Stories and role enactments allow multiple levels of analysis to be explored at the same time and with the different points of view of those in role (the acting 'lawyers' or 'clients') and those outside of role who watch, analyse, criticise and contribute to the ethical dialogue that follows each role enactment in the author's classes. Literature and journalism can be used to explore the antecedents and consequences of legal actions taken and to broaden the context of information that these stories provide. The 'real' reported cases can be read and contrasted to fictionalised accounts in other media so students can compare and contrast alternative actions and choices.

The kinds of stories we can tell are now enormously rich and various and the methods of storytelling and case studies we can use are increasingly diverse and ever more vivid. Since the levels of legal ethical discourse vary so much, we should pay some attention to which forms of storytelling and what kinds of case studies illuminate best which kinds of issues we should study. There are issues of individual ethics, motivations, intentions, deliberations and choices. There are issues of rule drafting and organisational structure. Most profoundly, there are deep jurisprudential issues of system design (is the adversary system still the best we can have?) and whether our legal system produces, in the end, more justice than less. For the storytellers, truth seekers and ethicists among us these are good times indeed to be teaching legal ethics, for, as our methods and stories proliferate, we have more interesting ways to teach that which it is most important to teach – how we may lead good lives in this legal profession we have chosen.

SKILLS

Beyond 'Bingo!': educating legal researchers as problem solvers
T Seligmann
26 *W Mitchell L Rev*, pp 179-203

Remember that first research assignment? Going to the designated volume and finding exactly the answer the professor was looking for, whether it was the federal penalty for shooting a golden eagle or the key number for claims relating to the mishandling of dead bodies? Thinking to yourself, 'Bingo!' 'Voila!' or 'Eureka!' and having your spirits raised? Research seemed easy; finding the law was a wonderfully structured adventure. Some time later, an encounter of another kind undoubtedly occurred. A client had a problem without a matching doctrine or key number. The issues slopped across the neat divisions of the first-year courses. Perhaps no court or legislature addressed the critical legal point specifically. This inevitable point should come during legal research training, not afterward. By the end of legal research training, confronting the unknown research subject should not leave a new attorney lost and shivering in an icy wilderness, but equipped to blaze trails toward an answer.

Mastering the ability to tackle complex legal research problems means more than merely moving beyond the kind of assignments that produce the 'Bingo!' response with its accompanying expectation of clear and easy results. The professor helps students develop needed skills by implementing a problem-based context for assignments, providing enough legal research experience, sequencing assignments to offer increasing challenges while supporting success, and encouraging reflection on and planning of legal research.

Legal research professors face difficult tasks in planning and choosing a curriculum of research assignments to accomplish desired outcomes. The difficulty is compounded when worthy goals of the first-year legal research and writing (LRW) curriculum compete for student and professor time and attention. Professors of legal research and legal writing face multiple challenges, one of which is giving sufficient attention to both. Most LRW courses demand student time and effort well in excess of that which students give to other courses for similar credit hours.

Proficiency in bibliographic tasks may appear to be an obvious goal in a research curriculum. However, research professors now recognise that the bibliographic approach to research, once prevalent in law schools, should be tempered by an emphasis on researching and writing as parts of an analytical process for solving problems.

To better identify goals for a research curriculum, examine the characteristics of an educated researcher. The goals, in turn, may suggest strategies for achieving them. These strategies provide a theory for successfully teaching legal research, thus giving students the best opportunity to master research skills. Qualities characterising an accomplished legal researcher might include competence, accuracy, judgment, thoroughness, efficiency, confidence and knowledge. Legal employers are most concerned with accuracy and reliability of the research. Efficient researchers meet short deadlines.

For a new attorney, knowledge of substantive law and bibliographic information are less critical than knowledge of the research process. The ability to find and use research resources are key skills that provide the attorney with substantive law. However, a new attorney who is an accomplished researcher will be accurate, efficient, thoughtful, thorough and confident, and will become increasingly knowledgeable. Having identified the qualities of accomplished researchers, professors then must develop a curriculum designed to instil these qualities in their students.

Much of students' real learning and skills acquisition takes place outside the classroom when students work on research assignments. Thus, the number, nature and order of research assignments has a significant impact on students' development as researchers. This article suggests four guidelines for creating a research assignment curriculum. First, authorities recognise that introducing students to research sources and techniques within the setting of an analytical writing assignment is an excellent way to teach legal research. It provides students with an opportunity to learn legal research in the context of solving a realistic problem for a hypothetical client. Students pay more attention to research assignments that are integrated with writing assign-

ments because they know that locating proper legal authority is critical for a successful memorandum.

The second principle is practice: variety in research and multiple opportunities for research training. Each new research topic introduces new resources that produce the best results and provides new uses for old resources. The more research students conduct to solve clients' problems, the more practice in strategic and analytical skills they obtain. Placing research into the context of a client-based problem provides a practical focus and brings welcomed realism to the students' task. These benefits of problem-based assignments do not require a formal written product. Supplementing integrated research and writing assignments by adding discrete, problem-based, non-writing research assignments offers students variety in types of research and assures that they see and use sources beyond those they will use in their writing assignments.

The third principle is progression: sequencing assignments to help students reach independence. The art of teaching research is creating a planned, sequenced curriculum of assignments that offer students with varying abilities and self-discipline habits enough guidance so they enjoy success and avoid frustration at each stage. At the same time, assignments must provide enough responsibility to make students competent and confident.

Significant structure and guidance helps students in the beginning. Structured and directed assignments ensure that students have a solid foundation in individual research sources and techniques. A directed research assignment may be constructed so that students follow specific steps in identified sources to generate relevant and desired authority. Directed research assignments are an excellent introduction to sources and techniques. However, without more guidance, students are uncertain about using these sources and techniques to execute their own research processes.

Research assignments that do not define a research sequence or source require that students take ownership of their re-

search. Taking ownership includes choosing sources, learning the organisation and indexing of sources, recognising relevant material and focusing on important authorities. Moving away from directed research also carries risks for students. One danger is that some research topics encompass an overwhelming amount of research material unless the professor limits the topics.

A professor can schedule a debriefing class when students finish their basic research for an integrated assignment. The debriefing class helps students develop time-management skills; students are forced into the library to complete at least as much of the research as is needed to hand in the research trail well in advance of the due date. Reviewing research results allows both students to determine how much more to do or how far they have advanced.

During debriefing class, the professor may ask students to name relevant cases and list them on the board. The professor then asks which cases must appear in their memoranda and why. This exercise allows the class to determine which cases are leading and which cases add authority on a sub-point. The exercise also shows students where they still lack authoritative sources. Professors then give detailed feedback about strengths or weaknesses of particular techniques for using sources.

The fourth principle is planning: developing assignments that allow students to plan and reflect on their research process.

The educational philosophy of LRW has shifted from product-oriented to process-oriented writing and research. The following techniques and assignments foster student awareness of an effective research process. First, pre-research brainstorming classes and strategy assignments enhance productivity, focus and interactivity of the class. Second, awareness of the process is critical even in a directed research assignment. Third, this set of theories to guide a planned research curriculum does not suggest that any one sequence or set of assignments is the way

to effectively help students learn legal research.

Employers place high priority on research skills for new attorneys. Employers want researchers who know basic print and on-line sources, know the techniques of legal research and can independently use these tools and learn to use new tools. Training to be an independent, competent researcher is not easy. An LRW curriculum that plans assignments to provide integration, practice, progression and planning gives students a good start.

Escape to Alcatraz: what self-guided museum tours can show us about teaching legal research
J Levy
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Teaching legal research is especially difficult. Many students do not think the law library is an exciting place, nor do they appreciate the vital importance of good research skills to the practice of law. Educators well recognise that meaningful learning cannot take place unless students are motivated to learn the material being taught. Motivation can arise either because the subject matter is inherently interesting to students or because it relates to the academic or professional goals they want to achieve.

Another fundamental problem faced by those teaching legal research is that law schools do not devote enough resources to provide students with the individual attention they need to learn the subject well. Learning to use the law library is a skill. The best way to teach it, like any other skill, is to provide students with classroom instruction followed immediately by closely supervised practice of that skill in order to reinforce the classroom lessons. However, student-teacher ratios at most law schools do not permit the kind of one-on-one supervision that sound pedagogy requires.

As a result, most instructors instead teach the subject by assigning readings from a textbook, holding class lectures, walking students through the library, and