

# **Assessing the Effectiveness of Single-Session Legal Research Skill Instruction Through Pre- and Post-Testing: A Case Study**

By Rebecca Lutkenhaus and Karen Wallace. 107 Law Libr. J. 57 (2015).

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**Keywords:** ABA Standards; Assessments; Computer-Assisted Legal Research; Course Design; Information Literacy; Law Schools; Learning; Learning Outcomes; Legal Research Instruction; Library Education; Research Skills; Retention

## **Reviewer's Summary:**

After tying the need for assessing single-session library guest lectures to ABA Standards 601(a)(3) and 314, Lutkenhaus and Wallace describe how they designed and implemented a pretest and post-test performance assessment for their 20-minute first year instruction sessions. There were two sessions, with one on the library catalog and the second on periodicals. The librarians identified three learning outcomes for the catalog session and six for the periodicals session, though each class's assessment was only meant to measure one of these outcomes. While the assessment showed students gained confidence and/or skill with the catalog, the journal finder assessment showed no significant gains. The librarians speculated this was because the objectives of the journal finder session overlapped significantly with prior instruction, and the students paid less attention because they believed the instruction was superfluous.

**Summarized by:** Savanna Nolan, Georgetown University Law Center, in 2020.