

# Research on the Reform of Practical Teaching of Economic Law in the Internet Environment - Study on the Application of "Scenario Teaching Method for Real Business Cases"

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**Abstract:** This reform mainly targets at the practical teaching part of the economic law curriculum, and the theoretical part of the curriculum remains as the traditional teaching method. The objective is to employ the knowledge learnt, under the practical and systematic guidance of the teachers, to cultivate their capabilities in solving typical disputes or preventing disputes in commercial activities. The "Teaching Demonstration Method for real commercial disputes" such as implementation path refers to guiding the students to participate in the whole case analysis process instead of intercepting only the fragments relevant to the law. Pay attention to the occurrence and development of the whole case, and the settlement of disputes, and break the disciplinary boundaries to conduct in-depth analysis of the case from all angles. The objective of the reform of the curriculum of economic law for business students is to cultivate multi-disciplinary talents who understand both business wisdom and market rules, combining business thinking with legal thinking organically, attach more importance to the practice and application of legal thinking in business activities, and train legal professionals with bottom-line thinking, preventive thinking, innovative thinking and cooperative thinking.

## 1. Introduction

Topic: High-quality Course of "Economic Law" at the School-level Teaching Reform Project of Beijing Normal University Zhuhai Campus

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MOOCs refer to large scale Open Online Courses. Since the creation of the first MOOCs by George Siemens and Stephen Downs in 2008, MOOCs have exploded around the world with the scale of their course resources, the professionalism of the expert teachers, and the autonomy and flexibility of students' learning. The impact of MOOCs on higher education worldwide will be beyond imagination. As the famous thinker and practitioner Daniel pointed out, MOOCs will "force first-class universities to re-examine their core missions, to focus on students' needs and teaching quality unprecedentedly, rather than just paying attention to teaching by word."

## 2. Teaching in the Internet Environment Further Highlights the Dominant Position of Students in Teaching

With the deepening development of Chinese market economy, the demand for legislation in the market economy becomes more and more intense. Without the protection of law, the property of market participants cannot be effectively guarded, and the security of market transactions and good order cannot be guaranteed. The report of the 19th National Congress of the Communist Party of

China clearly pointed out that "ruling the country by law in all aspects" has become an important strategic goal of China's development, and corporate governance is an important part of such legislation. As each business school being the cradle of entrepreneurs, it has become an important goal and mission for business schools to cultivate versatile legal and business talents who understand both business wisdom and market rules. The traditional law education in our country is based on the knowledge taught by teachers, focusing on the study of theoretical knowledge. The main contents of classroom teaching are the interpretation of legal concepts and legal provisions. The case analysis is also teacher driven, with few students' participation in the discussion nor even expressing their own views. The current college students are mainly those born in the 1990s. They were born in an era of knowledge explosion. They have been influenced by various ideas since childhood, and have their own unique views on various phenomenon that ever happen. They are not satisfied with the unilateral teaching of teachers in the classroom, but are more willing to participate in it and become the real party of learning. MOOCs provide abundant network resources for students to learn independently, and can guarantee the quality and effectiveness of resources. Therefore, they bring new opportunities for the reform of the development of law teaching. The MOOCs effectively combine the Internet with the education, select the world's excellent university education resources, create and recreate them on the Internet through educational network technology, and even use the film shooting method to make the boring curriculum dynamic, visual and interesting. The student's interests are skillfully integrated into the course learning. In the process of MOOCs, learning, online learning students are no longer the spectators of traditional online courses, but becoming real participants. For the study of basic knowledge such as the basic concepts of law and the basic understanding of legal provisions, teachers can publish learning tasks to students through the network, ask the students to watch the instructional videos designated by teachers, complete relevant course assignments, and put forward their own questions and views on the course, thus forming the most basic understanding of the course. Therefore, from the self-selection of the class time of the MOOCs course to the independent coordination of the learning process and the full use of learning resources, the autonomy of students' learning is reflected. In addition, in the process of learning, students can find the latest and most authoritative resources on the Internet at any time if they encounter relevant terminology, or recent news, or even a policy just issued. In the traditional classroom, teachers teach new concepts and knowledge, and students can only find relevant materials after class, which cannot guarantee the timeliness and thoroughness of knowledge understanding.

### **3. Introduction and Teaching Mode of “Scenario Teaching Method for Real Business Cases”**

This reform mainly aims at the practical teaching part of the economic law curriculum, and the theoretical part of the study remains as the traditional teaching method. Emphasis is placed on cultivating students' ability to solve typical disputes in commercial activities and the ability to prevent disputes under the practical and systematic guidance of the teachers. The "teaching demonstration method for real commercial disputes" such as implementation path refers to guiding the students to participate in the whole case analysis process, not only intercepting the fragments related to the law, but also paying attention to the occurrence and development of the whole case, as well as the settlement of disputes by breaking the disciplinary boundaries and conducting in-depth analysis of the case from all angles. Business students' unique knowledge of economics and management provides an important professional basis for case analysis.

The first step is to select cases. At the beginning of the semester, students in groups choose cases with timeliness, representativeness and typicality, or cases experienced by students in the process of starting a business or in real life.

The second step is case analysis. Students need at least three weeks to search for a large number of relevant materials of the case, including online reports, video materials, opinions of famous scholars, academic papers, court documents, and even field trips and interviews. At each stage, students are required to summarize and sort out the collected data and write review

summaries related to cases. In addition, students need to edit, direct and produce the main plot of the case into a five-minute microfilm as the first part of the class presentations.

Thirdly, prepare for the court hearing process. The court hearing is a process with high requirements for legal knowledge. Students need to learn the civil procedure law by themselves to understand the whole process of the court hearing. When necessary, teachers will take students to attend the court hearing and experience the whole process of the court hearing. Then based on the case of the group, the students will write relevant legal documents, lawyers' arguments at the trial stage, witness testimony, judge verdicts, and so on.

The last step is the preparation of expert interpretation. Expert interpretation is the essence of the whole case teaching. Law school students are concerned about the trial process, while business school students need to understand the enlightenment and impacts of the entire case disputes, and how to avoid similar disputes in commercial activities. Students need to abstract the relevant legal and economic or management issues from the cases, research on Chinese and English academic articles, reference the interpretation of similar issues by famous scholars, combine the teaching focus of economic law courses and their professional background, get their own unique views, and interpret them in the classroom in the role play of "legal experts" or "economic experts". As the last part of case teaching, students often have heated debates in class, which will sharpen students' critical thinking and argumentative thinking.

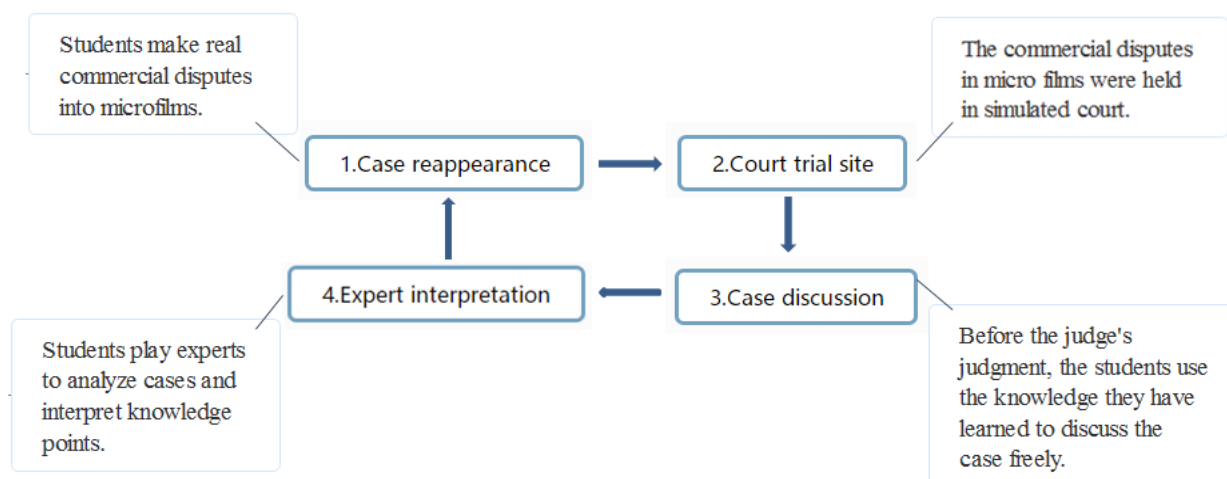


Figure 1. Process diagram of “scenario teaching method for real business cases”

The teaching method is student-oriented, subject-based learning, catering to the basic concept of education in the network information age. In the Internet environment, knowledge is presented to all learners in different forms. The educational concept has gradually evolved from teacher's indoctrination of knowledge to teacher's guidance of students' self-exploration of knowledge. This course integrates teacher's explanation with student's practice. When the teacher has finished teaching of the relevant knowledge, the students begin to use the knowledge to practice. Students need to find out the real commercial disputes in groups, analyze and discuss the focus of the disputes, and present the discussion results in class. The research group will set up different forms of commercial disputes for different units of learning: for example, the study of the “Partnership Law” requires students to find relevant cases about disputes between partners in accounting firms. Moreover, in the "expert interpretation" part, it focuses on the main disputes and solutions among the partners of accounting firms, aiming at cultivating students' preventive thinking and bottom-line thinking. The "Company Law" requires students to look for cases of equity disputes, such as Gome equity disputes or Vanke equity disputes, students need to simulate the entire process of "Gome shareholders' meeting", in order to cultivate students' understanding of the shareholders' meeting, and the importance of company equity formation for company operation. The “Bankruptcy Law” requires students to look for typical bankruptcy cases, present the development process of enterprises briefly, and hold a creditor meeting to show the

entire bankruptcy process or restructuring process. Through learning the bankruptcy process, students master the main responsibilities of the managers and lay a foundation for their future management framework. The “Contract Law” mainly chooses typical contract disputes, and can even use the contract disputes experienced by students themselves to analyze and display, to cultivate students' legal thinking. Training students' ability to in acquiring knowledge, self-study and teamwork through the “scenario teaching method for real business cases”

#### **4. Reflection and Improvement of “Scenario Teaching Method for Real Business Cases”**

MOOCs are a way of learning that begins to spread widely in recent years, and China has only just begun to pay attention to MOOCs. Although some well-known universities such as Tsinghua University and Peking University have joined in the creation of MOOCs, the number is limited after all. The “scenario teaching method for real business cases” is also at the stage of exploration. Therefore, the “scenario teaching method for real business cases” in the context of MOOCs is a new concept, which is still in the stage of starting and exploring. There are still many immature places in the method. In the process of application, through the feedback of the students, the teaching methods mainly need to improve from the following aspects:

Firstly, the resources of Chinese law courses offered by MOOCs are limited. The teaching mode in the format of the MOOCs is very demanding for video resources. Since MOOCs from in North America and were developed very rapidly in the United States, the English courses under the MOOCs network are rich in resources, while China belongs to the civil law system. There is still a big difference between the law curriculum of case law system in UK and American countries, especially when it comes to learning in the national sector law, the video resources on the network are relatively limited. At present, most of us still use relevant videos of National Elaborate Courses resources, which basically cover core courses related to law. However, sometimes teachers still need to gradually improve their own curriculum-related teaching videos, and more often teachers need to record the explanations of knowledge points in person. This requires higher requirements for teachers in all aspects, and needs the support of network technology, recording equipment and other conditions. Thus, it is an urgent task to establish a set of teaching video resources that meet the requirements of the curriculum.

Secondly, “scenario teaching method for real business cases” is very strict in choosing cases, and the background materials of cases are insufficient. The choice of cases should cover the key points and difficulties of the course, and require timeliness and representativeness. Although many cases accumulated now meet the requirements of “scenario teaching method for real business cases”, there are still some cases to be replaced in time due to the revision of the law, the development of society and many other factors. Moreover, in the process of choosing cases, the biggest problem students encounter is that they cannot get detailed background information of the case, which has a great impact on the restoration of the case, and ultimately affects the trial results of the case.

Thirdly, the assessment mechanism for students still needs to improve. The traditional teaching tests students' learning in the form of examinations. Under MOOCs, it is difficult for the “scenario teaching method for real business cases” to evaluate the understanding of the students' curriculum theory and the mastery of the case. Since students learn theoretical knowledge independently, it is difficult for teachers to control students' learning progress. Therefore, teachers still need to explore an effective course assessment method to encourage every student to actively participate in the study and discussion of the course.

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