

Redesigning Formative Assessments for Land Law Using AR

Alternative Assessments in Malaysian Higher Education pp 269-277

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Abstract

In recent years, various articles, conferences, seminars, and extensive media coverage have discussed the adoption of artificial intelligence, big data, machine learning, the Internet of things, and other emerging technologies relevant for the future world of work. These disruptive forces could cause a significant impact on the current labor market which has raised concerns that AI will gradually replace the role of young lawyers in legal practice. In order to equip current students with future skills, the author has taken the initiative to adopt a new method in assessing law students for the English Land Law module. The author has adopted augmented reality (AR) as a formative assessment incorporating advanced digital skills that can sufficiently equip students with skills that can future-proof their careers. This case study used an online survey (access via Google Form link) on 21 students at Taylor's University based in Malaysia. The sample comprised Year 2 students studying the English Land Law module. This case study found that formative assessment using AR is able to provide students with the latest technological skills. Feedback from the student evaluation survey showed that students shared that they felt more inspired to learn English Land Law through AR adoption. The result of this case study aligns with the objective in facilitating and enhancing students' skills to prepare them for their future world of work.

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Notes

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