

Reflections on Learning: Student's Insights on their Learning in a Legal Research Skills Course in the Core Curriculum

By Mary-Rose Russell. 45 Law Tchr. 45 (2011).

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

Keywords: Assessments; Bloom; Critical Thinking; Metacognition; Survey

Reviewer's Summary:

This article discusses a written reflective exercise that was introduced in a New Zealand law school. Specifically, the exercise was a 4,000-to-6,000-word evaluative research trail, which was linked to academic writing that the student completed for another law course. This article focuses on the reflective exercise portion of the research trail. Students were surveyed about the reflective exercise. Based on the survey results, the author suggests that the reflective exercise provided students with an opportunity for the step-back and evaluate their research process. Success in the reflective exercise depended, in part, on the mindset of the student. The author states that, in crafting a reflective exercise, prompts such as "why" and "what" can be useful to guide the reflection. Overall, the author concludes that written reflection enlarges and reinforces the learning through by creating an opportunity for the process of rethinking and re-examination.

Summarized by: Julie Tedjeske, Duquesne University School of Law, in 2020.