



University of
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Student voice and the evaluation of reflexive legal pedagogies in an automated age

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“What are we training young lawyers to become?”

Bruinsma, Hidde & Doornbos (2025)

Susskind: “I think we need to give deep thought to what it is that will be required of the law and legal services in a very different world into which we’re adventuring.”

Kemp (2026)

“cognitive tasks” – specific concrete abilities



Film Affinity, *Presumed Innocent*, 1990

Students who are required to disclose, verify, and justify their use of AI will develop capabilities essential to ethical professional practice.

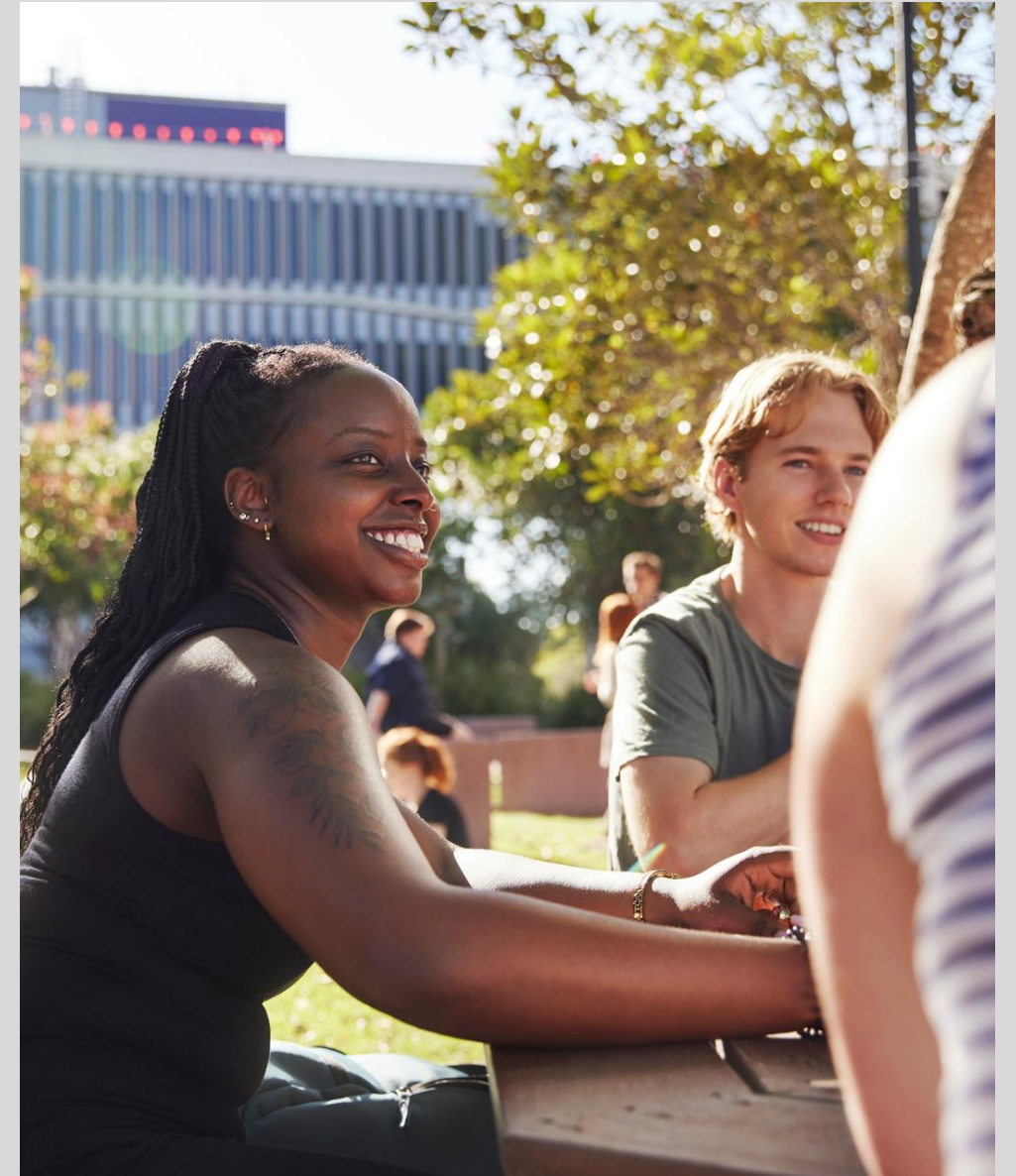


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Mixed methods research

- ✓ Quantitative and qualitative data
- ✓ Student surveys, disclosure narratives, interviews
- ✓ First-year Torts law courses (119 LLB students, 33 JD students)
- ✓ Combined student cohort:
 - 63% are older (25+ years)
 - 87% study online
 - 33% study part-time
 - 32% first in family at university
 - 32% rural and remote residence
 - 19% Low SES
- ✓ AI learning, resources, and support
- ✓ Employability learning, resources, and support



Reflection



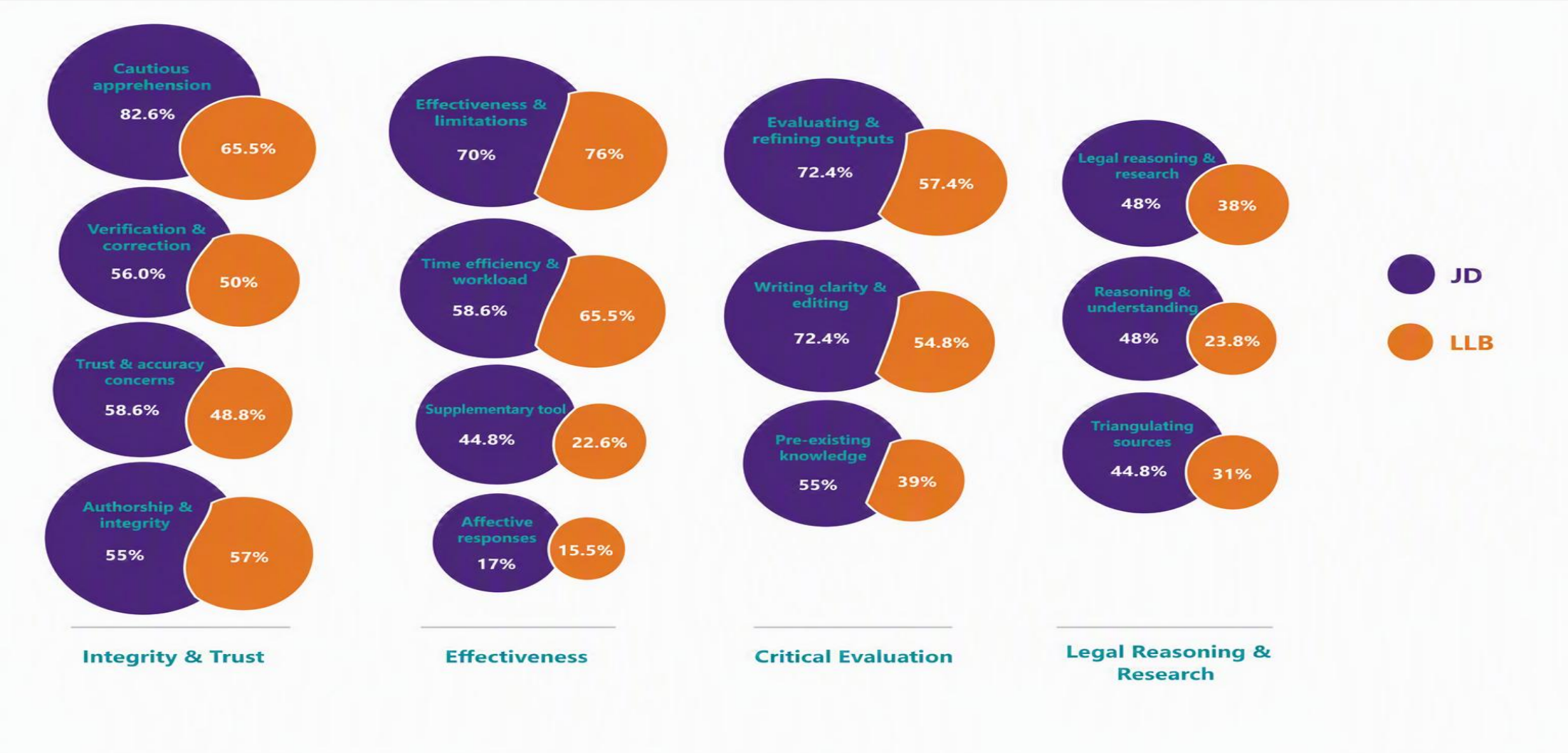
Reflexivity



Qualitative data: inductive analysis generates five themes

Ethical judgment, professional responsibility	“I recognise the importance of legal professionals being able to work with AI, and that it is my responsibility to develop these skills so I can incorporate this technology and demonstrate academic integrity” (LLBS64).
Legal knowledge, reasoning	“AI mainly helped me grasp key concepts, refine my legal reasoning, and ensure my answers aligned with tort law principles and the <i>Civil Liability Act</i> ” (JDS9).
Written communication	“spelling, grammar and sentence structure” (LLBS32); improved “clarity and flow of writing, especially when ... unsure how to word certain explanations” (JDS17); used “to find better words that made my writing more formal and appropriate” (LLBS1).
Self-directed productivity	“I found it quicker to use cases in the textbook and class notes that I already know” (JDS18).
Reflective self-assessment, development	“I am not familiar, experienced or confident enough with AI tools yet to use them in an exam” (LLBS2); “I prefer my own writing to an ai system rewriting my words; my entire value as a person is to do with my reading and writing skills” (LLBS5).

Qualitative data: patterns (CoPilot, 2026)



Quantitative data: changes across the trimester

Increases in students' levels of agreement with the following statements:

- ✓ I understand the job market and employment trends, $rs(43) = .42, p < .01$
- ✓ I display a clear sense of personal identity, $rs(40) = .45, p < .01$
- ✓ I generally demonstrate self-efficacy in my studies, $rs(41) = .37, p < .01$
- ✓ I demonstrate healthy help-seeking behaviours, $rs(39) = .47, p < .05$
- ✓ I can leverage my personal strengths, $rs(41) = .32, p < .05$

Students familiar with AI can imagine what comes next



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CoPilot (2026)

JUSTICE
EQUITY
TECHNOLOGY
HUMANITY



WE BUILD
A FUTURE
WHERE EVERY
COMMUNITY
THRIVES.

- Algorithmic Fairness
- Civil Rights & Tech
- Community Lawyering
- Data Justice
- 2024-2030

OUR MISSION:
LAW FOR THE PEOPLE

JUSTICE
POWERED BY
PEOPLE + AI

KNOWLEDGE
EQUITY
LIBERATION

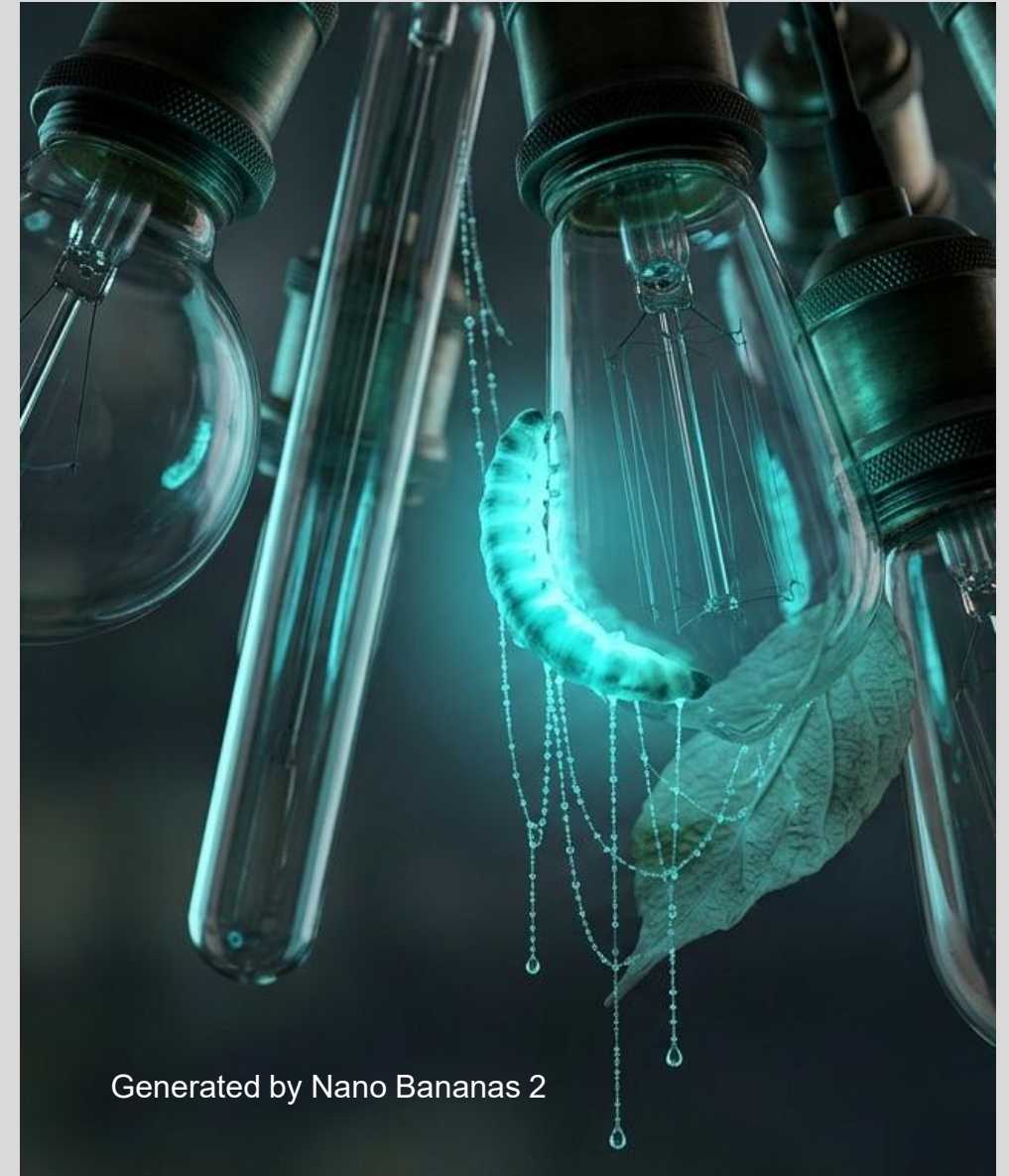
CLIENT COLLABORATION PORTAL
Co-creating Solutions Together

Reflexivity, employability and AI-supported assessment

The future is uncertain; we cannot “future-proof” students.

Susskind (2025):

By thinking together about AI, we encourage “more informed reflection and debate”, equipping young lawyers for task substitution, innovation and elimination.



References

Bruinsma, Hidde and Martijn Doornbos, hosts, *Legal AI Lab*, 'Richard Susskind – This Will Change Every Lawyer's Career' (podcast episode, 25 September 2025).

Kemp, Luke, *Goliath's Curse: The History and Future of Societal Collapse* (2026).

Susskind, Richard, *How To Think About AI: A Guide for the Perplexed* (2025).

Taekema, Sanne and Wibren van der Burg, *Contextualising Legal Research* (2024).



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