

Information Literacy in Legal Education: The Case of Istanbul Bilgi University

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Abstract: *The main purpose of the law is to seek justice by solving both individual and social conflicts in society and thereby achieve peace, equality and freedom. In order to achieve this goal, the rules of law should be understood in order to be implemented and interpreted correctly. Due to the rapid changes and increase in technology and information, the concept of information literacy is becoming more crucial in every field including legal education. The aim of this paper is to examine briefly the legal information skills and legal information literacy implementations worldwide and in Turkey, and to give information about the appropriate information literacy standards for undergraduate legal education. Information literacy practices at Istanbul Bilgi University Law Faculty are specifically mentioned.*

Keywords: *Legal information literacy, law librarianship, legal research, Istanbul Bilgi University*

Introduction

The Internet, and developments in information technologies, is one of the greatest changes in the information arena since the invention of the printing press. Change in information media has taken place in parallel to these developments with the amount and types of information resources increasing like an avalanche. In our time, when globalization is unavoidable, knowing where and how to locate and access needed information is more important than trying to obtain all the information related to our subject.

Efforts to share all kinds of information, often from unknown sources and of doubtful integrity, have resulted in difficulty in locating accurate information on the Internet in our digital world. Students use search engines to access information on the Internet and get masses of results that need to be selected, filtered and evaluated. To cope with these challenges, “digital native” law students, those born and grown up surrounded by modern computing and technologies – need to be equipped with the knowledge and skills to be information literate in order to understand, follow and manage the changes in the digital world.

Like students of other disciplines such as medicine and engineering, students majoring in law need to learn these new skills. Changes in the legal profession require meeting fast developing social needs. Current legal information is needed to make correct legal decisions. As with all professions, access to print and electronic legal information, and the skills to use and evaluate these sources, requires legal information literacy skills. Providing these skills to law students is important to assure social justice, the mission of jurisprudence.

The university library’s main responsibility is to provide its patrons with information sources in all formats, classified systematically. Providing access to many information resources in electronic form along with applications of increasing information resource usage, reference and user education services is now more important than the previously time-consuming cataloging, classification and book recovery activities. University libraries have always given seminars, presentations and workshops to their students on how to access information sources. These activities are useful; however, they are insufficient for law students who need to gain skills in information literacy in law through planned and scheduled courses.

The present study considers the importance of information literacy and standards for information literacy in law at the undergraduate level in Turkey. Attention has been given to the scope, contents and evaluation of Istanbul Bilgi University’s first year law course on “Research Methods and Access to Legal Information Resources”. In addition, the results of a pre- and post-test to determine the knowledge levels of the students before and after the class during the 2010-2011 academic year are presented.

Information Literacy

Information literacy has been debated in the literature as a concept since its first usage by Paul G. Zurkowski in 1974 (Badke, 2010, p. 48) and defined by many disciplines, organizations and authors. The American Library Association (ALA) defines the term as recognizing when information is needed and having the ability to locate, evaluate, and use required information effectively (DeCandido, 1989, p. 20). The term is also defined by the Council of Australian University Librarians (CAUL) as knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner (Bundy, 2004). Besides the definitions, there are several models and standards of information literacy. The Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education (2002) is commonly used as a framework by scholars, librarians, associations, etc. A review of the literature shows that information literacy is not only related to information skills, but also to an integration of higher-order thinking skills, personal and interpersonal skills, and a mixture of literacy skills. Additionally, there are close links to social and economic issues as well as to ethical and legal issues (Kurbanoglu, 2010, p. 743).

The definitions of *legal information literacy* have generally been derived from the concept of *information literacy* and reshaped to be relevant to legal information and research (Bird, 2011, p. 120). One of the earliest studies defines the term as searching skills, analytical and evaluative skills and Information and Communication Technologies (ICT) skills (Andretta, 2001, p. 255). It is also defined as the ability to locate legal materials (primary and secondary) – implicit in this is the knowledge of retrieval tools and techniques; evaluate the relevance, applicability and value of the materials to the task at hand; manage the information by sorting, categorizing, ranking the information; use the information for the task at hand (Carroll, Johnston, & Thompson, 2001).

Standards and Principles of Legal Information Literacy

In any field, in order to evaluate a study as inadequate, adequate or superior, one requires standards and principles. In this context, it is necessary to have standards and/or principles to evaluate the legal information literacy studies efficiently and effectively.

There have been efforts to determine legal information literacy standards and principles. In 2009, a study was started by a group of US law librarians in order to determine a set of practical “Law Student Information Literacy (LSIL) Standards,” and the group submitted their draft standards to the Executive Board of the American Association of Law Libraries (AALL). That group evolved into the Law Students Research Competency Task Force for developing the standards (Kim-Prieto, 2011, pp. 609-610). The task force presented in its report a set of “Law Student Research Competencies and Information Literacy Principles” accepted by the AALL Board in March 2011 (AALL, 2011). These principles are as follows:

Principle I: A successful researcher should possess fundamental research skills

- Law students should have an understanding of the complexities of the legal system.
- Law students should know how to effectively use secondary sources.
- Law students should have an awareness of the cost of research.

Principle II: A successful researcher should implement effective, efficient research strategies

- Law students should select appropriate sources for obtaining required information.
- Law students should construct and implement efficient, cost-effective search strategies.
- Law students should confirm and validate research results, incorporating existing work product and expertise.
- Law students should document research strategies.

Principle III: A successful researcher should critically evaluate legal and non-legal information and information sources

- Law students should critically evaluate the validity and credibility of information sources.
- Law students should critically evaluate retrieved information.
- Law students should synthesize the results of their research to construct new concepts applicable to resolving the problem at hand.

Principle IV: A successful researcher should apply information effectively to resolve a specific issue or need

- Law students should understand the context for the legal issue under analysis.
- Law students should modify the initial research strategy as suggested by preliminary results.
- Law students should determine when research has provided sufficient background to explain or support a conclusion.

- Law students should use the results of their research to formulate their legal analysis and to prepare their work product.

Principle V: A successful researcher should be able to distinguish between ethical and unethical uses of information and understand the legal issues arising from discovery, use, and application of information

- Law students should have a mastery of information ethics and should be able to articulate the factors that determine whether an information use is ethical.
- Law students should apply laws, rules, and other legal authority that govern a lawyer's use of information in the course of practice.

The above standards and the principles can be used as a framework and applied to local needs for constructing an information literacy program for law students. Primary sources can be added to the skills in Principle I. Also, attention may be given to legal writing and communication skills, and time management skills.

The Law Student Information Literacy Standards (Kim-Prieto, 2011, p. 610) reflect the ACRL standards shown below:

- **Identify:** The information-literate law student should be able to identify the type and sources of information appropriate to the problem or issue at hand.
- **Access:** The student knows how to access the appropriate information effectively and efficiently.
- **Evaluate:** The student also evaluates the information and its sources critically, in order to properly incorporate the appropriate information into a reliable work product.
- **Apply:** The student applies the information effectively to resolve a specific issue or need.
- **Ethical & Legal Issues of Use:** The information literate student understands many of the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally. This standard recognizes that students must be taught the social, economic and political issues surrounding information, specifically the ethical and legal uses of information and its technology.

These standards cover most of the concerns of stakeholders such as law librarians, instructors, lawyers and students. Bird (2011, p. 120) applied these standards to information literacy skills in law and gave the following three examples:

- Knowing about the need for authentication of sources on the Internet,
- Some awareness of the great differences between search engines and the importance of asking the right question in the right way,
- Understanding what is being searched, which in law could mean distinguishing between digests, encyclopedias, cases, opinions.

The number of these examples may be increased much more with the standards and principles; however, one of the most important things is to adapt them to local and professional needs. Moreover, the way they are introduced to the target students is important.

Beljaars (2009, p. 327) suggests emphasis on acquisition of the following skills by the first year undergraduate law students:

- The ability to classify subjects into different branches of law,
- Identifying and classifying legal sources,
- Using statute bundles; the ability to make a formal analysis of rulings,
- Analyzing and problematizing legal questions,
- Learning to deal with legal academic information,
- The ability to generate simple and complex case solutions,
- Learning to analyze facts, and consequently to distinguish legal questions,
- Mastering the plagiarism rule.

Providing these skills to the law students will enable them to cope with local legal challenges as well as global challenges and will make them better in their education as well as in their work and daily life. It may also help to bring about better rulings based on knowledgeable research.

Overview of Legal Information Literacy Implementations

In the light of the definitions given above, and the content, aim, standards and principles of information literacy, there are several applications of information literacy in a legal setting for students. In his article Kauffman (2010, p. 339) mentioned four means of encouraging information literacy in law students:

- Offering mandatory law school courses in legal research,
- Adding elective (non-required) courses in legal research,
- Offering non-credit legal research support to law students at their point of need,
- Testing prospective lawyers on their legal research competencies as a requirement for being licensed to practice law.

There are many universities offering courses, e.g. “Advanced Legal Research” at Yale Law School (Advanced Legal Research course at Yale Law School, 2012), “Advanced Legal Research Techniques” at Columbia Law School (Advanced Legal Research Techniques at Columbia Law School, 2012), “Legal Research Skills” at the University of Cambridge Faculty of Law (Legal Research Skills course at University of Cambridge Faculty of Law, 2012) and “Legal Research” at the University of Sydney Faculty of Law (Legal Research course at University of Sydney, Faculty of Law, 2012). These lectures are mandatory or elective and are sometimes embedded in other law lectures.

According to research done in the US in 2007 by the Association of Legal Writing Directors (Chiorazzi & Esposito, 2009, p. 9), 79 of the 149 universities responding had courses related to legal research. There are even more specialized legal research courses such as “Advanced Environmental Legal Research,” and “Health and Medical Research for Lawyers” (19th National Legal Research Teach-In, 2011).

Legal Information Literacy Implementations in Turkey

Before mentioning legal information literacy implementation in Turkey, one should look at the situation of information literacy in Turkey. According to Polat (2005, pp. 127-128), the information literacy programs are inadequate at Turkish universities and information literacy implementation is to be found only at Dokuz Eylul University and Sakarya University. However, nowadays there are many universities such as Koc, Bilkent, Ozyegin that provide information literacy activities such as library orientations, seminars, workshops, virtual reference, online tutorials, research guides, etc. Moreover, one of the activities in this regard is a web-based Information Literacy Program (HUBO) developed by Hacettepe University (Hacettepe Üniversitesi Bilgi Okuryazarlığı Programı, 2012).

It is usual to give students in law faculties around the world courses that aim to provide information literacy skills. Before giving information on such courses in Turkey, the numbers of Turkish universities, law faculties, law students and academic staff are presented in Table 1. The number of universities in Turkey increased by 13% from 2010 to 2011 whereas the number of law faculties in Turkey increased by 55%. Moreover, the total number of undergraduate law students in Turkey increased by 17% whereas the total number of academic staff in law faculties in Turkey increased by 52%. It can be surmised that the increase in the total number of undergraduate students and the number of law faculties will result in increased demand for information literacy courses related to law.

Table 1. Legal education in Turkey by numbers

Number of	2010	2011
Universities	145	164
Law Faculties	44	68
Undergraduate Law Students	27.943	32.680
Academic Staff	1.302	1.975

Sources: YOK (2010, 2011) and OSYM (2010, 2011).

The Turkish law schools have a four-year curriculum leading to a Bachelor’s degree. It should be noted that the undergraduate nature of Turkish legal education makes it different from those countries in which legal education begins at the graduate level, such as the program leading to the Juris Doctor (JD), or Doctor of Jurisprudence, in the United States.

In general, all the university libraries have traditional user education activities (Kurbanoglu, 2004, p. 26) such as library orientation, seminars, workshops, one-to-one research assistance, virtual reference, online tutorials and research guides, but there have not been many semester-long, elective/selective or mandatory regular courses which integrate information literacy skills (Çukadar, 2011, p. 169). Similar user education / instruction activities also take place at law firms, courts and other related libraries. There are not many subject-specific research courses in Turkey.

The first course designed specifically for law students with theoretical and practical instruction according to a syllabus for one full semester, related to information literacy in a legal setting, was offered to the 1st year undergraduate law students at Istanbul Bilgi University Faculty of Law in the 2009-2010 spring term as “LAW 105: Research Methods and Accessing Legal Information Resources.” Maltepe University and Yeditepe University included such courses in their curricula from the beginning of the following academic year.

The Legal Research Methods course at Maltepe University Faculty of Law (2012) concentrates primarily on definitions, research methods in law, print and electronic information resources, how to access them, the use of theoretical knowledge in examinations, how to solve abstract and concrete legal problems and evaluation of court decisions. The course is given by law professors. Its expected learning outcomes for the students are as follows:

- To build knowledge on how to access information resources, both printed and electronic, using retrieval tools and techniques,
- To read and evaluate legal texts and judicial decisions,
- To acquire the skills necessary for solving abstract and concrete legal problems and presenting the results.

The Legal Research Methods course at Yeditepe University (2012) aims to develop students’ skills to conduct legal research and writing. The course is taught by law professors in the spring semester of the second year as a 2-credit course.

Hacettepe University Department of Information Management changed its undergraduate curriculum in 2011 and added a course titled “BBY 369: Legal Information Management” as part of a resource-centric approach to information management (Hacettepe University Department of Information Management Curriculum of Undergraduate Program, 2011). This is the first such course offered to students in Turkish LIS schools..

As mentioned above in the “Overview of Legal Information Literacy Implementations,” legal research courses covering information literacy skills are common in many parts of the world. In light of the recent developments in Turkey, it is expected that the number of legal research courses covering information literacy skills will increase in Turkey in the coming years.

What follows is a detailed description of the course “LAW 105: Research Methods and Accessing Legal Information Resources” offered at Istanbul Bilgi University Faculty of Law and taught by library and information professionals.

Istanbul Bilgi University Faculty of Law Library

Istanbul Bilgi University was founded as a private, non-profit institution in 1996 and has three campuses. Having realized many firsts in its initial 10 years, and with the aim of enhancing the quality of its education and research and becoming a university that can compete globally, in 2006 Istanbul Bilgi University began a long-term partnership with Laureate Education, one of the largest international education networks in the world, and continues to be a part of this network. Istanbul Bilgi University is also an associate member of the European University Association (EUA) and has academic links with several European universities including the London School of Economics and Political Science of the University of London and the University of Liverpool. Istanbul Bilgi University currently has around 11,000 students, 600 academic staff members, 6 faculties, 4 institutes, 4 schools, and 7 programs associated with its Vocational Schools. Some 100 programs provide education to its associate, undergraduate and graduate students (Istanbul Bilgi University History, 2012).

The Istanbul Bilgi University Law Library offers extensive support to the university’s degree programs, research and teaching. An impressive collection of books, periodicals, e-books, e-journals, academic Internet resources and other printed materials are available in the library.

The Bilgi e-Library as a whole contains 94,000 electronic books, 32,500 electronic journals, 86 electronic databases and encyclopedias. Access to these resources is via the Internet, on-campus or off-campus, and free wi-fi access is provided in all Bilgi Library locations. Some of the Law Library’s e-Library databases of particular interest are: Beck Online, EUR-LEX, HukukTürk: Mevzuat ve İçtihat Bilgi Bankası (Turkish law database), Lebib Yalkın Yayınları (Turkish law database), LexisNexis Academic, LexisNexis JurisClasseur, Resmi Gazete (Turkish Official Gazette), Swissex, United Nations Treaty Collection, Westlaw International and Yargıtay Hukuk Bilgi Bankası (Republic of Turkey Supreme Court Decisions) (Istanbul Bilgi University Library, 2012).

User Education Activities

Since the founding of the Faculty of Law at Istanbul Bilgi University, user education activities for law students have been given by librarians as classes and workshops at all levels. These focus on general orientation, research tools, electronic resources, library collections and academic Internet resources. They are offered several times each semester by faculty, subject and reference librarians to undergraduate and graduate students and academic staff, as

well as to external users and special visitors. Faculty and subject specialist librarians help students and teach them how to access and use legal information resources in the libraries.

The Istanbul Bilgi University Faculty of Law, for the first time in Turkey, added a compulsory course known as “LAW 105: Research Methods and Accessing Legal Information Resources” to the first-year curriculum (Istanbul Bilgi University Course Catalog, 2012). The course provides students with a working knowledge of academic research processes and research methods, covering printed and electronic legal information resources with recent academic research on the subject. The goals of the course are to develop students' academic writing skills, increase their exposure to the various applications used in academic research, and help them become proficient in using traditional and online library systems.

Research Methods and Accessing Legal Information Resources (LAW 105)

With the establishment of the Turkish Platform of Law Librarians in 2007 (Çukadar, 2008, p. 543) under the Association of University and Research Librarians (ÜNAK), law librarianship is being considered as a special field within the Turkish library community. In the establishment process, a literature search was done in the field of international law librarianship to obtain an overview about the situation of law librarianship in the world. As a result of this research the web sites of the American Association of Law Libraries (AALL), the International Association of Law Libraries (IALL), the British and Irish Association of Law Librarians (BIALL), the Australian Law Librarians' Association (ALLA) and Yale, Columbia and Cambridge Universities (mentioned earlier in the “Overview of Legal Information Literacy Implementations”) were examined. The Law Student Information Literacy (LSIL) Standards and the Research Instruction and Patron Services Special Interest Section of AALL were also reviewed. It was thus determined that law librarians teach legal research as credit-based and compulsory courses in law schools/faculties around the world.

A literature search was also performed in Turkey by examining websites of the Council of Higher Education (<http://www.yok.gov.tr/en/>), the Turkish Librarians' Association (<http://www.kutuphaneci.org.tr>) and The University and Research Librarians' Association (<http://www.unak.org.tr/>). According to the Council of Higher Education website, 68 universities have law faculties. All of the 68 faculties' websites were examined to see whether they have a compulsory information literacy course related with legal information. It was found that there were no compulsory courses for law faculty undergraduate students in Turkey although there was quite a demand for such courses from both the faculty and students. Faculty members were struggling due to inadequate information literacy skills of the students. The students were lacking such skills and thought they could find any kind of information they might need through searching on the Internet or Google.

Professionals in the legal field, especially lawyers/attorneys, spend great amounts of time on research after their graduation from law school. Research by Thomson West in 2007 shows that, on average, 45% of the new attorney's first year of practice and 30% of years two and three will be spent conducting legal research (Ellis, 2009). These statistics show that the law school graduates who have information literacy skills are more in demand by the legal market, and this shows the importance of legal research and information literacy courses in legal education.

These results, in line with the demands – in terms of knowing, accessing, making use of legal information resources, and writing academically and ethically – from the Istanbul Bilgi University Law Faculty academics and students, indicated that a compulsory course given by librarians on these subjects would be of great benefit.

Taking into consideration the research mentioned above a 14-week mandatory course consisting of lectures, in-class practice, home practice, assignments, term project, quizzes, and final exam was prepared and the syllabus presented to the Dean of the Faculty of Law in 2009. This mandatory course proposal was very well received and it was decided to offer “LAW 105: Research Methods and Accessing Legal Information” in the 2009-2010 academic year. It is taught in the second semester of the 1st year, when the law students have had a semester to become familiar with the university and also with the legal profession. This 1-credit 2 hours a week course is taught by librarians.

Until this course was added to the curriculum, there were many user education activities at the Istanbul Bilgi University Law Library such as orientations, seminars, legal research instructions on invitation by a faculty member and legal database training sessions by librarians and by legal database vendors. It should be noted that the library still offers such instruction. The main difference between the course offered for credit and the other user education activities is that the course is mandatory and designed specifically for law students, giving theory and practical work in an orderly manner for one full semester.

Contents of the Course

- Introduction to what is happening in the information world,

- The importance of information literacy,
- Traditional and new research methods, tools, techniques,
- Legal information resources,
- Turkish print and electronic legal information resources,
- In-class practice related to Turkish legal information resources,
- Legal information resources in international law,
- In-class practice related to legal information resources in international law,
- Plagiarism, copying, and ethics,
- Writing and citation,
- In-class practice sessions related to writing and citation,
- Hypertext, search engines and social networks,
- The Internet, information pollution,
- General evaluation.

Aim of the Course

This course focuses on identifying, researching and accessing print and electronic legal information resources. In addition, the process of academic research, basic legal research methods and skills of academic writing are examined.

Objectives

- Provide information on the academic research process and methods
- Identify, access and use printed and electronic legal information resources effectively and efficiently
- Gain competency with practical applications in the field of law related to the consumption of resources
- Review some of the programs used in academic writing such as EndNote, RefWorks, and develop students' academic and legal writing skills
- Improve skills of students in using traditional and online library systems.

Desired Learning Outcomes

Upon successful completion of this course a student is supposed to be able to identify, access, use, and evaluate printed and electronic legal information resources, develop academic writing skills and become proficient in using online library systems.

Evaluation

2 quizzes, 1 term project, 1 final exam

Teaching Methods

Theoretical lectures, in-class practice sessions and guest speakers

In order to measure the information literacy levels of the students before the course, a pre-test was administered in the beginning of the spring term of the 2010-2011 academic year in the first week of February, targeting 1st year Law Faculty students who were to take the LAW 105 course. Students were asked to answer 14 multiple-choice questions about information literacy in a legal context. Students were not given any explanations about the aim of the test. At the end of the spring term, the post-test was administered to the students. Some 206 students took the course and 54 of them who took the pre- and post-tests were included in the study. The aim of the test was to determine the impact of the course. The results of the tests (see the test in Appendix 1) are shown below:

Table 2. Pre- and post-test results

Questions*	Pre-Test		Post-Test	
	Correct Answers		Correct Answers	
	n	%	n	%
1. Which database shown below is more suitable for beginning international legal research?	24	44	53	98
2. Which Google database provides access to academic journals?	45	83	46	85
3. Which of the following is not a reference resource?	30	56	39	72
4. Which of the following is the main purpose of using online databases?	17	31	38	70
5. What does “Call number” mean in the library?	51	94	50	93
6. Where do you look for academic articles for your research?	48	89	42	78
7. Which search string gets more relevant articles about <i>social networks</i> in a database?	36	67	48	89
8. What transactions can you do with your library account?	42	78	48	89
9. What kind of information do databases provide?	36	67	46	85
10. Which of the following is one of the advantages of searching multiple databases by using the discovery service (Bilgi Academic Search Engine)?	35	65	47	87
11. Which of the following is not an option, if you couldn't find a full-text article in a database that we subscribe to?	26	48	34	63
12. What criteria must not be taken into account when evaluating Web resources?	29	54	47	87
13. Which of the following is an exercise of fair use for copyrighted works?	47	87	48	89
14. Which of the following fall under the scope of plagiarism?	44	81	51	94
Total	510		637	

* Some of the questions were taken from the Hacettepe University Information Literacy Program: <http://hubo.hacettepe.edu.tr/>

As seen in Table 2, the pre- and post-test results show that the total number of correct answers increased by 25%. The highest increase in the percentage of correct answers is 54% in the first question. There were five choices in the first question: ScienceDirect, ERIC, LISA, LexisNexis and SciFinder. In the pre-test three students responded ScienceDirect, six students ERIC, 16 students LISA, 24 students LexisNexis and 5 students SciFinder. In the post-test 53 students responded LexisNexis and only one student SciFinder. It can be concluded from the results of the first question that students responded randomly without having knowledge and choosing all the choices in the pre-test, whereas only one student responded wrongly and the rest responded correctly in the post-test.

One of the most interesting findings of the test is in the Question 6. In this question “Where do you look for academic articles for your research?” there are five choices: Magazine, Database, Newspaper, Web page and Catalog. In the pre-test 48 students responded database, five students web page and one student catalog. In the post-test 42 students responded database, one student newspaper, 11 students catalog. Interestingly, as is shown in Table 2, the percentage of correct answers in the post-test decreased by 11% according to the pre-test results. This could have resulted from the place of the catalog link which is next to the discovery service (BASE) link on the library web page or from a confusion of the concepts. Both possibilities show that more concentration is required on the two concepts.

On the other hand, the total number of incorrect answers decreased by 48%. The biggest change is in the number of unanswered questions which decreased by 79%. It is observed from Table 2 that there is an increase in the number of correct answers to the questions about knowing and using legal databases and using web-based resources. It is also seen that the students' knowledge on library systems and applications increased. It can be concluded that this course had a positive impact on students' information literacy skills.

Moreover, in the last lecture of every semester, there is a one-hour general evaluation of the topics when students are asked by the course instructors to evaluate the course and give their feedback verbally in order to improve the course. It should be noted that although most of the students who took this course gave positive feedback, they also shared the following recommendations, that there should be:

- an elective in Advanced Legal Research class in the 4th year before graduation,
- an increase in computer-based in-class practice sessions,
- an increase in the course credit from 1 to 2 or 3 credits,
- an inclusion of writing in the first weeks as well as more writing practice during the course,
- attention to improving IT skills such as MS Word, EndNote and RefWorks.

Conclusions and Suggestions

Applications both in Turkey and worldwide have shown that courses given by librarians on legal research with information literacy skills will benefit law students. Due to the rapid transformation of information resources from print to electronic, and the disappearance of the boundaries between countries, law students should have the ability to locate and access, evaluate and use national legal information resources as well as international legal information resources. Particularly with the exponential increase in the amount of legal information, they should acquire correct techniques of learning.

It is found from the case of Istanbul Bilgi University that such subject-specific courses can be successful and give students the skills they need during their legal education, professional and daily life to cope with the challenges of the digital world. Particularly, it is seen from the pre- and post-tests and evaluations that the teaching style and catching the students' interest is very important.

The legal research topic that covers information literacy skills may be put into the Bar Examinations so as to encourage law students to develop these skills during their legal education.

The recommendations below can be taken into account for a successful course related with legal research covering information literacy skills in Turkey:

- A task force or working group should be formed under the Turkish Platform of Law Librarians
- Best practices should be shared between university libraries regarding information literacy
- The AALL standards and principles should be adapted to local needs
- There should be a compulsory course in the 1st year and an elective class like Advanced Legal Research in the 4th year before graduation
- In-class practice should be intensive
- The course should be at least 2 credits to encourage students' interest
- Writing should be put into the first weeks and should be practiced on more than one occasion
- There should be lectures to improve IT skills such as MS Word, EndNote and RefWorks.
- Some relevant outside speakers should be invited to the class, e.g. database vendors and practicing lawyers
- Librarians should be given pedagogic education.

It can also be concluded that the progress mentioned above, namely the establishment of the Turkish Platform of Law Librarians, opening of the Legal Information Management course at Hacettepe University and the three courses on legal research and information literacy in the law faculties, have been instrumental in developing the law students' information literacy skills.

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Appendix 1

PRE- AND POST-TEST QUESTIONS

1. Which database shown below is more suitable for beginning international legal research?
 - a. ScienceDirect
 - b. ERIC
 - c. LISA
 - d. LexisNexis
 - e. SciFinder
2. Which Google database provides access to academic journals?
 - a. Google directory
 - b. Google books
 - c. Google blogs
 - d. Google images
 - e. Google scholar
3. Which of the following is not a reference resource?
 - a. Encyclopedia
 - b. Dictionary
 - c. Law bibliography
 - d. Newspaper
 - e. Almanac
4. Which of the following is the main purpose of using online databases?
 - a. To find books in the library
 - b. To search information on the web
 - c. To find and access to articles published in the scholarly journals and reports
 - d. To follow current news
 - e. To find information on a topic
5. What does “Call number” mean in the library?
 - a. Shows the place of the material in the library
 - b. Shows the journal which the requested article is in
 - c. Shows the place of the article in the journal
 - d. Shows the place of the web page in the web
 - e. Shows the place of the information in the database
6. Where do you look for academic articles for your research?
 - a. Magazine
 - b. Database
 - c. Newspaper
 - d. Web page
 - e. Catalog
7. Which search string gets more relevant articles about social networks in a database?
 - a. social network
 - b. “social network”
 - c. social AND network
 - d. social OR network
 - e. social AND net*
8. Which transactions can you do with your library account?
 - a. Renew materials
 - b. Create alerts
 - c. See the materials that have been checked out
 - d. See previous research
 - e. All

9. What kind of information do databases provide?
 - a. Bibliographic
 - b. Summary
 - c. Full-text
 - d. Information about database
 - e. All

10. Which of the following is one of the advantages of searching multiple databases by using the discovery service (Bilgi Academic Search Engine)?
 - a. To save time
 - b. No need to learn the features of different interfaces
 - c. No need to compare the search results
 - d. No need to know which database to use
 - e. No need to know which database covers related sources
 - f. All

11. Which of the following is not an option if you couldn't find a full-text article in a database that we subscribed to?
 - a. Other library online databases
 - b. Other print journals in the library
 - c. Databases of other libraries
 - d. E-journals in the library
 - e. Online catalog

12. What criteria must not be taken into account when evaluating Web resources?
 - a. Reliability
 - b. Objectivity
 - c. Design of the text
 - d. Currency
 - e. Domain names

13. Which of the following is an exercise of fair use for copyrighted works?
 - a. Wholly duplicate the work
 - b. Sell the work
 - c. Copy a part of a work for personal use
 - d. Adapt the work to a film
 - e. Perform the work in musical

14. Which of the following fall under the scope of plagiarism?
 - a. Copy information without giving reference
 - b. Copy and paste information from the web without giving reference
 - c. Paraphrasing an information without giving reference
 - d. Summarize a work without giving reference
 - e. All