

Beyond Training: Law Librarianship's Quest for the Pedagogy of Legal Research Education

By Paul Douglas Callister. 95 Law Libr. J. 7 (2003).

Article Categories: Course Creation & Design; Legal Research Instruction for 1Ls

Keywords: Bibliographic; Legal Research Instruction; Mathetics; Pedagogy; Process-Oriented

Reviewer's Summary:

When Simon Canick cited this article in his 2009 article, *Legal Research Assessment*, Canick referred to Callister's article as "superb" and a "history of the most significant pedagogical split in the last hundred years or so of formal legal research instruction" (p. 204). Indeed, the portion of this article devoted to the history of the pedagogical debate between the Wrens on one side and Robert Berring and Kathleen Vanden Heuvel on the other is fascinating, detailed, and should be required reading for all nascent teaching librarians. Callister proposes that any pedagogical model for legal research needs to have four basic elements: understanding the research goals of different legal practitioners, understanding legal bibliographic sources, mathetics (which focuses more on student learning, rather than the act of teaching), and finally having a defined methodology consistent with the previous three elements as they relate to your specific law school.

Summarized by: Savanna Nolan, Georgetown University, in 2019.