

# *Exploration and Practice of Interdisciplinary Postgraduate Joint Cultivation Model: An Example of Education Law Course*

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**Abstract:** Higher education is an important factor influencing the development of the country, and the progress of society is also inseparable from the support of higher talents. The joint training of interdisciplinary graduate students provides forward momentum for the development of the education field, and provides a good thrust for social progress. The opening of university courses is very important to cultivate students, especially interdisciplinary postgraduates, and with the continuous improvement of skills required by enterprises for jobs, universities are also constantly cultivating composite talents to better meet the needs of social jobs. In addition, the cultivation of postgraduate education can no longer be a single deep plow in a certain discipline, but should be brave enough to try interdisciplinary joint cultivation, so that contemporary postgraduates can learn the professional knowledge of different disciplines, integrate them and improve their overall cognitive ability. For example, the course of "Education Law" needs to take into account the course objectives of two disciplines: education and law, aiming at cultivating interdisciplinary literacy of contemporary postgraduates and providing more high-quality talents for society. Therefore, taking the course of Educational Law as an example, this paper elaborates the current status of the teaching mode of interdisciplinary postgraduate joint training, tries to explore new teaching strategies and apply them to classroom teaching, which is of great significance to the development of the teaching mode of the course of Educational Law.

## **1. Introduction**

As the highest level of higher education, postgraduate training is responsible for cultivating highly skilled talents for the country and society, and it is an important bridge and link that closely links the basic functions of higher education, such as talent cultivation, scientific and technological innovation and social service. [1] The investigation of postgraduate training mode under the background of "school-enterprise cooperation" has become the focus of increasing attention of the society, which adopts the training mode of cooperation with enterprises to cultivate professional talents for enterprises in a targeted manner, so as to maximize the practicality and social value of

talents. With the quality of education becoming a requirement for the connotative development of China's colleges and universities, the number of students is constantly increased while also striving to control the quality and innovation in the form of courses, and to do a good job of comprehensive development of teaching objectives. [2] Therefore, collaborative innovation has become an important strategic deployment of China's higher education system, interdisciplinary development has become the trend and requirement of the progress of the times, joint training mechanism will become a necessary path for social subjects such as industry, academia and research to achieve optimal allocation of resources, and the connection between various modes will be more and more concerned by the community.

## **2. Overview of Education Law Course**

Following the teaching objectives of Education Law course in colleges and universities, the positioning of the teaching objectives of Education Law course for graduate students is also based on teaching basic education law knowledge, improving the way of thinking about education law issues, cultivating education law ideology, making students establish education law awareness, improving their education law ability and regulating their education law behavior. Take the course of Education Law as an example, the course of Education Law has become the core (basic) course or elective course in the talent cultivation program of most universities, especially the education-related majors (including ideological and political education majors and public affairs management majors) of undergraduate education in teacher training colleges. Nantong University has also established the "Education Law Excellence Course Website". In recent years, in the process of postgraduate training in colleges and universities, the course of Educational Law has been basically offered in all education disciplines, and the number of students taking the course has been on the rise. Schools that set up secondary disciplines of education law or research directions of education law are constructing a curriculum system of education law with their own characteristics. For example, the second-level discipline of education law at Renmin University of China offers education law, comparative education law, education management and rule of law, education management, education policy analysis, constitutional law and administrative law, and education case review, etc. [3] This shows that the course of Education Law has become a course for the cultivation of talents of education majors and law-related majors in colleges and universities, and this course formed by the intersection of different disciplines can promote members of different disciplines to learn other professional for and knowledge in the learning process, and the intersection of ideas from different disciplines is conducive to enhancing their comprehensive ability and expanding their knowledge, in addition to this interdisciplinary cultivation In addition, this interdisciplinary training mode provides a better development model for postgraduate training.

## **3. Current Status of Interdisciplinary Postgraduate Joint Training Teaching Model**

The traditional postgraduate education cultivation model meets the requirement of students being proficient in the depth of their own specialties, but with the development of society, being proficient in only one discipline can no longer solve the complex problems faced in the process of today's economic and social development. The current mode of postgraduate training gradually emerges with the status quo of obvious professional independence, low degree of disciplinary integration and narrow coverage of courses.

### **3.1. Significant Professional Independence**

At present, most of the graduate training institutions in China adopt the cultivation method of

combining collective faculty training and mentorship, combining course study and research training, and combining course teaching impartation and exploration, but the general implementation is not strong. Some schools emphasize mentorship training and light collective faculty training. From the point of view of guidance mode, according to the research results, 83.6% of master students practice single tutor system, 9.6% of master students practice double tutor system (positive and negative tutors) only 6.2% of master students practice guidance group system. The above data show that most of the postgraduates are guided by "single tutor system", and most of the teaching in postgraduate education in China is still based on teaching rather than exploring, which makes the academic nature of postgraduates insufficient. The postgraduate students of each major have already determined the three-year curriculum with their supervisors at the beginning of their enrollment, which is mainly based on the courses of this major, and the cultivation method of "single supervisor system" of postgraduate students leads to the research direction of students following their supervisors, which is convenient for guidance and thesis publication. In the long run, the professional independence of postgraduate training becomes more and more obvious, and there is less communication between majors, and academic research is conducted between tutor groups with their respective tutors as the core.

### 3.2. Less Integration of Disciplines

The main goal of interdisciplinary integration is to facilitate the application of interdisciplinary basic knowledge systems and teaching modes of thought, to implement interdisciplinary knowledge linkage and methodological integration, and to achieve organic integration of curriculum resources, so that students can be guided to deeper understanding and mastery of relevant subject knowledge. However, in the so-called "interdisciplinary integration" teaching of some teachers, the classroom presents more than a random pile of knowledge from different disciplines, a simple patchwork and a "violent" superposition, which is "inter" for the sake of "inter". [4] In today's world, most of the major breakthroughs and innovations at the frontier of disciplines are the result of interdisciplinary crossover, integration and convergence. [5] As an important place of knowledge innovation, multidisciplinary cross-fertilization is the growth point of emerging disciplines, the development point of superior discipline group, and the breakthrough point of major innovation in universities. [6] At present, the problems of low degree of interdisciplinary cross-fertilization, heavy barriers between disciplines, weak awareness of interdisciplinary cross-fertilization among researchers, and institutional mechanism to adapt to interdisciplinary cross-fertilization have not been established and perfected generally exist in postgraduate training in universities. Take education economics and management as an example, it is a secondary discipline of public management, but the degree of integration with other sub-disciplines such as administration, social security and land resource management is low, resulting in a low level of output. Contact with other professional disciplines is even less. Isolated subject teaching and fragmented knowledge learning are prominent problems in current subject teaching, which makes it difficult for students to form comprehensive, complete and open problem-solving skills through knowledge learning that match the need to solve practical problems. For example, drilling wood for fire is a problem that requires the integration of multidisciplinary knowledge to solve together.

### 3.3. Narrower Coverage of Courses

The course coverage mainly refers to the courses taken by graduate students of various majors, and the courses at the graduate level are greatly reduced compared with those at the undergraduate level, which also results in a narrower course coverage for students of related majors, such as whether graduate students of second-level disciplines should minor in the professional courses of

first-level disciplines or related public courses, and whether graduate students of related disciplines should take targeted interdisciplinary courses in order to better declare their topics for academic research. Should graduate students in related disciplines take interdisciplinary courses in order to declare their research projects? These are all questions that need to be considered in the process of exploring the integration mechanism of joint cultivation of interdisciplinary graduate students. [7] The main reasons for the narrow coverage of postgraduate courses are as follows: First, some postgraduate majors have low credit requirements, but most students uphold the idea that they can take enough credits for graduation, resulting in a small number of postgraduate courses and a narrow coverage of courses. Secondly, due to the comprehensive assessment or graduation requirements, it leads to the graduate students only focus on the project of their major in the process of declaring the topic and writing the thesis, and they are not able to give full play to innovative thinking for interdisciplinary joint application. Third, faculty members are limited, and professional teachers have to take into account the study and life situation of the graduate students they lead in the process of teaching their own professional knowledge, so there are limitations in energy and time, so there is a correlation between the narrower course coverage from the faculty level and the school faculty as well.

#### **4. Exploration and Practice of the Teaching Mode of the Course "Education Law"**

Based on the current situation, the article will explore the joint cultivation path of interdisciplinary postgraduates in three aspects combined with the course of Education Law from the construction of matrix organization structure cultivation mode, cultivation of all-round research team project group and innovation of postgraduate management and assessment system, combining with the research results and the actual situation of the course of Education Law.

##### **4.1. Build Matrix Organizational Structure Cultivation Model**

Matrix organization structure, that is, under the skill-based organization of an organization, a special project team is set up for a particular task, and this project team cooperates with the original organization in the form of cross-row, which is the matrix organization structure in the sense of management.[8] This model was introduced to graduate education to establish a mechanism to integrate graduate students from different disciplines in the academic research process and to train students from different disciplines in a targeted manner, so as to break the relative independence of each graduate student. For example, in terms of applying for topics by faculty or supervisors, graduate students of different majors can be absorbed to participate, and of course, certain links should be established between education majors and law majors, and their respective professional knowledge should be used to combine with the topics, so as to maximize the professional value. The construction of matrix organizational structure training mode is to apply the valuable experience in the field of management to the field of education. Through research, it is found that the existence of the moment organizational structure is more widespread in the operation of enterprise projects, where the department manager and the project team leader have cross rights, and their team members are members of the project team even if they are members of the department, and both of them coexist and integrate. In the process of joint interdisciplinary postgraduate training, we should focus on the program for postgraduates, improve and diversify training system, organically integrate the knowledge of multiple disciplines with classroom practice, and establish a sound and complete the new model of joint interdisciplinary postgraduate training. [9] Postgraduates being students of the applied major and members of the research group, a reasonable integration mechanism can ensure Graduate students can complete their own studies in the process of interdisciplinary training, but also learn other professional knowledge from the

research of the subject group, open their minds and enrich themselves.

#### **4.2. Cultivating All-Round Research Team Project Team**

At present, graduate students' subject applications or projects are still limited to the subjects done by their own supervisors, and mainly the supervisors' group is the core to apply for relevant subjects and projects. However, the application of a project contains many contents, such as research background, the current situation of domestic and foreign research, research methods, research ideas and path research, etc., which sometimes cannot be done well within a supervisory group, which makes it difficult for a supervisory group with a low overall level to apply for a higher level project. Therefore, the cultivation of all-round research team project group can ensure the successful completion of subject research and application writing. The course time of "Education Law" provides a practical platform for joint cultivation of interdisciplinary postgraduates, combining postgraduates from two majors of law and education to form a new project subject group, whose scope of applying for research projects is then expanded, and at the same time, the cultivated all-round research team members have their own duties. At the same time, the all-around research team members are trained to perform their respective duties, which is conducive to speeding up the research progress and increasing the output of research results. The students of education major mainly study the curriculum, while the students of law major in the first and second year of graduate school mostly devote their time and energy to the judicial examinations, and it is difficult for the students of this major to have time to apply for projects in teams. The university can recruit teams at the entry of graduate students, and recruit graduate students of different majors for cultivation through the requirements of subject declaration, so as to provide more convenience for team academic research. Cultivating all-around research team project teams can improve the overall collaboration and efficiency of research teams to a certain extent, and also enable members to bring their values into play and gain research satisfaction within the team.

#### **4.3. Innovative Graduate Student Management Assessment System**

The university makes efforts at the level of interdisciplinary joint cultivation mechanism, so it should also reform the innovative mechanism in the postgraduate management assessment system. The university should increase the mid-term assessment system for graduate students and make standardized assessment rules, which can be quantitatively assessed in terms of the achievements of the supervisor's research team, the quality of graduate students and the moral style of teachers and students. [10] For unqualified graduate students, they should be given warnings or deferments depending on the severity of the situation, and not to indulge in "lying flat" or "Buddhist" research. In addition, the management of academic scholarship should be strengthened, as the full coverage of scholarship has certain drawbacks and cannot motivate graduate students to participate in in-depth scientific research or social practice activities. Enthusiasm, and improve self-competence from all aspects. [11] The course of "Education Law" enables students related to education to learn more attempts, and the assessment system should also be innovative and reformed for graduate students in education and law, which should refer to the actual situation of the graduate project or the team project they join and not be limited to their own majors.

### **5. Conclusion**

With the development of the times, the society's demand for talents will definitely be higher level and more comprehensive. The article enters into an in-depth analysis of the interdisciplinary postgraduate joint cultivation integration mechanism, compares the current situation of the

development of postgraduate education, and takes the course of "Education Law" as an example to investigate and promote postgraduate cultivation. In the context of advocating innovation and development of the times to optimize the allocation of resources and accelerate the pace of transformation of technological achievements, exploratory proposals for the development of interdisciplinary postgraduate training mode, dissecting the uniqueness, importance and urgency of the joint training mechanism has important practical significance and time practice value for guiding the postgraduate training in China's universities.

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