

Experiential Learning: Context and Connections for Legal Research - A Case Study

By Cindy Guyer. 32 Legal Reference Services Q. 161 (2013).

Article Categories: Course Creation & Design; Legal Research Instruction for 1Ls

Keywords: Active Learning; Assessments; Course Design; Digital Natives; Experiential; Flipped Classroom; Generational Differences; Legal Research Instruction; Millennials; Pedagogy

Reviewer's Summary:

Guyer's article describes the 1L JD legal research course at the University of Southern California (USC), recently overhauled at the time of the article's publication. She explains that changes in students and changes in legal research platforms prompted the course modifications. A substantial section on teaching pedagogy argues that the traditional approach—imparting knowledge to passive learners—should shift to a learning-centered approach focused on providing context and social connections. Guyer then details the many updates to the USC course, including flipping the classroom with tutorials, context modifications like failing to learn, playing to learn, and guided playing, and connections modifications between instructor and student, between peers, and with outside individuals like alumni and current students with legal work experience. She concludes by presenting evidence of the overhaul's success.

Summarized by: Cheryl Kelly Fischer, UCLA Law Library, in 2019.