

Experiential Education in the Law School Curriculum

Eds. Emily Grant, Sandra Simpson & Kelly Terry. (2017), 426 pages, ISBN: 9781611636901. \$48.00

Subject: Teaching legal research

Useful for: Incorporating experiential learning into your classes; not limited to legal research

Format: Chapters with index

Reviewer's Comments:

Experiential Education in the Law School Curriculum explores a number of ways to incorporate experiential learning into law school classes. This book is not limited to legal research and writing classes, but would be helpful for anyone who would like to incorporate more practical exercises into their research classes. This book is not a comprehensive roadmap to overhauling your law school curriculum; nevertheless, it covers a great deal of ground by presenting a variety of specific techniques and examples in different areas. Some examples include designing a week long transactional lab for 1Ls that incorporates professors from across the curriculum, chapters on how to incorporate experiential learning into contracts and civil procedure classes, chapters with more general project management and pedagogical advice, and examples of how to work drafting legal documents into doctrinal classes generally. One chapter in particular is of interest for legal research; Chapter 16, "Combining Legal Research Pedagogy, Pro Bono, and Experiential Learning in the First-Year Curriculum," explains how the University of Tennessee's law school has designed a pro bono research project with local non-profit groups for 1L spring semester legal research classes.

It is probably not necessary to read the entire book from cover to cover; one small complaint I have is that because each chapter is written by a different author, many of them repeat information about changes in the legal job market, why experiential learning is important, the MacCrate report and other documents dealing with the law school curriculum, etc. It might have been better to make an argument for experiential learning in the introduction, then edit that information out of subsequent essays. Still, there is a great deal of helpful information in this text for legal research instructors, especially in the chapters that cover specific examples of experiential learning projects. Anyone interested in this topic should skim the table of contents to find chapters relevant for their school and classes. Additionally, there is a also a good list of further resources at the end of the book.

Reviewed by: Ellie Campbell, University of Mississippi, in 2017.