type mirrors the legislative proposal process of Article V, Vile thinks this type of convention would be wise when Congress as a whole is malfunctioning, congressional rules are effectively blocking all amendments, or when institutional interests are blocking needed amendments.

¶98 The third type is the limited constitutional restructuring or updating convention. This type of convention would be used to remedy systematic problems in the operation of government or to update the language of the Constitution to the public's current understanding of it. The last type is a convention to rewrite or replace the Constitution. Vile explains how this type of convention would mirror the Convention of 1787, but the convention would be called under the authority of Article V.

¶99 Vile concludes by exploring the literature behind selecting delegates for an Article V convention and considers who should or should not serve. In addition, he looks at the literature behind the process of calling the convention and how it should operate. Through this study, Vile suggests that Congress pass legislation addressing all of these aspects of an Article V convention in advance of a convention being called. He concludes with his own proposed legislation, which is similar to Senator Orrin Hatch's proposed Constitutional Convention Implementation Act of 1985 that died on the floor of the Senate.[33]

¶100 *Conventional Wisdom* would be an excellent addition to any academic law library. No prior constitutional knowledge is required outside of a basic understanding of American governance. Vile does a superb job of evaluating the existing literature behind Article V conventions and addressing both the attributes and apprehensions in his proposed legislation for implementing an Article V convention. Though an Article V convention has never occurred, *Conventional Wisdom* makes the possible process seem a lot less daunting.

Wolff, Lutz-Christian, and Jenny Chan. *Flipped Classrooms for Legal Education.* Singapore: Springer, 2016. 138p. $54.99.

Reviewed by Louis M. Rosen[*]

¶101 Most law librarians who teach legal research classes have been using a flipped (or inverted) classroom method for years. Assigning a combination of reading and video or audio lectures for students to watch or listen to before class frees up valuable classroom time for interactive, hands-on activities to simulate real-world practice scenarios; makes abstract concepts from the reading and lectures more concrete; encourages collaboration; and allows instructors better opportunities to assess students' progress.

¶102 But for much of the legal academy, professors accustomed to years or even decades of lecturing throughout classes and relying on the Socratic method, the flipped classroom model of teaching may be unfamiliar or even intimidating. It is often up to us, my fellow law librarians, to introduce professors to the latest technological innovations for teaching and assessment, and Lutz-Christian Wolff and Jenny Chan's new book, *Flipped Classrooms for Legal Education*, would definitely be

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33. Constitutional Convention Implementation Act of 1985, S. 40, 99th Cong.

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a useful tool for introducing our faculties to flipped classrooms. Wolff is a professor of law and dean of the Graduate School of the Chinese University of Hong Kong (CUHK), and Chan was his research assistant. While the book deals with their study of flipped law classes in Hong Kong, their techniques and results are universal and would certainly apply to U.S. law schools. They also conducted a detailed literature review and consulted the websites of law schools in the United States, United Kingdom, Australia, New Zealand, and Asian countries for flipped classroom policies and techniques.

¶103 After establishing the definition of flipped classrooms used above, Wolff and Chan's longest chapter discusses the approach's pedagogical feasibility, comparing and contrasting the new method to traditional lectures and the Socratic method. The authors argue that flipping improves the learning experience by increasing flexibility for varied in-class activities, improving students' technological skills, and meeting students' expectations as digital natives. They cite studies that show flipping the classroom improves learning outcomes and leads to more positive student evaluations. Flipping meets the higher levels of learning activities in Bloom's taxonomy—the analysis, synthesis, and evaluation activities that are often left out of traditional classroom instruction, which by necessity focuses on the lower-order activities like knowledge acquisition and comprehension.

¶104 Wolff and Chan next compare the pros and cons of video versus audio lectures, point out potential problems with flipping, and raise valid concerns, like the relatively limited data available to them, since it is still such a new concept. Even the most comprehensive studies do not focus on legal education, so they have only so much value to law professors considering flipping. The authors also point out resistance to flipping from the points of view of faculty, institutions, and students, which are all valid and worth considering. They conclude that flipping does not replace in-class instruction, nor should it; online lectures in any format should exist only to *supplement* hands-on, in-person instruction, and there is no pedagogical method that is perfect for every situation.

¶105 A shorter chapter on developing flipped classrooms is divided into sections on planning, production, and distribution. The planning section contains some of the sagest advice in the book, warning professors to start small and possibly just flip one or two units or lessons at first, rather than flipping an entire established course, which would be very labor-intensive. The production section is extremely useful, listing software and techniques for recording lectures in white board, screen capture, or audio-only formats; warning to take student preferences into account; and listing possible technical challenges.

¶106 The rest of the book is a case study of why and how the authors flipped their Law of International Business Transactions II class at CUHK in early 2015. While this example may not be immediately useful for U.S. law professors or librarians considering flipping their own courses, it provides the rationale behind making the decisions they made and how they evaluated everything. It was a successful experiment that confirmed their theories, namely that flipping a classroom is not as hard as it seems, and that students, for the most part, would enjoy the change. But they caution that it was a small class, so this cannot be the final word on assessing the success of flipped classrooms.

¶107 The book includes an appendix with a useful checklist of planning, production, and distribution processes for any professor considering a flip or any librarians working with them to assist, as well as surveys Wolff and Chan used that others can adapt. I think this book belongs in any academic law library collection with sections for pedagogy, teaching techniques, educational technology, or working with learning outcomes and assessments. Although most of this is not new to law librarians, we can use this book to introduce doctrinal faculty to these new methods and possibly help them experiment and adapt. *Flipped Classrooms for Legal Education* is a short book that is easy to read, but it will require us to market it to faculty to get them interested.