

Outcomes Assessment and Legal Research Pedagogy

By Vicenç Feliú & Helen Frazer. 31 Legal Reference Services Q. 184 (2012).

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Reviewer's Summary:

In this article, Feliú and Frazer discuss the ABA's mandate that law schools adopt learning outcomes and propose a novel method for developing learning outcomes and assessments to measure those outcomes. They argue that learning outcomes should be developed through the use of a taxonomy. They support Paul D. Callister's adaptation of the famous Bloom Taxonomy, developed specifically for legal research instruction. The taxonomy forms a grid with a "knowledge dimension" and a "cognitive dimension." Learning outcomes would be developed with these dimensions in mind and would be plotted on the grid. Instructors would then develop assessments for each of these learning outcomes, necessarily assessing different knowledge and cognitive dimensions. The authors conclude by arguing that law librarians are the most qualified individuals to teach legal research.

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