

Study of Procedural Evaluation on the Teaching Practice of Law Major

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Keywords: Procedural evaluation, Law major, Practical teaching, Evaluation

Abstract: For the quality evaluation system of practice teaching of law major, some problems still exist, therefore it is necessary to establish the quality evaluation system of practice teaching of law major by adopting the procedural evaluation concept to construct a quality evaluation system covering all practical teaching links, identify the evaluation subjects and evaluation objects of practical teaching quality, optimize the evaluation guarantee mechanism of practical teaching, and pay attention to the feedback and application of the evaluation results of practical teaching quality.

1. Introduction

The adoption of procedural evaluation model is one of the main directions of engineering education reform in China, in which field, reform exploration has achieved a result with extensive influence. In the field of law education and teaching, few achievements have been made for the education and teaching reform under the guidance of procedural evaluation concept, however, based on the output-oriented concept of procedural evaluation, that reform is consistent with the goal of cultivating application-oriented professionals in law major. In the teaching course of law major, it will be helpful for the improvement of applied talents training quality that absorbing the essence of procedural evaluation and promoting the teaching reform.

2. Significance of Constructing Practical Teaching Quality Evaluation System for Law Major

The quality evaluation system of practical teaching is based on all kinds of practical teaching activities to comprehensively evaluate the process of students' participation in practical teaching. The quality evaluation system focuses on the evaluation of practical teaching activities from the perspective of result, and emphasizes the deep study of college or university students' practical teaching. For students majoring in law, whether choosing a career or entering a higher school, they should cherish the opportunity of practical teaching, accept the application training of professional theories in practice and achieve certain result. The quality evaluation system evaluates the established practice teaching activities mainly from the aspects of evaluation subject, evaluation form and evaluation standard. Essentially, it is the witness of the professional ability of law talents who are about to enter the society and directly affects students' first examination in their work. Students are more likely to get jobs when the quality evaluation results are relatively ideal. The more scientific, accurate and comprehensive quality evaluation can provide a strong guarantee for the supply of social personnel.

3. Construction of Practical Teaching Quality Evaluation System for Law Major

3.1 Evaluation Subject and Evaluation Object of Practical Teaching Quality

The academic affairs office of the college makes evaluation on the comprehensive practical teaching of law major. The academic affairs office of the college may also entrust the employing units such as the practical teaching base or the third-party evaluation agency as the evaluation subject to evaluate the practical teaching quality of the law major. Based on the diversification of evaluation subjects outside school, make the evaluation results of practical teaching quality be more comprehensive and objective. The practical teaching guiding committee and majors in law evaluate the practical courses of law teachers who are responsible for practical teaching. As for the

evaluation of practical teaching quality in practical teaching base, the majors in law applied for the staff of practical teaching base participate in the evaluation. Law teachers engaged in practical teaching need to evaluate whether the students have achieved the teaching purpose of practical teaching courses.

From the perspective of objectivity, justice and comprehensiveness, the subject of multiple evaluation considers the links involved in the quality evaluation of practical teaching and emphasizes the importance of practice quality. It is a requirement for the impartial and comprehensive evaluation of practical teaching quality that fully guarantee the right of stakeholders to participate in the evaluation of practical teaching. It is an effective way to improve the practical teaching quality of law major in local colleges and universities that establishing the cooperative evaluation mechanism of internal and external stakeholders. On the basis of guaranteeing the evaluation right of teaching supervision, peer teachers, department leaders, students and other stakeholders for the practical teaching quality, local colleges and universities should extensively attract and guarantee part-time teachers and other stakeholders to participate in the construction of practical teaching bases, and also legal practice experts, social education evaluation institutions and employers be able to evaluate in practical teaching. By participating in the subject evaluation mechanism, the problems existing in the practical teaching quality of law majors in local universities can be sorted out, the teaching quality monitoring mechanism can be improved, and the cultivation of application-oriented outstanding law talents can be promoted.

3.2 Construction of Quality Evaluation System Covering Complete Practical Teaching Links

Practical teaching should run through the whole process of law education and each practice link should have the corresponding quality evaluation system. The biggest difference between practical courses and other theoretical courses is that students' subjective role will be given full play in practical courses. Most of the contents of the existing evaluation criteria are not suitable for the teaching quality evaluation of practical courses including cases discussion, moot court etc., therefore, it is urgent to establish the quality evaluation standard for all kinds of practical training courses with the characteristics of law major and design different evaluation standards for different practical teaching links. The quality evaluation index of cases discussion course and moot court etc. practical courses should be different from other theoretical courses, besides, the evaluation index of judicial practice should be made separately, and the evaluation standard of professional compulsory courses in practical training teaching should be different from that of theoretical courses such as *Jurisprudence*.

3.3 Feedback and Application of Emphasizing on the Evaluation Result of Practical Teaching Quality

The feedback and application of the evaluation results of practical teaching quality is an important measure to improve the practical teaching quality continuously by combining the law education and social demand, summing up the experience and finding out the deficiencies on the basis of the evaluation results of practical teaching quality. After the end of practical teaching quality evaluation, the teaching affairs office and the practice teaching guiding committee of law major will write the practical teaching quality evaluation report. The contents of quality evaluation report of practical teaching should include evaluation subject, evaluation object, evaluation index system, evaluation means and methods, final evaluation conclusion, suggestions on improving or further strengthening the practical teaching etc., besides, the law major should summarize the achievements and shortcomings of practical teaching in time and make further reform and innovation in practical teaching. According to the evaluation report, law teachers need to re-examine the practical effect of practical teaching, and further improve the contents and methods of practical teaching, besides, the practical teaching base should summarize the implementation effect of judicial practice guidance plan in time and further reform the judicial practice guidance plan so as to make the judicial practice play its due role in the practical teaching.

The law majors of local colleges and universities should effectively utilize the quality evaluation results of practical teaching and play a core role in promoting the improvement of practical teaching

quality. Firstly, the local colleges and universities can link the evaluation results of practical teaching quality with teachers' promotion and salary to encourage and constrain teachers to attach importance to practical teaching. Secondly, local colleges and universities can establish a cooperative mechanism to encourage and constrain students to attach importance to practical teaching and improve their ability of practical innovation. Finally, local colleges and universities can take the evaluation result of practical teaching quality as the important data to analyze the effect and problems of practical teaching. The evaluation results of the educational administrative departments are conducive to the formulation of macro-guiding policies for the practical teaching of law majors.

3.4 Optimization of Practical Teaching Evaluation Guarantee Mechanism

Optimization of practical teaching evaluation guarantee mechanism for law major in local colleges and universities is the basis of promoting the smooth operation of practical teaching quality guarantee system. First of all, local colleges and universities should optimize the training plan of law major and perfect the proportion and systematicness of practical teaching time arrangement. Secondly, local colleges and universities should strengthen the construction of double-qualified teaching staff, besides, strengthen the practical teaching skills training for teachers in colleges and universities and the theoretical quality of teachers in practical unit. Finally, strengthen the construction of practice base and its construction of practical teaching function.

Acknowledgment

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