

# A Research on the Teaching Reform of “International Environmental Law” in the Context of New Liberal Arts Construction in China

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**Abstract:** *Against the backdrop of new liberal arts construction in China, traditional legal education faces an urgent need for reform and innovation. “International Environmental Law,” a course that integrates theoretical and practical aspects and demands a high level of interdisciplinary knowledge, is of particular significance in teaching reform. Reforming the teaching of “International Environmental Law” has become a hot topic of common concern in the current construction of the ecological civilization legal system, environmental legal education, and international legal education. This article endeavors to explore the path of teaching reform for “International Environmental Law” in China under the guidance of the new liberal arts concept. It aims to enhance teaching quality to adapt to the current teaching environment by transforming the teaching model, innovating talent cultivation approaches, optimizing teaching content, and improving the evaluation system. Meanwhile, safeguard measures will be adopted from three aspects—the teaching staff, teaching resources, and teaching management systems—to cultivate compound legal talents with innovative and practical abilities and an international perspective.*

**Keywords:** New Liberal Arts, International Environmental Law, Teaching Reform, Exploration of the Path.

## 1. Introduction

In today’s world, the development of science and technology is advancing by leaps and bounds. The global new scientific and technological revolution represented by artificial intelligence, big data, etc. is booming. Traditional liberal arts disciplines are faced with the challenge of how to integrate with new technologies and conduct teaching with new methods and means. Economic development has altered the talent demand, which now requires not only professional knowledge but also innovative and practical abilities. In other words, societal talent demands are becoming more diverse and complex. The acceleration of globalization has led to increasingly blurred disciplinary boundaries, and international cooperation and exchanges have become more frequent. Thus, there is a need to cultivate talents with an international perspective and international competitiveness. Against this backdrop, the new liberal arts construction in China has emerged. It emphasizes breaking down disciplinary barriers, promoting the deep integration of various disciplines, and cultivating liberal arts talents with innovative and practical abilities and an international perspective. The implementation of the New Liberal Arts in the field of law is the New Law. Therefore, this concept points out the direction for the reform and development of legal education in China. International Environmental Law is a discipline that studies the legal norms governing the relationships between countries in environmental protection and improvement. The characteristics of international environmental issues are comprehensive, three-dimensional, involving the interaction of overall and local problems, and presenting both current dilemmas and lagging effects. There are significant differences among countries in politics, economy, technology, history, culture, and legal systems, leading to numerous international conflicts of interest [1]. As global environmental issues grow increasingly severe, the status of international environmental law in international affairs becomes more

prominent. However, the traditional teaching of International Environmental Law in China has many problems. For example, it emphasizes theoretical knowledge transmission at the expense of practical application; the teaching method is monotonous, with the classroom centered around the teacher and mainly lecture-based, resulting in low student engagement; and the evaluation system is imperfect, making it difficult to comprehensively and accurately assess students’ learning outcomes and evaluate ability levels. These problems lead to students’ lack of interest and initiative during the learning process and make it hard for them to adapt quickly to the requirements of actual work after graduation. Therefore, under the background of new liberal arts construction, reforming the teaching of International Environmental Law in China is of great practical significance.

## 2. Exploration of the Path of Teaching Reform of “International Environmental Law” in China

With the intensification of global issues such as global warming, land desertification, biodiversity reduction, and marine environmental pollution, the international community has gradually realized that relying solely on the efforts of one or a few countries to address global environmental problems is far from sufficient. This endeavor requires the collective strength and wisdom of all humanity. In this context, there is an urgent need to cultivate a group of professionals proficient in international environmental law knowledge and skills. Higher education in international environmental law is crucial for solving this problem. Therefore, against the backdrop of severe international environmental issues, China should heighten its focus on international environmental law education, transform traditional teaching methods in this field, meet the demands of international environmental law education in the new era, and better serve the international

environmental law domain.

### 2.1 Transforming the Teaching Model

Currently, in China, the teaching of International Environmental Law, similar to other legal disciplines, faces the problem of traditional and uninnovative teaching methodologies. Most teachers still adopt conventional teaching methods, with the teacher as the central figure, cramming a vast amount of theoretical knowledge to students. Although this approach can instill a large quantity of knowledge to students in a short time, it neglects the central role of students, resulting in low student engagement, which instead is not conducive to students' knowledge acquisition. Moreover, the teaching of International Environmental Law also suffers from an over-emphasis on theory and a neglect of practice, leading to a shortage of practical and applied talents. Thus, under the new liberal arts context in China, it is essential to transform the teaching model of International Environmental Law to meet the requirements of legal education in the new era.

Firstly, against the backdrop of new liberal arts construction, if China aims to promote the reform of international environmental law teaching, it must shift from the traditional teaching model, which is characterized by single-theory imparting, knowledge-cramming, and teacher-centeredness, to a diversified teaching model. This entails adopting a combination of online and offline teaching, case-based teaching, project-based teaching, and other methods, with a student-centered approach. By integrating vertical and horizontal elements, this model can enhance students' enthusiasm, initiative, and creativity in learning, thus cultivating outstanding international environmental legal talents.

Secondly, it is necessary to change the teaching method that "emphasizes theory while neglecting practice", and strengthen practical teaching. While imparting knowledge, teachers should also base themselves on the characteristics of the school, make full use of the school's resources to provide students with abundant practical opportunities, break down the barriers between theoretical teaching and practical teaching, place practical skills and theoretical knowledge on an equal footing, adopt a two-pronged approach, establish a dualistic system, and achieve the synchronization of knowledge and practice.

Finally, in the current era of rapid scientific and technological development, such as the prevalence of artificial intelligence and big data, the reform of international environmental law teaching must keep pace with the times. It should utilize cutting-edge virtual simulation technology to improve teaching quality and effectiveness. Virtual simulation technology applies virtual electronic information technologies like human-computer interaction, artificial intelligence, and sensor technology. These technologies act on human visual, tactile, and auditory senses through multimedia presentations, enabling humans to interact with and respond to the virtual simulation environment. The application of virtual simulation in legal education exhibits three characteristics: realism, which can evoke students' empathy or sympathy through text; immersion, which allows students to fully mobilize their

bodily senses and immerse themselves in the real-life sensations created by the virtual scenario, thereby reconstructing the generation process of legal knowledge; and interactivity, which enhances the interactive experience between students and their environment, facilitating the formation of students' knowledge frameworks and personal perspectives. The application of virtual simulation technology in international environmental law teaching not only breaks the self-containment of the traditional international environmental law knowledge system and the isolation of teaching methods, injecting new vitality into international environmental law teaching and meeting the diverse requirements of course teaching objectives. Additionally, through scene restoration, it can enhance students' experiential sense, deepen their understanding of the generation process of international environmental law knowledge, enabling students to better comprehend and master such knowledge, enhance their practical abilities and innovative awareness, and improve their comprehensive capabilities to address international environmental legal issues [2]. Consequently, Chinese universities should build on their own characteristics, integrate cutting-edge virtual simulation technology, and strengthen the construction of practical teaching reforms for "International Environmental Law."

### 2.2 Cultivation of Innovative Talent

In the historical process of the great rejuvenation of the Chinese nation and amidst the unprecedented great changes in the world today, China faces increasingly severe and complex foreign-related legal issues. For example, international rule-making fails to reflect China's demands; there is a shortage of international negotiation talents; China frequently encounters economic sanctions under the pretext of anti-dumping, anti-subsidy, and trade protection measures; and the protection of maritime rights and interests is constantly under threat. These issues have led to a continuous increase in foreign-related legal affairs, urgently demanding a large number of legal talents who are proficient in international rules and skilled at handling foreign-related legal matters. The cultivation of foreign-related legal talents is a crucial issue in the current construction of the rule of law. In the context of the world undergoing unprecedented great changes, cultivating foreign-related legal talents is essential for advancing the long-term goal of Chinese-style modernization and is also an urgent task for promoting high-level opening up and addressing external risks and challenges [3]. Although China's foreign-related legal service industry has made considerable progress in recent years, it still cannot meet the rapidly growing demand. The current state of higher legal education and teaching in China cannot yet provide high-quality foreign-related legal talent support promptly and effectively for implementing national strategies.

In the realm of environmental rule of law, particularly within the context of international environmental rule of law, with the aggravation of global environmental issues, there is an urgent demand for a cohort of experts proficient in international environmental law to more effectively address global problems such as climate change, land desertification, biodiversity reduction, and marine environmental pollution. International environmental law assumes a crucial role in

coordinating national environmental policies and resolving transnational ecological issues. Facing the complex global ecological environment and the increasingly close international environmental cooperation, professionals in international environmental law have become a cornerstone in promoting global sustainable development. Nevertheless, the current training mode for international environmental law professionals in China confronts numerous challenges and fails to meet the requirements of the era, thus urgently necessitating innovation.

Higher education institutions, as the primary arena for talent cultivation, ought to play a fundamental and guiding role in training international environmental law professionals. The fundamental role of universities is manifested in theoretical knowledge instruction and practical teaching.

Firstly, universities should cultivate compound talents with interdisciplinary knowledge. They can adopt the interdisciplinary cultivation mode of “law + other majors”. For example, the field of international environmental law demands an in - depth understanding of international situations. Thus, apart from studying the professional knowledge of international environmental law, it is essential to arrange relevant courses to understand the international landscape, international relations, foreign policies, etc., so as to better offer legal support and talent guarantee for international environmental affairs. Moreover, with the rapid development of the digital economy, universities should also focus on teaching information technology. This enables students to master computer science, data algorithms, network technology, and other information technologies, as well as international environmental big data, facilitating the formulation and application of relevant international environmental legal rules and ensuring environmental safety. In brief, each university should build on its own characteristics and advantages, fully integrate internal resources, and establish a unique interdisciplinary talent cultivation system that accurately caters to the diverse needs of society for talents in foreign-related legal affairs.

Secondly, universities should cultivate international talents with foreign - language proficiency and cross - cultural communication skills. International legal rules, especially various international environmental conventions, impose stringent requirements on the environmental policies and resource utilization of contracting parties. Therefore, to meet the needs of cultivating talents in foreign-related legal affairs, it is essential to implement an interdisciplinary and composite training model of “law + foreign language” [4]. Besides basic general foreign - language courses, specialized foreign - language courses should be added, such as English for International Environmental Law and Legal Translation for International Environmental Law. This allows students to master professional vocabulary, expressions, and translation techniques in the field of international environmental law. For different foreign - language directions, courses in languages like French, German, and Japanese should be offered to meet the diverse needs of students. On the basis of enhancing linguistic competence, cross - cultural communication skills should also be improved. Chinese universities and related institutions should actively create conditions and opportunities for cross - cultural communication practice. For

instance, at the national level, efforts should be made to promote the introduction of resources from international organizations, strive for more international organizations to establish their headquarters in China, provide more opportunities for Chinese talents in foreign-related legal affairs to intern and hold positions in international organizations, enhance the ability to assess local, global, and cross - cultural issues, understand and respect others’ perspectives and worldviews, engage in respectful and effective interaction with people from different cultural backgrounds, and take actions for the collective well - being and sustainable development [5].

Thirdly, universities should cultivate practical - oriented talents capable of addressing complex real - world problems. By leveraging the school’s teaching resources and integrating the school’s characteristics, a “theory + practice” integrated training model should be implemented. For example, case - based teaching can be carried out. A large number of cases related to international environmental law should be collected, and students should be guided to analyze legal issues in the classroom, cultivating their legal thinking and analytical judgment abilities. Legal clinics for international environmental law should be established to simulate a real - world legal practice environment, allowing students to handle actual international environmental legal cases under the guidance of teachers or lawyers, thereby enhancing their legal practice operation abilities and professional qualities. Universities can establish internship bases with international environmental protection organizations, multinational corporations, international law firms, etc., providing students with practical opportunities. During internships, students participate in legal research, contract drafting, negotiation, and other work for international environmental projects, applying the legal and foreign - language knowledge they have learned to real - world business scenarios. Additionally, in cultivating talents to meet future needs, universities should play a leading role. Universities should have a forward-looking insight into the development trends and talent - demand changes in the field of international environmental law and promptly adjust talent cultivation plans and course offerings. For example, with the increasing demand for the application of digital technology in international environmental governance, universities can offer relevant courses to cultivate students’ ability to utilize big data, artificial intelligence, and other technologies to assist in international environmental legal research and practice. Simultaneously, universities should actively establish cooperative relationships with international organizations, government departments, enterprises, etc., to understand the actual needs of the industry for international environmental law talents and incorporate these needs into the talent - cultivation process. This enables the cultivated talents to better adapt to future work requirements in the field of international environmental law and contribute to international environmental governance.

### 2.3 Optimization of Teaching Content

When imparting knowledge, China’s college teachers predominantly rely on the designated textbooks. The teaching of international environmental law is no exception. However, with the intensification of global issues like global warming,

land desertification, biodiversity reduction, and marine environmental pollution, solely depending on textbook knowledge to cultivate international environmental legal talents capable of addressing global environmental problems is inadequate. It is imperative to optimize the teaching content to advance the teaching reform of "International Environmental Law". As international environmental issues deteriorate, environmental protection has, in fact, become as crucial as peace and development as an era-defining theme. The international community has acknowledged that relying on the efforts of one or a few countries to tackle global environmental issues is insufficient. A commitment to environmental protection has become a shared interest and responsibility of the international community, necessitating the collective strength and wisdom of all humanity [6]. Consequently, international environmental conventions are playing an increasingly significant role in promoting solutions to global environmental problems. Thus, in the teaching of international environmental law, the emphasis should be placed on international environmental conventions. Teachers should keep abreast of international trends, promptly incorporate the latest international environmental treaties, agreements, and cases, such as the Paris Agreement, the Convention on Biological Diversity, and the United Nations Convention to Combat Desertification. Through modular design, the basic theories and principles of the conventions should be closely integrated with specific environmental issues like climate change, biodiversity conservation, and cross-border waste transfer to ensure that the teaching content remains up-to-date. For instance, the content of the United Nations Convention to Combat Desertification can be integrated with the desertification prevention projects currently implemented by the United Nations. This integration provides students with opportunities to apply international environmental law theories and legal provisions to solve practical environmental protection problems.

Simultaneously, classic cases such as the Trail Smelter Case and the Uruguay River Pulp Mill Case can be incorporated into the teaching content. By analyzing these classic cases and integrating practical links like mock courts and international environmental negotiations, students' understanding and application capabilities of the convention provisions can be enhanced. Additionally, the teaching content can be enriched by inviting international experts to teach, collaborating with foreign universities to offer joint courses, and introducing environmental law practices from different countries or regions. Focusing on emerging issues such as climate change litigation, marine plastic pollution, and carbon-neutrality legal frameworks can assist students in understanding cutting-edge issues, thereby broadening their international perspectives.

Values serve as the bedrock of any education. While imparting professional knowledge to students, it is essential to guide them to contemplate ethical issues such as environmental justice and intergenerational equity. It is necessary to cultivate not only professionals with a global perspective and practical skills but also those with the correct values and a sense of responsibility, providing intellectual support for addressing global environmental challenges.

## 2.4 Improving the Evaluation System

Comprehensive course teaching encompasses not only knowledge transmission by teachers but also teaching evaluation. However, the current evaluation system for the "International Environmental Law" course in Chinese universities mainly relies on final examination scores, with regular grades accounting for a relatively low proportion of the overall assessment. Final exams typically take the form of closed-book tests, primarily focusing on students' memory and basic understanding of theoretical knowledge, while assessments of students' practical abilities, innovative thinking, and overall quality are relatively weak. The criteria for evaluating regular grades are mainly based on students' attendance rates and assignment completion, with a singular evaluation method that lacks a comprehensive consideration of students' learning processes, engagement, critical thinking, and practical application abilities. This exam-centric evaluation model tends to lead students to overly concentrate their learning efforts on exam preparation, neglecting knowledge accumulation and ability cultivation in daily study. As a result, it becomes challenging to truly enhance students' professional competencies and hinder the cultivation of international environmental law talents.

In response to the aforementioned issues, it is essential to improve the teaching evaluation system to better promote the teaching reform of "International Environmental Law". During the teaching process, higher education institutions can start from aspects such as the evaluation subject, evaluation content, and evaluation methods to establish a diversified evaluation system [7]. Traditional Chinese teaching evaluation mainly relies on teacher grading. Therefore, the evaluation subject can be expanded beyond teacher evaluation by including students as part of the evaluation subject. Peer evaluation among students can facilitate learning from each other's strengths and promote mutual growth. Additionally, mentors from practical settings such as enterprises, courts, and law firms can be included as part of the evaluation subject. Using practical performance as the evaluation content is conducive to providing multi-faceted and multi-layered evaluation information, making teaching more in line with societal needs. In terms of evaluation content, not only should students' mastery of theoretical knowledge be evaluated, but also their practical abilities and professional ethics cultivation, so as to promote students' all-around development. Traditional evaluation systems often use static and singular evaluation methods, mainly relying on exam scores and neglecting the assessment of other abilities, with fixed and inflexible evaluation methods. Therefore, it is necessary to adopt a diversified and dynamic evaluation approach. This approach can include adding self-evaluation, peer evaluation, and internship unit evaluation in addition to written exams, to comprehensively assess students' abilities, help students break free from the limitations of focusing solely on theory, and enhance their practical abilities and overall quality. At the same time, evaluations should be adjusted according to students' actual performance and course requirements and should not remain static. While establishing a diversified evaluation system, attention should also be paid to procedural evaluation, increasing the weight of regular grades in the overall grade. Through procedural evaluation, problems and deficiencies in students' learning process can be identified in a timely manner, providing students with prompt feedback and guidance, helping them improve their learning methods

and enhance learning outcomes.

### 3. Guarantee Measures for the Teaching Reform of China's "International Environmental Law"

The teaching reform of "International Environmental Law" cannot be accomplished overnight. Merely having a reform plan is insufficient to ensure the smooth progress of the teaching reform. Higher education institutions must provide guarantee measures for the teaching reform to ensure that the teaching reform goals of "International Environmental Law" are achieved. The guarantee measures for the teaching reform of "International Environmental Law" can be implemented from three aspects: the teaching staff, teaching resources, and teaching management systems.

#### 3.1 Strengthening the Construction of the Teaching Staff

Teachers serve as the primary impetus behind the teaching reform of "International Environmental Law". To ensure the achievement of the teaching reform goals, it is essential to commence with the teaching staff to lay a solid foundation for the reform. Firstly, introduce high - level talents with interdisciplinary backgrounds to optimize the teaching staff structure. International Environmental Law is inherently a comprehensive discipline that encompasses law, environmental science, international relations, and other fields. Consequently, teacher recruitment should not be confined to a single disciplinary background; instead, it should prioritize recruiting professionals with interdisciplinary knowledge and practical experience. This approach offers new perspectives for teaching and better caters to the needs of students. Moreover, emphasis should be placed on cultivating outstanding young teachers. Provide them with more learning and practical opportunities, as well as a platform to showcase their talents. For instance, establish special research funds, assign project topics, and encourage their participation in domestic and international academic exchange activities. Simultaneously, a "mentorship system", namely "Assistance - oriented Teaching", can be established. In this system, experienced senior teachers offer one - on - one guidance to young teachers, sharing their experience and enabling young teachers to enhance their teaching and research capabilities.

Secondly, strengthen international cooperation to elevate the internationalization level of the teaching staff. Given that International Environmental Law has a distinct international character, attention must be paid to the internationalization of the teaching staff. Chinese universities can forge cooperative relationships with renowned foreign universities, bases, and research institutions to conduct teacher exchanges, joint research, cooperative teaching, and other projects. This provides a platform for teachers to engage in overseas exchanges. For example, select outstanding teachers to visit or pursue short - term further studies at foreign universities. Besides sending teachers abroad for exchanges and learning and strengthening the training of in - school teachers, it is also feasible to invite renowned experts, scholars, lawyers, judges, and other practitioners from both domestic and international arenas to the school to deliver special lectures or even conduct short - term teaching. These measures can not only broaden

teachers' international perspectives and improve their teaching abilities but also offer students higher - quality teaching resources and more extensive learning platforms.

#### 3.2 Enriching Teaching Resources

The effective advancement of teaching reforms hinges on the support of rich teaching resources. Enhancing the development of teaching resources can provide robust support for teaching reforms, ensuring the richness and diversity of teaching content and enhancing students' autonomous learning and practical application abilities. Firstly, the construction of a teaching case database and the improvement of literature resources are crucial. Case teaching is one of the important methods in international environmental law education. Thus, building a teaching case database is a key link in promoting teaching reforms, improving teaching quality, and enhancing students' professional capabilities. Collecting and organizing representative international environmental law cases from both domestic and international sources constitutes the core task of case database construction. When selecting cases, it is necessary to consider different types and regions, covering aspects such as the interpretation and application of international environmental treaties, transnational environmental infringement disputes, and legal issues in international environmental cooperation projects, thereby providing a wealth of case materials for teaching. This not only helps students better understand the theoretical knowledge of international environmental law but also develops their ability to apply theoretical knowledge to analyze and resolve practical problems. Moreover, a rich collection of literature resources is also a key measure to consolidate knowledge foundations and promote academic progress. It is essential to increase the collection of books, journals, reports, and other materials related to international environmental law, ensuring that teachers and students can access the latest academic research results and authoritative materials, thereby providing solid literature support for teaching and research. Teachers can update teaching content based on the latest academic materials, introducing cutting-edge cases and research findings, making classroom teaching more contemporary and practical, and helping students better understand the theory and practice of international environmental law. Students can use authoritative materials to grasp research trends, collect research data, and promote the in - depth development of academic research on international environmental law.

Secondly, strengthening the construction of online teaching resources is essential. In the process of society moving towards digitalization and informatization, strengthening the construction of online teaching resources has become a key task for improving the quality of international environmental law teaching and meeting students' diverse learning needs. With the rapid development of internet technology and the continuous innovation of educational concepts, building a content - rich and functionally sound online teaching platform for international environmental law is of great practical significance. The introduction of an online teaching platform can provide students with multidimensional learning opportunities and functions such as online Q&A, online communication, online homework distribution, and real - time statistics of online teaching resources. By providing dynamic

communication opportunities for students and teachers, it also offers teachers a good data - statistics foundation for accurately grasping the status of course teaching. Additionally, it can utilize various school databases to obtain Chinese and foreign language resources, providing data and material support for project research. The construction of online resources can meet the learning needs of different students, greatly enhancing the flexibility of teaching and learning.

### 3.3 Improving the Teaching Management System

In the process of promoting the teaching reform of “International Environmental Law,” constructing a comprehensive teaching management system serves as an important institutional safeguard to ensure the smooth progress of the reform. With the increasing complexity of global environmental issues, higher demands are imposed on the training of international environmental law professionals, and the traditional teaching model urgently requires innovation. A well - developed teaching management system can offer support for this transformation.

Firstly, formulate incentive policies and optimize the incentive mechanism. The teaching reform of “International Environmental Law” necessitates sufficient financial support. Schools can establish a special fund for the “International Environmental Law” teaching reform to support teachers in conducting innovative teaching and practical activities, such as applying for funds for curriculum design, inviting experts for teaching, and covering students’ field research expenses. Through such financial support, the economic burden on teachers during the teaching reform process can be alleviated, enabling them to concentrate more on teaching reform projects and expedite the reform process. Moreover, in conjunction with the reform achievement evaluation system, teachers who have achieved remarkable results in the “International Environmental Law” teaching reform should be commended and rewarded. Public recognition can be given to teachers, along with the issuance of honorary certificates, conferment of honorary titles, and appropriate material rewards such as bonuses or educational credits. This will enhance teachers’ enthusiasm for teaching reform and encourage more teachers to engage in teaching reform.

Secondly, enhance the teaching reform monitoring system. A robust monitoring system is a crucial guarantee for achieving significant results in teaching reform. Colleges and universities can establish a special inspection team for the “International Environmental Law” teaching reform, regularly examine the teaching process of this course, promptly identify problems during the teaching reform process, and dynamically adjust the reform plan. Simultaneously, it is essential to conduct a comprehensive evaluation of the teaching reform’s effectiveness. This can be achieved by incorporating student evaluations of teaching, peer evaluations among teachers, and inviting renowned experts, scholars, judges, lawyers, and other practitioners to participate in the evaluation. Their diverse perspectives can provide valuable opinions and suggestions, facilitating a comprehensive assessment of the teaching reform achievements.

## 4. Conclusion

The reform of “International Environmental Law” teaching is a systematic project that encompasses multiple aspects, including teaching models, talent cultivation, teaching content, evaluation systems, and safeguard measures. Transforming the teaching model can bridge the gap between theoretical and practical teaching. The application of emerging technologies, such as virtual simulation technology, can inject new vitality into the teaching of international environmental law. Innovating the cultivation of foreign - related talents can foster interdisciplinary knowledge acquisition, foreign - language proficiency, and cross - cultural communication skills, as well as produce practical talents capable of handling complex real - world problems, thus contributing wisdom and strength to international environmental governance. Optimizing teaching content can assist students in understanding cutting - edge issues, broadening their international perspectives, and shaping them into professional talents with correct values and a sense of responsibility. Improving the evaluation system can offer students timely feedback and guidance, enabling them to refine their learning methods and enhance learning outcomes. Implementing various safeguard measures for teaching reform can elevate teachers’ teaching levels and interdisciplinary capabilities, provide students with diverse learning materials and practical opportunities, and offer robust institutional support for teaching reform. In the future, as the teaching reform deepens, Chinese universities will need to continuously summarize experiences and optimize measures to meet the development needs of the international environmental law field and contribute more wisdom and strength to global environmental governance.

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