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Rain Classroom Helps Blended Online Teaching of Civil Procedure Law A

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Abstract

In order to achieve substantial equivalence between online teaching and offline classrooms, the blended teaching approach was adopted as the online teaching model for the Civil Procedure Law A. The online teaching model is based on the concept of "orderly teacher guidance and active student learning". The concept of "orderly guidance by teachers and active pursuit of knowledge by students" cannot be realized if the"teaching" and “learning" statistics are not generated from the Rain Classroom tool. Teaching data includes teaching content, teaching process, teaching strategies, etc.; learning data includes learning activities, learning trajectory, learning outcomes, etc. Data drives teachers' "teaching" and "learning". Data drives the reform of teachers' "teaching" and the transformation of students' “learning", realizing the two-way communication between "teaching" and "learning".

Keywords

Rain Classroom; Blended Learning; Online Teaching.

1. Introduction

In Spring 2020, all hands on deck are fighting with the epidemic. College teaching line faculty, the anti-epidemic opens for getting better online teaching and achieving a substantial equivalence in quality between online and offline classroom teaching.

The Civil Procedure A course is a basic course for undergraduate law students. In order to make the first year students "put into practice", "she" online teaching method is a hybrid teaching: Chinese University MOOC platform asynchronous spoc online catechism learning and online live lectures combined. In the blended teaching, the means is "mixed": mixed use of multiple software; the purpose is "combined": the integration and construction of fragmented knowledge points. The "combined" way for zoom nested rain classroom live teaching.

The following is an introduction to how the rain classroom can help teachers to "teach" and students to "learn", and ultimately achieve a win-win goal in both "teaching" and "learning".[1]

2. The Organization of the Text

2.1. The "Teaching" of Teachers

2.1.1. Teaching Philosophy and Objectives

Teaching Philosophy: The educational philosophy of "teacher-led and student-centered" is implemented throughout the online teaching of the Civil Procedure Law course. At special times, the teaching format is novel, but the teaching quality is not compromised. The whole course is designed to cultivate students' independent learning ability.

[1] The teaching and research project: The online and offline hybrid first-class undergraduate course - Civil Procedure Law A of qingdao university of science and technology.

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The objectives of the course are to help students not only master the basic theories and procedures of Civil Procedure Law, but also to understand the theoretical hotspots in the field of Civil Procedure Law, to establish correct professional ethics, and to cultivate students' academic data retrieval and integration skills, teamwork and language skills.

2.1.2. Teaching Rain Courseware

Rain courseware is one of the resources for teaching and learning in a blended learning model and includes a pre-classroom narration rain courseware, an in-classroom rain courseware and a post-classroom quiz and questionnaire rain courseware. The content of the narration rain courseware is part of the knowledge points of the explanation and quiz. Online live teaching, due to the status quo of teacher-student, student-student at the same time in a different space, for other students to stay in the classroom to follow the teacher's ideas to learn knowledge, it is necessary to increase the number of teacher-student, student-student interaction activities, resulting in the reduction of the number of course knowledge points live lecture. The production of narration rain courseware is conducive to assist students to learn the corresponding knowledge before class.

The contents of the classroom rain courseware are: a review of learned knowledge points, expansion of catechism knowledge points in asynchronous spoc, and introduction of new knowledge points. The course content is always new, especially for the true of online blended content. Each student has his or her own specific learning profile. The teacher needs to design a review path of the learned knowledge points according to the pre-study and post-assessment summary; organize the direction of the knowledge points development according to the asynchronous spoc knowledge points and the quiz answers; and teach the new knowledge points by the way of case introduction and the idea of raising questions - analyzing problems - solving problems. Once the new knowledge points are taught, there will be an in-class quiz to test the effectiveness of the students in the live lectures.

The content of the rain after class includes test questions and questionnaires. "Refresher". Students learn best through task-driven inquiry-based learning. To make it easier for students to access the best test questions, teachers select the ones that require a "jump" to get right. Test questions that are used in conjunction with an after-school quiz can also be used for a pre-test or an in-class quiz. The pre-test is easy, the mid-test is moderate, and the post-test is difficult (the difficulty level is comparable to that of the JLPT). The questions are designed with the idea that the pre-class and in-class tests are of low difficulty to increase students' sense of accomplishment and arouse their interest in the live lectures; the post-class tests are of high difficulty to encourage students to reflect and review what they have learned and to improve their learning initiatives (the more they are frustrated, the more courageous they become). The purpose of the research questionnaire is to obtain information on students' use of teaching tools such as rain classroom, teachers' teaching methods, teaching rhythm, teaching time arrangement and other cognitive information, so as to better develop future online teaching.

2.1.3. Nested Rain Classroom Online Course Design by Zoom

Emphasis on participatory learning, according to the BOPPPS effective learning method, the design of task-driven teaching processes, objectives and assessment methods, to guide students to clearly and proficiently apply the online learning software, active participation torain classroom and other platforms teaching interaction, effective combing, linking, inductive summaries of course knowledge.

Based on the supporting use of multi-platform software, the design of the entire course is shown below in Figure 1. It is easy to see that Rain Classroom plays a pivotal role in online teaching and learning.

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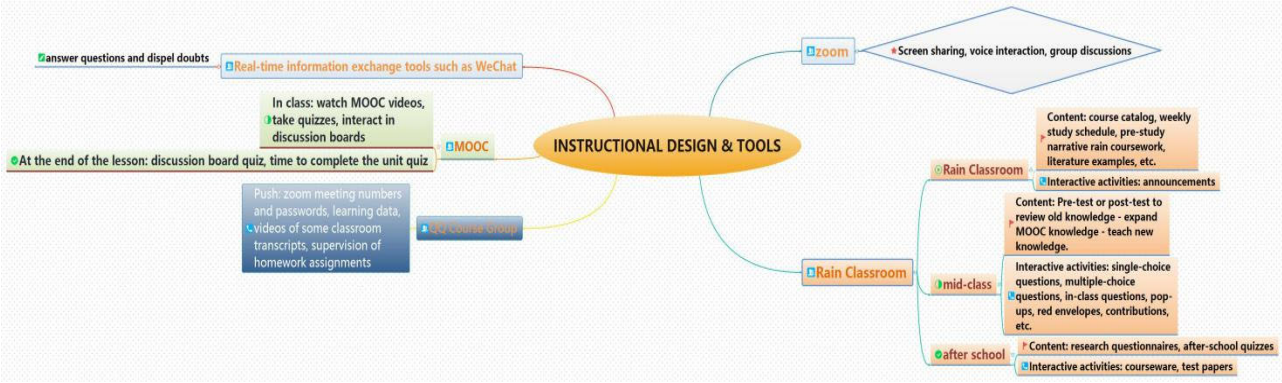

Figure 1. The design of the course

2.2. The "Learning" of Students

The relationship between "teaching" and "learning" is a two-way communication between teacher and student. In this relationship, the "student-centred" mixed mode of teaching is dominated by "learning": teaching is based on learning, learning first and then teaching, with more learning and less teaching. "Teaching" only has a guiding effect on "learning".

2.2.1. Learning Resources

Learning resources are the "breadbasket" of knowledge for students. "Knowledge is power". With the help of rain classroom, students are able to get learning resources such as: rain courseware, live video playback, quiz questions, theoretical front literature, cases, etc. Students can make use of rain courseware and live video playback to supplement their knowledge notes. Students who can't remember all the knowledge points in the online live lectures can use rain courseware and live video to supplement their notes; students who can't remember all the knowledge points in the quizzes can review the short board of knowledge and comprehend the whole knowledge points; literature and cases help students broaden their ideas and find the right research direction, thus achieving the effect of getting twice the result with half the effort.

2.2.2. Learning Mode

"It is better to teach a man to fish than to teach him how to fish". The teacher's "teaching" should guide students to form a correct learning pattern.

2.2.2.1. Case discussion style

"Application of learning". In order to arouse students' interest in learning and construct the relationship between theoretical knowledge and judicial practice, teachers will ask questions in the form of video cases or text cases before introducing new knowledge; the answers to these questions require the cocooning of new knowledge, and in order to avoid the embarrassing situation of "monologue" in the online live classroom, teachers will use the rainwater to teach the new knowledge. The classroom tools for interactive activities; followed by the use of Zoom software by the students in groups to discuss the problem in the example, with the rain classroom random roll call screening students to express the results of the discussion in their groups. This learning mode echoes the problem-oriented teaching style and cultivates students' ability to solve practical problems on their own.

2.2.2.2. Quiz Reflection

The rain in the classroom before, during and after class gradual elevation of the difficulty of the test questions quiz way, is easy for students to reflect on the consolidation and absorption of knowledge points, overcome knowledge shortcomings, develop students' independent inquiry learning ability.

2.2.2.3. Case discussion style

As a procedural law, civil procedure law necessarily requires specific and detailed

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procedural structures in order to achieve procedural justice. The logical relationship among the basic system, basic procedural operation procedures and many other knowledge points in the course requires students to use mind mapping to connect them in an orderly manner and obtain the self-systemization of knowledge. The learning outcomes of this approach are submitted by the Rain Classroom after-school assignment assignment.

2.2.3. Learning Activities

Teachers can grasp students' learning activities, which helps them understand the teaching activities that students participate in, identify students' knowledge shortcomings, and realize personalized tutoring for students.

In the rain classroom, you can know the students' check-in time, check-in method, the number of times of classroom interaction, the number of interactive projects, and the mastery effect of knowledge points; before and after class, you can know the details of student announcements, quiz students' completion status, and the learning results of narration rain courseware through the rain classroom.

2.3. "Teaching" and "Learning" Complement Each Other

The teacher's "teaching" is for the students to "learn" better. "Teaching" leads to "learning", and "learning" activates "teaching".

2.3.1. "Teaching" Leads to "Learning"

Despite the fact that this is the first time the online teaching has been attempted and the teacher has to "feel his or her way across the river", it has been well received by the students. Students not only learn how to operate the teaching tools used in the course, but also have a clear understanding of the knowledge framework of the civil litigation course and master the transfer skills of the knowledge points they have already learned. The students generally reported that their interest in the Civil Procedure Law course is growing.

2.3.2. "Learning" Activates "Teaching"

The Civil Procedural Law A course is a theoretical and practical professional foundation course. In order to achieve the objectives of the course, the pedagogical features developed in the teaching design and teaching strategies are as follow.

2.3.2.1 Citing the National Merit Online Open Course on Building Asynchronous Spocs

The national high-quality online open course "Civil Procedure Law" hosted by Professor Liu Min of Nanjing Normal University on the Chinese University MOOC platform is used to set up its own exclusive asynchronous spoc, and MOOC videos, in-class quizzes, unit quizzes and discussion questions which are released according to the progress of the course.

2.3.2.2 Rain Classroom's intelligent teaching tools aid online learning

Teacher-student interaction and student-student communication in a different space are inseparable from intelligent teaching tools. The data feedback of students' pre-study coursework is convenient for teachers to grasp the learning situation; the teacher-student interaction and student-student interaction classroom activities are convenient for teachers to grasp students' listening efficiency; and the comprehensive test data feedback after class is convenient for teachers to reflect these on teaching content.

2.3.2.3 Thematic seminars help students to improve their practical and innovative skills and establish correct values

The Zoom screen sharing course topics on Civics and Politics will help students develop the judicial values of fairness and justice; the mock trial topics will help students become more proficient in civil trial procedures; and the theory topics will help students identify the flaws in the system based on their basic knowledge and focus on the frontier of theory with a pragmatic attitude to improve the system.

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2.3.2.4 Process assessment of student learning activities throughout the process

Asynchronous spoc online MOOC learning, rain classroom pre-study, in-class live, after class quiz and other modules of the student learning process, learning results and other information such as big data statistics. The whole process of instructional design, management and evaluation is traceable. Online learning results are open and transparent.

2.3.2.5 Increase in the proportion of the weighting of ordinary grades in the composite results

In the past, 100% overall grade = 30% regular grade + 70% paper grade. In the online teaching mode, based on the idea that "marks are the lifeblood of students" and students' learning is driven by marks, the proportion of general grade is increased to 50%. The weighting of the composite score is shown in the figure 2.

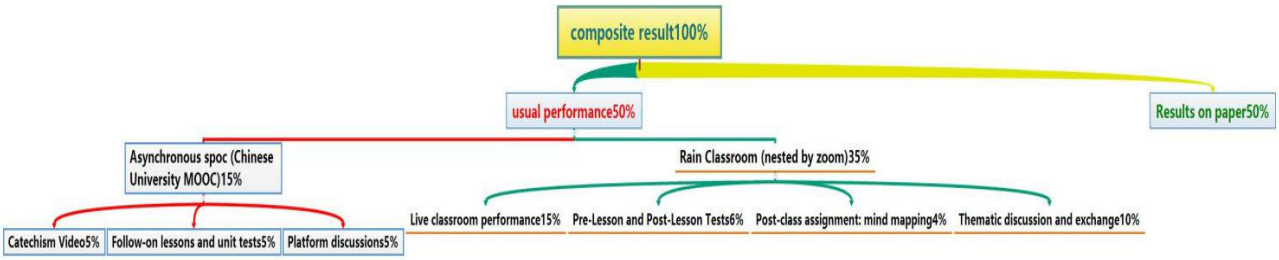

Figure 2. The weighting of the composite score

3. Conclusion

During the online teaching period, using rain classroom, Chinese university mooc and zoom, the course teaching realizes the combination of students' online self-learning and online classroom participatory learning. Students' learning mode is diversified, learning activities are data-based, learning resources are abundant, learning enthusiasm is stimulated, students' critical thinking is exercised, and students' knowledge application and innovation ability are improved. Students' harvest can not be separated from teachers to improve the curriculum teaching objectives, reform teaching strategies, open up teaching resources. In short, with the help of rain class, a "teaching" and "learning" win-win situation is to be achieved.

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