A Tool Guide For Teaching Law To Business Students – With An Eye On AI

Anja Nicol

University of Applied Sciences Northwestern Switzerland, Switzerland
anja.nicol@fhnw.ch

Abstract

Law is a compulsory subject for business students sooner or later in their studies. Even though many business students typically are motivated to learn about legal issues, the scope and didactical approach of law courses must be adapted to the business curriculum.

Research and experience indicate that there are two main aspects to be taken into account when teaching law to business students. The first is that business students are not being trained to become lawyers. They are – presumably and hopefully – expected to become legally astute managers who can deal with complex legal issues in business. The second aspect is that the way business students approach a problem is often fundamentally different from legal thinking. A solid basic understanding of the legal framework is essential to solving legal problems. This understanding is equally required to deal with a further challenge: the availability of generative AI. Models such as GPT-4 outperform many humans on a Uniform Bar Exam already. The utilization of AI in legal education has become increasingly prevalent, and students must be able to deal with these applications.

This paper presents a reflection on tools for teaching business law to undergraduate business students. It also provides guidance on how to prepare business students for legal issues in the age of emerging generative AI.

Keywords: legal education, teaching law, law for business students, generative AI