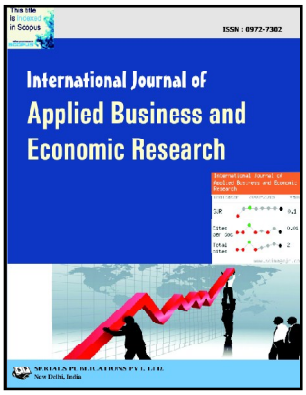

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The Impact of Integrating Modern Technology in the law Curriculum as an Effective Teaching Strategy in Higher Education

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Abstract: Higher education has witnessed an explosive growth in integrating technology in teaching and the learning process. Technology in this present climate would take a strong position in the law school curriculum inand outside of the learning environment. This would enable students to move beyond the walls of the classrooms,embracing a vast range of opportunities to explore the world of law.Integrating technology in the classroomsprovide the educational system a very powerful tool for law schools. Thus, the present paper focuses on the use of technology in the teaching and learning process that will greatly contribute to meet needs of law students in learning. This study will identify the gaps between the use of technology in practice and in the classrooms by discussing the effective technology integration in a law curriculum, followed by the educational goals for students. Hence, this paper seeks to propose a curriculum that points to where the legal office will be, rather than to where it has traditionally resided. Finally, this study aims to state the advantages of integrating the technology into the law curriculum as an effective teaching strategy as it will be discussed throughout the paper.

Key words: law professors, attitude, education, curriculum, integration, technology, TRACK, computers, SAMR, technology.

I. INTRODUCTION.

1.1. Higher Education and Technology

According to Molebash (2000), the assumptions of the future for education, usually involves the technological aspects that technology plays as a main role in education. He also claimed that the development of education is not as fast as technology and the future movement. Therefore, integrating technology effectively into the law curriculum is essential, since technology is a crucial factor as well as a facilitator in the learning process

and teaching methods. Educators have witnesses a drastic change in communication with peers and teachers due to their access to social media through mobile phones. This integration is known as,Technology integration. This term is used to refer to the technology that is conducted in the classroom to enhance the learning and teaching process. It is important to mention that technology integration does not suggest concentration on learning how to use a certain software and hardware. Thus, integrating technology into the curriculum means introducing the basic use of the required technology in order to promote the effective use in the classroom to reach the learning outcome. Researchers have proved that the learning process would be boosted if technology integration is applied efficiently throughout the curriculum (Marc, P., 2001). The effective application of technology integration requires a complete understanding of pedagogical rules that is concerned about using technology in an academic setting. Diaz, D. P. & Bontenbal, K. F. (2000). Thus those teachers who are provided with pedagogical based training will be able to understand how to design the class activities. In addition, choosing the suitable instructional technologies based on a learning theory. The effective integration of technology can be attained when students comprehend the use of the required technology tools, in order to help them access, synthesise, and analyse information appropriately. Accordingly, technology is turning into being an integral component, as other educational tools, of the accessibility to the classroom functions (National Educational Technology Standards for Students).

Higher educationis experiencing a fast growth of internet based and innovative technologies which is dramatically reshaping the educational system. As the change transpire so to do the needs of students. Therefore, teachers would need to maintain a level of resources in technology through workshops and professional development in methodologies and strategies to implement the course learning outcomes in line with the 21st century 'savvy' generation of students. Moreover, technology has evolved deliverance of an educational style.As educators, we should try to implement various ways in order to approach different learning styles, and to assess the students adequately through varying the types of evaluation. D'Angelo and Woosley stated that, "Professors who employ various methods of teaching such as a PowerPoint, video segments and overhead projectors during one course lecture are able to better keep students' attention, thereby reducing boredom with the lecture and, consequently improving the overall learning experience." (D'Angelo and Woosleym, 2007) Since teachers are required to consider the individual needs of their students while designing the lessons, technology can be a multidimensional tool that influences the learning and teaching process to be more meaningful and enjoyable. It can, indeed, engage students and help them monitor their learning outcomes (Massachusetts Department of Education, 2016).

1.2. The Concept of Technology Integration

To provide the context of this discussion to integrate technology into Middle East school curriculums, it is important to understand its function. Integrating technology into the curriculum does not only mean introducing basic computer skills and software programsfor use in any given lesson. It also includes the technological equipment in the classroom, such as pc, projector and interactivewhiteboard. The internet alone provides a wide and expansive resource for law students. In addition, it should be noted thatalmost all of the internet tools, software and apps can be accessed from the student or teachers mobile phone and therefore can be a very powerful tool inside and outside of the classroom. Communication with their peers professor or teachers can be immediately. Similarly, in a court room the mobile phone is a powerful tool

that can communicate importantinformation in emergencies to transferring files, images or documents almost instantly. Several studies showed that the effectiveness of the technology application enhances the learning process. When it is adopted across the curriculumtechnology cansatisfy these ever challenging 21st century generation. The students today are completely different from the era the current educational system was designed to teach (Prensky, 2001). Therefore, it is incumbent to understand how to employ the technological tools to fit with the pedagogical needs. Subsequently, this can be achieved by prioritizing training for professors/teachers which will work as a bridge to upscale the skills in order to use technology to break monotint in the classrooms. "Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, before presenting it professionally. The technology should become an integral part of how the classroom functions and as accessible as all other classroom tools." (National Educational Technology Standards for Students).

The American Bar Association Standard 704 requires that law schools have technological tools and services that are useful and adequate for the current and future programs. Also, (Burnett,2005) has realized that the structure of technology facilities provided by law schools comprises of classroom technology, communication infrastructure, the institute's website, desk support, administrative systems, and multimedia services. He also defined the communications infrastructure as 'e-mail, high-speed Internet access, a local area network with print and file services, and telephone support' (2005). Furthermore, He claimed that technology in the classroom should involve an interactive platform in which the professors can operate all the functions of the classroom by only touching a screen panel. Not to mention, this technology can also include projectors, digital cameras, video conferencing equipment, microphones, VCR, DVD, and CD-ROM tools. However, DVDs, CD-ROMs and VCRs are slowly becoming tools of the past. They have been replaced byGoogle drivesoftware that enables you to store media or audio and can be replayed in classes without needing a hard drive. Hard drives or better known as USB sticks can carry viruses and pose great problems such as loss of data. Additionally, each classroomseat could be supported with Internet, power, and wireless access in the whole building. It is worth mentioning that law schools can be unique as they could have courtrooms besides the classrooms. Therefore, the same technology could be incorporated in courtrooms, plus adding other technological tools that would serve the purpose of the court. However, the equipment can be more advanced by having a high quality of recording and conferencing tools as well as having software that enables documents annotation and screen display. There might also be computers, video and audio tools at the tables of plaintiff's and defendant's, plus the judge's bench and the witness stand.

2. HISTORICAL BACKGROUND

In order to discuss how technology can be best integrated into the classroom, the historical relationship between technological innovation and education should be reviewed. In the 20th century, visual tools became a common use among public schools, Teachers took advantage of pictures, films, and lantern slides, which encouraged 'a meaningful integration of technology in classroom' (Reiser & Dempsey, 2007). New types of visual aids emerged chronologically to include motion picture projectors, sound motion pictures, the radio, the television, Video Cassette Recorders (VCRs), computers and the Internet. Several historical narratives are mentioned to clarify and provide ideas, For example, Thomas Edison declared in 1913 that

'books will soon be obsolete in the schools.' He also claimed that the knowledge might be delivered to the students through using motion pictures (Reiser & Dempsey, 2007). During 1920s and 1930s, radio was the most noted medium as it drew a great deal of attention. By the early 1930s, a significant number of audiovisual supporters predicted that radio would be used more frequently as a means that might reform education. Despite of these assumptions, radio had a little influence on teaching and instructional methods over the next 20 years (Cuban, 1986), (Reiser & Dempsey, 2007). The increased interest in television in 1950s might be the reason that affected the status of audiovisual tools as people were more attracted to it to deliver the information. However, by the mid-1960s, the interest of TV usage as a conventional aid for teaching purposes was declined (Reiser & Dempsey, 2007). Then, in 1984, Papert mentioned that the computer would be "catalyst of very deep and radical change in the educational system", and by 1990, there would be a computer set for each child in the schools of the United States (Reiser & Dempsey, 2007). Regardless of internet and PCs, Reiser and Dempsey (2007) believed that whenever a new medium appeared in the academic field, at the beginning, it was paid a great deal of attention and people were enthusiastic about the impacts that it might have on teaching. However, this enthusiasm and attention to the new medium abated as a new investigation demonstrated its minimal effects on teaching methodologies and learning process. (Reiser & Dempsey, 2007). In the last 10 years, the use of Internet and computers in the classrooms has spread in the academic environment since the speed of Internet increased and the computers' power grew.

However, the main motive to implement technology in the classrooms comes from three sectors; nonprofit organizations, business, and education. Governmental and nonprofit organizations such as, the No Child Left Behind (NCLB), the International Standards for Technology in Education (ISTE) the National Educational Technology Standards for Teachers (NETS-T), the National Educational Technology Standards for Students (NETS-S) and the National Education Technology Plan and the Learning for the 21st Century Report . These organizations have been working on encouraging the implementation of technology in schools by proposing guidelines onhow it can be used.They offer standards and instructions to endorse technological competency in the classroom (Bitter & Legacy). Even though these guidelines are meant to be designed for K-12 classrooms, they can be followed and applied to a general college education. In contrast, the private industry has been enjoying a fairly successful application of technology to train their employees and help them expand their knowledge.

Despite the fact that most educators concur that technology should be adopted intensively in the classroom, the styles and methods of using it vary based on the lesson and classroom's needs. Two primary ideas were indicated by the educators regarding the implementation of technology in the classroom. The first is the useof technology in order to improve the traditional methods of teaching and learning. (McKeachie, 2006), a known academic instruction book, discusses this approach in detail. The second concept is reforming the traditional approach into the constructivist approach and developing the modern learning model. The traditional approach Constructivism is "a model of learning that asserts that knowledge is not passively received but is actively created inside the mind of every learner" (National Research Council, 2002). The constructivist teachers looking to renovate teaching and learning by enhancing technology to adopt learner-centered method, problem-based learning, project-based learning, active learning, collaborative learning, and alternative assessments.

A wide-range of observations and examinationshas been carried out,with regards to the role of technology in law schools.(Robert C. Clark1983); Charles D. Kelso & J. Clark Kelso, 1985; Paul F. Teich,

1991). In 1990s, the "technology bandwagon" (Maria Perez Crist, 1999) took part in a quick and unnoticed manner in law schools as technophile professors and instructors competed to bring the latest and most advanced innovations into the classrooms. The "early-adopters" used PowerPoint, web-based platforms, and Internet in the class, and then they were followed soon by their colleagues. (Janice C. Griffith, 2002) Not to mention, law students who embarked on using technology as well, with the sudden influx of laptops in law institutions. Therefore, law schools reinforced both trends through having an additional personnel and infrastructure support for faculty to assist them in using the technology in the classroom. Regarding the students, they were encouraged, and sometimes requested; to come to the class equipped with laptops, by mid-1990s technology use had expanded to become derisory in law schools for both sides' teachers and students(Ronald W, 1994; Robert C. Berring, 1997; Michael A. Geist, 1997; William R. Slomanson, 1998; Richard Warner *et al.,* 1998; Shelley Ross Saxer, 2000).To date technophile professors and instructors continue to advance in this trend. However, there are stillludditesthat would resist such an opportunity. (David J. Shakow, 1992; RobertH. Thomas, 1994).

3. THE EFFECT OF INTEGRATING TECHNOLOGY ON LAW STUDENTS AND PROFESSORS

3.1. Technology and Future Lawyers

Most law schools facilitate a considerable amount of instructional methodologies to prepare future lawyers to use technology to effectively conduct a research or toprepare a case online. Law students may also be encouraged during their first year of law school to use laptops, notebooks, tablets and other wired hardware in the classroom to take notes and prepare papers. However, some of law schools are not educating their students on how to select and use technology that paves ways to smoother practice paths. In the past, lawyers used to communicate either face-to-face or by telephone. (Roger Smith and Alan Paterson, 2014).

Since such time, the means of communication has advanced to corresponding via emails, especially when lawyers have to deal with different parties and client representatives that reside in different regions or countries. Hence, "virtual deal rooms" and "client intranets" are web-based software applications where the lawyers are allowed to share documents and discussions safely. This type of software is a variation of the client portal concept.

Learning how to use these online collaboration tools can be a challenge for a law student who has never used them before. Normally, law college graduates are competent in using technology to contact different people, including their family and friends. However, the awareness of the threat of sending or receiving confidential documents and information is limited among them as they are not taught how to use technology in law firms. Using technology in a legal setting requires more professional skills because the client's information should remain secure, so the new lawyer should be literate with how to use such technologies, instead of making mistakes and exposing the client to various risks. This training or education will help the lawyer avoid malpractice and enable them to serve the clients efficiently and ethically. (A.Sherr and A. Paterson, 2008).

An article was published by Granat and Lauritsen in the Law Practice Magazine (2011) predicting the future of eLawyering in the next five years. They confirmed that the majority of law practices will depend on client portals where lawyers and clients are allowed to interact with each other through extranet

technologies. Currently, many large and small law firms, and even solo lawyers, are tending to use such technologies via having a personlized online platform that permit the users to share information securely. This kind of platform would possess different types of functions, such as emails, fax, telephone, and in-person meetings. Thus, the cost of this technology has become affordable to even small law firms. (Richard S. Granat & Marc Lauritsen, 2011).

Nowadays, lawyers are applying electronic offices and cloud-based management systems, including virtual law practices in which challenges of document preparation are minimized via the use of software like Legal Zoom. Furthermore, lawyers can benefit from hundreds of blogs, conferences, magazines, and forums that discuss the ideal use of technology to make the utility of technology more efficient in their work. Not to mention, today's legal technology consultants' work is growing and flourishing. (LAW PRAC. MAG., LEGALTECH, TECHNOLAWYER, 2017).

There is also a variety of evidence that demonstrates that being competent in technology can help students find jobs. (Oliver R. Goodenough, 2013) Professor Daniel Katz stated that 'discovery is where it clearly makes sense.' He added that when he spoke to lead discovery law firms' associates, they declared that they would hire people with these tech skills and prefer taking a person like this than a current employee in their organizations. (Rachel M. Zahorsky, 2013)Lawyers who have technological skills are highly sort after by technology companies that are involved in the legal industry and traditional law firms.

Means (2000) reported that technology provides students with challenging ways that will allow them to demonstrate their knowledge and skills, in contrast to traditional settings that only show their knowledge verbally or through multiple-choice tests. In order to make an effective application of technology integration into the curriculum, academic institutions should ensure that technology will serve the purposes of their educational objectives for students. Thus, certain measurable goals, expectations, and criteria about technology integration in the classroom should be developed as well as encouraging new faculty to follow technology in pedagogy (Kiruthika, R. and Harry, H., 2015) The "flipped classroom" is one of the most recent modern pedagogical methods that has been used effectively in this method.

3.2. Law Professors Attitude

Technology is changing the legal practice; this change has a minimal influence on transforming the way law professors teach. This minor impact could be due to people who are change-averse (Henderson, 2013) as they rely on their own traditional ways of teaching, which was applied years ago (Roy stuckey *et al.*, 2007), where this type of teaching relied on lecturing with limited discussions, following final exams. To understand why technology adoption in legal education lags behind higher education and law practice, attitudes of law professors must be considered. From numerous conversations with reluctant faculty members, several themes emerge. First, some professors or instructors would feel that the advantages of technology are vague as it has been pushed "because it is cool." (Craig T. Smith; Musgrove&Thirlaway, 2002) Thus, they believe that bringing technology (smartboards, lecture capture systems…etc.) to the classroom reveal an ostentatious teaching style that does not serve pedagogical purposes as well as not developing the quality of instruction. (Smith*;* Michael Bennett; Oliver Goodenough& Marc Lauritsen eds., 2012),Additionally, Leslie (2000) argues that the use of PowerPoint slides by law professors and laptops by law students destroy classroom interaction and create a passive learning environment. He believes that PowerPoint presentations cause the students to be passive learners and they will not be involved in the lesson as their

attention will be "glued on the PowerPoint slide like a first-grader focuses on Barney."(Leslie, 2000) Consequently, they will only focus on the slides to seize every piece of information and memorize it for the exam, so they would be as "classroom court reporters." (Robert E. Oliphant, 2003) Some professors would try to avert this issue by handing out a hard copy of the slides to the students before the class, so they can refer to them and write notes during the lecture. However, this way of distribution causes two further issues. First, students who have laptops would feel dissatisfied, because it is not easy to annotate on the electronic copies of the slides. The second problem is that distributing the slides in advance of the class may decrease the students' motivation to attend the class and could even affect their concentrating during the lesson. (Leslie, 2000; Gregory Sisk, 2002). The previous critics demonstrated that the rampant use of PowerPoint presentations by law professors and laptops by law students have 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, and other students would be detached from learning. Therefore, technology could contradict active learning that should be the core of law schools. Professor Leslie (n.d) 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. (Leslie, 2000)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. (SECTION OF LEGAL EDUC. & ADMISSIONS TO THE BAR, 2002-2010).

3.3. Balancingbetween Technology and Teaching Methodologies

On the other hand, some professors would attempt to balance between utilizing technology and other teaching methods. One professor claimed that traditional professors of law schools, who are concerned with tax and labor law subjects, have recently struggled to integrate technology to their pedagogical plans to excel in active learning. After trial and error, a combination of old and new techniques have been employed, which take advantage of PowerPoint slides and student laptops, remarked by Professors (Leslie, 2000) In addition, they enhance active learning in the class environment. Other professors mentioned that technology can help them prepare before the class, plus organize in-class work, so the learning time would be more effective. For example, giving students pre-class task by accessing a part of the presentation, so they can annotate during class, and spend more time on preparation.

It is known that the profession of teaching should be developed to succeed in the integration of ICT for the process of teaching and learning. According to Carlson (2002), teachers continue to be the ones who control the students'access to academic opportunities offered by technology. Hence, it is not enough to educate teachers how to use technology through providing only technical skills training. They also need a professional improvement of how these skills develop the pedagogical process.

Above all, the teacher is the starting point and the core of a digital or conventional classroom. That is why teachers should be trained to learn how to apply technology effectively for pedagogical purposes. In

addition, the role of the teacher has changed from being a knowledge provider to being a facilitator for the students to learn by themselves and explore the rich world of knowledge. Thus, the teacher is now guiding the students instead of lecturing on 'the stage'. Recently, the concept of learning has transformed from receiving the information in the classroom to obtaining these information by oneself. Hence, the critical required skill of autonomous learning, nowadays, is learning how to learn.

3.4. Professional developments for professors

One way of professional development for professors to improve the quality of integrating technology in the pedagogy of law is to first create a list of law schools that have already incorporated technology successfully into the curriculum. Then invite them either through a forum or a meeting to share their experiences when using the technology with regards to teaching in order to meet the learning outcomes.(SIMON CANICK, 2014) Exchanging techniques, resources or ideas and a variety of success stories, will remove some of the teaching challenges that the law professors may face. Hence, providing a strong resource bank, frequent problems and solutions. Additionally, bringing technology enthusiasts to promote their inventions and ideas to the faculty establishes good will. Consequently, these faculty members could even contribute to the enhancement of technology training, workshops or technical and general support. This support would depend on the subject's needs of technology. For example, a librarian would assist in legal research, an educational technologist would help in presentations, and IT professionals would provide the professors with hardware and software maintenance. (Simon Canick, 2013) They would meet with each professor individually to understand the objectives of their courses, so they can develop the technology according to the course requirements. After that, the technologists should follow up each professor's proposal that shows how technology would be suitable for the content of the courses.

3.5. Law School Exams and Technology

Regarding law school exams, they are commonly taken on laptops with specific software installed which has been designed for this purpose. Subsequently, professional development training workshops must provide professors with information on how to install and maintain the software as well as how to use it. They should include information for use on various operating systems such as Mac or windows, to ensure that they cover all possible laptops that professor may possess apart from the law schools PCs. Indeed, law students are becoming technology-proficient as that leads to a great demand of web applications and hardware support, such as Skype, smartphones (BlackBerry, iPhone, Android), iPads, and webcams. (Carol Watson and Larry Reeves, 2011). When law schools decide to purchase statistical software, they should consider that it must be supported and consistently maintained. In addition, the faculties of law schools are more frequently taking part in collaborative and interdisciplinary instruction as intranets and technological tools are being used, such as SharePoint, Google Docs, and Zoho.

4. FRAMEWORK FOR TECHNOLOGY INTEGRATION

4.1. Main Frameworks

There are two main frameworks for productive integration technology into a curriculum, which are TPACK (Technology Pedagogy and Content Knowledge model) and SAMR (Substitution, Augmentation,

Modification, Redefinition). SAMR is a framework that illustrates the reflection process of how technology is integrated into the class as indicated in Figure 1 (Dysart, S., and Weckerle, C., 2015) .On the other hand, TPACK is a framework that clarifies and describes the learning outcomes of technological use, plus the teacher's effective use of technology as a pedagogical tool. It also illuminates the overlap between technology knowledge and pedagogy content. This model presents the relationship between all three basic elements of knowledge (technology, pedagogy, and content) as shown in Figure2 (Barbara, M., 2015).

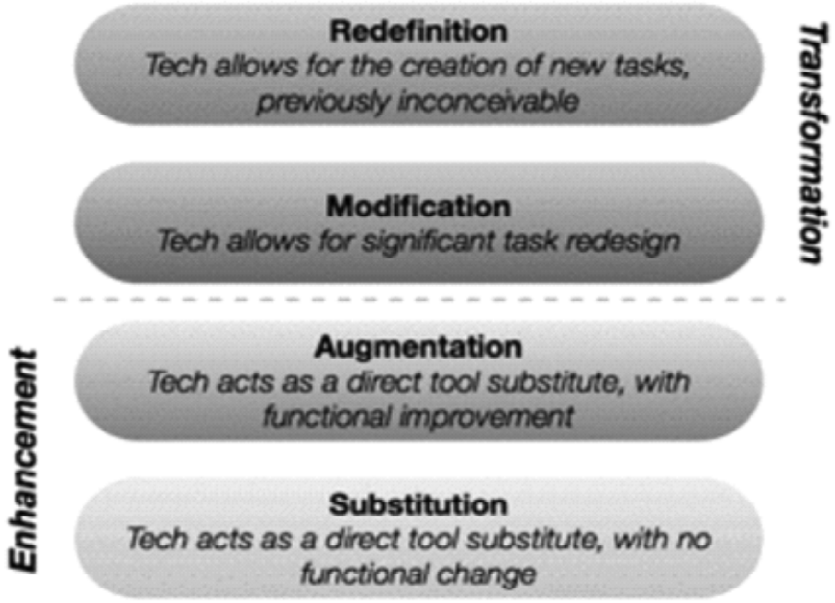

Figure 1: SAMR Framework

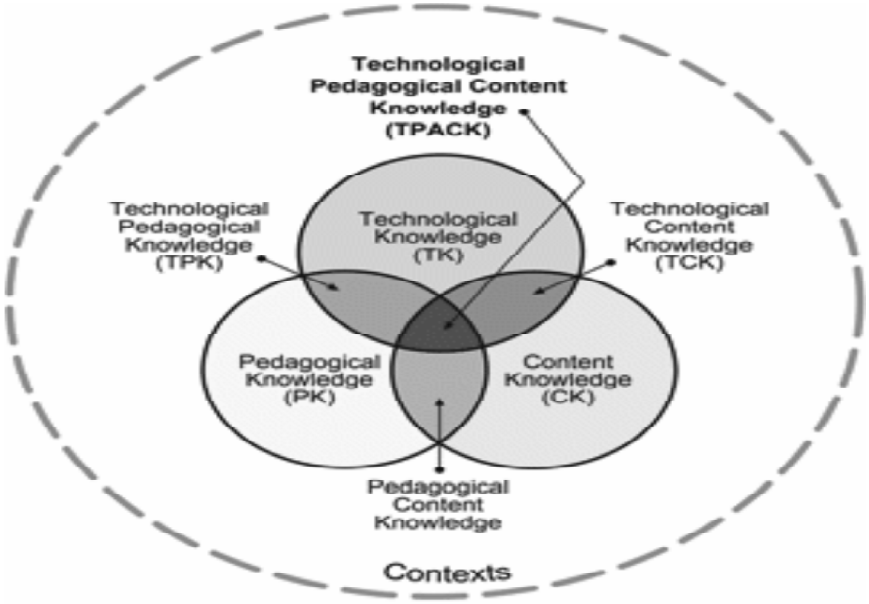

Figure 2: TPAK Framework

TPACK Levels of Technology Integration:

There are four levels of technology integration in curriculum as shown below (Edutopia, 2017):

1. Sparse: Students seldom use technology to complete assignments or projects.
2. Basic: Technology use is limited to be only in a lab rather than the classroom.
3. Comfortable: Students and teachers use technology in the classroom on a regular basis.
4. Seamless: Technology is employed daily by the students in the classroom using a variety of tools to finish tasks and completing projects that reflect their deep understanding of content.

Usually, faculty and students agree on the importance of the training and support for incorporating educational technologies into the academic environment. However, institutional practices do not always support the teachers and students' needs or requirements in concerns to technology. In addition, institutions should provide complete professional development through workshops and training. Training should equip faculty with a wide range of domains in the educational technology, such as the application of Learning Management Systems (LMS), and the students' personal devices that can be used in class. Furthermore, it is also important to confirm that the training and support provided is effective to compliment learning outcomes. (Eden, D., 2015)Here are just a few benefits of the integration of technological tools use to meet the need of the Course learning outcomes.

5. STUDENTS LEARNINGMODELS

5.1. Encourage Individual Learners

It is known that students have different learning styles, but technology could guarantee that each student understands the new information. For instance, struggling students can benefit from technology that provides them with individual customized virtual lessons. Hence, they can learn independently, developing skills in autonomy.

Computer based labs can replace or compliment instruction time, whether individual or group activities that is based in the computer labs faculty, teaching assistants, and peer tutors work to assist students directly. Students cannot deal with software alone, they might get stuck and the software tutorials may not be enough to help them move again. Therefore, students cannot replace human interaction with technology as they need encouragement, motivation and compliments to assure them that they are learning adequately and correctly. (Hanover Research Council, 2009).

5.2. Increased Use of Outside Sources.

One study deduced that 56% of law firms assumed that employees are not adequately trained to use technological equipment.(Steven a. Lastres, 2013) Furthermore, hired lawyers spend most of their working hours on legal research which included the use of electronic resources (both free and paid) 85% of the time. (Steven a. Lastres, 2013).

Therefore, two main problems are raised. First, the research training those laws schools provide do not align with the needs of the attorneys. Second, many of law schools focus on research training only during the first year, and this training usually includes normal writing skills that are not related to research

objectives (e.g. numerous). (Stevena. Lastres, 2013) Unfortunately, this lack of training means research skills have declined or evaporated the opportunity to prepare and submit, quality research papers .There are many schools that would offer sophisticated and specialized elective courses like Advanced Legal Research or other relevant courses, but a small percentage of students who get benefit of these courses. Thus, a better and more effective approach should be adopted to ensure that all students learn research skills after their first year of college.

In order to solve these issues, technology should be integrated into the curriculum in order not to reduce upper-level research instruction, but to make it more meaningful at the moment of need. Kristin B. Gerdy *et al.,* 2005). To illustrate, technology could be used to replace the traditional advanced legal research lectures with regular class visits, workshops, group tutorials, potential partnerships with libraries, and other kinds of collaboration with clinical and practical faculty. However, this approach receives a permanent criticism about legal research teaching because it requires convention, as well as administrative convenience which constraints the students' work, whereas they can be receptive and apply the knowledge meaningfully.

5.3. Increased Motivation and Self-Esteem

Professors and teachers need to completely immerse students the students are completely immerse students in a technology-based instruction and with the leading methodologies in teaching encourage and accomplished learning outcome. Since technology has proved that it could help students achieve and succeed in their studies, educators must accept the following propositions: firstly, every lawyer should use a laptop or computer to work more efficiently; secondly, professors must request that students bring their own laptops or tablets to the classroom; (McKeachie, W. J. & Svinicki, M. 2006) and finally, these laptops will be used in a productive or an unproductive way whether in the schools or in legal practices. Hence, it is known that this essential tool for lawyers has impending advantages as well as disadvantages, yet it is a great teaching opportunity.

With the aim of using technology, pen and paper could slowly diminished in classrooms. Nevertheless, the behavior of taking notes effectively facilitates information retrieval, saves time, and then assures a high quality of work. Whereas, notes that are handwritten could be lost as they are rarely to be searched. (Johnson & Donnelly, 2010). Lecturers must include in their lesson the importance of bringing their laptops and installing Microsoft Word, Evernote, or Google Docs for taking notes in class. Information can be retrieved easily to hand. Learning how to take notes effectively using technology is a skill that lecturers must implement in class. This is one of the important elements of a lawyers daily work most of which is research based, interviewing clients, and negotiating agreements. (Cf. Laurie Shanks, 2008).

5.4. Student Engagement

Once multimedia productions are incorporated in the classroom's activities, the lecture can then engagestudent's interest in their peers' projects and work. They will pay attention to the way how a specific project is displayed via text, videos, or even animation. (Cf. Laurie Shanks, 2008).

6. CASE INFORMATION MANAGEMENT.

Lawyers, nowadays, employ various types of tools to assist them in client management and case information. Recently, new systems and servicesincluding, Rocket Matter, Amicus Attorney, Time Matters, and Clio.

(2017) have been developed for all sizes of law firms. These tools are able to organize and manage all aspects of work that involve managing calendars, sharing contacts, storing, reclaiming information (including e-mail), indexing, invoicing clients, and tracking time. These systems are like a wide-ranging set or platform where collaboration and communication are facilitated within the firm. They also enable the users to retrieve the relevant information, so they are web-based packages that offer protected access from within and outside the office. (Stephanie L. Kimbro & Tom Mighell, 2011) Accordingly, lecturers must teach the benefits and features of such tools, so that students can determine what it is best, based on their functionality and affordability. In order to apply and practice these kinds of management tools, clinics are the perfect environment as their work is not contrived.

Over all, if these software systems are adopted effectively in the learning and teaching process, they will boost the quality of law education.

7. CONCLUSION/RECOMMENDATIONS

To conclude, Information and communication technologies integrated into the higher education space through LMS, smart boards, projectors, email, Skype, instant messaging and digitization of curricular resources, creates new opportunities for learners. Students become more actively engaged on the course when technology tools are a seamless part of the teaching and learning process.

Action should be taken to work towards proper implementation of technology in the education system. Colleges and universities are the ones who decide how to incorporate technology into their majors' requirements. Moreover, the idea of changing incentive systems should be taken into consideration if higher education institutions attempt to be competitive and to survive in the future. Thus, reward systems need to be created and implemented by following the standards of what teachers should know and be able to do regarding technology which is recommended by The National Council for the Accreditation of Teacher Education (NCATE) and the International Society for Technology in Education (ISTE). The same applies to professors. Time must be given for faculty to learn new technologies, to review the electronically-based learning materials for their disciplines, and then have some time to figure out how to integrate those materials into their classrooms.

A principal critique of legal education focuses on its perceived disengagement with the profession. In other words, law schools are not preparing students to practice with technology effectively. In response, law schools are becoming more experiential, engaged, simulation-based, and focused on active learning. Consequently, Law professors increasingly embrace new methods of teaching based on the skills that lawyers need in their practical lives.

Understanding and facilitating the use of technology is one of the fundamental skills to meet modernity in the increasing climate of technology that's evident around the world. For lawyers, effective use of technology means new clients, stronger work productivity, and more efficient use of time. Whereas, for law students, it means better job prospects and a smoother transition into practice. Hence, technology is truly transforming the practice of law. Under these circumstances, law schools should train professors to effectively integrate technology tools in courses for law. Finally, reflective evaluation of current and future practices, as well as staying ahead of current research will help provide the best education for all students.

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