Research Article

Education Method of Multi-Teaching Model Based on Task-Driven Legal Innovation[*]

Haitao Sun[1]
School of Law, Hohai University

Abstract

The legal education in China started late, especially the legal education in colleges and universities is mainly based on the American legal talent training model combined with the national conditions of the country and the corresponding legal status. With the continuous enrichment of China's laws and the continuous development of the social economy, people's demand for legal assistance is growing. The legal education system in China's colleges and universities is too singular, and the current situation that drives the lack of development momentum is gradually exposed. Therefore, it is very meaningful to analyze the shortcomings of the current legal system in a timely and effective manner and to conduct a reasonable discussion on the existing problems to obtain a new legal teaching system with practical significance. This paper will analyze and study the problems existing in the legal teaching system of colleges and universities in China, such as the lack of motivation for driving development and the content of legal teaching and the simplification of the form. At the same time, the task-driven teaching method is used to design the relevant legal teaching mode, and the innovative proposal is based on the task. The application of the driving method in the content of legal teaching, the design and learning of teaching process and the design of teaching evaluation. Based on the theory of this experiment, this paper selects a college law class to conduct actual experimental analysis, and after the experiment, the questionnaire and the unit test data collection are carried out. The results show that the task-driven multi-legal teaching mode proposed in this paper has more traditional teaching than traditional teaching. The model has a better teaching effect.

Keywords

Task-Driven Strategy • Multi-Learning Method • Research on Legal Education Teaching Mode

———————————————————————

[1] **Correspondence to:** Haitao Sun (JD), School of Law, Hohai University, Nanjing 210098, China. Email: cindywayne@126.com

As the foundation of national education, legal education shoulders the heavy responsibility of ruling the country according to law, which has a crucial impact on the country's production and even survival and development. With the advancement of China's economy, both the state and the group, as well as individuals, have gradually increased the demand for law. The judicial activities have involved all aspects of people's lives. Therefore, there is an urgent need for a large number of high-level applications involving professional fields in various industries. Legal talent (Mitchell & Heynen, 2009; Castro & Mouro, 2011). As an important educational place for cultivating legal-related talents, colleges and universities actively and effectively cultivate relevant legal talents, and it is very important to innovate and reform the teaching and education model and system of legal education. Colleges and universities need to seize the historical opportunity in the new era and combine the legal status quo of China to build a sound and perfect legal education system and actively explore the new driving force of legal teaching (Su, Liu, Xie & Sun, 2012; Chen, 2013; Samanta & Samanta, 2015).

The research and analysis of legal education has not been interrupted since ancient times. The earliest legal education was the American Bar Association, which emphasized that legal education is a legal activity related to students. Its essence is the law and legal procedures and legal knowledge related to students. The system thus seeks to improve students' civic quality education (Carpenter, 2014; Castro, Mouro & Gouveia, 2012; Christie, Patrick & Schmuland, 2015). European legal system education also understands legal education as a law-related activity. It defines legal education as an organized learning experience. Legal education can provide students with an educational opportunity to develop a changing society. Effectively use the law and effectively deal with some legal-related issues (Pettignano, Bliss, Mclaren & Caley, 2017; Brooman, 2017; Sarker, 2017). China started late in the rule of law education. The concept of the legal education and the education system proposed in the early stage mainly refer to the general legal propaganda and education of the general public and non-legal students, thus cultivating their citizens' legal awareness and guiding them. Behavior (Trevitt, Steed, Moulin & Foley, 2017; Williamson, 2016; Flood & Roberts, 2017).

This paper analyzes and studies the problems existing in the legal teaching system of colleges and universities in China, such as the lack of motivation for driving development and the content of legal teaching and the simplification of the form. At the same time, the task-driven teaching method is used to design the relevant legal teaching mode, and the innovative proposal is based on the task. The application of the driving method in the content of legal teaching, the design of teaching process and the design of teaching evaluation. Based on the theory of this experiment, this paper selects a college law class to conduct actual experimental analysis, and after the experiment, the questionnaire and the unit test data collection are carried out. The results show that the task-driven multi-legal teaching mode proposed in this paper has more traditional teaching than traditional teaching. The model has a better teaching effect.

This article is organized as follows: In the second section, this paper mainly discusses the shortcomings of current legal education in China, and also analyzes the principle of task-driven teaching method. The third section of this paper proposes a multi-legal education teaching system based on task-driven teaching method. The fourth section will be based on experimental samples from a university law class; the final section will summarize the content of this article.

_____

Related Work

This section mainly analyzes and discusses the shortcomings of current legal education, and conducts a detailed analysis based on the current problems of legal education in China. At the same time, this section analyzes the principle of task-driven teaching strategy and lays a theoretical foundation for the subsequent legal education teaching system based on task-driven teaching strategy. Figure 1 shows the framework of the problems in the current legal education system.
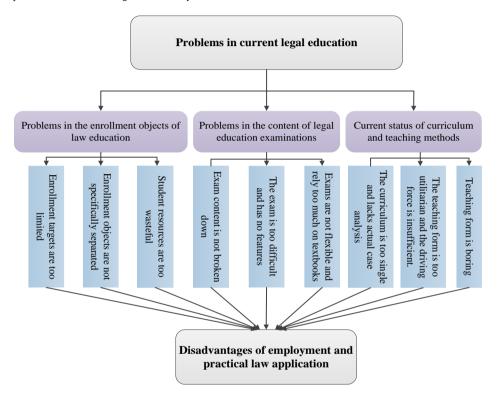

Figure 1. The framework of the problems in the current legal education system.

Related work: Analysis of the Current Situation of Legal Education

There are three main problems in current legal education. The corresponding contents are as follows. The corresponding framework is shown in Figure 2:

Marketization of Master of Laws education. After the reform and opening up, China's economy has developed rapidly. The state urgently needs one person to approve legal personnel to enrich the judicial administrative team in a short period of time. The society also urgently needs a large number of high-level talents with professional legal knowledge. At the same time, the employment situation of undergraduate graduates is grim, and the postgraduate entrance examination has become the first choice for many

_____

undergraduate students. This situation has promoted the rapid development of legal education in China. The legal education has an economic orientation, and legal education is exhibited in such a human environment. However, legal education is in an unhealthy state of development such as regional marketization in the development process.
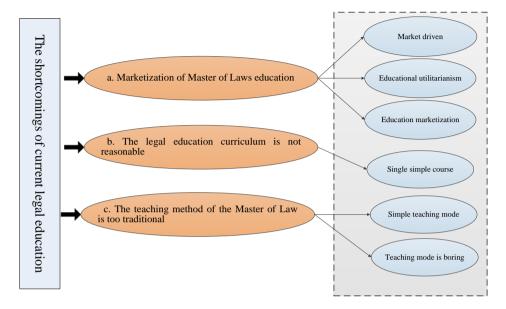

Figure 2. The corresponding status frame

The legal education curriculum is not reasonable. In practice, the Master of Laws program is very large, the degree is the transplant of the undergraduate law or the LL.M. program, and the traditional legal subjects based on the legal knowledge system are still the main subjects. In the core curriculum of the Master of Laws, not only the curriculum of substantive law is dominant, but also the teaching content of relevant legal professional ethics courses and professional competence are not integrated into the courses. Second, the proportion of theoretical and practical courses in the Master of Law is unbalanced. According to the "Master of Law Master's Degree Training Program", a master's degree in law requires a credit to earn a degree. Among them, compulsory courses, elective courses, total credits, practice credits, and graduation thesis credits. 1 It can be seen that the course credits based on classroom-based teaching account for more than the total credits, while the credits for the practical courses that are essential to the development of the Master of Laws are only in the course of the Master of Laws practice in major universities. Indifferent to the cultivation of students' ability to use legal expertise to solve practical problems, this practical course is often overlooked or omitted. Third, the curriculum of the Master of Law does not reflect the characteristics of the composite type. The interdisciplinary combination of majors is a major advantage of the Master of Laws, but this advantage is not reflected in the Master of Laws program. Master of Laws is from the Department of Illegal Studies. The majors studied include finance, computer, medicine, English, management, machinery, etc., but the courses in the Master of Laws are basically designed around the discipline of law. Excluding the interdisciplinary subjects between the illegal

_____

subjects and other disciplines, the majors of the Master of Laws majors cannot be fully integrated with the legal knowledge, and the characteristics of the Master of Laws are difficult to play.

The teaching method of the Master of Law is too traditional. In the course of teaching, colleges and universities have adopted three legal teaching methods: law-based undergraduate teaching methods; second, using the special teaching method applicable to LL.M. objects; The training method required for the exam. This kind of teaching method is traditional knowledge transfer. There is less communication between teachers and students, and it is difficult to form interaction. This kind of teaching method also does not pay attention to the ability of law students to use legal knowledge to solve practical problems in coordination and legal thinking. The cultivation of legal awareness is difficult to achieve the training objectives of the Master of Law.

Table 1
The Questionnaire Based on the Current Legal Education

Are you satisfied with the current legal education?			
Total number of samples	Questionnaire answer	Number of people before practice	The proportion before practice
200	Satisfaction	56	17.5%
	Dissatisfied with boring	112	56%
	no feelings	53	26.5%

Table 1 shows the questionnaire based on the current legal education. The questionnaire shows that the current legal education does not satisfy the students. The structure of the questionnaire also reflects the current imperfect education.

Related work: The basic principle of task-driven teaching methods

Task-driven is a teaching method based on constructivism theory. It is to imply the content that learners want to learn in one or more situational tasks with clear goals. Teachers and students ask questions, clear tasks and the solution to the problem, the method and process of the student completing the task under the guidance of the teacher's collaboration. In the process of task-driven learning, we first create a realistic teaching situation, and use the task as the carrier to promote students' active analysis and completion of tasks. In this process, they can achieve the ability to innovate and solve problems. The purpose of fostering collaborative learning. The task completion process is the learner's content learning process, in which the problem analysis and resolution capabilities are enhanced.

The application of task-driven teaching in legal teaching has greatly changed the teaching and learning methods of teachers and students in traditional teaching. The role of students should be changed from passive recipients to active acquisition and meaning constructors. The role of teachers should be from the traditional. The lecturer is transformed into a facilitator and instructor of the student learning process. In the teaching process, teachers and students will break through the boundaries and barriers to achieve a new harmonious and harmonious relationship.

There are many basic principles of task-driven theory, such as constructivist learning theory, research learning theory, dual-subject teaching theory, motivation theory, mastery learning theory, target classification

_____

theory, advanced organizer teaching strategy, and learning hierarchy theory, as shown in Figure 3 shows the corresponding principle of use and the corresponding explanation:

the corresponding principle of use and the corresponding explanation

Constructivist theory

Constructivist theory Constructivism emphasizes the subjective position of students and values the leading role of teachers. Students need to construct knowledge actively, and teachers should guide students' learning. This not only strengthens the student's dominant position, but also makes the student an active meaning constructor. It also reflects the teacher's guiding position and makes the teacher become a learning and meaning constructor. Promoters and instructors.

Dual subject teaching

The teacher-student relationship is equal in the dual-subject teaching mode. It is neither completely teacher-centered nor student-centered, but emphasizes the dual-subject role. In the process of teaching, the teacher is the main body of the teaching process, the overall designer and maintainer of the teaching activities, and will influence the activities of the students imperceptibly; the students are the main body of the learning process, the center of learning activities and the active construction of knowledge. .

Task-driven theory

The learning process is centered around situational tasks in a meaningful context.

Pay attention to students' active learning and the cultivation of cooperative learning ability

The scope of the problem in the teaching process is extensive

Exploratory and practical learning process

Task-driven theory

Pay attention to teaching evaluation

The subjects evaluated in task-driven teaching are not limited to teachers, but also include students themselves and group members of collaborative learning. The dimensions of evaluation are also extensive, including mastery of theoretical knowledge, acquisition of skills, improvement of ability, and ability to be independent. Learning is a multi-dimensional perspective that is capable of collaborative learning and positive learning attitudes.
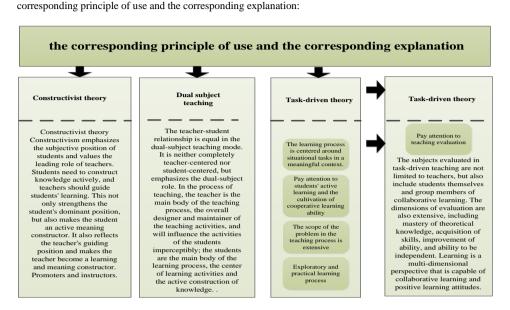
Figure 3. The corresponding principle of use and the corresponding explanation

The establishment of legal education model based on task-driven teaching model

Based on the above theoretical analysis, this section will propose a task-driven legal teaching system based on this, and its corresponding architecture is shown in Figure 4:
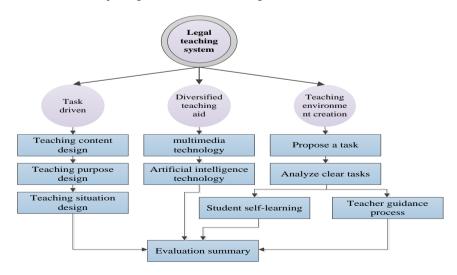

Figure 4. A task-driven legal teaching system based on theoretical analysis

_____

In the actual teaching, the above reforms on legal education need to be as follows:

The implementation of curriculums based on legal professional ability and legal professional ethics replaces the basic ideas of curriculums based on law-level subjects. According to the description of the training program, the Master of Laws is taught – in practice, the Master of Laws course is based on the first-level discipline of law, which is still the thinking mode of traditional law teaching. Although the training program requires that the content of legal knowledge and legal professional ethics should be integrated into the curriculum during the teaching process, it is often difficult for the instructor to make it in the small curriculum. Qing Fashuo: The difference between a master of law or a law undergraduate course. Therefore, it is necessary to clarify the curriculum of legal professional ability and legal professional ethics, rather than the first-level discipline of law.

Add a practical course. In the American education model, the training course for lawyers' basic skills runs through the whole process of teaching. The Master of Laws in China also emphasizes the characteristics of practice. The curriculum should focus on the effective combination of theory and practice. Therefore, it should increase the legal writing, evidence processing, mock court training, legal negotiation, and other courses closely related to the legal profession.

There is no unified textbook before the master of law education. Teachers usually use the textbooks of law undergraduate education or use the same subject courseware as the master of law, which leads to deviations in the education method of the master of law. The Master of Laws education is different from legal education and is different from legal undergraduate education. Therefore, it prepares or selects a systematic, complete, highly targeted and high-level teaching and learning book for its organization to adapt to the law. The special needs of master's education are very necessary. This will help to ensure and improve the basic specifications and teaching quality of the Master of Laws, and promote the systematic, scientific and integrated legal profession.

China's master of law education model comes from American education, and its education is characterized by most of them are based on case teaching methods, supplemented by a variety of vocational skills training, and advocate the teaching mode of Socratic question and answer method. The case-study method was founded by Randall, Dean of Harvard Law School, by finding a legal rule by analyzing specific cases. 1 Socratic question and answer method is asked by the teacher, and then the student's answer is used as a question to continue to ask questions so as to trace the roots. It is a heuristic teaching method by training students' thinking and training. China's Master of Law education can learn from and draw these methods, the teacher proposes a classic case or a legal hot issue or a legal frontier case as a subject assignment. The student collects the facts and legal provisions of the relevant case in the after school and analyzes it through his own logic analysis. In my own opinion, in the classroom (usually small class teaching), the teacher organizes students to express their opinions and discuss them. In this way, it not only helps students to understand classic cases, care about legal focus and changes in laws and regulations, but also helps to improve the level of legal theory and contribute to the training of their legal thinking and professional skills.

Focusing on legal education only focuses on and limited to legal theory education, neglecting the development of students' legal practice skills, professional ethics and professional responsibility. The establishment of the legal education model is to help students form a good professional ethics and professional ethics by giving students full participation in legal practice and cultivating comprehensive legal practice skills.

_____

The tutor is the guiding light on the road of research and development. It plays a vital role in the process of students' study and practice. The master of law education is different from the undergraduate and law of law education. The teachers of the master of law not only shoulder the task of knowledge transfer, but also It directly determines whether the goal of the Master of Law education to cultivate a composite and a practical type can be achieved. At present, with the rapid expansion of the legal master's degree of education, not only should the number of teachers be increased, but also the quality of teachers should be improved. The Master of Laws education should implement the dual tutor system. The law school will employ some expert judges, prosecutors, lawyers, corporate legal personnel, corporate legal counsel, etc. as one of the tutors of the master's degree in law, and the establishment of the master of law. Teachers form a dual tutor system.

The simulated court pedagogy provides a place and opportunity for law students to simulate legal practice. In a simulated litigation environment, students encourage their active learning and use of their expertise through the role of various roles in the court. In the process of judging the problem, the corresponding legal practice is solved.

The Master of Laws education is a vocational education characterized by practical application. Therefore, it is necessary to increase the investment in the Master of Laws education, establish a corresponding mock court for the Master of Law, and implement specialized classrooms and laws for the legal teaching of the Institute. The construction of multimedia classrooms and so on.

In the aspect of legal teaching methods, the use of current technology to assist in legal teaching has made the legal teaching methods more diversified and enriched, and related means such as multimedia technology, three-dimensional simulation of court environment construction and lawyer practice techniques. At the same time, in addition to the need to improve the enrichment of paper books in the construction of libraries, it is necessary to strengthen the construction of digital libraries.

Practice and Analysis

Based on the analysis and discussion of the above related theories, this paper will carry out experimental verification based on the system of legal teaching based on the task-driven strategy described in the third section. In this paper, a total of 100 law students from a certain university law are selected on the test samples. Before the experiment, the actual investigation was conducted based on the 100 law students. The results of the survey are shown in Table 1 of the second section. The experimental period lasts for one month. Finally, the test scores are used as the final visual indicators to comprehensively consider the student satisfaction as the main indicator.

Table 2 shows the test scores of the students of the sample one month later. It can be seen from the table that most of the students' test scores are above 85 points, which basically shows that the legal education system of this paper has certain practical value. The solid foundation of students' legal knowledge has a strong meaning.

In order to obtain a higher subjective evaluation, this paper conducted a questionnaire survey on the above samples, and compared the results of the questionnaire survey with the results of the questionnaire survey of

the status quo of traditional legal education in the second section. Table 3 shows: It can be seen from the table that the legal teaching system proposed in this paper has a higher advantage than the traditional teaching mode.

Table 2
The Test Scores of the Students of the Sample One Month Later

Are you satisfied with the current legal education?			
Total number of samples	Fraction interval	Number of people	The proportion
	95-100	26	13%
	90-95	64	32%
	85-90	70	35%
	80-85	21	10.5%
200	75-80	12	6%
	70-75	5	2.5%
	65-70	1	0.5%
	60-65	0	0
	Below 60	1	0.5%

Table 3
Satisfaction Survey on the Current Legal System

Questionnaire: Are you satisfied with the current legal teaching system?					
Total number of samples	Questionnaire answer	Number of people before practice	The proportion before practice	Number of People after practice	The proportion after practice
	Satisfaction	56	17.5%	181	90.5%
200	Dissatisfied with boring	112	56%	6	3%
	No feelings	53	26.5%	15	7.5%

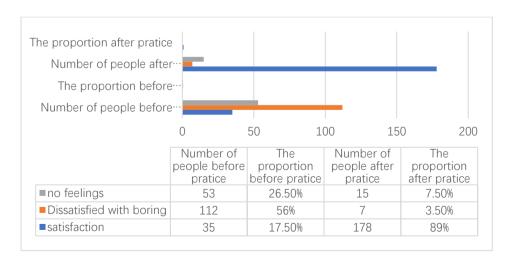|	Number of people before pratice	The proportion before pratice	Number of people after pratice	The proportion after pratice
no feelings	53	26.50%	15	7.50%
Dissatisfied with boring	112	56%	7	3.50%
satisfaction	35	17.50%	178	89%

Figure 5. The corresponding questionnaire satisfaction column chart

Figure 5 is the corresponding column chart. It can be seen from the figure that the satisfaction of the current legal system proposed in this paper is far greater than the satisfaction of the traditional legal system.

_____

Conclusion

This paper analyzes and studies the problems existing in the legal teaching system of colleges and universities in China, such as the lack of motivation for driving development and the content of legal teaching and the simplification of the form. At the same time, the task-driven teaching method is used to design the relevant legal teaching mode, and the innovative proposal is based on the task. The application of the driving method in the content of legal teaching, the design of teaching process and the design of teaching evaluation. Based on the theory of this experiment, this paper selects a college law class to conduct actual experimental analysis, and after the experiment, the questionnaire and the unit test data collection are carried out. The results show that the task-driven multi-legal teaching mode proposed in this paper has more traditional teaching than traditional teaching. The model has a better teaching effect.

References

Brooman, S. (2017). Creatures, the academic lawyer and a socio-legal approach: Introducing animal law into the legal education curriculum. *Liverpool Law Review*, *38*(3), 1-15. https://doi.org/10.1007/s10991-017-9205-7

Carpenter, D. (2014). Accounting for financial innovation and borrower confidence in financial rule making: analogies from health policy. *Journal of Legal Studies*, *43*(s2), S331-S349. https://doi.org/10.1086/677298

Castro, P., Mouro, C. (2011). Psycho-social processes in dealing with legal innovation in the community: Insights from biodiversity conservation. *American Journal of Community Psychology*, *47*(3-4), 362-373. https://doi.org/ 10.1007/s10464-010-9391-0.

Castro, P., Mouro, C., & Gouveia, R. (2012). The conservation of biodiversity in protected areas: Comparing the presentation of legal innovations in the national and the regional press. *Society & Natural Resources*, *25*(6), 539-555. https://doi.org/10.1080/08941920.2011.606459

Chan, T. E. (2013). Legal and regulatory responses to innovative treatment. *Medical Law Review*, *21*(1), 92-130. https://doi.org/10.1093/medlaw/fws025

Christie, G. P., Patrick, K., & Schmuland, D. (2015). Consultation for collective action on personalized health technology: eliminating ethical, legal, and social barriers for individual and societal benefit. *Journal of Health Communication*, *20*(8), 867-868. https://doi.org/10.1080/10810730.2015.1063404

Flood, J. T., Roberts, J. (2017). The evolving nature of higher education accreditation: legal considerations for institutional research leaders. *New Directions for Institutional Research*, *2016*(172), 73-84. https://doi.org/ 10.1002/ir.20205

Mitchell, D., Heynen, N. (2009). The geography of survival and the right to the city: speculations on surveillance, legal innovation, and the criminalization of intervention. *Urban Geography*, *30*(6), 611-632. https://doi.org/ 10.2747/0272-3638.30.6.611

_____

Pettignano, R., Bliss, L., Mclaren, S., & Caley, S. B. (2017). Interprofessional medical-legal education of medical students: assessing the benefits for addressing social determinants of health. *Academic Medicine*, *92*(9), 1254. https://doi.org/10.1097/ACM.0000000000001581

Samanta, J., & Samanta, A. (2015). Quackery or quality: The ethicolegal basis for a legislative framework for medical innovation. *Journal of Medical Ethics*, *41*(6), 474-477. https://doi.org/10.1136/medethics-2014-102366

Sarker, S. P. (2017). Empowering the underprivileged: The social justice mission for clinical legal education in India. *Social Science Electronic Publishing*, *19*, 321. https://doi.org/10.1057/9781137517531_10

Su, Z. F., Liu, H., Xie, E., & Sun, W. (2012). Profiting from product innovation: The impact of legal, marketing, and; technological capabilities in different environmental conditions. *Marketing Letters*, *24*(3), 261-276. https://doi.org/10.1007/s11002-012-9214-1

Trevitt, C., Steed, A., Du Moulin, L., & Foley, T. (2017). Leading entrepreneurial e-learning development in legal education: A longitudinal case study of "universities as learning organisations". *The Learning Organization*, *24*(5), 298-311. https://doi.org/ 10.1108/TLO-03-2017-0027

Williamson, M. E. (2017). Global standards and outcomes of a legal education: how rubrics can help to deliver objectivity, transparency, verifiability and consistency. *The Law Teacher*, *51*(3), 287-311. https://doi.org/10.1080/03069400.2016.1201743