

This book unapologetically refuses to let tradition get in the way of effective teaching and learning. To that end it drastically departs from any previous texts used for the study of law.

- Any teacher using this book and teacher's manual will be doing active learning, providing constant formative assessment, using the modern pedagogical techniques of alternative contextualization, spaced repetition, interleaving, flipped classrooms and pre and post learning testing.
- The teacher's manual is designed so that even teachers totally unfamiliar with civil procedure can use only the casebook and teacher's manual to expertly teach the subject while seamlessly employing modern pedagogy. The casebook and teacher's manual also allow experienced teachers to do this but leave room for optional doctrinal nuance development in response to the directed reading questions.
- Active learning is, at its core, the realization that the more students do the more they learn. As a result, every chapter in this book and the accompanying directed reading questions are essentially discovery sequence exercises designed to facilitate active learning. The result is higher student readiness and doctrinal understanding at the beginning of classroom sessions than typically observed in the traditional brief cases and then come to class model.
- Ultimately then every classroom session is a flipped classroom session.
- The book deliberately uses a technique called alternative contextualization to facilitate student cognitive schema formation. The book repeatedly forces students to draw a parallel between new material they are learning and material they have previously learned and to explain the new material in the context of the previously learned material. The aim is to deliberately revisit previously learned principles in the context of new material being learned to make both contexts more understandable. Alternative contextualization necessarily incorporates spaced repetition and interleaving.
- The book contains many active learning exercises which force students to read the rules more carefully than they otherwise would in the traditional passive casebooks.
- The directed reading questions are discovery sequence exercises. Students read the cases and material for the specific purpose of answering the directed reading questions. **STUDENTS SHOULD NOT BRIEF** the cases but should answer the directed reading questions instead.
- The teacher's manual is unprecedented in its detail. It contains complete answers and explanations to every directed reading question asked and suggestions for additional teaching points that can be made when covering the material. And there are diagrams and explanations that allow the teacher to present the material multi-modally to maximize classroom engagement.
- The directed reading approach is also specifically designed to function in an asynchronous or synchronous on-line setting if the professor chooses to use online instruction rather than traditional face to face instruction methods.
- Assessment is continuous and built into every single lesson. Students can compare their pre-classroom answers to the directed reading questions with their post-classroom answers and understand where gaps in their understanding of the material exist. Teachers can randomly sample the answers to the pre and post classroom directed reading questions to assess whether the students are understanding the material.

- There are also some exam/review questions at the end of a few chapters with the full explanations in the teacher's manual.
- The diagrams in the teacher's manual are designed to be lifted and made into PowerPoint slides to facilitate student understanding if the instructor chooses to.

To achieve such revolutionary pedagogical innovation some significant changes to traditional editing and case layouts are employed. For example:

- No internal citations are included in the cases unless the citations facilitate the use of spaced repetition and interleaving to reaffirm concepts already learned. Quotation marks remain so the students and teacher understand the material was quoted from a source not included in the casebook.
- There are no notes after the principal cases. Students have never read notes after principal cases and they make learning the material disjointed and difficult.
- There is no prefatory text. Exactly like notes, students find prefatory text distracting and pointless.
- The book uses they and their as singular non-gender specific pronouns as frequently as possible where such use will not be confusing to the reader.
- Many case excerpts are shorter than in traditional casebooks and the book itself contains fewer cases, relying where possible on directed reading questions and active learning material that force students to parse the language of the rules.