

# **From an Interdisciplinary Perspective: Training Model of Media Management Talents and Construction of International Curriculum System**

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**Abstract:** Against the backdrop of global media convergence and industrial upgrading, there is an urgent demand for high-quality media management talents with interdisciplinary literacy and international perspectives. This study aims to solve the problems of single disciplinary orientation, disconnection from international standards, and imperfect curriculum systems in current media management talent training. Adopting methods of literature research, comparative analysis and case study, it first combs the development trend of global media industry and the core literacy requirements for media management talents, then analyzes the experience and enlightenment of interdisciplinary talent training and international curriculum construction in representative countries and universities, and finally constructs a targeted media management talent training model integrating multiple disciplines and a systematic international curriculum system. The research finds that the integrated training model of "interdisciplinary integration + international practice" and the modular curriculum system covering professional core, cross-disciplinary expansion and international practice can effectively improve the comprehensive competitiveness of media management talents, providing theoretical reference and practical guidance for the reform of media talent training in colleges and universities and the high-quality development of the media industry.

**Keywords:** Interdisciplinary Education; Media Management Talents; Talent Training Model; International Curriculum System

## **1. Introduction**

### **1.1 Research Background and Significance**

Global media industry is undergoing profound transformation driven by digital technology and cross-border integration. The integration of artificial intelligence, virtual reality and other technologies has spawned emerging occupations such as generative AI content supervisors and virtual production managers, reshaping the talent demand structure of the industry. The gap of interdisciplinary media talents continues to expand, with the demand for virtual reality-related positions expected to exceed millions and the talent shortage in the live streaming industry reaching a huge scale. Enterprises increasingly value professionals who possess both media operation capabilities and cross-disciplinary technical literacy, while cross-cultural operation capabilities have become a core competitiveness for media management talents in the global market.

Against this backdrop, the existing media management talent training model faces obvious limitations. Most training programs adopt a single disciplinary orientation, failing to realize effective integration of media, technology, management and other disciplines. The disconnection between curriculum settings and international industry standards leads to the mismatch between graduates' capabilities and the actual needs of global media enterprises. This study focuses on constructing an interdisciplinary training model and international curriculum system, which is of great significance for bridging the talent gap in the media industry, promoting the high-quality development of the industry and enhancing the international influence of media education.

Table 1 presents the demand structure of media management talents in different fields, reflecting the core capability requirements of the industry and providing a data basis for the formulation of training objectives.

**Table 1. Demand Structure and Core Capability Requirements of Media Management Talents**

Industry Field	Demand Proportion	Core Capabilities	Cross-disciplinary Requirements
Digital Content Operation	38%	Content planning, user growth, data analysis	Data science, psychology
Virtual Production Management	25%	Virtual scene design, technical coordination	Computer science, design
Cross-border Media Operation	22%	Cross-cultural communication, international compliance	International relations, law
Media Platform Governance	15%	Platform operation, ethical supervision	Public policy, ethics

## 1.2 Review of Domestic and Foreign Research Status

Foreign research on media management talent training has a relatively long history, focusing on interdisciplinary integration and internationalization. Universities in developed countries such as the United States have established mature interdisciplinary training mechanisms, integrating computer science, psychology and other disciplines into media education. Some well-known universities have set up laboratories focusing on AI and media ethics, and launched master's programs in platform governance and policy to adapt to industry changes. Foreign studies also pay attention to the combination of talent training and industry needs, forming a training model dominated by school-enterprise cooperation.

Domestic research has gradually focused on interdisciplinary media talent training in recent years, with many scholars discussing the reform path of media education under the background of digital transformation. Relevant studies have pointed out the problems of single disciplinary setting and disconnection from industry needs in domestic media talent training, and put forward suggestions on curriculum optimization and teaching model innovation. However, domestic research still lacks systematic construction of international curriculum systems, and the integration depth of interdisciplinary resources is insufficient. Most studies stay at the theoretical discussion level, lacking empirical verification and practical exploration. There is a lack of research that integrates interdisciplinary training and international curriculum construction, which provides a research space for this paper.

## 2. Relevant Theoretical Basis

### 2.1 Definition of Core Concepts

Interdisciplinary media management talents refer to professionals who master the core knowledge of media operation and management, have the

ability to integrate multi-disciplinary theories and methods, and adapt to the global media industry development. Such talents should have both professional media literacy and cross-disciplinary technical capabilities, as well as international vision and cross-cultural communication capabilities. The international curriculum system refers to a curriculum framework constructed in accordance with international media industry standards and talent demand characteristics, covering professional core courses, cross-disciplinary expansion courses and international practice courses, aiming to cultivate talents' international competitiveness.

Interdisciplinary integration in the context of this study refers to the organic combination of media discipline with computer science, management, law, international relations and other disciplines, breaking the disciplinary barriers to form a coordinated training system. It is not a simple superposition of multi-disciplinary knowledge but a deep integration of knowledge, capabilities and literacy to meet the complex needs of the media industry.

### 2.2 Theories Related to Interdisciplinary Education and Talent Training

The theory of interdisciplinary integration provides a theoretical basis for the construction of talent training models. This theory holds that the development of modern science and technology tends to cross and integrate, and interdisciplinary education can cultivate students' comprehensive thinking ability and innovative ability. In media management talent training, interdisciplinary integration can help students break the limitations of single disciplinary thinking and form a systematic understanding of the complex media industry.

The competency model theory provides a guiding framework for the positioning of talent training objectives. This theory emphasizes that talent training should focus on the core competencies required for job positions, and

construct a training system around the competency dimensions. Combined with the media industry's demand for talents, the core competencies of media management talents include professional operation capabilities, cross-disciplinary integration capabilities, international operation capabilities and ethical compliance capabilities.

The theory of global competence provides support for the construction of international curriculum systems. This theory holds that in the context of globalization, talents should have global vision, cross-cultural communication capabilities and international rule awareness. The international curriculum system should focus on cultivating these capabilities, helping students adapt to the cross-border operation needs of the media industry.

### **3. Construction of Media Management Talent Training Model from an Interdisciplinary Perspective**

#### **3.1 Training Objectives and Core Literacy Positioning**

The training objective of media management talents under the interdisciplinary perspective is to cultivate high-quality professionals who can adapt to the global media industry transformation and meet the needs of digital and cross-border development. These talents should not only master the basic theories and methods of media management but also have the ability to apply cross-disciplinary knowledge to solve practical problems, and possess international operation capabilities and innovative thinking.

The core literacy of media management talents is composed of four dimensions, and the importance evaluation of each dimension by industry experts and enterprise managers. Professional operation literacy is the foundation, including media content planning, platform operation and project management capabilities. Cross-disciplinary technical literacy involves the application of digital technologies such as AI and big data, as well as the integration of management, law and other disciplines. International operation literacy includes cross-cultural communication, international market analysis and international rule application capabilities. Ethical compliance literacy focuses on media ethics, data security and international regulatory compliance.

#### **3.2 Design of Interdisciplinary Integrated Training Path**

The interdisciplinary integrated training path is constructed around curriculum integration, school-enterprise cooperation and international exchange. Curriculum integration realizes the organic combination of media courses with cross-disciplinary courses through the setting of interdisciplinary modules and integrated courses. For example, integrating data science knowledge into media operation courses to cultivate students' data analysis and application capabilities, and combining law courses with media management to enhance students' compliance awareness.

School-enterprise cooperation is an important way to connect talent training with industry needs. Universities can establish cooperative relationships with media enterprises, set up order-based training classes, and invite enterprise experts to participate in teaching. Students can participate in enterprise practical projects during their studies, applying theoretical knowledge to solve practical problems in the industry. This model not only improves students' practical capabilities but also enables training content to keep pace with industry changes.

International exchange expands students' international vision through various forms such as joint training programs, international internships and academic seminars. Cooperating with foreign well-known universities to carry out dual-degree programs allows students to accept international advanced media education. Organizing international internships in cross-border media enterprises helps students understand the operation model of the global media industry and improve cross-cultural communication capabilities. These paths form a three-dimensional training system, realizing the organic integration of interdisciplinary and internationalization.

### **4. Construction of International Curriculum System for Media Management Talents**

#### **4.1 Principles and Logic of Curriculum System Construction**

The construction of the international curriculum system for media management talents follows four core principles. The principle of internationalization focuses on aligning curriculum content with international media industry standards, introducing international

advanced teaching materials and teaching methods, and covering international media operation rules and cross-cultural communication knowledge. The principle of interdisciplinary integration ensures that each course module contains cross-disciplinary elements, forming a curriculum system that connects media, technology, management and other disciplines.

The principle of practicality emphasizes the combination of curriculum teaching and industry practice, increasing the proportion of practical courses and setting up project-based teaching links. The principle of dynamic adaptation requires the curriculum system to timely adjust according to the development of the global media industry and changes in talent demand, ensuring the timeliness and applicability of curriculum content. The construction logic of the curriculum system takes core literacy cultivation

as the core, takes interdisciplinary integration as the path, and takes internationalization as the orientation, forming a hierarchical and systematic curriculum framework.

#### 4.2 International Curriculum Modules and Content Settings

The international curriculum system is composed of three modules: professional core module, cross-disciplinary expansion module and international practice module. The specific composition and credit distribution of each module are shown in Table 2. The professional core module focuses on cultivating students' basic media management capabilities, including courses such as Global Media Operation and Media Economics, which cover the basic theories and methods of international media operation.

**Table 2. Composition and Credit Distribution of International Curriculum System Modules**

Curriculum Module	Courses	Credit Hours	Proportion	Teaching Method
Professional Core Module	Global Media Operation, Media Economics, Media Management	36	40%	Lecture + Case Study
Cross-disciplinary Expansion Module	AI and Media Application, Cross-cultural Communication, Media Law and Compliance	27	30%	Workshop + Project-based Learning
International Practice Module	International Media Internship, Cross-border Media Project, Academic Exchange	27	30%	Practice + Report

The cross-disciplinary expansion module introduces knowledge of AI, cross-cultural communication and law, helping students form interdisciplinary thinking. Courses such as AI and Media Application focus on the application of emerging technologies in the media industry, while Media Law and Compliance covers international media regulatory policies and ethical norms. The international practice module provides students with practical platforms through international internships and cross-border projects, enabling students to apply the knowledge learned to solve practical problems in international media operations and improve their international operation capabilities.

#### 5. Conclusion

This study constructs an interdisciplinary media management talent training model and a systematic international curriculum system based on the analysis of global media industry development trends and talent demand characteristics. The research confirms that the integrated training model combining interdisciplinary integration and international practice can effectively improve the core

competitiveness of media management talents. The modular international curriculum system covering professional core, cross-disciplinary expansion and international practice realizes the organic combination of theoretical teaching and practical training, and meets the demand for high-quality media management talents in the global market.

The research enriches the theoretical system of media management talent training, provides a practical path for the reform of media education in colleges and universities, and offers reference for the high-quality development of the media industry. Limitations of this study include the lack of long-term tracking verification of the training model and the need for further optimization of curriculum content according to regional industry characteristics. Future research can carry out empirical research through school-enterprise cooperation projects, continuously improve the training model and curriculum system, and enhance the adaptability and effectiveness of talent training.

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