

ALL-SIS Legal Research and Sourcebook Committee
Legal Research Roundtable
Sunday, July 26, 2009
Washington, DC

I. Teaching Beginning Legal Research

1. Teaching Online Resources:

- How many let Lexis/Westlaw vendors teach legal research to first years?
 - One library (Gonzaga) teaches basics, lets vendors do small pinpoint things
 - CUNY – no restrictions. Allows 1Ls to take as many vendor courses as they like, separately, on their own. Taking these classes is strongly encouraged.
 - Arizona – students must attend at least a one-hour class from each vendor
 - Fordham – basic Lexis and Westlaw orientation from the reps themselves. Classes by instructors try to teach proper use of Lexis and Westlaw. No longer “embargo” the passwords of 1Ls.

2. Standalone legal research classes vs. Integrated with Legal Writing:

- Two – Ohio State and CUNY – have completely separate courses/grades for Legal Research

3. Texts Used in Basic Legal Research, and What Sources are We Covering?

- Maryland State Law Library (6 hours for judicial staff – clerk’s office, assistants):
 - Text written by librarian
 - 2 pages per topic
 - Resources covered:
 - Government information/structure
 - Primary law (codes, cases, regulations)
 - Some federal, mostly Maryland
 - Secondary sources
 - Digest-intensive
- Fordham – what they cover for 1Ls:
 - Cases
 - Statutes
 - Administrative Law
- CUNY – full year standalone course
 - Legislative history
 - Statutes/regulations (5 classes)
 - Secondary sources

4. Should we teach regulations/administrative law to first-year students?

- Many students end up doing this work in their 1L summers
- Many 1Ls do not know the difference between statutes and regulations

5. Teaching legal research as a process, not a set of discrete, separate things

- 5 W's:
 - Who, what, where, when, why = a way to do issue spotting
 - Thinking in context

6. Issue spotting:

- How do you teach it if you are not comfortable with it?
 - Train yourself
 - Read books – legal research and writing
 - “The Process of Legal Research”
 - Remember: we know more than the students about issue spotting

7. Biggest thing we can do for students is be accessible – introduce ourselves.

- They forget grammar, etc.
- Many things we can help them with
- Huge leap between 1Ls and 2Ls, we should remember that
- Workshops on practical use required as part of 2nd year legal research courses

8. Teaching Process of Legal Research/Plan separate from Legal Bibliography (in class sessions, not as a full course):

- A few places do this
- How do we instruct students best about research being an iterative process without one right way?
 - Let students approach it on their own at first, then look at their different issue spotting/starting places/processes in class
 - They talk to each other and work it out

9. Issue spotting > Research Plan > Evaluating Results, How to Know When You're Finished

- Let students know they will gain confidence as they get experience
 - Feel comfortable being uncomfortable
- Stress secondary sources
 - Using the right ones will allow them to find almost all of the law they need
- Show them how to find the law with primary sources
 - If they find the same that they found in secondary sources, good
- Triangulate things
 - If everything is coming together, not finding anything else outside the system, things are looking good. Students probably still will not be too confident
- Ask students on the assignment: why did you decide to stop here?
 - Asking for feedback sometimes makes them think: how did I know to stop?

10. Evaluation Methods – Test What Students are Learning in Class:

- Multiple choice exams
 - What is jurisdiction, etc. Things they need to learn but we don't necessarily need to see the "process" on. What is the Federal Register, etc. Forces them to learn stuff. Very successful at CUNY.
- Final exams
 - Two sections:
 - Multiple choice
 - Essay portion
- Ungraded assignments + final projects
- Writing a motion in LRW combined course
- Survey Evaluation
- Talk to second years as they come back from a summer of work
- Multiple choice quizzes
- Take home assignments
- Split courses – half lecture, half in-class assignment
 - Laptops required
 - Lots of Lexis and Westlaw in class
 - Print resources become take-home part of assignment

11. Best Practices for Designing Legal Research Courses:

- Integrating Legal Research with substantive courses
- Can we teach them statutes using the subjects they are studying? Secondary sources? Doesn't seem as much like "extra work"
- Splitting course sessions between lecture and hands-on
- In class-assignments are nice, because students don't get frustrated and stop like they do when they are researching on their own
 - Less discouragement
 - Level of interaction between students is amazing
 - Outside distractions (internet, Twitter, sleeping) seem to be lessened
 - Students are so bored by lectures and the Socratic method that they are happy/relieved to do something different
- Link up with Clinics
 - Real world problems and solutions
- Solicit questions/problems from practitioners

12. How Can We Better Prepare Graduates for Practice?

- Teach them hands-on stuff
- Teach them the various sources
- Teach them the relationships between the different sources of law and research
- Repetition

13. Essential Print Resources to Teach 1Ls?

- Statutes

- Using the index is important
- Secondary source
 - Show how it is arranged like the other books – index, table of cases, etc.
- Digests
 - Descriptive word index exists only in print
 - Is it still important to teach it to show how the law has traditionally been categorized and classified into specific areas?
 - Is searching the descriptive words in the headnotes close enough to the descriptive word index to justify teaching them in print?
 - “Funneling of thought” – older paradigm that students are no longer learning
 - Students think differently now because they are used to doing all of their searching online

14. Information Literacy

- Students do not come into law school with good research skills, but they think they do
- Information literacy is something that we need to teach but it is not on our plate yet
- Concepts that can be put into the research plan – evaluating sources, etc.
- Can we teach it as we teach research?
- Something that probably needs to be addressed

II. Non-Lexis and Westlaw Resources

1. Ways to market Non-Lexis/Westlaw Resources?

- At BYU offer a class in how to find PDFs; market it through the law review and law journals; teaches people how to use resources to find PDFs needed by the journals for cite checking so heavily attended
- Using Westlaw price lists to discuss other sources by showing the costs associated with Westlaw searches.
- LRW faculty offer students extra points for their classes if they attend the seminars and short classes offered by librarians.
- She assumes that the Westlaw trainer trains new attorneys on Westlaw, and therefore, spends her time with new attorneys focusing solely on other resources.
- Hein is an easy sale for attorneys because they can see the benefit of the PDFs offered there.
- Using Practitioners to discuss their experience with legal research; this includes practitioners from a variety of different practice areas, including

solo practice, who may not have access to Lexis and Westlaw to underscore the reality.

2. Timing problem? When should we offer courses on using alternative resources?

Problem: many students don't understand the reality of the need to understand how to research beyond Lexis and Westlaw until after they have had some exposure to practice.

Problem: Proposes that we offer a mid-summer, Saturday program for students who might be working locally and expose them to other resources and answer questions while they are actually practicing.

3. Will students use free/low cost resources, like Fastcase/Casemaker to find cases? How do we teach it?

Karen: her law library teaches Fast Case as a one hour workshop. Students can receive points in their LRW classes if they attend these workshops.

Galen: Librarians try to teach Casemaker, because it is freely available to all the members of the Utah State Bar. However, most students do not use it.

Steven: Students have to think that a result is going to be better than Lexis and Westlaw, not just that something is cheaper. Hein is an easy sale because we can show how it is better very easily.

Brent Johnson: can now show how much of the information available through the GPO online is better. FDSYS has made searching for GPO content online much easier. What about using attorneys or firm law librarians to talk about the cost factor?

Todd: Lord, Locke Bissell's memo to attorneys to use low cost resources first before running searches in Westlaw.

Steven: Another idea is to have the attorney who made the research assignment come and discuss the types of assignments given and how different resources can be used to complete those assignments.

4. Tips for teaching low cost legal research?

Steven: Make the vendors talk about low cost research from the beginning.

Todd: going beyond keyword searching

Karen: BNA has a handout about the effectiveness of keyword searching versus searching using subject indexes. Very useful to show the differences between searching techniques.

Galen: likes to emphasize how useful using digest searching online combined with keyword searching can be. Also, show the use of indexes particularly when working with statutory research.

5. How do we incorporate print materials in legal research training?

Olivia – At the department, they hold onto the print, but it is a challenge to get people to start with print secondary sources. They usually only go to the print after their other searches have failed.

Try to teach secondary sources first

Focus on upper level students who have some experience working in practice who might understand more the need for print.

Others believe to teach 1Ls print early on so that they can have some experience with it before going into practice.

Olivia – really, we need to understand that it is a hybrid research world and there are multiple tools that they will need to use and that they should be comfortable using any of them.

III. Teaching Advanced Legal Research

1. Characteristics of advanced legal research (“ALR”) classes offered at various schools represented –

- Several schools either did not currently have an advanced legal research class or were just starting to offer one
- Most classes seemed to be one- or two-credit; a few were three-credit
 - Consensus that it is difficult with a one-credit, and even with a two-credit class, to have enough time to both catch students up on basic legal research skills they are lacking and teach more advanced skills
 - ALR is required at Marquette, U. Maryland, and Thomas Cooley
- Many schools team-teach ALR classes (i.e., several teachers divide-up the various class topics and each is in charge of a couple of classes over the course of the semester)
- Many schools have Lexis, Westlaw reps come in to teach one of the ALR class sessions; consensus was that it is best to keep a tight rein on what these sessions cover, in particular to make sure that the reps focus on terms and connector (Boolean) searching rather than natural language searching
 - Washington & Lee has the Lexis and Westlaw reps do one session together, providing a side-by-side comparison of the products for students – the participants liked this idea

- Many ALR classes are capped to relatively small number of students (e.g., Suffolk’s is 20 people)
- Participants generally start their ALR classes with introductions on building a research plan/getting started in research, and several then moved on to secondary sources; some people started with case research, and Suffolk starts with statutes

2. Challenges related to students’ skills levels –

- Consensus was that it is difficult to define what “advanced” legal research skills are, largely because many students come into ALR classes without the *basic* legal research skills one would expect
- To address the varying levels of skills that students start ALR classes with, some teachers give a skills assessment test at the beginning of the semester so they know what skills to focus on

3. Texts –

- Several participants said their students generally rate the ALR texts they use relatively poorly (this is not necessarily a reflection on the texts, but rather on the way students are using them/students’ expectations); potential way to address this is by telling students to use the book differently than texts for other law school classes – as a reference when needed, rather than reading cover-to-cover
- Books used include J.D.S. Armstrong & Christopher A. Knott, *Where the Law Is: An Introduction to Advanced Legal Research*; Morris L. Cohen & Kent C. Olson, *Legal Research in a Nutshell*
- Washington & Lee puts together a coursepack rather than using a textbook

4. Teaching tips –

- Suffolk has students complete a worksheet before each class, which they then discuss during class; helps keep students engaged in the class discussion
 - But, she does a lecture first (before worksheet) for the administrative law topics
- Teachers are generally less concerned with students getting “right” answers than with understanding the appropriate process for legal research and exploring ways to improve their process
- Lexis/Westlaw –
 - need to emphasize Boolean searching over natural language searching
 - need to encourage students to see themselves as savvy consumers of these services – and to understand the services’ limitations/pitfalls – rather than as just passive users

- need to make sure students understand the limitations of the Keycite/Shepards services
 - Real-world examples – we should incorporate practice-oriented tips into ALR classes; bringing in former practitioners to speak to students about legal research in the real world is one way to do this; also need to make sure students know to reach out to more experienced attorneys at their firms for research help
 - Google – general concern that students are too reliant on Google, Wikipedia; several teachers suggested that rather than ignore or bad-mouth Google teach students good Googling skills and then guide them into the specialized legal research databases
 - Grading – Suffolk bases it on pre-class worksheets, discussion, short paper early in the semester evaluating a web site, and long paper at end of semester (a research guide/pathfinder)
- 5. Useful publications discussed –
 - Julie M. Jones, *Not Just Key Numbers and Keywords Anymore: How User Interface Design Affects Legal Research*, 101 Law Library J. 7 (2009) – teachers thought this was a useful article because it discusses how Lexis, Westlaw are designed to guide users into the most expensive, least effective databases and away from treatises, Table of Contents features, etc.
 - One participant commented that it is useful to show students how to customize their Lexis, Westlaw homepages to make it easier to get to the resources they should be using most (e.g., secondary sources, databases for jurisdictions they practice in, etc.)
 - Susan Nevelow Mart, U.C. Hastings (*one of the roundtable participants), is drafting an article that will give an empirical comparison of Lexis/Shepards and Westlaw/Keycite; preliminarily, her research shows that the different databases' results for the same searches vary more widely than one would expect

- Judith Lihosit, *Research in the Wild: CALR and the Role of Informal Apprenticeship in Attorney Training*, 101 Law Library J. 157 (2009) – discusses how new attorneys use informal networks of other attorneys at their firms to perform research effectively

IV. Teaching Foreign and International Law Research

1. FCIL Research Classes

- Yale
 - Stand-alone FCIL research class
 - ½ semester, 1 credit, 1 2-hour class per week
 - Pass/No pass
 - Low enrollment in the Fall (~2-5 students), higher enrollment in the Spring when 1L students are allowed to enroll (~10-15 students)
 - No graded assignments
 - FCIL component in Advanced Legal Research
 - 2 class sessions: 1 international (mostly treaties and UN documents) and 1 foreign
 - Workshops/training for certain classes, journals
 - Clinical programs
 - 2-5 hour session at beginning of semester
 - Very effective
- University of South Carolina
 - Stand-alone FCIL research class (started Spring 2009)
 - Full semester, 2 credits, 2 1-hour classes per week
 - Letter Graded
 - Graded assignments: Problem sets, research assignment, final exam
 - FCIL component in ALR
 - 1 class session: US treaties
 - Workshops/training for certain classes, journals
- Chicago-Kent
 - FCIL component in ALR
 - 1 class session: basic review of treaties and foreign law
 - Workshops/training for certain classes, journals
- Loyola University Chicago
 - Stand-alone FCIL research class (started Spring 2008)
 - 14 weeks, 1 credit
 - Letter Graded
 - Graded assignment: 5-10 page pathfinder, research assignments

- FCIL component in ALR
 - 1 class session: US treaties
- Osgoode Hall
 - Liaison program with graduate students to provide one-on-one guidance in FCIL research
- Hofstra
 - FCIL component in ALR
 - Workshops/training for certain classes, arbitration team
- LA Law Library
 - MCLE classes
 - Conference presentations

2. Helpful Resources

- International and Foreign Legal Research: A Coursebook, by Marci Hoffman and Mary Rumsey
 - <http://www.amazon.com/International-Foreign-Legal-Research-Coursebook/dp/1571053123>
 - Great for syllabus and to put on reserve for students (expensive)
- FCIL-SIS syllabi and course materials website
 - <http://www.aallnet.org/sis/fcilsis/syllabinewsitesite.html>
- Hoffman and Berring's International Legal Research in a Nutshell, by Marci Hoffman and Bob Berring
 - <http://west.thomson.com/productdetail/135428/40403576/productdetail.aspx>
- A Basic Course in Public International Law Research, by Anthony Winer and Mary Ann Archer
 - <http://www.amazon.com/Basic-Course-Public-International-Research/dp/0761833099>
 - Includes CD and teacher's manual, nice assignments, written with an international law professor
- CALI Lessons
 - Helpful for students with no background in FCIL
 - Instructors can modify the lessons and restrict them only to students
 - The lesson on Customary International Law is particularly useful
- Buergenthal and Murphy's Public International Law in a Nutshell, by Thomas Buergenthal and Sean Murphy
 - Not a research nutshell, but still helpful

- GlobaLex guides
- Reynolds and Flores
- Duke and Berkeley International Legal Research Tutorial
 - <http://www.law.duke.edu/ilrt/>
- Form relationships with other FCIL librarians
- Bring in experts
 - Interview FCIL attorneys and find out what they actually do (for example, many attorneys work on finding background info, selecting counsel, working with foreign counsel)
 - Invite attorneys or professors (domestic or foreign) to class
- vLex
 - Making progress: search engine is getting better, price is going down
 - Covers many countries not otherwise available
- Kluwer Arbitration (<http://www.kluwerarbitration.com/arbitration/>)
 - Very expensive, reduced price for academic law libraries, but is the best for international commercial arbitration
 - Westlaw has some, but is not as comprehensive as Kluwer
- Questions from the reference desk can be good examples in class
- Teresa Miguel's Foreign Law Research Guide (by Country)
 - <http://www.law.yale.edu/library/countries.asp>
 - Brings together online guides/resources (WorldLII, GlobaLex, LLRX, Westlaw, Lexis, and others) by country

3. Assignment/Assessment Tools

- Loyola University Chicago
 - 3 research assignments each worth 10 points
 - 1 5-10 page pathfinder worth 40%
 - Can be used for research for a paper in another class/seminar with permission from the professor
 - Students are required to turn with notes, powerpoints, etc.
- Yale
 - No graded assignments, only readings
 - Smaller classes allow for very tailored classes
 - In a semester when only 2 students enrolled, the students were asked to research a legal issue in a particular country, then

- were able to compare their research strategy/techniques with each other and 3 librarians (each who researched different countries)
 - Students and librarians found it very effective
 - If possible, very helpful to find out what the students are doing in other classes/outside of school to tailor assignments/lectures
 - In larger classes, competition!
 - Assign 2 teams the same question, whichever team gets the answer first wins
- University of South Carolina
 - 2 short in-class problems per lecture (Typical class session: Lecture/problem/lecture/problem)
 - Not a lot of readings
 - Take home final exam
 - Diagnostic quiz for both FCIL research students and ALR students for the first class session
 - Survey Monkey allows collection of stats
 - Simple questions (i.e., What is the UST?)
 - Personal questions (What countries have you visited; what languages do you speak, what topics are you interested in?)
- Generally it's helpful to find problems students cannot Google or problems with no answers (although that's difficult)

4. Foreign Language Training

- Some schools offer legal Spanish or French classes for credit
 - Yale (through Spanish Department)
 - Columbia (Legal Spanish)
 - Cornell (Legal French)
 - Pittsburg (Learning French Through the Law):
<http://www.jurispub.com/091/learning-french-through-law>
 - McGill (French)
- Instituto Cervantes or Alliance Francais may offer classes in legal Spanish or French
- Legal Dictionaries
 - Helpful to introduce bilingual dictionaries in class, as well as Bieber's and Cardiff Index to Legal Abbreviations
[\(http://www.legalabbrevs.cardiff.ac.uk/\)](http://www.legalabbrevs.cardiff.ac.uk/)
 - Remember that the same language can be different according to country and the same word can mean different legal concepts in different countries
 - Mexican vs. Spanish vs. Argentine Spanish
 - UNAM has a great mix of publications
[\(http://www.unam.mx/EN/\)](http://www.unam.mx/EN/)

- Guillermo Cabanellas has written a good Argentine legal dictionary
- Dennis Kim-Prieto, Rutgers, is an expert on Spanish legal dictionaries
(http://www.aallnet.org/products/pub_1lj_v100n02/2008-14.pdf)
 - Portuguese vs. Brazilian Portuguese
 - French vs. Canadian French

5. Helpful Resources for Teaching Comparative Legal Research

- Ottawa website is invaluable: <http://www.juriglobe.ca/eng/index.php>
- Glendon, Carozza, and Picker's Comparative Legal Traditions in a Nutshell, by Mary Ann Glendon, Paola Carozza, and Colin B. Picker
 - <http://west.thomson.com/productdetail/141735/40639018/productdetail.aspx>
 - Focuses only on civil vs. common law
 - Not a legal research nutshell, but still helpful
- Oxford Handbook on Comparative Law
 - <http://www.us.oup.com/us/catalog/general/subject/Law/ComparativeLawandNationalLegalSy/?view=usa&sf=toc&ci=9780199296064>
- Federal Judicial Center Website
 - A Primer on the Civil Law System:
[http://www.fjc.gov/public/pdf.nsf/lookup/CivilLaw.pdf/\\$file/CivilLaw.pdf](http://www.fjc.gov/public/pdf.nsf/lookup/CivilLaw.pdf/$file/CivilLaw.pdf)
 - Free, easy to read, no copyright issues

V. Training Summer Associates/Bridging the Gap

Question 1: Is there a Bridge-the-Gap program at your law school?

One librarian said that Advanced Legal Research was a requirement at his school. Another librarian said that Advanced Legal Research is not required, therefore students who took ALR have been through much of what the BTG program covers, while others do not have that advantage.

The issue was raised as to whether the focus of such a program should be adjustment to law firms versus a truly legal research oriented program. One school talked about how their program is divided into subject concepts (e.g., civil, criminal, substantive [e.g., torts and contracts], process (e.g., “find applicable court rules”), and citations. Citations is particularly popular with their students.

Question 2: How do academic law libraries teach cost-effective legal research, since vendors don't share how they charge firms for searches?

Vendors defend this lack of information on the basis that firms have “flat rate contracts,” but just because a firm has a “flat rate” doesn’t mean that research on those systems is free. Charges are billed back to clients. Also, charges may be hourly or transactional. For hourly searches, the strategy is to get in and out of the system as quickly as possible; for transactional billing, the better strategy is to use the “focus” and “locate” features. It was mentioned that some state bars are concerned about the bill back for these services; what are the implications of state bar concern about this?

On the other hand, one person raised that point that law firm librarians are complaining that students have been intimidated about cost concerns to the point that they don’t want to use online databases at all: while it’s important to use them responsibly and efficiently, students should be encouraged to use them.

A participant asked what input the librarians had gotten from law firm librarians. One librarian said that local firms have input into their program and what it should include. One librarian reported seeking input from local firm librarians through surveys, but did not get much of a response. One reported hearing of a panel that included firm and academic librarians, but said that it did not go well. It was acknowledged that firm librarians often complain that summer associates’ legal research skills are inadequate. Statutory, regulatory, and court rule-driven research is not taught in depth in most law school curricula. One librarian noted that, in planning a program, it’s helpful to know ahead of time what area individual students will be working with at the firm. This library’s program offers six topics and allows students two electives among the six. One school’s program has speakers from alumni practicing in specific subject areas in the local law firm community, as well as the county law librarian, Lexis and Westlaw reps, etc.

Question 3: If you know non-Lexis and Westlaw services (e.g., Loislaw, Casemaker and Fastcase) are being used in law firms, how do you cover them in your BTG program?

Some librarians said they go over those alternative databases with students as part of their BTG program. One emphasizes to students that, ‘while those databases are not Lexis and Westlaw, here’s what’s good about them.’ Some states have their bar materials available through alternative services; Fastcase may be available for free. There was agreement that it’s difficult to cover those alternative databases in the limited time allowed for the programs. It was noted that most summer associates don’t seem to know what non-Lexis and Westlaw services are available at their firms. One librarian said she doesn’t teach Lexis and Westlaw at all because the reps are so active. She discusses them only broadly, but spends time covering free and alternative resources.

Question 4: How do you time the BTG program and how do you market it?

One school advertises by email, and brochures are sent out to firms and state agencies. They hold their program jointly with other schools. They invite summer associates to participate regardless of what schools the students come from. Small firms and agencies are especially inclined to send their students. In terms of timing, they advertise to firms at the end of February and to students in early April. They hold the training after finals.

The brochure, done in Publisher, is the first thing to focus on as it can take a long time to finalize while securing the necessary approvals.

The money for the program is part of the law library's annual budget. The program involves an online registration system, map and directions sent by email to participants. Lexis and/or Westlaw sponsored lunch for the first year only. CLE credit is offered (the program is also open to newly practicing attorneys), which adds another layer of bureaucracy. Drinks and snacks are other expenses. The school is considering dividing the program into two tracks, topical and basic, since the topical program may be too much. Classes on the style manual are very popular.

Another librarian reported that their program is offered right before finals. 3L training is after. Theirs focuses on resources rather than topics, though they also offer some topical coverage. A real challenge is how to make the whole thing work together without being repetitive. For example, "how do you start a research project?" is a threshold matter that could be covered in all topical classes, but once covered in one class becomes redundant in subsequent classes.

One librarian suggested that the best time is to "get them when they're scared," i.e., right before they're about to start their summer associate program. One librarian mentioned that two sessions for summer associates are offered, and around 25 total participants. These are interactive on the computer. Another library offers many more, but theirs are pure lecture style.

In terms of marketing, one program is advertised in the law school newsletter and flyers are put out. Word-of-mouth through relationships with students is also a good marketing strategy.

One librarian notes that a side benefit of the BTG training program is that it helps students to see the whole library as a resource and not just individuals they work with during the regular course of study.

Several librarians noted that it's very hard for students who work full time to attend their program.

A librarian with a robust BTG program (one that offers CLE) noted that the BTG program is a big commitment.

VI. How to Include New Technologies into Teaching Legal Research

1. What kind of technology, if any, is used at your law school?

- Classroom management software, Insight
 - Gives instructor control over workstations in room.
 - Exercises may be done as a group; problem may be "pushed" to the students
 - Can pick up someone's screen and show it on the monitor.
 - Privacy concern? Instructor asks for volunteers
 - It requires computer room – can be an expense.
- Polling
 - TWEN and CALI

CALI is helpful for using “off the cuff” in class. Does not need advance preparation. TWEN is more clunky. Need to set up 3-question poll in advance. Can’t see responses to question until all 3 questions have been answered. Not possible to build on previous responses.

Clicker

Students liked the immediate gratification (seeing results right away)
Professors liked the ease of use, similar to ppt, small learning curve
Can use it for quick review, anonymous, poll results show immediately

- Blogs

Can use blogs for legal research related information, tips, new legal resources, what is going on in the library/law school, research tips, information about summer access to databases, etc.

Some institutions have access point from their front page

Concern: how many people actually read it? Google-analytics run through blog, allows you to see traffic (as only an example of many providers)

Who’s in charge? Not regimented, entire reference staff can post, don’t need to post

every day but it is good to do so, so blog stays live and doesn’t become static. Posting can be on schedule or doesn’t have to be – depending on what people feel comfortable with.

Challenge: Finding something to say; how to collect info to be posted?

Librarians can divide up subjects by interest. Who is your audience? – Example of organized posting to a blog

- Facebook

Librarian Facebook page? Library Facebook page? Once again, what do you say there? Should librarians befriend law students? Is it more appropriate for law students to become fans of a library page?

Pitch at orientation

Can post hours, contest winners, links to interesting articles, can have blog automatically fed into facebook page, etc.

- Podcasts

Pitch idea to clinics, students, staff, faculty and their projects, can turn presentations into podcasts for preservation purposes, etc.

- Twitter

Like a micro-blog. Limited to 140 characters. Don’t need to re-type. Blog can be automatically fed into Twitter/Facebook, if desired. Can run through “bit.ly” and get short URL (or tiny URL, or others). Some allow you to see how many people clicked on link. Problem? Shortened URL is a mediator between source and permanent URL, how does this affect permanent access?

2. Anybody find teaching legal research harder because of new technology?

- Students don't understand proximity searching
- Wexis "dumbing down" search engines. Google-type searching appears easier to students than terms and connectors
- Solutions? Give 2 minutes at beginning of class to search, for example, all opinions by a particular judge. Show same search done in Wexis using fields, compare searches and results
- Have to catch up with students' knowledge of new technology. What will keep their attention? Who has time to Tweet? Can technology be used to keep their attention and to make it more fun?
- Instead of having library newsletter- use Twitter
 - Problem: some students find it creepy to have educational life intruding on their social life. Don't want library "friending" them. Back to the FB question of should students be just fans of a library? And follow library updates on Twitter if they so chose to? Rather than being friends with the librarians/faculty?

3. Do you think it's important for students to know about technology when they get out? Should that be part of legal research in law school?

- Students should know about office technology such as case management software
- Trainers can come in to discuss (i.e. Lexis Casemap). Esp. in clinics and legal writing
 - Casemap helps organize hypotheticals. Takes all docs and ties them together instead of having just a big pile of docs
- Students should be aware of new technology since more law firms now have blogs, chat rooms
- There are now "virtual firms" that just rent office space as needed (i.e. to take depositions)

4. Has anyone created an Advanced Legal Research exercise with students using a wiki?

- One has to consider age of students, some may be behind the curve
- Same problem with all technology, time factor. Who has time to do a Wiki? How much preparation is required? How to ensure that students participate?
- John Shafer at USF Law suggested as contact for info on using Wiki in classroom. He had students create a wiki as a final assignment
- Perhaps should incorporate technology that students already know

5. Does using social networking add to digital divide?

Potential for that if you don't bring everyone along

- Does it breed social division? Not everyone has a laptop. Issue of have/have-not
- Interest in social networking varies
- Examples of professional social networking tools for lawyers
 - LinkedIn
 - Martindale-Hubbell Connected - good for freelance attorneys, sole practitioners without resources, can get connected with firms
 - JD Supra – sharing tool, account free, can upload/download and share work
- Is teaching social networking the job of libraries or career services?

6. Should there be guidelines and policies in place when using new technologies and social media in schools as a teaching/instructional tool?

New effort has been started as a result of this year's CALI conference. A new social network has been created, called Social Media Best Practices for Law Schools, that provides the forum to discuss the issues of policy and guidelines with respect to use of social media in law schools.

7. What has everyone's experience been with faculty and new technology?

- Mixed
- Some using blogs, LinkedIn
- More likely to use TWEN, Casemap
- Don't have time for other technology
- Some faculty incorporate Clicker

[VII. Teaching LLM students](#)

1. Kinds of LLM students we teach, how we teach them, and who does the teaching:

- University of Southern California (USC): most are international LLM students
 - Use a collaborative teaching model—share administrative responsibilities and work from a script
- Capital University Law School (Capital): international students (mostly from the UK) and tax students (with a CPA background)
- University of Arizona (UA): Indigenous people program
 - Students come from all over the country, some from Canada, also from Taiwan
 - Provide an orientation to the students

- Mentioned that, for students without a background in U.S. law, the librarians provided one-on-one sessions to get the students up to speed
- Capital: librarians do not teach legal research, but library has good relationship with these teachers
 - LLM teachers are frequently rotating and the librarians have problems getting into orientation

2. Have there been substantive curriculum or other changes over the year?

- Capital: thought that the teaching had become more structured over the years
- UA: very structured, particularly for the SJD program
 - When program originally started, there was no place for these students to hang out. Later, a building next to law school was acquired and a place made for these students. The fact that the students had a place to be together and had faculty members close by made a difference.
- UA: noticed that more responsibilities keep being added. The problem is that you want to do it all well, and this becomes increasingly difficult with more to do.
 - More reference staff have been added because of teaching in first year legal research, Adv. Leg. Research, special legal classes, and bootcamp.
 - In particular, bootcamp (taught after graduation), has become popular and lots of firms are asking associates to take it. Students also seem to be recognizing legal research as a benefit for them to distinguish themselves in the market.
- USC: one person deals with the international students, taking everyone in hand and trying to integrate them with the school.
 - There is a long history of cooperation with the JD legal writing director. Both the 1Ls and LLMs are integrated.
 - An associate dean acts as a special writing director, meeting some of the different needs of LLM students.
- USC: tried to streamline program
 - Most of the LLMs consisted of lawyers and judges from other countries and are here to learn about U.S. law. They come from different education structure and different legal training. Because

- so many were from different legal systems, a separate course was created about the concepts and theories of U.S. law.
- Librarians taught electronic sources only, because that is what they would be able to use when they left the school. And, when they teach Lexis and Westlaw, they rely on natural language searching because it is too difficult and time-consuming to teach terms and connectors. They want to minimize the level of detail, giving them just enough instruction so the students can identify what they are looking at. This teaching is done in a 5-week course.
 - For those students who are interested in taking a U.S. bar exam, two optional classes are being offered with more in-depth information.
- USC: looks at the collaborative teaching model as a way to help manage administrative workload.
 - The comment was made that this is a good idea because, in case one person leaves before teaching, the others might have to start from scratch.
 - Also, USC likes it because the courses have consistency and everyone has buy-in. Of course, this only works if there are people who want to work as a team.
 - UA asked if there could be a system to accommodate both.
 - USC answered that it is hard when one person wants autonomy. In their system, no one can add content or have different hand-outs.
 - Capital: A few years ago, they ripped apart the legal research class and added more writing. Also, they changed from huge to small classes. They have seen a difference in their graduates as compared to ones from other law schools.
 - Comment was made that the political structure between the faculty and administration determines much of what happens in the classroom.
 - At UCLA, there was a desire from some to have vendors teach research. The library spent some political capital and found other ways to reach the students like creating an advanced legal research class and having a RA program run through the library. It made them think creatively about reaching students.
 - Comment was made that some of the issues with legal writing and research is that they are held to a different standard than substantive law classes. One person

thought that this might be because what we are teaching is a process and students do not identify this process as the real law. Another comment was that the students' perspective might come down to grading

3. Do you have vendor reps teach LLMs?

- USC: Not really. Might have vendors teach specialized legal research sessions. The vendors are allowed to teach using USC's script. At USC, there is a long-standing institutional sense that it is the library's job to teach research.
- Capital: Does let vendors teach class, but requires the vendors to submit their scripts to the library a few weeks ahead. Capital does not want the vendors to be disrespectful to each other or compare services. However, the library would like to do the teaching—it is a matter of resources.