



Transnational Crimes

Training-of-Trainers (ToT) 1

Curriculum Design and Faculty Development

Rajasthan State Judicial Academy
January 30 – February 1, 2024

Tuesday, January 30, 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. Charmiane G. Claxton, U.S. Magistrate Judge, U.S. District Court for the Western District of Tennessee
Hon. Noelle C. Collins, U.S. Magistrate Judge, U.S. District Court for the Eastern District of Missouri

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)

Judge-teams will have 30 minutes to prepare: each team will offer a preliminary description of its topic and the legal and procedural issues they will address during their module.

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 Claxton & Collins

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. We will explore the elements of curriculum design, touch briefly upon adult education, and discuss the importance of using learning objectives/outcomes 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/Outcomes

Each team will draft four learning objectives/outcomes for its 3-hour workshop module and prepare to present their draft to the group.

4:15 p.m.

Activity: Team Presentations of Learning Objectives

Each team 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 the workshop planning process.

Mira Gur-Arie & Maria Ladron de Guevara

5:30 p.m.

Day Concludes

Wednesday, January 31, 2024

10:00 a.m.

Activity: Quiz

We will open the day with a short quiz reviewing some of the concepts covered yesterday and illustrating different types of quiz questions.

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 Claxton & Collins

11:00 a.m.

Activity: Think-Pair-Share – Selecting Learning Activities

What learning activity best fits for each topic? Why? 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 and the rationale behind this choice. We will reconvene and discuss the recommendations.

11:45 a.m.

Break

12:00 p.m.

Activity: Think-Pair-Share (Cont'd)

We will discuss each pair's recommended learning activities, going topic by topic.

12:45 p.m.

Lunch

1:45 p.m.

What is a Content Outline?

A content outline sets forth the structure and content of a workshop session. Purpose and structure guide its development. We will review how to write 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 delivery of a workshop session.

Judges Claxton & Collins

- 2:45 p.m.** **Activity: Writing Exercise – Draft a Content Outline**
Each team/participant will use this time to develop a preliminary outline for their module/session content. Faculty will move from group to group to answer questions. When you complete your outline, email to Krishna/Ankita.
- Mira Gur-Arie*
- 3:30 p.m.** **Break**
- 3:45 p.m.** **Activity: Draft Content Outline (Cont'd)**
- 5:00 pm** **Wrap-Up**
Questions and a preview of tomorrow.
- Maria Ladron de Guevara*

Thursday, February 1, 2024

- 10:00 a.m.** **Activity: Feedback for Content Outlines**
We will divide into two groups, each with two teams. Participants will have 10 minutes to review their colleagues' content outlines and prepare to offer feedback. There will be 20 minutes (per team) for feedback.
- 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 elements 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. One participant will facilitate this exercise and the NJA representative will be the scribe.
- 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 Claxton & Collins

3:30 p.m.

Break

3:45 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:

- Content Outline
- Learning Activity Plan (handout)

Mira Gur-Arie & Maria Ladron de Guevara

4:00 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 TOT TWO.

4:30 p.m.

Program Concludes