

# Application of the 'Three Preparations, Three Explorations and Three Inheritances' Flipped Classroom Teaching Method in Law Courses

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**Abstract:** Flipped classroom teaching mode is a kind of innovation and subversion to the traditional teacher-centred teaching method, which emphasizes student-centred teaching design and aims to improve the efficiency and quality of classroom teaching. However, in applied undergraduate colleges and universities, there are large differences in students' learning bases and their self-discipline. In order to better tailor the teaching to the students' needs, a flipped classroom teaching mode is proposed especially for the law courses in applied undergraduate colleges, i.e., the "Three Preparations, Three Explorations, Three Inheritances" mode, which significantly increases the students' commitment and participation in their learning through hierarchical teaching preparations, fragmented accumulation of knowledge, and multidimensional exploration of their thinking and effectively enhances the efficiency of students' learning, and to some extent, the students' learning is also enhanced. The efficiency of students' learning has been improved, and to a certain extent, the students' ability of innovation and practice has also been improved.

**Keywords:** Three Preparations, Three Explorations, Three Inheritances, Flipped Classroom, Law Course

## 1. Introduction

In October 2018, the Ministry of Education and the Central Political and Law Commission jointly issued the Opinions on the Implementation of the Education and Training Programme for Excellence in Legal Talents 2.0 on Adhering to Virtue and Law, which explicitly mentions the need to develop 'Internet+Law Education', and to promote the in-depth fusion of professional education in law and modern information technology. The successful cultivation of outstanding legal talents cannot be separated from the grasp of the characteristics of the times. Internet+ education is becoming more and more popular, and anytime, anywhere learning mode is becoming more and more normalised. Law, as a highly practical discipline, is not immune to the wave of the Internet.

Flipped classroom is precisely a new teaching mode based on modern information means, which involves elements including the design of teaching materials before class, the design of teaching process reversing the traditional classroom, the stimulation of students' independent learning and the design of classroom discussion, whose essence lies in the fact that sufficient time is left for classroom teaching for deep learning.[1] By studying the theory of flipped classroom and combining it with traditional law teaching modes such as case teaching, Liu Zhengdong et al. constructed a teaching model of flipped classroom integrating case teaching in safety law, so that students can better internalise the knowledge of the Work Safety Law;[2] and Chen Hongrui, from his own overseas study experience, put forward the 'Exercise-type law flipped classroom teaching method' Chen Hongrui, from his overseas study experience, put forward the 'Practice-based Law Flipped Classroom Teaching Method' and improved students' legal practice ability;[3] the author also combined the public platform of WeChat to carry out the initial exploration of flipped classroom in the course of "Chinese Legal History", and found that the teaching method can mobilise students' enthusiasm and initiative in learning, and is conducive to the formation of students' innovative thinking.[4]

However, Guangzhou Xinhua College, as an applied undergraduate college, has students with different learning bases and low participation in learning, so it is impossible to arrange uniform teaching tasks for the target students, and the implementation of assignments must be different from

person to person. In order to meet the demand of 'personalised learning' of students in applied colleges and universities, and solve the problems of 'low engagement in learning' and 'limited time management ability' of students in applied colleges and universities, the learning loop is closed from theory to practice to theory. In order to meet the demand of 'personalised learning' of students in applied colleges and universities, solve the problems of 'low commitment to learning' and 'limited time management ability', realise the closed-loop learning from theory to practice to theory, and enhance the entrepreneurial and innovative ability of students in applied colleges and universities, the teaching team explored the flipped classroom teaching mode of 'Three Preparations, Three Explorations and Three Inheritances' in line with the students of law majors in the College of Applied Sciences. The teaching team explored the 'three preparation, three exploration and three inheritance' flipped classroom teaching mode that meets the needs of law students in the College of Applied Sciences.

## 2. Teaching implementation

The implementation of the 'Three Preparations, Three Explorations and Three Transmissions' teaching model mainly includes: (1) Three Preparations: Teachers prepare teaching resources, including the construction of the course WeChat public platform, the Super Star Learning Channel course exchange platform, and the Wisdom Tree course. In the construction of course content, basic and improvement types are distinguished. Secondly, teachers prepare teaching tasks and classify learning tasks according to the requirements of the course examination, including mandatory tasks and optional tasks, in a menuised way for students to choose independently according to their foundation. Third, students complete the pre-course tasks assigned by the teacher, and prepare to raise questions and analyse problems in response to the tasks, and submit them in the form of homework if necessary, and the teacher asks questions according to the students to test the quality of their tasks; (2) Three probes: in the flipped classroom stage, the teacher mainly expands the content of the lectures, and guides the students to probe into the depth of knowledge they need to master by asking questions and responding to the students' questions to enhance their knowledge and improve their ability to learn. And respond to students' questions to enhance their cognitive breadth, and finally the teacher sums up the thickness of the course theory; (3) three inheritance: after the initial mastery of basic theories, from the perspective of the ideological perspective, through the classroom demonstration, students complete the problem of inheritance, institutional inheritance, cultural inheritance.

Taking the theoretical course 'History of the Chinese Legal System' as an example, the first stage, knowledge transfer, is done in the form of 'three preparations'. The teaching team prepares teaching resources and course tasks, and the students make preparations before class and try to build a knowledge framework. The teaching team makes full use of modern teaching means, such as course public account, wisdom tree classroom, learning pass, etc., to get close to students' learning habits, so that knowledge teaching is within reach, interact with students through online platforms, answer students' questions in time, and help students complete the "three preparation" task more efficiently.

In the second stage, the middle-order exploration and enhancement of competence is completed in the form of classroom flipping, i.e., the teaching team explores the depth of knowledge, the breadth of students' cognition, and the teacher and students explore the thickness of the theme of the course together. In the classroom, first of all, the 'teacher asks', checking the effectiveness of students' self-learning, exploring the depth of students' knowledge, and 'remembering - understanding - and learning by example'. The first step is 'the teacher asks', checking the effectiveness of students' self-learning, exploring the depth of their knowledge, and completing the internalisation of concepts in the way of 'knowledge - understanding - learning by example. Next is the 'student question', to explore the breadth of students' knowledge. Then, the teacher introduces the situation to condense the teaching, and tests the learning effectiveness through exercises. Finally, the teacher explores the theme of the course, connects with social cases or relevant historical materials, and enriches the students' thematic thickness of the task by using key words, from shallow to deep. Through mid-level exploration, students' ability to actively explore knowledge and independent learning is cultivated, and the efficiency of the classroom is improved.

In the third stage, the higher-order treasure hunt, the idea of elevation, 'one week a week' teaching interactive way to complete the 'three inheritance', to cultivate students' creative ability and teamwork consciousness. Firstly, there is 'one question a week', in which students make a classroom presentation on the theme of legal culture related to the content of this course, and inherit the traditional legal culture, such as the culture of etiquette and law, the culture of benevolence and the culture of harmony from the perspective of contemporary young people through reviewing the literature, sorting out the

information, and analysing in groups; secondly, there is 'one reading a week', in which students make a presentation on the theme of legal culture related to the content of this course. Reading of the Week', students share the reading of legal culture books, teachers develop students' innovative thinking by commenting and interacting with each other, enhance students' knowledge of the topic by introducing classical historical materials, and inherit the relevant legal system in combination with this week's teaching tasks; finally, "Question of the Week", teachers put forward Finally, there is the 'question of the week', in which the teacher puts forward the expansion of thinking questions, students explore and consolidate in a cooperative way, and brainstorm appropriately, in order to cultivate the students' problem consciousness of "learning to ask", "thinking in asking" and "solving in thinking" in the form of problem transmission. The students' problem awareness and problem solving ability will be improved.

### 3. Teaching effectiveness

The teaching mode of 'Three Preparations, Three Explorations and Three Inheritances' aims to respond to the challenges of legal education in the Internet era, realise the goal of socialist rule of law talents cultivation, follow the academic spirit of 'erudition, interrogation, clarification, deliberation, serious thinking and sincere action' of Guangzhou Xinhua College, and practice the principle of 'solid foundation, strong practical ability, professional applied and compound talents' of the School of Law. Following the academic spirit of Guangzhou Xinhua College 'erudition, inquisitiveness, lucid argumentation, prudent thinking and conscientious action', and practicing the cultivation concept of 'professional applied and compound talents with solid foundation and strong practical ability' of the School of Law, it has shown the following practical results:

Firstly, the learning experience of students has been significantly improved.

The teaching team has constructed a set of online resources that are compatible with students in applied colleges and universities from the students' base, including the course public number, teaching videos, course knowledge maps, and gradient course exercises. The teaching team invites students to select teaching resources from their own needs and interests, optimises the editing and delivery of online teaching content, and enhances the differentiation of course tasks to ensure that the course platform meets the original intention of 'rich in content, close to the reality, and focusing on the effect', and truly meets the learning needs of students. Teachers urge students to improve their learning efficiency before class through classroom sample tests and course assignments to ensure the implementation of the flipped classroom. According to the results of random questionnaires, more than 90% of the students said that the teaching mode has enhanced their motivation to learn, the failure rate of students has been reduced, and the students' evaluation of the learning experience is generally better, with obvious learning effectiveness.

Secondly, students' innovation ability and the effect of Civic and Political Education have been significantly improved.

Through the implementation of this teaching mode, the teaching team has guided students to participate in the National Colleges and Universities Mock Collective Negotiation Competition, the Rule of Law Literacy Competition of the Department of Education of Guangdong Province, the Constitutional Law Speech Contest of the Department of Education of Guangdong Province, and the Challenge Cup for Guangdong University Students, and other subject competitions and innovative activities. Cumulatively, students have achieved the following honors: one first - prize in the constitutional discipline competition of the Ministry of Education; one first - prize, two second - prizes, and six third - prizes in the constitutional discipline competitions organized by the Guangdong Provincial Department of Education; one third - prize in the "Challenge Cup" Extracurricular Academic and Technological Works Competition for Guangdong college students; one first - prize, three second - prizes, and two third - prizes in the National College Simulated Collective Negotiation Competition; three silver medals and five bronze medals in the "Challenge Cup" Entrepreneurship Competition for Guangdong college students.

In addition, the teaching team has mentored students in participating in the College Students' Innovation and Entrepreneurship Training Program. During the period from 2016 to 2024, a total of 4 national - level projects, 5 provincial - level projects, and 17 university - level projects have been successfully approved under their guidance.

Thirdly, the number of users of the related course public number grows year by year, and the

number of users increases significantly.

The course public numbers on which the model relies are LegalHistory and Property Law Judgement Study Room. Since the establishment of the public number of Chinese Legal History in 2017, the teaching team has taught a total of 1,422 subjects, and as of 25 January 2025, the number of users of the platform reached 2,894, which is 2.04 times the total number of subjects. Since the establishment of the public number of 'Property Law' in August 2022, the teaching team has taught a total of 628 students, and as of 25 January 2025, the number of users of the platform has reached 1,189, which is 1.89 times the total number of students. It is clear that the beneficiary group of the platform on which the 'Three Preparations, Three Explorations, Three Transmissions' teaching model is based has continued to expand.

Fourthly, the effect of collaborative education with two teachers in the same classroom has been remarkable, and has affected other programmes in the College.

Under the impetus of this teaching model, it has become a regular practice for members of the teaching team to invite judges, prosecutors and lawyers into the classroom, for example, in the special double-teacher course on the Law of Evidence, and the double-teacher demonstration course on the Law of Marriage, Family and Succession. The School of Law has also established a system of off-campus tutors, forming a stable team of dual-teacher co-curricular programmes.

Fifthly, the feedback from the employment units is positive, and the students' legal cultural literacy is high.

Since adopting this new teaching model, the teaching team has regularly collected feedback from employers of graduates, including courts, procuratorates, law firms, and other types of legal institutions. The information indicates that employer satisfaction with students has improved. Employers believe that students excel not only in professional skills but also show improvement in their legal cultural literacy. This feedback indirectly proves the profound significance of the 'Three Inheritances' ideological and political education concept advocated by our teaching model. It not only enhances students' professional abilities but also achieves certain results in cultivating their legal cultural literacy.

#### 4. Teaching innovation

The 'Three Preparations, Three Explorations and Three Inheritances' teaching model integrates technological innovation in depth, uses the flipped classroom with the help of mobile learning, and creates a characteristic teaching model that meets the basic requirements of students in independent colleges, but also has the gradient for upgrading and truly establishes a 'student-centred' teaching design. The teaching design is truly 'student-centred'. After a certain amount of teaching practice, repeated polishing and careful scrutiny, the teaching team believes that it embodies the following innovations:

##### (1) Integration and training of new liberal arts, dual-teacher co-operation and construction

'The integration of 'Chinese Legal History + Ancient Chinese Literature' focuses on the multi-dimensional enhancement of students' abilities; through the "two-teacher" lectures, students' understanding of traditional Chinese legal culture is strengthened from the perspective of judicial practice. Through the 'double-teacher' lectures, students' understanding of traditional Chinese legal culture is strengthened from the perspective of judicial practice.

##### (2) Technological Innovation: Comprehensive Construction and Promotion of WeChat Public Platform + Super Star Learning Channel

Guided by the concept of "Internet +Law", this initiative establishes a WeChat Public Platform and a Chaoxing Learning Platform. Through systematic integration of existing high-quality teaching resources and targeted adjustments based on students' learning requirements, the program aims to satisfy personalized learning demands and enable ubiquitous learning accessibility. This integrated approach significantly enhances students' self-directed learning experiences by optimizing resource utilization efficiency and improving educational service adaptability.

##### (3) Content Innovation

Relying on the public number of the course and Super Star Learning Pass, we have sorted out the classic terms, classic cases, classic videos, classic history or theoretical frontiers of the course, and constructed a set of systematic knowledge system of the course for students of independent colleges

that is characteristic and easy to use.

#### (4) Assessment Innovation

The process assessment is strengthened through quantitative indicators. Among them, WeChat and Super Star Learning Pass course participation for supervising self-study and ensuring the smooth implementation of the teaching mode accounts for 10%, classroom speeches and discussions for expanding the mind accounts for 10%, notes and usual classroom tests for consolidating the learning effect accounts for 10%, attendance for ensuring classroom participation accounts for 10%, and the final examination accounts for 60%.

## 5. Conclusion

The teaching mode of 'Three Preparations, Three Explorations and Three Inheritances' is designed from the characteristics of the academic situation of applied colleges and universities, and its design takes students as the main body, and it has achieved certain results from teaching according to students' abilities to teaching and learning. In the future, the teaching team will continue to take students' needs as the focus of improving the teaching mode and fine-tune the teaching resources, including teaching courseware, teaching casebook, teaching video, etc.; it will continue to strengthen the construction of the teaching team and extend the teaching mode to more law courses, such as "Elementary Jurisprudence", "Advancement of Jurisprudence", "Constitutional Law", "Ethics of the Legal Profession", etc.; it will further refine the learning tasks and strengthen the process assessment of students to enhance the effectiveness of the teaching mode. The learning tasks will be further refined and students' process assessment will be strengthened in order to improve the effectiveness of the teaching model.

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