

Report from Law School Fellows
Faculty Instructional Technology Fellowship Program

January 2007

The clinical teaching faculty at Duke Law School was awarded an Instructional Technology Fellowship for the calendar year 2006. The Fellowship year was preceded by several months of planning and clarifying goals.

The broad purpose of the fellowship was to enhance the ability of the faculty to effectively integrate video technology into clinical teaching, particularly the teaching of client interviewing and counseling skills. The fellowship coincided with the construction of a clinics suite in the law school that was equipped with video technology. None of the faculty members had previously used video technology in teaching and thus were interested in engaging in a structured process to develop skills in this area.

More specifically, the goals of the fellowship were to –

- allow the faculty to learn how to use the installed video equipment efficiently, both technically and pedagogically;
- enhance the faculty's ability to critique the performance of law students engaged in client interactions without having to be present during the interview;
- work together to develop rubrics for the evaluation of client interactions that could be used both by the faculty and by the students for self-evaluation and peer-to-peer evaluation;
- collect or create demonstration videos that could be used repeatedly in teaching;
- engage with each other in a structured way to discuss technical, pedagogical, and ethical issues involved in the use of the video equipment and the video images;
- at the end of a year, evaluate the efficacy of continued use of video techniques in clinical teaching.

The activities of the Fellowship began just before the official start, with a kick-off conference in December 2005. This was followed by monthly (or near monthly) meetings throughout the year which involved the law school clinical faculty, law school educational technologies staff, and staff from Duke's Center for Instructional Technology. Various assigned tasks were completed by the Fellows and the staff in between the meetings.

The December 2005 "kickoff" was a day-long event to which several outside speakers were invited. Larry Farmer from the law faculty at Brigham Young University spoke about his techniques for teaching interviewing and counseling – specifically the concept of "deliberate practice" – and demonstrated a software product that he was developing to allow efficient review of student performance. Diane Bryson from the Duke Graduate School and Janet Maceda, of the Fuqua School of Business and the Duke Graduate School, as well as Bryan Andregg, from the Human Simulation and Patient Safety Center at Duke University Medical Center spoke about their use of video technology in teaching.

The monthly meetings began in January 2006 and continued through December 2006. As a result of the discussions at those meetings, the following products were developed:

- A form for clients to sign giving permission for their interview to be recorded (attached);
- A Client Interview rubric (attached)
- A Client Counseling rubric (attached)
- Three demonstration videos, using clinic faculty and recruited actors to play the role of a client
- A survey instrument to allow students to rate their skill development during their clinic semester

Another tangible result of the Fellowship was a retrofit of the video equipment that was installed as the clinic suite was built. The equipment installed was for VHS tapes, but as the faculty worked through using the equipment with the Ed Tech and CIT staffs, it became apparent that having DVD equipment was preferable. Thus, a DVD burner was installed so that the students could record their client interactions on DVD's rather than VHS tapes, and all the faculty who didn't have updated computers that could read DVD's got that capability.

The less tangible, but no less important, result of the Fellowship was the improvement in the teaching skills of the faculty. The structure of the meetings allowed the faculty to talk together about the teaching of interviewing and counseling, in particular, to share ideas with one another, and learn from the expertise of the CIT and EdTech staffs. The development of the rubrics forced the faculty to break down the interviewing and counseling process into discrete skills, and helped them develop a common vocabulary to be used in teaching those skills. The exposure to each other's ideas, as well as the ideas of the CIT and Ed Tech staffs gave each faculty member an opportunity to think critically about his or her own teaching methods. While each clinic is using the rubrics and the recording equipment in different ways, all the faculty added elements to their teaching repertoire as a result of participating in the Fellowship. In addition, with one of the demonstration videos, a teaching module was created that is now used at the all-clinics day-long training session at the beginning of each semester.

The consensus of the faculty is that the year spent in the Fellowship was highly valuable. While there is still room for the faculty to continue to develop expertise and efficiency with the use of the video equipment, the Fellowship experience moved us considerably forward. The faculty would like to compliment the CIT and Ed Tech staffs on their expertise and thank them for working with us.