In this article, we argue that classroom flipping can greatly benefit legal research instruction. In the course of recounting our experience flipping portions of our advanced legal research classes, we will: 1) discuss how you can create a flipped class structure based on your existing class syllabus, 2) help you create class exercises that improve student engagement and understanding of course content, and 3) provide a framework to evaluate the technology tools available to create the video lecture portions of your class.

Bloom’s Taxonomy and Legal Research Instruction

Classroom flipping is in some ways highly intuitive, but that does not mean that it lacks structure. To understand that structure and the pedagogical goals of flipping, it’s useful to look at the learning heuristics created by Benjamin Bloom. His taxonomy divides learning activities into six categories, listed in order of increasing sophistication, starting at the base.1 See Figure 1.


Knowledge acquisition: In legal research this would be something along the lines of asking a student to answer a question such as, “What
## In This Issue

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Flipping the Legal Research Classroom</td>
<td>Judith Lihosit and Jane Larrington</td>
</tr>
<tr>
<td>13</td>
<td>Teaching Advanced Legal Research in a Flipped Classroom</td>
<td>Laurel E. Davis, Mary Ann Neary, and Susan E. Vaughn</td>
</tr>
<tr>
<td>20</td>
<td>Peer Review: Using Time, Place, and Manner Constraints to Maximize Learning</td>
<td>Jessica L. Clark</td>
</tr>
<tr>
<td>25</td>
<td>Cross-Section Peer Review in First-Year Legal Research and Writing</td>
<td>Elizabeth Frost</td>
</tr>
<tr>
<td>30</td>
<td>Data, Statistics, or Secondary Statistical Analysis: Helping Students Articulate and Acquire the Numbers They’re (Really) Seeking</td>
<td>Sarah E. Ryan</td>
</tr>
<tr>
<td>35</td>
<td>Teaching “Scholarly Writing” in the First-Year LWR Class: Bridging the Divide between Scholarly and Practical Writing</td>
<td>Adam G. Todd</td>
</tr>
<tr>
<td>38</td>
<td>Social Gaming Apps: Teaching Law Students What Communication with an Audience Is—and Isn’t</td>
<td>Jennifer Murphy Romig</td>
</tr>
<tr>
<td>42</td>
<td>Simultaneous Catches and Infield Flies: Legal Writing Techniques in Sportswriting</td>
<td>John D. Schunk</td>
</tr>
<tr>
<td>46</td>
<td>Reading and Understanding a Source Credit in the United States Code</td>
<td>Patrick J. Charles</td>
</tr>
<tr>
<td>49</td>
<td>Starting Strong in Legal Writing: Summer Prep</td>
<td>Sue Liemer</td>
</tr>
<tr>
<td>52</td>
<td>Index to Perspectives: Teaching Legal Research and Writing, Volumes 1-21 (1992-2013)</td>
<td>Elizabeth Edinger</td>
</tr>
</tbody>
</table>

**Perspectives: Teaching Legal Research and Writing**

*Writing* is published in the fall, winter, and spring of each year by West.

**Editor**

Elizabeth Edinger
Catholic University of America
Law Library
Washington, D.C.

**Editorial Board**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Higdon</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>Craig T. Smith</td>
<td>UNC School of Law</td>
</tr>
<tr>
<td>Kathryn S. Mercer</td>
<td>Case Western Reserve</td>
</tr>
<tr>
<td>Mary Walker</td>
<td>Burr &amp; Forman LLP</td>
</tr>
<tr>
<td>Helene S. Shapo</td>
<td>Northwestern University</td>
</tr>
<tr>
<td>Jackie Woodside</td>
<td>UC Irvine School of Law</td>
</tr>
</tbody>
</table>

Opinions expressed in this publication are those of the authors and should not be attributed to the Editor, the Editorial Board, or West.

Authors are encouraged to submit brief articles on subjects relevant to the teaching of legal research and writing. The Perspectives Author’s Guide and Style Sheet are posted at [http://info.legalsolutions.thomsonreuters.com/signup/newsletters/perspectives/persstyle.aspx](http://info.legalsolutions.thomsonreuters.com/signup/newsletters/perspectives/persstyle.aspx). Manuscripts, comments, and correspondence should be sent to:

Elizabeth Edinger, Associate Director, Catholic University of America Law Library, 3600 John McCormack Rd., N.E., Washington, DC 20064. Email: edinger@law.edu


Published by Thomson Reuters as a service to the Legal Community.
Continued from page 1

was the name of the print tool that had images of keys in it and helped you find cases?"

**Comprehension:** This could involve asking a student to demonstrate comprehension by explaining that statutes are organized chronologically as session laws and topically in codebooks. After this step the milestones become more complex.

**Application:** An example of this learning activity could be the typical finding exercises that students are assigned in legal research classes, like checking to see if a particular jurisdiction has any statutes that attribute tort liability for a dog bite.

**Analysis:** This involves breaking up something complex into its various simple elements, so an example would be fact and issue spotting.

**Synthesis:** The penultimate level of the Bloomian pyramid, this is the level where the student reaches a conclusion and provides an answer to the legal question that he/she was tasked with researching.

**Evaluation:** This is the final stage of Bloom’s Taxonomy, where the student has a chance to reflect on and assess both the research result (did he/she find all controlling caselaw?) and the research process itself (did he/she choose the best tools?).

What is useful about this taxonomy is that it provides a way to assess if classroom time is being spent on the important higher stages of the pyramid, or, alternately, is being squandered by focusing inefficiently at the pyramid’s base.

---

2 In his adaptation of Bloom’s taxonomy to the teaching of legal research, Paul Callister combines synthesis with analysis, since he views them as complementary parts of one process. An example of synthesis under Callister’s model would be having the student identify related issues or alternative solutions, such as that federal copyright law trumps state law. Callister then calls the level above synthesis the conclusion level. Paul Callister, *Time to Blossom: An Inquiry into Bloom’s Taxonomy as a Hierarchy and Means for Teaching Legal Research Skills*, 102 Law Libr. J. 191, 208–09 (2010).
“Students can now spend that freed-up in-class time working closely with their instructor to reach those higher levels of cognitive learning.”

Planning the Flip

Getting Started
It can be intimidating to think about overhauling your entire syllabus. Here are three recommendations to keep it manageable:

Start small
Start with just one class period or course module. Keep in mind that some subjects don't translate well into the flipped model, so it is likely that you will continue to have a traditional lecture format for some of your class periods. A move toward the flipped classroom model doesn't have to be all or nothing—just one flipped class period can benefit your students.

At USD, we flipped two course modules covering primary and secondary source materials. We began with those two modules for two reasons. First, they were clearly amenable to flipping—it was easy to identify and separate out the parts that could be moved into the lecture videos. Second, it was core content that we teach in both our Advanced Legal Research\(^5\) and Intermediate Legal Research Bootcamp\(^6\) courses. That made it good fodder for flipping because familiar material is easiest to work with, we were eager to avoid the repeated lecturing of this basic content, and our efforts recording this content were sure to pay dividends across a range of teaching settings.

Find a friend
Embark on this project with another colleague or two. At USD, we team-teach, so we were frequently bounced ideas off one another when we were stumped or uncertain. Even if you don't team-teach, seek out a colleague willing to serve as a sounding board.

---


4 We developed a series of worksheets for legal research instructors who attended our workshop on flipping, *W: Classroom Makeover* at the American Association of Law Libraries 2013 Annual Meeting. This worksheet is intended to help the instructor plan a flipped course module: https://www.dropbox.com/s/tzh0pn27ijlukro/Exercise-1.pdf. Page one shows an example of the worksheet filled out.

5 This is a two-credit, graded semester-long course typical of those offered at most law schools—we cover research plans, primary and secondary sources, legislative history, administrative law, etc.

6 This is a one-credit, pass-fail seven-week summer course intended for summer associates, law clerks, and anyone else who wants to learn more about real-world research techniques.
Set (nonnegotiable) deadlines for yourself. You will experience doubts as you move through this process, and any perfectionist tendencies will wreak havoc if you let them. Remember that your videos are standing in for your classroom lectures. Few of us have ever given a perfect lecture—our videos need not be perfect either.

Your Building Blocks
Review all of your old class materials for the class period you’re flipping: syllabus, lesson plan, PowerPoint presentations, teaching notes, and exercises. You will be able to reuse some of your old material, minimizing the new material you have to create. Having the materials in front of you can help make concrete the rather abstract choices you’ll be making as you modify your syllabus.

<table>
<thead>
<tr>
<th>Syllabi Compared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Traditional Syllabus</strong></td>
</tr>
<tr>
<td>Homework before class</td>
</tr>
<tr>
<td>During class</td>
</tr>
<tr>
<td>Homework after class</td>
</tr>
</tbody>
</table>

**Syllabus**
Beginning with the macro view of your course, Figure 4 illustrates the changes you’ll be making to your syllabus. We add videos to the homework in preparation for class. Those videos will comprise the bulk of your lecture and demo for the particular lessons you are flipping. That frees up class time for practical exercises and discussion about research strategies. You will probably still want to assign some exercises following class to reinforce the work done in class because in-class exercises will necessarily be abbreviated. We’ll talk more about in-class exercises in Case File Exercises (below).

<table>
<thead>
<tr>
<th>Lesson Plans Compared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Traditional Lesson Plan</strong></td>
</tr>
<tr>
<td>Discussion/Q&amp;A about the homework</td>
</tr>
<tr>
<td>Lecture/Demo</td>
</tr>
<tr>
<td>Break</td>
</tr>
<tr>
<td>Start on homework assignment</td>
</tr>
</tbody>
</table>

**Syllabi Compared**

“Review all of your old class materials for the class period you’re flipping... You will be able to reuse some of your old material, minimizing the new material you have to create.”

Lesson plan
Drilling down to the more specific, Figure 5 illustrates the changes you’ll be making to your lesson plan for the flipped class. The goal is to increase the amount of time students are involved in active, higher-order levels of learning during class time. That generally means having them work on exercises or participate in a meaningful discussion that requires more than simple recall of information.

A word about learning objectives
Before drilling down to the actual course materials themselves, we want to talk briefly about learning objectives. We found that learning objectives were a critical element of flipping our course material.

As evidence-based education theory takes hold in law schools, more of us are being asked to articulate learning objectives for our classes. Even if you’re not required to, we would encourage you to write learning objectives for your course. In fact, we’d encourage you to write learning objectives for each lesson. Here’s why: In the flipped classroom model, you have to be highly selective about what you choose to put in your lecture and demo videos. To keep your students’ attention these videos have to be short. That means you won’t be able to say everything that you used to say in class. The material you choose to cover in your videos must be the most critical content. To determine which pieces of your content are the most critical, you need to be clear about what you want your students to learn. Material that doesn’t directly relate to your learning objectives should be cut.
“Whenever possible, it is preferable that you devise exercises in which students can acquire the requisite information, rather than telling them the information in a lecture.”

3 types of content
We found it useful to break down our content into three basic types, based on the primary purpose of the content: (1) convey information, (2) demonstrate a task, or (3) provide an opportunity for our students to practice a skill. Most course modules contain all three types of content. For example, a course module that introduces the West Digest System would contain the pieces of content identified in Figure 6.

![Course module that introduces the West Digest System](chart)

<table>
<thead>
<tr>
<th>Information</th>
<th>What is West’s Digest System and why do we use it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
<td>How to use Descriptive Word Index and main volumes How to use online digest/headnote systems</td>
</tr>
<tr>
<td>Practice</td>
<td>Use the digest/headnote systems in print &amp; online</td>
</tr>
</tbody>
</table>

Figure 6

Remember, the flipped teaching method emphasizes the experiential, practice type of learning. Whenever possible, it is preferable that you devise exercises in which students can acquire the requisite information, rather than telling them the information in a lecture. The content that you choose to keep in a lecture format should be the most critical information content and should directly support the practice content of your course. Refer to your written learning objectives for the course module to keep yourself on track.

Match the content to an appropriate delivery mechanism
Next, you need to decide how to present each piece of content. The three types of content differ in their requirements for effective delivery.

Delivering information & demonstration content
You have a lot of flexibility in how you present the information content. You simply need a medium that can convey words and perhaps images and screenshots. The flipped model calls for this content to be delivered outside of class time, but it’s entirely up to you whether you want to present this information in the form of a written article or book chapter, a LibGuide, a website, a PowerPoint, a podcast, a video, or any other media you can conceive.

The demonstration content is more technically demanding. You need a medium that can convey a guided illustration of a research task, either through a series of screenshots, or through a screencast of live navigation. The guidance can come in the form of a voice-over narrative or callout text boxes on the screen. The flipped model calls for this content to be viewed outside of class time and for it to be closely tied to the practice content.

The first semester we flipped our class, we created separate videos for our information and demonstration content. The following semester we combined the information and demonstration content, but cut the content down into smaller segments. In order to verify that our students watched the videos, we administered a five-minute quiz at the beginning of class. We’ll touch on some of your other options for creating student accountability in Selecting Your Technology (below), but keep it in mind as you design your information and demonstration content delivery.

Delivering practice content
The delivery of the practice content is the most important element of the flipped classroom. It is through the practice content that students engage in higher-order learning. The key for us was to select a delivery mechanism that was realistic,

---

7 See, e.g., information video on primary sources, combining statutory and case law research ([http://flash.ad.sandiego.edu:8080/ess/echo/presentation/4cf0dbf0-2891-4b64-bdf3-3455f32c28b](http://flash.ad.sandiego.edu:8080/ess/echo/presentation/4cf0dbf0-2891-4b64-bdf3-3455f32c28b)).

8 See, e.g., demonstration video on primary sources (statutory and case law research) ([http://flash.ad.sandiego.edu:8080/ess/echo/presentation/e41e77a3-3e79-4113-b999-eae2566c0c6f](http://flash.ad.sandiego.edu:8080/ess/echo/presentation/e41e77a3-3e79-4113-b999-eae2566c0c6f)).

9 For example, we split statutes ([http://flash.ad.sandiego.edu:8080/ess/echo/presentation/b0bc6294-155b-4dda-a690-7bde587f3ad1](http://flash.ad.sandiego.edu:8080/ess/echo/presentation/b0bc6294-155b-4dda-a690-7bde587f3ad1)) and case law ([http://flash.ad.sandiego.edu:8080/ess/echo/presentation/75a6daba-de39-4168-a5be-1e15527cd7a7](http://flash.ad.sandiego.edu:8080/ess/echo/presentation/75a6daba-de39-4168-a5be-1e15527cd7a7)) into two separate videos, but covered both information and demonstration content in each of them.
contextual, and engaging. We chose to design our practice content around a real, redacted case file.

Making the Most of Your In-Class Time

Using a Case File

We were able to acquire a real case file from a local firm in San Diego. It contained the pleadings for the case, deposition transcripts, autopsy report, and so on. We decided to use a case file exercise to answer the call for more skills training for law students that was issued by the MacCrate and Carnegie Reports, and to provide an interesting focal point around which we could structure our teaching and exercises. We obtained the case file by contacting a colleague in our law school’s Career Services department, who put us in touch with a few alumni who had expressed an interest in improving the quality of legal research instruction at USD. We endeavored to make the process as painless as possible for our alumna by traveling to her office and redacting the documents ourselves. We would recommend asking your Career Services department, alumni office, and others in your legal writing and research department for contacts with local attorneys and law firms interested in the legal research skills of your students and graduates. The redaction work was tedious and time-consuming, so we would also recommend enlisting the help of a research assistant or other student worker.

We introduced the case file for the first time in Advanced Legal Research, during the spring of 2012, and while we could see that it held a lot of promise as a teaching tool, we were not happy with our results. The problem was that we did not have enough time. The students enjoyed working with the file, but they quickly became frustrated and complained that they spent hours parsing through the file, excited that they were finally engaged with an assignment that offered the promise of real-world applicability, only to have us spend a mere fifteen minutes discussing it in class before moving on. So this is where classroom flipping came in and opened up the classroom time we needed to do the exercise properly.

The Fact Pattern

The case involved a 19-year-old named Clint who had taken a trip to Palm Springs with his girlfriend and her family. The evidence, which included depositions, lab reports that showed blood alcohol levels, and restaurant receipts, all indicated that Clint and his friends drank heavily and were not carded during their stay. Later that same evening, Clint climbed out of the window of a moving vehicle and fell to his death.

Clint’s mother brought a wrongful death action against the hotel where he was staying and the restaurant where he ate—both places, the evidence showed, served him alcohol. The defendants filed a motion for summary judgment arguing lack of causation and comparative negligence. Our students are told that they represent the plaintiff.

The Case File Exercises

We gave the case file to the students at the end of the first class period, along with a homework assignment to review the file’s contents and identify all the facts in the file that could be used in their opposition to the motion. We then spent the next class period discussing their answers, and by the end of this exercise, they had identified the main issues that would have to be researched, namely whether or not the restaurant and the hotel could be held liable for serving alcohol to a minor who then dies after exiting a moving vehicle.

This allowed us to transition nicely into a discussion of how secondary sources could help us with this task, the focus for the rest of that class period. Using a combination of group exercises and in-class demonstrations involving Westlaw, Lexis, and print resources, we looked at practice guides, encyclopedias, and treatises, and found that the controlling law in California provides immunity to servers of alcohol who serve alcohol to someone who injures himself or another person. We then identified an exception.

---

This is another worksheet from our W2: Classroom Makeover workshop, intended to help the instructor outline an in-class exercise: https://www.dropbox.com/s/8mbra9v8lwhqy3r/Exercise-3.pdf.
to that immunity if the driner is someone called “an obviously intoxicated minor.” So now the students could weave the evidence from the case file into their research—they could see the role of the restaurant receipts (showing that Clint’s party ordered two smoking martinis, a bikini-tini, three glasses of wine, and multiple double-shots of Grey Goose), eyewitness testimony (from the depositions) discussing how drunk Clint appeared at different points during the night of his death, and testimony from the waiter who said that he did not receive training on carding patrons.

Then, in the third class session, we moved on to the primary source materials, still using the case file to guide the students’ work with the annotated statutes, case law, headnotes, and citators.

Preparing for the Classroom
Because the classroom experiential learning is the most important piece in the flipped model, and because flipped class time can feel rather chaotic, it’s important to say a few words about preparing for class time. When reviewing the exercise for class, spend some time trying to predict where students will have trouble, and develop a strategy for getting them back on track. Depending on how much time you have, you may let them struggle on their own a bit, or be quick to intervene. Also, identify points in the exercise that drive home key concepts, and have talking points framed in two ways: (1) as positive feedback for students who used a good strategy and were successful and (2) redirecting students who need help to get back on track.

Using Your Talking Points
Try to hit your talking points while students are working—in context it’s more meaningful and, therefore, more memorable and integrated into higher-order thinking. Depending on your style, the space you’re teaching in, and your class, you may use those talking points with individual students/groups or call the class’s attention and speak to the whole group. If you can get these talking points across by eliciting them from students, even better.

Classroom Management
Actively work the room. Don’t wait for students to ask for your help. Jump in and ask them questions. Make a point to engage those who are less active and don’t hesitate to use a bit of humor to shame those who are not on task!

Getting Students to Engage
We found that students weren’t very responsive to general questions like “how’s it going?” or “do you need any help?” We had to ask pointed questions to get them to talk about their process. Since this is the most important part of the flipped classroom, we wanted to find a way to draw out our students. Here are some questions that worked for us:

- What have you done so far?
- What tools or search terms did you use?
- Were you happy with the results?
- Where did you get hung up?
- Did you change your strategy after beginning?
- Do you think you’d take a different approach next time?
- What other tools or strategy might be better?
- Does the tool you tried work better for a different type of problem?
- What would you do if you didn’t have access to this tool?
- Is this how you’d approach the problem if you were on a strict budget?

At this point, you will have planned out how to deliver each piece of your content and designed an in-class exercise, and all that’s left to do is record your video lectures. You have a lot of options to choose from, so the next section of this article offers some factors to consider.
Selecting Your Technology

You’ve probably heard the names of many different software programs in connection with recording video lectures, some of which are depicted in Figure 7. Their features and costs vary widely, and the sheer number of available products can be overwhelming. We’ll try to break it down.

Screencast Programs

Screencast software is a program you run on your personal computer. When you press record, it will capture everything on your computer screen, including your browser, the movement of your mouse, and anything you type. These programs allow you to record audio narration to overlay the video of your computer screen. Some even allow you to use a webcam and include a picture of you speaking. Captivate and Camtasia are examples of screencast software available for purchase. Free screencast programs, which have fewer features, include Jing and Screenr. We’ll talk about specific features of these screencast programs in just a moment, but first, we want to mention two other technologies you may want to explore. You are probably already familiar with the first—the screenshot.

Employing the simpler programs require you to record the screencast and the audio narration at the same time in a single file (e.g., most free online screencast programs like Jing and Screencastomatic.com). The more sophisticated programs save the video and audio in separate, editable files and allow you to record them simultaneously or independently (e.g., Captivate and Camtasia).

A screenshot is a picture file—it’s a static image of whatever appears on your screen at the time you take the snapshot. The “print screen” option on your full keyboard (just to the right of the F12 key on a standard PC keyboard) is the most basic way to create these screenshots. This method doesn’t allow you to crop, edit, or annotate your picture without using additional picture-editing software. There are now convenient alternatives that offer more options—you can capture your full screen, one application window, or a smaller portion of your screen. Many screenshot programs also allow you to mark up the image to highlight or provide explanations. Microsoft Vista® and Windows 7® (and later versions) have a built-in option called “Snipping Tool.” Here are a few of the free screenshot programs: Jing, Screencast-o-matic.com, Freescreencast.com, Screenr.com, WebinarJam.com, Screencast.com, and CamStudio.org.

Key Considerations in Selecting Your Software

Each of the software options has its advantages and disadvantages, and you should choose the software that best matches your needs. This section will introduce the key issues you should consider as you make your decision. Take this list of questions and talk through them with your IT department or library to assess what will work best for your situation.

Cost

Cost is probably among your primary concerns. In general, as the price goes up so do the quality and sophistication of the software. However, after taking stock of your needs, you may find that one of the less expensive options does everything you need.

Features

What do you want the software to do for you?

- Do you plan to essentially show a PowerPoint with audio narration?
- Do you want to demonstrate live navigation, or would a short series of screenshots suffice?
- Do you want to add interactive elements like quizzes?
“How much time do you have to learn to use this software and to record your lectures?”

Do you want a Table of Contents so students can easily rewatch certain portions of the lecture?

Do you want to be able to update your videos for next semester without having to rerecord the entire lecture? If so, it is easier if the video and audio are recorded separately, so you should choose a program with robust editing capabilities.

What do you want your finished product to look and sound like?

If you’re a perfectionist and want every frame to be flawless, make sure you choose a program with robust editing capabilities. On the other hand, if you don’t intend to do much editing, don’t spend the extra money and just go with a free or low-cost option.

You can pay anywhere from $60 to several hundred dollars for a microphone or webcam. We found that the sound quality with an inexpensive microphone met our needs.

Your campus IT environment
What is your technology environment?

Do you use a desktop or a laptop?

Windows or Mac®?

What microphones or webcams might already be available to you?

What programs does your institution already own?

Can you download the software at a discounted institutional rate or even at no cost as part of an institutional subscription? Be sure to check for subscriptions through the law school and through the main campus, if applicable.

How does your institution deal with large media files?

Are you able to store and stream them on campus servers?

What is the preferred file format? Video files can be .wmv, .avi, .mov, .swf, .mp4, .mpg, .rm, .3gp, as well as other proprietary formats. Media players may only play certain file types.

Is the process for uploading media files cumbersome or time-consuming?

Does your IT department prefer that you host them elsewhere?

Does your campus have a policy about posting course materials to YouTube?

What kind of support is available through your IT department or library if you run into trouble?

Learning Curve
How much time do you have to learn to use this software and to record your lectures?

Some of these tools are extremely intuitive and easy to learn. You can have your lecture recorded and ready to upload in minutes.

Others have robust editing capabilities with a steep learning curve. They may require hours of editing. See Figure 8.

Student viewing preferences & devices
You need to consider how your students will view these videos—the file formats that you save your videos in will have to work on whatever devices your students use to watch them. Are the videos compatible with:

- common media players like QuickTime, Flash, WMP, and RealPlayer?
- both the Mac and Windows operating systems?
- a variety of browsers?

Note that some of the screencast programs require substantial memory and may crash when you try to run them on a laptop. When you’re recording, editing, and uploading your video lectures, it may be best to work on a desktop.
A look at a couple of programs
Figures 9 and 10 note how two of the major screencasting programs stack up on some of those key considerations.

At the time, our main campus IT department had a subscription to the classroom capture software Echo360. We were able to download the Echo360 desktop screen capture software at no charge to our department. Echo360’s desktop software has a very simple interface with little editing capability, which allowed us to create and post our videos quickly and easily. The videos linked above in footnotes 9 and 10 were all created with the Echo360 software. While it generates a proprietary file format that plays only in the Echo360 player, the player works with all browsers, operating systems, and devices. When our main campus IT department canceled Echo360 in favor of a similar product, Mediasite, we retained perpetual access to our Echo360 videos, including the Echo360 player required to view them. We have begun exploring the new product Mediasite, but it is not quite as easy to use as Echo360 was, although the additional functionality is appealing.

In the meantime, we discovered that we can do just about everything we want to do using PowerPoint. With PowerPoint 2010,14 it’s possible to record audio for each slide separately, and then combine the audio and slides into a Windows Media file (.wmv). We’ve now created several videos this way and find the method very easy. In addition to being a familiar program, this method is nearly cost-free—the only item to purchase is a microphone.15

Our technology choices
Our campus provides discounted rates on Captivate and our department had already purchased several licenses before we embarked on our course flipping. We had previously made several Captivate videos, but had found the process confusing and time-consuming. Because we had an extremely compressed time frame to create our videos, we needed a simpler, faster option.

14 It is possible to create a video from PowerPoint 2007 as well, but the process is more complex.

15 https://www.dropbox.com/s/4twtvqaprt4web/PPT-Demo.wmv

16 This worksheet lays out the steps shown in the video tutorial: https://www.dropbox.com/s/xb99vwmngud/mf/Exercise-4.pdf.
Looking Ahead…

Last year, we just flipped a small part of *Advanced Legal Research*, the sections covering primary and secondary source materials. Our future plans involve flipping additional parts of *Advanced Legal Research*, particularly our content on legislative history. A large part of that class session is spent introducing the various types of legislative history documents and demonstrating how to navigate government websites like FDsys and THOMAS, and databases like ProQuest’s Congressional Publications. By moving these lecture and demonstration components into videos, we can spend more class time on the purpose and process of compiling histories. That will provide better context for students and give them the opportunity to actually perform the legislative history tasks they will have to do in practice. By doing this in class, we can be there to coach students when they get frustrated or head off in the wrong direction. This is the essence of what flipping has to offer the legal research classroom. We hope that this discussion about our experience with flipping will help you in your efforts to provide the most effective and engaging learning environment for your students.

© 2013 Judith Lihosit and Jane Larrington

Another Perspective

“When developing any course, instructors know that all components of their curriculum are necessary for students to gain maximum learning. But students will often skip or devalue certain components—especially assigned readings.”