Transnational Crimes
Training-of-Trainers (ToT) 1
Curriculum Design and Faculty Development

Gujarat State Judicial Academy
January 24-26, 2024

Wednesday, January 24, 2024

10:00 a.m.   **Welcome & Re-introductions**

Maria Ladrón de Guevara, Program Manager, CEELI Institute

10:15 a.m.   **Activity: Brainstorm – Challenges in Transnational Crime Cases**
We will do a two-part group brainstorm:

1.   What are the most significant challenges judges face when assigned a criminal case with transnational issues?
2.   How do judges best learn new information? New skills?

Hon. Patricia Barksdale, U.S. Magistrate Judge, U.S. District Court for the Middle District of Florida
Hon. David Sanders, U.S. Magistrate Judge, U.S. District Court for the Northern District of Mississippi

10:45 a.m.   **Overview**
During this session we will review the goals for this project and discuss what will be covered during this first faculty development (TOT) workshop.

Mira Gur-Arie, Director, International Office, The U.S. Federal Judicial Center

11:00 a.m.   **Break (and Prepare for Presentations)**
Groups will spend 30 minutes preparing to present their topic and their preliminary ideas for their workshop session.

11:30 a.m.   **Activity: Team Presentations on Workshop Topics**
Each team will have 10 minutes to describe their session topic and ideas for the module. This will be followed by 10 minutes of feedback from the group.

1:00 p.m.	**Lunch**
2:00 p.m.	**Activity: Brainstorm – What Do Judges Need to Know How to Do?** Preparing judges for adjudicating cases involves more than offering an opportunity to learn code provisions and recent court judgments. Addressing judicial skills — tasks judges must perform — is an integral component of judicial education. We will collaboratively identify the skills most essential for Indian judges in transnational cases and discuss how to integrate a skills component into workshop topics. *Judges Barksdale & Sanders*
2:30 p.m.	**Curriculum Development** A curriculum is a planned sequence of learning activities that involves deliberate choices about content. Each session of a workshop is designed to achieve the workshop's goals through discrete learning objectives. During this session, we will explore the elements of curriculum design, touch briefly upon adult education, and discuss the importance of using learning objectives as an anchor for each workshop session. *Mira Gur-Arie*
3:00 p.m.	**Break**
3:15 p.m.	**Activity: Writing Exercise – Draft Learning Objectives** Each team will draft four learning objectives for their 3-hour workshop module and prepare to present their draft objectives to the group.
4:15 p.m.	**Activity: Team Presentations of Learning Objectives** Each group has 10 minutes for its presentation, including feedback and questions from colleagues.
5:15 p.m.	**Anatomy of a Workshop Session** As you will see over the course of this project, preparing to deliver a workshop session, no matter its length, involves a number of stages. This session will deconstruct workshop planning process. *Mira Gur-Arie & Maria Ladron de Guevara*
5:30 p.m.	**Day Concludes**

10:00 a.m.   **Activity: Quiz**
We will open the day with a short quiz reviewing some of the concepts covered yesterday.

Maria Ladron de Guevara

10:10 a.m.   **What is a Learning Activity and Why Use Them?**
The best way to master a new subject or skill is to teach it. The second-best way is to practice applying new knowledge and using new skills. Learning activities provide an opportunity to integrate learning activities into a workshop session. There is a vast menu of learning activities. During this session, we will explore eight examples – **brainstorm, lightning rounds, group discussion, think-pair-share, quiz, practical/writing exercises, fishbowl/demonstrations** – and discuss the components of an effective learning activity.

Judges Barksdale & Sanders

11:00 a.m.   **Activity: Think-Pair-Share – Selecting Learning Activities**
What learning activity best fits for each topic? Working with a partner who is NOT your module partner, each pair will have 30 minutes to discuss what type of learning activity works best for each workshop session. We will reconvene and each pair will have 8 minutes to make its presentation and try to persuade colleagues of their choices.

11:45 a.m.   **Break**

12:00 p.m.   **Activity: Think-Pair-Share (Cont'd)**
Each pair has 8 minutes to make its presentation and try to persuade colleagues of their choices. The large group will select learning activities for each session.

12:45 p.m.   **Lunch**

1:45 p.m.   **What is a Content Outline?**
Purpose and structure will guide preparation for your session. We will review how to develop an outline of substantive content. This outline will evolve as you develop subject matter expertise and will serve as the backbone for your session.

Mira Gur-Arie

2:00 p.m.   **Activity: Fishbowl – Content Outline**
US faculty will distribute a content outline for a 30-minute session on case management strategies in human trafficking cases and demonstrate how the outline is used to guide the session.

Judges Barksdale & Sanders

2:45 p.m.	**Activity: Writing Exercise – Draft a Content Outline**
	Each group/participant will use this time to develop a <u>preliminary</u> outline for their session content. Faculty will move from group to group to provide guidance. When you complete your outline, have 12 copies made. Distribute to group and faculty during the break. Prepare present outline and offer feedback to colleagues.
	Mira Gur-Arie
3:30 p.m.	**Break**
3:45 p.m.	**Activity: Draft Content Outline (Cont'd)**
5:00 p.m.	**Activity: Presentations of Content Outlines**
	Each participant will have 5 minutes to present their session outline, followed by 10 minutes of feedback from colleagues. We will continue with the presentations tomorrow morning.
5:30 pm	**Wrap-Up**
	Questions and a preview of tomorrow.
	Maria Ladron de Guevara

Friday, January 26, 2024

10:00 a.m.	**Activity: Presentations of Content Outlines (cont.)**
	Each participant will have 5 minutes to present their session outline, followed by 10 minutes of feedback from colleagues.
11:00 a.m.	**What Makes a Good Fact Pattern?**
	Sometimes called a 'hypothetical,' a fact pattern should realistically reflect a scenario that a judge may encounter in the courtroom. We will discuss the qualities and characteristics of a strong fact pattern.
	Mira Gur-Arie
11:30 a.m.	**Break**
11:45 a.m.	**Activity: Large Group Writing Exercise – Draft Workshop Fact Pattern**
	Participants will work together to draft a transnational crime fact pattern that raises each topic covered in the workshop.
1:00 p.m.	**Lunch**
2:00 p.m.	**Activity: Fact Pattern (cont'd)**
	We will discuss the draft fact pattern and make modifications.

3:00 p.m.   **Activity: Lightning Round – What Makes a Good Discussion Question?**
Class discussion, whether with all participants together or in smaller groups, is an excellent method for exploring the complexities of a legal or procedural issue. Not all discussion questions are created equal. During this session, we will consider how learning objectives drive the content and scope of discussion questions and strategies for crafting both narrow and more open-ended questions – a skill especially helpful when using fact patterns.

Judges Barksdale & Sanders

3:30 p.m.   **Break**

3:45 p.m.   **Workshop Session Plan**
Successful teaching requires preparation and planning. We reviewed the components of a content outline earlier in this workshop. During this session, we discuss a template to assist instructors with planning their session.

Maria Ladron de Guevara

4:00 p.m.   **Preparing for TOT Two**
During this final session, we will review the expectations for TOT Two and what tasks each team should complete in the intervening months:
- Workshop Session Plan
- Content Outline
- Learning Activity

Mira Gur-Arie & Maria Ladron de Guevara

4:15 p.m.   **Team Conferences**
Each team will have a 15 minute meeting with US faculty to discuss their content outlines and any questions about the assignments for the next TOT workshop.

5:15 p.m.   **Program Concludes**