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Prospects and Challenges of Technological Advancements in Legal Education Pedagogy: An Analytical Review

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Abstract

Over the years, legal education has evolved tremendously owing to multiple factors. In this regard, one important factor to be debated is the swift growth of technology in today's time. Due to the undeniable significance of technology, it has emerged as an inseparable element of legal education. The use of technology in law schools enables educators to shift from traditional teaching modules to advanced teaching styles according to contemporary needs and trends. This paper will overview the use of technology in law and its importance for law schools. The paper tends to focus on the opportunities technology has to offer particularly in legal education and generally in the legal system. The paper also aims to assess the cultural and structural challenges of adopting and implementing technological advancement and digitalisation in Pakistan. It is an undisputed fact that technology costs money, inter alia, for developing/programming software, employing IT developers, building tech-savvy infrastructure etc. Developing countries in the South East Asian Region including Pakistan, who are already struggling with economic crisis, would have to develop strategies to implement the advanced technology-based education in the legal profession. This paper proposes solutions which underdeveloped countries can easily adopt to incorporate technology into their legal education systems. The paper will also discuss the aspect of the digital divide based on gender between privileged and underprivileged classes of society. This research will encompass qualitative methods of study relying on resources dealing with technological advancement and opportunities which digitalization has to offer in the field of legal education.

Keywords: Technological advancement, legal education, traditional teaching modules, tech-savvy infrastructure, technology-based education

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Introduction

Keeping in mind the ongoing mayhem, where the world economy is at a halt, considering and actively incorporating new techniques into the legal education system has become quite imperative (Irshad & S, 2020). With technological growth, subsequent rapid changes resulting in portable media devices have shown a growing disparity between the traditional legal education system and the actual law practice (Dunham & Friedland, 2009). Consequently, the law practice calls for change in legal education to meet the demands of this noble, globally admired and respected profession (Stuckey, 2007). In short, it is safe to say that legal education is facing unprecedented pressures in today's time about transformation which is triggered by the latest digital innovations (Krantz & Millemann, 2015).

In the 21st century, contemporary technological advancements have provided opportunities for law students to meet the changing demands, particularly regarding the new ways students learn. However, these technological opportunities do not mean that they can simply supplement or reduce the importance of the traditional way of learning - physical study in a law library (Dunham & Friedland, 2009). Instead, as a strategy, the law schools should repeatedly reconstruct the learning environments within and outside the classrooms using technological means to make legal education easily accessible, effective and yet progressive at the same time.

A common benefit of digitalising knowledge and content is that it allows the exchange and communication of ideas in a way that is unique and novel (Diamandis & Kotler, 2015). Creating space and re-designing the legal curriculum, bearing in mind the importance of technology in the legal field is the key to developing critical thinking in law students (Graben, 2021).

New technologies provide the privilege or allow exploring new methods of teaching in law schools around the globe (Shavers, 2001). According to Cownie, *"*law arises, evolves and is practised through the electronic medium*"* (2005, p. 453). About his definition, it is safe to say, the availability of internet access, computer networks, software, information databases, and online web pages have transformed the level of legal research and has also evolved the standard of teaching methodologies at law schools (Shavers, 2001).

Undeniably, technology has made distanced and innovative learning possible in the present era. It also brings career excelling opportunities for law students. It is worth mentioning that it not only brings opportunities for law students but also has benefitted the legal profession in multiple ways. For example, through digitalization and the use of Artificial Intelligence (AI), lawyers and judges have access to a vast amount of data which helps them prepare case briefs and give well-informed judgments (Dominic, Martin, & Robert, 2018).

However, there are structural and cultural challenges which hinder the implementation of technological advancement and digitalisation in law schools and generally in the legal profession as well, especially in developing countries (Grzegory & Puskas, 2021). Such structural impediments include internet access, low budget allocation by governments for education, and outdated curriculum and educational policies (Thanaraj & Gledhill, 2022).

The cultural impediments cater to the gender divide between privileged and underprivileged classes of society. Moreover, the biggest challenge to implementing technological advancement and digitalisation in underdeveloped countries relates to the cost of incorporating technology in legal education (Maranga, 2010).

Besides monetary concerns, this paper will bring forth the cultural and structural defects and challenges associated with implementing technological advancement and digitalisation in developing countries with particular reference to Pakistan. It will focus on improving the digital divide based on gender between privileged and underprivileged classes of society so that every individual in society is given an equal opportunity. In the end, the paper proposes strategies which developing nations can adopt to implement technological advancement and digitalisation in their territories. For this research, qualitative methodology is used and reliance is placed on secondary literature including journal articles, books and reports.

Literature Review

Ann Thanaraj and Kriss Gledhill (2022) explain how legal education in the digital era can be challenging for students given the monotonous and outdated curriculum designs. Therefore, curriculum design should be modernised to ensure that law students

have a realistic view of the future while entering into the legal profession. The chapters explore how technology is used to improve the design and delivery of the curriculum while focusing on future needs and digital empowerment. It further highlights that the curriculum should be designed to prepare students to use technology to complete routine tasks at their workplace to showcase better results.

Lisa Dimyadi (2022) explains how legal technology has modernised the traditional means of practice into contemporary, systematic and well-organised methods of law practice which include online storage of documents, a streamlined case management system, and online payment opportunities for lawyers and solicitors.

Anna William Shavers (2001) identifies five primary areas concerning teaching legal studies in which either there have been changes or there is a need for discussion about the desirability of change. These are curriculum and substantive course content, classroom teaching, faculty rewards and recognition, assessing legal information, and the cost of legal education. The author also emphasises the need to keep teaching methodologies up-to-date according to the latest technological trends.

Kennedy M. Maranga (2010) explores the evolutionary development and impact of technology on legal education. The paper studies both developed and developing countries. Cultural, structural and leadership encounters are examined. The paper concludes that legal education in developed countries has coped well with technology. Although developing countries are struggling with its implementation, it's an important tool for instructional learning for the 21st legal education.

Sari Graben (2021) addresses the pedagogic need by putting systemic thinking about technology at the centre of professional legal education. Learning from deep descriptions of how technology impacts law's formulation, a systemic approach identifies the ways that digitisation and data management are implicated in the organisation of people in relation to law. The paper addresses these issues in two major parts. In the first part, the author links the need for curricular reform to the recognition that technology has begun to disrupt the legal profession. Furthermore, in the second part, the author outlines the problems with this disconnect between legal

practice and legal education as a gap in preparing lawyers for effective legal representation.

Tomasz Grzegory and Janos Puskas (2021) explain how technology has and is continuously changing our lives daily even while belonging to the legal profession. He states that tech law has a high potential when it comes to supporting law firms and law departments in their workings. However, the legal profession is still way behind other professions in the process of adopting innovative technologies and hence, the use of law tech is not widespread in practice.

Muhammad Irshad and Divyas (2020) attempted to elucidate how we might utilise technology in every facet of legal education after the economic crisis of COVID-19. The authors explained how technology can be used to improve legal education, which has come to a standstill due to COVID-19. The authors also attempted to explain why legal education is becoming less expensive as it becomes more technologically oriented. Therefore, the authors deliberately advocate for an "in-house online live clinic" in universities to make law students technologically advanced (P. 298).

Gabriela Bar and Shobana Iyer (2021) delineate the impacts of tech law on the future of lawyers. They state that it is the need of time that lawyers of tomorrow focus on cooperating with Artificial Intelligence (AI) and develop an understanding of how technology can help them provide better legal services. Furthermore, they highlight the benefits of AI e.g. faster outcomes, greater consistency, and cost-effective legal services etc. However, at the same time, they bring forth the challenges associated with AI implementation for lawyers, which include lack of privacy and data protection, isolation and disintegration of social connection and auto-generated responses lacking human-scale reasoning.

Daniel Goldsworthy (2020) in his paper considers diverse viewpoints on the goal of legal education as well as the demands that current and new technologies may put on pedagogical practices. The author examines the primary ideas concerning the goal of legal education, which inevitably centres discussions on potential developments in the future. The author covers two separate but interconnected problems. First, how technology will alter pedagogical approaches and methods of education and second, what substantive knowledge law students will need to stay updated with.

Importance of Technological Advancements in Law

The contemporary world requires law students and lawyers in legal practice to acquire technology-driven skill sets and knowledge that traditional law schools do not cover quite unfortunately (Irshad & S, 2020). However, it is worth mentioning that computing technology – ever since the Internet revolution happened – ranks at the top among the many profound changes our society has endured in decades (Koo, 2007). Therefore, it is an urgent need of time to explore the concept of technological advancement and the importance of technology in rendering legal services.

Digitisation is the process of converting information into a digital format with the use of computers and the internet. Law is generally perceived as a set of rules adopted and implemented by governmental institutions which apply to every individual irrespective of their qualification, status and gender (Gifford, 2007, p. 57). The relationship between digitalisation and law is both simple and tricky at the same time. According to scholars, law and technology in the form of digitalisation interact when legal rules foster or retard a new development in the field of technology (Rowland & Macdonald, 2000).

To define technological advancement in the legal context, one may simply refer to the use of technology while engaging in any particular legal activity. However, even this simple definition has plenty of weaknesses or drawbacks in general (Whalen, 2022, p. 49).

Let us indulge in considering how technological advancement has been defined by different scholars. A famous German legal scholar, Wolfgang Hoffmann-Reim defined technological advancement as "the use of digital technologies in a way to assist in identifying, interpreting and applying the law and, in some instances, also creating the law" (Reim, 2021, p. 56). Moreover, Julian Webb defines the term 'legal technology' in a practical manner as "the use of digital information and communication technologies to automate all or part of the legal work process, to offer decision support to legal service producers, and to provide legal information and advice directly to clients and end users" (Webb, 2021, p. 58).

Even though scholars have defined the term legal technology or tech law, however, there has been constant criticism of them not

being holistic and generally applicable in their true sense (Crootof & Ard, 2021). Therefore, to have a historically inclusive definition, it is the need of time to dig deep and understand the importance of technology in law.

During the 20th century, the global shift away from a print-based economy to a technologically advanced economy (often referred to as 'digital economy') had a significant impact on all domains of law, whether it be practice or legal education (Goldsworthy, 2020). This innovative transition towards a term known as the knowledge economy resulted in a situation in which the quality and accessibility of information have become more valuable than the means of production (Jones, 1999, p. 58). However, an abundance of knowledge in an economy based on scarcity of information inescapably affects all disciplines including the legal profession (Adler, 2001). Therefore, the legal profession and especially the law schools must ponder on this impact where knowledge becomes infinitely replicable with no loss of quantity and where the information network creates a new mode of production (Mason, 2015). To be precise, technology has rendered the pedagogical practices of many law schools outdated and vehemently obsolete, as the skills required of lawyers in the modern world keep changing consistently on a day-to-day basis (Goldsworthy, 2020).

In 2007, a famous scholar, Mr. Minyan Wang, reflecting on why technology is important for law, said that technology has a quite dominant role to play in contemporary legal education. It is a tremendous tool that succours students in legal research, writing and drafting (Wang, 2007, p. 263).

Digital literacy is imperative both for law students and young lawyers because with the help of it they can increasingly utilise information in a digitally advanced society (Galloway, 2017). More than this, modern lawyers and students must also possess excellent critical skills to sort out the relevant information from masses of data because, in today's time, one needs fewer instructions on how to find the law and more on how to assess and evaluate the sources they find (Hutchinson, 2017).

To emphasise the significance of technology-related skills, Gene Koo, after conducting multiple research surveys, observed that the main focus of legal education in the current era should be on the

technological skills of lawyers, and such practice would enable an emerging lawyer to face the real world (Koo, 2007).

Opportunities Technological Advancements Can Bring for Legal Education, Legal Services and Justice Delivery and The Legal System

It is worth mentioning that in the previous few decades, technological advancements have transformed the way businesses used to operate, it has also revolutionised how individuals communicate and resultantly accelerated globalisation. Most importantly it has changed the classroom teaching methodologies in today's time. There has been an incredible shift in the legal profession also. The legal education and legal profession over the years has started to accept that technological changes or advancements are important and have to be taken into consideration. A step has been taken forward to upgrade the existing education system when it comes to teaching legal studies, but regardless, this shift will take time to accelerate.

Opportunities Technology Can Bring in Legal Education

a) Classroom teaching methodologies. The way law teachers deliver lectures in the classroom and the way faculty and students communicate outside of the classroom are changing as a result of the usage of technology in law schools (Bernard, 1987). Due to the increasing significance of technology in learning and information exchange, new prospects for legal education have arisen (Paul, 1991). However, it might be difficult to tell if using new technology helps or hurts the development of legal expertise.

Legal databases, the Internet, computer networks, listservs, Web-based learning, emails, projectors, computer-assisted learning, and conferencing tools are just a few examples of the plethora of technology tools available today (Bonser, 1930). Initial research shows that despite having access to all of these resources, very few law professors use technology to improve their classroom instruction (Roland, 1992). This may be in line with the observations made by some eminent scholars regarding the resistance of teachers to learn new means of teaching which includes training teachers to use technology in their classrooms. Many teachers are reluctant to

learn new means and methods of teaching via using technology because they believe that these training sessions are hectic and time-consuming for their age (Thompson, 1998).

There are many justifications for taking into account the use of technological advancement in legal education. These include the recognition of various learning styles (for instance, the use of computer projections in the classroom may benefit the student who learns best through visual cues), the incorporation of new learning experiences to accommodate disabled students to experience visual learning which is better and easier for them to understand (Susan, 1998), the ability to obtain data not easily accessible inside the researcher's borders, the potential for multi-party interactions with peers around the world, and engagement with students outside of the classroom (Maley, 1991).

b) Distance learning. Technology is employed in a variety of educational settings, including distance education. The technology consists of online learning, linkages to the Internet, closed-circuit television, video cassettes, teleconferencing, and video-conferencing (Eastmond, 2000). Students can take classes from professors at other law schools around the country or even from their homes instead of travelling to distant places (Keegan, 1980).

Students create procedures, digital systems, forms, and computational approaches for social good through innovation-based learning (Frost, 1998). COVID-19 is the best example to look into the importance of technology in distance-based education. During the difficult times of Covid-19, all educational systems were shifted to online platforms which was not possible without technology. COVID-19 made world realise how important it is to incorporate technology in the education sector and how this shift in education will introduce new opportunities for students around the world.

c) Innovation-based learning. Innovation-based learning is a research-based educational approach that encourages students to be imaginative, think critically, and solve issues by using their knowledge in practical contexts. Critical thinking, problem-solving, and collaborative abilities are the main areas of focus for Innovation-based learning (Sawhney, 2007). Innovation-based learning is a strategy that offers several potential educational effects

and has the benefit of preparing students to provide better customer service to their clients (Wood, 2007). The future lawyers will be assessed by employers on their ability to understand and operate technology in fundamental legal processes therefore the curriculum based on innovation-based learning will lead to accomplishing future standards of legal practice (Chesborough, 2006).

Opportunities Technology Can Bring to Legal System

a) Digitalisation. Digitalisation in legal services is the use of technology to streamline and digitise the delivery of legal services for lawyers, law firms and their clients by automating eDiscovery, expediting case management, utilising analytics, building online communities, and increasing transparency, technology has increased the accessibility and quality of legal services (Berlee, 2017). The legal system could undergo a radical transformation thanks to technology.

Between the pre-digital and the digital eras, there has been a tectonic shift in the legal profession. Globalisation and the growing engagement and involvement of nations have caused a fundamental shift in the legal profession (Ferrari, 2012). Legal education is becoming more widely available while also being more tangible. Both legal practice and legal education have been impacted by the growth of technology. In addition, technology can help legal education and legal practice become more successful by assisting with the analysis of legal issues, doing legal research, and gathering and organising data.

b) Artificial Intelligence assisting lawyers and judiciary. Artificial intelligence assists lawyers and judges in analysing vast amounts of data, including prior cases, legal rulings, and projections of the case's result, and assists in making well-informed judgements (Surden, 2019). Additionally, it aids attorneys in managing their caseloads, scheduling appointments, and reviewing legal paperwork. In court proceedings when there is a language barrier, artificial intelligence-powered language translation solutions can be evaluated, allowing for real-time translation of the proceedings (Fornaster, 2021).

Artificial intelligence has several benefits, but it shouldn't be heavily relied upon; human judgement is still crucial, and AI can

provide biased and unfair results. As a result, it's critical to employ AI responsibly, ethically, and in a way that preserves the values of justice and fairness.

c) Optimised workload. How technology can help law firms fulfil their obligations, provide better client service, and attract new clients? There are several responsibilities one has as a lawyer. It seems like there aren't enough hours in the day since one is being pulled in so many directions. What if lawyers could reduce their workload to half? Technology can help achieve that. Technology facilitates concentrating on more important duties by freeing up time.

The capacity to automate workflows and procedures is a significant advantage of legal technology, particularly case management software. The time that could be spent on more complicated, billable work can be saved by automating repetitive chores like document production and client intake (Gregory & Lodge, 2015). Automating administrative operations can also increase efficiency and decrease the risk of errors.

To improve the efficiency of the justice delivery system, there should be a healthy balance between the use of technology and human intervention. Human intelligence has been, is, and will continue to be the driver of change, even as technology is its facilitator. Further, we believe that though technology is here to stay and that it is at the core of all innovations, we must never lose sight of and underestimate human force and intelligence. Judges, lawyers, and other stakeholder groups should transform their approach towards doing their work and make efforts to comply with the efficiency required to incorporate technology; they should not solely rely on automated processes but should also transform themselves.

d) Better client services. If a lawyer is tech savvy, a law firm is more likely to hire them because it is recognised as a talent for lawyers (Armour & Sako, 2020). The traditional methods of hiring will gradually give way to those law graduates who are familiar with technology. When technology is used effectively, it leads to more clients, better work services, and more effective time management. For law students, it implies greater opportunities for career advancement and a less stressful entry into practice (Balthu & Clegg, 2021). Legal offices are now more productive and efficient

because of technology. The development of legal technology has increased transparency between law practice and its clients.

Challenges in Implementing Technological Advancements in Pakistan

Structural Challenges

Following are the five major structural issues that prevent the implementation of technological advancements in Pakistan and other under-developed countries:

a) Lack of access to electricity. By 2040, approximately 530 million people in developing nations will lack access to electricity because of population growth (World Bank, 2017). Currently, it is challenging to provide off-grid solutions to the underprivileged and difficult-to-reach households in developing nations due to the fiscal conditions of underdeveloped countries. Even in supposedly developed areas, countries like Pakistan have serious electrical power problems. Therefore, adopting tech becomes challenging.

b) Internet Connectivity. Access to the internet, broadband and mobile are expensive in many developing countries, due to which it is not easily accessible to everyone.

Article 25-A of the Constitution of Pakistan (1973) states that the state holds responsibility to ensure the educational interest of every citizen of Pakistan. However, we have witnessed that during the COVID-19 lockdown, most students have been deprived of education (Jiang & Ryan, 2020). The majority of the students did not have access to the internet, phones and computers to employ the new means of education (Pollicino, 2020). Due to the lack of facilities, the basic fundamental right to education has been compromised. Therefore, lack of internet connectivity is a major challenge for technological advancement.

c) Outdated curriculum and educational policy. The curriculum is the tool used to carry out educational goals. An inadequately developed educational curriculum does not meet the needs of the current world. It is an antiquated and conventional

curriculum that requires students to memorise facts and figures without considering the reality that education is about a person's overall development (Ghazi, Ali, Khan, Hussain, & Fatima 2010). It also lays a lot of emphasis on the learner's psychology, which is crucial to the teaching and learning process. To accomplish the objectives of education, it is necessary to build the psychological, philosophical, and sociological foundations of education (Rehman & Khan, 2020).

The educational system in Pakistan today does not meet these modern standards for education and research. As a result, this curriculum lays more of a focus on memory and theory than it does on practical work, research, scientific understanding, or thoughtful observation (Louis, 1986). One of the main obstacles preventing better and more refined education in developing countries is outdated curricula.

d) Training and professional development. Training is necessary for quality performance. It is challenging to be a teacher. There are not enough opportunities for teacher training in underdeveloped nations like Pakistan. Despite the country having numerous facilities for teacher training. Due to inadequate financing and shortages of staff, including administrators and trainers, these institutions are either underfunded or poorly administered (Creech, 2023). There are many training facilities available around the country, but many do not meet the necessary training criteria. The bulk of training facilities had to be closed due to lack of funds. The current curricula in teacher's education institutions are outdated and incredibly traditional, which negatively affects instructors' skills, motivation, and quality of instruction (Zaki, 1989).

Teachers should be given training on edTech tools and services and the government should assure the availability of electricity, internet access, or educational policies promoting technological advancement in the teaching and learning process (Diane & Cogling, 2017). Despite the significance of 21st-century education, not all teachers are comfortable using technology and are interested in their personal growth, which shouldn't be the case.

e) Low budget allocation for education. Any system's engine is thought to be its financial system. The primary cause of Pakistan's education system's extreme weakness is a lack of

financing. The money allotted by past governments to the education sector, which was less than 2.5 per cent, was insufficient to meet the nation's rising educational needs in the fast-paced, modern world (Abid, 2022). Many rising nations in the region, particularly Bangladesh and Sri Lanka, have increased the budgetary allocation for education. However, in Pakistan, it remains constant or declines every fiscal year. According to the International Crisis Group, Pakistan is one of the twelve nations in the world that devotes less than two per cent of its GDP to the field of education (Abid, 2022, p. 78). The country would struggle to achieve new global trends in education with this insufficient budget allocation.

Cultural Challenges

Following are some worth-mentioning cultural challenges that are often faced in Pakistan and other under-developed countries when it comes to implementing technological advancements:

a) Societal differences between privileged and underprivileged classes. In developing countries like Pakistan, there is no unified set of principles for the educational system. Different educational systems are active in the country at the same time. Additionally, there are various schools of thought due to the lack of uniformity in the curriculum. For instance, there are significant mental disparities between graduates of the elite private school Deeni Madaris and those of the public universities (Zaki, 1989). This practice has exacerbated the polarisation that is growing in society. The country is now severely split, and this system has even adversely impacted the country's cultural fibre.

The existing polarised educational system in Pakistan has seriously damaged the ideological and social foundation of the nation, causing further splits on linguistic and regional grounds that may eventually threaten the social fabric and unity of the nation. Politics, society, and the economy are all contributing factors to this societal separation.

This social division leads to inequality in education because the privileged segment of society enjoys advanced and better educational systems while the underprivileged segments of society cannot get their hands-on advanced education due to the cost and different educational systems in the private and public sectors.

b) Gender-based divide. According to the 2021 Global Gender Gap Report, Pakistan ranks fourth lowest in the world for gender parity. According to the survey, Pakistan is rated number 144 out of 156 nations in terms of educational attainment (Gender Gap Report, 2021, p. 25). In Pakistan, there is a huge gender gap in the educational system (Education Report, 2020, p. 53). In the patriarchal society of Pakistan, women experience various forms of discrimination, which lowers their social, economic, and political standing (Glavin, 2017). Advanced technological education requires students to have devices through which they can have access to technology, but in conservative societies like Pakistan, many women do not have access to devices. The internet-cafes are also not easily accessible to women in Pakistan as women are not allowed to move freely and require a guardian to visit public places.

All aspects of human development, including the social, moral, spiritual, political, and economic realms, are influenced by education. Every country's national objective can be attained with the support of education, which is a powerful force (Zafar, 2007). The existence of sound social and political systems in nations with advanced educational systems is a well-established reality. Many nations are taking the lead in the comity of nations, thanks to their effective educational systems. Developing countries including Pakistan should invest a decent budget to cope with the new means of education and make effective policies to target the above-mentioned structural and cultural challenges.

Technological Progress and Cost of Legal Education

Law students are required to possess technological skills to effectively analyse legal problems, do proper research, sort relevant facts, and draft appropriately (Dimyadi, 2022). However, despite the introduction of modern teaching techniques, many law schools have not changed their curriculum and teaching methodologies over the years (Shavers, 2001). Today, many new technology tools require law schools to be rewired and equipped with computer hardware and software to provide necessary infrastructure and institutional support to their students (Cownie, 2005). Following are the financial challenges that developing countries and educational institutes therein encounter:

a) Rising Cost of Legal Education

One biggest disadvantage of technology that has been witnessed in the present times is the sky-rocket increase in the cost of legal education (Mann, 2021). Every law student feels the need to use a laptop or computer to work (Bains, 2018). Technological investment by law schools, though is worth doing considering the need of time, has resulted in amplifying the cost/tuition of law schools to a great extent (Brooks, 2018).

Moreover, students are compelled to incur the expense of buying computers in order to perform routine assignments, tests, and projects, as well as participate in technology-oriented classes (Hess, 2020). Hence, technology has raised the cost of education and posed affordability challenges for many students.

b) Faculty training and equipment acquisition

In order to adopt modern teaching methods, it is pertinent to provide advanced curriculum training to the faculty members so that they can transfer their legal knowledge to the students in an effective technological manner (Slomanson, 1998). Hence, conducting training workshops for college faculty and staff members, requires the use of equipment, which raises difficulties for developing economies.

c) Tech-savvy infrastructure development

Most law schools, after the technological evolution, encourage students to take notes on a laptop or a tablet because it helps them synthesise their work later on (Tranter, 2011). For that purpose, law schools themselves had and still have been investing in tech-savvy classrooms, computer labs, libraries and common rooms having projectors and LED screens so that the students can sit and complete their assignments in a technologically advanced environment with ease (Koo, 2007). However, it is a known fact that infrastructure development requires large sums of money and most under-developed countries which cannot afford, are not and would not be able to upgrade the standard of learning in their institutes for one simple reason that technology costs money.

It is important to mention that technology brings opportunities for students in the legal field. But at the same time, its use can have multiple drawbacks as well. For example, it can make survival difficult for less privileged students, struggling to acquire legal education with limited resources in an under-developed country, with a slowly growing economy.

Recommendations

Following are some recommendations for Pakistan to incorporate technology into their legal education system:

1. The right to free internet access should be incorporated within the existing right of education provided by the Constitution of the Islamic Republic of Pakistan, 1973. The right to internet connection should be constitutionalised as a fundamental right or as a principle of policy in the Constitution.

2. The government should ensure an uninterrupted energy supply to educational institutions, which could be ensured through solar panels incorporation in educational institutes. Solar power could be used as an alternative source for electrical power supply.

3. For the professional growth of teachers, quality institutions should be established. To do this, finances and competent employees must be made available to offer teachers training and education.

4. The national GDP should include a suitable fiscal allocation for education. This will provide the educational system with the means it needs to take a fresh breath of life. A decent fiscal or financial allocation to the education sector will enable the education system to comply with new means of technology-based education and invest in training programs for teachers to revamp the traditional theoretical education systems.

5. Every year, the curriculum should be reviewed and revised accordingly. In this regard, a thorough survey could be carried out to obtain perspectives from teachers, parents, and community

members regarding their future expectations and observations about the educational system.

6. The educational institute should make some courses completely online. Since there is no barrier to physical presence here, universities can increase their audience without any territorial restrictions. Additionally, this would allow students to interact with and learn from professors from all over the world, providing them with a fantastic platform from which to obtain high-quality education from renowned institutions both domestically and abroad.

Conclusion

Although it is necessary to prepare lawyers to practise law in the same way that previous generations have done, it is insufficient for the future. Incorporating technology into the curriculum (as a tool, a discourse, and a social lens) seems to be the most effective way to enhance the quality of legal education. In order to improve legal services and the development of legislation, a systematic approach to law and technology must be taught in the legal curriculum.

There is a lot of doubt about whether incorporating technological training into legal education will result in any significant changes. However, delays on the part of law schools in reforming legal curricula implicate the rise of technology and the elitism of the legal profession. Many people are of the view that technology requires the involvement of either lawyers who understand programming or computer scientists and programmers who understand law and legal obligations. If prompt action is not taken to develop legal education, only a small group will be able to practise law and use technology.

Technological developments give law schools the chance to adapt to the new learning methods that are required for the 21st century. These advancements, however, go beyond merely enhancing the established orthodoxy of casebooks and in-person study in law libraries. The learning environments in and outside of the classroom should be actively redesigned by law schools. The technology could be used in the classroom to enhance the learning process by utilising multiple resources. Similarly, electronic

platforms could allow professors to have an impact on the learning environment outside of the classroom.

All of this can strengthen the current system of legal education, legal services and justice delivery by using technology effectively.

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