

COURSE PROPOSAL: LEGAL PRACTICE IN THE AGE OF A.I. & BIG DATA

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I. DESCRIPTION

“Legal Practice in the Age of A.I. & Big Data” is a two-credit experiential course where students engage with and address the ethical implications of artificial intelligence systems and AI-enabled processes in law practice scenarios.

For the bulk of the course, students will work with fellow “associates” to develop a technological solution that enhances the firm’s pro bono efforts. Additionally, they will evaluate and utilize AI-tools to discern risks and advise on case strategy. Students will gather the skills and knowledge necessary to become critical and ethical users of expert systems and machine learning empowered technologies through these assignments.¹

II. JUSTIFICATION

A.B.A. Model Rules of Professional Conduct 1.1 Comment 8 calls on lawyers to be “keep abreast of changes in the law and its practice, including the benefits and risks associated with relevant technology.” At the bare minimum, lawyers have to understand how to [properly use office software](#), [employ necessary cybersecurity measures](#), and [effectively utilize legal research databases](#).

Modern law practice requires more than these basic skills. More firms are looking for legal technologists² and technology savvy associates to lead A.I. implementation efforts. The American Bar Association passed a resolution urging “courts and lawyers to address the emerging legal and ethical issues related to the usage of A.I. in the practice of law.”³

This course will fill a gap in the Duke Law curriculum by giving students practice with critical perspectives on technologies they will encounter in practice. The course will provide foundational skills and experiences with these technologies that will put them ahead of other new lawyers and in a position to continue the Duke Law tradition of being leaders in the profession.

¹ Expert systems are rule-based artificial intelligence systems that attempt to model expert reasoning through decision trees that respond to different user inputs. Machine learning empowered technologies discern the importance of difference variables in data through review of a training set, usually labeled, so as to create a predictive model that can be applied to future data.

² [Why the Legal Technologist Career Path Presents Both Opportunity and Danger](#), Law.com (2020).

³ [August 2019 Resolution 112 of the ABA House of Delegates](#)

III.OVERVIEW

A. Learning Objectives

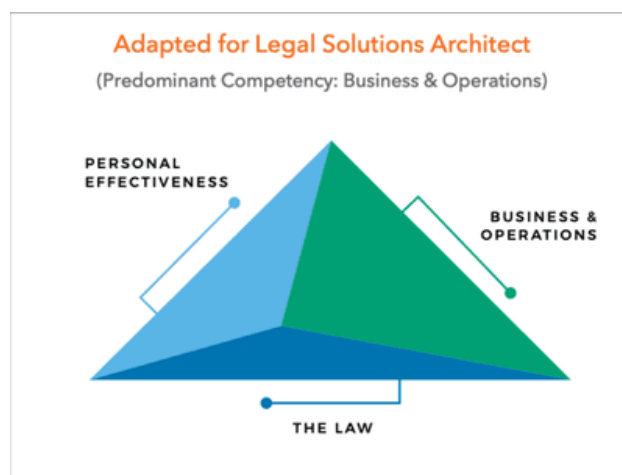
By the end of the course, students will be able to:

- describe the artificial intelligence system development process;
- critically examine different A.I. systems and tools;
- manage a complex system development project;
- utilize technology to collaborate with teammates;
- identify workflows that will benefit from automation;
- automate workflows to increase efficiency;
- locate and prepare relevant data for projects;
- employ information architecture strategies to organize materials; and
- leverage data analytics to inform case strategy.

B. Structure

Each class will begin with a “firm” meeting to address and discuss the week’s topic, and it’s implications on our firm. The remainder of the class time spent in simulated activities addressing scenarios modeled on real-world problems and considerations.

This course was designed [DELTA Model for Lawer Competency](#) in mind, specifically the structure for a Legal Solutions Architect. As a skills-based course, the focus is mainly on developing technical skills and their role in law firm operation and less on the law. While there will be some mention of legal norms and A.I. policy, their part is to inform how lawyers practice in this environment, not to debate what policy or law should be.



Prerequisites: LAW 110 (Civil Procedure), and either L.A.W. 360AB (LARW) or LAW 300 (LARW-INT)

Credits: 2 credit hours

Enrollment cap: 15 students (allows for project groups of three students)

Projected Out-of-Class Hourly Workload:

Readings and preparation for weekly classes	15 – 25 hours
Projects & Assignments	40 – 55 hours
Total hours	55 – 80 hours

C. Instructor Background

As the Technology & Research Services Librarian, I have been involved in a range of technology-related efforts at the law school and university, including the Duke + I.B.M. Partnership and Strategic Planning for Innovation & Technology Committee. I have also been invited to present to the Ethics Committee of the N.C. State Bar Council on artificial intelligence systems, development, and ethical considerations.

I regularly write and present on technology-related topics, including artificial intelligence. I have taught legal technology courses here and at F.I.U. Additionally, I lead workshops and collaborate with other institutions to develop innovative solutions.

Related Publications:

- ◆ *But We Tried that Before: Using Creative Problem Solving to Create Braver More Innovative Law Libraries*, IN MILLENNIAL LEADERSHIP IN LAW SCHOOLS: ESSAYS ON DISRUPTION, INNOVATION, AND THE FUTURE (forthcoming 2020)
- ◆ *A.I. Defined: Core Concepts Necessary for the Savvy Law Librarian*, IN LAW LIBRARIANSHIP IN THE AGE OF A.I. (2019)
- ◆ *Legal Tech Needs to Abandon UX*, 3 Geeks and A Law Blog (Apr. 9, 2018)

Related Presentations:

- ◆ *A.I. Fundamentals for Faculty*, AALS Technology Section Webinar (2020)
- ◆ *Designing Innovative Ways to Meet the Needs of Human Trafficking Survivors*, IBM RTP Design Studio (2019), co-facilitator
- ◆ *A2J by Design: Prototyping Innovative Solutions with Open Legal Information*, U.N.T. Open Access Symposium (2019)
- ◆ *Algorithms and Hidden Biases: What Responsibilities Do Lawyers Have to ‘Look Under The Hood’ of Legal A.I.?*, A.B.A. Tech Show (2019)

D. Readings

Assigned readings will either be free online or accessible through the Duke University Libraries' electronic resources. Readings will include case law, ethical rules, resolutions, standards, scholarly materials, news articles, and practitioner-respected blog posts.⁴

E. Simulation Components

Following A.B.A. Standard 304, this course provides students multiple opportunities for performance and various experiences similar to those they might encounter in field placement. Projects will require students to employ high-level legal analysis and reasoning, legal research, problem-solving, and written and oral communication. Students will engage with ethical dilemmas related to artificial intelligence systems and large scale data collection and confront jurisprudential principles challenged by these systems throughout the course. As lawyers rarely do their work in isolation, many assignments also require students to work collaboratively with their colleagues to produce a high-quality work product.

Students will utilize Microsoft Office 365 software for their Access to Justice Project. The full suite is free to students through the O.I.T. enterprise license.

- Power Automate – workflow automation application
- Teams – group collaboration software
- Outlook – email and scheduling software
- Planner – project management and scheduling software

Also, students will employ [DocAssemble](#), an open-source cloud program for a guided interview and document assembly development, to develop their A2J project solution.

F. Assessment

Students will be tasked with small assignments, reflections, and a group project related to access to justice. These assessments will require students to engage in real-world scenarios and employ a range of legal skills. A more detailed explanation of each assignment is available in Appendix B.

⁴ E.g., The IEEE Global Initiative on Ethics of Autonomous and Intelligent Systems, [Law](#), IN ETHICALLY ALIGNED DESIGN; Winfield v. N.Y.C., 2017 WL 5664852 (2017); David Lehr & Paul Ohm, *Playing with the Data: What Legal Scholars Should Learn About Machine Learning*, 51 U.C. DAVIS L. REV. 653-717 (2017); Julia Angwin, Jeff Larson, Surya Mattu and Lauren Kirchner, *Machine Bias*, PROPUBLICA, May 23, 2016, <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>; Bob Ambrogi, Will that Bill Pass? New AI Tool in Westlaw Edge Predicts Outcomes, LAW SITES, Feb 12, 2020, <https://www.lawsitesblog.com/2020/02/will-that-bill-pass-new-ai-tool-in-westlaw-edge-predicts-outcomes.html>.

Class Participation		10%
Access to Justice Project		65%
Problem Proposal	5%	
Automation Assignment	5%	
Issue Research	5%	
Data Report	5%	
Decision Tree	10%	
One-Shot Overview & Presentation	10%	
Application	10%	
Reflection & Report	15%	
Legal Software Evaluation Assignment		10%
Litigation Analytics Strategy Memo		15%

IV. SYLLABUS OVERVIEW

The course schedule front-loads the knowledge and skills necessary for the Access to Justice Project into the first third of the class. The remainder of the class expands on this in a few specific areas to expose students to other AI-impacted legal work.

Week 1 – A.I. & Data Foundations and Firm Onboarding

Topics: Introduction to artificial intelligence and big data. A.I. impacts on law practice.

Week 2 – AI-Informed Governance & Access to Justice

Topics: Government adoption of A.I. systems and tools. Data-informed policing. Access to justice gap in the United States.

Week 3 – Engaging with Data

Topics: Information architecture. Locating and evaluating data. Information security

Week 4 – A.I. Development & Project Management

Topics: Legal Project Management. Expert System Development.

Week 5 – Expert Systems, Task Automation, & Software integration

Topics: Expert systems as a subset of artificial intelligence. Task automation. APIs & open-source software as vehicles for innovation.

Week 6 – Law as Code

Topics: Decision trees & mapping the law. Rules as Code.

Week 7 –Data-Driven AI

Topics: Machine learning, deep learning, & neural networks. Coding principles. Impact on the law and legal practice.

Week 8 – Evaluating ML Systems & Processes

Topics: ML system development. Evaluating ML software and systems.

Week 9 – Natural Language Processing & Legal Research

Topics: Natural language processing. Word embeddings. Word2Vec. Legal chatbots.

Week 10 – Team Feedback & Review

Week 11 – Technology Assisted Review

Topics: Technology Assisted Review. e-Discovery & drafting software.

Week 12 – Predictive Technologies & Legal Analytics

Topics: Predictive AI-systems. Linear Regression. Litigation Intelligence. Bill & regulation predictions.

Week 13 – Future of Law Practice

Topics: Current events and emerging technologies that are impacting law practice.

Week 14 – Project Presentations

Appendix A: WEEK BY WEEK BREAKDOWN

Week 1 – A.I. & Data Foundations and Firm Onboarding

Overview: This class will serve as an onboarding and training meeting where new associates are introduced to our firm and the fundamental problems before us.

Topics: Introduction to artificial intelligence and big data. Rules (expert systems) v. data-driven A.I. The impacts of A.I. systems on modern law practice.

Readings:

- Cat Moon, [Delta Model Lawyer: Lawyer Competencies for the Computational Age](#), M.I.T. COMPUTATIONAL L. REPORT, Dec. 6, 2019
- [A.B.A. Model Rules of Professional Conduct 1.1 Comment 8](#)
- Robert Ambrogi, [38 States Have Adopted Ethical Duty of Technology Competence](#), LAW SITES, last visited Oct. 14, 2020
- Rob Thomas, [THE A.I. LADDER: DEMYSTIFYING A.I. CHALLENGES](#) (2019)
- Ed Walters, [AI Practice, Not Promise, in Law Firms](#), LAW PRACTICE MAGAZINE (2019)

Class Discussion: How do we identify and train insufficiently skilled attorneys at the firm? A.I. is not quite pervasive in all firms. Do we need it? If so, why? Are there risks?

In-Class Activity: Discuss the pro bono technology initiative. Set-up teams and digital workspaces.

Assigned: [A2J project](#) - instructions released.

Week 2 – AI-Informed Governance & Access to Justice

Overview: Providing a background for the A2J project, we'll discuss the way A.I. is implemented in governance and the impact those systems and technology generally have on access to justice. Additionally, we will discuss the complexities of access to justice as more than just access to lawyers.

Topics: Government adoption of A.I. systems and tools. Data-informed policing. Access to justice gap in the United States.

Readings:

- Michele Gilman, [States Increasingly Turn to Machine Learning and Algorithms to Detect Fraud](#), U.S. NEWS, Feb. 14, 2020.
- Loomis v. Wisconsin, 881 N.W.2d 749 (Wis. 2016)(finding the use of closed-source risk assessment software as but one factor in sentencing decisions does not violate defendant's due process)
- Rebecca L. Sandefur, [Access to What?](#), 148 DAEDALUS 49 (2019)
- Debora Rhode & Scott Cummings, [Access to Justice: Looking Back, Thinking Ahead](#), 30 GEORGETOWN J. OF LEGAL ETHICS 485 (2017)
- A.B.A. Center for Innovation, [The Ecosystem for the Regulation of Legal Services and Increasing Access to Justice](#)

Class Discussion: What implications do AI-systems have on the lawfulness of government decision-making? How do we responsibly represent clients in bail hearings informed by A.I.? How do we advise clients on AI-empowered administrative processes?

In-Class Activity: Discuss the intent or goals of the firm's ProBono tech initiative (A2J Project). Microsoft Power Automate training.

Assigned: [A2J Project – Workflow Automation Assignment](#).

Week 3 – Engaging with Data

Overview: Understanding data is key to any AI-empowered system development. We'll cover how decisions around information architecture, collection, and storage can impact how data can and should be used. Students will be challenged to review a data set to discern essential features, as well as possible concerns.

Topics: Information architecture. Locating and evaluating data. Information security

Readings:

- Rashida Richardson, Jason Schultz, & Kate Crawford, [Dirty Data, Bad Predictions: How Civil Rights Violations Impact Police Data, Predictive Policing Systems, and Justice](#), 94 N.Y. U. L. REV. ONLINE 192 (2019)
- Mark A. Cohen, [Why Is Law So Slow To Use Data?](#), FORBES, Jun. 24, 2019
- Bennett B. Borden, [BIG DATA, ANALYTICS AND ETHICS: LAWYERING IN THE INFORMATION AGE](#) (2017)
- Darrell Mervau, [Moving Law Firm I.G. into the Future](#), LAW PRACTICE TODAY, Dec. 14, 2018

Class Discussion: Following the activity below, discuss the dataset's limitations and what that means for other projects.

In-Class Activity: Reviewing and Manipulating ProPublica data. Professor will create a Tableau Dashboard with the ProPublica data from *Machine Bias*. The class will collaboratively investigate the data and consider ways that we'll want to analyze the data to answer related questions.

Assigned: [A2J Project - Group proposal](#).

Week 4 – A.I. Development & Project Management

Overview: The class will address the best ways to manage complex legal projects, like the A2J project, and how best to develop the new systems like the expert system they will be building for that project.

Topics: Legal Project Management. Expert System Development.

Readings:

- Marc Lauritsen and Alan Soudakoff, [Keys to a Successful Document Assembly Project](#) (2005)
- Nancy Jessen and Bret Baccus, [Legal Project Management](#), Jan. 01, 2012

Listen: [Cat Moon on Legal Problem Solving for the 21st Century](#), Geek in Review [podcast]

Class Discussion: Discuss the ethical and professional communication required for this class and law practice. How do you keep yourself accountable, and your supervisor informed of your progress? How do you handle interpersonal conflict?

In-Class Activity: Utilize Planner to set meetings, add project milestones, and note assignment due dates.

Week 5 – Expert Systems, Task Automation, & Software integration

Overview: Expert systems are less hyped than machine learning, but they are the backbone of many A2J and law firm workflow efficiency efforts. They can be found in document drafting platform for prose patrons and law firm client intake systems.

Topics: Expert systems as a subset of artificial intelligence. Task automation. APIs & open-source software as vehicles for innovation.

Readings:

- Josh Blandi, [APIs for Lawyers: Saving Time Through Automation](#), ATTORNEY AT WORK
- Richard Susskind, [Expert Systems in Law: a Jurisprudential Approach to Artificial Intelligence and Legal Reasoning](#), 49 MODERN L. REV. 168 (1986)
- Quinten Steenhuis, [The Best AI Might Be the One We Invented 50 Years Ago](#), Feb. 25, 2020

Class Discussion: What role should future data needs and API development take in our software adoption efforts?

In-Class Activity: Docusemble training. Professor will walk-through the program, highlight important websites for code and guidance, and provide students small activities to begin their work with the software.

Week 6 – Law as Code

Overview: We'll attempt to break down a law into a decision tree to explore the limitations of computer guidance and the effect human error can have on the final product. Additionally, the rules as code debate will be discussed to address how that might impact practice in the future.

Topics: Decision trees & mapping the law. Rules as Code.

Readings:

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- Jason Morris, [Rules as Code](#), LAW PRACTICE TODAY, Dec. 13, 2019
- Jason Morris, [Blawx: Rules as Code Demonstration: Why Should Lawyers Care?](#)

Class Discussion: Following activity, discuss the limitations of efforts like these. Would have it been better to formulate it as what is NOT fair use?

In-Class Activity: Decision tree development for Fair Use. Breakout groups will attempt to create a document to map out the analytical process for determining if use falls under the definition of Fair Use. Professor will supply a summary document of the law to avoid the need to research the issue.

Assigned: [A2J Project – Decision Tree](#)

Week 7 – Data-Driven AI

Overview: This class will dive into the development of machine learning systems allowing students to see behind the marketing to the process and the human decisions involved in development.

Topics: Machine learning, deep learning, & neural networks. Coding principles. Impact on the law.

Readings:

- David Lehr & Paul Ohm, [Playing with the Data: What Legal Scholars Should Learn About Machine Learning](#), 51 U.C. DAVIS L. REV. 653-717 (2017)
- Jason Tashea, [New Game Lets Players Train A.I. to Spot Legal Issues](#), A.B.A. JOURNAL, Oct. 16, 2018

Class Discussion: Following the activity, students will discuss the usefulness of this approach. What is the aim? What is the problem? What are the data?

In-Class Activity: [Learned Hands](#). Student groups will evaluate the program.

Week 8 – Evaluating ML Systems and Processes

Overview: This class will address processes for evaluating ML systems, including interpreting [confusion matrices](#). We'll compare the standard measures of accuracy (percent of true negative and true positives out of total cases) with Blackstone's Ratio (number of false positives to false negatives) and address the implications.

Topics: ML system development. Evaluating ML software and systems.

Readings:

- Jennings Brown, [Why Everyone Is Hating on I.B.M. Watson—Including the People Who Helped Make It](#), GIZMODO, Aug. 10, 2017
- Larry Greenemeier, [Intelligent to a Fault: When A.I. Screws Up, You Might Still Be to Blame](#), SCIENTIFIC AMERICAN (Mar. 15, 2017)

Class Discussion: What problems does a firm have that ML might be useful to address? What are the concerns involved?

In-Class Activity: Define a problem to be addressed, the variables to be used in answering that question. Groups will then share with the class and get feedback.

Assigned: [Legal Software Evaluation Assignment](#).

Week 9 – Natural Language Processing & Legal Research

Overview: Legal databases implement word embeddings into their systems to provide more accurate results for natural language queries. While still not as accurate as Boolean searching, they are improving.

Topics: Natural language processing. Word embeddings. Word2Vec. Legal chatbots.

Readings:

- Nicholas Stump, *Following New Lights: Critical Legal Research Strategies as a Spark for Law Reform in Appalachia*, 23 AMERICAN UNIV. J. GENDER, SOC. POL & L. 573, 608-615 (2015)
- Thomson Reuters, [Natural Language Processing](#)
- Christopher Manning & Richard Socher, [Natural Language Processing with Deep Learning: Lecture notes](#)
- Emerging Technology from the arXivarchive, [How Vector Space Mathematics Reveals the Hidden Sexism In Language As Neural Networks Tease Apart the Structure Of Language, They Are Finding a Hidden Gender Bias That Nobody Knew Was There](#), M.I.T. TECH. REV., Jul. 27, 2016

Class Discussion: Following the activity, the class will discuss issues uncovered and lessons learned. How do we remain leaders while using systems that lean heavily on the past?

In-Class Activity: Legal research database evaluation. Students will perform different searches into the three major legal databases and Google and discuss the varying results. [Word2Vec Demo](#).

Week 10 – Team Feedback & Review

Overview: Student groups will summarize their projects and pose questions to the class to move their project forward.

Assigned: e-Discovery problem & groups in preparation for next class activity.

Week 11 – Technology Assisted Review

Overview: While machine learning is not pervasive in all areas of law practice, it is employed for more efficient and cost-effective electronic discovery and the review of documents, like contracts, to catch problematic language.

Topics: Technology Assisted Review. e-Discovery & drafting software.

Readings:

- Beverly Rich, [How A.I. is Changing Contracts](#), HARVARD BUSINESS REVIEW, Feb. 12, 2018
- William S. Veatch, [Artificial Intelligence and Legal Drafting](#), LEGAL ANALYTICS COMMITTEE NEWSLETTER (Apr. 2019)
- EDRM, *4. Search Framework & 6. Search Methodologies*, [EDRM SEARCH GUIDE](#) (2009) [skim others for reference]
- [Slow, Expensive, Lopsided Discovery Leads Court to Split Costs](#), Logikull, Sept. 7, 2017
- *Winfield v. N.Y.C.*, [2017 WL 5664852](#), [2017 U.S. Dist. LEXIS 194413](#) (2017)
 - In the originating lawsuit, plaintiffs claim N.Y.C.'s affordable housing program and policies have a disparate impact on racial minorities. The appeal is about the use of predictive coding to limit the number of documents used during a technology-assisted review.
- [Pyle v. Selective Insurance Company of America, Case No. 2:16-cv-335 \(W.D. Pa. Sept. 30, 2016\)](#); [Flowrider Surf, Ltd. v. Pacific Surf Designs, Inc., Case No. 15-cv-1879-BEN \(B.L.M.\) \(S.D. Cal. Nov. 3, 2016\)](#) [skim]

Class Discussion: What impact do *Winfield* and the others have on our firm? How do we effectively represent our clients in large e-Discovery disputes? Do we utilize contract drafting programs? Do they eliminate the bespoke nature of our service?

In-Class Activity: e-Discovery request report. Students will break off into groups to review an discovery request for electronic data. They will work together to answer specific questions. What sort of data might be relevant Where might that data live? What stakeholders should be involved? Etc. The class will reconvene and discuss.

Week 12 – Predictive Technologies & Legal Analytics

Overview: Clients want more predictability with their legal fees and the cases they face. Predictive technologies have helped lawyers write winning memos, labor unions target their lobbying efforts, and more. Law firms are looking for more ways to implement these technologies to enhance business and build goodwill with clients.

Topics: Predictive AI-systems. Linear Regression. Litigation Intelligence. Bill & regulation predictions.

Readings:

- Theodore W. Ruger, Pauline T. Kim, Andrew D. Martin, & Kevin M. Quinn, [The Supreme Court Forecasting Project: Legal and Political Science Approaches to Predicting Supreme Court Decisionmaking](#), 104 Columbia L. Rev. 1150 (2004)
- John J. Nay, [Predicting and Understanding Law-Making with Word Vectors and an Ensemble Model](#), 12 PlosOne (2017)
- Kelly Waldo, [Get to Know Your Judge, for a Fee: Judicial Analytics Platforms Promise Insight into Judges' Tendencies](#), N.C. J.L & Tech. (Oct. 2, 2017)
- Owen Byrd, [Legal Analytics vs. Legal Research: What's the difference?](#), Law Technology Today (Jun. 12, 2017);
- Jason Tashea, [France Bans Publishing of Judicial Analytics and Prompts Criminal Penalty](#), A.B.A. J., Jun. 7, 2019

Class Discussion: How should we implement litigation intelligence and predictive technologies into our practice?

In-Class Activity: Litigation intelligence platform training. Professor will introduce the platforms with iterative training and small group activities.

Assigned: Litigation Intelligence Memo

Week 13 – Future of Law Practice

Overview: This class will discuss frontier technologies that are looming or starting to impact law. The last $\frac{3}{4}$ of the class will be planning for presentations.

Topics: Current events and emerging technologies that are impacting law practice.

Readings: Readings below are subject to change.

- Louis Lehot, [*If Blockchain is the Next Big Tech Paradigm Shift, What Legal Issues Matter?*](#), LEGAL TECH NEWS, Oct. 1, 2020
- Jordan Bryan, [*4 Legal Tech Trends for 2020*](#), GARTNER, Feb. 6, 2020

Class Discussion: What technology are you most interested in as you move forward in your career? How can you stay abreast of the developments?

In-Class Activity: Presentation planning with teams.

Week 14 – Project Presentations

Readings:

- Group Project One Shots
 - Each group will provide a one-page breakdown of their project for students to read in advance of the presentation.

Appendix B: DETAILED ASSIGNMENT EXPLANATIONS

GROUP ACCESS TO JUSTICE PROJECT

Summary: The firm is civically minded and is looking to find ways to increase the impact of our pro bono and community work. Three-person associate teams are tasked with developing a technology solution that will either allow the firm to supply more pro bono assistance or provide guidance/assistance to pro-se individuals.

This assignment will be given at the beginning of the course but not due until closer to the end. It will allow students to engage with colleagues throughout the course for feedback and guidance, employing some design thinking principles.

Work required: Students will collaborate in groups of three to identify an access to justice issue, research the related legal processes, and use either QnA Markup or Docussemble to build an application that addresses that issue.

Components:

- Problem Proposal (group)
 - Short email proposing the issue to be addressed through their project, as well as why they believe this to be a useful focus.
- Workflow Automation Assignment (individual)
 - Using Microsoft Power Automate to automate two workflow procedures. E.g., Get a push notification every time a team member adds documents to the team folder.
- Issue Research Summary (individual)
 - Provide a 1-2 page summary of research on the groups A2J issue.
- Data Report (group)
 - Report on the project-related data. The group will need to identify data sets they have as well as ones they will need, including data from users. Additionally, they will need to draft a data use policy for data gathered and stored from users.
- Decision Tree (group)
 - Diagram of the process followed in their expert system.
- One-Shot Project Overview
 - One page summary of the project and how the students attempted to solve it.
- Presentation (group)
 - Student groups will present for 20 minutes on their project, covering the problem addressed and how their system solves it.
- Application (group)
 - Groups will submit a URL to their final application/solution.
- Reflection & Report (individual)
 - A 2-3 page overview of their work with their groups. They will reflect on the impact of technology on their collaborative efforts, examine the

strengths and limitations of their group's solution, and discuss how they would go about iterating the system to improve its impact/effect.

Skills Employed: collaboration, information organization, legal research, problem-solving, systems analysis, and synthesis.

Time Required: 30 – 40 hours

LEGAL SOFTWARE EVALUATION PROJECT

Summary: Submit a report comparing two different brief analyzers.

Skills Employed: legal writing, critical evaluation,

Time Required: 3 – 6 hours

LITIGATION STRATEGY MEMO USING MOTION ANALYTICS

Summary: Leverage analytics platforms like Lexis Context and Litigation Analytics in Bloomberg Law to craft a short memo on suggested litigation strategy.

Skills Employed: legal research, legal writing, legal analysis, information literacy

Time Required: 6 — 9 hours