

happiness and security in life, depend on one's place in the hierarchy of academic success. Third, 'thinking like a lawyer' — defining people primarily according to their legal rights.

Students obviously may be set up for continuing problems by this overriding emphasis on differentiation, contingent worth and competitive outcomes. The overall impact is isolating and threatening. The interplay of these dominant law school constructs ultimately teaches many students to put aside their personal life and health and accept persistent discomfort, angst, isolation, even depression as the cost of becoming a lawyer. This is ominous preparation for professional life.

There are many other reasons we might prefer to simply continue with our current beliefs and educational practices. Nonetheless, the dark side of our enterprise is increasingly documented by recent research. Assuming that the legal success paradigm is, indeed, largely defined by grades, external recognition and money or position, these inherently competitive goals, values and motives will promote tension and insecurity and will minimise satisfaction and well-being in the lives of many law students and lawyers. At the same time, this cycle of inherently unfulfilling activity supplants the intrinsic drive for growth, actualisation, intimacy and community, thereby exacerbating the negative effects on well-being.

The longitudinal study of law student confirms these conclusions in all respects. Values, motivation and well-being in students were measured just after they entered law school, again toward the end of the first year, and during the following fall semester. The arriving students showed healthy well-being, values and motives — stronger, in fact, than a large undergraduate sample. Within six months, however, the law students experienced marked decreases in well-being and life satisfaction and marked increases in depression.

A major thrust of this article is to encourage law teachers individually and collectively to undertake a review of our attitudes and educational practices, in order to identify those most likely to have a deleterious effect on the basic needs of law students. As we think through the individual and social implications of declining happiness, psychological health and social consciousness in our students and the profession, we must become willing to dedicate time and resources to preventing or alleviating those problems. What might we do to promote the regular experience of authenticity, relatedness, competence, self-esteem and security in our students? How can we support intrinsic motivation in law students — inherently enjoyable or personally meaningful work — while we teach the fundamentals of legal analysis and professional technique? How can we promote optimal human values in students (toward personal growth, intimacy, community enhancement, altruism), rather than the desire for money, power, status and image? As part of this inquiry, we need specifically to identify our individual and institutional practices that tend to undermine the basic needs and optimal values listed and try to amend those practices.

TEACHING METHODS & MEDIA

Heads and hearts: the teaching and learning environment in law school G F Hess

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Legal education literature documents a number of disturbing effects of law school on law students. Many students experience the law school environment as stressful, immensely competitive, and alienating. Many suffer from high levels of psychological distress and substance abuse. During law school a

significant number lose self-confidence, motivation to do public interest work and their passion for learning.

Critics of legal education have identified a number of causes of students' negative experiences in law school and have proposed reforms. Causes of students' distress include the overwhelming workload, intimidating classroom dynamics, excessive competition, astronomical debt, personal isolation, lack of feedback, and the nearly exclusive emphasis on linear, logical, doctrinal analysis. Proposed structural reforms include reduced class size, smaller student-faculty ratios, alternative grading systems, academic support programs and counselling services. Although the proposed structural reforms have much to recommend them, the focus of this article is on individual law teachers working with their students.

Stress is a central aspect of the law school experience for many law students. While the workload increases student distress, the narrow curriculum contributes to alienation. Conventional legal education concentrates on analytical skills while minimising the development of interpersonal skills, such as building relationships and engendering others' confidence in you, which are critical for law practice. The curriculum teaches students to be sceptical and to use law as an instrument to achieve a client's or society's ends. It teaches that tough-minded analysis, hard facts and cold logic are the tools of a good lawyer, and it has little room for emotion, imagination, and morality. For some students, 'learning to think like a lawyer' means abandoning their ideals, ethical values and sense of self.

Stress inhibits students from receiving and processing information when anxiety distracts them from the learning task. Stress also interferes with students' abilities to organise and store information. Not only can stress hinder students' learning particular

tasks, it can limit their capacity to learn in general.

The author introduces four models for effective teaching and learning environments consisting of the following elements: respect, expectation, support, collaboration, inclusion, engagement, teacher delight and enthusiasm, and feedback. These components are interrelated and cumulative. The more elements present, the more likely the environment will be conducive to learning.

Mutual respect among teachers and students is a fundamental element of an effective teaching and learning environment. A respectful environment is one in which teachers and students participate in a dialogue, explore ideas and solve problems creatively. Intimidation, humiliation, and denigration of others' contributions are disrespectful and cause many students to withdraw from participation and hinder their learning.

A teaching and learning environment steeped in mutual respect between teachers and students does not imply low standards and minimal expectations. Indeed, high expectations are an important element of respect. There is considerable literature on the powerful effect of expectations on learning. If teachers set high but attainable standards for academic performance, student achievement usually increases; if they set low expectations, academic achievement usually decreases.

At the heart of an effective teaching and learning environment is the principle that all students can attain a high level of achievement. Teachers who expect a student to succeed act in ways that make success more likely. Teachers must clearly articulate their expectations to students at the beginning and throughout the course. While grading criteria will help students understand expectations, seeing models of outstanding student work will give them a clearer idea of how expectations

translate into a finished product and often will provide strong motivation.

A supportive teaching and learning environment is tied closely to respect and expectations. Elements of a supportive environment include teachers' attitudes, student-faculty contact and role model and mentor relationships. A supportive environment is an important factor in student motivation and engagement in all law school classrooms, especially those that include the Socratic method and value problem-solving and critical thinking. Substantial research on effective teaching in higher education documents the importance of student-faculty contact. Student-faculty contact has positive effects on students' educational goals, satisfaction with their educational experience, tolerance for ambiguity, intellectual independence, and persistence towards their degree. Role models and mentors are crucial for students' professional development.

Two types of collaboration contribute to an effective teaching and learning environment. The first is cooperative learning, in which students work with one another in pairs or groups in class discussions and out-of-class projects. The second is collaboration among students and teachers in course design, delivery, and evaluation. An effective teaching and learning environment is characterised by commitment of both students and teachers to the course goals, learning activities and evaluation methods. The concept that teachers and students should share responsibility for significant course design decisions is supported by the principles of adult education. Empirical research demonstrates that student-and-teacher collaboration in deciding classroom policies, course objectives, instructional methods and valuation schemes enhances student learning and student attitudes toward the course, the law school and the teacher.

The quality of students' learning is closely tied to their motivation.

Motivation is enhanced more by the chance to achieve rewards than the desire to avoid punishment. A key to intrinsic motivation is that the students feel welcome and included. Inclusion is important for all students, but it is crucial for women, for older students, and for students of minority background, race, or sexual orientation. An effective teaching and learning environment values diverse student goals, interests, experiences, perspectives and learning styles. Students perform better when they know what goals they are trying to achieve and the goals are personally important to them. Students come to law school with a variety of backgrounds, values and interests. Courses that include topics and skills relevant to students' interests and values increase intrinsic motivation.

Empirical research has demonstrated the wide variety of learning styles of law students. An effective teaching and learning environment includes a variety of teaching and learning methods to help students with different learning styles excel. Effective teachers employ a range of methods, including Socratic dialogue, large and small group discussions, writing exercises, visual aids and simulations. Students become engaged in learning when they actively participate in their own education. The teacher's attitude, enthusiasm, and passion are main ingredients of an effective teaching and learning environment. Students regularly identify teacher enthusiasm as the most important component of effective instruction.