

Research on E-Learning 2.0 Teaching Mode to Strengthen the Practicality of Undergraduate Courses

-- Take International Business Law Courses as An Example

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Abstract

The development of modern educational technology provides technical support for universities to strengthen the practicality of undergraduate courses. Taking the course of international business law as an example, this paper analyzes the advantages of using the E-Learning2.0 network teaching platform. At the same time, it will be put forward through the statistical analysis of the Qingdao University of Science and Technology International Business Law course in the application of the E-Learning2.0 network teaching platform A teaching mode that strengthens the practicality of undergraduate courses.

Keywords

E-Learning2.0, Teaching mode, Teaching environment, International Business Law.

1. INTRODUCTION

In the course of undergraduate teaching, most of the western developed countries, especially the Anglo-American law countries, adopt interactive teaching methods such as case teaching method and project (project) research method, which are closely integrated with the actual social legal affairs processing. The design of the teaching mode has strong practical and simulation characteristics, and better realizes the integration of theory with practice. This teaching mode not only enables students to learn basic theories in law and other majors, but also trains students in professional knowledge The application ability of the students further improves the practical ability of the students, so that they can quickly adapt to the legal work of a law firm or company after graduation. In recent years, some advanced network teaching platforms have been developed in countries represented by the United States to extend the topics of college students. The development and application of E-Learning 2.0 is one of them.

However, compared with western developed countries, the teaching mode of undergraduate teaching in most ordinary colleges and universities in our country still uses traditional teaching methods and teaching methods, that is, mainly based on theoretical instillation and explanation. In other words, all courses are adopted. It relies on classroom teaching and ignores the cultivation of college students' practical ability. Although some domestic universities have tried to study and try to learn from various foreign practical teaching models, due to the influence of many subjective factors and the constraints of objective conditions, the achievements of scholars have become replicas or copies of foreign advanced teaching models. Obviously lack of operability, and ultimately failed to achieve the goal of teaching reform. Therefore, how to overcome the influence of subjective factors and the shackles of objective conditions, strengthen

the practicality of undergraduate course teaching mode, and improve students' practical ability has become an important topic currently facing.

The development of modern technology education has become the driving force behind the reform of teaching models in colleges and universities. In order to build a more practical teaching mode, the international business law teaching team of Qingdao University of Science and Technology Law School began in 2009, with the E-Learning 2.0 network teaching platform as the core, and fully relying on the campus network and other modern educational technology methods. Started the research and exploration of the reform of the international commercial law course. Through a three-year research combining theory and practice, a new teaching model of international commercial law with the E-Learning 2.0 platform as the core was created. After three years of operation and practice, it has been shown This model can be promoted and applied in the teaching of law majors in undergraduate colleges.

2. OBJECTIVE CONSTRAINTS ON THE PRACTICALITY OF UNDERGRADUATE COURSES

The teaching methods of foreign universities in law courses seem simple, but the simple copying of foreign models by Chinese universities has not been able to be widely promoted and applied, and there are mainly the following bottlenecks:

2.1. Practice Media Constraint

The practical link emphasizes the initiative and creativity of students, and its characteristics determine that a certain amount of time and space is required in the implementation of the teaching process, that is, there is a process of concentrated discussion, communication and feedback, and an objective environment that satisfies students' relatively independent thinking and practice. However, it is more difficult to provide students with the time and space conditions that meet the above requirements in the current classroom teaching in our country. Even if it is reluctantly done, the domestic classroom teaching process is generally 100 minutes per teaching session. Assuming that a class of 30 people in a class is counted as a classroom debate with full participation, the average person is only about 3 minutes. Obviously it does not conform to the objective education law. The result can only be Formal. Especially for the practical content of competition, such as group debate or discussion, because of the lack of independent space, the mutual influence is great and the effect is poor.

2.2. Organizational Management Cost Constraints

Compared with foreign universities, the ratio of teachers to students in Chinese universities is too high, the span of classroom management is large, and the cost of practical teaching organization is high. Most foreign universities have small classes and the number of students is controlled below 20. Therefore, it is easy to organize practical teaching and can interact with students in a timely manner with good results. In contrast, law majors in ordinary universities in my country are mostly popular majors and apply for exams. The number of students and the number of enrolled students are relatively large, the number of students in each class is 30-35, and the teaching hours are mostly based on majors, at least between 60-70. If practical activities are organized in the classroom teaching process, the management span far exceeds that of foreign universities, the organization is difficult, and the situation is often out of control, leading to the phenomenon of "herding sheep".

2.3. Traditional Education Model Constraints

The traditional curriculum teaching mode is mainly based on theoretical knowledge teaching, supplemented by other methods. The teaching of theoretical knowledge is basically based on teachers, with students as supplements. There is little interaction between teachers and

students, and most of them are one-way output. Therefore, adding practicality to curriculum teaching will be a challenge for students who have adapted to "exam-oriented education" and "crawling teaching" for a long time from elementary school. They need to change from simple acceptance to active learning, long-term "inert" Inertia will inevitably make students avoid or rebellious. At the same time, teachers who are accustomed to "proclaiming subjects according to the text" are also facing tremendous pressure. Therefore, reforming the educational model must break through the shackles of the traditional model.

2.4. Evaluation Mechanism Constraints

The lack of curriculum practical teaching evaluation system restricts the enthusiasm of teachers and students. Because the effect of theoretical knowledge teaching can be judged by various tests and evaluations, each university has a relatively complete evaluation system to assess the effect of classroom theory teaching, but few put forward clear requirements for practical teaching or establish a complete evaluation system. The main reason is the lack of evaluation basis and standards, which makes it difficult to evaluate the effect of practical ability training. Therefore, the inability to fairly evaluate practical teaching also limits the enthusiasm of teachers.

In addition to the above factors, the weakening of practical teaching links highlights the urgency and necessity to strengthen classroom practical teaching. Although all colleges and universities have set up necessary practical teaching links, because enterprises and organizations pay more attention to their own development and benefits and no longer voluntarily undertake internship training tasks for college students, they are not active or cooperative, and most of the internships are just formal or formal. Internships are narrow and cannot be organically integrated with classroom teaching, resulting in a serious disconnect between the two, which further weakens students' practical ability. In summary, the problem of weak teaching practice must first effectively solve the above-mentioned bottleneck constraints in order to fundamentally enhance the cultivation of students' practical ability.

The establishment of the E-Learning 2.0 teaching model provides an interactive platform and virtual space for practical teaching, reduces the difficulty of management, and provides a diversified evaluation model to adapt to the current national conditions of my country's higher education that urgently needs to strengthen practical teaching.

3. THE MEANING OF E-LEARNING2.0 AND ITS OPTIMIZATION OF EDUCATIONAL ENVIRONMENT

3.1. Concept of E-Learning2.0

learning2.0 is a noun that is relative to the concept of E-learning1.0. It was first proposed by E-learning expert Stephen Downs in 2006, and then Tony Karrer, Lance Dublin, Marc J. Rosenberg and others have conducted in-depth research. E-learning 2.0 is produced on the basis of E-learning 1.0, which is the second stage of E-learning development. In E-learning2.0, the learning platform is no longer just a space for storing courses. Learners not only have the power to create and manage learning content, but they can also customize their own personal learning space. This kind of personal learning environment is not available in any previous E-learning model. Even if learners do not enter the learning platform, they can subscribe to the latest news through RSS, use Podcasting and Youtube for video and audio messages or discussions, use Home Meeting, online conversations, etc. as the test medium, and get the latest information in related fields in the expert blog, And can conduct virtual experiments in the 3D virtual laboratory. These are very different from E-learning 1.0. The details are shown in the following table:

	e-learning1.0 (1994-2004)	e-Learning2.0 (2005 to present)
Platform	Learning management system and learning content management system, closed service, special software, high management cost, high development technology threshold	Personal learning environment integrated with other Internet services, open services, open resources, low management costs, and low development technology thresholds
Teaching material	Statically structured courses, fixed classification can share content, unified teaching materials	Dynamic, reusable, miniaturized, editable and shared teaching objects, Tagging volume labels, value-added scattered learning objects, chain aggregation (RSS, Atom)
Student	Links to the course website, following the classification and order of teaching materials	Blog/Wiki decentralized links, custom Tagging and learning content, self-controlled learning, teaching students in accordance with their aptitude, decentralized personal notes, lifelong learning
Teacher	Online management, communication and analysis of fixed professional content, online tutoring and evaluation	E-learning1.0's original online leadership role, dynamic teaching resource management, and teaching each other

The 2000 "White Paper on Educational Technology" issued by the US Department of Education summarized and summarized the concept of "E-learning" from the aspects of learning media, learning goals, and teacher-student relationship, including the following:

(1) E-learning is a way of receiving education, including new communication mechanisms and interactions between people. These new communication mechanisms refer to: computer networks, multimedia, professional content websites, information search, e-library, distance learning and online classrooms.

(2) E-learning refers to education and related services through the Internet.

(3) E-learning provides learning anytime, anywhere, thereby providing the possibility of lifelong learning; students learn in a brand-new way in E-learning.

(4) E-learning will change the role of teachers and the relationship between teachers and students, thereby changing the nature of education.

(5) E-learning is an important way to improve students' critical thinking and analytical skills.

(6) E-learning can achieve certain educational goals well, but it cannot replace traditional classroom teaching.

(7) E-learning will not replace school education, but it will greatly change the purpose and function of classroom teaching.

The concept of E-learning by domestic scholars is: "E-learning refers to the activities of learning and teaching through the Internet or other digital content. It makes full use of the learning environment provided by modern information technology with a new communication mechanism and rich resources. , To realize a brand-new learning method; this learning method will change the role of teachers in traditional teaching and the relationship between teachers and students, thereby fundamentally changing the teaching structure and the nature of education."

3.2. Educational Environment Optimization

The increase of educational media and the expansion of practical teaching space. Virtual network space can meet the requirements of time and space in teaching. BBS provides convenient conditions and sufficient space for teacher-student exchanges and student-student exchanges; Blog provides a platform for teachers and students to publish various information and opinions; FTP provides the possibility for teachers and students to share various materials, learning results and other materials; RSS It brings convenience for teachers and students to pay attention to changes in education information at any time; many Web2.0 technologies provide strong support for teachers to carry out case teaching and project discussions.

3.3. The Role Change of Educational Subject

The primary content of constructing the E-learning2.0 education model is the transformation of the role of the education subject. Specifically, it means that educators are not only instructors, but also guides and evaluators, from teaching courses to guiding the educated to study independently, guiding them in learning methods, answering learning questions, and stimulating the learning process. And evaluation of learning effects. The educated person is not only a learner, but also a collaborator, changing from passively receiving education to active learning, from independent learning to collaborative learning, and at the same time assuming a certain role as educator and appraiser. Undertake the task of education and evaluation in the process of mutual learning, thereby enhancing practical ability.

Based on the E-Learning2.0 platform, fully borrowing and adopting the characteristics and advantages of E-Learning, the original "one mouth, one pen" and "filling and filling" teaching mode in classroom teaching is transformed into teacher-student interaction and teaching A new education and teaching model of resource sharing, student collaborative learning, and comprehensive assessment.

In this teaching mode, the main way to change the roles of teachers and students is the division of tasks in the teaching process. The division of tasks for teachers is not only pre-class preparation, lectures and final examination organization, but also design practical links according to the course content, such as selecting cases for case analysis or classroom debates, and setting specific organizational implementation plans and requirements for practical links As well as evaluation criteria; the task of students is not only to participate in classroom learning, complete after-school exercises, and take the final exam, but to complete various practical teaching requirements alone or in collaboration with students based on the guidance of teachers.

3.4. Optimization of Education Methods

The new education model of E-learning2.0 focuses on interactive teaching methods. As the education process is no longer limited to the classroom, the interaction between teachers and students will become the main mode of teaching. Various interactive teaching methods, such as case teaching method, project research method, debate discussion method, etc., can be effectively implemented. Methods to improve students' understanding and application of knowledge learned in classroom teaching, and promote students to strengthen the cultivation of practical ability.

3.5. Established Foundation and Diversified Evaluation Subjects

The network platform not only provides a virtual space for teaching, but also records the breadth and depth of participation of all parties in the teaching process. The various educational and teaching resources released by teachers, the quantity and quality of students' participation in interactive teaching, the effects and results of teacher-student interaction, etc. can all be powerful supporting evidence for evaluation; at the same time, the main body of evaluating

teaching effects is not only the teacher or the education authority, Students can also participate in the evaluation of educational effects as the main body of evaluation. Student evaluation and student mutual evaluation can be implemented based on the supporting evidence provided by the platform, and the entire evaluation process runs through the entire teaching process, no longer relying solely on the final exam Determine the student's learning effectiveness.

4. THE PRACTICE PATH OF E-LEARNING2.0 IN THE COURSE OF INTERNATIONAL BUSINESS LAW

The E-learning2.0 platform teaching model is constructed with the international business law curriculum as a pilot. Under the E-Learning2.0 model, the communication between teachers and students and between students is not limited by time and space, and the main body of education can teach in the classroom The communication between Chinese and Chinese students can also be conducted through the network, so that the learning time of students is prolonged and the learning space is also expanded. Through the operation in the teaching of international business law courses, we believe that to realize the practical functions of undergraduate teaching with the network teaching platform of E-Learning2.0, the following elements are required:

4.1. Schools Should Have A Good Network Hardware Environment

The network hardware environment is composed of campus network and public computer services. The school should have established a campus network on campus that students can use conveniently, and at the same time provide computer hardware equipment that meets students' application of network resources, such as computer centers, electronic reading rooms and other public services. A large number of public computer services can provide basic tools for students to participate in E-learning 2.0 education, and the convenient high-speed network environment provides basic guarantee for students to participate in E-learning 2.0 education, which will not appear when a large number of students access the server The problem of network congestion affects the effect of education. At present, the intranets of various universities generally provide optical fiber transmission above Gigabit, which can meet the above requirements in terms of speed and performance.

4.2. Schools Should Have E-Learning2.0 Education Platform

At present, E-learning2.0 education platforms based on Web2.0 technology are still rare in universities, and most universities still stay in the E-learning1.0 education mode, so E-learning2.0 needs to be built through various channels Education platform. The basic characteristics of E-learning2.0 education platform are as follows: the independence of user accounts. That is, the user account can be independently set, used and managed. The independence of the account provides basic conditions for students to independently complete the learning process, avoids the inability to define collective behavior and individual behavior in the learning process, and provides a basis for the final evaluation of learning effects.

4.3. Information Release, Results Display Function

That is, users can independently publish results through the platform, which is convenient for the display, identification and evaluation of learning results, such as BLOG. Collaboration and communication functions. That is, users can use the platform for convenient mutual communication and collaboration during the learning process, thereby promoting team collaboration and learning efficiency, such as WIKI, E-Mail, and online dialogue.

4.4. Public Communication Function

That is, users can conduct various exchanges in the platform. This function not only promotes the maximization of information sharing in the learning process, but also realizes the complete sharing of learning resources. Of course, with the development of science and technology, there are already a wealth of platforms and apps, such as We Chat, QQ, Weibo in China, and Twitter and Facebook in the United States. Other functions. Such as data retrieval, etc., generally a search engine.

4.5. Enrichment of Knowledge Carrier

Under the E-Learning 2.0 mode, the content of the course teaching is no longer limited to the current paper textbook content, and its scope can be extended to all kinds of electronic resources to promote teaching closer to reality and overcome the lag of traditional textbook content. Law courses are closely related to practice. Although the current textbooks can be continuously updated to a certain extent, there is always a problem of lagging behind the comparison and actual cases. According to the characteristics of law courses, all kinds of news reports, realistic case analysis and statistical data can be a powerful aid for teachers to teach knowledge. It is also a useful teaching material for students to broaden their knowledge and increase learning content, making teaching content more enriched and maintaining Keep pace with the forefront of the curriculum and theoretical things.

5. STATISTICS AND ANALYSIS OF THE TEACHING EFFECT OF INTERNATIONAL BUSINESS LAW COURSES UNDER THE E-LEARNING2.0 NETWORK TEACHING PLATFORM

In the application of the three-year international business law course to the E-Learning2.0 network teaching platform, we conduct a questionnaire survey of 80 students in two classes every year. The main content of the survey is the students' appraisal of the E-Learning2.0 network teaching platform. The opinions and evaluations applied to the teaching of international business law involve learning methods, learning enthusiasm, and learning habits. The questionnaire survey was completed using the feedback module. The following are some representative statistical results: Most students affirmed that network-assisted teaching based on E-Learning2.0 is beneficial to teacher-student communication and the creation of an autonomous learning environment, 68% of students Choose the forum section you like the most, showing that students are active and like learning with communication and discussion. 72% of the students said that the initiative and enthusiasm of the international business law course has been improved, and they are in the choice of how they are willing to study this course 81% of the students chose a mixture of traditional methods and network-assisted teaching methods. At the same time, they hope to provide more multimedia and network resources in the teaching platform. These statistical results reflect students' recognition of the new university teaching models and methods. After three academic years of teaching practice, the learning interest and performance of students majoring in international trade have improved significantly compared with similar students in the past three years, which shows that the mixed teaching model based on E-Learning 2.0 has achieved better expected results. Nowadays, college students who are mainly post-90s are more able to use the network platform for independent learning of courses. The interaction between students and between students and teachers is particularly important for network-assisted learning. The network teaching platform cannot only be the static carrier of a large number of various information resources, but the organization and process control of teaching activities are the soul of network-assisted teaching.

6. REQUISITIONING OF EACH LINK IN THE TEACHING PROCESS OF E-LEARNING 2.0

According to the process of knowledge mastering, the learning process can be simply divided into preview, face-to-face instruction, review, practice, inspection, etc. The face-to-face instruction process is interactive and effective. Teachers and students allocate too much time and energy during the learning process and attach great importance to it. This link ignores or despises other links, and these links are precisely the necessary process to enhance students' practical ability. Repositioning other links is an important step to promote the practical teaching of courses. It can be purely imparting knowledge or condensing other links. Therefore, it is the link with the highest learning efficiency and the most prominent effect. It is valued by teachers and students. Learning efficiency is similar to the effect. Other links are usually completed by students independently. Moreover, there are often missing tests, so the effects vary greatly. In the current education model, the most important teaching link is classroom teaching, which is mainly positioned as the transmission and explanation of knowledge, while the pre-learning, review and practice links of knowledge are all carried out by students. The verification of knowledge mastery mainly relies on the mid-term and final exams of the course. Due to the time conflict between the in-class test and the classroom teaching, it is often seldom arranged or mere formality. The preliminary conclusion of our research is that using the teaching mode of E-Learning 2.0, combined with the characteristics of case teaching in international business law courses, its advantages and value compared with the traditional teaching mode are reflected in the following aspects:

6.1. Three-dimensional Classroom Teaching Promotes the Transformation of The Roles of Teachers and Students, Mobilizes Students' Interest in Learning, and Creates A Strong Learning Atmosphere

The traditional teaching model can be summarized as a one-way output, while the new model based on E-Learning 2.0 keeps the original teaching characteristics and expands the content of classroom teaching outside the classroom. Classroom teaching becomes the command of curriculum learning. The effect of students' collaborative learning, the problems found, and the comprehensive evaluation can all provide feedback, answers and encouragement to students through classroom teaching. The mode of teaching has changed from single to three-dimensional. Teacher-student interaction and student interaction are parallel. Each participant is both a learner and a teacher. The role of the student is changed. The educational structure is constructed in a three-dimensional network. The new three-dimensional classroom teaching model brings challenges to both teachers and students, which will effectively mobilize students' learning enthusiasm and create a stronger learning atmosphere.

6.2. Autonomous Learning Replaces Passive Learning, Improves Learning Efficiency and Quality, and Enriches and Shares Teaching Resources

Another important significance of the new teaching model is that students shift from passive learning to self-directed learning in the past to deal with exams. The traditional teaching model cannot assess students' knowledge in real time, especially when the teaching scale is large, the test will spend a lot of time for teachers on weekdays; the new model makes it possible for students to supervise and check each other. Through arrangements and reasonable grouping, teachers establish a mutual restraint and incentive mechanism for student learning, strengthen students' awareness of autonomous learning, and change passive learning to active learning.

6.3. Collaborative Learning to Enhance Students' Comprehensive Practical Ability

In the new teaching model, in addition to the above-mentioned learning tasks that need to be completed, students will also use collaborative learning to strengthen their ethophon practice

capabilities such as computer operation ability, network application ability, organization ability, and coordination ability. Completing tasks in groups is conducive to promoting team spirit and coordination and organization ability among students; discussing questions is conducive to students' training and improving network application ability; publishing research results is conducive to students' learning and mastering of commonly used computer software.

6.4. Strengthen the Complementarity of Classroom Teaching and E-Learning, and Promote the Overall Level of College Education and Teaching

In addition to having a profound impact on teachers and students in classroom teaching, this topic will also strengthen the complementarity of classroom teaching and E-Learning. The two are irreplaceable, but they have very large complementary advantages. Under the condition of limited education and teaching resources in my country, if such research can be carried out, it will effectively alleviate the coexistence of scarcity of educational resources and waste of educational resources.

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