

Team-Based Learning In Professional Responsibility

Using Team Based Learning in the Professional Responsibility Course

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[Excerpted for Professional Responsibility: Heroes & Villains
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The third part of the ... process is an “appeal.” Teams are provided an opportunity to appeal their scores, challenging the professor’s choice of the correct answer. If a firm believes the correct answer is one other than that noted as correct, or that a question is unfair or unduly vague or “tricky”, they can prepare a written response challenging the answer. ... Appeals must be presented by a firm as a whole. If I accept an appeal, all firms that choose the newly correct answer are given revised points to reflect that change. Points are never subtracted from firms as a result of appeals. The “us against the teacher” dynamic an appeal sets up helps to forge firm cohesiveness and further refines understandings. For this reason, I intentionally include one “appealable” question in the first quiz. Be careful not to grant appeals that are not well presented and well grounded or they will undermine the seriousness with which the students take the quiz in the first place.

[Example]

On a quiz, the correct answer was B. Firm #1 got the answer correct. Firms #2 & #3 chose answer A. Firm #2 appealed the answer and was successful in the appeal. How will the group quiz scores be adjusted?

The scores of Firms #1 and #3 will remain the same. The score of Firm #2 will be changed to reflect credit for the successfully appealed answer.