

Out of the Shadows: What Legal Research Instruction Reveals About Incorporating Skills Throughout the Curriculum

By Barbara Glesner Fines. 2013 J. Disp. Resol. 159 (2013).

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Reviewer's Summary:

In this article, Glesner Fines discusses the challenges facing those who seek to increase skills instruction in the law school curriculum. First, she discusses the politics inherent in any attempt at curricular change. Despite these political considerations, she concludes that increased legal research instruction is essential. Second, she discusses challenges unique to skills instruction – namely, that skills courses are perceived as lesser courses than doctrinal courses and that doctrinal professors are reluctant to yield credit hours to skills instructors. Finally, she argues that developing assessments can be a useful tool in increasing skills instruction. Essentially, most faculty concede that skills instruction is important, but they do not necessarily assess those skills. Perhaps, she argues, developing assessment tools can demonstrate to faculty that students are *not* learning the skills that they need to be learning, which may lead to more openness to skills instruction.

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