

# Exploration on the Application of Blending Teaching in the Teaching Process of Economic Law

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**Abstract:** *Economic Law is one of the compulsory courses for the undergraduate law students. Today, as the market economy develops rapidly, it plays a coordinating role in the operation of China's market economy from the aspects of enterprise organizational relationships, market management relationships and macroeconomic regulation relationships. More and more students are paying attention to the Economic Law course based on the current situation, and some students take the Economic Law to be the direction of their future career. Therefore, the reform of teaching in the Economic Law course has become a focus of teaching reform. As the Internet is gaining its popularity, the traditional teaching mode of the Economic Law courses has also been awakened. That the online Economic Law courses on different platforms have been launched proposes the new challenges to the traditional classroom teaching mode<sup>[1]</sup>. The combination of modern Internet and traditional teaching methods can enrich the classroom and meet the student's demand. Blending Teaching is a teaching mode that complements the advantages of traditional and network platforms, and will become the trend of the reform of Economic Law classroom teaching.*

**Keywords:** *Economic Law; Blending Teaching; Classroom teaching*

## 1. Introduction

Blending Teaching is an "online"+"offline" teaching method that integrates Internet teaching and traditional teaching methods. The combination of the two can lead knowledge from the outside to the inside, from shallow to deep to deep learning. It is a teaching method that selects and uses the transmission methods on the basis of learning content, student's demand and learning atmosphere, which will help to improve the learning effect. The traditional teaching method in China mainly takes the teacher as the center of the classroom, which ignores the subjective initiative and the opportunities for the students to conduct the independent exploration, and the students lack the questioning spirit and thinking ability. Today, it is advocated to develop people's innovative spirit, innovative consciousness and teamwork. And it is advocated for the method of "people-oriented" in the Western countries, with a teaching philosophy that takes the students at the center of the classroom. The students are provided with many opportunities for self-learning, which will cause the weak ability in their learning knowledge. Therefore, there are some shortcomings and deficiencies in both the "student-centered" and "teacher-centered" methods. Making use of the student's subjective initiative in the classroom does not mean to place the the teacher in a passive position, but rather plays a leading role in guiding students to learn actively. The integration of the teacher centered method of "rule by the voice of one man alone" with the student-centered method of "emphasizing learning over teaching" helps to lay an educational ideological foundation for the combination of leadership and subjectivity. Blending Teaching is not just the combination of Internet technology and subject courses, but the use of the Internet to create the advanced teaching methods, form a modern teaching environment and achieve a new teaching mode, which will inspire the students' enthusiasm and autonomy in learning, make a qualitative change in the classroom structure, develop the students' thinking ability, improve the practical ability and promote the student's overall healthy development<sup>[2]</sup>.

The teaching method of traditional classroom of Economic Law is centered on teachers and students as listeners. And Blending Teaching integrates the advantages of network platform teaching into the traditional teaching classrooms, with a new teaching mode centered on the students and instructed by the teachers, which is more conducive to the student's personalized and self-learning.

Actually, the Blending Teaching mode has been widely adopted in teaching practice. Many teachers have explored this mode in the teaching reform of Economic Law courses. This paper draws the conclusion on the teaching experience of Economic Law courses on the basis of learning and practical teaching.

## **2. Overview of Blending Teaching**

### ***2.1 Concept and characteristics of Blending Teaching***

Blending Teaching is also known as blending learning or integrated learning. In activities of Blending Teaching, the traditional classroom teaching and online teaching are the two basic forms of teaching, including the teachers' teaching in class and students' learning on the network platform after class. Blending Teaching mode not only attaches importance to "teaching leadership", but also emphasizes the idea that "the students are the masters of the classroom". At the same time, the successful conduction of Blending Teaching mode depends on the teaching resources and teaching environment. The highlight of the Blending Teaching mode lays in the combination of the advantages of face-to-face teaching and online teaching. In teaching practice, it can not only show the teacher's leading role, but also show the student's main position, so that students can actively acquire knowledge with the help of teachers and finally complete the requirements of teaching goals.

In teaching practice, it can demonstrate both the leading role of the teacher and the subject status of the students, which enables the students to actively acquire the knowledge with the help of the teacher and achieve the teaching objectives finally.

### ***2.2 Analysis of the current situation of Blending Teaching in the course teaching of Economic Law***

With the influence of information technology, the college student's learning style is changing at an astonishing speed. From the perspective of efficiency and resource saving, some people have boldly put forward to abolish the classroom teaching gradually, which has caused a hot discussion. When the first round of discussion that the online learning can fully take the place of traditional classroom learning faded away, more and more education experts became rational on this topic. The method of online learning on network platforms is rich in knowledge and foresight. Undoubtedly, there are some advantages of online education, however, it cannot completely take the place of the teacher's classroom teaching. Without the school organization, the teacher's engagement, and the face-to-face interaction and communication between teachers and students, it is hard to meet the expectation of the learning effect<sup>[3]</sup>. There is no denying the superiority of network platform learning, but it also there are some defects, which can only complement each other when combined with the traditional classroom teaching.

The network platform is one of the main ways for the college students to acquire knowledge. The students' learning through network platform increases the amount of information of knowledge and speeds up the acquirement for the relevant knowledge. As for this situation, the teachers make full use of the complementary advantages of online teaching and classroom teaching to improve students' cognitive effect by analyzing the student's demand, teaching content and real teaching environment. The core of Blending Teaching is to effectively improve the students' learning results by combining the advantages of traditional classroom teaching and digital learning.

## **3. Necessity Analysis on the Blending Teaching Mode in the Teaching Reform of Economic Law Course**

### ***3.1 Learning characteristics of Economic Law course***

From a certain perspective, the study of Economic Law is dynamic. The basic theoretical knowledge of the textbook is fixed, boring and patterned. The characteristics of Economic Law course learning are with huge system, loose structure, strong comprehensiveness and fast timeliness. From the perspective of the differences among the students, the students' interest in learning and ability to analyze and solve problems are not exactly the same, and the students' adaptability to learning on various network platforms is also different. It always has different ways to deal with the same learning content and problems, and the most effective way to settle these differences is to introduce the Blending Teaching into the classroom. This "Blending" of traditional teaching and modern information

technology enables each student to choose the most suitable learning plan according to their actual situation and "individual" characteristics, which helps the network learning become an important auxiliary tool for the classroom learning.

### ***3.2 Current teaching situation of Economic Law course***

With the development of network information, the traditional teaching mode or classroom teaching, can not fully meet and reach the modern student's demand. The traditional teaching mode of Economic Law is highlighted in the fact that the content is more outline and the information can not keep up with the development of the society. As a compulsory course for the law majors, the assessment of Economic Law is based on the examination. Therefore, at the beginning of each semester, the classroom is full, and then the attendance of students is getting worse and worse, and the attendance ratio of the attendance rate to the grade is adopted to maintain the attendance rate<sup>[4]</sup>. At the end of the semester, what the students concern most is the teacher's marking of the key points, because the grade is reflected by a final paper. This kind of assessment method only focuses on the students' mastering of the basic theoretical knowledge, pays little attention to the results of the examination of students' ability and quality, and ignores the student's learning process. Therefore, the students can only rely on the temporary short-term reinforcement of memory to cope with, which reflects the drawbacks of traditional teaching mode.

### ***3.3 Blending Teaching mode is the best choice for the teaching of Economic Law***

In the teaching practice of Economic Law, perhaps we have not taken what kind of teaching mode Blending Teaching is into consideration, but have voluntarily applied this teaching mode according to the actual situation. At the beginning, some online reading materials or videos are assigned before each new class to give students a preliminary understanding of the knowledge involved. During the classroom teaching of this theory, the students are able to ask questions, and the teachers promptly identifies the students' interests, especially in Economic Law issues related to the social hot topics, which will effectively stimulate the enthusiasm of different students and make the classroom progress more successfully. In addition, the teachers will become aware of paying attention to the teaching content of online courses before class, for example, understanding and mastering the Trademark Law. They should collect practical cases of relevant trademarks via the network platforms, integrate the learning of knowledge in classroom teaching, expand the involved knowledge radially, conduct the in-depth analysis, and then make objective judgments by viewing the focus of relevant debates on the Internet. There are some characteristics in the assessment method of the Blending Teaching mode of teaching the course Economic Law. The open assessment pays more attention to the shifts from the examination of the students' knowledge to the examination of students' abilities and qualities. It changes from the previous traditional paper examination mode to a modern network-based examination method, which increases the emphasis on the students' learning process and reduces the risks of final exams.

### ***3.4 The Role of the Hybrid Teaching Mode in Economic Law Instruction***

Information technology and intelligent technology have profoundly permeated the teaching process and driven teaching reform. The online and offline hybrid teaching approach has emerged as the mainstream direction of teaching reform. The application of the hybrid teaching mode in conjunction with the Superstar Learning Platform aligns with the new concept of the "Teaching Workshop" reform in colleges and universities and brings forth novel ideas for the teaching reform of economic law. Regarding the reform of the hybrid teaching mode in economic law instruction, considering the characteristics such as the applicability of the "Economic Law" course and the extensive student audience, the hybrid teaching method that integrates online and offline self-study with the real classroom by leveraging the "flexibility", "richness", and "autonomy" features of the Superstar Learning Platform is implemented in the teaching of "Economic Law" to advance the teaching reform of economic law, enhance teaching quality, and make sufficient preparations for cultivating applied legal talents in colleges and universities. Simultaneously, focusing on students' acquisition of economic law knowledge to address issues in real life constitutes an important objective of economic law teaching. The hybrid teaching mode precisely caters to the teaching traits of theory and practice, stimulates students' thinking during learning, and enhances students' ability to apply the knowledge they have acquired to solve practical problems.

#### **4. Improvement of the Blending Teaching Mode in the Teaching of Economic Law**

The use of the Blending Teaching mode in the teaching of Economic Law is aimed at optimizing students' learning outcomes and improving the efficiency of educational resource utilization. The following suggestions are proposed for the improvement of the Blending Teaching mode in the course of Economic Law:

##### ***4.1 Blending Teaching runs through the entire process of teaching and learning in the Economic Law***

The training objectives of the Economic Law mainly focus on mastering the basic theoretical knowledge and cultivating the application abilities. One of the most important points here is to handle the relationship between network platforms and traditional classrooms well. In the teaching process of Economic Law, the systematic theoretical knowledge in traditional classroom teaching is closely integrated with the new technologies, knowledge and thinking involved in network platforms. Taking the information technology as a platform, the professional theoretical knowledge is integrated into new cases, in line with society and keeping pace with the times, which helps to explore and seek the greatest value of Blending Teaching.

##### ***4.2 The Blending Teaching of the Economic Law is conducted in both in classroom teaching and network platform learning.***

The learning on network platforms not only shows its advantages, but also neglects the language and eye contact between people. As time goes by, it will weaken the students' awareness and attention to learning, which is not conducive to the student's thinking and analyzing the basic issues related to the Economic Law in class. The students are easy to become lazy in the learning process. The teaching of Economic Law requires mutual discussion and even debate. During the teaching process, the teachers shall always pay attention to the students' learning attitudes, make adjustments and drive them. At the same time, the interaction between teachers and students is extremely necessary. At present, the teaching of network platforms in China is developing with both advantages and disadvantages. According to the characteristics of teaching Economic Law, the Blending Teaching is a new teaching mode that emphasizes both traditional classroom learning and the rational application of network platforms for learning.

##### ***4.3 During the process of Blending Teaching, the teachers shall pay timely attention to the new developments in Economic Law, and the students shall summarize and apply them timely.***

The learning on network platforms can provide the students with rich and colorful learning information resources, which brings competition and comparability to the traditional classroom teaching. Therefore, the Economic Law teachers shall constantly integrate the learning advantages of network platforms, instruct the students to summarize and compare, pay timely attention to the dynamics of new laws and update the knowledge in order to meet the student's mastering demand of knowledge in the information environment. With the Blending Teaching, the students can also urge the teachers to continuously read the books related to their profession, refer to the cases related to the Economic Law and promote the improvement of their scientific research ability and problem-solving ability<sup>[3]</sup>.

##### ***4.4 Innovative forms of classroom teaching organization***

Due to the logic and abstractness of law, the teachers shall focus on the classroom teaching. However, to solve the singularity and boredom of the theoretical teaching, the teachers can adopt more case group discussions and situational engagement in the teaching organizational forms in classroom teaching, which enables the students to get the hang of the economic laws and regulations through personal engagement and operation. The teacher initiates the situational teaching content in the classroom and sets up the scenarios on the basis of the legal knowledge content of each chapter. The background and problems of each scenario shall be conducted around the legal knowledge involved in the chapter. The teacher shall instruct the students to think about what kind of laws and regulations can be applied to tackle the disputes according to the scenario, and train the students with economic law related professional skills, for example, handling the business registration, signing the commercial contracts, drafting the articles of association of the company, simulating the enterprise operations and

settling the economic disputes. From what has mentioned above, the students will apply the theory they have learned to practice instead of empty talk.

#### ***4.5 Continuously strengthen the supervision and management of the process***

To ensure the teaching effectiveness, the teachers shall keep strengthening their supervision and management of the student's learning process. The teachers shall timely improve the education on integrity in the process of classroom teaching. Learning is to enable the students to acquire knowledge, improve core competitiveness, and avoid any plagiarism, proxy signing and proxy learning. Once found, they will be punished. The teachers shall also increase the frequency of questioning and periodic testing in classroom teaching. When monitoring the student's learning, the teachers shall set the random questions in groups on the smart teaching platform, which will prevent the students from copying for achieving "high scores". The teachers shall also track the big data of the student's learning dynamically and scientifically and understand the learning situation in real time via the smart teaching platforms.

#### ***4.6 The departments of the school shall provide the support***

In the blending teaching mode, the teachers shall spend much time and energy on updating the economic law course resources, which increases their teaching work significantly. To improve the teacher's working enthusiasm and efficiency, the teaching management department of the school shall provide the preferential policies in the finance, materials and systems. The academic affairs department of the school shall set up a sound guarantee system. For example, the teachers shall implement the blending teaching to regularly submit the teaching designs, teaching plans and teaching resources, supervise the assessment and evaluation, and organize the student to carry out the discussions. The teachers who excel in blending teaching and have comprehensive curriculum resources will be recognized when calculating the workload. And more consideration shall be taken in the professional title evaluation and course project application. Therefore, there is no doubt that more support from schools is a guarantee for promoting the implementation of blending teaching mode.

### **5. Conclusion**

With the development of the times, the teaching form of Economic Law shall gradually evolve from the traditional teaching method of teachers lecturing in the classroom with chalk and blackboard to multimedia teaching, case-based teaching method, and even the current "MOOC+flipped classroom", which combines the online and offline teaching. The teaching mode has shifted from teacher centered to teacher led, with students as recipients, developing into the student-centered and teacher guided, fully inspiring and making use of the students' subjective initiative, which helps to improve the overall teaching effectiveness.

According to the practice, it has been found that Blending Teaching practices have improved the quality of the Economic Law classroom, with increasing the student's engagement and significant improvements in interaction with teachers. Currently, the Blending Teaching course of Economic Law is still under development, and there is no perfect teaching method. The teachers shall devote themselves to continuous exploration and construction on the methods of Blending Teaching. Generally speaking, the blending teaching mode, which serves as an emerging teaching mode of teaching informatization and modernization, is a product of the combination of university teaching and modern mobile terminal information technology. The application of the teaching mode not only changes the teaching form of the classroom, but also causes the changes between the roles of teachers and students. Of course, the blending teaching mode brings new challenges to the teacher's teaching proficiency and ability to make use of the resources. How the teachers can improve their teaching skills is one of the issues in the reform of blending teaching mode. What's more, higher requirements have been put forward for the student's ability to adapt to the classroom and learn the knowledge, as well as for schools to provide the resource allocation of teaching. Therefore, the solutions to these problems are also a great challenge for all the universities in China to carry out the reform of the blending teaching mode.

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