

The Teaching of Legal Research

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Reviewer's Summary:

This article, published before the creation of the MacCrate Report and the Carnegie Report, promotes teaching legal research in a “process-driven” way that emphasizes both information about legal resources and how to use them. The authors first discuss the bibliographic approach to teaching legal research and its drawbacks. The authors explain how those drawbacks could be rectified through a process-driven approach to legal instruction. The authors then discuss how the bibliographic approach to legal research instruction came to prominence. Next, the authors share three related frameworks for teaching legal research in a process-driven way. These frameworks focus on the relationship between law-making bodies and the legal resources containing that law, on fact analysis and issue identification, and on the process of finding, reading, and updating the law. The article ends with a discussion of the benefits of the process-driven approach from both the student and the instructor perspectives.

Summarized by: Clanitra Stewart Nejd, NIU College of Law Library, in 2019.