

Margaret Sova McCabe  
Sophie Sparrow  
Franklin Pierce Law Center



**60%**  
of students report  
their school  
emphasizes  
memorizing facts  
ideas, or methods<sup>1</sup>

**20%**  
of 2Ls say they  
never receive  
prompt  
feedback<sup>2</sup>

focus on  
**grades**  
creates isolation  
and devalues  
interpersonal skills<sup>3</sup>

<sup>1</sup> LSSSE 2008 Annual Report 7  
<sup>2</sup> Id.  
<sup>3</sup> Schwartz, Teaching Law by Design 30 (2009)  
<sup>4</sup> Student evaluations Remedies SP 09  
<sup>5</sup> Michaelsen, Team-Based Learning 43 (2004)  
<sup>6</sup> Id. at 85  
<sup>7</sup> Id. at 87  
<sup>8</sup> Id. at 31-49  
<sup>9</sup> Id.



Photo by Nadja von Massow

### **More than 95% of 2Ls & 3Ls are prepared for class**

97% of 2Ls and 3Ls report that they are well-prepared always or most of the time<sup>4</sup>

Taking graded quizzes on basic concepts at beginning of unit motivates students to master fundamentals before applying them to new facts<sup>5</sup>

### **Collaborative effort is measured and rewarded**

Team and individual accountability increases students' social cognition<sup>6</sup>

Teams learn professional communication skills necessary to solve complex analytical problems in cooperative, ethical ways<sup>7</sup>

### **Scales to large classes**

100% of students in large classes receive formative and summative feedback<sup>8</sup>

100% of students receive immediate feedback on multiple individual and team assessments evaluating students' knowledge, skills and values<sup>9</sup>

Learn more about Team-Based Learning at [www.tlcollaborative.org](http://www.tlcollaborative.org)