Co-Living Between Courtrooms: Extended Reality as Digital Bridge for Moot Court Training

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Moot court training is central to legal education because it helps students develop oral advocacy, confidence, courtroom etiquette, and familiarity with formal legal procedure. Yet physical moot courts are resource intensive and infrequent, and unevenly accessible, particularly for students from under-resourced institutions and remote regions. This paper explores how Extended Reality XR might act as a digital bridge between scarce physical moot court opportunities and more routine, accessible rehearsal. We report an exploratory multi-method study combining expert interviews, semi-structured interviews with students, faculty, lawyers, and judges, passive onsite observations of moot court proceedings, and analysis of moot court documents. The study suggests that the scarcity of moot court opportunities is driven primarily by systemic resource constraints rather than pedagogical preference. Participants also described performance anxiety, limited rehearsal opportunities, and unequal access to training. In response, we designed and prototyped a virtual moot court environment aligned with institutional guidelines used in India. Early qualitative feedback suggests that XR-based moot court environments may support repeated low-stakes practice, broaden access to courtroom rehearsal, and help students become more familiar with courtroom formality and interaction. Positioned within HCI research on immersive learning, embodied interaction, and mixed reality, this work contributes an emerging design space for digitally bridging physical institutions and everyday professional training.

Moot court simulation, Legal education, Immersive learning, Experiential learning, Educational technology

1. INTRODUCTION

Extended Reality (XR) technologies, including Virtual Reality (VR) and Mixed Reality (MR), are increasingly used in professional and vocational training where access to real-world practice is limited, expensive, or difficult to organise [1, 2, 37]. In medicine, immersive systems allow learners to rehearse procedures without risk to patients. In aviation, simulation enables repeated practice of rare or high-stakes scenarios. In engineering and manufacturing, virtual environments allow workers and students to familiarise themselves with complex machinery, workflows, and spatial tasks before operating in live settings [2, 3, 38]. Across these domains, immersive environments are valued for supporting rehearsal, interaction, and embodied learning in ways that conventional instructional formats may not [4, 5, 39].

Within HCI, immersive systems are understood not simply as media for visualisation, but as interaction environments that shape attention, embodiment, movement, and situated action [20, 25, 27]. Research in immersive learning has shown that XR can support spatial understanding, skill rehearsal, and experiential engagement, but its effectiveness depends on design choices around interaction fidelity, realism, accessibility, and fit with the social practices of the target domain [8, 6, 7, 24, 34]. Mixed reality research further suggests that transitions across physical and digital settings require careful attention to continuity, context, and shared understanding [9, 21, 22]. These questions become especially significant in formal institutional settings, where technologies must not only function technically, but also align with ritual, authority, and established professional expectations.

Legal education remains relatively underexplored in this respect. While simulation-based learning is well established in medicine, engineering, and defence-related training, legal education continues to rely heavily on classroom teaching and limited forms of practical rehearsal [10, 11]. Moot court competitions are among the most important experiential formats through which law students develop oral advocacy, legal reasoning, argument sequencing, and courtroom etiquette [12, 13]. These competitions simulate appellate proceedings in which students argue a hypothetical legal problem before judges or judging panels. However, access to moot courts is highly uneven. Participation is often limited by availability, cost, travel, faculty coordination, and the logistical demands of organising physical

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competitions. Students may therefore encounter authentic courtroom-style advocacy only a few times during their training, and such exposure may be concentrated among those with greater institutional support or prior experience. This issue is especially visible in India, where moot court competitions often function as the primary mechanism through which students gain courtroom-like advocacy experience. However, the infrastructure required to host such events means that many institutions conduct only one or two competitions each year. For students from under-resourced colleges, remote locations, or financially constrained backgrounds, opportunities for repeated practice are particularly limited.

XR appears promising in this context, but the adoption of immersive systems in legal education raises several HCI challenges. First, courtroom advocacy depends not only on speech, but on embodied and situated interaction: posture, gesture, eye contact, turn-taking, orientation toward judges, and the performance of professional authority. HCI work on embodied interaction and collaborative virtual environments suggests that reproducing these dynamics requires more than visual realism alone [23, 25, 29, 31]. Second, immersive systems in educational contexts must account for variation in prior experience, accessibility needs, technical confidence, and cognitive load [10, 17, 34]. Third, XR systems intended for formal institutional use must preserve a sense of legitimacy and seriousness while remaining approachable enough for repeated low-stakes practice.

There are also practical barriers. XR hardware may be costly, technical onboarding may be difficult, and issues such as motion discomfort, disability access, and infrastructure support remain significant [10, 14, 15]. At the same time, more affordable headsets and accessible development platforms create new opportunities to integrate immersive rehearsal into everyday educational routines rather than treating it as an occasional intervention. This raises a broader HCI question: how might XR function as a digital bridge between scarce physical institutions and more routine, inclusive, and socially meaningful forms of practice?

This paper invites reflection on digital connections, and the social impact technology can make. In our context, XR may bridge physical and virtual courtrooms, rare formal competitions and routine rehearsal, and unequal access to advocacy training across educational contexts. Rather than replacing physical moot courts, immersive systems may supplement them by extending access to preparation, rehearsal, and confidence-building opportunities. The main question guiding this study is: **How can XR training environments be designed to support authentic, accessible, and low-stakes rehearsal in formal institutional contexts such as moot court training?** This paper contributes to HCI research in three ways. First, it offers exploratory empirical insight into the structural barriers shaping access to moot court training in India. Second, it presents the design and early stakeholder evaluation of a virtual moot court prototype informed by interviews, observations, and documentary analysis. Third, it develops preliminary design implications for immersive systems that must balance authenticity, ritual, usability, and inclusion when bridging physical and virtual professional practice.

2. METHODOLOGY

This study adopted an exploratory multi-method approach to understand the current state of moot court training in India and to examine how XR might help address some of its limitations. The research was organized in five phases: data collection, analysis, design, prototype testing, and synthesis of outcomes (see Figure 1 in Appendix section).

2.1 Phase 1: Data Collection

We gathered data from four sources to build a broad and grounded understanding of the problem space.

First, we conducted expert interviews with specialists in XR technology. These discussions were used to assess whether a virtual moot court was technically feasible and practically viable before pursuing the concept in greater depth. The experts generally indicated that the idea was achievable, while also pointing to challenges around realism, interaction design, and deployment.

Second, we carried out semi-structured interviews with 18 stakeholders directly involved in moot court training: 12 law students ranging from freshmen to seniors with varied levels of experience in moot court practice from different law colleges, 3 practising lawyers (aged 24, 35, and 40), 2 faculty members (aged 37 and 41), and 1 judge (aged 53). The interviews focused on how moot courts currently operate, what students and educators hope to gain from them, what frustrations and difficulties they face, and what improvements they consider necessary. Participants were encouraged to speak openly about their experiences, allowing us to gather rich qualitative accounts of expectations, anxieties, and institutional constraints.

Third, we conducted passive onsite observations of actual moot court proceedings. We attended both intra-institutional events and inter-collegiate competitions as silent observers without intervening in proceedings. This allowed us to witness how judges interacted with students, how students moved and spoke within the courtroom setting, and how the physical and social dynamics of moot court performance unfolded.

Fourth, we reviewed case study materials including memorials, judge briefing documents, scoring criteria, and other competition materials. These documents helped us understand the formal structure of moot courts and the assessment standards the virtual environment would need to reflect.

2.2 Phase 2: Analysis

After collecting data across the four sources described above, we conducted affinity mapping to identify recurring patterns and design opportunities. We grouped the collected data points into three affinity clusters: pain points, technical requirements and constraints, and opportunities.

The pain points cluster captured both systemic barriers, including the low annual frequency of moot court events, logistical barriers, scattered and costly legal sources, unclear structure for students, and limited preparation for procedural law. It also affects individual experience, including high anxiety in live settings and hesitancy to participate due to a lack of team members. This cluster informed our first two broad findings. First, moot court scarcity is driven primarily by structural, resource-related constraints rather than a lack of institutional or student interest. Second, the resulting anxiety and unequal access are concentrated among students from under-resourced or remote institutions.

The technical requirements and constraints cluster surfaced practical considerations for any XR intervention, including platform choice (Unity, Unreal, LMS integration), the learning curve for faculty and students, interaction fidelity (gesture, voice, evidence handling), and constraints specific to AI-supported features, such as database reliability, the risk of hallucination, and the need for compliance and disclaimer language given the training-only use case. This cluster shaped the design and technical constraints described in Phase 3. The opportunities cluster translated pain points into concrete design directions, including gamification, personalisation, procedural-law training not typically covered by moot court competitions, multi-user remote collaboration across institutions, and AI-supported drafting, translation, and case summarisation. This cluster most directly informed our third finding, that XR could plausibly widen access to rehearsal, and shaped several of the specific features described in the prototype design in the next section.

2.3 Phase 3: Design and Prototype

Based on the analysis, we designed and developed a virtual moot court environment in Unity 3D (see Figure 2 in Appendix section). The prototype was aligned with institutional guidelines and courtroom protocols commonly used in Indian legal education so that the virtual setting would feel recognisable and legitimate to intended users. The environment was designed around two priorities. First, it needed to represent the embodied and situated dimensions of courtroom practice described in Section 1. Second, it needed to be usable by students with varying levels of experience, from those encountering courtroom advocacy for the first time to those seeking additional rehearsal before formal competitions.

2.4 Phase 4: Prototype Testing

After developing the prototype, we conducted one-to-one qualitative interviews with 5 stakeholders who interacted with the system and reflected on their experience. Stakeholders included 4 students, and 1 lawyer. These interviews explored how realistic the environment felt, how easy it was to navigate, and whether participants believed it could support moot court preparation in practice. This testing phase was intended as an early qualitative evaluation rather than a formal effectiveness study. The goal was to gather stakeholder feedback on perceived authenticity, usability, and educational value, and to identify directions for further design refinement.

2.5 Phase 5: Outcomes

Three main outcomes emerged from prototype testing. First, students suggested that repeated practice in a low-stakes virtual environment could help them become more comfortable with courtroom interaction. Second, participants identified the system's potential to widen access to moot court preparation, especially for students with limited exposure to physical competitions. Third, stakeholders responded positively to the idea that virtual rehearsal could become a more regular component of legal education rather than a rare supplement. These outcomes suggest that XR-based moot court training may function as a useful supplement to physical moot courts. However, because the evaluation was exploratory and qualitative, these findings should be interpreted as early design insights rather than evidence of educational effectiveness or generalisable impact. The methodology used is illustrated in Figure 1 (see Appendix section for reference). Through this combination of expert interviews, stakeholder consultations, direct observation, and case study analysis, we developed an initial understanding of the current state of moot court training and its limitations. The next section presents the key findings and discusses their implications for HCI.

3. RESULTS AND DISCUSSION

Across the different methods, the study identified several gaps in current physical moot court practice and several opportunities for XR supported rehearsal. Expert interviews provided early validation that virtual moot court environments are technically feasible. Documentary analysis showed

that moot court training is not limited to oral performance alone, but typically involves legal research, memorial drafting, preparation, submission, and oral argument. This makes moot court a sustained and complex process that requires both intellectual preparation and performative skill.

Our passive onsite observations suggested that many law colleges conduct only two moot court competitions annually: one intra-institutional event and one larger flagship competition (see Figure 3 in Appendix section). This low frequency appears closely tied to the resource-intensive nature of physical moot courts. Moots generally simulate appellate advocacy, where students argue from legal authorities and a hypothetical case problem, while often excluding the evidentiary and testimonial dimensions of trial practice. Observations also suggested that live moot settings can be intimidating. Formal evaluation, visible judgment, adversarial questioning, and public speaking demands all appeared to contribute to student apprehension. Students are evaluated not only on knowledge of law and facts, but also on ingenuity, responsiveness to questions, organisation and flow of argument, style, poise, courtesy, and reference to their memorials. In practice, this means that courtroom performance is shaped not only by legal reasoning but also by demeanour, composure, and the ability to respond under pressure. From an HCI perspective, this is significant because it means that a virtual moot court must support not only content rehearsal but also embodied and interactional performance.

Interviews further suggested that students enter moot court training with very different levels of experience, confidence, language ability, and prior exposure. Some participants had received coaching or had greater familiarity with courtroom norms, while others encountered such settings for the first time at university. A single fixed XR environment may therefore not serve all users equally well. Participants' comments suggested the value of flexibility: beginners may need slower pacing, repeatable steps, or additional prompts, while more advanced users may require opportunities for unscripted argument and pressure handling. This finding aligns with HCI work showing that interactive systems are shaped by situated use and that the same environment may be experienced very differently depending on prior knowledge, confidence, and context [25, 28, 33]. Legal education provides a compelling setting for exploring what Digital Bridges theme might mean in practice. The XR moot court is not intended to replace physical courtrooms, but to bridge between scarce institutional opportunities and routine digital rehearsal. In doing so, it may connect students who are currently excluded from repeated practice because of geography, finances, or institutional resources. It also bridges different forms of professional preparation: from formal, episodic, high-stakes events to repeatable, lower-stakes, everyday rehearsal.

At the same time, the prototype highlighted that technical realism alone is insufficient. HCI research on immersive environments has shown that presence and fidelity matter, but so do plausibility, interaction quality, and the meaningfulness of actions within the environment [24, 34]. Participants indicated that the virtual courtroom would need to feel serious and socially credible if students were to treat it as more than a novelty. This suggests that authenticity in XR courtroom training depends not only on visual resemblance, but also on whether the system supports appropriate gesture, posture, orientation, turn-taking, and interaction with judges or opposing counsel. Work on embodied interaction and collaborative virtual environments reinforces this point by showing that meaning in interactive systems arises through socially organised action rather than representation alone [23, 25, 29].

Several preliminary design implications follow from these findings. First, XR courtroom environments should support non-verbal communication relevant to advocacy, including gesture, posture, eye contact, and spatial positioning [17, 18, 23]. Second, immersive training systems should support differentiated onboarding and progression so that novice and advanced learners can use the same environment in different ways. Third, transitions between virtual and physical performance should be designed explicitly, since the value of rehearsal depends partly on whether skills, confidence, and interaction habits carry over into live moot court settings [9, 21, 34]. Fourth, systems should be designed with inclusion in mind, ensuring that the benefits of immersive rehearsal do not remain limited to already privileged institutions or technically confident users.

This work is still at an early stage, and the current prototype should be understood as a first step rather than a validated educational intervention. The qualitative evaluation reported here is useful for surfacing design requirements and stakeholder perceptions, but it does not establish whether XR improves student performance, reduces anxiety in measurable ways, or generalises across institutions. Future work should therefore investigate how students use such systems over time, whether XR rehearsal transfers into physical moot court performance, and how immersive legal training can be adapted across different colleges, languages, and regions. Future iterations might also include AI-supported virtual judges capable of asking contextual questions and providing feedback, thereby expanding opportunities for self-directed rehearsal [14, 15]. Even then, the goal would remain augmentation rather than replacement: **XR as a digital bridge that extends access to**

professional preparation without displacing the value of physical courtroom practice.

3. CONCLUSION

This paper has argued that the limited availability of moot court training appears to stem primarily from structural resource constraints rather than a lack of pedagogical value. XR based moot court environments may offer one way to bridge this gap by reducing dependence on physical infrastructure and supporting more routine, accessible rehearsal. At the same time, the study suggests that technological access alone is insufficient. Meaningful adoption of immersive moot court training is likely to depend on pedagogical design, institutional support, and sensitivity to the ritual and formal qualities of legal practice. Drawing on expert interviews, stakeholder interviews, passive observation, documentary analysis, and early prototype feedback, the paper contributes an exploratory HCI account of immersive legal training. We identify a set of preliminary design considerations for XR systems intended to support rehearsal in formal institutional settings, including the need to preserve embodied interaction, support different levels of learner experience, and bridge effectively between virtual and physical practice. Beyond legal education, this work contributes to HCI discussions of how immersive systems can act as digital bridges between scarce physical institutions and everyday digital practice while supporting inclusion, authenticity, and social meaning. Given the exploratory nature of the study, these claims should be read as design-oriented insights and a basis for further research rather than as a definitive demonstration of XR effectiveness in legal education.

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Appendix:

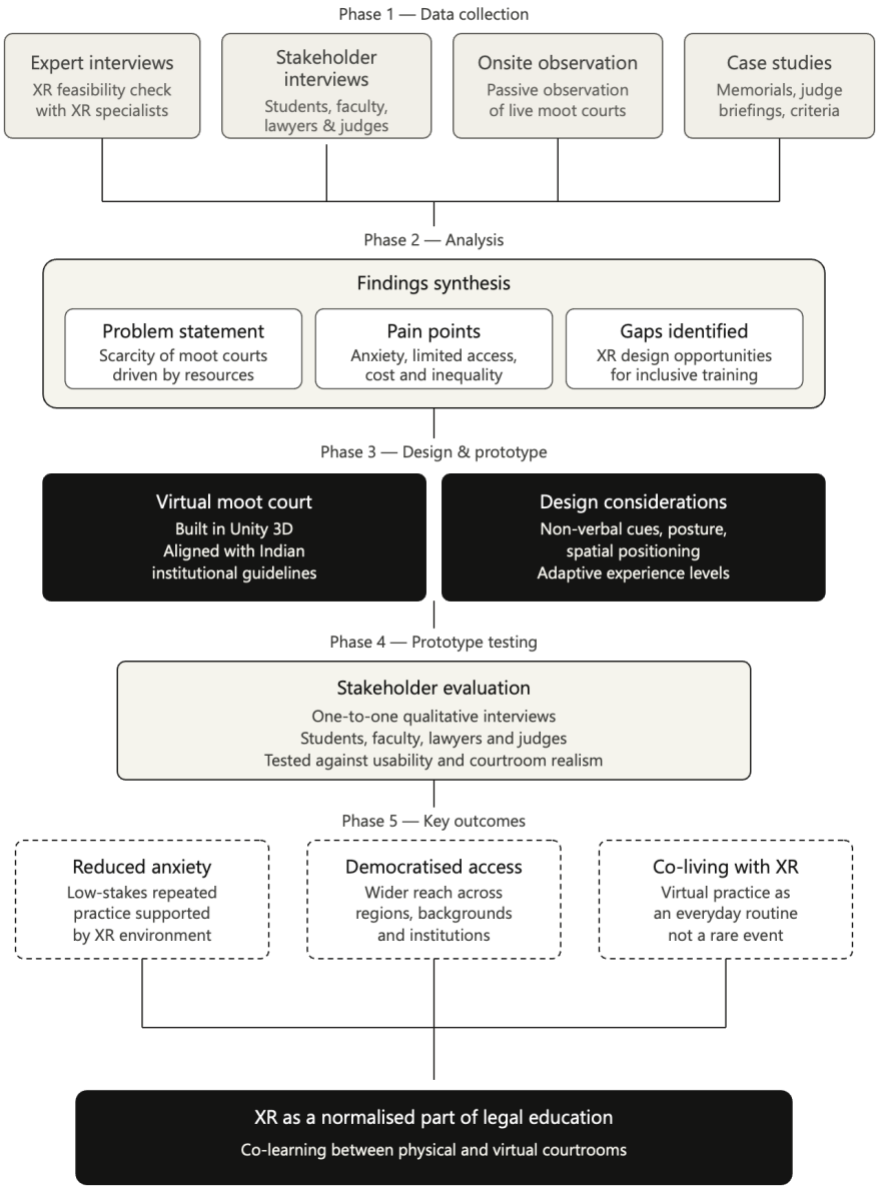

Figure 1: *Research Methodology (Idea feasibility check, defining the problem statement, finding the pain points, finding the gaps). The key outcome of democratised access is preliminary indicative (Authors)*

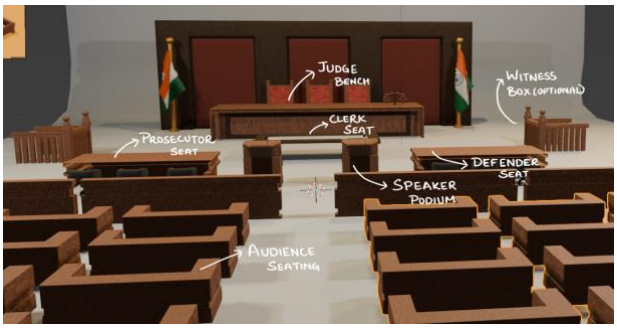

Figure 2: *Virtual moot court designed in Unity 3D (Authors)*



Figure 3: *Passive onsite observation of a novice moot court (Authors)*