

FCIL TEACHING IDEA: ASSIGN AN ANNOTATED RESEARCH MEMO AS THE SUMMATIVE ASSESSMENT TOOL INSTEAD OF A RESEARCH GUIDE/PATHFINDER.

Suggested Reading:

Margaret Butler (2012) Resource-Based Learning and Course Design: A Brief Theoretical Overview and Practical Suggestions, *Law Library Journal*, 104:2, 219-244. URL: <http://www.aallnet.org/main-menu/Publications/llj/LLJ-Archives/vol-104/no-2/2012-19.pdf>

Simon Canick (2009) Legal Research Assessment, *Legal Reference Services Quarterly*, 28:3-4, 201-217. URL: <http://dx.doi.org/10.1080/02703190902961569>

	Research Guide/Pathfinder	Annotated Research Memo
Objectives	<ul style="list-style-type: none"> Identify the major sources used to research a particular international law issue Describe the research methodology used to find those sources 	<ul style="list-style-type: none"> Identify the legal issues and devise a plan for researching them Discuss the applicable law and provide supporting authority
Components	<ul style="list-style-type: none"> scope of the topic and the jurisdiction guiding hypothetical fact scenario sources for basic background information primary law sources specialized secondary sources online sources/databases 	<ul style="list-style-type: none"> Initial search strategy and beginning steps Annotated discussion of each legal issue, including a description of the research path followed and a discussion of the relevant legal issues
Example	http://librarysource.uchastings.edu/media/guide.pdf	http://librarysource.uchastings.edu/media/memo.pdf (California Legal Research course)
Pros	<ul style="list-style-type: none"> Requires students to identify and assess every source type (background, secondary, primary, online v. print) Requires students to consider the value and limitations of the information source itself 	<ul style="list-style-type: none"> Emulates “real world” research and work product Requires students to use the tools, not just identify them Students deal with “real world” frustrations (dead ends, ambiguity, etc.)
Cons	<ul style="list-style-type: none"> Doesn’t require students to actually use the materials in relation to a factual issue Students may be tempted to plagiarize online research guides 	<ul style="list-style-type: none"> Devising an all-encompassing hypothetical is difficult Too similar to the weekly exercises Risk that you’re assessing issue spotting instead of research skills Risk that you’re assessing the student’s substantive understanding of the law rather than her research skills