

Embedded Librarians: Teaching Legal Research as a Lawyering Skill

By Vicenç Feliú & Helen Frazer. 61 J. Legal Educ. 540 (2012).

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Reviewer's Summary:

In this article, Feliú and Frazer argue in favor of embedding librarians in clinics. First, they discuss the two main types of legal research instruction: bibliographic (primarily focused on sources and resources) and process-based (focused on planning and analysis). They conclude that the bibliographic method is inadequate and the process-based method, while promising, has not yet lived up to its potential. They propose adoption of the Rombauer method and the use of Paul Callister's adaptation of Bloom's taxonomy in developing legal research instruction. They argue that law school clinics are a natural place to teach the sort of higher-level thinking expressed in Callister's taxonomy, as students need to think creatively and analytically to address real-world legal problems. They conclude by arguing that law librarians are the most logical ones to do this teaching and by reporting on an experiment with embedding librarians in clinics at their law school.

Summarized by: Matthew Flyntz, UC Irvine School of Law, in 2019