

Innovative Instruction of Law Teaching and Learning: Using Visual Art, Creative Methods, and Technology to Improve Learning

Abdulla Abdulrahman Al Janahi Al Khatib^{1*}, Mohamad Sadeg Shaban²

¹*College of Law, Department of Private Law, United Arab Emirates University.*

²*College of Education, Department of Curriculum and Instruction, United Arab Emirates University.*

Abstracts: This study mainly focuses on the need for innovative instruction of law teaching and learning practices at the present time and how the law subject communicates to the students innovatively and learning from various innovative instruction with the help of advanced technologies. This study will examine several innovative instructions used at the College of Law at United Arab Emirates University (UAEU) and their effect on students' achievements. The methodology used in this study was collected from the course evaluation by students in various classes. This was exhibited the students' opinions in a form of a survey that follows Likert scale. This survey was developed by the UAEU Office of Institutional Effectiveness. In addition to the five open-ended questions which are a part of the survey too. The data analyzed using the means and the percentage of the responses to the questions. In addition, the use of quotations of the student's narrative response to the open-ended question. The participants for this study were 85 students studying/ various courses at the College of Law at UAEU University. The study included both genders. The results of the innovative instructions transferred the teaching and learning at the College of Law at UAEU from the traditional curriculum to innovative instructions based on simulation, application, critical thinking, and logical reasoning. This transformation represented an important point in the change of law education from the classical school of law education to the applied school that relies on the idea of application as principles for evaluating legal theory.

Keywords: Innovative instruction, Law, Practices, Technology, Learning, Transfer.

1. INTRODUCTION

The increasing number of graduates from the College of Law at United Arab Emirates University (UAEU) greatly impacted the reality of legal education in the UAE. In addition to the absence of a future vision and the absence of mechanisms for developing education in line with the changes taking place in the field of legal education in the world, these implications had the greatest impact on the quality of legal work in the UAE.

On the other hand, the observer of the developments in legal education in law schools in Western European countries, the United States, Canada, and Australia finds that there has been a tremendous development in the methods and methods of scientific research and its mechanisms, with which it is unimaginable not to try to shed light on these developments and trying to transfer those experiences in order to reach a modern legal education in an era that has become known as the era of globalization. Law colleges must define the future goals and the strategic objectives of the legal education system in the UAE; What outputs do law colleges want? Should law colleges focus on providing graduates with information and skills, or both? Should law colleges focus on providing graduates with the necessary skills to deal with the technological era and enabling students to use them in their legal work in the future?

This study focused on two elements. First, it examined several of the circumstances that will move forward law schools to integrating additional innovative learning instructions into their teaching methodologies in the coming years. Second, it provided an overview of several of the innovative learning instructions that have gained prominence in law school at UAEU recently.

1.1. Circumstances That Moved Forward Law Schools to Integrate Additional Innovative Teaching and Learning Instructions

The transformation of law education from the classical school of law education to the applied school relies on the idea of application as a criterion for evaluating legal theory. In the United States of America, a great development has had a great impact on the methods and curricula of teaching in those colleges, and this can be

considered one of the most important historical reasons for the progress of law schools in the United States over their counterparts from law schools in the world [1].

Most law schools before the emergence of the theory of "Langdell" took the Socratic doctrine in the teaching and understanding of law subjects. The theory of Christopher Columbus Langdell "the case study method" can be understood as follows: It is considered the development of the method of teaching law through the development of legal language and curricula, where the theory can be applied in practice to prove the validity of the theory, like the method founded by Professor "Elliott". In teaching the curricula at the College of Medicine, which adopted the laboratory study method that adopts the simulation method of practical reality by training students to identify and deal with the bodies of patients, not only, that included in medical books [2-3]. In the 1980s, remote education was seen as new teleconferencing technologies developed and implemented as common too in teaching and learning. It was considered that this new technology facilitated a better form of remote education since it permitted conversation between students and professors in an actual educational setting [4]. However, the outcomes were unsatisfactory, as educational teleconferencing in no way was achieved other than a minimal devotee. Yet, there are significant justifications for considering that the past methodologies will not continue to be adopted. New technologies today are much improved than the educational technologies of yesterday. Besides, the new technologies are more appropriate for law students. The old technology was not interactive instruments that do not give the opportunities to students to engage in a very smart conversation. Currently, new technologies are more interactive and a very important part of the students' daily lives. The need for innovative law practice pushes students to gain control of a variety of new technologies and innovative approaches.

Teaching in general has become very complicated, it demands various instructions and an extensive understanding of subjects. That is why professors in law schools need to study and understand the relationship between content and pedagogy. Professors face several issues related to what way to communicate the content and what instructional methods are appropriate to teach the specific content [5]. Therefore, content and instructional methods were developed to be interconnected. That means the interactive connection between students and professors is very significant to successful efficient teaching of the content in an environment of engagement and understanding. Recent measurements have developed and must be integrated into teaching and learning. Challenges for responsibility involve those alternative methods being established wisely instead of following old practices. In this way, professors are encouraged to find a better more effective instructional method.

Technology today is a major part of every individual's life. The rapid changes in technology captivated the curiosity of educators to use it in their environment as an instrument of teaching and learning and in every daily aspect related to their field of work [6]. This captivating tool has developed to be a fundamental component of contemporary living. It is worth noting that to differentiate between technology-centered instruction and students'-centered instruction when using it [7]. Students-centered instruction needs to be used as a tool to improve instruction rather than technology influencing the instruction [8]. In addition, words may be a lawyer's main tool, however, they are not the only tool. Well-constructed illustrations—graphs, diagrams, pictures—can make your briefs more appealing and convincing, and law schools would do well to integrate instruction in visual presentation [9]. A graph can convincingly exhibit accurate and legal arguments; a diagram can clarify a case's procedural history, and a picture can save five pages of your brief.

As law training develops progressively multimedia, the use of visual tools must be integrated into law classes [10]. She also recommended that law professors introduce legal papers to students, including optical images. However, the convincing impact of layout, font and other visual qualities of conventional words-only papers can be investigated as well. Porter also suggests encouraging students to exercise how to identify and examine legal issues through images that depict legal ideas. Asimow and Sassoubre illustrated how to use a brief animation in teaching different argument resolutions [11]. They explained how in "Dinner for Two" an animation of two lizards battling on the same insect and a frog comes to their aides to find an acceptable deal. In just seven minutes, the animation showed various initial ideas, containing the consequences of sticking in one's view, the use of intervention to prevent reaching a solution, and the significance of accepting opponents to "save face". The frog's performance likewise provokes crucial inquiries about negotiator integrity. Moreover, technology developed

enormously, and the training of law is changing too, students are also changing because of this growth. Students now have been utilizing the Internet since they were in school. This age group and the peers coming after them are and will be digital experts, who grew up using all kinds of technology. Having interacted with online products since their early years will affect every aspect of their lives. Digital experts find information from blogs instead of newspapers; they connect with friends online before they see each other face-to-face. Facebook, Instagram, Twitter, etc.; are their fields of thought and knowledge. The social changes will influence the next generations as students. As teaching and learning innovative instruction is implemented in schools at all grades level, this will lead the future law students themselves to require innovative ways of instruction [12].

Innovative instruction is inescapable because it became the soul of teaching and learning in today's classrooms. The traditional instruction of a teacher-centered approach is becoming a mark in the past; professors today have many alternatives to communicate the ideas and elements of knowledge successfully. This study primarily concentrates on what is the need for innovative instruction of law teaching and learning practices at the present time and how the law subject communicates to the students innovatively by distinguished professors, learning from various innovative instruction with the help of advanced technologies. This study will examine several innovative instructions used at the College of Law at UAEU and their effect on students' achievements.

1.2. Overview of Several of the Innovative Learning Instructions That Have Gained a Reputation in College of Law at UAEU Recently

1.2.1. Methodology

The methodology used in this study was collected from the course evaluation by students in various classes. This will exhibit the students' opinions in a form of a survey that follows Likert scale questions of five points using the typical multiple-choice options including strongly agree, agree, no opinion, disagree and strongly disagree as to the Likert item. This survey was developed by the UAEU Office of Institutional Effectiveness (OIE) which is valid and reliable. In addition to the five open-ended questions which are a part of the survey too.

The data was analyzed using the means and the percentage of the responses to the questions. In addition, the use of quotations of the student's narrative response to the open-ended question.

The participants for this study were 85 students studying/various courses at the College of Law at UAEU during the academic year 2021-2022. The study included both male and female students.

1.2.2. Innovative Learning Instructions

This part of the study gives an outline of innovative instructional tools, such as online seminars, and adaptive learning strategies, which are created and applied by professors of law at UAEU. In this study, many of the well-known methods will not be discussed. The focus will be on the new innovative instructional methods that have been used and implemented in newly devised ways. Because of the importance of modern technology and its strength and attractiveness in education, especially among today's generation, which imbibed from the source of technology at an early age, such as computers, video games, and smartphones that invaded homes and are now limitless and have become easily accessible and affordable due to their availability. The researchers were convinced of the need to take advantage of technology and include it in the instructional process.

Although the law is a purely literary and theoretical field and is based on the traditional methods of instruction, the lecturer enters the classroom to deliver his/her lecture orally. However, recently it was noticed that some instructors who relied on presentations (PowerPoint) to present the lecture in the form of successive slides in a specific order, but this use is still limited and has only been used to show words in an artistic way in the form of animation, It may be accompanied by a sound to attract the attention of the student, although sometimes those sounds are not associated with the content of the speech.

The researchers found that all of the traditional methods- even if it is accompanied by some technology- a challenge worth facing and an adventure worth taking, and the researchers navigated the world of the Internet, exploring the awesome capabilities that the PowerPoint program possesses, searching for the best ways to use the aforementioned program to teach law subjects, and ended up - in addition to using it in the traditional way in slideshows - to use competition among students in which simulate competition programs, with the aim of attracting students to the lecture on the one hand and developing the spirit of competition in them on the other hand.

Also, the development of, Quiz Creator, which authorizes setting questions in several ways, such as true and false questions, multiple choice, sentence completion by filling in the blank, linking interrelated sentences, locating on a figure or map, and other innovative and modern methods. Similarly, a brief presentation of the mobile application was prepared recently. Adding to that animation, and cartoons developed by the researchers such as:

1.3. Legal Competition Program

About the program: The legal competition program is an innovative method of teaching, as it departs from the traditional method of direct delivery from the lecturer to an innovative method characterized by fun and simplicity, where the student receives information through competition in solving the questions posed, and the available options provided with the possibilities to be guided and based on previous knowledge. The basic rules of law are accumulated by students, who decide among themselves what they believe is the closest choice to the correct answers. The role of the professor is to manage the competition by asking questions and distributing the marks. The Program objective:

- 1- Developing the student's legal knowledge.
- 2- Motivate the student to think and analyze legally.
- 3- Developing the spirit of cooperation among students through dialogue.
- 4- Involving students in the educational process through discussions taking place between students which helps them learn from each other.
- 5- Learning from mistakes and identifying the weaknesses of each student.
- 6- Fostering the spirit of competition among students.
- 7- Spreading an atmosphere of fun and breaking out of the boring lecture routine.

Educational outcomes: Students will be able to:

- 1- Solve legal issues and provide appropriate solutions.
- 2- Discovers the problem in the cases presented to them.
- 3- Identifies strengths and weaknesses, and thus works to strengthen them and avoid mistakes.
- 5- Work within the framework of a team effectively and smoothly.

1.4. Contest method

The idea of this competition is based on simulating television programs for scientific competitions. The competition is designed using PowerPoint. Before starting the competition, the professor surprises the students by welcoming them as if they were contestants in a TV show, in a way that changes the tone of his/her voice that imitates the TV hosts with a fun, simple and genuine manner of dialogue. Then the professor distributes the

students into groups. For this purpose, it is preferable that the competition be organized at an advanced stage of the semester. In order for the professor to get acquainted with the performance of the students and to develop the appropriate atmosphere for them to accept him/her as a television interviewer. The instructions should be observed by the professor based on:

- 1- His/her way of asking questions should be fun and far from the rigidity and seriousness of academic study.
- 2- Assist students in their discussions and encourage them to think creatively. At the end, the goal of the competition is learning.
- 3- All team members should participate in the competition by encouraging them to deliberate and consult among themselves, and then agree to specify one answer.

After the completion of the competition, the students' opinions were surveyed, the extent to which they benefited from it, and its usefulness in the educational process.

1.5. Quiz Creator Program

The Quiz Creator program offers wonderful solutions for the professor, as the program helps to develop a test consisting of several types of questions, including: true and false questions, multiple choice, connecting sentences, filling in the blanks, arranging paragraphs in a logical order, report writing, and the program provides a method for calculating scores that can be customized according to each question, its type, or individually, and the program can ask questions randomly or sequentially, or the answer is restricted to a specific time or without restriction, and the program also provides feedback to the student showing the places of error and help students in correcting the information.

As for the legal study, the professor can benefit greatly from the program, as he/she can set a test after each lesson that contains several questions related to it that raise some issues and problems, and by solving the problems students can link between reading and answering questions in a way that enhances their abilities and understanding of the legal issues. This will enable students to know their level of performance; thus, enabling them to decide whether they need to devote more time or more effort to studying. In addition, it will enhance the lecture with extra-curricular activity by assigning the student to perform the test outside the lecture hours. Moreover, helping the professor in designing the educational process, and reducing the burden of the educational process on him/her by actively involving the student.

1.6. The mobile application "Utilizing mobile application to enhance course experience or students learning."

It is well known that mobile phone technology has become one of the usual devices in the life of the individual, and mobile applications were and still are strong attractions and fascinating display methods for presenting information and delivering it to a large segment of individuals. Therefore, it has no borders or restrictions, which serves students and helps them to remember their information wherever they are and without the need to carry heavy law books. Hence the application of "Internal Practical Training" to be a tributary to the internal practical training book for the *Internal Practical Training* course recommended for students at the College of Law.

The innovative application, which operates on the Android system, provides a new addition and practical solutions to the course, as it contains several lists, the most important of which are: lectures, forms, and communication. It contains models of legal papers that the student is trained to write. Perhaps the most important tool is the "Contact Us" page, which enables the student to communicate with the professor at any time. Communicate with the professor via e-mail, as the page contains a form that consists of empty fields through which the students can inquire about any issue that has concerned them or they wish to clarify it and send it by e-mail,

and the page also contains at the end an icon in a form of a phone enables the students to make a phone call directly to the professor's office.

Also, the availability of scientific material on the students' mobile phones saves them the trouble of carrying books, and papers, whether during lectures or even when performing semester exams because the exams for the internal practical training course are the "open book exam".

The benefit of the application does not stop at this point, the professor can send students an alert, called "Push Notification", as if he sends students a reminder of the test date, in addition to that, the professor can modify the application at any time and according to the course topics. The amazing point about it is the modifications are made directly on the students' phones and as soon as they enter the application without the need to take any action on their part.

1.7. Cartoon Character Design

This method consists in designing a cartoon character that represents justice and law so that it can be used in the scientific material of the course as seen in the created character "Aoun" which means in Arabic the helper. (Fig1,2,3). In which the cartoon highlights legal issues and the latest judicial developments, ensuring respect for the law in an attractive manner, and achieving the College of Law's mission in legal awareness. (Fig1,2,3)



Figure 1. Aoun



Figure 2.

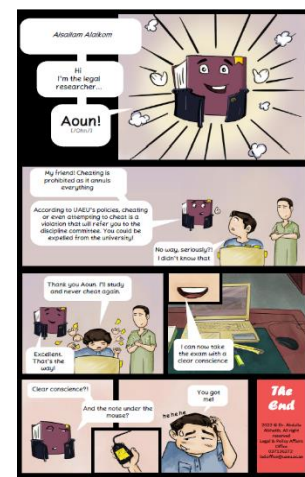


Figure 3.

1.8. Design of interactive audiovisual learning material (interactive video):

This design is an interactive video using Flash Macromedia 2:43 minutes related to the impact of the existence of more than one court of cassation in the country, which leads to conflict in provisions and differences in the interpretation of the articles of the law, by representing the "Diya" blood money of women in Abu Dhabi and Dubai. "Diya" in Islamic law, is the financial compensation paid to inheritors of a victim in the cases of murder, deliberately or unintentionally. In Arabic, the word means both blood money and ransom. In the beginning, the video was interactive through the Macromedia flash program, where the students had to press the button to complete watching the video and the reason for this was to give them the opportunity to read the scientific material, but due to the lack of use of flash programs, the interactive feature was canceled and the video was converted into a normal video, where the students can stop the video through the "pause" button.

The aim of this animation method (video) is to provide legal information to students in an attractive manner and commensurate with their age group, as the video contains video scenes in addition to sound, and the element of suspense. (Fig. 4)



Figure 4. Interactive Audiovisual Learning Material.

1.9. The use of models and representation

Teaching using models, specifically in the lecture on the value jurisdiction of the court and how to estimate the value of the case. Where miniature models of things are used as a way to bring the idea closer to the students through the visual vision of the objects, for example, a car game B is used where it represents a movable (Fig. 5), a house game where it represents a property (Fig. 6), as well as a package of paper money where it represents the price (Fig. 7), and not only that, but students are involved in the educational process By distributing the roles between them in each situation and educational example, for example, one represents the plaintiff and the other the defendant, in another example one of the students represents the buyer and the other the seller, and in a third example a student represents the role of the lessor and another the role of the lessee.

The teacher uses the models to approximate the legal theoretical idea by transferring materials between students according to their characteristics.



Figure 5.



Figure 6.



Figure 7.

1.10. Motivational gaming technology

This game was prepared for the courses of civil procedures and forced execution according to the system of motivational game techniques Gamification: that is, the application of strategies and techniques of game elements and their application in contexts other than games in order to motivate students to learn through fun and enjoyment, by transforming the learning environment into an environment similar to a fun gaming environment, and includes elements of: challenge, competition, participation, curiosity, teams, and to ensure its success, the course contained

a points system, encouraging students through awards and leaderboard, having a progress indicator, and a reward system. and prizes (Fig. 8).

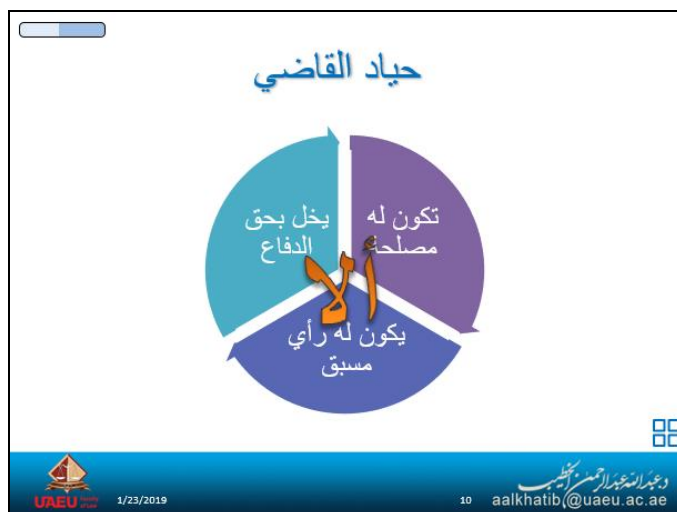


Figure 8. Gamification.

2. FINDINGS

The creative and innovative instructions showed an important position in exposing the facts and ideas to the students effortlessly and clearly. Today legal education and innovative instructions are amalgamated. Visual art, creative methods, and technology encourage and help innovative instructions and in return learning and students' achievement will improve. The implementation of innovative instructions in teaching and learning activities will significantly impact the demands of law students. There is a great correlation between the innovative instruction of law teaching instruction and the most recent innovative methods.

The students understood the law issues in several approaches, and the skilled instructors and professors are prepared to influence the students by providing a variety of events and issues, and procedures associated with the ideas and concepts. Therefore, students did extremely well in their disciplines of study. This showed a clear connection between innovative law instruction and learning. This was evident in the students' responses to the survey. Table (1) shows a comparative analysis of the means of the courses using innovative instructions (visual art, creative methods, and technology) with courses in the Department of Private Law, the College of Law, and the University. The results show 91.6% and 8.3% of students strongly agree and agree and a mean of 4.9 which is above the mean of the Department of Private Law, the College of Law, and the University indicated that various teaching methods were effectively implemented. These various innovative teaching methods encouraged students to ask questions, participate, and raise their interest in the course subject with a mean of 4.8 and 75% of students strongly agree and 25% agree. Similarly, the innovative instructions using the various methods had a great effect on encouraging students to ask questions and raise their interest in the subject, this was clear in the mean of the course (4.8) when compared to the other courses in the Department of private law, the College of Law and the University; 75% and 25% of students with the agreement that these methods encouraged their interest in the subject. As shown in Table 1 students were also encouraged to be independent and think critically and improve their thinking skills. Furthermore, students felt that these types of courses assisted them when working on and implementing the assignments and activities and offered real-life experience that added to their knowledge considerably. One student pointed out "this approach was used effectively and intelligently, which served the course outcomes and added fun to the course study". Another stated "the professor communicated the information clearly and smoothly and was very helpful to us even outside the classroom. The professor used special and innovative methods of teaching". Conventional approaches to law training are not sufficient to support acceptable levels of teaching and learning. It promotes a teacher-centered approach however, it disregards the students-centered

qualities of teaching and learning. Therefore, instructors should take the opportunity to change the students from participating in conventional practices to the innovative instructions of law coaching.

Table 1. Comparative Analysis of the Courses.

Questions	Course	Dept. of private law	College of law	University	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	Mean				%				
Various teaching methods were effectively implemented.	4.9	4.3	4.2	4.2	91.6	8.3	0.00	0.00	0.00
Students were encouraged to ask questions, participate, and raise their interest in the course subject.	4.8	4.5	4.5	4.4	75.0	25.0	0.00	0.00	0.00
Students were encouraged for independent and critical thinking.	4.7	4.4	4.4	4.3	75.0	16.6	8.38	0.00	0.00
Different methods were used to evaluate the students' performance.	4.8	4.5	4.4	4.4	83.3	16.6	0.00	0.00	0.00
The course activities and assignments were helpful in learning.	4.6	4.3	4.2	4.3	66.6	25.0	8.38	0.00	0.00
The course content addressed real-life experiences.	4.8	4.4	4.4	4.3	83.3	16.6	0.00	0.00	0.00
The course helped me to improve my thinking skills.	4.8	4.3	4.3	4.2	75.0	25.0	0.00	0.00	0.00
The course added to my knowledge.	4.8	4.5	4.4	4.4	75.0	25.0	0.00	0.00	0.00
Overall, the course was of high quality.	4.7	4.4	4.3	4.3	75.0	25.0	0.00	0.00	0.00

Moreover, the central foundation of innovative instruction suggests the ability of this approach to accelerate innovation in learning, by interrupting conventional learning and teaching models, providing an increase in innovative ways of developing and controlling knowledge. The evidence collected from varied Learning strategies from different classes suggests six zones in which Learning outcomes appear when successfully adopting the innovative instruction (Fig 9):

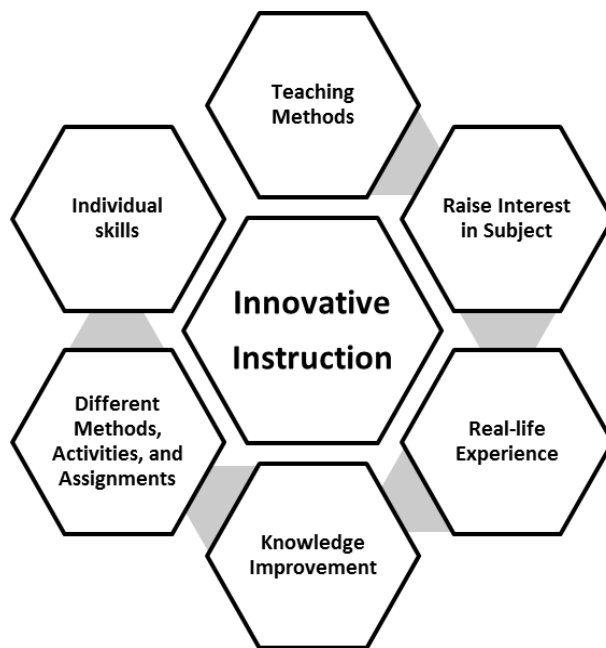


Figure 9. Six Zones Learning Outcomes of Innovative Instruction.

Teaching Methods: Various teaching methods were effectively implemented. New methods can impact the students' execution and educational accomplishment. This is not just appropriate to aid in the low-level skills and

abilities, like the computer, writing, and language skills; rather the students' abilities to the intensification of teamwork and uncover novel learning prospects in law subject.

Interest in the Subject: Students were encouraged to ask questions, participate, and raise their interest in the course subject. Some of the innovative instructions' implementation can be used to produce innovative practices for achieving subject matter skills and modifying learning techniques and processes in disciplines like law.

Individual skills: Students were encouraged to think independently and critically. These innovative instructions promote the improvement of upper level of intellectual abilities by enhancing independent learning skills and allowing individuals to improve and realize their own capabilities.

Different Methods, Activities, and Assignments: Different methods were used to evaluate the student's performance, in addition to the various activities and assignments that were helpful in learning. These innovative instructions assist in studying practices by creating ready and accessible material to use, consequently encouraging diverse learning styles. Instructor materials can be utilized to disseminate knowledge, encourage cooperative resource building, support getting learning material within reach, and improve flexibility.

Real-life Experience: The content addressed real-life experiences. The emotional and social domain in teaching and learning can be used to allow the students to develop skills that encourage students to enthusiastically participate in the improvement of their own skills and experiences. Specifically using real-life experiences that increase the students' enthusiasm, expand their contribution and nurture community and learning skills.

Knowledge Improvement: The innovative instructions added to students' knowledge. This is because of individual knowledge coordinating and group linking which facilitates advanced knowledge sharing, which helps the student's own knowledge and materials organizing and promotes the personalization of learning processes.

3. DISCUSSION AND CONCLUSION

The findings suggest that the traditional approach may not be the top teaching technique in law schools. Instructors should use an unconventional approach or think to modifying the traditional procedure to generate stronger outcomes on reasonable evaluations. Different methods are now being utilized in well-known law schools [13]. A study showed that, as the traditional method is yet strongly rooted in law instruction, lectures, role-playing, and group work are all being tested within the framework of the legal curriculum. The most effective of these various methods appear to be innovative instruction methods. To all individuals involved, innovative instructions have an "across the board" appeal [14]. The justification for the increasing implementation of the innovative instruction methods, particularly in abilities-associated is direct to the capability of such procedures to teach law skills (i.e., advocacy, client relations, oral argumentation, document drafting) yet influencing a student's competence to think critically and think through a given dilemma [15]. The claims learners need to think through the change from the theoretical notions familiar to traditional case study to practical problems in the day-to-day life of a lawyer. Whatever other method increases to prominence as the traditional method loses traction in law schools, law experts favor that law schools should utilize a combination of different methods [16]. The beliefs of these experts are built on the notion of different learning styles of students. One method does not fit all students [17]. As reviewed earlier, conceivably the difficulty is not with the traditional method at all. Furthermore, once a student's primary experiences the traditional method in law school, which is a tremendously tense atmosphere, it is doubtful that they will be capable of succeeding intellectually or psychologically [18]. Many freshmen law students see the world in black and white and assume that the professor will give them the right solution or how to think [19]. The entire concept of legal education is to prepare students to think the same as a lawyer. It is crucial to use legal innovation to explain a legal problem. Any creative instruction can be thought of as an innovative method of teaching. Innovative instruction is one of the innovative approaches to enhance the teaching-learning process. The implementation of smart technology for different assignments such as teaching, creating problems, evaluating students, commenting on students' work and investigative methods. Innovative approaches of defeating the various challenges in law focus on the increasing areas of well-grounded evidence-based law. Also, the tools developed to fulfill the traditional and

innovative instructional problems in this field. instructional procedure constantly needs to be unique. These innovative methods are created to coordinate students to develop principles and deal with them in a modern forceful environment. These methods will instruct management to be successful in today's realm. Several innovative instructions also let students become comfortable with the technology, which is becoming more popular in the larger legal [20-21]. Problem recognition and problem-solving practices are the required competencies for today's students. Competence is developed from practical procedures. This innovative approach of instruction of law teaching and learning using visual art, creative methods, and technology to improve learning was developed to prepare students for the technologically developed law professions workforce. The implementation of the different methods, animations, mobile application, interactive audiovisual learning material, use of models and representation, and motivational gaming technology assisted to produce a multisensory approach to learning.

REFERENCES

- [1] Chase, A. The Birth of the Modern Law School, *American Journal of Legal History*, Volume 23, Issue 4. 1979; Pages 329–348, <https://doi.org/10.2307/844687>
- [2] Foucault, M. *The birth of the clinic: An Archaeology of Medical Perception*. Vintage Books. New York. 1994.
- [3] Gerring, J. *Case study research: Principles and practices*, Cambridge University Press. 2016.
- [4] Moore, M. and Kearsley, G. *Distance Education: A Systems View of Online Learning*. 3rd Edition, Wadsworth, Belmont. 2012.
- [5] Franklin, K. Do we need Subject Matter-Specific Pedagogies? *Journal of Legal Education*, 2016; Vol. 65, No. 4. Pages 75-79. <https://www.jstor.org/stable/e26453474>
- [6] Marginson, S., Murphy, P. & Peters, M. *Global creation: Space, mobility, and synchrony in the age of the knowledge economy*. Peter Lang Publishing, Inc.: New York. 2010.
- [7] Mayer, R. "Learning with technology". In H. Dumont, D. Istance and F. Benavides (Eds.) *The Nature of Learning: Using research to inspire practice*. OECD Publishing: Paris. (pp.179-198). 2010 <https://www.academia.edu/34326395/>
- [8] Livingstone, S. Critical reflections on the benefits of ICT in education. *Oxford Review of Education*, 2012; 38(1), 9-24. <https://doi.org/10.1080/03054985.2011.577938>
- [9] Rosman, A. Visualizing the Law: Using Charts, Diagrams, and Other Images to Improve Legal Briefs. *Journal of Legal Education*, 2013; Volume 63, No. 1. Pages 20-81. <https://jle.aals.org/home/vol63/iss1/5/>
- [10] Porter, E. Imagining Law: Visual Thinking Across the Law School Curriculum. *Journal of Legal Education*, 2019; 68, 8. <https://www.jstor.org/stable/26890990>
- [11] Asimow, M & Sassoubre, T. Introduction to the Symposium on Visual Images and Popular Culture in Legal Education. *Journal of Legal Education*, 2018; Volume 68, No. 1. Pages 2-7. <https://jle.aals.org/home/vol68/iss1/2/>
- [12] Pistone, M. Law Schools and Technology: Where We Are and Where We Are Heading. *Journal of Legal Education*. 2015; Volume 64 No. 4. Pages 586-604. <https://jle.aals.org/home/vol64/iss4/10/>
- [13] Friedland, S. How we teach: A survey of teaching techniques in American law schools. *Seattle UL Rev.*, 20, 1. 1996.
- [14] Rhode, D. Kicking the Socratic Method, and Other Reforms of Law Schools. *Chronicle of Higher Education*, 2001; 47(20), B15-B15. <https://law.stanford.edu/publications/>
- [15] Kerr, O. S. The decline of the Socratic method at Harvard. 1999. *Neb. L. Rev.*, 78, 113.
- [16] Ingham, J., & Boyle, R. Generation X in law school: How these law students are different from those who teach them. *Journal of Legal Education*, 2006; 56(2), 281- 295. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1103531
- [17] Macpherson, R., & Stanovich, K. E. Cognitive ability, thinking dispositions, and instructional set as predictors of critical thinking. *Learning and individual differences*, 2007; 17(2), 115-127. <https://doi.org/10.1016/j.lindif.2007.05.003>
- [18] Larcombe, W., Malkin, I., & Nicholson, P. Law students' motivations, expectations, and levels of psychological distress: Evidence of connections. *Legal Educ.* 2012. *Rev.*, 22, 71 <https://doi.org/10.53300/001c.6256>.
- [19] Wangerin, P. Objective, Multiplicity, and Relative Truth in Developmental Psychology and Legal Education, 1988; 62 *Tul. L. Rev.* 1237. <https://repository.law.uic.edu/cgi/viewcontent.cgi?article=1274&context=facpubs>
- [20] Borman, D. & Haras, C. Something Borrowed: Interdisciplinary Strategies for Legal Education, 68 *J. Legal Educ.* 2019; 357, 380. <https://www.jstor.org/stable/26891019>
- [21] Hamline, M. *Blended Learning at Mitchell Hamline*, 2022. <https://mitchellhamline.edu/academics/j-d-enrollment-options/blended-learning-at-mitchell-hamline/>.

DOI: <https://doi.org/10.15379/ijmst.v10i2.1206>

This is an open access article licensed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/3.0/>), which permits unrestricted, non-commercial use, distribution and reproduction in any medium, provided the work is properly cited.