



Hermeneutics of Virtual Legal Education in 360° Reality

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Abstract. The use of virtual reality in education and the professional field in the past two years. The so-called 360-degree virtual technology enables us to simulate space and conditions that are either rare or unexplorable in the real physical world. This research aims to know the limitations in current-day virtual learning is the main challenge for legal education. Students hope to develop their hard and soft skills, such as communication and how they react in real-life situations, and to know virtual reality can answer this challenge. The method of the study is descriptive-analytical. First, the researcher describes the current 'version' of virtual legal education, its challenge and adaptation so far, and the current use of virtual reality technology in simulations. Later, the researcher tries to analyze the problem by synthesizing the limits of virtual legal education and the possibility of the utilization of VR technology in it. The result shows that Developing new technology may present challenges. However, as an effort to provide social environment character in legal education, 360 virtual reality has many potentials. The pilot study was limited, but it helped us to understand how the simulation needed to be improved for future studies. However, our initial application still provides one-way information, in which the subject cannot interact with people in the environment and interaction between subjects in the same setting is still in process.

Keywords: Hermeneutics · Virtual Legal Education · Virtual Reality

1 Introduction

Our experience over the last two years, during the covid-19 Pandemic, has drawn attention to the urgent growth of online education, either as a well prepared adaptive mode of distribution or simply as a panic means of delivering instructional content owing to physical constraints. In both cases, we understand that each provides a different reaction to its subjects, and there are various successes [1]. Legal education is a transformative process aimed at shaping the mind and attitudes of students, and at a different level, the teachers also [2]. Therefore, innovations and new techniques in delivering legal education are essential factors.

Prior to the Pandemic, online learning was just a complement to face-to-face learning [3]. In order to thrive in this challenging times, teachers and students must rely on

technology for online learning. Legal education differs greatly from other types of education in terms of substance. Law students are required to focus more on interpersonal skills such as communication than other students [4]. Online learning, on the other hand, cannot cover everything. The learning environment, social interaction, and competence and talents that are usually recognized by attorneys are just a few examples. Furthermore, students must be able to connect with authorities who have also moved to a digital mode of communication with individuals and legal entities [5]. Rhyzenkov and Inzhieva (2002).

Virtual technology advancements place us in simulated physical worlds where the process is approximated using scaled-down representations commonly utilized in education [6, 7]. Such physical models, however, may not represent all of the characteristics of a realistic world. Virtual reality (VR) technology now permits the construction of totally immersive settings, taking simulations to the next level. This initial concept sparked our investigation towards creating a cutting-edge virtual reality-based experience in legal education. Various simulation video games range from driving to surgery, and each can be used as a leisure activity or as a means of serious training. Our goal is to create an immersive environment, a copy of real-life situation learning, in the virtual reality of legal education. This research aims to know the limitations in current-day virtual learning is the main challenge for legal education. Students hope to develop their hard and soft skills, such as communication and how they react in real-life situations, and to know what virtual reality can answer this challenge.

2 Method

This is a conceptual approach; we attempt to compose an abstract model in the initial stage of researching the potentiality of VR technology in legal education. Here we compare several perspectives and empirical data on the widespread use of VR technology and academic studies from psychology, technology, education, and law.

The study is descriptive-analytical. We describe the current 'version' of virtual legal education, its challenge and adaptation so far, and the current use of virtual reality technology in simulations. Later, we try to analyze the problem by synthesizing the limits of virtual legal education and the possibility of the utilization of VR technology in it. The researcher also collects data from the experience of our research subjects, law and high school students, to test the immersive experience using our rough sketch of two versions of the 360 VR environment. First is a 360 VR video depicting an ongoing moot-court process where the subjects can move and follow the process from various angles. Second, it is a still image captured in 360 VR, in which an information bar is popped up when the subject's visual is focused on a particular point area.

3 Result and Discussion

Jaron Lanier, the founder of VPL Research, created the phrase "virtual reality." In his 1984 science fiction novel *Neuromancer*, William Gibson invented the word "cyberspace." Cyberspace is frequently regarded as the pinnacle of virtual reality environments. It's an alternate computer reality where data manifests itself as light cities. To

enter cyberspace and navigate its data highways, information workers use a one-of-a-kind virtual reality gadget. This provides the appearance that individuals are physically free to roam wherever they choose [8].

Virtual reality (VR) has gained in popularity in recent years as the related gear and software have gotten less expensive, quicker, and easier to use, both in the consumer and research markets. As gadgets become more accessible, the market is flooded with new and strange sorts of technology-based games. Many uses, ranging from education to training and healthcare, were previously unthinkable [7]. The purpose of VR in this study is to give project participants with a more rich and immersive learning environment [7].

This might be an alternative to virtual online learning. Our focus is that humans are social, cultural, and collaborative beings by nature. By gazing into one other's eyes, shaking hands, sharing a laugh over coffee, and just spending time together, we build empathy and compassion for one another. When we are compelled to use virtual space in the learning process, we lose all of these advantages. By virtual, we mean a video-conference teaching method in which professors and students use social tools like Zoom, Google Meet, and others. It is critical in legal education to recognize that it is not only about acquiring logical abilities to outwit other litigators in court or writing well-structured legislation, but also about building empathy for moral and social justice [9].

Social interaction is carried out through verbal communication and understanding other nonverbal gestures such as facial expressions, tone of voice and eye contact. These signs provide essential information when interacting with others. Verily, those who understand these instructions well tend to have better social success and stronger peer relationships. People learn to understand these signs through experiences throughout their childhood and slowly integrate them into every social interaction. This missing aspect of our current style of virtual learning caused dissatisfaction for both students and teachers [9, 10]. Due to a lack of face-to-face communication and other technical concerns, many hazards might occur, including [4]:

1. Law courses are focused on experiential simulation, in which students spend a significant amount of time participating in collaborative activities that are almost hard to replicate online.
2. Moot court, trial advocacy, practicums, and other competitive exercises are required in legal education and may only be completed on-campus.
3. Physical connection with fellows is critical in any subject of study and plays an important part in the growth of a successful lawyer.

VR technology raises the bar for virtual world immersion and presence by allowing users to entirely immerse themselves in a world other than their own [6]. Whereas most VR experiences are now single-user, one research revealed that having an interacting partner in VR can lessen loneliness, while having a companion in VR who does not participate as expected can exacerbate loneliness [7].

This strong emphasis on digital technologies in higher education can be explained by the fact that the modern state and society, both in Russia and elsewhere, are in the process of transitioning to a new technological order, which represents an unprecedented level of technological equipment for a modern person [5]. However, prior to the pandemic,

large-scale digital advances had only been introduced at a few institutions and for a small number of educational courses. In other terms, it is a supplementary or optional educational technique [3, 5]. We accept that consumer and, to a lesser extent, institutional access to technology is a hindrance to the development of VR-based legal education. However, there is another issue that this research will not solve.

Sundquist [1] identified a number of possibilities or projections for the future paradigm of legal education. They are as follows:

1. Perform in-depth critical examination. This will include emphasis on students' capacity to generate, comprehend, and explain policy arguments, participate in complicated oral and writing advocacy, and grasp theoretical legal explications.
2. In the analysis of legal problems, use independent judgment. This may imply deliberateness in terms of giving students with various opportunities to make autonomous judgments during law school (such as through motion exercises, simulations, and clientcounseling).
3. Offer innovative solutions to complex transdisciplinary challenges. Preparing students to offer tailored counsel to customers and engaging in multidisciplinary group problem-solving activities may be part of this.
4. Provide emotional client-centered representation. This includes assisting students in developing their emotional intelligence, as well as extending clinical and practical experiences to assist students in advancing their professional, client, and negotiating abilities.
5. Represent clients in virtual and online judicial and administrative courts. This may need rethinking legal education techniques in order to give students with practical experience.
6. Interact with a varied group of people who have a thorough awareness of systemic bias and injustice. This would include a renewed emphasis on improving students' cultural abilities by actively including race and inequality.

In his analysis, Sandquist emphasises that those skills and abilities cannot be replaced by technology anytime soon or, to some extent, cannot be taught by recent technological approaches.

We experiment with 20 law students at our University and high school students in Bandung to experience a rough model of our 360 VR legal education model. First is a 360 VR video depicting an ongoing moot-court process where the subjects can move and follow the process from various angles. Second, it is a still image captured in 360 VR, in which an information bar is popped up when the subject's visual is focused on a specific point area.

In the first model, the subjects are presented with a courtroom situation with an ongoing trial process. They can see a panel of judges, defendants, defenders, prosecutors, and the court audience. In this video, subjects can turn their view 360 degrees to experience the court setting. Moreover, they can move from one place to another within a designated area to watch from a different point of view (i.e. Switching among Judges', defendants', and prosecutors' points of view).

The second model has almost the same setting as the former one. However, the difference is the existing semi-interactive option that pops up in the information bar

that describes each person's role in this courtroom. The test resulted in subjects feeling engaged in this virtual situation, even though it is a rough sketch of the developed technology. It is essential to notice that this sense of immersive engagement with the virtual-social world is crucial because this technology is hoped to overcome the limited prospect of current-day virtual-conference-based legal education.

4 Conclusion

Developing new technology may present challenges; however, as an effort to provide social environment character in legal education, 360 virtual reality has many potentials. The pilot research was small, but it helped us understand how to enhance the simulation for future investigations. Our initial application still provides one-way information, in which the subject cannot interact with people in the environment and interaction between subjects in the same setting is still in process. We hope this approach can be an alternative way to utilize technology for a better learning experience.

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