

Exploration and Analysis on the Mixed Teaching Mode of Economic Law Course under the New Situation

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Abstracts: *The COVID-19 epidemic in the past two years has pushed intelligent teaching tools to the public's perspective. Under this background, the teaching of economic law courses in applied undergraduate universities needs to be reformed and innovated. Through the summary and analysis of the mixed teaching practice of economic law in economics and management majors, this paper further clarifies the implementation measures and improvement direction of the mixed teaching mode, and provides a specific reform plan for cultivating applied undergraduate majors that adapt to social and economic development.*

Keywords: *Applied Undergraduate, Economic law, Mixed Teaching*

1. Introduction

With the update of information technology and economic development, people put forward higher new requirements for economic management talents. The construction and development of the market economy need the participation of a large number of high-quality management personnel who understand the law. The course of economic law is one of the basic legal knowledge that undergraduate students of economics and management need to master.[1] Therefore, it is of great practical significance to study the teaching reform of economic law course in the mixed teaching mode of application-oriented undergraduate under the background of "Internet +".

2. Problems in the course of economic law under the traditional offline teaching mode

2.1. Insufficient arrangement of class hours and general lagging of teaching concepts

At present, the teaching material of the Economic Law course for ordinary undergraduate majors is generally the Economic Law published by the higher education press, which involves several major legal systems such as the general theory of economic law, the macro-control law, the financial control law, the tax control law, the financial control law, the planned control law, the market regulation law and the special market regulation law; Contrary to this, the economic law course of the application-oriented undergraduate economics and management majors is only 32 hours as an elective course. It is impossible to instill all the knowledge of economic law into students in a short class.[2]

The traditional teaching mode takes teachers 'teaching as the center, emphasizes the dominant position of teachers, relying solely on the classroom, blackboard and textbooks for classroom teaching, mainly using the teaching method, students' passive acceptance, it is difficult to implement teaching students in accordance with their aptitude, students' general enthusiasm is not high, the development of their innovation ability is also restricted to a certain extent. In particular, the basic course of economic law is highly theoretical and practical. If we blindly mechanically instill the theoretical content of economic law into students, it is difficult for students to understand and master abstract concepts and boring laws and regulations.

2.2. A single teaching mode cannot adapt to the changing teaching environment at any time

Before the outbreak of COVID-19 in 2020, the economic law courses in applied undergraduate universities were mainly traditional offline teaching modes, and the teaching methods and methods were relatively simple. Even though there are occasional case studies interspersed among them, they are only

simple explanation and analysis.[3] After the COVID-19 epidemic, because students cannot return to school in time, the traditional teaching mode is too limited to realize face-to-face teaching. Colleges and universities across the country have carried out online teaching activities of "no suspension of classes", and teachers of all subjects have set an example and worked actively, without not delaying teaching due to the epidemic. However, after continuous online teaching, on the one hand, the online teaching mode is often just a copy of the offline classroom teaching mode, which can not well integrate online and offline; on the other hand, there is also a "class brushing phenomenon" among students. There is also in the daily actual teaching, once students encounter the teacher sick, business trip and other accidents, the course can not be conducted smoothly, can only find time to make up the lesson, make up time can only be in the evening or weekend, which has a certain degree of impact on students and teachers. Therefore, it is especially necessary to have a better and more flexible teaching mode that can adapt to the changing teaching environment at any time.

2.3. The traditional assessment method is single and can not objectively reflect the students' learning level

As a professional elective course, the assessment of economic law course is mainly based on the final paper, supplemented by the usual attendance and homework. This kind of teaching evaluation is one-sided. At the end of the term, students are generally assessed by copying papers. However, the assessment of ordinary results can only rely on the daily registration of teachers' ordinary assignments. This kind of data evaluation is subjective and cannot objectively understand and evaluate the comprehensive quality of students, which is not conducive to the training of professional skills and continuous learning.

3. Practical exploration on mixed teaching of applied undergraduate economic law course

Taking Hebei North University as an example, since 2022, the mixed teaching mode of economic law course, i.e. the combination of online and offline teaching methods, has been tried out. The online teaching hours of this course are planned to be 16 class hours. The online teaching mainly adopts the mixed teaching mode of Xuexitong and EV Video + Tencent classroom; The offline teaching hours are 16 hours, but due to the epidemic situation, the offline courses cannot be carried out. The specific implementation process is shown in Figure 1.

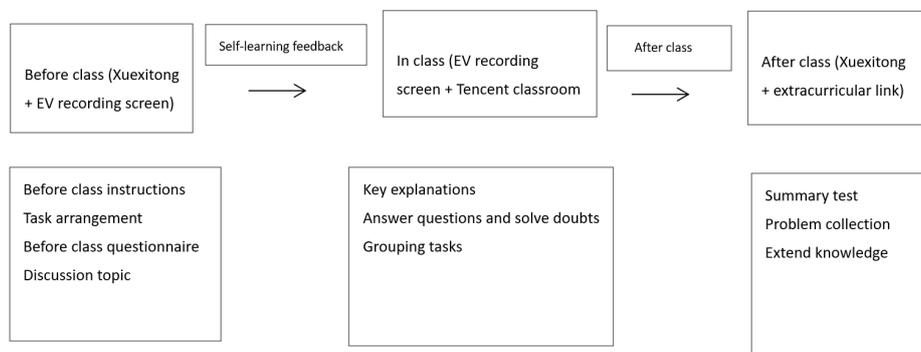


Figure 1: Implementation process of mixed teaching of economic law course

3.1. Main teaching process

The first part, through learning, arranges pre class instructions and preview tasks, pre class discussions or questionnaires, and signs in in class. The second part, according to the questionnaire or discussion results of the learning pass, teachers explain in detail with video courseware and PPT; If there are any questions in the questionnaire that need to be explained separately, Tencent will be used for live lecture. The third part, through the after-class questionnaire or the after-class summary test every two weeks, teachers understand the students' grasp of knowledge, as a part of teaching reflection, to find out and fill the gaps in time. In the fourth part, there is an extra-curricular knowledge extension section at the end of each class. The learning tasks are not included, and only students with spare power can study independently, which is considered as an additional item. Finally, in the last part of the course, a student group flipped class and a teacher's question and answer summary are set up.

3.2. Assessment method and performance evaluation method

The original assessment method was a combination of online and offline process assessment, of which 60% were online and 40% were offline. However, due to the epidemic situation, there is no offline score, and the final score is 100% of the online score: the specific setting proportion is that the completion rate of online listening courseware accounts for 40%, the scores of sign in, discussion speech and quiz account for 10%, and the flipped classroom performance plus the final paper account for 30%.[4]

4. Analysis on the practical advantages of mixed teaching of applied undergraduate economic law course

4.1. The teaching concept is updated and the class hours are extended invisibly

This mixed teaching mode has changed the teacher led teaching mode in the past, with students as the center, and adopted a variety of targeted teaching modes, which can mobilize the enthusiasm of students. Especially in the teaching process, it can combine modern education technology with theory and practice teaching, and to a great extent, it has changed the phenomenon of "low headed group" of students.

In general, the textbook of Economic Law has a total of more than ten chapters, while the economic law as an elective course has only 32 class hours. In the mixed teaching process, teachers and students not only successfully completed the study of most chapters, but also set up an extended knowledge area to provide students who have spare power to learn in-depth, which virtually solved the problem of tight class hours.

4.2. Diversity of teaching methods to better cope with various special situations.

Teachers use courseware and video online to learn classic cases, so as to improve students' comprehensive application ability and independent inquiry ability and improve teaching quality; Teachers arrange case analysis and topic thinking in advance, guide students to consult books in advance, and deepen students' understanding of the theory; The discussion topics will be released in class to encourage students to speak out their own opinions. After class, they will continue to conduct in-depth research on fuzzy problems and improve their self-application ability. More importantly, this diversified teaching method has better solved all kinds of inconveniences brought by the epidemic, and also put forward new solutions to special situations in future teaching.

4.3. The assessment method is updated to better reflect the learning results of students

Because this online teaching method divides the teaching process into many aspects, it can better test the students' learning attitude and academic achievements. This assessment method pays more attention to the process assessment than the traditional examination. In particular, in the final evaluation of the final assignment, the software advantage of "learning link" is used, and the students' mutual evaluation is also added, which can more objectively reflect the students' learning results, and also provide a direction for teachers to better grasp the students' status and future teaching reform.

5. Reflection on mixed teaching of applied undergraduate economic law course

In the author's opinion, the trial of mixed teaching mode in economic law curriculum. On the one hand, this mixed teaching does have incomparable advantages of traditional teaching mode, but on the other hand, in order to successfully carry out mixed teaching, there are indeed three aspects that need to work hard.

5.1. Build a relatively complete online resources

Online course resources are the premise of hybrid teaching, because hybrid teaching is intended to complete the traditional course teaching in advance through online form, so that students can walk into the classroom with as good basic knowledge as possible. But these problems are often difficult for teachers in non-IT-related subjects. In addition to the technical problems, it is more about the problems of time investment. Because online lectures must have some modification and processing of the previous

courseware, but also according to the course length of the knowledge point decomposition, need to record and edit the micro video in real time, and even set some supporting cases and practice questions and so on. This requires schools and relevant departments to regularly organize some necessary training, especially during winter and summer vacations, and teachers should also learn some information technology independently to better cope with future curriculum reform.

5.2. Offline activities should be carefully designed and organized

After the construction of online curriculum resources, offline teachers mainly check the omissions and fill the gaps through carefully designed classroom activities, so as to consolidate and flexibly apply the basic knowledge learned online, so that students can have more opportunities to participate in learning, rather than only focusing on whether to sit in the teachers. But this puts forward higher requirements for the teacher's organization ability, plus because of the outbreak or other accidents, is likely to lead to offline course often adjust, such as economic law course mixed teaching, because the outbreak without offline teaching, planned students discussion and teaching reflection is relatively less, more is given priority to with teachers. Therefore, when designing offline courses, teachers should not only tend according to the course nature and the nature of the course content, but also have flexibility in order to cope with various unexpected situations.

5.3. Both the assessment results, or the teaching process should be evaluated

In the hybrid teaching process, whether online or offline; both process and results, must pay attention to real-time evaluation. Teachers can use the online teaching platform to carry out some small tests to feedback the students' learning effect, and through these feedback, they can make the following teaching activities more targeted. At the same time, students who perform well in small tests will be given rewards in real time, which will also have the function of encouraging learning. In addition, teachers can also use the discussion area or questionnaires on the online teaching platform to allow students to give feedback, suggestions or opinions to teachers in various ways at any time, so as to better carry out the later teaching.

In short, with the rapid development of science and technology, information technology provides an unprecedented opportunity for the development of science education. At the same time, the scope of students' knowledge is growing day by day, and the characteristics and problems of college students are also constantly changing. As an educator, we should actively explore and improve the mixed teaching mode, reform the curriculum structure and teaching content, and also need to have a high degree of innovation ability and the ability to use information means to meet the needs of modern education of college students.

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