

**CONTEMPORARY ISSUES ON ARTIFICIAL INTELLIGENCE IN
LEGAL EDUCATION AND RESEARCH IN NIGERIA:
CHALLENGES AND PROSPECTS**

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Abstract

The evolution of man in generality has brought about human civilization in every sphere of life including education and research. There has been a paradigm shift from the conventional ways of teaching and research which involved oral communication through human speech to written communication/analogue collection of research materials to computer/technological based learning & research and currently the world is fast delving into artificial intelligence (AI) in teaching and research. These innovative changes in education generally has by extension rubbed off on legal education too and it is indeed a welcome development that would ensure that legal education and research are not left out of the ongoing world evolution that is embracing artificial intelligence and robotics. The aim of this article is to examine the evolution of legal teaching and research, what artificial intelligence in legal education entails, its

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prospects and benefits, the issues and challenges that confront the use of AI in Nigeria and the way forward.

Keywords: Artificial intelligence, Legal education, Research, Nigeria

1.0 Introduction

The rise of artificial intelligence (AI) in our society today is a direct consequence of the continued advancement of technology in diverse sectors of the society. AI have recently become the order of the day with various sectors of the economy adjusting to accommodate AI in their day to day affairs and the education sector, particularly legal education and research is not being left out. Most institutions of learning are taking bold steps in changing their teaching methods and research patterns to include the use of artificial intelligence and robotics so as to enable their students and teachers meet up with current trends and benefit thereof.

2.0 Conceptual clarification

To have a better understanding of the purpose of this paper, it is important to understand the concept of Artificial Intelligence (AI), legal education and Legal research.

2.1 Artificial Intelligence (AI)

AI is a commonly employed appellation to refer to the field of science aimed at providing machines with the capacity of performing functions such as logic, reasoning, planning, learning, and perception¹. It is the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings, the term is frequently applied to the project of developing systems endowed with the intellectual

¹ Javier Andreu-Perez, Guang-Zhong Yang and Fani Deliginni, 'Artificial intelligence and Robotics', (2017)UK-RAS white papers ISSN 2398-4422, 2 <www.researchgate.net/publication/328859042> accessed 15 July 2023.

processes which are characteristic of humans². It is a term that refers to a machine or computer program that performs a task by using elements of human-like reasoning.³

AI is the incorporation of computer science in complex activities with the sole aim and goal of out-performing the human mind.⁴ It is concerned with making computers behave like humans, solve problems in more human like fashion and in much less time than humans take.⁵ The notion of “artificial intelligence” is understood broadly as any kind of artificial computational system that shows intelligent behaviour, i.e., complex behaviour that is conducive to reaching goals.⁶ It also refers to systems that are designed to perform in human-like ways. It may also mimic the human ability to perceive, observe, analyze, learn, reason and deduce.⁷ McCarthy⁸ a

² BJ Copeland, 'Artificial Intelligence', <<https://www.britannica.com/technology/artificial-intelligence>> accessed 15 July 2023.

³ C Befill and BL Edo, 'Artificial Intelligence and Robotic Tools For Effective Educational Management and Administration in the State-Owned Universities in Rivers State, Nigeria', (2023)4(1), Faculty of Natural and Applied Sciences Journal of Mathematics and Science Education, 28 <<file:///C:/Users/HP/Downloads/2023-FNAS-JMSE-4105-28-36.pdf>> accessed 15 July 2023.

⁴ Jatin Borana, 'Applications of Artificial Intelligence & Associated Technologies', (2016) Proceeding of International Conference on Emerging Technologies in Engineering, Biomedical, Management and Science [ETEBMS-2016], 64 <<https://test.globalinfocloud.com/technodigisoftnew/wpcontent/uploads/2019/07/Applications-of-Artificial-Intelligence-Associated-Technologies.pdf>> accessed 15 July 2023.

⁵ *Ibid.*

⁶ Stanford Encyclopedia of Philosophy, 'Ethics of Artificial Intelligence and Robotics', (2020) <https://plato.stanford.edu/entries/ethics-ai/?utm_source=summari> accessed 15 July 2023.

⁷ Kamran Shaukat, *et al* 'The Impact of Artificial Intelligence and Robotics on the Future Employment Opportunities', (2020) 5(1), *Trends in Computer Science and Information Technology*, 051 <<https://www.peertechzpublications.com/articles/TCSIT-5-122.pdf>> accessed 15 July 2023.

⁸ John McCarthy is one of the "founding fathers" of artificial intelligence, together with Alan Turing, Marvin Minsky, Allen Newell, and Herbert A. Simon. McCarthy, Minsky, Nathaniel Rochester and Claude E. Shannon coined the term "artificial intelligence" in a

foremost computer and cognitive scientist proposed that machines like thermostat can be said to have beliefs, and having beliefs seems to be a characteristic of most machines capable of problem-solving performance⁹, McCarthy believed that machines can be configured to have certain level of intelligence and exhibit characters and emotion ascribed to humans, the current generation of combining machine learning and artificial intelligence allegedly seems to be the most powerful combination in the history of technological innovations.¹⁰

2.2 Legal Education

Legal education (although perceived as a lifelong learning) involves training law students to become lawyers. Legal education begins from the university down to the law school, there are also programs for continuing legal education even after being called to the bar. While the education of lawyers clearly falls into distinct phases, it is perhaps preferable to regard legal education as the acquisition of legal skills and knowledge as part of ongoing processes that are continually refined throughout a legal career and also involves the passage of certain legal rites and traditions to aspiring lawyers¹¹. Legal education therefore, is the process that equips a student with the knowledge of the law so that he/she can become a legal practitioner¹². The system of legal education in Nigeria consists of University education and vocational training at the Nigerian Law School,

proposal that they wrote for the famous Dartmouth conference in Summer 1956. This conference started AI as a field.

⁹John McCarthy, 'Ascribing Mental Qualities to Machines' (1979), 3 <<http://jmc.stanford.edu/articles/ascribing/ascribing.pdf>> Accessed 15 July 2023.

¹⁰*Ibid.*

¹¹ Kim Economides. 'Legal Education', (2015) *International Encyclopedia of the Social & Behavioral Sciences*, Vol 13 2nd edition, , 736 <https://www.researchgate.net/publication/323839326_Legal_Education> accessed 11 August 2023.

¹² AA Adewumi, 'Revolutionising Legal Education as a Response to Globalisation and ICT in Nigeria' (2020), 2 <<https://law-school.open.ac.uk/spring-2020>> accessed 11 August 2023.

the University education is a five-year programme for an undergraduate degree while the Nigerian Law School is a vocational institution responsible for the education and training of prospective legal practitioners in Nigeria and it runs a year program. Its role and functions are basically to provide formal training in skills, procedures of courts and the ethics regulating the legal profession.¹³

The mission of the Nigerian Law School which is to adopt skill-based, interactive and clinical methods of learning that would adequately prepare the graduates for their roles as lawyers to function as teachers, advocates, solicitors, advisers, leaders in private enterprises and public service¹⁴ is in tandem with the objectives and goals of legal education. The focus on practical skills, interactive learning, and the versatility of lawyers' roles demonstrates a commitment to producing well-rounded and effective legal professionals capable of making significant contributions in various fields.

2.3 Legal Research

There cannot be legal education without legal research. What then is legal research? Research is a systematic process of investigation aimed at expanding the collective body of knowledge in various fields.¹⁵ Research can take various forms, including scientific studies, experiments, surveys, literature reviews, and more, depending on the field and the nature of the

¹³ Vicky Lawal, Christine Stilwell, Rosemary Kuhn and Peter Underwood, 'The Legal Profession in Nigeria and the Need for Skill Competencies: An Examination of Current Changes in the Legal Education System', (2012) <<https://irepos.unijos.edu.ng/jspui/bitstream/123456789/3411/1/20230131151359.pdf>> accessed 11 August 2023

¹⁴ <<https://www.nigerianlawschool.edu.ng/>> accessed 11 August 2023.

¹⁵ WO Egbewole and HA Hammed, 'Examination of some Spices in conducting Legal research for Advancement of Legal Education in Nigeria', *Current Issues in Laws, Justice and Security: Essays in Honour of Hon. Justice Sulyman D. Kawu OFR Chief Judge of Kwara State*, Ilorin (2023) 5.

inquiry.¹⁶Legal research on the other hand is the careful and detailed study of facts and law in order to achieve a desired result.¹⁷

Garner defines legal research as the finding and assembling of authorities that bear on question of law or field of study concerned with the effective marshalling of authorities that bear on question of law.¹⁸ It also applies to the scholarship and writing undertaken almost extensively by academic lawyer¹⁹and law students alike.²⁰Legal research involves systematically exploring various legal sources, critically analyzing information, and interpreting legal principles to develop a comprehensive understanding of legal issues targeted at solving research problems.²¹It is an act of searching for knowledge.²²

3.0 Evolution of Legal Teaching and Research Methods in Nigeria

The evolution of legal teaching and research in Nigeria dates back to the history of the Nigerian legal education which can be traced to the colonial era because the legal profession in Nigeria as a whole is one of the eventualities of the colonization of Nigeria by the British. Before 1959, there was no formal legal education in Nigeria, any person who desired to possess legal qualification had to obtain formal education from the council of legal education in England, however, in 1960 the Unsworth Committee Report²³ which provided that Nigeria should establish its own system of

¹⁶*Ibid.*

¹⁷*Ibid.*

¹⁸ BA Gardner, Blacks' Law Dictionary, 19th ed. USA Thompson West Publishing Co. 2004, 979.

¹⁹*Ibid.*

²⁰ Italicized for emphasis.

²¹ WO Egbewole and HA Hammed, 'Examination of some Spices in conducting Legal research for Advancement of Legal Education in Nigeria', *Currenet Issues in Laws, Justice and Security: Essays in Honour of Hon. Justice Sulyman D. Kawu OFR Chief Judge of Kwara State, Supra*, 4.

²²*Ibid.*, 3.

²³ TO Elias, 'Legal Education in Nigeria' [1962] *Journal of African Law*, 6(2) 117-125.

legal education, establish faculties of law in Nigerian universities and the Nigerian Law School to provide vocational training for persons aspiring to be part of the legal profession in Nigeria was accepted by the Federal Government and came into being in 1962, this marked the beginning of formal legal education, teaching and consequently legal research in Nigeria. The curriculum and form adopted in the faculties of Law and Nigerian Law School at the time was similar to what was obtainable in the United Kingdom despite the fact that the institutions were at liberty to develop their own curriculum and teaching methods, although the names and contents of the courses were localized, for example Nigerian Legal System, Criminal Law in Nigeria *et cetera*, their legal philosophies and case laws were majorly that of the English Common Law²⁴. Since the inception of formal legal education in Nigeria, law teachers have had to adopt different methods of teaching the law to their students *viz*:

3.1 Teacher-Centered Method

This is the oldest method of teaching found in Nigerian faculties of law and the law school at the inception of legal education.²⁵ Here, a lecturer comes into the lecture room or hall with a prepared note and dictates to the students while the students take down the notes as dictated by the lecturer in class. The lecturer takes a break at intervals to explain the notes as he dictates and the students are open to asking questions where clarity is needed. This is called the teacher-centered method of teaching.²⁶

3.2 Student-Centered Method

In this method the lecturer majorly serves as the facilitator. The lecturer finds out what the students know, what they do not know and what they

²⁴ B Shuwa, 'The Evolution of Academic and Clinical Legal Education in Nigeria and Other Selected Common Wealth Countries' (2014), *The Nigerian Law Journal*, 17(1), ISSN 0189 0255, 104

²⁵ Aare Afe Babalola, 'Teaching and Teaching Methods in Nigerian Universities' *Being the Text of a Paper Presented at a Seminar held at Afe Babalola University, Ado-Ekiti* (2011).

²⁶ *Ibid.*

need to know about the subject matter of discuss, he then buttresses on those areas the students do not know and help them know what they need to know. The Lecturer in this method uses questions to find out what the students know and what they do not know, he then picks out what areas he needs to further explain, teach or make corrections. This method is one of the primary modes of teaching currently in the Nigerian Law School and some faculties of law especially in private universities.

3.3 The Chorus or Repetitive Method

Although mostly used in Pre-schools and Qur'anic Schools, this method is sometimes employed even in legal education especially in situations where the topic in focus is technical or seem boring to the students. Here, the Lecturer utters a sentence, a clause, law, legal procedure or a legal terminology and asks the students to repeat after him several times. Some lecturers may even indulge in a chorus system in the course of a lecture. This system is usually employed by the lecturer at his or her discretion depending on the topic of discuss and how well the students are able to understand the topic.

3.4 The Clinical Teaching Method

This method combines the different teaching methods to engage students on a particular subject. Here, the lecturer informs the students of the topic to be taught ahead of time, making various study materials available to them and mandates them to read up on the concept before the next class so that there can be a free flow of discussion between the lecturer and the students during the lecture proper or sometimes the lecturer may have given the students reading lists and materials at the beginning of the semester or session and thereafter gives the students pre-class assignments/specific academic problems and demands them to use the information, materials and sources already supplied to them to find appropriate solutions. The students go back, read and come back later to form groups - large and small groups-

where they discuss their problems and find solutions to them²⁷. They later prepare their notes, drawing sources from their texts and shared knowledge from the group discussions. This method is also one of the modes currently in use at the Nigerian Law School.²⁸

Having understood the various teaching methods used in legal education from inception till date, it is important to note the various phases that teaching and research in legal education has undergone leading to the current era that we find ourselves.

At the inception of legal education in Nigeria teaching was mostly teacher-centered and lecture-based and legal research was mostly done through physical books, articles *et cetera*, this implies that teaching and research at the inception of legal education in Nigeria was purely manual and analogue in nature and had little or no involvement with technology. Teaching on one hand involved a lecturer standing on a podium in the traditional classroom set up and verbally communicating to the students with his/her bare voice using prepared lecture notes²⁹, textbooks, paper articles and law reports as teaching aids while the students sit at the gallery listening to the lecturer, taking physical notes and asking questions on areas they need clarity³⁰, it was a one way communication pattern from lecturer to student and focused more on impacting theoretical knowledge. Legal research on the other hand involved a researcher physically visiting a library to collect textbooks, articles, law reports and other research sources in the area of his or her

²⁷*Ibid.*

²⁸ E Ojukwu, 'Legal Education in Nigeria: A Chronicle of Reforms and Transformation Under Tahir Mamman' (2013) Council of Legal Education, Nigerian Law School, Bwari Abuja.

²⁹ Aare Afe Babalola, *Supra.*

³⁰ E. Ojukwu, "Taking Practical Legal Training into the 21st Century: Proposal for the Reform of the Nigerian Law School Programme", [1997] *Abia State University Law Journal*, Vol. 1, 95.

research interest, then analyzing and rephrasing physically on a book with a pen.

The next phase saw the advent and employ of computer and technology in learning and research, this phase involved the use of microphones, computers, laptops, projectors, the internet and other technological tools in teaching and research. Teaching now involved legal educators/lecturers using microphones to enhance their voices and be more audible to their learners especially where they had a large number of students in a classroom or lecture hall, they made use of technological teaching aid such as projectors in teaching with power point slides and projecting images and samples that buttress their points while they teach, for example at the Nigerian law school lecturers are mandatorily required to prepare power point slides for teaching which will be projected to the students as the lectures are on-going with both students and the lecturers being guided by the points in the slides as they achieve the learning outcomes of the day, the lecturers also project samples of legal drafts and processes for the students to see what these documents actually look like in addition to any theoretical explanation already given by the lecturer in that regard, lecturers in this phase moved from the one way communication pattern to a hybrid learning pattern where communication in learning is two-way (from teacher to student and from student to teacher) using interpersonal means such as discussions, presentations et cetera, with learning now including not just theoretical knowledge but also practical application of concepts³¹. In the area of research, students and researchers made use of search engines on the internet (like google, askme.com, google scholar, academia.edu et cetera), websites, e-libraries and other internet-based tools for their assignments, laws/statutes, law reports and information gathering for research et cetera. Most Nigerian faculties of law and particularly the

³¹ M.Mehta, 'Evolution of Teaching Method-Then vs Now', (2013) <<https://pesofts.com/evolution-of-teaching-method/>> accessed 22 August 2023.

Nigerian Law School are currently and majorly in this phase of teaching and research.

The current transitioning phase being witnessed across the globe is seeing a larger and more sophisticated use of the internet for teaching and research and a speedy move to artificial intelligence and robotics. As a resultant effect of the Covid-19 pandemic this current phase the world is transitioning into is witnessing a wholesome shift from the traditional classroom to online classes/lectures and full online academic programs (Masters, PhD *et cetera*), it is witnessing an increase in the use of online teaching and exam software which have replaced the classrooms, institutions. It is also involving the use of artificially intelligent apps to rephrase, paraphrase and grammatically correct write-up and articles so as to avoid human errors and plagiarism in research while legal education is gradually advancing to the points where AI apps now write and teach how to write articles, letters, draft legal documents, give legal advice and opinions giving room for very minimal human input (Nigeria is gradually getting involved in this aspect although it is not yet very common among law teachers, students and researchers)³².

4.0 The Necessity for Artificial Intelligence in Legal Education and Research

AI has the potential to revolutionize legal education by enhancing learning experiences, supporting teachers and offering more personalized learning opportunities for law students.³³ AI can transform the classroom by including personalized learning, ideation, adaptive learning, special needs education, bilingual education, gamification and immersive learning in legal education; this is briefly discussed as follows:

³²*Ibid*

³³ 'The Importance of Artificial Intelligence in Education for All Students' (2023) <<https://www.languagemagazine.com/2023/05/31/the-importance-of-artificialintelligence-in-education-for-all-students/>> accessed 29 August 2023.

4.1 Personalized learning

In this aspect AI-powered systems can analyze the different learning styles of law students, take note of their strengths and weaknesses and suggest a tailored lesson plans and resources to serve the individual need of each.

4.2 Adaptive learning

AI platforms can adjust to each law student's progress in real-time, identify gaps in knowledge, provide immediate feedback, and suggest targeted interventions to help students master their text books and materials.

4.3 Round-the-clock support

AI-powered virtual tutors can provide round-the-clock support to law students and customized learning solutions that can also empower law students with special needs (example students who are blind, dumb, deaf et cetera) to reach their full potential.

AI-driven language translation tools can break down communication barriers, enabling students and educators from different countries or with different languages to collaborate on projects and learn from one another³⁴.

It is therefore evident that including Artificial Intelligence in legal education and research is essential for development of digital literacy, critical thinking skills, and preparing law students for future academic and career success³⁵. A basic understanding of AI systems will enable law students to engage and ideate with AI technologies safely, responsibly and ethically, it will teach them to analyze and evaluate question structure, complex information, question assumptions and consider the ethical implications of AI technology usage.

³⁴ M.Mehta Evolution of teaching methods, (2013) <<https://pesofts.com/evolution-of-teaching-method/>> accessed 22 August 2023.

³⁵ D.M West, J.R Allen, 'How Artificial Intelligence is transforming the world' (2018) <<https://www.brookings.edu/articles/how-artificial-intelligence-is-transforming-the-world/>> accessed 29 August 2023.

It is particularly necessary not to exclude AI in legal education. In fact, it is vital to integrate diversity, equity and inclusion within this domain to ensure that a broad perspective of AI values is embraced in legal education so as to combat digital bias and discrimination during job recruitments that may make proficiency in AI a criterion³⁶. Thus, providing students with access to AI education can help close opportunity gaps, ensure they have the skills and knowledge to compete in the global workforce and create a more diverse pool of talent in AI and related fields. This diversity can lead to better problem-solving, creativity and innovation in the development of AI technologies and solutions.

5.0 Prospects of Artificial Intelligence and Robotics in Legal Education and Research

In 2013, Susskind predicted in his book³⁷ that AI technologies will bring radical change in the legal profession. This prediction of the learned scholar has indeed manifested not only in the area of legal practice but also in area of legal education and research.³⁸

The prospect and benefit of AI and robotics in legal education and research include:

5.1 Access to Legal Information

In the process of training at the Nigerian Law School³⁹ and university, law students are required to conduct research to complement their lectures and

³⁶*Ibid.*

³⁷Susskind Richard, *Tomorrow's Lawyers: An Introduction to Your Future* (2nd edn, Oxford University Press 2013)

³⁸Susskind Richard, 'Technology's Impact on the Legal Profession: An Interview with Richard Susskind - Part 1'. [Interview given to] Oliver Duchesne. PRIORI: October 24, 2018 <<https://www.priorilegal.com/blog/technologys-impact-on-the-legalprofession-an-interview-with-richard-susskind-part-1>> accessed 15 August 2023.

³⁹ Council of Legal Education is the Proprietor of the Nigerian Law School. The Council is set up by S.1(1) of the Legal Education Act of 1962, now known as "Legal Education (Consolidation, *Et cetera*) Act.

pre-class assignment, the adoption of AI will ease access to all the needed legal information from anywhere in the world online via assistance from AI research tools, data providers such as Law Pavilion Prime⁴⁰, Westlaw, Lexis, or general search engines such as Google et cetera. Updated sources of the law, such as judicial opinions, court decisions, legislation, regulations are all available online and can be accessed online and through AI research tools from anywhere in the world. This contributes a great deal to the development of cross-border legal research and the study of the law.

5.2 Legal Reasoning

By applying knowledge to find a solution to legal problems, AI applications are capable of assisting in legal reasoning. AI provides tools and techniques developed to solve specific problems in law in general. Legal reasoning is a general concept that refers to a process of forming and providing a justifiable answer to a particular legal question⁴¹ by searching databases of legal texts and identifying which cases are relevant to the respective ongoing judicial proceedings⁴². Moreover, AI tools significantly simplify legal research as they can filter out irrelevant information.

5.3 Automated Document Review

Legal research is synonymous with lots of paper work. Consequentially, law students and lawyers have to identify relevant facts from the mountains of documents. Unfortunately, the manual approach of seeking out relevant information makes document review susceptible to human errors⁴³.

⁴⁰ First indigenous AI software launched in 2016 named 'Law Pavilion Electronic Report in Olumide Babalola LP, 'Evaluation Study of Ai-Enabled Legal Research Tools: The LawPavillion Electronic Law Report as a Nigerian "Guinea Pig' (2016) <<https://oblp.org/ai-legal-research-tools-lawpavillion/>> accessed 15 August 2023.

⁴¹ Alzbeta Krausover, 'Intersections Between Law and Artificial Intelligence' (2017) 27 (1), IJC, 55-68 <<https://core.ac.uk/download/pdf/229656008.pdf>> accessed 26 August 2023.

⁴² *Ibid.*

⁴³ Jeremiah Ajayi 'Artificial Intelligence in Nigerian Legal Industry: A Threat or Opportunity?' <<https://ssrn.com/abstract=3574324>> accessed 26 August 2023.

Moreover, it wastes time and energy needed in crucial legal tasks. Be that as it may, AI makes document review less fallible. For example, ROSS intelligence is an AI programme that automates legal document review, the legal research platform provides cognitive computation that uses natural language in analyzing legal documents, thus making the process less cumbersome, less burdensome and the research becomes more productive with less human errors.

5.4 Predicting Legal Proceedings Outcomes

The inclusion of AI into the curriculum of legal education in Nigeria will equip law students with requisite knowledge on how to predict the outcome of legal proceedings even before they qualify as practitioners as AI can accurately analyze data in a way that correctly envisages the conclusion of a legal dispute.

At the University College, London and the University of Pennsylvania, researchers decided to experiment with the aforementioned by applying AI software algorithms to the European Court of Human Rights' 584 cases. Surprisingly, the algorithms found are cutting trend in these cases and this led to a 79% accuracy, with the swift analysis of past litigation trials by AI programmed⁴⁴.

Nigerian law students and lawyers will be more equipped to predict the conclusion of law suits correctly and possibly see where appropriate measures can be put in place to forestall negative outcomes once AI is deployed.

6.0 Issues and Challenges Confronting Artificial Intelligence and Robotics in Legal Education and Research

⁴⁴ 'AI Predicts Outcomes of Human Rights Trials', (UCL, October 2016), <<https://www.ucl.ac.uk/news/2016/oct/ai-predicts-outcomes-human-rights-trials>> accessed 27 August 2023.

Despite the huge benefits conferred by the integration of AI and robotics in legal education and research, there are some issues and challenges that make the effective utilization of this technology in the legal education and research seem difficult viz:

- i. **Ethical and Bias Concerns:** AI algorithms can inherit biases from the data they are trained on, potentially leading to biased legal outcomes.⁴⁵ This is a significant concern in legal education and research, as it could perpetuate and even amplify existing biases within the legal system.⁴⁶ This phenomenon occurs due to the way algorithms operate and the data they use to make decisions. If the computed data is biased, the algorithm can perpetuate and even exacerbate those biases in its recommendations, contributing to the polarization of opinions.
- ii. **Homogenization of Preferences:** By prioritizing content that aligns with a user's preferences, algorithms can homogenize those preferences and discourage users from exploring new or different viewpoints.
- iii. **Lack of Regulation and Standards:** The field of AI in law is still relatively new and there is a lack of standardized regulations and guidelines. This can lead to uncertainty about how AI tools should be used and integrated into legal education and research.
- iv. **Job Displacement:** As AI systems become more sophisticated, there is a concern that certain legal tasks, such as legal research and document review, traditionally performed by law students and

⁴⁵ Seline Akgun and Christine Greenhow, C 'Artificial intelligence in education: Addressing ethical challenges in K-12 settings' (2022) *2AI Ethics*, 431–440 <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8455229/>> accessed 11 August 2023.

⁴⁶ Yu. S. Kharitonova, V.S. Savina and F. Pagnini, 'Artificial Intelligence's Algorithmic Bias: Ethical and Legal Issues' (2021) ,16 <<https://www.researchgate.net/publication/355097422>> accessed 12 August 2023.

- junior lawyers, might be automated, potentially reducing job opportunities for law graduates.⁴⁷
- v. **Impact on Critical Thinking and Analytical Skills:** Over-reliance on AI tools for legal research might hinder the development of critical thinking and analytical skills among law students.⁴⁸ Relying solely on AI-generated insights could undermine the ability to deeply understand and interpret legal concepts.
 - vi. **Quality and Accuracy:** While AI can process large volumes of information quickly, there may be concerns about the quality and accuracy of the legal information it provides. Incorrect or incomplete information generated by AI tools could have serious consequences in legal research and education.⁴⁹
 - vii. **Access and Affordability:** Integrating AI tools into legal education and research could create a divide between institutions that can

⁴⁷ Samuel Maireg Biresaw and Abhijit Umesh Saste, 'The Impacts of Artificial Intelligence on Research in the Legal Profession', (2022) 5 (1), IJLS 53-65 <https://www.researchgate.net/publication/358187814_The_Impact_of_Artificial_Intelligence_on_Research_in_the_Legal_Profession> accessed 11 August 2023.

⁴⁸ Sayed Fayaz Ahmad, Heesup Han, Muhammad Mansoor Alam, Mohd. Khairul Rehmat, Muhammad Irshad, Marcelo Arraño-Muñoz and Antonio Ariza-Montes, 'Impact Of Artificial Intelligence On Human Loss in Decision Making, Laziness and Safety in Education' (2023) 10(311), HSSC,05 <<https://www.nature.com/articles/s41599-023-01787-8>> accessed 11 August 2023.

⁴⁹ Seyfarth Shaw, 'AI in Legal Research: Navigating Challenges and Embracing Opportunities', (2023) <<https://www.lexology.com/library/detail.aspx?g=d0fa42ba-ed75-4bf1-8c0e-23b7c8a3a520>> accessed 11 August 2023. In a recent incident, a lawyer in New York relied on ChatGPT for legal research. The AI model provided the lawyer with case citations, which were then incorporated into a brief. Unfortunately, the opposing counsel discovered that the cited cases did not exist, prompting them to request verification. When the lawyer turned to ChatGPT again, it became clear that the cases were fabricated. The Southern District of New York responded by issuing an order to show cause, potentially leading to sanctions against the lawyer for citing fraudulent cases.

afford these technologies and those that cannot, potentially exacerbating existing inequalities.⁵⁰

- viii. **Resistance to Change:** The legal field is often conservative and slow to adopt new technologies. There may be resistance among educators, researchers, and legal professionals to embrace AI, hindering its effective implementation.
- ix. **Privacy and Data Security:** AI systems require access to large amounts of data to function effectively. Handling sensitive legal data raises concerns about privacy breaches and data security,⁵¹ especially in educational settings where student and client data must be protected.
- x. **Loss of Human Judgment and Expertise:** AI tools, while powerful, lack human judgment,⁵² emotional intelligence,⁵³ and contextual understanding that are crucial in legal analysis, negotiation, and decision-making.

While the issues associated with the use of AI and robotics in legal education and research are the same across several climes, the following challenges are peculiar to Nigeria as a developing country:

⁵⁰Pedró, Francesc, Subosa, Miguel, Rivas, Axel and Valverde Paula, 'Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development', (2019)*Working Papers on Education Policy (United Nations Educational, Scientific and Cultural Organization)*, 28 <<https://unesdoc.unesco.org/ark:/48223/pf0000366994>> accessed at 11 August 2023.

⁵¹ Emmanuel Tundrea, 'Artificial Intelligence in Higher Education: Challenges and Opportunities', (2020) <https://www.researchgate.net/publication/340122885_ARTIFICIALINTELLIGENCE_IN_HIGHER_EDUCATION_CHALLENGES_AND_OPPORTUNITIES> accessed 11 August 2023.

⁵² Joe McKendrick and Andy Thurai, 'Decision Making and Problem Solving: AI Isn't Ready to Make Unsupervised Decisions', (2022)*Harvard business Review*, <<https://hbr.org/2022/09/ai-isnt-ready-to-make-unsupervised-decisions>> accessed 11 August 2023.

⁵³Ruby Singh, 'Advantages and Disadvantages of Artificial Intelligence in Education', (2023) available at <<https://techbaji.com/education/advantages-disadvantages-artificial-intelligence-education/>> accessed 11 August 2023.

- i. **Poor Technology culture/literacy:** Nigeria as a third world country lacks technology culture and have a very low level of technology literacy especially among the law teachers. One major factor contributing to the lack of technology culture is the generational divide, older law professionals might not have grown up with technology in the same way that younger generations have. This can lead to a lack of familiarity and comfort with using new tools and platforms⁵⁴.
- ii. **High Cost of acquiring AI tools:** Acquiring AI teaching and research tools are very expensive. Quality online legal education and research are usually not free, it requires access to comprehensive and up-to-date databases, which are typically provided by specialized legal research platforms and services via subscription fees.
- iii. **Poor Internet Services:** Most areas in Nigeria still experience dearth in network connection, even in the metropolitan, internet services are still not at its peak. Thus, operating AI tools especially in faculties of law and law school campuses in the country will be a huge challenge.
- iv. **Poor Electricity Supply:** A lot of institutions of learning largely depend on generators and solar systems for their power supply and this poses a great challenge to the inclusion of AI and robotics in legal educations and research because of the need for constant power supply to power these tools. Lack of electricity/ power remains one of the biggest challenges.

⁵⁴ IA Olubiyi, AJ Olaniyan and N Odiaka, 'The Role of Technology in the Advancement of Legal Education and Practice in Nigeria', (2015) NALT Conference, 15 <https://www.researchgate.net/publication/280566346_The_Role_of_Technology_in_the_Advancement_of_Legal_Education_and_Practice_in_Nigeria%27> accessed 11 August 2023.

7.0 Conclusion

The importance of AI and robotics to legal education and research is undeniable and unarguable. The inclusion of AI and robotics in legal education and research has the great potential of addressing the biggest challenges confronting legal education, legal research and consequently general legal practice in Nigeria, it will assuredly bring the light and speed needed in the judicial and justice system that we all anticipate. It assures of the inclusion of innovative teaching and learning practices that has the potential of taking legal education and research in Nigeria to a better and higher level that will meet with international best practices in education. However, despite the many prospects of AI and robotics in legal education and research, there are a myriad of challenges that hinders its adequate inclusion in the scheme of things, these challenges are not uncommon to other sectors of the economy and have been the bane of the challenges that bedevil the growth of the nation in general. In the absence of these challenges, AI and robotics is capable of taking legal education, legal research and even legal practice in the future to a world class level that it can compete globally and even stand out in the African continent⁵⁵.

8.0 Recommendations

To make the inclusion of Artificial Intelligence (AI) and robotics in legal education and research in Nigeria achievable, this article recommends the following:

- i. A mandatory and continuous ICT training for all academic and non-academic staff of all faculties of law in Nigerian universities and all campuses of the Nigerian Law School, to help bring all generation of staffs and lecturers to a comfortable level of technology literacy.

⁵⁵ UNESCO, 'Artificial Intelligence in Education' <<https://www.unesco.org/en/digital-education/artificial-intelligence>> accessed 29 August 2023

- ii. Adequate funding of faculties of law and the law school in Nigeria. This is to enable the adequate equipping to these institutions with the necessary AI tools for learning and research
- iii. Enacting a law that will regulate the use of AI in Nigeria so as to make it easy to place a boundary in the sphere of its use in Nigeria.
- iv. The integration of AI in legal education in Nigeria can be done in phases so as to limit the heavy cost of equipping the various institutions with the relevant AI tools and also make it easy for students, lecturers and staffs to gradually get accustomed to its operations.