

# Under the Background of the New Liberal Arts, Construct the “Economic Law” Course Based on the OBE Concept

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**Abstract**—The construction of new liberal arts is to innovate the traditional liberal arts construction mode and research paradigm through the promotion of humanistic spirit, interdisciplinary cross-integration and new technology intervention, and cultivate the talents of philosophy and social disciplines who can have a global vision, comprehensive quality and practical ability. It is the talent training goal orientation of Outcome-Based Education (OBE) concept. Based on this, this paper puts forward how “economic law” course in economics and management science use Internet technology and faculty both inside and outside the school to build a curriculum system in line with the new liberal arts philosophy combining the integration of industry and education and thinking and politics.

**Keywords**—new liberal arts, Outcome-Based Education (OBE), economic law

## I. INTRODUCTION

Since the concept of “new liberal arts” was put forward, all majors have begun to think about and study the construction of “new liberal arts”. In the “Economic Law” course, I combined with the characteristics of the course and the subject characteristics for the exploratory reform, committed to OBE concept, built a new “online and offline mixed teaching mode” in line with the teaching characteristics of “economic law”.

Economic law courses of economic management majors have the particularity of their courses. It focuses on cultivating practical ability and understanding different from law students who focus on theoretical study.

The concept of the rule of law in China. Therefore, the goal orientation of economic law teaching in economic management subjects can be summarized into two contents: on the one hand, it is to build students’ social consciousness of the rule of law, namely ideological and political goals, and on the other hand, it is to improve students’ practical ability, so that students can know that they should abide by the law and use. Based on these two goal orientation, I adopt modern technical means in the

curriculum to better achieve the teaching purpose through the “online and offline” mixed teaching. It also further realizes the purpose of the new technology intervention in the concept of “new liberal arts”.

## II. TAKE IDEOLOGICAL AND POLITICAL EDUCATION AS THE GUIDANCE, AND ESTABLISH THE CONCEPT OF THE RULE OF LAW

Economic law is the only comprehensive legal course of economic management major, so it is very important to education of economic management major. Therefore, it is necessary to carry out legal education for students majoring in economy and management, and implant the socialist values of Chinese legislation and law enforcement for the people into the hearts of students.

At the National Conference on Ideological and Political Work in Universities, General Secretary Xi Jinping stressed that “good ideological and political work should be like salt, but not eat salt [1]. The best way is to dissolve salt into various foods and absorb it naturally”. Such way is especially important for students whose major is economic management without legal foundation to receive ideological and political education in learning economic law. Therefore, ideological and political education should be “suitable” and “appropriate”, using students’ favor and acceptance of the way of expression, moisten things silently, so they can understand the value concept behind it while accepting knowledge, maintain emotional identity, theoretical identity, value identity; otherwise, there will be aversion, or even rejection and resistance. Therefore, the integration of ideological and political education and economic law curriculum is not a traditional preaching or a direct grafting of ideological and political curriculum, but a silent embedding of ideological and political content into the teaching of professional courses. Economic law itself is a law of national intervention in the market economy, so why the purpose, methods and means of intervention and intervention all show our country’s maintenance and guarantee of the broad masses of the people. So from the legislative purpose to the law enforcement method, we can let the students experience the spiritual connotation of our socialist legal legislation for the people through

one real cases. In this way, the ideological and political education and the professional knowledge will be organically integrated together to achieve the purpose of taking the ideological and political education as the guidance and establishing the concept of the rule of law. The specific structure is as follows:

#### *A. Design Value-Oriented Course*

Clear ideological and political goals. The syllabus is a teaching guidance document compiled according to the requirements of the subject content, system and teaching plan. It is the main basis for the textbook compilation and teachers' teaching work, and it is also an important standard to check students' academic performance and evaluate the teaching quality of teachers. Therefore, the economic law course first clarifies the basic ideological and political concepts and ideological and political teaching objectives in the syllabus design, and compares the graduation requirements in the professional training plan, excavates the teaching content, seeks the combination point of ideological and political education and the curriculum, accumulates ideological and political materials, designs and carries out the teaching link of ideological and political education [2].

Combined with professional setting and teaching management, economic law course breaks the traditional mode that law curriculum focuses on knowledge teaching and emphasizes the integrity of discipline system, from professional ethics and civic literacy, legal ability and social ability, with the exercise and protection of rights as the core, the socialist core values are integrated in the curriculum, the main line of the rule of law run through it, and the course is designed to excavate the moral education elements in professional knowledge and realize the organic integration of professional courses and moral education.

#### *B. Promote the Implementation of Ideological and Political Education Classroom Combing with Embedded Teaching*

##### *1) Explicit education is combined with implicit education*

Values education should contain both explicit education and implicit education. Implicit education refers to the imperceptible education of educators through indirect and implicit education activities under the macro leadership. The ancient Chinese people very early attached great importance to the way of education about "influence character by environment". Who stays near vermilion gets stained red, and stays near ink gets stained black" is the reasonable value of implicit education from the perspective of environmental edification. Compared with explicit education, implicit education has the concealment of educational purpose and content, so that the educated people can receive natural and independent educational content in an immersive environment. These characteristics can be realized through embedded ideological and political education. The economic law course insists on the professional characteristics and subject advantages, organically combines explicit education with implicit education, and constructs a

system of classroom ideological and political education, in order to truly realize the oriented goal of ideological and political education.

##### *2) The combination of professional knowledge and national feelings*

The feelings of home and country is a kind of national emotion under Chinese traditional culture are concentrated in the sense of national identity and pride, that is, the pursuit of human collective is a kind of social identity of human beings, which adhere to the people-oriented, its aim is to realize human social value and collective value [3]. As long as knowledge and skills are combined with people's subjective consciousness, there will be value pursuit problems, and professional knowledge and value pursuit are inseparable. Therefore, in the process of the ideological and political construction of the economic law curriculum, teachers should always adhere to the student-centered approach, guide the students with the correct political direction, influence the students with a healthy moral outlook and aesthetic outlook, pay attention to the all-round development of the students, and strive to let the students feel the greatness of the nation and the country in the legal professional curriculum.

#### *C. Improve the Ideological and Political Teaching Team through Multi-dimensional Cooperation*

##### *1) Judges enter the classroom and establish the legal spirit*

Judges are the front-line judicial personnel in our society, and also the representative of the legal spirit of a country in a sense. The mysterious judges are invited into the class, and make the case analysis for the students with the most real cases, which not only greatly mobilizes the students' enthusiasm for learning, but also will make the students intuitively feel the concept of China's legislation for the people, law enforcement for the people. Let the students see the spirit of our judicial trial in real events [4].

##### *2) Entrepreneurs should participate in teaching and feel the idea of legislation for the people*

Enterprises are an important carrier of social and economic activities, but also an important factor in economic and legal relations. Enterprise plays an important identity in economic law teaching, if an entrepreneur can go into the classroom and tell the students about the legal problems encountered in the actual business process and the legal risks faced, which can make students more intuitive understand the important role of law in modern economic life, but also can make students understand the concept of the rule of law in our country.

#### *D. Construct Education Structure*

Teachers should achieve the goal of taking students as the main body based on the flipped classroom, integrating into ideological and political education, embodying the ideological and political courses. Teachers publish learning tasks for each part of the legal knowledge before class, providing students with a social perspective and a humanistic perspective in research. Students sort out the

materials and form their views. In class, students improve quality through brainstorming, simulation training, role playing, group sharing, refining. After class, students should enhance mastering information processing ability, collaboration ability and social ability, and cultivating critical spirit, humanistic spirit and lifelong learning ability throughout the whole process.

It needs to specify the moral education goal, make the curriculum ideological and political practice, and achieve the all-round education. Teachers should give full play to the professional advantages of the curriculum, actively cooperate with the work of Entrepreneurship College, Employment Guidance Center, Student Office, Youth League Committee and other departments, that is overall linkage and integrate innovation and entrepreneurship education into the curriculum teaching of the Economic Law, mode of innovative talent training, and build an all-round and all-staff education mechanism. Teachers also provide legal support for the whole process of innovation and entrepreneurship, establish a long-term mechanism of practical education, promote the innovation of teaching methods through the integration of production and education, and improve the pertinence and effectiveness of the ideological and political thinking of the course.

### III. GUIDED BY PRACTICAL PURPOSE, CULTIVATE “NEW LIBERAL ARTS” TALENTS

The concept of “new liberal arts” requires that our curriculum construction is to cultivate compound talents with practical ability, so it is practical purpose-oriented training method is very important. How to combine students’ classroom learning and social practice together needs teachers to think about it. As a course of economic law, it is practical in how to contact social life and solve social problems. So in order to achieve this teaching purpose, this thesis did following designs.

#### A. *Build a Team of Full-Time and Part-Time Practice Teachers*

It is necessary to build a team of part-time teachers with front-line practical work. let the judges, prosecutors, lawyers come into the campus, the school and the classroom; let the students see the real judge, prosecutors, lawyers and entrepreneurs. Through their teaching, students intuitively experience the practical application of law in modern life, and let students know the necessity and importance of knowing and understanding the law through part-time teachers on real case teaching, so it can clear learning purpose and establish the enthusiasm for learning.

At the same time, in the team of full-time teachers, teachers also adopt the collaborative teaching mode of law teachers and illegal learning teachers. The full-time teachers include professors and associate professors in finance and trade, who teach them in the teaching process of economic law, and share with students the common legal risks in the practice of the field. Professional teachers should be taught by students as the core through group discussion, case analysis and concentrated

discussion of hot issues to achieve the learning process of theory to practice in class. At the same time, with the help of modern technical means, online teaching realizes the three-level linkage of pre-class, after-class and after-class practical classroom activities.

#### B. *Establish a High-Quality Internship Base*

University can establish cooperation intention with judicial organs, law firms and well-known enterprises to provide students with necessary internship positions. The courts, procuratorates and law firms need a large number of interns every year, which is the basis of our internship base for students. Having the students really involved in the handling of the case is the foundation of learning for practice. Teachers can also actively adjust our teaching syllabus and teaching plan according to the opinions and feedback of the internship unit, which has greatly enriched our curriculum construction.

With legal services as the carrier, teachers will integrate learning and practicing. Making practical teaching public, making curriculum practice experience, and realizing collaborative education. The course group actively integrates and shares resources with the market supervision bureau, law firms, industry associations and other departments. Through the construction of practical teaching bases and college student legal service volunteer organizations, with legal services such as “law popularization and publicity” as the carrier, students can experience self-design ideological and political content and form a collaborative education force inside and outside the school.

### IV. REALIZE THE GOAL ORIENTATION WITH THE MEANS OF MODERN TECHNICAL MEANS

In order to achieve the goal orientation, it needs to use modern technology. Through the online function of Internet technology, they can understand the laws, regulations and learning materials uploaded by teachers on the platform before class, they can focus on solving controversial problems in class, and then communicate with the teacher after class, and they can also learn more in-depth knowledge through MOOC [4]. The new mode of learning is engraved at any time, that is, there is overall professional teaching in class and fragmented learning in the online cloud. Teachers send small videos, short materials and small cases to students through the platform, so that students can obtain learning information at any time, and be imperceptibly immersed in learning. Internet technology not only broadens the connotation of the course in time, but also develops the learning content in space. The course is constructed as follows by technical means.

The “new liberal arts” requires that teachers can effectively improve the depth and breadth of teaching by relying on today’s Internet technology, and realize the organic combination of online and offline teaching. At present, there are a large number of teaching and social software operations on the market, and teachers can choose the combination mode of Rain Class + MOOC + Tencent conference + WeChat group [5]. First of all, the

course can be launched through the Rain class. Teachers can synchronize the courseware through the Rain Class, upload the video or text materials, and complete classroom homework. In addition, there are some interactive class games such as sending red envelopes or random call, Rain Class can be used as a tool for teaching offline courses and a statistical tool for student learning data. It also can construct online live teaching. Secondly, selecting quality courses and learning videos for students as supplementary materials to supplement and improve students' extracurricular study, especially the latest legal interpretation and related academic lectures. Finally, Tencent Conference and WeChat group, the two most widely used social software can be used as a useful supplement to teachers' and students' communication. Because there are no student images in the Rain Class live broadcast, which is not conducive to teachers' supervision of students' learning status. Therefore, with the help of the video function of Tencent Conference in online teaching, teachers can effectively achieve the understanding and grasp of students' learning situation. WeChat group can be used as a place for teachers'

pre-class notification and after-class discussion and answering questions. As a legal course, case discussion is a very important link in the process, and online discussion can be instant and efficient [6]. Therefore, in the construction of the teaching platform, the platform design of the Rain Class + MOOC + Tencent Conference + WeChat group can basically meet the various needs of online and offline teaching.

### V. MULTI-LINKAGE CURRICULUM EVALUATION SYSTEM

Evaluation system is one of the most important contents in the teaching mode. A perfect evaluation system can not only effectively test students' learning results, but also reflect the teaching effect of teachers. Based on the goal-oriented teaching policy in the concept of "new liberal arts", the design of the assessment link should pay equal attention to theory and practice, and also pay attention to the effect of online and offline linkage [7]. Therefore, the economic law course is adopted as "multi-linkage course evaluation method". The details are shown in the following Fig. 1:

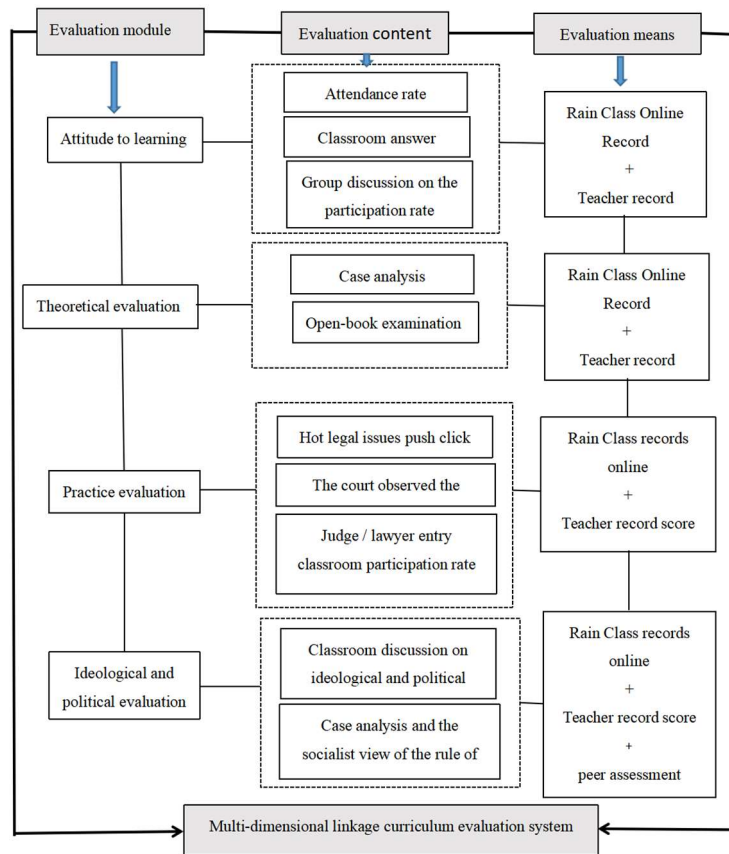


Figure 1. Thinking map of multi-linkage curriculum evaluation system.

#### A. Evaluation Module and Evaluation Content

The evaluation module pays attention to the content of the four aspects of assessing students, which are respectively: learning attitude, theoretical evaluation, practical evaluation and ideological and political evaluation. All the content of the assessment system design revolves around these four modules.

#### 1) Learning attitude

Attitude is the key to learning, but also reflects the state of students' learning. Therefore, the assessment of students' attitude is necessary. The evaluation system designs the specific assessment content to evaluate the students' learning attitude through the students' participation.

The evaluation content is mainly reflected in the attendance rate, classroom response participation rate, online data access rate, group discussion participation rate, extracurricular activities participation rate, etc.

### 2) Theoretical evaluation

Theoretical evaluation is one of the most important evaluation contents in the evaluation system, and also the main evaluation content of traditional teaching. The significance of theoretical evaluation lies in being able to understand a student's listening situation in class and the mastery of knowledge, which is the main purpose of preaching and teaching.

The content of theoretical evaluation is mainly on case analysis. There are two assessment methods for case analysis: the first one is the in-court case analysis, in the form of group discussion; the second kind is the final open-book exam. The exam does not evaluate students' memory ability, but examines students' ability to solve real problems [8].

### 3) Practice evaluation

Practice evaluation is the assessment content designed under the guidance of the concept of "new liberal arts". The content of the practice evaluation is mainly assessed through the students' participation in the practical activities. The teaching activities include a large number of practical activities, and the students' practical ability is assessed through the quantity and quality of the students' participation activities [9]. The student internship unit is responsible for the teacher's evaluation opinions and the interaction on the online platform to evaluate a student's practical ability.

### 4) Ideological and political evaluation

Ideological and political education is another very important content in the concept of "new liberal arts". The content of ideological and political evaluation is mainly evaluated through two aspects: on the one hand, the study and discussion of the construction of socialist rule of law are introduced in the classroom; on the other hand, in the final open-paper examination, students can directly discuss the role and significance of the legal thought in the construction of socialist market economy in the way of case analysis.

## B. Evaluation Means

The traditional evaluation method is the evaluation method dominated by course teachers, the new evaluation system adopts a multi-party linkage and more diversified design. First of all, the results recorded by the teachers have two parts: one part comes from the scores recognized by the professional teachers, the class scores and the final exam scores; the other part comes from the practical results given by the part-time teachers [10]. Secondly, the teaching platform records students' learning data, which is also one of the means of student performance evaluation, every time students log in to the rain classroom records, participate in the classroom interaction, browsing learning records, and online homework results can be objectively reflected through the form of data in the students' learning state and learning effect.

## VI. EPILOGUE

After the concept of "new liberal arts" was put forward, in order to adapt to the needs of the new era, many front-line teachers have reformed and innovated the original teaching mode, especially after the combination with the concept of OBE, their teaching modes have been greatly adjusted and changed, in order to meet the needs of the new situation. Due to the characteristics of the "economic Law" course and the needs of the purpose of learning the law, teachers can extract two representative goal orientation of the course: namely ideological and political orientation and practical orientation. And in the teaching process of practice and exploration, this course is currently recognized and praised by the students, the teachers should improve to meet the needs of the concept of "new liberal arts".

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

## AUTHOR CONTRIBUTIONS

Bo Zhang is responsible for the paper data collection, and Cui Sun is responsible for the research and paper writing. All authors had approved the final version.

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