

## Role of Artificial Intelligence in Legal Education in the 21<sup>st</sup> Century

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We set out to investigate the significant responses of the digital economy to legal education, as well as some of the practical proposals made in response to system criticisms. In order to do this, important suggestions made by legal and educational experts to modify legal education in light of the pervasiveness of technology were identified. It then delves deeply into how colleges and universities are evolving as AI enters the market. The research was conducted on the impact of AI on legal education as well as suggestions for necessary modifications. Relevant literature searches were conducted using both qualitative and technical methodologies, as well as a deductive hypothetical procedural approach, in this interdisciplinary exploratory research. Furthermore, legal education should shift from a retrospective to a forward-looking and projective perspective, integrating technical knowledge and quantitative methods, while not ignoring the practice of traditional skills, communication, and descriptive standards so extremely valued by legal professionals, thus emphasizing the need to develop creativeness in students. However, in parallel, a policy must be devised that takes into consideration the ethical issues associated with the use of AI in the classroom. Lastly, it is obvious that there is no likelihood of AI replacing the legal professions in the near future. However, institutions must notify students that some legal profession responsibilities may be performed by AI technologies .

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Due to a significant factual gap, the present situation of legal education in Pakistan is scary. On one side, we have a situation where the number of courses rises year after year: As of 2023, around 252 schools and affiliated colleges are imparting the study of law in Pakistan (Eduvision, 2023). The recent increase in the number of law colleges in Pakistan is a promising sign for the country's attempts to create constitutionally capable people. However, as a result of recent stated economic crises and technical developments, the number of the State's civil service in Pakistan has been reduced, more distance and telepresence classes have been made available, and more mechanization of educational sector services have been implemented.

There is an estimation regarding use of AI technologies in higher education will begin around 2022 (Alam, 2022). Similarly, AI is now used in higher education in the form of a 24/7 online help desk, such as Deakin University's utilization of IBM Watson (Hannan & Liu, 2023). While there are worries that technology cannot (and should not) replace human teachers, there is also the promise for increasingly sophisticated virtual teachers and adaptable teaching tools.

Chinese botanists are being assisted by machine learning in the “*Intelligent Flower Recognition System project*”, a partnership between “*Microsoft Research Asia and the Chinese Academy of Sciences*”, to quickly identify plants using smartphone photographs (Gu, 2022). The method, which employs a neural network, eliminates low-quality queries and accurately detects flowers in an image database with over 90% precision. Open source can be used to increase artificial intelligence in higher education's capabilities during the next four to five years (Wahla, 2022). OpenAI and Google's TensorFlow offer programming and open-source software libraries for numerical computation (Liermann, 2021).

Nonetheless, there are angles from which the application of AI in education is seen as highly promising, despite this bleak picture. For instance, A more equitable future for higher education is envisioned by (Moses et al., 2021) in which AI is not considered as tools but rather as a third hemisphere of the brain aiding creative and cognitive learning processes.

We have moved from a society that is based primarily on face-to-face interactions, where information is entirely recorded on a physical substrate, where access to information is difficult and communication over very long distances is difficult, to a virtual society that is based on close proximity and has access to information that is significantly more easily. Even if this is a simplification, a glance at the most significant aspect of everyday life (economics, politics, industry, etc.) reveals an exponential surge in innovation. Experts in the market and the legal profession have questioned the focus on applying past knowledge to present and future circumstances that is characteristic of traditional face-to-face education (Xu et al., 2022). This criticism is often accompanied with valid suggestions that must be disregarded in the process of reorganizing legal education and knowledge.

The purpose of this research is to investigate the following issues: In a world that is increasingly defined by digitalization, automation, and a revolution in information creation, what skills, knowledge, and competencies should legal education impart to students? Future legal professionals, it is hypothesized, will need to develop human abilities that are not restricted to preexisting groups as well as a more comprehensive multidisciplinary grasp of law, including how it interacts with technological and economic fields.

AI can aid educators in making their classrooms more conducive to student learning. It may also aid them in recognizing the specific requirements of each pupil (Burbules, Fan, & Repp, 2020). Teachers may use this to determine which pupils need additional support with their assignments. It has come to light that the information and data available on government websites or any database are not completely safe. It is important to examine legal and technological safeguards against information distortion, which might lead to changes in the way law is actually practiced, such as the widespread use of big data, which will make document inspection much less crucial. Thus, it is more important than ever to do such research and highlight the critical problem of delivering legal education with the aid of AI (Fenwick, Kaal, & Vermeulen, 2017).

### **Digital Technologies and Legal Education**

The present obsession for technology in the classroom (technophobia) has had a disastrous effect on the learning environment and altered the relationships between instructors and students as well as amongst coworkers. This is due to the fact that, although having a common subjectivity, these connections are becoming more and more focused on the dualism of worker and machine, which hinders communication between students and professors as well as between students themselves (Nilson, 2016). At the same time, new teaching approaches are being

developed in which instructors serve more as facilitators than as proprietors of the material to be taught.

In the past, legal education inclined to be "retrospective," built on the transmission of already-known information, such as analyses of existing acts, statutes, cases, etc. As a result, the connection between the teacher and the students had to be hierarchical. However, prior experience, a teacher understands, and in a world where knowledge is readily accessible online, authority may be irrelevant. Therefore, education has to be far more future-focused and oriented on skills rather than material (Thomas, 2018). Numerous technological and social developments brought on by the vast creation and accessibility of digital information has created new methodological obstacles for legal research (Fischer et al., 2020). Legal facts and their metadata, such as the number of words obtained digitally and links between texts and super texts like court decisions, state regulations, contracts, theoretical and scholarly texts, research, and legal facts, lead to a pluralistic approach that complements traditional methods (it will take into account the "similar" legal interpretation). Knowledge that is acquired through data analysis, which is becoming more "numeric" results in creation of new ideas, is hampered by the science of interpretation's growing reliance on quantitative techniques, which are anchored in methodology from fields like statistics, econometrics, and sociology, among others (Crayne et al., 2018). To overcome legal theory, ontology and deontology must be better matched.

Due to changes in the way knowledge is represented, the digitalization of law—which refers to the transmission of legal data and the automation of access to law-related information—has made additional categories of legal knowledge available (Saintot, M., & Matteo, 2022). Quantitative analyses regarding law that may be visualized as word clouds, histograms, tree diagrams, and scatter plots, for example, are data-powered findings that are no longer limited to "legal assertions" but are instead extended to graphical representations and quantitative models (Bhat, 2019).

The traditional function of legal knowledge in processing legal data necessitates a review because it primarily consists of organizing and defining organizational structures for knowledge production and as a source of organizational choice, as well as creating and assessing decisions and laws to ensure legal teaching and learning. Legal data analysis enhances legal knowledge in at least two ways: it permits some predictability of a particular outcome for court decisions, increasing legal transparency and consistency in court rulings as well as, for example, preventing States from violating human rights; and it illustrates the effectiveness of rules or legal regimes, which could be interesting for, say, better understanding the circumstances of general conformity with norms. This legal information may subsequently be used to enhance decision- and law-making.

It is vital to develop synergies between traditional legal thinking and data-driven methodologies that make legal concepts accessible and applicable in order to improve the legitimacy of legislation. However, this must not overlook the necessity for critical ordering of that method. In this sense, empirical quantitative legal studies might add to the list of sources that can be used to support or refute doctrinal arguments, such as historical or ethical considerations (Leeuw, 2016).

The conventional knowledge acquisition method in legal education must give way to a systemically new one that is based on information technology. The computerization of education must be done in a way that prepares students to function well in the new economic environment. For a future lawyer, it's crucial to acquire both practical skills and a certain level of academic

knowledge. However, certain electronic forms need to be developed. The use of digital databases for things like fingerprints, legal actions, and procedural papers, as well as digital versions of different forensic cases and descriptions of legal cases, should be added to the established techniques of portfolios, distance learning, intermediate tests, and final exams. Digital video libraries contain many types of legally important information, such as organizational and statistical data, as well as analysis of materials (Cicourel, Riverside, 2017).

The Law graduates ought to be proficient with digital skills in order to effectively analyze a particular legal case while gathering pertinent information from a number of sources. They must understand how to interact with individuals and organizations using information and communication technology, as well as how to produce and disseminate electronic documents like petitions (Schneider, 2022). Simultaneously, it is necessary to take into account both legal and technological safeguards against information distortion. This, for instance, results in the use of big data in daily legal practice, which greatly reduces the significance of document inspection. The implementation of such technology solutions will make it harder to utilize illicit information for profit and will simplify the work of attorneys as they won't always have to deal with dishonest adversaries. Future attorneys are educated and taught in the use of a broad variety of technical tools in addition to conventional knowledge and skills, since this will enable a more thorough distribution of information on the subject being studied and make the courses more useful.

Students need to experience communication, teamwork, and creativity in addition to information in order to adapt legal knowledge to social and commercial change. This research examines the key digital economic reactions impacting legal education and offers suggestions for improvement in response to the system's critics. This work was separated into three particular aims, each of which corresponded to a phase of the creation of this research, in order to accomplish this purpose. The first is to explore some of the most significant suggestions provided by legal education and expert witnesses from a variety of backgrounds (USA, Australia, Russia, etc.) The second half evaluates, in particular, the changes that higher education has experienced and will continue to experience in the wake of artificial intelligence's integration into educational markets and institutions. The third and final section examines reactions to artificial intelligence (AI) in law and legal education as well as suggestions for adjustments that legal education should make in light of AI.

The research is exploratory, interdisciplinary, and employs a hypothetical procedural-deductive approach, a qualitative approach (although it occasionally uses quantitative arguments), as well as a relevant literature search technique were used. It also uses a hypothetical procedural-deductive approach.

### **Skills Desired In a Context Where Technology Is Reliable**

It is intriguing to do relative research to confirm what has been said on changes in legal education in other nations so that this knowledge may be compared to Pakistan demands and realities. In Australia, for instance, the Law Society of New South Wales has taken the lead in comprehending technological advancement and formulating answers. The organization has highlighted seven skills/knowledge categories crucial to the success of future legal practice from connected critical competencies and the legal knowledge base in its Future of Law and Professional Innovation (FLIP) study:

*a) Practice skills (interpersonal and professional):* While soft skills (such as collaborative working) are now learned in clinics and extracurricular activities, professional skills (such as writing, interviewing, presentation, advocacy/negotiation, etc.) are taught through practical placements. However, these abilities need to start being

delivered at various phases of legal education in order to consolidate and reinforce prior learning rather than needlessly repeat it.

**b) Business Skills:** Whether working for companies or businesses, governments or not-for-profits, business skills are crucial in almost every field of legal practice. They seem to be taught in part during practical training and are part of Australia's extracurricular legal education.

**c) Project Management:** Although legal work requires project management, such as settling disputes or writing contracts, these abilities do not seem to be impacted by formal legal education. This is because business training is often provided as part of a double degree or before studying law, if the student's interests coincide. Therefore, it is advised that project management skills be taught to students in extracurricular activities (e.g. editing legal journals);

**d) Internationalization and Transnational Legal Practice:** Many law schools include international law as a part of their curriculum. As a result, further research should be done to determine the need for courses that concentrate on cross-border legal practices (i.e., cross-border transactions and disputes), as well as the best career chances for these courses.

**e) Interactions with consumers and experts from other industries that are interdisciplinary:** It is often via various sorts of instruction, sometimes outside of classroom, that students are exposed to other knowledge fields. Conversely, interacting with customers through clinics, volunteer work, internships, and placement;

**f) Legal Courses:** Students and legal professionals may benefit from taking courses on managing change and developing resilience given the frequency and severity of change that the legal profession encounters.

It is advised to apply innovative techniques in extracurricular activities like legal classes (for example, application development courses) and contests involving the use of technology instruments (Collin & Halverson, 2018). Additionally, it's important to think about whether technological issues — such as blockchain in contracts and properties, electronic discovery in civil procedures, etc. — should be included in the major courses, as well as if any additional topics, such programming for attorneys, are required (Buchwald, 2019). It's possible that all attorneys must have a certain level of technology proficiency, but apart from that, the learned technological abilities will be a matter of personal discretion.

Human legal professionals will always be needed, but they must adapt their knowledge to a world that is always evolving (Goto, 2022). Thanks to technological advancements that can recognize and alter a lawyer's characteristics, clients may soon be able to get personal legal assistance and documentation without the need for a lawyer. The development of quicker and more effective methods of resolving disputes does not seem to be taking place with much time given by digital technology. Perhaps in the near future, self-driving automobile disagreements will be promptly settled by reviewing recordings; With GPS verification, customer concerns concerning delivery services may be immediately rectified; if a family member is unfaithful, divorce procedures may start; once the wearable senses a person's death, it may execute their final wishes (Froomkin & Colangelo, 2020).

### **Interdigitating for Attorneys Considered "Transition Engineers"**

Learning should include not just a review of material covered in class, but also broader, more interdisciplinary consideration of pressing problems of the day. Ethical issues related to the use of data in decision-making may arise in a variety of contexts, including the courtroom, law enforcement, policy analysis, climate change management, and other areas. Students would be

encouraged to comprehend how information from several fields interacts with one another and come together to solve significant challenges in the present. Remember that although the AI being developed today is excellent at calculating equations or doing other specialized jobs, it is still quite bad at things that need original thought (Susskind, 2020). They are the cornerstone of human professional interaction training in the future, where innovation and cross-disciplinary expertise will continue to be the purview of humans for longer than first anticipated.

In the past, attorneys have been more significant when they work as "transaction engineers," opening doors for novel commercial and social interactions (Contreras & McGrath, 2020). By managing the connection between investors and creative businesses founded by inexperienced entrepreneurs, lawyers build novel contracts that safeguard high-risk investors. In the context of disruptive technology generated by startups, such actions are crucial. Additionally, attorneys' work in forming contracts, alliances, and resolving disputes has been a crucial categorization tool for company owners who need more than just investors to launch and grow their enterprises. Additionally, contractual procedures and the reputation-driven legal market help to close knowledge gaps between entrepreneurs and investors, which are essential for coordinating the supply and demand sides of venture capital in a manner that is efficient and beneficial to both parties.

Due to the increasing relevance of information technology in legal practice, attorneys who want to execute the "transaction engineer" function will need to be able to code (Ibid: 304). The way law is practiced is evolving as a result of legal tech, which includes platforms, databases, software, apps, and IT services for attorneys that may even include AI and blockchain technology. As these autonomous services are not vulnerable to the human weakness of repeated activities, they will soon replace fresh interns and attorneys with a lot of work (proofreading, writing, etc.). Law offices and departments may be swiftly converted into virtual offices using legal technology. These platforms place a focus on bringing together legal and other professionals in a cooperative online setting incorporating both human and machine actors. If the policy concept is effective, it will build a flexible and reachable community of experts with various backgrounds and qualifications. It is simpler to provide specialized solutions for consumers' demands the bigger the community.

Learning law does not need advanced knowledge of cutting-edge tools like computers, networks, and AI. Coding and data analysis seem to be ideal places to start, but in a changing environment, other significant subject-specific talents and abilities are also required. Therefore, it is necessary to foster the development of abilities that improve decision-making under cognitive and normative ambiguity. The following are three talents that separate legal thinking and are important to digital transformation:

- a) Difficult problem-solving is dealt with in legal reasoning in two ways: incentive-based thinking, which examines how norms affect how people behave, and
- b) Incentive-based thinking, which deals with complex facts via critique, analysis, and application. When conventional methods, frameworks, and presumptions are challenged in the digital era, stimulus-based ways of thinking might be fruitful. The best architecture will consider how technological architecture affects human behavior.
- c) Narrative and persuasion: The ability to tell a compelling story is essential for understanding the perspectives of policymakers, especially when there are several viable options for resolving a legal issue (Al-khresheh, Mohamed, & Asif, 2022). This is suitable for the internet, especially in the absence of appropriate solution.

OECD (2016) view of legal education in the face of technological interruption suggests that, at least initially, the focus should be on new ways to assist legal operators in performing their jobs (tools, applications, new means of communication, smart assistants, etc.), which change the nature of the work to be done but not the type of work itself. The essential competences taught in law schools remain relevant and helpful in a complex legal environment brought about by ICTs and artificial intelligence, but legal education must change to reflect these advancements. In reality, a variety of legal, economic, and societal repercussions are already being promoted by AI applications. Although artificial intelligence (AI) has the ability to decrease repetitive and tedious activities in automated discoveries, evaluation of contracts, and additional conventional counsel responsibilities, more innovative legal practitioners are changing to take advantage of new capabilities (Abioye et al., 2021). Using AI in the legal industry to better interpret data includes improving the prediction of legal outcomes.

Technology is altering the legal process in the twenty-first century in several ways. Big data, artificial intelligence, electronic discovery tools, document automation, communication and collaboration technologies, and cloud-based case management systems are just a few examples (Diamond et al., 2018). A wide social media strategy and client education on proper social media behavior is two of the most important lobbying techniques in the modern day. Attorneys who must deal with social media in many settings, such as multi-session courts, must adapt their typical advocacy structures to include social media from the moment a client intervenes in a case until its settlement. Following the admission of each case, attorneys are required to provide thorough client counsel about social media in the modern day. This is evident in the fact that lawyers need not just a four-year degree but also continuing education in areas like social media law. For instance, this includes recommendations on avoiding releasing material and views relevant to current lawsuit on social media, for example.

### **Higher Education and Intervention of Artificial Intelligence (AI)**

Notwithstanding the improvements made to teaching and learning environments as a result of advances in hardware, software, and online resources, the usage of AI will bring about the true revolution in education (Alam, 2021). Artificial intelligence (AI) allows for the development of expert systems that can interact with their surroundings in ways that were formerly regarded to be uniquely human. They include, for example, voice recognition, visual perception, and intelligent conduct. AI would be particularly effective in the field of education, for instance, in the development of data gathering algorithms that would allow students to submit thorough and tailored feedback. This would allow for the interpretation of a student's requirements and the creation of an appropriate evaluation. AI systems are able to repeat lectures, display student proficiency, and create individualized learning strategies for each learner. Thus, AI would make it possible for strong virtual teaching assistants.

The advent of artificial intelligence is attested by the quickening pace at which information technologies like deep learning, big data, and neural networks are being developed. Thought, emotion, and social talents were formerly thought to be uniquely human; nevertheless, AI is progressively bringing these capacities into play, and pedagogy based on them might result in profound shifts. For educators in general, adapting to changes in education in the AI age is both a problem and an opportunity (Monroe et al., 2019).

AI will unavoidably change education so that students develop knowledge. The main objective of AI usage by humans is to liberate people from routine, boring tasks, allowing them to engage in more meaningful or fascinating activities. However, education can be broken down into two main categories: "teaching," which is the act of imparting information, and which is

something that artificial intelligence can do more efficiently than humans; and "education," which is the process of shaping an individual's character and inspiring curiosity in the pursuit of new knowledge explained by Monroe et al., (2019). (Monroe et al., 2019). As a result, professors, lecturers, and teachers must continuously update their knowledge on how to teach, reflect on and synthesize their experiences, and fully use the newest sciences and technology in the development of abilities.

According to (Edwards et al., 2018), the area of applied AI in education (AIED) has matured to the point where it may assist educators in improving their practice and introducing students to novel methods of instruction. AIED will be fully employed in the classroom when it is combined with robots and sensors to monitor the surroundings and behavior (such as the Internet of Things or IoT) in future technologies built for learning and teaching. Devices not typically seen in classrooms that are utilized by the intelligent systems created so far under AIED. It is the author's opinion that professors will continue to assist students to some degree in the classrooms of future sports academies. Cobots, or robot educators, will also be present in these classrooms (technology that may not have been around a few years ago, but should be developed from now on). Furthermore, it supplies AIED apps and sensors for use in smart schools.

When compared to the development of skilled instructors, AI will save money for students since it is a technology that will replicate an infinite number of assistants, teachers, supervisors, and mentors who will have an impact on every part of human existence. Education will soon no longer be restricted to traditional classroom settings, and teaching strategies and resources will change. According to (Wang et al., 2018), this transition will occur in four stages:

*i)* Improving teaching effectiveness: In the early stages of the intelligence era, AI will keep track of each student's learning outcomes, which will make up the data that the helpers examine and function as a supposition for instructors. Instructors would be able to better cater to their students' individual needs by taking into account factors such as personality, area of interest, level of knowledge, learning ability, etc. The development of AI means that pupils will constantly have a data-collecting companion. This companion completes the image of the individual, shedding light on aspects of their character that are otherwise obscured by the nuances of daily living. Additionally, this "AI companion" will aid students in comprehending their gained information more thoroughly and accurately. In fact, the "partner" may be able to do so more effectively than a person could. AI won't now alter the processes or avenues available for education. The extraordinary effectiveness of education will result in a higher scope and deepness of the information learnt, but it won't change the contents either. Universities will need to increase the speed at which they develop composite and specialized innovation talent in order to remain competitive. They should also concentrate on developing student talent because there is little time for teaching and learning but plenty of opportunity to share AI experience. Every AI instructor may exchange and learn from a wide range of experiences at the intermediate level, which even raises the bar for teachers' knowledge.

*ii)* As a result, they will be able to provide each kid with a customized education, which promotes equality throughout the process. Few content modifications are made at this level, but education providers will substitute AI instructors for human ones. The educational emphasis will change from "teaching" to "learning" as AI instructors provide pupils with high quality instruction at a reasonable cost. The

depth and breadth of understanding will not be constrained to "teaching," so the content and goals of education will shift to the development of talents who are open to innovation, driven, and receptive to learning;

*iii)* Content and pedagogical approaches that harken back to the past: as AI develops, its role will change from that of an external tool to one of an organic component. The integration of man and machine will increase human learning capacity beyond what is now possible. AI and humans will interact in the same way that a person today receives information from his or her organs (eyes, ears, etc.). There will be significant changes in educational methods and content since it won't be essential to memories a wide variety of complex facts because AI will handle all of the menial tasks. So, even very long and in-depth knowledge will be learned by humans as swiftly and easy as a book download. This "super" man's breadth and depth of knowledge will not depend on "teaching" or "learning"; rather, at that point, the "super" man's IQ, EQ, personality, and interest will all be the same. A "super" man will need to learn how to use and manage the AI that is already inside of him or her in order to do creative, intuitive, and perceptual activities for which AI is inferior to human intellect. Thus, the key component of education at this point will be this information, which is unique to human intellect.

*iv)* Modifications to assessment techniques: At the moment, evaluations and exams continue to emphasize the ability to recall information and problem-solving techniques. However, AI will change this, providing a more accurate assessment of student achievement. A student's whole learning experience will be recorded by the pervasive "AI partner," who will assess his or her knowledge and abilities and analyze failures to create a learning strategy that makes up for them. The semester examinations and skill proficiency assessments will be replaced with assignments that require each student to explain what they have learned, mastered, and disregarded. Open, comprehensive, and multidisciplinary material will now be assessed instead of standardized content.

It is obvious that the authors' perspective above seems to be fairly hopeful, but it relies on other technical advancements (along with a lot of time) and on the human race's ability to adjust its whole way of life. Moreover, it is evident that this evolutionary line may offer light on the possible future path of education, including legal education, even if it does not turn out exactly as they expect it to be. In addition to guiding future pedagogical and legal theory development, it may be used as a jumping-off point for critical analysis and the formulation of an ethics to underpin the control of educational procedures.

Experts in the area of AI are in general agreement that the rapid rate of technology advancement and the displacement of related employment need a reevaluation of the role and pedagogies of professors in higher education. The issue of who sets the agenda for teaching and learning — businesses or higher education institutions—is already brought up by the existing usage of technology solutions, such as "learning management systems" or IT solutions to identify plagiarism. AI-based operating systems that are built on sophisticated algorithms created by programmers who may introduce their own biases or agendas into operating systems will replace many sets of jobs now at the core of higher education practice. Thus, it is essential to keep critiquing and researching the offered solutions (mostly in regards to ethics) to make sure that universities continue to be places where knowledge and wisdom may be promoted and developed. As a result, colleges need to reconsider their instructional roles and paradigms as well

as how they will interact with AI products in the future. Additionally, the possibility to use AI in teaching and learning has created a plethora of opportunities and difficulties for higher education institutions. These solutions offer up new avenues for universal education, encouraging lifelong learning within a reinforced framework that can protect the reliability of core principles and the goal of higher education.

The present workforce in all industries will need to prepare for a potential substitutive impact as a result of the significant breakthroughs in AI theory and applications predicted in the next decades. AI will only have a detrimental effect on low-skilled job, while its impact on high-skilled work is still unclear (Ma et al., 2022). But negative impacts may be reduced with adequate AI instruction. They then lay out an evaluation of the collaboration, communication, and manipulation fundamental competencies fostered in AI education. Universities and businesses need to make more of an effort to assist students who are particularly vulnerable to the impact of AI on job placement in the future.

None of the aforementioned highly skilled professions, which are all listed above, is more than 50% susceptible to employment role being automated. However, concentrating on the two professions that law graduates often enter after graduation—advocacy and the judiciary—the authors argue that, in Chinese reality, the degree of automation susceptibility is roughly 15.8% (Pan et al., 2017). These numbers make sense in light of China's reality, which differs much from Pakistan's (in terms of government structure, population, modes of socialization and political organization, and opportunities for recent graduates). To illustrate, consider that, law is universal and not bound by custom or any other consideration. It's also true that many Pakistani law school grads—possibly the vast majority—find employment in administrative or judicial support jobs. These statistics, however, already help to highlight probability and inspire study into various country settings. However, these findings show that: In higher education, it is important to stress interactive communication abilities between people and with computers, as well as the use of creativity as a defense against artificial intelligence (AI) and computing (Makmee, 2022).

Many conventional teaching strategies include giving student's information, then having them answer questions on it. AI entails, among other things, capturing and mastering knowledge, strengthening student's analysis skills, intellectual valuation and response (Minn, 2022). Specific applications of AI in education increase interactivity, accessibility, and personalization. Learning that is given or triggered using electronic technology is known as "e-learning," which includes learning using a range of technologies. It can be quite helpful when incorporated into a well-thought-out and well-supported educational or training environment, but it does not take the place of or make outdated current customary educational theories and practices. With an ITS, students may get targeted, just-in-time teaching without the assistance of a human teacher, as is commonly the case with online education (Prasetyo, Tamrin, & Estriyanto, 2022). Virtual training assistants that mimic the subject and teaching style of a skilled trainer might be an intriguing choice, even though it is extremely impossible to have a personal training helper for each student. Education, psychology, and AI experts have all embraced this type of approach. The model tracking tutor method is another tool for categorizing ITS. Learning curve organization, course navigation, content analysis, training technique evaluation, error message interpretation, question resolution, student feedback collection, etc. are all components of ITS's hypermedia course implementation goal. In other words, ITS allows students to self-evaluate their progress and adapt their studies to their own needs. The adoption of advanced technology replaced human teachers with the teaching unit and the subject knowledge unit in the classroom (Van, 2021). A system organizes and instructs people, retaining faith in each pupil module and

operating in accordance with the most effective teaching methodology. The method used by the model tracking tutor may also categories ITS.

To detect, categories, and comprehend emotional emotions in faces, facial coding techniques use algorithms and computer vision. EdTechs are using emotional AI to gauge students' growth in social and emotional skills. Katyal (2019) evaluates the new ways these technologies are being used to classroom instruction and reveals the tension between public and private interests when it comes to the application of these tools to the protection of individual rights and privacy. According to the author, using AI technology to aid instructors in their tasks does not seem to be an issue at first glance. Additionally, emotional AI is not considered to be inherently unethical. Concerns have been raised about the scientific, legal, and ethical implications of using face coding in conjunction with emotional AI (Katyal, 2019) First, there is some doubt about the veracity of the findings reached from the investigation of the face data of persons impacted by the technology, since the facial data used to train emotional AI has been criticized for being inaccurate, incomplete, and skewed. In addition, collecting and analyzing pupils' facial expressions cannot go hand in hand with ensuring their well-being (particularly if they are young children in school). So, it may be unethical to exploit a student's feelings for research purposes if doing so will compromise their health or happiness. Finally, it is problematic to train neural networks used for other commercial reasons using assumptions about learners' emotions (such as advertising). As data acquired in educational settings might be utilized for other socially decided objectives (e.g., social evaluation), it is quite possible that the scope of data collection could be breached. So, regulations are needed to restrict data collecting, which begs the issue of how necessary emotionally intelligent machines are to good teaching.

By encouraging stakeholder collaborations in co-design, we may bridge the gap between the academic and professional communities of learning sciences and the developers of AI for K-12 classrooms and professional development. As the field of educational AI development grows, the stakeholder approach becomes more pressing, thus it is essential that educators have a way to assist AI developers better comprehend the pedagogy of education. It should also guarantee that those working on AI can assist educators in gaining a deeper comprehension of the field and its potential uses in the classroom. And stakeholders may work together across disciplines to make sure AI delivers some of the educational advantages its use elsewhere promises. Large technology companies already control a significant portion of the EdTech landscape, so caution is also required when establishing these partnerships. It is crucial that they do not monopolies the relationship with educators because doing so could result in an educational AI future that is highly biased and constrained. As a result, both the brands and enterprises that produce and develop EdTech and the technologies themselves must be diverse.

### **Authentic Intelligence in Legal Education**

It is fascinating to compare the impact of artificial intelligence on the law to that of Justinian's *Compendium*, which simplified the huge and complicated Roman legal system for individuals living under the customary rules of European kingdoms and regions in the 11<sup>th</sup> century. Although canon law was adopted considerably later, we nevertheless know a great deal about Western law because to it (Watson, 1978). For students, teachers, and professionals, however, the *Digesto* faced significant information overload issues. When it came to educating future generations and putting this new information into practice, several questions arose. Along with developing new and complex academic and professional text formats, new legal learning methodologies also emerged. Students are now qualified to study such professional legal literature and begin legal education.

In this way, the LawBot chatbot, a free app created by Cambridge Law students, aims to inform crime victims of their legal rights. When the first colleges were founded in Bologna in the 1080s, students, not monks, managed the institution (Karr, 2022). The concept of students arranging their education for the common good is something that, to me, gets to the core essence of a university via this effort. They created the new *universitas*, discussed their rights and responsibilities with government representatives, maintained self-control, planned instruction and evaluation, hired academics, etc. In ways that are virtually unimaginable now, students were connected to the university.

In order to plan their careers, avoid the legal professions most at danger of automation, and concentrate on duties that have nothing to do with AI, law students would be wise to acquire a working knowledge of the present status of artificial intelligence and its probable short-term influence on law. Recent developments in artificial intelligence have focused on automating tasks that are highly organized, repetitive, or simply require recognizing common patterns. For instance, in machine learning, efforts are directed at developing algorithms that can recognize patterns in large data sets in order to automate a variety of processes (automatic product recommendations, credit card fraud detection, etc.).

It's intriguing to contrast the significance of applying AI to law with the discovery of Justinian's Digest in the 11th Century, which made the enormous and intricate body of Roman law understandable to individuals living under the customs of European kingdoms and regions. Later, canon law evolved, and as a result, a large portion of what is commonly unstated about law in the West today (Tamanaha, 2011). Unfortunately, there are significant issues with Digesto's information augmentation for academics and professionals. Is there a way to digest and share this data, as well as learn from it and apply it? New and complex academic and professional text forms have developed, and new legal learning approaches have also surfaced. Students today are capable of studying such specialized legal literature and starting their legal education.

Lawyers in the making would do well to familiarize themselves with the present status and near-term prospects of AI in order to simplify their careers, avoid legal professions most at danger of automation, and concentrate on duties that make the most of their degrees and abilities (Zawiślak-Białek, 2022). Artificial intelligence's primary goal is the automation of work that is either highly organized, routine, or characterized by easily discernible patterns. In order to automate a variety of jobs, machine learning, for instance, utilizes algorithms to identify patterns in massive volumes of data.

Additionally, the technical vocabulary of AI, such as cognitive computing, neural networks, natural language processing, big data repositories, data mining, machine learning, etc., is very challenging for lawyers to understand. We provide examples of self-learning and self-modifying AI-based algorithms working in production environments to demonstrate the difficulty of this task. For instance, it is particularly challenging to uphold the Rule of Law in this digital context. Notwithstanding the difficulties, DAM has become an essential aspect of the legal industry. Expanding methodological approaches to AI-based programmes and updating education and training on the topic are both necessary to strike a fair balance between fundamental interests and rights. The theoretical groundwork for such inquiries may be found in the study of IT law and legal tech. AI has the ability to enhance digital resource management, but doing so calls for legal training and a thorough examination of the structure of legal systems.

### **Conclusion**

Legal education's epistemology must shift from the "retro" mode of doctrinal past (where past solutions are applied to present and future problems and the teacher's authority possesses all knowledge) to the "futuristic/projective" mode, wherein students are encouraged to tackle difficult problems head-on by building their skills and coming up with novel solutions.

This new paradigm requires an interdisciplinary approach, drawing on fields of study that aren't typically part of a lawyer's toolset. Future professionals may benefit from a focus on legal education since it will provide them with the communication (collaborative working) skills, job possibilities, and the capacity to cope with the social realities of new technology. Coding and other technological innovations should be emphasized. The multidisciplinary approach should also emphasize recently implemented technologies to help students improve their imaginative, potential, and projective abilities based on use and inference. Training in conventional legal skills and abilities (still relevant in today's digital environment) must be linked with training in emerging technologies like blockchain, artificial intelligence, smart contracts, databases, and quantum technologies (among others) to develop new solutions to new difficulties.

All of those abilities ought to be used by the legal operator to accomplish new features developed by and for technologies, as well as more conventional technical tasks. Understanding and controlling technology disruption requires the critical and creative thinking that sets the legal profession apart from other academic disciplines. Creativity and interdisciplinary labor, in contrast to simple repetitive tasks, remain (and are likely to long stay) human realms that autonomous computers cannot do. The rise of the digital economy has not only made a degree from a four-year college or university necessary, but it has also ushered in a new era of expertise and training. A change to a more forward-looking, predictive emphasis on legal education is also typically a requirement of master's, doctoral, and graduate degrees, along with the inclusion of creativity, collaboration, interdisciplinary work, and other skills and knowledge.

From their studies of AI's potential in the classroom, many academics have generated overwhelmingly positive results. More efficiency in the teaching and learning process are expected to be realized in these visions as a result of more individualized training enabled by the use of robots, deep learning, and the Internet of Things (and other technologies treated in an interdisciplinary fashion) (connected to each of which students can provide). On the contrary, other scholars assume that less skilled occupations with repetitive, mechanized tasks will be supplanted by AI. But the future is even less clear for vocations that need a higher level of education. Some writers argue that the accompanying professional conflicts created by these substitute forms may be avoided if, in addition to teaching programming and coding, greater focus is placed on human creativity and communication skills in non-traditionally tech-heavy courses.

The data collection and processing of AI regarding student behavior and personality is not always a bad thing. The initial storage and analysis of such data would be done with the intention of personalizing/individualizing procedures and curricula, but there is a significant risk that it may be misused for other objectives, for example political and commercial ones. Hence, the advancement of such technologies must be followed by in-depth critical thought on their methods and ramifications in order to produce a standardization befitting their complexity (including, but necessary extending beyond, the formation of legal ethical laws and principles). This is because these technologies can, of course, be very valuable when used to make the education process more precise and efficient.

Nonetheless, schools should make it clear to students that AI can do certain jobs traditionally performed by legal professionals, and instruct them to devote their attention and study to such areas. Given the high standards of both legal education and practice, the use of AI to replace human lawyers is not yet a realistic possibility. Despite the challenges, interdisciplinary understanding of law and technology must be included in curricula for legal education.

Finally, it is important to discuss the research's constraints. As most studies of technology's impact on education have been conducted in countries other than Pakistan, readers should approach the findings with caution if they want to generalize them (such as China, the United States, and Australia). And secondly, even though the numerous sources cited here have contributed empirical studies and quantitative methodologies, the future of AI in education still has a very speculative, prospective, and subjective nature.

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