

Research on Dynamic Case Teaching of Business Law Courses under the Background of Multidisciplinary Integration

Du Fang

School of Business Administration, Hunan University, 410000, Changsha, China

Keywords: Multidisciplinary Integration; Business Law; Case Teaching; Interdisciplinary; Dynamic

Abstract: With the continuous and in-depth development of the market economy, the importance of business law education is increasingly prominent. In order to realize the effective teaching of business law and cultivate interdisciplinary talents suitable for the development of the times, starting from the particularity of business law courses and based on the background of multidisciplinary integration, this paper discusses the dynamic case teaching model and its implementation of business law courses, with a view to proposing teaching methods and models that conform to the dynamic and realistic development of teaching, and trying to provide ideas and reference for the epochal development of business law teaching.

Market economy is an economy ruled by law, which is characterized by free trading and fair competition, so it naturally requires the rule of law. Under the continuous in-depth development of the market economy and the impact of the scientific and technological revolution represented by big data, blockchain and artificial intelligence, enterprises are facing an increasingly complex and changeable business environment. Under such circumstances, the importance of cultivating compound talents integrating business and law for enterprises to grasp industry trends, avoid risks and standardize business behavior from a management and legal perspectives is also increasingly prominent^[1]. In addition, on November 5, 2015, the State Council issued *the General Plan for the Overall Promotion of the Construction of World-Class Universities and First-Class Disciplines*. The main purpose is to promote several high-level universities and disciplines to enter the world's popular or forefront, and also emphasizes the importance of interdisciplinary and cross-disciplinary talent team cultivation. In the teaching research of business law courses, how to integrate interdisciplinary subjects has also become an urgent problem for us to solve.

Business has the systematic characteristics of different majors or disciplines, mainly covering finance, accounting, management, economics, business, marketing, and other majors, and is an important and characteristic discipline in university education. As a branch of law teaching, business law has its uniqueness. Unlike law courses that focus on the presentation and thinking of jurisprudence and logic, business law courses focus more on the use of knowledge and the ability to analyze practical problems, with industry, practical and social characteristics^[2], and reflect the requirements for the specificity of the teaching object, the selectivity of the teaching content, and the efficiency of the teaching method^[3]. To realize the innovative teaching of business law and cultivate cross-disciplinary economic management talents to meet the needs of the rapid development of the times, this paper takes the particularity of business law courses as the starting point and discusses the case teaching methods of such courses.

1. Principles and ideas for setting up business law courses

The innovative teaching of the integration of business law is an extension of the connotation of business majors, breaking through the barriers of traditional business professional knowledge, and also an inevitable requirement to adapt to the development of the times and the needs of enterprises^[4]. Business law courses have their own uniqueness in terms of curriculum, knowledge system and transboundary nature of subjects.

1.1 The framework setting of business law courses should be selective.

Unlike law majors, business law does not need to pay attention to the meticulous legal reasoning and legal logic required by professional law, nor does it need to be exposed to every departmental law but should tendentiously "picking" legal knowledge according to its professional needs. For example, students in the direction of human resources in business administration can choose *the Labor Law, the Labor Contract Law, the Labor Dispute Mediation and Arbitration Law* and other legal knowledge closely related to their majors to build their own learning frameworks to meet the needs of their careers. Of course, more detailed course content can also be added to this main line based on practical problems, such as legal system learning on the legal nature of enterprise recruitment information, competition restrictions and trade secrets in job-hopping, employee incentives and administrative penalties.

1.2 The knowledge system of business law courses should be pluralistic.

With the acceleration of the development of science and technology and the expansion of the Internet economy, the problems at all levels of enterprises, markets and the economy have become more diversified and complex. In addition to the integration of "business" and "law" subject knowledge, the knowledge system of business law courses should also consider the knowledge of other disciplines, multidisciplinary integration and pluralism. The purpose of the business law curriculum is to build a synergy between professional knowledge and legal knowledge, but the business law curriculum also blends with other subject knowledge, including ethics, sociology, institutional economics, public relations, etc. In other words, legal issues are not solved by legal knowledge alone. It needs more multi-angle thinking and analysis of disciplines to achieve the unity of commercial efficiency and legal fairness.

1.3 Teachers in business law courses should be cross-border.

The goal of the business law curriculum is to cultivate talents with multidisciplinary knowledge and ability such as management, economy and law. Therefore, the talent training of commercial law integration must rely on teachers with knowledge reserve and thinking mode of commercial law integration^[5], which undoubtedly puts forward higher requirements for teachers. For example, analyzing the phenomenon of "blind boxes" in the current commodity market. It is a relatively popular marketing strategy and means to attract consumers to continue to repurchase with uncertain benefits. However, whether there is a legal boundary for this kind of problem, does it need to be regulated by law? If it is discussed by teachers majoring in marketing and law, I believe that the analysis of the problem will be more reasonable and bring better social effects.

2. Business Law Curriculum Model with Multidisciplinary Integration

How the integration mode between law courses and business courses should be set has a direct impact on the implementation effect of the course. The integration of business and law courses should promote students to deeply understand the basic value pursuit that law itself should have, learn to understand and judge whether the behavior of enterprises and individuals is legal, learn to consciously abide by and maintain the basic principles of freedom, equality and fair competition in the market economy, learn to act in accordance with the law, and learn to take on social responsibility.

2.1 Integration of law courses and economics.

Law and economics have a long history. As a way of thinking, they have formed the interdisciplinary discipline of legal economics. In the *Economic Analysis of Law* in 1973, the French economist Bosner proposed that "the pursuit of fairness and justice cannot be ignored at its cost!", pointing out that the legal system cannot be separated from the efficiency framework of economics. In addition, the emergence of economic law is also based on "problem orientation", and various sub-disciplinary courses of economic law also actively respond to problems in social practice^[6]. The integration of law courses and economics can adhere to the "problem orientation", such as the allocation of the burden of proof, the commitment of tort liability, intellectual property rights and

other knowledge points, and introducing the thinking of practical economic cases will make students' understanding of legal issues clearer and more thorough.

2.2 Integration of law courses and management.

Legal risk management, enterprise internal control and enterprise compliance management are all effective combinations of law and management, the science of law and administration.

Take legal risk management as an example. Corporate legal risk is often the concentrated performance of other types of risks. It represents the potential problems existing in corporate governance, management activities, financial status, etc. at that time, and will increase the possible risk of the final failure of the enterprise^[7]. Legal risk management is to integrate legal knowledge into management science and management art. Based on understanding and mastering legal risk knowledge, it uses management prevention, control, inspection and other measures to move forward the risk barrier and improve the guaranteed function and enterprise performance level of enterprise legal work as a whole. The integration of management and law courses can implement law in the management process. For example, it can set up legal process management from enterprise start-ups to employee recruitment, enterprise operation, enterprise intellectual property management and corporate governance. Through learning relevant legal knowledge to master the legal risk points of each link and formulate management plans. Another example is the management of enterprise contracts, which can also be divided into pre, during and post stages, and targeted measures should be taken according to the risk characteristics of different periods of time.

2.3 Integration of law courses and financial management.

Financial management needs law as the basis, and the exposure to financial management often rises to legal risk. Therefore, combining financial management knowledge with law-related content can help students better understand and prevent possible financial problems. For example, the Luckin Coffee financial fraud incident last year involved many legal issues, including corporate governance, external regulation, business model, etc., while a financial management issue is storytelling, challenging and academic because of the integration of legal knowledge. Teachers should guide students to think about the underlying logic of the problem, and then form a comprehensive and systematic analysis.

2.4 Integration of law courses and financial supervision.

There are many relevant laws, regulations and rules in China's financial field, including *the Banking Law*, *the Bill Law*, *the Insurance Law*, *the Securities Law*, etc. Financial supervision (including financial management) is inseparable from legal research. In the field of finance, traditional and modern finance, especially Internet finance, have put forward many new topics and challenges to the development of law^[8], and also generated many new cutting-edge disciplines. Financial law has also become a popular discipline in business. For example, blockchain finance was originally a technical problem, but its application at every stage and link needs to be escorted by the results of legal research. Another example is the legal characterization of Bitcoin, which has gradually changed from non-property to property, reflecting the companionship and symbiosis of law and science and technology.

Business law connects the above-mentioned interdisciplinary and cross-disciplinary knowledge, and case teaching undoubtedly provides us with a possibility and attempt on how to make students better absorb and master this multidisciplinary knowledge.

3. Case teaching mode of business law courses

Case teaching was initiated by the ancient Greek philosopher Socrates. Chrstophet Columbie Langdell, dean of Harvard Law School, introduced it into law education in 1870 and has been widely used in various teaching and research work in the social sciences. Business education and law education are the early application case teaching disciplines. In 2015, the Ministry of Education issued guidance on case teaching, taking case teaching as a teaching method that is student-centered,

case-based, closely combines theory and practice, guiding and inspiring students to have the courage to find problems, think diligently, be good at raising problems, and be willing to solve problems, so as to master theory, form views, and improve their ability^[9]. There is a certain difference of the case teaching between multidisciplinary integration of business law and the business science itself. The professional theories and principles in business cases mainly play a guiding and enlightening role. Many cases use the theories of different disciplines to make different decisions, and the results will be open. For business law cases, although there are many disciplines contents is included, but the guidance of legal principles and rules is very clear, so the results of the discussion of its cases are often "decisive"^[10].

3.1 Case teaching of multidisciplinary integration.

Multidisciplinary Design theory refers to teachers placing or interacting the content of different disciplines around a theme into a whole or unit to give a complete and comprehensive conclusion^[11]. The multidisciplinary integration of business law courses is the essential feature of business education. Concretizing abstract legal knowledge and concepts is the preview and preparation of business students for the field of professional activities. Therefore, integrate law into accounting, human resources management, financial strategy and policy decisions, to broaden students' basic knowledge and professional knowledge scenarios, and realize the cultivation of a "wide caliber and thick foundation" knowledge system^[12]. In addition, the use of a large number of non-legal materials in legal case teaching is also one of the characteristics of the development of foreign legal case teaching^[13]. These cases do not organize materials according to legal provisions, but according to existing economic and social problems. As it is often said in law teaching, "law should not be a self-sufficient disciplines". In the study of legal issues, it is necessary to have background knowledge of professional courses or to integrate legal perspectives into the study of professional issues. Students should learn to understand and measure the legality of enterprises and their own behaviors, learn to consciously abide by and maintain the basic principles of free, equal and fair competition in a market economy, learn to act in accordance with the law, and learn to assume social responsibility.

3.2 Case teaching of complex problems.

Business is exposed to the most active parts of the market and the economy. Any problems in these scenarios are not simple and isolated. These complex and closely related problems are often one-sided or even wrong by a single interpretation of a single discipline. Case teaching is used to intervene in such complex problems from the perspective of different disciplines or different views, put forward specific views on problems, and form a collection of multidimensional analysis, thus getting rid of the rigidity and shackles of a single vision^[14]. For example, if platform enterprises in the current Internet economy are analyzed according to the characteristics of monopoly, there are typical monopolistic behaviors such as concentration of operators and the exclusion of competitors, but the complexity of the problem is that such enterprises implement monopolies while improving market efficiency at the same time or in stages. At present, the state's regulation of such enterprises has gradually become strict. In December last year, a draft "Anti-monopoly Guide in the Field of Platform Economy" was introduced for such issues. Through relevant case studies, it is very important and indispensable to help students understand new policies to supplement and improve old knowledge in a timely manner. This learning method is very significant and indispensable today, when science and technology, economy and market are ahead of the development of the legal system.

3.3 Case teaching of practical problems.

The purpose of business learning is to solve practical problems. The purpose of business law courses is also to improve students' ability to apply legal knowledge to solve practical problems, and case teaching of practical problems is better practical learning. Teachers study the development and reform dynamics of real enterprises and institutions, and on this basis, compile teaching cases with the characteristics of the times and conform to China's national conditions^[15]. Take the curriculum knowledge system and key knowledge points as the main line, take enterprise practice and student interests as the guidance, and take the collection, analysis and use of various materials as the way to

integrate case development and compilation into teaching activities; through the analysis and handling of problems highlighted in social and economic activities to realize the organic combination of law and business course^[16]. The practical problems displayed with cases not only regard what they have learned in complex scenarios, help teachers make up for the lag in theoretical teaching, expand new teaching content, inspire students to innovate thinking, and improve practical ability^[17]. At the same time, case teaching of practical problems also promotes the direction of leading the future development of disciplines. For example, the introduction of the Electronic Commerce Law is a typical new knowledge, new field and new direction derived from solving practical problems.

4. Implementation of Case Teaching

With the continuous innovation and development of the commercial economy, the problems arising from innovation are also increasing, such as Ollie. Lobel said, "the Internet economy is not only changing the business paradigm, but also changing legal theory", and many of these changes are derived from cases. Therefore, it is very important to build a dynamic case teaching model, as shown in Figure 1.

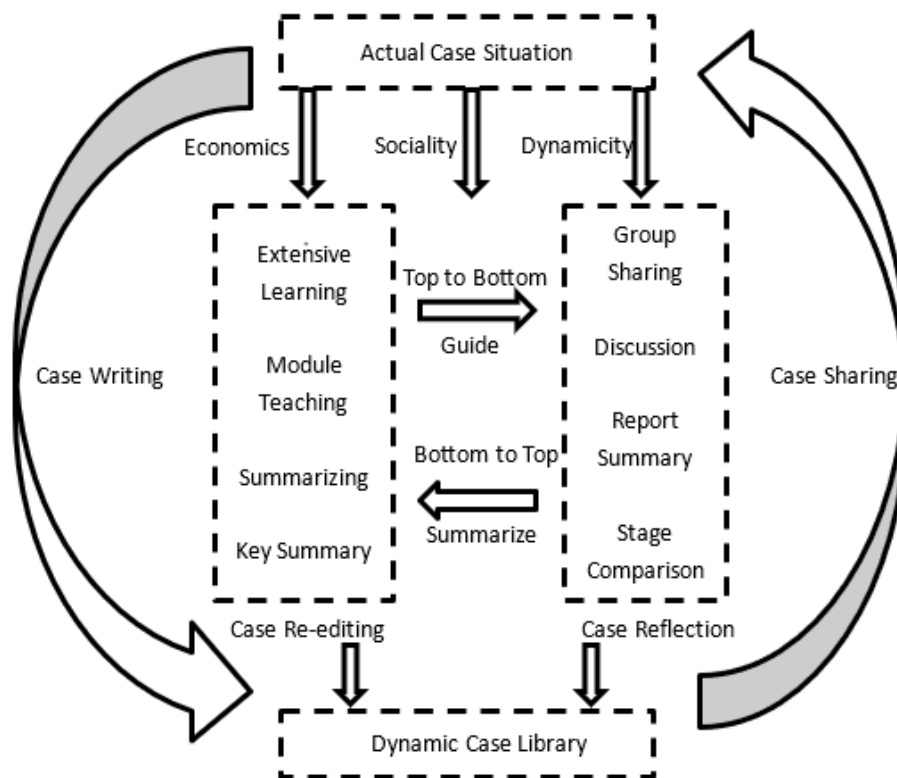


Figure 1 Dynamic Case Teaching Mode of Business Law Courses

4.1 Selectivity of case topics.

For the implementation of business case teaching, on the one hand, teachers should choose cases according to the training goals, teaching purposes and specific curriculum content^[18]; on the other hand, students should be given a certain choice space, so that they can provide their concerns and interests, and find relevant cases for communication. Such interaction not only ensures the teaching of teachers' knowledge points, but also mobilizes students' enthusiasm for problem exploration, stimulates enthusiasm for learning, generates independent experience, knowledge generation, and process participation, and promotes the development of innovative thinking^[19]. In view of the social characteristics of business law courses, the social, economic and dynamic nature of case topics can help students form active multi-knowledge cognition and achieve the integration of knowledge and action^[20].

4.2 Diversification of learning methods.

The multidisciplinary integration of business law courses requires rich and extensive knowledge involved in cases and ensures benign feedback and mutual support between various links of case teaching, thus bringing about the improvement of overall research and teaching models^[21]. For teachers, on the one hand, broader knowledge and theoretical learning is needed, and on the other hand, it also promotes the construction of multidisciplinary teaching teams. Leading by projects or problems, teachers in different professional fields are invited to prepare lessons together and learn together to achieve good teaching results. At the same time, teachers teach in the same class and students also be taught in blocks to form a modularization of knowledge. This process has a great positive effect on teachers and students. The teacher's classroom teaching is the most convenient learning path. The teacher digs out all the knowledge points involved through cases, sorts out and masters them comprehensively, and avoids students from entering learning misunderstandings due to the "bottom-up" learning mode^[22]. For students, they can acquire knowledge through self-study, communication of different disciplines and teachers' classroom teaching, and independently choose further questions for research and refinement. They can also answer and exchange doubts and questions with students from different disciplines in the same case group or in the same class, so as to quickly absorb and integrate knowledge

4.3 Classification of case learning.

Case learning can generally be divided into two categories according to the preparation requirements and duration. One is case telling and analysis in class. Suitable for discussion on smaller or single issues, stimulating interest in learning, helping understand legal concepts and theories, and helping students accurately and comprehensively master knowledge points and digest them in class through import, insertion and test cases^[23]. For practical and heuristic cases of complex problems, students can be required to read and make corresponding preparations in advance before class. Only personal or group exchanges and discussions are carried out in class. Finally, teachers can summarize and sort out doubts, summarize key points and difficulties in general, and improve and expand them if possible. The other is a case prepared and shared by the students themselves, including case statements, knowledge point explanations, case studies, and thought-provoking. Among them, the enlightening part requires students to show their own independent views or that of the group. This part makes a distinction according to the in-depth learning level of each group, thus stimulating students' practical creation, unique creation and collaborative creation^[24]. While sharing cases, the members of the group are responsible for answering questions from other students and teachers, interacting, and even arguing. Finally, the teacher asked the students to further complete and improve the inspiration sparks generated by the collision in the classroom, the new knowledge and new theories learned, and the problems that need to be further considered.

4.4 Dynamization of the case library.

There are some new cases in each class every semester, and the accumulation of these cases gradually forms and improves the case base of this course. Such a case database is not only a source of subject materials, but also a dynamic resource to assist learning. Students in different grades and majors will focus on the analysis of the same case differently, and the supplementary knowledge points will also be different, thus forming a process of expansion and growth of the case itself. For some practical cases, the analysis of different learning stages needs to be combined with the current situation of different stages of development. Such case teaching will produce contrast, precipitation and predictability, which not only attracts students' continuous attention to the problem, but also has a certain guiding significance for enterprises. In addition, in this process, teachers can further guide students to compile case materials again, produce a migration effect of inferences from others, form typical cases of teaching practice, and play a good accumulation effect and demonstration effect on future teaching. Finally, these cases can also be summarized for communication and cooperation with different schools and learning platforms. Some of our cases have been selected into the case library of China Management Case Sharing Center.

Based on the above discussion and analysis, dynamic case teaching for multidisciplinary and integrated business law courses, on the one hand, expands the diversity and richness of the applicable fields of case teaching itself, and on the other hand, it also makes beneficial exploration and attempts for the implementation plan of interdisciplinary talent training, for multidisciplinary integration cases teaching, the socialization and systematic teaching plan needs to be further refined and improved in the future.

Acknowledgements

2020 Education Reform project in Hunan Province --Project name: Teaching research on Enterprise Legal Risk Management based on multidisciplinary integration(HNJG-2020-0123)

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