Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 6, No. 2, 2023

Research on the Teaching Design and Model Innovation of Economic Law Course based on the Concept of OBE

Feng Li

Sanjiang University, Nanjing, Jiangsu, China

Abstract: In the context of the country's efforts to promote the "quality revolution" of higher education, it is necessary to actively explore the innovation of teaching mode as the basic course of economics and management. Based on the innovation of OBE-oriented flipped classroom teaching mode, the course of Economic Law highlights the cultivation of student-centered, methodological thinking and application ability, effectively solves the long-standing pain points in the teaching process, and significantly improves students' independent learning ability and professional practice ability. At the same time, the integration of ideological and political education in the process of teaching innovation realizes the organic unity of ideological and political education and professional education, and provides a reference for colleges and universities to improve the teaching quality of the Economic Law by relying on teaching innovation.

Keywords: OBE Concept; Economic Law Course; Teaching Mode; Innovation.

1. Research Background

It is an important way to improve the quality of teaching by using advanced teaching concepts, optimizing teaching objectives, designing teaching content, innovating teaching methods, and reforming assessment methods. As a basic course of economics and management, Economic Law occupies an important position in daily education and teaching, but the traditional teaching fails to fully reflect the student-centered teaching orientation, the training of students' professional methods, thinking and application ability is insufficient, and the ability of students to solve practical legal problems needs to be improved, which has formed obvious constraints on the improvement of teaching efficiency and quality. Therefore, through the innovation of the OBE-oriented flipped classroom teaching mode, the course team of "Economic Law" highlights the student-centered, methodological thinking and application ability training, effectively solves the long-standing pain points in the teaching process, significantly improves the students' independent learning ability and professional practice ability, and lays a solid foundation for students to adapt to the changing commercial legal environment and be competent for complex and professional economic management-related legal work. It effectively connects the needs of employers for professional knowledge and practical ability, so that graduates have better independent and sustainable development ability. In addition, in the process of teaching innovation, while always paying attention to increasing students' professional knowledge, we should also improve their ideological and political accomplishment, so as to realize the same direction of ideological and political education and professional teaching.

2. OBE Teaching Philosophy and Model

The OBE teaching model is an applied talent training model oriented by learning outcomes or learning outputs. The OBE concept transforms the traditional "teacher-centered" teaching mode into a "student-centered" teaching mode, focusing on the formulation of "learning output" goals for applied talents and the cultivation of applied talents. Therefore, the use of OBE teaching mode for teaching design is not only a reform of the cultivation of applied talents, but also a training mode that is more suitable for college teaching, which should be studied and practiced in depth.

The OBE teaching philosophy, also known as the "outcome-oriented education model", first appeared in the basic education reform of the United States and Australia. In the OBE teaching model, the emphasis is on what students have learned and whether they can apply what they have learned, which is far more important than how and when they learn. Therefore, it is important to adjust the teaching concept, pay more attention to the output of students in the whole teaching process, and design appropriate teaching models to ensure that students achieve the expected goals. OBE originated in the United States in the 80s of the 20th century. The research on OBE in foreign countries is mainly based on basic content research, including concept definition, concept elaboration, development analysis, model research and implementation points. The in-depth research on the basic content of OBE in foreign countries will help China to have a comprehensive understanding of OBE, grasp the key points of OBE implementation, and lay a solid foundation for specific application and practice research. The study of the OBE concept in China began in 2003. It wasn't until 2012 that OBE began to enter the classroom. Tang Liguo and Guo Qing carried out the evaluation of the quality of the training of engineering application-oriented talents based on learning output, focusing on innovation, and realized the online monitoring of the training quality of engineering application-oriented talents. To sum up, the practice of OBE in China is more in the curriculum and case teaching. However, the real application process of OBE concepts such as curriculum reform, teaching evaluation, and classroom teaching in higher education still needs to be studied.

3. The Significance of the Application of the OBE Concept in the Teaching of Economic Law

According to the characteristics of college students in all aspects, teachers should teach students according to their aptitude, formulate a teaching model for college students, change the original teaching process based on academics and theoretical knowledge, and require students to achieve the same academic level and standards when they graduate; The OBE teaching model is to adopt a teaching mode that is more suitable for college students, and formulate teaching methods and teaching objectives that are truly suitable for college students, in order to enable college students to become high-quality and high-ability technical and skilled talents in the future development. The course "Economic Law" is the main course of the major of finance and commerce, which has been taught many times among the students of the 2018 to 2022 classes of the university, and has applied for several examination reforms. The course involves a lot of legal provisions, and students cannot truly test their level through knowledge memorization. Therefore, it is the main content that teachers should consider to measure the existing educational conditions, formulate their personalized goals, and set phased small goals to guide students to apply knowledge to solve various problems, complete corresponding tasks, and solve real-life cases with the economic laws and regulations they have learned.

Under the guidance of the OBE concept, college classrooms require students to complete more targeted and challenging classroom tasks, and require students to complete tasks and improve their learning ability through independent thinking, group discussions, mutual learning, extracurricular research and other links, and by building a full-process closed-loop learning mode of "before-in-class-after-class". Taking the economic law classroom as an innovative pilot is not only an experiment in the practice of the OBE concept, but also an understanding and cognition of the OBE concept for students. By assigning customized tasks in the classroom and outside the classroom, guiding students to be results-oriented, clarify the purpose of learning, correct their learning attitudes, adjust their learning directions, and finally achieve a satisfactory answer for themselves, it is not only a reform of the "Economic Law" course, but also a pioneer of other curriculum reforms.

The basic goal of the "Economic Law" course education is to cultivate application-oriented talents, that is, through a series of education and teaching links, to train social people into qualified legal personnel. Legal personnel can be divided into three levels: First, they must remember and apply the basic principles of the law, second, they should remember the basic principles of the law and understand the exceptions of the law, and third, they should remember the basic principles and exceptions of the law, and master the legal theory and the spirit of the law that run through all the laws, so as to cultivate high-level legal talents.

This paper argues that the selection and improvement of legal education methods in colleges and universities are very important in cultivating high-level legal talents. Teaching is to let students know what the law is, to grasp and be familiar with the legal system, legal provisions and legal procedures, to understand the legislative purpose and legal spirit behind these systems, provisions and procedures, and to rely on advanced scientific and technological means and methods to quickly and effectively realize the comprehensive integration of existing knowledge achievements and theoretical research achievements, and then to innovate, develop and advance. Innovative thinking, innovative methods and innovative ability should be unified, and in order to achieve this unity, the concept of research-based learning and multiple intelligences should be established in teaching, the reform of teaching concepts and teaching methods should be realized, and the teaching process should be transformed into a process that enables students to develop creative thinking and their respective potential.

4. Problems Faced in the Teaching of Economic Law

As a compulsory basic course for economics and management majors, the course of "Economic Law" is also one of the core courses of various majors in the Department of Accounting, and plays an important role in the training programs of various majors. However, there are the following pain points in the teaching practice process for a long time, which is not conducive to the improvement of the teaching quality of the Economic Law course, and also affects the realization of students' own value after graduation and entering the society. The content of the course "Economic Law" is highly theoretical, and the knowledge points are many and abstract, which makes it difficult for non-law students to understand. The traditional teaching mode fails to fully reflect the student-centered teaching orientation, and students simply accept the teacher's knowledge indoctrination in the classroom, are afraid of boring legal provisions, and it is difficult to fully stimulate their enthusiasm and initiative for learning, and most of them lack enthusiasm for learning.

4.1. Students have a Broad But Superficial Knowledge

With the popularity of the Internet, the amount of information on the Internet is growing at an explosive rate. Among the college students, 95% of the students have more than 5 years of Internet experience, and the average daily Internet time is more than 8 hours. This makes students deeply affected by the Internet. The fragmentation and clutter of network knowledge make students understand more and more knowledge and information, and it is not deep enough. In the traditional teaching of economic law, the course content and teaching organization are not high-level, innovative and challenging enough, which is not conducive to guiding students to explore new knowledge and cultivating students' innovative thinking and ability. Traditional teaching focuses on the explanation of relevant legal norms, requiring students to memorize, students only understand the meaning of legal norms, but do not have a deep understanding of the logical principles behind the law, and students' critical thinking ability, divergent thinking ability and analytical judgment ability are not effectively trained.

4.2. Students are Overly Self-conscious and Pursue Pragmatism

College students are self-confident, independent, and assertive in their view of problems. However, when facing problems, the ability to bear pressure and resist frustration is poor; or too self-centered, prone to small groups or conflicts. Influenced by many factors, college students are more pragmatic in their learning, believing that courses that are

useful for their future development are worth studying, and they will pass sloppily in some "useless" courses. Some students in colleges and universities have experienced the college entrance examination, which has a psychological shadow on learning, lacks self-confidence in learning, and feels that they have no advantage in learning. Many students choose a major that is decided by their parents, and they lack a clear self-awareness and plan for their future development.

4.3. Students' Ability to Solve Real-World Legal Problems Needs to be Improved

The combination of theory and practice in classroom teaching is not close, and students' practical ability to use theoretical knowledge to solve real legal disputes needs to be improved. In the new environment where information technology and artificial intelligence are widely used, new technologies and the new business models and new business forms they have triggered have put forward higher requirements for management talents. Students need to have not only solid knowledge of finance, law, economics and management, but also the ability to collect and analyze information, communication, cooperation, and apply the theories they have learned to solve real-world legal problems. However, in reality, students are faced with imperfect laws in some fields, and they are still unable to effectively respond to how to improve relevant legal provisions and how to solve legal problems that have occurred. In terms of learning attitudes, students often put the cart before the horse, rarely take the initiative to learn in their spare time, and most students spend their spare time on recreational activities. The learning attitude is not correct enough, the academic performance is not good enough, the participation in extracurricular practice and social activities is not active enough, the ability in all aspects cannot be significantly improved, and the competitiveness in employment is lacking.

5. Economic Law Course Content Design and Model Innovation

This study follows the basic requirements for the cultivation of financial and commercial professionals in higher vocational education, takes student employment as the guide, and cooperates with industry enterprises to develop courses and carry out the curriculum reform of Economic Law according to the requirements of professional and technical fields and vocational positions in finance and commerce, with reference to vocational qualification standards. Through a variety of teaching methods, we will improve the practical and professional ability of college students, develop innovative thinking, and cultivate technical and skilled talents that meet the needs of the local society. The teaching of Economic Law should be changed from knowledge-oriented to competency-oriented. The course group proposes an OBE-oriented flipped classroom teaching model, and the following elaborates the innovative theory and practice of the OBE-oriented flipped classroom teaching model from three aspects: innovative ideas and teaching objectives, innovative ideas, methods and measures, and innovative reflection:

5.1. Teaching Objectives

The innovation of the OBE-oriented flipped classroom teaching mode highlights the student-centered, methodological thinking and application ability training, significantly improves the students' independent learning ability and professional practice ability, and lays a solid foundation for the subsequent adaptation to the ever-changing commercial legal environment and the legal work related to economic management with strong competence and professionalism.

5.1.1. Knowledge Level

Understand the origin of the Economic Law, establish the knowledge framework system of the Economic Law, and systematically grasp the basic content of the Economic Law, including Chapter 1 "General Introduction" (including the relevant content of the Civil Law), Chapter 2 "Company Legal System", Chapter 3 "Other Subject Legal System" (including the legal system of sole proprietorship enterprises and the legal system of partnership enterprises), and Chapter 4 "Contract Legal System".

5.1.2. Capability Level

Possess methodological thinking and application ability and necessary legal analysis ability, be able to have a correct understanding and judgment of citizens' rights and obligations, have the ability to handle specific legal affairs and effectively solve law-related problems, and have the ability to use legal thinking and compliance awareness to solve comprehensive and complex problems. Teaching should improve students' high-level cognitive abilities such as knowledge mining, application, analysis, evaluation, and creation, so that students can professionally solve legal problems in economics and management.

5.1.3. Literacy Level

Integrate the content of the "Economic Law" course with ideological and political education, cultivate students' good professional ethics and legal accomplishment, help students establish a firm concept of order and a strong enterprising spirit, so that students can use the law to restrain and regulate their own behavior in their future work and life, and at the same time consciously carry forward the core values of socialism, contribute to the construction of socialist rule of law with Chinese characteristics, and achieve the goal of cultivating economic and management talents with "both morality and law".

5.2. Innovative Ideas, Methods and Measures

5.2.1. Innovative Ideas and Methods

Based on the OBE output-oriented flipped classroom teaching model, with the innovation of the teaching mode oriented by improving professional ability as the core, the reverse teaching design is carried out according to the needs of employers and the evaluation of employability, and through new teaching methods such as task-driven method, situational experience method, and classroom discussion method, the teacher-centered to student-centered teaching method is transformed, highlighting the training of students' methodological thinking and application ability, and cultivating students' ability to solve complex legal practice problems in economics and management.

5.2.2. Innovative Methods and Initiatives

Four methods, namely, task-driven method, situational experience method, class discussion method and mind map method, were completed in the three stages of "Economic Law" before, during and after class, and the specific implementation process is as follows:

(1) Task-driven approach. Before class, students are required to study teaching videos and courseware materials

independently. Online teaching is mainly to integrate teaching materials and network resources through the network platform to provide students with rich learning resources and facilitate students' independent learning. After collecting and summarizing the questions, the teachers of the course group will focus on explaining, answering questions and communicating during the class. Divide the students into learning groups (5~6 people per group), and the group leader will lead the group members to collect case-related materials before class and conduct exchanges and discussions, and make the discussion results into PPT for classroom display.

(2) Situational experience method. In the lesson, students develop methodological thinking and application skills through situational experience. The students' mastery of online learning knowledge points is tested, and case discussions are organized according to the test results, so as to fully mobilize students' enthusiasm for independent learning, cooperative learning and exploratory learning, and pay attention to cultivating students' high-level cognitive abilities such as application, analysis, evaluation and creation. For example, in the "General Introduction" part of the first chapter of the teaching, the situation of the court judgment is created, and the students are required to draw on the judgment document network to draft the judgment in view of the important and difficult knowledge in litigation. When learning company law, students are placed in an entrepreneurial situation, and students are asked to draft articles of association based on the key and difficult points in the process of setting up a company. Students report in groups and comment on each other, and teachers should guide students to "know what it is" and "know why it is true" of the legal provisions, so as to cultivate students' methodological thinking and application ability.

(3) Classroom discussion method. In the course, through case analysis and special discussion oriented to practical ability training, the teaching topics are connected with case analysis, so as to improve students' case analysis ability and ability to solve real legal problems. At the same time, the course group should highlight the leading role of the value of law, excavate typical cases related to the teaching content and include ideological and political education content in practice, integrate socialist values into the curriculum system, and achieve the organic integration of professional knowledge and moral education. For example, when teaching the relevant content of civil law in Chapter 1, students can be organized to watch the program "Focus Interview: Opening a New Era of Civil Code", so as to naturally integrate the core socialist values into the teaching process and help students establish correct values while learning the course.

(4) Mind mapping method. After class, a framework diagram analysis guided by logical thinking training was carried out. Students are required to draw a mind map of the content of this lesson, summarize the knowledge points and sort out the logical relationship between the knowledge points, and build the scattered knowledge points into a systematic knowledge map. This is not only conducive to students' memorization and understanding of the knowledge points that need to be mastered, but also helps to cultivate students' systematic logical thinking and knowledge-related thinking.

5.2.3. Teaching Effect and Reflection

In order to understand the effect of teaching innovation in the course of "Economic Law", the teachers distributed 330 questionnaires to the students in the class who implemented the teaching innovation, and 322 valid questionnaires were recovered. According to the statistics, the following survey results are obtained: 92% of students believe that teaching innovation can improve their interest in learning; 89% of students believe that teaching innovation has improved their problem-solving skills; 98% of students believe that teaching innovation has cultivated their ability to work as a team; 4% of students believe that teaching innovation cannot improve their interest in learning; 5% of students believe that teaching innovation does not improve their academic performance. A small number of students believe that the main reason for the poor effect of teaching innovation is that students need to take the initiative to speak in case discussions, but some students are not willing to participate in class discussions due to introversion and other reasons, so their evaluation of teaching innovation is low.

In the process of teaching innovation of the course of Economic Law, attention should be paid to consolidating the teaching of basic knowledge points, combining thinking training with case analysis, and guiding students to explore and practice. First, we need to consolidate our knowledge base. In the flipped classroom model, individual students' knowledge base is often not solid due to the different levels of self-learning of students. Teachers should thoroughly analyze the key and difficult points after students independently study the course knowledge videos and before the in-class discussions, so as to effectively consolidate the students' professional foundation and update their legal knowledge in a timely manner. Second, the case analysis of the teaching of "Economic Law" is combined with the training of methodological thinking. Methodological thinking training and case analysis are not separated from each other, and methodological thinking training should run through the whole process of case analysis, combined with the actual characteristics of students, and select vivid and interesting economic law cases that are close to the actual life of students through multiple channels. Cases should be time-sensitive, so that teaching can keep pace with the times and innovate and develop. Third, guide students to explore and practice. Teachers should take advantage of the vacation time to lead students out of the classroom and to the courts to get in touch with real economic and legal cases, so that students can use the theoretical knowledge they have learned to face and deal with legal problems that have no ready-made answers.

The teaching reform with the OBE concept as the core is a reform that is applicable to the classrooms of contemporary college students. As a pilot course, the Economic Law course is the beginning of a truly "student-centered" teaching reform.

Acknowledgments

Project Information: General Topic of Higher Education Research of Sanjiang University "Research on the Content Design and Assessment System of Economic Law Based on the Concept of OBE" (No.: GJ2022012) (Moderator: Feng Li).

References

[1] Zheng Li. Research on the construction of curriculum group for the cultivation of business students' professional core competencies under the concept of OBE[J].Heilongjiang Education (Higher Education Research and Evaluation). 2021 (1): 26-30.

[2] Shen Ting. The cultivation of students' design ability in the flipped classroom teaching mode: a review of "Cultural Strategy: Constructing a Unique Cultural Brand with

Innovative Ideology" [J]. China Education Journal,2021 (1): 148.

[3] Zhang Wuwei, Yang Xiuzhen, Wei Maojin. Learning outcome-oriented flipped classroom teaching innovation during the epidemic[J].Higher Engineering Education Research, 2020(5): 194-200.

[4] Xu Jindao. Economic Law Concept Reform and Regulatory Innovation Strategy in the Era of Big Data[J]. Legal System and Society,2020(19):17-18.

[5] Huang Ruiyue. Research on the legal mechanism of balancing the utilization and protection of personal information in the era of big data [D].Chongqing:Southwest University of Political Science and Law,2020.

[6] Deng Li, Dai Zhixia. Research on the Concept Reform and Regulatory Innovation of Economic Law in the Era of Big Data[J]. China Business Review,2021(24):123-125.

[7] Li Ya. Exploration of the teaching mode of the course of "Fundamentals of Engineering Materials and Forming Technology" based on OBE[J].Science and Wealth,2019(7): 253.

[8] Yin Lu. A preliminary study on the concept change and regulatory innovation of economic law in the era of big data[J]. College Entrance Examination,2019(17):250.

[9] Ren Yuanxi. Research on the Concept Change and Regulatory Innovation of Economic Law in the Era of Big Data[J].Fortune Today, 2019(14):220.

[10] Min Jiafeng. Analysis of anti-monopoly law on the principle of necessary facilities for data application in the era of big data[D]. Wuhan:Wuhan University,2019.

[11] Zhu Wenhui. Educational Science Research,2020(5):72-77,83.

[12] Dong Hui, Du Jun. Ideological and Theoretical Education,2021 (5):70-74.

[13] Chen Yanhong. Discussion on the Theory and Practice of International Economic Law Education: A Review of the Case Course of International Economic Law[J]. Educational Development Research,2019,39(2):88.