Challenges in the E-teaching of Law

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Abstract. *The effect that the COVID-19 pandemic has had on education is already obvious. Where higher education institutions are concerned, the impact of these changes may vary based on the scientific field encompassing those academic programmes. This article presents the impact of switching to blended learning, and later online-only education, in the field of Law study programmes, an area where face-to-face learning might be considered essential, given the specifically oral nature of legal professions. The research tools for this article are (i) a case study based on (ii) a survey on the Law students at Transilvania University of Brașov, following (iii) a review of specialized literature, taking into account the specific conditions with available specific conditions which would facilitate the process of teaching-learning-assessment. The survey focuses on the following core issues: (i) the interface, the tools and the level of accessibility for the e-learning platform; (ii) evaluation of teaching resources in terms of their formal aspect and usefulness in the learning process; (iii) teaching-learning process in terms of the optimal content and way of teaching of the didactic materials, and in terms of the students' involvement and increased interest; (iv) identifying the optimal assessment methods in a comfortable climate, as well as ensuring the fairness of the examination; (v) the teaching staff's skills of online teaching on the e-learning platform, and the students' skills of accessing and using this platform. An analysis of the responses would allow identifying the weaknesses and strengths in the new teaching tools and methods, their efficiency in the learning process, the effect felt by students on personal performance, as well as their appreciation of the online examination methods. The results of the survey also show that the professors need to reposition themselves based on the new teaching conditions and demands created by the current and future situation, as well as the technological facilities and tools provided by online platforms. The article will be concluded with the presentation of the challenges and opportunities identified in online teaching and assessment, which, despite being specific to the legal science, can also be extended to other fields, at least where humanities are concerned.*

Keywords: juridical e-learning, e-learning tools, online evaluation, skills development, rightness

The Paradigm of Challenge

Romania, along with other EU and non-EU countries, has replaced face-to-face education with distance education in response to the coronavirus (Al Lily et al., 2020; Patricia Aguilera-Hermida, 2020). However, the concept of online distance learning is not a new one. There are many articles that have focused on this method of teaching and learning (Moore et al., 2011; Yang, 2013), articles which, in their turn, have been the subject of systematic research on this topic (Davis et al., 2018; Liu et al., 2020; Martin et al., 2020). One of the conclusions drawn from these studies shows that generally, education is being transformed in both formal and informal learning contexts by new digital technologies (Burbules et al., 2020). If under normal conditions, online distance learning was an option of the educational institution or of the student, the pandemic generated by Covid-19 has imposed this transition on most education systems. A research of the specialized literature shows that online distance learning applies to various study fields, such as: (i) engineering fields (Banday et al., 2014; Manciulea et al., 2019), where the use of computational tools for simulation of industrial processes is an exciting alternative to complement the theoretical classes in a classroom (Acevedo et al., 2020); (ii) pharmaceutical education, where it comes to support the internship programs that can offer high quality of the internship, and reduce the preceptors' teaching workload without compromising patient care (Yeh et al., 2014); (iii) literature, where it is considered to be an example of a very progressive an useful way to teach and learn (Hubackova, 2015) and also be able to replace an insufficient amount of suitable study material, different levels of students (Klimova et al., 2011); (iv) arts where the interpersonal and collaborative engagement with specialized tools, materials and spaces is considered to be foundational for arts learning (Burke, 2020). Online learning is associated with both blended learning (Hubackova, 2015; Hubackova & Semradova, 2016; Ramakrisnan et al., 2012) and online-only learning, in MOOC-type courses (Abbakumov et al., 2018; Alhazzani, 2020; Manciulea et al., 2019; Perniu et al., 2021).

The full transition to online learning, as an effect of the pandemic, has had effects on student experiences and expectations (Aucejo et al., 2020; Patricia Aguilera-Hermida, 2020).

This article completes the research in the field with a thorough study on the impact of the transition to blended learning, and later exclusively to online education, on the students in the field of legal sciences, a field in which face-to-face learning can be considered essential, given the specificity of legal professions.

Importance of orality in the field of legal sciences

A large part of Law is based on the procedural dimension and on the existence of the lawsuit as a core component, governed by both the written phase and the orality. Orality is one of the basic principles of law in general and procedural law in particular. Emphasizing the importance of the principle of orality, it has been emphasized in the case-law that orality ensures the effective adversarial nature of debates and the exercise of the right of defence (S.C.J., 2000). It is shown that the depth of processing the content of a case is fully realized under conditions of orality, by the physical presence of the party and the lawyer in the courtroom, accompanied by self-explanation through verbalization, combined with their gestures and facial expressions (Lungu, 2020). In the same opinion, the content elements of the principle of orality can be conceived through the discourse of the parties, as a way of verbalizing the legal and life contents. Therefore, we can say that in legal education the topics related to

the acquisition of skills necessary for the oral phase of the process, and not only, have an increased efficiency in face-to-face teaching. The professor transmits, together with the strict information of the discipline, also models of attitude, techniques and methods of approaching the discourse, and of interaction with the other participants in the procedural framework. At the same time, verbal expression, by adopting a technical language and even an appropriate tonality adapted to the situation and the interlocutor, as well as non-verbal expression used in face-to-face courses, facilitate the accumulation of knowledge necessary for the future lawyer.

The paradigm shift in the educational process in the field of legal sciences is a challenge for both teaching staff and students. This entails the efficient transmission and acquisition of the information necessary for the acquisition of professional skills in the fullness of the principle of orality.

Description of methods

The research is qualitative statistic, achieved by applying a questionnaire only to the students at the Faculty of Law of Transilvania University of Brașov (UniTBv), in both education cycles (bachelor's and master's) and both forms (full-time and part-time). The following were taken into account in the configuration of the questionnaire: (i) review of the specialized literature and (ii)consideration of the specific conditions that facilitate the teaching-learning-assessment process, already existing within the institution.

From the perspective of the current technical-material conditions, at the level of UniTBv, a MOODLE-type computer platform is implemented, which the students from the part-time Law study programme have been constantly using since the academic year 2016-2017. Although this platform was also accessible to the students in full-time study programmes, starting from the same year, it was used only occasionally and sporadically until March 2020 when, due to the current pandemic, it began to be used constantly and continuously by these students as well. In this regard, we can say that we are in a phase of early iterations of online learning thus represented online distribution platforms for knowledge transmission through written materials, rather than interactive learning environments. (Burke, 2020)

The questionnaire consists of 23 questions (Appendix 1) which address the following main issues: (i) accessibility, interface and tools of the e-learning platform; (ii) assessment of didactic materials in terms of their formal aspect and of their usefulness in the learning process; (iii) teaching-learning process in terms of the optimal content and way of teaching of the didactic materials, and in terms of the students' involvement and increased interest; (iv) identifying the optimal assessment methods in a comfortable climate, as well as ensuring the fairness of the examination; (v) the teaching staff's skills of online teaching on the e-learning platform, and the students' skills of accessing and using this platform.

The questionnaire was configured and submitted via Google Forms, thus ensuring the respondents' anonymity. Although the use of the e-learning platform is implemented at UniTBv level, and it allows the realization and transmission of questionnaires, its use was avoided in order to increase the respondents' safety regarding their possible subsequent identification, the platform being partially administered at faculty level. Regarding the personal data collected in the questionnaire, they only concern age, a question considered necessary in the correct interpretation of the results obtained. Furthermore, the very preamble of the questionnaire states that the data will be strictly confidential and it will comply with the ethical rules on research, and that: (i) the completion of the questionnaire is voluntary, the non-completion having no

repercussions on the person to whom the message was sent for completion; (ii) the student has the right to withdraw at any time until the completion of the questionnaire; (iii) when submitting the questionnaire, the student gives his/her implicit consent to the use of the data in the research.

The research of the specialized literature aimed at: identifying specialized work in the field of online learning (exclusively online or blended) to establish the current state of affairs in other universities around the world and the trends in learning under the new conditions generated by the pandemic; positioning Transilvania University of Brașov in comparison with them and also with consideration of the existing practices and, last but not least, if there are works that deal with challenges in the E-teaching of law.

Research results
Accessibility, interface and tools of the e-learning platform

A first important aspect is the accessibility, interface and tools of the e-learning platform, to which both the teaching process and the learning process are closely linked. Questions 2, 3 and 4 were assigned to this issue, which revealed that:

- browsing the e-learning platform (Question 2) of UniTBv is perceived by respondents as *easy* (39%) and *very easy* (38%) whereas 20% of them consider that it is *neither difficult nor easy* to browse, and only to a very small extent that it is difficult (2%) or very difficult (1%) to browse. (Figure 1)

- as regards the connection between how the platform interface allows familiarization with its content (Question 3), 41% of the respondents show they got accustomed *very easily*, 35% got accustomed *easily,* and 19% of the respondents show they got accustomed *neither difficultly nor easily.* (Figure 2) It can be seen that the percentage of respondents for which the interface of the platform allows them a difficult (4%) or very difficult (1%) familiarization with its content is very low.
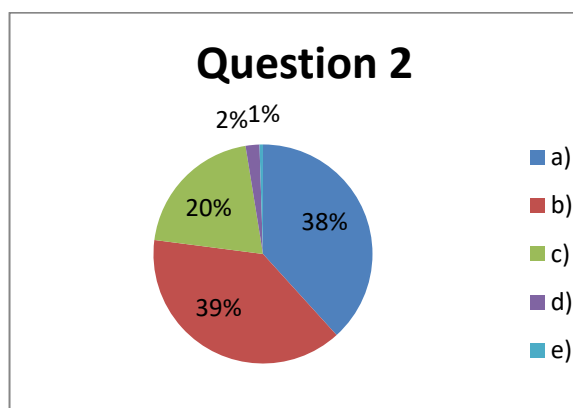

Figure 1
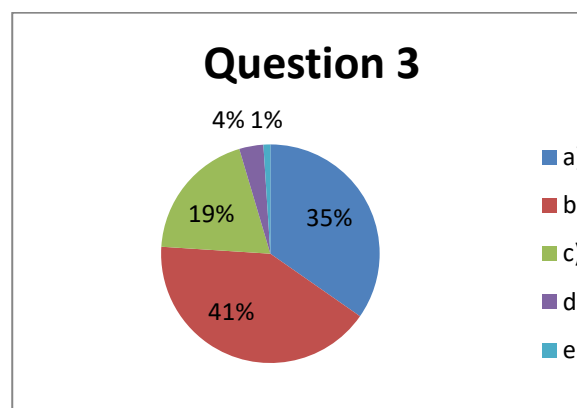Source: Authors' own research

Figure 2
Source: Authors' own research

- the tools provided by the platform to facilitate its use (Question 4) can be best explained through the interactive modality of the tutorials, because 28% of respondents appreciated that a single tutorial is enough and 16% considered that several tutorials are needed, one dedicated to each tool. This category also includes the5% of respondents who want interactive courses periodically held by the administrator of the platform to explain the tools. (Figure 3) We could appreciate that this category includes the respondents who: (i) feel the need to interact with the person doing this activity so that any misunderstandings may be resolved immediately; and (ii) people who navigate the platform difficulty or very difficult, and for whom the platform interface makes it

difficult or difficult to become familiar with its content, as shown by the answers received in Question 2 and Question 3.
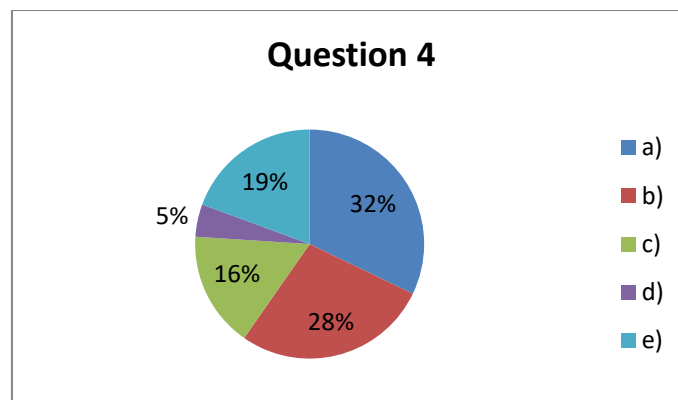

Figure 3
Source: Authors' own research

Furthermore, we also note that for 32% of respondents, a guide with clear instructions and illustrative images is sufficient, and 19% of them would like to be explained the navigation tools in all the aforementioned ways.

The answers received to questions 2, 3 and 4 can be correlated with the answers received to Question 1 on the usefulness of the knowledge and skills acquired during high school in accessing and navigating the platform (Figure 4) and with the respondents' age distribution – Question 23 (Figure 5).
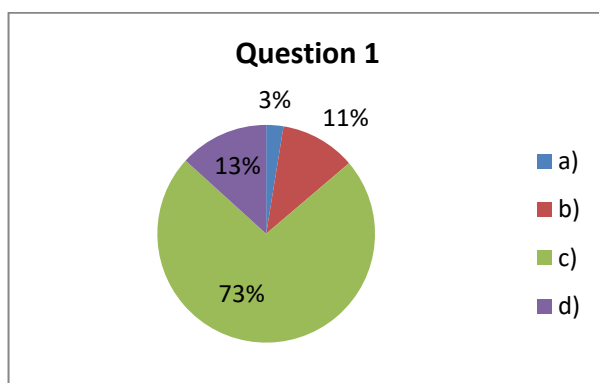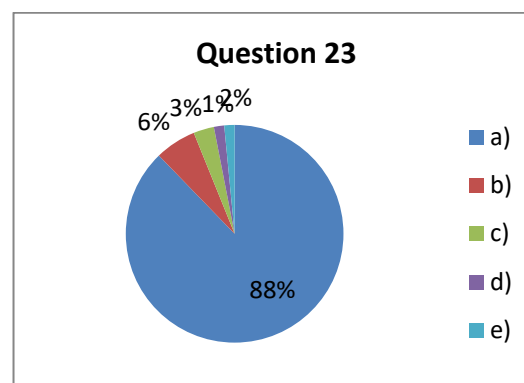

Figure 4
Source: Authors' own research

Figure 5
Source: Authors' own research

Thus, if for 73% of respondents the knowledge acquired during high school allowed them to navigate and use the platform, for 11% this knowledge allowed them to navigate and view the content of the platform, and for 3% it only allowed them to access the platform, we notice that 88% of respondents fall into the age category 18-25 years. We could correlate the percentage of 13% of respondents for whom the knowledge acquired during high school was of no use to them in navigating and using the platform with the following age categories: 25-30 years – 6%; 30-35 years – 3%; 35-40 years- 1% and 40-45 years- 2%.

Assessment of didactic materials in terms of their formal aspect and of their usefulness in the learning process

The evaluation of the didactic materials from a formal point of view and their usefulness in the teaching-learning process is the next aspect of the research. In order to carry out such an assessment, the respondents were asked the questions 5, 6, 7 and 10, the answers to which have indicated that:

- 50% of the respondents prefer the structuring of the courses (Question 5) that are uploaded on the platform to be a uniform one; 36% of the respondents would like each course to be structured differently, depending on the specificity of the course; and 14% would like each course to be structured differently depending on each professor's approach. (Figure 6)

- as regards the learning units that are part of the course structure - Question 10 - (Figure 7) only 19% of the respondents would like its content to be predetermined and uniform for all courses, that is a much lower percentage compared to the respondents who want a uniform structuring for the courses that are uploaded on the platform (50%) as shown in Figure 6.

- 15% of the respondents believe that the learning units should have a content established by each professor, a percentage which is very close to that of the respondents who have the same opinion on course structuring.

The vast majority of respondents, 62%, want the content of a course to include at least theoretical aspects, examples, summaries, recapitulative schemes and various types of exercises, and only 4% of respondents consider that the course which includes only theoretical aspects and practical examples is sufficient.
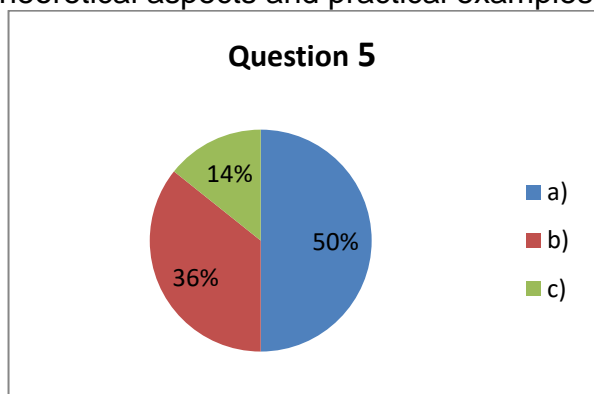

Figure 6
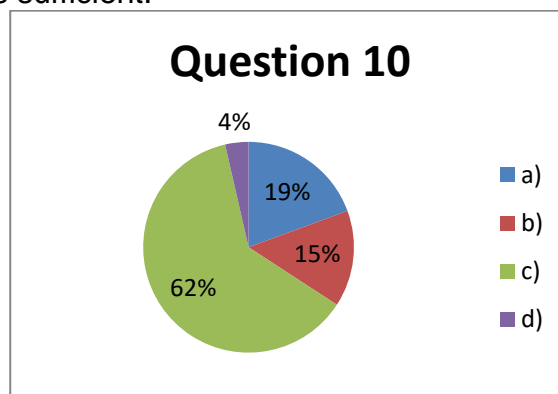Source: Authors' own research

Figure 7
Source: Authors' own research

-the role of the didactic materials uploaded on the platform in the learning process (Question 7) is secondary for 87% of the respondents, who consider them to **complete** the courses held by videoconference. Furthermore, 9% of respondents consider that the upload of these materials on the platform does not help, but neither does it interfere in the assimilation of the knowledge in that discipline and 1% consider that they are useless, as it is sufficient to hold the courses by video/audio conference. A special percentage is that of the respondents who consider that uploading the courses on the platform is unnecessary and that the possibility to fully access their bibliography would be more useful (3%). (Figure 8) This percentage raises the legitimate question of identifying those ways in which law students could be made aware of the major importance of supplementing legal reading for their professional training, which obviously exceeds the information provided by a course or course support.

- As regards the initial presentation of the discipline to be attended (Question 6), the course objectives are of interest to 73% of respondents, and the skills acquired as a result of completing it are of interest to only 48% of them. The respondents' greatest

interest is in the final evaluation, after completing the discipline, because among them: 84% have stated that they want to know from the beginning the final evaluation method, 77% are interested in the elements of the final grade, and 73% of the types of exercises, problems that will be used in the final evaluation. Therefore, the increased interest in the topics they receive for solving during the course (74%) and the seminar (71%) stands to reason. More than half of them (65%) are interested in the minimum requirements for passing the exam. Lower percentages are found as regards the initial information related to the number of course and seminar hours (45%) and the bibliography related to the discipline (47%).

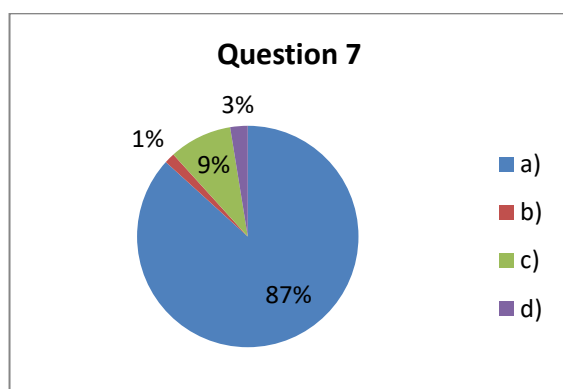Only1% among the respondents specified that other information can be entered. (Figure 9)
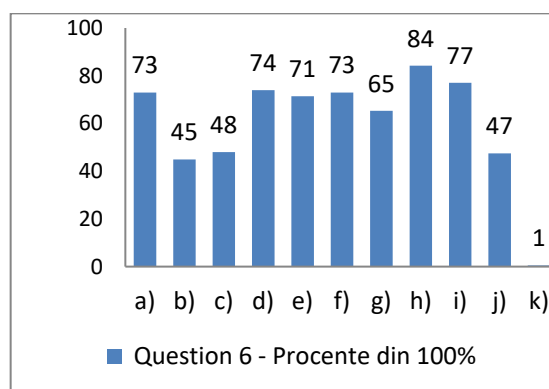

Figure 8
Source: Authors' own research

Figure 9
Source: Authors' own research

Aspects of the teaching-learning process

The teaching process is approached from the perspective of the optimal way of holding courses and presenting didactic materials, as well as of the students' involvement and increased interest.

Through Question 8, we wanted to find the respondents' opinion regarding their demands for taking courses in the online system. The results show that: 37% of them only want the didactic materials to be posted as: course support, course notes, ppt presentation of the course, course outline, etc.; the ppt presentation of the course held simultaneously by an audio conference is preferred by 22% of respondents, while 13% of them want a simultaneous video conference; those who think that the optimal way is the simultaneous development of a ppt presentation of the course, but also the presentation of the main course topics in the form of videos, along with holding an audio conference or video conference, are 12% and respectively7%; the previous percentages support the existence of only a small number of students who want just an audio/video conference to be held, without the simultaneous presentation of other materials (4%); 3% of the respondents consider it useful for the teacher to create a special movie to support each theme of the course; 2% consider that other ways to hold the course can be found, but without indicating them. (Figure 10)

The respondents consider that the learning process is easy if the didactic material for the course posted on the platform is presented in the form of a course support structured into learning units corresponding to each course, which should include: theoretical aspects, practical aspects, recapitulative exercises (76%); and equally (12%) in the form of a university course structured into chapters containing theoretical

information or in the form of schematic ppt presentations, made for each course and containing theoretical and practical schemes. (Figure 11)
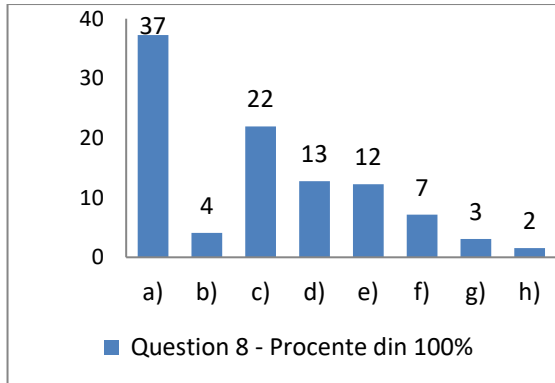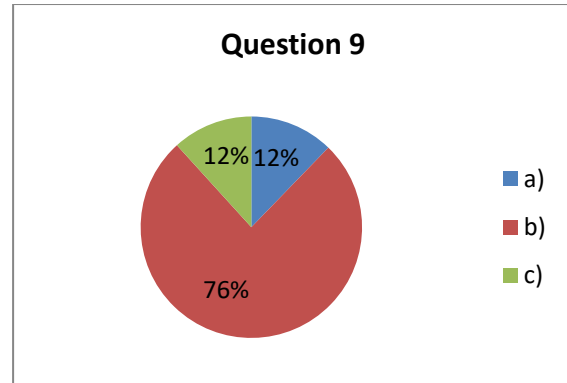

Figure 10
Source: Authors' own research

Figure 11
Source: Authors' own research

Attention capturing, which has a direct effect on the learning process, is easier (Question 11) when the teacher presents the course freely, but combines the theoretical aspects with the practical ones, with examples (44%) or the teacher presents its content freely, but interacts with students through the answers provided, in real time, to the questions asked by them (32%). 18% consider that their attention is captured and they understand more easily the information received if the teacher develops the course starting from practical problems, thus explaining the theoretical knowledge. Very few want the professor to just present the course content freely (5%) or read the course content (1%). Those who indicated other ways (1%) did not present them. (Figure 12)

When it comes to student involvement during classes (Question 13), the respondents consider:

- more that they can (80%) than that they have to (14%) ask questions to the professor during the course and also,

- more that they can (72%) than that they have to (16%) answer the questions asked by the professor to make sure they understand the notions, concepts, etc. taught.

17% of the respondents do not want to get involved at all, considering that they only have to listen to the professor's lecture. (Figure 13)
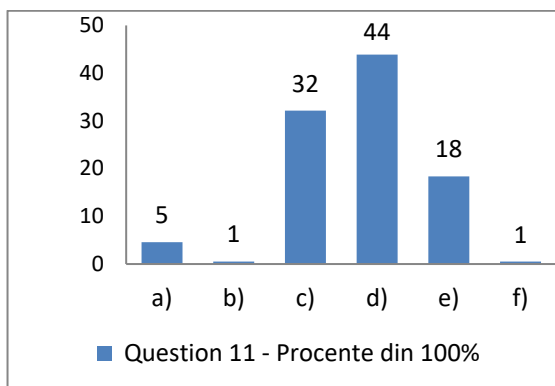

Figure 12
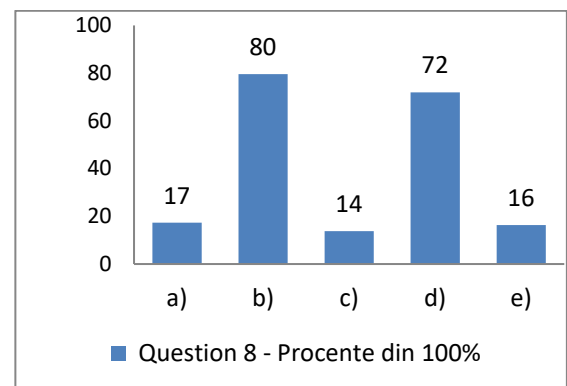Source: Authors' own research

Figure 13
Source: Authors' own research

Compared to holding courses, in the seminar activities (Question 12) the respondents they would like, due to their usefulness (Figure 14):

- problem solving, cases with different degrees of complexity and difficulty, but 55% of respondents show that this activity should be done together by the student and the professor, 35% of them believe that the activity should be done only by the student, but under the professor's guidance and only 27% of respondents consider it a professor-only activity;

- solving grid-type exercises with a single correct answer, in joint student and professor activity 47%; as an activity carried out by the student under the professor's coordination 34%; but with a much lower involvement of only the professor 15%;

- solving grid-type exercises with multiple correct answer variants, in joint student and professor activity 42%; as an activity carried out by the student under the professor's coordination 26%; but with a much lower involvement of only the professor 10%;

- solving true or false statements, in joint student and professor activity 36%; as an activity carried out by the student under the professor's coordination 27%; but with a much lower involvement of only the professor 10%;

- solving open-ended exercises – theoretical and practical, by the student under the professor's coordination, in proportion of 34% or only by the professor, in proportion of 20%;

- performing comparative analyses by the professor 36% or by the student under the professor's coordination 23%;

- presentation of summary schemes, in proportion of 52% by the professor, orin a much smaller proportion 15%, the configuration by the student under the teacher's coordination of these schemes

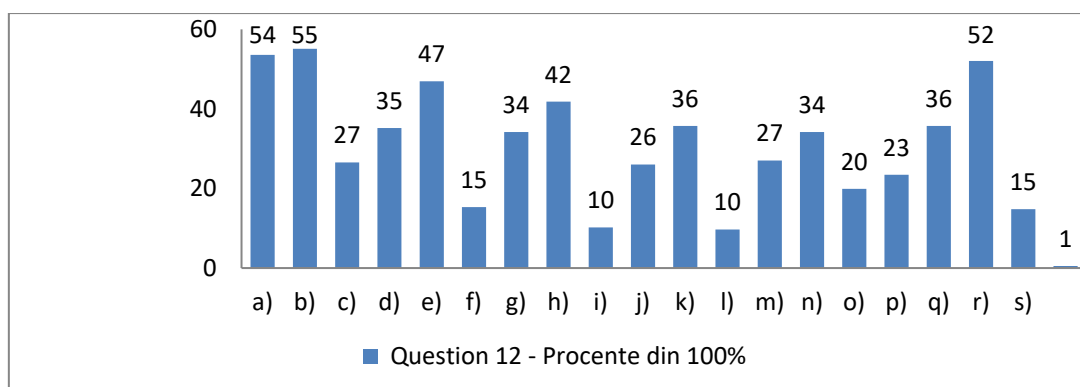- the percentage of 1% who chose other methods did not indicate them.

Figure 14
Source: Authors' own research

Student assessment

Questions 14, 15, 16, 17 were allocated to the assessment process, through which we aimed to identify the optimal examination methods, to ensure a comfortable climate, as well as to ensure the correctness of the examination. As a prerequisite for the presentation of the results we must not forget the increased interest of the respondents in the information on the assessment, as it resulted from the answers received in Question 6, Figure 9.

Starting from the reality of online teaching and the possibility of assessment under normal conditions (Question 14), due to the diminishing effects of the pandemic, the respondents show that they prefer the evaluation on the e-learning platform of UniTBv because this is how the courses and seminars were held (77%). A small percentage of 13% show that the assessment method can be combined, by taking one part of the exam on UniTBv's e-learning platform, and the other part face to face, with the physical

presence of students and professors at the faculty, to avoid exam fraud attempts; and only 1% that this form of examination should be adopted. When the mandatory option of just face-to-face examination is presented, with the physical presence of students and professors at the faculty, thus avoiding attempts at exam fraud, only 9% of respondents choose this option. (Figure 15)

As regards just online assessment, when the link between the correctness of the examination and the related stress must be made (Question 16), the preference (60%) is for the written exam consisting in solving some grids with only one correct answer variant. (Figure 16) Another preferred variant (19%) is that of the combined written exam, consisting in solving some grids with a single correct answer variant, but also some true-false statements. When more complex examination methods are proposed, preferences are low:

− 6% opt for the combined written exam consisting in solving some grids with only one correct answer, but also some cases, problems;

− 4% opt for the combined written exam consisting of solving some grids with multiple correct answers, but also of some true-false statements, as well as for the combined exam - oral consisting of solving classical theoretical test assignments, but also written, consisting of in solving grids with only one correct answer;

− 3% choose the combined written exam consisting in solving some grids with multiple correct answer variants, but also some cases, problems;

− 2% of the respondents prefer the written exam consisting in solving some grids with multiple correct answer variants or the written exam consisting only in solving some cases, problems;

− 1% prefer the written exam consisting in the exhaustive treatment of some theoretical subjects, or the combined exam - oral consisting in solving some classical theoretical test assignments, but also written, consisting in solving some grids with multiple correct answers as well as the oral exam variant consisting in solving classical theoretical test assignments;

− no respondent chooses the variant of the oral exam consisting in solving some classical theoretical test assignments, but also some problems, cases.
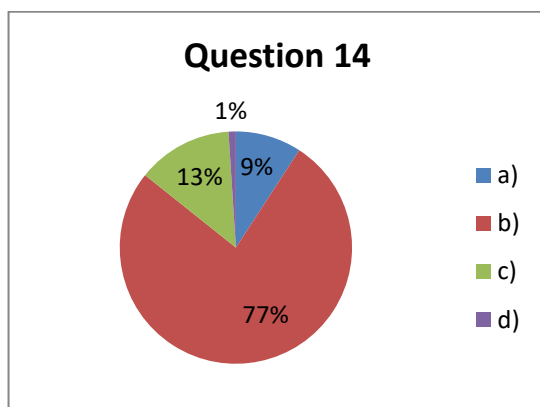
Figure 15
Source: Authors' own research
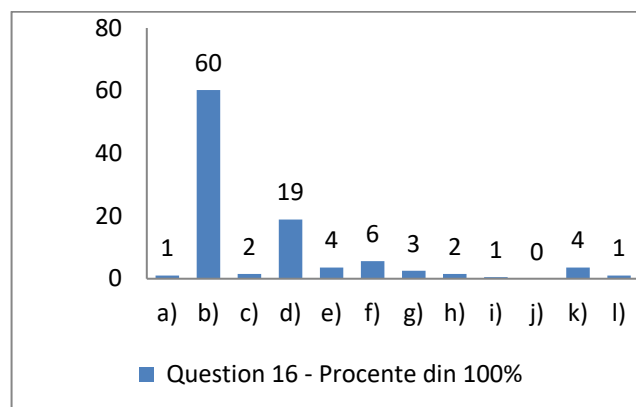
Figure 16
Source: Authors' own research

The aspects regarding the students' fairness at the exam on the platform (Question 15) are ensured if: the test assignments are accessed by authentication, based on a code, sent and received by each student on the day of the exam (47%); additional identification data for each student are entered with a view to accessing every test assignment (20%); it is possible to block the students' access to any site that could

provide the solution of the test assignments, once they are sent (14%); it is required for each student to activate his/her webcam (3%) either only at the beginning of the exam or all throughout it. For a percentage of 2% the option to block the students' access to any site that could provide the solution to the test assignments, but only to the first part of the exam, is preferred. 11% of the respondents show that other methods can be chosen to ensure each student' fairness in solving the test assignments, but without indicating them. (Figure 17)

The exam feedback, which means the students' knowledge of the exam results and of the elements conducive to the grade (Question 14) shows us that: 72% of the respondents want to receive automatically, generated from the platform, the grade obtained in the exam, the wrong answers, but also the correct answers; 19% want to receive automatically, generated from the platform, the grade obtained in the exam and the wrong answers alone; 8% consider that it is enough to receive automatically, generated from the platform, only the grade obtained in the exam and 1% do not want to receive any feedback, the grade put down by the teacher in the electronic catalogue being enough. (Figure 18)
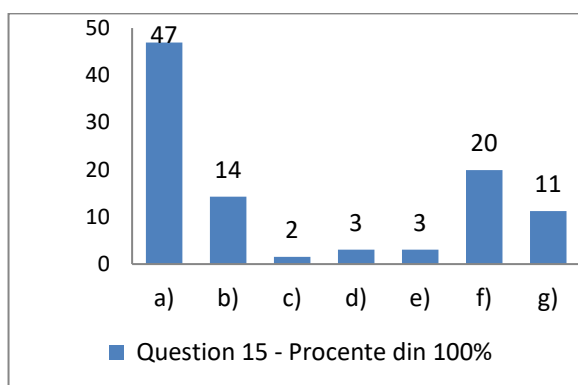

Figure 17
Source: Authors' own research
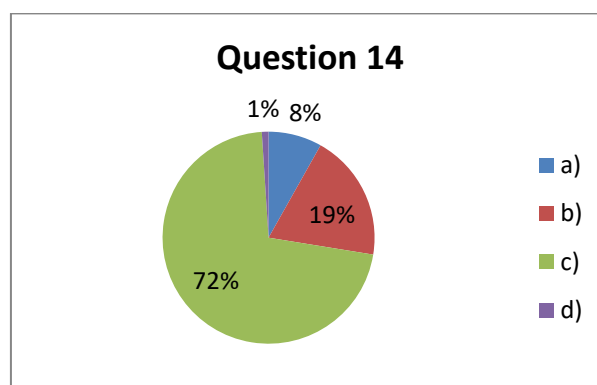
Figure 18
Source: Authors' own research

Teaching staff's aptitudes and skills

The teaching staff's aptitudes and skills of online teaching on the e-learning platform were assessed through Question 19 (Figure 19). Given that the teaching staff's evaluation takes place after 2 semesters of learning in a mostly online system, the percentages indicating good skills (53%) and very good skills (22%) of using the tools needed to transmit knowledge on UniTBv e-learning platform are more than good, given that the vast majority of professors had to quickly adapt to new ways of teaching and holding seminars, even to learn new methods that allow them to conduct their specific activity. This means that we need to consider and identify the existing problems to increase the level of training of those professors who fall within the evaluation percentages as "neither poorly prepared nor well trained" (16%), "poorly trained" (5%) or "very poorly trained" (4%).

Question 19

Figure 19
Source: Authors' own research

Discussions

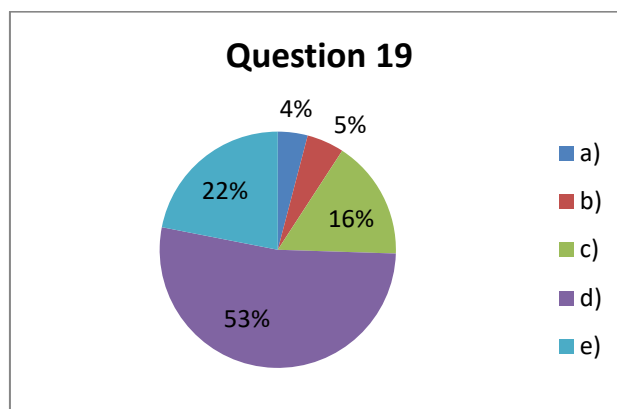The educational process and the way of its development in the new paradigm (online), materializes in a major politico-social challenge, both from the international perspective and especially from the national one. The results of this study related to the accessibility, interface and tools of the e-learning platform used at the level of UniTBv, even if they were researched only in close connection with the teaching and learning process, highlight the issue of the well-known digital-divide phenomenon. This approach is supported by the 20 percent of respondents who consider it *neither difficult nor easy* to browse, and the 2, respectively 1 percent of respondents who consider it *difficult* and respectively *very difficult* to browse. The issue of digital divide has been investigated either comparatively at the level of EU Member States or in terms of how technology has evolved in relation to independent self-learning, distance learning and implementation of technology in classrooms. (Miniawi & Brenjekjy, 2015) At a comparative level, it is shown that Eastern European countries, including Romania, are generally in the least performing segment of a ranking made by researchers (Chipeva et al., 2018; Cruz-Jesus et al., 2012, 2016) on individuals information and communication technologies (ICT) adoption and use, according to their educational levels. In terms of ICT skills needed for online learning (Loureiro et al., 2012), recent studies show that they are necessary and must be developed both at teaching staff level, being an actual responsibility of theirs (Gudmundsdottir et al., 2020), and at student level, the latter being more receptive to the use of different devices and technologies for this purpose, such as mobile technologies and mobile-devices (Moreira et al., 2017; Santos et al., 2019; Yousafzai et al., 2016), cloud computing environments (Bouyer & Arasteh, 2014). That is why we totally agree with the statement that ICT and e-learning can enhance the quality of higher education through innovative methods by increasing the students' motivation, interest and engagement, by facilitating the acquisition of skills and by enhancing teacher training which will eventually improve communication and exchange of information (Pavel et al., 2015).

Of course, the use of a platform is also related to its configuration, but given that for the vast majority browsing and accessibility are easy or very easy, we can say that possible discussions can only be had in terms of including as many specific tools in the platform and detailed explanation, in different ways and forms, according to user demands. Special attention should be paid to familiarizing first year students with the configuration of the platform and its facilities. We do not exclude the possibility of introducing in the curriculum a discipline, possibly optional, which would provide the

basic information necessary for the use of the various IT platforms and in which to focus on practical aspects.

The majority of the respondents' answers regarding the didactic materials uploaded on the platform support the premise that the importance of professor-student interaction is very important, the role of these materials being secondary, **completing** the courses held by videoconference. Perhaps this is why the vast majority of respondents want the content of a course to include at least theoretical aspects, examples, summaries, recapitulative schemes and various types of exercises, and very few of them consider that the course which includes only theoretical aspects and practical examples is sufficient. Thus, we appreciate that in the new teaching conditions, complex courses should be configured, specific to a study that is facilitated only through the computer platform, and not mainly through the classical interaction with the professor. The courses should be adapted so as to supplement the specific aspects that require explanations, examples, etc., and that the teacher would have offered during the courses and seminars, conducted in the classical form.

Nevertheless, we appreciate that no matter how complex a course may be, it cannot convey along with the strict information of the discipline, also patterns of attitude, techniques and methods of approaching the discourse and interacting with other participants in the procedural framework. The platform allows the student to perceive only some elements of verbal expression, such as tonality and intonation, but the lack of real interaction with the student does not allow their application and explanation depending on the interlocutor and the legal situation practically exposed.

The interaction on the e-learning platform between professor and student is often one-sided, because the vast majority of students show that "*they can*" (72%) and "*not that they have to*" (16%) answer the questions asked by the professor. The same approach is related to the student's asking questions to the professor, during the teaching (they can - 80%; they have to 14%). And let's not forget that 17% of the respondents do not want to get involved at all, considering that they just have to listen to the professor's lecture.

The essence of the interaction consists in capturing the student's attention during the teaching activity. We notice, here too, that fewer want question-answer interaction with the professor (32%) than just the free presentation of the course (44%). This fact is conditioned by the combination of theoretical and practical aspects, otherwise the percentage drops to 5%. The importance of the interactive presentation of the different legal situations (cases) which, coming from the area of jurisprudence, require the understanding of the component elements (theoretical and practical) derived from the application of the principle of orality, is thus reiterated.

Although the results of the questionnaire show that the interaction in the seminar activities is higher than during the courses, significant percentages of respondents believe that this activity should be done only by the professor (27% for solving problems, cases with different degrees of complexity and difficulty, solving grid-type exercises with a single correct answer - 15%, or with multiple correct answers -10%, solving open-ended exercises - theoretical and practical -20%, performing comparative analyses 36 %; presentation of recapitulative schemes, in proportion of 52%).

These results open discussions on the effectiveness of online teaching. Studies show that, in general, effectiveness is higher when online resources are used in a complementary way, as they can add value to courses taught in the classical style. However, we can also see that research concerns those fields of study in which there is already a common practice of teaching, transmitting information through online methods (Littlejohn et al., 2008; Sokolová, 2011). Some refer to the evaluation of

electronic forms (Zulfikar et al., 2019), not to the assessment of the results of its application, and others to determining the actual effectiveness of specific demonstrable results (Hubackova, 2014). In the specific research of this article (the field of legal sciences) we find only references to the involvement of law students and to the results of the forum discussion method (Zulfikar et al., 2019). In fact, recent research shows that learning styles (cognitive, affective and physiological) influences how students perceive, interact and respond to their learning environments (An & Carr, 2017) but is a huge difference between the way someone prefers to learn and what actually leads to an effective learning, as preference for a study method is not a learning style (Costa et al., 2020). These aspects are found in the variety of answers, without a majority percentage, when respondents indicate the form of structuring courses, learning units, or the optimal way of holding courses and presenting didactic materials.

Another important aspect in the educational process is student assessment upon completion of a discipline. A recent study (Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., Magni, P., & Lam, 2020) shows that as a result of the COVID-19 pandemic, the initial response in higher education across many countries was to postpone examinations. However, where the examination took place, the following were certainly taken into account: student perceptions, student performance, anxiety, cheating, staff perceptions, authentication and security, interface design, and technology issues (Butler-Henderson & Crawford, 2020).

The results of the applied questionnaire show the respondents' growing interest in this examination. In proportion of 84% they have stated that they want to know the final evaluation method from the beginning, 77% of the respondents are interested in the elements of the final grade and 73% of them, in the types of exercises, problems that will be used in the final evaluation. These requirements also need to be met to ensure the transparency and fairness of the evaluation made by the teacher. When referring to the students' fairness in the exam, the answers have different proportions. If a large part of them (47%) consider that their fairness is ensured only by transmitting a personalized access code for the exam, the variants that involve additional elements or new ways of supervision are less and less chosen. Thus, the option to block the access to any site that could provide the solution of the exam assignments, once the exam assignments are sent, is chosen by 14% of the respondents and 2% agree with this block, but only in the first part of the exam. Only 3% agree with the activation of the webcam by each student either only at the beginning of the exam or during the whole period. Some research has shown that a very high percentage of students felt it was easier to cheat on online examinations than regular examinations (Aisyah et al., 2018), but the issue for solving cheating is social as well as technological, some research approached this topic. (Dawson, 2016; Sullivan, 2016)

As the respondents' opinion on the way of examination, after the pandemic period, is to keep the online assessment, we believe it is time to understand how online examinations can enable higher education, and likewise how higher education can shape and inform the implementation and delivery of online examinations (Butler-Henderson & Crawford, 2020).

Conclusions

The metamorphoses of the international society in the last period, generated by the accelerated technological evolution and by the frequent and preeminent use of new technologies, doubled by the appearance of health and economic crises worldwide have caused the paradigm shift in the educational process. Research in education is generally punctual: teaching methods and tools; ICT skills for students or teachers;

digital divide; blended learning versus online learning; online examination; impact Covid-19; etc. That is why we consider that the integrated approach of these issues on fields of study is useful, because each field has its specificity, as we have shown regarding the field of legal sciences.

The applied questionnaire focuses only on the students' opinions, and the analysis of the received answers allows the identification of weaknesses and strengths regarding new teaching tools and methods, their effectiveness in the process of learning, the effect on personal performance and opinion on online examination methods, etc. The results of the survey also show that it is necessary to reposition the professor in relation to the new teaching demands and conditions and to the requirements imposed by the existing pandemic situation and the uncertainty of future situations. The importance of the technological facilities and tools offered by the online platforms is highlighted, this aspect being the responsibility of the educational institutions. The previously exposed issues require a solution that involves both material investments from the institutions and the professors' individual training-related investments and it can be considered at the same time chronophagous and energophagous.

The challenges and opportunities identified in this article, in the context of online teaching and examination, even if specific to the field of legal sciences, can be later generalized, at least in the humanities field.

The limits of the research come from having formed the target group only with the students of ~~our~~ Faculty of Law. However, this can also be an opportunity to conduct comparative research, either in relation to the faculties of Law within Romanian universities, or to other faculties in the field of humanities within Transilvania University of Brașov. Furthermore, the study should also be extended to teachers, in order to have, in equity, both opinions.

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