
From Curiosity to Competence:

*Measuring Learning in an AI
Legal Research Course*

Sandy Hervieux, Head Librarian
& Ana Rogers-Butterworth, Liaison Librarian
Nahum Gelber Law Library, McGill University



Agenda

Overview of the course/program

Course Structure

Pre & Post Survey

Survey Results

Preliminary Findings

McGill Law: Focus Week



Upper year law students (2L – 4L)



12 hours, 1 week intensive with a graded assignment



Pass/Fail; 50% participation, 50% final assignment



Two librarians designed and delivered a Focus Week Course on **Legal Research and AI**



There is no formalized training on how to use AI tools offered at the law faculty.

A Necessary Evil?

- 80% of Canadian law firms with 20 or more lawyers have implemented or are investigating AI tools (<https://www.bestlawyers.com/article/canadian-firms-explore-ai-but-few-fully-embrace-the-shift/7185>)
 - Canadian legal professionals polled:
 - 75% reported that AI saved their firms a moderate to significant amount of time
 - 23% said AI saved a significant amount of time
 - 43% believed legal-specific AI had the most impact
- (<https://www.canadianlawyermag.com/resources/legal-technology/canadas-firms-lead-in-adopting-emerging-technology-such-as-legal-specific-ai-leap-research/393885>)

Course Structure: Six Frames for AI Literacy*

* Based on **Building an AI Literacy Framework**, Hervieux, S. & Wheatley. A. (2024)

Know the basic principles of AI	Establish a base knowledge of artificial intelligence; learn the difference between narrow and general AI.
Understand the differences of AI types	Understand different types of AI and how technologies branch into subcategories.
Experiment with AI Tools	Undertake elective experiences; develop your own AI.
Review	Review the outputs and outcomes of AI tools. Analyze and critique AI on a micro level.
Evaluate the Impact of AI	Discuss issues on a macro-level; evaluate societal impact; engage in ethical considerations of AI
Engage	Engage in AI discourse; stay involved in the conversation

Course Structure

Basic Principles & Understanding

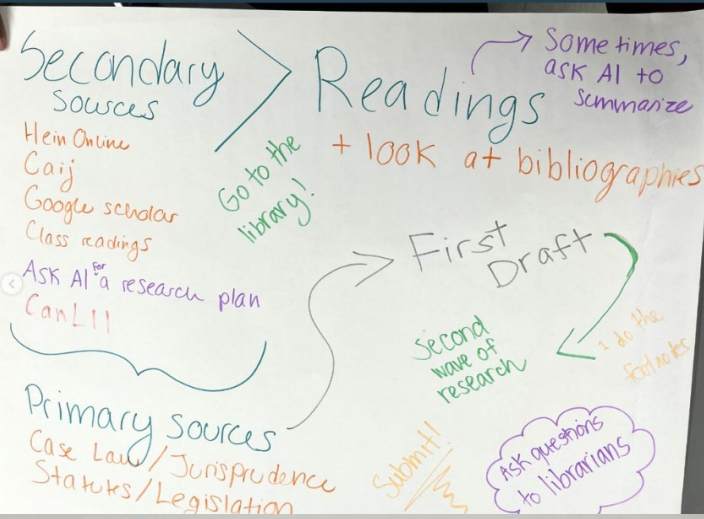
- Activity: review of traditional legal process and suggestions of how AI could be used at each step
- Create your own AI Evaluation criteria for legal research

Experiment & Critique

- Working with a real case example, students were asked to create a prompt for AI, asking for an argument to appeal the decision.
- They then analyzed the response, posted the prompt and response on MyCourses, and commented on a classmate's prompt.

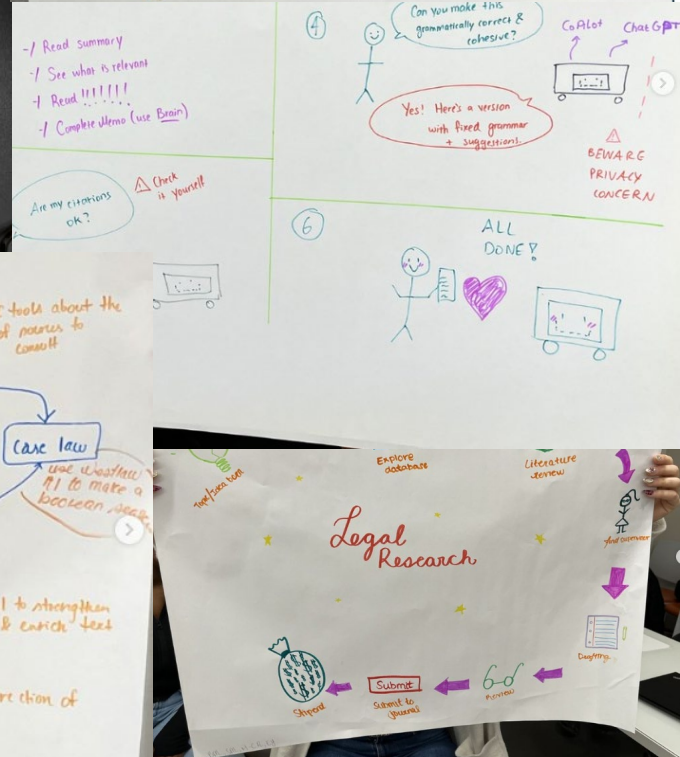
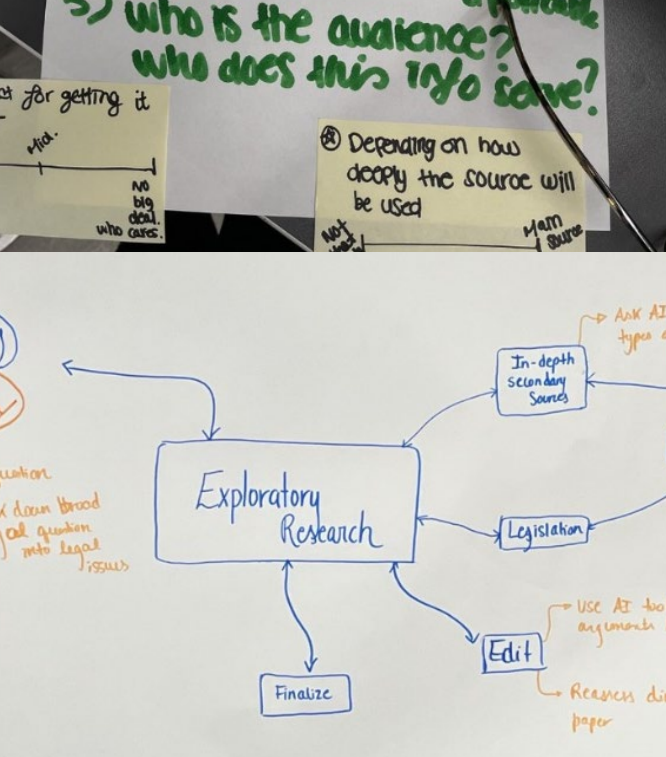
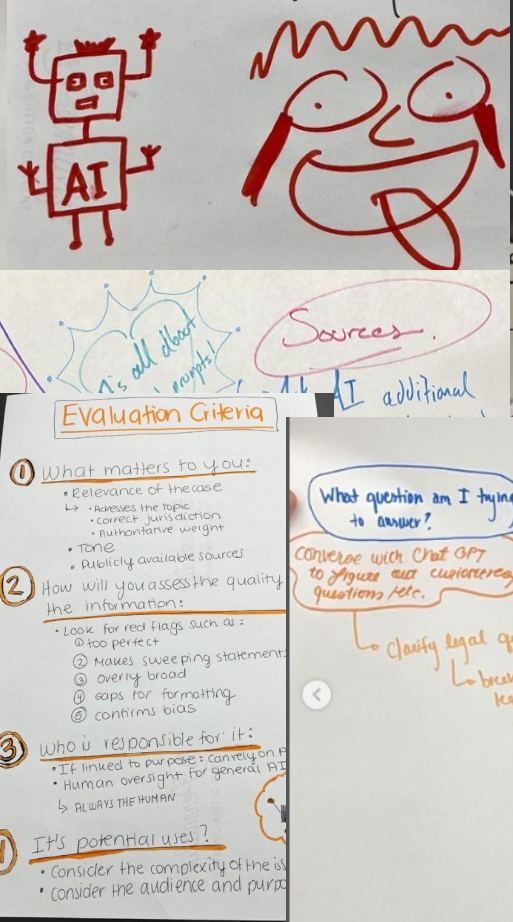
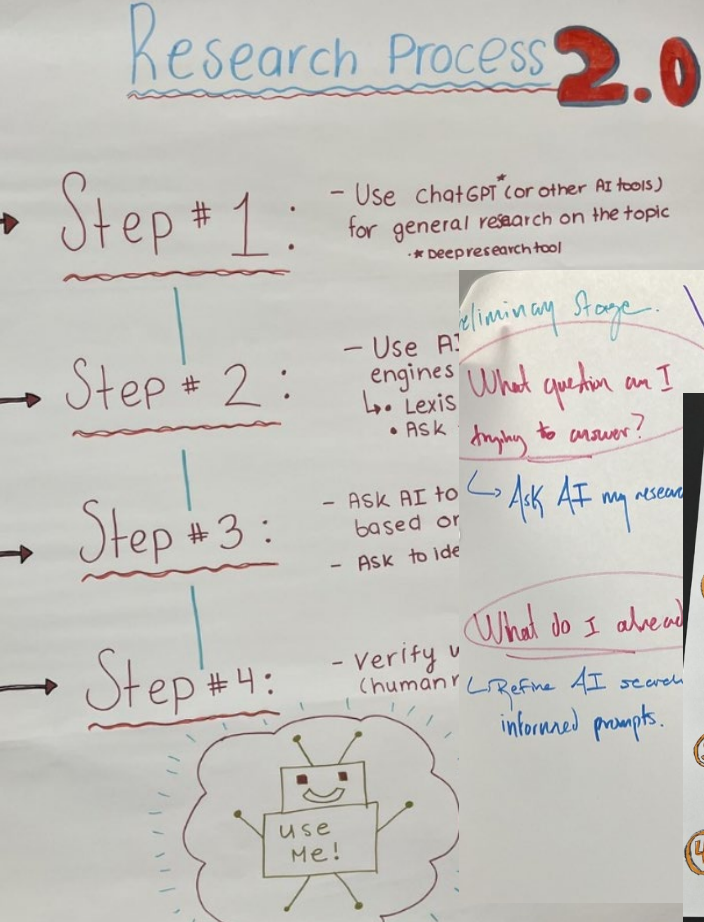
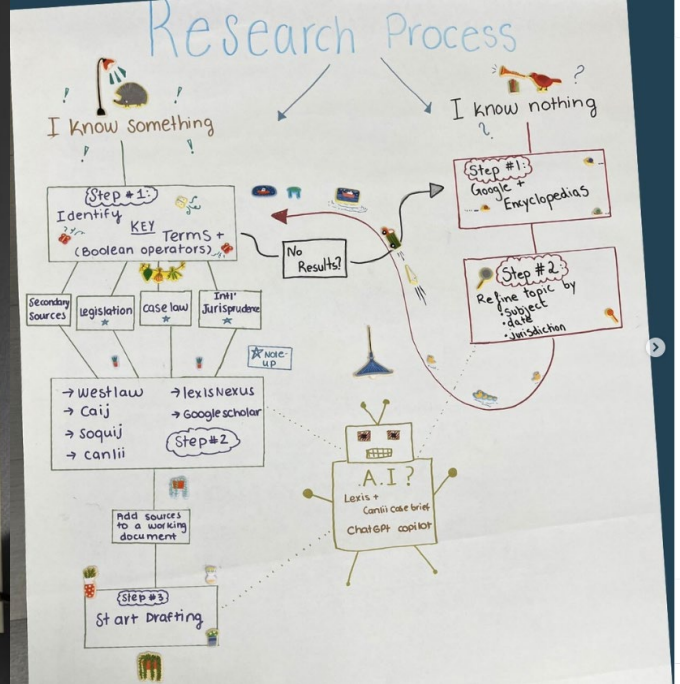
Impact & Engage

- Read about and discuss real-life examples of AI misuse in the justice system and healthcare.
- Discussion of AI in Science Fiction. Watching clips & reading short story to reinforce the possibilities and dangers.



- # 1. Is it REAL?
- # 2. Relevance
- Jurisdiction
 - Overturned
 - Recent
 - Applicable to the facts
 - Check for consistency
- # 3. Origin of data
- ! Validity of source

- # CRITICAL THINKING
- Does it exist? ☒ ☒
 - Is it a valid source?
 - Good law?
 - Peer reviewed?
 - Who is the author?
 - Is it recent? How recent?
 - Does it apply to your research? Relevance?
 - How applicable?
 - who is the audience? who does this try to serve?
- not applicable
- Extremely applicable
- Considerations for applicability
- Depending on how deeply the source will be used
- Not used
- Must be sure



Pre-Survey

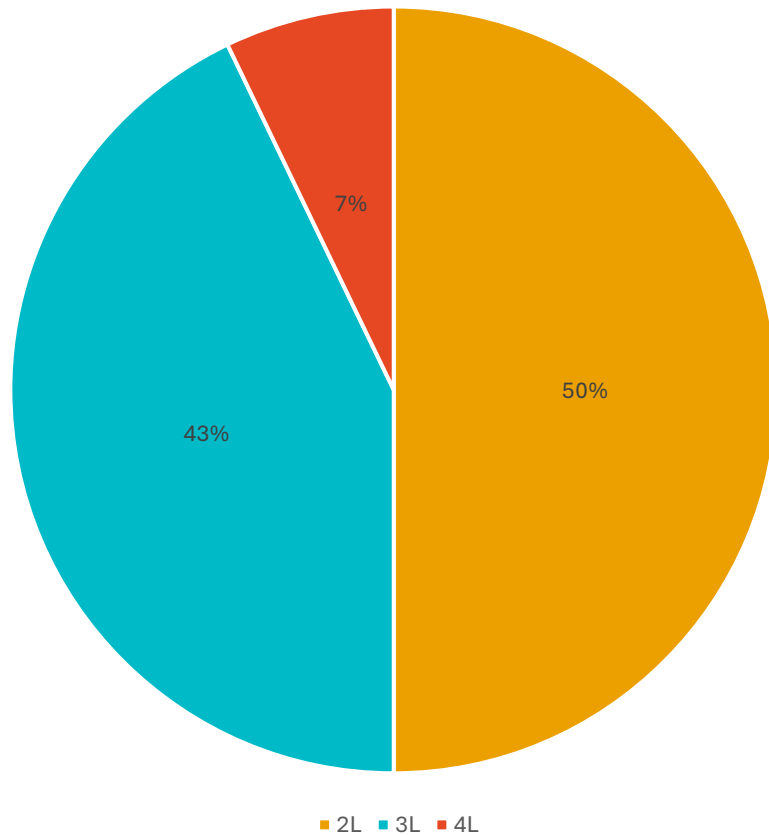
- What year of your law degree are you in?
- What is your level of education before law school?
- Do you use any generative AI tools?
- If so which one(s) do you use?
- What do you use gen AI for? - school, work, personal...
- If you use gen AI for school, what do you use it for? (free text)
- How much do you trust the answers that you receive from Gen AI tools? Likert scale
- Do you think you will use gen AI tools when you enter the workforce as a legal professional? Likert scale

Post-Survey

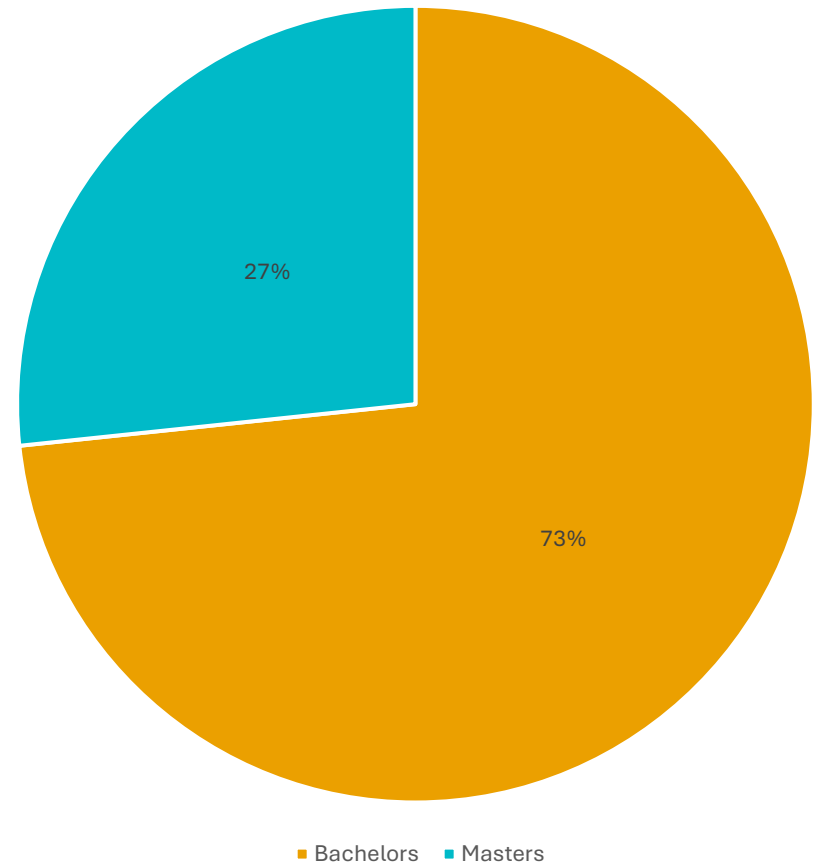
- What do you use gen AI for? - school, work, personal...
- If you use gen AI for school, what do you use it for? (free text)
- How much do you trust the answers that you receive from Gen AI tools? Likert scale
- Do you think you will use gen AI tools when you enter the workforce as a legal professional? Likert scale
- What are some advantages of using gen AI tools?
- What are some concerns of using gen AI tools?
- Has taking this course changed the ways you will use gen AI tools? (free text)
- Is there anything else you wish you had learning from this course? (free text)

Survey Results - Demographics

Year of study

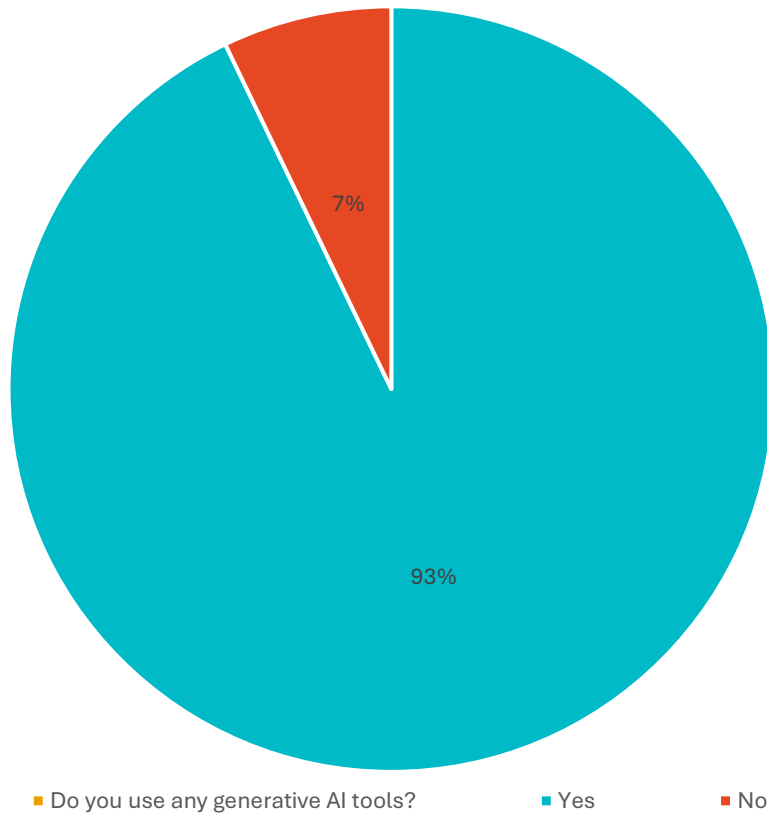


Level of education before law school

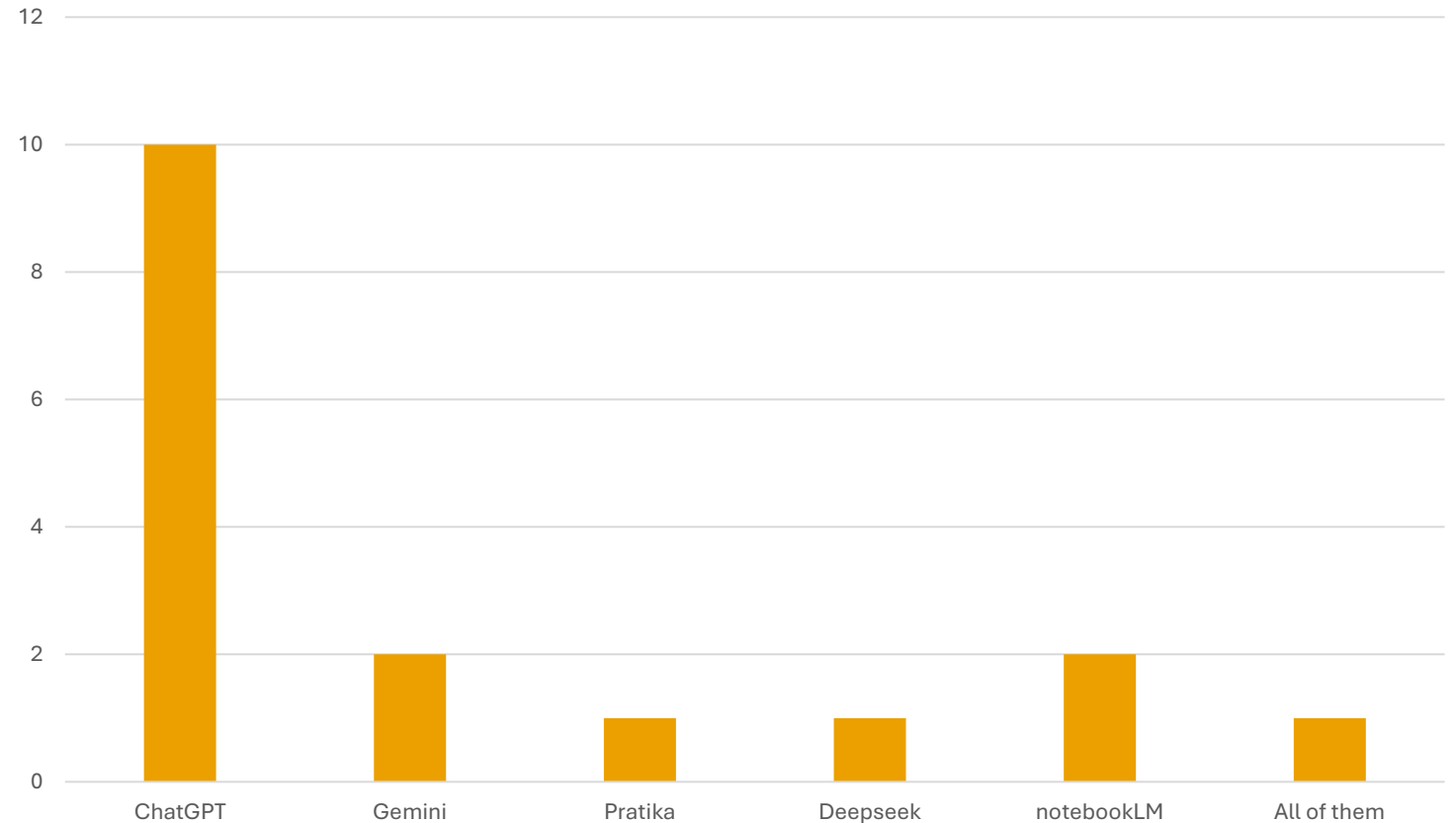


Pre-Survey Results – Use of AI

Use of Gen AI Tools

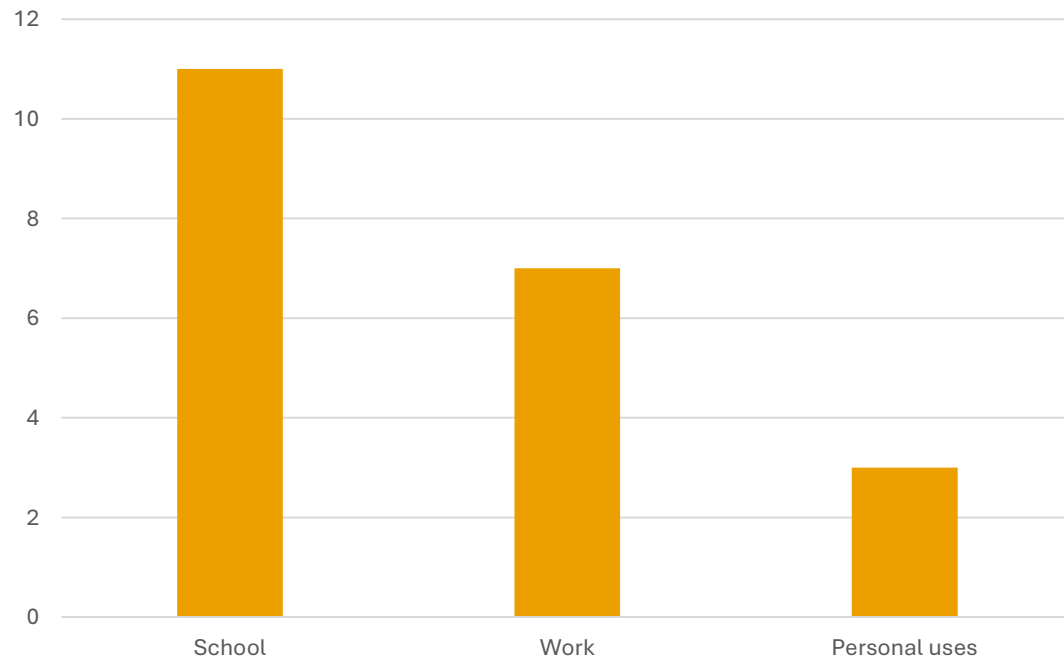


Gen AI tools used

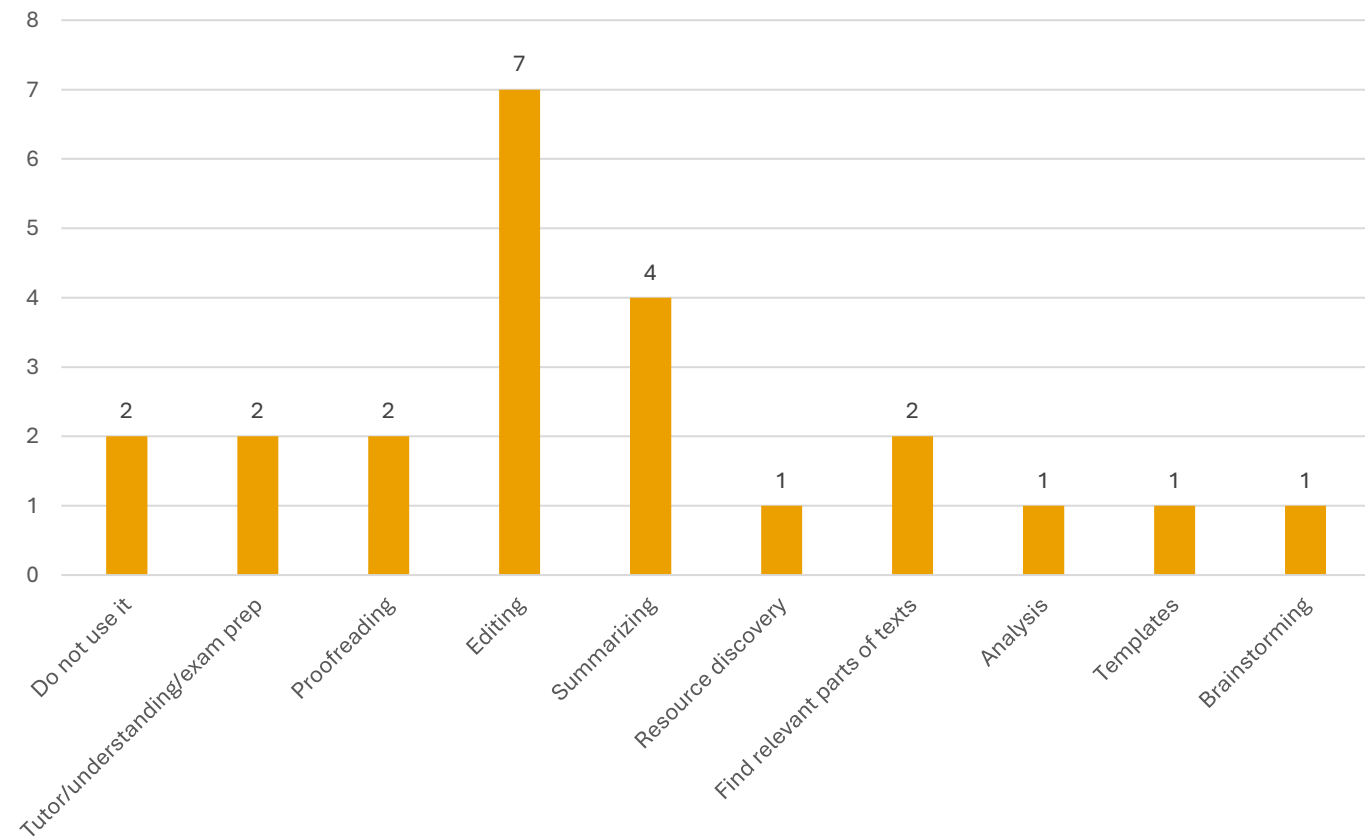


Pre-Survey Results – Use of AI

What do you use AI for?

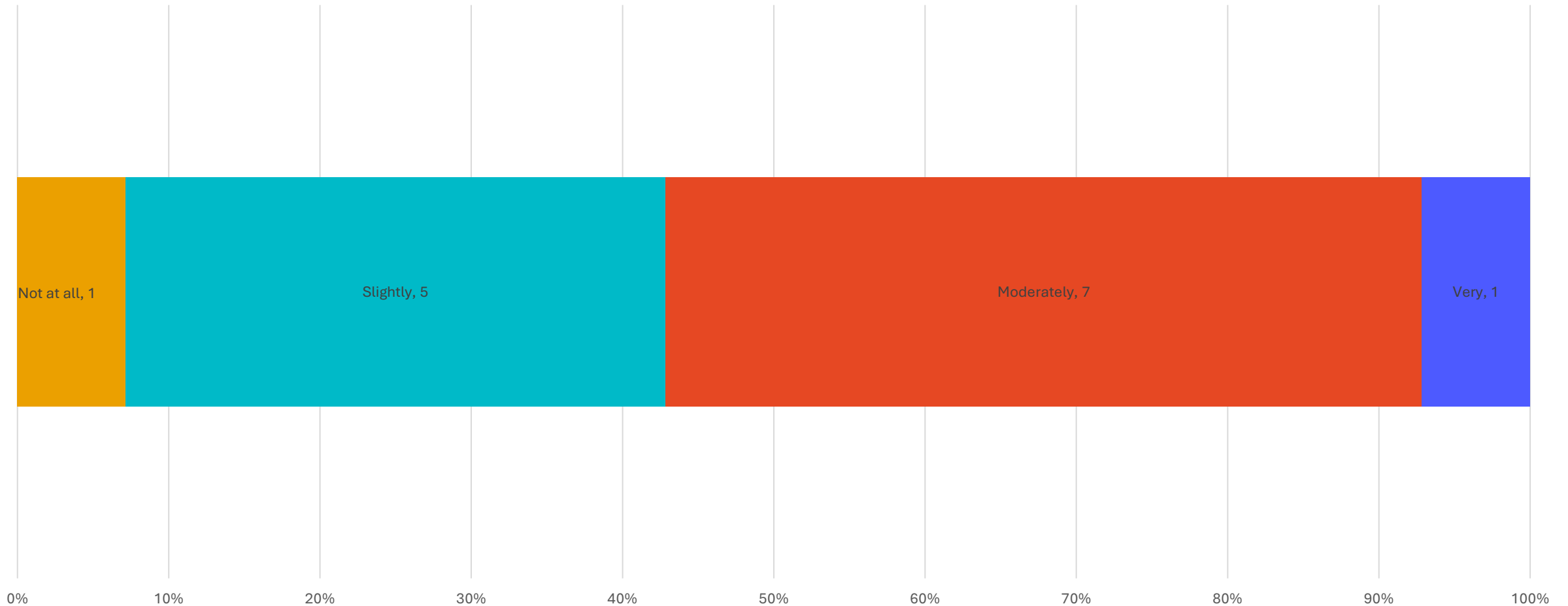


School uses of AI - Pre-survey



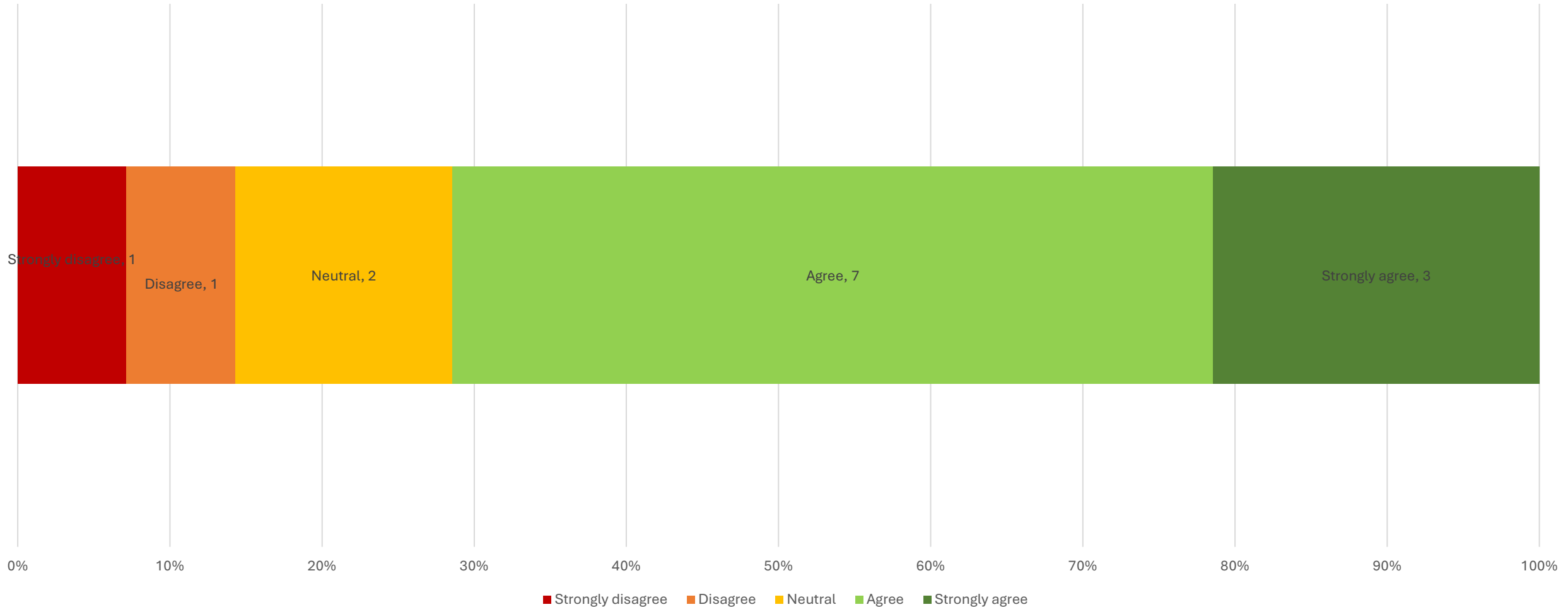
Pre-Survey Results – AI Perception

Trust in Gen AI tools - Pre-survey



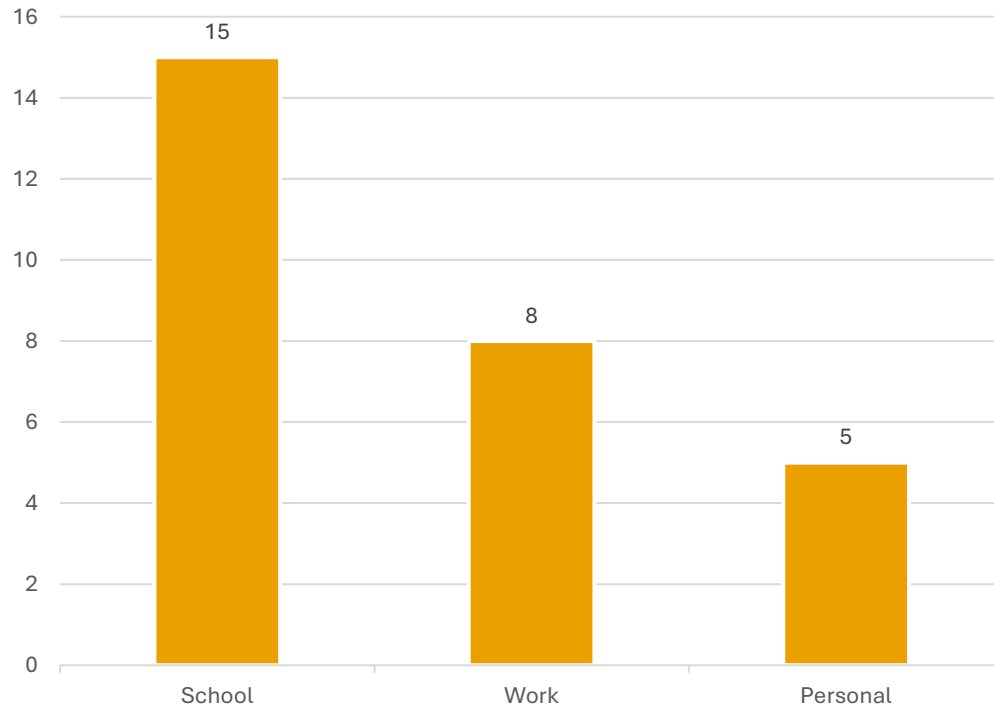
Pre-Survey Results – AI Perception

Do you think you will use Gen AI tools on the legal profession?

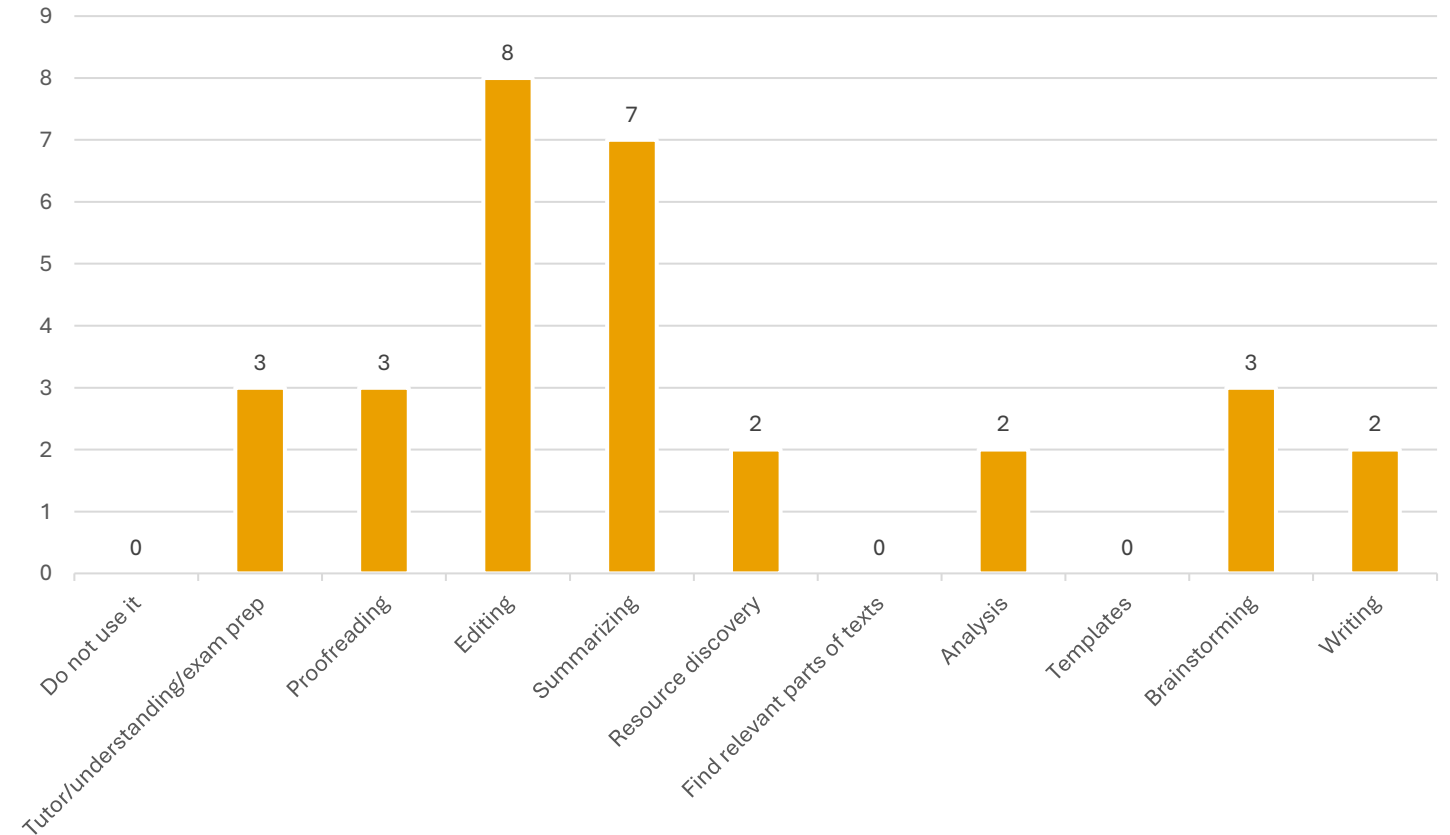


Post-Survey Results – Use of AI

Uses of AI - Post Survey

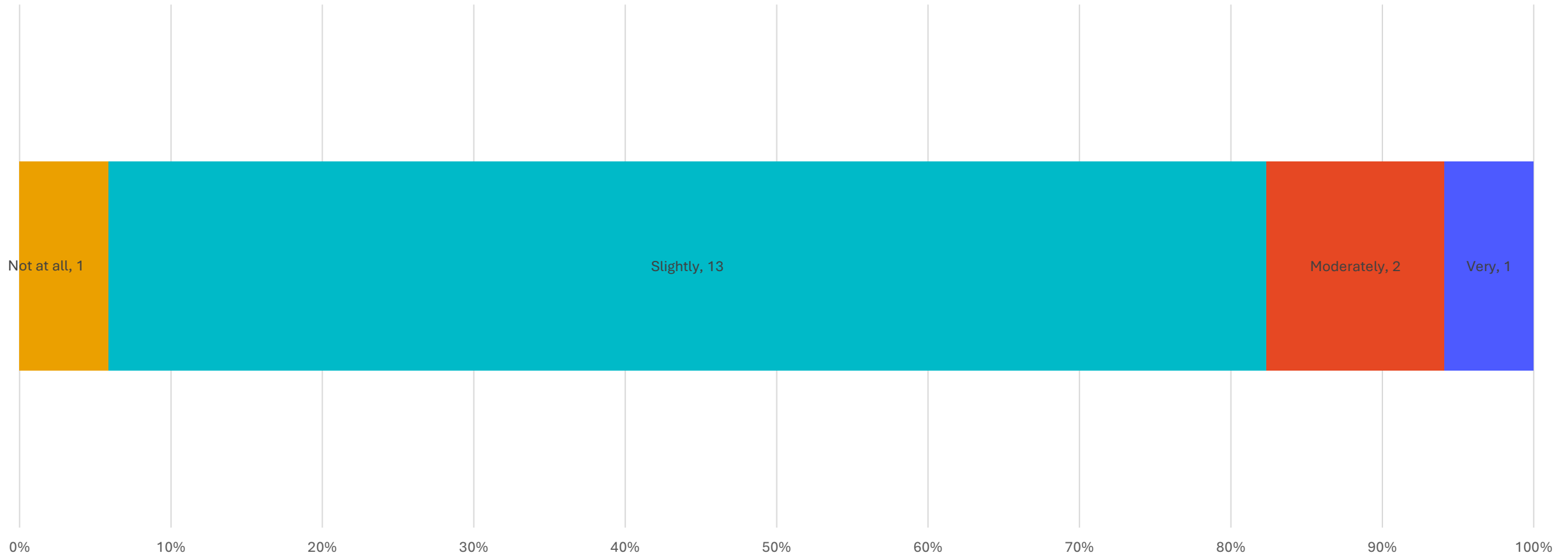


School uses of AI - Post Survey



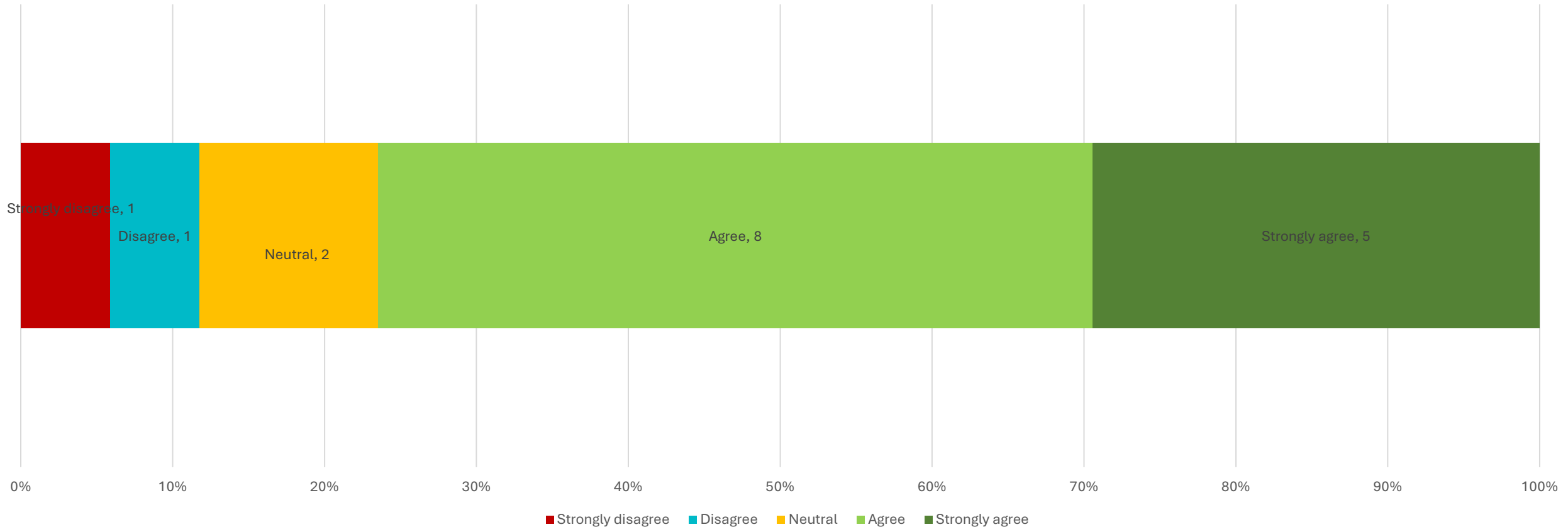
Post-Survey Results – AI Perception

Trust in Gen AI tools - Post-survey

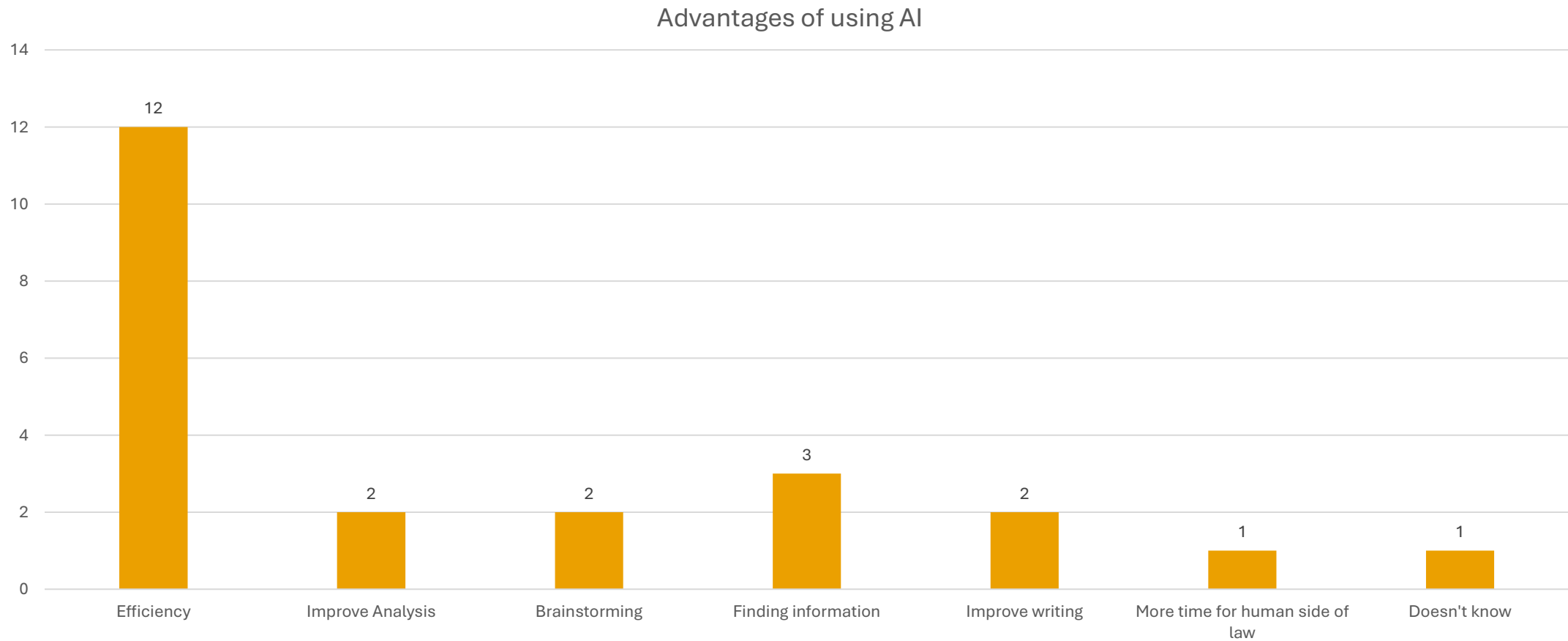


Post-Survey Results – AI Perception

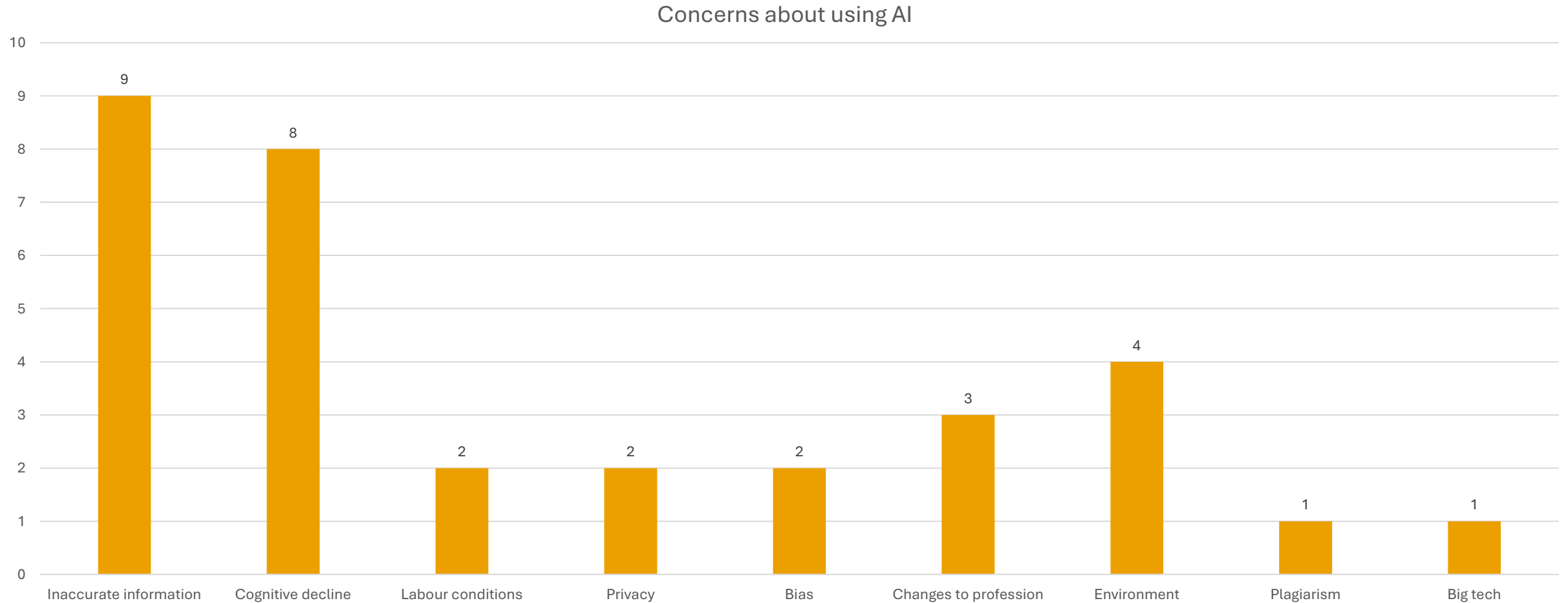
Do you think you will use Gen AI tools on the legal profession?



Post-Survey Results – AI Perception

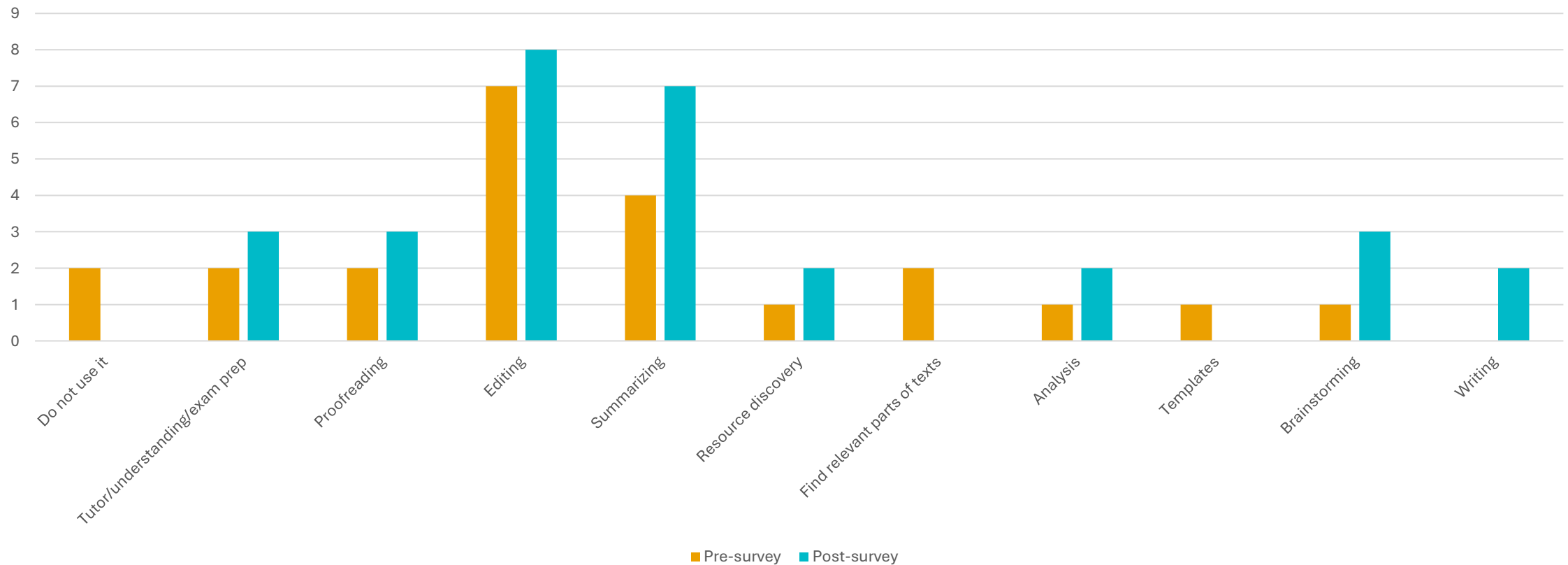


Post-Survey Results – AI Perception

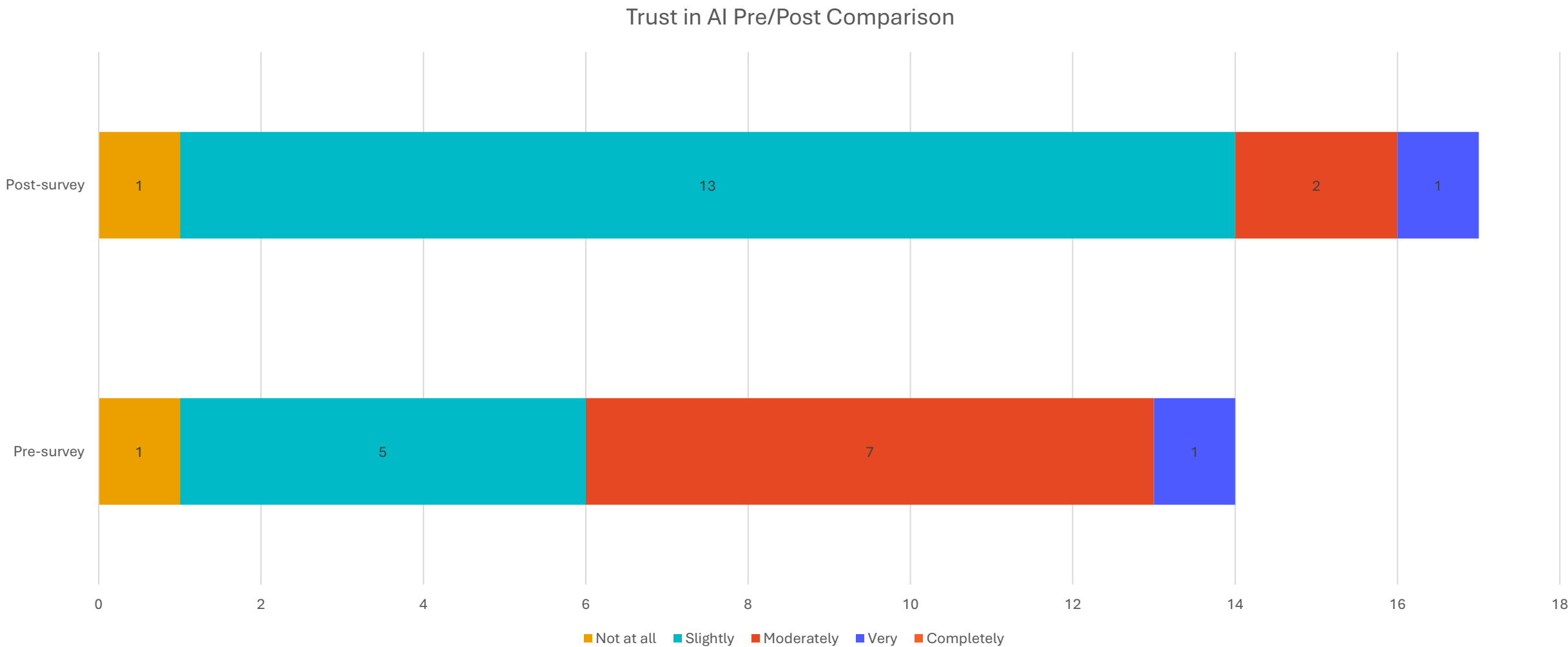


Comparing Results

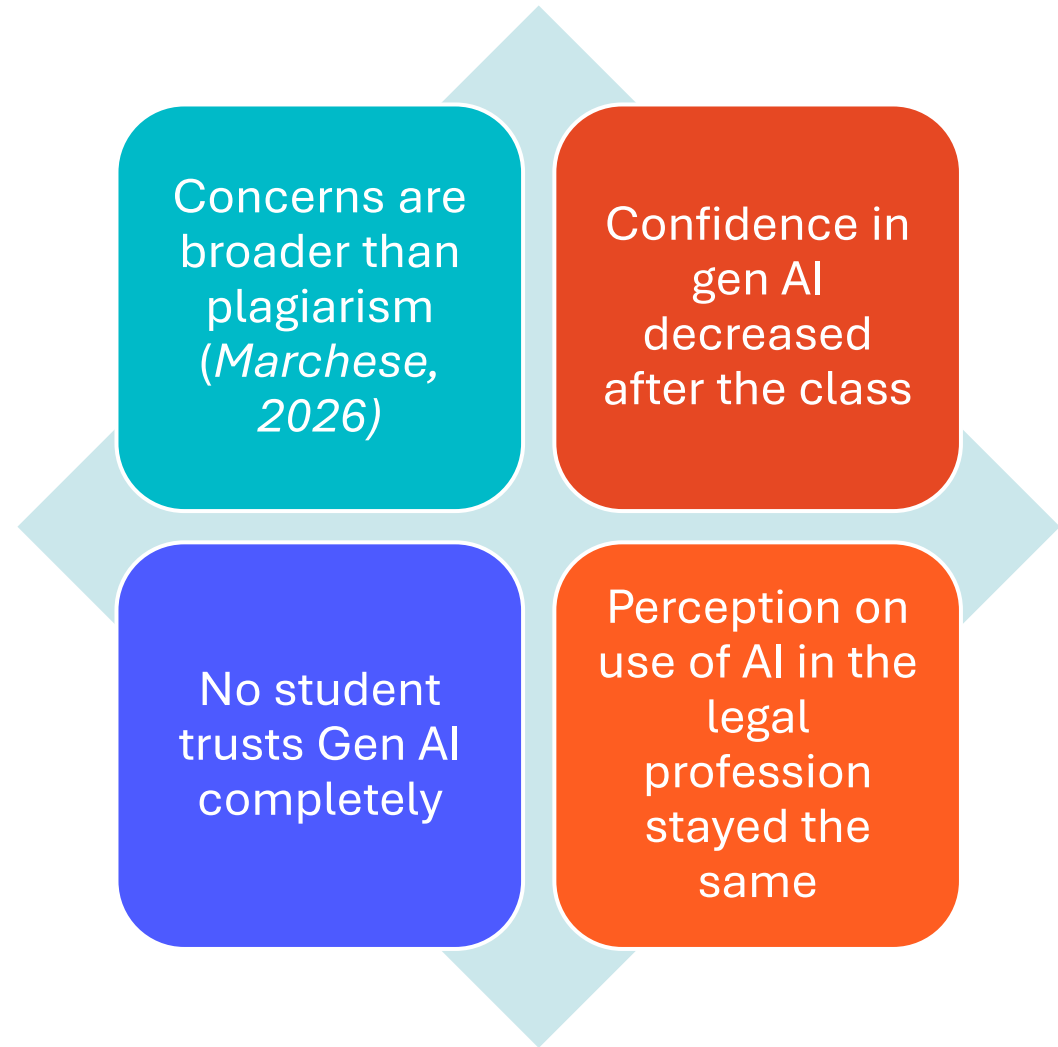
AI Use Pre/Post Course



Comparing Results



Preliminary Findings



Future Research

01

Publish a research paper fully analyzing survey results.

02

Continue to offer AI in Legal Research as a Focus Week Course.

03

Gather survey results in future sessions.

Questions?

Sandy Hervieux, sandy.hervieux@mcgill.ca

Ana Rogers-Butterworth, ana.rogers-butterworth@mcgill.ca
