



**Teaching with Analytical Dialogue Workshop
at Vilnius University Faculty of Law
Visiting Professor Charles Szypszak**

The Workshop: This workshop for current and future law teachers is an opportunity to learn more about an effective analytical teaching method. It will consider this Socratic method's advantages and limitations, and give some experience in its use in study of a familiar case. All who attend must actively participate in the discussions and exercises, because participation is the essence of this teaching method. The workshop will be in English, with an understanding that it is not most participants' first language.

The Method: Learning should improve students' ability to think analytically, which involves identifying the elements of questions and problems, looking for analogical patterns, isolating logical flaws, and seeing from differing perspectives. Effective engaged dialogue aims at developing such analytical abilities. The notion of Socratic dialogue may be easy to envision, but there is little practical guidance about how to develop and lead it effectively. The recommendations in this workshop are based on pedagogical research and practice, and on feedback from students and teachers in applied workshops.

Required: Before the second day, all participants must be familiar with *Vasiliauskas v. Lithuania*, App. No. 35343/05, Eur. Ct. H.R. (Oct. 20, 2015), available at: <http://hudoc.echr.coe.int/eng/?i=001-158290>

Agenda

First day

Introduction to the use of analytical dialogue (1 hour)

Core techniques: isolating logical fallacies, and analogical problem solving (3/4 hour)

Method ground rules and pitfalls (3/4 hour)

Second day

Experiential dialogues in study of *Vasiliauskas v. Lithuania*, with feedback (1/2 hour each)

Participant one as leader, all other participants as students:

What facts and procedural history make this case important to study?

Participant two as leader, all other participants as students:

What is the majority's analysis?

Participant three as leader, all other participants as students:

What is different about the dissenting analysis?

Discussion: Barriers to implementation in academic work in general (1 hour)

Charles Szypszak is Albert Coates Distinguished Professor of Public Law and Government at the University of North Carolina at Chapel Hill, USA, where for many years he has taught law and leadership to undergraduate and graduate students and public officials. Before joining the UNC faculty in 2005, he was a director of a law firm in New Hampshire, USA. He has taught law and teaching method as a visitor at universities in Poland, Russia, and Switzerland.