

European pathways and methodological foundations in legal education: the need for Georgian legal reform, digitalisation, and pedagogical innovations

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Abstract

This article explores the transformation of Georgian legal education in relation to digital innovation and European integration. The study delves into how the use of technology and interdisciplinary approaches are reshaping the content and delivery of legal training, focusing on digital tools, educational reforms, and regulatory frameworks.

By using normative, analytical, comparative, and sociological methods, this research evaluates current practices and identifies areas for improvement. Normative analysis assesses the legal standards governing the integration of educational technology, whilst analytical methods examine curriculum content and patterns of technology adoption in Georgian law schools. Comparative case studies identify transferable best practices from other jurisdictions.

Key findings reveal significant institutional challenges, including inconsistent faculty readiness for digital tools, limited innovation in the curriculum, and shortcomings in the practical implementation of technology. However, successful initiatives that improve student engagement and international competitiveness are also highlighted. The research examines how technology affects key areas of contemporary legal practice such as court proceedings, electronic case management, and digital evidence. It explores whether these technological changes support or replace traditional legal skills.

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The findings underscore the need for interdisciplinary competencies, as traditional teaching methods may not adequately prepare students for technology-driven legal practice. The article advocates for curriculum modernisation that incorporates elements from fields such as economics, informatics, and data science, aiming to develop versatile legal professionals capable of navigating ongoing technological transformations.

Keywords: legal education reform; digitalisation; teaching methods; European standards of legal education; Georgian legal practice

Introduction

In the twenty-first century, technology shapes every aspect of professional and personal life. Within legal education, the integration of artificial intelligence (AI) and digital tools requires a fundamental rethinking of traditional pedagogy to prepare future lawyers for technology-driven practice. In this context, technology enables faster access to information, more efficient case management, and new forms of legal service delivery.

The purpose of this research is to highlight the role of technology in Georgian legal education and practice. The article defines the scope of technology's application and critically evaluates positive and negative impacts against global pedagogical standards and local institutional challenges. It assesses how European legal education reforms provide models for overcoming these challenges, emphasising the need for cross-border harmonisation and the adoption of best practices. Special attention is given to how technology reshapes teaching methods, influences skill acquisition, and affects the quality of legal education. Understanding these changes is crucial for ensuring that technology is harnessed effectively to enhance legal practice rather than undermine it.

Key questions include whether technology improves litigation processes, whether technological advancement threatens to replace human roles in law, or whether it serves as a complementary tool. The study highlights the importance of adopting modern, interdisciplinary teaching approaches to equip future legal professionals with versatile skills that align with the demands of a technology-driven labour market.

This study accordingly addresses two distinct but interrelated challenges. The first concerns the need for technological innovation in legal education,

integrating digital tools, AI, and interdisciplinary methods into teaching and assessment. The second concerns the need to align Georgian legal education with the standards established in comparable European jurisdictions and to fulfil accreditation requirements. While analytically separate, these challenges are mutually reinforcing: technological modernisation cannot succeed without institutional reform, and institutional reform without technological integration will fail to meet contemporary market demands.

The structure of the article reflects this distinction. The section on teaching methods and European approaches primarily addresses the second challenge: examining the pedagogical and institutional standards that Georgian legal education must meet. The section on technology integration addresses the first challenge: how digital tools and methods can be incorporated into legal teaching and assessment. The final section on curriculum reform explores where both challenges converge and must be resolved together.

This study employs four complementary methodologies. The normative method establishes the legal and regulatory framework for technology integration, setting the baseline against which current practice is assessed. Building on this foundation, the analytical method is applied to examine curriculum content and technology adoption in Georgian law schools. This structured approach identifies specific shortcomings relative to the normative standards, providing an evidential basis for reform recommendations. The comparative method situates Georgian legal education within an international context. Georgia's shortcomings become apparent only when compared to countries that have already implemented similar reforms. Models from EU member states, the United Kingdom, and the Netherlands are selected on this basis, as they have undergone comparable reforms and offer lessons applicable to Georgia.

Finally, the sociological method is essential to ground normative, analytical, and comparative findings in real institutional experiences. Interviews and surveys with students and faculty verify how technology integration is actually experienced in Georgian law schools, beyond what appears on paper.

Teaching and learning in the 21st century: methods and activities (alignment with European standards)

This section establishes the pedagogical foundations that underpin both challenges addressed in this article. It provides the theoretical baseline for assessing current institutional and technological shortcomings of Georgian legal education.

Theoretical foundation and modern educational principles

Teaching involves the effective transmission of knowledge coupled with the cultivation of diverse competencies among learners.¹ Higher education serves several key purposes: it introduces students to scholarly concepts, research methodologies, and specialised fields of knowledge; fosters their cultural and critical development; and prepares them for professional life.²

In the context of Georgian legal education, implementing modern educational principles presents particular challenges. Georgia's Law on Higher Education sets ambitious goals, such as promoting democratic values, creativity, and alignment with modern standards.³ However, practical modernisation of legal education is hindered by faculty unpreparedness, limited digital infrastructure, uneven resource distribution, and institutional resistance to reform. Unlike many Western European institutions, where student-centred and skills-based approaches are systematically embedded,⁴ Georgian law schools are only beginning to move beyond traditional lecture-based teaching. This transition is further complicated by the need to reconcile established legal reasoning traditions with new demands for digital literacy and interdisciplinary competence. Adopting contemporary pedagogical models in Georgia therefore requires both conceptual clarity and targeted investment in faculty

¹ Peter Westwood, *What teachers need to know about? Teaching methods* (Council for Educational Research 2008) 1.

² Greta Bosch, 'Deconstructing Myths about Interdisciplinarity' (2020) 1 *The European Journal of Legal Education* 27, 32.

³ Law of Georgia 'On Higher Education', Art 3(1) (a)–(c) (21 December 2004) No 688-RS.

⁴ ENQA, *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)* <https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf> accessed 15 March 2025; Norbert Reich, 'Recent trends in European legal education: the place of the European Law Faculties Association' (2002) 21 *Penn State International Law Review* 21, 22.

development and curriculum reform. This process should be informed by local realities as well as relevant European experience.

Law schools encounter substantial obstacles in this transformation, including disparities in digital competence among faculty and students, limited resources, and the ongoing need to balance traditional legal reasoning with the demands of a rapidly evolving digital legal landscape.⁵ These challenges highlight the urgent need for pedagogical approaches that better prepare students for real-world legal practice.

Contemporary pedagogy emphasises interconnected principles crucial for effective learning: student engagement, motivation, integration of skills and knowledge, collaboration, active learning, and critical analysis.⁶ Modern legal education benefits significantly from engaging teaching techniques, including simulated court proceedings, hands-on clinical instruction, and project-based collaborative learning. These methodologies develop analytical thinking and problem-solving skills by placing students in realistic legal scenarios.

Empirical research demonstrates that active student engagement – rather than passive reception – yields superior educational outcomes.⁷ Accordingly, optimal learning is achieved through a combination of direct instruction and independent activities, such as reading, observation, multimedia use, and practical assignments.⁸ This evidence-based approach necessitates a departure from traditional lecture-based models in favour of interactive and participatory learning environments.

Teaching methods and assessment: methodological foundations

Within this theoretical and empirical context, students consistently prefer interactive and practice-oriented methods, including Communicative Language Teaching (CLT), simulation and role play, and Content and Language Integrated Learning (CLIL). These approaches foster authentic learning environments, enabling the practical application of theoretical

⁵ Jill Alexander and others, 'Technological challenges for modern law school pedagogy: preparing graduates for the modern legal workplace' (2024) 58(1) *The Law Teacher* 32, 42.

⁶ P Papava and others, *The Use of Information and Communication Technologies in the Learning Process* (Ministry of Education and Science of Georgia, 2009) 20–21.

⁷ M Bochorishvili, N Namicheishvili and N Nabulishvili, *Interactive Methods* (Publishing House 'Ustari', 2014) 5.

⁸ *ibid.*

knowledge and the simultaneous development of language and legal skills. To align legal education with international standards, a hybrid model incorporating best practices from the United States, the European Union, and the United Kingdom is recommended.⁹ Such a model should integrate interactive methodologies — including CLT, simulation, and CLIL — into legal training to develop both substantive legal knowledge and the communicative competencies required for modern legal practice.

Although interactive and experiential teaching paradigms are increasingly prevalent in international legal education, Georgian legal education continues to lack both methodological clarity and consistent pedagogical implementation. Whilst students express a clear preference for methods such as simulations, role play, and content-based instruction – approaches that foster the practical application of legal knowledge and language skills – these innovations are often implemented inconsistently and without clear alignment to learning objectives. A persistent issue is the confusion between teaching methods, learning activities, and assessment tools, which undermines lesson planning and student outcomes. The Accreditation Council has repeatedly emphasised the need for methodological clarity, yet many programmes still lack a coherent strategy that differentiates between instructional techniques and evaluation criteria.¹⁰ As a result, activities such as moot courts or group discussions are used in isolation without being connected to a clear teaching framework.

Contemporary evaluation methodologies extend beyond traditional testing to encompass learner-centred tools such as portfolios and reflective assignments, focusing on developing skills rather than memorising information. These approaches – including case studies, presentations, and multimedia work – prioritise the learning process and support continuous development rather than merely measuring final outcomes. Collectively, such methods assess students' analytical thinking, practical competence, and conceptual understanding,

⁹ Ekaterine Keke Bakaradze and Tamari Bakaradze, 'Enhancing Legal English Education in Georgia: Comparative Analysis of Teaching Methods in Legal and Language Education' (InRAIS Conference Proceedings 2022–2024, Research Association for Interdisciplinary Studies, Paper no 0471) 178–179.

¹⁰ Decision of the Education Programmes Accreditation Council in Georgia, No 311801 (25 March 2022).

though their effective implementation requires clearly defined assessment criteria and alignment with programme-level learning outcomes.¹¹

In line with European standards such as the Bologna Process and the guidelines of the European Association for Quality Assurance in Higher Education (ENQA), legal education assessment methods are evolving towards competency-based evaluation that combines ongoing and final assessments, with a focus on applied skills, critical thinking, and the ability to connect different fields of knowledge.¹²

To address this conceptual ambiguity, it is essential to understand that a method is a means of achieving a goal. A 'teaching method' is considered to be a teaching technique employed by the teacher to develop the relevant competencies in students. When choosing a teaching method, educators should determine the purpose of the lesson and the expected outcome, i.e., what students should know and what they should be able to do. The method should be strategically selected to achieve the intended result. Furthermore, within the framework of the chosen method, the student should be offered a corresponding activity that reinforces learning objectives. It is often difficult to distinguish between activity and method, yet this distinction is pedagogically significant. To convey the essence of an activity, the question should be asked: What does the student perform? This methodological precision necessitates distinguishing between what students perform (activity) and how they perform it (method),¹³ ensuring that theory is effectively put into practice. Methodological precision not only supports student engagement but also ensures that theoretical knowledge is meaningfully connected to practice.

Contemporary legal education increasingly incorporates technology-focused curricula, including internet governance, cyberlaw, and information privacy courses. However, despite the availability of legal databases, online learning platforms, and digital resources, surveys indicate minimal classroom technology integration by law faculty.¹⁴ This disconnect creates a critical gap

¹¹ Irit Levy-Feldman, 'The role of assessment in improving education and promoting educational equity' (2025) 15(2) *Education Sciences* 224, 228.

¹² ENQA (n 4).

¹³ S Lobzhanidze, 'Teaching Methods and Learning Strategies', in N Ingorokva and M Bochorishvili (eds), *Interactive Methods in Practice: Teacher's Book* (National Centre for Teachers' Professional Development, 2016) 7–8.

¹⁴ Anna Williams Shavers, 'The Impact of Technology on Legal Education' (2001) 51(3) *Journal of Legal Education* 407, 409–410; Alexander and others (n 5) 32–33

between traditional pedagogical approaches and the digitised professional environment students will encounter.¹⁵

Addressing this challenge requires interdisciplinary collaboration, particularly between law students and computer scientists, to develop competencies in AI application and the use of digital tools.¹⁶ Such partnerships cultivate the adaptive thinking essential for navigating technological innovations, bridging the gap between theoretical knowledge and professional practice.

Modern educational theory identifies four complementary learning approaches: reproductive (memorisation), meaning-based (critical analysis), application-based (skill acquisition), and discovery-based (problem-solving).¹⁷ Rather than employing singular methods, contemporary pedagogy advocates the strategic integration of these approaches, recognising that diverse learning objectives demand varied instructional strategies.

Contemporary educational approaches are significantly enhanced through collaborative learning structures. In these environments, cooperation becomes fundamental to success. When one member succeeds, all members benefit, creating team responsibility and a more productive and supportive learning atmosphere. Group members rely on and support one another,¹⁸ fostering an environment that reflects collaborative professional practice.

Moreover, to develop a student's critical or analytical skills, the teacher should encourage discovery-based learning, heuristics, and research methods. Dynamic and communicative teaching methods, also known as interactive teaching methods, enhance learning motivation and promote critical thinking.¹⁹ These methodologies transform students from passive recipients of information into active participants in knowledge construction.

¹⁵ Alexander and others (n 5) 32–33.

¹⁶ Václav Janeček, Rebecca Williams and Ewart Keep, 'Education for the provision of technologically enhanced legal services' (2021) 40 *Computer Law & Security Review* 1, 6

¹⁷ Inge Bakkenes, Jan D Vermunt and Theo Wubbels, 'Teacher learning in the context of educational innovation: Learning activities and learning outcomes of experienced teachers' (2010) 20(6) *Learning and Instruction* 533, 535.

¹⁸ Bochorishvili and others (n 7) 7.

¹⁹ S Senthamarai, 'Interactive teaching strategies' (2018) 3(1) *Journal of Applied and Advanced Research* 36 < 10.21839/jaar.2018.v3is1.166> accessed 15 March 2025.

European approaches in legal education

This section addresses the second of the two challenges: the need to bring Georgian legal education into alignment with European standards. To understand what those standards entail, it is necessary to trace how European legal education itself has evolved – from a closed, nationally oriented system to an integrated, skills-based model. It is this reformed model that Georgian legal education must engage with.

Traditional model

According to the traditional model, European legal education was characterised by nationalism, protectionism, and regulatory rigidity.²⁰ Legal education was closely tied to the nation-state, producing a closed legal profession focused almost entirely on domestic systems. European legal training was historically national and protectionist, meaning studies focused primarily on each country's domestic legal system while largely disregarding international law or foreign elements. This approach prioritised national jurisdictions and created a closed market for the legal profession, where lawyers operated almost exclusively within their own countries. This rigidity was reinforced by strict regulations that hindered international cooperation and knowledge exchange between law faculties and professionals.²¹

In Georgia, many higher education institutions are dominated by traditionalism, which leaves little room for developing programmes that meet contemporary requirements and prepare graduates with relevant competencies.²² While some universities in Georgian legal education attempt to keep pace with innovations, only a few actively work towards these goals, offering new academic disciplines – notably Tbilisi State University (TSU), which offers a dedicated Legal Technology elective within its undergraduate

²⁰ Reich (n 4) 21–22.

²¹ *ibid.*

²² Dimitry Gegenava and Paata Javakhishvili, 'Constitutional Adjudication: A New Challenge for Georgian Legal Education' (2022) 2 *Constitutional Law Journal* 7, 8; Ekaterine Kardava, 'Regulation of Internship in Georgian and EU Legislation' (2021) 2 *TSU Journal of Law* 113.

law programme,²³ and the Business and Technology University (BTU),²⁴ which has similarly prioritised technology-oriented legal education. Accordingly, rather than incrementally adopting modern approaches, institutions must make a decisive commitment to meeting contemporary educational demands²⁵ to ensure that graduates are equipped to compete in the international legal market.

While this traditional model offered advantages such as deep domestic expertise and a strong national identity, the limitations of this model became increasingly apparent in an interconnected global legal environment.²⁶ The insular approach created barriers to innovation and cross-border collaboration, leaving lawyers unprepared for international practice. Nevertheless, an outright rejection of this model risks discarding accumulated national legal expertise that continues to hold considerable value in contemporary legal practice.

New trends: Europeanisation and de-Sovietisation

Europeanisation involves the integration of legal education at the European level, including EU exchange programmes such as ERASMUS and increased mobility for students and lecturers. This promotes the harmonisation of legal education and the acquisition of multinational experience. The expansion of international LL.M. programmes at US law schools, alongside the growth of global law firms, has intensified **competitive** pressure on European institutions. Consequently, European law schools are compelled to enhance teaching quality and diversify their curricula to remain competitive in the global market. **De-Sovietisation** refers to the reform of legal education in Central and Eastern European countries, aimed at replacing the Soviet legal legacy with democratic, European values.²⁷

²³ Ivane Javakhishvili, Tbilisi State University Faculty of Law, *Bachelor's Educational Programme in Law* (TSU 2024)

<[https://tsu.ge/assets/media/files/8/fix/სამართლის%20საბაკალავრო%20საკანმანათლებლო%20პროგრამა\(2\).pdf](https://tsu.ge/assets/media/files/8/fix/სამართლის%20საბაკალავრო%20საკანმანათლებლო%20პროგრამა(2).pdf)> accessed 5 March 2026.

²⁴ Business and Technology University, *Artificial Intelligence, Ethics and Law* (BTU 2024) <<https://btu.edu.ge/course/artificial-intelligence-ethics-and-law/>> accessed 5 March 2026.

²⁵ Lado Sirdadze and Giorgi Zhorzholiani, 'Perspektiven der Digitalisierung und Automatisierung des Gesetzgebungsverfahrens im Georgischen Parlament' (2020) 4 *Deutsch-Georgische Zeitschrift für Rechtsvergleichung* 8, 8–9.

²⁶ Reich (n 4) 21–22.

²⁷ *ibid* 24.

The European Law Faculties Association (ELFA) was established to transform European legal education by fostering collaboration between faculties and enhancing educational standards.²⁸ ELFA develops European principles of legal education, including transnational teaching methods and the strengthening of practical skills. Despite efforts towards Europeanisation, differing legal traditions and national legislation create significant disparities, complicating harmonisation; deeper integration and the development of common standards therefore remain necessary. This three-part framework identifies the main forces reshaping European legal education—external pressures such as US competition, and internal factors such as EU integration and post-communist transition. However, it oversimplifies institutional complexities and neglects digital transformation, regulatory influences, and the effects of Brexit, which have significantly disrupted academic mobility, the internationalisation of law faculties, and cross-border legal scholarship.²⁹ Moreover, the indirect but lasting influence of US clinical legal education on European institutions further illustrates the complexity that such frameworks risk understating.³⁰

Internationalisation in legal education involves extending education beyond national borders through increased mobility, international programmes, and knowledge exchange. Programmes such as ERASMUS play a significant role in promoting harmonisation at the European level and provide valuable multinational experience. This process establishes international standards for the legal profession and prepares lawyers to compete in the global market. Internationalisation encompasses student mobility, collaboration among international lecturers, curriculum recognition, and the integration of research. It necessitates adapting teaching methods and curricula to multinational and multi-systemic legal environments, rather than being reduced to formal administrative procedures alone.³¹

²⁸ *ibid* 21.

²⁹ *ibid* 21–28; Mathias Siems, 'Foreign-Trained Legal Scholars in the UK: "Irritants" or "Change Agents"?' (2021) *Legal Studies* 1, 13–14.

³⁰ Philip M Genty, 'Reflections on US Involvement in the Promotion of Clinical Legal Education in Europe' in Alberto Alemanno and Lamin Khadar (eds), *Reinventing Legal Education* (Cambridge University Press 2018) 29, 35–39.

³¹ Simon Chesterman, 'The Evolution of Legal Education: Transnationalization, Globalization' (2009) 10(7) *German Law Journal* 877, 880–881.

Legal education is becoming increasingly international and transnational, necessitating multinational, multicultural, and multi-systemic approaches.³² This entails not only the study of national law but also the integration of EU, international, and other legal systems into curricula. According to 2020 data from nearly 70 countries, 37% of approximately 370 respondents identified the strengthening of legal education's international character as the primary trend, requiring multinational and multi-systemic teaching methods.³³

This trend towards internationalisation responds to genuine market needs, although most respondents prioritise other approaches. While it addresses the demands of cross-border legal practice, the approach risks favouring breadth over depth. Key challenges include faculty preparation, resource constraints, and balancing international exposure with domestic expertise, particularly for students from smaller legal markets.

Project-based learning and future professional competencies

Within the rapidly evolving digital landscape of legal education, project-based learning emerges as a transformative pedagogical approach, surpassing traditional instructional methods by integrating practical experience with the development of diverse analytical and interpersonal skills essential for addressing modern legal challenges; this approach combines collaborative task management with creativity, analytical thinking, and effective communication to foster a synergistic environment. Students are systematically encouraged to develop core competencies, including complex problem-solving, strategic planning, and time management: skills essential for legal professionals in technology-driven settings. As a result, project-based learning enhances intellectual capabilities whilst fostering adaptability and professional identity, which are crucial for future success in the legal field.³⁴

Maintaining current curricula demands more than content revision alone; it requires a comprehensive system for managing educational quality. This includes regularly reviewing current research, consulting with legal professionals, and identifying emerging competency requirements. Central to this process is a continuous cycle: validating content currency, gathering

³² IBA Commission on the Future of Legal Services, 'Blueprint on Global Legal Education' (IBA, 2020) 2.

³³ *ibid* 2–5.

³⁴ Bochorishvili and others (n 7) 25; Papava and others (n 6) 8.

stakeholder input, and implementing ongoing improvements. For example, in one of the Georgian bachelor's degree programmes, it was concluded that the mandatory literature and admission prerequisites for the courses 'Office Computer Programs,' 'Public Speaking Skills,' and 'Intellectual Property' should be revised.³⁵ This example illustrates the ongoing need for curriculum adaptation to meet evolving educational and professional requirements.

A critical pedagogical insight recognises the inadequacy of a one-size-fits-all teaching method for diverse learning goals. In particular, mastering complex legal competencies requires integrative, participatory methodologies that actively engage students' critical and analytical thinking. Conversely, more elementary knowledge acquisition may sometimes warrant traditional, retention-focused strategies.³⁶ Therefore, a nuanced calibration between learning objectives and instructional design is essential to optimise educational outcomes.

Accordingly, the selection of teaching methods should be guided by their proven effectiveness in achieving specific learning objectives rather than by convenience or tradition.³⁷ This evidence-based approach to method selection is especially important given the rapid technological transformation reshaping professional landscapes.

According to 2020 data from 370 respondents across nearly 70 countries, 9% indicated that new skills are essential for legal practice, emphasising preparation in modern legal technologies, critical thinking, and practical skills. Additionally, 9% highlighted the integration of legal technologies – including AI, cybersecurity, and distance learning – as both a challenge and an opportunity.³⁸ While these data highlight important shifts in legal education, the 9% figure appears unexpectedly low given the rapid digitalisation of legal practice. This may reflect resistance to change or a lack of awareness regarding technology's impact. Although the focus on AI and cybersecurity is forward-thinking, further analysis of implementation barriers and adoption rates would strengthen the findings.

³⁵ Decision of the Educational Programmes Accreditation Council in Georgia No 843987 (26 July 2022).

³⁶ Sarah E Bonner, 'Choosing Teaching Methods Based on Learning Objectives: An Integrative Framework' (1999) 14(1) *Issues in Accounting Education* 11 <.

³⁷ Westwood (n 1) 17.

³⁸ IBA Commission on the Future of Legal Services (n 32) 2–5.

Against the backdrop of ongoing digital transformation, developing relevant skills and enhancing digital literacy are fundamental for future employment. New technologies, including AI and data analysis, are already integral to the core business of technology companies. While technologies increasingly replace humans in computational and predictive tasks, the subjective aspects of data analysis will remain human-driven.³⁹ This human-technology dynamic creates new educational imperatives that demand sophisticated pedagogical responses.

The incorporation of digital tools into legal practice introduces complex ethical and regulatory issues, necessitating careful adaptation of the curriculum in legal education. Technology law addresses ethical challenges, including the protection of personal data, its lawful use, and compliance with regulations such as the General Data Protection Regulation (GDPR).⁴⁰ These emerging domains require specialised knowledge that traditional legal education programmes must incorporate to remain relevant and comprehensive.

Technology integration in 21st century legal education

This section addresses the first of two challenges: the need for technological innovation in legal education, and how digital tools and methods can be effectively integrated into legal teaching and assessment.

Digital transformation and the human-technology balance in legal education

The pedagogical principles outlined above cannot be fully realised without considering the technological revolution reshaping educational delivery. The rapid proliferation of educational technology companies has transformed the academic landscape,⁴¹ creating new opportunities for student-centred and collaborative learning. These developments have expanded digital infrastructure and made innovative educational technologies more widely

³⁹ Givi Bedianashvili, Quji Bichia and Ekaterine Natsvlishvili, 'Development of Entrepreneurial Activity, Labor Market and Modern Challenges of Higher Education' (2021) 12 *Globalization and Business* 21, 28.

⁴⁰ Marcus Smith, 'Technology Law in Legal Education: Recognising the Importance of the Field' (2022) 32(1) *Legal Education Review* 19, 22; Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data (General Data Protection Regulation) [2016] OJ L119/1.

⁴¹ Abid Haleem and others, 'Understanding the role of digital technologies in education: A review' (2022) 3 *Sustainable Operations and Computers* 275, 281.

accessible across the country. This technological expansion supports the democratisation of education,⁴² addressing key objectives within Georgia's higher education framework. Ongoing initiatives are removing linguistic barriers and increasing access to online resources in regional languages, enabling inclusive approaches that were previously limited by geographical and linguistic constraints.

However, the effective integration of these technologies requires a fundamental rethinking of the educator's role. Successful implementation demands educators who possess technical proficiency while understanding the critical importance of maintaining human connections within the classroom. Although technology can facilitate both knowledge acquisition and skill development – supporting the diverse learning methodologies identified earlier – its successful adoption depends on educators' ability to balance digital tools with interpersonal engagement.⁴³

This need for technological integration was accelerated by COVID-19, which exposed both the potential and limitations of digital education. The pandemic led to a dramatic increase in technology use over two to three years, providing valuable insights into effective digital pedagogy.⁴⁴ This period effectively became an unplanned large-scale experiment in the use of educational technology, revealing opportunities and challenges that inform current best practices.

While legal practice rapidly integrates new technologies, corresponding pedagogical strategies in legal education lag behind, creating a significant disconnect. Many law professors continue to rely on conventional formats such as lectures and Socratic dialogue, supplemented only by basic tools like PowerPoint. Although these traditional approaches have historical value, they

⁴² Muhammad Imran Qureshi and others, 'Digital Technologies in Education 4.0. Does it Enhance the Effectiveness of Learning? A Systematic Literature Review' (2021) 15(4) *International Journal of Interactive Mobile Technologies* 31, 31–35..

⁴³ Haleem and others (n 41) 281.

⁴⁴ Kingsley Okoye and others, 'Technology-mediated teaching and learning process: A conceptual study of educators' response amidst the Covid-19 pandemic' (2021) 26 *Education and Information Technologies* 7225, 7252.

limit students' exposure to technology-driven competencies and fail to equip graduates with the digital skills now essential for modern legal practice.⁴⁵

This gap between what is taught and what the profession requires means that students are not adequately prepared for the collaborative, technology-driven nature of modern legal work. To meet the demands of a technology-driven legal market, curricula must embed digitally oriented competencies,⁴⁶ facilitating collaboration between law graduates and technology specialists.

The strategic adoption of educational technology offers numerous tangible benefits that directly support the learning objectives outlined in contemporary pedagogical theory. Technology saves time and effort, supports lifelong learning, and enables students to monitor their progress more effectively, all of which enhances the active learning approaches recognised as most effective. Furthermore, technology promotes academic continuity, provides access to a broader range of scientific resources, and facilitates active participation in learning from remote locations.⁴⁷

The democratising potential of educational technology is particularly evident in its capacity to serve previously marginalised populations. For example, distance learning has expanded higher education opportunities for individuals with disabilities and those living in rural areas: groups traditionally excluded by conventional education models.⁴⁸ Student surveys highlight further practical advantages of distance learning, including reduced commuting, lower costs, greater comfort, and easier access to materials.⁴⁹ These benefits directly support the student-centred educational philosophy emphasised in contemporary pedagogical approaches.

In legal education, the integration of technology must go beyond basic digital literacy to include the advanced technological skills required by modern

⁴⁵ Simon Canick, 'Infusing Technology Skills into the Law School Curriculum' (2014) 42 *Capital University Law Review* 663, 673; see also Guzal M Ergasheva and others, 'Integrating Digital Competencies into Legal Education: A Pedagogical Framework for the Future' (2025) 5(2) *Qubahan Academic Journal* 446, 455, 456.

⁴⁶ Janeček, Williams and Keep, (n 16), 12-13.

⁴⁷ Okoye and others (n 44) 7232.

⁴⁸ John O'Donoghue, Gurmak Singh and Charmaine Green, 'A comparison of the advantages and disadvantages of IT based education and the implications upon students' (2004) 9 *Interactive Educational Multimedia* 63, 72.

⁴⁹ Kinga Stecula and Radosław Wolniak, 'Advantages and Disadvantages of E-Learning Innovations during COVID-19 Pandemic in Higher Education in Poland' (2022) 8(3) *Journal of Open Innovation: Technology, Market, and Complexity* 158, 159.

practice. Practical engagement with technology from the very beginning of law school is essential for developing these competencies. Proficiency in office applications (MS Word, Excel, PDF), effective utilisation of AI for research and document preparation, and professional digital communication are now fundamental skills for legal professionals, particularly in business law and civil procedure.⁵⁰

These technological competencies support application-based learning, which is essential for the development of complex skills. By integrating these tools early, students cultivate the technical proficiency and critical thinking skills necessary for professional practice.

However, the integration of technology into legal education is not without significant challenges that must be systematically addressed. The lack of direct contact with instructors and peers can undermine the collaborative learning approaches identified as most effective for developing critical thinking skills. Additionally, the financial burden of acquiring digital devices, motivational difficulties associated with remote learning, discomfort with technology among both students and faculty, insufficient preparation of academic staff for e-learning, and the risk of cyber threats all present considerable obstacles to effective implementation.⁵¹

These challenges underscore the importance of strategic method selection: technological tools should be chosen based on their effectiveness in achieving learning objectives rather than on novelty or convenience. Successful integration of technology requires careful consideration of how digital tools can enhance, rather than replace, the human elements of effective education.

Given these complexities, the evolution of teaching methods is imperative. Teachers must employ a variety of instructional strategies and utilise technology to enhance learning outcomes.⁵² Nevertheless, live interaction between students and teachers remains indispensable for high-quality knowledge transfer. Rather than replacing traditional education, distance

⁵⁰ Sari Graben, 'Law and Technology in Legal Education: A Systemic Approach at Ryerson' (2021) 58(1) *Osgoode Hall Law Journal* 139, 153–154.

⁵¹ Stecuła and Wolniak (n 49) 160; Constantin Aurelian Ionescu and others, 'Sustainability analysis of the e-learning education system during pandemic period - COVID-19 in Romania' (2020) 12(21) *Sustainability* 9030, 9031.

⁵² Constantinos Nicolaou, Maria Matsiola and George Kalliris, 'Technology-Enhanced Learning and Teaching Methodologies through Audiovisual Media' (2019) 9(3) *Education Sciences* 196, 197.

learning should be viewed as an expansion of its possibilities, adapting it to contemporary realities.⁵³ Thus, technology should be integrated as a supportive tool that complements, rather than supplants, human interaction in education.

The global shift towards information and communication technologies has redefined the learning process, with virtual learning environments now embedded across higher education institutions. However, the successful implementation of these technologies depends on effective management and societal adaptation.⁵⁴ This principle is exemplified by innovative approaches to legal education, where virtual reality technology is being strategically integrated into the development of practical skills. A compelling example of this integration can be found in Dutch law schools, where students practise courtroom argumentation skills using virtual reality environments. Using specially designed applications, students engage in simulated court proceedings and provide real-time feedback to their peers.⁵⁵

This technological framework enables students to download recordings of their presentations and receive feedback, creating a comprehensive learning cycle that supports continuous skill improvement. Beyond mere simulation, these virtual reality applications deliver measurable educational benefits: students build confidence, enhance practical skills, receive structured peer feedback, and develop critical reflective thinking capabilities. Most significantly, virtual reality provides learning opportunities that are impossible to replicate in traditional classroom settings, enabling students to practise complex courtroom scenarios repeatedly without real-world consequences. This evidence demonstrates how the strategic use of virtual reality can create effective learning environments that improve legal education outcomes and develop essential professional competencies required for successful courtroom performance.⁵⁶

Adapting legal education to rapidly changing technological contexts requires comprehensive reforms that strategically integrate digital technologies

⁵³ L. Diasamidze, 'Innovative Teaching Technologies in Modern Educational Environment' (2021) 1 Collection of Works of Guram Tavartkiladze Tbilisi Teaching University 63.

⁵⁴ Rebeca Mora Rodríguez, 'Implementation process of technology in education: the case of Blackboard 9.1 in the University of Manchester' (2013) 13(3) *Rec. Actual. Investing. Educ.* 1.

⁵⁵ Emanuel van Dongen, 'Pleading in the virtual courtroom: Exploring experiential learning in law through virtual-reality-based exercises and student feedback' (2024) 5(1) *European Journal of Legal Education* 157, 158.

⁵⁶ *ibid.*, 158–160.

without diminishing essential face-to-face mentorship and active student engagement.⁵⁷ Balancing digital innovation with human-centric teaching methods is critical for cultivating the competencies necessary for modern legal practice.

In legal education specifically, technology is not merely an optional enhancement but a necessity driven by the demands of the legal services market.⁵⁸ The traditional model of legal education – focused on transmitting fixed bodies of knowledge – is no longer sufficient in an era where information is freely available online. Instead, education must prioritise the development of future-oriented skills, such as critical thinking, problem-solving, and adaptability.⁵⁹

Digitalisation in law, including the dissemination and automation of legal data, has fundamentally altered how legal knowledge is represented and accessed.⁶⁰ This transformation necessitates a corresponding evolution in educational approaches. To maximise the benefits of technology in learning, educational materials must be varied, well-organised, and adapted to individual needs, incorporating references, presentations, and multimedia resources.⁶¹

These evolving requirements highlight the importance of teaching methods that specifically develop analytical skills. The Accreditation Council has emphasised diversifying teaching and learning methods to foster such skills.⁶² Despite these recommendations, some Georgian educational programmes, particularly at the master's level, still lag in this regard. The Sectoral Benchmark of Law mandates a greater focus on analytical and creative

⁵⁷ Janeček, Williams and Keep, (n 16) 6, 19-20; Konstantina Martzoukou and others, 'A study of university law students' self-perceived digital competences' (2022) 54(4) *Journal of Librarianship and Information Science* 751, 761-3.

⁵⁸ Daniel Bonilla Maldonado, 'Legal Education and Technological Innovation: A Critical Essay' (2023) 10 *Latin American Law Review* 1, 28.

⁵⁹ Mark Fenwick, Wulf A Kaal and Erik P M Vermeulen, 'Legal Education in a Digital Age: Why Coding Matters for the Lawyer of the Future', in Marcello Corrales Compagnucci and others (eds), *Legal Tech and the New Sharing Economy* (Springer, 2020) 107.

⁶⁰ Mateus de Oliveira Fornasier, 'Legal Education in the 21st Century and the Artificial Intelligence' (2021) 19(31) *Revista Opinião Jurídica (Fortaleza)* 1 7.

⁶¹ Maxim R Moskalenko and others, 'Distant Technologies in Teaching Legal Disciplines to Students of Pedagogical Training Programs' (2019) 15(3) *EURASIA Journal of Mathematics, Science and Technology Education* 1, 7.

⁶² Decision of the Educational Programmes Accreditation Council in Georgia, No 144487 (31 December 2021).

thinking,⁶³ comparative analysis, and study of judicial practice at master's level, ensuring graduates possess advanced skills necessary for higher positions in the modern labour market.

In Georgia, legal education is regulated by subject-specific characteristics for law programmes. These regulations aim to establish minimum standards for learning outcomes (covering knowledge, skills, and the capacity for independent and responsible action) required for awarding qualifications in undergraduate and graduate law programmes. The document also sets appropriate teaching and assessment methods to achieve these goals.⁶⁴ The subject-specific characteristics for undergraduate law programmes include drafting various legal documents (civil and administrative contracts, procedural documents, draft administrative acts) among minimum learning outcomes. However, these do not require legal writing as a separate course. Most Georgian programmes therefore lack such courses, meeting requirements by incorporating legal aspects into other components. Employer surveys identify legal writing difficulties as a main problem among graduates.⁶⁵

Integrating legal writing into existing courses does not develop essential practical skills. A standalone undergraduate legal writing course, paired with legal clinics, is crucial for adequately preparing students for professional demands.⁶⁶ This focused strategy significantly improves skill mastery and aligns legal education with modern workplace expectations.

Digital competencies, curriculum adaptation, and comprehensive reform

This section examines where the two challenges converge. Addressing the first challenge – technological innovation – requires not only new courses and digital tools, but a fundamental rethinking of how legal skills are taught and assessed. Addressing the second challenge – closing the gap with European standards – requires structural reform of curricula, accreditation frameworks,

⁶³ *The Sectoral Benchmark of Law for Higher Education's First and Second Levels in Georgia* (4 April 2020).

⁶⁴ Order of the Director of LEPL 'National Centre for Educational Quality Enhancement', 'On Approval of Subject-Specific Characteristics of Law Educational Programmes' No MES 12000326937 (2 April 2020).

⁶⁵ Legal Market Research in Georgia, Research Report (2021) 6; M Gogodze, *Georgian Model of Lawyer Qualification Certification* (Publishing House of Sulkhani-Saba University, 2024) 32–33.

⁶⁶ Gogodze *ibid*, 34.

and faculty development. Both must advance together: structural adaptation and technological integration cannot succeed in isolation.

Technology facilitates knowledge and skills development in education, with growing trends towards leveraging Internet capabilities in learning.⁶⁷ Educational technology applications save time and energy, help students prepare for lifelong learning, and enable more effective progress tracking. These technologies successfully improve both the digital learning environment and the quality of student outcomes.

The rise of AI and robotics in legal practice necessitates that employees develop new digital skills, including the ability to manage and make decisions involving complex technologies.⁶⁸ Although the Internet is a crucial communication tool in the 21st century, technological development simultaneously increases the risk of privacy infringements.⁶⁹ In response, lawyers working in the digital economy must develop a broad range of digital skills, including basic programming, which is becoming an increasingly important part of legal education at both undergraduate and postgraduate levels.⁷⁰

Access to up-to-date legal information is critical, as recognised by the Accreditation Council's recommendation to facilitate students' access to legal news.⁷¹ The modern labour market demands competencies such as analysis, synthesis, critical thinking, collaboration, innovation, and effective communication.⁷² To develop these skills, teaching methods must be diversified, particularly at master's level, where sectoral benchmarks emphasise creative and comparative legal analysis.

The integration of technology into legal practice not only develops essential knowledge and skills but also addresses gaps often observed in law graduates.

⁶⁷ Haleem and others (n 41) 281.

⁶⁸ Artil Chochia and Kristi Joamets, 'Artificial Intelligence and Its Impact on Labor Relations' (2020) 1 TSU Journal of Law 388–389.

⁶⁹ Mikheil Bichia, 'Structural Analyses of Article 18¹ of the Civil Code of Georgia' (2020) 1 Justice and Law 49.

⁷⁰ Maksim V Demchenko and others, 'Digital Transformation of Legal Education: Problems, Risks and Prospects' (2021) 10(2) *European Journal of Contemporary Education* 297, 300

⁷¹ Decision of the Educational Programmes Accreditation Council in Georgia, No 337409 (24 March 2023).

⁷² Lori Breslow, 'The Pedagogy and Pleasures of Teaching a 21st-Century Skill' (2015) 50(4) *European Journal of Education* 420, 421.

However, advanced topics like computer programming should be included in the curriculum only when directly relevant to students' future careers.⁷³ This selective approach has given rise to legal informatics, an interdisciplinary field that synthesises law and information science to address the technical, systemic, and theoretical aspects of legal information.⁷⁴

Interdisciplinarity differs from multidisciplinary. Multidisciplinary involves studying different subjects separately in parallel (breadth). Interdisciplinarity, by contrast, integrates two or more disciplines to solve a single problem (depth), leading to deeper understanding and stronger critical thinking skills.⁷⁵

Upon completing technology law courses, graduates should be able to critically evaluate emerging technologies within ethical, normative, and political frameworks. They should also be capable of applying technology-based legal solutions in sectors such as healthcare, cybersecurity, and data privacy.⁷⁶ The private law protection of personal data represents one of the most significant challenges of the technological era.⁷⁷

Despite the potential negative consequences of technology – such as diminished interpersonal contact and increased risks to privacy – abandoning technological advancement is neither practical nor desirable. Instead, technology should be used as a supportive tool, while efforts are made to reduce its adverse effects through greater direct human interaction. The complexity of AI–encompassing neural networks, big data, and machine learning poses additional challenges for legal professionals, who must also ensure information security and confidentiality.⁷⁸

Specialised technology law education, comprehensive reform and future directions

As technology reshapes communication and privacy, legal education must evolve from retrospective models toward forward-looking, project-based

⁷³ Mikołaj Barczentewicz, 'Teaching Technology to (Future) Lawyers' (2021) 14(1) *Erasmus Law Review* 45.

⁷⁴ T Nozadze, *Legal Informatics* (Lecture Course, 2010) 2–4.

⁷⁵ Bosch, (n 2) 33–34.

⁷⁶ Smith, (n 40) 34–35.

⁷⁷ Mikheil Bichia, 'The Problem of Civil Legal Protection of Personal Data in the Internet Universe' VIII International scientific and practical conference: *Internet and Society*, Kutaisi, 2017) 35.

⁷⁸ *de Oliveira Fornasier* (n 60) 25.

approaches that foster creativity, interdisciplinarity, and collaboration.⁷⁹ Developing core LawTech skills – such as data literacy, agile system design, commercial awareness, and digital ethics – is essential for preparing legal professionals capable of delivering technology-enhanced legal services.⁸⁰

Optimising educational standards for digital competencies, implementing state digital innovation programmes, and ensuring cybersecurity in education have become fundamental priorities.⁸¹ Lawyers today must master a broad range of digital skills, including programming, as part of their foundational training.⁸²

Integrating technology into legal education requires a fundamental shift in pedagogy to develop digital literacy, critical thinking, and adaptability.⁸³ Only through such comprehensive reform can legal education remain relevant and responsive to the evolving legal profession.

The legal profession's adaptation to technological change necessitates parallel reforms in legal education to prepare future lawyers for emerging challenges: adopting and integrating new technologies in teaching and learning; researching technological disruptions to inform legal responses; and equipping future lawyers with relevant competencies. While some argue that technology threatens the future of legal education and practice, this view is premature.⁸⁴ Technology reduces certain routine tasks through automation and AI, yet the demand for deep intellectual and intuitive human skills remains irreplaceable.⁸⁵

Legal technology digitises services across sectors, enhancing efficiency and accuracy.⁸⁶ E-governance improves public administration,⁸⁷ and traditional law firm models are evolving as some tasks become automatable, reshaping lawyer-client relations. International frameworks recognise electronic

⁷⁹ *ibid* 35–36.

⁸⁰ Janeček, Williams and Keep, (n 15) 12.

⁸¹ Ergasheva and others (n 45) 446, 450.

⁸² Demchenko and others, (n70), 300.

⁸³ Alexander and others (n 5) 32–33.

⁸⁴ Zhiqiong June Wang, 'Between Constancy and Change: Legal Practice and Legal Education in the Age of Technology' (2019) 36(1) *Law in Context* 64.

⁸⁵ Chochia and Joamets (n 68) 388.

⁸⁶ Zviad Gabisonia, 'Digital Governance and Legal Technologies in the Justice System' (2023) 1(4) *Journal Justitia* 28, 30; G Khubua and L Sirdadze, 'Legal Technologies (LegalTech) in Georgia, Their Use in Private Companies and Public Agencies' (2022) 7 *Georgian-German Journal of Comparative Law* 1.

⁸⁷ Natalia Kandelaki, 'Prospects for the use of blockchain technology in e-Government' (2019) 3(513) *Works of GTU, Business, Management and Accounting* 11, 16.

communications and qualified electronic signatures, facilitating secure digital transactions.⁸⁸

Specifically, international legal frameworks recognise electronic communications as valid means of concluding contracts, despite challenges related to consumers' ability to evaluate products or services.⁸⁹ Building on this foundation, innovations such as qualified electronic signatures and electronic consumer agreements have been integrated into legal systems, facilitating secure and efficient digital transactions.⁹⁰

Despite concerns about technology replacing lawyers⁹¹, the humanistic core of law – empathy, reasoning, and adaptability – ensures its enduring relevance. Legal education must align with globalisation and technological innovation to meet labour market demands and enhance graduates' competencies.⁹²

The future legal landscape will increasingly require expertise in digital evidence analysis, remote hearings, electronic legal proceedings, and AI applications.⁹³ Without adequate training in these areas, Georgia risks being underprepared. Therefore, strengthening and integrating technology-focused courses into Georgian legal curricula is essential. Courses imparting general digital skills – such as fundamentals of legal technology – should be mandatory rather than elective, to guarantee competency development. Combined with specialised electives, this approach ensures lawyers are equipped to meet modern market demands.

⁸⁸ Tanel Kerikmäe, Thomas Hoffmann and Archil Chochia, 'Legal Technology for Law Firms: Determining Roadmaps for Innovation' (2018) 24(81) *Croatian International Relations Review* 91.

⁸⁹ United Nations Commission on International Trade Law (UNCITRAL 2007); N Pachuaishvili, *Contracts Concluded by Electronic Means, Grounds for Their Invalidity, Termination, Revocation, and Legal Consequences* (PhD Thesis, TSU, Tbilisi 2019) 22.

⁹⁰ Gabisonia (n 86) 37; Zviad Gabisonia, 'International Private Law Norms for Internet Use and Clauses in Consumer Agreements' (2020) 7 *Georgian-German Journal of Comparative Law* 27.

⁹¹ Richard Susskind, *The End of Lawyers? Rethinking the Nature of Legal Services* (Oxford University Press, 2008) 21.

⁹² Wang Zhiqiong (n 84) 75; *Decision of the Educational Programmes Accreditation Council in Georgia, No 1415428 (24 December 2021)*.

⁹³ Aaron Alva and Barbara Endicott-Popovsky, 'Digital Evidence Education in Schools of Law' (2012) 7(2) *Journal of Digital Forensics, Security and Law* 75, 75–76, 85.

Conclusion

This study shows that Georgian legal education faces major challenges extending well beyond deficiencies in digital infrastructure and technological resources. More fundamentally, there is an urgent need to rigorously re-evaluate both curricular content and pedagogical methods to align them with the demands of an increasingly dynamic and technologically driven legal environment. Without such critical reassessment, law faculties risk perpetuating outdated teaching models that inadequately prepare graduates for the realities of modern legal practice.

This transformation relies heavily on faculty development. Legal educators must be equipped both technically and pedagogically to effectively utilise modern tools. Traditional teaching methods,⁹⁴ which have been common in Georgian legal education for a long time, are no longer sufficient for the rapidly changing technological legal landscape. This landscape now demands the integration of practical skills and digital literacy in addition to theoretical knowledge. Continuing to rely on traditional approaches hinders the development of the necessary competencies for effective contemporary legal practice.

Moreover, existing legislative and accreditation frameworks reveal an urgent need for clearly defined competencies that combine in-depth knowledge with mandatory practical skills. These frameworks are crucial for maintaining consistent educational standards and adapting to evolving professional requirements. Despite this recognition, teaching strategies that effectively balance knowledge transfer with skill development are not yet fully integrated into academic practice.

Furthermore, the implementation of interdisciplinary teaching practices, influenced by European reforms, represents a critical step forward. These approaches promote a broader contextual understanding that includes ethical and societal aspects of law, along with technological proficiency. It is essential to incorporate emerging fields – such as data law, cybersecurity, and

⁹⁴ Ergasheva and others (n 45) 451-455, 456.

intellectual property – into the curriculum to prepare legal professionals to handle complex and multifaceted challenges with adaptability.⁹⁵

A significant lack of specialised courses, particularly in practical law, prevents students from fully meeting contemporary labour market demands. Therefore, legal education must be transformed to enhance critical thinking and practical readiness while adopting innovative project-based methods and increasing interdisciplinarity. European legal education models offer valuable guidance, emphasising strong theoretical foundations combined with practical digital tool application, interdisciplinary collaboration, and continual adaptation to technological advances.

Strengthening partnerships and mobility with European institutions aligns Georgian legal education with global standards and broadens students' professional opportunities. While local initiatives like TSU's 'Legal Tech' course effectively integrate AI-based legal research and digital skills, these efforts remain limited and uneven, highlighting systemic barriers to modernisation. Key obstacles include insufficient faculty training in digital competencies, lack of standardised digital skill requirements, and limited access to practical training such as internships. Additionally, the gap between technology education in earlier schooling and university curricula causes inconsistent student preparedness, hindering reform.

The findings of this study reveal structural and pedagogical gaps in Georgian law schools across two key challenges: regarding technological innovation, isolated good practices exist but lack systemic integration for reliable digital competency in legal training; as for alignment with European standards, significant gaps persist due to institutional inertia, inconsistent accreditation, and insufficient faculty development. Addressing these requires a fundamental reconceptualisation of legal skills teaching and assessment, alongside structural reforms in curricula, accreditation frameworks, and faculty development to advance both challenges together. To address these barriers, Georgian legal education must expand successful programmes like TSU's Legal Tech clinic, develop partnerships with legal practitioners for practical internships, and enhance faculty training in digital pedagogy. Accreditation

⁹⁵ Aranya Nath, Gautami Chakravarty and Srishti Roy Barman, 'Transforming Legal Education Through Experiential Learning: Integrating Intellectual Property Simulations and Digital Copyright Case Studies into the Law School Curriculum' (2025) 12(2) *Asian Journal of Legal Education* 198.

bodies should update standards to directly evaluate technology integration and student competencies through practical observation, moving beyond documentation alone.

The future of Georgian legal education hinges on the effective integration of global technological innovations within local contexts. By prioritising scalable, practice-oriented programmes and fostering interdisciplinary collaboration, Georgia can develop legal professionals who excel in traditional reasoning while confidently leveraging technology to address evolving demands. This combination of skills will keep graduates competitive nationally and across the European legal landscape. Future legal professionals must blend technological advancements with critical, human-centred judgment, using digital tools not as obstacles but as enablers that, combined with ethical intelligence, ensure both efficiency and integrity in legal practice.