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**DIPARTIMENTO
DI SCIENZE GIURIDICHE**

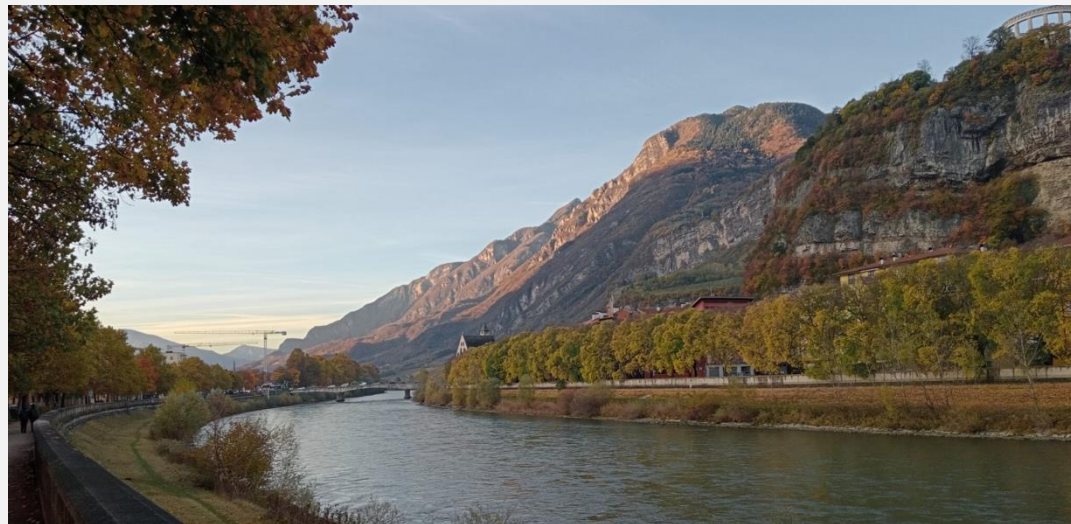
Teaching IP through the Problem- Based Approach in the Age of Generative AI

From Socrates to chatbot and avatar

**EIPTN - Athens Kapodistrian and National
University, Greece, 02-03 October 2026**

Roberto Caso – Elia Frinzi – University of Salento - Italy

From the mountains (University of Trento) to the sea (University of Salento)



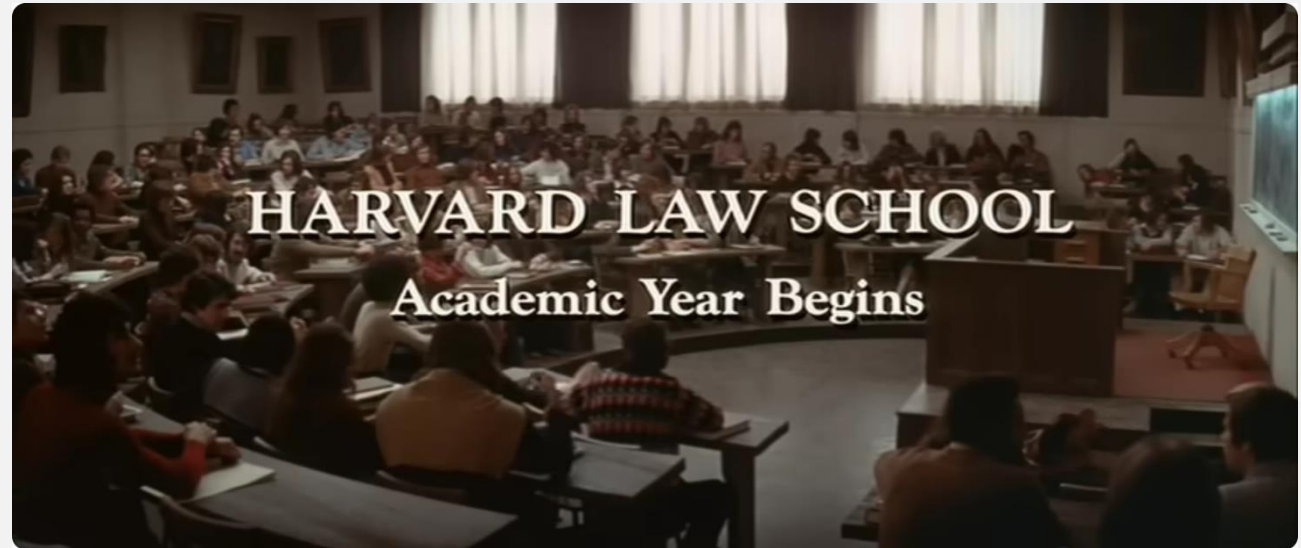
Gino Gorla (1950)

- «The case method accustoms young people to feel – if not always to think – that the **law is not the State**. It accustoms them to **discussing** and **reasoning**»



Comparative law and case-method teaching for a critical approach to IP

- **Gino Gorla** and case-method teaching in Italy
- Case-method and **critical approach to IP**
- **Legal skills:** problem solving, legal writing, categories of argumentation in legal reasoning etc.



GenAI and students

- It must be assumed that **GenAI is used on a daily basis by students**
- **A complete ban on its use is neither practicable nor helpful** in understanding what GenAI is and developing a critical thinking on GenAI



GenAI: two major challenges for a teacher

- a) distinguishing between outputs generated by GenAI and those resulting from human learning
- b) understanding benefits, risks and harms of GenAI

Before using GenAI

Students need to be taught:

- **What IGen is;**
- **Who develops and controls it;**
- What the ethical and legal implications of using this technology are;
- What the benefits, risks and harms of using the technology are;
- **How GenAI can be put to good use.**

What IGen is

Experiments in class to understand:

- Context window
- Hallucination (bullshitting)
- Sycophancy
- Bias on algorithm
- Mass surveillance (privacy and personal data protection concerns)
- Etc.

Who develops and controls GenAI

- «Other risks for research in Europe could stem from the **proprietary nature of some of the tools** (for example, lack of openness, fees to access the service, use of input data), the **concentration of ownership** or the undesirable transfer of critical technology and intellectual property »



How GenAI can be put to good use

E.g., how to build a legal prompt:

- Role
- Context
- Task
- Format

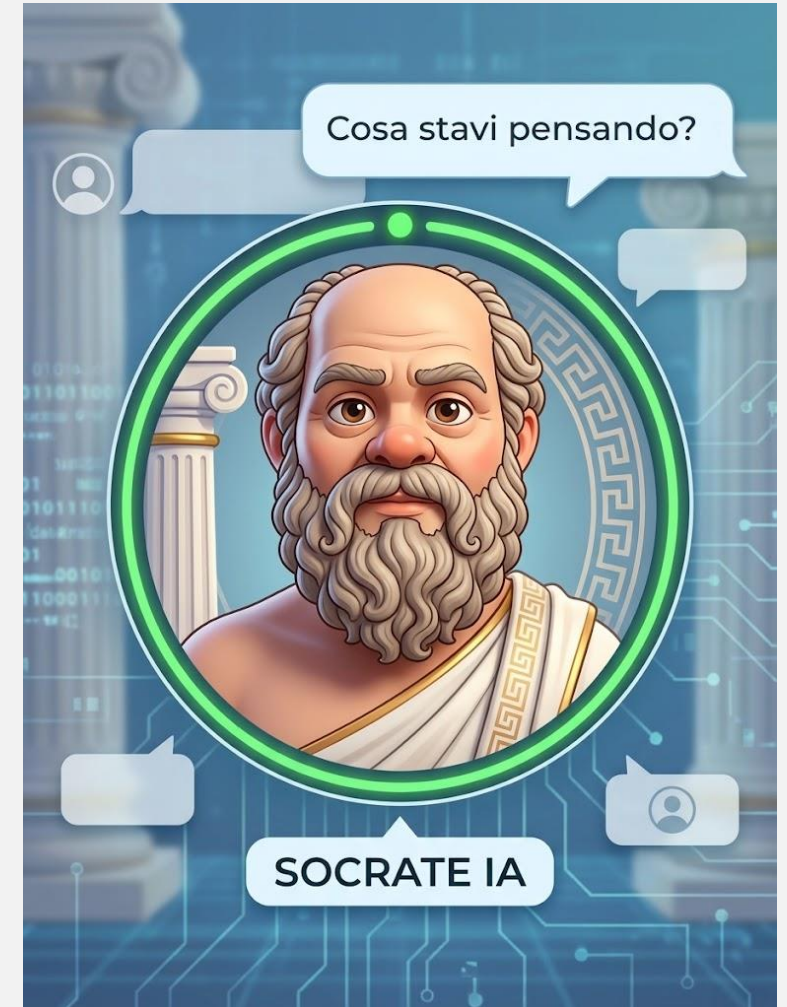
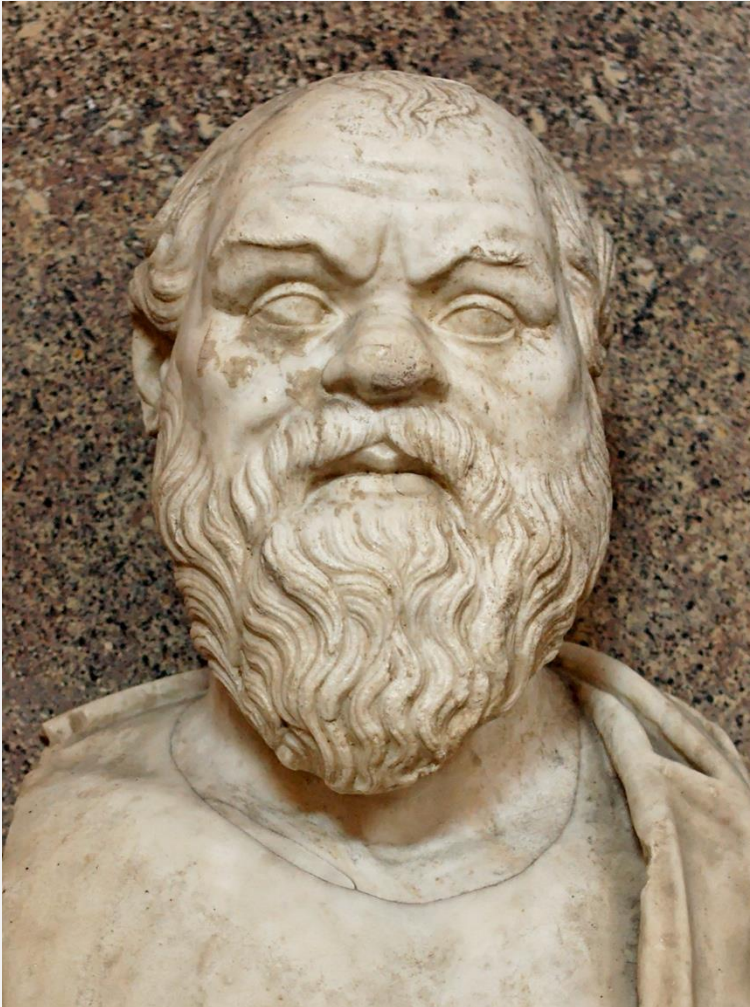
The written and oral assessment of learning

- The written and oral assessment of learning, both during the course and at the end (final examination), **is designed to ensure that students are able to carry out sound legal reasoning independently** – and without relying on a machine to do so for them – **as well as to develop critical thinking skills** in relation to the law.

The teacher's policy

- It is absolutely essential that teachers publish their policy on the use of GenAI
- Of course, the policy must be updated from time to time

Thanks and good luck!



References to a work in progress

- R. Caso, [Generative Artificial Intelligence and Legal Education: Guidelines](#), version 1.0 September 2026
- R. Caso, [Intelligenza Artificiale Generativa e Insegnamento del Diritto - Riferimenti](#) [Generative artificial intelligence and Legal Education - References], September 2026
- G. Pascuzzi, [Come si insegna agli studenti di Giurisprudenza l'uso proficuo dell'intelligenza artificiale generativa?](#) [How can law students be taught to make effective use of generative artificial intelligence?] 11.08.2026

References

- R. Caso, [La società della mercificazione e della sorveglianza: dalla persona ai dati. Casi e problemi di diritto privato comparato. Seconda Edizione](#), Milano, [Ledizioni](#), 2025



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