

The Overall Design of the Project Teaching of Economic Law Courses

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Abstract. Higher vocational education is actually pre-job education, but there often exists the problem that school education divorced from profession. As for how to solve this problem, the direction of reform should first determine the goal of teaching is to foster and improve the students' quality and ability, while project teaching is a good form of teaching to achieve this goal.

Overview of project teaching

The project teaching method is a teaching activity by teachers and students through the joint implementation of a complete project work. It is a task - driven teaching focusing on specific projects to enable students to gain knowledge and skills in the process of completing tasks, a teaching form integrating theoretical knowledge, practical operation and quality training.

Overall design of the project teaching of economic law courses in higher vocational colleges

First, Course construction

The nature and function of the course

Economic law is the basic course of economic management. It's a very hands-on course which can play a supporting role on the cultivation of students' comprehensive vocational accomplishment and vocational ability for getting a job in the future.

Design philosophy and ideas

The design philosophy of the economic law course is: The design of the course in general reflects the higher vocational teaching requirements such as "Taking the project as the carrier, driven by tasks, the ability training as the standard"; "Taking employment as the orientation, based on current, learning to use, the future taken into account; With the students as the core, teaching interaction, cultivating students' fond of teaching and learning well", realizing integration of teaching, learning and practice as well as the goal on cultivation of knowledge ability and quality.

The design idea of the course of economic law is that the legal knowledge should be properly decomposed for solving the students' future required ability on employment, work and life, forming a curriculum content system oriented by capacity-building, realizing two supports: (1) Support for practical application. The legal knowledge and corresponding abilities involved in teaching content can help students solve the general legal problems encountered in real life; (2) Support for entrepreneurial services. The nine scenarios involved in the project basically include the most basic legal issues involved in the start-up process.

Second, the contents of course

Organization and arrangement of teaching contents

The economic law system generally includes: the basic theory of economic law; Market principal method; Market regulation; Macroeconomic regulation; Social security law; Legal settlement of economic disputes. Depending on the object and work requirements of the future career and the differences between the economic management and the economic law content requirements, it integrates the economic law course content, adopting the ways of creating a real situation and

highlighting the professional atmosphere according to the teaching objectives and employment prospects of the higher vocational colleges, the contents of economic law courses are divided into two modules: basic quality and ability project. In specific teaching, a number of subprojects are further designed in each large project.

The course projects and task design of The Economic Law

(1) Basic quality module

vocational ability	The corresponding module		Teaching content	Related supporting theory
	The first level	The second level		
Basic Quality	Theory module	Cognitive law and economic law, setting up the rule consciousness	Overview of law	The basic theory of Law The basic theory of Economic Law

(2) Ability project module

This module is mainly on the basis of the content involved in economic law curriculum, set up into nine big projects on landscape orientation.

Serial number	Projects		Knowledge requirements	Professional ability	Teaching advice and instruction
1	Basic theory discussion	1.1 Clear legal relationship	1.To grasp the concept of legal relationship;2. The components of legal relations; 3. Legal relationship main body's legal responsibility	Straighten out the legal relationship of the parties	Task 1-1: setting situation, dividing the students into two groups including party group and lawyer group, carrying on scenario simulation play, lawyer group receives consulting case from party group and does corresponding record and discusses the controversies of the case mutually.
		1.2 Effective agent cognizance	1. To grasp the concept of the agent 2. Master the rules of the exercise of authority 3.The cognizance of unauthorized agency, apparent agency	1.Study relevant laws and regulations, improve the ability of knowing and usage of the law 2. Play team cooperation spirit, cooperate to complete the task 3. The cultivation and improvement of self-study skills and expression abilities	Task 1-2: 1. Divided into two groups, assign different tasks, learn relevant legal knowledge, and collect cases. 2. The first group will discuss and learn relevant legal knowledge, work together and collect cases. 3. The second group will supplement, correct and evaluate the problems existing in the first group teaching.
2	Handle the relationship between partners	2.1 Clear partners' methods of responsibility	1.Master the enterprise investors' methods of responsibility 2.Clear partners' methods of responsibility	Train the students' ability of correctly dealing with economic law problems by using economic laws and regulations, improve the students' ability of practical use of	Task 2-1: 1. According to the typical cases provided by teachers, students are divided into groups, taking group as a unit analyzing and discussing cases. 2, The teacher will discuss the problem presented in the student discussion and give guidance in time at the scene. 3, The teacher will review and summarize according to the discussions of each group.

				the laws and regulations	
		2.2 Draw up partnership agreement	1. Master the establishment of the partnership 2. Learn to draw up a partnership agreement and define the relationship between partners. 3. Apply the knowledge to handle legal affairs in the partnership process	1. Learn to draw up a partnership agreement and define the relationship between partners 2. Use the knowledge to deal with the legal affairs in the partnership process	Task 2-2: 1. According to the tasks assigned by the teachers, the students are grouped together in groups. 2. The teacher will give guidance for problems presented in the student discussion in time at the scene. 3. The teacher will make comments on the partnership agreements produced by each group and summarize.
3	Walking into company	3.1 Set up a company	1. Grasp the establishment conditions and procedures of the limited company 2. Master the organization of the company 3. Understand the qualifications and responsibilities of company directors, supervisors and senior executives of the company	Apply legal knowledge to set up a limited liability company	Task 3-2: 1. The student will carry out the situation simulation by group. 2. A number of students are simulated to form an industrial and commercial department, and the remaining students are divided into several groups to simulate the establishment of a limited company separately 3. Each group shall assign roles to assist the company to formulate the articles of association and relevant documents. 4. Each group shall send a representative to the industrial and commercial department to perform the registration procedure The teacher gives a comprehensive evaluation according to the establishment of each group
		3.2 Simulate meeting of board of directors	Grasp the nature of the company organization, functions and powers, meeting, resolution by voting	Able to use the related knowledge of company law to identify common illegal behaviors	Task 3-3: 1. The students shall carry out the situation simulation by group. 2. Several students simulate company board members, holding board meetings. 3. The rest of the students watch and point out the irregularities in the meeting 4. Teachers give comprehensive evaluation
4	Understanding the contract	4.1 Sign a contract, pay attention risk control	Master contract on its application	Able to use contract related law knowledge to avoid risk	Task 4-1: 1. According to the typical cases provided by teachers, students are grouped together in groups to analyze and discuss cases. 2. The teacher shall give guidance for problems presented in the student discussion in time at the scene. 3. The teacher shall review the situation of discussions of the various groups and summarizes them.
		4.2 Draw up a house lease contract	1 Master the procedure of the contract concluding 2. Draw up a housing lease contract	Able to use the contract concluding related legal knowledge to draw up a house lease contract with complete and considerate content	Task 4-2: Students are required to draw up a comprehensive and considerate home lease contract from the landlord (landlord) and the tenant safety

		4.3 The contract effective?	Grasp the effectiveness of the contract	1. Able to independently analyze the effectiveness of the contract and effective requirements 2. Able to identify the illegal behaviors of the contract	Task 4-3: 1. According to the typical cases provided by teachers, students are grouped together in groups to analyze and discuss cases. 2, The teacher shall give guidance for problems presented in the student discussion in time at the scene. 3, The teacher shall review the situation of discussions of the various groups and summarizes them.
5	The protection of intellectual property	5.1 The power of the trademark	1. Understand the composition and function of trademarks. 2. Master the subject, object and content of the trademark 3. Master the special protection of well-known trademarks	Able to use trademark law to maintain intellectual property rights, experience the power of trademark, establish brand awareness,	Task 5-1: Watch video: Case analysis; Wang zhi and overseas rights protection. Experience the power of trademark, establish brand awareness, protect intellectual property rights
		5.2 Trademark infringement judgment	Master the standard of trademark certification	Use trademark law knowledge to judge and identify trademark infringement	Task 5-2: 1. According to the typical cases provided by teachers, students are grouped together in groups to analyze and discuss cases. 2, The teacher shall give guidance for problems presented in the student discussion in time at the scene. 3, The teacher shall review the situation of discussions of the various groups and summarizes them.
		5.3 The protection of patent	Master the criteria and scope of application of patent infringement	Judge, identify patent infringement behavior, master the rights protection skill according to the patent law knowledge	Task 5-2: 1. According to the typical cases provided by teachers, students are grouped together in groups to analyze and discuss cases. 2, The teacher shall give guidance for problems presented in the student discussion in time at the scene. 3, The teacher shall review the situation of discussions of the various groups and summarizes them.
6	Research on market	6.1 Maintain the market order and fair competition	Grasp the type and connotation of unfair competition behavior	Able to identify unfair competition acts in the economic life	Task 6-1: 1、 Students are required to pay attention to market research and give specific examples of the 11 unfair competition behaviors listed in unfair competition law. 2、 According to the typical cases provided by teachers, students are grouped together in groups to analyze and discuss cases. 3、 The teacher shall review the situation of discussions of the various groups and summarizes them.
		6.2 Research on market	Clear the product quality obligation of producers and sellers	1. Able to use the product quality law knowledge to supervise the product quality in real life 2. Able to analyze and deal with practical	Task 6-2: Students divided into groups to use their spare time to go to the surrounding supermarkets and department stores to look at the logo on the product or its package to investigate the product packaging problems and collect data, each group shall select a representative to present in class, the teacher shall make comments.

				problems related to product quality in life	
7	Dialogue with consumers	7.1 Dialogue with consumers	Familiar with the rights of consumers according to law 2. Clarify the obligations of the operators	Able to identify the operators' actions against consumers' rights and interests	Task 7-1: Market research, dialogue with consumers. Investigate and understand the behaviors that infringe upon consumers' rights and interests in life, collect information, each group shall select a representative to make statements in class, while teacher makes comments.
		7.2 Safeguard consumers rights	Able to use relevant laws to properly handle the issue of infringing upon the rights and interests of consumers	1. Able to use relevant laws to properly handle the problem of infringing upon consumers' rights and interests 2. Guiding students to feel the rights and interests of consumers in accordance with the law	Task 7-2: 1. According to the typical cases provided by teachers, students are grouped together in groups to analyze and discuss cases. 2, The teacher shall give guidance for problems presented in the student discussion in time at the scene. 3, The teacher shall review the situation of discussions of the various groups and summarizes them.
		7.3 Consumer rights protection way	Grasp the consumers' rights protection way	Able to use relevant laws to properly handle disputes with operators	Task 7-3: Create scene, divide the students into different groups, students will act as consumers and business operators, the consumers association, administrative departments, institutions, the court of arbitration for scene simulation plays, receipt party's case consulting, deal with consumer disputes
8	Interview workers	8.1 Enter into labor relations	Able to sign the contract correctly	Contents of labor contract and notices of labor contract signing	Task 8-1: 1. Interview the employees to understand the contents of the labor contract and the notices of the contract The teacher shall explain the knowledge points, sign the labor contract, the teacher shall make comments and revise the finalized draft.
		8.2 Change and the termination of labor relations	The contract can be changed and terminated according to the provisions of the labor contract law	Legal provisions for the alteration, dissolution and termination of labor contracts	Task 8-2: The group discusses cases and sets out procedures for contract change and termination.
		8.3 Deal with labor disputes	Able to deal with labor dispute according to labor law	Procedures for handling labor disputes, labor laws, labor contract law	Task 8-3: Group discussion cases, case sharing, teacher explanation, formulate labor dispute settlement plan.
9	The settlement of the economic disput	9.1 Write pleadings	1. Rationalize economic and legal relations 2. The basic format of the pleadings and the writing of the required content 3. Production of the evidence	Enables students to straighten out economic and legal relationships in economic and legal cases, and be able to make pleadings and evidence	Task 9-1: Watch video: 1. Students should be grouped together to discuss the dispute focus of the case 2. According to video, prepare a civil complaint for the parties, and make a copy of the evidence catalogue according to the evidence provided by the parties and the evidence collected. 3. Teachers should give timely guidance to

e		catalogue	catalogues.	the problems presented in the discussion of students. 4. The teacher shall make comments on the problems in the complaint and evidence categories produced by the groups and summarize the problems.
	9.2 Moot court	1. Master the relevant legal system of civil litigation 2. Master civil trial procedures	1. Study relevant laws and regulations to improve legal literacy 2. Improve teamwork spirit and complete tasks together 3. The cultivation and promotion of the ability of knowledge understanding and usage	Task 9-2: Moot court 1. Set situation data, carry out scenario simulation play by divided into litigants, lawyers and court group, lawyer group shall receive consulting cases, act as the agent ad litem, court group form a collegial panel in accordance with the law. 2. Simulate opening a court session

Third, the innovation of teaching mode

The innovation of the teaching mode of this course lies at

①The innovation of teaching content. The innovation of the teaching mode of this course lies at that it puts the teaching content in the practical situation, and carries out the experiential learning so as to realize the integration of teaching, learning and practice, accomplished the training objectives of three aspects: knowledge, ability and quality around the economic law teaching content.② The innovation of teaching method. This course will carry out teaching activities with real tasks with students required to work together to complete the task by divided into groups. It cultivates both the practical ability and their cooperation spirit and cooperation ability.③Innovation in the way of assessment. The assessment of this course is divided into two main parts: ordinary performance and learning effect. However, students' attendance, learning activities, team activities and assignments will make up a significant proportion of the overall results.

In conclusion, higher vocational economic law project teaching design should achieve two goals, they are: vocational education objective and economic law course teaching objective.

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