Chapter 15
Learning Law Using Augmented Reality and Neuro-Linguistic Programming

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ABSTRACT

In the era of the Fourth Industrial Revolution (4 IR), there are various legal tasks that are becoming increasingly automated, and hence, it is no longer sufficient for law students to only know the law. Today's law graduates have to be equipped with skills that can future-proof their careers from automation; hence, the onus is on education providers to embed those skills in the curriculum. In an attempt to address the identified skills gap and better enable graduate work readiness, augmented reality (AR) and neuro-linguistic programming (NLP) have been introduced into a law module at Taylor's University to encourage first-year law students to learn law using AR and utilise NLP techniques to deliver a human element through digital learning. Through the interpretation of students' feedback from a module survey, this chapter aims to understand student learning experience on the role of AR and NLP in facilitating and enhancing their legal studies and preparing the graduate more effectively for the workplace.

INTRODUCTION

In recent years, there have been a number of academic and practitioner articles, conferences, seminars as well as extensive media coverage which discuss how Artificial Intelligence (AI), Big Data, the Internet of Things and other emerging technologies are affecting the world of work. These disruptive forces can be said to be the drivers for the future of work, and are viewed by some as having a significant impact on the labour market (Puthiyamadam, Clarke & Likens, 2019). For the legal profession, there are concerns that AI will gradually diminish the role of lawyers in legal processes; therefore, the onus

is on educational establishments to introduce new methods of teaching and learning to enable students to adapt to technological changes in the labour market and ensure that lawyers will not be replaced by advances in technology.

Most universities are using interactive Learning Management Systems (LMS) such as Moodle, Blackboard or Schoology, to support the delivery of teaching and learning activities. The use of digital platforms for the dissemination of information can already be considered making use of technology, but in today's world of digital transformation, using technology requires constant innovation and integration of the right types of technology at all levels of learning (Lim & Hassan, 2018; Puthiyamadam, Clarke & Likens, 2019). This evolution of technology has called into question the role of the educator, with traditional approaches to teaching considered less relevant to the needs of today's student and employer, and less able to encourage active engagement, the motivation to learn and learning itself (Eleftheria, Charikleia, Lason & Athanasios, 2013; Lim & Hassan, 2018).

The use and usefulness of technological mediums to encourage engagement and learning have been often been debated across education providers with the merits and limitations of how to deliver lecture materials (PowerPoint slides, Nearpod and Prezi), tutorial engagement and formative assessments (Socrative, Kahoot!, Quizizz, YouTube videos, Powtoon and VideoScribe). Despite these discussions, there is still a lack of emphasis on how educational institutions address the issue of preparing students to face the disrupted labour market. Most universities focus on ensuring that students understand the subject and acquire the relevant knowledge based skills but not in a way that prepares the students to face the increasing challenges brought about by technological advancements in business. Teaching pedagogies need to change, to provide a balance between the learning needs of current students, the academic curriculum and the increasingly fluid labour market, i.e. the need to prepare graduates for work and to learn in a real-world context (Hassim, 2018).

It is unavoidable that higher education is not affected by the 4 IR, and therefore there is a need for educators to introduce new approaches to teaching and learning. To offer high-quality and value-added education, it means teaching and learning experiences must undergo multiple lenses, offering creative solutions and making use of technology (Puthiyamadam, Clarke & Likens, 2019). The conventional teacher-centric approach in teaching students is seen as less productive and less effective to the current generation of students (Adnan, 2018) and is the motivating factor behind the primary author's adoption of a student-centric approach incorporating AR and NLP into teaching LAW 64404, a Legal Skills and Methods module. The primary author intends to contribute to existing research by sharing student experiences and the role AR and NLP played in their learning. The research will take the literature forward through examining law students' insight into how the incorporation of technology into the teaching of a legal skills-based module can provide out-of-the-ordinary learning experiences.

OVERALL STRUCTURE OF THE COURSE

For the Bachelor of Laws programme at Taylor's University, students need to complete 21 core modules, 5 elective modules and a 6-week internship over a period of 3 years. Since March 2018, one of the modules that the law students are required to enrol for is LAW 64404 Legal Skills and Methods, offered in Semester 1 of the First Year. The module involves two hours of lectures and one and a half hours of tutorials every two weeks with the number of students enrolled totalling 189 students (47 students in the March 2018 semester, 92 students in the August 2018 semester and 50 students in the March 2019

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