

Innovative Methods in Teaching Law to Non-Law Students: A Proposed Framework for Experiential, Digital and Interdisciplinary Legal Learning

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ABSTRACT

Teaching law to non-law students appears to be challenging for law lecturers. Non-law students background such as business, accounting, management, entrepreneurship and so on generally require practical legal literacy rather than traditional doctrinal competencies of normal legal students. Conventional lecture-centred approaches may be insufficient for learners who encounter unfamiliar legal terminology, judicial decisions and statutory materials without an established framework for legal reasoning. This conceptual article synthesises scholarship on constructivist, experiential and active learning together with recent work on problem-based learning, simulation, gamification, visualisation, flipped learning, authentic assessment and generative artificial intelligence in legal education. It focuses especially on the needs of non-law learners and on developments relevant to Malaysian and wider Asian higher education. The synthesis indicates that effective innovation requires more than digitising conventional instruction; it requires redesigning learning around professional context, participation, application, source verification and reflection. On that basis, the article proposes the C.L.E.A.R. Legal Learning Framework, comprising Contextualisation, Learning by Experience, Engagement and Collaboration, Application through Technology, and Reflective Legal Literacy. The framework positions legal literacy, rather than reproduction of doctrine, as the principal outcome for non-law students and treats technology as a means rather than an end. It further proposes AI legal-verification exercises in which students evaluate generated legal information against legislation, cases and other authoritative sources. The article concludes that innovative legal pedagogy is most effective when legal principles are connected with students' disciplinary knowledge, future professional decisions and critical digital literacy, while assessment rewards reasoned application rather than recall alone.

Keywords: legal education, non-law students, experiential learning, legal literacy, innovative pedagogy

INTRODUCTION

Law is increasingly taught beyond the traditional law degree. Business students encounter contract, company and consumer law; accounting students work within corporate-governance and regulatory frameworks; human-resource graduates encounter employment law; entrepreneurs must navigate contractual and intellectual-property risks; and students of public administration operate within legal structures of authority, accountability and review. In each setting, legal knowledge supports another professional discipline rather than constituting the student's principal field of study.

The educational purpose of teaching these students therefore differs from the purpose of professional legal education. A law student is ordinarily expected to develop substantial doctrinal knowledge, facility with legal authority, interpretation and sophisticated legal reasoning. A non-law student needs a more focused combination of capabilities: recognising that a problem has legal dimensions, identifying relevant principles, appreciating legal risk, finding and evaluating authoritative information, communicating legal implications and recognising when specialist legal advice is required.

This difference has major implications for curriculum design. Conventional approaches may treat non-law students as downgraded versions of law students. They may come across legal jargon, complicated judgements, numerical statutory provisions and examinations that require them to reproduce legal principles. Thus Morris (2010) observed this phenomenon as the crux of curriculum-design issue that needs to be addressed accordingly.

Recent studies provide valid reasons to revisit conventional teaching practices. Furthermore, using various methods such as experiential learning, problem-based learning, simulation and so on may facilitate students moving from only receiving legal theories to its applications (Hmelo-Silver, 2004; Kolb, 1984; Prince, 2004). In fact, generating artificial intelligence (AI) responsibly may create learning experience more engaging and interactive. In this context, the Malaysian setting especially related to non-law students. Some law subjects are widely taught in business, management and related programme. Various methods of teaching such as gamification, microlearning and mnemonics have been applied in teaching business law in business programmes. (Mahat et al., 2025). This development suggests that diverse pedagogical methods can be integrated into comprehensive and practical model of legal literacy.

Accordingly, this article asks how legal knowledge can be designed, communicated and assessed so that non-law students can use it meaningfully within their academic, professional and social contexts. It has four objectives: to identify the distinctive challenges of teaching law to non-law students; to synthesise innovative pedagogical methods relevant to interdisciplinary legal education; to examine the implications of digital technology and generative AI; and to propose an integrated C.L.E.A.R. Legal Learning Framework for the design of non-law legal education.

The central argument is that functional and reflective legal literacy, rather than doctrinal reproduction alone, should provide the organising principle for teaching law to non-law students. Innovation should therefore be evaluated by whether it improves students' capacity to recognise, interpret, apply, verify and reflect upon legal information in context.

METHODOLOGY

This article adopts a conceptual integrative-review approach. It does not report experimental, survey or interview data and does not claim to be a systematic review. Its purpose is to connect relevant scholarship from legal education and higher-education pedagogy and to use that synthesis to develop a pedagogical framework for non-law learners.

The literature base combines four strands: scholarship specifically concerning the teaching of law or business law to non-law students; foundational work on constructivist, experiential, active and problem-based learning; legal-education studies concerning simulation, visualisation, flipped learning and authentic assessment; and recent scholarship concerning digital technology and AI-mediated legal reasoning. Foundational works are retained where they explain the theoretical logic of contemporary practice, while recent studies are used to connect those theories with current legal-education challenges.

The analysis is thematic rather than bibliometric. Methods are compared according to the educational function they perform: contextualising doctrine, creating experience, increasing active participation, supporting application, improving feedback, strengthening verification and promoting reflection. Recurring functions were then synthesised into the five dimensions of the proposed C.L.E.A.R. Legal Learning Framework. Because the framework is conceptual, the article identifies empirical validation as a priority for future research.

The Distinctive Challenge Of Teaching Law To Non-Law Students

Law as a supporting discipline

For law students, legal knowledge is the primary object of disciplinary study. For non-law students, law usually supports another field. This distinction changes the meaning of relevance. An accounting student may not require the doctrinal depth expected of company-law specialists, but should understand how corporate personality, directors' duties and regulatory obligations affect governance and reporting. An entrepreneurship student requires enough knowledge of contracts, business structures and intellectual property to identify legal risk during venture development.

Legal education for these learners should therefore answer two questions simultaneously: what does the law provide, and why does it matter within the student's discipline? The competence sought can be described as functional legal literacy: the ability to recognise legal significance, locate and evaluate basic legal information, apply foundational principles, communicate implications and know the limits of one's own legal competence.

Legal language and cognitive load

Beginning learners encounter a specialised vocabulary that includes concepts such as consideration, precedent, fiduciary duty, negligence, vicarious liability and statutory interpretation. The challenge is not merely learning definitions. Students must understand relationships among concepts and apply those relationships to changing factual circumstances. For non-law learners, excessive doctrinal density can create cognitive overload. A lecture may accurately explain many cases and rules while still failing pedagogically if students lack an organising structure into which the information can be incorporated. Innovation should therefore reduce unnecessary cognitive barriers without removing the intellectual complexity, uncertainty and qualification that make legal reasoning distinctive.

Motivation and perceived relevance

Motivation is influenced by whether students perceive a subject as connected with their goals. This is especially important when law is compulsory within a non-law programme. Students may enter the course expecting an abstract and difficult subject that bears limited relationship to their principal discipline. Contextualisation is therefore not merely an engagement strategy. It is a curriculum principle. When legal problems are framed through workplace decisions, commercial transactions, regulatory obligations or professional dilemmas familiar to students, doctrine becomes a means of making sense of situations that matter to them.

Theoretical Foundations

Constructivist learning

Constructivist perspectives treat learners as active participants in creating meaning from new information. New knowledge is more readily integrated when learners can connect unfamiliar concepts with existing experience and conceptual structures (Vygotsky, 1978). For non-law students, this implies that teaching need not invariably begin with abstract doctrine. A lecturer teaching contractual formation, for example, can begin with an ordinary e-commerce transaction. Students can consider when they believe an agreement has been formed, what happens when a displayed price is incorrect, and whether clicking a digital button constitutes meaningful consent. Legal terminology is then introduced to explain a problem that students already recognise.

The sequence changes from Doctrine -> Rule -> Case -> Examination to Context -> Problem -> Legal Principle -> Application -> Reflection. The change is important because it gives students a reason to learn the doctrine before requiring them to master its vocabulary.

Experiential learning

Kolb's (1984) experiential-learning model conceptualises learning as a cycle involving concrete experience, reflective observation, abstract conceptualisation and active experimentation. Law is especially suited to

experiential approaches because legal rules operate through human choices, relationships and consequences. A student participating in a contract negotiation, workplace dispute, simulated regulatory decision or court visit does not merely receive information about law; the student encounters how law affects decision-making. Research on legal simulations and experiential exercises has accordingly emphasised their capacity to connect theory with practice (Daly & Higgins, 2011; Waters, 2016; Weiser, 2023).

For non-law students, this connection is particularly valuable because their future interactions with law will usually occur as managers, administrators, accountants, entrepreneurs or other professionals rather than as legal practitioners.

Active and problem-based learning

Active learning requires students to undertake meaningful cognitive work during the learning process. Relevant activities in law include identifying issues, distinguishing material facts, constructing arguments, comparing interpretations and evaluating consequences. Prince's (2004) review found broad support for active learning across higher education. Problem-based learning extends this logic by placing a realistic problem before a complete doctrinal explanation. Students identify what they already know, determine what they need to learn and use relevant resources to formulate a reasoned response (Hmelo-Silver, 2004). The purpose is not activity for its own sake; each activity should correspond to an intended learning outcome.

Innovative Methods For Teaching Law

Problem-based learning through disciplinary scenarios

A practical problem can supply the reason for learning a legal principle. Consider an online retailer that mistakenly advertises a laptop at RM250 rather than RM2,500. A customer places an order and receives an automated confirmation; the retailer discovers the error and cancels the transaction. Before being given a complete lecture on contractual formation, students can be asked whether a contract exists, what legal significance attaches to the displayed price, whether the automated message constitutes acceptance and what additional facts are needed. The educational value lies in moving students from uncertainty to purposeful inquiry. Scenarios should also be aligned with students' disciplines so that legal analysis becomes part of their professional reasoning.

Table 1: Contextualising legal problems by discipline

Student discipline	Legal area	Possible learning scenario
Business/Management	Contract law	Supplier fails to deliver essential goods
Accounting	Company law	Director approves a conflicted transaction
Human Resource Management	Employment law	Employee alleges discriminatory dismissal
Entrepreneurship	Intellectual property	Competitor copies a new business logo
Marketing	Consumer law	Advertisement contains potentially misleading claims
Information Technology	Data protection	Company discloses customer information
Public Administration	Administrative law	Public authority makes a disputed decision

Case-story method

Cases remain central to common-law education, yet lengthy judgments can intimidate novice learners. A case-story method provides scaffolding by first reconstructing a dispute as a human narrative: who were the parties, what happened, what did each party want and what would the student decide? Students make and justify a

prediction before learning the judicial outcome. The sequence becomes Story -> Prediction -> Judicial Decision -> Legal Principle -> New Application. Once the dispute is understood, extracts from the authentic judgment can be introduced. This preserves engagement with legal authority while reducing the initial barrier created by unfamiliar style and terminology.

Role-play and simulation

Simulation turns students from observers into participants. Students can assume the roles of employer and employee, buyer and seller, director and shareholder, consumer and retailer, regulator and company, or entrepreneur and investor. Role-play and simulation have long been used to support experiential learning, participation and professional skill development in legal education (Daly & Higgins, 2011; Waters, 2016). A contract exercise, for example, can require groups to negotiate price, delivery, liability, termination and dispute-resolution provisions in a supply agreement. After the negotiation, the lecturer reveals how particular clauses allocate legal and commercial risk. The lesson becomes not only 'What is a contractual term?' but 'Why would a rational business insist upon this term, and what risk does it transfer?'

Recent experiential scholarship continues to emphasise the value of moving beyond purely textual engagement with law. Nath, Chakravarty and Barman (2025), for example, examine the integration of intellectual-property simulations and digital copyright case studies, while Weiser (2023) demonstrates the pedagogical value of direct exposure to legal institutions through court visits.

Gamification and microlearning

Gamification uses selected game-design elements to support educational objectives. Potential legal-learning techniques include scenario challenges, quizzes, levels, team competitions, issue-identification games, branching decisions and digital escape-room activities. Cheong (2023) illustrates the use of engagement strategies in a Singapore business-law environment, while Malaysian scholarship has examined game-based approaches in legal learning. For non-law students, Mahat et al. (2025) are especially relevant because their study directly addresses gamification, microlearning and mnemonics in business-law education. Their work confirms that this area is no longer novel simply because a lecturer uses a game or a short digital resource. A stronger innovation question is whether those tools contribute to transferable legal literacy.

An effective legal game should therefore require reasoning rather than rapid recall alone. Students might receive immediate feedback not only indicating whether an answer is correct but explaining why a decision changes legal risk. Microlearning can similarly be useful when it breaks complex doctrine into purposeful units that are later reconnected through application.

Visual legal mapping

Legal reasoning is heavily text-based, but many doctrinal relationships can be represented visually through decision trees, timelines, concept maps, process diagrams and flowcharts. Visualisation can help novice learners see relationships that become obscured in lengthy prose. A basic contract map, for example, can move from agreement to offer, acceptance, consideration, intention, capacity, terms, possible vitiating factors and remedies. Students can use the map as a cognitive scaffold when analysing a factual scenario.

Visual tools should nevertheless be treated as maps rather than substitutes for legal authority. Law contains exceptions, competing interpretations and fact-sensitive standards. Recent research on flowcharts in AI-mediated legal education similarly emphasises their potential to preserve structured legal reasoning while cautioning against reducing legal judgment to mechanical decision pathways (de Paredes-Gallardo et al., 2026).

Flipped legal learning

Flipped learning relocates introductory content outside class so that class time can be devoted to application. Students might review a concise video, infographic or reading before class, complete a diagnostic quiz at the beginning of the session, solve an authentic legal scenario collaboratively and finish with a short reflective

response. Wolff and Chan (2016) show how flipped and blended models can be adapted to legal education. For non-law students, however, the quality of pre-class materials is decisive. Assigning a long judgment without scaffolding merely relocates difficulty; it does not solve it. Pre-class resources should prepare students for intellectual action in class.

Digital Technology and Generative AI

Technology as a means rather than an end

Digital platforms can extend legal learning through branching scenarios, interactive quizzes, collaborative documents, multimedia cases and formative feedback. A branching employment-law scenario, for example, can ask a student acting as a manager to choose whether to investigate a complaint, seek advice, ignore the complaint or impose discipline. Each choice leads to different legal and organisational consequences.

The relevant question is not whether technology appears modern, but whether it enables a learning operation that improves understanding, practice, feedback or access. A recorded lecture remains fundamentally a lecture, and a digital multiple-choice quiz remains limited if it assesses recall alone.

Generative AI and the verification problem

Generative AI can produce explanations, hypothetical scenarios, summaries, arguments and simulated conversations rapidly. These capabilities can support learning, especially when students need alternative explanations, additional practice scenarios or preliminary feedback.

Legal education nevertheless presents a special problem because legal propositions depend on authority. Generated text may contain an incorrect rule, invented case, outdated provision, jurisdictional confusion, missing exception or unsupported conclusion. Non-law students may be especially vulnerable to such errors because they lack enough doctrinal knowledge to recognise confident but inaccurate output. The appropriate educational response is not necessarily prohibition. It is to teach verification. Students should learn that generated text is information to be tested rather than authority to be trusted.

AI legal-verification exercise

A structured AI legal-verification activity can proceed through five stages:

- **Generate:** students ask an approved generative AI system to explain a defined legal problem.
- **Deconstruct:** students separate the response into individual factual and legal claims.
- **Verify:** significant legal propositions are checked against legislation, reported cases, official material or authoritative academic sources.
- **Correct:** students identify errors, omissions, unsupported assertions and jurisdictional problems.
- **Reflect:** students explain why the generated response appeared credible and what verification process should be followed in future.

This design changes the relationship between student and AI. The student is not rewarded for obtaining an answer; the student is rewarded for evaluating the answer. Digital legal literacy therefore becomes the capacity to distinguish information generation from legal authority and to document the steps used to verify a proposition.

Collaborative and Interdisciplinary Learning

Legal problems rarely exist in disciplinary isolation. An employee-data breach may simultaneously involve data-protection obligations, employment relationships, cybersecurity, governance, ethics, reputational management and financial risk. A single scenario can therefore be analysed from different professional perspectives.

One group might represent management, another employees, another customers and another compliance personnel. Collaborative analysis demonstrates that law operates among competing interests and that professional decisions cannot always be reduced to one isolated legal rule.

Peer explanation is also valuable. A student who can explain a legal concept accurately to a non-specialist shows understanding beyond memorisation. For non-law learners, the ability to communicate the practical consequence of law in clear language should itself be treated as an important learning outcome.

Authentic Assessment for Non-Law Students

Innovation in teaching will have limited effect if assessment rewards memorisation almost exclusively. Students infer what an institution genuinely values from what receives marks. If classroom activities emphasise problem solving and professional decision-making while the final examination rewards reproduction of lecture notes, the assessment system sends a contradictory message.

Assessment for non-law students should therefore include tasks that require legal knowledge to be used in forms relevant to their disciplines. Authenticity, however, should not mean training non-law students to imitate lawyers. It should mean placing legal knowledge inside authentic situations encountered by managers, accountants, administrators, entrepreneurs and other professionals.

A balanced assessment design can preserve doctrinal accuracy while rewarding issue recognition, application, source use, communication and awareness of professional limits.

Table 2: Innovative assessment options for non-law legal education

Assessment	Student role	Competence assessed
Legal-risk briefing	Manager/adviser	Issue identification and communication
Contract scenario	Business decision-maker	Application of legal principles
Compliance checklist	Compliance officer	Translation of law into action
Recorded advisory presentation	Professional adviser	Clear legal communication
Infographic	Public educator	Simplification without inaccuracy
Negotiation simulation	Business representative	Application, communication and collaboration
AI verification report	Critical researcher	Source verification and digital literacy
Reflective analysis	Professional learner	Metacognition and ethical awareness

The C.L.E.A.R. Legal Learning Framework

The literature contains numerous teaching innovations, but innovation can become fragmented when each method is treated as an isolated technique. The central contribution of this article is to reorganise those techniques around five pedagogical functions rather than around particular technologies. The resulting model is the C.L.E.A.R. Legal Learning Framework.

C - Contextualisation

Major legal concepts should be connected to situations meaningful within the student's discipline. The design question is: Where will this student encounter this legal principle? A business student encounters agency through commercial representation; an accounting student encounters directors' duties through governance; an HR

student encounters discrimination through workplace decisions. Context should precede unnecessary complexity.

L - Learning by Experience

Students should do something with the law: solve, negotiate, advise, classify, decide, simulate, observe or draft. The design question is: What experience will enable students to discover why this principle matters? Experience creates material for later doctrinal explanation and reflection.

E - Engagement and Collaboration

Legal understanding should be articulated and tested socially. Students explain conclusions, challenge alternatives, negotiate competing interests and receive feedback. The design question is: How will students actively construct and communicate their legal understanding?

A - Application through Technology

Technology should be selected according to pedagogical function. Learning-management systems, polling, branching scenarios, interactive quizzes, collaborative documents, multimedia, digital case maps and generative AI are useful only when they enable better application, feedback, accessibility or verification. The design question is: What does this technology enable students to do that improves learning?

R - Reflective Legal Literacy

Students should consider what legal issue they initially overlooked, what information they needed, which source was authoritative, how their decision changed after applying the law, what uncertainty remains and when professional legal advice should be obtained. Reflection turns isolated activities into transferable professional learning.

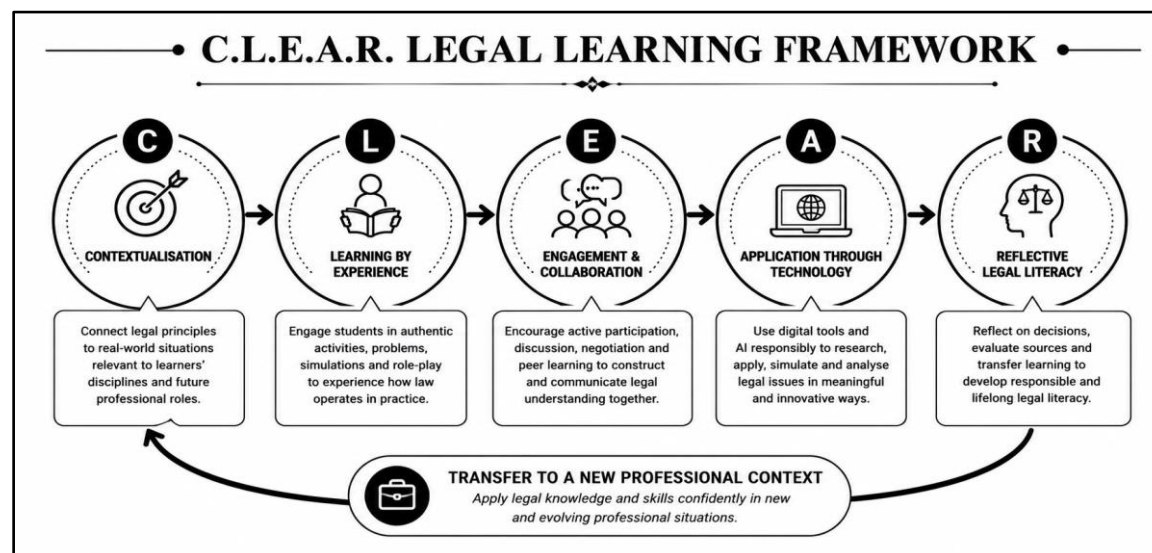


Figure 1: The C.L.E.A.R. Legal Learning Framework and transfer cycle

The framework operates as a cycle rather than a checklist. Context creates a reason to learn; experience makes the issue concrete; engagement tests understanding; technology can extend application and verification; reflection consolidates learning; and transfer places the learner in a new context. In shorthand, functional legal literacy can be represented as recognition + interpretation + application + verification + reflection.

Practical Application of the C.L.E.A.R. Framework

Consider a lesson concerning contractual exclusion clauses. Under a conventional approach, the lecturer may define exclusion clauses, explain incorporation and discuss authorities before providing a tutorial problem. Under the C.L.E.A.R. approach, the sequence begins with a realistic digital transaction.

Contextualisation: students are shown the terms and conditions of a hypothetical online service and asked whether they would click 'I agree'. The lecturer then asks what, precisely, they believe they have accepted.

Learning by Experience: students identify provisions concerning liability, termination, refunds and data use, then classify the risks allocated to each party.

Engagement and Collaboration: one group represents the business, another consumers and a third internal compliance personnel. Each group explains which clauses it regards as reasonable and why.

Application through Technology: students ask a generative AI tool whether one disputed clause is legally enforceable. They must verify each significant legal proposition against authoritative materials and record discrepancies.

Reflective Legal Literacy: students explain what the AI response got right, what required correction or qualification, and what a non-law professional should do before relying on an AI-generated legal explanation.

This single sequence combines doctrine, professional context, collaboration, source evaluation, AI literacy and reflection. It also demonstrates that the framework is not dependent on any particular legal subject or technology.

Implementation Challenges

Curriculum coverage

Lecturers may worry that active learning reduces the quantity of content covered. The concern is legitimate, but it requires reconsideration of the purpose of a non-law legal subject. Superficial exposure to many rules may provide less long-term value than the capacity to recognise and apply a smaller set of foundational principles effectively. Curriculum design should distinguish essential legal literacy from desirable doctrinal extension.

Large classes and scalability

Large enrolments make individual simulation and feedback difficult, yet active learning remains possible through polling, think-pair-share, group problem solving, rapid scenario voting, peer evaluation and digital formative assessment. Innovation for non-law programmes should be designed for scalability rather than assuming seminar-sized cohorts.

Lecturer workload and readiness

High-quality simulations, digital activities and authentic assessments require design time and pedagogical confidence. Institutions should recognise learning design as academic work and support the sharing of reusable scenarios, rubrics and digital resources. Professional development should focus on pedagogy as well as technology.

Accuracy and oversimplification

Games, diagrams, microlearning and AI-generated explanations can oversimplify complex law. Lecturers must distinguish pedagogical simplification from legal distortion. Visual tools should show where exceptions exist, and AI-supported activities should require verification against authoritative sources.

Digital inequality and inclusion

Innovative teaching should not assume equal access to devices, stable connectivity or paid AI platforms. Where technology is required, equivalent access or low-bandwidth alternatives should be provided so that technology does not become a new barrier to learning.

Academic integrity

Generative AI complicates conventional take-home assessment. Assessment redesign should therefore emphasise transparent process, source verification, oral defence, reflection and demonstrable reasoning. Students can be required to disclose AI use and explain how generated material was checked rather than being assessed solely on a polished final product.

DISCUSSION

The synthesis indicates that innovative legal education for non-law students should not be defined by the novelty of a teaching tool. Gamification is not automatically innovative; neither are AI, a flipped classroom or simulation. Each becomes pedagogically valuable when it enables students to perform a meaningful intellectual operation that passive instruction does not adequately support.

This distinction explains the purpose of the C.L.E.A.R. framework. Rather than prescribing a technology, it asks whether law is contextualised, whether students experience its operation, whether they are intellectually and socially engaged, whether technology enhances application or verification, and whether students reflect and transfer their learning.

The framework also responds to the central distinction between professional legal education and legal education for other disciplines. Non-law students do not principally need training to behave as lawyers. Their professional value lies in becoming legally aware decision-makers within another discipline. A manager should recognise when a proposed employment decision carries legal risk; an entrepreneur should recognise when intellectual-property protection requires attention; an accountant should recognise governance implications; and a public administrator should recognise when decision-making power is legally constrained.

Functional legal literacy therefore operates as a bridge between disciplines. It combines enough doctrinal understanding to identify and analyse basic issues with enough epistemic humility to recognise uncertainty and seek specialist assistance. In an AI-rich information environment, that literacy also includes the capacity to distinguish a generated explanation from an authoritative legal source.

The framework is intentionally technology-neutral. Institutions with modest digital resources can implement it through paper scenarios, role-play, case stories and reflection, while institutions with richer infrastructure can add branching simulations, collaborative platforms and AI verification. The pedagogical functions remain the same.

A further implication concerns assessment. If the desired graduate is a legally literate professional rather than an amateur lawyer, assessment should test whether students can recognise legal significance, apply foundational rules, explain consequences to non-specialists, evaluate sources and make responsible decisions. The strongest assessment strategy will normally combine doctrinal accuracy with contextual application.

Implications for Malaysian Higher Education

The Malaysian higher-education context provides a useful setting for the framework because law subjects are frequently embedded in business and related programmes. Recent Malaysian work on non-law business-law teaching demonstrates growing interest in gamification, microlearning and other strategies (Mahat et al., 2025). The next step should be integration and evaluation.

Rather than asking whether lecturers should use games, videos, AI or simulations independently, institutions should examine how combinations of these methods contribute to measurable legal-literacy outcomes. Course

learning outcomes should explicitly distinguish functional legal literacy from objectives appropriate to an LLB programme.

Lecturer-development programmes should likewise extend beyond training in educational software. Scenario design, experiential facilitation, visual communication, AI verification, inclusive technology use and authentic assessment are pedagogical competencies in their own right.

Interdisciplinary collaboration offers another opportunity. A lecturer teaching employment law to HR students can work with HR academics to construct scenarios reflecting current workplace decision-making. A company-law lecturer teaching accountants can collaborate with accounting colleagues on governance and reporting problems. Such partnerships can improve authenticity without sacrificing legal accuracy.

Future Research

The C.L.E.A.R. framework is conceptual and requires empirical validation. A useful next stage would be a quasi-experimental study comparing conventional instruction with C.L.E.A.R.-designed instruction across equivalent groups of non-law students. Potential outcome variables include legal knowledge, issue identification, application accuracy, source-verification ability, engagement, confidence, retention and transfer to unfamiliar scenarios. Qualitative interviews or focus groups could then explore which elements students experience as most helpful and where cognitive or technological barriers remain.

Future studies should also test whether the framework operates differently across disciplines. Business, accounting, HR, entrepreneurship, information-technology and public-administration students may respond differently to particular contexts and assessment forms. Comparative work across Malaysian institutions and across Asian jurisdictions would be especially useful.

AI verification deserves focused study. Researchers could examine whether repeated verification exercises improve students' capacity to identify fabricated authorities, jurisdictional mistakes, missing qualifications and unsupported conclusions, and whether those skills transfer to independent legal information seeking.

Finally, longitudinal research should ask whether functional legal literacy survives beyond the end of a semester and whether graduates apply it during internships or employment. Such evidence would allow the framework to be assessed according to professional transfer rather than short-term course satisfaction alone.

CONCLUSION

Teaching law to non-law students should not be conceptualised as delivering a reduced version of a law degree. These students require a distinctive educational outcome: the ability to recognise the legal dimensions of professional situations, understand foundational principles, evaluate information, communicate legal implications and recognise when specialist assistance is necessary. Lectures and doctrinal explanation remain important, especially when students need clear conceptual foundations. Their limitation arises when learners remain passive recipients of information. Problem-based learning, case stories, simulation, gamification, visual mapping, flipped learning and collaborative activities provide opportunities to transform students from recipients into participants.

Generative AI creates a further opportunity and risk. Its educational value should not be measured by how efficiently it supplies an answer. In legal education, AI may be more valuable when students are required to question, verify and correct generated answers against authoritative sources. The C.L.E.A.R. Legal Learning Framework integrates these principles through Contextualisation, Learning by Experience, Engagement and Collaboration, Application through Technology, and Reflective Legal Literacy. The framework shifts attention away from technological novelty towards purposeful pedagogical design. The success of innovative legal education for non-law students should ultimately be measured by a practical question: can students recognise when law matters, find and evaluate appropriate information, apply foundational principles responsibly and make better decisions within their own professional disciplines? If they can, legal education has achieved more than short-term doctrinal recall; it has developed legally literate graduates.

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Conflict of interest

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All authors contributed to the intellectual development of the manuscript, critically reviewed the manuscript, and read and approved the final version for submission.

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