The Development of Legal Education in the Context of Enabling Artificial Intelligence

Wang Xiaobei[1], Dong Ying[1,2,*]

[1] Faculty of Economic and Law, Jingdezhen Vocational University of Art, Jiangxi, China
[2] Faculty of Education, Languages, Psychology and Music, SEGI University, Kota Damansara, Malaysia

ARTICLE INFO	ABSTRACT
	At present, the entry of artificial intelligence into the field of legal education has become an inevitable trend of the times. Enabling artificial intelligence is an artificial intelligence technology that can give new capabilities and advantages to other fields, systems or individuals. Enabling artificial intelligence builds a solid foundation for the transformation of traditional legal education, and the 'law +' education model is based on the concept of discipline crossover, to carry out interdisciplinary fusion of law and sociology, economics, computer science and other disciplines, and to broaden the horizons of legal research and application. At present, China's development presents the problem of imbalance between regional economic development and the distribution of educational resources. In order to solve the problem of uneven distribution of educational resources under the uncoordinated regional development, and to better promote the new development model of 'law +' education, the author conducts a systematic analysis through the method of literature research, inductive summarisation, factor analysis and comparative method. To summarise the prospects for the application of the new development model of 'Law+' in domestic law schools under the background of empowering AI, the interdisciplinary integration of law with social sciences and natural sciences can be promoted through cross-college cooperation. Provide new ideas for China's institutions of higher learning to promote the 'law +' education model, through cooperation with some science and technology colleges and universities, grammar colleges and universities, to build practice bases, sharing of educational resources to cultivate composite talents. Provide new ideas for the development of law education and the cultivation of complex talents in China.

1. Introduction
1.1 Research Background

Against the backdrop of the fourth industrial revolution, emerging industries such as big data and artificial intelligence are developing rapidly, the artificial intelligence market scale in China continues to grow, and the government has also introduced relevant policies to support the development of

---

* *Corresponding author.*
E-mail address: 285080754@qq.com

artificial intelligence [1]. With the development of artificial intelligence, empowering artificial intelligence has begun to penetrate into all aspects of social life, deeply integrating with various fields such as education, medicine and health, and promoting the transformation and upgrading of related industries [2]. However, as artificial intelligence gradually penetrates into the field of education, some problems are gradually highlighted. Taking law education as an example, it is an inevitable trend in history for empowered AI to enter the field of law education, but in this process, the privacy of users (teachers and students), the establishment of good values for students, and the change of the law teaching system to adapt to the development of AI empowered education trend should not be delayed.

The training of legal education and rule of law talents has a fundamental and pioneering role in promoting the comprehensive rule of law in China [3].On 21 November this year, the Committee on Social Affairs and the Rule of Law of the National Committee of the Chinese People's Political Consultative Conference (CPPCC) convened a consultation meeting focusing on the ʻstrengthening of the training of legal talents in the new era, and the promotion of the deep integration of legal education and the legal professionʼ. As a humanities and social discipline, jurisprudence has a strong practical nature. The state attaches importance to the cultivation of rule of law talents, and points out that institutions of higher education should deeply implement the spirit of the Sixth Plenary Session of the 19th CPC Central Committee, adhere to theoretical innovation, guide practice with Xi Jinping's thought on the rule of law, and create a new situation for legal research and legal education [4].The Third Plenary Session of the Twentieth CPC Central Committee proposed to promote the reform of colleges and universities in a classified manner, to establish a model of cross-discipline construction and talent cultivation that is led by the development of science and technology and the strategic needs of the country, and to strengthen the cultivation of talents in basic disciplines, new and emerging disciplines, and cross-disciplines. At present, China is in a critical transition period from the network era to the intelligent era, digital technology has a profound impact on economic, social and cultural patterns, reshaping the traditional liberal arts research paradigm from multiple dimensions [5]. As a result, artificial intelligence-enabled legal education is a major trend in the development of legal education in the future.

At present, scholars at both domestic and international level are conducting research on various aspects of AI-enabled legal education, and domestic academic research focuses on the construction of a new development model of ʻLaw+ʼ in the context of enabling AI, reform of the legal education system in the context of enabling AI, and potential risks in the field of AI-enabled education (including the protection of privacy of the subject of education, the issue of infringement of the ideology carried by information, etc.). privacy protection, the invasiveness of information-bearing ideology, etc.). Foreign academics pay more attention to the personalised development of students, and have conducted a series of analyses and studies on the impact of empowered AI in the field of education on the motivation of students to learn independently. At the same time, the interdisciplinary exchange system of international institutions is relatively mature, which can provide reference for the domestic ʻlaw +ʼ education system. Domestic research in artificial intelligence-enabled interdisciplinary to promote the training of innovative talents remains at the theoretical level, not in practice, so there is an obvious gap in the research of the application field.

1.2 Literature Review

Sirio Zolea [6] pointed out that in the face of the complex international and domestic social environment and the penetration of digital information technology means such as big data, cloud computing, artificial intelligence, blockchain and so on into social life, the traditional mode of legal

education is facing new challenges. Based on this, she indicated that the construction of new liberal arts has pointed out the direction for the reform of legal education, and that the discipline of law should be actively and proactively cross-fertilised with other disciplines, including intra-disciplinary and inter-disciplinary cross-fertilisation. In the context of the construction of new liberal arts, the research paradigm should be changed, the basic concepts and terms should be sorted out, the objects of research should be clarified, and the theoretical construction should be actively carried out, so as to form the cross-discipline of 'Law +'; in the face of the new challenges of the new scientific and technological revolution, the three-dimensional 'Law +' cross-discipline based on digital information technology should be established; the development and improvement of the cross-discipline of 'Law +' for the purpose of the new scientific and technological revolution should be made. In the face of the new challenges of the new scientific and technological revolution, a three-dimensional 'law +' cross-discipline should be established based on digital information technology; the evaluation system for cross-discipline integration should be formulated and perfected to create a new evaluation system for the integration of three-dimensional 'law +' disciplines.

Q. An proposes [7] that the current legal artificial intelligence education still remains at the level of general education, and there are still problems such as fragmentation of curriculum content, disconnection between theory and practice, and insufficient opportunities for innovative practice, and the existing education model is not suitable for the development of the legal artificial intelligence industry.Therefore, with cross-disciplinary research oriented to solving practical problems, with interdisciplinary teamwork as the focus, and with knowledge integration as the focus, it can play its unique advantages in legal AI innovation education, and in the future, we will advocate students to participate in project declaration, absorb students to participate in project research, data annotation, knowledge organisation, and participate in innovation competitions and other innovative practices, and empower legal AI innovation education reform in the form of in-depth participation of students in the whole process of scientific research. Artificial intelligence innovation education reform. Thus, there is an urgent need to structure a relatively complete legal education system to adapt to the development of new quality productivity.

Eryong Xue *et al.,* [8] have pointed out the problems arising from the process of integrating science and education through high-tech-led basic research and forcing higher education to innovate on a global scale through originality.It also proposes that higher education should take the integration of the basic functions of teaching, scientific research and social service as an important entry point, further play its leading role in the cultivation of top-notch innovative talents, the building of the foundation of basic research and the development of cross-disciplinary research and development, and promote the overall change of higher education in the new era, so as to promote the growth of basic top-notch innovative talents with the in-depth integration of the industry and the teaching of the field of artificial intelligence. Summary: Enabling AI refers to AI that can provide capability-enhancing support for individuals, organisations or other systems. Law is a social science that studies law, legal phenomena, and legal issues. Social sciences originate from society and ultimately return to practice. Enabling artificial intelligence into the field of legal education can promote the transformation of traditional legal education, promote the transformation and upgrading of legal education in combination with practice, cultivate practical and innovative talents, and ultimately serve to comprehensively promote the construction of a society based on the rule of law.

A major and important issue raised by Sanjay Awasthi and Yogesh Soni [9] in Empowering Education System with Artificial Intelligence: Opportunities and Challenges is privacy.How can educational tools protect user privacy, how can educational organisations obtain consent from students and parents when presenting them, should data be shared with researchers, companies and

other external groups? As well as the question of AI not replacing teachers. Sanjay Awasthi and Yogesh Soni agree with the drawbacks that some scholars agree that AI has; it can reduce the cognitive abilities of teachers and students. Over-reliance on technology can also have a negative impact. The digital burden of content can put unnecessary stress on students. We must allow AI to complement teachers, not replace them. Overuse of AI should not be imposed on teachers and students.

The above research on artificial intelligence-enabled legal education has a more in-depth analysis, from the reform of the legal education system, interdisciplinary, innovative personnel training and artificial intelligence safety and security field to carry out research. However, the underlying logic of AI-enabled legal education is the development of productive forces, and the development of productive forces will inevitably promote the change of production relations. Since China's enabling AI technology has not yet entered the field of legal education, there is still a gap in how to strengthen the top-level design of legal education, establish a complete institutional system, and promote the intelligent transformation of law schools.

Baso *et al*., [10] Universitas Primagraha in The Role of Artificial Intelligence in the Development of Digital Era Educational Progress raises questions about how AI can revolutionise the educational landscape and drive inclusion, equality and innovation. It ultimately concludes that AI can improve personalised learning experiences, encourage accessibility and inclusion, and support educators. However, ethical considerations and challenges such as data privacy and algorithmic bias must be addressed to ensure responsible AI integration. Future research should focus on exploring innovative ways to mitigate these ethical issues while maximising the benefits of AI in education.

Lena *et al*., [11] in Empowering Education with Generative Artificial Intelligence Tools: Approach with an Instructional Design Matrix, Mario Gonzalez-Rodriguez suggests how can the 4PADAFE Instructional Design Matrix be applied in a practical way using generative AI tools to enhance education? Teachers lack knowledge of generative AI tools and systematic processes to design micro-curriculum activities that guide the development and construction of large-scale virtual learning classrooms. It was also noted that this would enable teachers to use AI and innovative educational strategies to manage activities and design digital resources to facilitate the creation of large-scale virtual classrooms. Generative AI tools facilitate the initial development of ideas and reflection on them, favouring creative and innovative solutions. Similarly, automated assessments and other assessment innovations enable more accurate and objective tracking of student progress, provide immediate feedback, and support teachers in making data-driven decisions. It does not take into account the impact that over-reliance on AI may have on education.

Sahan *et al*., [12] in Artificial Intelligence Alone Will Not Democratise Education: On Educational Inequality, Techno-Solutionism and Inclusive Tools, suggests that millions of students around the globe are not benefiting due to the digital divide and deep-rooted social and educational inequalities. If this trend continues, the first large-scale delivery of artificial intelligence in education could lead to even greater educational inequality and a misallocation of global educational resources driven by the current techno-solutionist narrative, which proposes techno-solutions as quick and perfect solutions to complex real-world problems. It was also stated that a sustainable, large-scale and inclusive AI should be conceived for the education ecosystem to provide equitable, high-quality lifelong learning opportunities for all.

2. Methodology
2.1 Literature Research Method

At the early stage of the study, in order to gain a comprehensive and in-depth understanding of artificial intelligence-enabled legal education, we developed a detailed and extensive search strategy. First, a series of targeted keywords were carefully selected, such as 'artificial intelligence and law education', 'artificial intelligence-enabled law education', 'cross-discipline of law education', and 'cultivation of law talents in the age of intelligence' and 'Cultivation of Law Talents in the Age of Intelligence', etc., so as to ensure that we can accurately capture the literature that is highly relevant to the research topic. Subsequently, we conducted comprehensive searches on several authoritative academic platforms, such as Zhi.com, Google Scholar, Wanfang Data, etc., covering a rich variety of literature types, including but not limited to academic journal articles, dissertations, conference papers and professional research reports. After obtaining a large number of search results, we immediately entered the literature screening process. Based on the strict criteria of relevance, authority and timeliness, the retrieved literature is carefully screened. Literature that has little relevance to the research topic, is from unreliable sources, or is too old and lacks practical reference value is resolutely eliminated. After this rigorous screening process, the retained literature becomes an important basis for subsequent research. Through this classification, we are able to analyse the research results of different aspects in a more systematic and clearer way, providing strong support for subsequent in-depth research.

2.2 Comparative Method

When using the comparative investigation method, we focus on two dimensions at home and abroad to carry out an in-depth investigation of the legislative status of the relevant topics. For the investigation of the current status of foreign legislation, representative developed countries such as Europe and the United States, as well as some countries and regions in Asia that are more advanced in the application of AI education, were selected. Through visiting the websites of the official education departments of the governments of various countries, relevant legal databases and the reports of professional legal research institutions, we have extensively collected information on the laws and regulations, policy documents and industry standards of these countries and regions in the application of AI in education (especially in the field of legal education).

After obtaining the rich legislative data at home and abroad, the differences and similarities of AI-enabled legal education and the new mode of disciplinary crossover at home and abroad are analysed in depth from multiple perspectives. In promoting educational innovation and reform of talent cultivation mode, both at home and abroad have realised the importance of disciplinary cross-fertilisation and encouraged colleges and universities to break the boundaries of traditional disciplines and actively explore the cross-cultivation mode of AI and law and other disciplines, so as to adapt to the development of the times and the demand for composite talents.

In the legislative system, some developed countries abroad, due to the long history of rule of law construction and the relative maturity of the legal system, tend to adopt a combination of decentralised legislation and special legislation in AI education legislation, and formulate detailed laws and regulations for different issues in the application of AI education, such as technological ethics, data privacy, educational fairness, etc., and the laws and regulations are articulated and coordinated with each other; and China's current legislation on AI education is still in its infancy, mainly based on policy documents, the legal level is relatively low, and has not yet formed a perfect system, and there is a certain degree of coordination between some policy documents. In terms of legislative focus, some foreign countries emphasise the integration of technological innovation and education while paying more attention to the regulation of AI technology itself, such as the EU, which has strict regulations on the transparency, interpretability, and ethical review of AI algorithms, etc.;

whereas China's legislation at this stage focuses more on the encouragement of educational innovation, the promotion of interdisciplinary cross-disciplinary, and the protection of educational fairness, with relatively few regulatory provisions on the details of AI technology. There are relatively few regulatory provisions on technical details. Through this in-depth comparative analysis, a series of valuable conclusions have been drawn, providing an important basis for China to learn from foreign experience.

2.3 Factor Analysis

In applying the factor analysis method, we start from the three main levels of economy, politics and society to analyse in depth the various factors affecting the development of legal education and their interrelationships.

From the economic level, the level of scientific and technological development and the direction of regional economic development have a profound impact on the distribution of resources for legal education. In regions with a higher level of scientific and technological development, there are often more advanced information technology infrastructure and scientific research conditions, which provide strong technical support for the application of artificial intelligence in legal education.

At the political level, the government's attention to education and its development plans play a key leading and driving role in legal education. The government attaches great importance to the development of education, regards legal education as an important cornerstone for cultivating talents for the rule of law and promoting the rule of law, and guides the direction of reform of legal education by formulating a series of educational policies and development plans. The government also plays an important role in promoting the combination of legal education and practice, and guides legal education to closely focus on the actual needs of the society to cultivate talents through the establishment of the qualification examination system for legal professions and the strengthening of cooperation and exchanges between legal education and legal practice departments, so as to ensure the practical and applied nature of legal education.

Analysed from the social level, the degree of importance attached to legal education by the whole society and the historical origin of law in that society have an important influence on the development atmosphere and cultural inheritance of legal education. In an environment where the concept of the rule of law is deeply rooted in people's minds and the society attaches great importance to legal education, law majors tend to be favoured by students and parents, attracting more outstanding talents to devote themselves to the study and research of law. This social atmosphere is conducive to stimulating the vitality of legal education, prompting colleges and universities to continuously improve the quality of legal education and strengthen the construction of disciplines and faculty. At the same time, the historical origin of law in society also shapes the cultural heritage and traditional characteristics of legal education. In regions with deep legal cultural traditions, legal education may pay more attention to the inheritance and research of classical legal theories, and emphasise the cultivation of legal thinking and the inculcation of legal culture; whereas in regions with emerging legal markets, legal education may focus more on the teaching of modern legal systems and practical skills to adapt to the needs of a rapidly developing society. In addition, the diversified needs of the society also promote the continuous innovation and change of legal education. With the adjustment of the social and economic structure and the rise of new industries, the social demand for legal talents shows the trend of diversification and specialisation, which prompts the legal education to actively explore the cross-fertilisation with other disciplines and to expand the direction of cultivation of legal specialties, such as the cross-over of environmental law and ecology, the cross-over of cyberlaw and computer science, etc., so as to cultivate legal

professionals who meet the diversified needs of the society. in order to cultivate compound legal talents that meet the diversified needs of the society.

Through the comprehensive and in-depth analysis of these economic, political and social factors, we can more accurately grasp the internal logic and external influencing factors of the development of legal education in different regions, and provide a strong basis for the formulation of targeted development strategies for legal education, so as to better promote the balanced and coordinated development of legal education in different regions and adapt to the diversified needs of social development.

2.4 Inductive Summarisation Method

In the research process, the inductive summarisation method is fully used in order to construct a systematic and comprehensive theoretical framework and practical guidance system. Firstly, existing literature related to the intersection of legal education disciplines at home and abroad is widely collected. These sources of literature cover a variety of channels such as well-known academic journals, reports of authoritative research institutions, academic paper libraries of colleges and universities as well as proceedings of professional academic conferences, etc., so as to ensure that the collected literature is extensive, representative and authoritative. In the process of collection, the diversity of literature is emphasised, including theoretical research literature, empirical case analysis literature, policy interpretation literature and practical experience summary literature, etc., so as to gain a deeper understanding of the development dynamics of the intersection of disciplines in legal education from different perspectives.

Next, the massive amount of collected literature is carefully classified and deeply organised. The literature is classified according to the disciplinary fields, research themes, research methods and practical application scenarios. For example, the literature involving the intersection of jurisprudence and computer science is classified into one category, which mainly explores the application principle of artificial intelligence technology in legal education, the way of technological realisation, and the impact on the teaching method and talent cultivation mode; the literature involving the intersection of jurisprudence and humanities and social sciences, such as economics, sociology, etc., is classified into another category, which focuses on the research of interdisciplinary intersections in jurisprudence theoretical innovation, the improvement of the legal system, and the role in the social governance. The role of disciplinary intersection in the innovation of legal theory, improvement of legal system and social governance, etc. Within each category, the literature is further subdivided according to research perspectives, research depth and other factors, so as to more precisely analyse and summarise the core viewpoints and research results of each category of literature.

On the basis of classification and organisation, we study in-depth the cross-disciplinary development modes elaborated in each type of literature. For each development mode, a comprehensive analysis is carried out in terms of its theoretical basis, implementation path, practical effect, advantages and shortcomings, and scope of application. For example, when studying the practical teaching mode of 'Artificial Intelligence + Law', we carefully study how it integrates artificial intelligence technology into the practical teaching of law, such as using the intelligent simulated court system to enhance students' practical operation ability, and cultivating students' legal retrieval and analysis ability through the analysis of cases of legal big data; at the same time, we analyse how this mode can be applied to different types of universities and different law schools. The differences in the application effect in different types of universities and different law courses, as well as the technical bottlenecks and insufficient teachers in the implementation process.

Through systematic study and in-depth analysis of different disciplinary cross-development modes in various literatures, we began to construct a systematic framework of disciplinary cross-development in legal education. The framework takes the discipline of law as the core, radiates the cross-fertilisation relationship with other related disciplines, and clarifies the key research problems, core theoretical viewpoints and main practical application directions of each cross-discipline field. In the process of constructing the framework, it pays attention to the logical connection and mutual support relationship between each part to ensure that the whole framework is systematic, complete and coherent. For example, the theoretical basis for the intersection of legal education disciplines, the policy support system, the innovation of teaching methods, the reform of talent cultivation mode, and the practical application cases are organically integrated together to form an interrelated and mutually reinforcing whole.

Finally, the constructed systematic framework is applied in the subsequent research to provide solid theoretical support and practical reference for the research. When studying the specific problems of AI-enabled legal education, such as the optimisation of the curriculum system, the construction of the faculty, the reform of the teaching evaluation system, etc., targeted and feasible solutions are put forward based on the principles and directions determined by the system framework. At the same time, the framework is constantly verified and improved through practical research and case analysis, so that it can better adapt to the actual needs of the cross-disciplinary development of legal education, and provide strong theoretical support and practical guidance for the innovative development of legal education.

3. Results
3.1 Problem Statement

The current transformation of legal education faces many challenges, among which the problem of unbalanced regional economic development is particularly prominent [13].Educational resources tend to favour economically developed regions, which makes the legal education in economically developed regions can obtain more financial support, advanced teaching equipment and excellent teachers. In contrast, economically backward regions face greater difficulties in obtaining resources for legal education, with relatively insufficient capital investment, slow renewal of teaching equipment, and the construction of teaching staff facing many problems. With the continuous development of science and technology, the application of artificial intelligence in legal education has gradually become a trend [14]. However, in economically relatively backward areas, the application of artificial intelligence is difficult to implement. On the one hand, due to financial constraints, these regions can't afford the high cost of introducing AI teaching equipment and technology; on the other hand, the lack of professional technical talents and training resources also makes it difficult for teachers and students to master and apply AI technology, which hinders the modernisation and transformation of legal education in these regions.

3.1.2 Feasibility analysis of 'law +' education model in the context of empowering artificial intelligence

First of all, in terms of China's level of scientific and technological development, China's artificial intelligence started relatively late, the technical aspects of the West is still lacking. But in recent years, China's artificial intelligence industry is booming, the core industry scale is growing digital industry shows a strong industrial base and development potential, to promote the development of China's law education discipline cross-laying material foundation. At the same time, the development of artificial intelligence industry can not be separated from the arithmetic support, the national

government introduced corresponding policies to promote the development of the artificial intelligence industry, a number of intelligent computing centre projects have been built, providing strong arithmetic support for the development of artificial intelligence. The systematic development of the artificial intelligence industry provides strong support for enabling artificial intelligence to enter the field of legal education [15].

Secondly, the rapid development of artificial intelligence technology has brought new challenges and opportunities to the field of law. Artificial intelligence legal systems can quickly process massive legal texts and provide counselling advice, and play an effective function in the fields of legal aid and people's mediation. This requires legal professionals to not only master traditional legal knowledge, but also understand the application of artificial intelligence technology in the field of law, and constantly learn new knowledge and skills to adapt to the development of the times. With the progress of science and technology and the development of society, interdisciplinary integration has become a trend in the development of education [16]. In legal education, it is crucial to cultivate legal talents with cutting-edge interdisciplinary knowledge. The Internet, artificial intelligence and the cultivation of legal talents in the new era are intrinsically linked, and the specialisation and diversification of the social demand for talents as well as the urgency of cracking the predicament of talent cultivation have led to the accelerated pace of reform in the cultivation of legal talents in the new era. Vigorously promoting the application of the Internet, artificial intelligence in the whole process of legal talent training, education and teaching management has become a general trend. The knowledge structure of new era legal talents should keep pace with the times and have a certain knowledge reserve of cutting-edge cross disciplines and new technologies. Internet and artificial intelligence is undoubtedly a representative of the current new technology, not only explains the nature of scientific and technological productivity, but also for the forefront of legal research and the new era of legal talent should pay attention to the direction of the field.

Based on this, China's government has introduced corresponding policies to ensure the smooth operation of interdisciplinary mode. The New Generation Artificial Intelligence Development Plan issued by the State Council emphasises that 'accelerating the cultivation of "artificial intelligence + law" horizontal composite talents, encouraging the broadening of "artificial intelligence + law disciplines" disciplinary crossover and fusion '. The National Standard for Teaching Quality of Law Undergraduate Programmes in General Colleges and Universities, issued by the Ministry of Education, explicitly states that 'the development of interdisciplinary and inter-professional emerging cross-curricula and innovative entrepreneurial courses is encouraged'. Guided by the application of the Internet and artificial intelligence, the interdisciplinary and inter-professional curriculum in the cultivation of legal professionals in the new era is a positive initiative of colleges and universities to proactively adapt to the needs of the construction of a rule of law country, which is of great significance.

3.1.2 Influence factors of the intersection of Chinese and Western disciplines

First of all, based on the fundamental difference between the civil law system and the common law system of legal origin, civil law countries and common law countries have different requirements for the training of legal personnel. The United Kingdom as a typical common law system countries, highlighting the role of the judge, so it pays more attention to the training of legal personnel flexibility and adaptability. And China belongs to the civil law system countries uniform application of law, the judge's discretion is limited, pay more attention to cultivate students' logical thinking and theoretical literacy. Thus, in promoting the cross-disciplinary transformation of legal education, China and the western common law countries with different development modes. But in terms of the current social

development trend, the demand for legal talent in favour of flexible and composite, the traditional education model urgently needs to be transformed.

Secondly, as far as economic and social development is concerned, the western developed countries have a higher level of economic development, and the government has invested more in education. At the same time, the social concern is higher. While China's economic development is relatively lagging behind, entering the 21st century, China's economic development is rapid. Based on this, the Central Committee of the Communist Party of China put forward the strategy of developing the country through science and education and strengthening the country through talents to promote the development of scientific research and education in China. Increase investment in education, improve the level of mass higher education, while focusing on the development of vocational education, training a large number of high-quality skilled personnel. And continue to increase investment in scientific and technological research and development, and build high-level scientific research institutions and innovation platforms.

Finally, at the level of cross-disciplinary teaching practice, many colleges and universities in the West pay attention to the development of interdisciplinary courses in the curriculum, such as Harvard University's regional country studies programme, which covers almost all subject areas. In terms of teaching methods, project-based learning and case studies are used to cultivate students' interdisciplinary thinking and practical ability. Western universities also actively carry out international cooperation and exchanges to promote interdisciplinary cross-disciplinary between different countries and regions. Domestic universities have set up interdisciplinary research centres or laboratories, such as the Interdisciplinary Research Centre at Tsinghua University, to carry out cutting-edge interdisciplinary research. In terms of curriculum, some colleges and universities have begun to explore breaking the boundaries of disciplines, offering interdisciplinary courses, strengthening general education, and cultivating students' comprehensive quality and innovation ability [17].In addition, Chinese-foreign co-operation has become one of the most important ways to promote interdisciplinarity, and to promote the exchange, mutual understanding and integration of Chinese and foreign disciplines through the introduction of foreign high-quality educational resources.

The West has made remarkable achievements in AI-enabled discipline crossover, which provides valuable experience for China to learn from. China should combine its own actual situation, actively explore the cross-disciplinary mode of AI empowerment suitable for China, strengthen the construction of the curriculum system, innovate the talent cultivation mode, formulate a scientific development strategy, promote the development of cross-disciplinary integration in China, and cultivate more high-quality innovative talents for the economic and social development of China.

3.1.3 Dilemma of cross-discipline in Chinese law schools

In China, the imbalance of regional economic development is a long-standing and wide-ranging problem, and this imbalance is particularly obvious in the field of legal education, which in turn has a number of adverse effects on the development of interdisciplinary.

Local governments in developed regions are in a relatively good financial situation, and can allocate sufficient funds for legal education in colleges and universities [18].These funds are not only used for the construction of campus infrastructure, such as building intelligent law simulation courts, building advanced law libraries, and equipping complete law database resources, etc., but also heavily invested in the introduction and training of faculty, scientific research projects, and academic exchange activities. For example, colleges and universities in first-tier cities may have millions or even tens of millions of yuan per year in special funding for the innovative development of legal education,

which enables them to quickly introduce AI-related teaching equipment and software tools, as well as invite renowned experts and scholars at home and abroad to hold lectures and conduct training programmes. On the other hand, colleges and universities in less developed regions, due to local financial constraints, are able to obtain very limited funding for legal education each year, which may only be able to maintain basic teaching operations, and are unable to update hardware facilities, purchase software resources, and provide teachers with further training. Taking a university in a less developed region in the west as an example, the annual education funding for its law programme is only a fraction or even a dozen of that of similar universities in developed regions in the east, leading to a serious lag in the purchase of AI equipment in the university, a lack of opportunities for students to practice, and teachers are difficult to come into contact with cutting-edge teaching techniques and concepts.

In terms of faculty, universities in developed regions have attracted a large number of excellent teachers of law and related disciplines by virtue of their favourable geographical location, good working environment and high remuneration [19].These teachers not only have solid professional knowledge of law, but also have in-depth research or practical experience in cross-disciplinary fields such as artificial intelligence, economics and sociology. They can easily form interdisciplinary teaching teams to carry out cutting-edge interdisciplinary research and teaching in law. On the contrary, colleges and universities in less developed regions often face a shortage of teachers, especially a lack of composite teachers who understand both law and emerging technologies such as artificial intelligence. Due to the difficulty in attracting high-level talents, the faculty of these colleges and universities has many deficiencies in terms of age structure, academic level and disciplinary background. For example, the proportion of teachers with doctoral degrees in the law faculty of some universities in remote areas is extremely low, and most of the teachers only focus on teaching in the field of traditional jurisprudence, and they know little about the application of AI technology in jurisprudence, so they are unable to provide students with cross-disciplinary knowledge systems and practical guidance, which seriously restricts the development of the cross-disciplinary development of local legal education.

In addition, colleges and universities in developed regions have established extensive cooperative relationships with famous colleges and universities, research institutions and enterprises at home and abroad, which provides rich channels for the expansion of their legal education resources. They are able to obtain the latest cross-disciplinary research results, practice cases and industry dynamic information in a timely manner, and have more opportunities to participate in international cooperation projects and academic exchange activities, keeping pace with the world's cutting-edge legal education concepts and technologies. On the other hand, due to the remote location and poor information circulation, universities in less developed regions have relatively fewer opportunities for exchanges and cooperation with the outside world, and have greater difficulties in obtaining external resources and information, which has led to the gradual lagging behind of their legal education in the cross-disciplinary development of the developed regions, and has formed a vicious circle, which has further exacerbated the imbalance in the distribution of resources for legal education among regions.

3.2 Recommendations
3.2.1 Draw on the Western interdisciplinary model

To study the composite curriculum model of in-depth cross-fertilisation, British colleges and universities have generally adopted the 'broad-bore + interdisciplinary' path of specialisation and the 'theory + practice' path of curriculum design in the cultivation of AI talents. The University of Oxford, for example, mainly provides composite degree programmes in computer science and philosophy,

computer science and mathematics, and computer science and law, aiming at cultivating high-end talents who can apply AI technology in multiple fields.[20] This composite course model breaks the traditional disciplinary boundaries, enabling students to have access to knowledge in different fields, and lays the foundation for the deep cross-fertilisation of artificial intelligence with other disciplines. At the same time, relying on the computer science foundation artificial intelligence curriculum Oxford University requires students to establish a solid foundation in mathematics and computer science at the beginning of the admission process, and from the second year of study to study artificial intelligence, machine learning and other courses, and actively participate in programming practice and group projects. This approach to the curriculum ensures that students are equipped with solid professional knowledge, which supports their in-depth study and research in the field of Artificial Intelligence. Personalised Mentorship and College Tradition, Oxford is based on the concept of personalised elite talent cultivation, combining the traditional features of mentorship and collegiate system to provide personalised guidance to students. Mentorship enables students to develop personalised study plans based on their characteristics and needs, helping them to reach their full potential. Meanwhile, the college tradition also provides students with rich academic resources and communication platforms to promote their all-round development. Flexible and open multi-body collaborative nurturing mechanism, the UK emphasises the integration of the talent chain and the industrial chain, and focuses on linking the AI talent training chain of enterprises and universities. The University of Oxford also actively cooperates with enterprises, the government and other multi-bodies to provide students with internships and practice opportunities, so that students can combine theoretical knowledge with practical applications. In addition, the British government also supports universities to offer online courses on artificial intelligence and provide post-employment training for in-service personnel in industry, further promoting the cultivation and development of artificial intelligence talents.

The West, based on the advantages of the development of artificial intelligence, has formed a more perfect system in the field of discipline intersection, and law, as a social practice-oriented discipline, is bound to serve the society, and the transformation of traditional legal education should be oriented to the society. Artificial intelligence as a bridge connecting the law classroom and social practice, there is an important role in the intersection of disciplines, the University of Oxford relies on artificial intelligence courses to set up cross-disciplinary courses, breaking the traditional boundaries of disciplines, to cope with the new challenges of social development, and to cultivate talents in line with the development trend of the times. The western interdisciplinary talent cultivation model provides a useful reference for China's 'Law+' interdisciplinary model.

3.2.2 Cross-disciplinary cooperation in 'Law+' education based on inter-institutional co-operation

In the field of law education, the sharing of resources among different institutions is of great significance. By sharing high-quality courses, teachers and research resources of law and other disciplines, it can effectively make up for the shortcomings of a single institution in terms of resources, and thus significantly improve the teaching and research level of interdisciplinary education.

In terms of quality course sharing, each institution can give full play to its own advantages in special courses, break down the inter-institutional barriers, and realise the mutual exchange of course resources. For example, a well-known university of political science and law has a profound accumulation and excellent teaching results in the teaching of jurisprudence, constitutional law and other basic law courses, and its carefully built online course platform integrates rich resources such as lecture videos, teaching courseware and case study materials of top law teachers in the university

and opens up and shares them to other institutions. And a comprehensive university, with its strong strength in the field of computer science, offers a series of cutting-edge AI technology courses, such as machine learning algorithms and deep learning frameworks, which can also be made available to teachers and students from other institutions through inter-university cooperation. Through this mode of course sharing, students are able to break through the limitations of the curriculum of their own university, and come into contact with a wider range of higher-quality course content to broaden their disciplinary horizons. For teachers, they can also learn from the teaching concepts, methods and contents of excellent courses in other institutions to optimise their teaching process and improve teaching quality.

Teacher sharing is another important part of resource sharing. Teachers from different institutions have unique insights and expertise in their respective disciplines, and the optimal allocation of faculty can be achieved through mutual appointment of part-time professors and guest lecturers. For example, if a law school has achieved great results in international law research, its professors can be invited to other institutions to give lectures on international law topics, short courses or participate in the supervision of graduate students, so as to share the latest research results and practical experience. At the same time, the law school can also invite teachers from other institutions who have rich research and teaching experience in the fields of artificial intelligence and economics to teach relevant cross-disciplinary courses for its students, such as 'Artificial Intelligence and Legal Practice', 'Principles and Applications of Legal Economics', 'Principles and Applications of Legal Economics' and so on. 'etc. In this way, students can receive guidance from teachers from different institutions and disciplinary backgrounds, and appreciate the diversified academic styles and ways of thinking, which helps to cultivate interdisciplinary thinking ability. Moreover, teachers can also carry out joint teaching and research projects through exchanges and co-operation, explore interdisciplinary teaching methods, and improve their own teaching level and scientific research ability.

Sharing of scientific research resources is also indispensable. There are differences in scientific research projects, research data, laboratory facilities and other aspects in law and related disciplines among institutions, and the sharing of these scientific research resources can promote the in-depth development of interdisciplinary research. For example, some colleges and universities have established special legal big data research centres with massive legal text data and advanced data processing equipment, and these resources can be opened up to cooperative institutions for research teams from other institutions to conduct legal big data analysis, artificial intelligence algorithm training and other research work. Meanwhile, in terms of cooperation in scientific research projects, teachers from different institutions can jointly declare interdisciplinary research topics, carry out research work together and share research results. For example, the School of Law of a university and the School of Computer Science of another university cooperated and declared a scientific research project on 'the construction and application of intelligent judicial assistance system'. Both sides gave full play to their respective advantages in the fields of jurisprudence and computer science, and jointly overcame the technical difficulties, promoted the in-depth fusion of jurisprudence and AI technology, and improved the scientific research and innovation ability, and contributed to the legal education. This has promoted the in-depth integration of law and artificial intelligence technology, enhanced the innovation ability, and provided strong scientific research support for the cross-disciplinary development of legal education.

Through the cross-university collaborative innovation mechanism, institutions can achieve a series of important results in the innovative development of legal education. It can not only promote the innovation and development of legal theory and explore new legal concepts, principles and rules to meet the needs of the artificial intelligence era, but also promote the innovation of teaching

methods in legal education. The development of teaching tools and platforms based on artificial intelligence technology, personalised teaching, intelligent tutoring and other new teaching modes; at the same time, a number of high-quality legal talents with interdisciplinary vision, innovation and practical ability are cultivated, providing solid talent support for the construction of China's rule of law and socio-economic development, enhancing the competitiveness of China's legal education in the international arena, and promoting the continuous forward development of legal education.

4. Conclusions

This study focuses on the development of legal education in the context of empowered artificial intelligence, comprehensively applies a variety of research methods, deeply analyses the relevant issues, and comes up with a series of results and recommendations, providing a comprehensive reference for the intelligent transformation of legal education.

Inter-university cooperation has become a key path to promote the cross-discipline of 'law +' education. Under the mechanism of collaborative innovation, inter-university cooperation has been carried out to conduct cutting-edge research, overcome problems, promote the innovation of legal theory and teaching methods, cultivate high-quality talents, and enhance the competitiveness of legal education. Under the background of empowered artificial intelligence, China's legal education faces transformation opportunities and challenges. On the one hand, industrial development and policy support have laid a material and policy foundation for the 'Law +' model; on the other hand, China started late, and there are deficiencies in technology and legislative regulation, as well as ethical risks. The western interdisciplinary model has advantages in curriculum, talent cultivation and collaborative education, which provides useful reference for China.

This study systematically analyses the development of legal education in the era of artificial intelligence, hoping to provide valuable references for legal educators, researchers and policy makers, promote the innovation and progress of legal education, help cultivate legal talents adapted to the needs of the intelligent era, and contribute to the construction of a society based on the rule of law. Future research can further focus on practical application and effect evaluation, and continuously improve the intelligent transformation strategy of legal education.

References

[1] Liu, Yang, Wenying Fu, and Daniel Schiller. "The making of government-business relationships through state rescaling: a policy analysis of China's artificial intelligence industry." *Eurasian Geography and Economics* (2024): 1-29. https://doi.org/10.1080/15387216.2024.2388890.

[2] K Masters, Ken. "Artificial intelligence in medical education." *Medical Teacher* 41, no. 9 (2019): 976-980. https://doi.org/10.1080/0142159X.2019.1595557.

[3] Mei Yu, Wang Rui and Cui Jiani. "A Study on the Role of Law Students in the Construction of a Society Ruled by Law." Science of Law Journal (2024). https://doi.org/10.23977/law.2024.030619.

[4] J. Yang. "Legal Literacy Education in Ideological and Political Education in Colleges and Universities." International Journal of Science and Engineering Applications (2023). https://doi.org/10.7753/ijsea1208.1026.

[5] Pang, Jianing, Fangyi Jiao, and Yimeng Zhang. "An analysis of the impact of the digital economy on high-quality economic development in China—a study based on the effects of supply and demand." *Sustainability* 14, no. 24 (2022): 16991. https://doi.org/10.3390/su142416991.

[6] Sirio Zolea. "Digitalization of Legal Education." Uzbek Journal of Law and Digital Policy (2023). https://doi.org/10.59022/ujldp.134.

[7] An, Qi. "Challenges and Responses: Reflection on Legal Education in the Age of Artificial Intelligence." *Advances in Education, Humanities and Social Science Research* 6, no. 1 (2023): 279-279. https://doi.org/10.56028/aehssr.6.1.279.2023.

[8]   Xue, Eryong, and Jian Li. "Cultivating high-level innovative talents by integration of science and education in China: A strategic policy perspective." *Educational Philosophy and Theory* 54, no. 9 (2022): 1419-1430. https://doi.org/10.1080/00131857.2021.1918545.

[9]   Awasthi, Sanjay, and Yogesh Soni. "Empowering education system with artificial intelligence: opportunities and challenges." Shodh samagam 6, no. 1 (2023): 45-59.

[10]   Sappaile, Baso Intang, Arnes Yuli Vandika, Much Deiniatur, Nuridayanti Nuridayanti, and Opan Arifudin. "The Role of Artificial Intelligence in the Development of Digital Era Educational Progress." Journal of Artificial Intelligence and Development 3, no. 1 (2024): 1-8.

[11]   Ruiz-Rojas, Lena Ivannova, Patricia Acosta-Vargas, Javier De-Moreta-Llovet, and Mario Gonzalez-Rodriguez. "Empowering education with generative artificial intelligence tools: Approach with an instructional design matrix." Sustainability 15, no. 15 (2023): 11524.

[12]   Bulathwela, Sahan, María Pérez-Ortiz, Catherine Holloway, Mutlu Cukurova, and John Shawe-Taylor. "Artificial intelligence alone will not democratise education: On educational inequality, techno-solutionism and inclusive tools." Sustainability 16, no. 2 (2024): 781.

[13]   Chen, Xiaoshuang, Hao Yu, Mingli Ding, and Huisheng Shu. "The impact of regional socio-economic development on spatial and temporal differences in the distribution pattern of top-tier education in China." *Sustainability* 15, no. 21 (2023): 15277. https://doi.org/10.3390/su152115277.

[14]   Wang, Yunyao, and Shudong Yang. "Constructing and Testing AI International Legal Education Coupling-Enabling Model." *Sustainability* 16, no. 4 (2024): 1524. https://doi.org/10.3390/su16041524.

[15]   Mong, Diep Dao, and Hai Phan Thanh. "Relationship between artificial intelligence and legal education: A bibliometric analysis." *Knowledge and Performance Management* 8, no. 2 (2024): 13. https://doi.org/10.21511/kpm.08(2).2024.02.

[16]   Kurup, Premnadh Madhava, Yunying Yang, Xia Li, and Yan Dong. "Interdisciplinary and integrated STEM." *Encyclopedia* 1, no. 4 (2021): 1192-1199. https://doi.org/10.3390/encyclopedia1040090.

[17]   Shi, Lei. "Industrial ecology education at Tsinghua University." *Journal of Industrial Ecology* 21, no. 2 (2017): 423-429. https://doi.org/10.1111/jiec.12445.

[18]   Dongchan Park and Minjoo Rah. "The Impacts of Basic Local Governments' Funding for Higher Education on Community Economic Development." The Korean Society for the Economics and Finance of Education (2024). https://doi.org/10.46967/jefe.2024.33.3.37.

[19]   Xinyan, Y. A. N. G., and P. I. A. O. Xinglyu. "Research on the cultivation mode of foreign-related rule of law talents in local colleges and universities." (2023). https://doi.org/10.32629/rerr.v5i5.1506.

[20]   Dempster, Paul, Daniel Onah, and Lynne Blair. "Increasing academic diversity and inter-disciplinarity of Computer Science in Higher Education." In *Proceedings of the 4th Conference on Computing Education Practice*, pp. 1-4. 2020. https://doi.org/10.1145/3372356.3372366.