

The Need for Experiential Legal Research Education

By Alyson M. Drake. 108 Law Libr. J. 511 (2016).

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Reviewer's Summary:

Drake begins by arguing that legal research instruction is particularly vital to producing practice-ready graduates since a majority of newer attorneys spend significant time researching. She pairs this with an explanation of ABA Standard 302 and how it also could be applied towards legal research instruction. After briefly describing the current general model of legal research instruction, Drake begins her main argument: law schools could and should implement experiential advanced legal research courses. After explaining the four requirements for experiential courses under ABA Standard 303(a)(3), Drake then describes four main types of advanced legal research courses: traditional courses, flipped classrooms, online courses, and specialized legal research courses. She concludes that each course type could be interpreted as falling under the Standard 303(a)(3) requirements, but highlights potential challenges, such as whether the ABA would recognize online classes as having a “classroom instructional component.”

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