ALL-SIS Legal Research and Sourcebook Committee
Legal Research Roundtable
Sunday, July 15, 2018
Baltimore, MD

The following topics and suggested questions were presented as possible topics at the beginning of the roundtable:

- Structure of for-credit research classes, including First Year Legal Research, Advanced Legal Research, and specialized legal research courses.
    - Do you have a standalone First Year Legal Research course or is it incorporated into a legal writing course?
    - Do you teach classes besides ALR?
    - What class would you like to develop or what class are you developing?
- Issues in fitting legal research into the law school curriculum.
    - What challenges do you face in helping legal research find its place in the law school curriculum?
- Assessment methods for legal research exercises
    - What assessment methods do you use for your legal research exercises?
    - Pros/Cons of different methods.
- Competencies and Legal Research
    - Do you incorporate AALL competencies or other competencies into your legal research courses? If so, how? If not, why?
- Teaching Legal Technology to Law Students
    - What is the role of law librarians in teaching legal technology?
    - Do you teach legal technology to students? If so, what do you teach and in what classes?

There were 12 participants in the roundtable. Rather than splitting up into several tables we sat at one large table. We started by introducing ourselves and providing information about where we worked and what type of work we did (e.g. teaching load).

The discussion veered away from the proposed topics for the most part. One participant was especially interested in the use of AI/Legal Technology in the law school and legal research classroom. There was a brief discussion of the ways librarians integrated legal technology instruction into their classrooms. For example, one librarian has students think about a legal research tool that would make their job easier. Then they have to determine whether that technology already exists. If the technology already exists, they have to evaluate it using a set list of criteria. If the technology does not exist they have to pick a legal tech tool that does exist and have to review it using that same list of criteria. Then they present their evaluation of the tool to the class.

A substantial amount of time was also spent talking about technology used to make videos for flipped classes. One participant used Lightworks (https://www.lwks.com/) to edit the video, H5P

(https://h5p.org/) to share videos, and Audacity (https://www.audacityteam.org/) to improve the sound quality of the videos.

The participants also discussed student behaviors and how to get students to approach legal research in an open and effective way. For example, there are some pre-class assessments to make sure they have read the material – as students not reading is a perennial problem. They also try to train students to think about what questions they should ask when they are receiving an assignment. So, what are the students trying to accomplish with the research problem? What resources are available to them (e.g. intranets/brief banks)?

One participant also discussed their intensive Advanced Legal Research course that takes place during the break between semesters. The class is a compressed version of the semester-long Advanced Legal Research course.

The final main topic that was discussed was the difficulty in grading large amounts of assignments. Some participants only did multiple choice because they had so many assignments to grade that it limited their ability to use short answer or more complicated questions because they didn't have the time to grade the materials. Others had the luxury of more time to have more practice-based long-form questions.

At the end of the roundtable the moderator asked the group what topics they would like to focus on next year and the group indicated that they would like a session that focuses on assessments and learning outcomes and a discussion about efficient grading.

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