

Metaverse and law: A cutting-edge tool for empowering specialists in law with hard and soft skills

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Abstract: *Metaverse is an evolving digital ecosystem that brings together law with psychology, economics, communication, cultural studies, ethics, and the arts within immersive virtual environments. It represents a convergence of technology, society, and culture, where individuals interact, create, and exchange value through augmented reality, virtual reality, and other interconnected digital spaces. The metaverse is not just a technological transformative platform for law education but a multidimensional social system that raises new questions about identity, governance, economy, and human experience. The strength of this system depends on how law is conceptualized, either as a set of enforceable rules or as an integrative framework that provides structure, accountability, and legitimacy to the metaverse. Its potential also hinges on how effectively law specialists are trained in both hard and soft skills. This article adopts the latter perspective, emphasizing that law plays a crucial role in ensuring that technological innovation within the metaverse aligns with justice, ethics, and social responsibility. Accordingly, the proposed paper aims to explore how the metaverse can serve as a cutting-edge tool for empowering legal professionals with hard and soft skills that combine technical competence and human-centered expertise, both essential for navigating the challenges and transformations of digital and real-world legal practice. It compares hard skills and soft skills development through traditional and metaverse-based approaches.*

Keywords: Metaverse, Immersive learning environment, Law education, Experiential learning, Scenario-based simulation.

1. Introduction

Preparing students for practice as competent and ethical lawyers is the central mission of legal education (Katz, 2006). However, the rapid development of the metaverse and other digital environments, along with their impact on legal education, invites critical reflection on the implications for the teaching of law. The metaverse significantly impacts legal education by challenging traditional concepts of law and how it operates in virtual spaces. It also presents challenges in training future legal professionals. These concerns highlight the need to consider how concepts are reinterpreted in real-virtual situations, what metaverse-based learning

entails, and how these digital learning environments can be developed to uphold legitimacy, justice, and accountability.

1.1 Metaverse as a multiuser environment

The metaverse is a multiuser environment that blends digital virtuality with physical reality. It enables dynamic interactions with digital objects, seamless embodied communication in real time, and multimodal interactions with digital objects, people, and virtual settings (Mystakidis, 2022). The term "metaverse," according to Cheng (2023), combines the concepts of "multiverse" and "universe" to describe an immersive, parallel reality in which users can communicate in a decentralized, immersive, and interoperable 3D online learning environment. Thus, the metaverse is a network of interconnected worlds and cutting-edge technologies.

By offering cutting-edge immersive platforms for education, the metaverse presents a viable solution to social challenges (Tiwari, Zhou, Childs, Chang, & Ferrill, 2025). It integrates blockchain technology, interactive technologies (VR/AR/MR/XR/ER), game technologies (game engines, game code, multimedia resources), artificial intelligence (AI), network communication technologies, and the Internet of Things into a cohesive whole. The metaverse is supported by a variety of platforms, including but not limited to Decentraland, Sandbox, Fortnite, and Horizon Worlds, which provide environments for interaction, learning, and experimentation.

Nowadays, the metaverse requires collaboration among specialists in technology, policymakers, ethicists, lawyers, and citizens of civil society. The pace of the metaverse's technological development demands a corresponding commitment to moral, ethical, and social responsibility norms, ensuring that digital progress does not outstrip human values. In this context, the metaverse opens the door to alternative education in law. According to *A Lawyer's Guide to the Metaverse: Practical Tips for Maximizing Value*, the metaverse offers significant potential for both current and future legal professionals, particularly in fostering key skills such as critical thinking, ethical reasoning, moral development, digital literacy, and oral communication. These skills are essential for navigating both digital and traditional legal environments and for making sound decisions.

1.2 Learning space with immersive scenarios for law education

Prashar, Gupta, and Gupta (2025) observe that a metaverse helps students progress from lower to higher levels of moral reasoning. Thus, the expected outcomes may be influenced by the learner's capacity to acquire implicit knowledge and understand phenomena in a rich, engaging, and interactive simulation environment, which is closely related to professional competencies. Theoretically, for law specialists, the metaverse may offer learning space where they can study human behaviour in high-risk scenarios through real interactions and communication with users, resources, simulated contexts, and controlled, realistic conditions (Wang & Yan, 2025).

Immersive scenarios blend experiential learning models with interactivity, enabling law students and practitioners to develop a deeper understanding of human behaviour. However, for the metaverse to be effective in law education, both teachers and students must possess critical thinking, ethical judgment, and other soft skills to interpret interactions. In the absence of these competencies, even the most realistic metaverse scenarios will not offer useful legal knowledge.

There are several cutting-edge case studies exploring the experimentation of legal education in the metaverse, based on experiential learning. For instance, Case Study 1 focuses on designing a new learning space for exploring identity and crimes within virtual environments, where real users, embodied as avatars, can experiment with multiple identities. This raises novel legal and ethical questions about accountability, consent, and digital misconduct (Qin, Wang, & Hui, 2025). Case Study 2 explores the use of AI-driven judges to create realistic and immersive legal environments for studying law (Kutnjak Ivković & Liu, 2025). By simulating courtroom scenarios and judicial decision-making, this approach allows students to experience the application of legal principles in real-time, fostering critical thinking and enhancing their understanding of legal processes. Case Study 3 highlights the concept of "policy sandboxes, which are experimental frameworks that allow regulations to be tested in a controlled environment, where they can be actively challenged and revised based on the feedback and responses of virtual citizens (Gromova & Ferreira, 2025). However, despite the promise of the metaverse's impact on legal education, there remains a substantial gap in understanding how it can be used to empower law specialists with on-demand hard and soft skills. The purpose of this article is to investigate how the metaverse can serve as a cutting-edge teaching and learning tool to enhance the development of both hard and soft skills.

2. Research methodology

The research focuses on gathering conceptual insights from existing literature on the metaverse in law education. A qualitative exploratory research design is used to explore how the metaverse can serve as an innovative tool for developing both hard and soft skills among law specialists. Given the emerging and dynamic nature of the metaverse and the limited literature on its practical application in legal education, the proposed approach provides a deeper understanding of potential methods for its implementation in university education. Data were collected from Google Scholar.

The collected references were analysed using a thematic analysis approach. Following a preliminary screening, a selection of sources was examined to identify recurrent themes and patterns, including: the metaverse's role in transforming legal education; the need for hard skills in law education; the importance of soft skills in law education; and the challenges and opportunities of integrating metaverse-based training into university education. Afterward, the findings were organized into four thematic categories to support the development of a conceptual model of legal

education in the Metaverse. These categories are legal education, the metaverse, the hard skills and soft skills.

3. Conceptual model of legal education in the metaverse

Law education, sometimes referred to as legal education, is the process of teaching the institutions, practices, and principles of law to enhance students' understanding of legal systems, rights, and obligations, while fostering the analytical, ethical, and communicative abilities required for legal reasoning and professional practice. In contemporary times, law education cannot be fully understood without exploring its connections to the metaverse, as well as the development of both hard and soft skills, which are essential requirements for a globalized society. Conceptually, the connection between law education, hard skills, soft skills, and the metaverse can be represented in Figure 1.

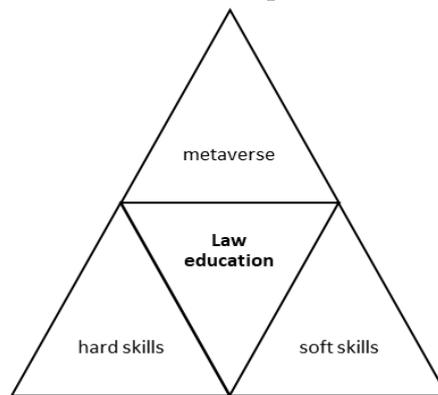


Figure 1. The metaverse, hard skills, soft skills and law education

The metaverse, hard skills, and soft skills are elements that influence each other in the context of legal education. The Metaverse can be understood as an immersive digital learning space where legal education take place. This space is not just a technological platform but a dynamic interactive and adaptive learning environment where students can engage with legal concepts and scenarios in real-time, offering a novel way to teach and learn the principles of law. Hard skills refer to the technical, knowledge-based competencies required in the legal profession, such as legal research, writing, and understanding statutory law. In this conceptual model hard metaverse can help students to develop hard skills by providing practical, hands-on learning experiences in simulated environments created for education. Soft skills include cognitive abilities such as communication, ethical reasoning, emotional intelligence, teamwork, and adaptability, as well as metacognitive experiences like critical thinking, reasoning, and problem-solving through deep reflection. The metaverse helps students practice soft skills through real-time scenarios, where they can collaborate, solve problems, and communicate effectively in this diagram, law education represents the overarching domain, covering curricula, teaching-learning strategies, methods and techniques, and

competences of law specialists required in the context of societal challenges and global transformations. Hard skills refer to the technical, teachable, and measurable abilities required to perform legal tasks to practice law effectively (e.g., research, legal writing, case analysis, legal reasoning, technical aspects of negotiation, and transactional skills). Soft skills are related to interpersonal, emotional intelligence, cognitive abilities, and metacognitive competencies that enable ethical judgment and correct decision-making.

Let us explore the connection between specific features and principles of law education, requirements for hard skills and soft skills of law specialists, and the specifics of the metaverse using the Boolean operator ‘AND’. This way allows us to investigate only articles that address both aspects simultaneously. For instance, we could. In other words, this section of the study aims to examine the educational potential of the metaverse for law students, with a focus on how it supports the development of technical (hard) skills and interpersonal (soft) skills essential to legal practice. In other words, this part of the research investigates how the metaverse can enhance legal education by promoting both hard and soft skill development.

One could observe that traditional law education emphasizes legal reasoning, statutory interpretation, and ethical decision-making as the core principles of legal education. When combined with the metaverse, these classical principles can be translated into immersive, interactive experiences, allowing students to engage in simulations of courtroom procedures, client consultations, or negotiation exercises. In sum, the metaverse offers a real-virtual space where abstract principles can be practically contextualized without real-world consequences.

A practical example of using the metaverse in law education is provided by the European University Initiative Department of Law, which hosted more than 20 participants in a unique experience as part of the course 'Law and Technology.' The metaverse offers the opportunity to engage directly with legal subjectics through avatars, which enhance collaboration, enabling students to engage more meaningfully with complex legal concepts and situations, as shown in Figure 2.



Figure 2. A screenshot of first course in the metaverse

3.1. 'Law education' AND 'metaverse'

A search for the combination 'Law education' AND 'metaverse' in Google Scholar yields 38,000 results in just 14 seconds, illustrating the rapidly growing interest in the use of digital technology in legal education. Among these, Sarra (2025) observed that the metaverse does not yet denote a specific technical realization; rather, it represents a general trend of technological growth and convergence. The most interesting development for legal education is the concept of digital twins, which offer the opportunity to replicate, simulate, and monitor physical objects, systems, or processes in real time, all within an immersive virtual environment. In the context of law education, digital twins can be used to create dynamic learning environments, where students' progress can be monitored based on how they react to ethical dilemmas, high-pressure litigation, and client interactions.

According to Rajesh Kumar & Megha M. Patel (2025), complexities of metaverse span multiple areas of law, including general law, intellectual property law, property law, and the emerging question of whether 'virtual property law' is necessary. The legal discourse encompasses a wide range of subjects, such as privacy and data protection, contract law (including smart contracts), cybersecurity and cyberattacks, monetary and payment system regulations, virtual asset regulations (including securities and commodities laws), tax law, KYC (Know Your Customer) and anti-money laundering regulations, and criminal law. From a broader legal perspective, the metaverse challenges traditional legal frameworks, complicating the application and enforcement of real-world laws in virtual environments.

3.2. 'Law education' AND 'hard skills'

In just 0.16 seconds, a search on Google Scholar yields 2,080,000 results demonstrating the relationship between 'law education' AND 'hard skills.' Among the most frequently cited hard skills are legal research, contract drafting, case analysis, and procedural compliance. These competencies can be further enhanced through the use of digital twins and immersive simulations. However, to deepen students' learning, it is essential to employ teaching methods that actively engage students in the teaching-learning process, fostering practical application, critical thinking, and problem-solving skills.

One such method is *legal research*, defined as the process of identifying and retrieving information necessary to support decision-making. Legal research involves identifying and retrieving information to support decision-making, using primary sources like statutes, case law, and regulations, and secondary sources such as textbooks and articles. Teaching students to conduct legal research helps them distinguish between these sources and apply them effectively. In the metaverse, students can engage with virtual legal research environments, interacting with databases and legal materials in an immersive way. For example, using a digital twin of a courtroom or legislative body, students can explore statutes

and case law interactively, practice research in simulated scenarios, and receive real-time feedback from instructors and AI systems.

Contract drafting is an essential hard skill that must be developed in legal education, as it equips students with the ability to create clear, precise, and enforceable legal agreements. Contract drafting requires a combination of theoretical knowledge, practical exercises, and feedback-driven learning. In practice, it is essential to teach students to understand the key principles of contract drafting, analyze model contracts by identifying their strengths and weaknesses, and critically evaluate existing agreements to protect clients' interests. The metaverse can significantly enhance contract drafting through interactive simulations. Students can draft contracts in virtual environments where they engage with clients (represented by avatars) and receive real-time feedback on their drafts from virtual mentors or AI systems. This hands-on approach mimics real-world negotiations and contract creation, allowing students to practice contract writing with greater precision and clarity. Additionally, the ability to visualize and simulate various contract scenarios can help students understand how different clauses affect the overall agreement and learn the nuances of enforceability.

Case analysis is another skill that must be developed in legal education, as it enables students to critically examine judicial decisions, identify key legal principles, and apply precedents effectively to new situations. Therefore, it is crucial to teach students how to comprehend a case's structure by identifying its essential components, recognize the distinctions between deductive reasoning (which applies legal rules to facts) and analogical reasoning (which compares cases), and encourage them to dissect each case into its constituent parts to assess its advantages, disadvantages, and legal ramifications. Immersive simulations within the metaverse can take case analysis to a whole new level. Instead of simply reading a case, students could interact with a 3D representation of the events, using virtual tools to explore case details, identify legal principles, and apply precedents to similar scenarios. In these virtual environments, students could engage in mock trials, reenact key moments from landmark cases, and analyze judicial decisions by "walking through" the facts, reasoning, and outcomes in a way that deepens their understanding. These exercises would allow them to dissect cases from different perspectives, enhancing critical thinking and reasoning skills. These and other skills are presented in Table 1.

Table 1. Hard skills in traditional and metaverse teaching

Hard Skill	Traditional Teaching	Metaverse Pedagogy
Legal Research	Teach students to identify and analyze primary and secondary sources. Assign case briefs and statutory interpretation exercises. Use databases like Westlaw or LexisNexis.	Simulate legal research in virtual libraries or court databases. Use AI-driven legal assistants in the metaverse to guide students in searching and interpreting cases. Track research progress through interactive dashboards.

Contract Drafting	Teach principles of contract law and the structure of agreements. Analyze model contracts and identify strengths and weaknesses. Practice drafting and revising clauses with instructor feedback.	Conduct virtual contract negotiation and drafting simulations. Use digital twins to visualize contract outcomes under different conditions. Enable real-time collaborative drafting in shared virtual offices.
Case Analysis	Assign students to brief cases, identify issues, and summarize reasoning. Discuss precedents and analogies in class. Apply legal reasoning to hypothetical fact patterns.	Use immersive mock trials or dispute simulations. Allow students to apply precedents in real-time scenarios with AI-judges. Monitor reasoning processes to assess analytical depth.

3.3. 'Law education' AND 'soft skills'

The connection between 'law education' AND 'soft skills' in Google Scholar is proven by 180,000 results in only 0.18 sec. Tsaoussi (2020) noted that law schools are in the process of revising the curricula and that legal pedagogy promotes the model of the “feeling lawyer” instead of “teaching the law”, helping students to sharpen soft skills such as empathy, integrity, and problem-solving. Compassionate, attentive, reason-based, and sympathetic teaching should be the main pedagogical tenets of teaching law to actual pupils.

Jones (2025) emphasizes the increasing prominence of soft skills in legal education. Among these, the most critical skills to be developed are communication, negotiation, empathy, ethical judgment, emotional intelligence, adaptivity, resilience, and teamwork, as they are essential for effective professional practice and client interaction in contemporary legal settings.

Soft skills in legal education can be effectively developed through traditional classroom methods such as moot courts, structured debates, and oral presentations based on real case studies. These activities help students enhance their communication, critical thinking, teamwork, and problem-solving abilities, skills that are essential for legal practice. Equally important are writing exercises, such as drafting client letters, legal memoranda, and policy briefs, which help students develop clarity, precision, and professionalism in legal communication. The metaverse enhances soft skills development by offering immersive environments for practice. Virtual moot courts and debates help students improve oral advocacy and public speaking, with immediate feedback. Simulated legal scenarios foster teamwork and critical thinking, while virtual client meetings and negotiations refine communication and interpersonal skills. This blend of simulations and real-time feedback strengthens the soft skills essential for effective legal practice (Table 2).

Table 2. Soft skills in Traditional and in Metaverse Teaching

Soft skill	Traditional Teaching	Metaverse Teaching
Communication	Engage students in moot courts, debates, and oral presentations. Include writing exercises such as drafting client letters, legal memos, and policy briefs. Provide structured feedback on clarity, tone, and professionalism.	Conduct virtual court sessions and client interviews in immersive environments. Use avatars and voice simulation tools to practice persuasive oral advocacy. Enable real-time AI feedback on communication style and effectiveness.
Negotiation and conflict resolution	Use role-playing exercises and mediation simulations to teach negotiation strategies. Reflect on ethics, fairness, and power dynamics in negotiation outcomes.	Use role-playing exercises and mediation simulations to teach negotiation strategies. Reflect on ethics, fairness, and power dynamics in negotiation outcomes.
Empathy and emotional intelligence	Include client-centered learning, to analyze cases from clients' perspectives. Encourage reflective journals on emotional impact and ethics.	Use virtual simulations to expose students to ethically complex scenarios. Allow learners to experience the consequences of their actions on simulated clients' well-being.
Ethical judgment	Incorporate legal ethics and professional responsibility modules. Discuss real-world cases involving ethical dilemmas or misconduct.	Design interactive ethical simulations where students must choose between competing professional duties. Use branching scenarios to demonstrate the outcomes of ethical vs. unethical decisions.
Teamwork and collaboration	Assign group projects, legal clinics, or mock trials that require cooperation. Rotate leadership roles to promote diverse team experiences.	Create virtual law firms or collaborative workspaces in the metaverse. Use shared digital twins for joint problem-solving and case management. Track group dynamics and collaboration metrics through learning analytics.

4. Conclusions

Students should be prepared to be professionals across diverse learning environments (Maharg & Owen, 2017). The metaverse is a cutting-edge tool with transformative potential for law education. It offers a unique global platform where law students can develop both hard and soft skills in immersive, low-risk, and

interactive ways. The metaverse provides an environment that enables dynamic interactions with digital objects, real-time embodied communication and collaboration between users, and multimodal engagement with virtual environments, people, and digital entities.

In summary, the metaverse combines the best aspects of the multiverse and the universe, providing law students with the opportunity to effectively communicate across various platforms like Decentraland, Sandbox, Fortnite, and Horizon Worlds. However, teaching both hard and soft skills presents challenges for educators and students alike. First, the role of skills education in law schools has been a source of controversy and debate for many years. Second, the rise of the Langdellian case-dialogue method sought to shift legal pedagogy away from its origins in practical apprenticeship, moving instead toward a model that emphasizes abstract principles and the development of analytical skills. This historical shift has shaped how law schools prioritize theoretical knowledge over experiential skill-building, creating tension between traditional instruction and the demands of modern legal practice.

The metaverse offers unique opportunities to increase the efficiency of law education, particularly in developing both hard and soft skills. The potential of the metaverse lies in its ability to create a stimulating environment, where students can learn in virtual libraries, explore court databases, interact with digital twins, and use AI-driven assistants to conduct contract negotiations, case studies, or simulate real-time scenarios in a digital environment. Regarding soft skills development, the metaverse provides a unique opportunity for students to improve their communication skills through role-play exercises and to reflect on ethics, fairness, and power dynamics in negotiation processes and outcomes.

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