

**G2: Meeting the Needs of Students and Their Future Employers:
Discussions on Legal Research Instruction and Student Services
Inspired by Practitioner Feedback – *Discussion Topics***

Not all law students finish law school with adequate legal research skills valuable to their practice. As we address this issue through discussions, please give some thought to the following questions which will set the framework for potential solutions and remedies that we can implement through our work in student services and legal research instruction.

1. Through your work with attorneys at various levels, have you observed a lack of certain legal research skills or lack of confidence in research abilities? If so, which skills in particular?
2. How are you communicating the importance of legal research to students, especially as they prepare to leave academia? Do you feel you are communicating successfully? How do you determine whether the communication is successful?
3. What are you doing to build bridges between law school and law practice in regards to legal research? For example – are you working with law firm librarians to develop joint workshops? Do you have law firm librarians come to advanced legal research classes to talk about what students should expect from firm life as it pertains to research?
4. What do you think is essential for first year students to learn during their introductory legal research class or sessions?
5. What do you think is essential for advanced legal research classes to teach students?
6. How do you create “teachable” moments outside of the classroom that stick with students and better prepare them for the future?
7. How do you assess/test your students’ legal research skills? Practicums? Research plans?

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8. We can't always control our class sizes. How do you encourage hands-on learning when you are dealing with a larger class?
9. How do you best encourage hands-on learning?
10. Beyond teaching, what can we in student services offer to enhance students' preparation for practice (ways to support clinics and skills classes, ideas for training outside the classroom, resources the library should acquire)?
11. With whom can we team to identify and provide the skills and resources needed by the vast majority of our students? (emphasis on those not headed to large firms)
12. How do you encourage students to break out of their old research habits (Google, electronic materials only, etc.) and use resources they may be more likely to see in practice (print, Bloomberg, etc.)?

*If you have a related discussion topic you would like added to the group's discussion , please email the topic to Erin Schlicht (eschlich@umn.edu) for consideration. *

For more information on the basis of our discussion, please view the following report available through ALL-SIS:

A Study of Attorneys' Legal Research Practices and Opinions of New Associates' Research Skills

(June 2013—Task Force on Identifying Skills & Knowledge for Legal Practice)

<http://www.aallnet.org/sis/allsis/committees/practicetf/index.asp>