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Training of Trainers Program
Implementing Justice Education in Diverse Contexts
July 27-28, 2015

Hosted by Anadolu University
Eskişehir, Turkey

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DAY ONE – July 27, 2015

8:30 – 9:00 – Introduction to Workshop: David McQuoid-Mason, Lisa Bliss
Icebreaker: Guadalupe Barrena

9:00 – 10:30 - WHY DO WE TEACH? Catherine Klein, Richard Roe and Freda Grealy

Room: Salon Anadolu

Description: This “why we teach” segment will explore the benefits participants derive from and provide to others through their work. The session will both examine the “why’s” that are pursued for their own sake and establish a foundation for the “who’s, what’s and how’s” to follow. First, participants will reflect on their personal reasons for teaching and share them in small groups. Next, participants will consider these reasons in developing goals for the two days of TOT, with particular attention to the pursuit of social justice and the experiencing of joy. Third, in larger groups, participants will further elaborate the “why’s” in response to a hypothetical situation. We will conclude with a reflection of what we did in the session, how we did it, and why we did it.

10:30 – 11:00 – Tea and Coffee Break

11:00 – 12:30 - WHO DO WE TEACH? Maxim Tomoszek, Leah Wortham, Anna Cody

Room: Salon Anadolu

Description: This segment will draw on the similarities and differences among participants’ experience with students in their countries. We will look at our objectives for what students will know, be able and motivated to do as a result of our teaching and include what participants have observed about the personal goals students bring to our classes/programs. The session will touch briefly on general motivation theory. It will also introduce participants to using backward design/constructive alignment and how this can be used to help students achieve program and personal goals.

12:30 – 13:45 – LUNCH

13:45 – 15:15 WHAT DO WE TEACH? Neil Gold, Jeff Giddings and Ulrich Stege

Room: Salon Anadolu

Description: This session will focus on the diversity of learning outcomes we seek in a legal education that places professionalism, quality lawyering and getting social justice as core ideas within the curriculum. In particular, in describing the “what” the session will apply the design-planning model frequently called “backwards design” or “backwards planning.”

TOT Workshop Context of This Lesson: On the second day of the TOT participants will prepare a lesson on one of the following topics as a “capstone” experience for the TOT. Each of the sessions in the TOT plays a part in preparing participants to create a lesson plan and to prepare to teach an important social justice aspect of:

1. Client Interviewing
2. Client Counseling/Advising
3. Negotiation
4. Street Law/Community Education
5. Ethical issue(s) re: Corruption
6. Ethical issue(s) re: Confidentiality
7. Writing effective client letters
8. Case Theory
9. Teamwork/Collaboration

15:15 – 15:45 – Coffee/Tea Break

15:45 – 17:15 HOW DO WE TEACH? José García Añón, David McQuoid-Mason, Lisa Bliss

Room: Salon Anadolu

Description: This session will build upon the previous sessions and put some of the concepts and ideas that have been previously discussed into practice. Participants will consider how we can teach justice education in any context: clinics, externships, street law, classrooms or through distance learning. This session will focus on putting together the elements of theory, application, and reflection and how teachers make choices about which methods to use in which contexts.

17:15 – 17:45 Closing Session for Day One – Takeaways: Lisa Bliss

Room: Salon Anadolu

Description:

Participants will share takeaways from the sessions on Day One.

The group will assemble for a group photograph.

18:30 – TOT Dinner

DAY TWO – July 28, 2015

8:30 – 9:00 – Overview of Day: Kivilcim Turanli Yucel
Icebreaker: Freda Grealy

Room: Salon Anadolu

9:00 – 10:00 - Developing Lesson Plans Focusing on Social Justice and Introduction to Small Group Work: Bruce Lasky and Wendy Morrish

Room: Salon Anadolu

Description: Using examples from Day One, this session will focus on intentional lesson planning. There will be a sample lesson plan template that participants can adapt for their own use. This session will prepare participants for the small group lesson planning and teaching that will make up the remainder of the day.

10:00 – 10:30 – Coffee/Tea Break (30 min)

10:30 – 12:30 - Small Group Work: Developing Lesson Plan (2 hours)

Room: See list of small group assignments and rooms.

Description and Group Task: Participants join a group that has been assigned and will identify a teaching topic from a suggested list, and prepare a written lesson plan. Each group's lesson must include a focus on social justice or a multicultural issue.

Small groups will teach their lesson to two other small groups during the afternoon session. All members of the group will work together to plan the lesson and lead the teaching of it for the other groups. Each lesson will run for approximately 15 minutes, followed by 30 minutes for debriefing as outlined below.

Teaching Plan Template: The groups will be provided with a lesson plan template in the first session in Day Two. In applying the template, each group is asked to include as many clinical teaching methods as can be used to achieve the learning outcomes. The groups will draw upon the active methods demonstrated in Day One and explained in the Clinical Teaching Methodologies summary found in the program materials. Each group's lessons must include a focus on a social justice or multiculturalism issue.

Teaching Topics: Each group will choose a topic from the list of 9 possible topics provided in these materials.

12:30 – 13:30 – Lunch

13:30 – 16:30 – Teaching Demonstrations: in Medium Sized Groups (3 hours with coffee/tea break included)

Room: See list of room assignments for medium sized groups.

The small groups will be combined so that three groups will work together for the lesson demonstrations and feedback. For example, if each of the small groups has approximately 8 participants, plus facilitators, the combined medium sized groups will have approximately 24 participants, plus facilitators. Facilitators will keep time and facilitate the discussion.

Each demonstration session will be approximately 45 minutes, allocated as follows:

TEACHER GROUP PRESENTATION-15 minutes

TEACHER GROUP EXPLANATION-10 minutes

What was your groups teaching objective?

Why did you choose the methods you used?

What is your assessment of your group's demonstration?

OBSERVER GROUP FEEDBACK-15 minutes

Observations about choice of teaching objectives and learning outcomes

Observations about effectiveness of methods used

Observations on the use of activities to assess what was learned

Observer reflections on being in role as a "student" in this class

TEACHER GROUP FINAL REFLECTION-5 minutes

After hearing the feedback from others, what are your final reflections? What will you do differently? What will you do the same?

**16:30 – 17:30 Closing Session: Where do we go from here as Justice Educators?
Maxim Tomoszek, Catherine Klein, Lisa Bliss**

Room: Salon Anadolu

Description: Participants will debrief and reflect on their experiences from the TOT and identify their next steps as justice educators.

More Detailed Description of Organization of Small Groups for Day Two

For much of Day Two, Participants will be divided into small groups of approximately 8-10 members that will meet in assigned rooms beginning at 10:30 a.m. Each small group will work with one or two assigned facilitators. After each group has had an opportunity to create its lesson plan, the small groups will be combined in larger groups consisting of 3 small groups that will meet together for presentations and feedback. Therefore, each small group will do a demonstration and have opportunity to observe and provide feedback to 2 other groups. The group task is outlined above.

All participants of TOT will work in small groups (approximately 8-10 members) to design a lesson plan that they will then teach to others. TOT Participants will improve and show their lesson design and teaching skills by creating a lesson plan and teaching demonstration to teach an important social justice aspect in the context of one of the following topics:

1. Client Interviewing
2. Client Counseling/Advising
3. Negotiation
4. Street Law/Community Education
5. Ethical issue(s) re: Corruption
6. Ethical issue(s) re: Confidentiality
7. Writing effective client letters
8. Case Theory
9. Teamwork/Collaboration

All groups will convene for the final plenary for discussion, debriefing and next steps.

Sample Lesson Plan Template

Big Question:

What do you want learners to know and be able and motivated to do as a result of your lesson?

- Topic: The subject to be taught
- Outcomes: What you want learners to learn from the lesson:
Knowledge
Skills
Values
- Content: What will be taught?
- Activities: Activities to be used to achieve outcomes
- Materials: What is needed to teach the lesson?
- Teaching Methods: What teaching methods will be used?
- Evaluation: How will you evaluate whether the outcomes have been achieved?