THE PROSPECTS AND CHALLENGES IN ADOPTING ARTIFICIAL INTELLIGENCE TOWARD EFFECTIVE LEGAL EDUCATION

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ABSTRACT

Artificial intelligence (AI) is a computer program that uses human-like intelligence to solve issues of diverse science, arts, medicine, social science, and technological inquiry. AI has the human-like ability to undertake learning, teaching, research, problem-solving, and intellectual reasoning cutting across all spheres of life. Recently robot lawyers have used Artificial Intelligence in conducting cases in court. Similarly, AI could impact legal education in diverse fields. This research interrogates how and manners that AI could advance legal education in Uganda. This research Uses a doctrinal approach, referring to, statutes, legal texts, and Internet publications. This research finds that in the same way that lawsuits can be conducted by Robot lawyers using AI enablement, legal education can also be advanced using AI instrumentality. The paper recommends that training be conducted for law teachers in Uganda to acquaint them with modern technology of AI application and programming amongst others.

Keywords: Artificial intelligence, Legal Education, Technological innovation, Robot teachers.

1. Introduction

Artificial Intelligence has become a revolution in the application of legal education, legal training, and teaching law courses. Artificial intelligence is the simulation of human intelligence processes by machines, especially computer systems. Examples of AI applications include expert systems, natural language processing, speech recognition, and machine vision.[1]

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[1]John McCarthy who coined the term 'Artificial Intelligence' in 1955

Artificial Intelligence is defined as making a machine behave in ways that would be called intelligent if a human were so behaving**".** Artificial Intelligence is defined as anything a machine does to respond to its environment to maximize its chances of success**"[2]**

Artificial Intelligence is an innovation in almost every area of human endeavours, including lawyers' training. Artificial Intelligence is a revolution because it now provides on-the-hand information on legal information and promotes varying teaching methodologies. This article delves into the prospects and challenges of incorporating artificial intelligence (AI) into legal education especially as applicable to developing countries such as Uganda. There is the wind of technological innovation, transformation, and automated data generation such as big data, blockchain, and the blue button applicable to e-learning platforms.[3] The use of AI has become a reformatory weapon for economic growth and educational advancement of the developed world, Uganda being an aspiring nation into advancement and innovative breakthrough, it cannot close its eyes to the AI revolution if its desire to be reckoned with among the comity of nations. Since technology contributes to economic development, AI technology cannot be overlooked in Uganda in its quest towards advanced legal education. The research serves as an eye opener on the legal, ethical, and social challenges that AI may brings when introduced in legal education in developing countries like Uganda. The introduction of AI into Uganda's system will serve the immediate and future need for advancement in legal education and the time is now.

2. Legal Framework

To create a legal framework for the adoption of AI tools in legal education, educators and operators should take into consideration of the fact that AI operates within a fragmented regulatory environment. As such, legal instruments that may impact on the integration of AI in the industry should be adequately considered. For instance, one of such instruments is the European Union's General Data Protection Regulation (GDPR). Since 2018 when it came into effect. The GDPR governs the processing of personal data by AI tools in educational contexts with its main purposes focusing on transparency, integrity and accountability. Another regulation worthy of note is the Artificial Intelligence Act 2024, also established by the

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[2] Steven Struhl, author of Artificial Intelligence Marketing and Predicting Consumer Choice
[3] Chinasa T Okolo, Kehinde Aruleba and George Obaido, 'Responsible AI in Africa—Challenges and Opportunities' (2023) <https://link.springer.com/chapter/10.1007/978-3-031-08215-3_3> accessed 19 November 2024.

European Union, which aims to classify AI systems by risk and ensure compliance with ethical standards as it relates to fundamental rights and safety in AI deployment and use.[4] This course is critical for developing jurisdictions such as Nigeria and Uganda, where the absence of robust AI-specific regulatory frameworks increases risks, leading to potential exploitation and privacy breaches.

The importance of attention on legal framework on intellectual property aspects of AI cannot be over emphasized. This is necessary because as AI tools are reliant on datasets to train their algorithms, issues of copyright ownership of training materials as well as liability for erroneous outputs are bound to arise. As such, exposure to legal claims arising from vicarious liability torts due from student reliance on AI-generated insights may be instituted against instructors and institutions.

3. Conceptual Framework

AI's integration into legal education aligns with modern educational approaches which emphasize collaboration, contextual understanding, and adaptability. For instance, adaptive learning platforms informed by machine learning algorithms promote active engagement, allowing students to receive personalised feedback on case law analyses. However, these technologies often lack transparency, raising concerns over academic integrity. As such, the absence of robust AI-specific regulatory and conceptual framework is bound to aggravate risks, leading to potential exploitation and privacy rights breaches which can only be avoided by an aggregation of challenges presently arising from its deployment in other jurisdictions to find practical solutions that are locally applicable.[5] The Ugandan authority needs a regulatory framework in this AI wind now blowing all over the world.

There is no doubt whatsoever that the integration of AI into legal education is bound to present significant opportunities as well as substantial challenges in the years ahead. The mere fact that AI seeks to redesign or reform the traditionally known means of training of lawyers is revolutionary by itself. In countries where the adaptation of these tools has gained enormous mileage, it is driven by the desire and necessity to incorporate AI concepts and tools into curricula to equip students with the skills needed to thrive in a technology-driven legal landscape. This development not only enhances research capabilities through AI-powered tools

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[4] Nadjia Madaoui, 'The Impact of Artificial Intelligence on Legal Systems: Challenges and Opportunities' (2024) 1 Problemi zakonnostì 285.

[5] Kristen Baginski and Celeste Pometto DiNicola, 'AI Goes to Law School' (lexisnexis, 23 December 2023) <https://www.lexisnexis.com/community/insights/legal/b/thought-leadership/posts/ai-goes-to-law-school> accessed 2 December 2024.

but also introduces innovative teaching methodologies that promote critical thinking and practical engagement in legal practices.

It is now generally accepted that the use of AI application in legal education allows students to benefit from enhanced learning tools that can analyse large datasets, identify relevant precedents, and tailor educational experiences to individual learning styles. Most importantly, the adoption of these tools in diverse educational models for simulations and interactive activities prepares students for real-world scenarios, ensuring they are adept at navigating modern legal challenges.[6]

4. Artificial Intelligence and Legal Education

There is no doubt that teaching and learning have witnessed improvements in the use of software, PowerPoint, e-libraries and the like. Nevertheless, the introduction of AI technology will see a new dawn of revolution in education[7]. Artificial intelligence (AI) allows for the development of a unique pattern that can approach issues and make contributions at a speed beyond what ordinary humans can do. For example, AI can recognize a voice, perceive vision and carry out actions that were formally designated for humans with amazing efficiency.[8] AI will interpret and process data, data gathering algorithms, submit assignments, get feedback in a programmed dimension and evaluate students' work with automated efficiency. AI would permit virtual teaching, whereby the students would be able to repeat the lectures on their own as AI can enable repetition and individualise the learning experience for students. The advent of artificial intelligence is appreciated by the way big data and neural networks are being developed.[9] Things and other operations are carried out as if they were humans and in ways unique to humans. Nevertheless, adopting AI innovation in the education industry comes with its benefits and challenges- no doubt about this reality.[10] Professors, lecturers, and teachers must continuously update their knowledge on how to teach, reflect on the revolution brought about by AI technology, and adapt as quickly as possible. Artificial intelligence, also known as AI, will assist educators by employing Robots that would demonstrate technological mechanisms to promote retention among students and teachers alike, and by act of repitive

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[6] Ibid

[7] M Alam, 'Aitificial Intelligence: Regulatory challenges ad opportunities'. (2021) *Journal of Law Technology and Policy* 23

[8] ibid

[9] B Wang nd other, (2018). Artificial intelligence and education (Springer Singapore 2018)

[10] M N Wahla, 'Lusterless Legal Education and its Challenges: A Case of Pakistan. (2022) 8(2) NUST *Journal of Social Sciences and Humanities* 139

application will be instruct learner beter than human teachers can do without feeling tired, weak and hungry.[11]

Since the introduction of Artificial Intelligence (AI), the discovery has been used to improve and adapt different kinds of services which were otherwise traditional. For instance, in the case of legal education, AI has been adopted towards enhancing pedagogical approaches, improving access, as well as diversifying tools for the acquisition of knowledge. In doing this however, certain critical concerns have been observed especially as it relates to legal, conceptual, and regulatory issues. [12]

In order to appreciate this impact, it is therefore important to critically examine some of the legal and conceptual frameworks guiding AI integration in legal education, identify regulatory risks where they are apparent, explore implications for social responsibility, and also propose mitigation strategies. The relevance of this analysis is to close the gap between theoretical possibilities and practical realities, offering insights relevant to both legal scholars and education policymakers.[13]

One of the primary reasons for the incorporation of AI into legal education is to address challenges such as the accessibility of quality legal education and the personalisation of learning. In some countries like the United States, United Kingdom and India, AI adaptive tools such as legal research assistants, predictive analytics for case law, and learning platforms have been effectively utilized in legal education and practice. The case is different in developing countries where the AI revolution is still at its infancy. In Uganda for instance, relevant educational AI tools are either unavailable or expensive to afford. There also exists other challenges to this developing concept especially as it relates to ethical, regulatory, and pedagogical coherence. In order to weave through these challenges, compliance with legal norms, educational ethics and the maintenance of the integrity of legal education is essential.

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[11] Wang, B., Artificial intelligence and education (Springer Singapore 2018) 129-161

[12] Brice Riddle and Aram Desteian, 'Navigating Ethical and Regulatory Challenges of Generative AI in Law Firms | Attorney at Law Magazine' (*Attorney at Law Magazine*19 August 2024) <https://attorneyatlawmagazine.com/practice-management/legal-ethics/navigating-ethical-and-regulatory-challenges-of-generative-ai-in-law-firms> accessed 5 December 2024.

[13] CP, 'The Impact of AI on Legal Education: Strategies for Equipping Future Legal Practitioners - AI Consultancy | Create Progress' (*AI Consultancy | Create Progress*15 April 2024) <https://createprogress.ai/the-impact-of-ai-on-legal-education-strategies-for-equipping-future-legal-practitioners/> accessed 5 December 2024.

Recognising this fact, the Ugandan Minister of ICT and National Guidance recently announced plans by the government to initiate the drafting of policies for the regulation of AI in the country.[14] It must be admitted that this recognition goes beyond a wholesale adoption of existing practices in countries where the use of AI has become prevalent. It is important to take into consideration the peculiarities of a country in order to achieve desired objectives. In doing this, particular consideration must be paid to the legal and conceptual framework necessary for the smooth application of the technology.

5. Hope for legal education in the advent of Artificial Intelligence

i.   Promotes creative research: AI is equipped with algorithms and models that promote research that generates ready answers to human questions and concerns; hence AI application will assist a law teacher or a law researcher generate data with which to conduct research, analyse data, and give valid judgment and recommendation. AI therefore will provide the law teacher with accurate information and legal principles to make students lecture notes and even court rulings.

ii.   AI makes learning and teaching more interactive than ever before. Ai promotes individualized learning according to the needs of the student. AI will allow the student to learn at his or her pace; the student can ask AI questions repeatedly and the student can go over the information provided by AI repeatedly, thereby reinforcing the learning, kudos to AI. Human teachers, because they have emotions and blood and water in their body, easily get tired and angry when the same questions are asked repeatedly by students; but AI will answer as many as a thousand times questions are asked, thereby assisting slow and weak leaners to learn at their own pace

iii.   AI is a capacity builder and skill reshaper. What do I mean? AI can help in giving updated information that a law teacher or the student needs. AI can assist the law teacher write good English, lexis structure, and grammatical build-up which gives the law teacher or law student academic excellence and confidence.

iv.   AI can build your legal ethics: every profession including law teaching, and legal practice has its ethics and conducts. AI is in the best position to familiarize you and remind you of the codes and conducts of a professional law teacher or an advocate or solicitor. Ai makes all this up-to-date information handy and at your beck and call,

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[14] Sylvia Katushabe, 'Government Developing Policy to Regulate AI - Baryomunsi' (*Monitor* 27 November 2024) <www.monitor.co.ug> accessed 3 December 2024.

https://doi.org/10.59568/KIULJ-2024-6-2-08

thereby minimizing mistakes and abuse of rules of professional ethics. This is what is called ethics simulation and relearning; who can do all these apart from Artificial Intelligence revolutionary programming; Kudo to AI

6. Hazards AI may cause to legal Education.

i. AI could be misleading: it may mislead the law teacher or the law student at some crucial point. There is an instance where AI provides a case purportedly reported by the Somalian Supreme Court. When the researcher tried to google to get the citation, he couldn't find it. The researcher referred to AI, asking it to provide further clarification, surprisingly AI retracted the case it initially gave; explained that there was no case of that nature, and apologized for giving wrong information. This is why a law teacher, student, or researcher must use Ai generated information with a pinch of salt. There is the need to verify all information supplied by AI before acting upon it in any legal education, otherwise one may cite non-existent case law or obsolete legislation.

ii. AI may infringe may infringe of intellectual property right . It may lead to privacy and intellectual property violations: there is information that may require permission and subscription payment before you can lawfully access it, but AI may generate such information and data without complying with privacy regulations. It is not surprising when a global news was reported that five news publishers using have jointly and severally sued the Open AI for using news content in traing Chatgpt Artificial Intelligent system without complying with copyright ethics. This action, the five coalition Canadian publishers alleged violated copy copyright and intellectual property law, especially when there was no intention by Open AI to compensate the content owners.[15] If a law researcher uses such data, he may run into trouble with violations that may incur consequential damages. This may mean that all that glitters may not be gold in Artificial Intelligence. One should be wary of using AI-generated data at some point in legal education to avoid copyright violations. AI could rightly be described as a lazy machine and computer technology that steal information and data from millions of programmed data without generating its own information, that is why it gives wrong information when usig AI to conduct research. Recently it was

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[15]Canada news publishers sue AI over use of content to train ChatGPT' (2024) AP News< https://apnews.com/article/canada-news-publishers-lawsuit-chatgpt-3e1790fcf4c9f001f1d32609c4d547af>accessed 1 December 2024

iii. May stifle creativity: the use of AI assistance to legal educators to wit: law teachers, law students, and writers may be stuck in over-reliance on AI-generated data. The researcher may fail to task his brain for new ideas since AI is on hand to provide information. Creativity will be stifled and invention may be buried in the brain because AI has taken the place of invention and innovation. It should be noted that AI has no solution to all problems. AI has also admitted that it is not omniscient. The legal researcher should not over-rely on AI, but we should endeavor to use our brains and minds instead of allowing AI to do all the thinking for us in our legal education; after all Artificial Intelligence was invented by someone, so why should we allow it to stifle our native and legal intelligence.

iv. Plagiarism victim: if we continue to seek assistance from AI programming machines, we may lose our sense of originality in article writing and publication. Plagiarism is ethically wrong in legal education. In recent times students have been using AI-generated information to write seminar presentations and even write their LLM and PhD thesis. This has made many students guilty of plagiarism when their works are inputted into AI and Turnitin device detectors. Students find it difficult to undertake fieldwork during research and instead prefer AI-aided armchair research.

v. Unemployment due to robot teachers: If, as time goes on, Robotic AI teachers are introduced and the Robotic AI teachers begin to give instructions and perform moot court training and other clinical legal education, the number of human law teachers needed will decline, thereby creating unemployment in the legal education sector. Robotic AI teachers are vaster in knowledge and wisdom than human law teachers and employers in legal education are likely to prefer the AI Robotic teacher because it will bring down overhead costs and provide surplus profit at the detriment of human resources. Robot teachers are now available and capable of teaching most of the law courses and do so with artificial accuracy more than the most brilliant law teacher can do. We pray that the Ugandan law council realises this threat to the employment opportunities of law teachers early enough, and comes up with regulations to stop any attempt to employ the services of Robot teachers otherwise, unemployment looms in the teaching industry in the near future. Proprietors of schools of law in Ugandan universities will readily acquire these robot teachers to avoid paying salaries and allowances to human law teachers. Proprietors are in the

business of maximizing profits and any opportunities that would lower their cost of business, especially their circulating capital and recurrent expenditure, they would not hesitate to grab it. This is the worst danger or hazard of AI technologies. This is also a strong warning that law teachers should start preparing to go into other fields of human endeavour as many of us may soon be thrown out of jobs as the AI explosion comes into full force in Uganda. When are we to start preparing to relinquish our course units to Robot teachers? The answer is as soon as possible before we are caught unaware. We must start now to push forward for legislation to halt any AI Robot teachers in all faculties of law in Uganda. If this urgent step is not taken, in the near future we may get to a faculty of law and find that only the Dean and Heads of the department will be the only human lecturers available while course lecturers are all Robot teachers. In Japan AI Robot teachers[16] had been used in teaching 30 students and it was reported that the students understood better the AI instruction than the human teacher. The instruction from the AI was more personalized to the needs of the individual learner. The reason was because the AI teaching was more interactive and the AI offered quick feedback with out referring to any teaching material or postponement of the feedback. If this situation becomes prevalent, the job of law teachers and other teachers in other displine is at stake. This is because the use of AI instructors would be cost effective and emloyers may lay off msaa number of teachers in preference to Robot teachers.

vi.   Robot teachers are likely to be poor teachers in the delivery of instruction because Ai is not a human being, so does not have emotions and feelings like humans. Its illustration of some course units like civil procedures and criminal procedures, law of evidence will be very weak because it cannot show empathy during criminal trials especially. It can observe demeanour because it is not a human and does possess emotions of happy and happiness; AI has said so severally which most of us who consult AI would have discovered long before now.

7. Conclusion and recommendation

Undoubtedly, AI is a useful assistance in legal education, research and innovation, and teaching and learning in legal education. Law teachers must be trained in the application of AI technology to enhance quality delivery; however, it has several challenges that need to be

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[16] The Guardian, 'Gallery: World new in pictures' (8 May 2009)
<https://www.theguardian.com/world/gallery/2009/may/08/1>accessed 2nd December 2024

addressed so that technology does not stifle human capital development by substituting mental prowess with a computer application called AI. No doubt incorporating AI into legal education will require proactive efforts of policymakers and law researchers to maximize the benefit of AI technology in legal education. Legislation must be implemented to avoid AI breaching the intellectual property rights of our uploaded intellectual property. Where it does encroach on our mental invention, the owners of the AI technology must be made to pay damages as stipulated by such legislation.

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