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Bridging Theory and Practice: Highlights from Legal Research Instruction Roundtables

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The Southern California Working Group of Law Libraries organized three half-day Legal Research Instruction Roundtables on April 22, 29, and May 6, 2022. This SCALL Newsletter special issue brings together details about the roundtables and highlights articles on larger themes that emerged from the participants’ discussions.

Due to the timing of the roundtables, participants engaged in interesting conversations on pandemic-related solutions to problems that are less relevant today and are, therefore, not included in this special issue. The four themes covered in the articles below emerged from the discussions dealing with ongoing and universal challenges in teaching legal research.

Each roundtable included multiple sessions, each on a different topic (the schedule for each session is included in this issue). A

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member of the Working Group moderated each session, and kept the conversation flowing. Librarians from Chapman, Loyola, UC Davis, UCI, UCLA, USC, and Southwestern attended.

The discussions were casual and informal, guided by the moderators to allow participants to freely share their insights and experiences. To better ensure robust and informed conversations and to help moderators prepare, we asked that someone from each school provide a syllabus and fill out a short questionnaire describing their school's approach to research instruction (the questionnaire is included below). The Working Group distributed questionnaires to attendees

before the roundtables so participants could come prepared with basic information about how others structure instruction. This step freed up time during the roundtables, allowing participants to come ready with meaningful questions and jump straight to substantive dialogue.

The four articles below cover the following topics: Effective Classroom Management, Participation and Engagement, Flipped Classroom, and Assessments: Summative and Formative. Each article provides a general overview of the topic, a description of the Roundtable participants' engagement with the topic, and a summary of relevant literature. The articles all conclude with a list of suggested further reading.

Schedule

Session 1 (April 22)

- **Topic 1. (9:00 am – 10:15):** Topics covered in the 1L course
 - Reasoning for topic inclusion/exclusion
 - Successes and failures in topic changes
- **Topic 2. (10:30 – 11:45):** Formative and summative assessments
 - Gradeability, rigor, usefulness of assignments
 - Types of assignments and frequency
 - Use of TAs/RAs in assessment design/grading
- **Wrap-up**

Session 2 (April 29)

- **Topic 1. (9:00-10:15):** To flip or not to flip?
 - Expectations on student pre-class preparation
- **Topic 2. (10:30 – 11:45):** Curriculum design
 - Class structure and organization (What mix of lecture, demonstration, activities do you use?)
 - Use of TAs/RAs in class prep
- **Wrap-up**

Session 3 (May 6)

- **Topic 1 (9:00-9:45):** Changes made during COVID-19, what worked and what didn't?
 - What are you keeping? What gets put away?
- **Topic 2. (10:00 – 10:45):** Alternative research platforms
 - Free/gov't sites, Bloomberg Law, CEB, Fastcase, Casetext, Trellis
 - What to include (or not) and how to avoid overload and duplication
- **Topic 3. (11:00-11:45):** Books, articles, blogs, etc.
 - Recommendations for colleagues to read, and for assigning to students
- **Wrap-up**

Questionnaire

Please provide a copy of your syllabus and briefly outline your course using the prompts below.

Approach to Teaching

- Approach (ex. broad and shallow, introducing a variety of topics or having a narrow and deep focus, etc.)

Structure & Student Expectations

- Expectation on the time students should spend out of class on regular assignments and/or class readings. How do you determine this?
- Expectations on the time students should spend on larger projects and/or final exams
- Number of credits assigned: How do you determine this?
- Other informative details related to structure and/or expectations.

Assessments & Grading

- Types of assessments – short answer, multiple choice, research projects, etc.
- Approach to design – more rigorous vs. more gradable
- Approach to design – rubrics, how much feedback, timing of grades, etc.
- Grading system (grades, check/check plus, P/F)

Class Preparation

- Class preparation - who creates class material, are others involved, etc.
- Uniformity across sections and instructors or individual prep, etc.

If you are at a school taking a uniform approach to legal research instruction, please designate one person to address the prompts above and provide one syllabus. If you are at a school where every instructor has their own class, please individually address the points above and provide your syllabus.

Please provide this information before the workshops and save it in the Google Docs folder for your school.

Effective Classroom Management

Throughout the roundtable sessions, participants discussed effective classroom management techniques and the need to understand best practices. Participants identified types of disruptive behaviors in our discussions, with the following receiving the most attention: general talking and lack of attention, students questioning the instructors' methods and decision-making, students over-participating and dominating the conversation, and students engaging in non-classroom activities. What is striking is how the common frustrations identified by participants largely mirrored disruptions addressed in the literature.

Instructors highlighted a variety of techniques they use in these situations. The common one for all law school classroom settings is the over-participator. Many experience the student with a comment for everything, even if not on topic. While possibly well-intentioned, this student significantly stifles contributions by others and creates a tense learning environment. This student is also often the most likely to question content and method of instruction.

Hearing how others deal with this student was informative. For those students who want to answer questions, techniques range from the standard response of "Let's see if any of your classmates know the answer" to setting up panels in advance where only those on the panel answer the questions for the day. Another way to address this was to clarify how to earn and lose participation points in the syllabus. Simply contributing is not enough. Instead, it needs to be meaningful and on-point.

The general agreement is that it is more challenging when the over-participating student is critical of class methods or consistently takes the class off point. Constructive suggestions to get the discussion back on track included answering quickly and moving on or saying something similar to "If I have not answered your question at the end of class, why don't you let me know during my office hours." One participant mentioned that uncontrollable contributions can be a sign of mental health distress. When they see students seem-

ingly incapable of self-management, they later discuss the incident with student affairs, who might have a more extensive understanding of issues with this student in other classes because they are likely disruptive in different settings.

What does a brief review of the literature show? After reading select articles related to library instruction, it is clear that a well-managed classroom is a prerequisite for learning. Instructors must develop classroom management techniques. However, effective and comprehensive classroom management requires considerable effort.

Successful communication with students is critical to classroom management, and classroom behavior and engagement expectations must be made clear. Students do best when they understand expected behavior and

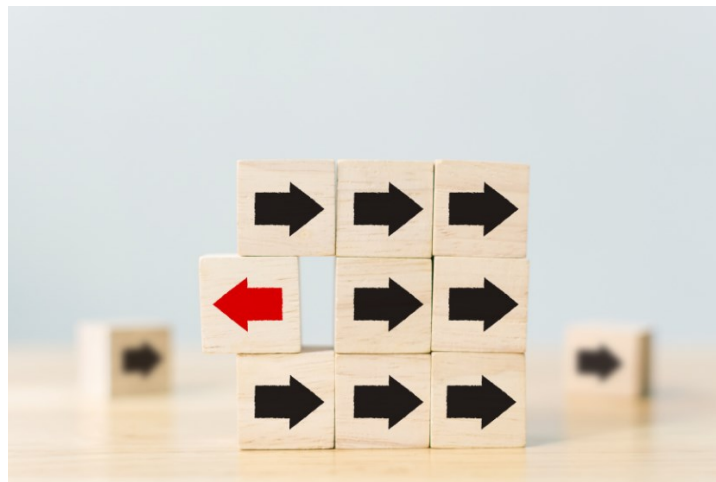
what the instructor plans to accomplish and feel the classroom is a safe space for asking questions and learning. Many articles mention how different instructors perceive and interpret behavior, which can determine whether behavior is even considered problematic. Some might not only accommodate discussion and movement in their classrooms but encourage it.

Most instructors view disruptive behaviors as insulting others, talking out of turn, using cell phones in class, and chronically leaving the

room. There is no one cause for disruptions. Students can be frustrated, bored, or have mental health issues, so no single solution works for all situations.

There are many reasons students are disruptive. They act out because of frustration, boredom, mental health issues, or other reasons. Their actions may reflect more of challenges in their personal life than the classroom, which is important to remember when addressing disruptive behavior. This also means there is no single solution for all situations.

There are ways to minimize classroom management issues and to handle situations more effectively in the moment. The key elements of classroom management are communication, using time and space, instructional strategies, and building effective relationships between students and teachers.



"The general agreement is that it is more challenging when the over-participating student is critical of class methods or consistently takes the class off point." (Photo courtesy of Canva.com)

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Common themes when dealing with disruption:

- Establish clear rules and apply them consistently
- Establish classroom routines
- Maintain a good pace, leaving less downtime
- Establish a structure for predicted free time to keep students engaged
- Impart predictability in behavior expectations
- Create an environment of trust and communication
- Tie classroom activities to learning outcomes
- Be engaged with students and consider active learning approaches
- Develop tools to get the class on track when needed
- Stay calm and try not to take the disruption personally
- Decide when to deal with the situation (usually outside of class is best)
- Decide how to proceed when disruption occurs, and then follow through
- Document when needed
- Do not forget to praise and reward wanted behavior as much as unwanted behavior

Further reading:

Heidi Blackburn & Lauren Hays, *Classroom Management and the Librarian*, 37 *Educ. Lib.* 23 (2017)

Stephanie deLuse, *First Impressions: Using a Flexible First Day Activity to Enhance Student Learning and Classroom Management*, 30 *Int'l J. Teaching & Learning Higher Educ.* 308-21 (2018)

Nina Golden, *Could You Repeat the Question? How Media Distractions Detract from Learning and a Courteous Classroom Environment*, 19 *Atl. L.J.* 58-113 (2017)

Emily Grant, *The Pink Tower Meets the Ivory Tower: Adapting Montessori Teaching Methods for Law School*, 68 *Ark. L. Rev.* 603-68 (2015)

Gerald F. Hess, *Heads and Hearts: The Teaching and Learning Environment in Law School*, 52 *J. Legal Educ.* 75-111 (2002)

Susan Marsnik, Dale Thompson, & Susan Supina, *Oh Naturelle! Health & Beauty: An Integrated Law, Ethics, and Strategy Case for the First Day of Class*, 39 *J. Legal Stud. Educ.* 39-73 (2022)

Clanitra Stewart Nejdil & Shamika D. Dalton, *Legal Research Instruction and Diversity, Equity and Inclusion: Insights to Classroom Management in Person and Online*, 41 *Legal Reference Servs. Q.* 82-92 (2022)

Nesrin Oruc, *Disruptive Behaviors: The Conception and Reaction of Instructors in Higher Education*, *Eurasian J. Educ. Rsch. (EJER)* 183-97 (2011)

Dr. Barry S. Parsonson, *Evidence-based Classroom Behaviour Management Strategies*, 13 *Kairaranga* 16-23 (2012)

Brian Van Brunt, Amy Murphy, & W. Scott Lewis, *Addressing Disruptive and Dangerous Behavior in the Classroom and Around Campus*, *NaBITA Whitepaper* (2017)

University Teaching & Learning Commons, University of North Carolina at Greensboro, *Dealing With Classroom Behavioral Issues*, archived at <https://web.archive.org/web/20230915021754/https://utlc.uncg.edu/teaching/behavioral-issues/> (2023)

Participation and Engagement

Research indicates a crucial link between student engagement and successful learning, with supporting evidence demonstrating that classroom participation is associated with better academic performance. Techniques for increasing student participation can vary widely depending on the level of educational institution and the course topic. Attendees discussed approaches to fostering student participation and engagement in the legal research classroom during the roundtable.

Members of the group had several methods in common for encouraging participation generally, such as using real-time polling tools like PollEverywhere and the simple technique of asking volunteers to share what they found. Other methods were less universal, like using an on-call schedule, having students come to the front of the room to demonstrate, or keeping the instructor at the keyboard but asking the students to tell them exactly what to type and where to click. A modified version of cold calling can be employed where the instructor calls on a group of multiple students and leaves them to determine who should speak, thus diluting the pressure on a single person to answer. Some instructors offered incentives for participation that varied from pencils and mugs to awarding participation grade points.

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Beyond encouraging participation generally, a common challenge expressed at the roundtable was engaging the quiet or introverted students in meaningful participation. Some of the abovementioned solutions also help here, like polling software. But specialized solutions were also offered. One instructor puts students in groups and has them assign a role to each group member: notetaker, keyboard and mouse driver, and person who reports results to the class. This allows quieter students to take on a participatory role that fits their comfort level. Another tactic is to pose the question earlier than you wish to hear answers, then continue the lesson while the question sinks in, asking for answers only after some time has passed for all students to contemplate a response.

The literature on classroom participation runs the gamut from elementary education to professional schools and across all course subjects. While some takeaways are limited to just one level or subject, many work across the board. For example, studies have found that pizza party incentives, body-engaging activities, and games can successfully increase participation across the spectrum. Prohibiting cell phone use has mixed results, according to studies, making students feel more engaged on the one hand but contributing to feelings of resentment towards the instructor on the other, ultimately resulting in decreased participation.

If participation is assessed in a graded class and counts towards a student's grade, the literature offers several suggestions on how to do so successfully. Participation rubrics are best practice so that students understand what is expected of them and so an instructor's assigning of participation points is equitable and not subject to implicit bias. Another solution is to avoid tracking participation points and instead track professionalism points for other aspects that demonstrate engagement, such as timeliness, complete viewing of assigned videos, and reviewing one's feedback on assignments (all three are trackable in many learning management systems).

The literature raises an important additional point: some students are resistant to class participation, not because they are introverted, but because their race, gender, age, or other classification brings with it cultural norms, communication patterns, and beliefs that may differ from the mainstream, making them reluctant to voice their ideas. To help empower these students, instructors should know the cultural implications of any participation requirement, understand that the choice to participate or not can be independent of engage-

ment with the topic, and take care to offer opportunities to participate that are culturally sensitive.

From leveraging real-time polling tools and incentivizing involvement to creatively engaging quieter students, the roundtable discussion highlighted the diverse strategies employed by instructors to enhance student participation in the legal research classroom. The broader literature on classroom participation emphasizes the need for cultural sensitivity, recognizing that diverse backgrounds may affect students' willingness to engage. As educators, it is crucial to employ inclusive methods, whether through varied participation incentives or thoughtful assessment practices, to create an environment where all students feel empowered to contribute. Fostering meaningful participation goes beyond academic benefits; it contributes to a more inclusive and enriching learning experience for every student.

"If participation is assessed in a graded class and counts towards a student's grade, the literature offers several suggestions on how to do so successfully. Participation rubrics are best practice so that students understand what is expected of them and so an instructor's assigning of participation points is equitable and not subject to implicit bias."

Further reading:

Merri A. Baldwin, *Getting Everyone on Board: Increasing Law Student Classroom Participation*, 24 *Woman Advoc.* 30-32 (2018)

Rachel Camp, *Creating Space for Silence in Law School Collaborations*, 65 *J. Legal Educ.* 897-937 (2016)

Jonathan Collinson, *Integrating Music into the Study of Law to Engage Students*, 57 *Law Tchr.* 155-70 (2023)

Ruth Colker, *Toward Universal Design in the Classroom*, 71 *J. Legal Educ.* 57-75 (2021)

Sean Darling-Hammond & Kristen Holmquist, *Creating Wise Classrooms to Empower Diverse Law Students: Lessons in Pedagogy from Transformative Law Professors*, 17 *Berkeley J. Afr.-Am. L. & Pol'y* 47-116 (2016)

Darien A. Hall & Mark Wireman, *Unplugging Students: Utilizing Guided Technology Policies to Enhance Classroom Engagement*, 11 *J. Instructional Rsch.* 59-65 (2022)

Kent D. Kauffman, *Using Incentives to Increase Class Participation and Learning*, 34 *J. on Excellence in Coll. Teaching* 109-26 (2023)

Bridgette Martin Hard & Taalin RaoShah, *Developing Collaborative Thinkers: Rethinking how we Define, Teach, and Assess Class Participation*, 49 *Teaching Psych.* 176-84 (2022)

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Olivia R. Smith Schlinck, *OK, Zoomer: Teaching Legal Research to Gen Z*, 115 *Law Libr. J.* 269-306 (2023)

Karen J. Sneddon, *Square Pegs and Round Holes: Differentiated Instruction and the Law Classroom*, 48 *Mitchell Hamline L. Rev.* 1095-138 (2022)

John Wesley White, *Resistance to Classroom Participation: Minority Students, Academic Discourse, Cultural Conflicts, and Issues of Representation in Whole Class Discussions*, 10 *J. Language, Identity & Educ.* 250-65 (2011)

Flipped Classroom

Instructors in the flipped classroom model provide students with learning materials before class, and during class, students actively participate in learning through materials that apply pre-class content. Students are more active participants in learning and can learn more deeply in class when they are familiar with the class materials before class. Student interaction increases, and students benefit from learning from their peers rather than their teacher. The result is that flipped classrooms help both overall academics and student interpersonal skills. While flipped classrooms tend to benefit students more than their lecture-based counterparts across several factors, including academic performance and overall satisfaction with the course, not all flipped classrooms are created equal.

Many instructors expressed interest in and frustration with the flipped model during the roundtable. Working with students to apply material and learn by doing is more fulfilling, but not all students come prepared to engage. Additionally, preparing course materials for a flipped model is labor intensive and requires rethinking and restructuring courses that are often well-developed, practiced, and effective. What frustrations and solutions did participants mention?

Challenges:

- Getting students to watch videos or even knowing whether students watched them
- Student performance on pre-class work was lacking, and did not demonstrate engagement with the material
- Determining an appropriate workload and erring on the side of overloading students with pre-class work
- Keeping students engaged and learning
- Preparation represents a significant time investment
- Frustration at needing to cover pre-class work during class because student did not engage in active learning
- Technical problems with pre-class work

“Why flip? The main reasons are that students learn more deeply and are more active participants in learning. They also can have impactful interactions with each other, which helps learning and community-building in and out of the classroom.”

- If using videos, accounting for quality control across instructors and determining whether and how often to update the videos

Solutions presented by Roundtable participants included:

- Assigning quizzes based on pre-class material content
 - Keeping the videos short, trying to keep them to seven minutes or less
 - Using classroom management tools such as Blackboard and canvas
 - Recording and posting class videos
- Being sure pre-class work feeds into in-class work

A little guidance is needed, and here's what the literature says about flipped classrooms and why you should consider re-shaping your courses.

Why flip? The main reasons are that students learn more deeply and are more active participants in learning. They also can have impactful interactions with each other, which helps learning and community-building in and out of the classroom.

Another significant benefit is the multiple opportunities for feedback between the instructor and students. This allows the instructor to better track student progress and understanding. Across multiple students of thousands of students, flipped classrooms show an overall positive learning experience on student learning and motivation. Flipped classrooms are particularly effective in engaging with real-world problems such as humanities and social sciences.

If flipped classes increase student learning, how do you flip a class?

- Ask whether a flipped classroom is appropriate and how it will work in your course
- Engage students in application activities and provide students with feedback on how they are applying what they learned in pre-class materials

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- Provide plenty of opportunity for individual and collaborative practice
- Tie together what they learned before class to in-class application activities
- Make course content readily available and understandable
- Extend learning beyond class through individual and collaborative practice

The goal of a flipped classroom is to allow students to incorporate foundational information before class, allowing them to make deeper connections and develop complex ideas with their peers during class. It can also be effective in helping students learn professional and academic skills.

Further reading:

Mystica M. Alexander, *The Flipped Classroom: Engaging the Student in Active Learning*, 35 J. Legal Studs. Educ. 277-300 (2018)

Melissa Castan & Ross Hyams, *Blended Learning in the Law Classroom: Design, Implementation and Evaluation of an Intervention in the First Year Curriculum Design*, 27 Legal Educ. Rev. 1-19 (2017)

Laurel Davis, Mary Ann Neary, & Susan E. Vaughn, *Teaching Advanced Legal Research in a Flipped Classroom*, 22 Persps.: Teaching Legal Rsch. & Writing 13-19 (2022)

Catherine A. Lemmer, *A View from the Flip Side: Using the "Inverted Classroom" to Enhance the Legal Information Literacy of the International LL.M. Student*, 105 Law Libr. J. 461-92 (2013)

Alex Berrio Matamoros, *Answering the Call: Flipping the Classroom to Prepare Practice-Ready Attorneys*, 43 Cap. U. L. Rev. 113-52 (2015)

Jane O'Connell, *Don't Flip Out, Flip Your Class: My Experiences Flipping an Advanced Legal Research Course*, 30 Second Draft 18-21 (2017)

Caroline L. Osborne & Stephanie C. Miller, *Curricular Changes in Legal Research Instruction: An Empirical Study*, 37 Legal Reference Servs. Q. 97-121 (2018)

Peter Sankoff, *Taking the Instruction of Law Outside the Lecture Hall: How the Flipped Classroom Can Make Learning More Productive and Enjoyable (for Professors and Students)*, 51 Alberta L. Rev. 891-906 (2014)

William R. Slomanson, *Blended Learning: A Flipped Classroom Experiment*, 64 J. Legal Educ. 93-102 (2014)

Assessments: Summative and Formative

The roundtable group discussed several subtopics related to assessment such as gradeability, hypo creation, and rubrics, but significant time was spent discussing formative and summative methods.

Summative assessment, long the sole form of assessment in a law school course, involves evaluating the extent of student learning at the conclusion of a course. However, evolving pedagogy led to today's ABA Standard 314, which requires both formative and summative assessment methods "to measure and improve student learning and provide meaningful feedback to students." Formative assessment involves gauging student progress at various stages to offer feedback that enhances the learning experience.

Many instructors shared that they layer myriad formative assessments in their research course, offering examples of their

methods, challenges to beware of, and tips on how to succeed. Some examples include:

- Quizzes to assess/ensure completion of pre-class material
 - Tip: Make the questions true/false and multiple choice for easy auto-grading.
 - Tip: Quizzes can be done at the start of class in various formats.
- In-class exercises
 - Tip: You can observe students as they work and review answers in class rather than having students turn them in.
- Polls - via polling software or simply a raise of hands
- Gamification – to make assessment fun
 - Tip: Try a Jeopardy game, an escape room, or a relay race
- Reflections - ask students to reflect on class and/or on homework
 - Challenge: Reflections may be false flattery, what students think the professor wants to hear. Solution: Raise the point value of the reflection and require reasoning to get better-quality responses.

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- Tip: Compile everyone's reflections into a single document, adding your comments where needed to clarify things, and provide the compilation to the class.
- Peer assessment – to learn from a peer's research workflow – can be a formal swap of papers or informal working together
 - Tip: Try this early on so that students experience another's (sometimes garbled) path through a database and can adjust their work to be clearer.
 - Challenge: Peer assessment can cause some students undue stress. Solutions: Use a tool to make the swap anonymous and ungraded.
 - Challenge: Peer assessment can be double work for instructors who do not trust peer grading. Solutions: Create a rubric for the peers to use; make it ungraded.
- Weekly homework assignments
 - Tip: Give timely feedback so students can make the most of it.
 - Challenge: Finding a balance between suitably rigorous assignments and limited time for grading is delicate; providing feedback takes time. See the gradability section below for some solutions.
 - Tip: Draft weekly assignment questions that mirror the questions they will see in their summative assignment but use a different hypothetical.

When the discussion turned to summative assessments, roundtable attendees varied in their choice of methods. Discussion included:

- Assigning a multi-day take-home assignment instead of a single-day final exam. In schools where 1L sections take exams on different days of the week, this saves the instructor the task of creating multiple versions of the exam. However, as we get closer to the day when legal research is tested on the bar exam, we might want to use the single-day research exam format despite the challenges.
- Using a mix of different hypotes in lieu of one large hypothetical. This allows the freedom of tailoring fact patterns to a skill, rather than trying to fit everything into one fact pattern.



Summative assessment methods included assigning a multi-day take-home assignment and using a mix of different hypotes in lieu of one large-hypothetical (Photo courtesy of Canva.com)

- Leading/hand-holding questions vs. setting them loose. Asking step-by-step questions can prevent a student from going wildly off course but can also make an assessment less suitable for revealing student achievement. However, setting them free without guided questions can result in a more time-consuming grading process. See gradability concerns below.
- Including multiple choice and short answer. Questions on the binding/persuasive value of cases lend themselves well to this format as do similar foundational concepts. However, instructors may prefer to test these concepts using formative assessment only, opting to craft more open-ended real-world scenarios for summative assessments.

Gradeability is a concern for both forms of assessment since finding a balance between gradability and rigor in the design of assessments can prove challenging. Roundtable participants had helpful thoughts on the topic.

- Providing a model answer or a Zoom recorded walk-through can provide students with an opportunity for self-regulated learning instead of, or while waiting for individualized feedback.
- Drafting a group feedback memo pointing out problems made by multiple students is a similar solution and can be useful for students who made those mistakes, as well as for students who did not, identifying for them problems to avoid in the future.

- Grading the formative assessments using a credit/no credit (or check plus/check minus) scale, in combination with a rubric explaining the thresholds and a model answer, can make grading faster.
- Limiting the range of student format choices can help. Have the students fill in a chart, stick to a word or sentence limit, use a specific font, or use the rubric as a checklist.
- Crafting questions to focus on research and not analysis, can

improve gradability. To some extent, this is not possible since research requires analysis, but assignments that focus on the analysis make it more difficult to assess research skills.

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The topic of assessment has been covered extensively in the literature. Articles range from practical—tips on using rubrics or reports on empirical studies—to theory-based. In recent years, coverage has been weighted towards formative assessment, with summative assessment receiving less specific attention. But many articles on assessment have aged well, with authors raising the same issues broached at the roundtable and proposing similar solutions. Below are select readings from different perspectives on assessment.

Further reading:

Elizabeth M. Bloom, *A Law School Game Changer: (Trans)formative Feedback*, 41 Ohio N. U. L. Rev. 227-60 (2015)

Robin Boyle-Laisure, *Didn't I Cover That in Class? Low-Stakes Technique of Quizzing to the Rescue*, 27 Legal Writing: J. Legal Writing Inst. 299-308 (2023)

Susan M. Brookhart, *How to Create and Use Rubrics for Formative Assessment and Grading* (2013)

Olympia Duhart, *The F Word: The Top Five Complaints (and Solutions) about Formative Assessment*, 67 J. Legal Educ. 531–52 (2017)

Mary Godfrey-Rickards, *Reconceptualizing the F-Word: Introducing Failure into the Legal Research Classroom*, 115 Law Libr. J. 457-72 (2023)

Joi Montiel, *Empower the Student, Liberate the Professor: Self-Assessment by Comparative Analysis*, 39 S. Ill. U. L.J. 249-74 (2015)

Shawn G. Nevers, *Assessment in Legal Research Education*, in *The Boulder Statements on Legal Research Education: The Intersection of Intellectual and Practical Skills* 81–124 (Susan Nevelow Mart ed., 2014)

Dajiang Nie, *Advancing Student Learning Experience: Peer Assessment in Advanced Legal Research Classes*, 114 Law Libr. J. 369-94 (2022)

Amanda L. Sholtis, *Say What?: A How-To Guide on Providing Formative Assessment to Law Students Through Live Critique*, 49 Stetson L. Rev. 1-38 (2019)

Carolyn V. Williams, *Bracing For Impact: Revising Legal Writing Assessments Ahead of the Collision Of Generative AI And The Nextgen Bar Exam*, 28 Legal Writing 1-76 (2024)

Heather Zuber, *A Fresh Look at Assessing Students' Work Product: What is Assessment, Why We Assess, and How to Do So Effectively and Efficiently*, 19 Persps.: Teaching Legal Res. & Writing 20-24 (2010)

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A Note from the Editors

Ten years ago in 2014, when the SCALL Newsletter faced an unexpected editorial vacancy, Jessica Whytock (then Wimer) told Judy Davis, “I think we can do this!” And with Christina Tsou joining shortly after, they proved that they could. With Volume 41, Issue 4 in 2014, Jessica, Christina, and Judy embarked on a decade-long journey at the helm of the SCALL Newsletter, fostering some of SCALL’s best writers along the way. For ten years, they weathered deadlines, brainstormed ideas, celebrated milestones, and, as with this issue, even wrote content to bring 49 issues, hundreds of articles, dozens of columns, and countless photos to the SCALL membership.

Today, with the release of this special issue, an era draws to a close. As some of you may know, Jessica has accepted the position of Director of the UC Berkeley Law Library. While we at the newsletter are thrilled for her, it's with a touch of sadness that we see her depart UCI, Southern California, and her co-editor role. Jessica’s inspiration and contributions to this publication have been invaluable. Her eye for detail and dedication to bringing the membership insightful and timely stories have helped shape the newsletter into what it is today. Her collaborative spirit and positive attitude have made working alongside her a true pleasure.

As Jessica embarks on her new adventure in Northern California, we wish her all the very best. We will undoubtedly miss her as a co-editor, but we are excited about this new chapter in her life.

Jessica, thank you for your determination, creativity, and unwavering spirit. We wish you continued success and happiness in all your future endeavors.

Warmly,

Judy Davis / Christina Tsou





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2024–2025

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