

Using Information Literacy to Prepare Practice-Ready Graduates

By Ellie Margolis & Kristen E. Murray. 39 U. Haw. L. Rev. 1 (2016).

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Reviewer's Summary:

In this article, Margolis and Murray advocate for a fundamental shift in the way law schools in the United States teach legal research, one that forgoes a focus on sources and methods, and focuses instead on information literacy skills. They discuss generational differences between practicing attorneys and recent graduates, emphasizing that new attorneys will need to understand existing information practices, while understanding and advocating for new approaches. The authors note that law schools increasingly emphasize the need to produce “practice-ready” graduates, and that though this concept is ill-defined, information literacy embodies the notion of flexibility, rendering the concept a good fit for curricula emphasizing practical training. They describe historical approaches to legal research and writing, and the ways in which technology has changed modes of research and communication. They describe information literacy frameworks published by the Association of College and Research Libraries and the American Association of Law Libraries.

Summarized by: Meredith Capps, Vanderbilt University Law School, in 2020.