



ALL-SIS
Academic Law Libraries
Special Interest Section

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LINKS

AALL 2012

105th Annual Meeting & Conference
Boston, MA | July 21-24



ALL-SIS
SPONSORED PROGRAMS



A total of two ALL-SIS sponsored workshops and ten programs were accepted by the AALL Annual Meeting Program Committee. Additionally, ALL-SIS selected three additional programs for independent sponsorship. Descriptions of each program can be found below.

ALL-SIS SPONSORED AALL WORKSHOPS

W-2: Workshop for Newer Academic Law Library Directors

Date, Time, & Room: Saturday, July 21, 2012, 8:00 a.m. – 5:00 p.m., Hynes Convention Center (HCC) Room 204

Program Track: Library Management and Administration

Target Audience: Academic law library directors with seven or fewer years of experience as a director

This workshop will assist law library directors, with seven or fewer years of experience as directors, to serve as effective leaders in regard to the personnel, communication, budgetary, and management issues that commonly arise in academic environments. The program also will help participants develop strategies to foster productive relationships with other institutional administrators (including deans); integrate the law library fully into the curricular and scholarly life of the law school; communicate with all critical constituencies; and lead a library during times of institutional evolution and economic constraints. Through the program sessions and structured opportunities to engage one-on-one with experienced law library directors, participants will receive knowledge and guidance in regard to designing a professional growth plan; developing a scholarly agenda; and engaging in an appropriate range and balance of professional activities.

The workshop will also provide participants with knowledge and strategies related to responding to the many challenges that commonly face directors, including workload, institutional relationships, and ethical dilemmas.

W-3: Legal Research Teaching Academy

Date, Time, & Room: Saturday, July 21, 2012, 8:00 a.m. – 5:00 p.m., OFFSITE-Harvard Law School, Wasserstein Hall (Room 3018)

Program Track: Teaching

Target Audience: Librarians who teach their own legal research course

Experienced teachers will lead interactive sessions on learning styles, course and class design, creating the right classroom environment, lecturing well (including using class discussion effectively), designing and executing in-class activities, assessment of students, the role of technology in teaching, and ongoing improvement of teaching skills and style. Over the lunch break, each speaker will lead a roundtable on a teaching topic suggested by participants. Pre-workshop readings and activities will be assigned. Because the sessions build on content presented throughout the day, participants should plan on attending the entire workshop.

ALL-SIS SPONSORED AALL PROGRAMS

A-5: Be Memorable: Library Advocacy through Compelling Storytelling

Date, Time, & Room: Sunday, July 22, 2012, 10:45 – 11:45 a.m., Hynes Convention Center (HCC) Room 312

Program Track: Library Management and Administration

Target Audience: All librarians who are interested in developing strong advocacy skills

Whether persuading an administrator within your institution or lobbying for external action, storytelling can be a powerful and compelling advocacy tool. Telling stories about real people and real challenges is an effective means for convincing others of your viewpoint. What makes a good story? How can you incorporate the elements of storytelling into your advocacy efforts? After learning the fundamentals of a persuasive story and how to successfully integrate the story within a strategic advocacy campaign, participants will have the opportunity to practice their newly acquired skills in small groups. Volunteers from the small groups will share their story drafts with the larger audience and receive constructive feedback.

B-4: Piercing the Veil of Sovereignty: The Sources of International Human Rights Law: Part I

Date, Time, & Room: Sunday, July 22, 2012, 1:15 – 2:45 p.m., Hynes Convention Center (HCC) Room 312

Program Track: Reference; Research and Client Services

Target Audience: Academic, government, and court reference and collection development librarians

Part I of this program will teach participants the advanced skills they need to research difficult problems in the United Nations Charter-based and treaty-based bodies. Presenters will use examples of violations of human rights law and the institutional responses to them to illuminate the characteristics of the treaties; the enigmatic organization and procedures of the institutions created by the Charter and the treaties; and the unique documents produced by those institutions. Participants will return to their institutions able to solve research problems that they could not have previously addressed.

C-4: Piercing the Veil of Sovereignty: The Sources of International Human Rights Law: Part II

Date, Time, & Room: Sunday, July 22, 2012, 3:45 – 5:00 p.m., Hynes Convention Center (HCC) Room 304

Program Track: Reference; Research and Client Services

Target Audience: Academic, government, and court reference and collection development librarians

Part II of this program will teach participants the advanced skills they need to do research on difficult problems in the Council of Europe, the European Court of Human Rights, and the Inter-American Human Rights Commission and Court. Presenters will use examples of violations of human rights law and the institutional responses to them to illuminate the characteristics of the European and American Human Rights agreements; the enigmatic organization and procedures of the institutions created by the those treaties; and the unique documents that they produce. Upon returning to their institutions, participants will be able to

solve research problems that they could not have previously addressed.

D-5: Law Library Research Assistant Programs: Two Different Models

Date, Time, & Room: Monday, July 23, 2012, 8:30 – 9:45 a.m., Hynes Convention Center (HCC) Room 210

Program Track: Reference, Research and Client Services

Target Audience: Library directors in academic law libraries; public services librarians who teach or provide faculty services

A law library research assistant (RA) program can enhance a library's value and market librarian skills within the institution, while expanding the teaching role of librarians. A library RA program promotes faculty recruitment and retention by providing skilled and accountable research assistants to law faculty. Two predominant models of library RA programs exist in U.S. law schools, and administrators of these programs get many inquiries from other academic librarians who are interested in starting their own programs. Law librarians representing the two models will explain the distinctions among their programs and the factors that make their models successful.

E-2: Engaging and Educating the Screen Addicts of 2012

Date, Time, & Room: Monday, July 23, 2012, 10:45 – 11:45 a.m., Hynes Convention Center (HCC) Room 302

Program Track: Teaching

Target Audience: Librarians looking for ways to enhance their digital presence among patrons, especially through the use of custom-made instructional modules and digital media

This program will explore the depth of student engagement with digital media, specifically how to manage and deal with information-complacent patrons through new methods of engagement within instructional materials. Two librarians will share their case studies of how they incorporated digital media tools into their instructional materials in an effort to engage today's tech-savvy patrons, and will also inspire participants to incorporate digital media into their own instructional materials and library guides by showcasing an exemplary librarian-created product, Lawbore, (<http://lawbore.net/>) and its sister site Learnmore (<http://learnmore.lawbore.net/>). The speakers will then provide participants with ideas and tips on how the average librarian with limited resources and IT knowledge can create his or her own digital media-enhanced products using tools such as LibGuides.

G-3: The Best of Both Worlds: Blending Online and Face-to-Face Learning in Teaching Legal Research

Date, Time, & Room: Monday, July 23, 2012, 2:45 – 4:00 p.m., Hynes Convention Center (HCC) Room 304

Program Track: Teaching

Target Audience: Academic librarians who teach legal research

ABA Rule 306 has permitted law schools to offer distance education classes for some time, and students increasingly enjoy the greater convenience of online courses. Legal research classes are emerging as key areas of potential innovation for law schools testing out online and blended courses. Librarians have a unique opportunity to take the lead in pioneering new ways of teaching in this new learning environment. Panelists will draw on their own experience of creating and teaching conventional, online, and blended legal research classes to review what has worked and what hasn't. This session will include discussion of webinars, online course management systems, in-person sessions, and integrated learning techniques which actively involve students in mastering the concepts of legal research

H-3: You CAN Handle the Truth: Using Pop Culture to Teach Legal Research

Date, Time, & Room: Tuesday, July 24, 2012, 8:30 – 9:45 a.m., Hynes Convention Center (HCC) Room 304

Program Track: Teaching

Target Audience: Legal research teachers, whether beginning, advanced, or subject-specific

"I'm Just a Bill." Marcia Clark being schooled during the OJ trial for not Shepardizing. Pop culture is full of examples of legal research, but the value such examples actually add to our lessons is rarely assessed. The program speakers will begin with a discussion of the pedagogical support for using culturally familiar

characters and settings in the classroom, and then provide examples and demonstrate best practices for prepping and integrating video clips, songs, comics, and other pop culture references into a legal research lesson. These best practices include selection of references familiar to the audience and use of technology to prepare and deliver the lessons. The speakers will also discuss their experiences using pop culture and how to avoid potential risks when implementing this technique in the classroom. Lastly, this session will also address how using pop culture and humor can humanize teachers to students, encourage student participation in what many see as a "boring" class, and foster collaboration among instructors.

I-4: Pruning the Collection, Growing Services: What's New in YOUR Library?

Date, Time, & Room: Tuesday, July 24, 2012, 10:15 – 11:45 a.m., Hynes Convention Center (HCC) Room 304

Program Track: Reference; Research and Client Services

Target Audience: Librarians interested in discovering new collection management techniques and developing innovative client services

The twin pressures of budget restrictions and increasing demand for services have inspired many creative responses from law librarians. Librarians will benefit from sharing their best practices and experiences with each other. This session will use the "fishbowl technique" to engage audience members in a discussion of innovative practices being implemented at their own libraries. The moderators will facilitate an ongoing conversation among 4-6 rotating participants from the audience and encourage questions from the audience, as well.

J-1: Asking Hard Questions: Teaching Through Questions and Controversy

Date, Time, & Room: Tuesday, July 24, 2012, 2:30 – 3:15 p.m., Hynes Convention Center (HCC) Room 302

Program Track: Teaching

Target Audience: Librarians who teach, whether the instruction is in the form of a library workshop, bibliographic instruction, or a for-credit legal research course.

The hardest questions don't always have easy answers. Legal research instructors need to ask hard questions—covering content, assessing student understanding, and moving instruction forward. Bloom's Taxonomy provides a basis for instructors to consider as they develop questions for their students. The speakers in this program will describe effective questioning strategies in light of Bloom's Taxonomy and demonstrate how to ask effective questions. Audience members will participate in a brief discussion of high-interest—and often controversial—subjects and how to use them to raise student interest when teaching.

K-3: Passing the Baton: Option or Obligation?

Date, Time, & Room:

Program Track: Library Management and Administration

Target Audience: Librarians who need to be aware of succession planning in their departments

As the professional and paraprofessional librarian population ages, new members must be recruited, hired, and trained to manage and continue to develop our public and technical services departments and operations. Staff may be retiring, or absent from work for extended periods due to maternity, medical, military, and other leave needs. Regardless of job titles or how jobs may have changed over the years, this program will focus on concerns, issues, and implementation plans as staff retires or takes extended leave and "passes the baton" to newer members of the law library community. How do you recruit and train replacements? How do you seamlessly return to work after an extended absence? What historical information do you impart about institutions and departments so that the library can continue to be responsive to its ever-changing patron community? Program speakers will address technology tools and communications necessary for smoothly managing succession to accommodate retirements and/or planned extended absences. The program will conclude with an interactive discussion among presenters and attendees.

ALL-SIS SPONSORED INDEPENDENT PROGRAMS

A Teachable Moment: The Relevance of Results Using Digests and Citators in Westlaw and Lexis

Date, Time, & Room: Monday, July 23, 2012, 8:30 – 9:00 a.m., Hynes Convention Center (HCC) Room 206

Program Track: Teaching

Target Audience: Teachers of legal research

This program will discuss empirical research into the differences in the results obtained from database searches using primarily intermediated systems (West's headnotes and key numbers) or primarily computer-generated systems (Lexis's Topics and More Like This Headnote). The program will also examine the search results from using Shepard's and Keycite, where each system utilizes a different algorithm. The visible difference in results can be used to illustrate how variable search results are in different databases. Recommended teaching methods for using this data to assist students in understanding the benefits and limitations of computer-assisted and human-assisted searches will be shared.

Diversify Your Teaching Portfolio with Tutorials!

Date, Time, & Room: Monday, July 23, 2012, 1:15 – 2:15 p.m., Hynes Convention Center (HCC) Room 207

Program Track: Teaching

Target Audience: Librarians charged with developing and teaching legal information literacy to users: students, attorneys, and public patrons

Today's challenges of teaching legal information literacy include limited face time with users, demanding millennials who want more than lectures, and the introduction of new and changing research interfaces. Creating web-based tutorials is one way to address these challenges while, simultaneously diversifying your teaching portfolio. Tutorials can be instructional, reinforcing, and/or assessment-focused. Discover the components of three types of tutorials and the best practices for ensuring your tutorials are tailored to the learning needs of your particular audience. Also learn about the various free and proprietary software options for creating tutorials. To assist in the tutorial production process, participants will be provided with tips and cautions, templates and samples, sources for multimedia content, and a selected bibliography of sources about creating and utilizing tutorials.

Riding Solo: Legal Research Competencies for the Solo Practitioner

Date, Time, & Room: Tuesday, July 24, 2012, 8:30 – 9:45 a.m., Hynes Convention Center (HCC) Room 206

Program Track: Teaching

Target Audience: All librarians involved in legal research instruction

The number of law school graduates who start solo practices has grown substantially in recent years. For the law school class of 2008, NALP reported that 3.3 percent of these graduates were working as solo practitioners. For the class of 2010, that number soared to 5.7 percent of reporting graduates. With increasing numbers of law students entering solo practice, legal research instruction must address economically realistic options for conducting comprehensive legal research. This program will address the trends of students entering solo practice, and law librarian panelists will discuss how these changes influence legal research instruction at their institutions. In addition, panelists will present ideas and examples of lesson plans focused on introducing students to research without the use of expensive legal research databases.

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