

Teaching Design of Economic Law Based on PBL Teaching Mode

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Keywords: PBL; Teaching Mode; Economic Law; Teaching Design

Abstract: Vocational education is for all-round development and cultivation of practical skills. Each course of vocational education should reflect its professional characteristics and professional ability. As a professional basic course in vocational colleges for finance and economy, Economic Law covers various fields. How to retain the theoretical characteristics of Economic Law in the teaching practice, to connect it with other disciplines of finance and economics and to improve students' professional ability are a challenge that needs to be studied and discussed. Based on years of teaching experience, the author reflects on the problems existing in the teaching of Economic Law in higher vocational colleges. In this study, the author proposed the teaching design of the Economic Law course based on the PBL teaching mode, hoping to provide guidance to the teaching practice.

1. Introduction

In the students training system of the higher vocational education, the professional basic course -- Economic Law is offered to majors related to management and finance. [1] This course is designed to guide students to understand the basic theories of economic law, establish awareness to rules and legal responsibility in the market economy, and be able to prevent various legal risks in future work and life, and apply economic and legal knowledge to economic management to protect their legitimate rights and interests.[2] As an independent department law, the economic law is complex. Due to the limitation of objective factors such as course periods, it is impossible to explain all the contents of economic laws and regulations one by one in the classroom. To that end, contents in this course should be selected for real practice.[3] Based on the teaching experience of Economic Law course, this study restructured the teaching design of Economic Law curriculum with PBL teaching model. This follows the trend of training students with higher vocational skills.

2. PBL Teaching Mode

2.1 Definition of PBL

PBL (Problem-Based Learning) is problem-oriented and student-centered. It emphasizes that the setting of learning should be real and meaningful situation with problems, and the process of learning is the process of problem solving.[4] The role of teachers is to create situations and guide students throughout the process. Through the design, discussion and interpretation of the problem, the interaction between teachers and students can be realized to improve students' cognitive ability. [5] Under PBL, innovation can be seen in presentation of teaching content, the way students learn, the teaching methods of teachers, and the interaction between teachers and students, thus transforming boring and abstract legal knowledge into vivid and specific problems. [6] Different from traditional classroom teaching, this new type of teaching mode breaks down all limitations to classroom, expanding and extending the time and space of students' research and study.

2.2 Characteristics of PBL

The problem-oriented and student-centered philosophy of PBL can stimulate students' interests in economic law courses, give full play to the initiative of students and develop students' creative thinking. Besides, it can also enhance the relationship between teachers and students, and encourage students to interact. In the process of problem solving, students are required to think independently and find solutions by using their knowledge, thus constructing knowledge and experience suitable for this. [7] At the same time, teachers should guide students to analyze and solve problems. On this basis, teachers should help students to establish a systematic knowledge structure through summarization and conclusions. [8] PBL is conducive to students' transformation from "accept the course contents" to "have the ability to learn actively". It also helps to stimulate teachers' enthusiasm, effectively improve students' capacity to apply economic law knowledge to practice, and ultimately improve teaching effect and quality.

3. Problems of Existing Teaching Mode of Economic Law in Higher Vocational Education

3.1 Textbook Unfit for Talent Training Targets

At present, there are various types of economic law textbooks, some for undergraduate universities and others for higher vocational colleges; some for law major and others for other majors. The selection of economic law textbooks should be based on the characteristics of different majors and should be suitable for the training targets of the major. However, in real practice, higher vocational colleges often ignore the applicability of textbooks, but to choose textbooks for university undergraduates or law major students.

3.2 Teaching Material Unfit for Specific Majors

In higher vocational colleges for finance and economics, the course of economic law is offered to many majors, such as accounting and financial management, finance, business administration, international trade, and logistics management. Students of different majors have different needs for economic law knowledge. However, that is often ignored by the teachers in real practice. Giving same lectures to students of different majors neglects the differences in the needs of different majors. In this way, the teacher did not pass on the knowledge students need most, and the teaching results cannot be guaranteed. There are many laws, regulations and systems involved in the economic law course, and it is impossible to introduce all the contents in the teaching. Therefore, teachers must carefully select the teaching contents according to the characteristics of different majors and the needs of different majors for economic law knowledge.

3.3 Teaching Methods Should Be More Flexible and Modern

The study of economic law is monotonous and tedious because it requires the understanding of tons of regulations and law terms. Besides, as a highly practical course related to law, the economic law can't stimulate the enthusiasm of students if the teaching mode is a one-way lecturing. At present, in the teaching of economic law courses, many teachers still adopt the traditional "blackboard plus chalk" mode, which means that teachers only explain legal provisions. They pay little attention to case study and multimedia teaching methods to mobilize students' enthusiasm, so the quality, effectiveness and efficiency of teaching cannot be guaranteed.

4. Teaching Design of Economic Law Course Based on PBL

This study will make full use of the advantages of PBL teaching mode, combine them with the current situation and problems of economic law teaching in higher vocational colleges, and construct the teaching design of Economic Law based on PBL. By doing that, it is expected that students' learning enthusiasm can be stimulated and the teaching results can be improved. (Figure 1)

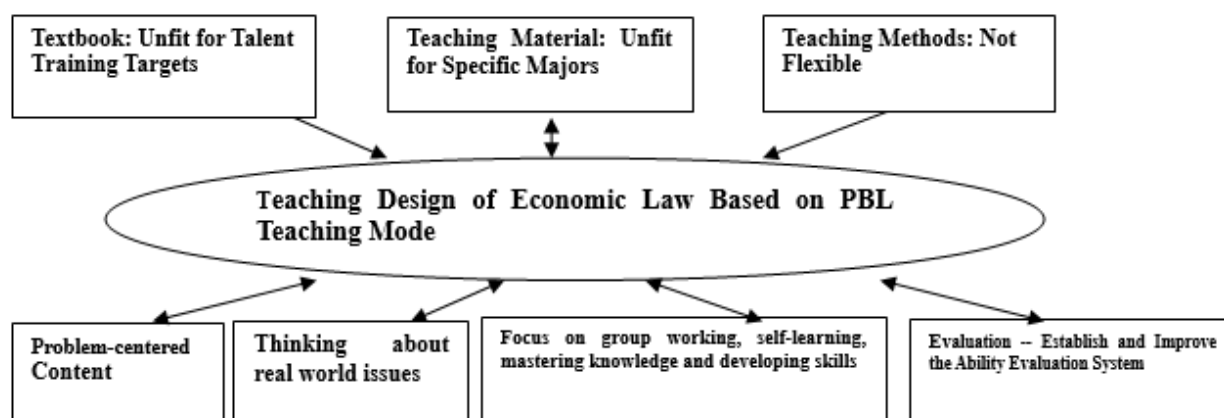


Figure 1: Teaching Design of Economic Law Based on PBL Teaching Mode

4.1 Problem-centered Content

PBL requires raising questions related to class contents, conveying knowledge by guiding students to discuss and analyze problems. Economic law covers various ranges, so the teacher cannot convey all of that to students. Under that circumstance, teachers should classify the contents according to the requirements of the syllabus, select the key knowledge points, raise questions, and encourage every student to actively participate in the class discussion. Teachers should minimize the time of lecturing, increase the discussion time of students. By doing that, students can better understand problems and discuss problems, and be released from the cramming method of teaching. In order to help students to fully prepare for the discussion in advance, the teacher should provide the electronic teaching plans of the economic law course and problems that need to be discussed in the Qzone (a social media platform in China).

4.2 Thinking about Real World Issues

Currently, many colleges and universities have introduced simulation courts, legal clinics and so on into the teaching of economic law courses, and have improved teaching effects. However, during that process, most attention is should be paid to the forms and procedures but not practice and students' understanding. In classrooms, the judicial practice problems should be combined with the basic knowledge and regulations of the economic law, and problems in the "real world" that students may encounter in the future should be raised to encourage students to think about problems at a higher level. In the classroom, students should be guided to pay attention to the specific economic and social phenomena in the real society, and try to observe and interpret them from the perspective of economic law. This will greatly broaden the horizons of students, encourage students to learn more and improve the efficiency of classroom teaching.

4.3 Focus on Group Working, Self-learning, Knowledge and Skills

The PBL teaching model requires students to be transformed from passive learners to active learners and work closely with other group members. They should work in groups in collecting information, preparing for class and drawing conclusions together. PBL has higher demands on teachers' quality and teaching skills. Teachers are required to not only be proficient in the content of the economic law course, but also have a solid knowledge of relevant subjects and logical thinking skills. Besides, they must have the capacity to ask questions, to solve problems and to use knowledge flexibly. Teachers should ask questions and inspire students' reasoning process, fully mobilize students' enthusiasm and creativity and teach through lively activities. With that, teachers can help students to master basic knowledge and improve practical skills.

4.4 Evaluation -- Establish and Improve the Ability Evaluation System

The PBL teaching model requires self-evaluation and group evaluation at the end of each question and each course unit. It is necessary to change the traditional teaching evaluation mechanism, establish and improve the corresponding ability evaluation system. Self-learning

ability, communication ability, expression ability, comprehension ability and problem-solving ability should be included into evaluation system. The evaluation should be implemented throughout the teaching process, thus to establish a diversified evaluation system. The evaluation can reflect students' progress and students' learning results, stimulate students' professional enthusiasm, give full play to self-study and group study, and promote students' learning initiative.

5. Conclusion

In conclusion, with the vigorous development of higher vocational education, the teaching reform of economic law courses in higher vocational colleges will continue to deepen. It is not an easy task to teach economic law courses. It not only requires teachers to be enthusiastic about the teaching of economic law, but also to comply with the requirements of vocational education, actively explore the teaching mode, teaching content, teaching material design and teaching methods of economic law in higher vocational education. This is not only about conveying knowledge, but also the development of personality and ability. Teachers are expected to improve their theoretical and practical knowledge through teaching.

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