

THE TEN MINUTE BUSINESS LAW PROFESSOR: brevity and substance in teaching and learning

By

Robert A. Miller*

INTRODUCTION

A renowned professor returned home from teaching one day and showed his wife a class evaluation filled out by one of his students. He beamed as his wife read the student's words. "If I had only one hour to live, I would choose to spend it in your class". She turned over the evaluation form and smiled as she asked him, "Did you read the other side, dear?" "Why no", he replied, "there's more?" On the other side the student wrote, "Because one hour in your class seems like an eternity."ⁱ

Students bring with them into the Business Law classroom their own histories, interests, abilities, dreams and goals. They are inspired or bored, engaged or detached depending on a number of factors, some of which are within the control of the professor and many of which are beyond the control of the professor. A recent article explored the issue of students' perception of "relevance" to classroom engagement and noted that "... survey research has found that students who perceive course content as relevant to their needs, goals, and interests are more motivated to study for the course and to see more value in the material than students whose instructors are not perceived as communicating the relevance of the content".ⁱⁱ Several other articles have addressed the impact and effectiveness of Student Response Systems (SRS), commonly known as "Clickers", in increasing both student engagement and learning in Higher Education and in the teaching of law. This paper will explore the issues raised by those articles and apply Keller's ARCS motivational model and student perceptions of relevance theory to Mazur's Peer Instruction (PI) methodology and the use of "Clickers". It will conclude with four specific recommendations for using "Clickers" in the Business Law classroom.

RELEVANCY OF LAW

Today's college students are coming of age in an era when the world in which they grew up is changing drastically. The repercussions of war, an economic meltdown, earthquakes, tornadoes, hurricanes and oil spills have been part of their daily news cycle, and most likely reflected in the eyes of family and friends. State and local governments continue to reel from the financial stresses placed on governmental programs as a result of these tragedies and the fierce economic storm that continues battering the length and breadth of the United States and the world, wiping out companies, devastating personal net worth, and leaving heartache, hardship and insecurity in its continuing wake. Though there are no statistics to back the claim, it is probably safe to say that there is not one student in a Business Law class whose life has not been touched by these tragedies. However, while some are keenly aware of how these events have affected their lives, many are not. And many more have not given considered thought to how, as a direct result of these tragedies, their futures will be affected by the political battles being waged, laws passed, lawsuits filed, and court decisions handed down and debated. It is the challenge given the Business Law professor to make them relevant to the students. Different professors will use various and differing strategies in approaching the issue of relevancy of the material being presented in class, whether in a traditional classroom setting or on-line through e-learning. For many years this author has put at the top of his syllabus the following quotation from Justice Oliver Wendell Holmes, and refers back to it in discussions of the rationale of a legislature in enacting a law or a court in reviewing a law.

The life of the law has not been logic; it has been experience. The felt necessities of the time, the prevalent moral and political theories, intuitions of public policy, avowed or unconscious, even the prejudices which judges share with their fellow-man, have had a good deal more to do than the syllogism in determining the rules by which men should be governed. The law embodies the story of a nation's development through many centuries.ⁱⁱⁱ

In writing of student's perceptions of relevance strategies used by professors, Muddiman makes note of Petty and Cacioppo's Elaboration Likelihood Model (ELM), which explains that when people feel that information is relevant, i.e. has "significant consequences for their own lives", they are motivated to retain the information longer and to elaborate (think more deeply) about that information^{iv}. The same article cites the Keller ARCS motivational model, which like the ELM model deals with the issue of motivation in learning and outlines four steps or components in that process: "A" attention, which involves gaining the interest of the students; "R" relevance, which deals with the relation of students' personal needs to instruction resulting in increased motivation; "C" confidence, which refers to student expectations and their understanding

* Professor of Law and Management, Brennan School of Business, Dominican University, River Forest, Illinois

their likelihood for success; and “S” satisfaction of outcomes, which “recognizes that the outcome of the situation will influence whether the student will want to repeat the behavior in the future.”^v Keller’s website outlines his four ARCS categories and provides three subcategories for each as found in Diagram 1 below^{vi}. His website addresses the underlying psychological constructs for each category, but further elucidation of those categories is not necessary for the purposes of this paper this paper.

Diagram 1: Keller ARCS Model

A	Attention	<ol style="list-style-type: none"> 1. Perceptual arousal 2. Inquiry arousal 3. Variability
R	Relevance	<ol style="list-style-type: none"> 1. Goal orientation 2. Motive matching 3. Familiarity
C	Confidence	<ol style="list-style-type: none"> 1. Learning requirements 2. Success opportunities 3. Personal control
S	Satisfaction of Outcomes	<ol style="list-style-type: none"> 1. Intrinsic reinforcement 2. Extrinsic rewards 3. Equity

MAZUR’S PEER INSTRUCTION METHODOLOGY (PI) AND STUDENT RESPONSE SYSTEMS (SRS)

An oft-quoted remark raises the question of whether a lecture is but a process by which the notes of a professor become the notes of a student without passing through the minds of either.^{vii} Eric Mazur developed his Peer Instruction methodology as a result of grappling with such a question. In writing the *Foreword* to a book on the use of Clickers in the classroom he recounted his epiphany. His own words bear repeating.

Have you ever found yourself standing in front of your class in the middle of a lecture and wondering what the world is going on in the minds of your students? You look around the classroom. Some students are busy scribbling in their notebooks. A few are dozing off. Many are staring blankly at the screen or blackboard. Or are they just daydreaming? You pause and ask, “Does anyone have any questions?” Silence. Those who were scribbling continue to scribble. The ones who were staring at the screen look down when they notice you looking in their direction. The ones who were dozing off now seem to be fast asleep. “Any questions?” you repeat. The lack of response is agonizing. What is going on in their minds? Did they all understand what you just told them, or are they so totally lost that they don’t even know what to ask? If you are like me, chances are you will assume they are all right with the material and move on with the lecture. Most lectures are a one-way transfer of information from the lecturer to the students, and I discovered the hard way that this one-way transfer is very ineffective at helping students master information.^{viii}

His only regret, he later tells us, is that he loves to lecture.^{ix} Business Law professors also love to lecture, but as an article in *The Law Teacher* challenges us, “...we must be willing to step outside the box of traditional law school methodologies and into a new paradigm of legal education,” and our “...students must leave their role as scribes, faithfully and passively recording our words of wisdom with minimal thought or understanding.”^x But what form would this new paradigm take?

The *Chronicle of Higher Education* noted in an article aptly titled “Short and Sweet: Technology Shrinks the Lecture” that lectures, whether in the traditional classroom or on-line format, would better serve today’s students if they were reformatted, within the larger block of allotted course time, as a series of mini-lectures of no more than twenty minutes each.^{xi} Bligh, in his seminal work, *What’s the Use of Lectures?*, concludes “...that a lecture of twenty to thirty minutes is long enough unless there is varied stimulation.”^{xii} Mazur’s Peer Instruction (PI) methodology structures class time around brief presentations that alternate with short conceptual multiple-choice questions and interactive student discussions.^{xiii} He began

with a simple show of hands as the means for responding to the questions and then used flashcards (which he notes are inexpensive and never prone to technological glitches). As new technologies developed he began experimenting with the use of a wired network of hand-held remotes by which students would respond to the questions and now his use of these “clickers” has become the prime example of the use of Student Response Systems. However, as Mazur is quick to point out, “...it is not the technology but the pedagogy that matters.”^{xiv} Mazur’s pedagogical approach is diagrammed below. It has been widely and successfully adopted due in part to the ease with which “[t]he choice of questions, the amount of time devoted to each question, the amount of lecturing, and the number of questions per class can and should be adapted to best suit a particular context and teaching style.”^{xv}

Diagram 2: Mazur’s Peer Instruction (PI) Methodology

1	Lecture	<ol style="list-style-type: none"> 1. Consists of a number of short presentations (7 to 10 minutes) on key points 2. Purpose: Elaborates on the reading(s), addresses potential difficulties, deepens understanding, builds confidence and adds additional examples.
2	Question	<ol style="list-style-type: none"> 1. The purpose of the question is to probe the students understanding of the issue presented. 2. The professor reads the question that is projected to the entire class using PowerPoint and the clicker system. 3. The students are given 1 or 2 minutes to THINK before committing to a response. 4. Once all students have committed to their individual response, the professor views a distribution of responses on his/her monitor.
3	Discussion	<ol style="list-style-type: none"> 1. If between 35% and 70% of the students answer correctly, students are asked to discuss their answers among themselves. 2. Students are encouraged to find someone with a different answer and to try and convince each other of the correctness of their own answer by explaining their underlying reasoning. 3. Two to four minutes is allotted for discussion. 4. If more than 70% answer correctly, the professor gives a brief explanation and moves on to the next concept; if less that 30% answer correctly, the professor revisits the concept in more detail before polling again.
4	Re-Question	<ol style="list-style-type: none"> 1. After discussion, the students are asked to answer the question a second time. (Answers may have changed based on the discussion.) 3. Students are shown the results of both polls.
5	Clarification	The professor then gives a two-minute explanation of the correct answer, and, if necessary, poses another related question.
6	Repeat	Then the professor moves on to the next concept, repeating the process. Mazur covers three to four key points in an hour-long lecture.

Mazur sees his methodology as turning upside down the traditional information-transfer model of education. “The responsibility for gathering information now rests squarely on the shoulders of the students. They must read material before coming to class, so that class time can be devoted to class discussions, peer interactions, and time to assimilate and think.”^{xvi} He, as well as several literature reviews, conclude that the use of “clickers” increases student engagement and learning, provides useful feedback to both students and instructors about the level of understanding of the subject under discussion, and perhaps most importantly forces students to think.^{xvii} The article in *The Law Teacher* cited above, refers to the MacCrate Report and the importance of the thought process in legal education. Referring to law students the article states:

It’s time to wake them up and give them a reason to think about what they are hearing. We must engage them and provide opportunities in the classroom for them to explore, apply, and puzzle out answers for themselves. We must ask them to analyze and assess their understanding and reasoning, identify strengths

and weaknesses in their analysis, and develop strategies that will enable them to apply critical thinking to any possible problem or issue. With a critical thinking approach, the students have opportunity to think rather than memorize, argue effectively rather than recite, think of possible implications of the law rather than prepare an outline.^{xviii}

These concerns should be directed to the Business Law student as well, and Keller's ARCS model is useful tool for examining further the effectiveness of clickers in applying Mazur's Peer Instruction methodology in a Business Law classroom.

ARCS and PI APPLIED TO THE BUSINESS LAW CLASSROOM

The first component of Keller's model, "attention", involves obtaining and retaining student interest and ensuring they are engaged. Mazur sees one of the major benefits of his methodology is that it "continuously actively engages the minds of the students."^{xix} Clickers help them to be focused and engaged by requiring them to commit to a thoughtful response by producing an electronic "deliverable – an outcome, result, or product that demonstrates their learning."^{xx} This electronic "commitment to an answer engages students and motivates them to want to know if they answered the question correctly, to know their peers' thoughts on the question, and to hear what their instructor has to say about it."^{xxi} But it also speaks to the second component of Keller's model, "relevance". As we have seen, objectively, the subject matter of a Business Law course is relevant to each and every student's life, but two aspects of Peer Instruction and clickers, taking ownership of a response and making sense of it, demonstrate subjective relevance. After the requisite minute or two to think about a question, each individual student is asked to take a physical action and commit to a response by pushing a button on a clicker, thereby taking ownership of their answer and having a stake in the ensuing discussion. The pure physicality of handling and operating the clicker engages the body as well as the mind, helping to keep the student focused on the task at hand – relating to the topic under discussion. As a result, when they choose an incorrect response they are more apt to listen to an explanation of the correct answer because the explanation now has relevance for them.^{xxii} The third component of Keller's model is "confidence". Clicker technology allows for two approaches to display a level of confidence in question responses within a multiple-choice format. Perhaps the easiest and simplest way to include a confidence level measure would be to include an "I don't know" choice in an attempt to minimize random guessing. Some clicker programs allow for the display of a single bar chart showing both the chosen responses and a level of confidence in those responses – e.g. high, medium or low confidence, which provide an opportunity for students to give further thought to their response and weigh their answer in relation to their choices and confidence level. The fourth and final component of Keller's model is "satisfaction". Positive feedback is a powerful motivator and clickers provide each student immediate feedback that a traditional lecture format can never equal.^{xxiii} They also provide an opportunity for reticent students to actively participate in ways they would never do in a traditional format. Finally, in displaying a distribution of student responses, clickers not only give students an appreciation for how well they understand the material but how well they understand it relative to their peers.^{xxiv}

RECOMMENDATIONS

In an attempt to avoid the dreaded silence and blank stares mentioned by Mazur in the quotation above, this author has, for many years, used four techniques to try and stimulate student involvement in the traditional lecture format of his classes. Enrollment in the course is capped at thirty students, allowing for some degree of participation by each student. At the beginning of the term students are randomly given four individual assignments, which are relevant to our discussion and are being adapted to use clickers and Peer Instruction methodology.

1) What's Happening? Following the traditional format, each class begins with a "What's Happening?" presentation in an attempt to address Keller's second component - relevance. Each student is randomly assigned a class period at the beginning of which s/he is asked to present a two-minute news brief, summarizing an article, newspaper clipping, or news report relevant to the legal aspects of the course. The subject matter of the news brief does not have to directly correspond to the subject matter of that particular day's class, but must have a legal relevancy. The students fill out and hand in a preprinted form giving their name, date, title of the article or news item, its source, whether it is a local, state, national or international item, a short paragraph summarizing the story, another short paragraph stating the relevance to class, and finally any comments they may wish to make about the story. Only occasionally does a presentation trigger much discussion, but frequently a presentation allows the professor to comment, relating the topic to an issue we covered or will cover. By adapting this exercise to a clicker format each individual in the class actively participates by responding to a clicker question dealing with the presentation. It may take the form of a general stock question assessing whether there is agreement or disagreement on the issue or a more specific question that is generated by the professor on the spot. Either way each student in class has now responded to the presentation and the professor has a basis on which to create a comment apropos of the presentation and class response.

2) Summary of Previous Class. Following the traditional format, each student is assigned one (1) class period during which s/he would assume the responsibility of responding to questions from the professor and/or class regarding material presented

in the previous class. This may take place at the beginning of a class period or anytime during a class period where material from the previous class comes up for discussion. Given the number of class meetings and number of students, several students may be assigned for the same date. The purpose of the exercise is an attempt to provide some feedback both for the student and the professor as to how well the material presented is being assimilated and understood. It allows for correcting misconceptions, clarifying ambiguities and reviewing important topics. It also assures that someone will have to speak and time does not have to be spent seeking a respondent or depending on one or two students who feel comfortable in that role. In his book dealing with creating active learning environments Bruff mentions how clickers can be used for “summative assessment” – assessment that “measures what students have learned at the end of some set of learning activities”.^{xxv} Adapting this approach to the author’s “Summary of a Previous Class” exercise, a multiple-choice question, reviewing material presented in a previous class, is presented to the class at the beginning of the class period. Students are then given just one minute to think about their answer and then respond. The distribution of responses is shared with the class, and depending on the topic and percentage of correct responses, either we move on quickly or revisit the concept. Within a ten-minute period, material is reviewed with input from the entire class instead of just one or two students and the ground laid for the remainder of the class.

3) Case Analysis. Following the traditional format, each student is assigned one case to present to the class. In presenting the case the student must state the facts of the case, identify the issue before the court, explain the rationale for the court’s decision, take a position on the issue and explain their rationale for concurring or dissenting with the court’s opinion. Adapting this exercise to a clicker format, the student would still make a five minute presentation of the case to the class, but that presentation would be followed by a clicker question asking each student to take a position either concurring with or dissenting from the decision of the court. The professor then reveals the distribution of responses and has a four-minute discussion with the student presenter and/or the class in general, further explicating issues involved with the case. Depending on the case and issue a longer segment could be developed. Below examples of ten minute, twenty minute and thirty minute segments will be outlined and can be adapted to this exercise.

4) Legal Eagle. Following the traditional format, each student is assigned one class period during which s/he assumes the responsibility of being the Legal Eagle for that class. As Legal Eagle the student is responsible for responding to questions from the professor regarding readings assigned for that day, and being actively involved in class discussion. This exercise assures that someone has read carefully all the material assigned for that day, will speak about it, and time does not have to be spent seeking a respondent or depending on one or two students who feel comfortable in that role. The student fills out and hands in a preprinted form with their name, date, chapter(s) assigned, two points or topics the student would like to stress, a question about the readings, and any comments. Mazur writes of a somewhat similar pre-class assignment asking students to respond to the question, “[w]hat did you find difficult or confusing about the reading? If nothing was difficult or confusing, tell us what you found most interesting. Please be as specific as possible.”^{xxvi} Bruff addresses the use of clickers with these types of exercises:

In many courses, students are expected to complete reading assignments before class so that they can draw on those readings as they participate in a class session. One way to encourage students to complete reading assignments is to administer a reading quiz using clickers at the start of a class session. Even asking very straightforward questions about the reading can motivate students to complete reading assignments. ... These results can help shape the remainder of the class session as the instructor responds to expressed student difficulties with the reading.^{xxvii}

The Legal Eagle exercise is easily adapted to Mazur’s Peer Instruction methodology and the use of clickers and can be formatted for anywhere from ten minute to thirty minute segments. This author has adopted three variations for following a clicker format with the Legal Eagle exercise: A) a ten minute segment, B) a twenty minute segment and C) a thirty minute segment. A) A ten-minute segment involves a basic concept where the professor would make a short four-minute presentation on a key point or concept. The professor then projects on a screen and reads a clicker question. After one minute thinking about the question, the students respond using their clickers. Before revealing the distribution of responses, students seated next to one another have two minutes to discuss their responses. If they both agree, they turn to a student who disagrees. Finally, the students are shown the distribution of the answers and the professor gives a two-minute explanation of the correct answer. B) A twenty-minute segment involves a difficult concept where the professor would make a ten-minute presentation on the key point or concept, followed by the students having one minute to think about a clicker question before responding. A four-minute discussion between students ensues. Students are encouraged to find someone who disagrees with their answer. Then the students answer the same question a second time to see if the discussion generated any changes in answers. Finally, the professor reveals the distribution of answers and provides a three-minute explanation of the correct answer. C) A thirty-minute segment involves a complex concept where the professor would make a five-minute presentation on a complex point or concept, followed by the students having one minute to think about a clicker question before responding. After responding, there would be a four-minute discussion between students. Students are encouraged to find someone who disagrees with their answer. Then the students are asked to answer the same question a second time to see if the discussion

generated any changes in answers. The professor reveals the distribution of answers and provides a three-minute explanation of the correct answer. This would be followed immediately by a second related question, further clarifying the point or concept and the process described above is repeated.

Use of the clicker format involves the entire class rather than one or two students, as has been the case using the traditional format, and the professor is better able to gage understanding of a topic or concept across the entire class. Success of a particular segment is readily seen in the reaction of the students, increased enthusiasm and scores on subsequent quizzes. “According to research, students learn more and retain knowledge longer when they actively struggle with issues and problems than they do when they passively listen to lectures.”^{xxviii} Based on data collected from his classes as well as other classes comprising a wide range of disciples and academic setting from around the world, Mazur has reported that “learning gains nearly triple with an approach that focuses on the student and on interactive learning.”^{xxix} However, Mazur is quick to emphasize that “it is not the technology but the pedagogy that matters” and that “the majority of uses of technology in education consist of nothing more than a new implementation of old approaches.”^{xxx} His methodology changes the approach as well as the implementation.

Diagram 3 below outlines a ten-minute, twenty-minute and thirty-minute segment for applying Peer Instruction and clickers to a Legal Eagle exercise in a Business Law class, as discussed above. The format is similar to Mazur’s general lecture/clicker methodology outlined in Diagram #2 above.

Diagram 3: Three variations for a Legal Eagle clicker-based exercise

	10 Minute Segment	20 Minute Segment	30 Minute Segment
ACTIVITY	Basic concept (one question)	Difficult concept (one question)	Complex concept (two questions)
Professor: key point/concept	04 minutes	10 minutes	05 minutes
Students: Think before answering clicker question	01 minutes	01 minutes	01 minutes
Students: discussion with neighbor	02 minutes	04 minutes	04 minutes
Students: answer question a second time	na	01 minute	01 minute
Reveal Distribution of answers	01 minutes	01 minute	01 minute
Professor: explanation of correct answer	02 minutes	03 minutes	03 minutes
Professor: poses a related question	na	na	05 minutes
Students: Think before answering clicker question	na	na	01 minutes
Students: discussion with neighbor	na	na	04 minutes
Students: answer question a second time	na	na	01 minute
Reveal Distribution of answers	na	na	01 minute
Professor: explanation of correct answer	na	na	03 minutes

CONCLUSION

In his play, *A Man for All Seasons*, Robert Bolt puts the following words into the mouth of Thomas More: “God made the angels to show Him splendor, as He made animals for their innocence and plants for their simplicity, but man He made to serve Him wittingly in the tangle of his mind.”^{xxxi} As educators our challenge is to clarify the tangles of our student’s minds, not to add to them. However, just as different professors have different teaching styles, different students have different learning styles. In any given classroom the professor’s predominant teaching style may not mesh with one or several of the learning styles preferred by individual students in that class. As a result, we truly need our wits about us as we utilize different teaching methodologies and media in attempting to facilitate the learning of many new terms and concepts that all students are exposed to and expected to understand in their study of Business Law.

FOOTNOTES

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- ⁱ Newton Minow, *Television Values and the Values of Our Children*, *Journal of Art & Entertainment Law*, Spring 1996, at 193 (with apologies for paraphrasing his story).
- ⁱⁱ Ashley Muddiman & Ann Bainbridge Frymier, *What Is Relevant? Student Perceptions of Relevance Strategies in College Classrooms*, *Communication Studies*, April-June 2009, at 130-132.
- ⁱⁱⁱ OLIVER WENDELL HOLMES, *THE COMMON LAW* 1, (Little Brown 1923) (1881).
- ^{iv} PETTY, R. E., & CACIOPPO, J. T., *ATTITUDES AND PERSUASION: CLASSIC AND CONTEMPORARY APPROACHES*, 132, (Wm C. Brown Company Publishers, 1981), cited in Muddiman, *supra* note 2, at 132.
- ^v KELLER, JOHN M. 383-434, *INSTRUCTIONAL DESIGN THEORIES: AN OVERVIEW OF THEIR CURRENT STATUS* (C.M. Reogeluth ed., Lawrence Erlbaum 1983); John Keller, *Development and the Use of the ARCS Model of Motivational Design*, 10 (3) *Journal of Instructional Development*, 2-10 (1987), cited in Muddiman, *supra* note 2, at 132; see also <http://www.learning-theories.com/kellers-arcs-model-of-motivational-design.html>.
- ^{vi} <http://www.arcsmodel.com/Mot%20dsgn%20A%20cate.htm>
- ^{vii} Eric Mazur, *Farewell, Lecture?*, 323 *SCIENCE* 50, 51 (2009).
- ^{viii} DOUGLAS DUNCAN, *CLICKERS IN THE CLASSROOM*, v, (Pearson - Addison Wesley 2005).
- ^{ix} Mazur, *supra*, note 6.
- ^x Vicki Eggers and Joni Larson, *Teaching Outside the Box: Focus on Learning*, *The Law Teacher*, Fall 2008 at 10.
- ^{xi} Jeffrey R. Young, *Short and Sweet: Technology Shrinks the Lecture*, *Chronicle of Higher Education*, June 20, 2008, at A9.
- ^{xii} DONALD A. BLIGH, *WHAT'S THE USE OF LECTURES?*, 52, (Jossey-Bass 2000).
- ^{xiii} Catherine H. Crouch and Eric Mazur, *Peer Instruction: Ten Years of experience and results*, 69 (9) *Am. J. Phys.*, 970, 970 (2001); Mazur, *supra*, note 6; Eric Mazur, *Peer Instruction: an Overview*, <http://www.turning-talk.com/mazur/article-intro-jun09>.
- ^{xiv} Mazur, *supra* note 6.
- ^{xv} Crouch, *supra* note 12 at 973.
- ^{xvi} Mazur, *supra* note 6 at 51.
- ^{xvii} DEREK BRUFF, *TEACHING WITH CLASSROOM RESPONSE SYSTEMS: CREATING ACTIVE LEARNING ENVIRONMENTS*, 5, 197-204 (Jossey-Bass 2009).
- ^{xviii} Egger *supra* note 9 at 12.
- ^{xix} Mazur, *supra* note 6 at 51.
- ^{xx} Bruff, *supra* note 16 at 199.
- ^{xxi} *Id.* at 200.
- ^{xxii} *Id.* at 29.
- ^{xxiii} Bligh, *supra* note 11 at 65.
- ^{xxiv} Bruff, *supra* note 16 at 42, 197-204.
- ^{xxv} Bruff, *supra* note 16 at 63.
- ^{xxvi} Crouch, *supra* note 1110 at 973.
- ^{xxvii} Bruff, *supra* note 16 at 67.
- ^{xxviii} Joseph M Mula and Marie Kavanagh, *Click Go the Students, Click-Click-Click: The efficacy of a student response system for engaging students to improve feedback and performance*, 3 (1) *e-Journal of Business education & Scholarship of Teaching*, 1, 4 (2009).
- ^{xxix} Mazur, *supra* note 6 at 51.
- ^{xxx} *Id.*
- ^{xxxi} ROBERT BOLT, *A MAN FOR ALL SEASONS*, 126, (Random House 1960).