

MTN Ep 18 Transcript

01;00;00;17 - 01;00;31;07

Martha Ertman

Welcome to Moving the Needle. Casual conversations about ways big and small to impact student learning. Brought to you by the faculty Center for Teaching and Learning at the University of Maryland, Baltimore. I'm Erin Hager. Let's move the needle. Hi, everyone, and welcome to another episode of Moving the Needle. I'm excited to introduce you to our guest, Martha Ertman, the Carolyn Hanan Siebel Research professor at the University of Maryland, Carey Law School.

01;00;32;00 - 01;01;02;05

Erin Hagar

Martha teaches contracts, commercial law and foundational transaction skills courses. And she's written one of the textbooks used in her courses. Before joining the Maryland Carey Law faculty in 2007, she taught at the University of Utah and the University of Denver Law Schools, and she's also been a visiting faculty member at the University of Michigan, Connecticut and Oregon. In today's conversation, we'll talk about the roots of law, education, how it's different from other disciplines and how it's evolving.

01;01;02;18 - 01;01;25;18

Erin Hagar

We'll also talk about the changes she's made to her teaching, specifically through the creation of short instructional videos based on new understandings and epiphanies she's had about today's generation of learners. Professor Ertman shares how creating these videos has allowed her to reconceptualize her class time in completely new ways. And she's honest about how not everyone in her field agrees with these approaches.

01;01;25;29 - 01;01;37;12

Erin Hagar

Finally, we'll talk about easy, simple strategies you can implement to help students see themselves as professionals in their chosen discipline. Thanks for joining us. Professor Erdman, welcome to Moving the Needle.

01;01;37;24 - 01;01;39;09

Martha Ertman

Thank you. It's a pleasure to be here.

01;01;40;06 - 01;02;07;20

Erin Hagar

I appreciate that. And one of the many reasons we're so excited to have you here today is that this is our first interview with a member of the legal profession. And I am really excited to talk today about legal education. We are a as everyone knows, we are a health and human services professions campus. And so I am very excited to talk about legal education and, and, and its approach and its history.

01;02;07;20 - 01;02;13;23

Erin Hagar

And so I was wondering if maybe we could just start there. Can you can you talk to us a little bit about legal education and its roots?

01;02;14;15 - 01;02;48;20

Martha Ertman

Absolutely. And thank you for being excited. Very few people use the word excited and lawyer in the same sense. I've been teaching for almost 30 years and when I began teaching in the nineties, we taught very much in a way that I was taught, which was how my teachers were taught, going all the way back to the late 19th century, to a guy named Christopher Columbus Lang Dell, and he was at Harvard, and lawyers were just moving from an apprenticeship model to university education.

01;02;48;20 - 01;03;29;23

Martha Ertman

And so to legitimize university education. Christopher Columbus Lang Dow appropriately named, discovered the case method and so he handpicked famous cases made them even more famous use them as examples for students to learn how law operates. So it looks at appellate decisions, not trial court. It looks at the law and much less to contextual factors. And so basically enter millennials and Gen Z students and the Internet and things have really changed.

01;03;29;23 - 01;04;07;28

Martha Ertman

So a lot is changing to keep what's good about the most traditional legal pedagogy, but updated to recognize that the challenge for millennials and Gen Z is not to access information. They have it all on their phones, their challenges, to chunk it, to organize it. And so the most basic things like start at the top of a document to read instead of doing a word search to find what you're looking for is something that has become an essential piece of our classes.

01;04;08;11 - 01;04;08;23

Martha Ertman

Huh?

01;04;09;07 - 01;04;24;23

Erin Hagar

That's so interesting. So just going back a little bit to that case approach in its roots and during that time and even into today, what are some benefits for students to learn about the law through cases?

01;04;24;23 - 01;04;56;29

Martha Ertman

So you'd get different answers depending on who you ask. Traditional faculty members still use the Socratic method, so in a traditional law school first year class, there are maybe 70 students in the classroom. Students get called on by the professor and they have to recite a case. And in reciting the case, the professor will ask questions, but in the most pure form will never utter a declarative sentence.

01;04;57;10 - 01;05;28;04

Martha Ertman

And the idea is students learn by questioning and and discerning the rationale and patterns in the law themselves. So that is a very, very traditional model. Modified Socratic is more common now where there's a lot of back and forth. A lot of our students come to law school and they've never talked in front of a big group in class.

01;05;28;04 - 01;06;00;20

Martha Ertman

This is really I. The way I teach probably half the time should be me talking and half the time I'm talking in part because one of the best ways to learn is to actually use multiple cognitive channels. So you're hearing you're speaking, you're writing it down. And also any professor who's paying

attention knows that the students care way more about each other than they do about us, even though supposedly we're the stars of the show.

01;06;01;01 - 01;06;07;19

Martha Ertman

So when other students are talking, students have lots of reason to deeply engage.

01;06;08;10 - 01;06;20;23

Erin Hagar

Yeah, that's great. It's interesting to hear, you know, how that approach has evolved over time while still keeping the essence of using those cases and seeing the parallels among the cases and learning that thought process.

01;06;21;05 - 01;06;55;06

Martha Ertman

Yeah, there are big patterns. We've often taken a cue from medical classrooms. I heard sometime years ago that the time is long past where medical school can hope to convey all the things that students need to know. The best thing they can hope to do is convey patterns so that when the students graduate and become practitioners, they can teach themselves and also intuit from larger patterns how to find the materials they need to know.

01;06;55;06 - 01;07;35;02

Martha Ertman

So at least the way I run my classroom is very much on the on the pattern of teaching them how to teach themselves. But the most traditional Socratic path would say, Oh, well, you can't spoon feed them, you can't tell them what the big patterns are. You have to let them discover it themselves. And my experience has been that students who have come of age in the last ten years simply don't read as much, and they are not engaged with written materials in the same way.

01;07;35;02 - 01;07;49;04

Martha Ertman

And so oral materials and visual materials are absolutely essential to convey the basic legal doctrines that that the students are there to master.

01;07;49;23 - 01;08;07;04

Erin Hagar

Yeah. And you have really developed some tools and approaches once you recognize that, that change in the, this generation of students. Do you want to talk a little bit about some of the things you've done to to meet your learners where they are?

01;08;07;15 - 01;08;34;09

Martha Ertman

Absolutely. As I say, I've been teaching since the nineties and I was really ripening into one of those crabby middle aged women who was talking about kids these days. They're not reading enough. They're asking questions that are too basic. What's wrong? And what I realized then, this really took full flower during the pandemic. But I had been working on videos and quizzes for quite a while before that.

01;08;34;21 - 01;09;01;13

Martha Ertman

But full flower in the pandemic where I realized every single student has in her pocket the computing power that could have gotten you to the moon. And so at any given moment, they can pull up

anything very different from what prior generations had to do with how in themselves the library, finding the book, finding the page and write it down so you don't have to go back again.

01;09;01;26 - 01;09;46;08

Martha Ertman

And so it seems to me the primary challenge for them is sorting material. And so I have big old headlines in a million different ways in my classes to say, these are the patterns, this is what to look for. These are the key concepts, these are the terms, these are seeming synonyms that in fact have different meanings. And so I basically, over a period of time, developed a series of online videos that are part of a contracts casebook that I teach with and then did ones on my own, just recorded in my kitchen during the pandemic.

01;09;46;17 - 01;10;10;07

Martha Ertman

And then there are quizzes that go along with them because I think both Millennial and Gen Z students are so used to interaction that the old pattern of law school where you're in tie or grade is based on a final exam and there's no practice and no feedback before that just simply doesn't work. Yeah. Yeah.

01;10;10;19 - 01;10;33;26

Erin Hagar

And the creation of these videos has afforded you the opportunity to rethink your class time a little bit. So do you want to talk a bit about how you see that relationship between information of the the providing of information and then the application of information with respect to what students are doing before, during and after class?

01;10;34;08 - 01;11;00;02

Martha Ertman

Absolutely. If we're I think your listeners are probably familiar with Bloom's taxonomy, where you start with knowledge transfer and only gradually do understand about how concepts actually work in the world and how they interact with each other. So that knowledge transfer, that 10 minutes I would have spent at the beginning of any given class lecturing through the materials I now have in a lecture video.

01;11;00;03 - 01;11;23;05

Martha Ertman

And the lecture video is counts as class time and students take a quiz that is essentially did you watch it and pay attention or not a hard quiz at all. And then they can watch it over and over again. And the idea is that in cognitive science, one of the least effective ways to master material is to read your notes.

01;11;23;16 - 01;11;47;17

Martha Ertman

But one of the most effective ways is to exercise your recall by trying to go into your long term memory and bring it back up. And in doing that, each time it gets a little more settled, a little more rich. And so these videos are made to be watched over and over. Some students watch them at three quarter time, some students watch them at time and a quarter.

01;11;47;28 - 01;12;17;07

Martha Ertman

And what so great is the thing that you think is impersonal. I've learned to not have my camera on. It turns out pedagogically it works better for them to not see me, which is great because then I don't have to repeat the the recording so many times. And it also means that the students have told me it's

like they get a private tutorial and they can engage with the professor and it helps that I wrote the book as well.

01;12;17;07 - 01;12;37;25

Martha Ertman

But anybody could do this for their classes, so I get really positive feedback on the ability to cover the material when they're walking the dog, when they're doing the dishes, when they are watching it, as well as listening.

01;12;37;25 - 01;12;51;15

Erin Hagar

Yeah. And then so they do that before class and then when they come to class, you can be reasonably assured that the students have gone through this material. And how does that change the classroom experience for you?

01;12;52;03 - 01;13;22;15

Martha Ertman

Oh my goodness. Their questions are so much better. I really was just calcifying into some crabby old lady and it's and it's just brought my teaching to life in a way that I'm just embarrassed was necessary. So now I have a much better sense of making the best use of the time where we're live. I think post-pandemic, we probably all feel that.

01;13;23;01 - 01;13;49;05

Martha Ertman

But the the precious time where you can actually be in the classroom and do a back and forth and we refer to hypotheticals. There's a simple situation where there's a dispute between two people. And I could say, okay, let's say last night in class, it was Hannah in Madison. Let's say Hannah says to Madison, if you give, you climb the flagpole, I'll give you a hundred bucks.

01;13;49;05 - 01;14;17;15

Martha Ertman

If and if and if the person climbing the flagpole stops midway. Is there a contract? Is there a breach? All those things. And you just can't do that online in the same way. And I think that the techniques like that make use of a live classroom and the relationships between the students, which are so important. Yeah.

01;14;17;25 - 01;14;30;17

Erin Hagar

And when and when you can be assured of that baseline understanding of the core concepts, you know, it seems like you could also more easily put them in groups to figure some things out and to solidify those personal connections even more.

01;14;31;03 - 01;14;55;02

Martha Ertman

Absolutely. There's been a lot of criticism about the traditional law school classroom that ignores the fact that any like any professional, a huge part of your job is in collaboration and so I call on students in law firms. It might be three students, and of course they're named for their last name. So it's visualizing themselves in a law firm and a few years time.

01;14;55;17 - 01;15;24;12

Martha Ertman

And then if they don't know the answer, they can raise the single finger of consultation, which let the record reflect is the index finger. Yeah. And when a law firm raises the finger of consultation, then all

the law firms talk about the particular question and then the whole energy of the class goes up. And then after 30 seconds a minute, whatever it takes, and I can see it's getting quiet.

01;15;24;22 - 01;15;54;12

Martha Ertman

I come in and ask and everybody is present. So I'm really aware of the research from the Center for Teaching and Learning at the University of Utah, where my coauthor on my Casebook, Deborah 3D, was deeply engaged as she created a first set of videos. One of the things that came out in her engagement there is that the attention span of students is so much shorter than we.

01;15;54;12 - 01;16;24;02

Martha Ertman

Professors think. That data where students are watching a video say and there's a camera tracking their eye movements indicator and this is across a big n big group that students have about a seven minute attention span. They will continue listening for about 7 minutes. After 7 minutes, it starts going down at 12 minutes. It is nothing. It is radio silence.

01;16;24;02 - 01;16;57;21

Martha Ertman

And so it is crucial for us to recognize that the world has changed. And so you need to if you want to keep your students present and engaged and making use of the live class time as well as the video class time in recorded videos, you have to reboot and just and apparently the attention play apparently the attention span reboots and that seven minute period starts again if you could interrupt.

01;16;57;27 - 01;17;22;13

Erin Hagar

Right, just some kind of change of activity, some kind of some kind of difference introducing some kind of of shift there. Yeah, absolutely. That's that's research that we've we've come across as well and we recommend for for videos and and also classroom, classroom activities. Could I go back to your to the law firms, the students comprising these law firms?

01;17;22;13 - 01;17;59;08

Erin Hagar

And I just I want to point out something that I think is so amazing about that. I've been doing a lot of of reading about this, the idea of inclusivity in education is particularly important in light of all the the very important work around diversity, equity and inclusion that that all universities are striving toward down. And one of the ways that inclusivity has been defined in a in a professional setting is to introduce experiences, to have students feel as though they are part of that profession.

01;17;59;16 - 01;18;24;25

Erin Hagar

And and this idea of identifying with a role or identifying with a particular career. So the the act of you naming them, you know, Peterson Jones and and Hernandez and and and letting them feel as though that, you know, I can hear my name in that they that sounds pretty good. And that is just you know, it may not even be something you consciously did.

01;18;24;25 - 01;18;44;23

Erin Hagar

Perhaps it is. But I just want to call it out because it is it is just grounded in the literature as one of these practices that that really goes a long way to to helping students see themselves in these roles that, you know, for some students, the idea of them becoming a lawyer may have seemed a pipe dream just ten or 15 or 20 years ago.

01;18;44;23 - 01;18;55;08

Erin Hagar

And now here they are in your classroom, and I'm sure that it can be a little bit overwhelming. So I just I want to call that out because that is a really cool technique that you're doing.

01;18;55;20 - 01;19;37;01

Martha Ertman

Well, thank you for saying so. And I'm so glad you raise the DEA question, Anne, because while I didn't think of DEA in relation to the questions of inclusivity, I stole it from my colleague Michael Van Alston, who is an immensely gifted teacher. But I have since heard from my also immensely talented colleague, Russell McClain that and he does do work on DIY and belonging and cognitive science research and, and, and specifically it does not at all surprised me to hear the data.

01;19;37;02 - 01;20;16;26

Martha Ertman

You say that visualization matters. I teach a course on contract drafting the basic skills like in the case method. There is no room for learning a basic skill that for example, a well-written contract has component parts and they have names like you have head, shoulders and knees and toes. Any well-written contract is going to have a title, a preamble, a recitals, words of agreement, covenants, reps and warranties and until five years ago, I'm embarrassed to say most law schools didn't cover that basic stuff.

01;20;16;26 - 01;20;59;27

Martha Ertman

They thought that the firms would would train students and that now the bar exam is requiring just starting in 2026, the bar exam is going to start testing skills and requiring less memorization, which also is a reflection that students and practitioners can look anything up. Also, our accreditation body, the American Bar Association, requires students to have a certain number of transition to practice credits, which involve things like basic skills, like reading a contract or arguing in front of a judge.

01;20;59;27 - 01;21;36;18

Martha Ertman

So those are really important and changing. And so thinking of yourself in a firm is a really big part of that. But the other thing I would really love to make sure I get to say is that creating these visuals presented opportunities for DTI interventions in the classroom that I little guessed were possible until I did it. So when you're creating visuals, you get to pick images and in the drop down slide and PowerPoint, there are public domain pictures.

01;21;36;18 - 01;21;57;26

Martha Ertman

And so, for example, I try to have metaphors. There are big breaches of an agreement that have big consequences. There are little breaches of agreement that have more modest consequences. So I have a picture of a pair of legs with a big rip in the jeans and a little rip in the jeans. And then I use those images throughout.

01;21;57;26 - 01;22;36;23

Martha Ertman

Sue kind of have that that tactile piece and we all have had ripped clothes to to ground that abstract idea in something really concrete. But then I can also take a look at the skin underneath the jeans. And so I have delivered or at least created all kinds of inclusivity in those kinds of images. It took some doing, it took some digging because the patterns of exclusion are such that the default is still embarrassingly presumed to be white and male.

01;22;36;23 - 01;23;12;16

Martha Ertman

So the great thing about doing this in conjunction also with my book is that we made avatars in these very fancy animated videos that the publisher created that are gender and race inclusive, so their skin is blue and the other ones orange and their names change. Through the course of these 30 videos, the examples in the middle chapters of the book are are gender inclusive names of Adam and excuse me, Adam and Bianca Begin.

01;23;12;22 - 01;23;42;21

Martha Ertman

There are our traditional characters. There's examples in LA, always A and B, and then for the gender inclusive chapters, it's Alex and Blake. So the videos refer to Alex and Blake. Almost always Alex is on the left side of the screen. Blake is on the right. So you have these kinds of unconscious tools that come in to convey information that I think we have left on the table before.

01;23;42;21 - 01;23;43;01

Martha Ertman

Now.

01;23;44;03 - 01;24;09;14

Erin Hagar

This is so great. I, I just am loving this conversation so much. I want to pivot a little bit to these videos because you've had an interesting experience or an interesting dichotomy of experience where you have been able to participate in the creation of videos that are have been made by your publisher with I'm assuming a bigger production team and access to some, maybe some fancier tools.

01;24;09;26 - 01;24;10;13

Erin Hagar

And then you.

01;24;10;13 - 01;24;34;24

Martha Ertman

Have only because we demanded it. It's very low tech. It's PowerPoints, slides and voiceovers. But the educational designer was willing to find some characters that didn't look like Archie and Veronica. But we really we had to push to do it. But one state. But they do. I mean, they do the music. They they have some really fancy embedded quizzes.

01;24;34;24 - 01;24;35;05

Martha Ertman

Yeah.

01;24;35;15 - 01;24;57;00

Erin Hagar

That's great. But then you've also is particularly as a result of the pandemic started creating videos on your own just using tools that you had available and thinking about, you know, we were talking about ID in a profession. And so for faculty who are listening, who are like, I'm not Steven Spielberg, right? I, I can't produce movies like this.

01;24;57;00 - 01;25;11;28

Erin Hagar

I don't know how to, how to create videos like this. I don't have, you know, a team like that through a

publisher. But you found some ways to make this very accessible. Do you want to talk a little bit about about how you approach those videos and what you learn through the process?

01;25;12;10 - 01;25;35;17

Martha Ertman

Absolutely. I am so glad you mention that, because one of the really big takeaways I want listeners to just pop in their pockets is that this is easier than you think. First of all, we all lived on Zoom for a year or more, so we're very familiar with getting on a screen, having a bunch of PowerPoints pressing record and then letting things play out.

01;25;35;28 - 01;26;13;23

Martha Ertman

It's very similar. Making a lecture video. You create the slide deck, you could prop bubbly, create the slide deck from the slides you may already have. You just do things to make sure that the slide deck has, you know, is consistent throughout with the color and the font and those sorts of things. And and I think it's really important to have images that let everybody in your classroom see that they belong in this professional world.

01;26;14;28 - 01;26;44;00

Martha Ertman

One of the biggest compliments I got about this lecture videos with I've done it for a couple of different courses, and with each one I pick a song that has a little bit of a riff that has to do with either contracts for this course or debtor creditor relations for the other one. And I take that little snippet and I have it at the beginning of every video and at the end of every video because I kind of want them to queue up, okay, this is we're in contract land now.

01;26;44;09 - 01;27;14;08

Martha Ertman

And one of the wonderful compliments I got from a student last year was that during finals period, he dreamt about this the that that little snippet of music. So that means and, you know, the cognitive science of this, if you practice the video game before you go to bed and then do it in the morning, you're going to do better than if you practice it at noon and at six and then go to bed.

01;27;14;08 - 01;27;55;03

Martha Ertman

So it's it's I thought this is exactly what we wish for, is that we convey things to them in a format that can't be as exciting as what they're seeing on YouTube or TikTok or anything else, but at least it's not scratching with sticks in the dark. And I think that the tech and the DTI are absolutely closely aligned so that if you have if you're interested in doing new technology, you've got to be inclusive or you're just hopelessly retro.

01;27;55;04 - 01;28;03;12

Martha Ertman

And I think if you're inclusive, you've got to get beyond sticks in the dirt or you're hopelessly retro. That way too.

01;28;03;24 - 01;28;49;12

Erin Hagar

Yeah. All that's so what, what a great compliment because it's, it's a seemingly little thing, but it was done intentionally with thought behind the impact. And I think what it invites us to talk about also is the the balance between these audio or visual cues and how they should always be chosen in support of the content and not just as an extra kind of cute add on because there is a lot of research that shows that, you know, if you if you're doing a PowerPoint and you, for example, your wonderful

image of the torn jeans to represent that breach of contract or the rift and that I can't remember the language you use

01;28;49;12 - 01;29;26;08

Erin Hagar

but but that becomes, like you said, a visual metaphor that you reinforce throughout. And we're talking, is this a big hole in the jeans or a small hole in the jeans? And that becomes part of the language of the class. Right. And it supports the learning. But if if you as an educator just for for kind of cute and fun effect through and just pictures of your kittens into that PowerPoint, then that becomes a distraction because there unless you are making a link to the content that you're that you're doing, then it becomes distracting and not just an it can actually impede learning.

01;29;26;18 - 01;29;46;03

Erin Hagar

So it shows that intentionality the music that you're picking the little snippet is thematically related to the course or the lesson that you're doing. And it's it's done at the beginning and the end. It's probably not played over what you're saying. So that students aren't trying to to listen to two tracks at the same time are getting distracted by the music.

01;29;46;03 - 01;29;52;21

Erin Hagar

So the the natural instincts that you have in the creation of this is just is really wonderful.

01;29;53;05 - 01;30;20;15

Martha Ertman

Well, I'd love to hear that from from an expert on this. When I started, I had the way too much excitement, way too much going on in my slides. So the background, I chose a really bright color because I was excited about it and I wanted to bring the classroom alive. But it turns out visually that just doesn't work, that there's a reason our elementary school classrooms were painted pale green, pale yellow, pale blue.

01;30;20;15 - 01;30;53;23

Martha Ertman

It's a great background. And similarly, I learned to have fewer images where passive babble. I obviously we have to use a lot of words, but speech bubbles can do a lot of conveying of the information and having that the consistency of the same checkmark for something going right and the same X for it being worn is really helpful.

01;30;53;23 - 01;31;20;14

Martha Ertman

It's not professional. It's absolutely not professional. There there's the I should also really add that not everybody in legal education is sold on this. There's a lot of folks who still think that we should not spoon feed our students and they and they use the phrase spoon feeding. Every time I give a talk on these videos and quizzes and they said, we're just spoon feeding them.

01;31;20;14 - 01;31;52;26

Martha Ertman

And they I have a I've written a lot about feminist theory. So of course I'm a feminist with a chip on her shoulder when they're said as that talking about care work, I wonder why it is we associate helping people learn the material that they are paying \$100,000 in order to master that somehow it's not doing our job to tell them what it's about.

01;31;52;26 - 01;32;07;13

Martha Ertman

It just there's something really I think we just need to be cautious when we dismissively refer to these supports and scaffolding as spoon feeding.

01;32;08;05 - 01;32;25;14

Erin Hagar

I think that's so important. Yeah. What an interesting insight. Our last question is one that we like to ask all of our guests, and it's this Do you see something in higher education? Right now that you feel is really moving the needle?

01;32;25;14 - 01;33;25;10

Martha Ertman

Oh, that's such a great question. I, of course, wish I could speak about higher education across the disciplines, but everything I know about medical school is totally out of date and all the more so with nursing and pharmacy and everything else. I think that at least in law, we are up dating to focus on skills more than memorization and that the rec, it just turns on what I said earlier, which is it's so easy to find materials with just a couple of keystroke books and so hard to separate the good stuff from the trash because there's just fewer gatekeepers.

01;33;25;10 - 01;34;05;21

Martha Ertman

And I think students really are in need. And it's got to be true across the schools that students are really in need of guidance about what is adequate professional information and what is something else and to to separate those. So before this podcast I got on Google, I was looking for medical, the monarch said and what people would use and you know they're just people who create videos all over the place and I don't know if they're students.

01;34;05;21 - 01;34;42;29

Martha Ertman

I don't know if they're part of a for profit test prep. I think it's probably a little bit of everything and it seems to be immensely important across the disciplines that we do what we've always done, which is convey enough information and skills that our students graduate and are able to practice the profession in a competent way and a huge piece of that is to assess information and evaluate it and understand something new quickly.

01;34;42;29 - 01;35;08;26

Martha Ertman

So really it's almost like we're teaching them to fish, but we have no idea whether they're going to be fishing in an ocean or fishing in a puddle, or maybe they're going to be fishing for compliments. They'll be doing something totally than we could imagine. And so in many ways, our task is really different than it used to be.

01;35;08;26 - 01;35;40;24

Martha Ertman

So I think our media must also be different. And and I guess I would also just encourage professors. I have to before we finish, I have to put a plug in for a guy named James Lang who wrote a book called Small Teaching. And he really encourages you to make small changes that you hear about something new and you think, I really want to totally redo my course, but you're not going to unless there's a pandemic and you have to, which hopefully we won't have that happen again soon.

01;35;41;19 - 01;36;10;22

Martha Ertman

So you just do a little bit and you do a little more. And the great news is, is that in ways you little guessed, it brings the material to life for you again. It makes your understanding of this incredibly familiar material actually come to life in new ways. And in doing that, you're kind of understanding what it's like to be your students to learn something new.

01;36;10;24 - 01;36;26;11

Martha Ertman

So, you know, you're you're as you say, all of us who are professors have done pretty well to get here. We could take a little a little bruising to the ego while we learn to do this. And I think it's an ethical imperative that we do.

01;36;27;20 - 01;36;38;23

Erin Hagar

And I love how you how you wrap that up with the rejuvenation that can come with that. We know it's good for the students, but it works out great when it's also good for ourselves too.

01;36;39;18 - 01;37;12;24

Martha Ertman

I guess the last thing, there are so many things I want to say. I'm so glad you had me on your show that I also want to say that your existence as the Center for Teaching and Learning the LEAPS efforts to elevate the seriousness of pedagogical theory is huge. Really important, because too often at a major research university we act as if teaching is the frosting, research is the cake.

01;37;13;04 - 01;38;06;05

Martha Ertman

And the fact is, I probably thought that when I was an early academic and maybe you kind of have to to get your footing. And now I really feel like teaching is the thing that is most intellectually engaging of almost anything I do. And it is really the ways that the future world will change. And by updating how you do it and caring about how we update and sharing information and giving it the respect it deserves is crucial because at least in law, and I'm betting elsewhere on campus, there's still kind of an old fashioned tendency to say only research matters.

01;38;06;05 - 01;38;10;25

Martha Ertman

And teaching you can just do in your sleep most. Yeah.

01;38;11;11 - 01;38;37;15

Erin Hagar

Well, we are so lucky to have you as a messenger in these spaces and to bring what you've learned and your passion for education, which just comes through in every every sentence you say. And we are we are so lucky to have you on the show. Your students are so lucky to have you in their classes. And we cannot thank you enough for being willing to come and open this world of legal education to all of us today.

01;38;37;15 - 01;38;39;02

Erin Hagar

Thank you so much for joining us.

01;38;39;14 - 01;38;43;19

Martha Ertman

My pleasure. Thank you for having me.

01;38;44;15 - 01;39;01;03

Erin Hagar

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