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Of Mind Maps and Makerspaces: Technology Approach to Law Teaching

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The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, creating a modern, layered effect. The central area is a plain white space where the text is located.

Of Mindmaps and Makerspaces

Research Guide

▶ libguides.law.uga.edu/makerspaces

Decision Making Models: Mindmaps

What do we mean by decision making models?

- ▶ Thinking broadly
- ▶ Teaching skills
- ▶ Processes
- ▶ Strategies

Why?

- ▶ They will make life altering decisions for their clients
- ▶ Advise their clients in making decisions
- ▶ Avoid traps

Psychological traps that undermine decisions

- ▶ Anchoring
- ▶ Status-Quo
- ▶ Sunk-Cost
- ▶ Confirming-Evidence
- ▶ Framing
- ▶ Estimating & Forecasting
 - ▶ Overconfidence
 - ▶ Prudence
 - ▶ Recallability

Traps our students fall into

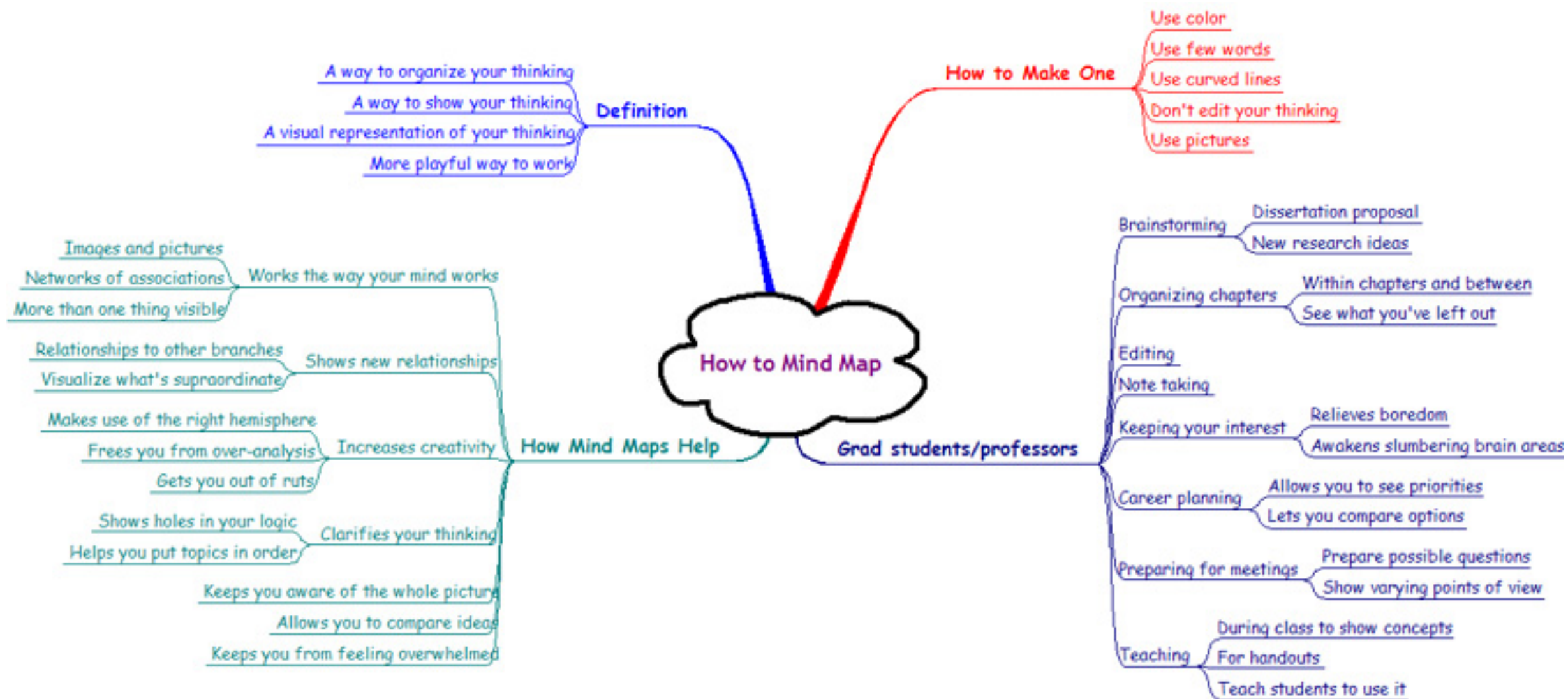
- ▶ Deciding “the issue” too soon
- ▶ Not adequately stating the issue
- ▶ Looking for cases, not the law
- ▶ Failure to consider alternatives
- ▶ Using just their favorite service/database
- ▶ Unable to separate pieces from the whole

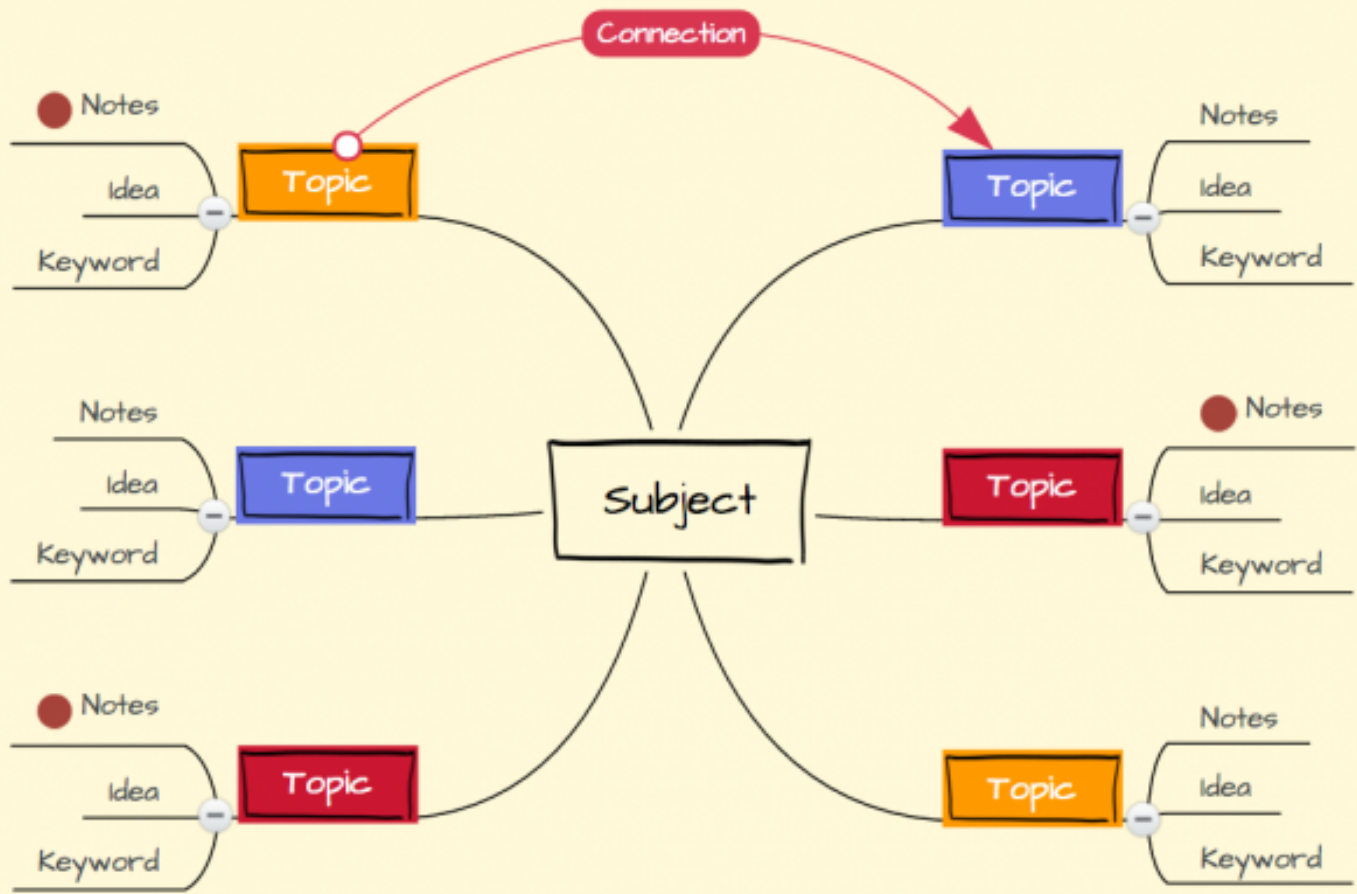
Decision making process

1. What's important
2. Logical & consistent
3. Subjective & objective factors
4. Just the right amount of information
5. Gathering relevant information
6. Straightforward, reliable, easy to use, flexible

Quality Decisions

- ▶ Be clear about what to decide (Framing)
- ▶ Gather the facts (Useful information)
- ▶ Set the criteria for a successful decision (Values)
- ▶ Options (Alternatives)
 - ▶ Develop the options
 - ▶ Evaluate the options
 - ▶ Assess the risk for each option
- ▶ Make the decision (Reasoning)
- ▶ Follow through (Action)





Pros

- ▶ Organize
- ▶ Ease of adding
- ▶ Ease of shifting
- ▶ Flexibility
- ▶ Promote creativity
- ▶ Sharing
- ▶ Broad view
- ▶ Portability

& Cons

- ▶ Learning curve
- ▶ Tool takes over
- ▶ Costs
- ▶ Tied to a computer or tablet
- ▶ Switching if discontinued

What to Make in My Makerspace

Putting the Laboratory Back in the Library

Christopher Columbus Langdale

- ▶ Case method
- ▶ Standard 1L curriculum
- ▶ Blind grading
- ▶ Experimentation and research
- ▶ SEAALL 2015

Makerspace at UGA

- ▶ ● Describe the process for establishing the space, finding the physical space itself
- ▶ ● Efforts to determine potential user needs
- ▶ ● How was it decided what would be included
- ▶ ● Type of support from the university or other units
- ▶ ● The role of the faculty, do they send students, make assignments
- ▶ ● Future plans, lessons learned

Why in a Law Library?

- ▶ Creativity & Innovation
- ▶ Collaboration & Community
- ▶ Technical Literacy
- ▶ Pedagogy
- ▶ Goals of the Library

Creativity/Innovation

- ▶ Serious business of education
- ▶ Lack of creativity in legal education
- ▶ Bring on the 5-year-olds
- ▶ Potential stress reduction

Collaboration & Community

- ▶ Relevancy?
- ▶ In-house
- ▶ Across campus
- ▶ In broader community

Technical Literacy

- ▶ Still not doing enough
- ▶ Automation of routine tasks
- ▶ Basic practice management tasks
- ▶ Improving general analytical skills

General pedagogical reasons

- ▶ Informal learning
- ▶ Learning theories
- ▶ Other educational traditions
- ▶ Flipping classroom
- ▶ Learning styles

Goals of the Library

- ▶ Why are we here?
- ▶ Bring in new users
- ▶ Keep the interest of current users
- ▶ Community service

What Will They Do?

- ▶ Audio/Video/Images
- ▶ Modeling
- ▶ Practice development
- ▶ Evidentiary concerns
- ▶ Where will the magic happen

Selling the Idea

- ▶ Getting administration to appreciate your brilliance
- ▶ Faculty support
 - ▶ Distance education
- ▶ Development/Advancement
- ▶ Clinics
 - ▶ Specific skills
- ▶ Career Development/Job Placement
 - ▶ Specific skills

Makerspaces and the Law

- ▶ Licenses
- ▶ Infringement
 - ▶ Copyright
 - ▶ Patent
- ▶ Liability
- ▶ Privacy
- ▶ Policies & Procedures

Questions?

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 - ▶ University of Georgia School of Law