

Technology that Counts

Tools that
Improve
the Quality
of Legal
Research
Instruction



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Background



- **Legal Research Teaching style at USD:**
 - Re-tooling our teaching to build skills through practice
 - Students unable to put learning into practice
 - Improving our program through the addition of specific technology.

Quality Legal Research Instruction



- **Guideposts of Legal Education:**
 - Best Practices in Legal Research Teaching
 - ABA outcome-based learning

How we Re-invented our Teaching Methods



Step 1: Choosing Subject Matter to Re-tool

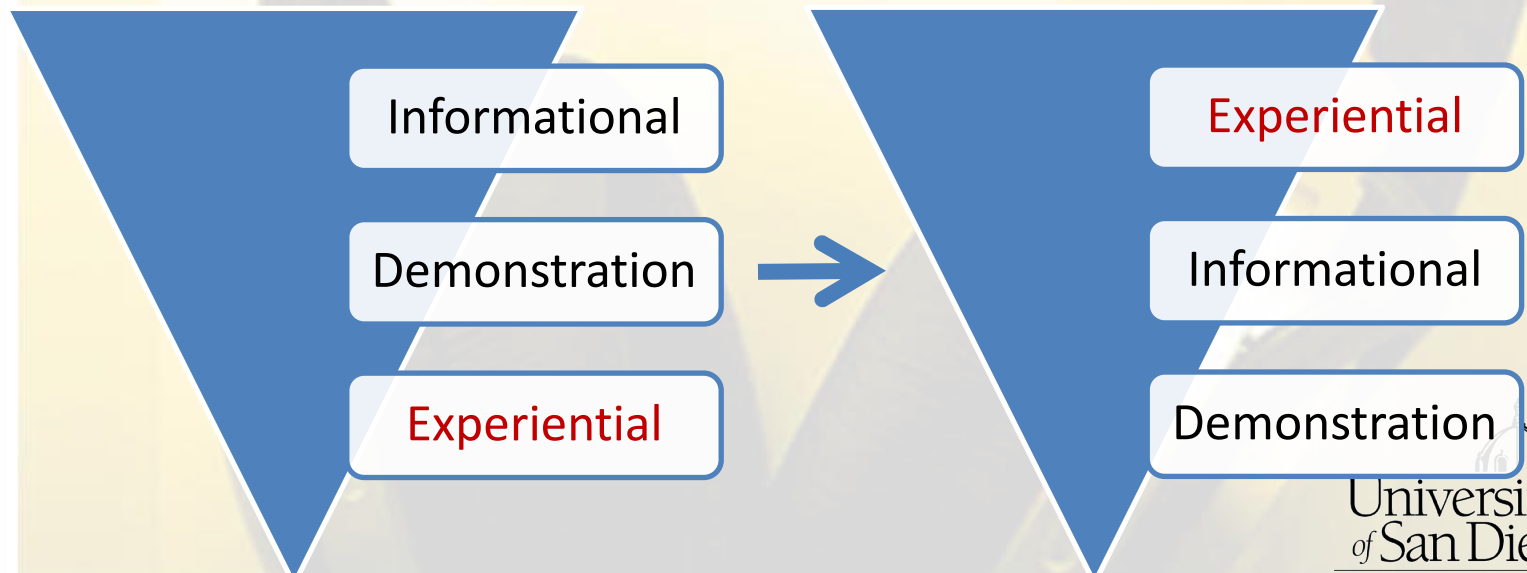
- Legal research using secondary & primary resources
 - Included in all our legal research teaching (1L course, intermediate bootcamp, & ALR)
 - Most familiar to us, so we could focus on delivery, not brushing up our skills
 - What we want to convey is relatively static
 - can use for awhile with modest updates

Re-invention, cont.



Step 2: Identifying the Types of Content we teach

- Examining the Curriculum & Breaking down 3 major component groups:



Re-invention, cont.



But, how to Emphasize Experiential learning?

- Legal research takes practice
- Practicing outside of class isn't cutting it
- Bring practice time into classroom
- Treasure hunt vs. simulated research assignment

Technology Compliments our re-invented teaching methods



- Technology aids in moving the in-class emphasis to experiential learning
- **Step 3: Match the type of content to the right technology**

Step 3: Matching Content to Tech Tools



- **Experiential tech tools:**
 - Goal: maintain quality control & some semblance of order in the class room
 - Goal: be able to seize on teachable moments with individuals & whole class
 - **Technology:**
 - Software that allows viewing & sharing of student desktops
 - TeamSpot
 - Blackboard's Collaboration Tool
 - Growth area for tech

Step 3: Matching Content to Tech Tools



- **Informational tech tools:**
 - Goal: convey necessary information outside of class time
 - Goal: in a familiar, easy to use, accessible format
 - Goal: in discrete digestible units
 - **Technology:**
 - Tech that can convey both words & images
 - [Echo360](#) & [LibGuides](#)

Informational Tech Tools - Creation Process



- License/installation
- Compatibility of hardware/software
- File storage & security
- Inevitable glitches & learning curve
- Script – No script – Somewhere in between
 - Length (longer is harder to script)
- Face or just voice
- Screenshots vs. live demo

Step 3: Matching Content to Tech Tools



- **Demonstration tech tools:**
 - Goal: give a real, individually-paced, guided illustration of a research task
 - Goal: outside of class time
 - Goal: reusable
 - Technology
 - Stable, accessible, browser-neutral, editable, audio/visual
 - Captivate
 - Echo360 (screenshots, live navigation)
 - Clips: [video](#); [Captivate](#); [Echo360](#)

Demonstration Tech Tools - Creation Process



- Similar to Informational Tech Tools
- Screenshots vs. live demo
- Video Capture Technology
- Captivate

Results



- We were more efficient with our informational & demonstration content – less time than in-class lecture
- They actually watched them!!
- Class time = more fun!
- Students are engaged, asking questions, *seem* to really get it