UNIVERSIDAD DE GRANADA

Facultad de Derecho
Universidad de Granada

SOCIEDAD DIGITAL
SEGURIDAD Y PROTECCIÓN DE DERECHOS
Unidad de Excelencia de Investigación

Syllabus - Teaching Program for the Course

Artificial Intelligence, Law and Online Dispute Resolution

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Course No| Course name in English

Course Type:	Seminar
Scope of credits:	1
Year of study:	2024-5
Semester:	1
Day & Time:	19.11 11.00-13.30 21.11 11.00-13.30 26.11 11.00-13.30 28.11 11.00-13.30 03.12 11.00-13.30 05.12 11.00-13.30 10.12 11.00-13.30 12.12 11.00-13.30 17.12 11.00-13.30 09.01 11.00-13.30
Reception Time:	___
Lecturer Email:	John.Zeleznikow@vu.edu.au

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Moodle Site: ___

Course description and learning goals

Course Abstract

The course will introduce students to how Artificial Intelligence can support those involved in legal decision-making to enhance their performance.
Students will be made aware of the benefits and dangers of using Artificial intelligence.
They will not be required to develop systems.
They will learn new principles of Generative AI and ChatGPT.

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Learning objectives

A student will know:

1. What is Artificial Intelligence
2. What is Online Dispute Resolution
3. How can Artificial Intelligence benefit legal decision making
4. What are potential dangers in using Artificial Intelligence in Online Dispute Resolution
5. Generative AI and ChatGPT

Knowledge

Familiarity with facts, content, concepts, issues, and key ideas in the domain. Examples:

1. Learners will understand the history and development of Artificial Intelligence.
2. Learners will become aware of how Artificial intelligence can be used in Law.
3. Learners will define the characteristics of Online Dispute Resolution Systems.
4. Learners will write extended reviews on how Artificial Intelligence can assist dispute resolution in ***specific legal fields***. They will focus upon Generative AI and ChatGPT.

Skills

The ability to reach a product or result effectively using the knowledge that has developed.

1. Learners will analyze the benefits of Artificial Intelligence for legal professionals.
2. Learners will evaluate the inappropriate use of Artificial Intelligence in specific legal domains.
3. Learners will understand the Governance of Artificial Intelligence

Values (if applicable)

With the use of Artificial intelligence rapidly expanding there is great concern about how the technology can be abused. It is our goal to ensure that the technology is used beneficially and governed appropriately.

Active learning – planning the course of the lessons:

You can plan an active learning process for the entire course or listfor each active learning activity lesson in the following table:

Read/view required	Active learning	Lesson topic	Lesson No.
	Collaborative learning	**Masterclass by Professor Amy Schmitz**, Law School, Ohio State University - "Promise and Pitfalls of AI in Dispute Resolution"	1
	Collaborative learning	**The origins of Artificial Intelligence** – Contrasting AI in Medicine and Law, The Origins of AI, Breaking the Nazi Code in World War II, Alan Turing, The Turing Test, Dartmouth Conference and the system Eliza Rule Based Reasoning, Traffic Rules examples, compliance, TAXMAN and British Nationality Act as a Logic Program	2
	Collaborative learning	**Reasoning with cases** – Case-Based Reasoning paradigms, Integrating RBR and CBR, CABARET, GREBE, IKBALS. Learning from cases.	3

		Data mining – rule induction, decision trees, a detailed family law example (by hand). The ID3 algorithm and its use.	
	Collaborative learning	**Knowledge Discovery from Databases** – techniques and examples.Different forms of knowledge discovery. Neural Networks. Text Mining. KDD processes.	4
	Collaborative learning	**Split Up** – an early machine learning system, concepts behind development – knowledge modelling, case selection, data cleaning, explanation, evaluation. Video about the system	5
	Collaborative learning	**Online Dispute Resolution** – definition, history, British Columbia Civil Resolution Tribunal, Rechtwijzer (Netherlands). NCTDR framework for ODR. Schmitz and Zeleznikows 6 step model – case management, triaging, advisory systems (BATNAS), communications, decision support (game theory), document drafting (Large Language Models)	6
	Collaborative learning	**Decision support systems and Large Language Models** - game theory, Nash equilibrium, Family Winner, trade-offs, family law apps, document drafting	7
	Collaborative learning	**Current ODR systems** – Commercial providers (Modria/Tyler, American Arbitration Association, Immediation, Smartsettle). Zeleznikow example on Middle East Dispute	8
	Collaborative learning	**Governance of Online Dispute Resolution** – European Union Regulations. ICODR guidelines Ebner and Zeleznikow – ADR governance, IT Governance, ODR Governance, Fairness, Trust and Security in ODR.	9

	Collaborative learning	**New Developents in Artificial Intelligence and Law** – Generative AI, Explanation, Evaluation, ChatGPT **Conclusion** – Machine Learning in Law, discussion of assignment	10

Formative Assessment

Formative assessment is feedback given **during** the course, as opposed to summative assessment, in which the feedback is given to students only **at the end** of the course (e.g. project or test). When students receive feedback as they learn (e.g. by submitting exercises, presentations, quizzes, creating podcasts, mini-computer quizzes, and assignments), they can actively shape the process and are given the opportunityto improve and learn via the assessment process.
Suggested detail of submission products throughout the course and their weight in the final grade:

Description of the product	Weight in the final score
Writing a literary blog summarising the lectures	Will account for 25% of the final grade
Essay on the Governance of Artificial Intelligence in Israel	Will account for 25% of the final grade
Final Test – Group Presentation of a Solution to a Complex Spanish or European Case using Artificial Intelligence e.g. Intellectual Property, Family Law, Criminal law	Will account for 50% of final grade

Final grade

Course requirements

- **Assignments** – the final assignment worth 50% of the assessment will require students to collaboratively examine the use of Artificial Intelligence in a specific legal domain.

- **Literary Blog** – will assess the students' abilities to understand and summarise the course and develop meaningful insights.
- **Essay on Governance** – will assess the students' abilities to read widely and discuss how Israel can handle governance issue
- **Attendance** – There will be no attendance requirement.

Prerequisites

There are no prerequisites.

Bibliography: Up-to-date reading, viewing, and listening content items

- Ashley, Kevin D. *Artificial intelligence and legal analytics: new tools for law practice in the digital age*. Cambridge University Press, 2017.
- Ebner, Noam, and John Zeleznikow. "No sheriff in town: governance for online dispute resolution." *Negotiation Journal* 32.4 (2016): 297-323.
- Maura Grossman, Paul W. Grimm, Dan Brown, and Molly Xu 'The GPTJudge: Justice in a Generative AI World' (2023) 23 no. 1 *Duke Law & Technology Review*, 1, 34.
- Katsh, M. Ethan, and Orna Rabinovich-Einy. *Digital justice: technology and the internet of disputes*. Oxford University Press, 2017.
- Schmitz, A. and Zeleznikow, J. 2021. Intelligent Legal Tech to Empower Self-Represented Litigants. *Columbia Science and Technology Law Review,* 23:142-190.
- Wilson-Evered, E. and Zeleznikow, J., 2021. *Online Family Dispute Resolution: Evidence for Creating the Ideal People and Technology Interface* (Vol. 45). Springer Nature.
- Zeleznikow, John. "The benefits and dangers of using machine learning to support making legal predictions." *Wiley Interdisciplinary Reviews: Data Mining and Knowledge Discovery* (2023): e1505.