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## Beyond Lecturing: Using Moot Court and Artificial Intelligence Teaching Systems as the Other Methods of Teaching Law

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### Abstract

*Moot court and generative artificial intelligence (hereafter referred to as AI) provides students with skills for studying and practicing law, while teaching provides students with knowledge of law. In light of technical and technological development of the methods of teaching law and the emergence of smart means to obtain legal information through artificial intelligence applications and the Internet, where law students can obtain legal information at any time through their mobile phones and in any language. This put traditional teaching methods in front of a challenge in terms of their effectiveness in light of the use of modern technology, which imposes moot court & AI as methods of teaching law in synonymous with the teaching method, through which law students obtain the knowledge and the skills at the same time to applying law on the ground, which they cannot obtain from any source other than moot court and AI.*

### 1. Introduction

Although law schools normally incorporate different law courses into their curriculum for undergraduate and postgraduate law students, it is recognized that some law schools start alternatively to introduce moot court competition and generative artificial intelligence (hereafter referred to as AI) as one of the other methods of teaching law, while other law schools converted teaching law courses to be online and using alternative methods of teaching law. Some may argue that it will be of little use to teach law courses using only moot court competitions and AI for both undergraduate and postgraduate students, and it should be as an option for students to choose. Therefore, it is important to recognize the fact that moot court companion and AI are becoming very important to the faculty and practitioners that we can no longer dismiss this idea as one that is controversial.

For example, Yarmouk university faculty of law in Jordan has been for a long time participating in the International and domestic moot court competitions (especially Willem C. Vis International Commercial Arbitration Moot), KILAW annual moot court completion, SCCA Int.Arabic Moot, and many other Jordanian moot courts in different law disciplines. Therefore, it is found that an introductory level of law courses should strengthen the faculty's law moot court teams and increase students' interest in the school's curriculum. However, as an alternative to teaching law courses for undergraduate students, the best way to prepare our students to participate in the moot court competition is by offering them some simulation courses. Fortunately, the simulation courses are successful enough to enable our team to obtain

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the skills and practice the experience of participating in the said competition for many years successfully. on the other hand, some teaching applications of AI has been authorized to be used with students as a self -study method, such as chatgpt application.

Therefore, we would like to use the moot court and AI as an example in order to focus on the fundamental concepts that must be taught in law courses, as well as the mechanics of offering and teaching different law courses as an introductory level for the moot court and AI team.

In this paper, the first section discuss the moot court, in that it discus the justification of moot court as an alternative method of teaching law courses, on the other hand the second section deals with AI in teaching law.<sup>2</sup>

## **2-Moot Court as an Alternative Method of Teaching Law**

It discusses the justification of moot court as an alternative method of teaching law courses and the process of conducting the moot court in two subsections.

### **2.1. Justifications for Using Moot Court Competitions as an Alternative to Teaching Methods (Moot Court V Teaching Method)**

Moot court provides students with skills for practicing law, while teaching provides students with knowledge of law. As a law teacher critic, I often go to moot court performances of law whenever and wherever the chance comes up. I watch and listen to many recorded materials regarding moot court as well. I review YouTube and recorded programs concerning moot courts. Moot court organizers often send me links to their own recordings. We are used to having all kinds of recorded moot court available to us anywhere, any time. In spite of the abundance and variety of what you can download to your YouTube player, it's clear to me that the power and effect of moot court performance are generally underestimated. In my view, moot court performance is vastly superior to teaching. In the first place, it's the real thing. When you practice moot court you are practicing the actual skills and the true quality of the performance. Whether it's in a small group with 3-5 students competing or in a class with an audience of hundreds, what you hear is what that person or group can do. There is nothing between the students and the performance of the moot court. The first live performance I ever saw was in the Yarmouk University Faculty of Law and UAEU moot courts. The combination of the knowledge and the skills blew me away. In a live moot court show, a team can change the material they include and the order in which they perform it. They can deliver a performance that has never been done before and will never be done again. Moot court shows are often stunning with amazing personal effects and pyrotechnics as part of the performance. With spontaneity from the team members and performers, these shows often give their student's audiences an experience that cannot be repeated. A show develops a unique quality when the performer feels a strong connection with the facts of the case. I have seen this happen particularly when the team members and their audience is made up of dedicated students who know the moot performance skills inside out, adore the style, and appreciate the skill of the performance. When that connection happens, team members feel at court or arbitration. The moot atmosphere at a live performance is tangible even before the performance even starts. Many of the students will have keen and been looking forward to it for a long time and may have traveled a long way to attend or participate in the competition. A special experience and

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<sup>2</sup> This article is influenced by author's other works

the sense of expectation is exhilarating so when the moot starts, the teams are already enthralled, ecstatic and enthusiastic. I go to some moot court performances every year, some better than others, but being an observer in front of truly great students is an inspiration.

On the other hand, some would object to moot court competition on the grounds that the knowledge can be too far away or students can't get it properly with teams competing with each other standing in front of them. This may have been true in the past but these days, the internet and artificial intelligence methods provide huge legal information to law students. So that students can obtain knowledge very quickly and get up-to-date information whenever they choose from their mobile phones and it doesn't matter how far away from the information they are because modern means that students will be able to make it close. Law teachers also argue that teaching is the perfect method to provide students with knowledge of the law. This is true, teaching methods are worked on to get everything better. What students hear in class is exactly the same as what thousands of other students hear. Another point often made against the moot court is the cost of its attachments which are becoming more and more expensive. Some would say that not every law school can afford to organize moot courts or travel to participate in moot court competitions.

## **2.2. Process of Conducting the Moot Court**

It can be divided into three main stages the students' selection process, moot materials, and classroom exercises.

### **2.2.1. The Student Selection Process**

Students are different in their interest regarding participating in moot court competitions, some students wish to join this course, while others have no interest whatsoever in this area. Therefore, we offered moot court law simulation courses to all law students regardless of the year of their study. Then, the interested students attended for presentation on one area of law. At that meeting, students were told about the basic differences between the traditional courses and the moot court course law. This is because students are required to search sources of law substantially different from the traditional courses. The greatest challenge to the students who are elected to participate in the moot court law simulation program is the complete control of the sources of the moot court competition area. The students of the moot court law simulation course must become comfortable with different law materials (treaties, the domestic law of the states concerned, resolutions of international organizations, judicial precedents, and international custom...etc.)

### **2.2.2. Moot Materials**

The students can not be familiar with the basic concepts and structures of moot court law area unless they are provided with supplements including materials on practicing law, structures of courts or international arbitral tribunals and organizations, and basic readings on the sources of law material. In addition, the supplement should also contain a list of web resources and a variety of research and writing exercises. We organized class sessions in order to enrich the knowledge of the students regarding the issues of the moot court law area and to make sure they grasp enough information upon which they will build their working knowledge of the law regarding the moot court, such as legal concepts and structures.

In class discussion, we concentrated on the nature of law and the subject of moot court which is different from other traditional laws, and we concentrated on the hierarchical structure of the sources of that law and the weight put on these sources by international institutions that

concern with such law. We also introduced students to the guiding principles of that law, such as international contracts, state contracts, soft law, lex mercatoria, Incoterms, international arbitration...etc, as these and other important principles are unknown to the students. We also discussed with the students the role played by international institutions, such as the UN, WTO, ICC, and others. Once the students start to understand how these principles of law interact with each other, we noticed that they become more energetic and their work more effective.

Moreover, we also focused on teaching the students how to use the library as well as virtual sources to search for materials on the law concerned. Therefore, we introduced the students to a general introduction to the variety of law-concerned resources available at the library and other digital sources. We made a library tour to show the students in practice how to find the material concerned, and it helped the students physically to find the location of the materials and familiarize them with the wide variety of available law-concerned resources both in print and electronically.

Additionally, we found it is important to teach the students how to cite material correctly. In this regard, students when exercising simulation in the classroom, need to prepare their own memorials and they should know how to cite for example treaties, UN documents, decisions of international arbitral tribunals, and law review articles. We found it advisable that we design exercises that teach students the basics of constructing persuasive arguments.

We also advise students to benefit from the previous faculty of the law moot courts team who previously practiced in simulation courses. Students would consider this as another valuable resource that can help them with additional background on the concepts and mechanics of international business transactions law.

### **2.2.3. Writing Skills**

In simulation courses, we teach students skills to write a memorandum of claimant or defendant. Each one has its own structure and way of writing and the language should be used in writing such memorandum.

### **2.2.4. Oral Skill (Presentation)**

At this stage, students should practice oral skills to present their point of view and how defend another point of view, and how they can communicate between team members. Such skill is important to convince the judge of their view and obtain the final decision.

### **2.2.5. Class Exercise**

At this stage, we divided the students into small groups, with each group representing a different party in the dispute. Before practicing the simulation, students are allowed to meet outside the class to discuss how the facts and law principles can be effectively organized into persuasive arguments for their side of a dispute, and then students came to the next class prepared to practice their group's findings by using simulation. The practice of the students shows how the different groups choose to shape the facts in favor of their party (client).

## **3. Using Generative AI as another Alternative Method of Teaching Law**

It deals with the concept of AI in teaching law and the use of chatgpt.

### **3.1. The Legal Concept of Generative AI in Teaching Law**

This part deals with the generative AI as method of education through jurisprudential rooting

and legal and technological organization. Generative AI in legal education is a machine-learning-based technology that can create novel legal content based on legal patterns learned from large legal datasets.<sup>3</sup> It has a problem from which it starts – is the emergence of AI and the following depends – on the application of the dimensions of the digital and technological revolution and blockchains and algorithms and the last generation of the Internet, which is witnessing the fifth generation now, and other manifestations of the digital and technological revolution, and many companies have offered their own AI application in the virtual world, and many AI applications have been concluded – as smart means of exchanging knowledge and providing methods of teaching in the digital world, which requires providing legal protection in light of these digital dimensions, as this issue raises many questions in this regard, including what revolves around the legal nature of this new type of teaching, and the legal provisions to which such AI are subject. the extent of its legitimacy under real-world legislation, whether it requires the development of hypothetical legislation to be applied to this type of AI, what are the provisions of the responsibility of the parties dealing with this type of teaching, the scope of application of such AI temporally and other legal issues related to the subject. The importance of this new way of teaching comes from the statement of the important role played by the engineering and technology in managing the legal risks that threaten dealing with AI teaching methods, and preparing for the development of answers to many legal questions related to the legality of AI teacher. It also has objectives that it seeks to achieve the statement of the risks and positives of using AI on the virtual legal community.

### 3.2. The Use of Chatgpt in Teaching Law

The world today is experiencing continuous development at a very fast pace in the field of technology and the Internet, where it has reached the activation of artificial intelligence to play the role of humans such as chatgtp, and that this technical, technological and digital development is governed by scientific laws. National and international legislation is slow compared to technological progress, resulting in a large distance between legal regulation and emerging technological and digital phenomena. Thus, the search for chagpt in teaching law, it is necessary to refer to some facts related to this subject. The first fact is that the hypothetical teacher is not strange names in the law, as there is a historical dimension to this fact, which is linked to the idea of the legal person as one of the legal regulations of the hypothetical person, the emergence of the chatgpt and its legal organization came to confront life developments and its emerging requirements, where the need arose for any person other than the natural person and has some characteristics that make him replace the natural person to face the developments of life, including the presence of a hypothetical person that teaching law.

If chatgpt as a legal person appeared for considerations of facing the developments of life, and as a solution to some of the problems associated with the natural person, we can say that chatgpt is required by virtual teaching life, which is called the digital education. This digital world differs from the real as a world that is imperceptible or perceived by the natural person except by technical, technological and digital equipment for that, and that the real teachers in their gender and nature are not consistent or homogeneous with the virtual world. Thus, real teachers do not work and do not play their role in the virtual world, which calls for the search for teacher of the gender and nature of the virtual world in order to be an element in it and perform its role as teacher that are teaching among members of the virtual educational world. Therefore, the definition of chatgpt is highly correlated with the meaning of the virtual world.

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<sup>3</sup>-For the meaning of AI see: R Bommasani and others, 'On the Opportunities and Risks of Foundation Models' (2021) arXiv preprint arXiv:2108.07258, 2021.

#### **4.What is Known and Unknown? The Limits of the AI**

It is known that technological and digital development has reached the construction of a new virtual world called the digital world, and that this world simulates the real world with its geographical, demographic, economic, social, political and other dimensions. The virtual world has been built in a digital way based on the idea of artificial intelligence governed by the rules of algorithms, blockchains, the internet and other modern digital technologies. This world is constantly evolving with the development of the digital and technological revolution. The door for entry to this world is for everyone, individuals and institutions, including legal ones where it requires the use of technical equipment that has been manufactured and allocated for this purpose. The unknown is by integrating Generative AI into legal education, what is the nature of the legal means of using AI, as well as the legislation governing these virtual tools, and the extent to which AI tools might undermine legal education and even compromise the value of developing core legal education skills.

#### **4. Conclusion**

In conclusion, moot court performance gives students the true skill's quality in a unique format with a unique relationship with the moot court's stakeholders as well, in an amazing atmosphere that is heightened by being part of a devoted law school team. Modern technology in the form of generative AI gives law students the knowledge of law they need at any time and from any source and in any language, specially by using chatgpt. There are always some challenges facing moot court competitions available and if cost is an issue, law schools can find a structure for their own moot court which is more affordable. Although AI teaching methods is a way for students to study law, this should never replace real performance as the real standard by which human performers get to show the quality of their legal skills. There are many moot courts and AI applications where can a student find chances to deliver a great moot court performance and to have a better AI teaching applications.