



ALIA 2006 Biennial Conference



Australian Library and
Information Association

Virtual Refereed Paper

Jill Benn, University of Western Australia

Contact details

Postal: Acting Humanities & Social Sciences Librarian
University of Western Australia Library M209
35 Stirling Highway
Crawley, WA 6009

Phone: 61 8 6488 2337

Email: jbenn@library.uwa.edu.au

Biography

Jill Benn is currently acting as the Humanities & Social Sciences Librarian at the University of Western Australia Library and has been employed at UWA since 2003 as Associate Law Librarian and Reference Librarian (Law Library). Prior to 2003 she was employed at the Curtin University of Technology Library. Jill graduated with a Graduate Diploma in Library and Information Studies (Curtin University) in 2001 and also holds a Bachelor of Communications (Honours).

Other Authors

Carol Hicks, Reference Librarian, University of Western Australia

Eileen Thompson, Instructional Design/Lecturer, Faculty of Economics and Commerce (UWA Business School), CATLyst, Centre for the Advancement of Teaching and Learning, University of Western Australia.

Student perceptions of legal research: Evaluating an innovative approach to information literacy

Abstract

The UWA Law Library in conjunction with the Law School implemented an integrated and collaborative Legal Research Skills (LRS) Programme in 2000. Since then, a number of other Australian Law Schools have taken this approach to teaching legal research skills (see McLaurin Smith & Presser 2005). The main aim of the LRS Programme is to improve the research competency of graduating students through the teaching of research skills in a timely and appropriate manner over the duration of their degree.

A number of tools have been used to evaluate this integrated approach including a written student survey administered at the start of each year for five years and feedback through the Student Perceptions of Teaching (SPOT) and "One-minute" Surveys. This paper describes the approach taken to evaluate this Programme and reports the findings of that evaluation in respect to determining the success of employing an integrated model.

Introduction

This paper examines how the University of Western Australia (UWA) has evaluated the integrated Legal Research Skills (LRS) Programme which was implemented in 2000. Upon implementation it was felt that a student-centred method of evaluation should be used. The main method of evaluation was a written survey containing multiple choice questions relating to legal research. This was backed up with feedback obtained through the Student Perception of Teaching (SPOT) and "One-minute" Surveys.

The approach to teaching legal research skills and the role of the Library in this process has changed significantly since the LRS Programme was implemented with the rapid expansion of online commercial and free legal research tools, changes to teaching and learning methodologies, and the introduction of WebCT. This paper discusses these changes and the impact that electronic resources and the online environment have had on the teaching of legal research skills as evidenced in the evaluation of this five year programme.

Background

Prior to 2000, Law students at UWA received only six hours of compulsory legal research instruction via the first year unit Legal Process. Reference Librarians conducted Library classes in legal research and a small amount of assessment (5%) was allocated to testing student's legal research skills. This was the only compulsory legal research skills instruction that students received, although adhoc sessions were presented in other units at the request of academics.

Concerns that some graduates did not have adequate essential research skills prompted the Law School to review the approach taken to teaching these skills (Carroll & Wallace, 2002; Flynn 1999). The recommendation of the review was that greater emphasis should be placed in the curriculum on legal research skills. The specific objectives were to:

- achieve a higher and more consistent level of student legal research skills competency;
- enhance existing and develop further collaborative practices relating to research skills instruction between the Law School and the Library;
- develop instructional material that facilitates integration of legal research skills instruction into law units;
- improve legal research skills education of law students by:
 - increasing the amount of legal research skills instruction provided to students
 - reinforcing the legal research skills taught in the first year of the degree
 - increasing the number of opportunities to practice legal research skills over the course of the degree
 - offering legal research instruction in a timely manner and at appropriate stages of the LLB degree (Carroll & Wallace 2002).

In 2000 an integrated and incremental LRS Programme was implemented. Legal research teaching was integrated into the core units Legal Process, Criminal Law, Torts, Equity,

Administrative Law, Constitutional Law and Procedure. An incremental approach was also chosen with basic, intermediate and advanced skills taught as students progressed through Law School. The amount of teaching increased from six hours in Legal Process pre-2000 to at least twelve hours of research instruction over the entire degree.

Changes to the LRS Programme

There have been a number of major changes to the LRS Programme since 2000 which require consideration when evaluating the Programme. The teaching content has changed significantly with the rapid expansion of online commercial and free legal research tools. A range of primary and secondary legal research publications are now available online, rather than in print or on CD, which has dramatically changed the way legal research is conducted and taught.

Another significant change has been the introduction of the learning management system WebCT to the LRS Programme. WebCT is well suited to the teaching of legal research skills as it allows interactivity in delivering information as well as serving as the primary method of assessing skills. In 2001 WebCT was introduced into Legal Process and Equity. It was a very successful initiative facilitating the teaching of legal research skills online by delivering relevant content, as well as serving as the primary method of assessing legal research skills (which previously had been marked by hand). In 2004 the Law Library expanded its use of WebCT by introducing ELR: Essential Legal Research which is a generic online legal research tutorial. ELR was established

due to requests from students for access to Legal Process after they had completed the unit. ELR covers all outcomes in the LRS Programme and all Law students have access to the ELR via their WebCT. The LRS Programme outcomes are available online at:

http://www.library.uwa.edu.au/__data/assets/pdf_file/7564/Information_skills_Law.pdf

In 2002, the Law Library converted its teaching style to an outcomes based approach and materials were updated to reflect this change. The outcomes based approach has been useful in evaluating where the skills are taught and assessed throughout the entire LRS Programme.

Legal Research Skills Survey 2000 - 2004

During the planning stage in 1999 it was decided to incorporate a primary means of determining the degree to which the main objectives of the Programme (see above) had been achieved.

Consequently, a twenty question "test" was devised and administered to students enrolled in four units (Legal Process, Torts, Equity and Procedure) of the Bachelor of Laws in first semester each year for five years (2000-2004). The Survey consisted of twenty multiple choice questions (MCQs) pertaining to legal research skills (see Appendix A).

As a general rule most students undertake Legal Process in first year, followed by Torts in second year, Equity in third year and Procedure in final year. Surveying these classes provided an opportunity to track the level of research skills competency for a cohort of students over the duration of their

degree. The research design also enabled the Survey results for a given unit to be compared with results of the same unit in the other four years. The students were surveyed at the start of the year in order to assess what they had retained from the previous year.

Overall 3102 surveys were analysed (see *Table 1*). As the surveys were generally administered during small group teaching sessions involving the cooperation of many staff, it is possible that for a variety of reasons some groups were missed. This is probably the reason for the low response rate in Equity in 2003.

Year	Legal Process	Torts	Equity	Procedure	Total students by year
2000	166	73	112	85	436
2001	205	131	167	168	671
2002	228	234	162	123	747
2003	174	149	69	102	494
2004	284	169	177	124	754
Total students by unit	1057	756	687	602	3102

Table 1: Number of student surveys by unit and year

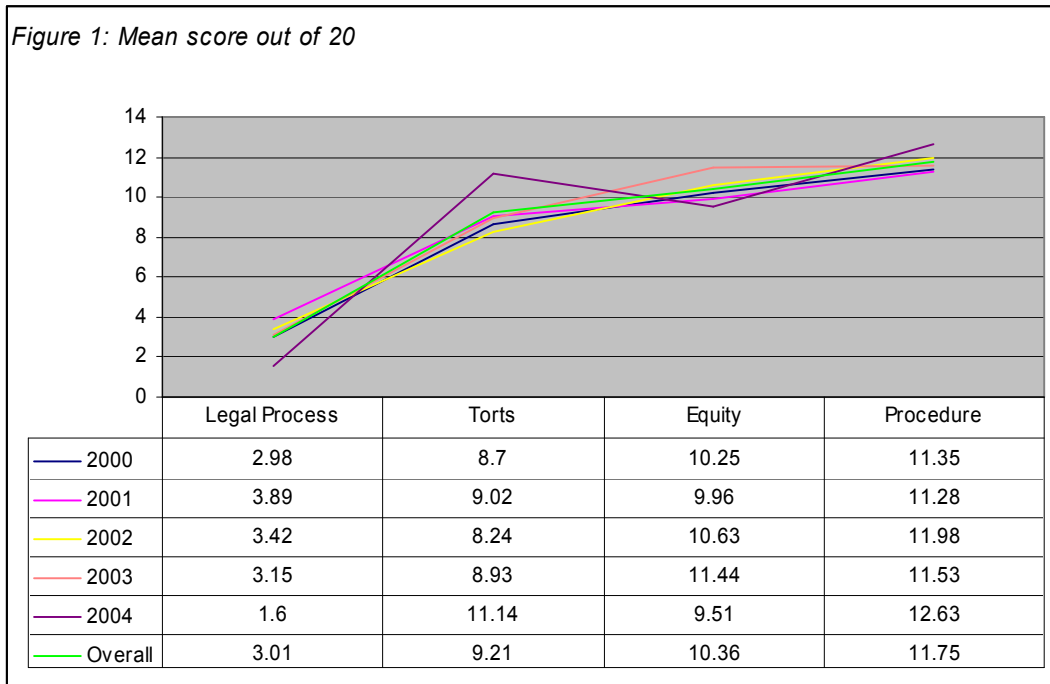
Students were informed about the purpose of the Survey and it was emphasised that responses were not linked to assessment. They were asked to respond to only those questions where they felt they knew the answer and to leave the remaining questions blank (not to guess). This is contrary to the procedure for examinations where students are generally encouraged to answer all MCQs and to “best guess”

answers to those questions they are unsure about.

Table 2 shows the percentage of blank responses for each question by unit and year. As students progressed through the degree course, the number of blank responses declined (e.g. Legal Process in 2000, 70%; Torts in 2001, 28%; Equity in 2002, 16%; Procedure in 2003, 15%).

Year	Legal Process	Torts	Equity	Procedure
2000	70	28	17	17
2001	60	28	23	18
2002	67	29	16	16
2003	68	27	18	15
2004	85	10	26	11

Table 2: Percentage of blank responses for each question



As expected, the overall mean score for the first year course Legal Process was relatively low (3.01). Students were asked to complete the Survey in the first or second week of Law School and had not received any formal UWA legal research instruction. Torts students were surveyed at the beginning of second year after they had received legal research instruction in Legal Process. The overall mean score in Torts (9.21) was 6.2 higher than the overall mean score for Legal Process (3.01). This improvement is most likely an outcome of the training that students had received in first year. Equity students were surveyed in third year after they had received legal research instruction in Legal Process and Torts. The overall mean score in Equity (10.36) was slightly higher than in Torts (9.21). Procedure students were surveyed in final year. In Procedure, the overall mean score (11.75) was higher than in Equity (10.36).

There were differences from year to year, for example the mean score in Legal Process in 2000 was significantly lower than the mean score for this unit in 2001, but significantly higher than that for 2004. Similarly, the mean scores for Legal Process for 2001, 2002 and 2003 were significantly higher for 2004. The reasons for this variance may be due to a lack of consistency in instructions and time for students completing the Survey.

In Procedure, the mean score in 2004 was higher than for 2001 as the majority of students had participated in the entire integrated Programme.

Question by Question Analysis

An in-depth question by question analysis was used to determine how the Survey results could be used to enhance the LRS Programme. Analysis was based on which questions were generally answered correctly / incorrectly and if there were any trends

or changes in the way questions were answered over time. *Table 3* shows the average percentage of students who answered questions correctly over the

four years by unit. Each question has been allocated a broad descriptor - see Appendix A for MCQs.

Question	Legal Process	Torts	Equity	Procedure
1. Electronic case citation	8.63	41.05	41.88	45.52
2. Incorrect or incomplete case citations	25.14	84.89	91.18	92.1
3. Difference authorised/unauthorised	13.61	60.56	62.36	63.33
4. WA unreported judgments on the Web	7.15	29.15	43.52	60.64
5. Difference reported/unreported	38.43	84.87	88.96	88.37
6. Reprinted Acts	52.84	94.22	95.77	95.56
7. Journal article sources	3.32	9.72	18.63	35.36
8. Finding out if a judgment is reported	17.81	56.35	61.39	63.99
9. Finding cases on a specific topic of law	3.91	24.77	34.69	42.33
10. Finding WA District Court cases on the Web	14.29	43.02	56.94	62.52
11. Finding Commonwealth Hansard on the Web	26.68	54.42	59.45	61.42
12. Finding out if a WA Act has been reprinted	12.26	52.19	62.36	68.64
13. Intent of legislation / Hansard	15.91	74.44	77.37	73.6
14. Citing internet material	17.01	46.85	47.81	51.05
15. Finding cases on a section of an Act	2.94	16.53	19.95	25.95
16. Finding cases non-Australian jurisdictions	5.23	35.73	40.08	49.4
17. Finding regulations under a WA Act	13.85	43.92	45.47	57.99
18. Finding numbered regulations WA	4.51	20.77	21.97	35.21
19. Finding journal articles on a particular case	6.91	28.34	41.07	43.46
20. Finding forms and precedents	7.15	18.88	24.85	59.05

Table 3: Percentage of students who answered questions correctly over four years.

Overall, the results indicate that there was a significant increase in the percentage of students who answered each question correctly from first year (Legal Process) to final year (Procedure).

There are two trends in the increase of the average score that emerge relating to the timing of when the skill was taught throughout the degree and the skill level (basic/ intermediate/ advanced). Firstly, a significant increase in average score from first year to second year followed by very little subsequent increase/decrease can be noted in questions one, two, three, five, six, eight, eleven, thirteen, and fourteen. These questions relate to skills generally taught in first year and reinforced and built on in subsequent years. Secondly, a more gradual increase in average score over the four years can be noted in questions four, seven, nine, ten, twelve, fifteen, sixteen, seventeen, eighteen, nineteen, and twenty. These questions relate to more advanced skills which are not usually taught at first year level, such as finding forms and precedents, and journal articles on a specific section of legislation.

Some more general trends are revealed by considering the results in Torts (second year) and Procedure (final year) in more detail. Torts students were surveyed before they received any second year legal research instruction enabling evaluation of the teaching in the first year unit Legal Process. In addition, there have been many changes to Legal Process as it was taught in 2000 and by analysing the Survey results for Torts it is possible to gauge the impact that changes have had on the Programme.

Table 4 indicates that in most questions in Torts there was an increase in the percentage of students responding correctly. This may be due to an increase in assessment in Legal Process from 5% to 10%, the introduction of WebCT as a teaching tool, active learning activities, including print and electronic “real-life” exercises, and the introduction of an outcomes-based focus to the Programme. These results support the case for an integrated and incremental approach to teaching legal research skills which includes a reasonable overall amount of assessment, utilising new technologies such as WebCT and active learning activities.

	2000	2004	Difference 2000-2004
1. Electronic case citation	39.72	51.48	11.76
2. Incorrect or incomplete case citations	80.82	92.31	11.49
3. Difference authorised/unauthorised	56.16	71.01	14.85
1. WA unreported Judgments on the Web	20.54	55.03	34.49
2. Difference reported/unreported	80.82	90.53	9.71
3. Reprinted Acts	95.89	95.27	-0.62
4. Journal article sources	10.95	15.38	4.43

5. Finding out if a judgment is reported	50.68	68.64	17.96
6. Finding cases on a specific topic of law	32.87	21.89	-10.98
7. Finding WA District Court cases on the Web	35.61	49.11	13.5
8. Finding Commonwealth Hansard on the Web	53.42	78.11	24.69
9. Finding out if a WA Act has been reprinted	45.2	68.64	23.44
10. Intent of legislation/Hansard	87.67	84.62	-3.05
11. Citing Internet material	32.87	66.27	33.4
12. Finding cases on a section of an Act	20.54	21.89	1.35
13. Finding cases non-Australian jurisdictions	20.54	49.7	29.16
14. Finding regulations under a WA Act	39.72	50.89	11.17
15. Finding numbered regulations WA	19.17	18.93	-0.24
16. Finding journal articles on a particular case	27.39	37.28	9.89
17. Finding forms and precedents	19.17	26.63	7.46

Table 4: Percentage of questions answered correctly in 2000 and 2004 in Torts.

Procedure students were surveyed before they received any final year legal research instruction. For the purpose of evaluation the results in Procedure in 2000 were compared to 2004, the

assumption being that students completing Procedure in 2004 had been exposed to the integrated LRS Programme in all years of their degree (*Table 5*).

	2000	2004	Difference 2000-2004
1. Electronic case citation	38.82	52.42	13.6
2. Incorrect or incomplete case citations	92.94	91.13	-1.81
3. Difference authorised/unauthorised	67.06	66.13	-0.93
4. WA unreported judgments on the Web	62.35	62.1	-0.25
5. Difference reported/unreported	88.24	91.13	2.89
6. Reprinted Acts	97.65	96.77	-0.88
7. Journal article sources	34.12	49.19	15.07
8. Finding out if a judgment is reported	68.24	64.52	-3.72

9. Finding cases on a specific topic of law	50.59	37.1	-13.49
10. Finding WA District Court cases on the Web	52.94	68.55	15.61
11. Finding Commonwealth Hansard on the Web	58.82	69.35	10.53
12. Finding out if a WA Act has been reprinted	71.76	66.94	-4.82
13. Intent of legislation/Hansard	60	83.87	23.87
14. Citing internet material	41.18	64.52	23.34
15. Finding cases on a section of an Act	23.53	24.19	0.66
16. Finding cases non-Australian jurisdictions	32.94	61.29	28.35
17. Finding regulations under a WA Act	52.94	63.71	10.77
18. Finding numbered regulations WA	35.29	34.68	-0.61
19. Finding journal articles on a particular case	45.88	51.61	5.73
20. Finding forms and precedents	60	63.71	3.71

Table 5: Percentage of questions answered correctly in 2000 and 2004 in Procedure

Overall there was an increase in the number of questions answered correctly. There were some significant improvements, for example, in 2000 only 38.32% of students could identify the correct citation for an electronic judgment, compared with an average of 52.42% in 2004 (Q.1). In 2000 only 60% of students could identify the second reading speech as where an Act is considered in detail, compared with 83.87% in 2004 (Q.13). In 2000 only 32.94% could identify resources which could be used to locate cases from non-Australian jurisdictions, compared with 61.29% in 2004 (Q.16).

Questions with an average of less than 50% in Procedure (1,7,15,16,18,19) were analysed to identify possible areas in need of development in the LRS Programme. Two of the questions

related to referencing which was emphasised more in first / second year. All of the questions which achieved a score of over 70% (2,5,6,13) related to concepts which are usually reinforced in every year of the Programme. Legal research skills from the year before are now revised and reinforced at the beginning of each LRS session.

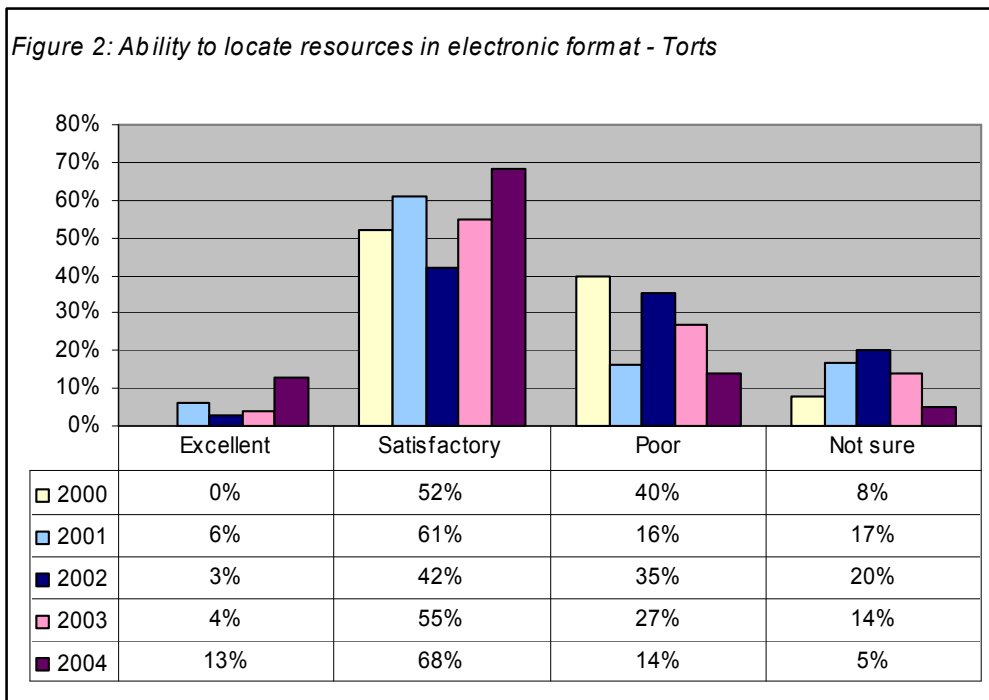
Student Self Assessment

In addition to the twenty survey questions, students in Torts, Equity and Procedure were asked five general questions about the course they were enrolled in, whether they had completed Legal Process, how many years they had been studying at UWA, how many weeks of legal clerking they had done, and how they rated their ability to research materials in hard copy and electronic format.

Student self assessment of their ability, especially in relation to electronic resources, became the focus for evaluation of the LRS Programme. Students were asked how they rated their ability to find information in hard copy or electronic format on a scale of “Excellent”, “Satisfactory”, “Poor” or “Not sure”. The results indicate a significant increase in self assessment for finding information electronically and a gradual increase for finding information in print.

had “Excellent” skills and 52% had “Satisfactory” skills in comparison with 2004 where 13% had “Excellent” skills and 68% had “Satisfactory” skills. There was an increase in the number of students in Torts who rated themselves “Satisfactory” or better in 2001 compared to 2000, where many more rated themselves “Poor”. Reasons for this increase in self assessment include the implementation of the WebCT course in Legal Process which enabled easy access to electronic resources and interactive exercises based on these resources which students were required to complete.

Figure 2 shows an increase in student self assessment to find information electronically between 2000 and 2004 for Torts. In 2000 no students felt they



There was a significant decrease in student self-assessment of their ability in Torts in 2002 (55% of students in Torts selected either “Poor” or “Not sure”). This may be due to the increase in the range of legal electronic

resources available and that until the end of 2002 electronic resources were taught without live demonstrations (PowerPoint screen shots were used). There were also few hands-on practical exercises for students to complete. In

2003 and 2004, live demonstrations of a wide range of electronic resources, in conjunction with hands-on exercises, became the focus of the small group classes which may explain the increase in assessment of electronic ability. Note the significant decrease in the percentage of students who felt they had a "Poor" ability or who were "Not sure" in 2004 (19%) compared to 2002 (55%).

Students completing Procedure in 2004 were the first to complete the entire LRS Programme and the results demonstrate a significant increase in student self

assessment over the four year period (see *Figure 3*). Fewer students felt they had "Poor" skills in 2004 (13%) compared to 2000 (31%). There was an increase in those students with "Excellent" skills in 2000 (5%) compared to 2004 (15%), and an increase in "Satisfactory" ability in 2000 (45%) compared with 2004 (65%). Additional to the fact these were the first group of students to complete the entire Programme, more electronic resources were introduced into the 2003 Equity lecture and electronic resources were demonstrated live.

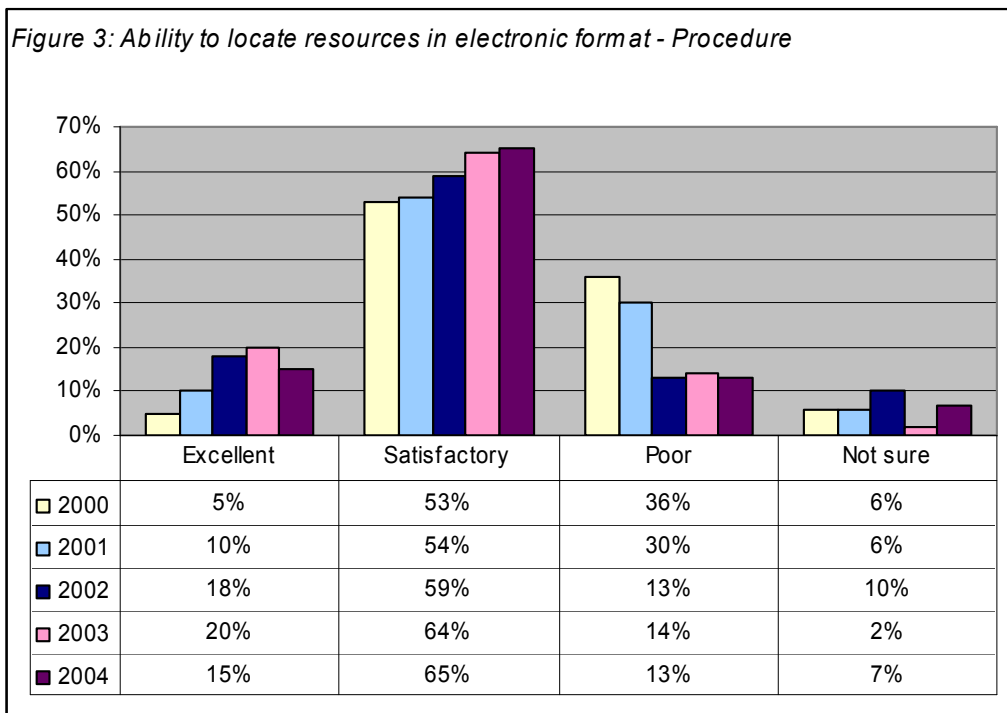
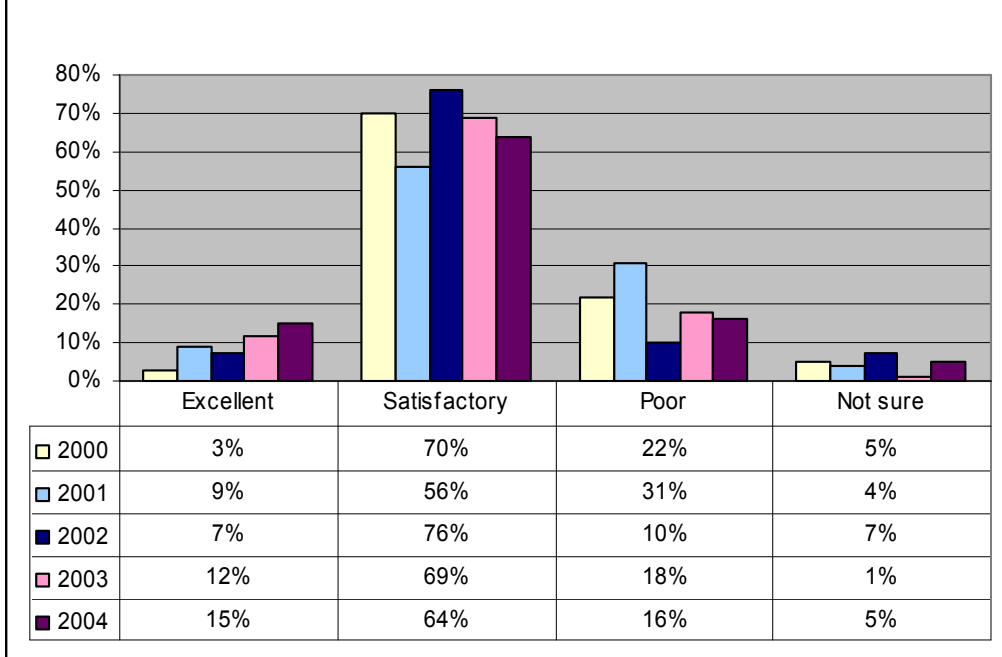


Figure 4 shows that students felt more confident in finding print information in 2002-2004 than they did in 2000 or 2001 for Procedure. In 2000, 22% of students said they had "Poor" skills

compared with only 16% in 2004. There is also an increase in the percentage of students with "Excellent" skills in 2004 (15%) compared to 2003 (12%) and 2000 (3%).

Figure 4: Ability to locate resources in hard copy - Procedure



The increase in self assessment may be an outcome of the widespread use of electronic resources resulting in less reliance on hard copy materials and more effective teaching methods with the use of active and practical exercises.

LRS Survey Issues

There were a number of issues associated with the management and administration of the Survey. Some of these were largely an outcome of the five year timeframe over which the LRS Programme was conducted and the high turnover of academic and library staff during that time. There was also some inconsistency in whether students were told to leave a response blank if they were not sure of the answer and

the purpose of the Survey was not always clearly explained.

In addition, the nature and size of classes changed over time. It was much easier to administer the Survey to lectures than small groups. There was also a lack and variance of time for students to complete the Survey as it was administered at the beginning of already full lectures/tutorials.

There were also problems in the way in which some questions were phrased. Six of the questions (7,9,10,16,19,20) were written in the negative, asking students to answer the question via an exclusion process. All of the questions phrased in the negative received an average low overall score – see *Table 6* below.

Questions	Legal Process	Torts	Equity	Procedure
7	3.32%	9.72%	18.63%	35.36%
9	3.91%	24.77%	34.69%	42.33%
10	14.29%	43.02%	56.94%	62.52%
16	5.23%	35.73%	40.08%	49.40%
19	6.91%	28.34%	41.07%	43.46%
20	7.15%	18.88%	24.85%	59.05%

Table 6: Questions phrased in the negative - average overall scores

Question seven, for example, (see Appendix A) had a very low average over the four years for all units, including the final year unit Procedure. The Library Catalogue is the correct answer as it does not technically provide articles, but there is some ambiguity as it does provide links to journals and hence, journal articles. As new services, such as eJournals and Course Materials Online (UWA eReserve), were implemented, students were able to use the Library Catalogue to link to online journals articles. Students may have automatically excluded the Library Catalogue, and a number of students chose Casebase (despite the name of the resource it contains references both to cases and articles). The confusion between finding journal titles and journal articles was recognised and heavily promoted throughout the LRS Programme in 2003, which may explain the significant increase in the percentage of correct answers in 2004.

Other methods of evaluation

In addition to the LRS survey, Student Perceptions of Teaching (SPOT) surveys were conducted annually for the legal research teaching in Legal Process. Two questions related specifically to research skills learnt and the value of the sessions; 'I have improved my research skills in this field', and 'These classes have been a valuable part of this unit'.

A high percentage of Legal Process students said they had improved their research skills with 86% in both 2000 and 2004 either "Agreeing" or "Strongly agreeing" with this statement (*Table 7*). When comparing the results from 2000 and 2004, it is particularly interesting to note that the number of students "Strongly agreeing" has increased considerably by the end of the five year survey period.

	2000	2001	2002	2003	2004
Strongly agree	24	26	18	27	40
Agree	62	58	66	61	46
Neutral	10	12	14	10	8
Disagree	2	3	2	2	4
Strongly disagree	2	1	0	0	2

Table 7: Responses to “I have improved my research skills” (by percentage)

Table 8 illustrates that 70 – 80% of students either “Agreed” or “Strongly agreed” that the classes were a valuable part of the unit. In 2004 there

was an increase in confidence with more students “Strongly agreeing” than in previous years.

	2000	2001	2002	2003	2004
Strongly agree	28	27	19	22	40
Agree	51	51	58	57	36
Neutral	14	14	19	14	24
Disagree	5	6	4	6	3
Strongly disagree	5	2	0	1	2

Table 8: Responses to “These classes have been a valuable part of this unit” (by %)

To supplement the data gathered in the SPOT and LRS Surveys, as well as collect more qualitative data from students about the LRS Programme, “One-minute” surveys were introduced into the Programme in 2004. The Survey consists of two questions: ‘What aspects of the legal research session do you feel are the best?’ and ‘Do you have any suggestions for improvement?’. The data gathered supported the LRS and SPOT surveys. Students liked the hands-on aspect of the small group classes, the live demonstrations of resources and the value of the WebCT quizzes.

Conclusion

Despite some of the issues identified with the LRS Survey, it has achieved two key outcomes. Firstly, it has given the UWA Law School and the Library a good indication of how the integrated and incremental Programme has performed. Secondly, and perhaps more importantly, it has enabled the Library to continually evaluate and improve the Programme to emphasise skills in which students did not perform as well. The conversion to an integrated and incremental LRS Programme has been very successful. The chance to collaborate so closely with academic staff and play a key role in fostering

legal research skills has also been very rewarding for the Library staff involved.

The LRS Survey results support the case for an integrated and incremental approach to teaching legal research skills in which key tasks are reinforced as students progress through Law School. A reasonable amount of assessment, utilising new technologies such as WebCT and active learning activities for hands-on learning is paramount to the success of teaching legal research skills. The results in the SPOT and One-minute Surveys reinforce this assessment.

As a result of the LRS survey a number of more recent changes were made to the Programme. To help emphasise the importance of legal research skills the amount of assessment in Legal Process was increased from 10 to 20% in 2005, the amount of practical based exercises was doubled and large lectures were converted to small group classes where possible. The Library is now investigating ways of including assessment of legal research skills in other units.

References

Carroll, R. & Wallace, H. (2002). An integrated approach to information literacy in legal education. *Legal Education Review*, 13(2), 133-168.

Flynn, M. (1999). Legal research skills: What are they? When should they be taught? How can they be taught? And what about the other 34 skills that law graduates frequently use? *A Capital Century: The Law in Review*, Wellington, New Zealand, Australian Law Teachers Association, 1, 176-182.

McLaurin Smith, N. & Presser, P. (2005) Embed with the Faculty: Legal Information Skills Online. *The Journal of Academic Librarianship*, 31(3), 247-262.

Appendix A: Legal research skills survey

Multiple choice questions

1. Which of the following electronic case citations is correct?
A Smith v Jones [1999] 29 HCA 42
 B Smith v Jones [1999] HCA 42
C Smith v Jones [1999] Gaudron J HCA 42
D Smith v Jones HCA 42

2. If you have an incorrect or incomplete case citation, where would you look for an alternative?
A Halsbury's Laws of Australia
 B The Australian Case Citator
C Austrom
D The Library Catalogue

3. A Law Report is authorised when
A The Chief Justice has written it
B It has been published within six months of the judgment being handed down in court
 C It has been edited by a Council of Law Reporting
D It is a Court of Appeal Judgment

4. The following Web site has the WA Unreported Judgments
A ScalePLUS
B State Law Publisher (WA)
C Yahoo
 D Butterworths Online

5. A case is reported when
A It is handed down in court
B It appears on the Internet
 C It is published in a law report series
D It appears on the News

6. A Reprinted Act is
 A An original act incorporating amendments up to a certain point in time
B An act recently passed by Parliament
C The version of an act found on the Internet
D An act that is no longer in force

7. The following source does NOT have references to journal articles
A AGIS
B Casebase
 C The Library Catalogue

- D Australian Legal Monthly Digest
8. The following sources tell you if a case has been reported
- A Australian Current Law
 - B The Australian Case Citator
 - C Index to Legal Periodicals and Books
 - D The Library Catalogue
9. The following source would NOT help you find cases on a specific topic of law
- A Casebase
 - B AustLII
 - C The Australian Digest
 - D Australian and New Zealand Citator to UK Reports
10. Which of the following is NOT available on the Internet?
- A High Court transcripts
 - B House of Lords cases
 - C Unreported District Court of WA decisions
 - D Unreported Judgments of State Supreme courts
11. Which one of the following internet sites contains Commonwealth Hansard?
- A ScalePLUS
 - B Butterworths Online
 - C Parliament of Australia
 - D AltaVista
12. The following source tells you if a WA Act has been reprinted, or if there are any recent amendments
- A Wicks Subject Index
 - B Halsbury's Laws of Australia
 - C Commonwealth Statutes Annotations
 - D Index to WA Statutes
13. The following part of Hansard deals with the intent of legislation
- A Questions without notice
 - B Second Reading
 - C Papers Tabled
 - D Third Reading
14. Which of the following citations for secondary material from the internet is correct?
- A Eben Moglen, *The Invisible Barbecue*, 1997, http://old.law.columbia.edu/my_pubs/barbecue.html, 10 December 1999.
 - B Eben Moglen, *The Invisible Barbecue*, 1997, moglen@columbia.edu, 10 December 1999.
 - C Eben Moglen, Columbia Law School, 1997, http://old.law.columbia.edu/my_pubs/barbecue.html, p. 1-10

- D Eben Moglen, Public Law, http://old.law.columbia.edu/my_pubs/barbecue.html, 10 December 1999
15. References to cases on a section of an Act can be found in
- A The Australian Case Citator
 - B Australian Current Law Reporter**
 - C Index to WA Statutes
 - D Australian Current Law Legislation
16. When searching for cases from non-Australian jurisdictions, which of the following would NOT be of use
- A Lexis-Nexis
 - B Web Resources Database (UWA Library)
 - C Google (internet search engine)
 - D ScalePLUS**
17. A list of the regulations which have been made under a particular WA act can be found in
- A The Australian Digest
 - B Casebase
 - C Index to WA Statutes**
 - D Commonwealth Statutes Annotations
18. Numbered regulations for Western Australia can be found in the
- A WA Government Gazette**
 - B Statutes of Western Australia
 - C WA Parliamentary Debates
 - D Progress of Bills Tables (WA)
19. The following source does NOT allow you to locate journal articles on a particular case
- A Casebase
 - B AGIS
 - C Halsbury's Laws of Australia**
 - D Index to Legal Periodicals
20. The following source does NOT contain forms or precedents
- A Civil Procedure Western Australia
 - B The Australian Encyclopaedia of Forms and Precedents
 - C Atkins Court Forms
 - D The Laws of Australia**