



SOCRATIC LEGAL EDUCATION MODEL AND DIGITAL DISRUPTION: REIMAGINING LEGAL EDUCATION PEDAGOGY IN NIGERIA THROUGH TRANSFORMATIVE TECHNOLOGY INTEGRATION

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Article Information:

Article Type:
Research Article

Manuscript Received:
13 February 2026

Final Revision Received:
25 April 2026

Published Online:
15 May 2026

Keywords:
Digital transformation,
new technologies, legal
education, educational
technology, legal pedagogy

For centuries, legal education in Nigeria has largely been modelled after the Socratic method of teaching and learning. This is significantly marked by rote learning, memorisation and court-room like simulations and role playing through university based moot courts or brief internship periods (court and chambers attachments) facilitated by the Nigerian Law school. However, in recent years, educational programmes in various disciplines or fields of study have been profoundly impacted by both digital and technology innovations. Albeit, legal education has been quite slow in embracing these changes and currently stands at a critical juncture in terms of technological integration. This article examines the potential of digital transformation and emerging technologies in transforming legal education in Nigeria. The research demonstrates how digital tools and technology systems can address longstanding issues in Nigeria's legal education, including accessibility, quality standardisation, and practical skills development. Relying on a doctrinal methodology which involves an analysis of the existing literature (laws, texts, reports and others) on the subject matter, the study argues that legal education outcomes will be better enhanced through the integration of digital and technological tools into the current framework of legal educational efforts. The study identified several areas for incorporation of new technologies into legal education, including mobile learning solutions, blockchain-based credential verification, virtual reality courtroom simulations, and AI-driven learning platforms to enhance educational outcomes. However, the obstacle to these potentials primarily revolves around infrastructural deficiencies, regulatory constraints, and institutional resistance. Some of the recommendations to mitigate these challenges include adequate funding and infrastructure development, curriculum reform, and faculty development and training.

Cite this article: Pretty Tega Edema (2027). Socratic Legal Education Model and Digital Disruption: Reimagining Legal Education Pedagogy in Nigeria through Transformative Technology Integration. Vol. 18:1. 202-227. DOI: 10.4314/jsdlp.v18i1.7.



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Publisher: Institute for Oil, Energy, Environment and Sustainable Development (OGEES Institute), Afe Babalola University, Ado Ekiti, Nigeria.

1. INTRODUCTION

The legal profession in Nigeria is currently grappling with changes arising from technological advancements thereby necessitating the implementation of innovative and adequate educational strategies. The Fourth Industrial Revolution, which is marked by the integration of physical, digital, and biological domains, requires the implementation of Artificial Intelligence and other advanced technologies in a variety of sectors, including the legal sector.¹

Furthermore, the COVID-19 pandemic expedited the implementation of digital technologies in educational sectors worldwide, revealing both the advantages and difficulties of technology-mediated learning.² In more ways than one, the pandemic acted as a catalyst for rapid digital adoption in higher education worldwide. UNESCO's research indicates that more than 1.6 billion children experienced disruptions due to school closures, resulting in extraordinary transitions to online learning formats.³ This transformation underscored both opportunities and concerns in digital education delivery, especially with equity, quality assurance, and student participation.⁴

These phenomena have occasioned dramatic changes in various sectors and industries revolutionizing how work is done. The legal profession has not been spared from the tsunami wave of developments from these

1AA Alayoku and F M. Akinola, "Technology and Legal Education in Nigeria: Marital Bliss or Blow?" (2023) 5 (11) Kampala International University Law Journal 258-278.

2 Sabine Meinck and others, "The Impact of the COVID-19 pandemic on Education: International Evidence from the Responses to Educational Disruption Survey" (REDS) UNESCO <<https://unesdoc.unesco.org/ark:/48223/pf0000380398>> accessed 27th July, 2025

3UNESCO, *Global Education Monitoring Report, 2023: Technology in Education: A Tool on whose Terms?* <<https://unesdoc.unesco.org/ark:/48223/pf0000385723>> accessed 28th July, 2025

4UNESCO, *Global Education Monitoring Report, 2023: Technology in Education: A Tool on whose Terms?* <<https://unesdoc.unesco.org/ark:/48223/pf0000385723>> accessed 28th July, 2025

events. Specifically, the legal profession is being transformed by technological advances including AI-driven legal research tools, predictive analytics, automated document review, and virtual legal assistants. The general prediction is that a world of AI-based global legal businesses, disruptive legal technologies, and commoditised legal services will be prevalent in the nearest future, forcing unskilled lawyers to lose relevance.⁵ Thus, law graduates must possess not only conventional legal skills and knowledge but also a deep comprehension of how to utilise new technologies to improve legal services and navigate a changing legal environment.

Lamentably, Nigeria, with a population of over 200 million persons⁶ and a rapidly expanding economy⁷ seem to be lagging in this regard. It is submitted that Nigeria requires a legal education system which produces competent practitioners who are prepared for modern legal practice in a technology driven and digital powered era.⁸ Generally, traditional legal education models in Nigeria have been marked by a pedagogical approach largely based on the Socratic method⁹ as well as an emphasis on case law analysis.¹⁰ Indeed, it has been contended that the Socratic method has defined legal education for nearly two centuries and ‘remains a potent

5 Richard Susskind, *Tomorrow's Lawyers: An Introduction to Your Future* (3rd edn, OUP 2023) 3–7.

6National Bureau of Statistics, ‘Nigeria Multidimensional Poverty Index (2022)’ <<https://www.nigerianstat.gov.ng/elibrary/read/1241254>> accessed 24th January, 2026

7Nigerian Bureau of Statistics, *Demographic Statistical Bulletin 2022* <<https://www.nigerianstat.gov.ng/elibrary/read/1241422>> accessed 27th July, 2025

8Nigerian Bureau of Statistics, *Demographic Statistical Bulletin 2022* <<https://www.nigerianstat.gov.ng/elibrary/read/1241422>> accessed 27th July, 2025

9Anita Nwotite, ‘Harnessing the Potential of Artificial Intelligence in Nigerian Legal Education: The Imperative of a Regulatory Framework’, <<https://journals.ezenwaohaetorc.org/index.php/ULJ/article/viewFile/3100/3227>> accessed 24th January 2026

10 T. Okeke and C Agomo, ‘The Traditional Approach to Legal Education in Nigeria and the Need for Change’. (2018) 12 (4) Nigerian Journal of Legal Studies 1-19 in AS Garba, and AL Waziri, ‘Integrating Artificial Intelligence into Legal Education in Nigeria: Navigating the New Frontier for the Judicial System’, (2023) 5 (11) Kampala International University Law Journal (KIULJ) 99

influence on the method of instruction found in most modern law schools around the globe'.¹¹

Conceptually, the Socratic method involves lecture-based instructions, theoretical emphasis, and in the context of law, courtroom simulation or role-playing. This accounts for the establishment of moot courts in numerous law faculties throughout Nigeria.¹² Nevertheless, it is the contention of this paper that these approaches are not sufficient to satisfy the demands of modern legal practice, which call for adaptable and transferable skills, critical reasoning, dynamism in providing legal solutions, practical skills, and technology literacy. Indeed, it is submitted that legal education has been slow in adopting digital transformation relative to other fields, largely due to conventional educational methods and conservative institutional cultures or norms of the legal profession.

This article therefore examines how digital transformation and new technologies can effectively enhance legal education in Nigeria. The research addresses three primary questions: First, what are the existing issues in Nigerian legal education that technological revolution can mitigate? Secondly, which technologies present the most significant potential for legal education improvement? Lastly, what implementation tactics can facilitate the successful integration of technological and digital transformation of legal education in Nigeria while addressing local challenges?

1.2. The Concept of Digital Transformation

Digital transformation envisages major structural, operational and organisational recalibration or restructuring to scale output through the deployment of technological tools and integration of digital platforms. It entails the introduction of new or advanced tech systems or tools into an organisation to enhance productivity. In most cases than not, beyond scaling productivity, digital transformation aims to dispense with outdated methods of operation and integrate current trends in organisational activities. Sometimes, such efforts involve the introduction of automated

11L Bautista, 'The Socratic Method as a Pedagogical Method in Legal Education' <https://ro.uow.edu.au/articles/journal_contribution/The_Socratic_Method_as_a_Pedagogical_Method_in_Legal_Education/27793146?file=50562186> accessed 22nd January, 2026

12ibid

systems of operations or a combination or blend of tech and human input or oversight. In essence, digital transformation is the revolution of work flows or the entire business process using digital systems, tools or technologies. Verhoef notes that digitalization defines the impact of digital technology on the existing process, that is, it defines the way in which it transforms the existing business process.¹³

As earlier mentioned, digital transformation was popularised during and after the COVID-19 pandemic. Digital applications such as Zoom and other online meeting spaces such as Google Meet replaced or served as meeting venues for a variety of organisations including religious centres nearly eliminating physical room spaces. The efficacy of these online rooms was remarkably impressive. Karl reports that Zoom, for instance, had 10 million daily meeting participants in December 2019, which rose to over 300 million by 2020 while other video conferencing platforms, such as Google Meet and Microsoft Teams, also experienced significant increases in daily participants.¹⁴ At the end of the COVID-19 pandemic, organisations and businesses had simply ‘moved online’. This shift changed the narrative of how work is done further shaping the future of work.

1.3. Digital Transformation in Higher Education

Digital transformation in higher education is the incorporation of digital technologies into every facet of educational delivery, significantly altering institutional operations and the value provided to students.¹⁵ Surjawan’s research¹⁶ delineates four principal characteristics of educational digital

13 PC Verhoef, et al, ‘Digital transformation: A multidisciplinary reflection and Research Agenda’, (2021) *Journal of Business Research* 122 in Joško Lozić and Katerina Fotova Čiković, ‘Digital Transformation: The Fundamental Concept of Transformation of Business Activities’ *107th International Scientific Conference on Economic and Social Development – Economic and Social Survival in Global Changes*, 326-337

14 KA Karl et al, ‘Virtual Work Meetings during the COVID-19 Pandemic: The Good, Bad, and Ugly’, *PubMed Central* < <https://pmc.ncbi.nlm.nih.gov/articles/PMC8165498/> > accessed 24th January 2026

15 DR Garrison, ‘E-Learning in the 21st Century’ (3rd edn, Routledge 2017) 67

16DJ Surjawan and others, ‘Digital Transformation for Institution Operations in Higher Education: A Literature Review’ < <https://ieeexplore.ieee.org/document/10948432> > accessed 28th July 2025

transformation: enhancement of student experience, improvement of operational efficiency, innovation in business models, and transformation of institutional culture.¹⁷ Studies demonstrate that successful digital transformation requires more than technology adoption; it demands organisational restructuring, process reengineering, and cultural shifts.¹⁸ Universities worldwide have implemented various digital transformation strategies, with varying degrees of success depending on institutional readiness, stakeholder buy-in, and strategic alignment.¹⁹

Digitalization of education is the utilization of technology as an aspect of the learning system, starting from learning methods, curriculum and even includes an educational administration system. This digitalization of education is what ultimately gives rise to digital transformation in the world of education.²⁰

Digital transformation encompasses more than just technical adoption; it involves significant changes in the creation, dissemination, and application of legal information.²¹ This transition offers Nigerian legal education the opportunity to address systemic challenges, such as limited access to quality education, insufficient practical training, and insufficient alignment with professional practice standards.

1.4. Digital Transformation in the Context of Legal Education

Nigerian legal education operates within a dual structure comprising university law degrees and professional training at the Nigerian Law School. This system, inherited from British colonial administration, requires students to complete a Bachelor of Laws (LL.B) degree followed

¹⁷Surjawan, *ibid*

¹⁸AW Bates, *Teaching in a Digital Age* (2nd edn, Tony Bates Associates 2019) 123

¹⁹ G Robertstone and I Lapina, 'Digital Transformation in Higher Education: Drivers, Success Factors, Benefits and Challenges' < https://www.researchgate.net/publication/366158308_DIGITAL_TRANSFORMATION_IN_HIGHER_EDUCATION_DRIVERS_SUCCESS_FACTORS_BENEFITS_AND_CHALLENGES > accessed 28th July 2025

²⁰D Sulistianingsih and YP Adhi, *Digital Transformation in Legal Education: Development Directions and Challenges*,

²¹CM Christensen, *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*, (Boston, MA: Harvard Business School Press, 1997).

by professional training culminating in the Barrister at Law (B.L) qualification.²²

Currently, Nigeria has over fifty Universities offering law degrees, with significant variations in quality, resources, and educational approaches.²³ The Nigerian Law School, with seven campuses nationwide, provides mandatory professional training for all law graduates seeking to practice in Nigeria. This centralised professional training model, while ensuring standardisation, in some respects, creates capacity constraints and limits innovation in pedagogical approaches.²⁴

Digital transformation in legal education refers to the planned and systematic incorporation of digital technologies across all aspects of legal instruction, scholarship, and administration. This encompasses, but is not confined to, the utilisation of online platforms for course delivery, digital tools for legal research, AI-driven apps for practical skills training, and the digitisation of administrative processes. The primary objective is to improve the efficiency, accessibility, and efficacy of legal education, ensuring it aligns with the requirements of the contemporary legal sector and the aspirations of future legal practitioners.

The digital transformation process in the world of legal education requires certain steps in terms of campus management, financial availability, and good legal materials.²⁵ These factors will be succinctly addressed below.

1.5. Components of Digital Transformation

1. Digital Learning Platforms (Virtual Classrooms):

Learning Management Systems (LMS) such as Moodle, Canvas, or Google Classroom, Class Marker, and virtual classroom tools like Zoom or Microsoft Teams, has been a cornerstone of digital transformation in the

22AA Adewumi, 'Revolutionising legal education as a response to globalisation and ICT in Nigeria' (2016) 14 (113) *The Journal of Commonwealth Law and Legal Education* 1-14

23Edurank, '79 Best Law schools in Nigeria National Universities Commission' <<https://edurank.org/liberal-arts/law/ng/>> accessed 28th July 2025

24S Mokidi and CA Agbebaku, 'Legal Clinics and Professional Skills Development in Nigeria' (2012) 17 *International Journal of Clinical Education* 38-47

25D Sulistianingsih and YP Adhi, 'Digital Transformation in Legal Education: Development Directions and Challenges' (2023) 15 (1) *Prosiding Temu Ilmiah Nasional Guru* 508-514.

education sector, particularly accelerated by the COVID-19 pandemic. These platforms facilitate online course delivery, enable asynchronous learning, provide centralized access to course materials, and support interactive learning activities. For Nigerian legal education, these platforms could offer a viable solution to overcome geographical barriers, expand access to legal education, and provide flexible learning options for students.²⁶ A case in point on usage of technologies is Admiralty University of Nigeria, Ibusa which deployed special technology suite to remain in session during the Covid 19 pandemic. According to the Guardian report:

The university management insisted that academic activities must go on in order not to disrupt the calendar by deploying latest online technologies and application to bridge the gap. Last weekend, it held a virtual matriculation ceremony where its newly admitted students all over the country were virtually present at the ceremony held inside the university auditorium, using the Zoom application, which was developed for multiple conferencing.

Also, last Monday the university began a virtual online semester examination in which all the students from the three faculties and 13 departments would write their examinations from home and would be assessed using a unique software known as 'Class Marker', which has inbuilt securities against malpractices.²⁷

26 GO Oyedokun and KA Adeyemo, 'Innovations in Legal Education: The Role of Technology in Nigerian Law Faculties' (2025) <https://www.researchgate.net/publication/391600781_Innovations_in_Legal_Education_The_Role_of_Technology_in_Nigerian_Law_Faculties

> accessed 26th July 2025

27C Okafor, 'Admiralty University defies COVID-19, holds Virtual Exams, Matric' *TheGuardian* <<https://guardian.ng/features/admiralty-university-defies-covid-19-holds-virtual-exams-matric/>> accessed 26th July, 2025

Also notably, is Afe Babalola University, Ado-Ekiti (ABUAD)'s, developed AI policy and emphasis on continuous training to keep pace with global advancements.²⁸ Similarly, some law faculties in the country have begun integrating technology into their pedagogy, focusing on improving access to legal resources and enhancing student engagement.²⁹ The Nigerian Bar Association (NBA) has also been instrumental in advocating for the adoption of legal technology, hosting webinars and developing guidelines for the use of AI in the legal profession.³⁰ These examples, though perhaps not widespread, demonstrate the potential and a growing recognition of the need for digital integration within the Nigerian legal education system.

1. Digital Resources (E-libraries, Online Databases)

Access to extensive and current legal resources is essential for effective legal education. Digital transformation encompasses the integration of conventional physical libraries with comprehensive e-libraries and subscriptions to online legal databases such as LawPavilion, LexisNexis, Westlaw, Heinonline, JSTOR, among others. These digital resources provide students and professors immediate access to an extensive collection of statutes, case law, academic journals, and legal commentaries, thereby augmenting research capabilities and fostering autonomous learning. The slow adoption of digital law libraries in Nigeria, however, continues to pose challenges to legal research and education.³¹

2. Administrative Digitization (Admissions and Records)

Beyond pedagogy, digital transformation extends to the administrative functions of law faculties and the entire University system. This includes online application and admission processes, digital student record

28ABUAD, 'AI and the Future of Legal Education in Nigeria: Experts Champion Digital Transformation' *ABUAD* < <https://vc.abuad.edu.ng/ai-and-the-future-of-legal-education-in-nigeria-experts-champion-digital-transformation/> > accessed 28th July 2025.

29 Oyedokun and Adeyemo (n 26)

30NG Agwu-Okoro, 'Nigerian Bar Association Launches New Technology Guidelines For Legal Practice' <<https://legalbytes.substack.com/p/nigerian-bar-association-launches>> accessed 28th July 2025.

31SG Makeri and others, 'Digital Law Libraries: Trends and Future Prospects in the Campus Libraries of the Nigerian Law Schools' (2025) 11 (1) *International Journal of Applied Technologies in Library and Information Management* 84 – 89.

management, digitized faculty records or databases including employee databases, online fee payments, and automated communication systems. Digitizing these processes improves efficiency, reduces bureaucratic hurdles, and enhances the overall experience for both students and administrative staff. This streamlining allows institutions to allocate more resources to core educational activities.

However, the digitalization of legal education also raises certain concerns. There is a risk that over-reliance on technology may lead to a decrease in the level of critical thinking and analytical skills of students. In addition, unequal access to digital resources may exacerbate educational inequalities.³²

The challenges of developing digital transformation in legal education can be seen in two major challenges, namely internal and external. Internal challenges are human resources related to technology in learning, facilities and infrastructure related to learning, effective use of technology, changes in the role of educators, etc. External challenges are stakeholder needs for graduates, public education, the emergence of artificial intelligence in the world of education, and digital program security.³³

2.0. TECHNOLOGY INTEGRATION IN LEGAL EDUCATION IN NIGERIA

Technology lends itself to many different interpretations and meanings. In its basic form, technology is the practical application of scientific knowledge to a particular area of life.³⁴ Within the context of this study, technology refers to the conglomerate or aggregate of tools, applications, machines or devices which could automate work processes usually powered by the internet or other electronic or automated means.

32J Barkley, 'The Future of Legal Education in Digital Transformation' <<https://innovatingjustice.com/the-future-of-legal-education-in-digital-transformation/>> accessed 24th January, 2026

33Dewi Sulistianingsih and YP Adhi, 'Digital Transformation in Legal Education: Development Directions and Challenges', <[54 Dewi+&+Yuli Digital+Transformation.pdf](#)> accessed 24th January, 2026

34 Merriam-Webster, 'Technology' <<https://www.merriam-webster.com/dictionary/technology>> accessed 24th January 2026

Technology may also refer to platforms on which these activities could be executed.

Technology has impact on every aspect of the legal profession, including government, legal practice, and legal education.³⁵ With the advent and introduction of technology, the mode of law practice, teaching and advocating law is being transformed. In recent years, technology's capacity to improve the efficacy of legal education has become evident. Research from other climes demonstrate positive outcomes from technology integration, including improved student engagement, enhanced learning outcomes, and better preparation for legal practice.³⁶

In Nigeria, despite the growing influence of technology in the legal sector, law faculties have been slow in adopting modern digital tools³⁷. Oyedokun and Adeyemo³⁸ notes that many universities in Nigeria still rely heavily on printed textbooks, physical libraries, and outdated research methods.³⁹ Moreover, the lack of access to well-equipped digital law libraries, inadequate internet infrastructure, and resistance to change among faculty members have further hindered progress. Consequently, there is a pressing need for legal education in Nigeria to integrate technology into its curriculum, ensuring that law students are equipped with the necessary digital skills to thrive in contemporary legal practice.⁴⁰

It is important to note that integrating technology into the legal curriculum is seen as a crucial step toward enhancing the quality of legal

35AA Alayoku and FM Akinola, "Technology and Legal Education in Nigeria: Marital Bliss or Blow?", (2023) 5 (11) Kampala International University Law Journal (2023) 258-280

36JHB Soto, "Technology-Enhanced Approaches for Teaching English to Law Students: Innovations and Best Practices" <file:///C:/Users/User/Downloads/DialnetTechnologyEnhancedApproachesForTeachingEnglishToLa-9789571.pdf> accessed 30th July, 2025; See also, JP Duterte "Technology-Enhanced Learning Environments: Improving Engagement and Learning" <<https://rsisinternational.org/journals/ijriss/articles/technology-enhanced-learning-environments-improving-engagement-and-learning/>> accessed 30th July, 2025.

37M Aluko, "E-Learning and Legal Education in Nigeria: An Evaluation of Law Faculties' Readiness" (2021) 10 (2) Nigerian Journal of Legal Research 78–95.

38 Oyedokun and Adeyemo (n 26)

39Ibid

40Ibid

education, providing students with access to up-to date legal materials, and equipping them with the practical skills necessary for contemporary legal practice.⁴¹

Technology can be integrated into the following areas to enhance legal education: personalised learning through adaptive platforms, practical skills development through simulation tools, enhanced research capabilities through AI-powered databases, and improved accessibility through mobile and online platforms.⁴² These would be discussed below.

i. Artificial Intelligence Applications

Artificial intelligence presents disruptive prospects for legal education through many applications and utilisations. Artificial intelligence refers to systems which implement human like intelligence in executing everyday tasks. They include software, computer programs or machines trained to carry out tasks or instructions in human-like manner.⁴³ Some of these include chatbots or Apps such as ChatGPT and technologies such as Artificial Intelligence (AI) could be used in legal education to facilitate intelligent tutoring, automated essay scoring, predictive analytics for student performance, and AI-powered research tools.⁴⁴ Intelligent tutoring systems, such as GPT models, can offer individualised learning experiences and tailor content delivery to meet individual student requirements.⁴⁵ These systems can detect knowledge deficiencies, suggest additional resources, and provide targeted feedback to enhance learning outcomes.⁴⁶

41E Durojaye and B Olugbuo, *Legal Education and Professional Development in Nigeria: Emerging Trends* (Ibadan: Spectrum Books, 2021)

42RE Susskind, *The Future of Law* (Oxford University Press, 2023)

43Lev Craig and others, 'What is AI (Artificial Intelligence)? Definition, Types, Examples and Use Cases' *TechTarget* < <https://www.techtarget.com/searchenterpriseai/definition/AI-Artificial-Intelligence> > accessed 24th January, 2026

44Ting Zhao, 'AI in Educational Technology' (November 2024) < https://www.researchgate.net/publication/375245758_AI_in_Educational_Technology > accessed 28th July, 2025

45ARXIV, 'A Comprehensive Review of AI-based Intelligent Tutoring Systems: Applications and Challenges', < <https://arxiv.org/html/2507.18882v1> > accessed 24th January 2026

46Zhao, (n.44)

Secondly, AI-powered research tools can revolutionise legal research education by providing sophisticated search capabilities, case analysis, and precedent identification.⁴⁷ Students can develop advanced research skills while accessing comprehensive legal databases and analytical tools that mirror professional practice environments.⁴⁸

Furthermore, Natural Language Processing (NLP) technologies enable automated script marking, scoring and feedback systems. This will help to provide immediate assessment results and detailed feedback on legal writing assignments. This capability could address faculty workload and provide students with timely, detailed feedback on their academic output.⁴⁹

Lastly, predictive analytics can enhance student support services by identifying students at risk of academic difficulties and enabling early intervention strategies.⁵⁰ These systems can analyse multiple data points including attendance patterns, assignment submissions, and assessment performance to predict academic outcomes and recommend necessary support activities.⁵¹

While it is commendable to note that Nigeria has an AI Research lab,⁵² the lab's major focus is advancing AI research for education and human

47MD Murray, 'Artificial Intelligence for Learning the Law: Generative AI for Academic Support in Law Schools and Universities' (October 2024) <https://www.researchgate.net/publication/383786349_Artificial_Intelligence_for_Learning_the_Law_Generative_AI_for_Academic_Support_in_Law_Schools_and_Universities?channel=doi&linkId=66d9cdfdfa5e11512c7699f48&showFulltext=true> accessed 28th July, 2025

48Murray (n.47)

49JYH Bai and others, 'Automated Essay Scoring (AES) Systems: Opportunities and Challenges for Open and Distance Education' (September 2022) <https://www.researchgate.net/publication/363663827_Automated_essay_scoring_AES_systems_Opportunities_and_challenges_for_open_and_distance_education> accessed 28th July, 2025

50Aham Almalawi and others, 'Predictive Models for Educational Purposes: A Systematic Review' 8 (12) *Big Data and Cognitive Computing MDPI* <<https://www.mdpi.com/2504-2289/8/12/187>> accessed 28th July, 2025

51Almalawi and others (n 49)

52 Nigeria AI Research Lab Unilag, *NAIRL* <<https://nairl.org/>> accessed 3rd May, 2026

development for Africa.⁵³ It is yet to be seen what transformative outcomes the lab has produced for revolutionising legal education in Nigeria.

ii. Virtual and Augmented Reality Technologies

Virtual reality (VR) and augmented reality (AR) technologies offer immersive learning experiences that could transform legal education delivery.⁵⁴ Studies show that virtual and augmented reality could provide immersive learning experiences, including virtual courtrooms, client interaction simulations, and historical legal case recreations.⁵⁵

Virtual courtrooms could enable students participate in realistic trial simulations, developing advocacy skills and understanding of courtroom procedures without requiring physical court access.⁵⁶ These simulations can incorporate realistic scenarios, diverse case scenarios, and multiple role-playing opportunities.⁵⁷

53 Ibid

54AIU, 'Virtual Reality (VR) and Augmented Reality (AR) in Education: Transforming Learning Experiences' <<https://www.aiu.edu/innovative/virtual-reality-vr-and-augmented-reality-ar-in-education-transforming-learning-experiences/>> accessed 24th January 2025

55Spark Team, Legal Training VR: Revolutionising Learning Experiences' *Spark* <[https://sparkemtech.co.uk/blog/legal-training-vr-revolutionising-learning-experiences#:~:text=Combining%20VR%20with%20Augmented%20Reality%20\(AR\)%20creates,the%20realism%20and%20applicability%20of%20legal%20training.>](https://sparkemtech.co.uk/blog/legal-training-vr-revolutionising-learning-experiences#:~:text=Combining%20VR%20with%20Augmented%20Reality%20(AR)%20creates,the%20realism%20and%20applicability%20of%20legal%20training.>)> Accessed 28th July, 2025.

56Amalia Verdu and Johanna Niemi, 'Virtual reality in legal education. Challenges and possibilities to Transform Normative Knowledge' (December 2023) <https://www.researchgate.net/publication/376462431_Virtual_reality_in_legal_education_Challenges_and_possibilities_to_transform_normative_knowledge> accessed 28th July, 2025; See also, Kunyi Jian and PNT Yu, 'Simulation Application of Virtual Reality Technology in Legal Education' (December 2019) <https://www.researchgate.net/publication/338290132_Simulation_application_of_virtual_reality_technology_in_legal_education> accessed 28th July, 2025

57 Ogunsan Isaac and Bolaji Abiola, 'Gamification of Legal Education: Promoting Legal Empowerment through Interactive Learning Tools' (January 2025) <https://www.researchgate.net/publication/388178412_Gamification_of_Legal_Education_Promoting_Legal_Empowerment_through_Interactive_Learning_Tools> accessed 28th July, 2025

AR applications can enhance traditional textbook learning by overlaying digital content onto physical materials, providing interactive case studies, video explanations, and supplementary resources.⁵⁸ This technology can make complex legal concepts more accessible and engaging for students with different learning preferences.⁵⁹

Virtual law firm simulations offer students authentic professional practice experiences, encompassing client interaction, case management, and ethical decision-making scenarios.⁶⁰ These simulations may expose students with various practice areas and professional scenarios without necessitating large externship programs.⁶¹

iii. Blockchain and Digital Credentials

Blockchain technology offers opportunities for secure, verifiable digital credentials that can enhance the authenticity of legal education qualifications. This technology can address credential verification issues and enable secure sharing of academic records across institutions and jurisdictions.⁶²

Smart contracts on blockchain platforms can automate certain administrative processes including registration, fee payment, and credential issuance, reducing administrative burden and improving efficiency. These applications can be particularly valuable in the Nigerian context where administrative processes often face efficiency challenges.⁶³

iv. Mobile Learning Platforms

⁵⁸Mark Billingham and Andreas Duenser, 'Augmented Reality in the Classroom' (2012) 45 (7) Computer 56-63

⁵⁹ Ibid

⁶⁰ Ibid

⁶¹ Ogunsan Isaac and Bolaji Abiola, 'Gamification of Legal Education: Promoting Legal Empowerment through Interactive Learning Tools' (January 2025) <https://www.researchgate.net/publication/388178412_Gamification_of_Legal_Education_Promoting_Legal_Empowerment_through_Interactive_Learning_Tools

⁶² Wanchai Suktam and others, 'Blockchain in Education: Transforming Learning, Credentialing, and Academic Data Management' (2024) 1 (6) Journal of Education and Learning Reviews 37 -46. See also, Noshi Yuan Xu, 'Development of Blockchain-Based Academic Credential Verification System' (2024) 11 Open Access Library Journal 1-19

⁶³ Noshi Yuan Xu, 'Development of Blockchain-Based Academic Credential Verification System' (2024) 11 Open Access Library Journal 1-19.

Mobile learning platforms might mitigate accessibility difficulties by facilitating educational delivery via smartphones and tablets, which have greater adoption rates than desktops in Nigeria.⁶⁴ These platforms can provide content in multiple formats, including video lectures, interactive quizzes, and discussion forums tailored for mobile use.⁶⁵

Offline functionality in mobile applications also mitigates network connectivity limitations. This can be accomplished by activating content download and synchronisation when internet connectivity is accessible.⁶⁶ This capability is particularly important in Nigeria where internet connectivity remains inconsistent in many regions.⁶⁷

v. Cloud Computing and Infrastructure

Cloud computing can mitigate infrastructure constraints by offering scalable and economical access to computing resources and educational applications.⁶⁸ Cloud-based learning management systems provide uniform educational experiences across institutions without necessitating substantial local infrastructure expenditures.⁶⁹

64Samson Akintaro, 'Nigeria's broadband penetration plunges to 41.56% amid National Plan implementation' *NairaMetrics* <<https://nairametrics.com/2024/10/30/nigerias-broadband-penetration-plunges-to-41-56-amid-national-plan-implementation/>> accessed 28th July, 2025

65EM Onyeama and others, 'Potentials of Mobile Technologies in Enhancing the Effectiveness of Inquiry-based Learning Approach' (2019) 2 (1) *International Journal of Education (IJE)*

66Virtubox, 'What is Offline Application and How Does it Work?' *Virtubox* <<https://www.virtubox.io/blog/what-is-offline-application#:~:text=Additionally%2C%20offline%20applications%20often%20incorporate%20synchronization%20mechanisms,to%20crucial%20functions%2C%20irrespective%20of%20connectivity%20constraints>> accessed 28th July, 2025

67Akintaro (n 64)

68Amazon Web Services, 'AWS for Education' *AWS* <https://aws.amazon.com/education/?ams%23interactive-card-vertical%23pattern-data-1376648925.filter=%257B%2522filters%2522%253A%255B%255D%257D&ams%23interactive-card-vertical%23pattern-data--630780641.filter=%257B%2522filters%2522%253A%255B%255D%257D> accessed 28th July, 2025

69Ashraf Alam, 'Cloud-Based E-learning: Scaffolding the Environment for Adaptive E-learning Ecosystem Based on Cloud Computing Infrastructure' *Computer Communication*,

Cloud platforms facilitate collaboration and resource sharing among institutions, enhancing efficiency and standardisation of quality within the legal education system. These systems can provide shared digital libraries, collaborative research initiatives, and inter-institutional instructional programmes.⁷⁰

3.0. HINDRANCES TO TECHNOLOGY INTEGRATION IN LEGAL EDUCATION IN NIGERIA

Current challenges in Nigerian legal education are multifaceted. Generally, quality variations exist across institutions, with significant disparities in resources, faculty qualifications, and educational outcomes.⁷¹ Accessibility to legal education is also a growing concern. There are non-existent or limited opportunities for part-time or distance learning. This limits access to legal education for working professionals interested in studying law as well as geographically dispersed populations.⁷² In particular, some factors pose challenge to seamless integration of technology into the current legal education system. These are discussed below:

a. Curriculum Change

The Nigerian legal education curricula often emphasise theoretical knowledge over practical skills, inadequately preparing graduates for contemporary legal practice. Although in very recent times, there has been an increase in professional development programs organised by different associations across Nigeria, professional skills including legal technology

Networking and IoT: Proceedings of 5th ICICC 2021, Volume 2. Singapore: Springer Nature Singapore, 2022, 1-9.

70Indraji C and Satishkumar Naikar, 'Application of Cloud Computing in Libraries: Prospects and Challenges' (2025) 10 (2) International Journal of Novel Research and Development (IJNRD) <<http://eprints.rclis.org/46434/1/IJNRD2502143.ocr.pdf>> accessed 28th July, 2025

71 Nanribet Fawngvilfotshak, 'Challenges and Prospects of Legal Education in Nigeria: An Overview' (2022) 26 (6) African Scholar Journal of Arts and Sociological Research 159 - 176
72 FO Agama, 'Investigating the Compatibility, Challenges and Prospects of Legal Education in ODL Institutions: The Nigerian Perspective' (2022) 11 (1) West African Journal of Open & Flexible Learning (2022) 101-126. See also, Ishaya N. Martins, 'Compatibility of Legal Education in Nigeria to Open and Distance Learning in the 21st Century' (2022) <<https://oasis.col.org/server/api/core/bitstreams/d642d946-2080-4e01-8fb8-6e2fd1a99822/content>> accessed 25th July, 2025.

proficiency, client relationship management, and business development hardly receive sufficient attention at the university faculty level. However, the Nigerian Bar Association and Council of Legal Education have initiated various reform efforts, including curriculum updates and quality assurance measures,⁷³ the implementation of these programs remains inconsistent across institutions, and systemic and other challenges persist.

b. Digital Divide

The digital gap in Nigeria profoundly affects its adoption of educational technology. Although mobile phone penetration surpasses 90%, internet penetration hovers around 50%, indicating considerable disparities between urban and rural regions.⁷⁴ Limitations in broadband infrastructure, especially in rural areas in Nigeria, restrict access to high-bandwidth applications which are crucial for efficient online learning.⁷⁵

Digital literacy levels also vary significantly across Nigerian populations. While younger demographics majorly consisting of the student populace (now commonly referred to as Gen Zs), demonstrate higher technology proficiency, many academics lack sufficient technology skills for effective

73Ernest Ojukwu, 'Legal Education In Nigeria: A Chronicle of Reforms and Transformation Under Tahir Mamman' (2013) <
https://www.academia.edu/40091144/LEGAL_EDUCATION_IN_NIGERIA_A_CHRONICLE_OF_REFORMS_AND_TRANSFORMATION_UNDER_TAHIR_MAMMAN
> accessed 29th July 2025

74Simon Kemp, 'Digital 2023: Nigeria' (DataPortal 13 February 2023)<
<https://datareportal.com/reports/digital-2023-nigeria#:~:text=Nigeria's%20internet%20penetration%20rate%20stood,numbers%20might%20mean%20for%20you> > accessed 25th July, 2025. See also, Jimi Dosumu, 'Overcoming Infrastructural Barriers to Digital Literacy in Rural Nigeria' (August 2024) <
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4992050> accessed 28th July, 2025

75 World Bank, 'Nigeria Digital Economy Diagnostic: A Plan for Building Nigeria's Inclusive Digital Future' (28 November 2019) <
<https://www.worldbank.org/en/country/nigeria/publication/nigeria-digital-economy-diagnostic-a-plan-for-building-nigerias-inclusive-digital-future#:~:text=STORY%20HIGHLIGHTS,jobs%20and%20transform%20people's%20lives>> accessed 29th July, 2025. See also, Perpetua Ogechi Vitalis and others, 'Accessing Digital Divide and Implications in Nigeria: The Media Dimension' (2024) 8 (1) Budapest International Research and Critics Institute (BIRCI-Journal) 1-12

digital pedagogy.⁷⁶ Therefore, significant gaps exist in advanced digital skills necessary for effective educational technology utilisation.

c. Infrastructure Challenges

Infrastructure constraints encompass deficient internet access, poor computer resources, and inconsistent power supply.⁷⁷ Instability in power supply impacts technology utilisation within Nigerian institutions. Over 60% of Nigerian universities experience regular power outages, impacting technology-dependent educational activities.⁷⁸ Though alternative power sources exist in some Universities, the associated costs often stretch institutional budgets beyond capacity.⁷⁹

d. Curriculum and Pedagogical Approaches

The Nigerian legal education curriculum predominantly mirrors British legal education traditions, prioritising doctrinal study and theoretical comprehension.⁸⁰ Despite the introduction of practical elements such as clinical legal education and skills training through recent changes, implementation varies inconsistently among institutions. Conventional educational methodologies predominantly prevail at numerous law faculties (including the Nigerian Law School) in Nigeria. Lecture-based instruction constitutes the predominant mode of educational delivery in these faculties.

Traditional pedagogical approaches generally dominate various law faculties in Nigeria. Lecture-based instruction comprises most of the

76Yumei Zou and others, 'Digital learning in the 21st century: trends, challenges, and innovations in technology integration' (2025) 10 *Frontiers in Education*. See also, Stella Timotheou and others, 'Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A Literature Review' (2023) 8 *Education and Information Technologies* 6695–6726

77Zarma Asmau Gogaram, 'Digitalization and Emerging Issues in Adult and Nonformal Education for Sustainable Development' (2025) 24 (1) *SER* 15-24

78TOS Owolabi, 'Influence of Power Supply Reliability on Academic Performance and Project Completion Rates of Architectural Students at Caleb University, Lagos, Nigeria' (2024) 16 (1) *African Journal of Humanities & Contemporary Education Research* 45-59

79NUC Bulletin, <<https://www.nuc.edu.ng/wp-content/uploads/2023/04/3rd-April-2023-MB.pdf>> (4 April 2023) accessed 29th July, 2025

80Okechukwu Oko 'Legal Education Reform in Africa: Time to Revisit the Two-tier Legal Education System' *U. MIA Int'l & Comp. L. Rev* (2021) 130, 133

educational delivery in these faculties.⁸¹ Techniques like interactive teaching, case-based learning, and experiential education are inadequately emphasised, despite increasing acknowledgement of their efficacy.⁸² Consequently, the incorporation of technology in curriculum delivery is minimal. Most institutions still rely on traditional classroom instruction supplemented by basic audio-visual equipment or methods.

e. Faculty and Resource Constraints

The National Universities Commission reports that Nigerian legal education faces significant faculty shortages, particularly in specialised areas and at institutions outside major urban centres.⁸³ Many qualified academics pursue opportunities in core legal practice or international institutions or even Non-Governmental Organisations. This further creates ongoing recruitment and staff retention challenges. In the Nigerian context, although quite a few Faculty development programmes exist, these programmes often lack emphasis on digital pedagogy and educational technology integration.⁸⁴

Furthermore, the lack of adequate resources affects infrastructure, library collections, and technology availability.⁸⁵ Although Library resources have recently improved through digital database subscriptions, accessibility to the bulk of these resources remains inadequate at many institutions due to factors such as power supply and others.⁸⁶

81Iyabode Ogunniran, 'Law in a Changing World: Advocating New Pedagogy of Law in Nigerian Universities' (2021) 6 *Indian Politics and Law Rev Journal* 154-174.

82Agama (n.72)

83ON Jacob and others, 'Problems Facing Academic Staff of Nigerian Universities and the Way Forward National Universities Commission' (2021) 4 (1) *International Journal on Integrated Education* 230-241

84 Generally, see Edeh M. Onyema, 'Integration of emerging technologies in teaching and learning process in Nigeria: the challenges' (2020) 1 (11) *Central Asian Journal of Mathematical Theory and Computer Sciences* 35-39.

85SNI Anasi and SO Akande, 'Postgraduate Law Students' Attitude Towards the Use of Electronic Information Resources in Two Universities in Nigeria' (2023) 8 *NAU Journal of Library and Information Science* 54-70

86Ibid

f. Student Demographics and Learning Needs

The Nigerian law student population is diverse, reflecting a wide range of socioeconomic and demographic backgrounds.⁸⁷ The challenges of digital literacy and technology access are highlighted by this diversity.

Furthermore, the demand for part-time and continuing education is growing, particularly amongst working professionals seeking legal qualifications or specialised trainings. Unfortunately, the current institutional structures are inadequate to serve these populations. This is because of limited flexible learning options and accessibility constraints due to staff availability, the nature of law courses in terms of credit units which makes it impracticable to be taught as a part time programme and others.

g. Lack of Localised Legal Technology Content and Platforms

Most tech learning platforms used in Nigeria were initially designed and calibrated for foreign audiences or users, usually reflecting foreign legal databases, citation systems, and procedural rules.⁸⁸ While there have been some efforts to develop home grown technological legal platforms, such as Law Pavilion,⁸⁹ and legalpedia,⁹⁰ the offerings of these platforms consist mainly of library management, file room management, speedy legal research, smart law office, digital branding. These platforms have largely been tailored to Nigerian legal practice and procedure and not actual legal

87Akinsuru Adedoyin and Oladapo Oyedotun, 'Digital Inclusion and the Role of Technology in Enhancing Legal Literacy' *Researchgate* <https://www.researchgate.net/publication/388272532_Digital_Inclusion_and_the_Role_of_Technology_in_Enhancing_Legal_Literacy> (January 2025) accessed 29th July, 2025; See also, Nigerian Bureau of Statistics, *Student Demographics Report* (2023) 34

88 Victor Nonso Enebeli, 'Artificial Intelligence and the Future of Legal Education: Lessons from the United Kingdom and South Africa', *ResearchGate* <https://www.researchgate.net/publication/378469555_Artificial_Intelligence_and_The_Future_of_Legal_Education_Lessons_from_The_United_Kingdom_and_South_Africa> accessed 3rd May, 2026.

89 LawPavilion, 'Explore our Products' <<https://www.lawpavilion.com/>> accessed 3rd May, 2026

90 LegalPedia, 'Our Services' <<https://legalpediaonline.com/services/>> accessed 3rd May, 2026

learning tools or platforms. There is an obvious need for the development of specific tech platforms focused on legal training and education.

h. Ethical and Regulatory Uncertainty Around AI in Legal Training

The integration of generative AI tools into legal education raises complex questions around privacy, data governance, data ownership that most Nigerian regulatory frameworks have not yet resolved nor specifically provided for. For instance, the NDPA 2023 imposes general data processing obligations on institutions handling student data,⁹¹ however, there is no specific guidance on the pedagogical use of AI tools, including questions of academic integrity, data privacy, intellectual property issues and the risks of AI hallucination in legal research contexts. This has significantly slowed down mass adoption of AI in legal education and training.

4.0. RECOMMENDATIONS

A. Policy and Regulatory Frameworks for Technology Integration

A significant barrier to the widespread implementation of technology in Nigerian legal education is the absence of comprehensive and forward-thinking policy and regulatory frameworks. While several institutions have implemented pre-emptive steps, a national plan is crucial to ensure consistent guidance and facilitate technology integration. This framework must provide standards for digital infrastructure, recommendations for curriculum development incorporating technology and AI literacy, and policies for faculty training and development. These policies should also outline clear ethical principles for AI integration and deployment in the education sector as well as data governance.

The National Universities Commission (NUC), Nigerian Bar Association (NBA) and the Council of Legal Education (CLE) are crucial in formulating and implementing these policies. This is to ensure that legal

⁹¹ See generally, Sections 2, 25, 26, 30, 31 and 65 of the Nigeria Data Protection Act, 2023 and provisions of the NDPA-General Application and Implementation Directive (GAID), 2025

education institutions are both encouraged and required to adopt technology innovations. Such frameworks must establish explicit criteria for the ethical application of AI in legal research and practice, alongside data privacy and cybersecurity protocols in educational environments.

B. Funding and Infrastructure Development

Insufficient financing and deteriorating facilities are widespread problems within the Nigerian education sector, including legal education. Significant investment from both governmental and business sectors is necessary to address these concerns. Funding should be allocated for enhancing internet connectivity, modernising e-law libraries, building state-of-the-art computer laboratories, ensuring access to digital legal resources, and acquiring AI-driven technologies. Public-private partnerships can significantly contribute to closing this budget deficit. Technology enterprises and legal practices could partner with law schools to offer resources and expertise. Moreover, Nigerian institutions should consider novel funding mechanisms, such as grants, endowments, and collaborations with overseas entities, to maintain technical progress.

C. Faculty Development and Training

Faculty members are vital to legal education, and their readiness and capacity to incorporate new technology are essential for effective digital transformation. A significant number of law educators in Nigeria may be deficient in the digital literacy and pedagogical competencies required to effectively integrate AI and other technology into their teaching. Consequently, comprehensive and ongoing faculty development initiatives are important. These programmes should concentrate on:

- **Digital Literacy Training:** Equipping law lecturers with fundamental computer skills, internet navigation, and proficiency in using digital learning platforms.
- **AI and Legal Tech Training:** Providing specialized training on AI-powered legal research tools, document automation software, and other relevant legal technologies.
- **Pedagogical Innovation:** Training faculty on how to effectively integrate technology into their teaching methods, including designing blended learning courses, facilitating online discussions, and utilizing interactive digital tools.

- **Research and Development:** Encouraging faculty members to engage in research on legal technology and AI. This will foster a culture of innovation and knowledge creation within the institutions.

These training initiatives should be mandatory, regularly updated, and incentivized to ensure widespread participation and adoption.

D. Curriculum Reform: Integrating Technology and AI Literacy

The current legal curriculum in Nigeria requires substantial reform to align with the requirements of the digital era. This reform must transcend the superficial inclusion of a limited number of technology-related courses; it should encompass a comprehensive integration of technology and AI literacy throughout law discipline. Curriculum reform must be a joint endeavour with legal scholars, practitioners, technology specialists, university administrators, and legislators to guarantee its pertinence and efficacy. Some key areas for curriculum reform include:

- **Foundational Technology Courses:** This involves introducing mandatory courses on legal technology, AI in law, data privacy, and cybersecurity for all law students.
- **Integration across Disciplines:** This involves weaving technology and AI applications into traditional legal subjects such as contract law, criminal law, and constitutional law and demonstrating their practical relevance in everyday life as it relates to those courses.
- **Practical Skills Development:** Emphasizing hands-on training with legal tech tools, including legal research platforms, e-discovery software, and document automation systems.
- **Ethical Considerations:** Courses such as technology law which teach the ethical implications of AI and other technologies in legal practice should be introduced. This will foster training and emergence of responsible and ethical legal professionals.

E. Promoting a Culture of Innovation and Adaptability

Ultimately, facilitating digital revolution in Nigerian law education necessitates a transformation in institutional culture. This entails fostering an atmosphere that cultivates creativity, promotes experimentation, and

prioritises adaptation. Leadership at law faculties and Nigerian Law School campuses, together with the wider legal profession, must advocate for technological adoption, acknowledge triumphs, and derive lessons from mistakes. Moreover, it is proposed that the organisation of simulated moot and mock trials, technology hackathons pertaining to cyberlaw or cybersecurity, innovation hubs, and interdisciplinary partnerships might enhance a culture of technical exploration and creativity. Implementing these ideas will place Nigerian legal education at the forefront of technological innovation. This will ultimately result in the production of graduates who are prepared to fulfil the demands of the contemporary, fast-paced technology world.

F. Develop Localised Legal Technology Solutions

There is a need to develop home-grown technology learning platforms. Nigerian legal academia, the private sector, and government could collaborate to develop legal technology solutions calibrated to Nigeria's legal system, languages, and access-to-education needs. This includes AI legal research tools trained on Nigerian case law and legislation; legal tutor chatbots accessible in Nigerian or simple to understand language. The AI UniPod initiative at the University of Lagos⁹² provides a model for how institutional infrastructure can support this kind of applied technology research. University law faculties should be incentivised through research grants and NUC accreditation criteria to conduct applied research in legal technology that produces locally relevant learning solutions.

G. Adopt an Equity-Centred Digital Learning Inclusion Framework

Technology integration in Nigeria will only advance education if designed against the background of equity and equality. Any national digital legal education strategy must explicitly address the geographic digital divide, access to interconnectivity and technology tools, ensuring that public universities in underserved regions receive priority investment. Such a strategy should also reflect gender-sensitive digital inclusion themes consistent with the recommendations of the World Bank's Digital Skills

92Nike Ogunshakin, 'UNILAG Leads Nigeria's AI Future with First AI UniPod Commissioning, Showcasing Student Innovation' *Unilag* <<https://unilag.edu.ng/unilag-leads-nigerias-ai-future-with-first-ai-unipod-commissioning-showcasing-student-innovation/>> accessed 3rd May, 2026

Report⁹³ and feature capacity-building programmes in that regard. An equity audit should also accompany all major digital curriculum reforms to ensure that transformation does not simply rehash existing notion so of bias, privilege or exclusion.

CONCLUSION

The prospective advantages of effective digital transformation reach beyond enhanced educational results to include wider implications for the advancement of the legal profession, the efficacy of the justice system, and national economic growth. The pursuit of comprehensive digital transformation in Nigerian legal education necessitates ongoing work, significant investment, and unified commitment from all parties. Nonetheless, the prospective advantages such as augmented educational access, superior learning outcomes, and greater professional readiness, require effective implementation.

This research illustrates that digital transformation and technology integration is essential for Nigerian legal education to maintain relevance and efficacy in the 21st century. The stated challenges, however considerable, are not insurmountable. Infrastructure limits, finance constraints, and cultural resistance can be mitigated by financial investment, infrastructure enhancement, curriculum reform, faculty development and training, and a dedication to transformation. The future of legal education in Nigeria is heavily reliant on adopting digital revolution while preserving the quality and principles that characterise superior legal education. Oyedokun and Adeyemo aptly summarises the point in the following words, ‘the successful integration of technology will ensure that Nigerian legal education remains globally competitive, innovative, and responsive to the changing dynamics of the legal profession.’⁹⁴

93 World Bank Group, ‘Digital Skills in Nigeria : A Summary of the Population’s Skills and the Availability of Digital Infrastructure in Schools’, <<https://documents.worldbank.org/pt/publication/documents-reports/documentdetail/099954107182514013>> accessed 3rd May, 2026

94 Oyedokun and Adeyemo (n 26) 95