



**What is the Suffolk/Flaherty Legal Tech LTA - LSE – Law School Edition (LTA - LSE)?** In collaboration with **Andrew Perlman** of Suffolk University Law School and **D. Casey Flaherty, TutorPro** has created a short, accelerated learning program and assessment to help law students identify key elements in technology that will be required in the practice of law and begin building technical skills.

**What is the purpose of the LTA - LSE?** The overall purpose is to offer a starting point for law students to organize their considerable personal knowledge of technology and learn to leverage the business features required to be successful in the practice of law. The **LTA - LSE** is the beginning of their technology training and skill building. With the rapid change in technology and its importance in business, having the ability to quickly assimilate knowledge and turn it into skill is key to being successful in the work environment. As law schools look to augment the education of a typical law student by including legal writing courses and technical training, the **LTA - LSE**, and other targeted resources, will provide a way to measure current understanding and improvement. They can learn the skills that will be useful to them in the practice of law and how to leverage application features to increase billable hours and focus on legal practice.

**What is included in the LTA - LSE?** Currently, the **LTA - LSE** contains five modular units: three online learning modules and two assessment modules. Total estimated average time commitment for completion of all 5 units is 1.5 hours.

- The accelerated learning units allow the user to work in a live document and application on their computer to learn basic features in Word and begin training on legal document structure. The pace of the learning units is accelerated to meet multiple needs. (Strategies for usage are included below.)
- The assessment units are broken down into two units. The Concept Check provides a list of 25 questions that cover the conceptual knowledge of features in Word and in Legal Document structure. If the student scores highly on the Concept Check, they should proceed to the Skills Demonstration. If they did not score highly on the Concept Check, they should revisit the learning modules. The Skills Demonstration is the unit where users are expected to complete targeted tasks in a Legal Document applying the knowledge and concepts they have learned. This shows the ability to turn knowledge into action. This is the most difficult part of the **LTA - LSE**.

The **LTA - LSE** is modular to allow flexible usage.

**What does the LTA - LSE cost?** The **LTA - LSE** (three learning units and two assessment units) are completely free to any law school in the United States for internal usage.

**Why does the LTA - LSE contain learning units?** Most law students have had little or no formal technology training or training in legal document structure. We were faced with the issue of how you test someone when they have never formally been trained. The learning units in the **LTA - LSE** are not meant to create super Word users or make them word processors. Instead, they are meant to reinforce any formal training obtained, serve as an introduction and/or review of good practices and skills, and offer useful information to the user either before or after completing the Assessment units. The content is flexible and has multiple uses.

**When should students take the LTA - LSE?** Entering law students should take the **LTA - LSE** when they begin law school. It offers a measure of what they already know based on their personal use of technology and any business practices they may have learned to this point. While it is not expected that any beginning student will score highly on the **LTA - LSE**, it

will provide a starting point for them to organize their technology skills and identify the differences between personal and business usage. Like any skill, working in applications and utilizing specialty features requires practice. Knowing some areas where you should focus will be useful, even if they have had NO technology training at all. It is always useful to set goals and have a target. We believe any student can benefit from the **LTA - LSE**, even if they don't receive 100% the first time.

As law schools incorporate and reinforce good technical habits in their legal classes, students will gain the experience and knowledge to attempt the **LTA - LSE** and expect a high pass rate. We recommend taking the **LTA - LSE** at completion of their law school training and offering it as a credential to the firm or organization where they will begin their legal career. It is a real asset to have professional staff that are technologically proficient in basic concepts. They can then incorporate skills that are more specialized to their area and expertise in the legal field.

The **LTA - LSE** could also be leveraged by Law Schools to show the technology proficiency of their students and utilize it as a resource for placement of Summer Associates or Interns.

**Gabe Teninbaum** of Suffolk Law School is planning to incorporate technology training into Legal Writing classes. The **LTA - LSE** is a great start to emphasize the importance of technology in the practice of law and not as a peripheral idea.

**Will the LTA - LSE change in the future?** Yes, it will change as technology changes and grows. It will continue to build on the skills currently in the **LTA - LSE** and may include additional topics in the future as we define needs and expectations.

**Who can request access to the LTA - LSE?** Any administrator or professor at a law school in the United States.

**How is the LTA - LSE administered?** Any law school staff, professor or administrator, can request access by sending a spreadsheet listing the students (First Name, Last Name, and an E-Mail address for each student) that should have access to **Andrew Perlman** at Suffolk University Law School – [aperlman@suffolk.edu](mailto:aperlman@suffolk.edu).

**How is the LTA - LSE scored?** The Law School Edition has predefined methods of completion embedded in the online content. It measures the student's response against a preferred, or alternative method. The **LTA - LSE** is unique in that it allows a student to truly demonstrate their skills by completing a task using their own methods. The scoring process is flexible to allow unexpected methods to be utilized and provide credit as long as they achieve the goal of the task. Students can request a Score Review to see the details of what they did vs what was expected. This review has a charge associated with it.

**How do our students get training beyond the topics in the LTA - LSE?** TutorPro offers the **LTECH Portal**. This is an online portal of legal-specific eLearning. For a minimal cost, each user can access any online training or knowledge check materials to learn more about legal specific applications or specific usage and features in the legal environment. The courses include a broad sample of basic skills for document management, spreadsheets, presentations, numbering and macro suites, PDF conversion and much more. The students have access to print a history of their content completion. This too is a huge benefit to any firm that employs a student. This preparation also allows a student to hit the ground as a contributor to the legal environment rather than struggling trying to build basic skills.

### **Real results**

On June 2<sup>nd</sup>, the Colorado Law School, as part of a 2 week training seminar, participated in the Beta Test of the Suffolk Flaherty Tech LTA - LSE – Law School Edition. The students received a day of instructor-led training by Monica Sandler, National Director of Training, at Attorney Resource/Dallas Inc. The topics to be included in the training were defined by the seminar organizers. They ranged from Word Processing to Spreadsheets and Presentations. At the end of the training day, the students completed the Suffolk Flaherty Tech LTA - LSE – Law School Edition, assessment units only.

1. After a day of training, the students had a good understanding of broad concepts with regard to document structure and editing. This was confirmed with the Concept Check portion of the LTA - LSE. Thirteen students completed the Concept Check that consists of 25 questions.

Status	Steps	Score	Time
Complete	84	87%	00:08:39
Complete	46	74%	00:06:02
Complete	39	65%	00:07:06
Complete	41	74%	00:06:25
Complete	58	84%	00:07:37
Complete	56	65%	00:08:34
Complete	39	77%	00:06:51
Complete	40	61%	00:06:22
Complete	34	65%	00:08:42
Complete	45	87%	00:06:22
Complete	38	74%	00:06:34
Complete	45	71%	00:07:07
Complete	45	65%	00:06:41

2. After 1 day of training and minimal hands on time, the students scored considerably less in the Skill Demonstration than in the Concept Check. While they seem to understand broad concepts, turning the knowledge into skill requires more than a single training class. In the skills demonstration, the students worked in a live application, Word, while being asked to complete edits in a real legal document.

Status	Steps	Score	
Complete	79	6%	00:16:52
Complete	336	38%	00:24:04
Complete	98	19%	00:21:16
Complete	221	27%	00:28:15
Complete	252	77%	00:20:09
Complete	237	25%	00:20:10
Complete	320	19%	00:21:56
Complete	82	8%	00:18:01
Complete	343	58%	00:24:06
Complete	384	58%	00:23:36
Complete	284	54%	00:25:30
Complete	87	8%	00:19:39

3. In a survey provided to the students after completion, most felt that the training day was too long, covered too many topics and they wanted more hands on experience. They were somewhat frustrated by the Skills Demonstration portion of the LTA - LSE as a result. This confirmed what we already knew, changing knowledge into skill or action requires practice and time.

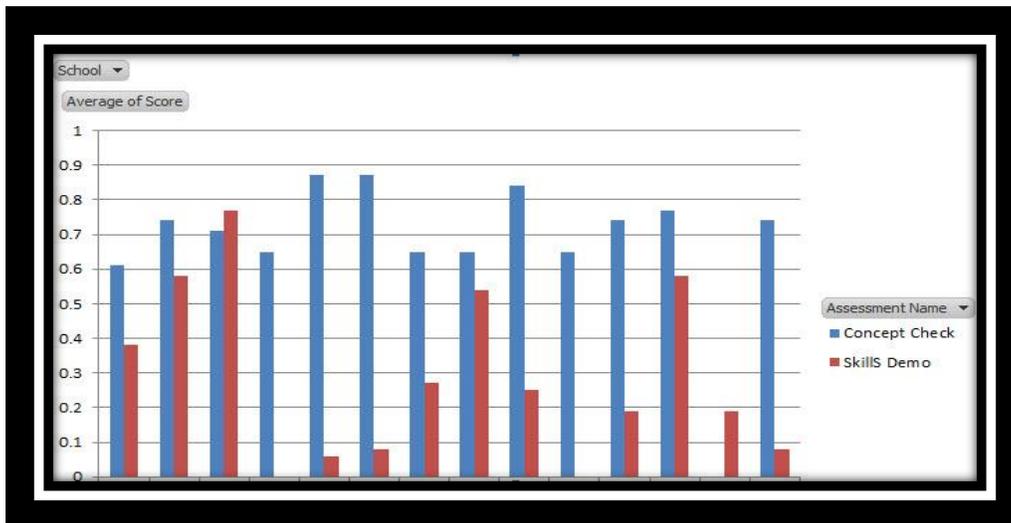


Chart provided by:  **ATTORNEYRESOURCE**  
Legal and Professional Training

## **The next step**

In conjunction with Bill Mooz, and Monica Sandler, the students will take the LTA - LSE again on July 29<sup>th</sup> as part of an evening seminar. They will be allowed an hour and a half to complete the three learning units and both assessments. The purpose of the retake of the LTA - LSE is to see if, during the break between the first attempt, their training day, and the evening seminar, if they have increased their skills. We will also confirm whether the unique and interactive training units provide them assistance in being able to score in a higher percentile in both assessments.

The ideology behind the Law School Edition of the audit is significantly different than the audit being created as part of the Outside Counsel/Law Firm testing. We hope that the LTA - LSE will be the beginning of their technical training. It is not designed to show pass or fail, although the LTA - LSE does contain a detailed results file that is scored. The idea is to show a student how the business use of common applications, such as Word, are utilized differently in the business environment and help them start to build their technical skills. It is not our intent to create Microsoft Certified Trainers as a result of this LTA - LSE. It is to help them form a foundation for the use and skills required in technology as they practice Law.