

**What is your best tip, advice, and/or technique for teaching or training legal research?**

“Assume they know nothing. Assume they think they know everything. Teach for both.”

—**Druet Cameron Klugh**, senior reference librarian/bibliographer at the University of Iowa Law Library in Iowa City



Druet Cameron Klugh

“When doing a one-shot bibliographic instruction session, in lieu of PowerPoints and paper handouts, I now combine all the information into a webpage (usually a wiki). I can put all the information that I would normally put in a PowerPoint and teach directly from it. I can also upload PDFs of example pages from print resources and provide direct links to electronic resources. This saves paper and gives the students something to refer back to when they are performing research.”

—**Sarah Glassmeyer**, reference librarian at the University of Kentucky Law Library in Lexington



Sarah Glassmeyer

“My best technique to help people understand legal research is to tell a story or discuss a law relevant to their immediate lives. The FBI warning (17 USC 501) at the beginning of every DVD is a good example.”

—**Amy Hale-Janeke**, head of reference services at the 5th Circuit Court of Appeals Library, New Orleans Headquarters in Louisiana



Amy Hale-Janeke

“Training must be relevant to be successful today, not just in its content, but in the manner of its delivery. Over the last 10 to 20 years, our end users have become more tech and research savvy, and busier than ever before. As trainers, we compete with deadlines and billable hour requirements for our users’ attention. Thus, when we train, we have to make sure that we are

concise, relevant, and on our message. General training courses will not cut it anymore; instead courses must focus on the best, most useful resources.

“The way in which we train must also reflect this focus on our end users’ needs. The examples we choose should address directly the nature of our users’ tasks. When we demonstrate that we as trainers understand what they do and are ready to show them how to do it more efficiently and accurately, we give our users the chance to personalize the training experience. When they do this, they actively become part of that learning experience. Active learning should be our goal.”

—**John DiGilio**, manager, U.S. Research Services, at Reed Smith LLP in Chicago

“I try to follow these simple guidelines: (1) Integrate online with print. Use both PowerPoint and live presentations. (2) Ask students for their opinions on the appearance of web portals and the quality of search engines. They are the experts. (3) Use searches that don’t work—not just searches that do work. (4) Finish with a comparative summary. (5) Mostly have fun and *don’t* get bogged down in excessive details. (6) Teach the process. Remember, the goal is to make them lawyers, not librarians.”

—**Tim Kelly**, head of public services and reference librarian at the Willamette University College of Law Library in Salem, Oregon.



John DiGilio

“The best tip for making it real is: don’t use a textbook. Teach them to fish.

Lead students to the increasing number of superb legal research websites—carefully selected by you, of course. This introduces students to the very existence of reputable legal research websites, which they are much more likely to use well after taking your course, than a textbook.”

—**Christine Ryan**, environmental law librarian at the Vermont Law School Julien and Virginia Cornell Library in South Royalton



Christine Ryan

“I have developed and taught several internal research training classes with my firm. I think

the key aspect to developing research training sessions that will garner a positive reaction—and attendance—is to develop short sessions based on the research questions you deal with over and over again. This reinforces that you are sensitive to client and attorney needs.”

—**Susane Yesnick**, head research librarian at the Chicago office of Drinker Biddle & Reath LLP

“Know how to frame a competent learning objective. According to Robert Mager in *Preparing Objectives for Programmed Instruction* (1962), a competent learning objective includes three elements: behavior, condition, and standard. The behavior should be expressed as a specific and observable description of what you want your students to take away from your lesson. The condition should clearly describe situations under which students

demonstrate that they have learned your ‘take away,’ and the standard should state the desired level of student performance



Tim Kelly

when tested on this lesson. The secret to successful instruction is being clear about what you want students to know, how you can see that they have learned it, and how you can measure this performance.”

—*Dennis Kim-Prieto, reference librarian at Rutgers University Law School Library in Newark*



**Dennis Kim-Prieto**