Why "Own" AI?

If you don't set your expectations, students will use it anyway – and incorrectly

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Steps to owning AI in the classroom

- Learn about AI yourself

  - Become familiar with the tool so you can speak with some authority and credibility

  - What do you want the tools to accomplish? Can they do it? Which ones can do it?

- Identify the goals AI can help you with

  - Would AI help students with classroom assignments? Will AI help students in practice after class?

  - Can your assignments guide students through the limitations of AI?

- Set clear classroom guidelines about when AI use is okay

- AI is a tool, not a substitute. When can you incorporate AI into lectures and exercises that you were going to do anyway?

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Owning AI: An Example

Legal Information and Communication I and II

- The basic first-year course that teaches students to reframe their writing in a way that professionally conveys logical, legal reasoning

- Consists of four primary assignments over two semesters

  - Fall semester: Objective legal writing over two internal memoranda

    - "Closed" Memo: We give them the legal sources

    - "Open" Memo: They research on their own

  - Spring semester: Persuasive legal writing

    - Motion for Summary Judgment: Takes the facts and law from the open memorandum and asks students to turn it into a court filing

    - Appellate Brief: A larger persuasive brief, fully researched, and the accompanying oral argument

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A. Become familiar with the tool so you can speak with **authority and credibility**

B. What do you want the tools to accomplish? Can they do it? Which ones can do it?

C. Initial general lecture about AI, prompt engineering, limitations and expectations

Step 1: Learn About AI Myself

A. In the class and as a student

- Writing effective prompts

- Achieving specific outputs

B. In practice

- Professional incorporation of skills

    - Reducing hours built to the client

    - Acceleration of editing/reviewing skills in class

- Recognition of limitations

    - Accuracy of precedential authority

    - Recognition of bias

Step 2: Identify the goals AI can help with

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Step 3: Setting clear guidelines

- The course has an overall policy of not using outside help when drafting the brief. Use of AI counts as outside help.

- When using it as a source that does not go to the core functions of the student's writing, assignments, or research, then it's okay.

  - Use of AI to explain terminology: Okay

  - Use of AI to create a chart of cases: Not okay

- As the professor directs

- Students must sign an attestation that they have read the policy about no unauthorized assistance and use of AI

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Step 4: Incorporation of AI exercises into already set assignments and goals

Assignment	A.I. Add-on	Goal	Outcome
Closed objective memo	Use AI to put legal memo into non-lawyer speak	Explore how AI can save time with set information	Client letter explaining outcomes of letter
Open objective memo	In-class examples	Demonstrate how AI incorporates bias	---
General professionalism	Use of AI to help with cover letter to firms	Prompting exercise; editing/review	A workable cover letter – with a caution
Motion for summary judgment	Draft motion for summary judgment standard	Checking AI for veracity	If students use in brief, must include its cases
Motion for summary judgment (2)	Ask AI to rewrite open memo as a persuasive motion (post-due date)	Compare how AI attempts to write an objective memo in a different voice	Students must post reflection about use and engage in online forum
Appellate problem	Use AI to generate oral argument questions	Use AI for an effective non-writing purpose	List of AI questions to use in mock argument

Because you own AI in your classroom...

- Students become familiar with using AI

- Students become familiar with using AI correctly

- Students see the limitations of AI firsthand

- Students feel better about their own abilities

- Students learn skills that will help them in their professional world

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! Now!

Own your AI

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Identify a class where it would be beneficial to incorporate AI

- What are the pre-AI assignments?

- What are their outputs?

- What tasks go into creating this output?

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What do you want the tools to accomplish? **Can** they do it?

Which ones can do it?

Step 1: Learn about your AI tools

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A. What do you want your students to know about using AI as part of your class?

- What specific outputs do you want them to have?

- What prompts will help them get those outputs?

B. After they leave your class, will they continue to use AI as part of their professional life?

- How would their profession use AI?

- What are the limitations that AI has in those uses?

Step 2: Identify the goals AI can help with

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Step 3: Setting clear guidelines

- What is your overall policy about using outside help or electronic tools in your class?

- When is it okay to use generative AI in your class?

- When is it not okay to use generative AI in your class?

- Consider drafting an attestation that they students have read and understand the policy about their use of AI in your class

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Step 4: Incorporate AI exercises into your already set assignments and goals

Assignment	A.I. Add-on	Goal	Outcome

Thank you!

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