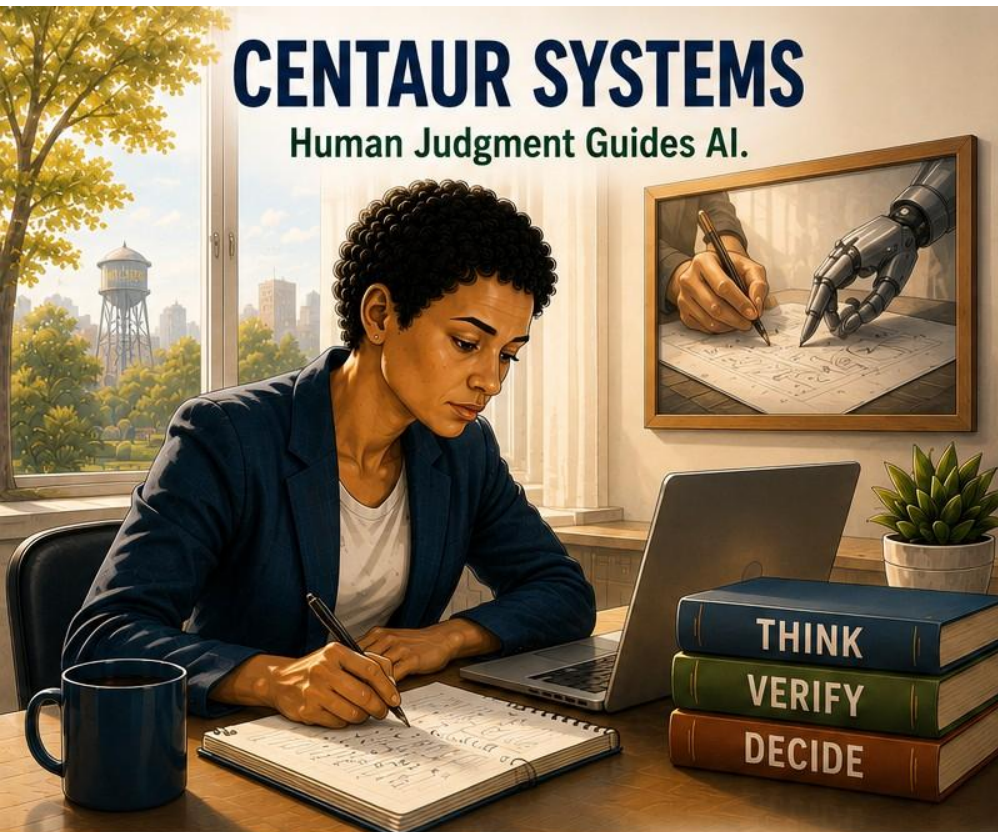


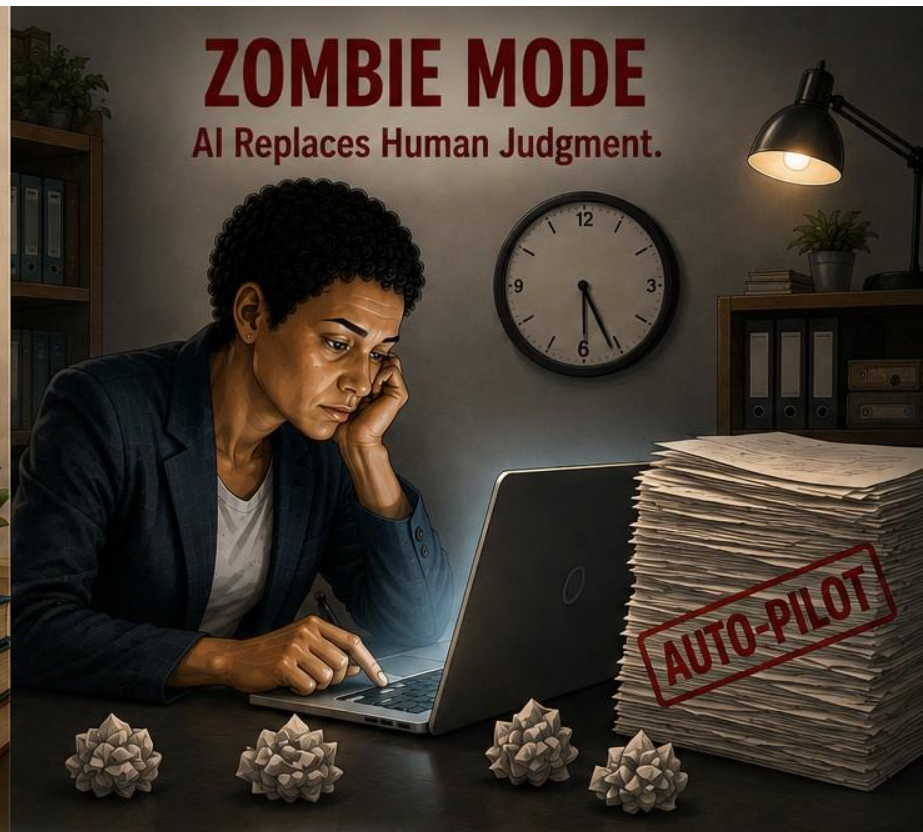
# CENTAUR SYSTEMS

Human Judgment Guides AI.



# ZOMBIE MODE

AI Replaces Human Judgment.



# CENTAURS, NOT ZOMBIES

*Gaining the Benefits of AI in Legal Scholarship  
and Teaching While Managing the Risks*

★ THE DIFFERENCE IS CHOICE. ★



**UC DAVIS**  
SCHOOL OF LAW  
King Hall



June 17, 2026



**John Lande**  
Isidor Loeb Professor Emeritus  
University of Missouri School of Law

# Plan for Our Time

- **Discuss AI in scholarship and teaching – in one hour**
  - **Time only for overview**
  - **Happy to stay afterward to chat**
  - **You will get this powerpoint, which include links for more information**
  - **Demonstrations, if time permits**
- **First, I want to say how lucky you are to have Donna as a colleague**

# Centaur Systems

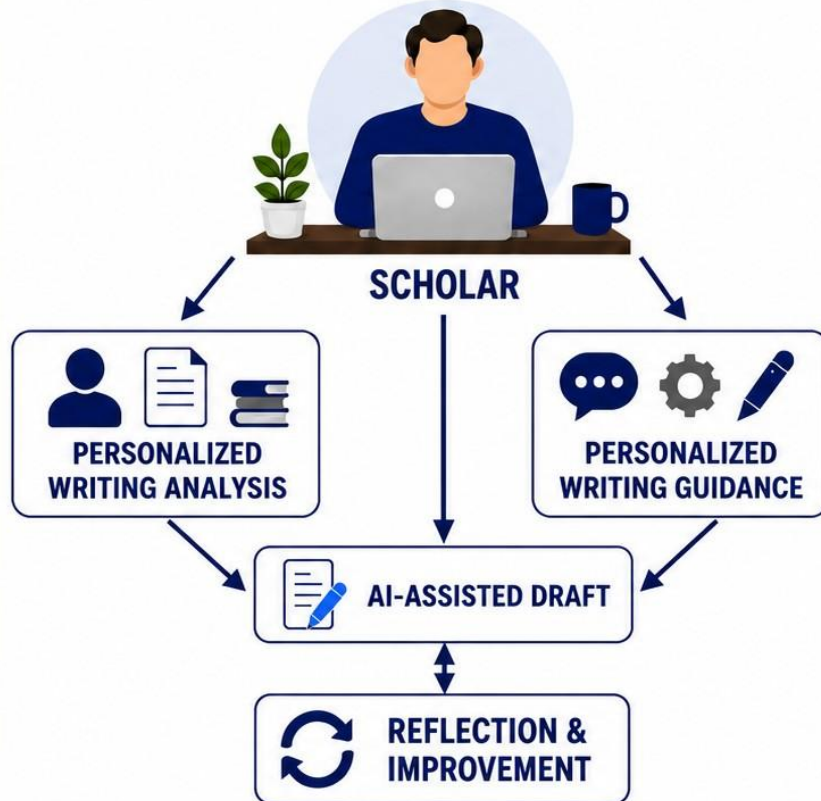


- Human-AI synergy outperforms humans or AI separately.
- [Using AI Centaur Systems to Strengthen Professional Judgment](#)
- [Why AI May Be Your Best Negotiation and Mediation Coach](#)

# WRITING SYSTEMS: CENTAUR OR ZOMBIE?

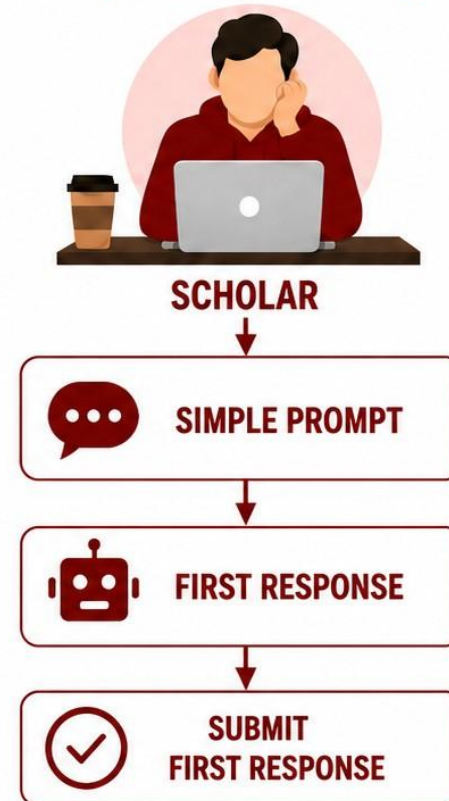
## CENTAUR SYSTEM

*Human Judgment Guides AI*



## ZOMBIE MODE

*AI Replaces Human Judgment*



★ THE DIFFERENCE IS CHOICE. ★

# Create Your Personalized AI Collaboration Tool

- 1. You: Assemble representative writing samples**
- 2. AI: Analyze intellectual identity and interests**
- 3. AI: Analyze writing style and techniques**
- 4. AI: Analyze your development as a writer**
- 5. AI: Draft your personalized writing analysis**
- 6. You: Review and revise the analysis**
- 7. You: Combine your writing analysis and guidance documents**

# Writing Guidance Document

- **Create instructions for:**
  - **Brainstorming and planning**
  - **Research and literature review**
  - **Organization and outlining**
  - **Drafting and revising**
  - **Editing and citation review**
  - **Critical review and devil's-advocate analysis**
- **You can customize the instructions for your writing**

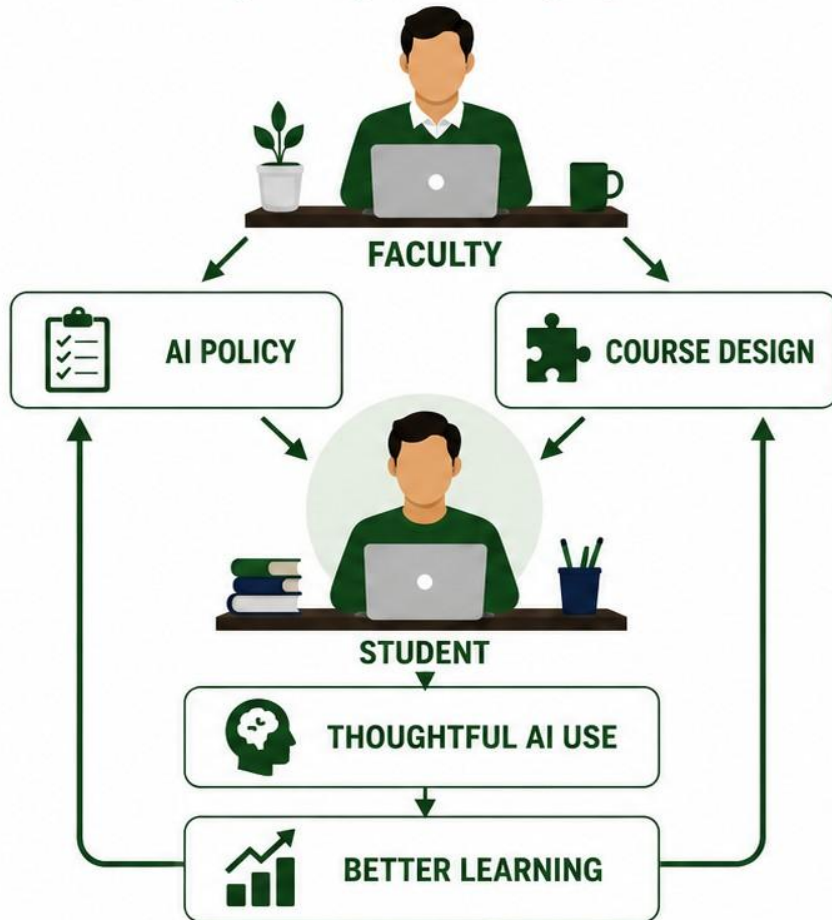
# Demonstration

- **Coach, I want to write a law review article critiquing UC Berkeley's new policy severely restricting the use of AI in its curriculum.**
- **I understand the motivation to avoid problems, but I think the policy is counterproductive. It will not avoid those problems and may create new ones by turning students into zombies.**
- **The policy also loses the opportunity to teach students how to use AI effectively.**
- **So let's talk about that.**

# TEACHING SYSTEMS: CENTAUR OR ZOMBIE?

## CENTAUR SYSTEM

*Faculty Design Learning Systems*



## ZOMBIE MODE

*Faculty Leave Learning to Chance*



★ THE DIFFERENCE IS CHOICE. ★

# Issues for Law Schools

- Ethical duty of competence includes understanding AI
- Widespread problem of hallucinations
- New ABA Standard 314(a) expands requirement of formative assessment throughout curriculum
- Job market demands for AI-competent graduates
- [ABA MRPC 1.1 Comment 8](#) requires knowledge of technology
- [California Bar Proposes Rule Requiring Lawyers to Verify Every AI Output](#)
- [The Surprising Value of AI Hallucinations](#)
- [How Legal and Dispute Resolution Professionals Can Manage AI Risks](#)
- [New ABA Standard 314 on Assessment of Student Learning](#)

# What Law Students Are Telling Us

- **72%: AI literacy is an essential professional skill.**
- **74%: Over-reliance threatens critical legal skills.**
- **70% of 3Ls do not feel prepared to use AI in practice.**
- **Students are teaching themselves how to use AI.**
- **Students want guidance and training, not bans.**
- [Thomson Reuters Institute, 2026 Law Student Pulse Survey](#)

# General Recommendations

- **Pulse Survey: AI is a “core professional competency” requiring “structured supervision and ethically grounded instruction.”**
- **Faculty should develop an AI policy for each course.**
- **Faculty should require students to certify whether they used AI for specific tasks.**
- **Use AI to provide formative assessment.**
- [Solving Professors' Dilemmas about Prohibiting or Promoting Student AI Use](#)
- [Turning Risks of Cheating with AI into Opportunities for Better Teaching](#)

# Using AI to Teach Doctrine

- Faculty create reading about course material strategically including errors (e.g., hallucinations, factual inaccuracies, misleading statements).
- Students identify problematic statements, explain problems, and cite correct authority.
- Benefits
  - Teaches important legal issues
  - Requires use of legal research skills
  - Promotes verification of AI-generated content

# Using AI to Teach Skills

**Require students to use AI in simulation, externship, or clinical courses to promote formative assessment.**

**Students:**

- **Chat with AI to prepare for activity**
- **Possibly use AI during activity**
- **Chat with AI to reflect on their performance**
- **Submit chats for assessment, with or without a reflection paper**
- **[Using AI to Promote Student Learning Through Preparation for and Reflection about Simulations](#)**

# Using AI to Teach Writing

- Instead of requiring long paper (like law review note) at the end of semester, require assignments to produce short article (like bar journal article).
- Students submit 3 AI chats during the semester about planning, drafting, and revising their papers.
- Final submission is a paper with “track changes.”
- Key activities are planning and revising, not drafting.
- [De-Skilling or Re-Skilling? The Case for Smarter Writing Assignments](#)

# PROFESSIONAL PRACTICE: CENTAUR OR ZOMBIE?

## CENTAUR SYSTEM

*Thoughtful Choices Strengthen Professional Judgment*



LAW STUDENT



THOUGHTFUL AI USE



DEVELOP GOOD HABITS



STRONG JUDGMENT



TRUSTED  
PROFESSIONAL

## ZOMBIE MODE

*Shortcut Choices Undermine Professional Judgment*



LAW STUDENT



SHORTCUT AI USE



DEVELOP POOR HABITS



WEAK JUDGMENT



PROFESSIONAL  
RISK

★ THE DIFFERENCE IS CHOICE. ★

# Check Out RPS Coach

RPS COACH

## The Real Practice Systems Negotiation and Mediation Coach

The Real Practice Systems Negotiation and Mediation Coach (RPS Coach) is an artificial intelligence (AI) tool to help mediators, lawyers, parties, ADR program managers, educators, students, and scholars. It assists them in preparing for and carrying out their work more effectively. It is designed to promote good decision-making by participants in negotiation and mediation as well as to support education, training, and reform in various settings.

It draws on the extensive scholarship about dispute resolution and legal education by University of Missouri Isidor Loeb Professor Emeritus John Lande. Based on Real Practice Systems Theory, RPS Coach encourages practitioners to reflect on and improve their unique systems of practice.

RPS Coach is a public service available for free. [Click here to access RPS Coach.](#)

[Access RPS Coach](#)

[Get the Best Results →](#)



Prof. John Lande

Isidor Loeb Professor Emeritus, University of Missouri School of Law

- **AI tool based on scholarship about legal education, lawyering, and client representation – not just negotiation and mediation.**
- [RPS Coach homepage](#)
- [RPS Coach annotated bibliography](#)
- [Getting the Most from AI Tools: A Practical Guide to Writing Effective Prompts](#)

# Demonstration

- **Coach, I teach a law school contracts course. I want to create an assignment where students read material that I design to include hallucinations, inaccuracies, and misleading statements.**
- **Students will be required to identify problematic statements, describe the problems, and cite correct authority.**
- **Identify five topics that would be good candidates for this assignment.**