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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. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central text is positioned on a white background that is partially framed by these green shapes.

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

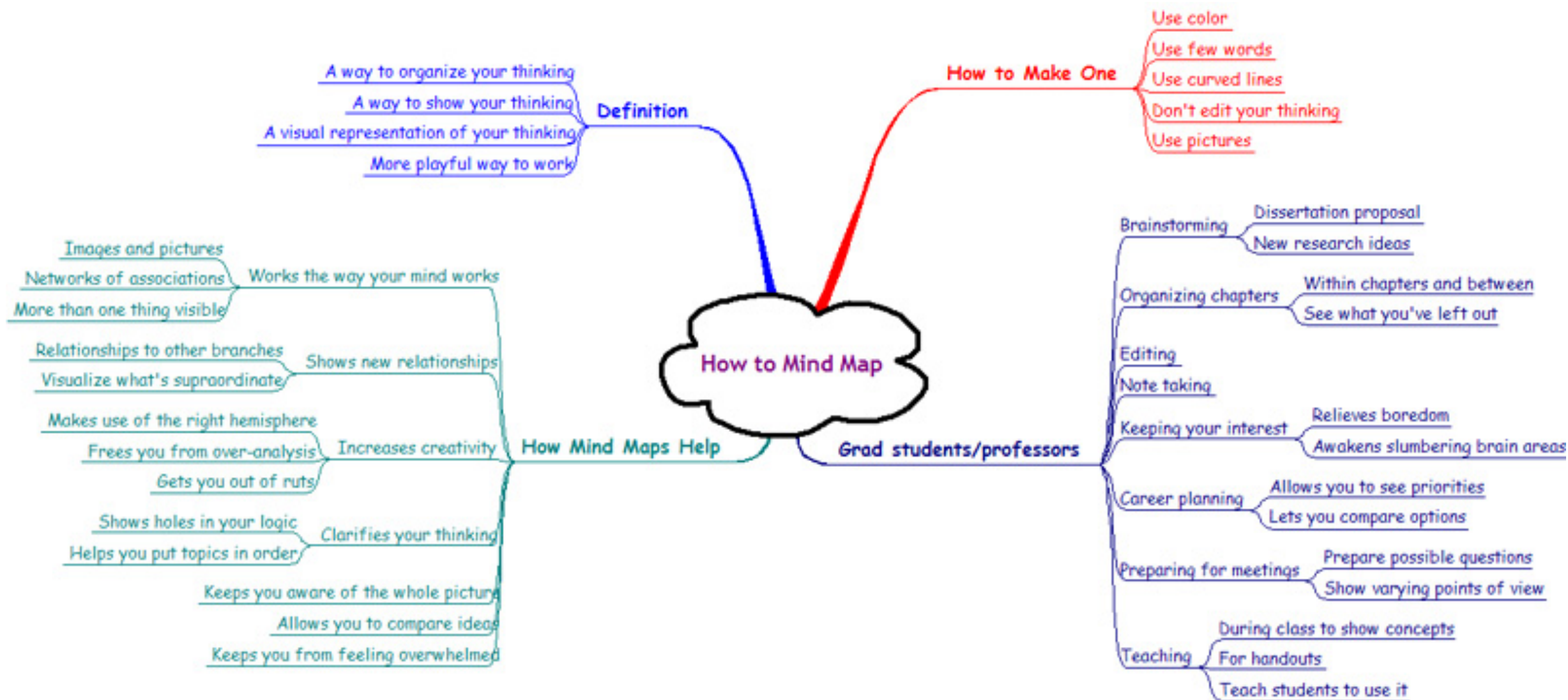
- ▶ Deciding “the issue” too soon
- ▶ Not adequately stating the issue
- ▶ Looking for cases, not the law
- ▶ Failure to consider alternatives
- ▶ Using just their favorite service/database
- ▶ Unable to separate pieces from the whole

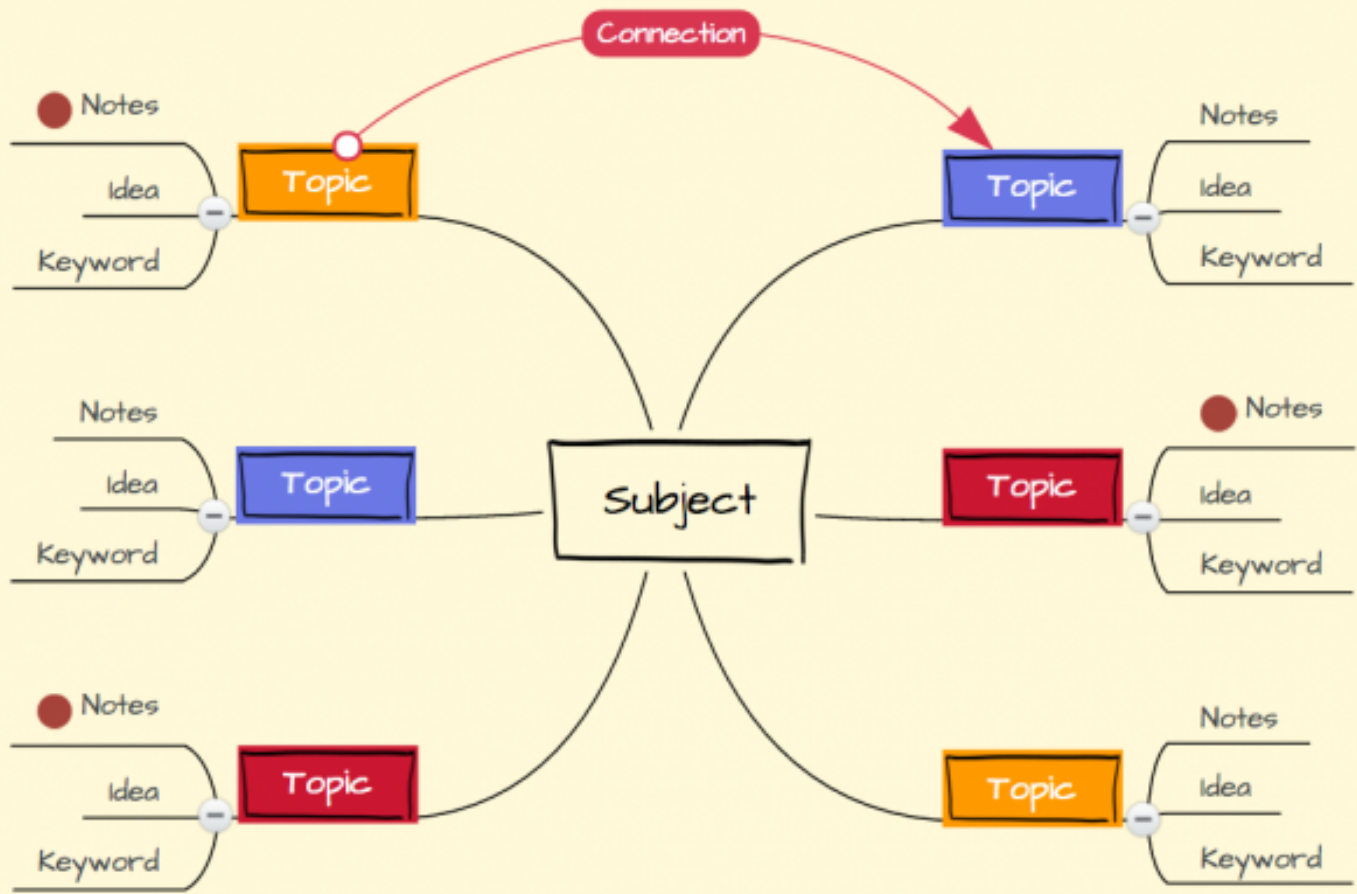
Decision making process

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?

- ▶ Sharon Bradley, Special Collections Librarian
 - ▶ University of Georgia School of Law