

Exploration and Practice of a Collaborative Education Practice Teaching Model for the Cultivation of Application-oriented Legal Talents

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Abstract: The discipline of law is highly practical so legal education must strike a balance between theoretical and practical teaching. Exploring an application-oriented, collaborative legal talents cultivation mechanism with practical ability training as the key is a vital subject facing legal education. To adapt law talent cultivation to the demands of law professions and social needs, and to further enhance the quality of application-oriented law talent cultivation, more exploration must be done in practical teaching to achieve connotative development in legal education. For now, there are some problems in college training to varying degrees, such as the disconnection between law students' ability cultivation and law professional job requirements, the incomplete practical teaching system, the imperfect collaborative education mechanism, and the lack of practical experience among law teachers. Given this, this paper proposes to lay a solid foundation for the cultivation of application-oriented legal talents by introducing an OBE (Outcome-based Education) teaching philosophy, optimizing talent cultivation goals and graduation standards, building a diversified and integrated practical teaching model, and strengthening the cultivation of "Dual-professionally-titled" teaching staff through the collaborative education mechanism of deep college-government-enterprise integration.

1. Introduction

American law scholar Edgar Bodenheimer once said, "The vitality of legal education lies not in a purely theoretical deconstruction, but in finding ways to transform book knowledge into a continuous practical ability." Law is a highly practical discipline, and legal education should place more emphasis on practical education. Therefore, talents trained in law need not only master basic legal theory but also understand judicial practice operations, such as understanding the process of handling cases and related practical document writing, legal consultation, legal services, and other practical operations. Legal education in our country has achieved remarkable results, especially forming a teaching system that fits the characteristics of the law major in theoretical teaching. However, the problem of weak practical teaching is very prominent, especially the mismatch between law professional talent cultivation and the ability demand of professional position. Higher education in our country should take the path of cultivating high-quality talents, and legal education in our country should further improve the quality of application-oriented law talent cultivation in the future, exploring more in practical teaching and the collaborative education teaching model to meet the needs of law professional positions.

2. The Importance of Collaborative Education in Law Practical Teaching

2.1. The Inherent Characteristics of Legal Education

The practical nature of the law discipline originates from the intrinsic attributes of law. On one hand, law must perform and reflect its value in practical application. Law is one of the most critical behavioral norms in contemporary society. Through law, guidance, evaluation, and regulation can be provided for people's actions, and it can guide the overall development direction of society's politics,

economy, culture, and ecological civilization through individual case adjustments, thus promoting the realization of values such as fairness, justice, equality, and order. On the other hand, law must be perfected and developed in practical application. According to the theory of law evolution, real-life situations and public participation are the fundamental drivers of law development. Therefore, law must be placed in practice and continuously change and evolve with the changes in social relations to bridge the gap between law and reality as soon as possible. Looking back on the achievements of our country's rule of law construction, the relationships between social entities, the boundaries of public and private behavior, amendments to the legal system, and so on, have all been corrected and adapted in social practice. Law is a study about society, and it continuously interacts with social entities, social relations, and social development changes. The practicality is an important intrinsic attribute of law. Legal education revolves around legal knowledge and skills, and the practicality of law is transmitted to legal education, becoming a unique characteristic of legal education, thereby determining the important position of practical teaching in legal education.

2.2. Market Demand for Application-oriented Legal Talents

“Serving social, political, economic, and cultural development is the external relationship law of education, which determines the directional question of who education cultivates for.” In 2014, the Fourth Plenary Session of the 18th CPC Central Committee proposed to comprehensively promote the rule of law, and the comprehensive rule of law became one of the strategic layouts of China's Four-Pronged Comprehensive Strategy. The cultivation of rule of law talents is an important part of the comprehensive rule of law, and talent cultivation is fundamental and pioneering work. Legal education has become an important position to cultivate rule of law talents and provide talent support for the comprehensive rule of law. In 2018, the Ministry of Education and the Central Political and Legislative Affairs Committee issued the *Opinions on Adhering to Moral and Legal Education and Implementing the Excellent Legal Talents Education and Training Plan 2.0*. This file clearly proposed to cultivate legal talents that meet the needs of socialist rule of law country construction, emphasizing the practical attributes of legal education facing society and industry needs, and objectively further strengthening the position of practical teaching in legal education. The fundamental task of legal education is to cultivate qualified rule of law successors for socialist construction. The national strategic needs, socialist rule of law country construction needs, and the need to improve the quality of excellent rule of law talent cultivation have created a strong external atmosphere for strengthening practical teaching facing society. However, in the current society, there is a mismatch between the cultivation of legal talents in colleges and universities and the ability demands of law professional positions, especially the shortage of application-oriented legal talents. While at the same time, a large number of law graduates face employment difficulties, the main reason being that talent cultivation output does not match the demand of the talent market.

2.3. The Indispensable Role of the Collaborative Education Mechanism in Law Practice Teaching

Upon thoroughly analyzing the professional abilities that law students should possess, the practical teaching objectives of law majors are clarified. Through the “college-government-enterprise” collaborative education mechanism, we can understand job requirements, formulate talent training programs, and also integrate the collaborative education mechanism into the training process, allowing practical departments to participate in the practical teaching link. In this way, a law practical teaching system that aligns with the characteristics of application-oriented undergraduate colleges can be constructed to better avoid the misalignment between talent output and social job requirements. By constructing a “college-government-enterprise” collaborative education model for law practical teaching, the quality of legal practical teaching can be improved, the comprehensive practical abilities of law students can be enhanced, and high-quality application-oriented legal talents can be cultivated to seamlessly meet social job requirements. Based on the goal orientation of application-oriented law talent training, we have sorted out the existing practical teaching model, understood the docking job requirements and integrated national professional qualification standards to cultivate the law professional talents with higher quality, more comprehensive skills, and stronger adaptable capability.

Through constructing a “college-government-enterprise” collaborative education model for law practical teaching, teachers' practical abilities can be better improved, practical teaching quality can be enhanced and the innovation of practical courses can be greatly realized.

3. Problems Existing in Law Practical Teaching

The legal education community generally agrees on the important role of practical teaching in law professional education. Many colleges and universities have carried out various practical teaching activities. However, for various reasons, there are still varying degrees of problems such as the disconnection between law students' ability cultivation and law professional job requirements, the incomplete practical teaching system, the imperfect collaborative education mechanism, and the lack of practical experience among law teachers.

3.1. The Disconnection Between Law Students' Ability Cultivation and Law Professional Job Requirements

“How far is it from School of Law to the court?” Such questioning has never stopped, and colleges and universities should reflect more in practical teaching. “Traditional legal education essentially remains in theoretical analysis and law interpretation, far from the requirements of judicial practice.” In recent years, although deliberate changes have been made in theoretical teaching, it has not fundamentally changed. Students lack sufficient cognition of social relations, are unable to judge social facts, and cannot meet the demands of legal professional abilities well in terms of knowledge application, argumentative reasoning, document writing, evidence investigation, and oral expression. These phenomena fully illustrate the problem of the disconnection between ability cultivation and law profession.[1] Changing the traditional situation of emphasizing theory over practice in legal education, and cultivating legal talents who can quickly and smoothly bridge the “gap” between School of Law and courts, has been a long-cherished wish of law educators in recent years, but they have not been able to achieve it. Indeed, more exploration should be done from the perspective of practical teaching methods and their specific implementation.

3.2. The Incomplete Practical Teaching System

When setting practical teaching sessions, influenced by the inertial thinking of “theory first, practice later,” a sequential rather than synchronous pattern of theoretical and practical sessions has been formed. This setup fails to consider the practical application characteristics of legal professional knowledge and can't establish an effective connection between theory and practice, affecting the outcomes of practical teaching. [2]Moreover, due to the single mode of practical teaching, it is challenging to systemize the setup of practical courses. There is a lack of necessary preparatory and follow-up practical learning before and after the simulation court practical teaching. The simulation court teaching inevitably becomes a mere decoration among many theoretical courses. Furthermore, traditional practical teaching mainly includes case analysis, simulated courts, simulation experiments, and so on. These practical methods can't expose students to actual practical operations, such as evidence-related content and the client's statement about the case. When students graduate and start their careers, their abilities may not adapt to the job requirements. If they could practice their practical abilities during their school years, it would be very beneficial when they step into their future jobs. The traditional legal education lacks involvement from practical departments, highlighting the problem of an incomplete practical teaching system.

3.3. The Imperfect Collaborative Education Mechanism

In recent years, colleges and universities have gradually realized the importance of the collaborative education mechanism and have launched corresponding collaborative education contract projects, achieving certain results. However, the collaborative education mechanism is not yet perfect, which can be specifically manifested in the following aspects. Firstly, the collaboration education entities are rather limited, and cooperation subjects are quite singular, and the types lack diversity. For instance, most colleges and universities only cooperate with certain enterprises, while

other practical departments cannot cooperate due to limited conditions. Secondly, the content of collaborative education cooperation is not in-depth enough. Most industry-academia-research cooperation projects merely stay on paper, being form over substance. Due to issues such as insufficient funding and inadequate attention, the actual content and projects of the cooperation are challenging to advance effectively, resulting in poor cooperation effects. Another problem is that the substantial content of the cooperation is also rather vague, not deeply involving substantial cooperation in practical work. Many cooperations stay on the surface. Thirdly, the collaborative education cooperation mechanism is not stable enough. In other words, there is no long-term stable mechanism formed. The cooperation only lasts for a short period of one or two years and lacks a stable long-term mechanism guarantee.

3.4. The Lack of Practical Experience among Law Teachers

“The life of law not lies in logic, but experience.” Law practical teaching, as an essential method of legal education in School of Law, mainly involves imparting law knowledge and methods and their potential applications. Due to the teaching and research pressure on college teachers, it’s challenging for them to engage in practical work, leading to a lack of practical experience among teachers becoming a widespread issue. [3]How to enhance the practical abilities of the teaching staff is a crucial aspect of improving the level of practical teaching. If teachers lack practical experience, how can they teach students with strong practical abilities? The construction of a law faculty, especially the cultivation and introduction of dual-professionally-titled teaching staff, has become a significant task. The construction of a collaborative education mechanism can not only enhance the practical abilities of law students but also improve the practical abilities of law teachers. Therefore, the building a collaborative education practice platform plays a vital role.

4. Exploration of a Collaborative Education Practice Teaching Model with Deep College-Government-Enterprise Integration

The discipline of law is highly practical and that legal education must manage the relationship between knowledge teaching and practical teaching. In 2018, the Ministry of Education and the Central Political and Legal Affairs Committee once again emphasized that all universities must strengthen practical legal education in *Opinions on Adhering to Moral and Legal Education and Implementing the Excellent Legal Talents Education and Training Plan 2.0*. All of these reflect the national emphasis on practical law teaching, highlighting the importance of practical teaching and the difficulty of addressing the problems existing in practical teaching. Exploring an application-oriented, collaborative legal talents cultivation mechanism with practical ability training as the key is a vital subject facing legal education. To make talent cultivation better adapt to the requirements of law professions and social needs, and further improve the quality of application-oriented law talent cultivation, the School of Law in our college makes full use of high-quality social legal resources, innovates law talent cultivation mechanisms, and explores and constructs a collaborative education practical teaching model of “One center, Two combinations, Three Integrations, and three Connections”.

4.1. “One Center”: Cultivating High-quality Application-oriented Social Legal Service Talents

Our School of Law has established a central task, namely, cultivating high-quality application-oriented social legal service talents. After years of effort to expand, our School of Law has achieved unique advantages in providing social legal services. Our School of Law utilizes conditions such as the existing staff size, research capabilities, professional specialties, and information resources to ensure that legal education makes full use of various factors to integrate closely with social construction and promote each other besides the in-school class and teaching. The law majors provide legal support and services to society, playing an important role in preventing and resolving social legal problems, dealing with social disputes, adjusting social relationships, improving social systems, and reducing obstacles to social development.

Our School of Law has established a central platform, namely, the Social Legal Service Center,

which includes 12 volunteer teams, such as Community Correction Team, People’s Mediation Team, Legal Aid Team, Community Legal Publicity Team, Arbitration Service Team, Labor Dispute Mediation Team, Village Community Legal Service Team, Notary Service Team, “Three Rural” Rule of Law Service Team (serving agriculture, rural areas, and rural residents), Administrative Law Enforcement Service Team and Private Enterprise Rule of Law Service Team(refer to Figure 1). All students, over the four-year period, are required to join at least one of the volunteer teams for social legal practice activities.



Figure 1 Organizational Structure of the Social Legal Service Center.

4.2. “Two Combinations”: Introducing OBE Educational Philosophy, Optimizing Talent Training Goals and Graduation Standards

The first combination is for students to integrate law theory study with serving society using law knowledge, and to couple their undergraduate diploma, bachelor’s degree certificate with the national legal professional qualification certificate. The second combination requires teachers to have a solid theoretical foundation and strong professional practical ability, to become “dual-qualified, dual-professionally-titled” teachers so that they can integrate teaching, research and legal services to guide legal practice from a higher perspective. As for combining legal theory learning with serving society via law knowledge, students voluntarily join the volunteer teams of Social Legal Service Center in the second semester of their first year, and obtain corresponding study hours through social practice activities such as legal consultation, legal publicity, and community corrections. In the *Law Major Talent Cultivation Plan* starting with the class of 2018, a social legal service course is set up in the specialized practice classes, and students can earn credits through proof of study hours after completing related social legal service practices.

Regarding the combination of the undergraduate diploma, bachelor’s degree certificate, and national legal professional qualification certificate, in 2017 our School of Law cooperated with the Houda Law Exam Training Institution and signed an exclusive strategic cooperation agreement to jointly run law exam summer training classes for our students, provide direct on-campus teaching, exam training, tutoring, and supervision services, to help students prepare for the legal professional qualification exam. As for the special training for the legal professional qualification exam, we have adopted a new cooperative initiative between our college and an enterprise. This initiative has improved students’ exam preparation conditions and significantly increased the pass rate. The pass rates of the national unified legal professional qualification exam have consistently maintained a high level: 91 people passed in 2019, with a pass rate of 29.45%; 74 people passed in 2020, with a pass rate of 28.68%; 207 people passed in 2022, with a pass rate of 27.79%. Our School of Law holds an

annual legal professional qualification exam experience sharing and commendation conference to exchange experiences and increase the enthusiasm of students to obtain professional qualifications through “sharing-helping-mentoring”.

4.3. “Three Integrations, Three Connections”: Building a Deeply Integrated Collaborative Education Practice Teaching Platform of “College Plus Local Practical Departments”

Our School of Law has constructed a characteristic practical teaching model—Three Integrations, Three Connections—for cultivating social legal service talents. We have implemented deep collaborative education between the college and local practical departments so as to promoting “Three integrations”: namely, the integration of talent training positioning and local development needs, the integration of in-school teaching reform and outside resource construction, the integration of student ability enhancement and regional grassroots rule of law construction. And we have also strived to achieve “three connections” between the college and the local region: the connection between practical teaching and regional legal service processes, the connection in the construction of the legal practice platform, and the shared connection of legal service community faculty resources, to provide high-quality application-oriented legal talents for local development.

Our School of Law has made bold explorations in “College-Government-Enterprise” collaborative education. Not only have we organized the Application-oriented Law Talent Phalanx Forum for Collaborative Education, inviting representatives from judicial organs, administrative organs, law firms, enterprises, and industry associations to deeply discuss the cultivation of application-oriented legal talents from their respective industry perspectives, but we have also made substantial breakthroughs in the cultivation of application-oriented legal talents. (refer to Figure 1)

4.3.1. Our college, taking advantage of its geographical benefits, has collaborated with the Jiulong Court of the Huangpu District People’s Court in Guangzhou

The Jiulong Court is located within our college, an innovation in Guangdong Province which is rarely seen nationwide. Our School of Law invites judges to serve as guest professors to teach students; and students are free to adjust their time to attend case hearings. The School of Law and Jiulong Court regularly co-organize moot courts; and our law faculty participates as lay assessors in case adjudication. In May 2022, the Jiulong Court of the Huangpu District People’s Court and our School of Law jointly established the “Negotiation Mediation Room”. Our faculty, as court-invited mediators, participated in case mediation. At present, more than 20 of our teachers have joined the court-invited mediator team, and each mediator leads a student team for case mediation. This not only improves the practical operation level of the faculty and better cultivates dual-qualified teaching staff, but also allows students to handle real disputes firsthand, improving their practical capabilities. The mediation has achieved quite remarkable effects. The college court is a vehicle for deep integration and collaborative education between universities and judicial organs. Through the two-way cooperation mechanism of judges entering campuses and students entering courts, it provides strong support for various in-school practice learning activities and plays an important role in achieving the goal of application-oriented talent training.

4.3.2. Our School of Law has collaborated with the Guangzhou Judicial Bureau and the Legal Aid Office of the Huangpu District Judicial Bureau in Guangzhou to establish a workstation

The service hall of the city and district judicial bureaus' workstation is located in our college, providing legal consultations and other legal services to the public, and offering a convenient practice platform for our faculty and students to participate in public welfare social legal services. Our School of Law faculty with a lawyer's practicing certificate that meets legal aid requirements can join the Guangzhou Legal Aid Lawyer Database. Teachers regularly serve in the workstation hall, and students also accompany teachers on duty, resolving public legal consultation issues. After teachers take on legal aid cases, they lead students in legal aid work. In addition, the workstation regularly invites the person in charge of the judicial bureau’s legal aid to come to the School of Law for training and exchange with the students at the legal aid workstation, greatly promoting the students' entry into the station to carry out legal practice work.

4.3.3. Our School of Law has collaborated with the Huangpu District Judicial Bureau in Guangzhou to establish a People's Mediation Committee

Our faculty serves as part-time people's mediators, leading student teams in mediation work. This is a great pathway for both students and teachers to improve their practical capabilities. Our college offers a practical course related to people's mediation, a highly practical subject. Teachers with mediation experience can make the teaching of people's mediation courses less rigid and more engaging by sharing real mediation case studies in class. Teachers serving as part-time people's mediators can also take their students to learn and observe, allowing students to understand the process of people's mediation, mediation methods and techniques. Furthermore, students can assist teachers in archiving and organizing mediation cases, highlighting the goal of cultivating application-oriented legal talents. Traditional teaching methods are evidently not suitable for application-oriented law undergraduate training. If all students can be involved in the mediation process during teaching, it will not only increase students' interest in learning but also enhance their true understanding of people's mediation and practical mediation skills. Therefore, the construction of practical platforms under the "College-Government" collaborative education mechanism plays an important role in the cultivation of application-oriented legal talents.

4.3.4. Our School of Law has jointly established the Huangpu Service Station with the Guangzhou Neutral Legal Service Society

This service station is located in our School of Law, marking the first example of a service station set up in a college to carry out various legal services in Guangdong Province. Students can combine legal theoretical knowledge with social practice through training at the service station. This not only serves our faculty and students, but also serves the surrounding villages and towns and the adjacent Guangzhou Knowledge City, extending even to the Huangpu District. These practical platforms serve as valuable and effective platforms for improving practical skills for both students and teachers.

4.3.5. Our School of Law has collaborated with the Huangpu District Judicial Bureau in Guangzhou to establish the Huangpu District Conflict and Dispute Multiple Resolution Center and the Zhongxin Guangzhou Knowledge City Public Legal Service Center

On September 26, 2019, the North Zone of the Huangpu District Conflict and Dispute Multiple Resolution Center in Guangzhou was unveiled and established in Jiulong, integrating the strength of the Neutral Legal Service Station, led by faculty from our School of Law. This involved the setting up of a People's Mediation Committee and an Intellectual Property Dispute Mediation Room to mediate conflicts and disputes in Jiufu, Longhu, and Xinlong regions, and connecting with the Jiulong Court in Huangpu District for lawsuit-mediation docking to resolve disputes promptly on-site. The South Zone of this multiple resolution center is located in the litigation service hall of Jiulong Court, which connects with the "two stations and six rooms" lawsuit-mediation docking platform, allowing certain cases to be resolved through mediation, summary judgment, and quick trial before litigation, thereby creating a "clinic" for settling disputes in the litigation service center. This mechanism forms a step-by-step, simplified, and connected one-stop dispute resolution mechanism from risk source prevention to frontend conflict and dispute resolution, and finally to final lawsuit judgment. The establishment of this collaborative education practical platform provides a convenient platform for our college's practical teaching. Students and teachers can serve the public by resolving legal issues in the legal service hall, providing a beneficial practical platform for the cultivation of application-oriented talents.

4.3.6. Our School of Law and the Guangzhou Notary Office have jointly established a law practice teaching base

This is the first practice teaching base established by the Guangzhou Notary Office with higher education institutions in Guangdong Province. The two parties collaborate comprehensively in notarial services, notarial subject research, rule of law publicity, classroom teaching, and student internships and employment. At the same time, our college offers a Notarial Practice course, where

students can effectively enhance their notarial practical abilities through this practical platform.

4.3.7. Our college has established dozens of law teaching practice bases with courts, judicial bureaus, procuratorates, notary offices, law firms, and enterprises

The functions of these law practice teaching bases cover graduation internships, student employment, classroom teaching by staff in collaborative unit, lectures, and other aspects. These legal practice bases provide a broad platform for law students' out-of-school internships and practice. Compared with in-school practice platforms, out-of-school internships and practice also play an important part in collaborative education.

4.4. Our College Has Successfully Established a Collaborative Educational Practice Teaching System in the Process of Exploration

Whether it's the Social Legal Service Center, Legal Aid Work Station, Neutral Legal Service Station, Special Mediation Room of the Court, People's Mediation Committee, or various practice teaching bases, all these are our School of Law's active explorations in cultivating application-oriented legal talents through collaborative education. Faculty and students of the School of Law can provide legal consulting services through these practical platforms, be on-duty in the social legal service hall to accept consultations from the parties, and offer free legal consulting services, including providing oral and written legal opinions, helping to search for legal materials, conducting simple dispute mediation, and guiding legal document writing, etc. Furthermore, the college regularly requires practical departments to conduct judicial practice lectures, academic discussion lectures and practical sharing lectures. The School of Law regularly invite renowned domestic scholars, lawyers, prosecutors, and judges for salon sharing and academic discussions.

The "One center, Two combinations, Three integrations and Three connections" model has solved the issue of the goal orientation in cultivating application-oriented legal talents in local application-oriented colleges and universities. It has formed a practical teaching model for training application-oriented legal talents, breaking through the system barriers to deep integration of talent cultivation between universities and colleges and local regions, achieving significant educational results. From the establishment of the Social Legal Service Center in November 2016 to December 2022, thousands of students have provided social legal services, demonstrating significant social impact. Based on the practice of social legal services, compared to traditional moot courts and virtual simulation experiments, our students can engage in practical exercises in real cases. Through various practice platforms provided by the college, students have the opportunity to face parties in person, apply their knowledge to resolve disputes, greatly enhancing their legal thinking ability, legal document writing ability, oral expression skills, and other practical abilities. Our graduates' graduate destinations range from courts, procuratorates, law firms, administrative agencies, state-owned enterprises, to corporations, demonstrating high employment quality. The comprehensive capabilities, work ethics, and quality of our graduates have been highly recognized by employers, reflecting the adaptation of application-oriented talent cultivation to the demands of the social industry.

Our School of Law integrates teaching with social legal services and has established one experimental and practical teaching platform under the Guangdong Provincial Department of Education, applied for over ten provincial teaching reform projects. The School of Law's *Construction and Exploration of the "Three Integrations and Three Connections" Training Model of the Social Legal Service Center* won the second prize of the Eighth Guangdong Provincial Department of Education Teaching Achievement Award. These fruitful achievements have all proved that our college's exploration in cultivating application-oriented legal talents is highly effective.

5. Practical Insights of the "College-Government-Enterprise" Collaborative Education Practical Teaching Model

Our School of Law's implementation of the "One center, Two combinations, Three Integrations and Three connections" practice teaching model has achieved significant results. However, there are also areas for improvement. This article sorts out and summarizes the basic ideas of its exploratory

practice, hoping to make contributions to the legal education.

5.1. Based on the OBE Educational Philosophy, Optimizing Talent Cultivation Objectives and Graduation Standards

OBE, an abbreviation for Outcome-based Education, means “the goal of teaching design and implementation is the learning outcomes that students finally achieve through the education process” [4]. The practice teaching model for cultivating legal talents guided by the OBE philosophy follows an outcome-oriented approach, where teaching objectives, teaching design, and teaching evaluation all center around students and serve the attainment of student learning outcomes. Guided by the societal needs of the legal profession, the objective of cultivating talents in law majors is clearly defined as training application-oriented legal talents. The graduation requirements are finely decomposed into knowledge, ability, and quality to guide the top-level design of the curriculum system. Based on this, the teaching design of each teaching link is guided by professional training objectives and graduation requirements, focusing on cultivating students’ legal professional abilities. To prevent teaching activities from becoming formalistic, we have followed the concept of continuous improvement, referred to the standards for professional certification in engineering education, carried out calculations for the achievement of course objectives, and realized quantitative, visual evaluation and feedback on the teaching process and results. Meanwhile, emphasis has been placed on training and examination for students’ legal professional qualifications, promoting the alignment of professional abilities with job requirements. The OBE philosophy emphasizes outcome-oriented, and the training objectives and graduation requirements for law majors aim to cultivate application-oriented legal talents capable of undertaking judicial practical professional positions. Therefore, the arrangement of the course system in the collaborative talent cultivation practical training segment should not be fragmentary, but rather, integral.

5.2. Constructing a Diverse and Integrated Practical Teaching System

We should reasonably set up practical teaching links to realize a systematic approach to practical teaching. The establishment of practical teaching links needs to fully consider students’ understanding and acceptance of legal practice. Based on the difficulty level of the teaching content, initial, intermediate, and advanced progressive practical teaching links are established respectively. Combined with the varying difficulty and requirements of the collaborative talent cultivation practice platform, the systematic realization of practical teaching is achieved. These practical links are all formal courses included in the talent training program, occupy corresponding credits, and all students should sequentially participate in all practical teaching activities within the program. Emphasis should be placed on contemplating the arrangement of practical teaching in the entire course system. Practical teaching is significant for cultivating legal talents and should acquire a position that matches its importance, supported by systematically existing practical teaching. Practical teaching should include a series of teaching links and exist systematically in the learning process. As the saying goes, “a single tree does not make a forest”. A practical teaching that only includes moot courts is evidently too weak. Each School of Law can explore multiple practical teaching methods based on factors such as student source, faculty, and campus conditions, leverage the collaborative talent cultivation cooperation platform, and embed into the course system according to the varying academic challenge levels of each practical teaching activity, thus forming a scientifically complete practical course system. It’s worth noting that considering the practical difficulties of a large number of students and limited faculty, some departments conduct student selection when carrying out practical teaching, resulting in only a portion of students having the opportunity to participate in practical learning. Teaching should be fair to every student. Those students who are less prominent in abilities or have less strong willingness to participate in practical learning are exactly the ones that educators should pay special attention to. Therefore, learning links included in the systematic practical teaching program are certain to benefit all students, should be compulsory courses, and should occupy corresponding credits.

5.3. Establishing a Collaborative Education Mechanism with Deep College-Government-Enterprise Integration

In exploring the practical teaching model of college-government-enterprise cooperative and collaborative talent cultivation, the core of the collaborative cultivation mechanism lies in integration. It's crucial to further expand the scope of practice departments for collaborative education cooperation and promote a deep integration of the cooperation content so as to make the collaborative education mechanism normalize. Furthermore, colleges and universities need to provide excellent teaching conditions, financial arrangements, and campus environments to safeguard the collaborative practical teaching model. This enables high-quality legal social resources to be incorporated into legal education, thus achieving the expected talent cultivation goals. A deeply integrated collaborative education mechanism can effectively bridge societal needs and professional demands, addressing the disconnection between School of Law education and practical skill needs. This assists School of Law in more comprehensively and promptly understanding the specific requirements of practical departments in knowledge structure, skill training, and quality development. It also helps School of Law establish and adjust talent cultivation goals in a timely manner. The collaborative education mechanism can also foster comprehensive development in law students, encompassing both professional skills training and understanding of legal professions, as well as nurturing an understanding of legal professional ethics. Campus courts are beneficial explorations of a deeply integrated collaborative education mechanism. Law departments can explore combinations such as "College Plus Prosecutor's Office", "College Plus Law Firm", "College Plus Arbitration Committee", based on actual conditions. Activities in collaboration include integrating legal practical departments into campuses, setting up offices such as judge's offices on campuses to guide practical teaching, hosting lectures and trials, participating in formulating talent cultivation plans and teaching outlines to in-depth guide teaching tasks. [5]The activities also include letting teachers and students go into practical departments to engage in theoretical discussions and case analysis, providing internships for students, and offering more opportunities for teachers to participate in practical work. Legal practice departments assist departments in talent cultivation, and by participating in talent cultivation work, they can also enhance the theoretical literacy of practitioners. In summary, the collaborative education mechanism requires true integration between universities and legal practical departments to achieve talent cultivation goals. To achieve true integration, the premise is that such cooperation must be win-win.

5.4. Strengthening the Cultivation of "Dual-professionally-titled" Teaching Staff, Laying a Solid Foundation for the Cultivation of Application-oriented Legal Talents

Building a well-structured, high-quality, vibrant teaching team with innovative and practical abilities, and properly handling the relationship between theoretical and practical teaching, are key conditions for training excellent application-oriented legal talents. Teachers majoring in law are encouraged to appropriately engage in legal practice. In addition to being part-time lawyers, the practical experience of law teachers also covers mediators, people's jurors, arbitrators, legal advisors, etc., fostering law teachers to be "dual-professionally-titled" teachers, having both theoretical depth and practical experience. To ensure that teachers' practical experience benefits teaching, and that high-quality legal practice resources effectively support teaching, various incentive measures are adopted to cultivate students majoring in law. Teachers can share their experience in handling cases, issues involved in participating in legislative discussions, etc., with students through classroom teaching, after-school research, lectures, etc. At the same time, judges, prosecutors, lawyers, and other legal practitioners with rich practical experience are also hired as part-time teachers to jointly form an "in-school plus out-of-school" practical teaching team. [6] By strengthening the cultivation of "dual-professionally-titled" teaching staff, a solid foundation can be laid for the cultivation of application-oriented legal talents.

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