Discussions with Prof. Moore Regarding PLEG 104 LIS (Fall 2020)

Thursday, August 13, 2020 1:32 PM

Good Afternoon Tim,

I hope you and your family are safe and healthy during this tiime of uncertainty.

I am reaching out to find out more about the available LibGuide for my Intro. to Legal Research class, and to see if you would be interested in doing a presentation to show my students the LibGuide and overall use of library resources during this time of online/remote instruction.

Any assistance you can provide is greatly appreciated. Stay safe and hope to talk with you soon.

Michael Moore
Adjunct Instructor

Friday, August 14, 2020 12:54 PM

Hi Prof. Moore!

Good to hear from you! My family and I are indeed safe and healthy at this time, but you definitely start to go a little bit crazy after being at home (with 2 little kids) for nearly 6 months.

I would be honored to provide instruction to you and your students! If you go to this page https://library.fullcoll.edu/library-instruction-fall-2020/ you'll see the various instruction options for Fall 2020. There's an online form on this page where you can indicate that you would like for me to provide instruction to your students using a customized LibGuide. I'll be happy to update the LibGuide that we already have going with all of the new and wonderful resources that are available to our paralegal studies students.

You can also just reach out to me through email and you and I can chat about our approach to the instruction session, resources to put up on the LibGuide, and anything else dealing with the Library and your program. Kelley also has her own LibGuide going where you can put up resources for the entire department (or even the division, depending on how Kelley would like to design it).

Take care, and I will speak with you again soon!

Thanks,

Tim Ream

Saturday, August 15, 2020 4:35 PM

Thank you for the reply Tim. I took a look at the LibGuide and I think it looks great. There was a CEB item that probably needs to be removed under Federal resources because it includes Steve Dayton's name on it.

The focus this semester is really going to be on the online materials due to the nature of instructions and access to the campus due to COVID-19, so that should be the main focus.

As always, I want to stress the available resources for both primary and secondary authorities that students can access for free so that they understand that Lexis or Westlaw are not the only options, specifically when clients are billed for almost everything that is done through the commercial resources.

The approach for the session is really going to be a deferral to you to show the students what the LibGuide has to offer, as well as anything they should know right now about being able to access library resources during COVID-19. I will chime in every now and again, but as long as the focus items I stated above are focused on, I don't mind leaving the overall structure of the discussion with you. I am looking to keep the presentation to about 30-45 minutes if that is possible.

Thank you again for all you do to assist our program. Stay safe and healthy out there.

Michael Moore

Monday, August 17, 2020 12:10 PM

Hi Prof. Moore,

Thanks for reviewing the LibGuide. As the campus Systems Librarian, my Summer has been focused on adding tons of new online resources to our collection, and configuring our overall system to allow curbside checkouts and other workarounds. In other words, I regrettably have not been able to give LibGuides the attention that it needs. I'm happy to hear that most of the content that is already on the Legal Research Guide meets your instructional needs.

Teaching live sessions through Zoom can be a little bit tricky. As I'm sure you're already aware, it's difficult to gage if students are understanding the material or truly interacting with various hands-on activities. The LibGuide will no doubt help with all of this, and I will add/update content to be more relevant for the remote-learning environment. I might need your assistance though throughout the session to help keep students focused, field questions, and interject with any information that I'm forgetting.

With that in mind, I will get going on doing any LibGuide updates and preparing the instruction. Thanks Prof. Moore! It's always a pleasure to work with you.

Thanks,

Tim Ream

Monday, August 17, 2020 8:11 PM

No problem at all with interjecting and assisting during the presentation. I think we did a good job with this during our in-person library visit a few semesters ago, so I see no issues with that. I can monitor the Zoom chat box and encourage students to use that to ask questions that I can field to you if necessary.

I look forward to your assistance. Thank you so much Tim! I appreciate all you do to assist us in the paralegal program and beyond.

Michael Moore

Tuesday, August 18, 2020 5:19 PM

I think we did a good job as well! What day/time were you shooting for an instruction session? Since I don't do these very often anymore, there's a good chance my Dean and some of the librarians will review my instruction session as part of my tenure review process.

Thanks,

Tim Ream

Tuesday August 18, 2020 6:55 PM

I teach the research class on Wednesday evenings from 6.50 p.m. to 10 p.m. The date I am looking to have you present is September 30, 2020. Would you prefer a beginning of the course presentation so you don't have to do it so late in the evening? Let me know.

What a great opportunity to include the presentation in your portfolio for that review. ☺

Michael Moore

Thursday, September 10, 2020 10:04 AM

Hi Prof. Moore,

I'm beginning to seriously revise the Legal Research LibGuide to reflect our all-online environment and to include resources that students (and the librarians) will have access to through their personal Lexis Nexis and Westlaw subscriptions. I'll let you know once this is ready.

For each library instruction session I teach, I also like to have really clear learning objectives. This keeps me from trying to cram way too much information about everything the library can provide into a 1 hour time frame.

Because we're totally online, I'm thinking that my usual learning objectives for your students might need to be revised. For reference, I've attached my lesson plan from the last time we met for a library instruction session. Take a brief look at what I have here, and see if there's anything that still seems highly relevant and applicable to your students and our goals for our session on Sept. 30. Also, if there are basic goals completely missing from this lesson plan that you would like to add, please feel free to inform me and I'll add them.

Lastly, I know that we are now relying on individual Westlaw and LexisNexis Advance subscriptions to provide students with the resources they need. Do you think it would be too

much for our short session together to ask students to have their Westlaw accounts available for log-in? I'm happy to provide instruction regarding NexisUni, but as we both know, the resources here are limited.

I'm looking forward to our session on the 30th.

Thanks,

Tim

Friday, September 11, 2020 3:07 PM

Hi Tim,

Thank you for sending over the prior lesson plan for review.

For the lesson plan, the materials/resources items 2-4 are fine (1 would not be applicable since the library is not open to the students to freely access).

As to objective number 1 and the associated lesson sequence items 2-3 concerning NexisUni, maybe we make these just a quick display that shows students that it exists, how to access it, and explain that running a search in the database will be similar to what they are going to be trained on in my class. Further, we can end it that portion of the presentation with the explanation that it has limitations and differences from the Lexis Advance system they will be using.

As to the remaining objectives and lesson sequences, here are my thoughts:

(1) Lesson sequence item number 1 with the welcome and reviewing the handouts that I will make available to them via my Canvas course is fine.

(2) Maybe objective number 4 and lesson sequence item number 7 concerning how to get research assistance during COVID-19 should be addressed before the other objectives this time?
(3) Objectives 3 and 4, along with lesson sequence items 4-5 are perfect the way they are and we can use the handouts via Zoom's ShareScreen feature to covers these things.
    a. Just as an FYI, they will have received instruction on statutory code/constitutional compilations and case reporters before the presentation. Further, they will have a basic knowledge of the types of secondary authority sources available, though the specific research of those types of authorities will not have been covered yet.
(4) Lesson sequence 6 concerning a tour of print sources would be not applicable, unless there is a virtual version you have to share.

I think the above changes should keep things to under an hour, which fits perfectly with the lesson plan I have for them that evening.

Lastly, students will just begin to receive their credentials for Westlaw and Lexis Advance the week of your presentation, so having their Westlaw credentials would not be something recommended at that time. They will be aware that the NexisUni and LibGuide resources you provide to them have their limitations.

I hope the above is helpful. Thank you again for all of your help.

Michael Moore

Friday, September 11, 2020 4:49 PM

Hi Prof. Moore,

Thank you for all of your very detailed responses here. They will definitely help guide how I craft my revised lesson plan for your students. I will provide you with this revised lesson plan well in advance of the instruction session on the 30th.

A couple more thoughts to brainstorm with you:

--Since this instruction session will be observed, the final 10 minutes will involve the students completing an evaluation of the session. I will let you know how this will be conducted given that we will not be in a physical classroom (the usual setting of course for evaluations)

--Throughout the past year-and-a-half, I've evolved in terms of my teaching methods. Instead of talking for long periods of time and only really leaving time for questions at the end, I now provide instruction in brief "chunks," with some type of activity or debriefing after each concept is presented. So for your class, for example, I might discuss primary materials and demonstrate how to access Deering's CA Codes through Nexis Uni for 5 to 10 minutes. I would then stop and ask the students to complete a task where they also use Nexis Uni to do something similar, and demonstrate that they understand the concept of primary materials within legal research. I would repeat this process usually about 3 times total. None of the activities are that hard, but they tend to keep students engaged in the material and prevent them from drifting off. Does this type of approach sound acceptable for our time together on Sept. 30th?

Thanks,

Tim

Saturday, September 12, 2020 12:34 PM

Hi Tim,

The evaluation sounds fine. My only concern with the second brainstorming item involving having students engage in activities is time. I have a packed lecture following the library presentation and I am trying not to exceed a 45-minute time period, especially with the evaluation afterward. I can deal with an hour, but any extra time I have would be helpful.

Also, maybe an alternative would be you can have one student walk you through things by having that student tell you where to click or what to type in, as opposed to making them log into the separate program. I can select the student(s) if that is more comfortable for you. This assists with cognitive load and avoids stressing them out with trying to switch between the Zoom session and the NexisUni platform, especially since most students have only one screen.

Just some thoughts, but whatever makes you feel comfortable is fine. The time factor is really the only concern I have, with delivery of content in your capable hands. 😉

Michael Moore

Monday, September 14, 2020 12:49 PM

Hi Prof. Moore,

As always, thank you for taking the time to let me know about how you would like to approach our session together. It's helpful to know about the time restrictions and what you have planned outside of the library instruction session for that classroom period.

I think what I can do is contain the entire session within one platform; so the only one having to log-in to an outside resource like Nexis Uni is me. This should cut down on the cognitive overload and confusion experienced by requiring students to toggle back-and-forth between different environments. The only exception to this will be one student who I will call upon to briefly run through a basic search process (through Nexis Uni) in its entirety. I think I will take you up on your offer to provide me with the name of one student who will have access to a desktop or laptop computer during our session, and the ability to open more than one tab in Google Chrome. Just let me know and I will make a note to call upon this student during the instruction session. The demo search he/she would be performing would only take about 5 minutes maximum. I would be interacting and guiding the student throughout the demo if they run into any issues.

Because of the evaluation at the end, I will make sure to end the session promptly at 45 minutes. If students are experiencing technical issues during this session (which I've noticed happens quite a bit with online instruction), I will do my best to assist them, but sometimes it's better just to move on in the interest of time. You can let your students know that I can always help them individually after class or during an individual appointment to assist with technical issues and problems accessing different materials.

--Tim

Wednesday, September 16, 2020 10:08 PM

Hi Tim,

Okay. So the student would be sharing his/her screen and would be walking through the exercise, right? I am sure you are pretty savvy with Zoom and know howto give the share screen rights to the selected student, but if you think that might be an issue, let me know and we can just revert to your original idea.

And I will absolutely let them know that you are a vital resource with the library for assistance with legal research. Thank you so much for your help.

Michael Moore

Tuesday, September 22, 2020 3:58 PM

Hi Prof. Moore,

I've attached an updated lesson plan for our upcoming LIS. I edited it based upon the limitations of the virtual environment and the feedback you already provided. Ideally, I would like to have the lesson plan set in place by the end of this week, so any further advice or revisions you would like me to make, please provide them by Thursday night at the latest.

Here are some highlights from the lesson plan and ideas where I'd like to get your feedback.

1) The Powerpoint presentation would not involve a large amount of slides. It is just to keep me on point and to remind students of what we are focusing on. The other option would be to provide students with the LibGuide right at the beginning of class, and include my main instructional points straight on the LibGuide. My only concern there would be that students would be more concerned with exploring the LibGuide than listening to what I'm saying.

2) I discuss getting individual research help right at the beginning of my presentation and it is included on the LibGuide as well.
3) I included a section on understanding a legal citation and searching for the primary resource based upon the citation. I was going to use the example of a landmark Supreme court case or issue, but if this section of the instruction session is not necessary or not useful please let me know.
4) I have the volunteer student doing 3 brief searches in Nexis Uni where I would kind of narrate what is happening as they find the information. I can provide you with the sample searches that I had in mind for these scenarios if you would like. Once we are ready to move forward with this idea, please have the student in mind test out their Nexis Uni username/password.
5) Since we are completely remote at the moment, there wasn't much in my presentation regarding print materials. The LibGuide however will include links to print books.

Other than that, please let me know what other thoughts you might have here regarding the library instruction session coming up. I should have the LibGuide fully edited and updated by the 30th as well.

Thanks,

Tim

Wednesday, September 23, 2020 at 10:10 PM

Hi Timothy,

Sorry for the delays in getting back to you. I have been absolutely swamped with both the paralegal job and the teaching this week.

The following is my feedback:

(1) The PowerPoint is not an issue at all for me and I agree with your assessment about the LibGuide.
(2) Getting individual research help at the beginning is a great idea and I have no objections.

(3) I love the legal citation component and would love for you to cover it. They won't get a citation lecture for a few weeks still, but as much practice as possible with the topic is great since they struggle with citations.
(4) I have selected the volunteer student and I showed her overall how to access the NexisUni platform after our class this evening. Her name is Suzanne Ross. I told her that you would likely have her share her screen via Zoom so that she can show the students the overall process of searching in NexisUni, and that three searches would be involved.
(5) I covered print materials for primary sources in depth this week and last week, so it is fine that you focus on the electronic sources. I explained why they need the full Lexis and Westlaw versions for my class, and that the NexisUni platform is a great option for future classes where Lexis or Westlaw subscriptions are not required.

Just as an FYI, the students are meeting in my class Zoom session first so we can quickly cover what is happening the following week in my class and to reinforce how to get to your Zoom session. I find that having a familiar start to the class is less stressful on those who are not as saavy with Zoom and I can do a little more hand holding that way.

See you next week and thank you again for taking the time to speak with my class.

Michael Moore

Thursday September 24, 2020 4:10 PM

Hi Prof. Moore,

Sounds good. I'll send you my final presentation materials by the end of tomorrow.

The LibGuide is kind of an ongoing project, and will provide legal reference information far beyond what we are simply covering in our 1 hour session together. That being said, I'll have something for you and your students that is useful and comprehensive by our meeting on the 30th.

Just a reminder as well that our class together will be recorded. This is so my tenure review committee can review my instructional methods.

No rush here, but we do have a trial subscription to HeinOnline that runs through the end of December. It seems to cover mainly legislative information at the federal level, but it also has some California content and a feature called “Fast Case.” If at some point during this semester you could take a look at it and let me know if it is useful for what we teach at FC, I would very grateful. I’ll have Kelley take a look as well and determine if it’s worth the cost to our school.

--Tim

Friday, September 25, 2020 5:22 PM

Hi Prof. Moore,

Attached are my materials for the Library instruction session on 9/30 for your PLEG 104 class.

I hope you don’t mind, but I did change the order in which I would like to discuss the different types of legal research materials. As librarians, we typically talk about starting research using reference (i.e. secondary) materials, and then moving on to the more specific (i.e. primary) materials. I also noticed that this was how other librarians at various law schools were structuring their approach to legal research. If it’s problematic with these changes though, just let me know and I can organize the session how it was originally designed.

The LibGuide is still being fine-tuned, but will be ready by the 30th.

Thanks,

Tim

Monday, September 28, 2020 5:15 PM

Timothy,

Your changes are fine. Thanks again for your help. See you on Wednesday night.

Michael Moore

Tuesday, September 29, 2020 8:35 AM

Sounds good Prof. Moore. I’m looking forward to it!

--Tim Ream