

A Critical Examination on Generative Artificial Intelligence in Legal Education: Limitations and Risks

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As technological advancements accelerate, their application extends beyond the business sector. Educators are increasingly emphasizing the integration of technology in teaching and learning. Undoubtedly, generative artificial intelligence (AI) has made significant contributions to legal research, teaching, and the future landscape of the legal profession. By leveraging AI, law students can efficiently comprehend legal documents and cases, leading to more informed legal opinions. Additionally, legal practitioners can enhance the accuracy of predictive analytics in litigation by identifying patterns and trends within legal data. \r\n\r\nHowever, like any coin, AI has two sides. While much attention focuses on the advantages it brings to legal education, individuals may inadvertently overlook the associated limitations and risks. These challenges include technophobia, potential hallucinations, and ethical considerations related to digital technology. This paper delves into the under-explored territory of the actual and potential drawbacks of AI's transformative impact on legal education. Drawing insights from 'The Impact of Artificial Intelligence on the Legal Profession,' a recent document issued by the Law Society of Hong Kong in January 2024, this conference paper aims to foster a more equitable learning environment by raising stakeholders and general public's awareness of both the benefits and risks of AI technology.

Evaluating E-Learning Systems Success: A Case of University X

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The pandemic has forced educational institutions to adopt new technologies to continuously and effectively deliver education in remote settings. One of these technologies is e-learning systems, which have gained popularity because of the value they offer to educational institutions and students. Now that the pandemic has ended, these institutions still use e-learning systems. Hence, it is necessary to measure if this technology is still thriving to aid institutions in delivering student benefits. This research measures the success of the e-learning system in a higher education institution in the Philippines using the Evaluating E-learning System Success (EESS) Model. The researcher gathered 128 responses from management students at a higher education institution in the Philippines, which were analyzed using PLS-SEM. Among the determinants, perceived usefulness, satisfaction, and actual use have significant positive effects on student benefits. Learner quality and perceived usefulness have significant positive effects on satisfaction. Actual use of the e-learning system is significantly positively affected by educational system quality and perceived usefulness. Finally, perceived usefulness is significantly positively affected by technical system quality, learner quality, and instructor quality. This research also presents practical implications for improving the success of the e-learning system in higher education institutions.

Technological Advancements in Education at State Islamic University: A Case Study of UIN Alauddin Makassar, Indonesia

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Key areas of technological advancement include the utilization of online learning platforms tailored to Islamic education, the integration of immersive technologies of Artificial Intelligence (AI) for academic administration and management, the implementation of adaptive learning systems to accommodate diverse learning styles, and the incorporation of learning management system in the platform for personalized educational experiences. UIN Alauddin Makassar has embraced digital tools and platforms to enhance educational experiences for both students and faculty staffs called “Lentera”. This study examines the role of collaborative tools and digital resources in facilitating remote learning particularly relevant in the context of UINs academic necessities and to evaluate the implementation of “Lentera”, a digital learning management system being used by students and faculty staffs in UIN Alauddin. Methodology used is descriptive research with qualitative approach and the research instrument used is in-depth interview from the platform builder, lecturers and students. The result of the study has indicated that this LMS has catered the needs of technological education advancement for higher education academics in implementing the integration of learning management system into digital platforms.