

Application and Challenge of Artificial Intelligence in Law Education

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Abstract: The continuous iteration and popularization of artificial intelligence technology have triggered comprehensive changes in the operational system of modern legal education, breaking the traditional two-way interactive mode dominated by teachers and students, and forming a novel three-party collaborative teaching model involving teachers, learners, and intelligent machines. Such technological innovation injects new vitality into case teaching, enabling schools to deliver more immersive learning experiences, customized teaching guidance, and high-level professional skill training, while expanding the coverage of legal teaching content to the emerging field of digital jurisprudence. Nevertheless, the technological empowerment of legal education also brings unprecedented practical dilemmas. The over-reliance of students on intelligent tools tends to weaken their independent critical thinking ability. Meanwhile, algorithmic biases and false information generated by intelligent systems may induce teaching deviations, followed by prominent academic integrity risks and uneven distribution of intelligent educational resources. To tackle the above challenges, the reform of modern legal education should take constructivism and situational cognition theories as the fundamental guidance, adhere to student-oriented and learning-oriented educational principles. It is essential to update traditional educational concepts, optimize teaching modes and curriculum design, improve academic evaluation mechanisms, and strengthen professional ethics training for law students. The ultimate goal of the reform is to foster interdisciplinary legal talents who possess solid professional legal knowledge, proficient digital literacy, independent critical thinking, and noble professional ethics to adapt to the development demands of the “AI + Law” era.

Keywords: artificial intelligence; legal education; teaching reform; digital law;

0. Introduction

Driven by the vigorous development of generative artificial intelligence technologies represented by DeepSeek, China has fully entered a new stage of intelligent social development. This technological revolution has not only thoroughly reshaped social production modes and people's daily lifestyles, but also brought both valuable opportunities and severe challenges to the improvement of China's legal system and the cultivation of legal professionals. As the core carrier of legal talent training, higher legal education is facing disruptive transformation driven by intelligent technology, and its inherent knowledge system, classroom teaching mode, and talent training goals are all in urgent need of optimization.

The traditional legal education mode, which focuses on teachers' one-way knowledge indoctrination and students' mechanical memorization of legal provisions, has shown obvious limitations in the intelligent era. Given that AI technology can efficiently complete professional work such as legal knowledge retrieval, legal text compilation, and even judicial examination answer simulation, the value of traditional rote learning methods has been greatly reduced. On the other hand, intelligent technology provides powerful new support for the high-quality development of legal education. Innovative teaching scenarios such as virtual practical simulation, personalized customized learning, and massive judicial case big data analysis effectively help improve classroom teaching efficiency, enhance the practicality of legal teaching, and cultivate students' advanced legal thinking and practical application capabilities.

However, every technological innovation comes with potential risks. The deep integration of AI

and legal education has also triggered widespread academic concerns. Excessive dependence on intelligent tools will make students lazy in independent thinking and weaken their ability to logical reasoning and critical judgment. The opaque operating mechanism of algorithms, biased training data, and virtual false cases generated by AI may mislead students' legal cognition and affect the accuracy of teaching output. In addition, the convenient application of intelligent tools has also led to prominent problems such as academic plagiarism and ghostwriting of papers and assignments, seriously damaging the academic atmosphere. In this context, how to balance technological innovation and educational essence, and transform artificial intelligence from a disruptive factor in traditional legal education into a useful auxiliary tool for educational development has become a key practical problem that needs to be solved urgently in the current round of legal education reform in China.

1. Empowerment and Reconstruction: Multi-dimensional Application of Artificial Intelligence in Legal Education

1.1 Transformation of Teaching Mode: From Dual Structure to Triple Synergy Interaction

Traditional legal classrooms have long adopted a single teacher-student binary interactive structure. In this mode, teachers act as the sole authority of knowledge dissemination, while students passively accept legal knowledge indoctrination. Although this teaching mode can realize rapid knowledge transmission, it has inherent defects such as a single interactive form, shallow student participation, and lack of targeted personalized guidance, which cannot meet the talent training requirements of modern legal practice that emphasizes comprehensive ability and innovative thinking. The deep integration of artificial intelligence and legal education has completely changed this situation, constructing a three-party collaborative interactive system of "teacher-student-machine", which has redefined the subject roles, task division, and interactive mechanism in the whole teaching process.

AI undertakes a large number of standardized and repetitive teaching and learning tasks, reducing the cognitive burden of both teachers and students. In terms of legal text retrieval, basic legal concept interpretation, historical case sorting, daily homework preliminary evaluation, and document format inspection, intelligent systems have outstanding advantages such as high efficiency, high accuracy, and unrestricted time and space. For example, the intelligent legal retrieval system can accurately capture users' natural language demands, quickly match corresponding legal provisions, judicial interpretations, and similar judicial cases, and automatically generate data summaries and correlation analysis reports, greatly improving the efficiency of students' knowledge acquisition and teachers' teaching preparation. With the help of intelligent tools, teachers can get rid of trivial basic teaching work, and focus more on curriculum design, cognitive guidance, value shaping, and in-depth interactive communication with students. Accordingly, teachers' professional roles have changed from simple knowledge transmitters to learning guides, method instructors, and ethical educators, focusing on cultivating students' legal judgment, logical reasoning ability, and professional moral literacy in complex legal scenarios.

For law students, AI technology helps them truly realize independent learning and regain the dominant position in learning. Students are no longer passive recipients of legal knowledge, but active explorers, cooperative researchers, and innovative creators of legal problems. Relying on intelligent adaptive learning platforms, students can formulate personalized learning plans according to their own knowledge reserve, learning rhythm, and academic interests. For weak knowledge points, the system can provide targeted consolidation exercises and explanatory materials; for cutting-edge legal fields that students are interested in, it can push in-depth reading resources and academic discussion topics. At the same time, students can conduct multi-round case discussions, academic debates, and simulated negotiation exercises with AI virtual assistants to continuously polish legal argumentation skills and on-site response capabilities, and stimulate

internal learning motivation and innovative thinking.

In the innovative three-party teaching mode, artificial intelligence is no longer a simple auxiliary teaching tool, but an indispensable main participant in legal education. Its educational value is mainly reflected in three aspects. First, it acts as a full-time virtual teaching assistant, providing 24-hour online Q&A, learning progress monitoring, and personalized learning feedback, effectively making up for the shortage of teachers and the imbalance of teacher-student ratio, especially in large-scale online teaching and mixed teaching scenarios. Second, it serves as a professional case resource library and academic think tank, integrating massive legal provisions, judicial precedents, and academic research results. Based on generative technology, it can dynamically create virtual legal cases, restore diverse judicial scenarios, and predict judicial judgment trends, providing rich and real-time teaching resources for classroom teaching. Third, it functions as an efficient cooperative learning partner. In group learning, mock trials, and legal research projects, AI can assist students in drafting legal documents, sorting out evidence chains, and predicting opposing viewpoints, so as to improve the quality and efficiency of team cooperative learning.

1.2 Innovation of Teaching Methods: Enhancing Experience, Individuality, and Higher-order Competence Cultivation

Artificial intelligence has greatly optimized the implementation effect of case teaching, significantly improving the immersion, practicality, and complexity of legal practical teaching. Traditional case teaching mainly relies on written text description, which makes it difficult for students to fully grasp the whole picture of judicial cases, key evidence details, and courtroom trial procedures, resulting in a disconnect between theoretical learning and judicial practice. With the support of virtual reality, augmented reality, and 3D simulation technologies, highly simulated legal practice scenarios can be built in teaching. In criminal law teaching, teachers can restore crime scenes to carry out immersive investigation simulation training; in contract law teaching, they can dynamically generate commercial negotiation scenarios with differentiated risk points to organize practical exercises. These technical applications break through the limitations of traditional mock trials in terms of time, space, number of participants, and case types, enabling all students to obtain high-frequency, low-cost, and high-quality legal practical training opportunities. In addition, generative AI can create virtual cases with different difficulty levels and emerging dispute types based on real judicial logic, expanding the teaching boundary of case analysis and helping students cope with complex and novel legal disputes in practice.

Intelligent technology also realizes the organic combination of large-scale classroom teaching and personalized talent training. Traditional unified large-class teaching is difficult to take into account the differences in students' cognitive level and learning progress, resulting in uneven learning effects. AI systems can track students' whole learning process through big data analysis, accurately sort out their knowledge loopholes, cognitive preferences, learning weaknesses, and academic interests, and establish exclusive personal learning portraits for each student. On this basis, the system can automatically push customized learning resources, including targeted knowledge consolidation materials, differentiated exercises, and expanded frontier cases, realizing personalized teaching for different students. This customized teaching mode effectively solves the long-standing contradiction between unified teaching progress and personalized learning demands in legal education, and greatly improves learning efficiency and students' learning confidence.

Furthermore, AI technology promotes the transformation of legal education training focus, shifting the core goal from mechanical knowledge memorization to the cultivation of students' high-order cognitive abilities. At present, intelligent tools can efficiently complete basic legal work such as legal knowledge memorization, legal provision retrieval, and standardized legal document drafting. These low-level cognitive tasks are gradually replaced by AI, which forces the legal

education industry to rethink the core competitiveness of legal talents in the intelligent era. The irreplaceable core abilities of modern legal professionals lie in advanced cognitive capabilities such as comprehensive analysis, objective evaluation, and innovative creation, as well as noble professional ethics. Accordingly, legal teaching methods need to be comprehensively optimized. Classroom teaching should focus more on in-depth discussion of complex legal principles, multi-dimensional interpretation of difficult cases, critical reflection on judicial judgments, and innovative research on legal and technological integration. Teachers can design open-ended academic questions, project-based learning tasks, and interdisciplinary research topics, guiding students to use AI tools to complete basic information collection and data sorting, and devote more energy to high-order intellectual activities such as legal interpretation, value judgment, strategic analysis, and innovative solution formulation, so as to give full play to the unique value of human thinking and ethical judgment.

1.3 Expansion of Teaching Content: Digital Law and Cultivation of New Quality Legal Talents

The vigorous development of digital technologies such as artificial intelligence, big data, blockchain, and the Internet of Things has spawned a large number of emerging legal issues, including data ownership disputes, algorithmic discrimination behaviors, platform economic monopolies, digital asset inheritance, liability identification of autonomous driving, and legal disputes caused by virtual synthetic content. Facing the new demands of digital social governance, law schools at home and abroad have gradually incorporated digital law and law-technology integration into the core teaching system. The specific reform measures include setting up frontier courses such as AI and Law, Data Law and Privacy Protection, Cyberspace Governance, and Computational Law, adding digital legal knowledge modules into traditional core courses such as jurisprudence, civil law, criminal law, and procedural law, and building professional research platforms for digital legal frontier issues. These teaching reforms enable students to master the basic operation logic of digital technologies, clarify the legal risks brought by technological development, and grasp the legal regulation methods of emerging technological behaviors.

In the context of the development of new productive forces driven by technological innovation, society is in urgent need of interdisciplinary legal talents who can serve strategic emerging industries and digital economic development, namely new-quality legal professionals. Different from traditional legal talents, such professionals have a compound “law + technology” knowledge structure. On the basis of a solid professional legal foundation and a correct socialist rule of law concept, they have basic technical literacy in artificial intelligence and big data, and can skillfully use digital tools to carry out legal research, evidence analysis, risk early warning, and compliance management. They possess both professional legal thinking and interdisciplinary comprehensive vision, and can solve complex practical problems such as intellectual property layout of technological innovation, cross-border data compliance, algorithmic ethical review, and legal system construction of digital projects, providing legal guarantee for national digital economy development and technological competition strategy. Therefore, legal education must adjust the talent training system, take interdisciplinary ability and digital literacy as core training indicators, and optimize curriculum setting and practical teaching system in a targeted manner.

The integration of artificial intelligence and legal research has also promoted the interdisciplinary development of legal teaching content and methods. Modern legal research and teaching can no longer be limited to pure legal professional knowledge, but need to absorb theories and methods from computer science, statistics, economics, ethics, and other disciplines. In terms of teaching content, colleges and universities have begun to add basic programming thinking, data visualization, and statistical analysis knowledge to legal courses, helping students understand the internal logic of algorithmic decision-making and the legal value of big data analysis results. In terms of research methods, students are encouraged to use empirical analysis, quantitative research, network analysis, and simulation modeling to study legal phenomena. For example, natural language processing technology can be used to identify biased problems in judicial

documents, big data statistical methods can be adopted to analyze the social impact of legal system implementation, and simulation models can be built to explore the optimal regulatory path of the platform economy. This interdisciplinary teaching mode cultivates students' scientific research thinking and comprehensive problem-solving ability, and creates compound legal talents who are proficient in both legal professional knowledge and digital technology application.

2. Risks and Challenges: The Multidimensional Impact of Artificial Intelligence on the Legal Education Ecosystem

2.1 Impact on Educational Philosophy and Objectives

Traditional legal education is based on the relative stability of legal knowledge. The existing legal norms and theoretical systems are systematic and logically self-consistent, which constitutes the core foundation of traditional legal teaching. The core educational mission is to enable teachers to systematically transmit stable legal knowledge and professional theories to students, and train students to apply abstract legal rules to solve specific case problems through case analysis and legal text interpretation. However, the powerful memory, ultra-fast retrieval, and intelligent generation capabilities of artificial intelligence are shaking the theoretical foundation of this traditional educational concept.

First, the educational value of knowledge memorization has been greatly weakened. Students can quickly obtain accurate legal provisions, judicial interpretations, academic viewpoints, and global case materials through simple natural language retrieval. The traditional teaching links such as manual memorization of legal texts, case recitation, and literature sorting have lost their dominant value in talent training. Knowledge acquisition has changed from a professional skill that requires long-term accumulation to a simple operational behavior with a low threshold. This change forces legal educators to rethink the core value and core teaching goals of modern legal classroom teaching in the AI era.

Second, the core competency requirements of the legal industry are undergoing fundamental changes. A large number of basic legal work such as contract review, compliance inspection, document drafting, and evidence sorting, which are the basic skills for junior legal practitioners to accumulate experience, can be efficiently completed by AI tools. The market demand for legal talents is no longer limited to professionals who are familiar with legal provisions and can complete basic mechanical work, but turns to high-end compound talents who can solve novel and complex legal disputes, carry out humanized client communication and dispute mediation, critically judge AI-generated legal results, and innovate legal systems and regulatory rules in the cross-field of law, technology, and ethics.

It is obvious that the traditional legal education mode centered on knowledge indoctrination has been unable to adapt to the development of the times, and a paradigm transformation is urgently needed to build a new liberal arts legal education system. The new talent training goals should break through the limitation of simple knowledge transmission, and focus on three core dimensions: first, cultivating students' high-order thinking abilities, including critical thinking, systematic thinking, and innovative thinking; second, shaping students' human-machine collaborative literacy, enabling them to rationally use AI tools, clarify the boundary between human and machine responsibilities, and take the initiative to control intelligent tools rather than passively relying on them; third, consolidating students' professional ethics and legal values, guiding them to adhere to the core concepts of fairness, justice, and procedural legitimacy in the intelligent technological environment, and establish correct ethical cognition in the application of legal technology. The comprehensive transformation of educational concepts will drive the overall optimization of curriculum system, teaching methods, and evaluation standards, which is the fundamental challenge faced by current legal education reform.

2.2 Risk of Technological Dependence and Weakening of Subjectivity

While intelligent technology empowers legal learning, it also brings risks of alienation for teaching and learning subjects. The full penetration of AI in the whole process of legal education has caused the problem of students' subjective ability weakening, which impacts the essential attribute of legal education as humanistic education.

On the one hand, technological dependence leads to the atrophy of students' critical thinking and innovative ability. Generative AI can provide complete structural frameworks, standardized written contents, and professional analysis viewpoints for students' learning and research. Long-term reliance on AI's ready-made results will make students form cognitive inertia, lose the motivation for independent thinking and in-depth exploration, and blindly recognize the so-called "optimal answers" given by intelligent systems. In addition, AI output often presents a rigorous and authoritative tone, which is easy for students to accept unconditionally, resulting in the lack of questioning spirit and critical awareness. However, the development of law relies on diverse interpretation and academic debate, and the single standardized answer provided by AI will constrain students' divergent thinking and innovative cognition, weakening their core legal literacy of argumentation and reflection.

On the other hand, the deep application of technology alienates the interactive relationship between teachers and students and weakens the humanistic connotation of legal education. In traditional legal education, teachers not only undertake the work of knowledge teaching, but also shoulder the responsibilities of shaping students' thinking mode, guiding professional ethics, and cultivating personal morality. The interactive communication in classroom teaching, after-class tutoring, and clinical practice contains abundant emotional communication and value guidance, which is the core connotation of educational nurturing. When AI replaces teachers to complete a large number of knowledge explanation, homework evaluation, and resource recommendation work efficiently, teachers' traditional authoritative teaching status is challenged. Excessive human-computer interaction will replace in-depth non-utilitarian communication between teachers and students, leading to the loss of the humanistic nurturing function of legal education, and making legal teaching degenerate into a single technical skill training process.

2.3 Teaching Quality and Ethical Crisis Caused by Technical Inherent Defects

The inherent defects of artificial intelligence technology itself will induce multiple practical risks in the teaching process, affecting teaching quality, distorting students' legal cognition, and triggering academic ethical problems.

Firstly, algorithmic bias and data defects cause knowledge distortion. AI's legal analysis and judgment results are completely derived from training data. If the training data contains systematic biases involving gender, race, social class, and other dimensions, or the data distribution is unbalanced, the intelligent system will copy and even amplify these biased viewpoints in case analysis and judicial prediction. For example, the criminal sentencing simulation model may show discriminatory tendencies against specific groups due to the influence of historical biased data, which will mislead students' cognition of judicial fairness and deviate from legal education's fundamental goal of cultivating fair and just legal talents.

Secondly, AI hallucination phenomenon damages the rigor of legal teaching. Generative AI is prone to output false contents with logical rationality, including fabricated legal provisions, non-existent judicial cases, wrong reasoning logic, and unsubstantiated academic viewpoints. The legal field has extremely high requirements for accuracy and authority, and the false information generated by AI will bring serious hidden dangers to teaching. If students lack professional discrimination ability and blindly apply AI-generated contents, they will form wrong legal cognition, weaken their respect for the rigor of legal norms and judicial authority, and affect the formation of standardized legal thinking.

Thirdly, intelligent technology aggravates the academic integrity crisis. AI-generated homework, papers, and exam answers have the characteristics of high concealment and difficult identification, which makes traditional plagiarism detection methods ineffective. A large number of students use intelligent tools to complete academic tasks, which blurs the boundary of independent academic creation, damages the fairness of academic evaluation, and makes it impossible to accurately assess students' real learning level and professional ability. Long-term development will shake the integrity foundation of academic research and reduce the credibility of legal talent training.

Fourthly, algorithmic recommendation forms information cocoons and limits students' cognitive horizons. The personalized recommendation algorithm designed to improve learning efficiency will continuously push consistent learning resources and viewpoints according to students' existing cognition, and screen out different or opposing academic viewpoints. This single information acquisition mode makes students trapped in fixed cognitive thinking, unable to receive diverse interdisciplinary knowledge and conflicting academic views, which is not conducive to the cultivation of open and inclusive legal thinking, and runs counter to the academic spirit of legal research that pursues truth through debate.

3. Paradigm Innovation and Path Exploration: Reform Strategies for Legal Education in the Era of Artificial Intelligence

3.1 Fundamental Conceptual Transformation: Establishing a Learning-Centered and Student-Centered Approach

The traditional legal education mode dominated by teachers, textbooks, and classrooms needs to be completely transformed into a constructivist teaching paradigm focusing on students' learning and growth. The core view of this paradigm is that legal knowledge is not static content passively accepted by students, but dynamic cognitive results formed by learners through continuous interaction with the learning environment, peers, teachers, and intelligent tools.

Under the new educational paradigm, the core of teaching design has changed from "what teachers need to teach" to "how to promote students' effective learning". Teachers' roles have been upgraded from authoritative knowledge transmitters to learning process designers, cognitive development promoters, and in-depth research collaborators. Classroom teaching no longer simply focuses on textbook knowledge output, but focuses on creating thought-provoking learning scenarios and tasks to guide students to carry out active exploration, cooperative discussion, and reflective summary. In the application process of AI technology, we must always adhere to the core principle of "technology empowering human development". Intelligent tools should be positioned as cognitive assistants, personalized learning companions, and expanded resource platforms, helping teachers and students get rid of repetitive mechanical work and focus on high-order educational activities with human unique values such as thinking innovation, value judgment, and emotional communication. It is necessary to firmly avoid the phenomenon of technology replacing teachers' leading role and solidifying students' thinking, and always uphold the humanistic value and leading position of educators in legal teaching.

3.2 Reconstruction of Teaching Content and Methods

The optimization of teaching content needs to carry out structural adjustment on the basis of retaining core legal professional knowledge. On the premise of ensuring students' solid grasp of basic theories of jurisprudence, constitutional law, civil law, criminal law, and other core disciplines, appropriately reduce mechanical memorization contents, and increase the proportion of practical training modules such as legal interpretation, logical reasoning, case argumentation, evidence analysis, legal document writing, and complex problem solving. At the same time, the curriculum system should maintain dynamic openness, integrate emerging digital legal issues such as AI governance, data property right confirmation, algorithmic compliance supervision, digital platform liability, and bioethics into daily teaching in the form of thematic modules, so as to

realize the docking of legal teaching with social digital development.

In terms of teaching method innovation, teachers can take AI-generated contents as special teaching materials for critical thinking training. By arranging targeted learning tasks, teachers guide students to consult AI for legal analysis, judicial judgment, and case demonstration, and verify and evaluate the output results from three dimensions: authenticity of legal norms and cases, rigor of reasoning logic, and neutrality of value judgment. This training mode transforms AI from a simple answer provider into a professional tool for critical thinking training, effectively improving students' information discrimination ability, logical rigor awareness, and legal value judgment level.

In addition, colleges and universities should vigorously promote the application of high-fidelity simulation technologies such as virtual reality and augmented reality in legal teaching, and build immersive virtual simulation teaching projects covering civil trial, criminal investigation, administrative hearing, intellectual property arbitration, online court trial, and cross-border legal negotiation. Students can repeatedly carry out role simulation, procedural drills, and on-site decision-making exercises in virtual scenarios, accumulate practical experience, and form professional operational literacy, so as to make up for the insufficient number of practical training opportunities and high cost of traditional off-campus internships.

Schools can also adopt project-based collaborative learning mode, taking real or simulated complex legal cases as teaching carriers. Students form learning teams to undertake different role responsibilities, complete basic legal research, data analysis, and document drafting through human-machine collaboration, and focus on team discussion, strategy formulation, argument construction, and solution optimization. Teachers track the whole learning process to provide targeted guidance, and evaluate students' comprehensive performance, including project results and human-machine collaboration ability. This mode effectively cultivates students' team cooperation, project management, and complex problem-solving capabilities.

3.3 Reform of Teaching Design and Management Model

In terms of teaching management, we should build a data-driven precise teaching management system. Relying on learning analysis technology, integrate multi-dimensional data such as students' online learning behavior, virtual simulation operation records, and classroom interactive performance, and establish dynamic and comprehensive digital learning files for each student. These files can fully record students' knowledge mastery, learning habits, thinking characteristics, and interest changes. Based on big data analysis results, the system can realize personalized resource push, adaptive learning path planning, and learning risk early warning, helping teachers accurately grasp students' learning status and carry out targeted tutoring, so as to realize the organic unity of large-scale standardized teaching and personalized precise training.

In terms of classroom teaching design, it is necessary to strengthen in-depth interactive teaching based on situational dialogue. Guided by experiential learning theory, optimize the interactive links inside and outside the classroom through case-based Socratic questioning, contentious issue debate, group collaborative problem-solving, and peer mutual evaluation. Teachers focus on designing high-quality problem scenarios, guiding students to carry out in-depth academic collisions and reflective summaries. AI can be used as an interactive auxiliary tool to provide real-time case data and different debate viewpoints for classroom discussion, record the whole process of interactive dialogue and form thinking track maps, so as to help teachers and students optimize learning strategies. Data-driven precise management provides a basic guarantee for in-depth interactive teaching, and continuous interactive learning generates new learning data, forming a virtuous cycle of teaching optimization and promoting the transformation of teaching mode from one-way knowledge transmission to two-way interactive co-creation.

3.4 Teaching Evaluation and Academic Ethics System Innovation

The teaching evaluation system needs to break the single score-oriented assessment mode and build a diversified, process-oriented, and competency-oriented comprehensive evaluation system. Reduce the assessment weight of traditional written test scores, and incorporate classroom debate performance, virtual simulation training results, human-machine collaborative project completion quality, research learning reports, oral defense performance, and personal learning reflection logs into the evaluation system. With the help of digital technology, fully record students' whole learning process, realize full-cycle assessment of learning attitude, learning progress, and ability improvement, and objectively and comprehensively reflect students' comprehensive legal literacy and development potential.

Meanwhile, it is urgent to establish standardized AI use norms and academic ethics education system in legal teaching. Law schools should formulate and issue special guidelines for the application of generative AI in academic learning and research, clearly define the permitted, restricted, and prohibited scenarios of AI tools in different teaching links. Require students to explicitly disclose the scope of AI application, tool types, and generated contents in all academic assignments, and clarify that students bear the ultimate responsibility for the academic authenticity and normative nature of all learning results. Integrate AI academic ethics norms into freshman admission education and academic writing courses, and carry out long-term popularization and education. In addition, strengthen the teaching of legal professional ethics, combine typical cases of AI ethical risks such as algorithmic bias, evidence falsification, and academic fraud, carry out in-depth discussion and analysis, guide students to adhere to the core values of judicial fairness and justice in the intelligent era, and establish correct technological application ethics and professional responsibility awareness.

4. Epilogue

The integration of artificial intelligence and legal education is a revolutionary transformation in the field of legal talent training, which is neither a negative disruptive crisis nor an all-purpose educational tool. The essence of integration is mutual empowerment between technology and education. Legal education needs to rely on intelligent technology to optimize traditional teaching modes, innovate talent training paths, and cultivate high-quality legal talents adapted to the digital era. At the same time, legal education should rely on a humanistic spirit, a normative system, and ethical thinking to constrain and guide the development of AI technology, and ensure that intelligent technology always serves the fundamental goal of educational talent cultivation.

The high-quality development of legal education in the AI era depends on the rational balance between technological application and educational essence. We should adhere to the leading role of human values, rationally utilize the auxiliary value of artificial intelligence, and integrate intelligent technology into all links of legal teaching reform. Through continuous exploration and dynamic optimization of reform paths, we can build an intelligent, personalized, and practical new legal education system that adheres to the educational original intention, and lay a solid talent foundation for the construction of socialist rule of law in China.

Project Details

Yibin University's Teaching Reform Project: Applications and Challenges of Artificial Intelligence in Legal Education.

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