



Syllabus - Teaching Program for the Course

Artificial Intelligence, Law and Online Dispute Resolution

Professor John Zeleznikow, Law School

Course Type:	Seminar (class, exercise, seminar, workshop, lab, etc.)
Scope of credits:	1
Year of study:	2023-4
Semester:	___
Day & Time:	___
Reception Time:	___
Lecturer Email:	John.Zeleznikow@vu.edu.au
Moodle Site:	___



FYI:

All sections have explanatory lines with a gray background (like in the text you are reading now).

The explanatory lines in the final document for students should be deleted,
(Including this paragraph and paragraph E in the last page).



Course description and learning goals

Course Abstract ([expand](#))

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.

Learning objectives ([expand](#))

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

Knowledge

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

1. Learners will describe what is Artificial intelligence and how it can be used in Law.
2. Learners will define the characteristics of Online Dispute Resolution Systems.
3. Learners will write extended reviews on how Artificial Intelligence can assist dispute resolution in *specific legal fields*.

Skills

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.

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



Active learning – planning the course of the lessons:([expand](#))

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

Read/view required	Active learning	Lesson topic	Lesson No.
	Collaborative learning	The origins of Artificial Intelligence – Breaking the Nazi Code in World War II, Alan Turing, The Turing Test, Dartmouth Conference and the system Eliza. The earliest Artificial Intelligence – Rule Based Reasoning, Traffic Rules examples, compliance, TAXMAN and British Nationality Act as a Logic Program. Paper of Berman and Hafner on potential of AI and Law – have the views been fulfilled?	1
	Collaborative learning	Case Based Reasoning – extending Rule Based Reasoning, work of Ashley, Branting Zeleznikow. Benefits for argumentation, explanation, tutoring, Civil Law vs Common Law. Negotiation support, examples, GetAid	2
	Collaborative learning	Data mining – basic concepts, rule induction and decision trees, linear regression, clustering, classification, statistics, benefits and disadvantages of data mining	3
	Collaborative learning	Split Up – an early machine learning system, concepts behind development – knowledge modelling, case selection, data cleaning, explanation, evaluation. Video about the system	4
	Collaborative learning	The World Wide Web and Online Dispute Resolution – ADR, distributed systems, global advice, use of E Commerce, Access to Justice	5
	Collaborative learning	Current ODR systems – British Columbia Civil Resolution Tribunal, Ohio Online Dispute Resolution, Rechtwijzer (Netherlands), Commercial providers (Modria/Tyler, Immediation, Smartsettle)	6
	Collaborative learning	AI, ODR and Governance – EU attempts, ICODR guidelines, Ebner and Zeleznikow paper, Fairness, Trust, Security	7
	Collaborative learning	Family Law Examples – Family Winner, Our Family Wizard, Co Parenter, AMICA, other apps	8
		Conclusion and Summary	9

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(In a course that lasts a whole year, the additional sessions should be added)

* There may be changes in the syllabus depending on learning progress and effectiveness



Formative Assessment ([expand](#))

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 opportunity to 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	Will account for 20% of the final grade
Final Test – Group Presentation of a Solution to a Complex Case	60% of final grade
Understanding Concepts – Self-Examination	20% of final grade



Final grade



Course requirements

- **Assignments** – the final assignment worth 60% of the assessment will require students to examine the use of Artificial Intelligence in a specific legal domain.
- **Attendance** – Students must attend 80% of classes.



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.
- Katsh, M. Ethan, and Orna Rabinovich-Einy. *Digital justice: technology and the internet of disputes*. Oxford University Press, 2017.
- Schmitz, Amy J., and John Zeleznikow. "Intelligent legal tech to empower self-represented litigants." *Ohio State Legal Studies Research Paper* 688 (2022): 23.
- 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.