

Research on the Online Open Course Construction of "Civil Law" Based on OBE

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Abstract: *The construction of online open courses in civil law based on OBE is an urgent need to cultivate legal talents who study both German and French in the new era. The construction of online open courses of civil law based on OBE must first formulate knowledge goals, ability goals and value goals that meet the graduation requirements of law majors, then reconstruct the teaching content and adopt diversified teaching methods to achieve the expected goals, and finally adopt a diversified evaluation system to carry out the calculation of the degree of achievement of goals provides the basis for continuous improvement of teaching. The online open course of civil law that integrates the OBE concept can truly realize classroom flipping.*

Keywords: *OBE Concept, Civil Law, Online Open Courses*

1. Questions

In January 2018, the Ministry of Education implemented the "National Excellent Online Open Courses" project to build, apply and promote online open courses nationwide to promote teaching reform. Therefore, the construction, application and promotion of online open courses have become an important part of the education informatization 2.0 plan.

Outcome Based Education (OBE) emphasizes that the teaching goal is to guide teachers' teaching and students' learning according to the ability results obtained by students after a period of study, and to continuously improve the teaching goals according to the realization of students' expected ability results. and the teaching process, gradually improve the evaluation system, and promote the continuous improvement of education quality.[1] As an important guiding ideology in the current teaching of applied majors, the OBE concept emphasizes the student-centered approach and focuses on the continuous improvement of students' abilities, which can open courses for higher education online. Provide theoretical support for the construction of civil law. This study intends to carry out the construction of an online open course of civil law under the guidance of the learning outcome-oriented concept, to verify the feasibility of the theory through practice, and to promote the perfection and evolution of the theory through practice.

2. Construction of Online Open Course of Civil Law Based on OBE

Online course construction is a process of coordinating knowledge points and building a resource library through intelligent means. The purpose of its construction is to use the Internet as a carrier to display the teaching content of a certain subject to learners, so as to realize fragmented and ubiquitous learning. The construction of online open courses in civil law based on OBE refers to the construction of an online civil law resource library based on the fundamental main line of the OBE education model: "Defining Expected Learning Outcomes—Achieving Expected Learning Outcomes—Assessing Learning Results". In order to achieve the expected learning outcomes, the teaching plan and course content of the civil law course must follow the "retrospective design" principle, that is, the OBE reverse design principle.

2.1. Defining the expected learning outcomes of civil law

2.1.1. Logic for defining expected learning outcomes in civil law

The results under the OBE concept are not the average or cumulative learning results, but a practical ability and values that students internalize into their hearts. Therefore, the expected learning outcomes

of civil law should be defined based on the knowledge needs and ability needs of society, units and learners. Its curriculum objectives not only support the achievement of graduation requirements, but also clarify the standards of students' learning outcomes, and design and implement teaching models and assessment methods around this objective. The "National Standards for Legal Teaching Quality" clearly points out that we should cultivate compound, professional and innovative legal talents who are familiar with and adhere to the socialist rule of law system with both political integrity and ability. The Rum cognitive model forms a hierarchical and progressive three-dimensional curriculum goal system in terms of knowledge imparting, ability training and value development.[2]

2.1.2. The integration of ideological and political education and knowledge teaching, to reshape the curriculum goal of "multi-dimensional integration"

Based on the training objectives and graduation requirements of law majors, the course of Civil Law is designed as a progressive goal of three levels: knowledge goal, ability goal and value goal. In the teaching process, with the guiding principle of "Socialist core values are the soul of the Civil Code", the curriculum ideological and political cases are designed, and the teaching content focuses on promoting socialist good customs and traditional virtues, and realizing knowledge imparting, ability training and emotional value cultivation an organic fusion.

2.2. Achieving the expected learning outcomes of civil law

2.2.1. Innovate teaching content and form a multi-dimensional knowledge structure

Combined with the training goals and professional requirements of legal professionals, the content of the seven volumes of the Civil Code is three-dimensionally reshaped according to the level of difficulty and knowledge, ability, and value goals, and the content of the seven volumes of the Civil Code is appropriately granulated and problem-oriented. The refined knowledge points are displayed in the form of visual life cases, and on this basis, professional ideas are infiltrated to reflect the frontiers of disciplines, condensate and integrate knowledge points, and reshape the content system of "spiral progression".[3] In the stage of knowledge consolidation and sublimation, taking the study of the controversial focus of judicial guiding cases and legal documents as the starting point, students will once again deepen their understanding of knowledge points, improve the advanced nature, innovation, challenge and interest of the course, and comprehensively cultivate students' understanding of the knowledge points. Thinking ability, practical ability and innovation ability.

2.2.2. Explore the teaching mode of autonomous learning

The "Civil Law" course will rely on learning through smart classrooms and use the BOPPPS teaching model to realize classroom flipping. Teachers guide students to enter autonomous learning through pre-class preview tasks released by smart classroom notices, Fanya SPOC, etc. In the classroom, teachers explain important and difficult knowledge by throwing questions, and examine students' autonomous learning through students' answers. This way of allowing students to participate in teaching can give them a real sense of achievement and can instantly detect whether they have achieved the expected learning results. After class, you can use the Xuetong platform to answer questions online, and teachers release quick lessons to remedy students' difficulties. The course group will also cultivate students' higher-order cognitive ability by publishing extended reading materials on the platform. Through a series of coherent measures, students are guided to develop a self-directed learning model, so as to truly realize the transformation of students "asking me to learn - I want to learn - I will learn - I learn well"

2.3. Assessing Expected Learning Outcomes

Construct an evaluation system based on multiple goals (knowledge goal, ability goal, value goal), multiple methods (combination of quantitative and qualitative, formative and consequential), and multiple subjects (student self-evaluation, student-student mutual evaluation, teacher evaluation) . Through a diverse and diversified evaluation system, reflection and feedback and continuous improvement in teaching and learning are carried out, so that students can check the achievement of learning goals by themselves, reflect on problems in learning, and make immediate improvements. Teachers reflect on the problems in the teaching process by looking at what students have learned, shared, constructed, and created, and develop response measures and improvement plans. A comprehensive and systematic evaluation system not only promotes the normalization of feedback improvement, but also enables students, teachers and courses to grow and develop together.

3. Construction Practice of Online Open Course of Civil Law Based on OBE

3.1. Confirmation of learning outcomes

First, formulate the syllabus of "Civil Law" and determine the course objectives. According to the characteristics of the course and the contribution to the graduation requirements, formulate the knowledge goals, ability goals and value goals of the civil law course. Then refine the course objectives, that is, decompose each objective into the knowledge points of civil law, that is, let teachers know what to teach, and let students know what to learn to achieve expected learning outcomes; at the same time, build a rich teaching resource library, such as rapid Lessons, literature reading, chapter quizzes, in-class exercises, topic discussions, PPT/teaching plans for teaching, classic case study, etc., but all teaching resource content needs to correspond to the detailed knowledge points, so as to facilitate later teaching evaluation and reflection ; It is also necessary to take the core values of socialism as the guide, excavate the ideological and political elements of the curriculum, collect relevant ideological and political materials, and provide support for the implementation of the blended teaching model.[4]

Secondly, according to the syllabus, make a quantifiable curriculum expected outcome index table that is consistent with each teaching content. This table contains specific expected learning outcomes, and all students' learning activities should be aimed at achieving the target. The evaluation of whether the expected learning outcomes have been achieved includes student self-evaluation, teacher re-evaluation and chapter quizzes. The teacher's re-evaluation is based on students' classroom performance and homework completion. The weighted calculation of these three is the formative evaluation of civil law courses. .

3.2. Determining acceptable learning outcomes

Before the class, the students will be handed out the expected outcome index table of the course, so that the students can clearly understand the learning tasks of this course, the goals to be achieved and the degree of completion. Students complete pre-class autonomous learning with tasks and questions through videos, courseware, quizzes, and discussions on the online platform. Teachers realize accurate teaching by analyzing pre-class learning data.

In class, with the help of Learning Tong Smart Classroom and BOPPPS effective teaching structure, blended teaching is carried out, and two-way interactive discussion teaching between teachers and students is carried out to realize classroom flipping. In the pre-test stage, the students' pre-preparation status was checked through activities such as rushing answers, selecting candidates, and in-class exercises in the smart classroom, and adjusting the teaching focus of this class in time. Through the introduction of situational cases, students' interest in learning is stimulated. In the participation stage, teachers should focus on building the framework of the civil law system and excavating the philosophy behind the knowledge points when giving heuristic lectures. In group discussions, interesting case-based teaching, teaching of the connotation and extension of important civil law concepts, identification and analysis of easily confused civil law concepts, answering and solving puzzles of easy-to-mistake questions, knowledge expansion and seminar teaching, etc., are inspired by students' active exploration. Value thinking and value shaping. In the post-test stage, students' learning outcomes are determined through in-class tests and summaries, and instructional design is reflected. In the summary stage, deepen the content of the class, expand the scope of knowledge, and organize students to conduct self-assessment on the achievement of learning goals.

After class, relying on the extended seminar topics released, establish a teaching paradigm of "students group exploration, report and discussion, and teachers' comments and expansion", and realize the transformation from "traditional indoctrination by teachers" to "leading students to actively explore learning". , to promote students' in-depth learning, stimulate innovation consciousness, change from "absorbing knowledge" to "applying knowledge", to realize the usefulness of learning, to cultivate students' teamwork spirit, and to promote students' all-round development. Use Learning Pass to extend content and consolidate knowledge; analyze students' learning ability and achievement of teaching goals according to the teaching data provided by the teaching platform, pay attention to teaching feedback information, carry out teaching reflection and optimize teaching methods and teaching models.

3.3. Evaluation of learning outcomes

The evaluation of learning outcomes adopts a diversified evaluation mechanism, including diagnostic

evaluation, formative evaluation and summative evaluation. The evaluation content consists of three parts: (1) Online learning pass score (40%): including video tasks, chapter self-assessment, in-class practice, topic discussion, assignment submission, homework mutual evaluation, etc.; (2) Offline classroom performance score (20%): Including flipped classroom, interactive quick answer, mind map summary, training report, staged assessment, innovative achievement awards, etc.; (3) Offline final exam results (40%).

3.4. Teaching reflection and continuous improvement

In the second semester of the 2021-2022 academic year, this open course will conduct experimental teaching for one law major teaching class, and the experimental time will be 16 teaching weeks. According to the diversified evaluation results of this experiment teaching, this teaching experiment has achieved ideal results, but there are still the following problems that need continuous improvement:

First, in the participation stage of BOPPPS teaching, the teaching time of teachers is still too long. This goes against the OBE educational philosophy of "student-centered". The later course teaching should make full use of the TPS and PBL teaching methods, and teachers only need to play the role of guide, so as to extend the time for students to participate in teaching and truly realize classroom flipping.

Second, in terms of practical teaching, the formative evaluation of case discussions is inaccurate. Offline case discussion, online submission of group discussion results, and final student-student evaluation and teacher comments, but there is no guarantee that each group member has truly participated in the discussion process, and teachers cannot grasp the views of each classmate in the discussion process. In the later courses, case discussions should be changed to online discussions, so that the practical teaching process can be traced and its formative evaluation will be more authentic and accurate.

4. Conclusion

Adhering to the OBE concept to build an online open course of civil law is a realistic need for the development of the Internet + era. The construction of the online open course of civil law that follows the OBE concept must carry out the reverse design of the course. First, formulate the course objectives that can meet the graduation requirements; then, make full use of the learning and wisdom classroom, and use the BOPPPS effective teaching mode to achieve the expected goals; The evaluation system evaluates the degree of achievement of the expected goals, and accordingly improves the curriculum goals, teaching strategies and teaching methods, thereby forming a closed-loop teaching system with a virtuous cycle.

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