ÖĞRENME VE ÖĞRETME OFİSİ

MICRO CASE STUDY

Metaverse and Law: Exploring the Legal Dimensions of Virtual Worlds

Digital technologies are developing at **a rapid pace**, and legal systems need to quickly adapt to these advancements. The widespread adoption of virtual worlds like the **Metaverse** makes understanding the legal processes and regulations in these areas more challenging. An instructor at our university who teaches courses on these subjects is seeking an **effective method** to help students better understand this complex and innovative topic. **What approach might be effective for the instructor to pursue?**

Approach to Solve the Problem

The Metaverse environment includes abstract concepts such as virtual reality and digital assets, which can be difficult for students to understand compared to concrete legal concepts in the physical world. Additionally, Metaverse law requires a rich knowledge base as it encompasses various disciplines like technology and sociology. The flexible and dynamic nature of law, along with the limited opportunities for experiential and interactive learning, hinders students from deeply understanding the relationship between legal processes in the real world and those in the virtual worlds. Therefore, it is recommended to implement methods that increase the added value of learning by ensuring active student participation.

Solution Suggestions:

The main idea and structure of the project to be assigned to students in the relevant course have been discussed with the instructor. In this project, students are expected to **design paper-based metaverse environments** and **detail legal processes within these environments** based on the knowledge learned in class.

Highlighting the importance of assigning such a design project to students includes:

- Through **active learning** (acquiring knowledge by applying it rather than passively receiving it), students **grasp abstract concepts better** by concretizing them (Bonwell & Eison, 1991).

- Students **imagine, evaluate,** and **relate** the relationship between metaverse and law to real-world scenarios, integrating it with **their own experiences** (Kolb, 1984; Lave & Wenger, 1991).

- Students **gain practical experience** through **simulation**, which helps them better understand the relationship between metaverse and legal processes and enables them to **directly engage** in the process (Bailenson, 2018; Hwang & Chien, 2022).

- It allows for the **development of creativity**, encouraging students to **visualize** the concept of the metaverse in their minds and **explore** its potential legal dimensions (Mystakidis, 2022; Zhao & Ye, 2022).

Additionally, students **are allowed to use artificial intelligence throughout the entire design process**, and they are expected to **blend** and **analyze** the information they derive from AI with **their own interpretations.**

Example 1:
What problems can arise from the absence of law in the Metaverse world? Please firstly ask it to ChatGPT for the answer. After receiving the response, think about your own designed or intended environment and answer the question with your own opinions. Finally, indicate the differences/similarities between the response from artificial intelligence and your own response.

Example 2:
Provide the details of the universe you designed in writing to artificial intelligence and ask it to draw the environment you designed. With the AI's drawing, you can visualize the virtual environment you designed in your mind. You can also make additions to the drawing based on your imagination.

In the context of learning and teaching processes, it is our collective responsibility to teach students **how artificial intelligence can be used ethically and responsibly**, rather than banning it. Avoiding the impacts of this technology in every aspect of our lives is impossible. Therefore, enhancing students' learning processes and developing their critical thinking in collaboration with artificial intelligence is widely accepted as a more suitable approach. This way, students can use the opportunities provided by this technology more consciously and effectively.

Excerpts from Students' Scenarios in Metaverse Designs

"... while my designed metaverse environment revolves around a street racing-themed crypto world, real-world traffic rules still apply there. Users must adhere to radars, traffic signals, and speed limits. Failure to comply with these rules will result in paying traffic fines in the form of cryptocurrency …"

"... there is a predominant view that artificial intelligence is banned in artworks and decision-making mechanisms because art is considered a uniquely human phenomenon …"

"... the condition for being elected to the council where the rules of this universe are determined is somewhat different. The right to vote and be elected is based not on age but on a 'social score'. For example, someone who is 20 years old but has a social score below 100 will not have the right to vote or be elected …"

Student Feedback

*"The course has equipped us for the future by providing the opportunity to stay updated on **recent developments in the industry.** Additionally, its **engaging content** and assignments have allowed us to delve **deep into the subject** and **maintain our motivation**. The structured nature of the assignments in the course became a part of the active discussions and exchange of ideas among us during that period."*

*"Taking a course where I could **offer different perspectives** and **make comments** and **evaluations** about our field motivated me greatly. The course not being based on rote learning contributed to my development."*

*"Everyone is using artificial intelligence, and so are we. In this course, **we are learning how to use artificial intelligence not secretly but meaningfully and ethically.**"*

"Thinking about legal processes for Metaverse environments has allowed me to see how I can apply what I've learned in practice."

*"Designing a Metaverse environment has **enhanced my creativity** and **enabled me to evaluate situations from different perspectives.**"*

References

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