

Exploration on Case Teaching of “Economic Law” Course in Higher Vocational Colleges based on Mixed Learning

Dianxue Zhou

Ji Lin Justice Officer Academy, Changchun 130062, Jilin, China.

Abstract : The knowledge content of “economic law” course in higher vocational colleges is relatively complex, and students are under great pressure to learn, so it is not easy to be interested in this course, resulting in students’ learning of legal theory and legal provisions, which can not achieve the teaching effect. With the rapid development of the Internet, mixed learning came into being. Teachers need to make rational use of the mixed learning model for this course and change the current traditional classroom teaching methods. In teaching, we should be student-oriented and give full play to the effective role of case teaching. This paper analyzes the case teaching of higher vocational economic law course based on mixed learning.

Keywords : Mixed Learning; Higher Vocational Economic Law Courses; Case Teaching

1. Introduction

There are many learning contents of “economic law” course in higher vocational colleges. If only the traditional teaching mode is adopted, it will only make students gradually reduce their interest in the course of economic law, making the course unable to achieve the expected teaching effect. Therefore, we must change the classroom teaching mode. Based on mixed learning, it is very necessary to make rational use of case teaching method in the teaching of “economic law” in higher vocational colleges.

2. The significance of case teaching of economic law course in higher vocational colleges under mixed learning

The mixed case teaching method does not need too many cases, but only needs to provide more accurate cases with the learned knowledge. Each teaching module selects a comprehensive or representative case for students to analyze and write, which can meet the needs of daily learning. Only when students really enter the case situation can they show better results. The mixed learning method is different from traditional teaching. This method combines online and offline teaching at the same time, which greatly improves the possibility of students’ active participation in all links of case teaching; Nowadays, there are more and more information-based teaching. Teachers can arrange learning tasks directly through the network learning platform, and then use instant messaging tools to communicate with students online, which enhances the interactivity and timeliness of messages. Secondly, this teaching mode can improve the comprehensive quality of students and teachers. Finally, it can also cultivate students’ ability to analyze and solve problems from multiple angles.

3. Problems existing in the course of “economic law” in higher vocational colleges

3.1 The time for teachers to provide cases is not fixed

In the teaching process of “economic law” in higher vocational colleges, most cases are thrown out in advance by teachers, and students analyze and answer after learning relevant knowledge points; Or after the teacher explains the basic knowledge points, and give a random case to deepen the students’ understanding. There is no fixed case study time, which will only make students feel that they are dealing with teaching and can not achieve the purpose of applying what they have learned.

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3.2 Students are not actively involved in case studies

In the actual teaching process, students only use the habit of “listening to stories” to understand the news cases told by teachers, and cannot analyze them with legal thinking and knowledge. In addition, there are very few opportunities for teachers and students to communicate effectively in the classroom. The interaction between the two is not strong, and students naturally cannot understand what they have learned and master it in time. Even if students master it, it is difficult to use it in real life.

3.3 The source of the case is not comprehensive

In daily teaching, most of the cases used by teachers are prepared in advance, mainly from teachers' usual collection; At the same time, because the collected cases are not comprehensive, they are usually only the application of specific knowledge points, resulting in a single case and weak knowledge points.

4. Case teaching design of higher vocational economic law course under mixed learning

The so-called mixed learning is actually the combination of traditional learning methods and online learning methods to find the advantages of the two learning methods and give full play to them. This way reflects that teachers must have all-round guidance and play a leading role in supervision and observation in the teaching process; It also reflects that students need to maintain initiative in the learning process. When teaching, teachers need to make full use of the network teaching platform under the modern Internet in order to give full play to the role of their case teaching method in the classroom teaching of economic law in higher vocational colleges. We should take the Internet platform as the medium to design the relevant case teaching process. The teaching process is as follows:

4.1 Selecting and presenting relevant cases

When teachers publish online homework in class, they need to combine the book content, find the knowledge points to learn, and put forward the theme combined with the knowledge points, and then tell the students to actively collect hot issues. After collecting the problems, they can write cases in the form of groups. After passing the review, they can publish these cases to the network platform. In this way, we can not only solve the problem of incomplete sources of teaching cases, but also improve students' enthusiasm, show their cooperation ability in the classroom and emphasize the principle of joint participation.

4.2 Students' independent inquiry link

When students send the cases to the network platform, teachers can find relevant materials according to these cases, and then ask students to analyze the problems raised in writing the cases through their knowledge. This way can consolidate students' learning of knowledge and enable them to actively find problems, from passive learning to active inquiry learning. When students put forward questions and then publish them to the online learning platform, teachers can analyze them according to the overall situation of students, so as to design classroom teaching contents more pertinently, improve teaching efficiency and complete teaching objectives.

4.3 Case study link

It is very necessary to discuss the cases written by students. Teachers can screen the cases written by students on the network and try to choose some meaningful and controversial cases. Students can improve their ability and obtain knowledge from different angles by analyzing such cases, which helps them to apply their knowledge in real life.

4.4 Case evaluation link

In order to facilitate teachers to understand students' mastery of knowledge, case evaluation is indispensable in the teaching process. Through case evaluation, teachers can more intuitively understand whether students master the knowledge they have learned. After the first three links are carried out in turn, the teacher can let the students feed back and supplement the case in the form of a group, and then upload the results to the network platform. The teacher will evaluate the situation fed back by the students on the network platform.

5. Examples are given to illustrate the effective implementation of case teaching content of economic law course in higher vocational colleges under mixed learning

There are many important knowledge points in higher vocational economics class, such as Consumer Protection Law. When students learn this content, they are often not active. Therefore, as teachers, they can use the mixed learning mode to apply case teaching to this content. The following is the teaching description of this knowledge module:

5.1 Selecting and presenting relevant cases

In real life, we can see disputes over consumer rights and interests everywhere on the Internet. As teachers, we can timely find

relevant text, pictures or video content on the Internet and upload it to the online learning platform for students to browse freely. Because it is an ongoing and hot network event, students will remain interested. After all the students browse, the teacher can ask the students to extract the information they see and put forward two or three legal questions to form a case.

5.2 Students' independent inquiry link

Generally speaking, most of the disputes arising from consumer rights and interests have a common problem, that is, how to protect the rights of consumers when their rights and interests are violated? According to this problem, teachers can let students discuss the corresponding knowledge in the process of learning in groups, and release the knowledge points in the consumer protection law to the online learning platform in advance. Teachers let the students understand the problems in the case they have written through these knowledge, analyze the problems according to the problems, and explain the legal problems in the case. In this way, it can help students sort out the content of the Consumer Protection Law. Teachers can set content for the next teaching objectives through students' feedback and analysis on the e-learning platform.

5.3 Case study link

Case study is very important in learning. Through case study, students can analyze the problems and improve their understanding of knowledge. Therefore, for case study in class, teachers can choose the results of groups with high completion to analyze, and explain the knowledge of Consumer Protection Law through their results, which is convenient for students to absorb. When students have heated discussions in class, teachers also need to use legal thinking to guide students to analyze and give life examples for students to consolidate. This can not only help students correctly understand what they have learned, but also help them apply their legal knowledge in their later life.

5.4 Case evaluation link

In the mixed learning mode, teachers can use the online education platform to evaluate students' feedback online. If teachers have any questions or students have any questions, they can communicate through the platform. In addition, teachers can also supplement the development status of current cases, let students explain and analyze through the supplemented cases, and then teachers evaluate on the platform, so as to achieve the purpose of teaching.

6. Conclusion

To sum up, under the current educational background, it is very necessary to innovate the classroom case teaching of economic law in higher vocational colleges by using the mixed learning model. On the one hand, it can not only improve students' mastery of legal knowledge, but also turn students' learning from passivity to initiative, reflect their learning initiative, and achieve the purpose of taking students as the main body; On the other hand, it can strengthen the students' application of the knowledge they have learned, and help others or protect themselves with legal weapons in life. Only by letting students take the initiative to deepen their understanding of knowledge can they sublimate their ability and achieve the teaching goal.

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