ETHICAL CONSIDERATIONS IN INTEGRATING ARTIFICIAL INTELLIGENCE INTO LEGAL EDUCATION PROGRAMS

Dr. Kshipra Gupta*

ABSTRACT

The use of artificial intelligence (AI) has the potential to totally revolutionise the legal industry as well as the manner in which legal services are delivered. As a result of the incorporation of artificial intelligence (AI) into the legal system, a number of technologically-driven solutions have evolved, including electronic courts, robot solicitors, and other alternatives. For the purpose of representing clients in legal situations, robot advocates are artificial intelligence systems that are able to do so. With the use of machine learning and natural language processing (NLP), these systems may be able to examine legislation, case laws, and other legal materials in order to give customers with individualised legal advice. It is possible that robot advocates might be beneficial in a variety of legal-related duties, such as the preparation of legal papers, the doing of legal research, and the prediction of the results of cases. The employment of artificial intelligence in the legal system also includes the establishment of online courts. Through the use of artificial intelligence algorithms, online courts are able to automate a variety of administrative operations, such as the filing of cases, docketing, scheduling, and the handling of evidence. E-courts may utilise machine learning to forecast the results of judicial proceedings, in addition to evaluating previous cases and any other data that may be pertinent to the situation. Another possible use of artificial intelligence is the automation of the analysis of legal contracts. This may potentially minimise the time and money that is necessary for due diligence while also identifying any potential legal concerns that may be associated with commercial transactions. To put it another way, this may assist company owners and attorneys in making choices that are better informed, which in turn lessens the likelihood that they will get involved in a legal conflict. However, the use of artificial intelligence in the judicial system is not without its drawbacks. A number of people are concerned that artificial intelligence systems can have biases that influence the results of court proceedings, or that they might not fully comprehend the complexities of legal vocabulary and precedent. Some people are concerned that the use of artificial intelligence in the judicial system might result in the loss of jobs for legal professionals such as solicitors and other professionals in the legal field. In light of the enormous potential that artificial intelligence has to revolutionise the legal industry and improve legal services, it is of the utmost importance to conduct a comprehensive investigation of the ethical and practical consequences of developing technology.

_____

***Keywords:** Ethical, AI, Legal, Education.*

_____

Introduction

The use of artificial intelligence (AI) to the field of legal education has been regarded as one of the most important developments of the century (Becker et al., 2018; Seldon with Abidoye, 2018). There is a lack of knowledge on the ethical norms that ought to guide the design, development, and implementation of trustworthy artificial intelligence in legal education. This is despite the fact that artificial intelligence for legal education (AILED) is fast rising and its requirements are increasing as a result of the implications of COVID-19. Even before we take into consideration how effectively the existing ethical and legal frameworks take into account the impacts of the growth of artificial intelligence, this is the case.

As a consequence of the potentially significant ethical risks that are brought about by the complexity and "intelligence" of this technology, there is an immediate need for processing procedures that involve a high level of risk in order to ensure the quality of the delivery. A degree of adaptation is required if we are to foster discoveries that will persist if we are to accomplish the goal of developing

---

*   Principal, Modi Law College, Kota, Rajasthan, India.

artificial intelligence at a speed that respects human values. In response to this appeal, the United governments Educational, Scientific, and Cultural Organisation (UNESCO) issued universal guidelines on artificial intelligence ethics on November 25, 2021. These principles were subsequently signed by 193 member governments. According to the United Nations Legal Education et al., Scientific and Cultural Organisation (UNESCO), 2021), artificial intelligence (AI) has "profound and dynamic" implications; yet, it also highlights increasing dangers to social, cultural, and environmental diversity. The rules that it provides for the use of artificial intelligence are stakeholder-driven and are founded on a universal framework of ethical standards. This is the most notable aspect of the system. This unprecedented cross-border agreement highlights the international significance of artificial intelligence ethics, despite the fact that it provides a pretty fundamental approach across a variety of sectors and circumstances. In point of fact, using a one-size-fits-all approach or adopting a laissez-faire mindset will not be sufficient when it comes to the development and supervision of artificial intelligence technologies. In the literature, there are ongoing arguments concerning the ethics of utilising data for decision making and interventions in a variety of fields, including healthcare (Reddy et al., 2020), human resources management (Tambe et al., 2019), and sports performance analysis (Araujo et al., 2021). These discussions are taking place in a number of different geographical locations throughout the globe. Recently, a number of organisations and academics have been concentrating their attention on the ethical implications that artificial intelligence may have in legal education (Holmes et al., 2021). Due to the fact that these studies and recommendations have some commonalities and have common agreements, there has not been any previous study that has conducted a full evaluation of a global agreement on AILED ethics.

By reviewing and comparing ethical guidelines and reports from a variety of sources, including the following: UNESCO Ethics AI (Ad Hoc Expert Group [AHEG], 2020), UNESCO Legal Education & AI (Miao et al., 2021), Beijing Consensus (UNESCO, 2019), OECD (Organisation for Economic Co-operation and Development [OECD], 2021), European Commission (2019), and European Parliament Report AI Legal Education (2021), our research works towards the goal of addressing the knowledge gaps that have been identified. Through the use of the results of the theme analysis, our objective was to formulate a set of guidelines for trustworthy AILED activities. In order to meet the requirements of the broad digitalization of Legal Education, the research agenda in this area may take use of a new opportunity to establish ethical standards that are consistent throughout AILED.

This article makes use of the structure that is described below. We begin by providing an overview of artificial intelligence (AI) in the subject of legal education and then discussing the new opportunities that are becoming available. Following the presentation of the results of the topic analysis of the relevant AILED ethical standards and reports, we next proceed to discuss the repercussions that will be experienced by the various stakeholders from the Legal Education sector. Finally, we conclude by highlighting the significance of ethics in the ongoing discussion on legal education. In doing so, we provide a number of significant ethical principles that ought to serve as the foundation for AILED that can be relied upon.

Literature Review

Atkinson, K., Bench-Capon, T., & Bollegala, D. (2020). The use of explanations has always been a fundamental component of artificial intelligence systems that are supposed to think lawfully. In recent times, the topic of decision explanation has lately taken on a new degree of significance across the board in the field of artificial intelligence. This is due to the increasing utilisation of AI tools and the need that non-technical users have trust in the suggestions provided by these support systems. The purpose of this book is to provide a comprehensive overview of the several types of explanations that have emerged from the studies of artificial intelligence and law. A concise summary of the first contributions and the development of those contributions is shown below. We explain a lot of key present methods for automated explanation of legal thinking and point out inadequacies that future systems will need to solve in order to ensure that legal professionals will be able to be provided with choice aid that is dependable, trustworthy, and unbiased. In the domains of artificial intelligence (AI) and law, where the necessity to explain things has always been a problem, we believe that these fields might provide some interesting ideas for how explainable AI could be enhanced in the future.

Connell, W., & Black, M. H. (2019). Truth be told, artificial intelligence has the capacity to scare some individuals. The concept of robots with thoughts has been investigated in science fiction for a considerable amount of time. Take, for example, HAL, the computer that appeared in the film 2001: A Space Odyssey in 1968. In the end, HAL turned out to be a cruel killer and betrayed his human pals.1. Imagine the tormented monster in Mary Shelley's Frankenstein, who screams out, "You are my creator,

but I am your master" (okay, the monster was really a mixture of human and other parts, but you get the point). This monster is a representation of the author's creative process. A great number of individuals working in the legal field and those preparing to take the bar exam have pondered the question of whether or not artificial intelligence may one day replace human lawyers. It's easy for me to see why this may be cause for concern. There is a lack of knowledge on the impact that this has on traditional legal education or the manner in which it is transforming to accommodate the requirements of a dynamic legal profession. The purpose of this essay is to investigate the use of artificial intelligence technology in the legal profession and to provide some ideas for how law schools should approach this problem.

Goldsworthy, D. (2020). Innovations in technology will have a huge impact on the way we interact with one another and how we do business, and they will also have a substantial impact on the future of legal education. As it looks ahead to its possible future, this essay examines a variety of perspectives on the objective of legal education as well as the potential problems that both new and current technology may provide to instructional strategies. According to the argument presented in this article, the irreducible worth of people to the law and legal processes will determine the kinds of skills that will be taught to future attorneys as well as the substantive information that will be relevant to the 21st century. Within the context of a more general discussion on the future of labour and the function of people in an era of increasing automation, it puts these issues in their proper context. The greatest option for tasks that need creative thinking, complex reasoning, or social skills, such as managing delicate interpersonal interactions, will always be to hire humans. This is because humans are the most adaptable species. This must serve as a source of inspiration and guidance for legal education. According to the argument presented in this article, the concept that lawyers would be required to have a well-rounded education that enables them to think creatively, socially intelligently, and interdisciplinary will be the driving force behind the future of legal education.

Ashley, K. D. (2012). It is becoming more common for legal professionals to make use of digital technologies. In spite of the fact that modern technology, notably artificial intelligence (AI), has the potential to revolutionise legal services, lawyers often lack expertise in digital technology and are not suited to take advantage of these advancements. There are five distinct knowledge and skill gaps that prevent lawyers from using these technologies, and this article suggests realistic models for training and education in artificial intelligence and digital technology for legal services. Additionally, the study discusses four different knowledge gaps. An examination of the empirical data in light of broader discussions in the literature on legal education and skills for the modern workplace, as well as semi-structured interviews, an experimental course called "Law and Computer Science" that we developed and taught, and an examination of the empirical data are some of the sources that our research and suggestions are.

Ethical Issues of AI in Law

In spite of the fact that it has a lot of promise, the use of artificial intelligence in the legal sphere raises ethical difficulties. While we will discuss the ethical concerns that arise from the use of artificial intelligence in the legal area, one of the most crucial things to keep in mind is bias. Algorithms are essential to the processes of machine learning and artificial intelligence because they make it possible to look through vast amounts of data for patterns. The bias of the data that it incorporates will be reflected in the conclusions that it produces. Despite the fact that this is significant for all industries, it presents a particularly severe danger to the legal profession since it challenges core legal norms such as equality and justice. Whenever lawyers or any other practitioner in the legal profession relies on biassed information, it is possible that they may produce unfair outcomes and provide inadequate legal representation. It is untenable to have such bias if a decision has the potential to significantly impact the lives of others.

Along with bias, AI can also create issues around:

- Accuracy
- Privacy
- Responsibility and accountability

In spite of the fact that AILED has the potential to fundamentally revolutionise legal education, there are still a great deal of challenges for people who are working in domains or systems that are linked to it (Kay & Kummerfeld, 2019). AILED is fundamentally a "highly technology-dependent and cross-disciplinary field" (Hwang et al., 2020, page 2), which is the reason why this is something that is happening. The United Nations Educational, Scientific, and Cultural Organisation (UNESCO) has

identified six global challenges that are obstacles to the sustainable development of artificial intelligence-based legal education (AILED). These challenges include the following: inclusive public policy; ensuring that data collection, use, and dissemination is ethical and transparent; developing quality and inclusive data systems; making research on AILED significant; and preparing teachers for AI-powered legal education and AI to understand legal education. On the one hand, there are basic societal issues such as xenophobia, prejudice, and systematic bias; on the other hand, there are complicated ethical challenges such as privacy and bias in data processing and gathering. Individuals must overcome a multitude of hurdles in order to be successful (Hwang et al., 2020; Holmes et al., 2021). The rising discrepancies in access to legal education, the commercialization of the profession, and the gap between pupils who are homeschooled and those who are institutionalised are some of the new concerns that have surfaced as a result of the far-reaching implications of artificial intelligence-based legal education (AILED) (Reiss, 2021). With the ongoing consequences of the COVID-19 pandemic, the already grave situation may grow much more dreadful as artificial intelligence becomes pervasive in every aspect, exposing humans to threats that they are not even aware exist (Borenstein & Howard, 2021). In light of these concerns, there is an urgent need to educate both teachers and students about the ethical considerations and obstacles related with artificial intelligence and learning environments (AILED).

As an additional point of interest, Russell and Norvig (2002) stated that "all AI researchers should be concerned with the ethical implications of their work" (p. 1020). Furthermore, AILED presents privacy risks and ethical dilemmas that require careful consideration in order to differentiate between doing and doing ethically (Holmes et al., 2021). As a matter of fact, a multitude of research have shown that several ethical difficulties around AILED and general AI have presented themselves. A significant number of these issues are centred on the liability of data in a variety of settings, such as higher legal education, K-12, schools, and topics (Zawacki-Richter et al., 2019; Holstein et al., 2019; Lukkin, 2017; Hwang & Tu, 2021). This included issues pertaining to fairness, statistical apophenia, breaches of privacy, biassed data assumptions, and informed consent, among other things.

There are certain individuals who are curious about the impact that some domains of artificial intelligence will have on topics such as learner privacy, identity configuration, user confidentiality, inclusiveness, and consent (Sacharidis et al., 2020; Deshpande et al., 2017). For instance, there are talks on the ethics of data that is designated for use in analytics learning and legal education that can be found in Kay and Kummerfeld (2019), Kitto and Knight (2019), and Slade and Prinsloo (2013). According to Slade and Prinsloo (2013), this may have an impact on a number of different aspects, such as the administration and interpretation of data, the diverse perspectives on the utilisation of data, and the power relations among various stakeholders, such as students, instructors, and the purposes of law schools. A number of additional ethical difficulties are also related with artificial intelligence and led systems (AILED) (Akgun & Greenhow, 2021; Miao et al., 2021). These concerns include data ownership and control, data autonomy, AILED systems, human agency, restricted availability of data, bias and representation, data collection, and other issues. However, prior to making decisions in Legal Education that are motivated by ethics and accountability, it is crucial to have a comprehensive grasp of these principles and values, and it is also important to be aware of the fact that there may be repercussions that were not anticipated.

Using AI to Improve the Quality of Legal Services

As a result of the fact that AI programmes have the potential to make lawyers more accurate and productive, they may ultimately result in improved legal services. Legal research platforms have been transformed by artificial intelligence (AI), which has enabled lawyers to do more in a shorter amount of time.38 - In addition, attorneys are able to readily validate their work by using these advanced legal research technologies, which results in an improvement in the accuracy of their work. When it comes to contract review, artificial intelligence systems have already shown that they are capable of outperforming human lawyers in terms of both speed and accuracy.39; This is Audrey Reese. During a competition for contract assessment, the artificial intelligence computer "achieved a 94% accuracy level of spotting risks in the contracts" in only 26 seconds. The competition was against experienced business lawyers. Forty While the solicitors "spent 92 minutes to attain an 85% accuracy level" on average, the opposite is true.

Should there be an improvement in accuracy and efficiency, it is possible that clients may save money, and attorneys will be able to earn more money. If lawyers are able to complete jobs in a more timely and correct manner, it is possible that they would charge their customers a lower rate for billable hours. This will result in larger financial savings for the clients.a 42 "The technology can deliver potential savings by lessening the number of billable hours to gather necessary facts based on document review

as well as create a timeframe and fact pattern." The article "How Law Firms may Benefit from Artificial Intelligence" was written by Andrew C. Hall. Despite the fact that solicitors would first consider this to be a loss, there is the possibility that it will result in increased profit margins. As a consequence of this, legal businesses could be able to take on a greater number of clients if their staff are able to accomplish their duties in a more timely and correct manner. Taking all of these considerations into account, the decision to not use artificial intelligence technology into one's legal practice might end up being a very costly error. It is difficult for law firms to attain margins that are more than forty percent when they are dealing with a fixed cost structure. This is in contrast to organisations such as Adobe and Google, which have gross margins that range from sixty percent to ninety percent. HARV's 43rd issue has the article "Putting Products into Services" written by Mohanbir Sawhney.

Ethical Considerations of AI and Law

It is possible that artificial intelligence (AI) may completely transform the legal industry. It is possible that it will significantly enhance the efficiency of legal professionals, enabling them to dedicate more time to strategic efforts that are genuinely vital while simultaneously relieving them from the tasks that need the maximum amount of time. Nevertheless, there are a number of ethical considerations that are associated with AI that need to be reviewed. Now, let's take a more in-depth look at each of them.

- **Bias and Fairness**

Artificial intelligence is capable of sorting through vast amounts of data with the assistance of algorithms that have been developed. It is possible that the artificial intelligence system would accidentally produce biassed conclusions owing to the fact that these algorithms are able to accumulate biassed historical information. It is possible that the use of this information in legal practice may lead to the propagation of bias as well as the production of unfair outcomes. One potential use of artificial intelligence in the legal profession is decision-making about recidivism, which may be informed by large statistical models. One of the applications of these models is to provide courts with risk ratings that are generated by algorithms and reflect the possibility of recidivism committed by the defendant.

In order to determine whether or not the hypothesis is consistent with the observed trend, these models use statistical data over the last several decades. There is a possibility that discrimination will arise while using predictive analytics. If this programme utilises data from a district that has a higher prevalence of racial discrimination, it runs the danger of perpetuating systemic biases and racial injustice. This is a concern that cannot be ignored. In our paper on the use of artificial intelligence in legal proceedings, we go into further detail about this ethical conundrum. Before employing artificial intelligence, it is essential for solicitors to have a thorough understanding of the likelihood of this bias as well as its possible implications on the legal profession and society in general. Not only should members of the legal profession be aware of the limitations, but they should also carefully examine the outputs created by AI for any indications of bias.

- **Privacy**

A huge amount of data, some of which may include confidential or sensitive information, may be saved by artificial intelligence systems. These systems may also preserve data pertaining to conversations and personal information. The need of ensuring compliance with severe data privacy regulations is a significant factor that must be taken into account by solicitors who use AI systems. On the other hand, solicitors need to familiarise themselves with the ChatGPT service's Privacy Policy and Terms of Service before utilising the platform. In addition to this, companies have a responsibility to ensure that the data will be used only for the purposes for which it was collected. Lawyers should consider their professional privacy and information-sharing needs before sharing any information with AI systems. This should be done before any information is shared. By doing so, they will be able to avoid violating any confidentiality promises that they may have made, whether to customers or to other concerned parties.

- **Responsibility and Accountability**

Inaccurate information is a problem that a lot of people have with artificial intelligence. The use of this technology in the legal industry raises the issue of who is responsible for providing responsibility in the event that errors are made. Consequently, prior to incorporating AI into their practice, lawyers had to take the effort to clarify their duties and responsibilities. This technology is often most effective when used in combination with their employment, as opposed to being used in place of their profession. In spite of the fact that it is capable of automating mundane and repetitive tasks, artificial intelligence is not capable of performing tasks like as strategic decision-making, complex legal analysis, or legal

assistance. In spite of the fact that they put in a lot of effort, lawyers are ultimately responsible for answering to their clients about the outcomes of their work. Artificial intelligence (AI) may be able to aid legal enterprises in accelerating boring procedures; but, it is not capable of replacing the expertise and experience of a human lawyer.

Conclusion

In light of the fact that artificial intelligence is becoming more prevalent in the legal industry, it is of the utmost importance for legal practitioners to make ethical use of this technology while also addressing the risks that are associated with it. When it comes to concerns over new technology, there are a number of parallels that can be drawn between current issues and others that lawyers have faced in the past. If there is one thing that we can infer from the past, it is that this industry has successfully adapted to changing conditions in the past and will continue to do so in the future. Therefore, lawyers may be able to gain the revolutionary benefits of artificial intelligence while still adhering to ethical norms.

References

1.   Zia-ud-Din, M., & Elhajraoui, F. E. (2023). Role of Artificial Intelligence in Legal Education in the 21 st Century. FWU Journal of Social Sciences, 17(2).
2.   Vučić, F. (2023, April). Changes in legal education in the digital society of artificial intelligence. In International Conference on Digital Transformation in Education and Artificial Intelligence Application (pp. 159-176). Cham: Springer Nature Switzerland.
3.   Reid, M. (2018). A Call to Arms: Why and How Lawyers and Law Schools Should Embrace Artificial Intelligence. U. Tol. L. Rev., 50, 477.
4.   Carrel, A. (2018). Legal intelligence through artificial intelligence requires emotional intelligence: a new competency model for the 21st century legal professional. Ga. St. UL Rev., 35, 1153.
5.   Hosseini, M. M., Hosseini, T. M., & Qayumi, K. (2023). Integration of Artificial Intelligence in Medical Education: Opportunities, Challenges, and Ethical Considerations. Journal of Medical Education, 22(1).
6.   O'Leary, D. L. (2020). " Smart" Lawyering: Integrating Technology Competence into the Legal Practice Curriculum. UNHL Rev., 19, 197.
7.   Smith, M. (2022). Technology law in legal education: Recognising the importance of the field. Legal Education Review, 32, 19-36.
8.   Lim, T., Gottipati, S., & Cheong, M. L. (2023). Ethical Considerations for Artificial Intelligence in Educational Assessments. In Creative AI Tools and Ethical Implications in Teaching and Learning (pp. 32-79). IGI Global.
9.   Kim, C. S., Samaniego, C. S., Sousa Melo, S. L., Brachvogel, W. A., Baskaran, K., & Rulli, D. (2023). Artificial intelligence (AI) in dental curricula: ethics and responsible integration. Journal of dental education, 87(11), 1570-1573.
10. Kerr, K. (2020). Ethical considerations when using artificial intelligence-based assistive technologies in education. Ethical Use of Technology in Digital Learning Environments: Graduate Student Perspectives.
11. González-Espejo, M. J., & Pavón, J. (2020). An introductory guide to artificial intelligence for legal professionals. An Introductory Guide to Artificial Intelligence for Legal Professionals, 1-240.
12. Carrel, A. (2019). Legal intelligence through artificial intelligence requires emotional intelligence: a new competency model for the 21st century legal professional. Alyson Carrel, Legal Intelligence Through Artificial Intelligence Requires Emotional Intelligence: A New Competency Model for the 21st Century Legal Professional, 35.
13. Webb, C., Luckin, R., & Ecoff, E. (2023). Ethical Principles for the Development and Application of Artificial Intelligence in K-12 Education. In International Handbook on Education Development in Asia-Pacific (pp. 1-19). Singapore: Springer Nature Singapore.
14. Casas-Roma, J., & Conesa, J. (2021). A literature review on artificial intelligence and ethics in online learning. Intelligent Systems and Learning Data Analytics in Online Education, 111-131.
15. Said, G., Azamat, K., Ravshan, S., & Bokhadir, A. (2023). Adapting Legal Systems to the Development of Artificial Intelligence: Solving the Global Problem of AI in Judicial Processes. International Journal of Cyber Law, 1(4).

□○□