# Research on Mixed Teaching Mode of Economic Law Course Based on SPOC+ Flipped Classroom

## Jinghe Zhu

Hunan Vocational College of Modern Logistics, Changsha, Hunan, 410131, China

**Abstract:** Economic law is one of the main courses in higher vocational colleges. The article first analyzes the current situation of classroom teaching in Economic Law, then expounds the mixed teaching mode of "SPOC + flipped classroom", and relying on the construction of "SPOC + flipped classroom", carries out a teaching design of "pre-class, in-class, post-class, online and offline teaching" and proposes a mixed teaching evaluation reform. By summarizing the experience of the economic law curriculum teaching reform practice, the article hopes to provide reference for the curriculum reform of law courses in finance and business majors in higher vocational colleges.

## 1. Introduction

For many years, although the teachers of the Economic Law have tried various teaching methods in teaching, due to many reasons such as heavy teaching tasks, incomplete teaching facilities, and unsatisfactory teaching effects, most of the teachers failed to use the new teaching mode to teach the Economic Laws and Regulations systematically.[1] At present, the most common teaching method in the teaching of Economic Law is still based on the lecturing method, that is, the teacher teaches the content of the course through multimedia on the platform and the students can only passively accept the content, which can't effectively stimulate the students' enthusiasm for learning and limits students' initiative.[2] Based on this current situation, in order to get rid of the shackles of traditional teaching concepts, it is the main way to improve the teaching effect by fully utilizing the mixed learning mode in teaching practice to meet the needs of teachers and students.

## 2. SPOC+ flipped classroom mixed teaching mode

The "SPOC+ Flipped Classroom" mixed teaching mode is based on the small privatization online open course (SPOC) teaching mode, which uses the teaching method of flipped classroom to realize the subversion of traditional classroom teaching, and through online and offline teaching activities of "pre-, in- and post-class", achieves the organic integration of online education and face-to-face education.[3] In this mode, the previous part of passing on knowledge in class is put in front of the class to guide students' independent learning, which changes the single mode of "imparting knowledge in class and giving homework after class" in the traditional class. It is more in line with students' learning habits and focuses on cultivating students' independent learning ability. In the pre-class stage, teachers can design pre-class tasks according to the learning objectives of the six levels of the Bloom target classification and ARCS model, and make independent learning task lists, which can be released through the online learning platform of the course.[4] In the middle of the class, with students as the main body and teachers as the leading role, various and interesting classroom activities are organized to mobilize students' participation and enthusiasm in learning, so as to achieve internalized knowledge and expansion of students' ability.[5] Teaching can be carried out in four steps according to the design of classroom teaching activities, namely testing, homework, collaboration and presentation.[6] Test students' pre-class learning results; arrange advanced homework assignments; let students collaborate to explore and solve difficult problems; let students present collaborative research results in small groups. The teaching evaluation can adopt multiple evaluation methods of the self-evaluation of students, mutual evaluation of students and teacher reviews. According to the feedback of students, the learning

strategies are adjusted in time. During the post-class period, teachers provide a large number of extracurricular resources and assignments to help students expand and consolidate their learning.

## 3. Teaching application of higher vocational economic law course under the mixed teaching mode of SPOC+ flipped classroom

The teaching activities supported by the mixed teaching mode are developed in the form of processes. The whole teaching process is composed of staged learning activities. Each teaching stage has corresponding learning activities and teaching goals to be achieved.

### 3.1. The basic framework of the application of the mixed learning mode

The teaching stage of the course is divided into class preparation, self-learning before class, class implementation, after-class extension, learning support and evaluation, as shown in Figure 1:
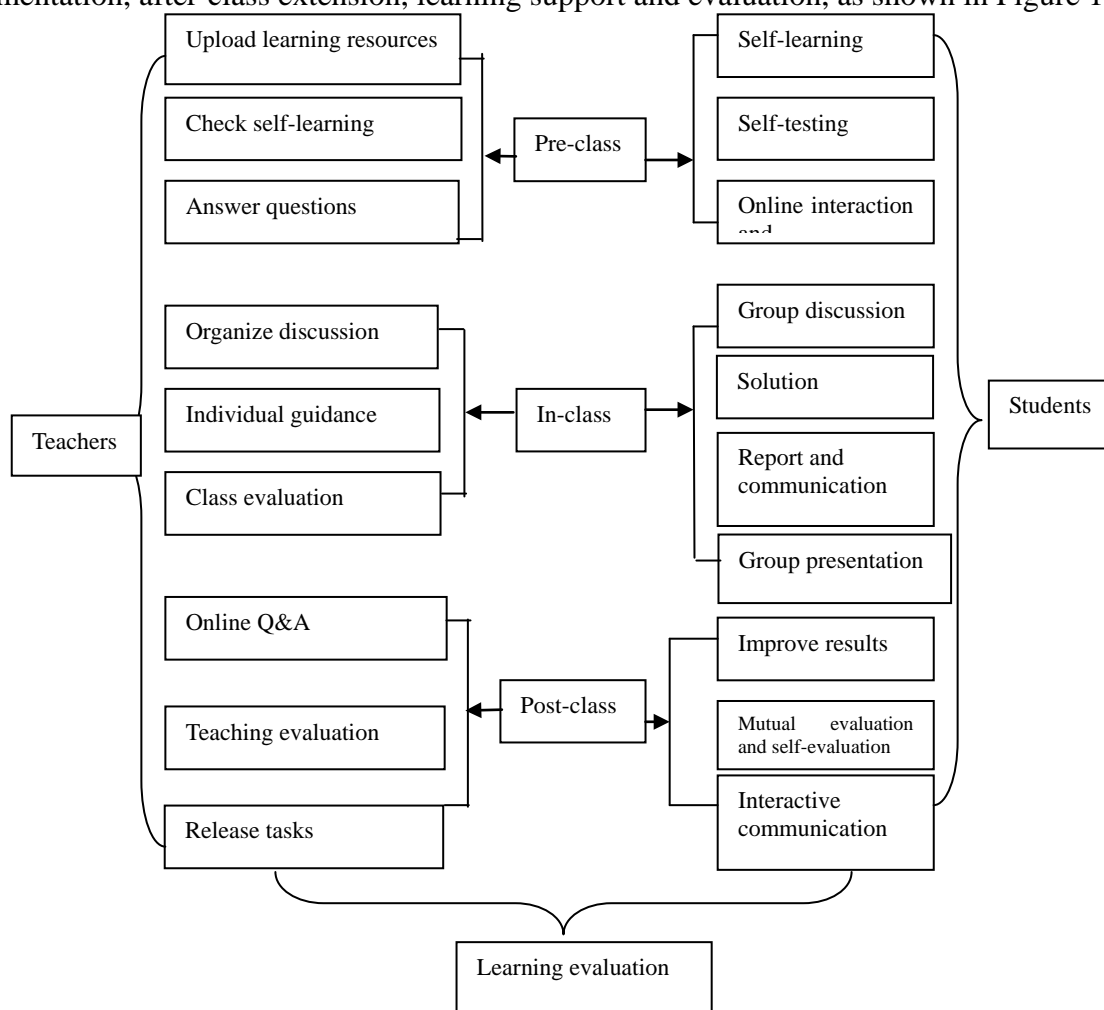


Figure 1 The teaching stage of the course

### 3.1.1. Class preparation

This stage is to ensure the smooth development of the follow-up teaching process. Students are required to receive training on the use of online learning platforms, and teachers are required to carry out course information design, mixed learning mode design and learning activity design, and release learning tasks to students.

### 3.1.2. Learning activities

This stage includes three stages: self-learning before class, class implementation and post-class extension. Students in the self-learning stage conduct self-study and self-testing to understand the effect of independent learning according to the teaching tasks arranged by the teacher, and in this

stage students can interact with other students and teachers on the internet; teachers upload learning resources and check students' self-learning in the self-learning stage. During the implementation phase of the class, teachers should pay attention to organizing students to conduct group inquiry discussions, giving appropriate individual guidance and conducting classroom evaluations. During the post-class extension period, the teacher should conduct teaching evaluation and online Q&A on the overall learning situation of the students and release new learning tasks; the students can further improve the learning results through the group collaboration and upload the results and carry out self-evaluation and mutual evaluation within the group.

### 3.1.3. Learning evaluation

This stage is a very important part of the teaching process. It is not only a test of the teacher's teaching effect and students' learning condition, but also an important way to provide feedback and improve the teaching design. In designing the learning evaluation method, teachers should reflect the process evaluation and summative evaluation according to the requirements of the teaching objectives, and design an evaluation system that can detect the comprehensive ability of students.

### 3.2. Design of teaching stage based on mixed learning mode

It is necessary to introduce a mixed learning mode teaching method according to the actual situation of higher vocational students, so as to design teaching links and implementation steps. This study is aimed at the characteristics of higher vocational students, and the teaching process is designed as pre-class preparation, classroom teaching, post-class extension, and then teaching is carried out through a variety of teaching resources.

### 3.2.1. Pre-class preparation

According to the teaching idea of "teaching by learning", students use the network resources to learn independently about the relevant knowledge before the class, and fully apply the fragmentation time to lay a theoretical foundation for the smooth development of classroom teaching activities. At the same time, according to the specific learning situation of the students, the teachers carefully plan and design the teaching activities, transfer the relevant supporting teaching resources to the online learning platform, and release some scattered teaching materials to provide references for the student to prepare, exchange, discuss and complete the task list. Students use the smart phone to log in to the online learning platform. Under the guidance of the learning task list, they can purposely watch the learning resources such as micro-courses and courseware, fill in the pre-study task list, and perform online detection on the effect of the preview. And the system automatically evaluates the situation of students' preview. Where students encounter doubts during their studies, they can communicate with other students in the discussion area, and the teachers are responsible for answering questions online.

### 3.2.2. Classroom teaching

The main purpose of this stage is to understand and sublimate the relevant theoretical knowledge and skills learned in the pre-class stage. Based on the pre-class preparation, the content is mainly to understand and practice the students' theoretical knowledge that they have already mastered. At the same time, referring to professional needs, in the context of the student's actual living environment, the teachers should design suitable learning tasks according to the student's existing knowledge structure. It has certain difficulties, including problems that the student has never encountered, and the students are grouped to carry out activities. Through the students' pre-class self-learning, group collaborative learning and online teacher-student interaction, the students will try to use the necessary knowledge to explore the solutions to the problems in the first stage on the basis of the necessary theoretical knowledge and cooperation ability. When the group learning task is completed, the students report or demonstrate the results of the practice, and at the same time, competition evaluation between the groups is conducted. Teachers need to patiently listen to the students' reports, review results and make suggestions, providing a stage for students to display and communicate and creating a relaxed and enjoyable learning atmosphere. And the teachers are supposed to guide

students to timely reflect and summarize the relevant knowledge and skills in this teaching task and carry out self-evaluation and intra-group evaluation on the online learning platform.

### 3.2.3. Post-class extension

After the completion of the classroom teaching, students also need to combine the teacher's suggestions to optimize and improve the group's results, and then upload the results to the online learning platform. For students who have difficulty completing the task of learning, the teacher should guide the students to watch relevant video teaching resources and find information, let the students master the learning points effectively, and help them complete the learning task. Students use online learning resources to actively explore and complete learning tasks in mutual communication. The teaching content designed and the teaching practice of arranging tasks in this topic is mainly carried out from the perspective of the accounting majors of students and the application of the course of Economic Law. The subject formed a large number of teaching cases and recorded the process of the entire teaching practice well. The source of the case and the teaching implementation steps were introduced in detail, and finally a summary and reflection was carried out.

### 3.3. Evaluation of mixed learning

Teaching evaluation is an important part of instructional design based on teaching objectives. It judges the process and results of teaching activities by formulating scientific standards and using effective technical means. Teaching evaluation is happening at any time, runs through every stage of instructional design, and requires re-evaluation activities along with the process of teaching feedback and adjustment. The process evaluation is carried out through the students' daily homework performance and test scores, as well as the usual discussion in the classroom or online. It consists of mutual evaluation between teachers and students, mutual evaluation between students and self-evaluation of students. The activity organization evaluation can be based on the student's participation in the competition and the performance of the enterprise training, and the evaluation is given by the teacher and the internship enterprise according to the student performance. According to the stage of curriculum implementation, it can be divided into three parts: pre-class evaluation, in-class evaluation and post-class evaluation: first, pre-class evaluation. Teachers need to effectively set the evaluation indicators of the pre-study, mainly for students' learning frequency on the e-learning platform, watching online teaching videos, learning time, sending posts, pre-class tests, etc. These indicators can reflect the initiative of students' preparation. Second, it is the evaluation in the class. In order to mobilize the enthusiasm of students to communicate and explore, teachers can use the form of points to set up reward mechanisms to evaluate students' ability to analyze and solve problems. The results of the student group cooperation report can be displayed in the form of teacher-student mutual evaluation. Third, it is the post-class evaluation. After the end of the "Economic Law" course, the students' theoretical knowledge and practical skills will be evaluated in the form of final exams; or the study group will summarize the relevant content in the form of learning reports at the end of the period.

### 4. Conclusion

It is of practical significance to promote the "SPOC+ flipped classroom" teaching mode in the teaching of economic law in higher vocational colleges. In order to realize the normalization of flipped classroom teaching of economic law, the teachers of economic law courses in higher vocational colleges can make full use of the advantages of big data thinking and integrate the related data information of economic law courses, making the flipped classroom teaching of economic law more standardized with traces to follow. In addition, teachers need to adjust their teaching plans according to the needs of students to promote the continuous improvement of the quality of economic law courses in higher vocational colleges.

## References

[1] The Flipped Classroom: A Course Redesign to Foster Learning and Engagement in a Health Professions School [J]. Jacqueline E. McLaughlin, Mary T. Roth, Dylan M. Glatt, Nastaran Gharkholonarehe, Christopher A. Davidson, LaToya M. Griffin, Denise A. Esserman, Russell J. Mumper. Academic Medicine. 2014 (2)

[2] An analysis of research trends in dissertations and theses studying blended learning [J] . Jeffery S. Drysdale, Charles R. Graham, Kristian A. Spring, Lisa Halverson. The Internet and Higher Education. 2012

[3] From MOOCs to SPOCs [J] . Armando Fox. Communications of the ACM. 2013 (12)

[4] Experiences with Flipping the Marketing Capstone Course [J]. Carol Scovotti. Marketing Education Review. 2016 (1)

[5] "Application of Modern Teaching Techniques in the Educational Process". Tretinjak M.F,A.Bednjanec, M.Tretinjak. Information and Communication Technology, Electronics and Microelectronics (MIPRO). 2014

[6] An analysis of high impact scholarship and publication trends in blended learning [J]. LisaR. Halverson, CharlesR. Graham, KristianJ. Spring, JefferyS. Drysdale. Distance Education. 2012 (3)