

The Implication of ChatGPT in Legal Education and Services: A Systemic Literature Review

Implicaciones de ChatGPT en la educación y los servicios jurídicos: una revisión sistemática de la literatura.

La implicació de ChatGPT en l'educació i els serveis jurídics: una revisió sistemàtica de la literatura

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Abstract: This systematic literature review explores the implications of artificial intelligence (AI) tools in legal education and services, such as ChatGPT, highlighting its transformative potential and associated challenges. It investigates the integration of ChatGPT within legal pedagogy and practice, emphasizing its capacity to enhance teaching methodologies, streamline legal processes, and democratize access to legal information. Literature was collected from three major databases, Scopus, Science Direct, and Web of Science, through PRISMA guidelines. From a total record of (n=126), n=21 records were finalized for inclusion to proceed with the analysis to seek the answers to the potential research questions. By synthesizing existing scholarly work, the review identifies key trends, consensus, and gaps in the application of AI in legal settings. The findings indicate that ChatGPT reshapes legal education by fostering interactive and personalized learning experiences while raising concerns about over-reliance on AI and the need for pedagogical adjustments. ChatGPT's capabilities in document summarization, drafting, and research demonstrate its utility in legal practice, although ethical considerations such as data privacy and algorithmic bias remain significant. The study emphasizes the importance of integrating AI literacy into legal curricula and implementing robust ethical guidelines to maximize the benefits of ChatGPT while mitigating potential risks. Ultimately, this review provides a comprehensive understanding of ChatGPT's impact on legal

education and services, offering valuable insights for educators, practitioners, and policymakers in navigating the evolving technological landscape.

Keywords: Artificial Intelligence; Legal educational; educational technology; legal practices

Resumen: Esta revisión sistemática de la literatura explora las implicaciones de las herramientas de inteligencia artificial (IA) en la educación y los servicios jurídicos, como ChatGPT, destacando su potencial transformador y los desafíos asociados. Investiga la integración de ChatGPT en la pedagogía y la práctica jurídica, haciendo hincapié en su capacidad para mejorar las metodologías de enseñanza, agilizar los procesos legales y democratizar el acceso a la información jurídica. La literatura se recopiló de tres bases de datos principales: Scopus, Science Direct y Web of Science, siguiendo las directrices PRISMA. De un total de 126 registros, se seleccionaron 21 para su inclusión en el análisis y la búsqueda de respuestas a las posibles preguntas de investigación. Mediante la síntesis de la bibliografía existente, la revisión identifica tendencias clave, consensos y lagunas en la aplicación de la IA en el ámbito jurídico. Los hallazgos indican que ChatGPT transforma la educación jurídica al fomentar experiencias de aprendizaje interactivas y personalizadas, a la vez que plantea inquietudes sobre la excesiva dependencia de la IA y la necesidad de ajustes pedagógicos. Las capacidades de ChatGPT en la síntesis, redacción e investigación de documentos demuestran su utilidad en la práctica jurídica, si bien persisten consideraciones éticas importantes, como la privacidad de los datos y el sesgo algorítmico. El estudio subraya la importancia de integrar la alfabetización en IA en los planes de estudio jurídicos e implementar directrices éticas sólidas para maximizar los beneficios de ChatGPT y mitigar los riesgos potenciales. En definitiva, esta revisión ofrece una comprensión integral del impacto de ChatGPT en la educación y los servicios jurídicos, proporcionando información valiosa para educadores, profesionales y responsables políticos a la hora de desenvolverse en el panorama tecnológico en constante evolución.

Palabras clave: Inteligencia artificial; Educación jurídica; Tecnología educativa; Práctica jurídica

Resum: L'avanç tecnològic té un impacte en la manera de relacionar-se, sobretot, en els jòvens. En este sentit, s'ha observat que una de les pràctiques cada vegada més esteses en esta etapa és l'enviament d'imatges de contingut sexual. Quan s'extorquix amb este material íntim/sexual este tipus de comportaments comporten greus conseqüències psicosocials en les víctimes. L'objectiu d'este estudi va ser analitzar la prevalença de la sextorsió i les actituds davant el sèxting en la joventut, tenint en compte el gènere, l'edat, i la parella. La mostra va estar composta per 507 participants d'entre 18 i 30 anys, amb una edat mitjana de 22.23 ± 3.60 , dels quals 243 eren xics (47.9%). Els jòvens participants van emplenar l'Escala d'Actituds cap al Sèxting, i van confirmar si havien sigut víctimes de sextorsió. Els resultats van mostrar que el 6.9% dels jòvens ha sigut extorquit o fet xantatge amb fotos, vídeos o converses de caràcter sexual en l'últim any. Quant al gènere, els resultats van mostrar que la proporció diferix significativament, sent les xiques les que tenen una major prevalença de sextorsió. En canvi, no existixen diferències significatives en les actituds favorables davant el sèxting en funció de tindre o no parella. I quant al tram d'edat, s'observa que el tram de 21-25 anys són els que tenen més actituds favorables en alguns ítems cap a esta pràctica. Finalment, es discutixen les troballes d'este estudi i les seues implicacions.

Paraules clau: sexting, sextorsió, joventut, actituds

INTRODUCTION

Since November 2022, artificial intelligence (AI) chatbots like ChatGPT 3.5 and later ChatGPT-4, and Bard have impacted all of education, including medical, technical, legal, scientific, agricultural, and engineering, significantly (Kubbaa et al., 2023; Imran & Almusharraf, 2024a; 2024b). However, the legal profession is at a pivotal juncture, characterized by a technological paradigm shift towards artificial intelligence because of its direct connection with human affairs. At the forefront of this shift is ChatGPT, an AI model created by OpenAI, which stands out for its advanced natural language processing (NLP) capabilities, such as speech and text input recognition, etc. This unique feature makes it valuable, finding wide-ranging applications across numerous fields. (Callister, 2020; Hwang & Chang, 2023; Liebrez et al., 2023).

There is an emergent discourse on how ChatGPT can be connected and utilized within legal education and practice. With its advanced natural language processing capabilities, ChatGPT introduces novel dimensions to how legal concepts are taught, understood, and applied. As law schools and legal institutions increasingly adopt technology in their curricula

and services, understanding the trajectory of this integration becomes imperative. The present study aims to explore and synthesize the effects of ChatGPT on legal education and services. It further highlights the increasing integration of AI technologies in law schools and legal institutions, changing the ways of teaching and practicing law. Therefore, the current systematic review examines existing scholarly work to identify trends, consensus, and gaps in the application of AI in legal settings, providing a comprehensive view of AI's impact on legal pedagogy, law practice, and the associated socio-ethical issues. The study further explores the ramifications for legal education, considering how AI can serve as both a tool for instruction and a subject of study in preparing law students for a technologically advanced legal landscape.

ChatGPT's success centers on its capacity to produce coherent and naturally articulated responses. ChatGPT excels in answering questions across various topics, employing a conversational style through interactive queries and prompts. Its training, grounded in extensive conversational data, enables it to accurately predict subsequent words in a sentence based on prior context. Users find ChatGPT remarkably user-friendly, with the ability to customize interactions to elicit desired responses. While ChatGPT's ability to conduct natural language conversations is notable, its potential extends beyond this capability. Besides its general applications like search engines, ChatGPT's capabilities extend beyond mere question-answering; it adeptly generates code, composes poetry, and crafts social media content, blogs, and essays in multiple languages (Naumova, 2023; Rudolph et al., 2023).

Numerous studies (Yu et al., 2022; Katz et al., 2023; Guleria et al., 2023) have examined GPT models in the legal sphere, investigating their potential in various applications. These include answering legal entailment questions from the Japanese bar exam. (Yu et al., 2022), aiming to pass the Uniform Bar Examination (Katz et al., 2023), engaging in legal reasoning (Blair-Stanek et al., 2023), modeling U.S. Supreme Court cases (Hamilton, 2023), annotating legal documents (Savelka, 2023), and providing legal information to non-experts (Tan et al., 2023). In addition, few studies in AI and law delve into the ethical implications of implementing such technology in legal practice. (Guleria et al., 2023; Medianik, 2017) Other studies examine how artificial intelligence might reshape the skill set required for lawyers to succeed in the future. (Carrel, 2018; Janoski-Haehlen & Starnes, 2020; Malhotra, 2023). Additionally, these studies explore how law firms might evolve to compete based on technological prowess, signaling a shift in the legal industry's competitive landscape where technological expertise

becomes a key differentiator. However, there is hardly any empirical evidence regarding ChatGPT's capabilities to improve legal services. The current debate regarding the impact of Large Language Models (LLMs) like ChatGPT 4 on the legal profession suggests that these models will have significant technological shifts compared to earlier advancements. Their advanced capabilities have led to predictions of a transformative effect on legal practice, potentially revolutionizing the role and market demand for human lawyers. (Eloundou et al., 2023). This emerging technology is expected to bring about a new era in the legal field, characterized by a heightened integration of AI and a possible redefinition of legal professional roles.

The scope of this study involves investigating the integration of ChatGPT into legal education and practice. It will examine its influence on teaching methodologies, learning outcomes, legal research, document drafting, and client interaction. The study aims to evaluate current trends, identify consensus and gaps in existing literature, and explore the socio-ethical implications of AI in the legal field. Additionally, it will analyze the dual role of ChatGPT as both an instructional tool and a subject of study, with the research aiming to provide a comprehensive understanding of its impact on legal pedagogy and practice. The goal is to ensure that technological advancements are responsibly and effectively implemented. The primary objective of this systematic review is to synthesize existing scholarly evidence on the implications of ChatGPT and related generative AI tools for legal education and legal services. To support this overarching aim, the study pursues the following secondary objectives:

- To examine how ChatGPT influences teaching methods, learning outcomes, and assessment practices in legal education.
- To analyze the impact of ChatGPT on legal research, document drafting, client interaction, and ethical considerations in legal practice.

Guided by these objectives, the study addresses the following research questions: This current study aims to answer the following questions to fulfill the purpose of this systematic review.

1. How does ChatGPT influence teaching methods and learning outcomes in legal education?
2. How does ChatGPT impact legal research, document drafting, and client interaction in legal practice?

3. What are the socio-ethical implications of using ChatGPT in legal education and practice, and how are these issues addressed?

LITERATURE REVIEW

ChatGPT utilizes natural language to respond to various topics as a sophisticated AI chatbot, fostering an interactive dialogue with users through inquiries and prompts. Its conversation-based training enables it to anticipate subsequent words in a sentence based on the context provided by preceding ones. The platform is user-friendly, allowing for customized conversations to elicit desired responses. ChatGPT's capabilities extend beyond mere question-and-answer exchanges; it can compose code, craft poetry, and create content for social media, blogs, and essays in multiple languages.

Recent studies in legal education and AI technologies, particularly ChatGPT, have offered diverse perspectives on the integration and impact of these advancements in the legal domain. Ajevski et al. (2023) and Choi et al. (2022) have focused on ChatGPT's capabilities in legal education, demonstrating its proficiency in handling law school exams and securing an average grade of C+. This suggests a significant potential for AI to supplement legal education. ChatGPT ignited discussions on the influence of AI chatbots within the educational sphere. A myriad of media pieces, digital dialogues, and forum debates examined concerns regarding plagiarism and academic integrity, detailing instances of student exploitation of ChatGPT for exam purposes, and the subsequent efforts to create detectors for AI-generated text (Bin-Nashwan et al., 2023; Perkins, 2023; Cotton et al., 2023). A separate study revealed that GPT-3.5, which includes Codex and InstructGPT, demonstrated performance on par with human capabilities in various datasets. Notably, it achieved scores of 60.2% in USMLE, 57.5% in Med-MCQA, and 78.2% in PubMedQA, showcasing its proficiency in a range of medical and healthcare-related assessment exams (Liévin et al., 2022). While ChatGPT often delivers impressive outcomes, its effectiveness in tackling complex, real-world questions and scenarios, especially in fields like medicine requiring deep and sophisticated cognitive engagement, is still uncertain (Hutson, 2022).

Concurrently, Hargreaves (2023) raised concerns about the effectiveness of AI detection tools like Turnitin, which pose challenges in ensuring academic integrity and necessitate reevaluating assessment methods in legal education. The approach to teaching legal skills,

particularly legal research instruction, differs among law schools. While some institutions integrate legal research with legal writing courses, others offer it as a credit-bearing course in the first-year curriculum. Legal research is a mandatory component of the upper-level curriculum in certain law schools, whereas some do not require legal research instruction. (Drake, 2016; Osborne, 2016).

Legal academics are delving into ways to adapt legal education, ensuring students are equipped for a digital age. Many advocate for a mandatory technology component in law school curricula (Haight, 2019; Janoski-Haehlen & Starnes, 2020; Murray, 2021), while others highlight the significance of enhancing 'emotional intelligence' skills, viewed as less replicable by computers (Carrel, 2019). Additionally, some scholars are focused on developing teaching methods that blend these competencies, underlining the importance of integrating technical acumen and human skills and emphasizing the need to foster creativity and innovative thinking.

The need for reform in legal education in response to emerging AI technologies is a theme echoed by (Callister, 2020; Oltz, 2023; Yu, 2023). They advocate for a curriculum that balances technological know-how with the indispensable human-centric skills of legal practice. This is in line with the observations of (Goltz & Dondoli, 2019; Smith, 2023), who have addressed the role of AI in legal research and writing, underscoring the importance of integrating AI tools into legal education.

Further exploring the intersection of AI and legal practice, (Yu & Ali, 2019) have highlighted the transformative impact of AI in legal documentation and research. (Sharma, 2022) emphasized ethical considerations, while Tan and colleagues pointed out the utility of AI in providing accessible legal information to non-experts, urging a blend of AI and expert systems for more reliable legal support.

On regulatory and ethical fronts, (Bell & Legg, 2019; Rajendra & Thuraisingam, 2022; Simshaw, 2023) delve into the challenges posed by AI in the legal sector. They propose regulatory reforms and stress the ethical implications of AI integration in legal services. This complements the findings of (Murray, 2021; O'leary, 2021; Tarves, 2023), who emphasize the necessity of imparting technology competence in legal education, preparing law students for an AI-augmented legal landscape. The role of AI in democratizing legal information and enhancing access to justice is highlighted by (Kiršienė et al., 2022; Rajendra & Thuraisingam, 2022) The development of AI in the legal sector has significantly facilitated easier access to justice. It has

expedited dispute resolution, reduced costs by transitioning judicial processes online, and ensured the enforceability of judgments. (Shi et al., 2021), while also cautioning about issues related to the unauthorized practice of law and data protection.

These studies collectively underscore the growing significance of AI technologies in the legal field, both as educational tools and as instruments in legal practice. They advocate for a nuanced approach to integrating these technologies, balancing technological advancements with ethical considerations and the need for comprehensive legal education reforms.

METHODOLOGY:

This study employed a systematic literature review design to synthesize research on the implications of AI tools like ChatGPT for legal education and legal services. Therefore, for a clear and systematic approach to data synthesis, this study followed the PRISMA method for data collection to ensure the rigor and transparency of included evidence. According to Moher et al. (2009), the PRISMA methodology involves four stages for data collection: a sequence of identifying data, screening of received results, eligibility assessment, and finally, inclusion of finalized data. The same four phases have been followed for this current.

Review Protocol

Prior to data collection, the authors developed an internal review protocol to guide the formulation of research objectives, search strategy, inclusion and exclusion criteria, and data synthesis procedures. While this protocol was not registered in a public repository such as PROSPERO, it was applied consistently across all stages of the review. Protocol registration, although encouraged, is not mandatory for systematic reviews in education, law, and other social science disciplines. The use of a predefined protocol helped minimize selection bias and ensured procedural transparency.

Search Strategy and Data Sources:

Identification:

The authors searched the relevant literature from the three leading databases, Scopus, Web of Science, and Science Direct, published between 2019 to 2023. The keywords used as search string were ‘AI in Law education,’ ‘artificial intelligence and Law,’ ‘ChatGPT and law

documents writing,' 'chatbots and legal education,' and 'law education in the AI era.' At this stage, n=126 documents were identified with the potential to address the aim of the study. Among them, n=26 were collected from Scopus, n=56 from the Web of Science, and n=44 from Science Direct. This identification phase was completed in late December 2023. Figure 1 highlights the whole process through the PRISMA flow chart.

Screening:

For this second stage, screening was carried out to find the more relevant literature from the combined set of 126 references; therefore, the results published before 2019 and duplicate results were excluded first. After that, search results published in languages other than English were excluded. Finally, only peer-reviewed journal articles were forwarded for the next stage, and all other conference proceedings, book chapters, opinions, etc., were also removed. During this screening process, n=56 were excluded based on the exclusion criteria.

Eligibility:

After the screening, the most relevant record of n=55 was selected for this third stage of the eligibility check. However, after reading these selected works, a few were excluded from these 55 records because of the eligibility criteria. This criterion included finding articles directly related to integrating AI technology and tools for legal education and services. At this stage, 15 articles were removed because they did not address the aim of the study, 7 articles' full text was not available, and the researchers could not get the full text either. Therefore, these 7 articles could not pass the eligibility stage. Besides, 12 more articles were excluded because of their wider scope and very little attention to the use of AI in legal education and legal services. Hence, only n=21 records were identified as a perfect sample for the analysis of this study.

Inclusion:

Based on the eligibility criteria, this study selected the twenty-one most relevant articles for its analysis. These articles were diverse in geographical distribution and provided qualitative and quantitative material. Therefore, this selected literature was the best measure for this study to systematically review the use of AI in legal education promotion, its potential benefits, and challenges.

Thematic Analysis:

A qualitative thematic analysis was employed to synthesize findings across the included studies. The analysis followed an iterative inductive, deductive approach, informed by the study's primary and secondary research objectives. Two researchers independently reviewed the full texts of all included articles and conducted an initial open coding process to identify recurring concepts and patterns related to (a) legal education and assessment, (b) legal services and professional practice, and (c) ethical and regulatory implications of AI use. Initial codes were then compared and refined through an iterative process of discussion and consensus-building, resulting in a set of higher-order themes.

Any discrepancies in coding were resolved through deliberation until full agreement was achieved. Given the relatively small sample size ($n = 21$) and the interpretive, integrative nature of thematic synthesis in social science systematic reviews, formal statistical measures of inter-coder reliability (such as Cohen's Kappa or Krippendorff's Alpha) were not calculated. This approach aligns with established qualitative research practices, which emphasize reflexivity, transparency, and consensus-based validation over statistical agreement when synthesizing heterogeneous bodies of literature (Braun & Clarke, 2006; Guest et al., 2012; Nowell et al., 2017).

The finalized themes were reviewed against the research questions to ensure analytical coherence and were subsequently used to structure the Findings and Discussion sections.

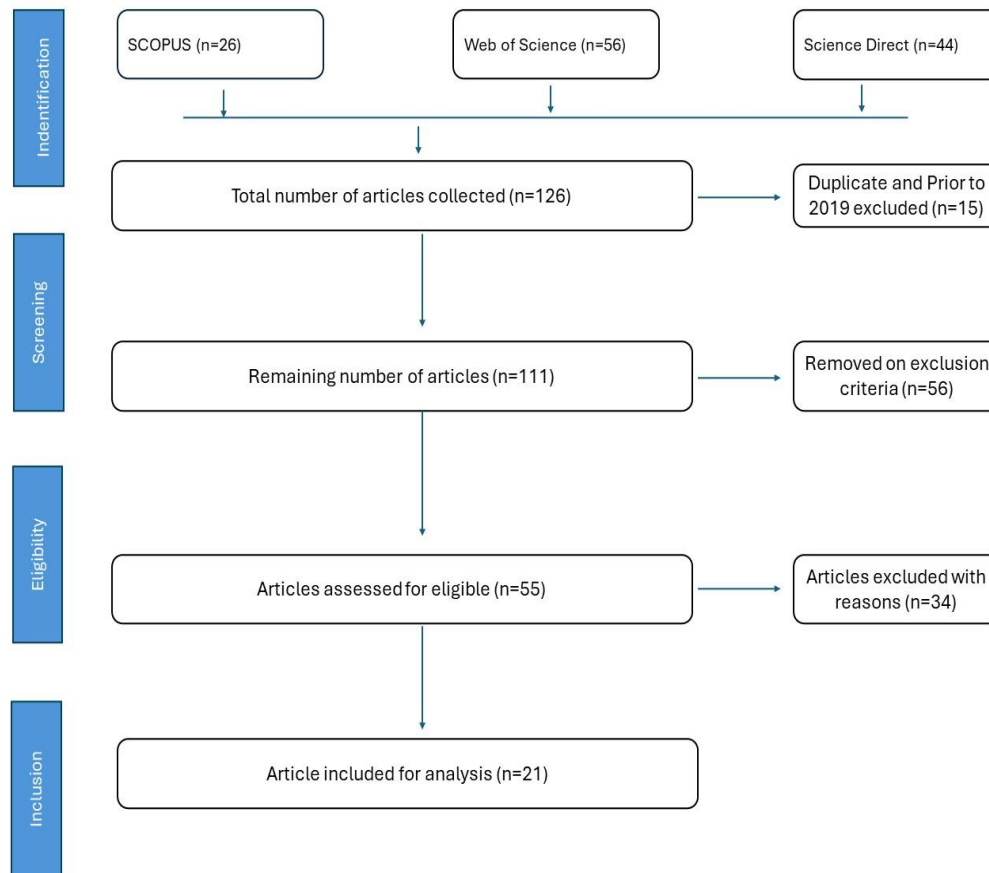


Figure 1: PRISMA flow chart

FINDINGS AND ANALYSIS

The findings show that among the twenty-one articles selected, many publications emerged in 2023 and 2022. The highest number (n=12) appeared in 2023, highlighting that after the introduction of AI chatbots such as ChatGPT in November 2022 (Imran & Almusharraf, 2023), legal education, like other fields of education, had a strong impact on it. Another reason for the rise of digital literacies was the COVID-19 era, when everything was locked down, and digital learning demand increased manifold (Imran & Almusharraf, 2024). Therefore, researchers and academicians in legal education, like other fields, started exploring the use of AI tools and

technologies for the better execution of legal education in this technologically advanced era. The year-wise distribution of finally selected articles is shown in Figure 2. Not a single article qualified for the final section after applying exclusion and screening checks. In 2020, there was only one publication; however, this number increased in 2021 to double, and the records increased significantly in 2022 (n=6) and 2023 (n=12). This sudden rise in AI adoption shows that the legal education and services sector has also received significant influence from AI tools and technologies.

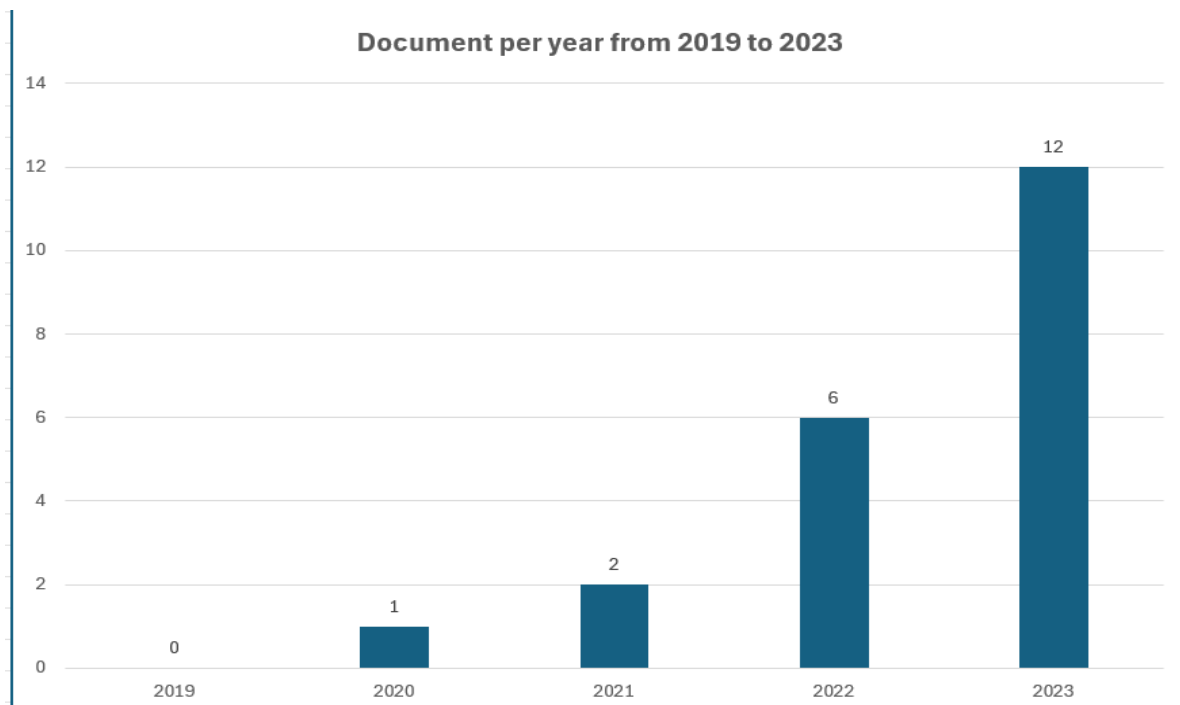


Figure 2: Year-wise distribution of the selected articles for this study.

Findings further highlight that geographical article distribution is too far for making any comparisons because the USA has produced the highest number of articles selected for this study (n=9), followed by Australia (n=2). The remaining documents are equally produced by the other countries, which have only one study for each country. Figure 3 provides a detailed description of the publications produced country-wise.

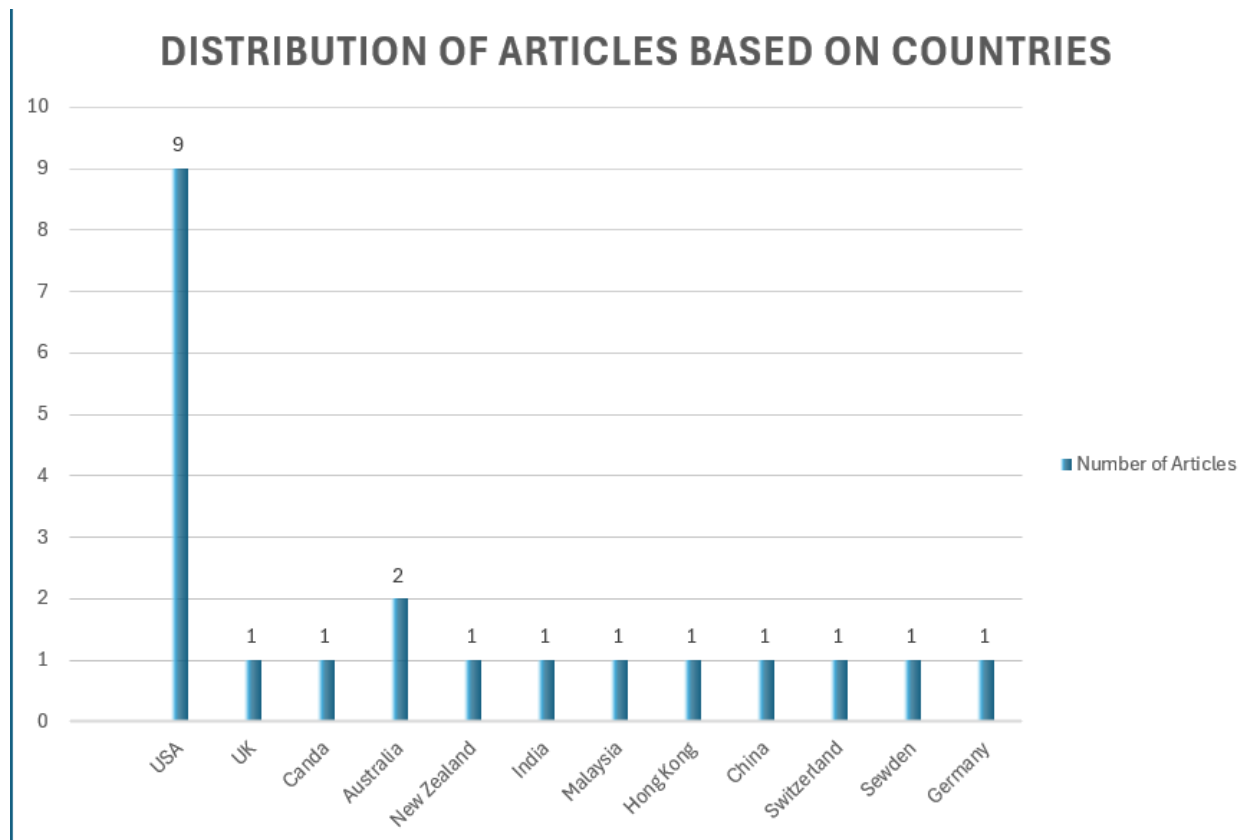


Figure 3: Selected documents country-wise.

Moreover, the findings show that the *University of New Hampshire Law Review* journal published more papers as compared to others because all other included journals published the same number of articles. This diverse range of journals dealing with AI and legal education themes showed that AI is getting attention from the leading law journals, and scholars across the globe are using AI tools for legal education enhancement and in promoting legal practice frameworks. Figure 4 provides further details about the distribution of selected articles for this systematic review, journal-wise.

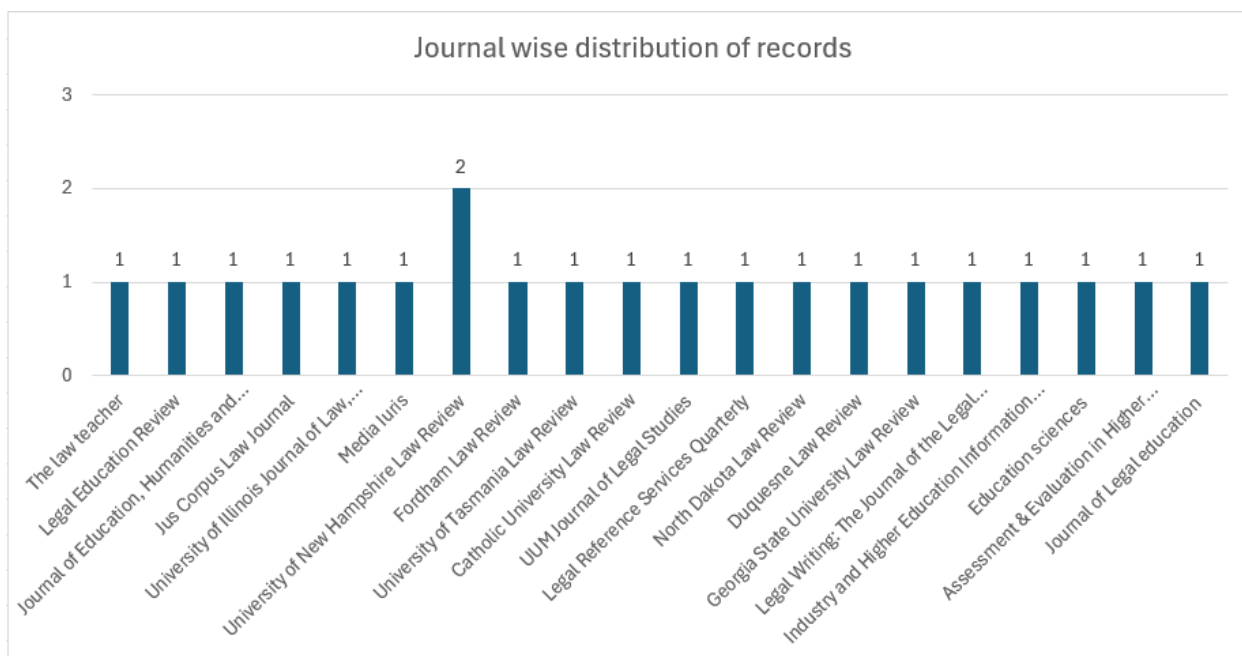


Figure 4: Articles published journal-wise.

These general findings show substantial publication records produced in the last three years regarding AI’s use in education, particularly in legal education and practices. Moreover, this current systematic review investigates ChatGPT's implications, particularly for legal education and services, assessing its efficacy as a generative pre-trained transformer (GPT)-based AI tool. The analysis delves into ChatGPT's potential to be a robust aid in this context.

A study by Ajevski et al. (2023) explores ChatGPT's rise and its implications for legal education and practice. The study suggests strategies for law schools to enhance assessments resistant to generative AI while educating students about its professional potential. Hargreaves (2023) focuses on ChatGPT's utilization for evaluating law school exams, revealing optimal performance in essay-based exams on international legal instruments or general legal principles. Choi et al. (2022) demonstrate ChatGPT's comparable performance to a C+ law school student in exams, emphasizing improved results with prompts specifying an "academic tone." The study envisions ChatGPT as a supplementary tool in legal academia, excelling in routine tasks to alleviate faculty workload.

In their studies, Oltz (2022) and Akiba & Fraboni (2023) investigate ChatGPT's dual application in legal academia and academic advising. In legal education, ChatGPT excels in

generating usable drafts and routine tasks, showcasing its potential to alleviate law faculty workload. Simultaneously, academic advising studies highlight ChatGPT's consistent ability to produce high-quality responses, envisioning it as a supplementary tool alongside human advisors to enhance educational equity. Friesen (2022) establishes key competencies for law school curriculum design through an information literacy lens, advocating for the seamless integration of AI-driven tools into legal research and writing instruction. The research introduces a robust framework for evaluating AI-powered legal research tools, offering guidelines for navigating AI technologies within skilled legal research.

On the other hand, Janoski-Haehlen and Starnes (2020) stress the need for tech competency among lawyers, suggesting that law schools integrate legal technology into their curricula. Bell & Legg (2019) show ChatGPT's potential to improve efficiency in legal tasks, emphasizing the growing value of human judgment. Simshaw (2023) raises concerns about the impact of legal technologies on the industry, indicating the need for national-level regulatory reforms. Rajendra and Thuraisingam (2022) assert that AI's rise in the legal sector, including ChatGPT, poses ethical challenges. While valuable in aiding lawyers, ChatGPT's outputs require cautious use in legal decision-making. Sharma (2022) and Tan et al. (2023) highlight ChatGPT's value in enhancing the efficacy and precision of legal tasks, emphasizing responsible management of ethical and professional implications.

The ongoing discourse surrounding the influence of Large Language Models (LLMs) such as ChatGPT 4 on the legal profession indicates a substantial technological paradigm shift compared to previous advancements. The advanced capabilities inherent in these models have sparked predictions of a transformative impact on legal practice, potentially revolutionizing the roles and market demand for human lawyers. Eloundou et al. (2023) contribute to this debate by highlighting the transformative potential of LLMs like ChatGPT 4 in the legal domain. The anticipation is that these models can significantly alter the landscape of legal services, impacting tasks ranging from legal research and document drafting to client communication. The debate surrounding the role of AI in the legal profession revolves around whether AI will replace human lawyers or enhance their efficiency. The consensus leans towards the latter, with AI as a valuable tool to augment legal practices rather than entirely supplanting human professionals.

Despite all these potential implications of AI in legal professions, the most critical issue was the factuality of these explanations, such as references to non-existent case law. However,

augmenting ChatGPT with a legal information retrieval component markedly improved the quality of explanations in all evaluated aspects, including factuality, clarity, and relevance. This enhancement effectively addressed issues related to hallucinatory responses. The potential of integrating LLMs with traditional legal information retrieval techniques to rapidly produce accurate and practical summaries of statutory term interpretations. Such augmented LLMs hold promise in teaching, learning, and legal practice, streamlining processes that involve explaining and interpreting legal concepts.

DISCUSSION

ChatGPT's Role in Legal Education

Integrating AI, particularly ChatGPT, into legal education is a critical response to the technological demands of the Fourth Industrial Revolution. This development requires that law graduates possess proficiency in new technologies, including AI. Most scholars concur that ChatGPT's influence extends to modifying teaching methods and assessment techniques in legal education (Choi et al., 2022; Farazouli et al., 2023). Its ability to pass professional legal examinations like the Solicitors Qualifying Examination underscores the potential for profound changes in how law is taught and assessed. Beyond these capabilities, it is evident that ChatGPT serves as a multifaceted academic aid, offering assistance in writing, research, idea generation, and personalized learning (Wild, 2023). This not only enhances students' academic work and critical thinking but also brings into focus the essential aspect of maintaining academic integrity in a technology-enhanced educational environment. Considering the widespread and rapid development, adoption, and capabilities of generative AI, higher education institutions will inevitably need to rethink their strategies for integrating these technologies into teaching and learning methods because the pervasive use of this technology questions the academic integrity of students and creates tension with existing academic integrity rules (Bin-Nashwan et al., 2023; Cotton et al., 2023; O'Leary, 2021).

Besides, depriving students of the ability to equip themselves with digital skills by restricting the use of this technology would mean hampering their future careers. In addition, students should be allowed to use ChatGPT or other chatbots to a certain extent because it is impossible to restrict them from using all emerging technologies. Given the capabilities of all advanced Chatbots, one thing is clear: these chatbots are better at responding to diverse

assessment formats encompassing, among other things, multiple-choice, essay questions, and short answers. The study shows that the contemporary large language models struggle to solve complex legal problems (Choi et al., 2022). Callister (2020) asserts that the current legal natural language processing exhibits limited proficiency with legal syntax, relying instead on general word proximity and co-occurrence. The same author also opines that the proficiency of natural language processing exhibits inconsistency across different vendors, resulting in a considerable variance in the search results obtained from these systems due to many undisclosed variables. Consequently, natural language processing has introduced a novel layer of uncertainty to the legal domain(Callister, 2020). Hence, the present state of affairs is more nuanced and intricate than a mere consideration of word proximities and co-occurrences.

On the other hand, the plagiarism challenge is another concern over using ChatGPT by students, as the AI system generates content based on input; students may unintentionally or intentionally submit work that lacks originality. Additionally, ChatGPT provides limited information about the sources it was trained on, questioning the originality and authenticity of academic work and posing challenges for educational institutions in maintaining academic standards and detecting potential plagiarism cases. Besides, the currently available tools still struggle to recognize AI-generated text accurately (Ajevski et al., 2023; Choi et al., 2022; Koos & Wachsmann, 2023). Despite its advanced capabilities, ChatGPT sometimes provides inaccurate or incomplete information due to its training on vast datasets that may contain outdated or incorrect data. This unreliability poses a potential risk to students who rely on the AI tool for research and academic work. Moreover, ChatGPT may generate plausible yet entirely fabricated content, commonly referred to as "hallucination."(Alkaissi & McFarlane, 2023; Azamfirei et al., 2023). Without a built-in fact-checking mechanism, the system may create content based on nonexistent or false sources. The excessive reliance on ChatGPT introduces a potential jeopardy to cultivating students' critical thinking and problem-solving proficiencies within the academic domain. The over-dependence on AI-generated content may impede the nurturing of essential skills such as adept legal information analysis, formulating coherent, logical arguments, and synthesizing knowledge derived from diverse sources.

The discussion suggests that legal education could substantially benefit from integrating AI tools like ChatGPT, yet this integration should be approached cautiously. A balanced curriculum that fosters traditional legal reasoning skills alongside AI competency is needed

because striking a balance between harnessing the potential benefits of AI tools and upholding academic standards is paramount. This equilibrium is essential for students to cultivate indispensable skills in the dynamically evolving professional landscape.

ChatGPT in Legal Services

Following the release of ChatGPT, both fascination and concern have swept across the technology and legal practice. The scholars and legal practitioners are divided into critics and advocates of ChatGPT, underscoring the need for scholars to delve into AI in legal services. ChatGPT demonstrates significant proficiency in legal writing, showing a commendable grasp of legal rules and offering support in document summarization, drafting, and research. The emergence of ChatGPT 4 represents a notable advancement in natural language processing and reasoning, showcasing the model's prowess in understanding and generating coherent text across diverse domains. This technological leap raises pertinent questions about how the legal profession will adapt to and integrate such advanced language models into its practices.

One of the primary benefits of ChatGPT in legal practice is its democratizing effect on legal information. (Simshaw, 2023). By potentially expanding access to justice through document summarization and legal research, ChatGPT contributes to a more inclusive legal landscape. (Kiršienė et al., 2022; Westermann et al., 2023). However, its integration with systems like JusticeBot is essential for accurate legal support, emphasizing the need for a harmonious collaboration between AI tools and established legal frameworks. (Janatian et al., 2023; Westermann et al., 2023).

The fundamental objective of natural language processing (NLP) is to improve machines' ability to understand and effectively interact with human speech in its natural form. (Khurana et al., 2023). This includes applying natural language processing to legal texts. This integration is expected to impact the cognitive authority of the legal profession. Simultaneously, the legal profession's traditions regarding intellectual authority will influence how natural language processing is utilized and accepted. The pivotal inquiry shifts from whether these systems will offer consistent access to the law. A concern arises about whether the algorithms or AI steering these systems might evolve into the foundation for the profession's reasoning authority. This raises the question of whether they will become the trusted sources of law, potentially influencing the status of legal treatises.

Most countries are far from having AI systems that can consistently understand and search legal texts. Secondary authorities, like legal treatises, are at risk, complicating the establishment of reasoning authority. Bestowing reasoning authority on our new tools might be an act of faith necessary for the profession's functioning, driving us towards increased reliance on AI systems. However, only a small portion of the profession will likely utilize these powerful yet costly systems for legal research assistance.

While ChatGPT can produce content with a logical structure, it may not consistently adapt to the flexible and context-specific decision-making needed in legal practice. Lawyers must independently cultivate this skill, which is pivotal for success in professional contexts. Besides, the capacity of ChatGPT to assess and compare diverse legal opinions is not as advanced as human reasoning. In the realm of legal decision-making, ChatGPT's role in case selection and contract analysis is noteworthy. However, it simultaneously presents challenges in nuanced legal scenarios. Issues such as accurate issue identification and applying rules to specific facts need careful consideration. Consequently, it may fall short of assisting legal professionals in developing well-informed and comprehensive viewpoints on intricate legal matters. While it offers substantial support, its reliance on user inputs and training data necessitates cautious application, recognizing its limitations and the importance of human oversight. It is crucial to emphasize that ChatGPT is not a replacement for lawyers but a valuable tool that requires a nuanced understanding of ethical and professional responsibilities.

However, integrating ChatGPT in legal practice and services is a transformative endeavor with multifaceted implications. To ensure responsible and ethical implementation, legal professionals must proactively address the associated ethical considerations, embrace collaborative approaches with AI tools, and advocate for regulatory reforms that foster innovation while safeguarding the integrity of the legal profession.

Table 1: Thematic analysis of the selected studies

Thematic Focus	Representative Studies	Key points
ChatGPT in Legal Education and Assessment	(Ajevski et al., 2023; Akiba & Fraboni, 2023; Choi et al., 2022; Farazouli et al., 2023; Friesen, 2022;	1. ChatGPT may reshape legal training and practice, challenging current teaching and assessment

	Hargreaves, 2023; Oltz, 2023; Vidal et al., 2023)	<p>frameworks.</p> <p>2. ChatGPT shows promise in legal education but requires refinement in practical application skills.</p> <p>3. Generative AI disrupts traditional evaluation in legal education, demanding pedagogical adjustments.</p> <p>4. ChatGPT enhances student support and learning efficiency, highlighting academic integrity's value.</p>
ChatGPT's Transformative Impact on Legal Practice	(O'leary, 2021; Oltz, 2022; Sharma, 2022)	<p>1. ChatGPT enhances legal practices with document summarization, drafting, and research while raising important ethical considerations for AI in law.</p> <p>2. ChatGPT democratizes legal information, potentially expanding access to justice yet requires integration with systems like JusticeBot for accurate legal support.</p>
ChatGPT and Legal Education Reform	(Dianova & Schultz, 2023; Janoski-Haehlen & Starnes, 2020; O'leary, 2021; Oltz, 2022, 2023; Y. Yu, 2023)	<p>1. ChatGPT may lighten law faculty's load, enabling a shift towards more scholarly and teaching-focused activities.</p> <p>2. The ABA's push for technological proficiency in law suggests curriculum updates to</p>

		<p>produce tech-adept attorneys.</p> <p>3. ChatGPT's emergence in law necessitates educational reforms in China, emphasizing a balance between tech skills and core human legal competencies.</p> <p>4. To include transdisciplinary digital literacy, which is relevant to legal education reform as law increasingly intersects with technology.</p>
ChatGPT's Influence on Legal Research and Writing	(Dianova & Schultz, 2023; Friesen, 2022; Goltz & Dondoli, 2019; Smith, 2023)	<p>1. AI's prominence in legal research risks eclipsing core scientific principles and ethics.</p> <p>2. Future legal professionals must master AI technologies to provide advanced services and mitigate the fourth industrial revolution's potential drawbacks.</p>
Regulatory and Ethical Considerations of ChatGPT in Law	(Akiba & Fraboni, 2023; Bell & Legg, 2019; Farazouli et al., 2023; Friesen, 2022; Rajendra & Thuraisingam, 2022; Simshaw, 2023)	<p>1. ChatGPT may boost legal task efficiency but enhances the value of human judgment, pointing to a need for legal workforce retraining.</p> <p>2. AI's integration into the legal sector, like ChatGPT, presents ethical dilemmas, compelling lawyers to grasp AI's inner workings despite its opacity.</p> <p>3. ChatGPT's role in law raises issues such as unauthorized</p>

		practice and privacy, suggesting the necessity for regulatory reforms and a framework for testing innovative legal services.
Technology Competence and Legal Practice with ChatGPT	(Akiba & Fraboni, 2023; Dianova & Schultz, 2023; Friesen, 2022; Janoski-Haehlen & Starnes, 2020; Murray, 2021; O’leary, 2021; Tarves, 2023)	<ol style="list-style-type: none"> 1. ChatGPT aids in case selection and contract analysis in law, but its reliance on user inputs and training data necessitates cautious application in legal decisions. 2. ChatGPT, while not a replacement for lawyers, provides substantial support in legal tasks, requiring an understanding of ethical and professional responsibilities.
ChatGPT's Role in Access to Justice and Client Services	(Akiba & Fraboni, 2023; Rajendra & Thuraisingam, 2022; Simshaw, 2023)	<ol style="list-style-type: none"> 1. AI like ChatGPT can improve public legal understanding and access to justice, yet it raises concerns regarding unauthorized practice and data protection, calling for regulatory reform. 2. While ChatGPT can inform the public on legal matters, ensuring information accuracy necessitates combining AI with expert legal systems for more reliable client services.

This thematic description of the findings through systematic review established that the integration of ChatGPT into legal education and practice holds significant promise for

advancements, but it also brings forth critical challenges that require careful consideration. The potential of ChatGPT to revolutionize legal training and practice by enhancing efficiency and accessibility is undeniable. However, this shift risks fostering an over-reliance on AI, potentially diminishing foundational legal skills and critical thinking among students and practitioners. The ethical implications are profound, with issues such as data privacy, algorithmic bias, and the unauthorized practice of law posing significant concerns. Furthermore, while ChatGPT can democratize access to legal information, ensuring the accuracy and reliability of AI-generated content remains a formidable challenge, necessitating stringent regulatory frameworks and continuous oversight. Thus, the adoption of ChatGPT must be approached with a balanced perspective, integrating technological innovations while safeguarding the core principles of legal education and practice.

CONCLUSION

This systematic review synthesized recent empirical and conceptual literature examining the integration of ChatGPT and other related generative AI technologies in legal education and legal services. The findings demonstrate that AI tools have a significant potential to impact and reshape legal education and its practice by supporting personalized learning, enhancing legal research and writing instructions, and promoting reconsideration of traditional assessment practices. It further highlights the potential to revolutionize traditional methods, improve legal training, streamline processes, and increase access to legal information. However, it also raises concerns about over-reliance on AI, potential biases, data privacy, and the need for regulatory frameworks. The study emphasizes the importance of balancing the benefits of ChatGPT with preserving key aspects of legal education and practice. To ensure AI has a positive impact, it is essential to continuously refine the technology, update educational curricula to include AI literacy and implement strong ethical guidelines. This approach will help the legal profession leverage AI to enhance justice and legal services.

Despite these contributions, this review has several limitations. First, the analysis is restricted to peer-reviewed journal articles published between 2019 and 2023, which may exclude relevant grey literature, policy documents, and rapidly emerging empirical studies. Second, the reviewed studies vary considerably in methodological rigor, with a predominance of conceptual and exploratory work and limited large-scale empirical evidence. Third, given

the rapid evolution of generative AI models, some findings may become outdated as newer versions of AI tools are introduced.

Future research should prioritize longitudinal and empirical investigations into learning outcomes, professional competence, and ethical risks associated with AI use in legal contexts. Addressing these gaps will be essential for ensuring that AI technologies such as ChatGPT are integrated into legal education and services in ways that enhance, rather than undermine, the integrity of the legal profession.

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