

The Boulder Statements on Legal Research Education: The Intersection of Intellectual and Practical Skills

Edited by Susan Nevelow Mart. Buffalo, NY: William S. Hein & Co. (2014), 280 pages, ISBN: 9780837738734.

Whether you are new to legal research instruction or an experienced teacher, the *Boulder Statements on Legal Research Education* offers something for everyone.

Law librarians gather at the Boulder Conference annually to discuss works in progress and to “develop a pedagogy of legal research instruction.” (See: <https://lawlibrary.colorado.edu/boulder-conferences-legal-information-scholarship-and-teaching>). This particular publication produces the works in progress from the 2014 Conference. It includes eight chapters written by law librarians/experienced instructors from all over the country on several different topics.

Barbara Bintliff, Director of The University of Texas’ Tarlton Law Library and author of numerous works on legal research, introduces this text with a brief and fascinating summary of the evolution of legal research instruction in U.S. law schools since the late 1800’s and some of the challenges that lie ahead.

Each contribution focuses on a different area of or topic within legal research instruction. Chapter titles include:

- Integrating Legal Research into the Law School;
- The Metacognitive Imperative;
- Assessment in Legal Research Education;
- The Relationship of Legal Tools and the Legal Structure;
- Teaching the Benefits and Limits of Human Classification and Machine Algorithms: Theory and Practice;
- Critical Information Theory: A New Foundation for Teaching Regulatory Research;
- Social Networking and Research Practices: Legal, Ethical and Practical Considerations for Legal Research Educators; and
- Implementing Effective Legal Research Pedagogy in Contemporary U.S. Law Schools: Challenges and Opportunities.

This publication also includes useful appendices including one on the **COACH** Template. **COACH** refers to “**C**ontext and **O**bjective; **A**ctivity; and **C**hecklists” and helps instructors to modify their current research instruction to align with the Conference’s “signature pedagogy.” (p. 261). Four examples provide illustrations of the **COACH** method in practice including activities on: a research plan, federal statutes, problem types, and regulatory activity.

This text will be very useful for anyone involved in legal research instruction who wants to improve the quality of that instruction through the collective knowledge of the profession.

Reviewed by Rob Beharriell, Research and Reference Librarian, Nova Southeastern University – Panza Maurer Law Library, in 2016.