



Drafting A Sustainable Teaching Action Plan for the Introduction of New Technologies in Law Schools

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Abstract

There have been various paradigm shifts in the higher education sector due to massification. Legal education is undergoing a steady shift away from the traditional professional self-regulation, towards regulation by market forces. The rise of technology and globalisation has remoulded the market force, and disrupted traditional modes of delivery. In preparation of this gradual technological shift that external market forces are gravitating towards, legal academics have discussed the possibility of integrating various technologies and educational applications into their teaching pedagogy. However, an overuse and constant introduction of new technologies may not be the most sustainable action plan for the advancement and continuous growth of the legal education system. This research aims to demonstrate the adverse effects of perpetual introduction to, and the overemphasis of technology in legal education. This will be done by examining the efficacy of the types of potential new technologies and applications, including Metaverse, that may be introduced in law schools. Additionally, the paper attempts to suggest a sustainable and useful legal teaching action plan for the introduction and integration of new technologies in law schools. This research will be valuable to law academics, law students, educational institutions and educational technology providers.

Keywords: *Legal Education, Sustainable, Teaching Action Plan, Technology, Market Forces*

1.0 Introduction

There have been various paradigm shifts in the higher education sector due to massification. Massive access to higher education has created strong competition amongst institutions in terms of student recruitment and institutional revenue. Additionally, legal education is undergoing a steady shift away from the traditional professional self-regulation, towards regulation by market forces that demand incorporation and use of technology in their daily transactions due to globalisation and the rise of technology. In fact, the effects of these phenomena have created a tension in law schools to produce unique programmes or introduce new technologies such as Metaverse applications, that are beneficial to graduates in the legal sector in order to increase the number of students recruited, and the institutions' revenue. As a result, legal academics have discussed the possibility of integrating various Metaverse technologies and other educational applications into their teaching pedagogy.

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However, they are sceptical as to the best course of action for the smooth integration of these technologies into legal programmes. Furthermore, academics should be cognizant that an overuse and constant introduction of new technologies may not be the most sustainable action plan for the advancement and continuous growth of the legal education system.

This research aims to demonstrate the adverse effects of perpetual introduction to, and the overemphasis of technology in legal education. This will be done by examining the types of potential new technologies and applications that may be introduced in law schools. Next, the efficacy of the respective teaching pedagogies using the potential educational technologies will be analysed in relation to their prospective uses, learning outcomes and transferable skills. Thus, the potential lack of value of these applications to legal graduates in the legal field will be determined as well. Lastly, this paper aims to suggest a sustainable and useful legal teaching action plan for the introduction and integration of new technologies in law schools. This research will be valuable to law academics, law students, educational institutions and educational technology providers.

2.0 Mooting & Advocacy Courses using Simulations

Amongst a plethora of co-curricular activities and modules, mooting and advocacy courses remain the quintessential activity at most law schools. From the early 1890s, mooting modules or ‘mock trials’ were introduced to help law students hone their advocacy skills and mould them into practice-ready lawyers. Mooting is an excellent learning platform for law students to test and practise their legal knowledge in addition to their written and oral skills in a ‘fake court’ setting. This essentially produces a well-prepared graduate for the demanding and competitive world of the legal profession. Alternatively, advocacy courses solely focus on testing the student’s oral submission abilities, often within an allocated time. Previously, advocacy and mooting courses were carried out physically in a classroom. A moot problem on a particular point of law will be handed out to the students playing the advocate or legal counsel roles, while other students may be assigned additional roles such as witnesses, bailiff, police officers etc.

Mooting attempts to emulate courtroom drama and experiences in the classroom via simulation. It aids the student in reducing or eliminating fear, anxiety and other negative feelings whilst building self-confidence when presenting oral submissions in front of an audience. Additionally, it develops their analytical ability, professional networks and enhances their resume, all of which improves their employability rate. It educates law students about courtroom decorum and dressing etiquettes as well. As legal education institutions witnessed the benefits of mooting, ‘internal moot’ competitions were introduced to allow students the opportunity to test their skills against their peers. This also allowed students to learn varying submission styles through constant practice and exposure during these moot competitions. Subsequently, internal mooting progressed to external mooting competitions. In fact, today we have many internationally recognized moot competitions. As the competition level in moots intensified, institutions have invested copious amounts of money, effort and time in building well equipped moot courts, outsourcing extra training from

experienced lawyers and to the constant research and development of moot court technologies.

When the pandemic hit, mooting proceedings had to switch from a physical mode to an online one. The author believes that the pandemic merely propelled and cemented the use of technology in the legal profession as many facets of the legal industry have incorporated the use of the internet and technologies in terms of client conferencing, electronic contracts, and even online proceedings pre-pandemic. Court systems themselves have changed drastically over the last 20 years in their use of communication and document management technologies. For instance, Malaysian courts have now introduced an e-filing system that allows lawyers or advocates to lodge applications and other documents electronically. Additionally, case management has also been facilitated by the use of an online case management system (e-kehakiman). Virtual proceedings have and continue to take place post-pandemic as well and most recently, AI sentencing has been introduced in Malaysia. Most institutions, in the legal education and the legal industry, rely on basic online meeting applications such as Zoom or Google Meet to proceed with court hearings.

However, massification has been the driving force for some law schools to experiment with the idea of mooting in virtual reality (VR), a Metaverse application. This is a type of Metaverse application (amongst others which include, augmented reality (AR), mirror worlds and lifelogging) that allows users to experience fully immersive interactions in a three-dimensional environment through the use of VR headsets. While physically existing in the real world, users are able to represent themselves in the form of avatars that resemble the user's features in the virtual world. The artificial tech in this application allows users to customise their own avatars by choosing their desired skin colour, features, height, gestures, greetings and even fashion sense. Additionally, the application also contains a feature that grants the user access to upload images of themselves which the Artificial Intelligence (AI) technology automatically proceeds to use in order to design an avatar that resembles the accuracy of the user in the provided image.

It is proposed that with simulations or VR such as Second Life, online moot proceedings will enable students to interact without the constraint of time or geographical location while simultaneously providing a more immersive mooting experience as compared to the basic virtual reality experiences on Microsoft Teams or Zoom. Participants can learn and compete in an engaging and entertaining environment. Advancements in technology and massive changes in the legal industry merely solidify the idea that an AI operated Non-Player Character (NPC) in mooting or advocacy simulations should be introduced as the next step in technological advancement of legal education, in order to ensure law students are not technologically challenged.

A Non-Player or Non-Playable Character (NPC) is a pre-programmed character that is not under the control of a player within the game environment. The term emerged from traditional tabletop games known as RPG (Role-Playing Games), in which the character's actions are controlled through a narrative created by the player who administers the game. The terminology and role of the NPC remains the same in the realm of digital games, with the NPC possessing a few human and non-human interferences to stimulate the behaviour and

rationality of the real players in the game. The NPCs are pre-programmed with the appropriate responses and tasks in order to assist the real-players progress in the game to the next level while ensuring the storyline of the game progresses smoothly as well. In a mooting simulation, the lecturers or educational technology providers are the simulation or game administrators, and the NPC will be programmed by these individuals to act as a judge, witness or opposing counsel in order to invigorate a specific response in the student's submission.

While in advocacy simulations, the NPC can be designed to play the role of a lecturer or lawyer that nudges the law student's submission in certain directions, tracks their progress, including pace, and provides constructive feedback. The immersive environments created by VR technology aids in reducing resources in terms of manpower (number of participants to play the varying roles) and time. Essentially, lecturers do not have to find additional participants for the remaining courtroom roles. Furthermore, students and lecturers with time constraints do not have to email back and forth in order to find a suitable time to practise oral submissions and attain feedback. Using simulations, students can practise their submissions multiple times and obtain constructive feedback after each practice round. The programme can track their progress and grant both students and lecturers access to these 'progress reports', to allow either of them to monitor their progress. With this, the student can understand their mistakes better and avoid repeating them. Above all, simulations do not need the student or the lecturer to be physically present in a certain location, which allows the learning to take place regardless of geographical location.

The virtual environment also allows students with disabilities to safely practise their submissions from the comfort of their homes. A safe space can be created as the disabled student may also choose avatars that do not possess their physical disabilities allowing the student to practise their submissions without fear of being judged or ridiculed. Of course, the virtuality feature also provides safe spaces for students to continuously practise their submission without the added pressure and anxiety of trying to please their lecturers. Students can focus entirely on their submission do's and don'ts, rather than obsessing over their need to please their lecturers. However, the pitfall of VR simulations is that students may never be comfortable with an audience if they become too accustomed to the virtual environment. The 3D representation of avatars and objects in virtual realities, which contribute to the creation of a spatial dimension, creates 'a sense of presence that is lacking in other communication media'. The question then remains as to whether students are able to practise the real world skills fundamental to mooting and advocacy by using avatars or virtual reality technologies.

Therefore, it must be examined whether the learning objectives and outcomes from these mooting and advocacy modules are achievable using Metaverse VR applications. Considering that the graduates' communication skills may be stunted due to lack of exposure to peers in a face-to-face setting, and the probability of a different type of anxiety and stage fright setting in as a result as well, it may be partially redundant to make such a drastic switch from physical to virtual reality mooting and advocacy courses. Additionally, the technological shift in the legal field appears on the surface to be fast-paced but in reality is relatively slow. The question that turns to whether the transferable skills attained from learning and constant usage of VR applications is valuable to the graduate in the legal field.

The massive exposure of these technologies, taking note that institutions, academics and students must be trained to use in a short period of time, may become a non-essential skill to the graduate. In fact, the time, effort and budget spent on honing these Metaverse skills may prove to be a huge loss to legal education institutions when the employability rate of the graduate decreases as a result, and in turn will affect the law school's ranking globally. This domino effect will unequivocally affect the institutions' revenue as well.

All these adverse consequences being the opposite effect of what was intended to achieve with the incorporation of technology and the internet in legal education. Involved actors must also be aware of the speed in which technologies are being developed and improved upon. Although VR tech is fairly advanced at this stage, there is no guarantee that a more advanced technology may be available in the future. The rapid change in technology would mean that academics and institutions must be constantly willing to learn and relearn basics in order to create unique programmes and curriculums involving technology. This may prove especially redundant when considering the cost of purchasing these technologies and the cost of disposing them as well. More often than not, education systems have become a burial ground for many pieces of technologies and various applications as more technology is introduced. The need to keep up with the latest technology may be the biggest contributor to technological waste produced by educational institutions which undeniably is unsustainable for the system, students and our planet.

It is suggested that such technologies should be softly launched in law schools. A soft launch will allow technological developers to examine the application and better it as it is being utilised. They may be able to attain valuable feedback from the users, students and lecturers alike. Legal education institutions can work together with developers and create believable simulations that may be helpful to law students across the globe. Additionally, a sustainable teaching action plan for the introduction and implementation of these technologies will be tremendously helpful in reducing fiscal and non-fiscal costs.

3.0 Avatars

Legal academics have discussed the possibility of integrating various Metaverse technologies and other educational applications into their teaching action plan in law schools. This can be seen as the current digitally immersive experiences including AR, VR, extended reality (XR), or mixed (MR) reality. Legal education leaders should seek to make their programs so diverse and dynamic that they draw in and feed a rich cross-section of learners. To make this transformation, academics must therefore behave like honeybees by continuously embracing modernization, exhibiting curiosity and dexterity. Faculty members must be adaptive to integrating technology and educational applications into teaching action plans in order to respond to changeable circumstances and marketplace existence.

One of the approaches for a sustainable and useful legal teaching action plan for the introduction and integration of new technologies in law schools will be incorporating virtual reality (VR) technology. Avatars can be incorporated into the virtual legal attachment, teaching and learning process to serve as law students and advisers or mentors. This will be in line with drafting a sustainable teaching action plan in law schools. It allows law students to deal with simulated legal transactions in a virtual learning environment similar to the office

of a law firm. Furthermore, practice management has become increasingly central to education and transferable skills for law students. This skill will allow law students to understand the real workings of a law firm which includes the firm organisation and management of legal work, law firm mergers and breakups, human resources, office technology, fees and billing, compensation, economics of law practice, career issues, management-related legal malpractice, marketing legal services, and trends in the profession affecting the practice of law. Law Practice Management incorporates three distinct types of management: management of the organisation or the firm; management of the legal work product; and management of the individual as a professional person. Management of the individual as a professional person. Management in this sense involves transferable skills that can be utilised in every field of work, not exclusively the practice of law. These skills are integral to career development as well as personal satisfaction. This could also create a captivating and intriguing experience as it allows students to communicate with their advisers in a more exclusive and lively manner. This will facilitate active learning of students through conducting legal transactions and performing professional lawyering tasks.

Moreover, avatars can be used in a virtual courtroom and hearing during the virtual legal attachment period. Avatars could play various roles as seen in a physical courtroom scenario. Avatars could be judges, lawyers, paralegals and other legal professionals in virtual courtrooms and hearings. This could expose law students to discover and engage in mock trials and other legal proceedings that would make the virtual legal attachment more fruitful. The term "lawyering skills" can be integrated into the teaching action plan via simulations, roleplaying and other interactive technology tools. For example, a virtual courtroom simulator will be able to provide students with "decision-making and mistake-making opportunities in a low stakes-learning environment".

Law students will be able to expand their legal knowledge and skills. By the same token, avatars can be used to represent lawyers, paralegals and other legal personnels in a virtual law firm. This could encourage law students to work together with their peers and perform on legal assignments or projects in a virtual environment during their virtual legal attachment. This will inculcate transferable skills whereby law students will now have the experience and exposure of teamwork and project management skills which are vital as the legal profession needs lawyers that are ready to face challenges of the day.

This will lead to transactional learning whereby it is active learning, not passive as it is vital for a sustainable teaching action plan. In that sense, students can be involved in activities within legal actions, rather than standing back from the actions and merely learning about them. The conceptual understanding is carried out via teaching transactional learning that goes beyond learning about legal actions to learning from legal actions. Indeed, there may be some forms of learning that can only take place if students go through the process of carrying out a transaction. The usage of avatars allows the embedding of professional learning within academic learning and this gives effect to a sustainable teaching action plan in law schools.

Besides that, virtual worlds can adapt and grow to meet students' needs. This can be illustrated via an exploration of avatar-based presentation by producing multi-sensory presentations or stories that include recorded voice (in any dialect), synthetic voice, music, text, photographs and animated characters. It can be used for any presentation, narration, story, information sharing, or training task for any legal related work. These avatars can then assist students or interns to understand the process of conveyancing of sale and purchase as well as litigation matters-divorce proceedings. Furthermore, students will also be able to learn the filling procedure/process for personal injury claims. It will be a community-promotion

based unit of learning. Overall, the use of avatars in a virtual legal attachment experience could help to create a more engaging and interactive learning environment for law students. Law students will now be able to grasp the learning outcomes of modules in law schools more effectively. By representing legal professionals, clients, and other parties in a virtual setting, avatars could help to prepare students for the real-world challenges of practising law. Imagination, adaptability, agility, determination, and speed will separate market leaders from laggards. This approach indirectly encourages a sustainable teaching action plan for the introduction of new technologies in law schools.

However, due to the novelty surrounding features in Meta in the legal educational sphere, there are a distinct set of challenges or adverse effects that must be addressed and defeated, to successfully integrate and maximise features of Metaverse technology in law schools. Despite attempts to minimise the possibility of interpersonal virtual harm, programmers cannot remove all possibility of online deviant behaviour. As Hunter and Lastowka put it, “If avatars find it amusing to make the lives of others miserable, they will find ways to do so. Moreover, a high degree of freedom amounts to a high degree of anonymity that reduces a person’s sense of guilt. This reduction or elimination of guilt may create more avenues for ‘Meta-bullying’ to take place, similar to cyber-bullying. Bullying incidents can range from minor incidents to grievous or severe circumstances that may affect the character credibility and ethics of legal graduates. This may pose problems when it is time for the graduate to be admitted to their local Bar Council. There is a high probability that virtual spaces can develop into a lawless zone that may allow for the emergence of unpredictable, vicious and sophisticated crimes. This may pose a significant risk to law students with insufficient social skills and unformed identities. Institutions and academics must vigilantly monitor student behaviour and have strong ethical user guidelines in place to reduce the impact of this challenge. Implementation of avatars for a virtual legal attachment experience using Metaverse is similar to any other educational technology requires copious amounts of money, effort and time in terms of educational costs, purchase and maintenance costs, and overall consumption of time that can lead to fiscal costs. Lastly, all the above-mentioned actions will be very time consuming and this may cause additional costs that can delay profits and make investors unhappy. A comprehensive grasp of the possible benefits and challenges of using Metaverse technologies in law schools may also provide a useful starting point for legal academics in drafting a practical, sustainable and functional action plan to ensure efficiency in the implementation process. Furthermore, it may also ensure efficacy of the integration in terms of cost-effectiveness from a fiscal and non-fiscal perspective.

4.0 Virtual Law Libraries

There is a changeover in the manner of which legal graduates are being educated in legal institutions in Malaysia. The usage of the Internet, IT-enabled platforms or mobile phones to make teaching and digital connectivity simpler and effective. Many law schools or education institutions around the world continue to function through these digital systems. This can be seen as teaching law around the world has moved from chalk and talk to incorporating technology in the classroom. The Metaverse produces a brand-new era for legal education in law schools. Metaverse-based technology uses a combinatorial technological innovation that leverages on its educational potential across disciplines which could be valuable for drafting a sustainable teaching action plan in law schools.. The integration of metaverse technology in law schools will allow law students not only to be fully immersed in learning, but it can also support deep learning and enhance their critical thinking as well as metacognitive skills, allowing them to reflect and question possible legal issues that can exist in real-life or virtual environments. This will allow law students to gain valuable transferable skills. The new

models of Metaverse-powered legal education can break the limitations of two-dimensional platforms and enrich hybrid, physical or online learning experiences. The incorporation of Metaverse into the teaching action plan in law schools may also provide useful assistance and guidance to law schools, legal academics and educational technology providers in relation to its continuing application and usage post-pandemic. Teaching methods via Metaverse technologies break through the limitations of the physical world in terms of scenarios, and retain the value of real educational activities, enabling participants to meet both real and virtual teaching needs. It has three characteristics: social interaction, diversity and openness, and high immersion. The five existing metaverse types such as Actual Reality and Virtual Reality; avatar-based and Second Life system; learning management systems as well as social media; simulation and Artificial Intelligence, expedite the usage of the Metaverse to bolster law students' online and blended learning journeys.

The words of Oliver Wendell Holmes are as true now as they were over a century ago: "The main part of intellectual education is...learning how to make facts live." Virtual reality has been commonly known to be expensive and requires high-tech equipment but it is now beginning to penetrate the mass market. The computer processing power subject to the prevalent use of smartphones as well as economical consumer virtual reality headsets displays that virtual reality has the probability of creating a compelling impact in the legal education in law schools. This is what Adams et al. would refer to as "catwalk technology," which has become "ready to wear" meaning that the technology is now scalable and widely available. This makes it easier for law schools and students to adapt to the usage of virtual reality. Additionally, the mirror world is an impression of the real world and the virtual reality is the control of Avatar with artificial intelligence characters in a completely virtual space.

Virtual library is an electronically connected and accessible via Internet based Digital Library or a Library without walls. The concept of virtual library works on the basis that any individual that is linked up with the library networks and has a computer will be able to access the resources as well as information using the Internet or Intranet. All of this research activity can be carried out without being physically present in a library. Interactive virtual law libraries can be vital for law students in law schools as the platform has user-friendly interface that is straightforward to manoeuvre, with fine search choices as well as filters to assist students to research relevant information instantaneously and effectively. An interactive law library is able to provide customised learning pathways that are dedicated to meet different needs of law students. This can be seen where the audio and visual features in a virtual 3D environment allows for legal materials and data to be displayed in a reciprocal and captivating manner. Interactive virtual law libraries will aid students to concentrate on their research efforts as well as boost their overall learning experience and outcome. Law students in law schools will be able to assimilate and interact with legal resources, participate with other students in real time and engage in legal research activities or projects.

The virtual library allows for broad network access, fast track collection and communication of information and records of proceedings along with other important information. It will be accessible on numerous devices such as desktops, laptops and mobile devices that indirectly allows students to access the virtual library from anywhere at any time. It will be easier for law students to obtain legal data quickly from online legal databases and conduct comparative jurisprudence. Undergraduate law students will be able to study various international law modules by using this platform. Law students with just a click of a mouse will be able to determine and identify new legislations, cases as well as latest recommendations on the development of laws. For example, students will be able to access

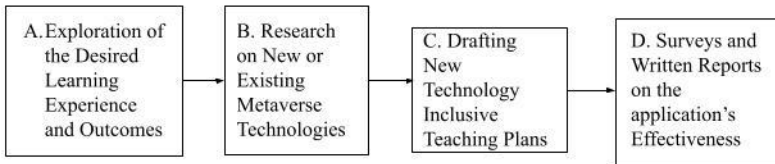
various legal resources including primary sources such as statutes and case law, as well as secondary sources such as law review articles and legal treatises.

By incorporating interactive virtual law libraries, it allows for a sustainable useful legal teaching action plan for the introduction and integration of new technologies i.e Metaverse pedagogy in law schools. It will allow productive learning to take place when students are able to interact with the task at hand and the environment within which the task is situated. This gives law students the opportunity to be exposed to the latest and up-to-date data. The interactive virtual law libraries are agile and share the resources among users & works swiftly. Students will be able to receive real-time updates. For instance, legal developments can happen instantly therefore interactive virtual law libraries will be able to furnish law students with real-time updates on changes to statutes and case law. Students will be able to have access to all the statutes, regulations, commentaries, cases, practice notes along with more online legal sources and databases, which will facilitate quick justice delivery. Moreover, interactive virtual libraries come with collaborative features such as web-based technologies that allow students to work together in groups on their research assignments and share information among themselves. This provides a genuine platform for networking amongst students. This can help students to learn from each other and develop important teamwork skills. Law students who will be future law graduates will have the experience of going through the learning and research process which enables them to learn to collaborate. These transferable skills will serve future law graduates well throughout their career.

Additionally, it promotes open access learning which is the right path in getting rid of unnecessary and expensive intermediaries such as physical libraries, law schools or even law teachers in the acquisition of information and knowledge by learners, which has already happened in other industries including travel, finance, music and book-retailing. Law graduates will be more versatile and no longer restricted by the traditional pathway. By providing law students in law schools with access to interactive virtual law libraries, their learning journey will be heightened and prepares them for a prosperous future in law. The virtual law library can be a digital knowledge platform that connects students, educators, and employers to “massive ecosystems of talent, technology and information at minimal cost.” This digital knowledge platform will be able to lead a diverse group of thinkers and doers on a professional education platform which will invariably result in rich new ideas developed by the very minds that the law program fosters.

5.0 Sustainable Legal Teaching Action Plan

In order to draft a sustainable technological teaching action plan, academics and institutions must answer a series of questions that help them judiciously reflect about which Metaverse application or technology should be embedded in their teaching practices. It is imperative with an Outcome-Based Education (OBE) that academics and institutions keep the students, i.e. the learners at the forefront when answering these questions. Firstly, the academic should take some time to generate an initial learner profile that will be the constant reference point when attempting to draft the action plan. The learner profile is essential in determining the hows, whats, whys and which of technology incorporation. The profile should have a basic outline of the learner, their background (historical and geographical), their current location, the topics to be learnt and the challenges they may face. Of course, in a lecture with 400 plus students, the lecturer can generalise the answers to these questions to the specific group of students instead. To effectively reflect the role of Metaverse and technologies in the learning practice, academics should progress through these four reflective levels.



A. Exploration of the Desired Learning Experience and Outcomes

Here, academics must examine what the intended technology or application may provide that an existing teaching tool (whether physical or online) is unable to do. This must be inspected closely against the learning objectives and outcomes in order to gauge the need of the diverse group of learners. Acknowledgement of other parameters or organisational limitations are some of the elements that must be accounted for when listing down the diverse nature and qualities of the students. This includes and is not limited to the technologies the students need and that are accessible, the cost of these technologies for the concerned actors, the age requirements for these hardwares and softwares, the physical environment (hosting spaces) etc. Additionally, the academic should also consider what community support systems are available in order to successfully implement curriculum using this technology or application.

B. Research on New or Existing Metaverse Technologies

Regardless of the heading above, this step is not limited to Metaverse and its technologies and is inclusive of other applications, and technologies as well. The existing literature, research material and outcomes should be thoroughly investigated and referred to as this will provide better insight into the extent of its usage, impact and effectiveness. At this stage, research should not be limited to the educational realm as it may hinder the understanding stage as it will restrict the academics' view of the technology. If, after reflecting on the available research and the above questions, the academic has not found material (teaching plans or outcomes) that supports the intended technology or application, then the academic can venture to create their own content following Gagne's instructional design model.

C. Drafting New Technology Inclusive Teaching Plans

This stage is the most difficult, time consuming but also may be the most rewarding as the academic witnesses the learning outcomes are achieved by the students. When creating an entirely new teaching plan, the academic should reflect upon the type of content they intent to create, the duration of this experience, the mode of delivery, the accessibility features, what the learner is expected to create, demonstrate and comprehend, the relevancy of the content (from an industrial perspective as well), the needed tools and resources, the expert knowledge and determining the way in which the technology will enhance the overall learning experience.

D. Surveys and Written Reports on Application's Effectiveness

As the academic builds the teaching plan and curriculum, they must also consider how the outcomes are to be measured and reflection reports should be made at the end of the module. It is recommended that the measurement should focus upon the process of learning, understanding, reasoning and experiences rather than traditional learning outcomes, i.e. numerical results. The research is pivotal to the expansion of literature and for the academic to understand the shortcomings of the 'soft launch'. Thus, amendments may be made accordingly before the next semester or class were to begin.

This introductory guide is designed to serve as a useful roadmap to learning with technologies and internet applications. There may be times where there are more questions than answers, the author hopes that with the help of this paper, the academic feels more confident to conduct open discussions and forums and reimagine the future of legal education with the use of these technologies and applications.

6.0 Conclusion

Modern students now expect and demand both human connection and digital technologies, which means combining "high touch" with "high tech. In the near future, when legal education programs harmoniously integrate AR, VR, MR, XR, and robots into interactive, omni-channel education experiences, these digital innovations will substantially erase the boundaries between in-person and online education.

A sustainable teaching action plan in law schools will include courses such as Law Practice Management, The Business of Law, Law Office Economics, Office Practice, Law Office Technology, Law Practice and Legal Marketing that incorporates management of legal work, and of professional legal organisations using Metaverse as well as various technology pedagogies and educational applications.

Legal education is at a clear inflection point, where much of how and what we have taught is under scrutiny. As we reform our curriculums in this moment of change, we should be guided by considerations of value added, values added, and economic sustainability. Law and technology is an area that is ripe for expansion, with the possibility of satisfying all of these criteria. It also provides ample room for scholarly examination. Creating opportunities for learning how technology is shaping legal practice should be a priority for any school looking to provide a useful education for the lawyers of the present, let alone the future. For law schools, the choice is simple: adapt or disappear.

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