Development of Library Teaching in Law Programme Education

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Outline

- Uppsala University, Law faculty and the library
- Starting point for development on term course 1
- Development areas
- Library instruction on term course 1 today
- Reflections and summary
Uppsala University and Law Faculty

- Uppsala University since 1477
- 40,000 students
- Law Faculty the oldest faculty of law in the Nordic countries
- Law Programme - One of Sweden’s most popular
- 2000 law students at the undergraduate level
Dag Hammarskjöld and Law Library

- One of ten subject libraries within the University Library
- Political Science, Law, Peace and Conflict Research, International Relations, UN and EU
- 4 librarians involved in library instruction for law students

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Starting point for development

- Library Instruction early an integrated part of law education
- PBL (problem-based learning)
- Curriculum for the law programme
- Subject/work-related
- Subject knowledge and pedagogical skills (librarians)

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Traditional library instruction

- Mostly printed legal material
- Focus on the librarian’s detailed content-knowledge, not students’ learning
- Little connection to students’ task to write an essay
- Little student activity

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Development areas

- Learning outcomes for library seminars
- Relevance
- Student activity
- Subject guide as a tool for learning
Development areas

- Information seeking strategies
- Focus on electronic legal material
- Evaluation
- Progression
Step 1: Introduction to Law library, term course 1

- Short introduction to Uppsala University library
- Introduction to library catalogue
- Student activity in groups during the introduction to the physical library
- Introduction to printed material (how to find a law, preparatory works)
- Welcome back – preparation task in Student portal
Step 2: Library seminar term course 1

- Teaching in pairs
- Learning outcomes for the seminar are presented at beginning of class
- Short introduction to library resources and databases
- Subject guide as a tool to find legal sources
Step 2: Library seminar term course 1

- Group activity – students discover content of databases in smaller groups – demonstrate to the whole group
- Librarians complete where necessary, clarify and summarize
- Students reflect: What did I learn?
- Librarians reflect: How did it go? What can be improved?
Complementary material

- Handouts in the Student Portal – legislation process and it’s documents
- Leaflet – Law library – an introduction
Learning outcomes

After the seminar you should be able to:

- Find books and journal articles in Swedish legal databases and library catalogue
- Find laws, preparatory works and case law in Swedish legal databases
- Apply search strategies, such as choice of search terms and formulating queries
My question

Uppsala universitetssbibliotek

Subject guide, Law

www.ub.uu.se

Law area

- Ämnesguider
  - Juridik
  - Svensk rätt
  - Författningar
  - Förarbetan
  - Rättspraxis
  - Litteratur
  - EU-rätt
  - Rätts historia

Links to databases

- Hur hittar jag en lag?

- Hur vet jag om en lag blivit ändrad?

- Hur hittar jag myndigheters författningssamlingar?
  - Länkar till myndigheters författningssamlingar hittar du i Lagrummet.

Type of legal source

Information about printed material

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Information seeking strategies:
- Search terms
- Boolean operators
- Truncation
Evaluation questions for students

➢ Write down something new you have learned
➢ Write down something you will do differently when searching for information after this seminar
➢ Write down something that is still unclear
What we have learned

- Topic relevance and right in time for paper writing is essential
- Group work in small groups or in pairs works well to activate students
- Peer to peer model—increases motivation to learn
- New teacher role for librarians
- Teaching in pairs enables dialogue
- Evaluate now and then

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Change is an ongoing process
Summary

- Structure through expected learning outcomes
- Changed focus from teacher to students
- Focus on legal databases
- Student activity: group work, peer to peer
- Formative evaluation with focus on students’ own learning
Thankyou for listening!