

# **Don't Flip Out, Flip Your Class: My Experiences Flipping an Advanced Legal Research Course**

By Jane O'Connell. 30 The Second Draft 18 (Fall 2017).

**Article Categories:** Advanced & Subject-Specific Legal Research Instruction; Course Creation & Design

**Keywords:** Active Learning; Advanced Legal Research; Course Design; Engagement; Flipped Classroom; Legal Research Instruction; Methodology; Pedagogy; Retention

## **Reviewer's Summary:**

In this article, O'Connell discusses her process of flipping an Advanced Legal Research course. She begins the discussion talking about how and when she decided to flip her course, having taught it the same way for years. Before it was flipped, the course looked like this: weekly lecture-based sessions and at-home assignments. One of the main things that motivated her to flip the course was that students weren't retaining key concepts during her lectures. At one point she considered moving the in-class lecture out of class by creating readings tailored to each class.

Further, she talked about the original design of what the flipped course looked like: modified full lectures, in-class exercises in groups, and standing in front of the class waiting for questions. She also detailed what the course currently looked like (as of 2017): mini-lectures introducing the materials, in-class exercises/examples, working as a class and in pairs, walking from group to group asking questions, and submission of in-class exercises.

She ended the article by talking about the benefits that a flipped course brings to both instructors and students: students get to practice strategies more immediately after mini-lectures, and instructors get more interaction with students.

**Summarized by:** Cassandra Patterson, Georgia State University College of Law, in 2020