

## **Building on Best Practices: Transforming Legal Education in a Changing World**

Edited by Deborah Maranville, Lisa Radtke Bliss, Carolyn Wilkes Kaas & Antoinette Sedillo López. New Providence, NJ: Matthew Bender & Company, Inc. (2015), 463 pages, ISBN: 9781630443207.

For those who read Roy Stuckey, et al., *Best Practices for Legal Education*, published in 2007, the tone and format of *Building on Best Practices* should be familiar. The various authors in *Building on Best Practices*, drawing on their own experience and research from both law and education, explore improvements to and best practices for different parts of legal education. Each chapter focuses on either one area of legal education or a specific best practice; the editors then group the chapters into large, coherent topics.

This book serves both those who have and those who have not read the original *Best Practices*. The editors make clear that *Building on Best Practices* is neither a second edition nor a revision of the original book. Instead, the two books, both available online, should be used jointly. *Building on Best Practices* adds to the conversation by considering concepts only briefly covered in *Best Practices* and incorporating new ideas brought about by the immense changes in legal education since 2007, including the ABA's new experiential requirement.

The majority of *Building on Best Practices* consists of Part Two, which describes proposed best practices and the reasoning behind those best practices. The concepts range from learning theory, clinics, ethics, and inter-professional education, to alternative dispute resolutions, technology, and the law library. The remaining parts of the book make up less than 100 pages of this 463 page book: Part One focuses on developing a law school mission that will support the best practices further explained in Part Two, while Part Three discusses maintaining best practices on an institutional level and the need to continue developing best practices.

I do not know whether to suggest that librarians read the entire book, or that they read only the parts relevant to their job. As someone outside of the law school administration, I found Parts One and Three largely irrelevant to my daily life. But, Parts One and Three framed Part Two and provided insights into both how to find the larger meaning of the best practices and how to cobble the different parts of Part Two into a coherent whole, and I appreciated Part 2 more by having read the first and third parts. But, any chapter could be read on its own to learn about the best practice discussed within it. Overall: read it all when you have the time, read the parts relevant to your job until you have the time to read it all.

Reviewed by Taryn Marks, Faculty Services Librarian, University of Florida, in 2016.