

Using Scaffolding Techniques for Legal Research Instruction

By Charlotte D. Schneider. 2 Legal Info. Rev. 61 (2016-2017).

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Reviewer's Summary:

The article begins with an introduction to learning theory, specifically the theory of scaffolding, which is described as “a technique that enables a learner to understand concepts that might otherwise be outside their scope of comprehension without the direct guidance or support of the instructor.” Scaffolding requires the instructor to use what the student already knows in order to build a bridge to a solution. The article goes on to show how this process can be used in an advanced legal research course. Some of the suggested techniques include emphasizing the similarities between new material and material the student has already learned, using analogies to incorporate new information, and motivating students by showing them the practical applications of what they are learning. Specific examples of classroom exercises are also described.

Summarized by: Robert Clark, University of Houston Law Center, in 2019.