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THE USE AND CONTRIBUTIONS OF DIGITAL TECHNOLOGIES TO TEACHING AND LEARNING PROCESSES FROM THE PERSPECTIVE OF LAW STUDENTS

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ABSTRACT

The law course, since its genesis, has always had the chair as its main teaching method, in which the professor is the main provider of information in the classrooms, and students learn mainly through oral presentations. In view of the innovations in teaching and learning methods, this article aimed to analyze the use of digital technologies in the classroom, from the point of view of law students from a private college, located in the state of Pará. The methodology was based on a bibliographic study associated with field research, with a qualitative-quantitative approach, with data collection done through two instruments: a semi-structured questionnaire with closed questions, applied through google forms, and an interview. The results pointed out that the use of digital technologies as a contemporary resource for teaching represents challenges for students, but the main obstacles are logistical, to which is added the need for better digital literacy. However, it was detected that some technologies have been used satisfactorily and without resistance to the disruptive process of the secular teaching model. The survey also revealed that students yearn for the naturalization of the use of digital technologies in teaching practices, aiming at contributions also in the professional sphere, therefore, post-academy, to the new operators of law.

Keywords: Legal Education. Technological Resources. Teaching Methods.

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INTRODUCTION

The technological resources used in teaching and learning practices, from conventional technologies, such as the overhead projector to the most modern ones, such as platforms with virtual digital learning environments, have been favoring the disruption of the traditional teaching method and allowing the insertion of a new format in which the proposals are capable of causing changes to school practices. through the use of digital technologies (Schmitt *et al.,* 2019).

In view of the disruption of the traditional teaching method that the Brazilian State has been going through, the present work arose from the interest in knowing the reality about the use of digital technologies in the pedagogical practices of teaching in the Law course, in this context justified by the importance of the technological resources that represent digital technologies in teaching.

In this step, the social and scientific aspects of the present study lie in the need to understand how digital tools are shaping the legal educational environment and the way knowledge is transmitted and assimilated by students. This understanding and its dissemination are fundamental to ensure that pedagogical practices are aligned with students' expectations, as well as to promote the continuous improvement of the teaching and learning process in the law course.

Based on this, the research presents the relevance of the current panorama inherent to the ways of teaching and learning, as opposed to traditionally used, and it is worth noting that the traditional method has been determined by expository classes, dialogued and having the teacher as the protagonist. The opposite of this model occurs when there is the use of technological tools that can contribute to the implementation of quality education, implying transforming traditional classrooms into environments closer to the reality of the legal professional (Ribeiro, 2016).

It is true that the COVID-19 pandemic accelerated the process of breaking the traditional education system in law courses, when it integrated digital resources into its pedagogical practices, a fact that is contributing to the overcoming of that system and opening new horizons in teaching and learning, because hit by the pandemic reflexes, academies have been forced to rethink their ways and practices to teach and learn law.

Thus, this work sought to identify the contributions of digital technologies to the teaching and learning processes from the perspective of students, having as a research

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field, a private college located in the state of Pará, in the metropolitan region of the capital of Pará, and students of the law course.

METHODOLOGY

According to Silva (1995 apud Oliveira, 2020, p. 22), scientific methodology is the key to the evolution of knowledge, so it is necessary to adopt methods capable of achieving the result of a research, as well as the use of appropriate methodologies. That said, to answer the problem question object of this study (How are digital technologies being used in the teaching of Law and what are the contributions in this educational environment?), in this research a mixed nature was adopted, also called quali-quantitative, where the quality of the data and the treatment of the quantity of the data collected were involved.

According to Denzin; Lincoln (2000, p. 3), "qualitative research comprises an interpretative approach, and encourages researchers to study the characteristics in their natural environments, seeking to understand the meaning of events based on what people attribute to them". It is observed that qualitative research is not based on sufficient numerical criteria to ensure representativeness, however, if applied in order to assist quantitative research, it will lead to a need to approach the field of observation for a better understanding of what was collected.

The use of quantitative research, according to what Camara (2013) explains, "adjusts to cases where there is a greater demand for people, a larger population, and plays an auxiliary role as a 'thermometer' by allowing the descriptive analysis of reality by tracing the profile of factors that influence the process" (Camara, 2013, p. 21). In this sense, the quantitative research was useful because data collection took place, involving many students and through objective and descriptive analysis, outlining a broader panorama of the factors that influence the process in question.

The present work is also classified as applied research, which, according to Marconi and Lakatos (2002), "due to its usefulness induces a solution to the problem that occurs in reality" (Marconi; Lakatos, 2002, p. 20). On the other hand, according to Gil (2017), "applied research is aimed at the acquisition of knowledge with a view to application in a specific situation" (Gil, 2017, p. 33). Both views are part of the intention and interest of this study.

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Regarding its methodological objective, it was exploratory and descriptive, because it sought to investigate and describe the situation under study. According to Severino (2007), "exploratory research seeks to gather information about a given object, thus delimiting a field of work, mapping the conditions of manifestation of this object" (Severino, 2007, p. 123). Thus, the objectives were complemented by the occurrence of the purposes of the exploratory research added to the purposes of the descriptive objective.

Using the inductive procedure method, based on the conclusions of Mezzaroba and Monteiro (2004) who state that "the foundation of the inductive method consists of the observation of a specific object or phenomenon, so that, starting from it, general or universal conclusions are reached" (Mezzaroba; Monteiro, 2004, p. 53), it was intended to reach a conclusion, having as a starting point, the observation in the light of the students' vision and their current experiences and experiences.

DATA COLLECTION AND ANALYSIS PROCEDURE

The selection criteria for data collection included being a law student, being 18 years of age or older, voluntarily agreeing to participate in the research and accepting the Informed Consent Form. The age range ranged from 18 to 30 years old and the choice of participants aged between 18 and 30 years is justified by the representativeness of this age group among the university students of that Faculty, the stage of the research.

In total, 174 law students participated and this sample is considered significant for the objectives of the research, because it allows the understanding of the characteristics and dynamics of law students in this specific geographical context.

Data collection was carried out from June to August 2022, covering students from the 6th, 8th, 9th and 10th periods of law courses. At the time of the collection, there were no classes of the 7th, 4th and 5th periods in the college. Students from the first three periods were excluded from the study due to the need to focus on a more advanced group, whose knowledge was more aligned with the objectives of the research, so the selection of periods was based on the premise that students from the 6th, 8th, 9th and 10th periods have a level of academic maturity and experience in the course, to the point of influencing their perceptions in relation to the use of digital technologies in the teaching and learning process.

The choice of the months of June to August for data collection was based on logistical considerations, aiming to maximize student participation and ensure the

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representativeness of the data collected. June and August are months in which there is a lower load of academic activities, such as tests and assignments. In July, school holidays occur, increasing the availability of students to participate in the research.

For data collection, two types of instruments were adopted, the questionnaire and the interview. The questionnaires were designed using the *Google Forms* platform and consisted of closed questions. Participants were invited to answer questions that explored aspects related to the use and perception of digital technologies in the context of the Law course. The questionnaire was presented to the participants after an introductory text that included the Informed Consent Form, which they had to accept in order to proceed with the research. The instrument contained a total of 14 questions in which the participants answered closed questions using the *Likert scale,* with answers whose variations ranged from "0" to "5", where "0" represents total disagreement and "5" represents total agreement with the statement presented in the question.

The content categories of the questions included topics such as the use of digital technologies in the participants' daily lives, their experience with the use of these technologies in the classroom, and their impact on legal learning and practice. In addition to the closed questions, two open-ended questions in which participants could provide more detailed and elaborate answers.

This approach allowed for a structured and objective data collection, facilitating the quantitative analysis of the results and providing information about the opinions, experiences and perceptions of the students in relation to the topic under study. After completing the questionnaire stage, the participants were interviewed. For this, an interview with a semi-structured script was adopted, as recommended by Severino (2007).

The purpose of these interviews was to gain a better understanding of the results obtained in the form. The interviews were conducted through virtual meetings held on the *Meet* and *WhatsApp* applications. This choice of digital platforms allowed for flexible interaction with participants, ensuring the necessary accessibility for conducting interviews.

The questionnaire, before being applied, was validated with five law students to evaluate its effectiveness in data collection. Each participant had the opportunity to fill out the questionnaire and then give *feedback* on their experience. During this process, participants were asked to express any difficulties encountered in answering the questions, as well as to suggest adjustments or improvements to the questionnaire.

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After the conclusion of the test, an analysis of the participants' responses and their comments was performed. It was found that the five students did not suggest adjustments to the questionnaire, which indicated that the instrument was adequate and understandable for the target audience, therefore, able to be applied in the main research, ensuring its reliability and validity in the collection of data on the use and perception of digital technologies in the context of the Law course.

After validating, the questionnaire was made available to the participants through a *single link*, sent with the invitation to participate in the research and was available for the participants to respond in order to allow all participants to have the opportunity to contribute. The participants were informed that they could contact the researcher in case of doubts or need clarification on any question in the questionnaire.

Not all participants advanced to the interview phase due to the need for a selection, through a smaller number of participants, but judicious with the individuals who best contributed information to the research. The selection criteria for this phase were established based on the analysis of the participants' answers to the questionnaire. In this way, participants who demonstrated a higher level of engagement, expressed divergent opinions, or provided detailed information in their answers were selected to advance to the interview phase.

Thus, of the 174 students involved in the first stage of the research, 06 were selected to participate in the interviews, aiming to deepen the understanding of the results obtained in the quantitative research, and those students whose answers could provide more detailed information for the qualitative analysis were prioritized.

The interviews conducted with the six students chosen to participate were conducted virtually through the *WhatsApp application* with video and by *Meet*, and all the content of the interview was transcribed to allow a more detailed subsequent analysis. Two participants were students from the 6th period, two from the 8th period and two from the 9th period of the law course. Students from the 10th period were not heard, because these students, at the time of the research, were focused on practical activities, such as internships in law firms or preparation for final exams and OAB, making it difficult for them to be available to participate in the interviews.

Once the data collection was done, the procedure adopted for the analysis was descriptive, whose research stage involves the presentation of the collected data in a clear way, allowing the interpretation of the results (Gil, 2017). Before proceeding with the data

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analysis, a preliminary review and a check of the questionnaires were carried out to ensure their integrity, such as incomplete answers or those that did not comply with the established inclusion criteria.

Once the questionnaires considered valid were identified, the data were processed manually, without the use of specific software. In this process, each answer was reviewed and assigned a numerical value according to the *Likert* Scale used to apply the questionnaire, in which "1" represents "strongly disagree" and "5" represents "strongly agree". After this stage, the data were tabulated and organized into tables.

The data from the interviews were analyzed in order to understand the results correlated with the information obtained in the questionnaire, in order to enrich the understanding of the theme. The answers to the interviews were transcribed, ensuring fidelity to the content provided by the participants. To preserve anonymity, respondents were assigned fictitious names and specific codes, such as A1, A2, A3, and so on, to facilitate descriptive analysis while ensuring their confidentiality.

The descriptive analysis of the data was conducted based on the principles established by Minayo (2009), which emphasize the importance of organizing, synthesizing and interpreting the data in a systematic and methodical way. In this sense, the descriptive analysis was not limited to the presentation of numbers or brutal information, as it sought to contextualize the data, transforming them into knowledge.

Through descriptive analysis, it was possible to obtain an overview of the results obtained in the survey, highlighting relevant patterns and trends in the participants' responses. This analysis was based on the triangularization procedure, which combines different methods of data collection and analysis to ensure a more comprehensive and robust understanding of the phenomenon studied, thus, the analysis of the interview data complemented the results obtained through the questionnaire, allowing an investigation of the perceptions, experiences and opinions of the participants in relation to the use of digital technologies in the teaching and learning of the Law course.

RESULTS

The results presented in the tables were analyzed and discussed, based on data from the application of the questionnaires and interviews. This analysis began by exploring the results of the *Likert scale*, where Table 1 highlights the percentage distribution of responses at each point of the scale, indicated by the percentage values under each

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variable in the table, reflecting the degree of agreement of the participants with the statements presented.

The following table presents the results of the survey in which students were asked to express their level of agreement or disagreement with statements related to the daily use of digital technologies in learning. To facilitate the understanding of the results, we used a Likert scale, in which the participants assigned values from 1 to 5 for each statement, where: 1 DT: Strongly Disagree; 2 DP: Partially disagree; 3 NCND: I neither agree nor disagree; 4 CP: I partially agree; 5 CT: I totally agree. These values allow a detailed analysis of participants' opinions regarding the use of digital technologies in learning, helping to better understand their perspectives and attitudes towards the topic.

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Table 1. Variables on the *Likert* scale on the daily use of Digital Learning Technologies

Variable	Values in %					Average
	1 DT	2 DP	3 NCND	4 C P	5 CT	
Q1. I use digital technologies in my daily life	0	2,87	2,87	13,21	81,05	**4,70**
Q2. I have participated in classes taught using digital technologies	2,30	2,30	5,17	12,64	77,59	**4,60**
Q3. I use digital technologies outside of the classroom to conduct individual studies	1,15	1,72	1,72	14,36	81,05	**4,72**
Q4. The use of digital technologies in the classroom helped and helps in my learning	2,30	2,87	1,72	25,86	67,25	**4,52**
Q5. Digital technologies make classes more dynamic	2,30	6,32	6,89	31,60	52,89	**4,26**
Q6. Digital technologies add value to teaching methodology	1,72	5,17	4,59	22,99	65,53	**4,45**
Q7. The quality of teaching is not influenced by the use of digital technologies	12,07	17,81	15,51	32,18	22,43	**3,35**
Q8. Digital technologies influence the learning process	0,57	1,72	5,17	34,49	58,05	**4,47**
Q9. In the legal practice classes I had contact with digital technologies aimed at professional use	8,04	10,34	22,41	24,71	34,49	**3,67**
Q10. The use of digital technologies in the classroom will contribute to narrowing the gap between the training of law graduates and the demands of the labor market	2,30	5,17	6,32	31,03	55,18	**4,31**
Q11. I have difficulties in following classes taught using Digital technologies	28,73	21,84	13,80	19,54	16,09	**2,72**
Q12. I object to the use of digital technologies in the classroom	25,28	17,81	20,11	26,46	10,34	**2,78**
Q13. I prefer classes without the use of Digital technologies	34,00	25,79	16,66	12,06	11,49	**2,41**
Q14. In some disciplines I had contact with digital technologies aimed at professional use.	6,32	6,32	12,07	31,03	44,26	**4,00**

Legend: 1 DT: Strongly Disagree; 2 DP: Partially Disagree; 3 NCND: Neither Agree nor Disagree; 4 CP: Partially Agree; 5 CT: Strongly Agree
Source: Prepared by the authors, based on data collected through the Google form (2022)

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In this Table, it is important to highlight that, except for questions Q11, Q12 and Q13, where the answers deviate from the mean 5, and for questions Q7 and Q9, which received NCND answers (neither agree nor disagree), most of the answers came close to the 5 rating on the *Likert* scale. On this scale, the value 5 represents a total agreement with the statements presented. Mean 5 refers to the average value of the scores assigned by the participants on a *Likert* scale used in the questionnaire questions. Thus, participants are asked to rate their level of agreement or disagreement with statements presented, ranging from "strongly disagree" to "strongly agree".

By calculating the average of the participants' answers to each question, one can get a general idea of the degree of agreement of the participants with the statements presented. An average close to 5 suggests a strong agreement with the statements, while lower averages indicate a lower level of agreement and possible differences of opinion among the participants.

RESULTS OF INTERVIEWS WITH STUDENTS

The data from the questionnaire were complemented with interviews for a better understanding as indicated in the following tables, where the acronyms A1, A2 ... indicates Students who participated in the interview, and next to it, the answers to the questions presented:

Table 2. Does the teaching process, when mediated by digital technologies, add value to learning?

A 1	Yes. There is more added value. With the advancement of technology, even the library has become easier, with the digital library. Value as a facilitation of access to learning, as hybrid teaching. Convenience of not having to travel. Existence of platforms and Virtual Learning Environment.
A 2	Yes. The values are the most diverse that are added, for example, in-depth content research, video classes, jurisprudence research and the speed in obtaining information. This is in addition to face-to-face classes.
A 3	Yes. They provide me with improvement in the visual aspect, reading is easier, understanding the content too, because I remember what I saw and associate the reading and fix the information better.
A 4	Yes. It has more added value, as it makes the environment more attractive to the student.
A 5	Yes. It adds new knowledge and increases learning capacity.
A 6	Depending on the context, my answer is yes. If it is a practical learning, it will be very important. A digital technology like the internet, some application that allows me access to scientific articles, so in my teaching-learning process to be able to make use of technology, yes, the process will be much more meaningful.

Source: The author

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Participants agreed that the use of digital technologies during classes improves their learning. In this sense, Moran (2021) mentions that "there is a change in the student's mentality, involving an active role in learning, promoting collaboration with colleagues and teachers in the educational process".

Table 3. In what aspects do technologies influence the quality of teaching?

A 1	They can influence positively or negatively, depending on the quality of the information.
A 2	Search for books, newspapers, magazines, check all kinds of sources.
A 3	In my point of view, it is the quantity and quality of information in a short time for research that we can do on the internet.
A 4	These aspects are very much related to learning itself, it makes the quality of teaching better, because we need to get out of this issue of memorizing, of memorizing only that for the test, very different from learning, which takes for the rest of life.
A 5	Technology influences the quality of teaching, as it optimizes learning and develops students' logical reasoning. File storage.
A 6	Technologies are tools that favor the development of the student, allow the student to have a critical sense, the teacher really plays the role of knowledge facilitator, placing people with opposite knowledge, of the same intellectual, academic level.

Source: The author

Regarding the aspects that influence the quality of teaching mediated by digital technologies, all the answers point positively and favorably to the use, highlighting the importance and encouragement it brings to students.

Table 4 - Difficulties you feel in following classes taught using digital technologies?

A1	It depends a lot on the device. The quality of the internet, the computer, notebook. I like this type of distance learning.
A2	Personally, I don't feel any difficulty in keeping up.
A3	The biggest difficulty is lack of energy, equipment defect, lack of internet, these are the difficulties in my view, because learning difficulty itself I can't see. Difficulty in working with digital technologies that do not contribute to learning. It would be technical operational difficulties, not knowing how to handle and putting everything to waste.
A4	I do not feel difficulties with the use of technologies in the classroom, on the contrary, they help me to understand the subject dealt with in the classroom.
A5	The difficulties are related to the material that is being used with technology, which can have a lot of snags at the time of communication, and on the student's side, if they do not have good material, it is difficult to even select to store all the material.
A6	I have no difficulties, on the contrary, I use digital technologies.

Source: The author (2023)

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It is observed here that the difficulties are caused more due to issues inherent to the operational techniques related to the devices used, the condition of the *internet* made available. However, when we look at Table 7, it is observed that the technologies that students say are used in the classroom and in their daily lives are the simplest. However, as already stated elsewhere, until the COVID 19 event, the use of technological resources for legal education was not yet as common as in other courses, for example, in the area of licensure. A question about whether the students who were being interviewed had objections to the use of digital technologies in the classroom, and let's see the answers, below in Table 5.

Table 5 - Objections to the use of digital technologies in the classroom?

A1	No objection.
A2	It's an inevitable thing, so I have no objection to the use of this digital technology in the classroom.
A3	I have no objection, I even like it, because it is another added tool in my study.
A4	The only objection I have is not knowing how to use technology in the classroom, then it is up to the teacher or whoever is making use of this technology, to teach how to use it.
A5	Perhaps one of the barriers that exist is the accessibility of students due to lack of resources to these technologies, but it is not an objection.
A6	I have no objection.

Source: The author (2023)

The answers, unanimously, are that the interviewees do not object to the use of digital technologies in teaching practices.

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Table 6 - Aspects influenced by digital technologies in the learning process?

A1	It influences a lot, today with the access we have to the platforms, it has greatly facilitated access in the field of academic research. But don't be stuck only with digital information.
A2	The habit of applying everyday tasks inside and outside the classroom and the opportunity to explore the world of information. Digital technologies have a very positive influence on the learning process.
A3	I also use technologies outside the classroom, to deepen my knowledge. It also allows teachers to deepen the students' knowledge, because it makes the class more dynamic, making that content more quickly and easily. A library, which has a current collection. I have applications that are aimed at the area of Law, which help, not only in the classroom but outside as well.
A4	In my case, the motivation in learning inside and outside the classroom, by the quick access to all kinds of information, arousing in me more interest and curiosity about the subject.
A5	It adds more knowledge. Broader material of what is being addressed.
A6	I think there is no way to live today without these technologies, in those activities of having to do observation work, field research.

Source: The author (2023)

The answers are quite diverse. Each interviewee perceives the contribution of the use of the tools in a different way and considering from their own experiences, they highlight that the ease of deepening knowledge is linked to the ease of access and the breadth of the means of information.

To make sure that students understand what digital tools or digital technologies are, we asked which tools or technologies the teachers used in the classroom and the answers confirm, as can be seen in Table 7 below, that those used until then are the most common.

Table 7 - Technological/digital tools that teachers use in the classroom?

A1	Data *show*, videos from the *You Tube platform* and digital books.
A2	Platform, digital library, *slides*, television.
A3	*Google*, the *driver*, videos, *right site* for searches.
A4	*Kahoot*, the *drive*, the *Google* form.
A5	*Notebook, Power point*.
A6	Data *show.*

Source: The author (2023)

The tools most used by teachers in the classroom show the teacher' s freedom to choose the technological resources aligned with the objectives of each discipline, but, curiously, none of the digital programs used by the Judiciary or Bodies that perform legal/judicial activities were mentioned, as well as not achieving greater diversification.

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DISCUSSION

Considering that digital technologies are technological resources that can constitute tools aimed at teaching, this research sought to find out how far the use of such technologies in the law course is going, and the data obtained, starting with the *Likert* scale (Table 1), which points to the existence of some intimacies between students, professors and technological resources.

It is noted in Table 1 that questions Q1 and Q3 received more than 90% of positive responses, indicating a high use of digital technologies in daily life and in studies, however, when Table 7 is analyzed, which deals with the digital technologies that teachers use in the classroom, it is observed that the use is timid and still devoid of resources such as *Jamboard, Mentimeter, Canva*, which are technological resources more recently used in some educational institutions. Among these more modern ones, only one student mentioned the use of *Kahoot.*

Another fact that draws attention is that some students, in the answers to questions Q11 and Q12, have also expressed difficulties and objections in following classes in which they used those technologies mentioned in Table 7, since the technologies mentioned, with the exception of *Kahoot*, are not tools that impose such difficulty, especially on students who study law. We consider this fact to be a mismatch in the answers, since these same students affirm that they frequently use technologies.

In the answers to questions Q2 and Q4, it is observed that in Q2, about 90% of the students answer that they have already participated in classes taught using technologies. They are students in more advanced semesters of the course and went through the pandemic period taking classes through the use of digital technologies, on the platforms.

One piece of data that we infer does not demonstrate reality is item Q9, where 22.42% of students say they do not agree or disagree. To what do we consider this answer? These students did not know how to evaluate, or they are not aware of what are the digital technologies used by the professional of the lawyer, the public prosecutor's office, the judiciary, the public defender's office, etc., since all of them, as well as all those who somehow work in the legal area, undoubtedly have contact with digital technologies. Another possibility that may justify the ambiguous nature of the answer "neither agree nor disagree" (NCND) is the fact that they are students of legal practice I and II, in which they do not yet have contact with the procedural programs of the Judiciary because they are

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disciplines taught outside the laboratories and their professors have not used digital technologies in class.

Regarding Q10, almost 90% agreed that yes, including in the interviews, they almost unanimously agree that the use of digital technologies in the classroom will contribute to narrowing the gap between the training of law graduates and the demands of the labor market. It will not be possible to avoid the use of digital technologies operating in the legal area, so there is no way not to infer that contact with digital technologies in the classroom will contribute to the professional future.

Questions Q4, Q5 and Q6, with almost 100% of the answers positive, the students agree that the technologies researched help their learning, making the classes more dynamic, and more attractive, improving the teaching methodology. According to Moran,

> These new technologies cooperate for the development of education in its face-to-face form (physically), since we can use them to make our classes more dynamic in our face-to-face courses, making them more alive, participating, and more linked to the new reality of study, research, and contact with the knowledge produced. (Moran, 2021, p.78).

The negative question consisting of item Q7 was inserted in the scale on purpose, to measure the students' attention at the time of their answers, considered a relevant factor for the study because it influences the quality and reliability of the data collected. Answers were presented that demonstrate a mismatch between questions Q4, Q5 and Q6, and as well as approximately fifteen percent of the students stating that they do not agree or disagree about the influence of technologies on the quality of teaching. This lack of positioning is considered a convenience and a non-concern in measuring one's own learning.

It is important to seek quality education and the biggest challenge is to move towards teaching that promotes quality education, which integrates all dimensions of the human being, and, "Within the variables necessary for quality education are accessible, fast and renewed technologies (Moran, et al. 2021)".

Dealing with the students' perceptions at the time of the interviews, Table 2, (Does the teaching process when mediated by digital technologies add value to learning?), unanimously portrays that the students agree that their learning process, when mediated by digital technologies, is aggregated with values that help for better learning.

With the use of technologies there is a change in mentality:

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> The student, in a learning process, assumes the role of an active learner and participant (no longer passive and repeater), a subject of actions that lead him to learn and change his behavior. These actions, he performs alone (self-learning), with the teacher and with his colleagues (interlearning). A change of mentality and attitude on the part of the student is sought: that he works individually to learn, to collaborate with the learning of other colleagues, with the group, and that he sees the group, colleagues and the teacher as suitable partners, willing to collaborate with his learning. (Moran, Masseto and Behrens (2006, p.141).

In the same sense, in a survey carried out in the classrooms of the law school of the Federal University of Ceará, it was found that "the students interviewed stated that they believe that the use of technology, such as *slides*, videos and the internet, in the classroom, helps their learning" (Reis; Cintra; Camurça, 2017, p. 412). It is observed that these students refer to the same resources mentioned by the students researched here. In line with the students' statements:

> The emphasis on the learning process requires working with techniques that encourage student participation, interaction among them, research, debate, dialogue; that promote the production of knowledge; that allow the exercise of important human skills such as research in the library, working in teams with professionals in the same area and in related areas, presenting papers and conferences, making communications, dialoguing, etc. (Moran, Masseto and Behrens (2006, p.143).

Such incentives are aligned between technologies and the student, and also "interactions (student-teacher-students) give full meaning to co-responsibility in the learning process". (Moran; Masseto; Behrens, 2006, p. 141).

Regarding Table 3 (In what aspects do technologies influence the quality of teaching?), arousing the interest of students through properly prepared interactive classes and encouraging them to seek the consolidation of legal learning is something that most teachers want to add to their teaching practices. It is undeniable that the "Digital Age" contributes greatly to the perpetuation of the implementation of new technologies and new ways of seeing the directions of teaching and its practices in the educational sphere:

> By new technologies in education, we are understanding the use of information technology, the computer, the Internet, CO-ROM, hypermedia, multimedia, tools for distance education - such as chats, groups or discussion lists, electronic mail, etc. - and other digital resources and languages that we currently have and that can contribute significantly to making the education process more efficient and more effective (Moran; Masseto; Behrens, 2006, p. 152).

Despite the fact that technologies in education comprise the tools that can be used in teaching, it is necessary to remember that technological waves or technological cycles

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quickly change dynamics and, in order to reach the academic public, teachers also need to keep up with technological advances because their use has crossed the frontier of virtual courses and started to be adopted in person, as an added resource, the teaching methodology. In part, through collaboration and dynamism:

> These new technologies cooperate for the development of education in its face-to-face form (physically), since we can use them to streamline our classes in our face-to-face courses, making them more alive, interesting, participating, and more linked to the new reality of study, research and contact with the knowledge produced: They also cooperate, and mainly, for the (virtual) distance learning process, since they were created to meet this new need and modality of teaching (Moran; Masseto; Behrens, 2006, p. 152).

All this development of technologies and their tools is important to break certain school paradigms and bring a new perspective to the directions of teaching and consequent learning, since technological advances contribute to the educational sphere.

Despite the opinions above, Table 4 (Difficulties they feel to follow classes taught using digital technologies), it is observed that there are still difficulties that are caused by issues inherent to the operational techniques related to the devices used or the condition of the *internet* made available. The changes incorporated must go beyond problems with the student's logistics in relation to the technology itself:

> Changes in education also depend on students. Curious and motivated students greatly facilitate the process, stimulate the best qualities of the teacher, become lucid interlocutors and partners in the teacher-educator's journey. Motivated students learn and teach, advance more, help the teacher to help them better (Moran; Masseto; Behrens, 2006, p 17).

It is not enough for the student to be a "digital native". It is necessary to go beyond good management with tools to know how to identify other issues that may arise from enriching learning and research experiences.

Regarding possible objections regarding the use of digital technologies in the classroom, Table 5 shows that the interviewees stated that they do not object to the use of digital technologies in teaching practices and affirm that the digital tools used to mediate the teaching process provide the necessary support for teachers to prepare classes with lighter content and directed to the expectations of the digital generation, in order to contribute, above all, to the learning process. It is perceived that by using their language, mediated by technological tools, the teacher stimulates critical thinking.

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On this, Moran, Masseto and Behrens (Moran; Masseto; Behrens, 2006, p. 46), say that the teacher "having an innovative, open pedagogical vision, which presupposes the participation of students, can use some simple tools of the *internet* to improve the face-to-face interaction In any case, the absence of objection is already an advance in the sense that the student already understands the need to change the teaching and learning process, since both are mediated by the use of digital technologies.

Admitted and accepted by the students, technological mediation, it was wanted to know which aspects of the learning process are influenced. Table 6 brought a student view on the aspects influenced by digital technologies in the learning process, but each student perceives the contribution of the use of tools in a different way, doing so from their own experiences, but with many common points, among which they highlight the ease of deepening knowledge, the ease of access and the breadth of the means of information, As we have seen, they claim to use the digital library, research on legal websites and digital books. Some recommendations regarding the use, with regard to which technology to use, Moran, Masseto and Behrens (2006, p.143), highlight the following:

> The techniques need to be chosen according to what students are intended to learn. As the learning process encompasses intellectual and affective development, the development of skills and attitudes, it can be deduced that the technology to be used should be varied and appropriate to these objectives. We cannot hope that one or two techniques, repeated to exhaustion, will be able to encourage and direct all the expected learning. In addition, the techniques will need to be consistent with the new roles of both the student and the teacher: strategies that strengthen the role of the student's learning subject and the teacher's role as mediator, encourager, and advisor in the various learning environments.

In other words, the freedom that the student has to choose the best technology must be allied to the objective of the study of each subject. At the time of this field research, the use of Artificial Intelligence (AI) was not yet as widespread and used as it is today, but it is observed in the answers that students use resources such as *Google, You Tube*, which bring enriching content to their research. The student has a world of information in the palm of his hand. It is as if it were a large globalized library where all the information that is necessary to carry out an academic task is accumulated. In just one touch, there's a world of information.

In Table 7, a student mentions the *internet*, but the internet is not considered a digital technology per se, but it is part of the logistics necessary to use digital technologies in a comfortable way. The use of *Power Point, Datashow, Slides* dispense with the *internet,* but all the other methodologies indicated by the interviewees require a good *internet.*

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You Tube, for example, is an internet-powered tool *,* widely used for displaying videos in the classroom because it has a collection that, in addition to containing diverse and interesting topics, is composed of channels that facilitate handling and access to teachers, and where lectures, round tables, debates on legal topics can be found, with the participation of great jurists ranging from ministers of the highest courts, to the most renowned legal theorists. It is possible to watch large trials that are stored and can be broadcast in the classroom.

Another benefit brought by *You Tube* is the collection itself with regard to the time it remains available for access and also the possibility of interaction on the occasion of the recording of a class, lecture, *live*, which is transmitted by this tool, allowing interaction through chat messages, in real time. The "*Legal Lives*" project developed by a university in Rio Grande do Sul, which, at first, was carried out on the *Instagram* application and, in its second part, implemented on the *YouTube application,* brings reports that, even in the discipline of labor law, the knowledge produced there went beyond the walls of the college:

> On the YouTube application, the activity took place on August 3 of this year, lasting 04 hours, with the "I ASRDT International Seminar 'Labor and Labor Law in the pandemic: experiences and reflections' - I (virtual) Meeting of Study/Research Groups in Labor Law - Opening 2020/2 - PUCRS/UFRGS". In this event, in addition to the dissemination of legal content in the form of lectures, the e-book "Labor Law, technology, fraternity and ILO: compilation of entries" was made available, as well as the wide dissemination of a virtual "vakinha" link benefiting the entity Associação Famílias em Solidariedade – AFASO, strengthening the link between education, law and fraternity. (Barzotto *et al.*, 2020, p.2).

Regarding other tools mentioned by the students, the use of *data shows, slides, power points* and *notebooks* are not new, but continue to be widely used. The students did not mention the use of games such as gamification, kahoot, which are technologies that can be used to diversify and assist both in the teaching process and in learning.

The use of games can increase interactivity among students by bringing playful and educational experiences to the classroom in order to maintain attention, in addition to teaching through the challenges that games employ, cognitively stimulating learning potentials.

A research developed in the field of neuroscience, at the Federal University of Paraná (UFPR), highlighted the contribution of games as an important benefit to be considered in the learning process, "The use of educational games (digital and non-digital) as a teaching strategy has become an innovative tool, so that they enhance active and more meaningful learning (Wagner, 1970 apud Ramos; Lorenseti; Petri, 2016, p.2). In this

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way, "students (players) build knowledge based on their own experiences" (Ramos; Lorenseti; Petri, 2016, p. 2).

Kahoot, a type of game created in 2013 in Norway, is a free teaching platform that works as a *game show,* allowing the teacher to create quizzes with up to four options, that is, multiple-choice questions and students to participate, *online*, each with their own device that can be a computer*, tablet* or cell phone. *Kahoot's digital proposal* has a very good adhesion and whose competitive bias attracts students to participate.

> This game-based platform, available at address https://getkahoot.com, was proposed to provide engaging learning experiences both inside and outside the classroom. One of the characteristics of this tool is to arouse the curiosity and involvement of digital natives in experiences to positively impact their learning performance (Gazotti-Vallim; Gomes; Fischer, 2017 apud Silva, 2018, p. 783).

This feature does not require additional applications. In general, the apps provide more aggregating classes that stimulate the desire to learn more, arousing healthy competitiveness and student interest. With pleasant and interactive interfaces, many of the *Apps* are made available to educational platforms with easy access to use.

The use of *Google* and digital libraries brings maximized academic practicality and has to be taken into account and encouraged since vast content can be accessed in a few minutes, and many times.

It is the logic of digital technologies available for teaching that invites the interlocutors of the teaching and learning process to work based on cooperation and collaboration and on the perspective of being together in dialogue, whether through platforms or face-to-face classes mediated by the use of technological resources, even inviting Educational Institutions to rethink dialogue and the curriculum, due to the new communicational process, which has been undergoing changes with the event of technologies, which brings some important questions to the reflection on the process of teaching and learning, which are, according to Moran, Masseto and Behrens, four elements: "the very concept of learning, the role of the student, the role of the teacher and the use of technology". (Moran; Masseto; Behrens, 2006, p. 139).

In the meantime, it is also established that digital technologies encourage cooperation and collaboration between those involved in the teaching and learning processes in the construction of knowledge. The ability to identify, analyze and solve complex concept issues is essential in many disciplines of the law course, but the simple use of digital tools, or even Artificial Intelligence, is not enough for good learning.

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The use of technological tools needs to be managed in the teaching process, and here lies and highlights the importance of the teacher for the construction and management of skills, because, unequivocally, the teaching process is a highly connected turn with the learning process and both are complex journeys that go beyond the mastery of technical skills with digital technologies, or the accumulation of information. In addition, it involves deeper issues that permeate understanding, cognitive skills, use of available information, and other issues that can be explored and analyzed.

Dealing with all these approaches effectively is essential to promote deep and meaningful learning, which prepares students for career challenges, however, to achieve the intended desideratum it is necessary to observe investments that import, express and value the importance of technologies in the transformation of traditional teaching methods.

CONCLUSION

This study was developed with the purpose of investigating the use of digital technologies in the context of teaching in the law course, which is a course in which classes are strongly based on unilateral exposure, with professors playing the central role in the transmission of knowledge.

The methodology adopted combined a literature review with a field research that employed a qualitative-quantitative approach. To collect data, two instruments were used: a semi-structured questionnaire and semi-structured interviews, where the results pointed to a reality in which the use of digital technologies as a teaching method is a presence, still timid, in the educational practices of law students. However, even with this timid presence established, there are challenges to be faced, such as logistical obstacles and the need for better digital literacy on the part of students.

From the data collected, it was perceived that students yearn for a differentiated quality of teaching and want to break the cycle of past methods and introduce new methodologies in the pedagogical planning of teaching.

It is possible to think of digital technologies as learning indicators that can be used to enhance didactic methods in order to maximize the quality of teaching. There is no resistance from students in the insertion of digital resources, and they say that the use of these technologies has the power to make classes more engaging, thus stimulating greater interest and promoting healthy competition to improve the learning process.

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The analysis of the data, in addition to revealing the recognition of the importance of disrupting the teaching method, also revealed that students want these technologies to be integrated into teaching practices, recognizing the potential to contribute to their academic and professional training in the future.

However, it is important to note that, although digital technologies are being used increasingly, challenges remain to be overcome, such as the lack of knowledge about the available tools and logistical limitations, especially regarding the quality of the internet connection. Despite these issues, it was clear that, in the view of the students investigated, digital technologies have the potential to improve the teaching process and consequently the learning process, in law courses, with the observance that they are integrated and used consciously by professors and students.

Theoretically, this research contributes to a reflection and understanding of the impact of digital technologies on legal education, a course traditionally resistant to methodological changes. The results broaden the debate on pedagogical innovation in higher education in this course, by demonstrating that the integration of digital technologies can be a significant vector of transformation in the educational model of Law.

In practice, this study offers valuable subsidies, arising from the desires of law students, for the reformulation of pedagogical strategies that promote digital inclusion and the qualification of students and teachers, seeking to overcome the obstacles identified, such as the limitation of infrastructure and the deficiency in digital literacy.

In addition, by highlighting students' receptivity to new approaches, the research suggests that, with proper support, the use of digital technologies can not only optimize learning, but also better prepare future legal professionals for the challenges of the contemporary world.

Thus, both from a theoretical and practical point of view, the findings of this study have great potential to influence educational policies and teaching practices, promoting a more dynamic, accessible teaching that is aligned with the needs of the twenty-first century in the face of technologies and virtualization experienced by all who make up the academic society and legal operationalization.

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