



Lexis® Learn Teacher's Manual

Lexis® Learn is an online learning platform that includes interactive video tutorials on basic and advanced legal research skills, with built-in assessment. The Teacher's Manual provides details on each Lexis Learn module so you can assess which modules will best supplement your research curriculum.

Table of Contents

- [About Lexis Learn](#)
- [Hypothetical](#)
- [Introduction to Online Legal Research Systems](#)
 - Learning Objectives, Summary and Questions
- [Organize Your Research](#)
 - Learning Objectives, Summary and Questions
- [Start Your Research: Key Word Basics](#)
 - Learning Objectives, Summary and Questions
- [Start Your Research: Terms and Connectors, Commands and Segment Searching](#)
 - Learning Objectives, Summary and Questions
- [Start Your Research: Topic/Digest](#)
 - Learning Objectives, Summary and Questions
- [Start Your Research: Secondary Sources](#)
 - Learning Objectives, Summary and Questions
- [Expand Your Research: Caselaw Tools](#)
 - Learning Objectives, Summary and Questions
- [Statutory Research Basics](#)
 - Learning Objectives, Summary and Questions
- [Statutory and Regulatory Research](#)
 - Learning Objectives, Summary and Questions
- [Legislative History](#)
 - Learning Objectives, Summary and Questions
- [Validate Your Research: Citator Basics](#)
 - Learning Objectives, Summary and Questions
- [Expand Your Research Citator Tools](#)
 - Learning Objectives, Summary and Questions
- [Monitor Your Research: Alerts](#)
 - Learning Objectives, Summary and Questions
- [Practice Area Research](#)
 - Learning Objectives, Summary and Questions
- [Administration:](#)
 - [How to preview modules](#)
 - [How to set up a class and assign modules](#)
 - [How to view analytics by class, student and module](#)
 - The student experience
- [FAQs](#)
- [Support & Resources](#)

About Lexis® Learn

Lexis Learn is an interactive learning platform designed to supplement the research curriculum and is exclusively available to law school faculty as part of their school's LexisNexis subscription. Lexis Learn includes high-quality video tutorials covering basic and advanced legal research skills. The modules include an animated hypothetical, and clear explanations with questions surfacing throughout to keep students engaged and evaluate their understanding. Faculty can track and assess learning outcomes via a powerful dashboard providing rich analytics by class, student and individual module.

Lexis Learn is flexible and easy to administer. The modules complement one another, but can also stand on their own, so you can assign one or more modules that best align with your research curriculum. Lexis+ is used to demonstrate the concept or skill, but the terminology is neutral, so skills learned can be applied to other online research systems. Each module takes approximately five to seven minutes to complete, including answering the questions. It only takes a couple minutes for a professor to set up a class and assign modules. Students then self-enroll.

Lexis Learn lessons contain questions that surface throughout each module that test students' understanding of the content covered. Some questions reinforce key concepts and others require students to perform research to apply the skills or process learned. Students can go back to review prior content if necessary for them to answer the question correctly. If answered incorrectly, a student will learn what the correct answer is including an explanation on how to find the correct answer. At the end of the module, a student will see their score. Faculty can view student performance by question in the responses report under Module Analytics.

Hypothetical

The "script" below is the hypothetical used throughout the modules. Each module includes a portion of the animated hypothetical that present the facts and legal issues pertinent to the specific module. It is recommended that students review the entire hypothetical before beginning any of the modules so they understand the background of the case.

You are working as an intern at a general practice law firm in Ohio. The firm recently acquired a new client who is a member of the United States Senate, [brief pause] the honorable James T. Hatfield. The Senator retained your law firm to represent him in a dispute against his neighbor, Mr. Leonard McCoy.

Senator Hatfield and Mr. McCoy have been next door neighbors for nearly fifteen years and have never gotten along. They are often found arguing with each other across their property line. Both neighbors are avid gardeners and take pride in their floriculture [flor-a-culture]. Senator Hatfield grows roses on the property line, and Mr. McCoy maintains a line of Ohio Buckeye trees nearby. Recently, overgrown tree branches blocked sunlight from reaching Senator Hatfield's rose beds. In order to ensure his roses received adequate sunlight, the Senator trimmed the tree branches. Over time, the tree branch pile grew large and unsightly. To clean it up, Mr. McCoy set fire to it. The flames grew out of control and Mr. McCoy burned his face and hands.

Mr. McCoy was upset about his injuries and the unsightly tree branch pile in his yard. He entered Senator Hatfield's yard, approached him from behind, yelling profanities, and attacked the Senator, causing serious injuries. Mr. McCoy sent a letter to Senator Hatfield accusing him of trespassing and destroying his trees. He also threatened to report him to the Environmental Protection Agency for poisoning a nearby stream that runs on federal land with the fertilizer he uses on his rose beds.

Senator Hatfield engaged your firm to represent him in this matter and any additional actions that could be taken against Mr. McCoy.

Introduction to Online Legal Research

Learning Objectives:

- Retrieving legal documents and sources
- Efficiently review the main ideas of a case
- Locating a page number within a case

Summary: In this module, students will learn basic skills useful for class preparation purposes including homepage navigation, how to retrieve documents using the information available (e.g., citation, case name, source etc.). Students learn how to locate a page within a reporter, to use the integrated tools to locate a specific source or group of sources quickly, and how to navigate a Table of Contents to get to sections of interest.

Questions in this module (apply the concepts/skills covered):

Question 1: What is the name of the case, cited as 84 N.H. 114?

Miller v. Hawk
McGee v. Hawkins
Hawk v. United States Fidelity Co.

Hawkins v. McGee

Correct: Hawkins v. McGee is the name of the case cited as 84 N.H. 114.

Incorrect: The correct answer is Hawkins v. McGee. The case name appears as a suggestion in the search bar and at the top of the document if you retrieve the case. To retrieve this case, simply enter 84 N.H. 114 in the search bar and click search.

Question 2: In Hawkins v. McGee, 84 N.H. 114, what headnote describes the issue of when a jury should decide whether a contract exists?

HN1
HN2
HN3
HN4

Correct: Headnote 2 states a rule related to juries.

Incorrect: The correct answer is Headnote 2. Headnote 2 has the topic heading "Jury Trials, Province of Courts & Jury."

Question 3: What case is cited to first on page 118 of the New Hampshire Reporter (N.H.) in Hawkins v. McGee, 84 N.H. 114?

Hurd v. Dunsmore
Davis v. Company
Foutty v. Company
Isaacs v. Company

Correct: Hurd v. Dunsmore is the first case cited when you navigate to page 118 of the case opinion.

Incorrect: The correct answer is Hurd v. Dunsmore. Select N.H in the Reporter section of the case and navigate to page 118.

Question 4: Which of the following statements is false? When conducting legal research, it's important to:

- be comprehensive in your research**
- find citing authority recognized by the court**
- find an on-point case from any jurisdiction
- use the editorial enhancements and features in online research systems that save you time**

Correct: When conducting legal research, it's important to be comprehensive, find the most current and binding authority in your jurisdiction, and use the research tools that help you be more efficient.

Incorrect: An on-point case from another jurisdiction is not binding. You must find on-point cases from the controlling jurisdiction. It's also important to be comprehensive, find the most current authority in your jurisdiction, and use the research tools that help you be more efficient when conducting legal research.

Organize Your Research

Learning Objectives:

- Organizing your research
- Taking notes on a case
- Saving your case in a folder for later retrieval

Summary: In this module students will learn how to organize their research using tools available within an online legal research system. They will learn how to highlight and make notes when reading cases, and how to save marked-up cases in a folder for later retrieval or how to share them with a colleague.

Questions in this module (apply the concepts/skills covered):

Question 1: When highlighting a case in the research system, you may choose from seven different colors?

- True**
- False

Correct: There are seven different colors to choose from when highlighting your results.

Incorrect: The correct answer is true. There are seven different colors to choose from when highlighting your results. Click on the dropdown next to highlight to change the color.

Question 2: Once you have saved a document with highlights and/or annotations, they will not appear in the future when you retrieve that document?

- True
- False**

Correct: Once you save a document to a folder, any highlights and/or annotations will appear whether you access that document directly from the folder or from a subsequent search.

Incorrect: The correct answer is false. Once you save a document to a folder, any highlights and/or annotations will appear whether you access that document directly from the folder or from a subsequent search.

Question 3: What method(s) below can be used to share a document with a colleague?

- Email
- Link directly to research system
- Print Copy
- All of the above**

Correct: You can share your research with a colleague using any of these methods – email a copy of the document, share a link directly to your research results, or print a hard copy.

Incorrect: The correct answer is all of the above. You can share your research with a colleague using any of these methods – email a copy of the document, share a link directly to your research results, or print a hard copy.

Start Your Research: Keyword Basics

Learning Objectives:

- Crafting a natural language or keyword search
- Refining results with filters

Summary: In this module, students will learn how to craft a keyword search using a legal research engine and how to refine your search using filters. You will also learn about selecting content prior to running your search when you know exactly what content type or jurisdiction you are interested in.

Questions in this module (apply the concepts/skills covered):

Question 1: When conducting a keyword search, you need to include all variations of a word in your search query?

True

False

Correct: The research system will automatically include stemming of words (e.g. bite will look for bit, bites, bitten and biting).

Incorrect: The correct answer is false. The research system will automatically include stemming of words (e.g. bite will look for bit, bites, bitten and biting).

Question 2: In order to find an exact phrase when you run a keyword search, you need to put the phrase in _____?

parenthesis

quotes

brackets

Correct: If you are searching for an exact phrase, put quotes around the phrase.

Incorrect: The correct answer is quotes. If you are searching for an exact phrase, put quotes around the phrase.

Question 3: Which post-search filter allows you to refine your results by adding additional terms to your original search?

- Court
- Search within Results**
- Timeline
- Keyword

CORRECT: Search within results allows you to add additional word or phrases to your original search.

INCORRECT: The correct answer is search within results. Search within results allows you to add additional word or phrases to your original search.

Question 4: The main search bar allows you select your content category and jurisdiction before you conduct your search.

- True**
- False

Correct: If you know you are looking for a particular content type or results from a jurisdiction, you may choose those options prior to running the search in the pre-filter options from the search bar.

Incorrect: The correct answer is true. If you know you are looking for a particular content type or results from a jurisdiction, you may choose those options prior to running the search in the pre-filter options from the search bar.

Start Your Research: Terms and Connectors, Commands and Segment Searching

Learning Objectives:

- Understanding the value of precision searching
- How to locate and apply connectors, commands and segments
- Constructing advanced searches

Summary: In this module, students will learn advanced search techniques including how to use terms and connectors, search commands, and segment searching to refine your research. These advanced techniques help you construct precise searches allowing you to retrieve the most relevant documents on your issue in the most efficient manner.

Questions in this module (apply the concepts/skills covered):

Question 1: Which one of these connectors will find cases with the terms assault and fear in the same sentence?

- and
- /p
- /s**
- /20

Correct: Running the search assault /s fear will return results with both terms in the same sentence.

Incorrect: The correct answer is “/s”. Running the search assault /s fear will return results with both terms in the same sentence.

Question 2: If you run the search assault /s fear or apprehension /p tort, which one of these Ohio cases in the cite list was decided on March 30, 1993? Hint: Start your search in the jurisdiction of Ohio or use post-search filters

Smith v. John Deere Co.

Bartow v. Smith

Yeager v. Local Union 20, Teamsters

None of the above

Correct: Smith v. John Deere Co. was decided on March 30, 1993.

Incorrect: The correct answer is Smith v. John Deere Co. If you start in or post filter to Ohio, you will see the case was decided on March 30, 1993.

Question 3: You have been advised to run the following case law search: at120(assault) and fear or apprehension. How many times must the term assault appear in a case for it to appear in the results?
once

Under 20 times

20 or more times

40 times

Correct: The at least connector “at120(assault)” requires the term in parenthesis, assault, to be the document at least 20 times.

Incorrect: The correct answer is 20 or more times. The at least connector “at120(assault)” requires the term in parenthesis, assault, to be the document at least 20 times.

Question 4: You want to find Ohio cases having a strong discussion of the element for fear or apprehension in a civil assault claim. Construct a search where you find cases that mention the terms assault and fear or apprehension and tort in the summary of the case. How many cases did you find? Hint: Once you have entered your terms in the Summary segment field, run your search, then narrow to Ohio.

0-10

11-20

21-30

31-40

Correct: Running the search assault and fear or apprehension and tort in the Summary Segment field will return 0-10 results in Ohio state cases.

Incorrect: The correct answer is 0-10. Running the search assault and fear or apprehension and tort in the Summary Segment field will return 0-10 results in Ohio state cases.

Start Your Research: Secondary Sources

Learning Objectives:

- Using secondary sources to start your research in an unfamiliar area of law
- Finding a source by name
- Searching a table of contents
- Using a key word search to find relevant secondary sources

Summary: In this module, students will become familiar with starting your research with a secondary source. They will learn how to find a secondary source by name and look through the Table of Contents to find the most applicable chapter. Students will also learn how to locate a relevant Secondary Source using a key word search.

Questions in this module (apply the concepts/skills covered):

Question 1: Which of these is not a secondary source?

- An section of a treatise
- A law review article
- An annotation from the American Law Reports

A State Statutory Code Section

Correct: A State Code Section is primary authority because it is a statute created by the legislature.

Incorrect: The correct answer is a State Statutory Code Section because it is primary authority.

Question 2: Which type of secondary source would you use to find a checklist or form?

- Law Review
- Legal Treatise
- Practice Guide**
- Restatement

Correct: Practice Guides have checklists and forms to help you practice under a specific area of the law in a specific jurisdiction.

Incorrect: The correct answer is Practice Guides. Law Reviews and Journals provide scholarly analysis of a legal topic. Legal Treatises provide annotated analysis from leading experts. Restatements restate case law into concise statements of the law for a specific legal topic.

Question 3: What statute is referenced in footnote 3 of 2 Oh Jur Adjoining Landowners § 10?

- R.C. 901.51**
- R.C. 901.99(A)
- R.C. 5543.14
- R.C. 2407

Correct: R.C. 901.51

Incorrect: The correct answer is R.C. 901.51. Clicking on a footnote in a secondary source will bring you to any citations that support that portion of the secondary source, often providing key primary authority on your issue.

Question 4: In Ohio, a landowner has the common-law right to use self-help in removing encroachments on the landowner's property to the extent any encroachment on the property which deprives the owner of the complete enjoyment of the owner's land.

True

False

Correct: The first sentence of 2 Oh Jur Adjoining Landowners § 10 states this rule.

Incorrect: The correct answer is true. The first sentence of 2 Oh Jur Adjoining Landowners § 10 tells us that in Ohio there is a common law right to remove such encroachments.

Question 5: A treatise is not binding authority, but may contain cases and statutes that are binding authority?

True

False

Correct: Treatises provide expert analysis of a specific legal topic and cite the relevant primary authority supporting the analysis. This includes important cases and statutes.

Incorrect: The correct answer is True. Treatises provide expert analysis of a specific legal topic and cite the relevant primary authority supporting the analysis. This includes important cases and statutes.

Question 6: What date was the Stewart v. Seedorff, No. 98AP-1049, 1999 Ohio App. LEXIS 2375 decision from footnote 63 decided?

May 17, 1973

May 27, 1999

May 4, 1976

March 31, 2012

Correct: Stewart v. Seedorff was decided May 27, 1999.

Incorrect: The correct answer is May 27, 1999. You can find the date the case was decided by looking at the citation in the footnote to this treatise section or by navigating to the case.

Start Your Research: Topic/Digest

Learning Objectives:

- Conducting a Topical Search
- Using a legal topic digest to start your search

Summary: In this module, students will become familiar with starting their research with a topical search, and how to use a topic digest to find relevant search results.

Questions in this module (apply the concepts/skills covered):

Question 1: Which of these sources is NOT organized by legal topic?

Legal Digest

Treatise

Official Case Reporter

Statutory Codes

Correct: An official case reporter is not organized by legal topic.

Incorrect: The correct answer is official case reporter. All other sources listed are organized by legal topic.

Question 2: Which of these is NOT a subtopic available as a filter under Real Property Law in the Practice Area & Topics post-search filter?

Adverse Possession

Encumbrances

Sentencing Guidelines

Zoning

Correct: Sentencing Guidelines is not a listed option in the Practice Area & Topics post-search filter.

Incorrect: The correct answer is sentencing guidelines. Adverse possession, encumbrances and zoning are all subtopics available in the Practice Area & Topics post-search filter.

Question 3: How many subtopics are available under Real Property Law > Encumbrances > Adjoining Landowners?

7

4

11

0

Correct: There are 11 subtopics related to Real Property Law > Encumbrances > Adjoining Landowners. Airspace, Boundaries, Easements, Encroachments, Fences, General Overview, Lateral & Subjacent Supports, Mines & Mining, Oil & Gas, Party Walls, & Water.

Incorrect: The correct answer is 11. There are 11 subtopics related to Real Property Law > Encumbrances > Adjoining Landowners. Airspace, Boundaries, Easements, Encroachments, Fences, General Overview, Lateral & Subjacent Supports, Mines & Mining, Oil & Gas, Party Walls, & Water.

Question 4: Which headnote(s) in Brewer v. Dick Lavy Farms, LLC, 2016-Ohio-4577, 67 N.E.3d 196 contain the topic hierarchy - Real Property Law > Encumbrances > Adjoining Landowners > Encroachments?

HN2

HN5

HN6

All of the Above

Correct: Each of the headnotes listed in the question contain the topic All of the Above

Incorrect: The correct answer is all of the above. Each headnote listed above contains the hierarchy Real Property Law > Encumbrances > Adjoining Landowners > Encroachments.

Expand Your Research: Caselaw Tools

Learning Objectives:

- Finding the right authority
- Using caselaw editorial tools and enhancements to find relevant authority

Summary: In this module, students will learn how to use editorial tools, such as leverage headnotes, and additional features included in cases to further their legal research.

Question 1: Why is case law of paramount importance to the United States legal system?

The United States is a civil law legal system

The United States is a common law legal system

The United States is a code based legal system

The United States is an administrative legal system

Correct: A common law system is a legal system that gives great precedential weight to case law, so that consistent principles applied to similar facts yield similar outcomes.

Incorrect: The correct answer is a common law legal system. A common law system is a legal system that gives great precedential weight to case law, so that consistent principles applied to similar facts yield similar outcomes.

Question 2: The size of a case bubble in Ravel guides users to cases that are seminal to the topic searched?

True

False

Correct: True. Each case bubble's size is determined by how many times that case has been cited by subsequent decisions – the larger the bubble, generally the more seminal the case will be.

Incorrect: The correct answer is true. Each case bubble's size is determined by how many times that case has been cited by subsequent decisions – the larger the bubble, generally the more seminal the case will be.

Question 3: Headnotes (on Lexis+™) directly quote language from the case.

True

False

Correct: Headnotes are direct quotes of the law from a case organized by legal topic.

Incorrect: The correct answer is True. Headnotes are direct quotes from a case organized by legal topic.)

Question 4: The Trespass to Real Property topic summary covers the U.S. Federal jurisdiction. Is there a similar report that covers Ohio?

Yes

No

Correct: The topic summary report for this topic from Ohio is available under the jurisdiction options to the right.

Incorrect: The correct answer is yes. The topic summary report for this topic from Ohio is available under the jurisdiction options to the right

Statutory Research Basics

Learning Objectives:

- Efficiently conducting statutory research
- Understanding distinction between a statute and a code
- Navigating subsections of a statute
- Leveraging related content

Summary: In this module, students will learn how to find controlling statutes by searching codes. The module covers navigation within a statute including the table of contents, subsections, notes to decisions, research references and more.

Questions in this module (apply the concepts/skills covered):

Question 1: The terms code and statute are interchangeable?

True

False

Correct: The terms statute and code are not interchangeable. A statute is the individual law or section of the code, and the code is the broader place where statutes are organized by topic.

Incorrect: The correct answer is a false. The terms statute and code are not interchangeable. A statute is the individual law or section of the code, and the code is the broader place where statutes are organized by topic.

Question 2: You have the ability to navigate through code materials either by browsing the table of contents of the code or by running a keyword search through all sections of the code?

True

False

Correct: The federal and all 50 state code materials can be accessed by either browsing the table of contents or by running a key word search through the code.

Incorrect: The correct answer is a true. The federal and all 50 state code materials can be accessed by either browsing the table of contents or by running a key word search through the code.

Question 3: During your research you come across 18 U.S.C. 115, what statutory tool would be most useful to find cases that interpret this code section?

Notes to Decisions

Research References

Practice Aids

Table of Contents

Correct: Notes to Decisions provide a collection of important case law decisions, that either interpret or apply the code section. FYI – in some state codes, notes to decisions are referred to as “Case Notes.”

Incorrect: The correct answer is a notes to decisions. Notes to Decisions provide a collection of important case law decisions, that either interpret or apply the code section. FYI – in some state codes, notes to decisions are referred to as “Case Notes.”

Question 4: As you browse the Notes to Decisions for 18 U.S.C. 115, which topic in the outline is most likely to help you determine if the statute applies to Senator Hatfield?

Constitutional considerations

Persons protected

Assault and battery

Miscellaneous

Correct: Persons protected appears to be the most helpful in determining whether this statute applies to Senator Hatfield as a government official.

Incorrect: The correct answer is person protected. Persons protected appears to be the most helpful in determining whether this statute applies to Senator Hatfield as a government official.

Statutory and Regulatory Research

Learning Objectives:

- Relationship between statutes and regulations
- How to conduct efficient regulatory research

Summary: In this module, students will become familiar with the relationship between statutes and regulations, and the importance of checking the corresponding regulation when conducting statutory research

Questions in this module (apply the concepts/skills covered):

Question 1: Regulations are usually created by the legislature.

True

False

Correct: Regulations are created by administrative agencies who are given such authority in the underlying statute.

Incorrect: The correct answer is false. Regulations are created by administrative agencies who are given such authority in the underlying statute.

Question 2: What tool within the statute provides quick access to a list of any related regulations?

Shepard's® Citation Service

Go To

History

About this Document

Correct: The Go To dropdown at the top of the code section provides quick access to Research References which will include a list of any related regulations.

Incorrect: The correct answer is Go To. The Go To dropdown at the top of the code section provides quick access to Research References which will include a list of any related regulations.

Question 3: Access the Tale of Contents feature while viewing 40 CFR 116.4, what other regulation may provide additional background for your analysis?

116.2

116.3

116.5

None of the above

Correct: 40 CFR 116.3 Definitions may provide some additional information about the definitions of terms used in the section 116.4.

Incorrect: The correct answer is 116.3. 40 CFR 116.3 Definitions may provide some additional information about the definitions of terms used in the section 116.4.

NOTE: the modules below will be available in the coming weeks at which time this teacher's manual will be updated.

Legislative History

Learning Objectives:

Summary:

Questions in this module (apply the concepts/skills covered):

Validate Your Research: Citation Basics

Learning Objectives:

Summary:

Questions in this module (apply the concepts/skills covered):

Expand Your Research: Citator Tools

Learning Objectives:

Summary:

Questions in this module (apply the concepts/skills covered):

Monitor Your Research: Alerts

Learning Objectives:

Summary:

Questions in this module (apply the concepts/skills covered):

Practice Area Research

Administration

HOW TO ACCESS LEXIS LEARN

Sign in to www.lexisnexis.com/lawschool and click on Lexis Learn in the top menu.

HOW TO PREVIEW MODULES

Click on the class called Preview Modules. All modules are listed; click on any you want to preview. Use the progress bar at the bottom of the video player to move forward or backwards (Note: the ability to fast forward is not available to students).

HOW TO SET UP A CLASS AND ASSIGN MODULES

- Click Create Class from the menu at the top of the screen.
- Enter a class name and description. The description is helpful in reiterating the purpose of the assignment, differentiating between multiple sections or providing additional instructions to your students.
- Under Manage Class Modules, click the Assign button to select the modules you want to assign. After clicking assign, you must select a due date which can be set to the end of the semester if you prefer. The modules will display for students in order beginning with the earliest due date.
- Once you've chosen all the modules you would like to assign, click "Save Changes".

HOW TO DELETE A CLASS

If you need to delete a class, enter that class and click the “Delete Class” button above Manage Class Modules. Deletion is permanent and all analytics from that class will be lost.

HOW TO VIEW ANALYTICS BY CLASS, STUDENT AND MODULE

- A. Reviewing Analytics:** After students join your class and complete the modules, you will be able to see the analytics.

HOW CAN I VIEW CLASS (GROUP) PARTICIPATION ANALYTICS?

Select the class name from My Classes. Click the Class Analytics tab.

HOW CAN I VIEW ANALYTICS BY MODULE?

Select the Module Analytics button next to the desired module.

HOW LONG WILL ANALYTICS BE AVAILABLE FOR A SPECIFIC CLASS (GROUP)?

Analytics will be available for the duration of the semester. If you want to save the analytics for a specific class, select “Class Analytics” and download the spreadsheet. The information includes a list of students who accessed and completed specific modules along with their score, in your Lexis Learn class. Otherwise, all data will be removed as video tutorials are updated each semester.

- B. Analytics by Module:** To access analytics by module, select your Lexis Learn class under My Classes, and click on “Module Analytics” to the right of the assigned module. A new tab will open.

1. Color Key:

Grey: student has not yet completed the question. You’ll also notice a darker grey coloring for module elements require no response (e.g., information slide).

Green: student got the answer correct.

Red: student got the answer incorrect.

Orange: student has submitted a free text response or explanation that needs to be graded.

2. Overview:

The Lesson Overview shows how many students reached each question and a distribution of how your class on a whole understood the concepts tested within the question. Clicking into the question from the bar chart expands the view, providing more details on the question itself and how many students got the question right or wrong. Similarly, hovering over the pie chart for average score and lesson completed status, gives you details on the number of students falling within each category.

3. Individual Student Data:

Scroll down below the overview to see a list of students who have started or completed modules. The left and right arrows allow you to scroll through all of the questions in the module.

Click the triple dots next to a question header and select ‘edit all’ to open all of your student’s responses so you can scroll down your student list and quickly edit the point value for each response if necessary. While the “Edit All” button is selected, the lesson overview charts are replaced with more fine-tuned analytics on the question itself. You will see info like the distribution of answers selected for that question and the average time devoted. Return to the triple dot menu for the question you are inspecting and click “close all” to return to the overview.

To view individual student data for a different module, click the module title under Question-By-Question Breakdown, and a list of all assigned modules will populate. Export student

responses as a Worksheet. Simply navigate to the student's row, click the triple dots, and select 'export'.

Each student gets one attempt to complete each question within a module. You can reset the entire module for a specific student by clicking on the triple dots next to the student's name and selecting reset.

At any point, Click Refresh to return to the Overview.

Close the Analytics tab to return to your Lexis Learn class.

C. Analytics by Class: Click on Class Analytics to view or download a spreadsheet listing all students who accessed and completed specific modules in your Lexis Learn class.

Instructions for Students: Once you've set up a class, students can self-enroll.

1. Sign in to www.lexisnexis.com/lawschool and click on Lexis Learn (same location as faculty home page gives students a student view).
2. Select Professor's name from the list of instructors, then select the class.
3. The modules you've assigned will be displayed. Refer to the **student enrollment instructions for more complete instructions**. You can customize this document with additional information and send to your students. When students complete an assigned module, they will see their "score" or how many questions they answered correctly.

FAQs:

Q. Is closed captioning available?

A. Yes. It can be enabled by clicking the icon in the video player.

Q. Can I create multiple classes?

A. Yes. You can create as many classes as you wish, although each class needs to have a different name. Providing a class description will further help students differentiate between classes.

Q. How can I add another Professor or Teaching Assistant to my class so they can administer and view analytics as well?

A. Contact your LexisNexis Account Executive. Please ask the other professor or TA to log in and access Lexis Learn before requesting access for them. This will create their account on the platform.

Q. Can a student complete Lexis Learn modules without a faculty specifically assigning them?

A. Yes. The Lexis Learn link is available on the Law School student home page. Instead of selecting a Professor from the list, a student can select "Self-guided". This was added so students who discover Lexis Learn on their own, have an option to select and so they do not join a random Professor's Lexis Learn class. If using Lexis Learn, we highly recommend you create a class and assign modules whether requiring or recommending completion.

Q. Can you use Lexis Learn on a tablet or mobile device?

A. Lexis Learn is recommended on a desktop device because the experience is optimized for a larger size.

Q. What browsers are recommended for Lexis Learn?

A. Chrome is the recommended browser for using Lexis Learn. Firefox and Safari are also supported. Safari users will be prompted to open Lexis+ in a new tab.

Q. How long will analytics be available for a specific class/group?

A. Analytics will be available for the duration of the semester. If you want to save the analytics for a specific class, select “Class Analytics” and download the spreadsheet. Otherwise, all data will be removed as video tutorials are updated each semester.

Q. Can I provide my students with a direct url to the modules I’ve assigned?

A. Direct the student to access Lexis Learn from the LexisNexis Student home page. They can either register for your class or simply choose it from their “my classes” page if already enrolled. Self-enrollment is necessary to capture module analytics. www.lexisnexis.com/lawschool

Q. Why do the results live on Lexis+ sometimes differ from what I see in the video?

A. New sources and updated content are continuously added to Lexis+ ensuring legal professionals have access to comprehensive and recent content. For example, if you are following along live per a search example in case law, it’s possible you may have a slightly different result set than what you see in the video. This means additional cases were added since the video was created that related to your search terms. This will not affect learning the concepts and skills presented or answering the questions. In fact, demonstrates the value of online research systems.

Support & Resources

SUPPORT:

Contact your

LEXISNEXIS® ACCOUNT EXECUTIVE

LexisNexis® Customer support:

1-800-45-LEXIS (800-455-3947)

RESOURCES:

FACULTY OVERVIEW PDF

STUDENT ENROLLMENT INSTRUCTIONS.DOC

HELP BUTTON IN LEXIS LEARN (UP TOP)