

Legal Education, Employability and Artificial Intelligence

THE RISE OF THE MACHINES?

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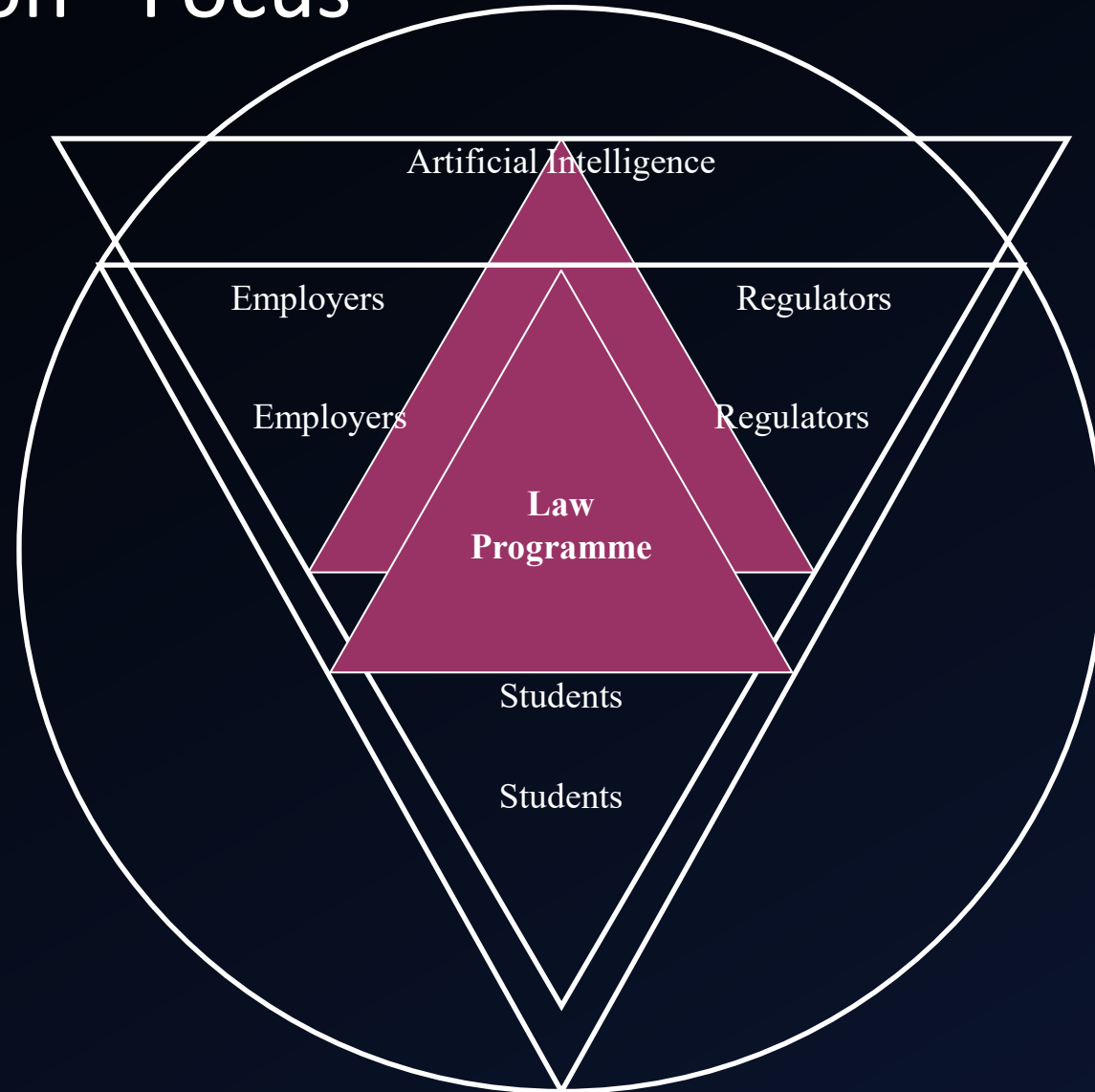
Running Order

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- Background
- AI, Ethics and Moral Capacity
- GenAI as a Lawyer?
- The BATTEL Model in Legal Education
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Introduction



Introduction - Focus



Background – Sneddon & Khatri, 2024

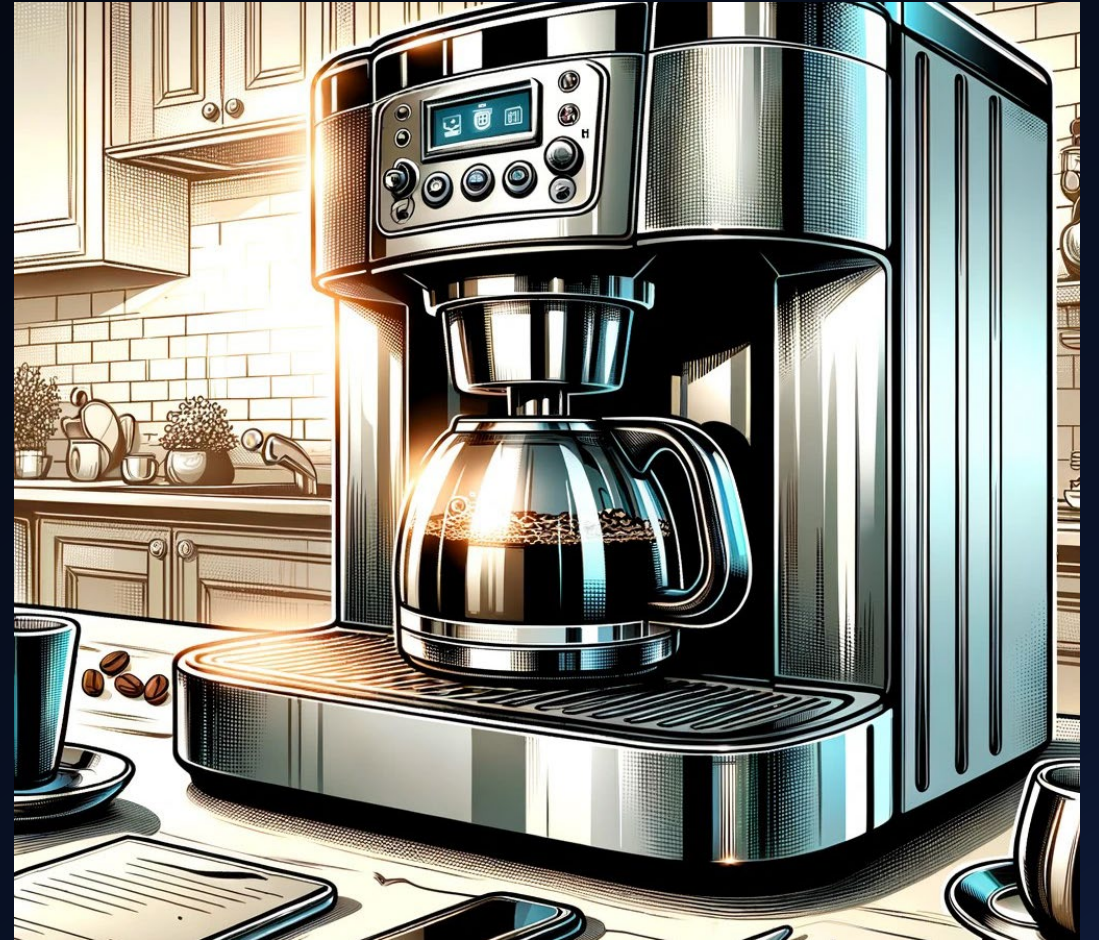
Negative Fear Ethics Injustice Bias Hallucinations - accidental	Blocker Technophobia
Opportunity Retraining	Positive Time Saving Cost Saving

AI, Ethics and Moral Capacity

“Corporations have neither bodies to be punished, nor souls to be condemned; they therefore do as they like”

or

“Did you ever expect a corporation to have a conscience, when it has no soul to be damned, and no body to be kicked?”



Trolley Problem



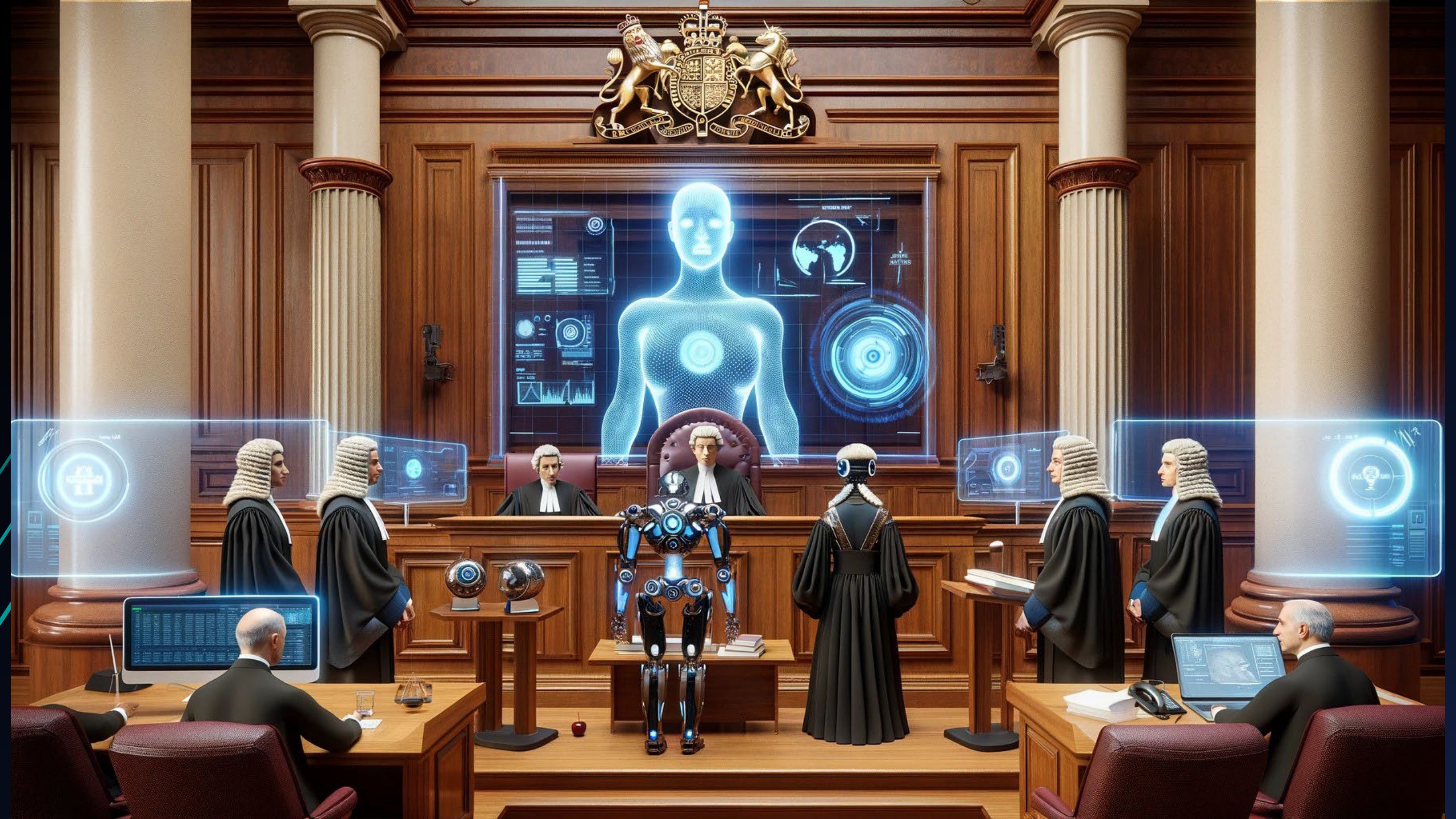
AI, Ethics and Moral Capacity

“As an artificial intelligence, I don't possess emotions, consciousness, or subjective experiences, so I don't have moral capacity in the same way humans do. However, I am programmed to follow ethical guidelines and principles established by humans.

These guidelines are embedded in my design to ensure that I provide responses that are aligned with ethical standards and promote positive interactions with users. My responses are based on analyzing and synthesizing information rather than on personal moral judgment or intuition.”

Stochastic Parrot?





GenAI as a lawyer?

Professional Ethics:

Solicitors Qualifying Exam

Bar Professional Training Course*

QAA Subject Benchmark Statement

Used Gemini to generate a “problem question raising issues about professional ethics in UK”

Used ChatGPT-4 to answer it. Largely (factually) correct. No analysis, no application, more of a blueprint.

Is “almost accurate” accurate enough?

BATTEL (Sneddon, 2021)

Best

Most effective in achieving a high general level of student enhancement

Appropriate

Developed on a scale allowing implementation in the relevant sector, under technically viable conditions, as long they are reasonably accessible to the operator

Technique

The technology used and the way in which the teaching space is designed, built, and operated

The BATTEL Model in Legal Education

Relevance	Simulate complex ethical dilemmas Offer personalized scenarios based on current legal debates Provide immediate feedback on decisions and justifications.
Innovation	Introduces innovative ways to teach ethics Should be tested to fully understand pedagogic implications Should not replace human interaction
Sustained Use	Continuous evaluation needed to determine if GenAI consistently adds value compared to alternatives
Curriculum	Use should align with the core educational goals of teaching legal ethics, not just as a supplementary tool but as an integrated part of the curriculum that enhances students' understanding and application of ethical practices in law



Conclusion

Conclusion

Future work:

- Long-term impact of GenAI on employability
- Development of regulatory ethical frameworks
- Developing pedagogic approaches (using BATTEL)

Project next steps:

- Questionnaires & focus groups
- Q-methodological approach

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