

The Practice Innovation of Law Competition from the Perspective of New Liberal Arts

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Abstract: The new liberal arts in the United States and domestic promotion have formed a top-down from the outside to the trend of education reform. Law students, whether undergraduates or postgraduate students, should become the leading force in the construction of new liberal arts. The participation of law students in the competition is mostly limited to moot court, court debate and other oral argument competitions, but the participation in the comprehensive cross-over competition in the new liberal arts background is seriously insufficient. The academic circle pays little attention to the literature presentation of competition research, there is a contradiction between the degree of attention to competition and the conversion rate of teaching reform articles, and the problems existing in traditional competition practice and new problems in the background of new liberal arts are emerging. The practice of legal professional competition has a low degree of embracing and contributing to the new liberal arts. Therefore, in order to improve law students' comprehensive qualities and abilities such as information acquisition ability, writing ability, PPT making ability, expression ability and presentation ability, teamwork ability and leadership ability, risk identification, response ability and resolution ability, contingency ability and scientific research ability through competition practice, Universities and teachers should dig deep into the practice levels and elements of the legal profession, actively guide students to participate in the national business competition of multi-disciplinary integration, and improve the "six-level practice method".

Keywords: New Liberal Arts; Law Competition; Academic Competition.

1. Literature Review of Law Competition in China

1.1. Traditional Law Competitions for College Students

There is a large number of articles on the "student competition", but there are few law courses or law articles. At present, the two keywords of "law" and "competition" are used to search and screen the title, and only 6 articles are really relevant. These literatures are mainly empirical analysis of the competition practice of the school as an example, and points out the importance of the competition in cultivating students' professional ability and improving teaching, involving the law schools or law departments of Sichuan International Studies University, Beijing Wuzi University, Northwest University of Political Science and Law, Jilin University, Zhejiang Gongshang University, and China University of Political Science and Law. These important documents are summarized below. Heng Aimin and Wei Jiaojiao (2021) analyzed the correlation between discipline competition and the cultivation of college students' comprehensive ability and the empirical experience of students' participation in discipline competitions, and deeply discussed the cultivation path of law students' innovation ability with discipline competitions as the carrier. Liu Jie (2021) demonstrated the feasibility of integrating the college students' innovation and entrepreneurship competition with the legal innovation and entrepreneurship course, and improved the teaching design of the legal innovation and entrepreneurship course reform based on the competition. Yao Xiaojie (2017) pointed out that traditional legal education is difficult to effectively meet the needs of foreign-related high-quality legal talents. The introduction of international moot court competition is an important way to cultivate

international legal talents, and the design of the reform scheme of legal innovation and entrepreneurship course oriented by innovation and entrepreneurship competition is proposed. Li Qiang (2014) focused on the role and application of international moot court competitions to discuss the internationalization of law undergraduate training, and discussed how to apply this new teaching method in teaching practice. Tian Hongjun (2015) took the first Northeast University Moot Court Competition of Jilin University Law School as an example to analyze the relationship between the goal of professional ability training and the competition, and realized the linkage and improvement of law students' professional ability training and regional legal education through the moot court competition. Tan Shigui, Su Xinjian and Dong Wenhui (2014) believe that there are problems in legal education, such as the disconnection between theory and practice, the lack of innovation consciousness, the low practical ability, and the continuous low employment rate of law students.

1.2. The Relationship between Competition and Higher Education Innovation

The relationship between competition and higher education innovation can be divided into two categories: first, the relationship between competition and practical teaching is theoretically expounded, and the important value of competition is highlighted; The second is to empirically analyze the problems existing in the competition and its improvement suggestions with specific competitions. The following articles with high citation rate are selected for review. (1) Elaboration of competition system theory. Zhang Ruicheng, Chen Zhikun and Wang Fubin (2010) analyzed the importance and existing problems of practical teaching, and put forward the ideas and specific ways to transform the content of discipline competition into practical teaching for

college students. Sun Ailiang and Wang Ziting (2012) proposed that a discipline competition platform should be built for cultivating high-quality innovative talents to carry out various discipline competition activities on the basis of the analysis of the role of discipline competition. Li Guofeng, Zhang Shiyang and Li Bin (2013) discussed the "trinity" innovation ability cultivation model based on curriculum teaching, with competition projects as the carrier and technical training as the means. Zhang Ziyang (2014) believes that discipline competition is an important carrier for cultivating and improving students' innovation ability and practical ability, and has a special innovative education function that cannot be reached by conventional teaching. (2) Empirical analysis of specific competitions. Ding Sanqing (2007) analyzed the problems existing in the "Challenge Cup" National College Student Entrepreneurship Plan Competition and the shortcomings of China's higher education, namely, examination-oriented education and utilitarian competition, elite education and idealized competition, low participation in students' scientific research and strong academic spirit in competition works, the closed nature of university scientific research and the indifference of enterprises to participate in the competition, which should break the "competition instead of learning" model and build a "flyover" of entrepreneurship education. Shan Yaojun and Zhang Xiaosheng (2008) looked at the new development of science and technology innovation education in colleges and universities from the perspective of the national college students' "Challenge Cup" competition, and the problems and countermeasures of college students' science and technology innovation education. Ding Sanqing, Wang Xipeng and Chen Bin (2009) empirically analyzed the academic science and technology innovation activities and innovation education in Chinese colleges and universities by taking the "Challenge Cup" National College Students' Extracurricular Academic Science and Technology Works Competition as an example. Xie Jinxing (2009) expounded the role of the National Mathematical Contest in Modeling for College Students in cultivating their practical ability, innovation ability and improving their comprehensive quality. Yin Shi and Xiao Kan (2009) proposed that they should participate in various discipline competitions, independently host competitions, establish a multidisciplinary competition training system with electronic design competitions as the main body, and build a multidisciplinary competition platform for college students with distinctive characteristics. Fu Xiong and Chen Chunling (2011) elaborated on the role and implementation experience of science and technology competition in the cultivation of college students' innovation ability.

1.3. The Current Situation of Graduate Competition

The core of graduate education is to cultivate the innovation ability of graduate students, and competition practice is an important means to enable graduate students to get rid of pedantic learning and cultivate innovation ability. Objectively speaking, the current competition that can be participated in as a graduate student of law in the liberal arts is still very limited. Take the most important "China Graduate Innovation and Practice Series Competition" as an example. Founded in 2013, the competition is currently guided by the Department of Academic Degrees Management and Graduate Education of the Ministry of Education, co-sponsored by the Chinese Association of Academic Degrees and Graduate

Education and the Youth Science and Technology Center of the China Association for Science and Technology. At present, the competition has formed a series of theme competitions such as "National Graduate Smart City Technology and Creative Design Competition", "National Graduate Mathematical Modeling Competition", "China Graduate Electronic Design Competition", "National Petroleum Engineering Design Competition", "National Graduate Mobile Terminal Application Design Innovation Competition", "China Graduate Future Aircraft Innovation Competition", "China Graduate Public Management Case Competition", "China MPAcc Student Case Competition" and "China Graduate Petroleum Equipment Innovation Design Competition". The options available to law graduate students in these competitions are very limited. In both 2024 and 2025, the Innovation Practice Competition will set up 19 themed competitions, among which the new "Cultural China" Innovation Competition and the International Chinese Education Case Competition in 2024 are relatively friendly to liberal arts students.

From the perspective of research literature, the mainstream direction of graduate student competition research is still the cultivation of graduate students' innovative thinking and ability, focusing on non-liberal arts competitions such as mathematical modeling and electronic design (Zhang Hongjun, Li Huabing, Lu Houqing, 2009, Sun Jianwei, 2012, Hu Wei et al., 2015, Chen Qiping, 2020, Xing Miaotiao, Li Zhengjie, 2022, Du Yan, Hu Xinyang, 2023). The study of graduate competition involves the necessity and value of competition, the problems existing in the competition, and suggestions for improvement. Wang Jing, Zhou Lan and Huang Cailun (2020) believe that the cultivation of graduate students' application and innovation practice ability and the construction of graduate innovation ability training base are still weak in China. Shi Yaoyuan and Li Yuliang (2018) believe that graduate student competition has become an important carrier for cultivating graduate students' innovative thinking and quality, and is an effective means and measure to improve graduate students' innovative practice ability. In order to improve the comprehensive benefits of discipline competitions, it is necessary to improve the assessment and evaluation mechanism and establish an incentive system. Give full play to the role of alumni and enhance the social influence of discipline competitions.

2. The Proposal and Construction of The New Liberal Arts in China

The construction of new liberal arts in China needs to mention the construction of new liberal arts in United States. In 2017 Hiram College's New Liberal Arts reform was widely recognized around the world, and China's new liberal arts construction was in full swing. The teaching reform of Hiram College, the start of the new liberal arts construction starts with the launch of new technologies and new equipment, and integrates new technologies into liberal arts courses. In the fall of 2017, Hiram College, the only four-year university in Ohio and one of the few universities in the United States, launched a mobile technology initiative (Tech and Trek). Hiram College's new liberal arts program integrates integrated learning, high impact activities, and mindful technology to prepare students not only for reading and well-roundedness, but also for intellectually agile, socially responsible thinkers and doers. The interactive teaching of

classroom learning, which integrates the experiences, expertise, and observations of teachers, classroom participants, and classroom guests, has become the hallmark feature of the new liberal arts. In addition to reinforcing active classroom learning, Tech and Trek is being incorporated into the study abroad trips, internships, guided fieldwork, and research experiments that Hiram College now needs. As teachers continue to integrate technology into their coursework and staff integrate technology into their extracurricular experiences, developing digital literacy has become a living goal. Although the new liberal arts at Hiram College is based on new technologies, it is by no means habitual or perfunctory use of technology, with the goal of developing graduates with an effective and critical use of technology, an understanding of digital literacy, and integrative and interdisciplinary problem-solving skills. It is this critical, creative, and practical understanding of technology that captures the spirit of the new liberal arts.

A series of documents and policies for the construction of China's "new liberal arts" were originally related to law, and also included the content of the high-quality development of the law major. (1) On September 17, 2018, the Ministry of Education promulgated the Opinions on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving the Ability to Cultivate Talents (Article 40 of Higher Education in the New Era). Among them, Article 31 "Deepening the Reform of Key Areas of Collaborative Education" clearly proposes to "further promote the close integration of legal education and judicial practice, implement the 'Ten Thousand Talents Plan' for exchanges between universities and legal practice departments, and directly include the cultivation of liberal arts professionals in the 'Six Excellence and One Top-Notch' Plan 2.0. At the same time, the Ministry of Education promulgated the overall framework document that constitutes the "Six Excellence and One Top-Notch" Plan 2.0 for full implementation from 2019 to 2021. (2) On April 29, 2019, the Ministry of Education's "Six Excellence and One Top-Notch" Plan 2.0 Kick-off Conference clearly stated: "Implement the requirements of the National Conference on Undergraduate Education in Colleges and Universities in the New Era and the '40 Articles of Higher Education in the New Era', comprehensively promote the implementation of the 'Six Excellence and One Top-Notch' Plan 2.0, lead and promote the construction of new engineering, new medicine, new agriculture and new liberal arts, deepen the reform of higher education teaching, win the battle of comprehensively revitalizing undergraduate education, and comprehensively improve the quality of talent training in colleges and universities." With the establishment of the Ministry of Education's New Liberal Arts Construction Working Group and the Expert Committee of the Basic Discipline Top-notch Student Training Program 2.0, the "New Liberal Arts" has entered an era of milestone construction. (3) In November 2020, the New Liberal Arts Construction Working Group of the Ministry of Education held a working conference on the construction of new liberal arts, which studied the innovative development measures of China's higher liberal arts education in the new era, and issued the Declaration on the Construction of New Liberal Arts. (4) On March 2, 2021, the Ministry of Education issued the Notice of the General Office of the Ministry of Education on Recommending New Liberal Arts Research and Reform Practice Projects (Jiaogao Ting Han [2021] No. 10) to implement the requirements of the New

Liberal Arts Construction Work Conference. (5) On November 2, 2021, the Ministry of Education announced the first batch of 1,011 new liberal arts research and reform practice projects. This move marks a practical step in the construction of a new liberal arts that has been in the making for several years. [1-4]

3. Analysis of the Practical Problems of Law Competitions in Universities: taking Beijing Union University as an Example

In the context of the new liberal arts, the relevant issues in the university law competition are presented differently from university to university. However, there are some common problems that are universal, regardless of school or major.

3.1. Common Issues: Publications and Attention of Competition Research

This is not only a unique problem faced by competitions in the discipline of law, but a common problem faced by almost all liberal arts disciplines. The competition research is less published, which is common in all universities. Take Beijing Union University as an example. According to CNKI data as of the end of 2023, there are a total of 26 authors from Beijing Union University in the literature titled "Competition". Among them, 6 articles on the competition test questions and 2 articles on sports competitions that are not directly related to teaching reform, and the remaining 18 articles are valid literature. Among them, the earliest article was published in 1996, which is a supplementary discussion and research on the problems of the 1994 National Undergraduate Mathematical Contest in Modeling. These main articles are from 2005 onwards, but they do not have a legal professional content. Of course, it is difficult for these research articles to accurately reflect the current state of reform at our university, because many articles will be published in the form of anthologies or articles in different media such as newspapers. However, it is also an indisputable fact that the practice of legal competitions and related research are weak. There is still a contradiction between the high priority of the competition and the conversion rate of the research literature. Judging from the above literature, it seems that Beijing Union University is not enthusiastic about the competition. The reality is quite the opposite. Whether it is the College of Applied Arts and Sciences of Beijing Union University(CASBUU) [5] or other colleges, they are highly aware of and attach great importance to the importance of the competition, and have issued one or more special documents to reward the competition recognized by the China Association of Higher Education and encourage teachers and students to participate in the competition. At the same time, the competition participation activities are also linked to the promotion and assessment of teachers' professional titles, and to the intellectual education credits of students' second classroom. So, a question that really deserves attention is: is the competition really valued by universities? Can the competition be integrated into teaching and practice? What is the real place of competition in higher education?

3.2. Special Issues: New Developments and New Contradictions in the Practice of Legal Professional Competitions

In the case of most law faculties and law schools across the country, there are relatively few competitions that law students are able to participate in, apart from the usual "Challenge Cup", "Daiso Competition" and Moot Court Competition. For master's students, this problem is even more prominent. In fact, under the attraction of the "baton of the judicial examination", the main energy of students is used to take this examination, which not only ignores the systematic nature of theoretical teaching in law teaching, but also ignores the importance of practical teaching of law. As far as the law students of College of Applied Arts and Science of Beijing Union University are concerned, the proportion of non-law students who pass the law examination is relatively small, so the first year of admission to the university is often the law examination year. The final year of the undergraduate law degree is also the year of the postgraduate examination and the law examination, and the preparation for the postgraduate examination and law examination often begins in the second and third years of university. Therefore, in this context, the baton of postgraduate entrance examination and law examination has become the way of thinking that dominates students' decision-making, and even in daily teaching and examinations, there are absurd ideas that use law examination as the standard everywhere. Equating legal education with law examinations has led to problems in the minds of students in the rush for quick success and quick benefits of legal education. The new liberal arts should not only exist as a concept, but also as a value guide and practice direction. The background of the new liberal arts should be highly integrated with the ideological and political construction of the curriculum, so as to bring innovative ideas to the ideological and political construction of the curriculum. As far as law students are concerned, how can they develop higher professional qualities and abilities in the context of the new liberal arts? As far as law teachers are concerned, how to deepen the ideological and political education in the curriculum in the context of the new liberal arts, and how to deepen the practice innovation with competition practice as a breakthrough? These are all important issues that the law profession should consider in the context of the new liberal arts.

The curriculum ideological and political construction and professional ideological and political construction of the College of Applied Arts and Sciences of Beijing Union University should also implement this important idea. Competition-driven practical teaching should be combined with ideological and political teaching, and with the high-quality development of the law profession. Improving the quality of competition-driven practical teaching innovation in the context of professional ideology and politics is also a new requirement for competition in the new liberal arts background.

4. The Empowerment and Requirements of the New Liberal Arts for the Practice of Legal Competitions

4.1. Interdisciplinarity

Due to the increasingly professional and detailed social

division of labor, discipline division is the basic way and specific needs of human beings to understand and study the world, but it is not the best way to restore the real world, nor is it the only way for students to learn. Therefore, from the perspective of talent training, nowadays, comprehensive talents, intersecting talents and encyclopedic talents have become more and more rare. Although teamwork can solve some problems, the dependence on teamwork is becoming stronger and stronger, and the deviation of individual knowledge structure also reduces knowledge innovation, personal quality ability and operational efficiency. Therefore, it is timely to promote a new liberal arts that is intersectional. Starting from China's new liberal arts, law is a highly complex discipline. Law schools or law faculties at many universities offer a minor in law. In the previous double degree setting, law as a minor was also more common, and "+ law" such as accounting+ law, management + law, and law + finance was more common. In the "+ Law " major, it is required to be familiar with the basic theories, legal system and laws and regulations of China's law, and it is also required to have multidisciplinary comprehensive knowledge and strong practical ability, so as to cultivate compound talents with comprehensive competitiveness and comprehensive literacy. In the "Law+" minor, it is common for law majors to minor in English, International Business or Business Management, and Economic Management. It is clear that the new liberal arts has a higher level of interdisciplinarity than "Law +" and "+ Law".

4.2. Practicality

Whether inside the classroom or outside the classroom, from learning knowledge to applying knowledge, from theoretical learning to practical learning, all these are full of practicality. The new liberal arts program at Hiram College in United States emphasizes internships, study tours, supervised fieldwork, and research experiments outside of classroom. The practicality of the new liberal arts does not simply mean that the theoretical knowledge in the classroom is simply simulated and practiced. Multi-faceted practical activities such as competition practice, extracurricular internship, and entrepreneurial practice should have more breakthroughs and more vivid landing scenarios in the context of the new liberal arts. The cultivation of competition, practical ability and literacy outside the classroom is closely related to theoretical knowledge and fed back into classroom teaching. From the perspective of law, almost all law minors emphasize the practicality of law, such as moot court, court debate, legal document writing and legal internship and other practical links or courses, which fully demonstrate the practicality of law, aiming to cultivate students' legal practice ability and legal application ability in legal practice. Only by better understanding the application of law in practice can students' comprehensive literacy and practical ability be improved. Competition practice not only has the necessity of theoretical knowledge to be implemented, but also has the feasibility of cultivating a variety of comprehensive practical abilities.

4.3. Comprehensive Quality and Ability

By integrating a variety of advantages in teaching form, technology and discipline, the new liberal arts is conducive to cultivating students' comprehensive quality and ability. From the perspective of competition, students should not be limited to participating in relatively professional competitions such as moot court competitions and legal debate competitions,

otherwise students' comprehensive abilities cannot be further exercised and practiced, nor can they meet the cultivation of law students' compound comprehensive abilities. The new liberal arts and interdisciplinary disciplines have put forward higher requirements for law education, and the proposal of cultivating innovative, interdisciplinary and applied talents has a very severe challenge for law students. What kind of comprehensive abilities law students need to develop may be a matter of opinion. However, based on the research in the process of guiding the four-year National Business Elite Competition, and the experience of guiding the National Business Elite Competition, exhibition innovation competitions and international trade competitions from 2021 to 2024, the author summarizes the abilities that need to be exercised and cultivated in participating in the competition into nine types: (1) information acquisition ability (information collection and processing ability); (2) Ability to obtain first-hand information (questionnaire preparation and on-site investigation); (3) Report writing ability (writing ability); (4) PPT production ability; (5) Expression and presentation; (6) Teamwork and leadership; (7) Ability to identify, respond to and resolve risks; (8) On-the-spot adaptability; (9) Scientific research ability. Of course, there may be cross-cutting or even inclusive relationships in the classification of competition capabilities, such as the ability to obtain information and the ability to obtain first-hand information, but it is intended to emphasize the ability to search for literature and the ability to conduct fieldwork.

5. The Ideas and Paths for the Improvement of the Practice of Law Competitions

5.1. General Thought and Arrangement

In order to fully implement the new liberal arts strategy of the Ministry of Education, in accordance with the requirements of curriculum ideology and professional ideology and politics, fully highlight the leading role of the competition, deeply explore the level and elements of legal professional practice, and improve the "six-level practice method" and the seven-in-one promotion approach. The implementation steps are divided into four steps: establish the concept and goal of the reform, formulate and improve the plan, carry out the seven-in-one practice, summarize the experience and improve the results. After the completion of the four steps, the results are fed back into the original concept and goal, so as to form a complete and open logical cycle of theory-practice-theory.

5.2. Promote the "Six-level Practice Method"

Guided by the practice of competition, teaching, practice, scientific research, competition, employment promotion and entrepreneurship promotion are integrated, so that students can learn multi-faceted knowledge and exercise multi-faceted qualities and abilities as much as possible. In teaching, we emphasize the guidance of "preaching", exercise quality and ability in practice, improve students' academic ability, improve data collection and writing expression ability and unity and cooperation spirit in competition, exercise social ability and hard-working spirit in research, actively guide students to temper self-promotion ability in employment promotion, and exercise students' all-round work ability in entrepreneurship promotion. This ability cultivation is not only the original intention of new liberal arts education and

research, but also the path of high-quality development of curriculum ideology and politics in China.

Result-oriented, practice-oriented, the ability and quality required in practice are integrated into students through learning and training, and the "six-level practice method" : (1) Competition practice. Instruct students to conduct their own research. By instructing students to "Daystar" or Challenge Cup, students can improve their academic ability and practical ability within a certain range. The competitions here mainly refer to the national-level competitions recognized by the university and listed in the accreditation directory of the Chinese Association of Higher Education. The results of these competitions can be recognized by the university, which is conducive to the re-examination and research of graduate students in the future, as well as the resume writing and job search of undergraduate and master's students. (2) Teacher practice. Through the teacher's own practice, the problems and solutions encountered in practice can be presented in the classroom and taught to students. (3) Practical experts entering the classroom. Practical experts can be invited into the classroom to put forward competency needs, practical problems and solutions. (4) Research practice . It can be carried out by teaching students on scientific research projects. Professional teachers deliver part of the content of the project to senior students or graduate students, and exercise students' multi-faceted abilities by guiding students in scientific research practice. (5) Off-campus practice. Every year, students are introduced to different organizations such as the China Council for the Promotion of International Trade (CCPIT) and other institutions for internships to improve students' practical ability. (6) Entrepreneurial practice. It is relatively difficult to implement the entrepreneurial method, which requires the tutor to lead the students through the entrepreneurial method or guide the students to carry out the employment practice in advance through the entrepreneurial method, so as to cultivate multi-faceted abilities in practice and build students' self-confidence in work.

5.3. Actively Guide Students to Participate in National University Business Elite Competition

High-quality competitions can significantly improve the quality and ability of students in various aspects. From 2021 to 2024, the students of CASBUU are led to participate in the National University Business Elite Competition, and successfully guided to win the first prize in the national competition, and even won the national championship. The competition has improved students' fieldwork skills, social skills, language expression skills, debate and presentation skills, and academic writing skills (including PPT production skills) and many other important skills. The National University Business Elite Competition has exercised students' comprehensive ability at multiple levels, which has gone beyond the scope of simple law and obviously belongs to the content of new discipline construction. The most important thing is that the teams composed of undergraduate and graduate students are more perfect to integrate the competition and learn from each other.

5.4. Summary of Competition Practice and Promotion and Implementation

Competition practice can form a benign interaction between teaching and learning, and can form a knowledge restoration of students' integration of theory and practice. In

the context of the new liberal arts, we should scientifically select the types of competitions that are suitable for participation, actively guide the students of the grade who are suitable for participation, and classify and guide the skills and methods suitable for improvement. The scope of the promotion and implementation of the competition practice can be extended to all students majoring in law, especially junior graduate students and senior undergraduates. The beneficiary students include both the LLM and the LLM in non-law. Instructors must figure out the competitions that are suitable for junior students and senior students, and form a model of integration from junior to senior and mutual help between the old and the new. Junior students can help senior students conduct surveys, and gradually grow into prospective students in the survey. The embodiment of student benefits includes, but is not limited to: (1) competition practice. Continue to coach participation in national competitions, covering the Master of Laws, especially the first two years of the Master of Laws (based on undergraduate students who do not major in law) and the first year of the Master of Laws (based on undergraduate students who major in law). Strengthen the cooperation and integration between senior undergraduates and master's students. (2) The practice of integrating business and law. Take the practice of CCPIT Mediation Center of the China Council for the Promotion of International Trade as an example. The practice covers all grades of the LLM, but the first year of graduate studies focuses on online practice due to course tasks; Graduate students graduate with an emphasis on offline practice. The senior year of undergraduate students focuses on online practice, while the graduation year focuses on offline practice. (3) Investigation practice. Take the teacher's project as the guidance, and lead the students to conduct research. This practice focuses on LLM and senior undergraduates, as well as the freshmen. (4) Research practice. This practice covers

the senior year of undergraduates, law and non-law grades of LLM, breaks the boundaries between undergraduate and graduate students. (5) Expert lectures. Covering all classes, depending on the funding, the specific arrangement of lectures by experts will be made; However, it is guaranteed that each course will have at least one undergraduate course per semester and at least two more per semester for graduate courses.

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