

## **Call for Papers and Posters: From Binary to Bench: Empowering Equal Opportunities and AI Literacy in Global Legal Education**

The University of Reading is hosting a Symposium on the subject of "Empowering Equal Opportunities and AI Literacy in Global Legal Education" on **Wednesday 5th November 2025 at its Whiteknights campus. The Symposium is being kindly funded by the Society of Legal Scholars.**

The current issue of AI literacy unearths unresolved issues of accessibility, inclusivity, and diversity in our classrooms, and in the legal sector we are preparing our students for. Generative AI ("GenAI") and AI more widely, offer the chance to empower our students with equal opportunities in their legal educations and legal careers. This concept of equal opportunities encompasses all groups of people and individuals who are traditionally or currently excluded or 'side-lined' in legal education and within the legal sector, or whose lived experiences are not reflected within legal education and the law. GenAI can empower (and disempower) equal opportunities for LGBTQ+ individuals, women, people from minoritised groups, people from working class or different socio-economic backgrounds, people with (dis)abilities, health conditions or who are neurodivergent, mature students, students with caring responsibilities, and more. GenAI can remove barriers, but it can also continue the cycle of misogyny, homophobia, racism, and ableism that exists in our societies. Crucially, it can alleviate (or further entrench) existing literacy and technology access gaps.

Conversely, these very same tools can offer new ways forward; with AI tools recently developed to assist students with diverse needs, such as bespoke chatbots (GPTs) for students to access feedback support around their other life commitments, and AI tools that simulate workplaces for LGBTQIA+ advocacy. Therefore, we see that these tools can be leveraged to empower these students and provide more equal opportunities for them. It is imperative that as legal educators we embrace, critique, and utilise these tools in our teaching and assessments, recognising that a failure to engage with and use them (or have them used at all in assessments) continues the status quo of exclusion for some people.

### **Submissions:**

Submissions are open to legal academics, practitioners, and an interdisciplinary cohort from fields outside the legal discipline. Contributions can explore the impact of GenAI on various

aspects of education, including assessments, classroom teaching, law clinics, employability, research skills, experiences of using specific AI tools and their success/limitations, pedagogic critiques about these AI tools, and more to create equal opportunities in legal education.

We highly encourage diverse submissions including empirical and socio-legal studies; doctrinal contributions; student-staff partnership submissions; international perspectives, and legal pedagogic submissions. We welcome submissions from all disciplines that can also be transferred or applied to law students; or offer innovative approaches to legal education from outside the discipline.

We offer **special encouragement to PhD students, with the opportunity for three selected abstracts for papers or academic posters to receive funding for in-person attendance**, focusing on quality and alignment with the Symposium's themes. For poster submissions, please submit an abstract about your research, and information about poster sizing to follow.

The selection of abstracts will be based on:

- i) The contribution's effectiveness in facilitating equal opportunities for law students, and
- ii) The contribution's impact on enhancing the quality and inclusivity of legal education

**Submitting an abstract:** To submit an abstract for either a paper presentation or poster please complete [this form](#) by **Friday 7<sup>th</sup> March 2025**. Participants will be notified of the outcome of their application by Friday 28<sup>th</sup> March 2025

All accepted abstracts will be disseminated before the Symposium to registered attendees as a digital zine, as an engaging, inclusive and accessible pedagogic resource. It is intended that there will be an opportunity to contribute papers to an edited collection following the symposium.

There will be BSL interpreters, live transcription, and full accessibility accommodations at the Symposium (based on pre-event registrations) to ensure an accessible and inclusive event.

For further questions please contact the organisers, Dr Melanie Stockton-Brown ([m.w.stockton-brown@reading.ac.uk](mailto:m.w.stockton-brown@reading.ac.uk)) and Dr Basak Bak ([b.bak2@reading.ac.uk](mailto:b.bak2@reading.ac.uk)).