PEDAGOGICAL LESSONS FROM VIDEO GAMES
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During college, in my first of many art history classes, I sat next to an older (to my 18-year-old self) woman. She was taking advantage of a program run by my university that made courses available for a small fee to individuals over the age of 65. I remember thinking that this was what I wanted to do, to be the “older” woman taking classes in retirement for sheer curiosity’s sake. It must have been the first time that I consciously thought about lifelong learning.

I thought of that woman again after one of my recent classes. As I have mentioned in a prior column, I’m co-teaching a new class this semester on law practice technology. I have the good fortune to be co-teaching with someone from the State Bar of Georgia who is an expert in legal technology. Leading up to the first class, I was experiencing strong feelings of imposter syndrome and wondering why on earth I thought I should be teaching this class. Now, however, after having taught several classes, I am starting to feel like how I imagine my fellow art history student from years ago must have been feeling; I leave each class thinking about how much fun it has been. I’m learning so much from my co-teacher, guest speakers, and students, and hopefully I am able to offer some valuable insights in return. I love teaching and I love my legal research classes, but this has been engaging in a completely different way. Learning and thinking about something new that fascinates me with a community of people who are equally intrigued is invigorating.

Not everything we do can always be so exciting, but it does make me think about how I teach legal research and how I approach my own professional development. For my research students, am I teaching them in such a way that interests them beyond what grade they might earn in class? Not everyone will be interested in learning the same things, but what can I do to ignite the spark of curiosity that leads to engaged learning?

Similarly, how can I be more intentional about my own continuing education and find those learning opportunities and experiences that excite me? We all have to keep learning and growing as our profession changes. Clearly, not everything we do will be deeply fascinating every day, but it’s good to have a reminder that we should seek out development opportunities that inspire passion and reinvigorate our professional lives. When I retire, I’ll be the “old” lady taking art history classes, but for now, I’ll be learning all I can about robots and artificial intelligence.

Kristina L. Niedringhaus
krisn@gsu.edu
PEDAGOGICAL LESSONS FROM VIDEO GAMES

Video game features (side quests, exploration, and continuous feedback) can be used to increase student engagement in the classroom.

BY CASANDRA M. LASKOWSKI

DESIGNING AND IMPLEMENTING RESEARCH COMPETENCY

How using rubrics can improve assessment.

BY NICOLE DOWNING, ANUPAMA PAL & THERESA TARVES

DEVELOPING A CULTURALLY COMPETENT LEGAL RESEARCH CURRICULUM

Best practices for weaving cultural competency topics, including diversity, into your lectures, assignments, and classroom discussions.

BY SHAMIKA DALTON & CLANITRA STEWART NEJDL

TACKLING ADMINISTRATIVE LAW RESEARCH

10 tips to help you prepare your course or workshop.

BY MARI CHENEY, JULIE GRAVES KRISHNASWAMI & JASON SOWARDS
TRENDING
Tracking the numbers—and hot topics—for AALL’s educational offerings.

MEMBER PROFILE
Meet Andrew Winston, senior legal reference librarian at the Law Library of Congress in Washington, DC.

NEWS & NOTES
AALL Spectrum Editorial Board call for volunteers, and notable 2019 dates.

SHELF LIFE
What book or resource would you recommend to someone thinking about a career in legal information?

LEADER PROFILE
Adeen Postar discusses her path to becoming a director, current trends within the field, and skills attorneys need to possess in order to succeed.

ASK A DIRECTOR
What education opportunities should legal information professionals pursue? Advice from Michael J. Robak & Nancy Rine.

2019 AALL ANNUAL MEETING: CAPITALIZING ON OUR STRENGTHS
A peek inside AALL’s premiere event, July 13-16 in Washington, DC.

THE GOALI INITIATIVE
Removing the barriers to legal research, training, and justice in developing countries.
BY LORA JOHNS, DIANA QUINONES, YUKSEL SERINDAG & STACIA STEIN

HOSTING A SUCCESSFUL TRANSCRIPTION PARTY
The Law Librarians of New England and the Rhode Island State Archives combine service and outreach to the community.
BY JESSICA ALMEIDA, NICOLE P. DYSZLEWSKI & ALISHA HENNEN

TECHNOLOGY
Creating a culture for innovation.
BY KENTON S. BRICE

VENDOR VOICE
Lucidea has furnished the legal industry with knowledge management solutions for three decades.

REFERENCE DESK
The art of co-teaching.
BY DOLLY M. KNIGHT, MARIBEL NASH & SCOTT VANDERLIN
If retirement is in your future, and you want to stay connected to your friends and colleagues as well as the legal community, consider the Sustaining Member payment option. For a one-time renewal rate of $425*, continue enjoying all the benefits of membership:

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- Publications
- Leadership Opportunities
- Financial Support
- Advocacy

* Does not include SIS memberships

DID YOU KNOW?
AALL’s Encore Caucus was created as a way for retired members to continue to collaborate with members of the legal information profession, share common interests, and further personal and professional activities. Learn more at bit.ly/AALLencore.
What better way to engage meaningfully with members across our different segments, acquire leadership skills, and give back to the association than through volunteer work? In addition, volunteer opportunities frequently connect our members with key stakeholders, such as publishers and legal educators. For example, did you know the Indexing of Periodical Literature Committee reviews newly published legal periodicals and online companions and makes recommendations to the Gale Group editorial staff concerning inclusion of those titles in the Legal Resources Index, the Current Law Index, and LegalTrac? Another committee, the George A. Strait Scholarship & Fellows Committee, will be creating guidelines for the selection of law or library science students from underrepresented groups for placement in law libraries across the U.S. The new George A. Strait Fellowship expands the ways that students from underrepresented groups can be mentored and gain meaningful professional library experience. This is a prime example of a member-driven activity that fulfills not just our community pillar, but our knowledge and leadership pillars as well.

Other examples of community engagement include the Social Responsibilities SIS (SR-SIS) Annual Children’s Book Drive, which last year in Baltimore collected 590 books and cash donations for the Maryland Book Bank. For the fifth year, the SR-SIS ran a successful toiletries drive that benefited Project PLASE, a Baltimore organization that provides housing and support services to homeless adults. I could write pages on how our members continue to engage with the community, but I will end with one final success story demonstrating how our members advance the information policy interests of AALL, which includes greater access to government information. Quite recently, Michigan became the twentieth state to successfully enact the Uniform Electronic Legal Material Act, due in part to the strong advocacy of our members, including Michigan Association of Law Libraries Vice President Jane Meland, who testified before the legislature, and Member-at-Large Marlene Coir.

Volunteering isn’t the only way to make your mark with AALL. Take advantage of our many educational and professional development opportunities. This spring we will be going on an Add+Venture, our first-ever AALL Innovation Bootcamp in Chicago. We will help identify improvement opportunities in your organization and stoke a workplace culture promoting innovation, ingenuity, and collaboration. It is not too late to sign up!

Femi Cadmus
femi.cadmus@duke.edu
Capitalizing on Our Strengths

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WASHINGTON, DC
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- Must-have education you won’t find anywhere else
- Tips, tools, and technologies to stay on the leading edge of legal information
- Priceless perspective from your community of thought leaders
- A city of immense historical and civic significance, world-class museums, and eclectic neighborhoods with true local flavor
- The opportunity to celebrate excellence in the legal information profession
- A chance to make your voice heard during AALL Day on the Hill (July 12)

www.aallnet.org/conference
In the rapidly changing legal world, it’s important to stay abreast of the latest developments and technological innovations that shape the way you work within your organization. One of the best ways to stay ahead of the game is through quality continued professional education. AALL is the premiere resource for all law librarians’ career development needs, offering exceptional educational programming, webinars, and special events designed exclusively for law librarians and legal information professionals.

**TOP WEBINARS**

1,153

- Transforming our Libraries from Analog to Digital: A Vision for 2020
- Getting Declarations on Prior Art for Patent Litigation
- Editor Insights: A Webinar Panel on Publishing Your Writing

View all of AALL’s webinars at bit.ly/AALL2gowebinars.

**ANNUAL MEETING**

67
Average number of programs

**LEADERSHIP ACADEMY**

182
Fellows and counting

**MANAGEMENT INSTITUTE**

282
Attendees and counting

**CONFERENCE OF NEWER LAW LIBRARIANS (CONELL)**

1,967
Attendees since 2004

**TOP 2018 ANNUAL MEETING PROGRAMS**

- Powered by AI, Built in the Law Library
- What’s in the Black Box?: An Inside Look at the Algorithms for Westlaw, LexisNexis, and Fastcase
- Impostor Syndrome: The Plague (or Good Fortune) of the Smart Professional
- Lightning Lessons: Research Instruction in a Flash
- Give Me Your Knowledge!
- Telling Your Story: Using Metrics to Display Your Value
- Research Training at the Point of Need
- Blockchain Is So 2017: Legal Cryptotech for the Modern Librarian
- Reference Analytics for Data-Driven Decision Making

View the recordings at bit.ly/AM18Recordings.

*Ranked by attendance
VANTAGE POINT

ANDREW WINSTON

- Senior Legal Reference Librarian
- Law Library of Congress
- Washington, DC

WHAT'S YOUR GREATEST ACHIEVEMENT AND HOW HAS IT SHAPED YOU? Being chosen for the AALL Emerging Leader Award inspired me to think more about pursuing a leadership role, which led me successfully applying to the Library of Congress’s Leadership Development Program.

FAVORITE ITEM IN THE LAW LIBRARY OF CONGRESS? It is almost impossible to pick just one, but I would probably have to say Thomas Jefferson’s rough draft of the Declaration of Independence. It includes Jefferson’s handwritten text of the Declaration, along with modifications by John Adams and Benjamin Franklin.

FAVORITE THING ABOUT YOUR JOB? I have the great fortune to have access to incredible resources in my work here, including some of the most expert law librarians I have ever met and the world’s largest collection of legal materials.

FAVORITE QUOTE? “Find the simplicity beyond the complexity.” I learned this from a mentor early in my law school career. It relates to the experience of mastering a subject—when you begin to understand the principles underlying a complex body of knowledge. (It’s a shorthand version of a longer Oliver Wendell Holmes quote.)

A SKILL YOU’D LIKE TO LEARN? Woodworking—my grandfather loved to do this, and it seemed to be a great way to be creative, as well as relax.
**NEWS & NOTES**

**AALL Spectrum Editorial Board Call for Volunteers**

AALL seeks applicants to serve on the 2019-2021 *AALL Spectrum* Editorial Board, to help develop, solicit, and curate the content of AALL’s member magazine. Serving as advisers to the *AALL Spectrum* editor, the editorial board is integral in identifying, shaping, and delivering information about current and emerging trends in law librarianship.

Content for *AALL Spectrum* relates to six general content areas:
- Best Practices
- Career Development
- Education
- Information Technology
- Leadership
- Transformation of Law

Applicants for the 2019-2021 *AALL Spectrum* Editorial Board should have expertise in one or more content areas, a strong professional network, and an eagerness to reach out to potential authors. Experience in writing, editing, and publication production will also be considered.

Please read through the editorial board member job description, and for more information visit the *AALL Spectrum* Editorial Board profile.

Submit your editorial board application at bit.ly/AALLSpec19 by Thursday, April 25—you can make a difference in the quality and value of your Association publication.

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**2019 CALENDAR**

**MARCH**

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<tr>
<td>01</td>
<td>AALL/LexisNexis Call for Papers Award submissions due (open, new member, and short divisions); Student submissions due May 16</td>
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<tr>
<td>04</td>
<td>AALL Executive Board nominations due</td>
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<tr>
<td>08-09</td>
<td>AALL Winter Finance and Budget Committee Meeting</td>
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<td>12</td>
<td>AALL Vendor Showcase Webinar: From Access to Accessibility—Practical Guidance for Navigating Common Law Content</td>
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<td>19</td>
<td>Continuing Professional Education Program Grant proposal deadline</td>
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<td>AALL/Bloomberg Law Continuing Education Grant deadline</td>
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<tr>
<td>21-23</td>
<td>AALL @ Southeastern Chapter of the American Association of Law Libraries Annual Meeting</td>
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<td>Northern California Association of Law Libraries Spring Institute</td>
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<td>AALL Management Institute</td>
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<td>01</td>
<td>AALL Annual Meeting grant applications due</td>
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<td>AALL Research grant applications due</td>
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<td>AALL Scholarship Program applications due for:</td>
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<td>- AALL Scholarship</td>
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<td>- George A. Strait Minority Scholarship &amp; Fellowship</td>
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<td>- LexisNexis John R. Johnson Memorial Scholarship</td>
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<td>- Marcia J. Koslov Scholarship</td>
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<td>04-05</td>
<td>AALL Spring Executive Board Meeting</td>
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<td>AALL @ LMA 2019</td>
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<td>Southwestern Association of Law Libraries Annual Meeting</td>
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<td><em>AALL Spectrum</em> Editorial Board application deadline</td>
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<td>AALL Innovation Bootcamp: Add+Venture Initiative</td>
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<td>MAY</td>
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<tr>
<td>16</td>
<td>AALL/LexisNexis Call for Papers Award submissions due (student division)</td>
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<td>17</td>
<td>AALL Annual Meeting early-bird registration deadline</td>
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<td>29</td>
<td>Law Librarians of Puget Sound Annual Meeting</td>
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**JUNE**

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<tr>
<td>06</td>
<td>Law Library Association of Greater New York Annual Meeting</td>
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**JULY**

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<tr>
<td>11</td>
<td>AALL Executive Board Summer Meeting</td>
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<td>12</td>
<td>AALL Day on the Hill: Advocacy Training &amp; Lobby Day, Washington, DC</td>
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<tr>
<td>13-16</td>
<td>112th AALL Annual Meeting &amp; Conference, Washington, DC</td>
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**QUICK LINKS**

- **AALL ANNUAL MEETING**
  bit.ly/AALL2019
- **AALL AWARDS**
  bit.ly/AALL-awards
- **AALL INNOVATION BOOTCAMP**
  bit.ly/AALL-innovation
- **AALL/LEXISNEXIS CALL FOR PAPERS**
  bit.ly/AALL-callforpapers
- **AALL MANAGEMENT INSTITUTE**
  bit.ly/AALL-mi
- **AALL SCHOLARSHIPS**
  bit.ly/AALL-scholarships
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learn more at bit.ly/AALLchampion
SHELF LIFE

CAREER RECS

What book or resource would you recommend to someone thinking about a career in legal information?

1. **THE AMERICAN ASSOCIATION OF LAW LIBRARIES (AALL) CAREER CENTER** (American Association of Law Libraries, www.aallnet.org). “The public perception of what law librarians and other legal information professionals do can be quite different from their actual day-to-day responsibilities. For that reason, I would recommend reading job postings from AALL’s Career Center. While job postings rarely encompass all aspects of a position, they can quickly provide insight into the diversity of available positions and some of the duties the positions entail. The required and preferred qualifications sections are also helpful for making informed and strategic career-planning choices. The AALL Career Center is a great place to find job postings in the legal information field.”

   Amy M. Koopmann; Reference & Faculty Services Librarian; University of Iowa Law Library; Iowa City, IA

2. **TO KILL A MOCKINGBIRD** by Harper Lee (Harper Perennial Modern Classics, 2002). “To Kill a Mockingbird is set in the fictional town of Maycomb, Alabama, during the Great Depression. The story is narrated by Scout Finch, daughter of Atticus Finch, a prominent lawyer in town. Through Scout’s eyes, author Harper Lee explores the themes of racism, poverty, and justice. The story centers around the trial of Tom Robinson, a black man accused of raping a white woman. Tom is represented by Atticus and despite overwhelming evidence of his innocence, he is convicted and later killed while trying to escape from jail. The alleged victim’s father is angry about what is said during the trial and follows Scout and her older brother home one night with the intent to harm them. They are saved by their recluse neighbor, Boo Radley. This book led me to my interest in the law, and then law librarianship followed as I worked in the law library both before and after law school.”

   Christine Iaconeta; Law Library Director; Garbrecht Law Library; University of Maine School of Law; Portland, ME

3. **AALL’S KNOWITAALL** (American Association of Law Libraries). “For those considering a career in legal information (or those new to the profession), there is no better resource than KnowItAALL. This AALL-curated newsletter compiles the most recent articles addressing topics from legal technology, leadership, research, wellness, and other issues that pertain to the legal information professional. Beyond the actual substance, the sheer number of topics covered is informative. When you first start out in legal information, you don’t know what you don’t know, and the content highlighted in KnowItAALL reveals trends, explains terminology, and alerts you to all the nuances within the legal information profession.”

   Matt Timko; Academic Technologies and Outreach Services Librarian; David C. Shapiro Memorial Law Library; Northern Illinois University College of Law; DeKalb, IL

4. **THE LAW LIBRARY**

   “A great resource for helping you figure out if you want a career in legal information is the law library itself. Whether your library of interest is an academic law library, a law firm library, or a government law library, spending time in a law library and talking with law librarians about their job responsibilities and their passions are great steps you can take to see what a career in legal information is really like and if it is what you want for your career. The time I spent working in my school’s law library during law school and the time I spent listening to the law librarians there talk about their careers were both great resources to help me know I wanted to begin my career in legal information. It’s been two-and-a-half years, and it’s the best decision I ever made. So go straight to the source—the resource of the law library.”

   Annalee Hickman; Faculty Services Librarian; Professor of Legal Research; Howard W. Hunter Law Library; Brigham Young University; Provo, UT
Video game features (side quests, exploration, and continuous feedback) can be used to increase student engagement in the classroom.
The hype around gamification continues to increase, even in the absence of support for its effectiveness. However, not everyone buys into all the hype. Gamification critic, author, and game designer Ian Bogost argues that gamification is the product of marketers and consultants who sell the idea of gamification “as a salve for all ills.”

And contrary to the hype, research has shown that gamification has significant downsides. It can exclude quieter or lower-achieving students. It fails to build intrinsic motivation and can, paradoxically, deter future interest in a topic. And while great video games take a great deal of work to develop, gamification claims to offer educators great results through a one-size-fits-all, low-effort model.

So, instead of gamifying our lessons, let’s pull teaching lessons from the video games themselves.

Limitations of Gamification
Gamification distills the key elements of video game design and games into an oversimplified, cut-and-paste model. Traditionally, this translates into feedback systems, be they leveling, achievement badges, or leaderboards, that are intended for use without much adaptation in non-game situations. A common criticism of schools is that knowledge is gathered for exchange value instead of encouraging exploration. Leaderboards and badge systems simply swap out one value (grades) for another (rank/points/prizes).

Worse still, as C. Scott Rigby discusses in her article “Gamification and Motivation,” studies show that rewards can have the paradoxical effect of decreasing interest in the core activity itself. The rewards pull focus from the fundamental value of the activity and stunt the development of internalized motivation.

The game-show-style quiz is the other common gamification method. It makes reviewing class material more enjoyable for students, and is a useful way to review facts (e.g., name a type of secondary source), but it does not support analytic thought (e.g., which of the cases on the results is most useful to your case?). Also, this rapid-fire answer method can exclude quieter or unsure students. This doesn’t mean it should never be used, but it cannot be the only knowledge review method.

Additionally, a recent study of achievement goals found that low-achieving students with learning goals (e.g., understanding the principles of structural integrity) performed better than those with performance goals (e.g., building a structurally sound bridge). (Learn more about achievement goals on collaborative interactions at bit.ly/MA19Mercier.) The study partnered students and found that pairs given learning goals increased shared knowledge. While it can be encouraging to see more active participation in class, which gamification might produce, if

Video games captivate a wide audience. People spend hours enraptured in play. While it can be tempting to turn lessons into games to harness this “magic,” we should be looking deeper at what makes games engaging.
we want to create brave researchers and savvy technologists, we cannot rely solely on the plug-and-play strategies of gamification.

**Lessons from Video Games**

**Integrate Feedback**

Feedback, though not a novel concept to games, is identified as a key feature in gamification literature, which reduces game feedback to leveling, leader boards, and achievement badges. But feedback in games is integrated into the entire experience. When you attempt to jump over a chasm with Mario, you know quickly whether you jumped too soon or not soon enough. As you reach the higher levels and battle the strongest monsters in the game (i.e., boss fights), you have to identify which strategies are effective and which lead only to defeat. Your play style evolves with each attempt.

In teaching, we already have several ways to give students feedback, including providing comments on their finished assignments and during student-teacher conferences. However, we can integrate other feedback mechanisms to provide more continuous learning. For example, we can include reflective questions in assignments that ask students to compare outcomes of two different strategies for solving one problem. Or we might have students try the same strategy in two different situations to demonstrate how strategies need to adapt to context. It might not be as organic as video games, but it will encourage students to think deeply about the process, not just follow steps.

**Support Different Play Styles**

With the vast array of video games available today, people can often find one that keeps their attention and appeals to their preferences. In contrast, students do not always have a choice in taking your class, which can make engaging the full class difficult. Varying assignment types and even topics can help include and engage each student in some way. You can ask organizational questions in addition to analytic ones in your assignments to appeal to different learning styles. Or cover critical theory topics in your lessons to provide space for these discussions and challenge students to consider the situations attorneys face regularly.

**Offer Side Quests**

Popular video games provide players an option to engage in missions outside the game’s main storyline, allowing players to improve their skills or gain additional resources. Similarly, we can provide students with chances to learn outside of the classroom curriculum and syllabus. Legal research classes have limited time and involve a linear progression of learning. By providing students optional additional assignments, they can then decide what they find confusing or interesting and get more practice with it. While this does require substantial effort, potentially, only a minimal amount of buy-in (only one tenth of my class used them), for some students that opportunity is exponentially valuable.

**Encourage Brave Exploration**

A parallel component of side quests is exploration. In a video game, when you venture off the main path, you can explore the game’s world more deeply. This freedom encourages players to be creative. We can mimic this in our classroom instruction by crafting flexible assignments that encourage curiosity and creativity.

In my legal technology course, students draft a plan of study for any skill or set of skills they choose. They set goals for themselves, work toward those goals during the course, and analyze their progress at the end of the course. The only limitation is that they must be technology-related skills. The grade for the assignment rests not on whether they mastered the skill but rather on the reflection they provide of their journey in their final report. This encourages them to be brave in setting their goals.

**Be Responsive**

Even the most skilled game developers cannot foresee every possible problem. Glitches can be frustrating and, when left unaddressed, cause players to abandon games. The greatest games have glitches, but the developers are responsive to their communities.

Teaching glitches might include an unforeseen rabbit hole within an assignment or a disconnect between instructions and the interface (last-minute database updates anyone?). When students find mistakes or unexpected complications, be available and be responsive. This also includes being open to criticism. Student feedback during the course can help you cover gaps you didn’t notice or modify your plans. Review end-of-course evaluations for trends and adapt your lessons for future iterations.

**Accept That Not Everyone Will Love It**

No game appeals to everyone. Whatever strategy you employ, it is unlikely that your lessons will ever be as captivating as the best video games. The only guarantee is that there is no shortcut to great lessons. Great teaching requires a great deal of labor. It requires adaptations and adjustments over time. It needs to be reactive to the students in each class. And it must have its own story to tell. I have found that applying these strategies helps foster a more inclusive classroom environment.

**READ**

In 2013, the American Association of Law Libraries (AALL) adopted the Principles and Standards for Legal Research Competency (PSLRC) with the aim of identifying a set of legal research skills required to be considered competent in any practice setting. The five broad principles are each supported by more specific standards and demonstrable competencies. By outlining the required qualities, skills, and knowledge attributes of a successful legal researcher, the PSLRC act as a guide for legal research instructors to ensure that students are trained with the skills they need to succeed as new attorneys.

The competencies help guide the process of creating learning outcomes as required by American Bar Association (ABA) Standard 302, and they assist in the assessment of those outcomes as required by ABA Standard 314. For legal research instructors, assessment can be administered using quizzes, papers, and assignments. However, even after having identified options for assessment with the competencies as a guide, legal research instructors are still left with the problem of how to grade the assessments. Rubrics are an excellent assessment tool that ensures skills measured match the learning outcomes identified.
A successful legal researcher possesses foundational knowledge of the legal system and legal information sources.

A successful legal researcher gathers information through effective and efficient research strategies.

A successful legal researcher critically evaluates information.

A successful legal researcher applies information effectively to resolve a specific issue or need.

A successful legal researcher distinguishes between ethical and unethical uses of information, and understands the legal issues associated with the discovery, use, or application of information.

Learn more about the Research Instruction & Patron Services Special Interest Section Legal Research Competencies at bit.ly/AALLRIPSrclrc.

Law Firms
How do the PSLRC fit within the law firm environment? Law firm libraries don’t have to meet ABA education requirements, so instructors don’t need to create learning outcomes or grade the research skills of new attorneys. However, they do want attorneys within firms to research efficiently. The PSLRC can guide a firm’s assessment of summer associates’, new attorneys’, or lateral hires’ research skills.

New attorneys generally undergo orientation with the firm library or knowledge management center. Some firms include an assessment at the end of the orientation by having the new attorneys work through exercises under the library’s guidance. The goal of this assessment is not to test whether the new attorneys can identify a specific statute or identify a good secondary source. Instead, the assessment looks at the broader research skills as identified in the PSLRC. Firms want to see a demonstration of broad research skills, not the ability to use a single database or find a specific resource. This is exactly what the PLSRCs strive to address, and they can help firms that are using similar assessment practices during their orientations to create effective legal research exercises.

With this in mind, how are academic libraries helping students to develop the legal research competency skills they will need as new attorneys and at firms? Law schools are using the PSLRC to guide assessment practices, and they are using rubrics as a tool to grade assessment.

Assessing PSLRCs in Law School
After teaching first-year legal research for four years, those of us teaching the course settled on a format for our graded assignments; nevertheless, we constantly tweak the way we draft hypotheticals, questions, and research problems to better assess our students’ legal research competencies. Like legal research, assessment is an iterative process, and it might often change during a course, depending on the ongoing needs of the students. Fortunately, there are many different ways to assess legal research competency, so students should never be bored with the same type of exercises, and instructors can work in assessment exercises that mirror the real-life research requests law students might get once they begin to practice.

Each of the PSLRCs tend to lend themselves to a different type of assessment. For example, online quizzes and short-answer exercises are a great way to assess PSLRC I (foundational knowledge of the legal system and legal information sources). Using classroom technologies, such as Nearpod, a classroom presentation tool, to do collaboration boards and polls, allows students to see how they are doing in real-time and provides live instructor feedback to the entire class.

To assess PSLRC II (gathering information through effective and efficient research strategies), students can create research plans, keep research logs, and track the time it takes to complete a project. These exercises are carried out throughout the semester so that students get frequent feedback on how they can better draft search strings, recognize legal issues, and more effectively plan their research methods, which helps to make these skills second nature to them by the time they complete the course and start their summer jobs.

In an academic environment, presenting research problems that mimic the kinds of research questions that students will face in practice provides practical opportunities for students to apply what they are learning in class. Students research and write memos several times throughout the semester, which requires them to critically evaluate the information they have found and then apply that information effectively to resolve their specific legal issue. This can be done with informal in-class exercises and with formal graded assignments, and it allows for assessment of PSLRCs III and IV. Further, it requires students...
to use basic foundational legal knowledge and research process skills to reinforce the importance of the first two PSLRCs.

**Developing Rubrics for Assessment**

Using rubrics for assessment is essential for many reasons: they are an organized record of the skills you wish to assess; they keep you on task; they help you remain fair; and they help you understand the depths of your question, to name but a few. All of these things are key for any teacher—newbie or seasoned—no matter what subject matter they teach or where they teach it. So how can you apply rubrics in your own workplace? First, you’ll have to find what works for you. But, if you are looking for suggestions, here are some insights from using rubrics in the Advanced Legal Research class at Boston College Law School:

Test the skills and the competencies of the subject matter you are teaching. In terms of Advanced Legal Research, use the PSLRC (or some other guiding principles and standards for different subjects) as a foundation for your course. That means reading all of them, spending ample time with them, and trying to understand what they mean, and then applying them to all the materials you use for that class. Specifically, utilize them as the base for your rubrics, where the language of the assessment criteria matches that of the competencies and skills the class is structured to develop in students.

Look at examples of how others have incorporated the PSLRC into their work. Talk to your colleagues about their use of rubrics—ask to share them and put your own twist on them—and then ask for their opinions again. Look at samples online, research rubrics in journals, join a listserv dedicated to teaching, or visit the Research Instruction & Patron Services Special Interest Section (RIPS-SIS) Legal Research Competencies webpage. Know what’s out there and adapt it or use it as a starting point to craft your own rubric.

Have an open mind about the “right” answers or the “right” way to search. Some students who are good legal researchers may not be the ones who draft the greatest legal research argument or select the most infallible sources or choose the exact, most applicable primary law. Keep that in mind and award points where you can see the potential based on the ties to the PSLRC—then help draw that out. It’s a tall order no doubt—but good assessment is a tall order.

Reflect on what you’ve done so far, what you’ve learned from your experiences, and what you’ve learned from trial and error. The rubric that included each and every important case, statute, and/or regulation is great—but let that be a guide. It might work particularly well in a class where students need to see everything clearly in front of them; however, some students might need a little less structure to get the points. Consider a grid style rubric that also awards credit for clearly creating a research plan and strategy and adjust that up or down based on the quality of the research plan and strategy. Think about giving points to a student for recognizing the role of administrative law in a particular question—and give some points even if the student did not cite exactly to 11 CFR 300.10(c), 300.31, and 300.34(a)(2).

Try different things and keep making adjustments. One rubric won’t always work, but it will be a start. Grading with rubrics is not about having the perfect assessment tool. It’s about using an assessment tool to keep you focused, organized, fair, structured, and grounded in the PSLRC. After that, use the rubric to tailor and support your feedback to each student based on the answer they submit.

Noting the increased demand for skills-based training as required by the ABA and reflective of the current law firm environment, this article provides several ideas that any librarian or instructor can use to adapt or devise effective and specific assessments. While the specific demands and objectives of legal research courses may vary based on the vision of the instructor, the PSLRCs provide a valuable and foundational structure for legal research instruction. Anchoring assessment tools, such as rubrics in the PSLRC, unify the vision of the ABA by calling for well-trained and highly-skilled law school graduates to enter into practice.

**AALL2go EXTRA**

Learn how the RIPS-SIS Legal Research Competency Committee teaching librarians have incorporated the PSLRC into assessment of legal research skills, and get specific examples of graded assessments and rubrics. Watch the May 2018 committee webinar at bit.ly/AALL2go053018.
With all the information that a legal research instructor must impart to law students—and given the limited amount of time they have to do so—it is understandable that there might be hesitancy to undertake anything that might complicate the legal research classroom. There is one concept, however, that legal research instructors should be working to integrate into their law school classes despite the additional effort required: cultural competence. The law students we teach today will be expected to be the culturally competent lawyers of the future. While the idea of using the law school classroom to help students become culturally competent is not new, academic law librarians continue to wrestle with whether legal research instruction should be used for this purpose, and if so, how to begin.
What Is Cultural Competence?
Although there are many ideas about what constitutes cultural competence, its key aspects include the ability to recognize one’s own potential biases, embrace diversity, and successfully serve others. Cultural competence goes beyond racial and ethnic diversity to include differences in religion, gender, social values, and other characteristics. A useful discussion of the evolving definitions of cultural competence is available at the Georgetown University Center for Child & Human Development’s National Center for Cultural Competence website at bit.ly/MA19Georgetown.

Lawyers Must Be Culturally Competent
A review of the American Bar Association’s (ABA) requirements and guidelines makes it clear that cultural competence is a critical skill for lawyers and that many of the skills and considerations needed for cultural competence are also requirements for being a successful lawyer. Further, these requirements and guidelines tie the creation of culturally competent lawyers directly to the law school curriculum. For example, the ABA’s Model Rules of Professional Conduct (available at bit.ly/MA19ABA) exist to “assur[e] the highest standards of professional competence and ethical conduct.” Of those rules, three are of specific interest here: Rule 1.1, Rule 1.3, and Rule 2.1.

Rule 1.1 (Competence) states that “a lawyer shall provide competent representation to a client.” It further states that “[c]ompetent representation requires the legal knowledge, skill, thoroughness and preparation reasonably necessary for the representation.” Comment Two to Rule 1.1 states in part that “[p]erhaps the most fundamental legal skill consists of determining what kind of legal problems a situation may involve, a skill that necessarily transcends any particular specialized knowledge.” Comment Five further explains that to competently handle a legal matter, the attorney must be able to “inquir[e] into and analy[z]e … the factual and legal elements of the problem, and [use] methods and procedures meeting the standards of competent practitioners.” The comment further notes that “adequate preparation” is also required.

Rule 1.3 (Diligence) requires attorneys to represent their clients with “reasonable diligence and promptness.” Comment One to Rule 1.3 indicates that such diligence and promptness includes “act[ing] with commitment and dedication to the interests of the client and with zeal in advocacy upon the client’s behalf.” Perhaps most relevant is Rule 2.1 (Advisor), which states that “a lawyer may refer not only to law but to other considerations such as moral, economic, social, and political factors, that may be relevant to the client’s situation,” while Comment Two to Rule 2.1 specifies that “[i]t is proper for a lawyer to refer to relevant moral and ethical considerations in giving advice.”

Each of the aforementioned Rules encompasses aspects of competent and ethical lawyering beyond a mere knowledge of legal skills. The ability to be thorough, diligent, prepared, and fully able to ascertain both the types of legal issues involved in a case and their related moral, economic, social, and political considerations, requires a legal
education that encourages and assists law students in recognizing the diversity of thought, circumstances, and cultures that they may encounter when working with clients. Put simply, it requires legal education that teaches students to be culturally competent.

If there were any doubt that creating culturally competent students is part of a law school’s curricular responsibility, the ABA Standards and Rules of Procedure for Approval of Law Schools explicitly express the role that law schools are to have in promoting cultural competence in their students. (Learn more at bit.ly/MA19Standards.) Standard 302, for example, tasks law schools with creating “learning outcomes that shall, at a minimum, include competency in … [the] professional skills needed for competent and ethical participation as a member of the legal profession.”

In Interpretation 302-1 to Standard 302, the ABA goes further by declaring that cultural competency may be included in those professional skills.

**Cultural Competence in Legal Research Classes**

If you consider the American Association of Law Libraries (AALL) Core Competencies of Law Librarianship—particularly the need for law librarians to “understand[d] the social, political, economic, and technological context in which the legal system exists” (Competency 1.5), “[c]hibit[1] an understanding of the importance of a multidisciplinary and cross-functional approach to programs and projects within the organization” (Competency 1.11), and “[d] esign curricula and teach[1] to meet the educational needs of users …” (Competency 7.4)—the legal research instructor (as an academic, teaching librarian) is well positioned to address issues of implicit bias, diversity, and cultural competence in their classroom. (Access AALL’s Core Competencies at bit.ly/AALLCompetencies.) When these Competencies are coupled with the ABA guidelines previously discussed, the argument could be made that the legal research instructor not only should incorporate discussions and assignments that will promote cultural competency into their classrooms, but they also have a duty to do so.

**Implementation**

You may ask yourself: How can I incorporate race (and other diversity issues) into my course? We suggest that you start by making small changes and increase your incorporation of these topics as you become more comfortable with them. Here are some suggestions of ways to incorporate diversity topics into your lectures, assignments, and classroom discussions.

**Lectures**

When we discuss the process of generating search terms and synonyms, we encourage students to create a list of synonyms to ensure that they capture a comprehensive sample of cases. This is a great opportunity to have a discussion about the evolution of terms used to refer to certain groups of people. Throughout society, for example, the terms used to identify African Americans have changed in a quest to be politically correct. If one’s race is a pertinent element of a legal issue, students have to be mindful and include the necessary synonyms for a particular minority group. Students need to understand that they may have to consider terms that they would never say out loud to ensure the search yields cases from the 1900s and 2000s.

**Helpful Resources**


Pointers for Addressing Race & Diversity in Legal Research Instruction

- Draft hypotheticals that indicate implicit bias may be an issue relevant to the legal issue at hand.
- Ask students about assumptions they have made about the parties in certain hypotheticals (e.g., race, gender, etc.).
- Generate conversations to help students understand how biases (prosecutorial, judicial, jury, eyewitness, etc.) in the legal system can adversely impact clients who belong to underrepresented groups.
- Create research assignments that require students to find older cases that may include terms that are not culturally sensitive.

Assignments

Start by making small changes to your existing hypotheticals to make them multicultural. Consider using ethnic and gender-forward names or identifying the client’s race, gender, and sexual orientation in your hypotheticals. If we leave it up to students to imagine who their clients are, naturally they will visualize clients who look like them. When issue-spotting, students should be trained to consider one’s identity and to understand how the application of certain laws could adversely impact diverse populations. For docket-related assignments, consider having students track down briefs from Obergefell v. Hodges. When covering administrative law and the powers of the President, students could research President Trump’s three immigration-related executive orders. We have created three race-related hypotheticals (available at bit.ly/MA19Dalton) to give you a starting point.

As your comfort level increases, you can start creating new hypotheticals based on areas of law that involve historically disadvantaged diverse populations, such as education, housing, employment discrimination, jury selection, sentencing, gerrymandering/voter suppression, and the interpretation of “imminent fear” and probable cause. If you need inspiration for hypothetical topics, visit online news articles, legal blogs (i.e., SCOTUS or Jurist), the ABA Journal, or websites for administrative agencies such as the Equal Employment Opportunity Commission and Office of Civil Rights. When you create new hypotheticals, please consider sharing them in the Research Instruction & Patron Services Special Interest Section Teaching Toolkit.

Classroom Discussions

Discussing sensitive topics in the classroom can be frightening, but if you have a plan and an agenda, you can be successful. In your syllabus, inform students that they will be working through hypotheticals that may require research and class discussions about sensitive topics. When discussing sensitive topics in the classroom, it is important that you lay down some ground rules. This will ensure that the discussion is constructive and not destructive. Ground rules can include: (1) Respect others’ rights to hold opinions and beliefs that differ from your own. When you disagree, challenge the idea, not the individual; (2) Be courteous. Inflammatory language will not be tolerated; (3) Support your statements with evidence and provide a rationale for your points; and (4) Recognize that we are all still learning. Be willing to change your perspective and make space for others to do the same. Setting classroom conduct guidelines will help clarify expectations and foster an environment of mutual respect and collaborative inquiry.

Looking Ahead

Legal research and cultural competence are two critical skills for lawyers in our world today. As teaching librarians, we should incorporate some of the issues plaguing our nation into our legal research curriculum. We have a great opportunity to train students to think about cultural competence from the beginning to the end of the legal research process. We hope that this article provides you with leverage to advocate to your administrators for cultural competence in your legal research curriculum and provides suggestions to help you get started.

READ


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Teaching + Training

SHAMIKA DALTON
INTERIM ASSOCIATE DIRECTOR AND PROFESSOR OF LEGAL RESEARCH
Legal Information Center
University of Florida Levin College of Law
Gainesville, FL
sdalton@law.ufl.edu

CLANITRA STEWART NEJDL
REFERENCE AND INSTRUCTIONAL SERVICES LIBRARIAN AND ASSISTANT PROFESSOR
David C. Shapiro Memorial Law Library
Northern Illinois University College of Law
DeKalb, IL
cstewart5@niu.edu

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TACKLING ADMINISTRATIVE LAW RESEARCH

10 TIPS TO HELP YOU PREPARE YOUR COURSE OR WORKSHOP.

BY MARI CHENEY, JULIE GRAVES KRISHNASWAMI & JASON R. SOWARDS
Administrative law research can be taught in many ways—as a one-credit class, as part of an Advanced Legal Research (ALR) course, as a mini course incorporated into other subject-specific courses such as environmental or animal law research, as a workshop, or, if you’re ambitious, introduced during 1L research classes. Outside the law school environment, it’s a subject ripe for lunchtime workshops and one-on-one instruction, whether by appointment with a librarian or on an as-needed basis. The following 10 tips will help you prepare your class or workshop on administrative law research.

1. **Use Visual, Tactile, and Real-World Examples** Start the class by asking, “What’s in your bag?”; “What did you have for breakfast?”; or more broadly, “How were you regulated today?” These straightforward questions provide real-world examples of regulated products, food, and industries.

   Using visual and tactile examples in exercises is a simple way to make administrative law relatable to students’ everyday lives. For example, consider these two favorites: 1) Discuss Portland, Oregon’s many drawbridges and ask students to find the part of the Code of Federal Regulations (CFR) that governs each bridge and the times the bridges can be lifted; 2) Bring in a can or frozen bag of peas and ask students to find the regulations governing peas, as well as food labeling regulations. Have them also address questions such as, “What makes a product organic?”

   Visual aids also provide a way to bring state administrative law research into the course. Consider displaying a backpack with state park patches on it. If the state park patches are from different states, compare what state regulatory publications are available, and how those compare and contrast to federal publications. The comparison will help students see the pattern and format of how regulations—regardless of jurisdiction—are published.

   Real-world examples make the abstract regulatory process more understandable through their connections to the students’ daily lives. In addition to the examples above, the following in-class exercise will help students get used to browsing in an unfamiliar database: Provide students with an object or image of an object (i.e., a photo or digital image of an object) and have them use the e-CFR (Electronic Code of Federal Regulations) to find the regulation (from a previously compiled list of CFR sections) that corresponds to the object provided.

2. **Draw from the News** Class hypotheticals almost write themselves in administrative law research. An easy assignment is to ask students to bring a current news story to class, then spend 30 minutes of class researching the administrative law issues
Regulation comes about through the cooperative work of all three branches of the U.S. government. Legislative history materials, enabling statutes, formal and informal rulemaking documents contained in a rulemaking docket, agency adjudications, and court decisions upholding and interpreting regulations and agency actions are the foundational primary authorities.

Raised by the news article. Students can work on this individually or together as a class to brainstorm keywords and phrases, including which agencies to research, then use the agency’s website, the Federal Register, and the Code of Federal Regulations (or all three), to find the pertinent information, whether it is a guidance document or a code section. This exercise also helps students learn about government information and the potential lack of retention of that information, and provides them with the ability to go from a news story, written for a person without any legal training, to taking those key terms and translating them into the language necessary for effective searches.

**Keep it Simple**

Administrative law can be complex. Because it encompasses more than just finding a case or statute on point to include the varying administrative law publications, it’s best to keep assignments and course organization as simple as possible. One way to accomplish this is to teach one industry and governing agency over the length of the course, then give a midterm or mock final exam with a different agency hypothetically. While some agencies, such as the U.S. Securities and Exchange Commission or the Internal Revenue Service, are very different than, say, the Food and Drug Administration, many basic regulatory principles apply agency to agency. If a student understands the regulatory process, he or she can use these skills within a different subject area of the law.

Another way to keep the course as simple—yet as expansive—as possible is to start with a reported federal decision that has administrative history and work backward to include administrative decisions, guidance material, regulatory history, and regulations. If you’re teaching administrative law research as part of a larger ALR course, this could also include statutes and legislative history. Looking for a federal decision to use? Try *Rubin v. Coors*, 514 U.S. 476 (1995).

**Incorporate Primary Authorities**

From the outset, students need to know and must be able to recognize the various primary authorities. Their comprehension must include the types of primary sources, as well as how and where they are published. Armed with an understanding of primary sources, students can locate and search within fields quickly, using the best database or publication. Likewise, students need to know how the primary sources are related and how they fit into a regulatory timeline. Then, students can rely on the research principle that finding one on-point primary authority enables a researcher to find other relevant authorities.

Regulation comes about through the cooperative work of all three branches of the U.S. government. Legislative history materials, enabling statutes, formal and informal rulemaking documents contained in a rulemaking docket, agency adjudications, and court decisions upholding and interpreting regulations and agency actions are the foundational primary authorities.

Collateral primary authorities include those documents that are distinct and different among agencies. These include guidance documents, unified regulatory agendas, policy directives, manuals, meeting agendas, and documents governing agency practice. Students should familiarize themselves with an agency’s materials by consulting the agency’s website, the Federal Regulatory Directory, the United States Government Manual, or another secondary source to determine what types of collateral primary authorities the agency publishes.

Additionally, collateral primary authorities include those primary documents that make agencies and regulation possible. The two most important for legal research are the Administrative Procedure Act and the Federal Register Act, but students should be aware of other laws, including the Paperwork Reduction Act, the Regulatory Flexibility Act, the Unfunded Mandates Reform Act, and the Freedom of Information Act, as well as specific executive orders.

An appellate court decision provides a straightforward way for students to practice locating the primary authorities. Another method requires students to pull proposed rules that are referenced in the news. Locating proposed regulations can be easy, as in the net neutrality rulemaking, or more complicated, as in the proposed rollback of the U.S. Environmental Protection Agency’s Mercury and Air Toxics Standards. Comparing, contrasting, and labeling the different parts of the primary authorities is also useful in underscoring the differences in the publications.

**Incorporate Secondary Sources**

To round out administrative law research, students also need exposure to secondary sources. In administrative law, some of the easiest secondary sources to introduce are newsletters and practice guides covering regulated industries. These could include Bloomberg BNA Law Reports, such as Antitrust & Trade Regulation Daily and Securities Regulation & Law Report, as well as the E&E Daily for environmental law. These resources not only contextualize the law, but
they are also helpful in assisting students in identifying seminar paper topics for doctrinal courses, as well as serving as background reading in preparing for job interviews. Options for incorporating these newsletters in courses or workshops include assigning homework questions relating to a specific story, or having students turn in periodic summaries and reflections on what they have read in the newsletters.

What may go overlooked, though, is that administrative law is not just the law that agencies make (i.e., regulations or administrative decisions). It also includes the law that governs agencies in making that law; specifically, the Federal Register Act, the Administrative Procedure Act, and open government laws such as the Freedom of Information Act. Treatises on the underlying law that governs agencies help highlight whether an agency is operating consistently with the law, as well as ensure that its documents are accessible and its meetings are open.

Tell the Story Using a factual scenario set within an industry can illustrate how multiple agencies work together to solve a problem, engage in rulemaking, and carry out statutory functions such as licensing and adjudication. Moreover, teachers can underscore that this scenario provides a mental model and should be applied whenever students encounter other issues within heavily regulated industries. Although agencies and agency practice differ, many similarities translate to basic research principles and practices that apply across regulatory entities and areas of law.

To be sure, there are clusters of types of agencies that share organizational structures and functions that are designed to solve similar types of problems. For example, teachers can use the following clusters of agencies:

- **Labor and Employment:** Equal Employment Opportunity Commission (EEOC), National Labor Relations Board (NLRB), and Mine Safety and Health Administration (MSHA).
- **Public Land Management:** Bureau of Land Management (BLM), Fish and Wildlife Service (FWS), Forest Service (FS), and National Park Service (NPS).
- **Food:** US Department of Agriculture (USDA), Food and Drug Administration (FDA), Food Safety and Inspection Service (FSIS), Federal Trade Commission (FTC), and Centers for Disease Control (CDC).
- **Alcoholic Beverages:** Alcohol Tobacco and Trade Bureau (TTB) and Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF).

Using these clusters can help students recognize patterns in regulatory behaviors and employ a mental model across agencies. Additionally, teachers can draw on these agencies to create fact patterns and tell a story about regulation. Dig into the craft beer industry and have students determine how it is regulated. Likewise, ask students to examine the history of the regulation of sugar. Telling these types of stories can involve using documentaries, case studies, op-eds, news stories, interviews, and blog posts. Moreover, telling the regulatory story of an industry or product involves using both primary and secondary sources.

Connect the Story to Legal Practice Using secondary sources such as legal newspaper articles, industry updates, practice guides, and practice-oriented monographs brings regulatory issues out of the classroom and into legal practice. Likewise, inviting a guest speaker to discuss how he or she works and researches in a heavily regulated industry can be worth the class time. Be on the lookout for news stories that can be instructive, interesting, and then linked to rulemaking and agency adjudication. Also, befriend agency lawyers!

Tell the Story through the Agency’s Eyes Students can be tasked with the role of an administrator who needs to gather specific publications for his or her office. Alternately, students can outline or draft a comment. Drafting a comment involves locating and synthesizing primary and secondary authorities from the perspective of a practitioner or member of the public.

Working from the regulator’s perspective also illustrates the ways that different agencies work together. This exercise also reveals how agencies work with industry stakeholders. The regulation of milk serves as an example. Asking students the simple question of whether soy milk can be labeled as milk will lead them to pull in a variety of regulations as well as a complex regulatory history and legislative backstory.

Use an Instructional Model The final two tips focus on best practices when it comes to teaching in general, rather than specifically teaching administrative law research. The first tip is to use an instructional model. One established model that works well for adult learners is Robert Gagné’s nine events of instruction (more detail is available in his 1985 book, *The Conditions of Learning*). Generally, the model requires instructors to plan each class session with certain components in mind. This model works for entire courses as well as one-off instructional sessions. Highlights of this structure include:

- At the beginning of each session, the instructor should do something to capture the students’ attention, perhaps by talking about something in the news or by showing a video from YouTube that will serve as the basis for the day’s lesson. Be exciting! Our regulated world is rife with content to capture someone’s attention.
- Gagné’s model also requires the instructor to be explicit about what students will be expected to know
It’s best to keep assignments and course organization as simple as possible. One way to accomplish this is to teach one industry and governing agency over the length of the course, then give a midterm or mock final exam with a different agency hypothetical.

and be able to do by the end of the class session. The instructor should also be intentional in identifying prior learning to prepare the student for the new information that will be covered in each session.

The model requires that instructors present the content in a different way than a traditional lecture. Presentation methods that allow for student interaction enable you to incorporate formative assessment into the class (more on this below) and also give students immediate feedback on their understanding of the content.

During the instructional session, students must also do something for which they get immediate feedback. This is yet another way to incorporate formative assessment.

Finally, and most importantly, students must have an opportunity to internalize what they have learned to support transfer of the knowledge to new situations. This step within the model can be accomplished in many ways. Instructors can ask students to paraphrase what they have learned, or create a job aid, checklist, or template that they might be able to use later.

Use Formative & Summative Assessments The final tip is to incorporate both formative and summative assessments into research instruction. Both forms of assessment are vital to ensure comprehension and transfer of knowledge and skills.

Formative assessment constitutes in-the-moment appraisals that help identify student understanding while instruction is occurring. Such appraisals can take many forms and allow an instructor to adjust his or her presentation on the fly, because they not only provide feedback to students, they also inform the instructor about what content is most troublesome for students. Formative assessment allows instructors to change course and provide supplemental guidance before learning has progressed too far. Examples include concept quizzes that serve as a replacement to a traditional lecture, and in-class research assignments that can lead the instructor to demonstrate the proper way to complete the task if several students encounter difficulty.

By contrast, summative assessment occurs at the end of instruction to evaluate whether a student has learned the intended concepts and skills. Examples of summative assessments in the administrative law context could include a comprehensive research problem or set of problems that incorporates concepts and skills learned throughout the course. Another option may be a sample piece of work product, such as the composition of a comment for a proposed regulation, or production of a guidance document for a client considering recent regulatory changes. The latter tasks could include a research log documenting the sources consulted and the processes taken to produce the final work product.

Final Takeaway

While administrative law can be complex, there are many ways to make it accessible to those unfamiliar with administrative law concepts. The most important are making the topic relevant to the students’ daily lives and potential legal practices, as well as assessing their comprehension as you go along, in case course correction is necessary.

Special thanks to Courtney Selby, who presented on this topic with us at the 2018 AALL Annual Meeting and allowed us to incorporate her ideas into this article.
AALL DAY ON THE HILL
ADVOCACY LEADERSHIP TRAINING & LOBBY DAY

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Throughout her time in law librarianship, Adeen Postar, current chair of the American Association of Law Libraries (AALL) Continuing Professional Education Committee, has gained extensive experience in law firm, academic, and government libraries. Her desire to help students become the best lawyers they can be, coupled with her passion to support faculty scholarship, has led to a challenging and fulfilling career.
Today, libraries are not a passive repository for books (if they ever were), but an active, engaged community of professionals. You must speak up and be a voice for your students, patrons, attorneys, and clients.” —Adeen Postar

file loose-leaves and learned about copyright law, met the vendors, and really came to understand how research in law firms was conducted,” said Postar. Her next job was as a reference librarian at the Law Library of Congress. Then, in 1985 she accepted a reference position at Georgetown University’s law library with responsibilities that progressed from reference librarian to creating and administering Georgetown’s Public Patron Program.

After more than a decade at Georgetown, she accepted the position of law library manager of the DC office of Blank Rome. “I was the only law librarian, in fact the only law librarian they ever had,” said Postar. “I organized their collections as well as the teaching and training of associates, paralegals, and staff.” When she started, the firm was using the DOS version of Lexis, as well as some truly antiquated resources and sources that she was able to modernize.

“I enjoyed my interaction with the attorneys, but I came to miss teaching and working directly with law students and faculty.” So, in 2004, she returned to academic libraries as deputy director at the Pence Law Library at American University, Washington College of Law. In 2014, she fulfilled her ambition to become director of a law school law library by joining the University of Baltimore (UB). At UB, Postar directs the administration of the library and has continued her decades-long experience teaching legal research. Her scholarship includes continuing work as associate editor of the State Practice Materials: Annotated Bibliographies, published by Hein.

After joining AALL in 1984, Postar has been active on several committees and special interest sections. She is the current chair of the Continuing Professional Education (CPE) Committee and has served on several other committees. She is also a member of the Academic Law Libraries Special Interest Section (ALL-SIS), Legal History & Rare Books SIS, and Research Instruction & Patron Services SIS, and is a member of the American Bar Association, American Association of Law Schools, and the Law Librarians’ Society of Washington, DC, where she has served in various leadership positions. She is also a member of the Law Library Association of Maryland.

Here, she discusses her path to becoming a director, current trends within the field, and skills attorneys need to possess in order to succeed.

From your experience in government, the private sector, and academia, what makes academic law librarianship attractive?

Working at the Law Library of Congress was an amazing experience. Responding to inquiries from federal prisoners, a foreign attorney, and a member of Congress would be a routine shift at the reference desk. The private sector let me experience the importance of efficiency, organization, and responding effectively to attorneys under immense pressure. The different types of library experiences allowed me to succeed at increasingly challenging positions, but nothing can compare with my interactions with students and faculty. My experience at Georgetown
motivated me to return to the academic world and my experience at American provided me with the skills to be the director of an academic law library. The opportunity to engage in and to support academic teaching and scholarship gives me purpose.

What do you enjoy most about your job?
No day is ever the same! While I start each day with my “to-do” list, it usually vanishes, often before I even walk in the door. But I like that challenge. I enjoy prioritizing and responding to the needs of students, faculty, and administrators. My passion is working with students and helping them succeed. The opportunity to assist faculty in solving difficult research questions or finding resources they did not even know existed keeps me fully engaged with some of the brightest minds in legal education. Here at UB, like many academic law libraries, resources are very tight—but I have learned how to meet challenging needs on a short shoestring.

How do you stay abreast of changes in the field?
I choose the all-of-the-above option! Several of my faculty members write on cutting-edge, nontraditional legal issues that I am able (and need) to follow closely. I subscribe to many blogs, including Dewey B Strategic, BeSpacific, the Law Librarian Blog, Scholarly Kitchen, and the Legal Skills blog. I also read about legal education and review statistics and new data that are available to help sort out trends.

What can you share about your path to becoming a director?
My path was unconventional. First off, I am geographically bound to the DC area as my husband’s law practice and our roots are here. While I am fortunate to have the breadth of law library opportunities available here, my job prospects were limited geographically. I am also very grateful that I was able to work in several part-time positions when my daughters were young. My experience over the years helped me in my journey to becoming a director. I created and administered Georgetown’s Public Patron Program, which charges attorneys, law firms, and nonprofits to use the library there. Of course, the internet has limited the need for this program today, but 25 years ago, research, particularly by practitioners in small firms, actually involved a trip to the library. Through this program, I acquired financial and administrative organizational skills that allowed me to succeed as an administrator. The opportunities to supervise law library staff, a role not everyone enjoys, is another cornerstone to my path to being a director. I am committed to providing librarians and staff with the tools they need to succeed at their positions, through support for their scholarship, conference attendance, and continuing education. Finally, the skills I developed at American University provided me with a unique perspective on what law students need from their libraries to ensure that they have good research and writing skills. It was a long journey, but when I began as director at UB, I was confident in my skills and ready for the challenge.

What educational trends are most relevant to law libraries?
One troubling development is that some students do not read carefully or research deeply, which impacts their ability to analyze fact patterns and apply them to the law. We teach students legal research skills, but their previous research experience leads them to believe that everything is on Google and the answer can be found in a sentence or two in a Wikipedia entry. Millennials’ online skills do not consistently translate into good legal research and analytical skills. All of us have been trying to bridge that gap for many years, by trying to teach students the skills they need to be good lawyers.
What skills are in high demand for legal information professionals?

Some things never seem to change; communication skills, both written and oral, remain essential. Legal information professionals must be willing to anticipate, seek out, and respond to information needs. This requires being willing and eager to interact with the student who does not know what to ask for or the faculty member who may not communicate clearly what he or she needs. They must be able to advocate for what patrons need to get resources that are necessary to make them successful. In an era where library budgets and space are being cut, students and faculty continue to need what libraries and librarians can provide. Today, libraries are not a passive repository for books (if they ever were), but an active, engaged community of professionals. You must speak up and be a voice for your students, patrons, attorneys, and clients.

How has participation in AALL impacted your career and/or leadership capabilities?

AALL provides access to stimulating ideas, innovative programs, and exceptional leaders who have been instrumental in my career. I am better prepared to anticipate and respond to student, faculty, and resource issues because of discussions with directors and senior staff from across the country through AALL. In this regard, the Law Library Director’s listserv is invaluable. The ALL-SIS also provides essential resources and support. I cannot say enough about the immensely valuable programs at the AALL Annual Meeting, as well as the many useful local programs.

What essential skills do attorneys require?

Effective legal research is the cornerstone of the profession. In this age of competitive legal research service offerings and new technologies, lawyers need to be able to research effectively and efficiently. Effective advocacy and successful transactional practice begins with identifying the applicable law or precedent, and to do so, attorneys need to be able to evaluate and use the best sources. New attorneys must have the ability to research and write in an organized and effective manner. A new attorney who incurs inordinate costs due to ineffective research will have to answer to partners or clients. Whether they are headed to a big or small firm, business or government, the research training we provide is a life-skill that is essential to their future success.

What career advice would you give to new law librarians just entering the profession?

They need to be engaged, not just in the profession, but also in their institution. I urge all new law librarians to think about the future needs of their institution. Don’t be of the mindset that “I am too inexperienced to contribute.” Your freshness gives you a perspective that should be shared. Get out of your office and meet students and faculty on their terms and in their space and become part of their agenda as you demonstrate all of the resources the law library provides.

What does the future of legal education look like from your perspective?

Legal education, as reflected in the ABA Standards, is implementing assessments and learning objectives. The challenge for academic law libraries is to support a successful outcome. In addition to helping our law schools create a successful assessment framework, law libraries need to develop a framework for self-assessment. How do we measure our contribution to the success of our law schools? Return on investment metrics for libraries are difficult to define and put into practice. From the students’ perspective, increased opportunities for online education will be matched with an emphasis on improving analytical skills. Equally important, we (as educators) need to identify new tools to help prepare students for bar examinations. As law schools are trying to find a winning formula, the law library is an essential resource that should be part of meeting that challenge.

What would you tell new members about getting involved in AALL?

Do it! Attend the AALL Annual meeting and be sure to view the AALL Annual Meeting archived program recordings. Participate through committees and be sure to access the educational webinars on the AALL2go website. Reach out to your colleagues when you have a question or a problem. We are such a collegial group; there is always someone who will be happy to assist you with whatever you need.

Professionalism + Leadership at Every Level
Learning opportunities for legal information professionals span a wide range. What continuing education opportunities should legal information professionals pursue to keep their skills aligned with future job market needs?

The history of the adult education movement in America (if one is to believe Wikipedia) can be traced to the Chautauqua movement. While not completely accurate, my effort here is to see if I can advise legal information professionals on Chautauquas for future job market needs. In this case, I think future (and current) needs revolve around determining skills necessitated by technology’s impact on the legal industry.

The first task, however, is to define “technology’s impact.” Simply using the word technology is, at best, unclear, and so we begin by identifying and understanding the technologies creating the impact. At the risk of simply listing a series of buzz words, continuing education should include finding ways to understand the difference between big data and data analytics, and understanding the basics of security, cloud computing, social media, artificial intelligence, and a dozen other technologies that impact the legal industry. As for identifying continuing education opportunities, it isn’t so much which opportunities (since opportunities change and evolve on a daily basis), but rather where does one look for such opportunities? Let me propose a checklist of resources.
The first great opportunity is the American Bar Association (ABA) TECHSHOW. A premier legal technology event since 1986, ABA TECHSHOW now features an Academic Track aimed at helping academics (but really, any legal information professional) with understanding and using legal technology. Aimed particularly at solo and small firm lawyers, it offers access to practitioners and vendors in a way that maximizes return on investment for conference attendance.

The next best opportunities are the events, certificate programs, and other webinars available from information organizations. Multiple opportunities exist from the International Legal Technology Association (ILTA), the Special Libraries Association (SLA), American Lawyer Media (ALM), the American Association for Intelligent Information Management (AAIM), and ARMA International. These organizations all offer conferences, online learning opportunities, and other resources for continuing education.

Perhaps one of the most robust platforms is LinkedIn Learning (formerly Lynda.com), where all manner of technology instruction exists. But don’t forget the free platforms such as Khan Academy, where one can learn to code and find other technology instruction.

Finally, one of the best sources for inspiration and opportunities exists with the daily KnowItAALL email, as well as the Computing Services Special Interest Section-hosted wiki of law blog sites.

The plan then should be to devote 45 minutes a week to monitor information sites for the latest and greatest topics and then search the organizational and learning sites for courses, webinars, or other events, with an eye on taking at least one a quarter.

Copies of Conferences, Certificates & Records

NANCY RINE
DIRECTOR OF RESEARCH SERVICES, CONFLICTS & RECORDS
Fried, Frank, Harris, Shriver & Jacobson LLP
New York, NY
Nancy.Rine@friedfrank.com

Conventional wisdom holds that to achieve one’s goals, be they to eat healthier, get in shape, save money, or take up a new hobby, success is more likely when you have a plan. Professional development is no different. A plan can turn intentions into action. A plan must articulate not only what you will learn, but also how you will apply the knowledge gained, and why it matters. Lastly, your plan must include a schedule, a way for you to track your progress and hold yourself accountable.

Competencies are a good basis for your plan. The American Association of Law Libraries (AALL) Body of Knowledge (BoK) was “designed to serve as a blueprint for career development” and is an excellent source for core competencies. If your firm has developed competencies for your role or your position, then you will want to consider these too. Key areas to focus on include strategic and financial planning, critical thinking and analysis, negotiation, project management, and process improvement. Marketing and outreach are also critical. Focus on honing presentation and interpersonal skills to help you be an advocate, promoting your services and building collaborative alliances to continually improve your visibility and value.

The key to outreach is the ability to communicate not what you do, but rather how you can help the people you support. This requires understanding your firm and its lawyers. Consider the skills and knowledge needed by lawyers and law students and structure your professional development in this context. Most firms have developed competencies for associate development and performance evaluations; many have done the same for partners.

Differentiation is a common theme. Firms must attract new clients, grow their business, and retain existing clients. To align your development with the needs of your firms, consider learning the technologies that can help lawyers operate more efficiently to better serve clients, and reduce the time spent on routine tasks so that they can focus on high-value work and relationships. Today, this includes machine learning, artificial intelligence, customized workflows, document assembly, data analytics, and legal project management. Strengthening your training and presentation skills, and exploring design thinking and user acceptance testing will position you to facilitate lawyer acceptance and adoption of the technologies they must know to support their clients.

Learning ways to integrate your research and content expertise into how lawyers work, and collaborating with the practice support, finance, business development, and information technology professionals in your firms, will also position you to be future-ready in a continually changing legal market.

AALL EXTRA
Learn more about the AALL’s Body of Knowledge at www.aallnet.org/bok.

MARCH/APRIL 2019 | AALL SPECTRUM 33
Join us for AALL’s premier education and networking event, July 13–16 in Washington, DC. Register now—early-bird rates end May 17.

170+ NETWORKING OPPORTUNITIES
With numerous events and meetings, specialized programs, and volunteer opportunities, AALL 2019 is the best place to catch up with colleagues and meet new friends.
Learn more and get helpful networking tips at bit.ly/AALL19networking.

CONVENIENCE & STYLE CONVERGE AT THE MARRIOTT MARQUIS
Boasting a forward-thinking design that reflects its vibrant setting, this LEED® Silver-certified hotel is a new addition to the downtown scene, and is ideally located near Penn Quarter and Chinatown—just blocks from the National Mall monuments and Smithsonian Museums. Perhaps best of all, guests have direct access to the adjacent Walter E. Washington Convention Center via an underground concourse. Reserve your room now at the Marriott Marquis (or another one of AALL’s nearby hotels) through AALL’s housing agency and enjoy the ultimate in convenience—at specially negotiated rates.
Book now at bit.ly/AALL19housing.
KEYNOTE: SHON HOPWOOD

“A Law Library Saved My Life”
Sunday, July 14
9:00 a.m.-10:15 a.m.
Washington Convention Center

Shon Hopwood’s path to becoming associate professor of law at Georgetown University Law Center and co-owner of Prison Professors L.L.C. is somewhat unusual. His journey began not at a law school, but rather in a federal prison, which is where he learned to write briefs for other prisoners while serving a 12-year sentence for bank robbery. During his incarceration, he prepared two petitions for certiorari that were later granted review by the United States Supreme Court; he also won cases for other prisoners in federal courts across the country.

Hopwood received his JD from the University of Washington School of Law as a Gates Public Service Law Scholar. He then clerked for Judge Janice Rogers Brown at the United States Court of Appeals for the District of Columbia Circuit, and served as a teaching fellow at the Georgetown University Law Center’s Appellate Litigation Program, where he litigated criminal, immigration, civil rights, and federal statutory cases in federal courts of appeals. Since becoming a licensed attorney, Hopwood’s record of success has continued. In 2016 alone, he won three federal habeas appeals before the Fourth and Eighth Circuit Courts of Appeals.


Learn more at bit.ly/AALL19keynote.

EXPLORE THE CAPITAL OF THE WORLD

Described as the political Capital of the World, Washington, DC, is home to the U.S. federal government and numerous international institutions. Not surprisingly, it’s one of the most visited cities on earth. Experience the city’s energy, unique venues, and historical and civic significance—including hundreds of free things to do. There’s no shortage of entertainment, from monuments and memorials and world-class museums to eclectic neighborhoods and true local flavor—Washington, DC, is a place unlike any other.

Learn more about all Washington, DC, has to offer at bit.ly/AALL19_DC.
REGISTER NOW: AALL DAY ON THE HILL

Friday, July 12
8:30 a.m. to 5:00 p.m. (EDT)
Marriott Marquis
Washington, DC

Join your colleagues for an advocacy training and lobby day to champion legal information and the profession. You’ll learn about the information policy issues on AALL’s agenda and how to successfully advocate for law libraries. Then take our message to Capitol Hill for meetings with your members of Congress and their staff. Issues may include copyright, access to legal information, open government, and privacy. No prior experience is necessary. We’ll provide all the training you need for successful and rewarding Capitol Hill visits.

- Open to AALL members only; free
- Registration closes May 31
- Registration is limited to 80 participants

Learn more about AALL Day on the Hill at bit.ly/AALL19LobbyDay.

NEW TO THE CONFERENCE OR LAW LIBRARIANSHIP?

The Host Program and Conference of Newer Law Librarians Are Designed for You

Host Program. The AALL Annual Meeting Host Program connects first-time attendees and newer AALL members with veteran meeting attendees to help first-timers navigate the meeting, confidently select programs to attend, and network with colleagues.

Learn more about the AALL 2019 Host Program at bit.ly/AALL19host.

Conference of Newer Law Librarians. CONELL is a daylong orientation to welcome newer members, introduce them to the Association and its leaders, and facilitate networking. Attendees have the opportunity to talk with representatives from AALL’s committees and special interest sections to learn firsthand how to get involved and maximize the benefits of membership. Join the CONELL class of 2019!

Learn more about CONELL at bit.ly/AALL19CONELL.

CALLING ALL INNOVATORS

AALL members are innovating the legal information profession, and the AALL Annual Meeting & Conference is where so many great ideas converge. At this year’s innovation tournament, a new slate of finalists will pitch their projects and prizewinners will be determined. The tournament will support the development and implementation of compelling library innovations; visit AALLNET for details about the call for innovations and updates.

Learn more about Innovation Tournament at bit.ly/AALL19innovation.

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SATURDAY, JULY 13
8:00 a.m.–5:00 p.m.  Preconference Workshops
8:00 a.m.–2:30 p.m.  Leadership Training (for special interest sections and chapters)
8:00 a.m.–3:00 p.m.  Conference of Newer Law Librarians (CONELL)
2:45 p.m.–5:00 p.m.  AALL Committee Meetings
5:00 p.m.–6:30 p.m.  Opening Reception (Exhibit Hall)

SUNDAY, JULY 14
9:00 a.m.–10:15 a.m. Opening General Session/Keynote Speaker
10:15 a.m.–4:00 p.m. Exhibit Hall Open
11:30 a.m.–12:30 p.m. Educational Programs
2:30 p.m.–3:30 p.m.  Educational Programs
4:00 p.m.–5:00 p.m.  Educational Programs
4:00 p.m.–6:00 p.m.  Diversity & Inclusion Symposium & Reception

MONDAY, JULY 15
8:30 a.m.–9:30 a.m.  Educational Programs
9:30 a.m.–10:30 a.m. Educational Programs
11:00 a.m.–12:00 p.m. Attendee Luncheon
11:15 a.m.–12:15 p.m. Educational Programs
12:45 p.m.–2:15 p.m.  Association Luncheon
8:00 a.m.–4:00 p.m.  Exhibit Hall Open
11:15 a.m.–12:15 p.m. Educational Programs
12:15 p.m.–1:30 p.m.  Attendee Luncheon
3:00 p.m.–4:00 p.m.  Educational Programs
3:30 p.m.–4:30 p.m.  Educational Programs
3:00 p.m.–4:00 p.m.  Educational Programs
4:30 p.m.–5:30 p.m.  Educational Programs

TUESDAY, JULY 16
8:30 a.m.–9:30 a.m.  Educational Programs
9:00 a.m.–12:00 p.m. Exhibit Hall Open
11:15 a.m.–12:15 p.m. Educational Programs
12:45 p.m.–2:15 p.m.  Association Luncheon

70+ PROGRAMS TO KEEP YOU IN THE KNOW

Educational Sessions from 200+ Thought Leaders

SIX CORE CONTENT AREAS
- Professionalism + Leadership at Every Level
- Research + Analysis
- Teaching + Training
- Marketing + Outreach
- Management + Business Acumen
- Information Management

DOZENS OF MUST-HAVE SESSIONS
Essential topics identified by AALL members, including:
- Artificial intelligence and its impact on the legal industry
- Information and data ethics, privacy, and security
- Management challenges
- Marketing and communications strategies
- Metrics and assessment
- New research technologies
- Teaching technology and using technology in teaching

EXTENDED “DEEP DIVE” SESSIONS
Comprehensive exploration of critical content, including:
- DIY APIs
- OpenRefine
- Moving to a New ILS
- The Federal and State Court Analytics Market

Legal Solutions Marketplace
80+ Vendors to Help You Get the Job Done

As information professionals, we understand that access to information can be vital and life-changing. In 2015, law librarians at Yale and Cornell joined forces with the International Labor Organization and Brill Nijhoff Publishers to make legal scholarship available to researchers in developing countries. This collaboration is known as GOALI (Global Online Access to Legal Information). After years of planning and strategy, GOALI formally launched and made its content available to researchers in March of 2018.
What Is GOALI?

GOALI stems from a root mission to expand access to research and high-quality information. Since 2002, librarians, publishers, and United Nations (UN) agencies have been working together to make scholarly content available for free or at low cost to researchers in eligible countries through Research4Life (R4L). Institutions are eligible to join Research4Life based on seven factors: Total GNI (World Bank figures); GNI per capita (World Bank figures); United Nations Least Developed Country List; UNHCR Statistical Yearbook, Statistical Annexes; UNRWA Refugee Camps; Human Development Index; and Healthy Life Expectancy.

GOALI is the legal branch of R4L, which supports analogous programs in health science, agriculture, environmental science, and research for innovation.

In 2018, the R4L partners renewed their commitment to the partnership through 2025, thereby ensuring that more than 85,000 resources remain accessible to researchers, policy makers, and students in the developing world for many years to come.

Breaking Down GOALI

The conceptual history of GOALI dates back to when Liesbeth Kanis of Brill was working in academic publishing in Tanzania. There, Liesbeth experienced firsthand the information gap between the highly industrialized and less industrialized worlds. In developing countries, online databases were prohibitively expensive for many nonprofits and academic institutions. At that time, R4L was providing access to scholarship in health and agriculture, but there was no way for researchers to get low-cost access to legal information. Believing...
that access to legal information would promote the rule of law and provide access to justice, Liesbeth presented her idea for Global Online Access to Law to the International Federation of Library Associations and Institutions meeting in 2014. Shortly thereafter, under the leadership of Teresa Miguel-Stearns and Femi Cadmus, the staff of the Yale and Cornell Law Libraries joined the GOALI initiative. Brill, Cornell, and Yale were soon joined in their efforts by the International Labor Organization (ILO) and ILO librarians Richelle Van Snellenberg and Edit Horváth.

The ILO-hosted GOALI portal is a simple but powerful tool, providing an enhanced user experience that takes into consideration the technological limitations that many of its users face, including slow internet speeds and outdated computers. Researchers are able to browse alphabetized lists of law-related journals, books, and databases. Additionally, the search feature allows users to search seamlessly across all of the material that is accessible to all R4L programs.

Currently, GOALI does not host any content. Rather, it is a portal that provides direct and thorough access to participating publishers’ websites and databases. Metadata supplied by publishers is used in the R4L knowledge base that allows users to search for, find, and easily access relevant material from more than five dozen publishers. Publishers have control over which materials they share and, so that they do not lose any funding sources, they are able to exclude specific categories of institutions or countries from accessing their content.

In its first three months, GOALI was used by researchers from Afghanistan to Zimbabwe. The Cornell librarians have taken the lead on training institutions and end users on how to make the most of GOALI. Meanwhile, the law librarians at Yale continue to recruit publishers and maintain the backend so that the database remains current and accessible.

Why It Matters
GOALI furthers several core goals of the United Nations and the ILO. The UN’s Sustainable Development Goals include both access to information and access to justice. In providing robust access to information and exchange of knowledge, GOALI has become an essential tool in strengthening legal institutions in developing countries and bolstering the rule of law. GOALI bridges the information gap by opening the virtual library doors to a vast collection of legal texts, including those in critical areas such as international and labor law. GOALI’s public/private partnership among UN organizations, academic institutions, and publishers, coupled with the existing Research4Life architecture, lowers the barrier to access legal knowledge for a broad range of people, whether it’s a community of activists, government officials, curious citizens, librarians, or devoted scholars. This, in turn, benefits everyone.
YOUR LIBRARY’S RELEVANT CONTENT
Discovered Quickly and Easily

THE BEST SINCE 1985 FOR A REASON
DO IT ONCE AND DO IT RIGHT WITH CASSIDY CATALOGUING

Provide the highest-quality and most robust MARC21 records for every resource in your library directly in your catalog - and at your users’ fingertips.

In this digital, fast-paced world your researchers shouldn’t be expected to search multiple locations and have relevant material missed by useless brief records.

Foreign Language • Donated Collections • Print and Non-Print Materials
Newly Acquired Collections • Any Uncataloged Materials • Retrospective Conversions
since 1946, the Law Librarians of New England (LLNE) has been a local chapter of the American Association of Law Libraries (AALL), bringing together law librarians for networking and professional development opportunities throughout six states. In 2001, members of LLNE formed the Service Committee as a way to give back to the New England community. The Service Committee is charged with identifying, publicizing, and promoting volunteer and community service activities for the members of LLNE. In that spirit, the Service Committee has taken on a variety of projects in its 17-year history.

**LLNE Service Committee Projects**

Starting in 2013, the Service Committee embarked on a project to reach out and support local public librarians. The Service Committee organized a book drive to support access to legal materials by obtaining legal titles to be donated to one public library in each New England state. After the book drive was complete, the committee undertook the creation of LLNE Legal Link, a web portal that provides information on legal research best practices to public librarians. Sensing a greater purpose to provide outreach and guidance to public librarians, many of its

How the Law Librarians of New England and the Rhode Island State Archives used a transcription event to combine service and outreach to the community.

**HOSTING A SUCCESSFUL TRANSCRIPTION PARTY**

How the Law Librarians of New England and the Rhode Island State Archives used a transcription event to combine service and outreach to the community.

BY JESSICA ALMEIDA, NICOLE P. DYSZLEWSKI & ALISHA HENNEN

LLNE member Ashley Selima (left) and Stephanie Edwards (right) hard at work transcribing documents.
members branched off and formed the new LLNE Access to Justice Committee that works in consort on several projects with the Service Committee.

Over the past few years, the Service Committee’s projects have coincided with LLNE’s biannual meetings and have tried to embrace each meeting’s theme. For the Fall 2015 meeting, which was titled “Successfully Supporting and Igniting Innovation,” the Service Committee raised funds to purchase Raspberry Pi computers for the public Girls Who Code Club at the Rochambeau Library in Providence, Rhode Island. At the spring 2017 meeting, the Service Committee asked members to donate lightly used professional wear to SolutionsWear, an organization that provides interview clothes for homeless and low-income individuals.

**Fall 2018 Project: Hosting a Transcription Party**

Because the LLNE Service Committee has a tradition of carrying out two service projects a year to coincide with its in-person educational meetings, and because this season’s educational meeting was online, the Service Committee took the opportunity to do something different. Instead of asking members to donate money online to an organization of its choosing, or even skipping a project all together, committee members discussed several ideas for a discrete event that could marry service and outreach in a fun but enriching way. Having had success with micro-volunteerism in the past, the committee wanted to identify a project where LLNE members would have a convenient way to volunteer their unique talents without having to participate in ongoing committee work or a large project that requires a sustained commitment.

One Service Committee member recalled seeing an advertisement on Facebook for a transcription event at the Rhode Island State Archives in 2017 and suggested that doing transcription work may be one way to serve the community, while also having an event that would be interesting to librarians and would provide an opportunity for all involved to socialize. The committee emailed the community relations director for the Rhode Island Secretary of State—the home office of the state’s archives department—and hoped for the best.

Ashley Selima, the Rhode Island state archivist and public records administrator, responded to the Service Committee’s inquiry within a few days asking for information about the vision for the project. The Service Committee replied that it was interested in having a transcription event and that the Roger Williams University School of Law’s Providence Campus was willing to host the event. Further, the committee wanted to have an engaging afternoon of transcribing the legal history records of Selima’s choosing. After a few emails back and forth, the project was ready to move forward.

**Service and Outreach Are Both Important**

One of the interesting things about the way in which the Service Committee has evolved is that it has become a de facto outreach committee. Service opportunities are a great way to engage members, give back to the community, and also reach out to the community, generally. This outreach function of the Service Committee has been supported by both LLNE leadership and membership. Catherine Biondo, LLNE President, says, “Local chapters of professional organizations have a valuable opportunity to reach out and connect with the communities they are a part of, for members to share their talents and expertise, to educate, to be advocates for the values they share, and to be of service. LLNE takes pride in its role as an AALL chapter and counts among its many service and outreach initiatives a drive to donate legal reference books to public libraries in New England, an online Legal Link portal to connect librarians and others with legal research resources, and an annual Legal Research Instruction Program to teach basic legal research skills. This transcription event is the latest such event, and it is a unique experience for all involved.”

In this case, the outreach was not just limited to the Archives staff, but also to the communities that were...
invited to participate in the event—local non-law librarians, local non-LLNE members, and local library students.

**Achieving Success**

Led by Ashley Selina, LLNE members transcribed documents from the 1868–1871 and 1888–1892 Rhode Island Equal Suffrage Association collection. The transcriptions will help make these fascinating historical documents more accessible to everyone. As Rhode Island Secretary of State Nellie M. Gorbea stated, “It was great to have the Law Librarians of New England’s Service Committee help us transcribe these important documents from the Rhode Island Equal Suffrage Association. It’s the type of work that allows us to share the treasures in our State Archives with generations of Rhode Islanders. Through their work, we can show Rhode Islanders today how ordinary people, concerned citizens, helped change and shape our history.” After the transcription work was completed, the committee was invited to take a tour of the Rhode Island State Archives and were treated to a fun happy hour by the project sponsor, LexisNexis.

**Replicating the Project**

Making a call or sending a note to your state archivist is a great way to get a similar project started. From our experience, the state archivist was excited to have a group take an interest in a transcription project and welcomed the help to make the documents more accessible.

Next, you should consider a location to host a similar event. Make sure you pick a place with a fully functioning computer lab, one that has computers with a word processing program and access to the internet. Ideally, every person should have access to two screens: one screen for displaying a picture of the item to be transcribed, and the other screen for displaying the opened word processing document in which to do the actual transcribing.

Once a willing state archivist and a venue to host the event are in place, consider recruiting a sponsor. The Committee reached out to Lexis and found that Steven S. Albro, our local representative, was so enthused about the project that he participated in transcribing documents! Once the details are in place, send out a call for participants. Invite law librarians from your geographic region, but also consider if you would like to use this event to connect with other groups, such as faculty, staff, and students from your institution and other librarians in your area.

**Three Ways to Improve Upon Our Model**

While the event was an overall success, we do have ideas for improvements:

- Provide detailed instructions at the beginning of the event or even days before the event begins. This would include how to access the documents you need, how to format the transcription, what to do when you can’t make out a word, and other frequently asked questions. This helps both amateur and expert transcribers.

- Find ways to make the event more interactive. It’s hard to call something a party if it is really just a bunch of people in a room concentrating on their work and typing in complete silence. Consider scheduling a break in the session for everyone to grab snacks and chat about what they have been transcribing, or, if there is a common name or event that comes up in the documents, have everyone speak up when they find something on that topic. This way everyone feels like they are part of something bigger than the handful of documents they are working on during the session.

- Consider inviting members who are unable to attend in person to be able to participate virtually. Transcription work can be organized in a way that allows for others not present at the event to participate. Speak with your archives representative about setting this up to include more people in the process.

**Onward and Upward**

Transcribing historical documents in a group setting turned out to be a wonderful way to network and give back to the community. Many state archives are actively seeking volunteers to help transcribe collections, so opportunities to organize or participate in a similar event are plentiful. The LLNE Service Committee hopes to replicate the event in another New England state.

**READ**


In the past few years, we have seen an increased emphasis on innovation through new and exciting technology. At the same time, we have seen a rise in stress and anxiety among those who are either tasked with implementing technology changes or those being affected by those changes. Sometimes these stressors and anxiety create a culture that is averse to innovative technologies or ideas, which results in a nonproductive focus on budgets, or an effort to maintain an outdated tradition, or an unrealistic view of progress—any of which can delay or prevent real change and a possible disruption to the status quo. This type of negative culture can be discouraging, but for those who are involved in innovative technology implementation, there is hope!

By growing a positive culture for innovation, technology adoption and implementation can become an organic and rewarding process. Following are some ideas for taking the lead in fostering a positive culture for innovation, even in a sometimes seemingly negative environment.

Positive Mindsets for Better Outcomes
Mindset is everything. Having a positive mindset is key to building a strong foundation for creating a positive culture for innovation. Introducing and implementing innovative technologies that spur the evolution of an organization is often accompanied by increased stress and anxiety. However, the existence of stress does not have to have a negative impact on the organization. Instead, embracing the positive aspects of stress can be incredibly rewarding and lead to better outcomes through any innovative implementation.

In her book *The Upside of Stress*, author Kelly McGonigal discusses her most recent research on stress. Instead of trying to remove stress, people should focus on changing their mindset when it comes to stress, according to McGonigal. The practice of
thinking through stress with a positive mindset dramatically changes how stress affects a person. In discussing findings from psychologist Alia Crum, McGonigal notes that people who believe that stress is helpful are more likely to “try to make the best of [a] situation by viewing it in a more positive way or by using it as an opportunity to grow.” Having a positive mindset about stress actually has physiologically positive effects that increase a person’s abilities to adapt. By having a more positive mindset about stress, innovators are able to change the perceived nature of implementing a new technology from a daunting, expensive, and difficult endeavor to an incredibly enlightening, rewarding, and maybe even fun process.

Positivity can also be infectious. Most people in an organization feel they are burdened with a potentially negative weight that the stress of disruption can bring. Engaging others with a positive mindset about innovation, instead of focusing on the negatives, can improve the mindsets of those in the organization. Additionally, it can also identify those in the organization that reciprocate a positive mindset toward stress, providing a base of organizational partners to help implement an innovation.

**Focus on the Value of People**

Most new technologies exist to augment our already existing work. However, most people reticent to change focus on the risks, either on those that affect them personally or their day-to-day work. This fear is based on a distorted value paradigm; their focus is on the value of the tasks they perform for the organization instead of their personal worth and value that benefit the organization. Innovators have two options when engaging with these people. The first is to agree with them, thereby fostering the negativity associated with innovation. The second is to engage with them in a positive and helpful way; helping them understand that their value is not in their skill at a certain task, but in their unique qualities, relationships, and knowledge that all enhance the overall value of the organization. Technology will change the way people work. It has for generations. Focusing on a different value narrative will free up the conversation about technology innovation and stimulate thinking and discussion on the potential benefits of the technology to the organization, rather than the perceived threats to a person’s livelihood. This is part of a positive culture of innovation.

**Creating a Culture of Yes**

A positive culture for innovation has a foundation of a “culture of yes.” At the University of Oklahoma College of Law, Darin Fox, associate dean for the Law Library, has created and maintains a culture of yes in the law library. Individuals in this type of culture are open to new ideas from all sources and approaches, as well as all requests for help, with more than just an open mind, but also with a positive intention to help the entire organization move forward. A “culture of no” would dictate that traditional roles and services are the only things of value that individuals have to offer, which can lead to hesitancy for allowing innovations to take root. Or worse, it can lead to obsolescence. Adopting a culture of yes that delivers results and success builds trust among the entire organization and allows for an easier transition to more out-of-the-box, innovative ideas.

Since a culture of yes can start with one person, the law library is a perfect laboratory for a culture of yes to emerge. Fox, detailing this culture of yes, provides a few ways that libraries can start offering knowledge and information-based services that engage innovation in small ways, from becoming the organization’s fact checker to becoming a leader in providing competitive intelligence services. This culture of yes allows for engagement in the nontraditional services that add, rather than decrease, value to an organization, and, in turn, promote a positive culture for innovation.

**Build Relational Capital**

Underlying all of this is the ability to build relational capital. Building relational capital by engaging others in helpful and positive relationships is key to an implementation’s success. This concept is not new. Stephen Covey detailed this idea in his book *Seven Habits of Highly Effective People* as investing in the “emotional bank account.” The more you engage with others in a helpful and positive way, the more trust you will build with those persons. As Covey states, building this emotional bank account with positive “deposits” leads to increases in trust, and as a result, “communication is easy, instant, and effective.” Engaging with people to positively build relational capital allows you to see into your colleagues’ day-to-day lives through multiple, small interactions. These smaller interactions, as they build trust, can lead to much bigger ideas for implementations down the road. This type of relational culture organically builds on itself to become the foundation for a strong, positive culture for innovation.

**Final Thoughts**

Adopting new technologies or innovations is disruptive by nature. However, adopting strategies to create a positive culture for innovation can ease the burden of the disruption. By having a positive mindset, focusing on the value of people, creating a culture of yes, and building relational capital, a positive culture for innovation can be established and serve as a model for successful technology adoption. A positive culture for innovation may even make the entire process a delight.

**JOIN US**

Lucidea’s Impressive Expansion

When it launched in 1989, Software provider SydneyPLUS International—which would eventually become Lucidea—initially offered its customers a business library automation system. In 2001, to broaden its product line, SydneyPLUS began acquiring a number of other companies and knowledge management applications. Owning multiple solutions allowed the company to integrate the software and provide a more seamless user experience. However, offering such a diverse amount of products caused some confusion among customers, according to Founder and CEO Ron Aspe.

"People were asking us how all these products complemented or related to each other," Aspe says. "One of our legal clients suggested we create an umbrella company with an overarching mission—and we took that advice.”

In 2013, the company began offering its suite of products—used by law firms, Fortune 1000 companies, government agencies, and nonprofits—under the name Lucidea.

Today, the software company supplies six knowledge management software products that help legal industry members—including 50 percent of firms within the AmLaw 250—streamline digital information management and delivery to maximize the return on their knowledge asset investments.

We recently spoke with Aspe about the ways Lucidea’s products help firms utilize information assets, the effect of librarians becoming embedded in practice groups, and the role artificial intelligence may eventually play in legal research.

Has the company’s intent changed since it was founded?

Not at all; our mission has always been about the return on investment
(ROI)—delivering the most value for our clients by improving access to information. The only thing that’s changed is the types and sources of information—and how they are accessed. We’re keeping up with those changes very well, and even anticipating and accommodating them.

How do legal sector professionals use your solutions?
Primarily, they use our software to acquire, organize, and disseminate information. For example, our solutions streamline the buying process and allow knowledge workers to monitor costs and measure usage. We also facilitate the organization of information by providing tools to store and categorize it, making it easier for people to search for (and find) what they need.

With respect to knowledge dissemination, we enable our clients to provide access to internal and external information through their library’s website. We can also make the information accessible via the firm’s intranet. Clients can push regular updates to people who’ve expressed an interest in content for a new practice or topic—for example, users can easily subscribe to a personalized newsfeed.

We also facilitate an updated version of the time-honored concept of the research and reference desk. Librarians can use our request tracking system to respond to inbound requests—automatically creating a database for reuse. Similar questions are asked on a regular basis; with our application, librarians can easily create an FAQ-type database on a large scale. If appropriate, we can also record client-matter details and associated hours.

Have law librarians told you if any specific features have been particularly helpful?
I would say the main thing law librarians really like about our products is that they are highly configurable and can be used to store and retrieve information in a way that matches a specific firm’s workflow and requirements.

We also enable librarians to monitor costs and usage, so they can develop budgets that measure usage against spending. We provide an application that makes it possible for librarians to spot usage trends, training gaps, marketing opportunities, or perhaps areas of practice that are winding down in favor of new ones that should be supported with content.

Have you created or refined any products over the years due to librarians’ input?
Absolutely—we have relied on librarians and legal information professionals to help develop our products. Librarians who work in law firms have really high expectations placed on them; they must provide the right information, right now. That sets the underlying tone for how we build and maintain our applications.

In response to what we were hearing, we created an analytics dashboard that offers a firm-wide perspective, allowing library directors and managers to easily see all operational aspects, enabling them to make evidence-based decisions.

Reference and request tracking is another enhancement we made because of input from legal clientele; it’s common for law firms to be multinational, and collaboration, reuse, and learning are critical, whether [firm members are] in Moscow or Singapore.

Have you found there are any unique considerations involved in offering products and services for the legal industry, compared to other industries?
The main thing is the urgency. The law librarian’s job is actually to make the people and organization look smart—to get them the appropriate precedents, the right case law, find out what the judge has decided in the past—to do all that research work and
then make the results accessible and available to be used again.

Law librarians are all working directly for the benefit of their firms’ clients. They consistently rise to the challenge of delivering critical information in a timely manner; the pace and response parameters are completely different than in the government sector, for example.

What will the legal information landscape look like in the future?

There are a couple of interesting trends—such as the democratization of information. To compete with free online information, you must offer better advice and information that justifies the premium charged by legal service providers. Before people pick up the phone, they do a lot of research, and if all they get when they speak with a lawyer is what they’ve already found on Google, they’re not going to be impressed. Librarians add value and improve the quality of the content; I see that as a continuing trend, and I believe it’s a key factor in a law firm’s ability to compete.

Another trend that has stopped and started a few times is the ability for law firms to bill for research time and resources. Some of our management consulting and law firm clients do bill research services as part of an engagement, although it’s not standard practice in law firms yet.

Law firms already bill clients for operational expenses. Given that large firms spend upwards of $5 million a year on research resources, recovering those costs is also a possibility. Many law firm clients are asking for greater billing transparency, and Lucidea makes it possible.

Are there additional trends you predict for the next decade?

One trend that we already see is the disaggregation of the physical library. Digital content has eliminated the need for librarians to work in a designated library; instead, legal researchers can be embedded with the teams they primarily support.

This change presents both challenges and opportunities. On the plus side, embedded librarians and the teams they support will benefit from being in close proximity to each other. On the other hand, the embedded librarians will be more isolated from their colleagues.

We believe embedded librarians will increasingly apply their skills to curating and managing information specific to their team’s needs. Accordingly, we’ve been designing our software so researchers can build and share their own databases, or subsets of a larger database. In effect, team members will see more wheat and less chaff when searching for the information they need.

Lucidea’s clients—librarians, researchers, and attorneys—are sifting through mountains of information looking for knowledge nuggets, and they need to be properly equipped. I believe, over time, artificial intelligence (AI) will be able to help with that, but there’ll always be a need for human judgment.

For example, AI could provide an endless list of relevant case law, but a human researcher must curate that list and deliver something totally on point to an attorney, or the attorneys themselves must be able to efficiently do so before going in front of a judge or a client.

Artificial intelligence can assist in weeding out the wrong information—ultimately, though, quality control comes down to researchers and librarians, who play a fundamental role in getting it right.

LUCIDEA’S PRODUCTS FOR THE LEGAL SECTOR

SydneyEnterprise—Allows law firms to create and publish non-library databases and offer a federated search of third-party content within a single repository.

GeniePlus—Enables users to quickly and easily create new knowledge repositories, map to unique workflows, and build, design, and launch an online public access catalog or portal that is a precise fit for organizational needs.

LawPort—Legal intranet software that works with a firm’s information resource investments, including Microsoft’s document management and collaboration SharePoint tool, and integrates with finance, document management, and CRM systems.

LookUp Precision—Electronic resource management that supports evidence-based decision making, enabling firms to evaluate purchases, renewals, cancellations, and marketing opportunities, spot knowledge or training gaps, understand ROI, and manage to reach budgetary goals.

Inmagic Presto—Provides a single venue for managing, finding, and sharing knowledge resources, with capabilities that enable users to share, like, and act on internal and third-party content.

Inmagic DB/TextWorks—Create text and multimedia databases, with no programming skills required, to manage a diverse range of information sources, including bibliographic records, documents, images, photographs, and audio-visual content.

LUCIDEA AT A GLANCE

Headquarters: Vancouver, British Columbia

Branch Offices: Boston, Los Angeles, Nottingham (UK), Melbourne (Australia)

Number of employees: 80

Years in business: 30
The Art of Co-Teaching

BY DOLLY M. KNIGHT, MARIBEL NASH & SCOTT VANDERLIN

Teaching a course to law students can be exciting and challenging. But what if you are asked to partner up for a class? How do you go about organizing the material and coordinating with another professor? Our Reference Desk columnists offer their advice.

I’ve been asked to teach a class with one of my co-workers. My colleague is great, but honestly, I’ve always preferred to teach on my own. Do you have any tips for co-teaching a class or course with a colleague?

Maribel: For most people, but especially for someone who prefers working alone, it can be hard to figure out how to conduct a new class with another person. Whether you are doing one class or an entire course, the best advice I can give is to communicate early and often with your co-teacher about your vision. If you are in agreement about your shared goals for the course and what you each plan to cover in the class from the very beginning, the whole endeavor will go much more smoothly. I would not recommend winging it—at least not the first time you teach with this person.

People tend to hate meetings, but I cannot stress enough how important it is to meet regularly with your colleague both before and throughout the course to review your progress on each of your individual contributions. If you tend to procrastinate, regular meetings with your co-teacher can light a fire under you.

The actual class will run a lot smoother if you have worked out an agenda for each session, including who is going to cover what topic. I’ve also found that
students tend to assume that all instructors are equally knowledgeable about the course material, regardless of who gives a particular lecture. It’s best to be aware of what your colleague is going to cover, because someone is going to ask you a question about it. If you are teaching together in the same class session, make a loose outline and try to make time for a quick run-through of the class. Don’t forget to run through any technology you will be using together.

The real beauty of teaching with another person is the opportunity to see different teaching styles in action, and to pick up new knowledge. I have been lucky enough to co-teach with several people who have shown me what excellent teaching looks like, and who have given me examples to try to replicate. I also pick up a new tip about how to use an old resource every single time I co-teach with a colleague. Think of this as an opportunity to add to your teaching skills set, and, at the same time, get to know your co-worker a little bit.

Scott: One potential pitfall of co-teaching is that splitting lecture topics can often cause us to retreat into established research comfort zones. Over the years, those of us who have taught frequently have worn grooves into certain areas of legal research. Like an old pair of slippers, the material is familiar and comfortable. We know exactly when to hit our beats, how long to pause for effect, and what types of questions are likely to be asked before they even occur to the students themselves. We have outlines, slides, and real-world examples screaming to be dusted off and deployed for the effect for which they were originally created. I myself have a tight 45 minutes on administrative law that would make the Pope weep. When you’re walking around with highly polished instructional gold in your back pocket, it’s tough to give that up to lecture instead on a topic that is much less familiar.

Instead of clinging tightly to these precious, well-polished topics, embrace the opportunity to hone your research skills in a new area. We have all heard that we learn best by teaching others. In psychology, this is known as the Protégé Effect, and research has shown that instruction is perhaps the fastest way to master new skills.

In a co-teaching environment, you will undoubtedly have the opportunity to lay claim to lectures that you can walk in and coast through without breaking a sweat. Resist the allure to autopilot, and instead embrace the opportunity to polish your skills in new areas, or to teach old topics in a new way. To this last point, I would echo Maribel’s advice of using your colleague as both a sounding board for and a source of new ideas. Those grooves that I discussed earlier can be a good thing. We all have our own teaching styles and techniques. Seeing how another instructor presents the same information, however, can be invaluable, and the co-teaching experience, if properly embraced, can result in instruction (and instructors) that are greater than the sum of their parts.

Dolly: While I am a devoted practitioner of the art of winging it, even I have to agree that preparation is the key to a good co-presentation, if for no other reason than to not be boring. I have sat through many excruciating classes and sessions led by individuals who were seemingly on different planets when they selected their topics—leading to stilted interactions, deadly silences, and not much learning. Focus on what you want your listeners to take away from the session—What is the goal of teaching it? Why are you there?—and collaborate with that in mind.

The format itself can make or break the interest level of your session. Are you going to be trading back and forth every five minutes? Will one of you speak for a half hour, then let the other speak, then take questions? Will you be trading sentences? Or will your presentation come off as unprepared because you conduct it like a discussion? It’s good to try new things and keep the audience engaged (please, spare us from another presentation where you read your PowerPoint out loud), but you can also make your audience feel like they’re watching a tennis match. Not every teaching experience is a chance to break the mold, but that doesn’t mean you have to be dull. Even the driest subject matter can be enlivened by taking a creative, collaborative approach to teaching it. The value of multiple presenters is in the multiple approaches and varied voices sharing their experiences and education with listeners. And, if all else fails, you can always include a few kitten gifs.
AALL’S GOVERNMENT RELATIONS OFFICE
THE FIRST 30 YEARS

AALL’s Government Relations Office has celebrated many achievements in its 30-year history (1989–2019). Below are a few of the major milestones.

1989
The AALL Executive Board receives and approves recommendations from the AALL Special Committee on National Information Policy to develop an organizational structure by which AALL can effectively track and respond to information policy issues, including creating a presence for the Association in Washington, DC.

1999
AALL’s first Legislative Day brings 50 members together to learn about AALL’s legislative priorities and how to advocate. They then spend half a day visiting their representatives on Capitol Hill.

2009
Eighty AALL members participate in AALL Day on the Hill, meeting with their members of Congress and their staffs on AALL’s legislative priorities.

View a timeline of the first 30 years of AALL’s Government Relations Office at bit.ly/AALLGRO30

Learn more about AALL Day on the Hill at bit.ly/AALL19LobbyDay

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KNOWLEDGE Law librarianship continues to evolve rapidly. AALL offers ongoing professional development opportunities that keep you on the leading edge of changes in legal information.

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LEADERSHIP Legal information professionals are essential. AALL communicates the value of law librarians and offers opportunities for you to establish, grow, and share your professional value and expertise.

RESOURCES Legal information is a unique field. AALL members know the power of having knowledge of, and access to, the right information at the right time; leveraging online resources, national alliances, and the collective brainpower of nearly 4,500 law librarians, you can always deliver.

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