



LWI One-Day Workshop at UNLV Boyd School of Law
Friday, December 10, 2021
In-Person. All times Pacific Standard Time

Time	Room One (Moot Court Room)	Room Two (Faculty Lounge)
9:00 – 9:20	Welcome	
9:30-10:20	Sylvia Lett & Casandra Laskowski, Arizona Law: Making Learning “Sticky”: Increasing Retention with Thoughtful Collaboration and Digital Sticky Notes Our presentation will discuss how through mindful collaboration, we have increased transfer and retention of important analytical and practical skills between the legal research and legal writing sections of our joint class. First, we will briefly outline the structure of our joint class and discuss the	Annalee Hickman Pierson, BYU: The Free Musketeers: Free and Low-Cost Legal Research Resources Faculty who teach legal research skills to first-year law students in a legal research and writing course should keep abreast of the constant changes to the free and low-cost legal research resource options available to practicing attorneys beyond the “Wexis” platforms. This presentation will cover new resources, new features, and new challenges to look out for when teaching free and low-cost legal resources like Fastcase,

	<p>challenges of teaching a unified class. Second, we will explain our fresh approach to teaching a cohesive joint legal writing and research class. To illustrate our new approach, we can demo Mural -- the free, on-line virtual "sticky note" canvas we use that allows students to collaborate visually at the same time.</p>	<p>Casemaker, Casetext, Ravel Law, and Google Scholar to first-year law students. It will also include how to do exercises to assess students' mastery of free and low-cost legal resources.</p>
10:30-11:20	<p>Kristin Gerdy Kyle, BYU: The Neglected R in LRW: Leveraging Asynchronous Modules and Targeted Class time to put Research back in the Legal Research and Writing Curriculum</p> <p>In all too many classes "Legal Research and Writing" becomes only "Legal Writing" with legal research receiving only cursory attention. Whether this is because there simply isn't enough class time or because legal writing professors don't feel equipped with the most current information to competently teach legal research, our students deserve better. During this session participants will learn how to strategically incorporate targeted short classroom discussions along with asynchronous modules to help their students learn the important legal research skills they need to</p>	<p>Allison Cato & Amy Day, California Western: Back to Basics: Using a Library Treasure Hunt to Help Students Conceptualize Research and Citation Skills</p> <p>During the pandemic, we were limited to teaching research online. Now that we are back to our classrooms and libraries, students should again learn to conduct research in the library so that they may be adequately prepared for practice. Library research skills prepare students to work in organizations that lack unlimited access to Westlaw or Lexis. Furthermore, library research helps students develop critical tools associated with conceptualizing the process of conducting legal research and constructing legal citations. This presentation will use samples of guided exercises used to teach students how to effectively research and write a memorandum using a combination of library and electronic sources. We will also discuss how using case reporters, rather than just online cases, most effectively teaches students how to</p>

	succeed not only in the LRW class but in the legal workplace.	craft case citations. Participants will leave with real exercises they can use in their own classes.
11:30-1:00	Lunch [box lunches to be eaten outside]	
1:00-1:25	<p>Kimberly Holst, Arizona State: Introducing Artificial Intelligence in Legal Research and Writing</p> <p>Artificial intelligence is a reality for practicing attorneys. As a result, it is imperative that students understand how it will impact their future legal practice. In order to help my students understand the impact of AI, I asked an expert for help—my law librarian. This presentation will explore important considerations for introducing AI to students and the importance of included experts, like law librarians, in designing a curriculum around these issues.</p>	<p>Cindy Archer, UC Irvine, & Jazzirelle Hill, Loyola L.A.: The Supervisor's Meeting: Reporting on Research in 'Natural Language'</p> <p>Boolean or Natural Language searches? It makes my head hurt. In my Lawyering Skills course, I partner with research librarians to "teach the technical navigation of the platforms." Rather, in my class, I use simulated supervisor meetings to help students articulate the law in their "natural language." In supervisor meetings, student explain what they found, how they found it, and how it applies to the facts assigned. Sometimes they report in groups and sometimes alone. Being able to report in this natural setting helps with transfer of the skills for the legal employment setting and gives them confidence in their abilities. Not only are they questioned about the ultimate result they reached, but how and why and that helps to reinforce the process. (As an aside, I have also been starting to incorporate federal native law and tribal courts in my discussions regarding jurisdiction to help students think about the messiness of jurisdiction and the impact of American policies on indigenous peoples.)</p>

1:35-2:10	<p>David Thomson, Denver: The Future Is Hybrid: So We Must Teach It All (Books and Online)</p> <p>Throughout the history of technology, we have tended to react to the hot new thing in fearful, binary terms. All or nothing, on or off, massive change is coming tomorrow. Instead, the history and development of technologies over the last century teaches us very different lessons. This is also true of teaching legal research methods. Because much more common in the history of technology is hybridization – a mix of technology and the physical. And there are good reasons for this, and not surprisingly, this hybridization was already happening in education, and that trend was accelerated by our adjustments to the pandemic. In this presentation, I will offer a vision of our hybrid future in legal education and the benefits of teaching legal research in a multi-modal, hybrid format.</p>	<p>Lori Johnson, UNLV Boyd: Research Tools for Contract Interpretation - Corpus Linguistics</p> <p>Scholars working in the area of corpus linguistics have recently suggested that linguistic corpora (large, coded, electronic collections of natural language) can assist judges in interpreting contract language. These scholars suggest that “corpus linguistics provides judges and lawyers with objective information about language” used in contracts. This presentation will explore the pros and cons in relying on linguistic corpora in contract interpretation and drafting, and examine some alternatives for producing accurate contracts that reflect client needs.</p>
2:20-3:10	<p>Stephanie Der & Katherine Lyons, Loyola L.A. : How Gamification Makes Everyone a Winner in the LRW Classroom</p> <p>Interest in gamification in higher education has increased significantly in the past decade. This interactive presentation will</p>	<p>Carolyn Williams, Arizona Law: How Should the NextGen Bar Exam Test Legal Research?</p> <p>In January 2021, NCBE adopted changes to the Uniform Bar Exam--changes it has dubbed the NextGen Bar Exam. The NextGen Bar Exam changes the substance covered by the bar exam (both doctrine</p>

	<p>make a case for adding elements of gaming to the LRW classroom by gamifying research. First, we will explain what gamification is and why legal research is an ideal course component for gamification. Second, we will share our experiences of how gamifying aspects of legal research enhanced our jointly taught LRW course by building community, reinforcing concepts, and deepening engagement. Finally, we will provide practical tips and resources for creating gamified components that work in a variety of teaching contexts.</p>	<p>and skills); and (2) alters the structure of the exam itself. NCBE added legal research as a new skill to be tested on the NextGen Bar and appointed me as a subject matter expert on its legal research subcommittee. Although I will introduce the NextGen Bar Exam and give a brief overview, the bulk of the time would be a brain-storming session with the group on how we would like to see various legal research skills tested and what those sub-topics should include. This is a great opportunity to give input on how to test something on the bar that we teach.</p>
3:15	Closing Remarks & Dinner plans	