

# Innovation: Educational Programs @ Work

by Julie Well



**E**ducation is on the cusp of a new age. Constantly developing technology presents an incredible opportunity to help people expand their horizons with information. New possibilities emerge every day. And with each technical innovation — from high-speed Internet access to streaming video and audio — comes the challenge of mastering another new tool for the pursuit of learning.

Educators building the foundation of this new age see exciting potential down the road, but they are also encountering some obstacles on the way there. Trying to bridge the gap between what will be possible in the future and what is feasible now, they must create educational programs that accommodate today's technical issues, such as varied bandwidth and accessibility. Educators also have to address the human issues involved in adjusting to technology, such as time constraints, attention spans and learning styles.

With 39 states requiring continuing legal education courses and 33 of those accepting online course credits, more and more CLE programs now use technology-based methods or combine face-to-face meetings with online study in "blended learning" programs. The American Society of Training and Development's 2001 State of the Industry Report shows that technology-based training, or e-learning, is increasing. The 270 companies surveyed reported that on average 22 percent of training time was spent in e-learning, 7 percent was in blended learning and 62 percent in face-to-face classroom training. In 2000, 17.4 percent of training time was in e-learning, 5.1 percent was in blended learning and 69.8 percent in classroom sessions.

"Two things are remarkably different today [compared to 20 years ago]," says Ron Staudt, professor of law at Chicago-Kent College of Law, who has spent more than 25 years applying technology to the practice of law. "Almost everybody who is a learner in school and in the profession

now has access to technology, and everyone has a World Wide Web connection." In continuing education, this means "you can see the traditional course at a hotel with six hours of speakers, or you can do two other things: make a video that is available as a self-study course or use a satellite system to distribute a live program to a bunch of locations across the country," he explains. "That capability is widely available today but is simply a way to extend the audience using technology."

Robert C. Berring, interim dean of the Boalt Hall School of Law at the University of California at Berkeley, anticipates dramatic increases in the use of technology-based training. "The opportunities to teleconference and offer video streaming from Web sites hold enormous potential, and we've barely begun to scratch the surface," Berring says. "It offers so much promise when a really high-quality program presented in New York can be archived and made available to people all over the country to watch according to their time frame. If it's archived so someone can stream video whenever they want, I can organize the staff to watch and offer training in a forum that's much more high quality than we can do for ourselves."

These developments will mean better training for law librarians, explains Berring, who until recently was director of the UC Berkeley law library. "Librarians need constant training; our job is to stay ahead of the next innovation before it gets to lawyers and other patrons. There is no way to do that scheduling a meeting a year ahead," he says.

## Use of Learning Technologies

Top 4 Presentation Methods		Percent Using
Multimedia		81.3
Computer-based training		61.5
Teleconferencing		47.9
Groupware		36.5

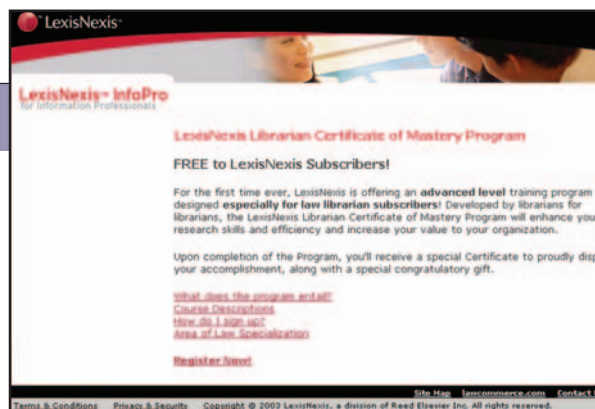
Top 5 Distribution Methods		Percent Using
CD-ROM		67.7
E-mail		54.8
Intranet		52.7
Local area network		47.3
Internet		38.7

*Source: American Society for Training and Development 2001 State of the Industry Report; figures from ASTD's benchmarking service*

## Special “Delivery” Formats

Educational opportunities delivered by technology take many forms these days. They could be a multimedia presentation that is part of a classroom-style, face-to-face meeting or involve some of the following:

*This screen introduces a new online course from LexisNexis™ in which law librarians can earn a Certificate of Mastery for using the company's research products. Begun in January, it offers 45-minute modules on primary law research, analytical research, and news and business research, as well as an opportunity for discovery research on CourtLink at [www.lexisnexis.com/infopro/masteryprogram.shtml](http://www.lexisnexis.com/infopro/masteryprogram.shtml).*



company. At New York City-based Milbank, Tweed, Hadley & McCloy, its Intranet is a sophisticated research portal that provides access to the company's internal knowledge

resources as well as online research capabilities. Attorneys can obtain CLE credit for attending the firm's training luncheons on using the portal. Conducted by the librarians, the training sessions are focused by practice area and mandatory for staff.

- **Asynchronous** (out-of-time) **learning** allows students to access online resources at their convenience within the course parameters. Such access may include going online to retrieve documents, video and audio; interacting in online discussion boards; submitting worksheets or other assignments electronically; or contacting the professor via e-mail. Most of the distance learning courses offered today involve some form of asynchronous learning.
- **Internet-based training** is delivered primarily by network technologies, such as e-mail newsgroups and proprietary applications. Numerous organizations offer Internet-based training for continuing legal education courses and other professional education. The OCLC Online Computer Library Center offers a series of Web information sessions. Its Web-accessible presentations with audio available by conference call include “Making Digital Reference a Reality for Your Library with QuestionPoint,” “Managing Your Digital Library,” and “Digitizing Your Historic Newspapers.”
- **Intranets** are internal systems that use online technology to share information within an organization, such as in a single law office or multiple offices of the same

- **Listserv discussions** involve e-mail discussion among interested parties on a specific subject over a designated time period. AALL has held several such discussions for members, facilitated by a moderator, on topics including library services to institutionalized individuals, Mexican legal research and resources, and moving to the next generation of integrated library systems.
- **Online tutorials** require an expert or presenter to post a series of messages about a topic for recipients to receive or download, read, and learn. Like tutorials provided with computer software, online tutorials are often used for product education, such as the series provided by LexisNexis™ on its research services.
- **Streaming media (streaming audio or video)** entail playing audio or video files as they are being downloaded over the Internet, instead of users having to wait for an entire file to download first. Streaming audio or video requires a media player program. Law library and law school Web sites often use this technique to extend the reach of a live, face-to-face symposium.

- **Synchronous learning** is a real-time, instructor-led online learning event. Essentially a “virtual classroom,” all participants are logged on at the same time and communicate directly with each other, via audioconferencing or videoconferencing, Internet telephony, or two-way live broadcasts. Most technology available for this type of program includes use of a whiteboard to share information.
- **Teleconference and videoconference** include two-way electronic communication between two or more groups in separate locations via audio, video and/or computer systems. AALL has held or co-sponsored several videoconferences in recent years on topics of interest to its members, such as the satellite teleconference “Safeguarding Our Patrons’ Privacy: What Every Librarian Needs to Know About the USA PATRIOT Act and Related Anti-Terrorism Measures” on Dec. 11, 2002. The event included handouts at each location, and participants faxed or called in questions from their remote sites.
- **Web-based training** delivers educational content via a Web browser over the Internet, private Intranet, or an extranet. For example, through SOLINET, the Southeastern Library Network, law librarians can participate in its E-cademy and E-Learning Web-based training courses and use free tutorials at <http://www.solinet.net>. LexisNexis offers more than 150 different courses in 25 subject areas in its online CLE training in conjunction with LawCommerce.com, an online center for the legal profession that offers Web-based services and technology solutions at <http://www.lawcommerce.com>.
- **Webcast** is an audiovisual recording of an event that is digitized and streamed on the World Wide Web and may also be downloaded. Numerous organizations, government agencies and private enterprises communicate regularly using this tool.
- **Webinars** are online learning events, usually synchronous (real time), in which presenters and audience members communicate by text chat

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## Career Highlights of AALL's Professional Development Program — 1997–2002

Eighteen people attended the first AALL Professional Development Program in October 1997: a copyright law workshop co-sponsored with the Illinois Library Association. Since that first workshop, the Professional Development Program, with generous support from BNA, Inc., developed a wide range of educational activities that addressed the multifaceted needs of law librarians.

- Sixty-nine Professional Development Program educational offerings, such as regional workshops and listserv discussions, reached 10,739 participants.
- Three satellite video teleconferences in 1998, 1999 and 2000 were transmitted to 144 sites and reached 3,067 viewers.
- Two co-sponsored online tutorials, Copyright Law in 2000 and Licensing in 2002, reached 1,227 AALL members at no charge to the individual members.
- About 4,823 people participated in the 18 moderated listserv discussions held by the Professional Development Program since 1998. The topics ranged from the competencies for law librarianship to integrated library systems.
- Since the 1998 Annual Meeting, the Professional Development Program coordinated 19 pre-conference workshops.
- The Professional Development Program organized seven regional workshops and one Joint Study Institute from 1997–2002.
- The “PDC Desktop Learning Opportunity Series” in *AALL Spectrum* has appeared in all but three issues since March 1998 — 46 articles on tools and techniques of the trade.



*AALL recognizes major support from BNA, Inc. for the Professional Development Program.*

or audio about concepts illustrated via online slides and/or electronic whiteboards. Webinars also can be archived for access asynchronously (on demand). The American Society for Training and Development, <http://www.astd.org>, offers various webinars to its members for a small fee. Participants can log in from anywhere — at work, home or even in a hotel room — as long as they have a computer, Internet access and a separate phone line for listening to the teleconference portion of the program.

### What's Worked for Law Librarians

Sometimes the most innovative educational programs are not those equipped with the latest technology, but those that communicate material in a new or uniquely entertaining, effective way. The following are some innovative education programs — for law librarians and their customers — that participants recently shared on the Law-Lib listserv.

**Student training sessions.** At St. John's University's Rittenberg Law Library in Jamaica, N.Y., the law librarian's offer to educate student editors on the availability of cases in PDF format created enthusiastic library customers. About 65 students representing various journals attended the 1½-hour presentation, which included an overview of library resources. It was so well received that student editors decided to make the session mandatory for future editorial staff.

**Pro per litigant training.** With more than 70 percent of family law cases being handled by pro per litigants in 2000, the San Diego County Law Library was challenged to provide sufficient support to these customers. To address the need, they created two 2-hour classes that are offered monthly for a nominal fee: “Law Made Public: An Introduction to Legal Research” and “Pre-Trial Procedures: A Class on ‘How-To.’”

**Information Resource Center monthly classes.** As part of a strategic plan to offer practice-area training to all members of its firm, the law library at Milwaukee's Reinhart, Boerner, Van Deuren SC teaches monthly classes open to all attorneys, paralegals and secretaries. Topics

include company research, legislative history research and “Internet Bootcamp.”

### Favorite Training Programs

At AALL's 2001 Annual Meeting in Minneapolis, “**The Kelly Show**” featured a talk-show format. Kelly Browne, head of reference at the University of Connecticut School of Law Library, moderated an interactive discussion about legal research texts among speakers Robert C. Berring of the University of California at Berkeley, Donald J. Dunn of the Western New England College School of Law and John Pedini of the Social Law Library while fielding questions from the audience. “The talk-show format was amusing, the experts were there, and there was audience interaction,” says Catherine Lemann, associate director of the Law Library of Louisiana. “I didn't need to pick a legal research text, but the topic made me consider how I teach legal research on the fly. The room was packed and I doubt anyone nodded off, which is one of the ways I evaluate programs.”

*At the 2001 AALL Annual Meeting in Minneapolis, Kelly Browne (right) hosted an educational program on legal textbooks using a talk-show format. Here speaker John Pedini looks on as Browne presents Jean Callihan, a reference librarian at Cornell University Law Library, with the show's door prize, an autographed copy of The Law School Trip, by Andrew McClurg.*



### The National Initiative for a Networked Cultural Heritage Town

**Meeting on Copyright of Faculty Publications** in March 2000 at the University of North Carolina was a hit with Anne Klinefelter, associate director of the University of North Carolina at Chapel Hill Law Library. She was particularly impressed with the Donahue-like host roaming the audience to encourage questions for the role-playing panelists. When audience members also began role-playing with questions, the energetic debate created a memorable event. To read a complete transcript of the event, go to <http://www.ninch.org/copyright/2000/trianglereport.html>.

### The Internet “Invisible Web”

**Institute** at the Southeastern Chapter of the American Association of Law Libraries 2002 Annual Meeting in Ft. Lauderdale, Fla., drew kudos from Pamela Gregory, director of the Prince George’s County Law Library in Upper Marlboro, Md. She found the session’s “show-and-tell” method very helpful, especially when the instructor demonstrated how she would pursue innovative solutions to research problems on the Web. “I was able to come back and share the knowledge with a great many of my library’s users,” Gregory says.

### Serving Distant Students

Law librarians who want to create education programs for their customers will benefit from considering how technology can best be used to meet their audience’s specific needs. Understanding student needs is paramount to providing the best possible learning environment and educational experience, according to Lawrence Ragan, director for instructional design and development for Pennsylvania State University’s distance education outreach program, World Campus, <http://www.worldcampus.psu.edu>. His 40-person team partners with faculty members to design online courses that offer students outside of Pennsylvania the chance to take various classes from non-credit courses to graduate-degree programs.

Ragan says that trends in technology-based continuing education highlight the current needs among adult learners:

**People want course content that will help them advance.** If people are investing time, energy and dollars to participate in face-to-face or distance education, they want it to benefit their careers or culminate in a certificate or degree, Ragan says.

**Students are interested in convenience, accessibility and value in**

**education.** “In most cases, they want high-quality interaction with faculty members and students,” Ragan says, not necessarily multimedia presentations. “Technology is a vehicle that allows us to provide a richer format of the content where appropriate to aid the learning objectives of the course.”

**Full-time workers need a different program structure to succeed.** Adult learners often balance coursework with career and family commitments, so

**A quality educational experience requires support for both students and faculty.** A support organization should be available to help students with registration and the technical details of using distance learning, Ragan says. For the faculty member, an experienced instructional designer is necessary to design the course to be manageable and comfortable to teach. Such technological support is essential. If either party becomes frustrated by failed expectations or technology, they won’t come back to try it again, Ragan says.

### Pursuing Technology’s Potential

Distance education programs are growing rapidly in U.S. post-secondary institutions, according to a study by the National Center for Education Statistics. While 33 percent of higher education institutions offered distance education courses in 1994–95, that number had increased to 44 percent by 1997–98. The number of course offerings and enrollments in distance education approximately doubled in that same time period, as did the number of degree and certificate programs. The percentage of institutions using asynchronous Internet-based technologies nearly tripled from 1995–98, from 22 percent to 60 percent.

Despite the variety of media available today, there is still much work to do before the power of technology is harnessed to its full potential for education, says Nishikant Sonwalkar, principal educational architect at the

Educational Media Creation Center at the Massachusetts Institute of Technology. “There is a lot of ineffective technology that is currently used in so-called distance education programs — it is essentially static HTML pages supporting instructor-led education,” he says. “Most technology

Summative Evaluation Instrument for Rating Online Courses						
No.	Evaluation Factors	Absent	Poor	Average	Good	Excellent
1	<b>Content Factors</b> Quality Authenticity Validity Media Presentation Attribution	0	1	2	3	4
2	<b>Learning Factors</b> Concept Identification Pedagogical Styles Media Enhancements Interactivity Testing and Feedback Collaboration	0	1	2	3	4
3	<b>Delivery Support Factors</b> User Management Course Content Accessibility Reporting	0	1	2	3	4
4	<b>Usability Factors</b> Graphical User Interface Interactive Design Clarity Chunk Size Page Layout	0	1	2	3	4
5	<b>Technological Factors</b> Network Bandwidth Target System Configuration Server Capacity Browser Software Database Connectivity	0	1	2	3	4

*This form, developed by Dr. Nishikant Sonwalkar and his colleagues at the Educational Media Creation Center at the Massachusetts Institute of Technology, shows a number of factors that can be evaluated to determine the success of an online course.*  
Source: Syllabus, January 2002 issue, <http://www.syllabus.com>.

“we have to be very careful to structure a program of success that doesn’t overload adult learners,” Ragan says.

**Distance education may not be appropriate for all courses.** “Specific hands-on learning through case presentations or the Socratic method, where students need to respond quickly and analytically, do not lend themselves to a distance education modality,” Ragan says.

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is geared toward recreating the classroom online, but it doesn't take advantage of multimedia learning models and interactivity, which is where real learning systems can benefit. For online learning to be successful, it is important we move toward a paradigm shift that uses adoptive learning technology, which will accommodate individual learning preferences and provide highly interactive feedback."

In a series of articles on the instructional design Web site Syllabus, <http://www.syllabus.com>, Sonwalkar details his approach to online pedagogy, a process

technology can help teachers do better," Sonwalkar explains. "Even if it is a PowerPoint slide and a text-based presentation, you have to give them a choice of how they want to look at it and absorb knowledge. You have to create a system that dynamically matches text and graphics to an individual learning style."

### Looking to the Future

Although high-speed technology is not broadly available to support all of Sonwalkar's educational ideas, he says continuing education is heading toward better access and foresees a time when learners will demand adoptive systems and technology that respond to their individual needs. Ragan also believes that effective instruction is the key to online learning success. "The modality of online learning is never going away," Ragan says. "Technology will make the kinds of interactions and media richer, but that in itself does not make a better learning environment. Doing it right instructionally will be the reason we succeed."

Staudt anticipates increasing interactivity made possible by technology. "The next step is to package things that take more advantage of the computing environment, such as interactive Q and A and testing, as well as the opportunity for students to go off and look at materials and make them available at any time," he says. These techniques in technology-based education are already being used by the first online law school, Concord School of Law, based in California and run by the Kaplan Group.

For Berring, it's too difficult to predict what changes technology will bring even in the near future. "I gave a lecture to 125 law students this morning and tried to describe what the world of legal information was like in the days before the Internet," he says. "It made no sense to them. I can't possibly say what it will be like 10 years from now."

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*The American Association of Law Libraries Professional Development Committee contributed to this article. The committee develops, implements, monitors and updates the educational plan and activities for the Association.*

or method by which educational content is presented to learners. Along with the development of an online education infrastructure to handle technologies such as streaming video, virtual learning environments and teleoperated experiments, Sonwalkar proposes to create new pedagogy to disseminate educational content using all these new media. He explains five fundamental learning styles, describes the type of instruction that is most effective for each, and suggests specific combinations of five corresponding media that best suit those learning styles. The ultimate goal: a technologically advanced "intelligent system" that will automatically adopt and deliver educational material suited to each learner's style, using media and a presentation order that work best for each of them.

For maximum educational impact, "content that you are presenting should be sequenced differently for different students. We know that one size does not fit all, and



### AALL Partners with West LegalEdcenter

The American Association of Law Libraries education programs are among those accessible online at West LegalEdcenter, a leading online provider of continuing legal education programs.

Located at <http://www.westlegaledcenter.com>, the site includes more than 1,000 legal education programs from 65 local, regional and national providers. Its administrative services track credit requirements, file credits taken and manage timelines for reporting mandatory CLE compliance.

AALL's online programs include a diverse selection of popular education sessions from the 2002 AALL Annual Meeting in Orlando, Fla., including the impact of digitization on legal scholarship, copyright and the First Amendment, fair business practices, and internationalizing law library collections.

Robert C. Berring's Legal Research Series, sponsored by AALL, is also available via West LegalEdcenter. Berring, interim director of the University of California at Berkeley Boalt Hall School of Law and a noted author and lecturer, teaches programs on personalized legal research and advanced courses based on specific areas of legal practice and specific state jurisdictions.

Selected programs from the AALL 2003 Annual Meeting in Seattle will be available online at West LegalEdcenter shortly after the meeting in July.

AALL members can purchase the Association's online programs at discounted member rates. The Association encourages its members to access West LegalEdcenter through links found on the AALL Web site, AALLNET, at <http://www.aallnet.org> because AALL receives royalties on programs accessed through the Association's site.

Online professional development programming through West LegalEdcenter is one of the innovative delivery mechanisms selected by the AALL Professional Development Committee to offer members educational programming in ways other than face-to-face sessions.

## Innovation:

from Merriam Webster  
Date: 15th century

**1** the introduction of something new

**2** a new idea, method or device