# SYSTEMATIC LITERATURE REVIEW OF EMERGING ADVANCED TECHNOLOGIES APPLIED TO LAW TEACHING

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**Abstract:** Over the years, there has been a constant evolution of the law practice, and the tremendous changes come from various technological innovations. The legal fraternity has witnessed the emergence and maturation of the internet. Learning for students has been made easier with the spread of smartphones, tablets, netbooks, and laptops, in what has been referred to as mobile computing. The modern lawyer is different from the traditional one due to their capability to implement paperless offices and frequent digital communication like Web conferencing, SMS, and email. The research design adopted in this study involves a systematic literature review conducted over the last decade. Among the significant inclusion criteria is that the article should deal with learning methods that are oriented to technology. Papers or articles that had no law education resource or technological element were excluded. From this study, it became clear that every lawyer understands that being technology savvy attracts a myriad of benefits, including efficiency in time usage, superior work output, and brings on board new clients. Similarly, technology promises them improved job projections for law graduates and an easier shift into real work on the ground. This study aims to determine how technology has been integrated into law teaching, its advantages, and its role in equipping the modern lawyer to take up the practice and all it entails.

**Keywords**: Systematic literature review; technology; law teaching; learning methods.

**Introduction**

**Rationale**

The integration of technology in the teaching fraternity has become a significant element in the ever-transforming technological universe. The majority of modern law schools have embraced a substantial level of instructional procedures to equip future legal experts with practical technical skills to deal with online cases and various studies. Immediately after students are admitted into law schools, such gadgets as tablets, smartphones, notebooks, and laptops become a big necessity. These are the technological devices that help students in preparing papers and compiling notes. Nevertheless, there seems to be inadequate or little effort in the quest to educate students on the ways of selecting and using technology that designs an efficient and flawless career practice. The traditional mode of communication among lawyers has been through cellphone or communicating face-to-face.

Various scholars have conducted studies in their effort to predict how online lawyering is set to be in the near future. In their research, Granat and Lauritsen (2011) projected that most legal practices would have to rely on an online portal for clients where various technologies facilitate the interaction between clients and their lawyers. Many law firms, including the small and large ones, are present in the quest to apply modern technology as they established personalized web-based platforms that facilitate the secure sharing of information. It is a platform that involves various function types, among them in-person consultations, cellphone, fax, and mails. As a result, technology attracts reduced costs that increase affordability, even for the smallest legal participant (Granat and Lauritsen (2011).

Over the years, the world has witnessed advancement in communication means. For instance, in cases where legal experts are required to deal with various representatives and interest groups located in multiple countries and regions, they may respond through emails. There are specific platforms accessible to lawyers that facilitate the safe discussion and sharing of documents. Some of these software applications are known as client intranets and virtual deal rooms. These are web-based collaboration tools that include the client portal methodology. It is challenging to learn the perfect usage of these tools, especially for law students who are yet to apply them earlier on. In general, a college student pursuing law is proficient in using technology as they deliver or receive a response from various people, among them family members and colleagues. Nevertheless, there seems to be insufficient awareness of the risk posed when a person gets or sends private information and documents. This happens because most students have never been taken through the proper technology application in legal firms. Additional

expert skills are required while applying technology in a law environment because security remains paramount while handling client information. As a result, modern lawyers must increase their literacy in relation to how such technologies are handled. They should avoid committing silly mistakes that are likely to expose their customers to different threats. Such technical education and training can assist legal experts in evading negligence and misconduct and facilitating an efficient and ethical service to clients (Granat & Kimbros, 2012).

The purpose of this systematic literature review is to explore the research question of the impact and advantages of digital technology to equip law learners with the best learning strategies. Now that technology is inevitable, it is essential to conduct an in-depth exploration of how technology affects law learning. Therefore, the study aims at exploring the best method to integrate digital technology in the provision of quality education. Another significant section included in this paper includes the theoretical and conceptual framework, followed by the methods section. Other significant areas include result description, discussion, and, eventually, the paper's conclusion.

### *Background and Prior Reviews* – Types of technologies used in legal learning

Recently, lawyers have been using management systems based in cloud and electronic offices. In the virtual legal practices, Legal Zoom and other software have eliminated the problems of preparing documents. Additionally, legal experts have been benefitting from numerous forums, magazines, summits, and blogs that describe the perfect application of technology to increase technology utility efficiency in their tasks. The work of modern law technology consultants is expanding and thriving (Abdullah, n.d.). Several research studies have also confirmed that technology proficiency is beneficial to students in their quest to secure jobs (Goodenough, 2013). Most technology companies have been intensively seeking the services of legal experts equipped with technological knowledge. This is true, especially to the companies that relate to the initial law firms and the legal sector (Zahorsky, 2013). Compared to a traditional setting, technology is far superior because it equips learners with advanced methods that help demonstrate skills and knowledge. The former is merely capable of revealing their skills via multiple-choice tests or verbally. To successfully integrate technology into the law program, law schools must be responsible for ensuring that technology protects the interests of their teaching aims for learners. Therefore, as Ragupathi & Hubball (2015) suggested, institutions should develop particular criteria, expectations, and quantifiable objectives concerning technology use in lecture rooms. Moreover, the upcoming faculties should also be encouraged to

embrace technology in teaching. Among the latest teaching methods that have successively integrated this concept include the flipped tutorial room.

### Key variable or issues of interest

### a) The perception of law instructors

Even as technology seeks to transform the legal environment, the transformation seems to have a reduced impact on changing legal professors' teaching modes. This reduced effect is explained by the tendency of humans to resist change. The professors tend to trust the old teaching ways that have been applied over the years, whereby lectures had no or little discussions, especially after main assessments (Ako & Olawuyi, (2017). It is important to consider the law professors' attitudes if someone wants to unearth the reason why the legal practice has been slow in adopting the technology. There are multiple upcoming themes, especially after having a candid discussion with disinclined members of faculties. For instance, some hold the belief that technology has ambiguous benefits, arguing that it is being advocated for just because of its coolness. As a result, they tend to say that when technology is introduced into teaching, such as capture systems, it will portray a pretentious teaching method, whose purpose is not necessarily teaching and one that doesn't aim to boost the instruction quality (Bloom, 2017).

Moreover, some researchers have insinuated that the learning setting is likely to be more passive. Classroom engagement among students is expected to disappear, especially in cases where legal students and professors use computers and PowerPoint slides (Sisk, 2002). A student would automatically become a passive learner, especially when instructors keep on presenting through PPT. Chances of their involvement would be dim. The main focus of students, in this case, would be to memorize and capture every detail found on these slides, with the only intention being passing the test. As Sisk (2002) would have put it, these students would be turned to lecture room court reporters. A section of instructors could attempt to prevent this concern by distributing the slides in the form of hard copy to their subjects before the teaching session to boost reference to the teaching material and take down some notes in the course of the session.

Nevertheless, numerous issues may arise when slides are distributed this way. For instance, learners may be demotivated to attend the teaching sessions if they can easily access the teaching material in advance. Some may not even see the need to concentrate when the lesson is ongoing (Sisk, 2002). The previous critics demonstrated that the rampant use of PowerPoint presentations by law professors and laptops by law students had impacted the quality of education negatively in law schools, so technology is now a barrier to active learning. Thus, there is a slight

possibility of having students being engaged and active in classroom discussion, while other students would be detached from learning. Therefore, technology could contradict active learning that should be the core of law schools.

Dynarski (2017) also deplores the use of laptops by law students, protesting that laptops offer tempting services and tools that can easily distract students from academic duties and tasks. Law professors cannot simply be more interesting than computer games, email, DVDs, instant chatting, online shopping, and the different news regarding sport, finance, and politics that are available by only clicking the mouse. There is also an associated issue, that technology can be unreliable in many situations. The majority of law professors enjoy teaching and interacting with students as they feel knowledgeable and skilled when everything is under control. However, technology might take away this feeling by introducing uncertain and stress element into their comfort zone. Nobody likes to have technology fail while in front of an audience.

### b) How law students have been benefitting from technological skills

After a thorough discussion with legal experts and professors, it has been revealed that although it is possible to integrate these skills into the syllabus of law, there exists a false narrative that the modern student has no struggle with technology, and that most are already experts with all the skills. Even though some have owned laptops and the majority is on social media, Hero (2019) reveals that they have a relatively shallow technology understanding. For instance, there has not been any improvement in information literacy, despite the rapid technological advancement and access. Furthermore, their access to laptops discloses a worrying trend, whereby most students cannot examine information sources (Basak et al., 2018). The abilities of learners are mostly focused on their individual, educational, and social requirements. As a result, the chances are that they may not correspond to the professional skills that are much required in the law practice. There is still another presumption that for those people working for law firms and other enterprises, some essential technology selections preexist in the places of work, such as client communication policies, web designs, research databases, and case management software. Nevertheless, they are less-advantaged for those joining non-established practices than their large-firms' colleagues because they require some specific and in-depth training (Gene Koo, 2007).

Moreover, more and more law learners are going independent soon after completing their course. For instance, data from NALP (National Association of Legal Career Professionals) indicates that of late, over 40% of graduates who have been gaining entry into private practice have been doing it alone or using smaller legal companies (NAT'L ASS'N OF LAW PLACEMENT, 2007). This number had already shot to over 50%, a percentage likely to increase in most

legal institutions (NAT'L ASS'N OF LAW PLACEMENT, 2013). An increasing number of graduates in law schools have been making important decisions on technology independently. Still, there may be some kind of uncertainty even for larger firms. Therefore, companies may be relieved to hire lawyers who are technology experts (Johnson & Donnelly, 2010). Also, most firms are not willing to train fresh associates. As a result, ready-made attorneys are in high demand because of their ability to pick up anywhere (Henderson, 2011). This demand will continue to increase because they must be technically proficient for a lawyer to be regarded as a competent one. Most firms are not willing to provide employer-oriented training (Ambrogi, 2013).

**Theoretical framework**

In the process of shifting to the digital learning system, there have been several theoretical explanations established. One of the study's main aims is to integrate advanced technology into the regular learning curriculum in support of improved learning. Any technological advancement includes an amalgamation of something selected and that which was not (Shelton, 2017). Technology is also a collection of something predictable and that, which cannot be predicted, as well as the desirables and undesirables. It is an educational setting meant for simplified learning and mostly relies on the learning techniques of students. When learners and tutors interact, the process of learning becomes highly promoted through models that focus on learners. The research is mostly based on the technology-oriented system process that is centered on learners. The study has also received guidance from the theory of learning power. The framework is mainly focused on the process of adopting technology to enhance the process of law learning. It also stresses the different correlating factors, such as a community setting, interaction, norms, and existing technological activities. Other significant aspects include the institutional models, leadership support, technology accessibility, and the technology application scope.

A group of researchers undertook a systematic review involving electric learning, digital learning, and mobile learning. In general terms, they unearthed that the two main subsets of d-learning include mobile and electric education (Basak et al., 2018). They also termed all these learning systems as technology-oriented and that they have a significant contribution to the process of learning and teaching. Some researchers undertook research on supporting technology in legal knowledge. Their main focus was the mode used to deliver education. They confirmed that with the right technology, education could be transformed into the outcome-oriented from the input-oriented (LI et al., 2018). Robledo & Ayala (2018) researched universal learning and discovered its high effectiveness,

especially as an upcoming pattern. Some researchers concerned with the technology implementation practices have noted that although law students benefit from technology featured in learning, it was somehow challenging to implement software, especially for the technological-wise approach (McCutcheon et al., 2017). It has also been confirmed that the perception of information technology by law students is always positive. Some researchers have been concerned with the introduction of information into the d-learning setting. They have discovered that an inter-modal d-learning positively affects law learning, although there are variations between participants (Schüler 2017). Therefore, one of the leading players in technology-oriented learning includes the internet because of its rich information.

### Purpose of current review

This systematic literature review aims to determine how technology has been integrated into law teaching, its advantages, and its role in equipping the modern lawyer to take up the practice and all it entails. There are also challenges encountered in the process of incorporating these skills into daily learning. The existing data emanating from the technology-use research has been used. To examine the benefits of various technology tools that assist law attorneys in case management and client management, different research works have been collected from multiple sources. The systematic review takes into account the following research questions:

1. How does technology use in law learning boost students' performance?
2. What is the relationship between technology and law learners' empowerment?
3. Why is it easy for law students to embrace technology in learning more than professors?
4. What are the advantages of technology-based learning over the traditional mode of teaching?

### Methodology

The research design adopted in this study entails a systematic literature review conducted over the last decade. The work includes the updated information to contribute to the raging discussion concerning technology viability in the fast-shifting law teaching paradigm. The research mostly prioritizes the technology-aligned learning initiative that is very instrumental in helping legal learners' access advanced education. In the methodology, the paper shall review the featured search strategy, the inclusion and exclusion criteria, the analysis of the articles

before recording the results.

### The featured search strategy

A review of literature is an essential element in the advancement of any sector. It helps synthesize and reflect on past studies, which provides a safe background when legal learners are advancing their knowledge. As a result, this study entails an extensive search of the literature using several notable databases. Among the most frequent ones include Science Direct, ERIC, Springer, JSTOR, and Scopus. Some of the relevant keywords included are law, technology, legal education, mobile, digital, and electronic. In the whole research process, data were collected and analyzed within the last two months of 2020.

PRISMA guidelines were observed right from the word go of conducting this research (Formica et al., 2018). Initially, over 268 documents had been located while ten others were located from the sources. What followed was the removal of unrelated items and the duplicate material that led to the sorting of approximately 95 documents. Nevertheless, not all the 95 documents were useful as there was the exclusion of 54 more because they either contained scanty information regarding technology in law teaching or full text was missing. The research team was only left with forty-one articles that consisted of books, working papers, and journal articles that were successfully examined in the exploration of the likely and successful ways in which law professors can adopt the technology-based approach in their teaching curriculum to adequately prepare graduates to handle the complicated modern tasks and job requirements. Lastly, the STROBE checklist was used in the preparation and selection of this qualitative paper.

### Inclusion criteria

There are a few inclusion criteria that acted as a guiding light for this systematic review. The first requirement is that the article should deal with learning methods that are oriented to technology. Secondly, the article must focus on methods of delivery that are mainly characterized by technology. The first criterion mainly entails the interrelated studies that are mainly based on primary data. The second criterion falls under the category of every study concerned with the methods of delivery. In the research work, some correlating systematic reviews were included with the aim of differentiating the main claim.

### Exclusion criteria

Papers or articles that had no law education resource or technological element were excluded. The same case to any report that failed to include results

or performance assessment only talked about numerous specialized tools. Articles that never spoke about participants or subjects were also excluded regardless of whether they were descriptive or not.

### Coding and analyses of articles

Every study material was coded according to the study methods, subjects' data, demographic information, results, or future use. To gain a thorough perspective of how technology has been integrated into law teaching and the tremendous impact it has caused, every heading was further subdivided into more subcategories. To properly synthesize the obtained data, the research questions were independently reviewed by the author of this review. Finally, a thorough conversation was followed to come up with the best conversation to come up with the best aggregate data that fits the answering of the emerging research queries.

### Results

In this systematic literature review, it was discovered that the blended learning approach helps to move the basic instructions' boring elements to the web-based setting where creative innovation increases interaction and engagement. Different researchers have demonstrated the different ways of activating and creating meaning in traditional education activities (Salinas, 2008). When these activities are reinforced by technology, they become more authentic. That explains why technology is the best device that assists in the establishment of a student-centered learning setting. Pedagogical changes facilitated by the technology dispensation are likely to take place with the proper designing of instructional activities, as indicated in the table below:

| Blended learning context | Traditional learning context |
|---|---|
| A real-world and authentic environment | An artificial and isolated environment |
| Proactive action | Reactive response |
| Informed decision-making and critical thinking | Factual and knowledge-oriented learning |
| Inquiry-based, exploratory, and active learning | Passive learning |
| Exchange of information | Delivery of information |
| Collaborative task | Isolated task |
| Progression in multi-path | Progression in single-path |

| Multimedia | Single media |
|---|---|
| There is information access and exchange in various ways and multi-sense stimulation. | Single sense simulation |
| Student-oriented learning | Teacher-oriented instruction |
| Focuses on the cognitivist learning concept | Behaviorist |
| Focuses on the constructivist pedagogical ideology | Instructivist |

Figure 1: blended-learning framework

The above figure is the resultant framework for technology-oriented learning. Theoretically, this is an amalgamation of the new technologies, student-oriented learning, teaching practice, and learning theory that offer learners rich and meaningful experiences whose impact supersedes the lecture hall.

Below are various tables which have analyzed the number of studies based on the research questions and on the use of different technologies. The third table analyses some to the featured articles in the review and their brief reviews which include the type of research, the methodology as well as the number of the participants. The third table also includes the authors and years the research was published.

**Number of studies by research design and type of research questions**

| Research questions | Experimental design | Survey research | qualitative |
|---|---|---|---|
| *How does technology use in law learning boost students' performance?* | 12 | 11 | 1 |
| *What is the relationship between technology and law learners' empowerment?* | 9 | 7 | 2 |
| *Why is it easy for law students to embrace technology in learning more than professors?* | 8 | 7 | 1 |

| *What are the advantages of technology-based learning over the traditional mode of teaching?* | **12** | **10** | **2** |
|---|---|---|---|

Table 1: Number of studies by research design and type of research questions[1]

### Analyzing the legal teaching based on technology

So far, it is clear to note that law student and educators are likely to benefit in the learning and teaching process, especially when traditional teaching approaches are converted into technology-oriented ones. There has been an influx of teaching-learning tools due to the continuously advancing technology. Various scholars and researchers recommend several learning approaches that aid in integrating technology into traditional techniques. This systematic review outlines different strategies that facilitate the process of law learning. Some of them include blended learning, integrated subject matters, active learning, collaborative learning, and many more.

Number of studies by type of technology used and type of learning tasks

| Type of technologies | Whole class teacher-directed | Individualized learning | Small group project/ problem-based learning | Peer review |
|---|---|---|---|---|
| Legal Zoom | 9 | 2 | 7 | 7 |
| Magazines | 14 | 1 | 13 | 14 |
| Summits | 3 | 0 | 3 | 3 |
| Blogs | 10 | 2 | 8 | 9 |
| Other software | 5 | 0 | 5 | 5 |

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1   Table one above shows the number of studies that were featured in the review under the consideration of the studies review research questions.

**Summarizing the reviewed works**

| Article's author and year | A brief description |
| --- | --- |
| Wiklund & Andersson (2018) | The study has a sample size of 650 students who participated in a quantitative oriented quality mixed approach. It was discovered that when a technology is initiated by students, it could facilitate learning. |
| Schuler (2017) | With a sample size of 97 subjects who took part in the quantitative approach on the primary data, the study confirmed that law students can easily trace the inconsistencies when technology is used in learning. |
| McKnight et al. (2016) | A total sample of 44 law professors was involved in the quantitative approach that proved the capability of technology to promote learning and teaching. |
| Ball et al. (2017) | The quantitative approach had a sample size of 77 participants. The researchers determined that ICT was capable of assisting learners in maintaining social ties with people far away. When technology is integrated into law learning, the older population is likely to harbor a negative attitude. |
| Stork (2017) | In this study, teachers and administrators acted as the main respondents with a sample size of 34. It was determined that the only significant game-changer in law learning was the digital learning approach. |
| Li et al. (2018) | The quantitative approach relied on data from 11 law students. From the findings, it was clear that technology was huge empowerment for law learners. |
| Camilleri & Camilleri (2017) | From the quantitative approach conducted in 241 law tutors, it was clear that youthful educators were more confident that the digital learning resource would take education to better places. |

| | |
|---|---|
| Oliver R. Goodenough, 2013 | The way we understand the sequence of behavior thought, and stimulus has been boosted by neuroscience, which is effective in the designation and application of legal rules. |
| Rachel M. Zahorsky, 2013 | A lawyer who has adequate technological skills is constantly in demand from most technological companies, especially the legal sector's main players. |
| Granat & Kimbro, 2013 | One of the most important solutions that seek to match law students' skills to the employment requirement, especially with the rapidly transforming legal sector, is integrating law practice technology with law practice management. |
| Hero, 2019 | Using regression analysis, the results of the study proved that technology integration exerts a significant impact on teaching performance. And among the six dimensions of technology integration, the best predictor was productivity and professional practice |
| Volini, 2020 | Although programming for law courses exists for most law schools, addressing networking concepts can assist learners to understand the OSI layers. Lawyers would then depend on this knowledge while working with IT experts in handling such issues as data privacy, the design of legal process, and tech contracts. |
| Benson et al. (2014) | The researchers presented results from studies conducted over the last three decades aimed at examining the use of technology in learning, noting its contribution in TPACK framework development. They conclude that the only way to integrate a technology that facilitates transformative learning is to promote pedagogical knowledge. |
| Graham, 2018 | The researcher recommends some strong approaches that law educators need to use in addressing the difficulties related to Generation Z. The author suggested additional instruction in critical reading, additional opportunities to write across the entire syllabus, and a more thoughtful application of technology in class. |

### Discussion

In this section, the study results have been subdivided into various components, with the first component dealing with different approaches as law teaching input. The research works that relied on primary data have been analyzed. The other component talks about the devices used to support learning through technology effectively. Another component talks about the strategies used to ensure that the technology in law teaching is founded on the research from systematic reviews and secondary data material. The very last component talks about the law teaching delivery method. Providing support to the digitalized technology-based law teaching is made up of various elements: delivery mode, strategies, tools, and inputs. The four details have been adequately explained in the course of this research.

### Technology-oriented law teaching strategies

The increase in the advancements in the technology sector especially in education has greatly helped different sectors including the law institutions since students are able to study at any given moment and any place. In the digital education model, law professors and have been adopting technological strategies to educate their students. The search results of the systematic literature review point out numerous technology-based strategies for effective law teaching.

The first approach maintains that any kind of teaching should be aimed at solving a problem. Someone's capability to detect a problem helps them have an easy time finding the solution by requesting technological assistance. Communication and theoretical understanding, in this case, is fundamental because it allows a law student to develop creative thinking and ideas. Students cannot be competent enough if all they can do is to memorize specific texts. However, they can boost their strength through technology-oriented learning such that they would easily find solutions to complex problems likely to be encountered in the near future. Some of the researchers have been conducting studies on the impact of digital content created by students. The findings have led to the conclusion that in regards to technology, students present the highest curiosity. Therefore, they are in a better place to come up with content that will be consistent with their demands and modes of study. Some law schools have been offering student contests to help learners compete in the creation of content. This acts as a major trigger of the students' creativity. If the creators of content are students, it means they will be able to share it with their colleagues by banking on technology-based strategies. They can share the creativity with their friends in class or the entire institution, or even across different web-based platforms. When law students are

competent enough technologically, they will have an easy time in seeking out jobs. Everything becomes a discovery when it is making a lot of sense in itself. A thorough investigation of various competent legal firms' associates confirms that their employees must be technology savvy, and in the near future, technological skills will be the primary qualification requirements. Technologically creative law experts have the highest demand among technology firms that are main players in the law sector.

A number of online tools are available to assist learners in using their ideas to develop learning content. The tools provide a platform to be creative, discover intelligence, and distribute it to colleagues, which leads to another significant aspect known as collaborative learning. This is not restricted to time and place. Law students can freely converse with their tutors and peers with the use of such communication devices as Dropbox and Skype. Students become more creative and are better placed to solve issues quickly, share and gain experiences, knowledge, and ideas. Online tools assist students, trainers, researchers, and professors engage in a single platform wherever they are. One method in which technology can be effectively integrated into legal pedagogics entails outlining the law institutions whose curriculum is a reflection of technology. Thereafter, a forum or a convention would be initiated to share experiences among the leaders to facilitate the attainment of different learning results. When law professors exchange different success stories, thoughts, resources, and skills, they are likely to eliminate most of the problems faced. Moreover, there is the establishment of goodwill, especially when technology fanatics are brought on board to advance their ideas and inventions to the law department. As a result, other members of the faculty would deliberately support the cause by enhancing general, technical, or even technology training support. Such help would rely on the technology requirements of the subjects. For instance, legal studies would be conducted smoothly with the assistance of librarians. Likewise, to present, the input of educational technologists is necessary.

Similarly, software and hardware would have to be maintained through the contribution of information technology experts. All these faculty players would have to make individual meetings with law tutors to help them learn course objectives, which is essential for designing technology in line with curriculum needs. Eventually, it is the role of technology experts to monitor all professors' proposals, especially the ones that reveal the role of technology in the presentation of the course contents.

Technological advancement is crucial to the development of competency-oriented teaching. It rarely focuses on time-oriented learning and is rather concerned with effective learning. Competency advancement is among the main aims of law teaching, which receives a major boost in technology use. It is a

strategy that helps law students discover a lot from e-teachers, tutorials, and electronic learning platforms. The strategy is a transformational one that seeks to help law professors and their learners shift from the outdated system to digital-oriented learning by eliminating such challenges as time, place, and credit hours. Effective learning and active learning are synonymous, whereby all the players, including educators and students, are activated. Its primary focus is what others have experienced, especially in using different learning devices, which allows law learners to act and think rationally. Trainers and professors can offer guidance to students when required. They are also an essential source of advice concerning the best devices that they can seek to learn.

From the systematic literature review, it is clear that some law schools have been using an amalgamation of online digital media and traditional learning environments. This is where learners and educators present themselves physically. However, there is a digital presentation of learning materials using such gadgets as smartphones, tablets, and computers. This type of learning also accommodates the multi-modal learning strategies that promote competent learning by complementing one another. Successful learning and blended learning strategies have a positive relationship.

Nevertheless, even in blended learning, pen and paper's role may gradually disappear in lecture rooms due to the advancing technology. However, the tendency to take notes helps learners retrieve information, utilize their time efficiently, and promote quality work. Simultaneously, some of the handwritten notes are likely to be misplaced because it is not possible to search them. As they teach, law professors must be categorical as to why they have introduced digital devices and installed Google Docs and MS Word to compile lectures. This way, it is easy to retrieve information. One technique that professors need to implement in their law teaching involves using technology to take notes effectively. It is a relatively crucial element in the day-to-day tasks of lawyers. Most are when they need to negotiate agreements and interview clients, and it is based on research.

Another strategy is the flipped learning, whose main focus is to facilitate the interaction between tutors and their learners with the aid of technology. This strategy allows learners to apply digital tools to learn while in lecture halls, after which they can retrieve whatever, they may have discovered somewhere else. It is a pedagogical strategy that assists learners to conduct ample preparations prior to lessons. Some of the major elements of this strategy that make it useful in law studies include its flexibility, professional learning, deliberate content, and learning culture. This strategy may then be integrated with the subject matter to assist law students in being taught something combined and all-inclusive. In reality, it is an amalgamation of relating subject matter. Coherence is among the main traits that help to integrate the subject matter, and it should be at the center of priority on the

students' learning requirements. In the fast-transforming technological universe, this is an effective strategy. The curriculum has relatively prioritized on students, and its primary purpose includes boosting their interest.

### How to safely manage case information

In modern times, legal experts have been applying different types of devices to help manage their clients as well as case details. There has been tremendous recent advancement in services and systems, such as Time Matter and the Rocket Matter, for any kind and size of a legal entity. These are some of the tools that have shown high effectiveness in every work aspect that entails invoicing customers, storing, managing calendars, and retrieving such information as mails, tracking, and indexing. They are the systems that resemble a broad-ranging platform that facilitates partnership and interaction within legal firms. Additionally, users have a high chance of retracing important information. As a result, they are online packages whose access is always safeguarded either externally or internally from the office. Therefore, it is the responsibility of professors to help learners understand the advantages and characteristics of such devices to help them decide the most viable option after taking into account whether they are affordable and functional. To enable the application and practice of different management devices, the best setting appears to be clinics because their task is natural. In general terms, effective adoption of software systems in teaching and learning will be a game-changer in boosting the education quality.

### Limitations

- The researchers where not able to ascertain the biasness of the studies that were included
- The data that was collected in the previous researches could be biased.
- The respondents of the last researches could be biased.
- There was no quantitative data collected to analyze the situation faced by the legal students, teachers and professionals as far as technology is concerned.

### Recommendations

- A better research needs to be conducted to include law students, legal professors and professionals.
- Technology needs to be integrated not only in classes but in professional operations like the use of zoom especially during the current 'social

distance' era.

• There is a need for more technological interventions including data storage and easily accessible applications by the professionals. This can help access of legal suits anywhere any time.

**Conclusion**

In summation, the creation of fresh opportunities for law students depends on integrating ICT into the field of higher education through curriculum digitization, instant messenger, projectors, and smartboards. When digital devices become part and parcel of the education process, learners are more likely to be brought on board through active engagement. In law and education, in general, something needs to be done to implement technology properly. It is the individual decision of the higher institutions of learning on the kind of technology to integrate into their learning teaching needs. Additionally, if law schools want to boost their competency and help in the future, they need to consider it wise to change incentive systems. As a result, there is a need to establish and implement reward systems by embracing the right standards for professors and tutors concerning the technology level that has been stipulated by such bodies as ISTE and NCATE. Professors need to ensure that their faculties have already embraced new technologies. For their respective disciplines, they need to reexamine the materials set aside to enable electronic learning. In the end, they would then preserve time to imagine how the execution of these materials into lecture rooms would be.

One main criticism of law education points out how disengaged it is with the career. Generally, law institutions are not giving their learners ample preparations in their endeavors to effectively embrace technology. In return, most legal institutions have increased their focus on active learning and one that is based on simulation. The institutions have become more experimental and are engaging students now more than ever. Subsequently, most legal experts have been turning to new teaching modes in line with the technical skills required on the ground and practically. In the fast-changing technology climate that has spread its roots across all corners of the universe, one important skill in embracing modernism and stylishness entails understanding and facilitating technology application. Every lawyer understands that being technology savvy attracts many benefits, including efficiency in time usage, superior work output, and brings onboard new clients.

Similarly, technology promises them improved job projections for law graduates and an easier shift into real work on the ground. Therefore, the law practice has been under swift transformation because of technology. Under such scenarios, it is legal entities and institutions' work to help their professors in the effective integration of technological devices in the law curriculum. Additionally,

every law student would have received the most suitable education if the future and existing practices are reflectively evaluated. The players should also ensure that they remain ahead of the existing research.

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