

Mental Constructs, Techniques, and Stories--Must Have Tools for Authentic Teaching

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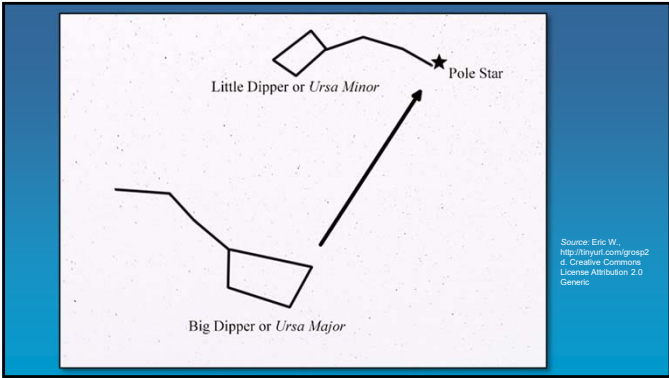
Takeaways

- Participants will articulate reasons why mental constructs, techniques and stories are each necessary for learning.
- Audience members will leave the program able to describe a new construct, technique or story from their own experience or imagination that represents their authentic voice in teaching.

Find Ursa Minor and the Pole Star



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"For the most part we do not first see, and then define, we define first and then see."
— Walter Lippmann, Public Opinion



The problem for educators: We can no longer *not* see the cow.

So Why Constructs?

Constructivism is a philosophy of learning that focuses on the learner's act of constructing mental structures by adapting or revising existing mental constructs. *Constructivism* emphasizes self-awareness of these constructs and the building and adaptation processes.



Socrates, the Slave Boy, and the Pythagorean Theory

$a^2 = \frac{1}{2} c^2$

Lawrence Lessig's Cyberlaw Modal Model

"The 'net regulation' of any particular policy is the sum of the regulatory effects of the four modalities. A policy trades off these four regulatory tools." p. 7 *Cyberlaw*


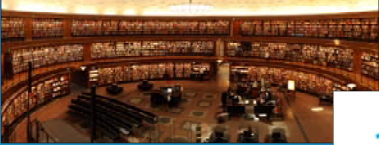
Relevance of Legal Research

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In a 2014-2015 national study, the Institute for the Advancement of the American Legal System surveyed 24,000 participating lawyers, from diverse practice backgrounds, regarding about a dozen foundational "short term" skills.

The participating lawyers most frequently cited legal research skills as foundational—84% of those surveyed found it necessary in the "short term" as a foundational skill to legal thinking.


Bibliographic v. Problem-Oriented Approach



"Work the Problem"



Mission Control Apollo 13



Apollo 13 Service Module







Diagram illustrating the Apollo 13 mission trajectory, showing the path from Earth to the Moon and back, with labels for 'DIRECT RETURN HOME FROM THE COUNTRIES', 'THE LUNAR SURFACE', and 'REENTRANCE MANEUVER'.


Who, What, Where, When, How?



Problem Typing

A Bibliographic Model
(or One Map of Research Resources)





By Citation

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Institution	Kind of Law	Arrangement of Law		
		Chronologically	Topically	By Citation
Legislature	Statutory Law	Session Laws	Statutory Codes	Shepard's/Key Cite/Annotated Codes
Courts	Case Law	Case Reports	Case Digests (Summaries of Primary Authority)	Shepard's/Key Cite/ALR
Agencies & Executive Branch	Administrative Law	Administrative Register or Regulations	Administrative Codes	Shepard's/Key Cite

Table based upon Christopher D. West and Jill Robinson West, The Taxonomy of Legal Research, 33 Loy. L&E. J. 7, 33 (Mar/A 1998). See also Christopher D. West & Jill Robinson West, The Legal Research Matrix, 17 (W. R.) 244 (1985) and Paul Gilman, Field Guide to Legal Research 71 (West Academic 2015).

So What's Wrong With It?

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Table based upon Christopher O. Weir and Jill Robinson Weir, The Paradox of Legal Research, 65 Law Libr. J. 35 (March/Apr 1998). See also Christopher O. Weir & Jill Robinson Weir, The Legal Research Matrix, 37 (Vol. 9) Cal. W. 1169 (and Other Columns) Ford Comm. on Legal Research 71 (West Academic 2019).

The End
