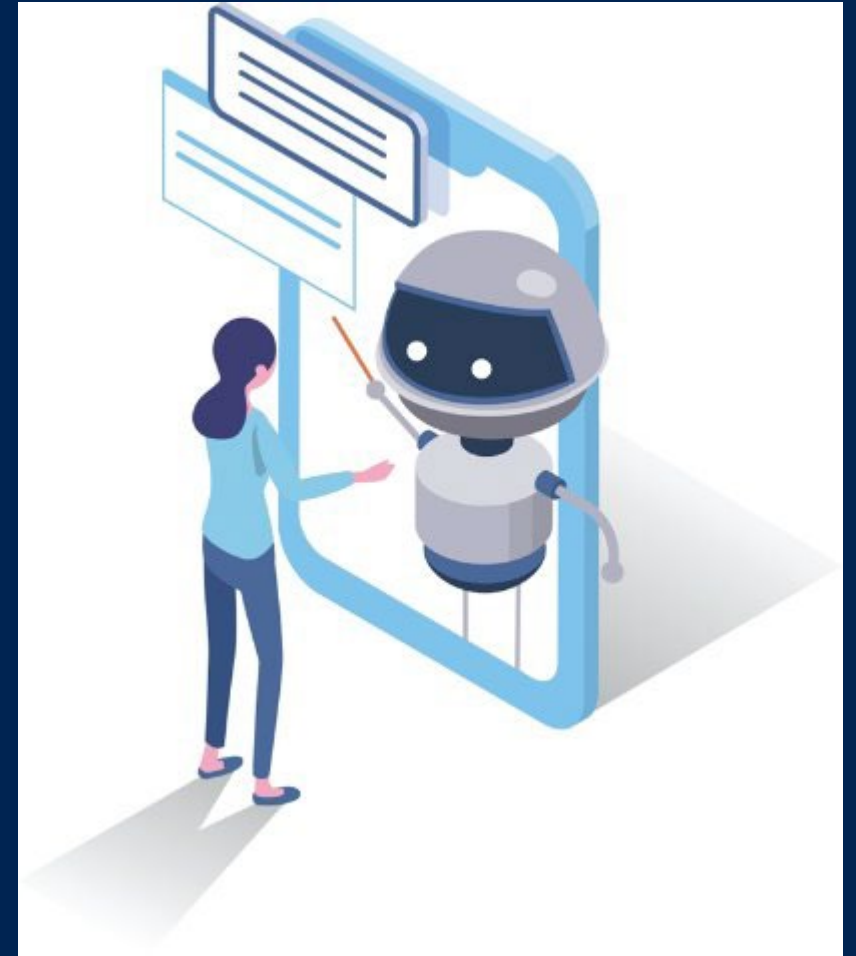


Beyond Bans

AI Literacy, Reflective Practice, and Assessment
Integrity in Legal Education

Dr. Andrea Speltz and Prof. Sharry Aiken



Graduate Diploma in Immigration and Citizenship Law (GDipICL)

- Regulated, competency-based
- 9 courses in just under 1 year
- Weekly synchronous sessions
- Taught by practitioners
- Adult learners



Roadmap

1. Definitions
2. For (and against) GenAI in legal education
3. Reflective Practice as pedagogy for GenAI-literacy in law
4. Examples from GDipICL
5. Conclusion



Definitions

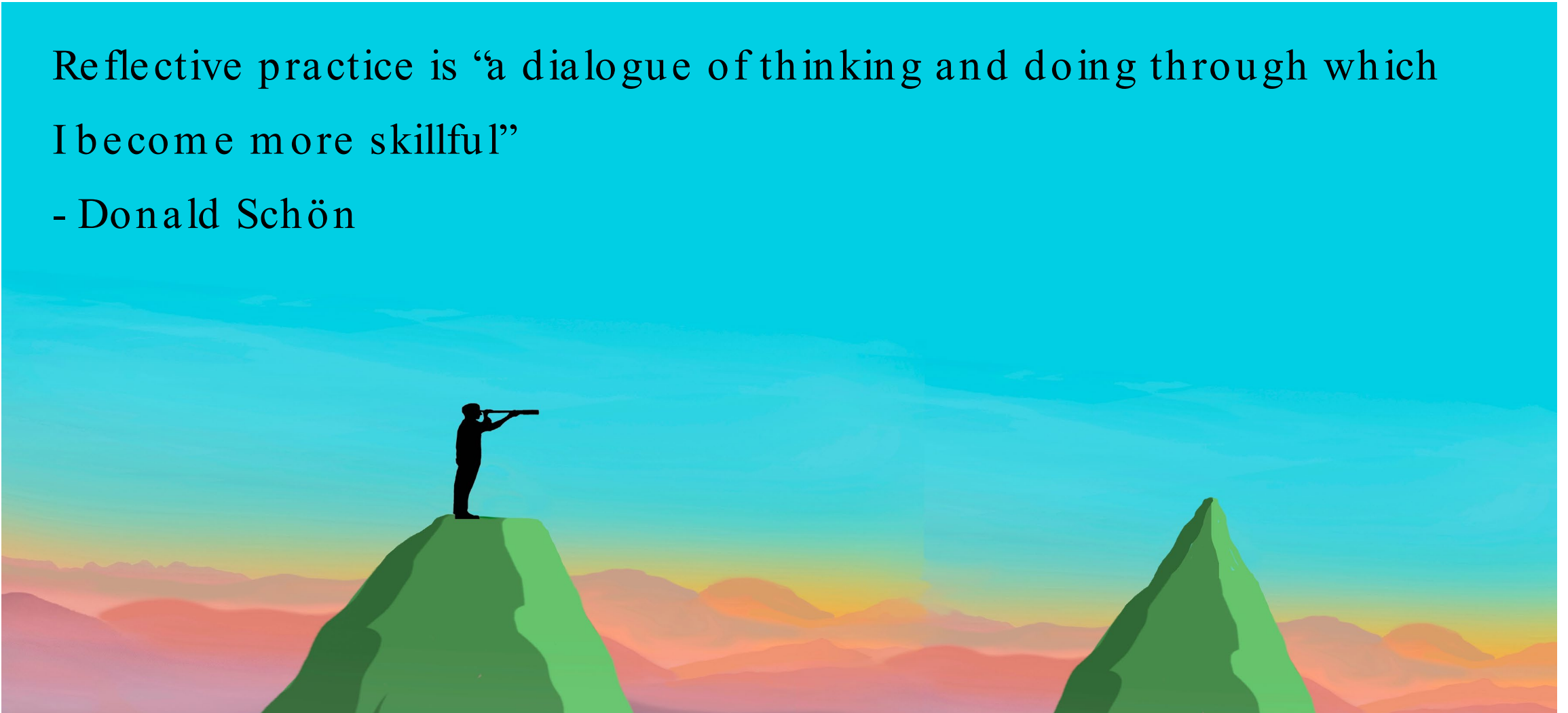
“We do not learn from experience. We learn from reflecting on experience.” -- John Dewey



Reflective Practice as bridge between education and professional life

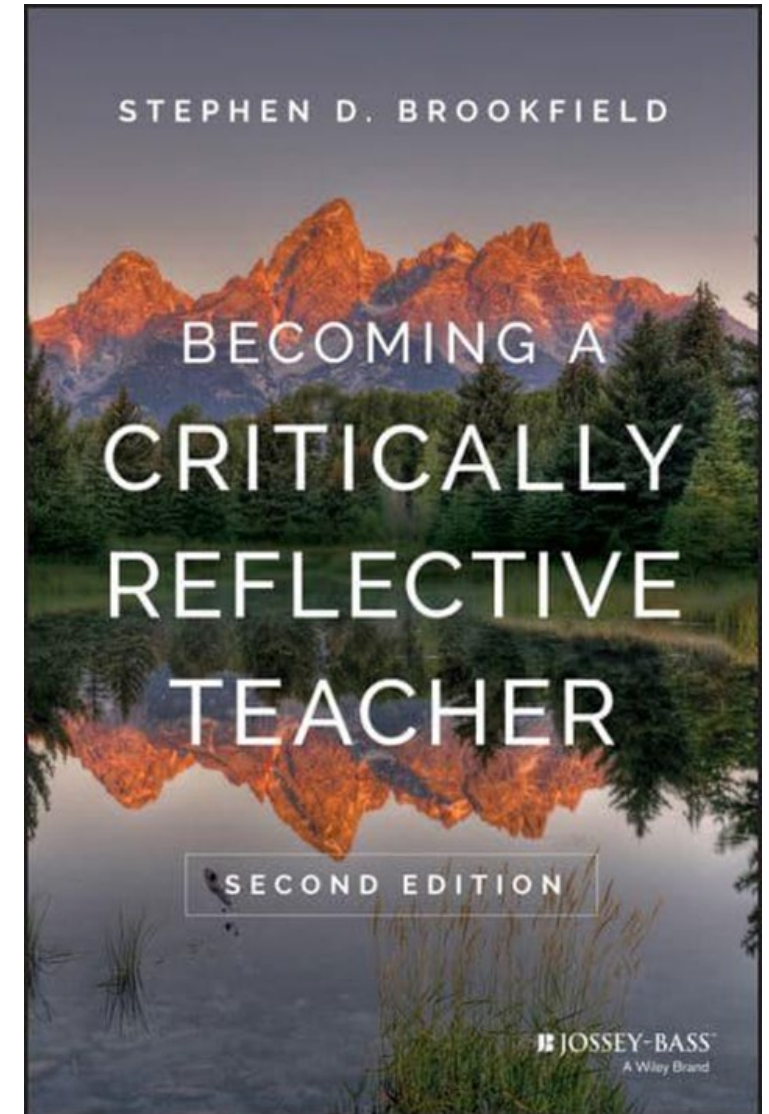
Reflective practice is “a dialogue of thinking and doing through which I become more skillful”

- Donald Schön

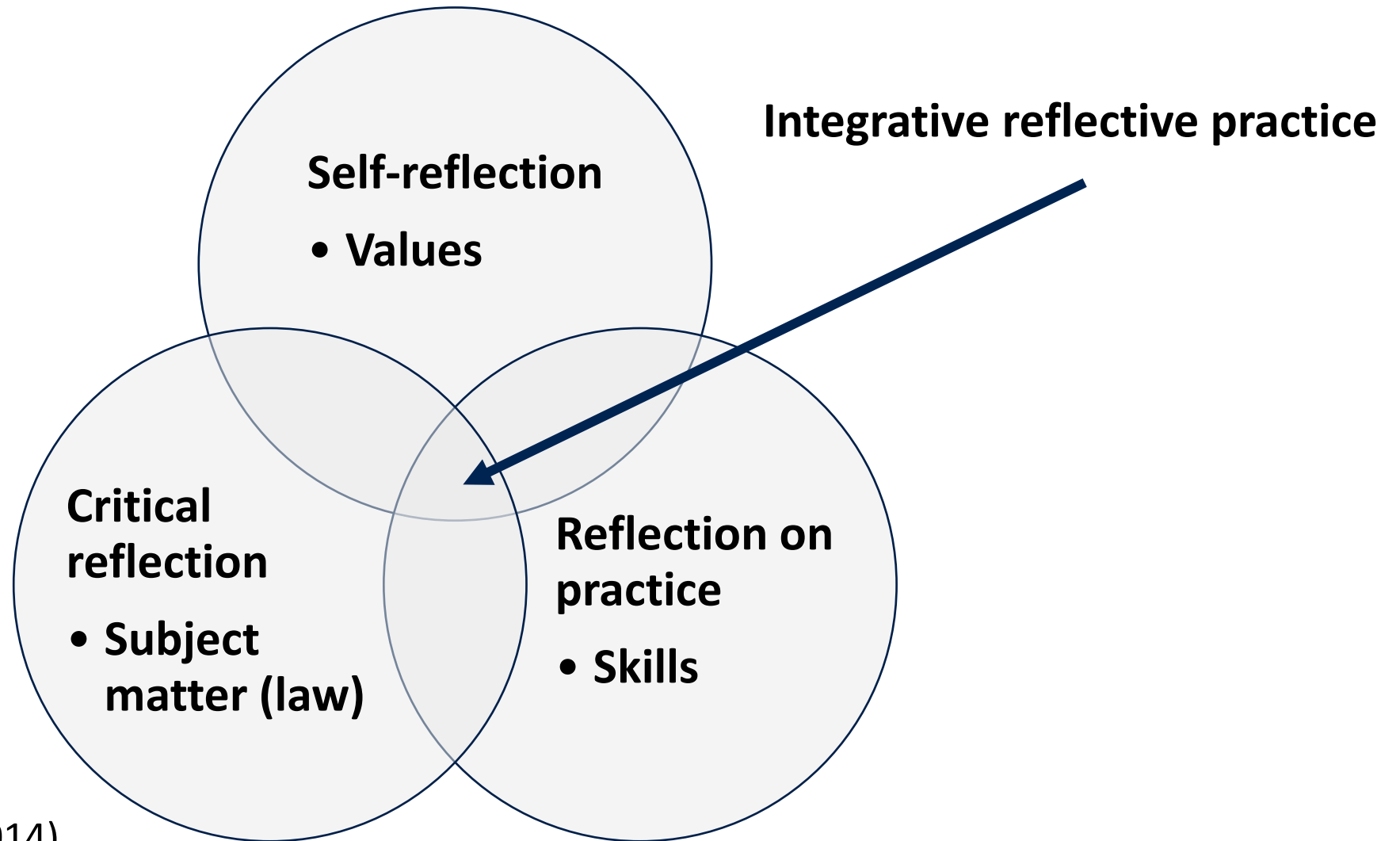


Reflective practice and constructivist pedagogy

“There are... elements of **constructivist phenomenology**..., the understanding that identity and experience are culturally and personally sculpted”



Conceptualizing Reflective Practice for Legal Professionals



Learning Outcome for GenAI-Literacy in the GDipICL

Identify	Identify secure, effective and ethical uses of generative AI tools in the immigration context;
Weigh	Weigh potential risks and benefits and
Apply	Apply professional judgment in choosing whether and how to integrate such tools into professional practice.

Why use GenAI in legal education?



Prepares students for AI-enhanced legal practice (Head and Willis; Harrington; Bliss)



Encourages GenAI literacy (esp. critical evaluation of GenAI outputs) (Bliss)



Prioritizes assessment of high-level thinking skills (Scott; Medill; Volante et al.)



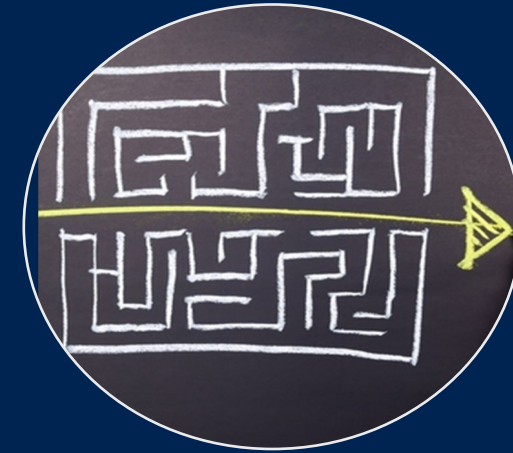
Enhances learning via formative, individualized and immediate feedback (Harrington)

Why avoid Gen AI?



Damage to legal reasoning and writing

- Never-skilling



Risk of improper use and academic misconduct



Beyond the binary: A rubric for analyzing legal technology using benefit/risk pairs

Adapted from Haight 2024

	Significant negative impact	Moderate negative impact	Neutral	Moderate positive impact	Significant positive impact
Skilling					
Efficiency					
Data security (copyright and confidentiality)					
Bias					

Example: Client Interview Assignment

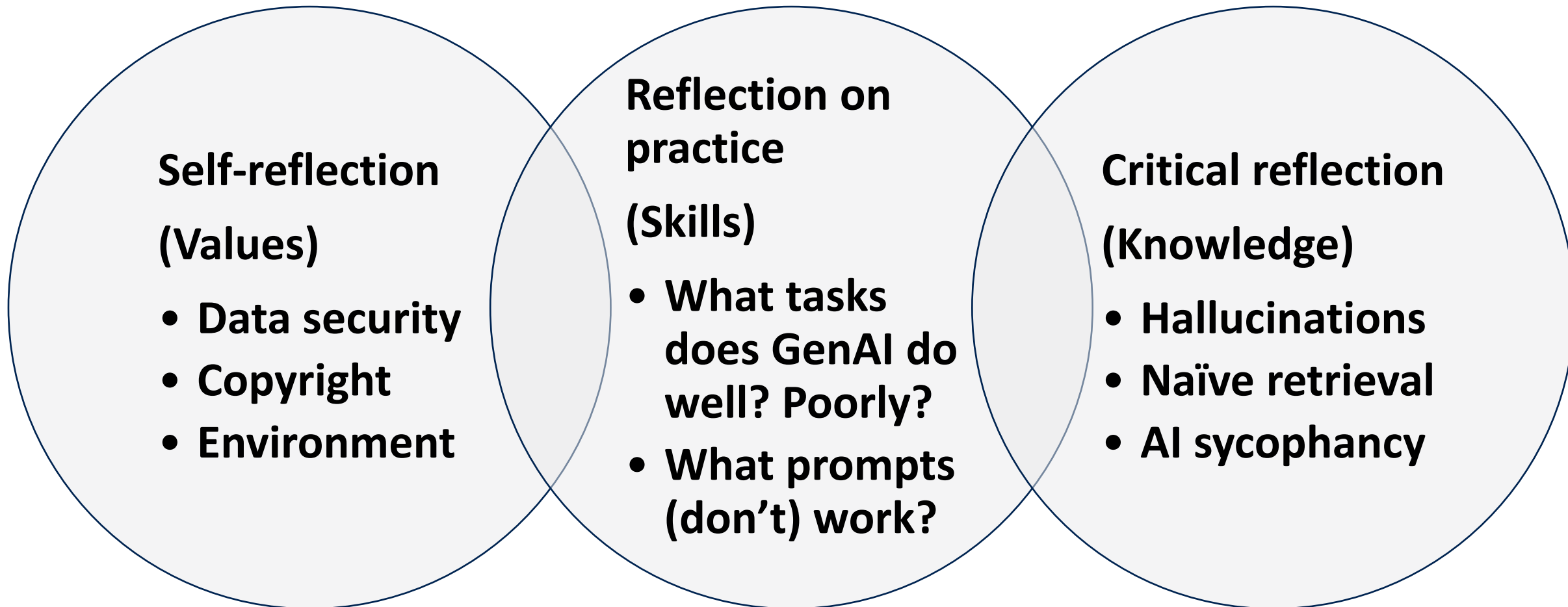
Adapted from Haight 2024

Skilling	Significant negative impact	Moderate negative impact	Neutral	Moderate positive impact	Significant positive impact
Student A asks ChatGPT to write the questions	X				
Student B writes the questions, practices with ChatGPT, identifies errors and omissions through practice.					X

Why Reflective Practice?



Reflective Practice as pedagogy for AI Literacy in Law



Examples from the GDip ICL

Competency Inventory

Professional Competence	Prior experience?	Current level?	Opportunities for development?	Potential actions?
GenAI literacy			In Progress	

Skills Reflection



Two-part narrative (400 words)



End of each course



Part 1: Connect learning experiences to growth in program Skills and Values (including GenAI literacy)



Part 2: Identify areas of weakness and discuss your plan to develop these areas in the future.

Skills Reflection Rubric

5/5 Exceptional = **clear, plausible, and precise** in its:

- Reference to course experiences
- Descriptions of growth
- Identification of weaknesses
- Plans for advancing growth
- The text is persuasive, very well structured, and very well written.

3.5/5 Meets Expectations = Exceptional

But lacking in persuasiveness and/or weakened by structural issues or poor writing.

2/ 5 Limited

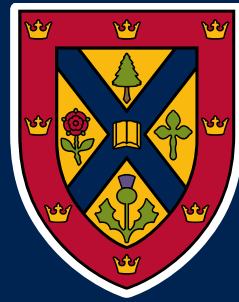
Lacking in one or more of the main criteria (clarity, plausibility, precision)

Content of Skills Reflections

Skill / SVO	Estimated % of References (N=100)
1. Legal Reasoning	35%
2. Legal Research	20%
3. Ethics	15%
4. Critical Thinking & Case Strategy	10%
5. Communication & Advocacy	<5%
6. Application of Knowledge	<5%
7. Reflective Practice	<5%
8. Cultural Competence & Bias Awareness	<5%
9. Collaboration & Leadership	<5%
10. GenAI Literacy	~<1%

Too taboo?

Throughout the program, **I intentionally avoided using generative AI** tools because I was concerned about academic integrity and wanted to ensure my work reflected my own understanding. I did not fully explore how AI could be used responsibly and ethically in professional practice. As we discussed the increasing role of technology in immigration consulting, I realized that **although I understand the risks of AI, I have limited practical experience evaluating its benefits or determining appropriate ways to include it in my workflow.** My approach prevented me from experimenting with course resources and developing confidence in assessing AI tools critically.



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