

law the students learn in their clinics and coursework. And using asynchronous online materials helps students more thoroughly learn what they need to know. For example, students can rewind and rewatch online content as often as they want until they're comfortable with the lessons they're being taught.⁵

All this helps give students a feeling of security. By using ICLE resources, Bauer says, students learn that "there is help out there after graduation and that they are not alone when it comes to finding someone to connect to and resources that are practical and real with more substantive information. With ICLE, they get up-to-date information from practicing attorneys. They also get tips and tricks on the law as applied, not just theory." Moreover, because students access these materials for classroom purposes in the same online manner as many practitioners do when using them for continuing legal education, students can preview how they might fulfill their professional obligations after joining the bar to stay current on changes in the law and develop new skills.⁶

For Smolinski, ICLE also provides peace of mind for instructors. "We live in the time of Google," she explains. "I don't care if that's where you start, but you can't end there. I'm much more comfortable knowing students find what they need using ICLE resources."

Looking to the future

ICLE continues to analyze the best ways to work with Michigan's law schools to help students while they are in school and as they transition into practice. As schools continue to shape their approaches to legal education to meet the demands of the market and the legal profession, ICLE hopes to continue to play an evolving role. Communication with students, clinical instructors, law librarians, and other law school faculty and staff will be essential. Increased emphasis on demonstrations, how-to guidance, and accessible content will help as ICLE continues to help law schools prepare future Michigan lawyers. ■



Rebekah Page-Gourley works with ICLE contributors to update and edit ICLE publications and online resources in the litigation, negligence, and employment law practice areas. She plans and develops new products and leads several initiatives geared toward building and maintaining a diverse contributor base and improving outreach to law students and new lawyers. Page-Gourley also works with Michigan law school librarians and staff to help law students use ICLE's resources in their clinics and practical classes.

ENDNOTES

1. While its original focus was publishing print books and producing live seminars, ICLE has grown to include a collection of searchable online content, including forms, how-to kits, books, checklists, and on-demand seminars (webcasts with legal discussion, insights, and practical demonstrations). For more information, please see icle.org.
2. All quotations in this article are from emails or phone conversations between the person quoted and the author.
3. To be sure, whether and to what extent law schools could or should teach their students via distance learning pre-pandemic was far from settled. See, e.g., Lieberman, *States Limit Spread of Online Education*, Inside Higher Ed (January 23, 2019) <<https://www.insidehighered.com/digital-learning/article/2019/01/23/new-york-maintains-restrictions-around-online-programs-amid>> [<https://perma.cc/3NQ4-AZQQ>]. In August 2020, the ABA revoked its previous law-school accreditation standard dealing with distance learning and folded that standard into the rules addressing substantive changes in law school programs ("Standard 105"), see Ward, *Law schools should have flexibility in responding to 'extraordinary circumstances'*, ABA House of Delegates says, ABA Journal (August 3, 2020) <<https://www.abajournal.com/news/article/various-legal-ed-proposals-approved-by-aba-house-of-delegates>> [<https://perma.cc/SSP5-B8FS>]. The end result is that "[a]n ABA-approved law school may grant up to one-third of the credit hours required for the J.D. degree for distance education courses. . . . If a law school wishes to grant more than one-third of the credit hours required for the J.D. degree for distance education courses, it must apply for a substantive change under Standard 105. . . ." *A Guide to ABA Approved Distance Education*, ABA (December 14, 2020) <https://www.americanbar.org/groups/legal_education/resources/distance_education/> [<https://perma.cc/78S2-BEBE>]. All websites cited in this article were accessed February 9, 2021.
4. See, e.g., Becker, *What Will—Or Should That Be Might?—Law School Look Like This Fall?: Teaching Law in the Midst of a Pandemic*, 99 Mich B J 44 (August 2020).
5. Many legal educators emphasize that students' ability to self-direct their learning is a key component of effective distance education. E.g., Swift, *Give It a Try, It's Not So Bad: Utilizing Distance Learning in First-Year Legal Research and Writing Courses*, 32 The Second Draft 30, 31–32 (Fall 2019), available at <https://www.lwionline.org/sites/default/files/2020-07/Volume%2032%2C%20No.%202_1_0.pdf> [<https://perma.cc/5JVR-QMPB>].
6. For example, many states adjusted their CLE requirements in light of the pandemic to expand lawyers' ability to satisfy their CLE obligations by taking online classes. E.g., *CLE Resources and Rules Updates: Changes during the COVID-19 Crisis*, Cooley LLP (September 21, 2020) <<https://www.cooley.com/news/insight/2020/2020-04-01-cle-resources-and-rules-updates>> [<https://perma.cc/SS6H-JKR4>].



MONEY JUDGMENT INTEREST RATE

MCL 600.6013 governs how to calculate the interest on a money judgment in a Michigan state court. Interest is calculated at six-month intervals in January and July of each year, from when the complaint was filed, and is compounded annually.

For a complaint filed after December 31, 1986, the rate as of January 1, 2021 is 1.330 percent. This rate includes the statutory 1 percent.

But a different rule applies for a complaint filed after June 30, 2002 that is based on a written instrument with its own specified interest rate. The rate is the lesser of:

- (1) 13 percent a year, compounded annually; or
- (2) the specified rate, if it is fixed—or if it is variable, the variable rate when the complaint was filed if that rate was legal.

For past rates, see <http://courts.mi.gov/Administration/SCAO/Resources/Documents/other/interest.pdf>.

As the application of MCL 600.6013 varies depending on the circumstances, you should review the statute carefully.