available here.

General Online Teaching Resources – Law School Specific

University of Denver Sturm College of Law's 2019 Conference, *Online & Hybrid Learning Pedagogy: Toward Defining Best Practices in Legal Education*: videos from the conference presentations are available here.

White Paper: William Byrnes, *Alternative Methods of Teaching and the Effectiveness of Distance Learning for Legal Education*, available here.

Law Review Article: Yvonne Dutton, Margaret Ryznor, & Kayleigh Long, *Assessing Online Learning in Law Schools: Students Say Online Classes Deliver*, available here.

CALI White Paper: Working Group on Distance Education in Legal Education, *Distance Learning in Legal Education: Design, Delivery and Recommended Practices*, available here.

Book: Jennifer Camero, *Teaching Law Online*, 2015.

Article: Jacqueline D. Lipton, *Distance Legal Education: Lessons from the *Virtual* Classroom*, available here.

Article: Ellen S. Podgor, *Teaching a Live Synchronous Distance Learning Course: A Student Focused Approach*, available here.

Article: Angela Upchurch, *Practical Tips for Creating Online Videos*, available here.

Article: Ronald J. Colombo, *Teaching a Synchronous Online Business Organizations Course to J.D. Students: A Case Study*, available here.

Article: Susan Landrum, *Drawing Inspiration from the Flipped Classroom Model: An Integrated Approach to Academic Support for the Academically Underprepared Law Student*, available here.

Article: Nina A. Kohn, *Online Learning and the Future of Legal Education*, available here.

Article: Nina A. Kohn, *JDinteractive: An Online Law Degree Program Designed to Expand Access to Justice*, available here.

General Online Teaching Resources – Not Law School Specific

Inside Higher Ed article: Sharon O'Malley, *Effective Teaching Online*, available here.

Book: Ruth C. Clark & Richard E. Mayer, *e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*, 4th ed., 2016.

Book: Kathryn E. Linder & Chrysanthemum Mattison Hayes, *High-Impact Practices in Online Education: Research and Best Practices*, (2018) available here.

Book: William G. Bowen, *Higher Education in the Digital Age* (2013).
Book: Judith V. Boettcher & Rita-Marie Conrad, *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*, 2nd ed., 2016.

Book: Flower Darby, Small Teaching Online: Applying Learning Science in Online Classrooms, 2019.

Book: Sean Michael Morris & Jesse Stommel, *An Urgency of Teachers: the Work of Critical Digital Pedagogy*, available here.

Book: Karen Costa, *99 Tips for Creating Simple and Sustainable Educational Videos: A Guide for Online Teachers and Flipped Classes* (2020), available here.

Book: Matt Crosslin, *Creating Online Learning Experiences: A Brief Guide to Online Courses, from Small and Private to Massive and Open*, available here.

Book: Whitney Kilgore & Diane Weaver, *Connecting the Dots: Improving Student Outcomes and Experiences with Exceptional Instructional Design*, available here.

Book: Kathryn E. Linder, *The Online Course Design Workbook: A Practical Guide*, available here.

Article: Louise Sharrar & Paula Bigatel, *Moving a Face-to-Face Course Online without Losing Student Engagement*, available on Faculty Focus website here.

Videos: Karen Costa has a number of videos about creating simple and sustainable educational videos, available on YouTube here.

Blog: *Phil on Ed Tech*, available here.

Blog: Hybrid Pedagogy, available here. (Note: this blog also has a podcast, with episodes available at the same link.)

Book: Michelle D. Miller, *Minds Online: Teaching Effectively with Technology* (2016)

Video: Michelle Pacansky-Brock, *What is the Value of Social Presence in Online Learning?*, available on YouTube here.

Video: Educause, *8 Lessons Learned from Online Teaching*, available on YouTube here.

Article: Beckie Supiano, *Why You Shouldn't Try to Replicate Your Classroom Teaching Online*, available in The Chronicle of Higher Education here.

Video: *Conducting Effective Online Discussions*, available on YouTube here.

Article: Emily A. Moore, *7 Assessment Challenges of Moving Your Course Online (and a Dozen+ Solutions)*, on Faculty Focus website here.
Online Learning Toolkit: Instructional Design Support for Online Faculty: OLT offers courses and webinar subscriptions for a fee, but there is also a great blog on their website, located here.

Article: Jesse Stommel, *How to Build an Ethical Online Course*, on Hybrid Pedagogy blog here.

Article: Flower Darby, *How to Be a Better Online Teacher: Advice Guide*, on The Chronicle of Higher Education website, here.

Article: Shawn M. Krahmer, Ginette McManus & Rajneesh Sharma, *Ensuring Instructional Continuity in a Potential Pandemic*, available on Inside Higher Ed, here.

Article: Emily A. Moore, *From Passive Viewing to Active Learning: Simple Techniques for Applying Active Learning Strategies to Online Course Videos*, in Faculty Forum, available here.

Article: Florence Martin et al., *Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses*, 37 Internet & Higher Educ. 52-65 (2018).

Book chapter: Richard Terry et al., *Successful Teaching in Virtual Classrooms*, in Learning and Teaching in Higher Education: Perspectives from a Business School (Kathy Daniels et al. eds., 2019).

Book: *Humanizing Online Teaching and Learning*, available here.

Article: Anya Evmenova, *Preparing Teachers to Use Universal Design for Learning to Support Diverse Learners*, 4 J. Online Learning Research 147-71 (2018), available here.

Making Online and Hybrid Course Materials Accessible to Persons with Disabilities

University of Arkansas-Little Rock, Disability Resource Center's guidance:
- *Ten Steps Toward Universal Design of Online Courses*, available here.
- *Web Accessibility*, available here.
- *Captioning How-To and Resources*, available here.
- *Universal Design for Instruction and Learning Environments*, available here.

Blog post: Cheryl Bergstahler, *20 Tips for Teaching an Accessible Online Course*, available on the Disabilities, Opportunities, Internetworking, and Technology blog here.

Webinar: CourseArc Accessibility Webinar, available on Vimeo here.

Article: Carl Straumsheim, *'Access Moves': How One Instructor Seeks Accessibility*, available through Inside Higher Ed here.

Article: Edmonds, Curtis M.. "Providing Access to Students With Disabilities in Online Distance Education: Legal and Technical Concerns for Higher Education." (2004), available here.

Guide: Humboldt State University's *Accessibility Guide*, available here.

Great twitter thread by Aimi Hamraie about accessibility issues in online classes:
https://twitter.com/AimiHamraie/status/1237057301204197377

Blog post: Aimi Hamraie, *Accessible Teaching in the Time of COVID-19*, available on Mapping Access blog here.

Good General Online Teaching Resources from University Teaching & Learning Centers

Carnegie Mellon University's Eberly Center for Teaching Excellence & Educational Innovation

University of Denver's Office of Teaching & Learning

Vanderbilt University's Center for Teaching

University of Florida's e-learning website's *Adapting to Online Teaching* guide, available here.

Accounts to Follow on Twitter Who Specialize in Online Pedagogy/Digital Pedagogy

Matt Crosslin: @grandeped
Karen Costa: @karenraycosta
Jody Greene: @Jodyji
Dave Cormier: @davecormier
Rebecca Glazier: @rebeccaglazier
Amanda S. Gould: @stargould
Jesse Stommel: @jessifer
Sean Michael Morris: @slamteacher
Thomas J. Tobin: @ThomasJTobin
Andrew Zubiri: @jadz
Sarah Rose Cavanaugh: @SaRoseCav
Dustin Hosseini: @DustinHosseini
Shannon Riggs: @shannonriggs
Aimi Hamraie: @aimihamraie
Digital Pedagogy Lab: @digpedlab
Hybrid Pedagogy: @hybridped

There are also #onlinepedagogy, #RemoteTeaching, #remotelearning, #onlinelearning, #OnlineEducation, and #digped hashtags.

People to Subscribe to on YouTube Who Specialize in Online Pedagogy/Digital Pedagogy

Michelle Pacansky-Brock: https://www.youtube.com/user/mpacanskybrock/featured.

Facebook – Teaching Law Online

Facebook Group - Pandemic Pedagogy: Law in a Time of Coronavirus - Admin: Diane Klein/U of LaVerne Law

Professional Organizations Devoted to Online Learning

International Society for Technology in Education

Online Learning Consortium

Tools for Teaching Online – Content Resources

Law-specific Teaching Resources to Use in Online or Hybrid Settings:

- *CALI Lessons*

Document: Eric Voight, Faulkner Law, *Online Self-Assessment Resources for Law Professors and Students*, available here.

Tools for Teaching Online – Technology Resources

Learning Management Systems (LMS):
- Canvas (Humboldt State University has curated these useful videos for using Canvas)
- Blackboard
- Google Classrooms

Polling Tools:
- Poll Everywhere
- Instapoll

Collaborative Tools:
- Google Docs
- Microsoft Teams
- Slack
- Padlet
- Microsoft OneNote
- Flipgrid (instructions for using Flipgrid for remote learning here)

Tools for Creating Presentations and Videos:
- Voice-over PowerPoint (Instructions here.)
- Google Slides
- Apple Keynote (Instructions here.)
- Panapto (Available here; Panapto support and videos here; some additional instructions here and here on Harvard's website.)
- Adobe Presenter
- Kaltura Capture
- Vimeo
- ScreenFlow (Available here; instructions here and here.)
- Screencastify (Google chrome extension)
- Nimbus Capture

Synchronous Classroom/Live Meeting Tools:
- Zoom (Some instructions for using screen sharing, breakout rooms, polling, and other tools in Zoom available here.)

- o Article: Jody Greene, *Zoomnosis: Avoiding Mischief and Mayhem in the Great Leap to Zoom*, available on Inside Higher Ed here. (Good info about student instructions, best practices, setting up profiles, and privacy, among other tips.)
  - o Blog post: Artie Berns, *How to Zoom: An Introduction*, available here. (Good discussion of how to use various Zoom tools, including screenshots of what things look like.)
  - o Zoom's *Tips and Tricks: Teachers Educating on Zoom*, available here.
- WebEx
- GoToMeeting
- Microsoft Teams (not good for larger numbers, but good for small groups or 1-on-1)
- Adobe Connect
- Skype (best for one-on-one or small groups)

Other Tools for Creative Lesson-Design or Assignments:
- Medianotes (allows for annotation of videos)
- Classcaster (blogging and podcast software)
- Socrativ (app that can be used to increase student engagement, do formative assessment, collaborative work, etc.)
- Mentimeter (Get real-time input from remote teams and online students with live polls, quizzes, word clouds, Q&As and more)
- Pear Deck (add-on for Google slides – allows you to add formative assessments and interactive questions to your presentations right from Google Slides)
- EdPuzzle (Allows you and your students to engage with video content from a variety of sources)
- Quizlet
- Quizzizz
- Kahoot!
- GoConqr
- Anchor (podcasting app)

Creative Teaching Ideas:
- Two Truths and a Lie (h/t Natalie Rodriguez, Southwestern Law School)

Online Learning Guidance for Law Students

Blog Post: Brittany L. Raposa, *Online Learning Guidelines in the Wake of Coronavirus*, available on the Law Tutors website here.

Blog Post: Steven Foster, *Online Learning Tips*, available on the Law School Academic Support blog here.

Blog Post: Susan Landrum, *A Student Guide to Best Practices for Online Classrooms*, available on the Law School Success blog here.

Blog Post: Susan Landrum, *Six Steps for Successful Online Learning*, available on the Law School Success blog here.

Article: The National Jurist, Spring 2020, *The Coronavirus Survival Guide*, available here.

Article: Imran Malek, *A Student's Guide to "Working from Home,"* available here.

Document: Curated by Cat Moon, *Moving Law School Online: Resources for Students*, available here.

Online Learning Resources for Students – Not Law School Specific

Blog Post: Clint Lalonde, *Resources to Help Learners Learn Online*, available on Ed Tech Factotum blog here.