S•L•S
THE SOCIETY OF LEGAL SCHOLARS

University of Reading




# FROM BINARY TO BENCH:

## Empowering Equal Opportunities & AI Literacy in Global Legal Education

Society of Legal Scholars funded Symposium,
5th November 2025

# About this Symposium

**The event is kindly funded by the (Society of Legal Scholars SLS)**

AI and Generative AI tools can both empower and disempower students & lecturers. This Symposium explores how AI and Generative AI tools can be used to empower our students with equal opportunities in their legal educations and legal careers, particularly for students who can otherwise be excluded or 'side-lined' in legal education and within the legal sector.

This Symposium takes an interdisciplinary and international approach in showcasing current best practices and innovation in using AI tools in legal education and to prepare students for future legal careers.

The Panels will include a focus on Pedagogy and Curriculum design, International approaches, Expertise from beyond Law, and Student Perspectives and Student Co-Led AI teaching projects.

For any questions or comments please contact the Symposium organisers, Dr Melanie Stockton-Brown (m.w.stockton-brown@reading.ac.uk) and Dr Basak Bak (b.bak2@reading.ac.uk).

This Symposium explores how AI and Generative AI tools can be used to empower our students with equal opportunities in their legal educations and legal careers, particularly for students who can otherwise be excluded or 'side-lined' in legal education and within the legal sector

Symposium on empowering students in their legal education through the use of AI.



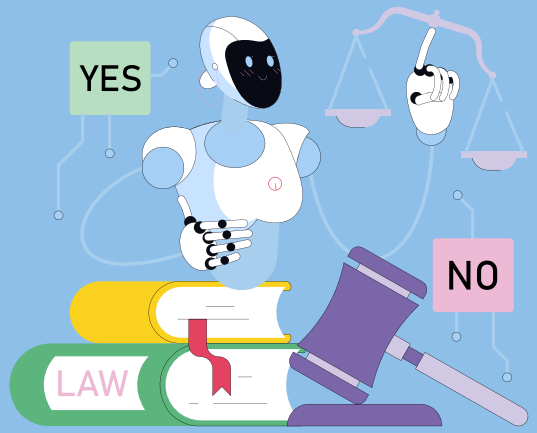
# PhD Researchers panel

Key Points:

AI technology can be used in legal education to help law students build a knowledge system and also optimise their learning experience.

Copyright law and performers' rights should be considered by educators when integrating interdisciplinary Gen-AI literacy into legal education.

From an employability perspective, familiarity with AI-driven legal technologies is becoming essential, pushing educators to align curricula with evolving industry expectations.




*Xiaotian Zhu - AI-Powered Learning: Supporting Law Students in Structuring Legal Knowledge*

*Yiheng Lu and Chigozirim Victoria Onyeagbako - Between Pixels and Pedagogy: Performer Rights, AI Literacy, and Social Justice in Law Schools.*

*Bulumko Madikizela – Navigating the Impact of Generative AI on Legal Education: Opportunities, Challenges, and Pedagogical Implications.*

# Pedagogy, Curriculum and Assessment Design Panel

**Key Points:**



AI literacy must be embedded throughout a programme & curriculum to be meaningful and effective.



Designing a module for first-year law students on using generative AI (GenAI) effectively and responsibly, should incorporate themes such as data protection, intellectual property, prompt engineering, data bias, tool selection, critical thinking, environmental impact, and the evolving role of AI in the legal profession.



Generative AI is a fundamental accessibility right for the d/Deaf & Hard of Hearing, in the form of automatic CC.



By using the I3 framework (inquire, improve, integrate) to signpost healthy AI use within the unsupervised space, we can move to a more flexible and educationally driven approach to the use of AI in assessments.

*Dr Marloes Spreeuw - A Holistic Course Design Framework for Inclusive AI Literacy in Legal Education*

*Dr Basak Bak - Designing a new "Ethical GenAI for Law" UG module*

*Dr Melanie Stockton-Brown– "Making Sense of the Noise: GenAI use in Legal Education for thed/ Deaf & Hard of Hearing"*

*Dr. Siân Lindsay - From Categories to Capabilities: Programme-Level Assessment Reform with the I3 framework*



# International Perspectives on GenAI and Legal Pedagogy

**Key Points:**



To balance efficiency and legal, accuracy a hybrid model could be adopted in legal education that integrates AI's efficiency with the irreplaceable human elements of legal instruction. In this model, AI-powered tools serve as supplemental learning aids, assisting with personalized feedback, research support, and skills development, while human educators focus on fostering critical thinking, ethical reasoning, and professional mentorship.



GenAI is transforming access to knowledge and legal learning, although its benefits are unequally distributed across India's deeply stratified society. The equitable use of GenAI in legal education must begin with inclusive design: integrating diverse linguistic inputs, region-specific legal materials, and explicit safeguards against caste discrimination, or gendered and class-based bias.



Responsible AI integration is essential to advancing gender parity in legal education. Key themes include AI's role in reducing bias in legal assessments, AI-driven mentorship for women in law, and the ethical implications of AI's decision-making processes in legal academia.

*Mr Murtaza Mohiqi – AI Literacy and Legal Pedagogy in Comparative Perspective*

*Dr Temi Odusanya - The Role of Generative AI in Promoting Gender Parity in Legal Education*

*Dr. Ella Gorian - GenAI and the digital divide in Indian legal education: Focus on marginalized communities*

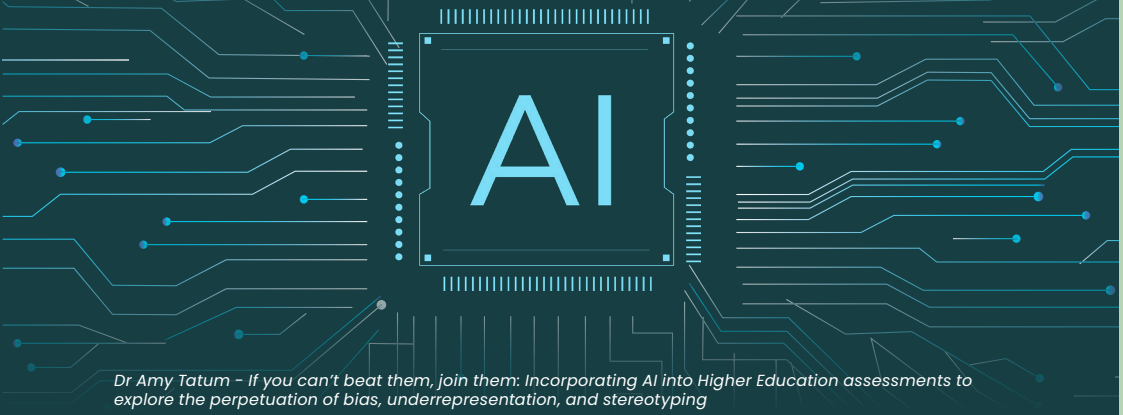
# GenAI Expertise beyond Law

**Key Points:**

Disciplines such as Politics, Communication & Media are incorporating AI into their assessments to build students' ability to detect bias and stereotyping, and to enhance their critical thinking.

The Film & Media disciplines that pioneered ways of ethical co-collaboration with GenAI tools that legal education could adopt and learn from. This co-collaboration with GenAI can lead to more meaningful, accessible and inclusive collaboration between humans, as existing barriers are lessened.

Creative subjects including Fashion have more enthusiastically adopted AI than legal education, particularly in creating authentic, meaningful and student-led learning and assessments.




*Dr Amy Tatum - If you can't beat them, join them: Incorporating AI into Higher Education assessments to explore the perpetuation of bias, underrepresentation, and stereotyping*

*Dr Maxine Gee and Dr Melanie Stockton-Brown – Human and GenAI Collaboration in the Media Industry: Lessons on Empowering Equal Opportunities and AI Literacy for Legal Education*

*Ms Jane Mills – The Ethical Use of AI in Higher Education: Facilitating Student Integrity in Creative Subjects*

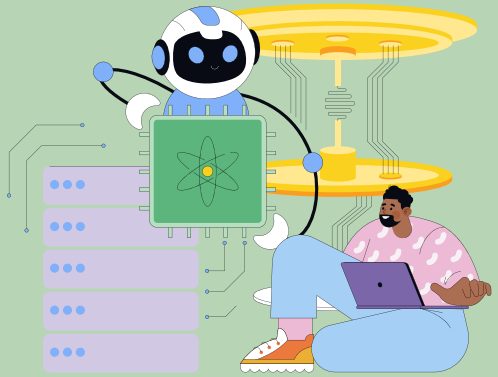


# Student Perspectives and Student Co-Led Partnerships

**Key Points:**

One of the primary concerns is the bias embedded within AI algorithms. AI systems, trained on historical data, may unintentionally perpetuate existing biases present in the legal system, such as racial, gender, or socioeconomic disparities. This can be addressed by promoting the development of more diverse datasets, increasing transparency in AI algorithms, incorporating ethics training into legal curricular, and establishing stronger regulatory frameworks to govern the use of AI in legal settings.

GenAI can be used to design more authentic assessments in Intellectual Property Law, and crucially should be co-designed with students to build their AI literacy and legal commercial awareness.



*Harshita Singh Patel – Ethics and Bias in AI Applications in Legal Education: A Global Perspective*

*Lottie Ames on behalf of PLanT Project Student Co-Partners – Building AI Literacy in Legal Education for Employability: A Clinic on the Use of Generative AI for Authentic Assessments in Intellectual Property Law*


AI
T