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Reconnoitering Innovative Ideas in Postnormal Times

iTAC

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iTAC 2023
INTERNATIONAL TEACHING AID COMPETITION
E-PROCEEDINGS

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PREFACE

iTAC or International Teaching Aid Competition 2023 was a venue for academicians, researchers, industries, junior and young inventors to showcase their innovative ideas not only in the teaching and learning sphere but also in other numerous disciplines of study. This competition was organised by the Special Interest Group, Public Interest Centre of Excellence (SIG PICE) UiTM Kedah Branch, Malaysia. Its main aim was to promote the production of innovative ideas among academicians, students and also the public at large.

In accordance with the theme "Reconnoitering Innovative Ideas in Post-normal Times", the development of novel ideas from the perspectives of interdisciplinary innovations is more compelling today, especially in the post-covid 19 times. Post-pandemic initiatives are the most relevant in the current world to adapt to new ways of doing things and all these surely require networking and collaboration. Rising to the occasion, iTAC 2023 has managed to attract more than 267 participations for all categories. The staggering number of submissions has proven the relevance of this competition to the academic world and beyond in urging the culture of innovating ideas.

iTAC 2023 committee would like to thank all creative participants for showcasing their innovative ideas with us. As expected in any competition, there will be those who win and those who lose. Congratulations to all the award recipients (Diamond, Gold, Silver and Bronze) for their winning entries. Those who did not make the cut this year can always improve and join us again later.

It is hoped that iTAC 2023 has been a worthy platform for all participating innovators who have shown ingenious efforts in their products and ideas. This compilation of extended abstracts published as iTAC 2023 E-Proceedings contains insights into what current researchers, both experienced and novice, find important and relevant in the post-normal times.

Best regards,

iTAC 2023 Committee
Special Interest Group, Public Interest Centre of Excellence (SIG PICE)
UiTM Kedah Branch
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GENERATIVE ARTIFICIAL INTELLIGENCE PROMPT-KIT FOR ENHANCED LEGAL LEARNING AND ANALYSIS

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ABSTRACT

Traditional legal education often lacks personalized feedback and real-time guidance in legal analysis, impeding students' skill development. Incorporating generative AI, such as ChatGPT, presents an opportunity to bridge this gap and create a dynamic learning environment. By leveraging generative AI, this project aims to address this challenge and provide an interactive and intelligent prompt-kit for students to improve their legal analysis proficiency. The objective of the project is to develop a virtual legal research and analysis assistant powered by generative AI, offering real-time feedback, answering legal queries, and guiding students in comprehending and applying legal principles effectively. This project's novelty lies in its pioneering application of generative AI in legal education, introducing a transformative approach to foster analytical thinking skills. The benefits to society include equipping future legal professionals with advanced analytical skills and knowledge prompting, enhancing decision-making, and contributing to the delivery of justice via cutting-edge technologies. The proposed generative AI prompt-kit holds promising commercialization potential. Beyond academia, the prompt-kit can be adapted for use in law firms, legal research organizations, and professional development programs. Its commercial application can enhance legal research and analysis efficiency, support legal professionals in complex case preparation, and optimize the delivery of legal services.

Keywords: generative ai, chatgpt, legal learning and analysis, chatgpt for legal education

THE CHANGING DYNAMIC OF LEGAL SERVICES

Today the dynamics of demand in the legal industry has dramatically changed as the pandemic ushered in new approaches in the delivery of legal service. The advancement in the approaches to legal service delivery, concomitantly, thrusts law schools back to their pedagogical drawing board. Legal education will evolve from short-term education factories to lifelong learning institutions that enable career upskilling. The new pedagogy will inculcate in legal professionals the flexibility, agility, and enhanced skills and competencies that are essential in the digital age (Cohen, 2020), from theoretical based subjects to practical based learning (Dari, 2020). Courses are deemed to be adapted to roles and industry-specific, incorporating project management, data analytics, compliance training, risk assessment, technology affinity, and other legal delivery essentials. Pedagogy and the wider curriculum embracing hard and soft skills envisioned to produce the next generation lawyers with practical, technological, and business sensibilities (Beattie, 2020).

It is posited that COVID-19 has catapult the legal profession into the digital age (Jacobowitz, 2021). Remote working has further propelled the legal profession to augment the integration of Artificial Intelligence, teleconferencing, predictive algorithm, cloud computing or risk becoming rapidly replaced by third party third-party legal services technology "disruptors". The enormous impact of technology on the legal profession may be seen not only in a lawyer's day-to-day work, but also in the emergence of alternative business models aimed at increasing access to legal services and the demand for regulatory reform. At this juncture, legal education as the breeder for the legal profession ought to depart from the insular, technology resistant history to a "restless institution", fording its way across the sea of change. Schools that have become acclimatized to a dynamic interaction between the past and the future will find it easier to adjust to the current needs (Gerken, 2021). It comes as no surprise as the legal education is echoed with the calls to revisit the legal education standard by incorporating legal technology into the required curriculum in a bid to align law school curricula with the duty of technological competence (Suarez, 2020). This new paradigm demands a radical reappraisal of the purpose, content, and approaches in the curriculum development (Beattie, 2020)

GENERATIVE ARTIFICIAL INTELLIGENCE FOSTERING LEGAL LEARNING

At the background of digitalising the legal education, Generative Artificial Intelligence like ChatGPT is the new talk of the town. ChatGPT can perform a variety of roles in teaching and learning processes due to its ability to produce and evaluate information. Together with other forms of AI, ChatGPT could enhance the learning process and student experience. ChatGPT can be used as a standalone application or integrated into other systems and platforms used by Higher Education Institutions to accomplish this. ChatGPT is capable of performing a variety of simple or technical tasks (e.g., rudimentary research, calculations, proofreading) (Diwaker et al., 2020). Legal education specifically is expected to benefit from the wave of ChatGPT as the latest iteration of OpenAI's language model is revolutionizing legal research and case

analysis, thereby enhancing the learning experience for law students and professionals alike. Traditionally, this procedure has been time-consuming and labour-intensive, requiring individuals to comb through large volumes of material in search of applicable statutes, case law, and secondary sources (Frąckiewicz, 2023). ChatGPT-4's natural language processing capabilities, however, enable it to comprehend and interpret complex legal language, making it an invaluable tool for legal investigation.

ChatGPT enables law students and professionals to access a plethora of information in mere seconds by simply inputting a query. The AI model can rapidly and precisely identify pertinent legal authorities, such as statutes and case law, and synthesise information from multiple sources to provide a comprehensive understanding of the legal issue at hand. This not only shortens the research process, but also assures that no relevant data is overlooked. The impact of ChatGPT on legal education has been immediate and divisive. Although its applications in legal education are extensive, many universities have already banned it over fears of student plagiarism, and several countries have blocked ChatGPT. Evidently, past research concentrated on how ChatGPT can be adopted ethically, legally, appropriately and responsibly (Zhou et al., 2023), the lack of accuracy filter in ChatGPT responses impeding effective legal learning (Hunt, 2023), a concern that ChatGPT would lead to rampant cheating and a deterioration in critical thinking in high schools and colleges (Surden, 2020), but there is also hope that ChatGPT could usher in a golden age of education. Educators in professional institutions, such as law schools, have a mixed initial reaction to ChatGPT, but there appears to be an interest in exploring the technology's capabilities (Coombs et al., 2020). However, research on leveraging and maximizing the potential of ChatGPT is absent. Therefore, the objective of the project is to develop a virtual legal research and analysis assistant powered by generative AI, offering real-time feedback, answering legal queries, and guiding students in comprehending and applying legal principles effectively via a compilation of relevant and suitable prompts.

GENERATIVE AI PROMPT-KIT MAXIMIZING GENERATIVE AI FOR LEGAL EDUCATION

The proposed project is a comprehensive and innovative compilation of more than 150 prompts designed to enhance the process of legal education. The prompts include a variety of important components of legal education, such as case study, legal research, mooted, and problem-based inquiries. Each prompt has been meticulously constructed to promote a deeper comprehension and application of legal principles. The primary objective of this literary work is to address the limitations commonly encountered in traditional legal education which is the lack of personalised feedback and real-time guidance in legal analysis. To bridge this gap, the work employs generative AI, specifically ChatGPT's capabilities. The project intends to develop a dynamic and interactive learning environment for legal educators and law students by maximising the potential of generative AI. The compilation of prompts demonstrates a broad range of topics that are tailored to a variety of learning objectives and situations. It leverages the capability of ChatGPT to provide a variety of resources that can be tailored to the needs of

legal educators and law students. The prompts are valuable instruments for practise, self-evaluation, and continuous development of legal analysis expertise.

The prompts have been developed in accordance with the processes identified for each aspect of legal education. For instance, the prompts for case analysis were developed based on the processes involved which are case identification, case summarisation, legal analysis, precedent examination and reasoning and argumentation. These processes assist in making sure that independent research conducted by students are more directed towards the required outcomes and covers every parameter of information needed. In the field of legal research, the prompts aid students in finding authoritative sources, conducting successful legal research, and evaluating the dependability and applicability of legal authorities. The prompts for mooting and problem-based questions simulate realistic scenarios and require students to analyse and present legal arguments, consider conflicting interests and arguments, and evaluate the potential impact and significance of a given case in the legal landscape. These questions are intended to improve critical thinking, analytical skills, and the ability to employ legal principles in real-world scenarios. Table 1.0 below illustrates the contents of the prompt-kit and samples of the prompt designated for each aspect of legal learning:

Table 1. Samples of Prompt

Content/Aspect of Legal Learning	Example of Process & Objective	Samples of Prompt
Case Analysis	<p>Process: Case Identification</p> <ul style="list-style-type: none"> • Understanding the background and context of the case • Identifying the parties involved and their respective positions • Recognizing the legal issue(s) at hand. 	<ol style="list-style-type: none"> 1. Can you please provide me with an overview of the facts and background of the case of [case name]? Additionally, it would be valuable to discuss its significance within the legal context. 2. I'm curious about the parties involved in [case name]. Could you shed some light on who they are and what roles or positions they hold? 3. Could you summarize the key events or incidents that led up to [case name]? Understanding these details would greatly contribute to my comprehension of the case.
Legal Research	<p>Process: Pre-Research</p>	<ol style="list-style-type: none"> 1. "What are the key steps

	<p>Inquiries</p> <ul style="list-style-type: none"> • Acquiring the overview of the research process 	<p>involved in conducting effective legal research?"</p> <ol style="list-style-type: none"> 2. "Could you share insights on how to efficiently search for relevant case law on a particular legal issue?" 3. "Do you have any suggestions for reliable and authoritative sources for legal research in [specific jurisdiction]?"
Mooting	<p>Process: Baseline Brainstorming</p> <ul style="list-style-type: none"> • Acquiring and delineating the main legal issues presented in the moot problem 	<ol style="list-style-type: none"> 1. "Identify and analyze the key legal issues presented in the moot problem and craft concise legal questions for each issue." [Please provide the moot problem for reference] 2. "Discuss the relevant legal authorities, such as statutes, case law, and international conventions, that apply to the moot problem and explain their significance." [Please provide the moot problem for reference] 3. "Develop persuasive legal arguments for each party's position by analyzing and applying the relevant legal principles to the facts of the moot problem." [Please provide the moot problem for reference]
Problem-based Question	<p>Process: Developing a structured arguments for a legal problem</p>	<ol style="list-style-type: none"> 1. What are the relevant legal issues presented in this problem and how should they be analyzed?" 2. "Can you provide guidance on how to identify and apply the relevant legal principles to the facts of this problem?" 3. "What are the potential arguments that can be made by each party

		involved in this problem?"
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This project’s novelty lies in its pioneering application of generative AI in legal education, introducing a transformative approach to foster analytical thinking skills by directing the users to the right questions to ask the generative AI. The initiative delivers a dynamic and personalised learning experience using generative AI technologies, allowing students to receive real-time feedback, direction, and help throughout their legal analytical journey. This work extends beyond academia and into the legal sector. The quick compilation can be used by law firms, legal research organisations, and professional development programmes to improve the effectiveness of legal research and analysis, assist professionals in the preparation of complex cases, and enhance the provision of legal services.

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