

Time to Blossom: An Inquiry into Bloom's Taxonomy as a Hierarchy and Means for Teaching Legal Research Skills

By Paul D. Callister. 102 Law Libr. J. 191 (2010).

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Reviewer's Summary:

Callister argues that in light of the Carnegie Report and general law school curriculum reform, law librarianship should embrace scholarly dialog on legal research pedagogy. First, he outlines the lack of pedagogical discussion in law librarianship since the “Wren v. Berring and Vanden Heuvel” articles Callister summarized in his 2003 article. He also points out the “scant mention of prominent figures in pedagogy,” such as Benjamin Bloom, Jerome Bruner, and Malcolm S. Knowles within legal research scholarship. After an explanation of Bloom's *Taxonomy of Educational Objectives*, Callister posits his own version of Bloom's model specifically adapted for legal research, moving from the “remembering” taxonomic learning type through “metacognition.” Callister then provides examples of how he would integrate each taxonomic learning type into instruction and assessment. The appendix provides a blank version of Bloom's Taxonomy if readers would like to create their own models.

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