EXECUTIVE SUMMARY

What is it?
Law Without Walls™ (LWOW™) is an experimental, part virtual, educational model designed to spur innovation in legal education and practice.

Objectives/Main Outputs
1) To establish a new, collaborative, educational “course” intended to foster innovative ideas for evolving and improving legal education and practice.

2) To create POWs (Projects of Worth) that develop creative ideas for how to solve current problems, issues, or inefficiencies in legal education and practice.

Strategies and Tactics
Collaboration among leading, forward-thinking legal institutions, academics, practitioners, entrepreneurs, and students from within and outside the United States.

- **Year One Participants:** University of Miami School of Law, Harvard Law School, Fordham Law School, New York Law School, Peking University (TSL), University College London.

Active learning techniques focused on team building skills, role playing, idea generation.

Virtual, interactive guest presentations by thought leaders in legal education, law practice, business, and entrepreneurship.

Case study investigation methods to explore/uncover problems in legal education or practice.

Use of web 2.0 virtual technology to connect participants across the globe.

Development of a wiki to capture the evolution and innovation in legal education and practice as well as act as a forum to invite new thinking for a range of contributors.

A ConPosium - a nontraditional part in-person, part virtual meeting where both students and academics present ideas on how to innovate education and practice -- and academics, practitioners, and entrepreneurs provide feedback.

Creation of a "safe environment" where anyone can feel comfortable to promote an idea without the possibility of ridicule or "loss of face."
SYNOPSIS
Law Without Walls™ is a collaborative academic model, spearheaded by Michele DeStefano Beardslee at the University of Miami School of Law, that brings together students, faculty, practitioners, and entrepreneurs from around the country and the world to explore innovation in legal education and practice. Students from Fordham Law, Harvard Law, Miami Law, New York Law School, Peking University, and University College London will be paired up with another student, an academic mentor, and a practitioner mentor for a series of virtual conversations. The goal for each student is to conduct research to identify a problem in legal practice or education. Then, over the course of the semester, the student will develop a Project of Worth (POW) that will offer creative solutions to the identified issue. Students will also have access to an entrepreneur advisory board and a subject expert board to ensure that the POWs are practical, realistic, and desired. In order to cultivate working relationships between students, academics, practitioners, and others, Law Without Walls™ kicks off overseas, at University College London in January 2011. It culminates with a ConPosium at the University of Miami in April 2011 where students will present their POWs on panels alongside leading academics and practitioners. Law Without Walls™ is an exciting and unique opportunity for students to collaborate across institutions and countries, gain business, entrepreneurial, investigative research, and team building skills and, more than that, invaluable experience and insight into the world of law and business. Above all else, Law Without Walls™ engages those with a stake in Law’s future and provides them with a powerful vehicle for innovation and change.

Key Components
Collaboration Across Countries and Institutions: Initially, Law Without Walls™ will take place over one semester and include six law schools from within the United States and outside the country: University of Miami School of Law, Harvard Law School, Fordham Law School, New York Law School, Peking University (STL), University College London.¹ Two to four students from each law school will be selected by their home institution based on previous work experience, a personal statement addressing an experience responding to a problem or challenge, and law school performance particularly in relevant law school courses such as Legal Profession, Professional Responsibility, Ethics, Public Interest Law, International Law, Administrative Law, and Business Associations.²

Real-Time Reciprocal Virtual Classes: Students will attend two-hour, real-time virtual, interactive classes once a week throughout the semester.
• Guest Presentations: Lead academics, practitioners, and entrepreneurs will conduct bi-monthly, 2-hour, virtual, real-time, interactive presentations that explore trends, needs, and new innovations in legal education and practice and the challenges of, and possible solutions to, the ever changing legal and business marketplace. To date, presenters and topics include:
  o The Future of Legal Services in a Digital Age (Richard Susskind)
  o Emotional/Professional Intelligence Training (Bill Henderson)
  o Tips for Legal Services Start-ups - Venture Capitalist POV (Jon Callaghan)

¹ Eventually, LWOW can be expanded to two semesters and include participation from business schools.  
² Each home institution determines the specifics for the selection process.
• **Active Learning**: The Faculty Director of LWOW™, Michele DeStefano Beardslee, will lead bi-monthly active learning sessions during which students will participate in role-playing, team building, brainstorming, and idea generation exercises. Students will present and provide feedback to one another on their research and progress.

**Team Work and Case Studies**: Each student will be paired with a student from another law school in another city and together will produce a POW (project of worth) within their assigned topics. A wide-range of topics will be developed by entrepreneurs, lawyers, and academics prior to the start of LWOW™. Potential topics include:

- Virtual Law Firms and Virtual Legal Education Programs
- Use of Technology to Innovate Legal Services (e.g. SeriesSeed.com)
- Community/Social Networking Among Law Firms and Companies
- Trends in Outsourcing
- New Ethical Challenges Stemming From Advances in Technology
- Disaggregation of legal services (competition for legal service)
- Publicly Held Law Firms in the UK and Australia
- The Effect of Globalization on Governmental Agencies
- The Impact of Technology on the Delivery of Community Service
- New Professional Service Firms for Progressive Law Firms
- Developments in Interdisciplinary Education
- Global Regulations and their Impact on Legal Services (e.g., emotional and professional intelligence training for lawyers and/or law students)
- Judicial Globalization
- Judicial Interaction Across International Borders
- Emerging Ethical Issues in the Digital Age (e.g., conflicts of interest, attorney-client privilege, professionalism, etc.)
- Law Firm Workspace
- Supermarket/Walmart Law Firms
- Evolution in Access to Justice for Low-Income and Vulnerable Client Populations
- The Process and Accessibility of State Bar Ethics Opinions
- Alternative Billing Strategies (vs. the billable hour)
- Business Skills Training in Law Schools
- Information Flow Between Law Firms and General Counsels
- Evolution of marketing by law firms
- Litigation Funding
- Lawyer Entrepreneurs
- Courtroom Technology

In contrast to conventional research, students will conduct real, pragmatic investigations of at least one company or organization within their topic and employ case study methods of
research including interviewing people and conducting site visits. The resulting POW, however, could take many forms including a business plan for a new legal service, a new educational model, or other innovation. (See Examples Below)

- Examples:
  - Identified Problem: Hourly billing not meeting clients needs.
  - POW: iPhone App that allows clients to know instantly how many hours have been billed on each project by their outside lawyer
  - Identified Problem: Generally, law students graduate from law school without business skills and those few schools that do offer business skills training do so on an ad-hoc basis.
  - POW: Business plan that develops a new educational model for a roving mini-MBA-certification program that for law schools that can be taught over three years in intensive week-long seminars and/or summer.
  - Identified Problem: Law Firm office floor layout does not enable shared learning, open communication, and optimal work-flow.
  - POW: A three dimensional architectural model of the ideal law firm structure

*LWOW™ Wiki:* On a weekly basis, students will prepare written synopses of findings in an on-line shared space. By the end of the first LWOW™, we will have created the beginnings of a wiki that we intend to become the world’s authoritative, open-source, continually updated, online resource on current and future innovations within legal education and practice. The LWOW Wiki will include articles, research, projects, podcasts, and a blog.

*Virtual Mentoring, Feedback, and Role Playing:* Students will be assigned two mentors: one practitioner (or judge) and one academic to help guide their research and POWs.\(^3\) Student pairs will meet virtually for one hour with one mentor once a week (via Skype, Google, I Chat, or other video conference tool). Additionally, in LWOW™’s second year, students will be assigned student avatar-mentors and receive (and provide) mentoring and feedback on projects via a Second Life or Zynga-like virtual experience. In other words, students will, as avatars, play the role of mentor and provide feedback and guidance to each other in this virtual space.

*In-Person Interaction:* In order to cultivate working relationships between students, academics, practitioners, and others, Law Without Walls (LWOW) kicks off overseas, at University College London Law School, January 15-16, 2011. LWOW culminates with a ConPosium at the University of Miami School of Law in April 2011 where students will present their POWs on panels with leading academics, and practitioners.

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\(^3\) Each mentor will hold a virtual meeting every other week with one pair of students. Thus, the time commitment for LWOL is similar to that involved in overseeing a third-year paper. Participating schools may consider providing credits to mentors towards their required teaching load. Mentors are not required but are invited to attend the in-person events.
Assessment and Acolades: In this 3-credit academic model, students will receive and provide peer feedback and be assessed by mentors and the Faculty Director of LWOW™ on both their weekly wiki entries and final POW, which must include some type of written synopsis and oral presentation at the ConPosium in March.

Entrepreneur Advisory Board: An advisory board made up of leading entrepreneurs will be available as a resource to ensure that the POWs are practical, realistic, and desired.¹

Subject Expert Board: A board made up leading subject experts will be available as a resource to provide advice and help connect students with companies and people to investigate.

Legacy Creation: All virtual meetings, presentations, individual conferences, and mentoring sessions will be video recorded and later edited and included in the ConPosium podcast and potentially used in a CLE Course-in-a-Box in the future. (See below). Given that technology can sometimes fail, recording each session will enable viewing at a later time.

ConPosium: In April 2011, the University of Miami School of Law will host the first virtual/live ConPosium that will combine traditional conference style panels and presentations with virtual, live, interactive participation. Importantly, panels will incorporate student, academic, and practitioner presentations. It will premier edited videos of the presentations and teleconferencing sessions from Law Without Walls™ and it will be available virtually via a live podcast on the Internet. The ConPosium itself will be recorded and then eventually edited, video-visualized, and packaged into a Course-in-a-Box. Both real and attendees and those that partake in the Course-in-a-Box will be eligible for CLE credit.

Tangible Outputs: Law Without Walls™ will create the following: LWOW™ Wiki, Innovative POWs that address an issue in legal education or practice, fully edited video-visualized Course-in-a-Box, Academic Scholarship, and a new way of discourse and exchange between academics, students, practitioners, entrepreneurs, and current and future clients.

Technology Training/Costs/Commitments: Miami Law will pay for the access to the virtual technology that is used to connect participants and will train participants and an IT person at each participating institution. To ensure quality control, Miami Law will potentially loan Apple MacBooks to those students and lead faculty members of participating institutions that do not currently own appropriate and reliable computing devices. The beauty of LWOW™ is that the virtual weekly sessions can be attended from any location individually. However, there are two in-person events. Lead faculty from each institution and students should plan on attending. Each participating institution will determine how it will pay for its students’ airfare. However, the University of Miami will pay for the travel expenses of the lead faculty and arrange for or provide funding for the students’ lodging and most of the activities during the in-person visits. That said, students will be required to cover some incidentals and non-event related food costs. It is expected that the lead faculty at participating institutions will help run the in-person events by attending and giving presentations and, in some cases, leading small student break-out sessions.

¹ In terms of time, the only commitment for entrepreneur advisors is to respond to a few calls or emails by students over the course of the semester.