

Teaching Reform and Practice Exploration of "Criminal Procedure Law" Based on OBE Concept

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Abstract

The construction of new liberal arts and national first-class majors has put forward higher requirements for the teaching quality of law majors in science and technology colleges and universities in Guangdong. The OBE concept provides effective guidance for the construction of criminal procedure law courses in the era of data rule of law. By analyzing the necessity of teaching reform of criminal procedure law courses in a science and engineering university in Guangdong, it is proposed that course teaching should be result-oriented, student-centered, and continuously improved. requirements. However, affected by multiple factors, the teaching effect of criminal procedure law is not satisfactory. There is still a gap between the curriculum construction and the expected goal of training talents under the rule of law. It is necessary to deeply discuss the problems existing in the teaching of criminal procedure law based on the concept of OBE. A series of investigations are carried out in practice, and the innovation points of the teaching of criminal procedure law under the OBE concept are summarized, and the idea of reforming the evaluation system of the course of criminal procedure law is proposed.

Keywords

OBE Concept; Criminal Procedure Law; Curriculum Construction.

1. Introduction

OBE philosophy (OBE philosophy), also known as the outcome-oriented education concept, refers to the criminal procedure law teaching design and teaching implementation plan aimed at enabling students to obtain learning outcomes through the criminal procedure law teaching process, which is a final learning based on students' expectations. Outcome-based educational models for reverse engineering. On the one hand, the teaching of criminal procedure law under the OBE concept pays special attention to the learning outcomes of students. Focusing on the three core requirements of being student-centered, result-oriented and continuous improvement, it is emphasized that teachers or schools should pay attention to the final results of students' learning when teaching and managing. , regard the ability acquired by students and how it helps students to engage in professional work and seek a career as an important indicator for judging the quality of education. The high-level compound application-oriented legal talents who can be competent in such occupations as legislation, administration, and justice have an enlightening effect on the teaching reform of the current "Criminal Procedure Law".

2. Current Situation of Teaching Criminal Procedure Law

The Criminal Procedure Law is an important procedural law in my country's legal system as a law that attaches equal importance to my country's criminal law, civil law, intellectual property law and other substantive laws. With the development of data rule of law construction, my country's rule of law system has become more and more complete, and the concepts of

punishing crimes, protecting human rights, and trial neutrality have gradually gained popularity, further highlighting the importance of criminal procedure law. The law major of a science and engineering university in Guangdong was founded in 1995. In 2020, it was approved as a provincial first-class undergraduate major construction site, and in 2021, it was approved as a national first-class undergraduate major construction site. With the development of the new liberal arts, the course "Criminal Procedure Law" is one of the core courses of the school's law major. The course has rich theoretical connotations and strong practical application. On the basis of introducing the basic concepts and theories of criminal procedure, the course focuses on Various procedures, legal regulations and relevant judicial interpretations of criminal procedure in our country, through course study, enable students to comprehensively grasp the knowledge system of current criminal procedure law in our country, and cultivate students to analyze and solve practical problems using the theoretical knowledge of criminal procedure law and legal regulations The ability to enhance the awareness of procedural rule of law and lay a solid foundation for cultivating high-quality legal professionals. At present, the teaching work of the "Criminal Procedure Law" course has received great attention and support from the Guangdong Provincial Department of Education and schools. In 2020, the undergraduate teaching engineering project of the university and the pilot course of ideological and political courses were approved. In the era of data rule of law, although the teaching effect of "Criminal Procedure Law" has achieved certain results, objectively affected by multiple factors, there are still many problems in the teaching practice of criminal procedure law.

2.1. Outdated Teaching Philosophy

The teaching concept is a certain teaching idea that guides the construction of the teaching mode of the criminal procedure law course, and it can also be called the guiding theory of the criminal procedure law course teaching. Throughout history, the private school education model of more than two thousand years has had a huge impact on the teaching of the Criminal Procedure Law. The teaching of "respect teachers and respect Taoism" has long influenced the teaching concept of "Criminal Procedure Law". Our country introduced Kelov's teaching concept from the Soviet Union, which focuses on "teaching" and focuses on teachers, teaching materials and textbooks. It has long been integrated with the teaching concept of the traditional "Criminal Procedure Law" in my country. This makes the current teaching concept of "Criminal Procedure Law" in our country stifled the development of students' individuality to a certain extent, which is not conducive to cultivating students' initiative and creativity in learning, and is not conducive to stimulating students' enthusiasm for participating in national subject competitions. The needs of judicial practice and the cultivation of high-level, compound, application-oriented, and export-oriented high-quality data rule of law talents. Specifically, the existing "Criminal Procedure Law" course teachers have been influenced by traditional exam-oriented education for a long time. They are conservative in thinking and backward in concept. They overemphasize their central position and seldom consider the feelings of students' participation. It is conducive to the cultivation of students' initiative and creativity. Based on the constraints of this ideological concept, the current teaching of the Criminal Procedure Law is still dominated by indoctrination education, with too much emphasis on the teaching of theoretical knowledge. At the same time, due to the cumbersome and professional teaching content, it aggravates the negative emotions of students such as disgust and fear of difficulties to a certain extent, and the final teaching effect is naturally unsatisfactory.

2.2. Teaching Quality Is Not High

Influenced by the traditional teaching method of "Criminal Procedure Law" and Kailov's teaching-centered educational philosophy, the teaching of "Criminal Procedure Law" in a science and technology university in Guangdong is mainly based on the teaching method of the

teacher as the protagonist. There is a class discussion session, and the teaching content of the course incorporates the ideological and political elements of the course. However, the "Criminal Procedure Law" classroom is still essentially the teaching of the teacher, and the dialogue and communication between teachers and students is still insufficient. That is to say, the existing "Criminal Procedure Law" course teaching method is mainly reflected in that teachers instill textbook knowledge into students, and students complete course learning by taking notes in class and memorizing notes before exams, lacking learning initiative and independent thinking ability. This leads to the phenomenon of low comprehensive quality and narrow knowledge of students. Therefore, the teaching method of the "Criminal Procedure Law" course of "the teacher sings a one-man show, and the students are the audience" is a mechanical one-way transmission. This "cramming" teaching method cuts off the connection between the theory and practice of criminal procedure law, and it is difficult for students to To mobilize one's own passion for learning to actively participate in classroom teaching activities, the dull classroom atmosphere will not help students to learn the knowledge of criminal procedure law.

2.3. Insufficient Practical Teaching

The traditional "Criminal Procedure Law" course teaching focuses more on the teaching of theoretical knowledge, emphasizing the systematicness and integrity of theoretical knowledge. Through the study of theoretical knowledge of criminal procedure law in one semester, students can master certain theoretical knowledge and basic principles. However, students still lack the ability to use theoretical knowledge flexibly to analyze and solve practical legal problems, because the acquisition of these abilities requires students to accumulate long-term legal practice experience and understand and understand legal practice. It plays a pivotal role in the teaching of law. However, although the 2022 version of the talent training plan for law professionals in a science and engineering university in Guangdong has practical teaching links such as graduation internships and social investigations, as well as platforms and brand activities such as comprehensive law laboratories, moot courts and mooting competitions, it lacks Practical teaching courses such as legal clinics and mooting courts, and the existing "Criminal Procedure Law" course teaching design does not have a practical teaching link. Since the life of the "Criminal Procedure Law" course is not logic, but experience, in the "Criminal Procedure Law" course. "Under the teaching mode of the lack of practical teaching of the course, the development of students' level is limited, and there is a gap with social needs, which is not conducive to the realization of the goal of training high-quality legal talents.

2.4. Single Test Method

The course of "Criminal Procedure Law" aims at cultivating talents of socialist rule of law with Chinese characteristics in the new era who have both German and French courses as the fundamental goal, and solidly promotes the ideological and political construction of the course, so as to implement the fundamental task of morality and cultivating people. At present, the course evaluation of "Criminal Procedure Law" in a science and engineering university in Guangdong adopts the method of closed-book written examination. The main methods of performance assessment are classroom speeches, including asking questions and their own views on the issue, sharing learning experiences, and participating in discussions on theoretical issues and cases. The purpose is to cultivate students' awareness of active participation in learning, and to exercise theoretical ability, language induction ability and oral expression ability. It consists of two parts: the basic score is 60-70 points. The first effective speech adds 10-20 points, that is, one effective speech in a semester, and the usual score counts as 80 points. 5 points for the second time; 3 points for the third time. 2 points are added from the fourth time; 100 points are valid for nine effective speeches. Attendance is for reference only, and only 2 points will be deducted for one absence. However, if more than 1/3 is absent, the qualification for the course examination will be cancelled according to the school's regulations (dual degree

students have encountered it). The main problem is that students who actively speak are relatively concentrated. Although various measures have been adopted to encourage more students to speak, there are still a small number of students who do not have a class speech every semester. This can only be done through the construction of the study style and the same assessment method used in each course, so that students can get used to this participatory rather than passive listening style of learning. The content of the written test score evaluation focuses on assessing students' memory and understanding of book knowledge, lacking openness and flexibility, and students' ability to use the knowledge they have learned to solve practical problems is difficult to reflect through a written test score sheet. The final score determines the overall evaluation of students. The main evaluation basis for grades, no matter what their usual performance is, such performance assessment methods cannot reflect the real level of students, and it is difficult to adapt to the needs of modern education, and has not played a guiding role in the optimization of teaching development. Therefore, the existing teaching forms and teaching methods of "Criminal Procedure Law" are difficult to meet the needs of law majors to cultivate applied talents. It is necessary to learn and draw lessons from the OBE education concept, and the teaching activities should implement the principle of reverse design, emphasizing student-centered, production-oriented. In order to truly improve the quality of course teaching, students can be trained in practical ability, learning ability and expression ability while mastering professional knowledge solidly. with reinforcement. Based on this, starting from the current situation of the course teaching of "Criminal Procedure Law", aiming at the problems existing in the current teaching process, the introduction of the OBE concept is explained, and at the same time, the teaching innovation model based on the OBE concept is studied to the "Criminal Procedure Law" course. key role. Secondly, the professors of professional courses such as "Criminal Procedure Law" should go in the same direction with the OBE concept to form a synergistic effect, take "student-centered" as the fundamental task of college teachers and professors, and promote the promotion of the OBE concept teaching model in the whole school. Thirdly, the teaching exploration of "Criminal Procedure Law" under the concept of OBE.

3. The Construction of Criminal Procedure Law Teaching Mode Based on OBE Concept

The "Criminal Procedure Law" is an important basic law in our country, and it occupies a core and basic position in the legal system of criminal procedure. In 2018, the Criminal Procedure Law was revised for the third time. In 2019, the Criminal Procedure Rules of the People's Procuratorate was promulgated. "Interpretation of the Procedure Law" was released. The teaching content of the "Criminal Procedure Law" course is based on the current criminal procedure law and relevant judicial interpretations. These new revisions, new judicial interpretations, and the achievements and research hotspots of criminal justice reform should be reflected in the teaching content of the course in a timely manner. Comprehensively promoting the integration of the OBE concept into the "Criminal Procedure Law" curriculum is a strategic measure taken by a science and technology university in Guangdong to thoroughly implement General Secretary Xi Jinping's important expositions on education and the spirit of the National Education Conference, and giving full play to ideological value to lead is the "Criminal Procedure Law" curriculum reform. fundamental requirement. The school's "Criminal Procedure Law" curriculum ideological and political work implementation plan clearly proposes to give full play to the educating function of each course to achieve full coverage of the ideological and political education of the curriculum. The "Criminal Procedure Law" course needs to carry out targeted reform and practice according to the ideological and political teaching requirements of the course, expand the breadth, depth and temperature of

the course, and play the role of educating people. In addition, in the Internet age, students have more ways to acquire knowledge, and course teaching should also actively adapt to the changes in students' learning styles. Therefore, in the era of data rule of law, the course teaching of "Criminal Procedure Law" should uphold new concepts, endow new content, use new methods, and insist on reform and innovation, so as to continuously meet the needs of the construction of new liberal arts and the training of high-quality legal talents for national first-class law majors.

3.1. Introducing the OBE Teaching Concept

As the forerunner of behavioral practice, the ideological concept directly affects the teaching effectiveness of the "Criminal Procedure Law" course, and is the key factor causing the series of problems in the "Criminal Procedure Law" course teaching. Under the macro background of quality education reform, the main body status of students is further highlighted, and efforts are made to emphasize the guiding function of teachers in teaching, so as to maximize the subjective initiative of students, so that their abilities and literacy can be cultivated and improved in an all-round way. Especially for the course teaching of "Criminal Procedure Law", it involves a wide range of knowledge content, which is applicable and practical. The traditional teaching mode of "Criminal Procedure Law" course blindly emphasizes the instillation of theoretical knowledge, which discourages students' participation and initiative. It limits their free and individual development, which is inconsistent with the talent standards required by current social development. According to the needs of "new liberal arts" and the construction of national first-class majors in law, the law major of a science and engineering university in Guangdong Province relies on the school's engineering advantages to cultivate outstanding legal talents who are proficient in law, industry, and science and technology. Therefore, the Criminal Procedure Law Curriculum is an important module in the teaching process. Therefore, in the new era, it is necessary to introduce the concept of OBE, focus on the training goals of legal professionals, clarify the teaching goal of criminal procedure law, and lay a solid foundation for students' theoretical knowledge. development, and actively explore the teaching mode of criminal procedure law guided by the OBE concept. The core requirements of the OBE concept are student-centered, result-oriented, and continuous improvement, which is not a huge challenge for teachers. Taking students as the center means to fully reflect the dominant position of students in the teaching system design, teaching process and other links, and pay attention to what students "learn". Outcome orientation can guide teaching. Teachers should refine the outcome requirements into the teaching process, pay attention to the acquisition of each student's learning outcomes, and allow each student to develop in teaching activities. Continuous improvement is to allow the teaching results to be evaluated in a timely manner, and then to continuously optimize the teaching design according to the feedback results, so as to better realize the result-oriented teaching. The teaching of "Criminal Procedure Law" is guided by the concept of OBE. The setting of the curriculum system and training plan is based on the actual needs, and reversely determines the professional knowledge and ability structure that students should have, and through the construction of teaching quality evaluation and quality monitoring system To ensure the improvement of teaching quality. At the same time, it is necessary to deeply recognize the strategic position of teachers, organize training, teaching and research work on a regular or irregular basis according to the actual situation, update teachers' ideological concepts in a timely manner, help them break away from the traditional teaching thinking mode, respect the dominant position of students, and strengthen their Innovate consciousness and ability, share effective practical experience, and consolidate the foundation for the development of criminal procedure law teaching.

3.2. Improve Teaching Quality

According to the "new liberal arts" and the needs of the national first-class professional construction of law, the teachers of the course team have formulated the "first-class" "Criminal Procedure Law" course quality standards, including the teaching objectives, general requirements, teaching requirements and graduation requirements of the "Criminal Procedure Law" course. and so on.

The training objectives are related to the acquisition of students' learning outcomes and guide the construction of the teaching system. As a high-level university focusing on science and engineering, with coordinated development of economics, management, literature, law, and art, in the school's 14th Five-Year Development Plan, "emphasis on foundation, strong ability, broad vision, diversity, and individuality" "It has become the guiding ideology of the school's talent training program, strengthening the cultivation of students' comprehensive quality and employment competitiveness, closely matching the needs of Guangdong's economic and social development for talents, and responding to the needs of industries, localities and enterprises to become the foundation of the school. "Cultivate a high sense of social responsibility, be good at cooperation, have the courage to innovate, have a broad vision, master the basic knowledge and professional skills required for professional engagement, and have the ability to comprehensively apply the scientific theoretical methods and methods learned to analyze and solve practical problems, and can effectively solve the scene. "High-quality applied innovative talents for practical problems" is the goal of our school's talent training. According to the requirements of the training objectives, the teaching of criminal procedure law has established a student-centered, result-oriented teaching system, and the rationality of the training objectives is tested by means of a questionnaire survey on graduates. Among them, the formulation of the teaching plan fully reflects the requirements of the training objectives, and the construction of the quality monitoring system in the teaching process is also based on the training objectives, which should be continuously adjusted according to the quality feedback of the teaching process.

The setting of graduation requirements needs to support the achievement of training objectives, and the evaluation of graduation requirements is an important manifestation of the continuous improvement requirements in the OBE concept. According to the survey, most of the graduates majoring in law in our school are engaged in legal practice, so the graduation requirements for graduates are that they are familiar with and familiar with legal theory and can solve legal practice problems. It can be seen that the construction of the criminal procedure law curriculum system is the top priority of the training plan, and the criminal procedure law course set up by the law major of our school meets the training objectives of the college. After completing the course of criminal procedure law, undergraduates majoring in law can cultivate their criminal practice ability through the study of graduation practice, social investigation and other courses, which lays a good foundation for students' graduation practice.

On the basis of fully implementing the spirit of the relevant documents of the central government, cooperating with the reform of the national supervision system, and reflecting the achievements of the judicial reform, the course teaching optimizes the teaching content and class hour allocation for each chapter, clarifies the knowledge, ability and quality requirements of each chapter's teaching, and discusses the teaching strategies. , student learning strategies, assessment methods, textbook selection, teaching quality evaluation and improvement measures have put forward specific requirements. The course quality standards standardize the teaching process of the "Criminal Procedure Law" course, strengthen the goal management of course teaching, ensure that team teachers carry out teaching work effectively, coherently and with consistent goals, ensure that course teaching quality and evaluation are effectively monitored and managed, and ensure that The teaching objectives of the course are implemented.

3.3. Optimize Course Design

Combined with the characteristics of different chapters of the "Criminal Procedure Law" course, according to the arrangement of the course syllabus, different teaching methods are used to organically integrate the ideological and political elements into the "Criminal Procedure Law" course.

1. Interpret the law by case. When teaching the content of bail pending trial, the focus is to let students master the conditions and procedures of bail pending trial, especially in the context of the new crown pneumonia epidemic, how to apply bail pending trial in combination with the new liberal arts, data rule of law, and the construction of the rule of law in China;
2. Model of the times . When explaining the procedures of the juvenile criminal procedure law, share the deeds of outstanding judges with students, learn from the role models of the times, and draw on the power of role models. For example, Judge Liu Haodong's trial of a criminal case of punishing school bullying was selected as a typical case of protecting the legitimate rights and interests of minors on the 20th anniversary of the "Zhengmiao Project". In handling this case, he kept in mind the idea of "people-oriented", adhered to the concept of "maximizing the interests of minors", the policy of "education, probation, and rescue" and the principle of "education first, punishment second", and sentenced the main responsible person according to law. The other defendants who participated in the act of picking quarrels and provoking trouble were sentenced to suspended sentences. On the one hand, it educates students to abide by the law, prevent and reduce illegal crimes, and create an atmosphere of the rule of law; on the other hand, learn from Judge Liu to promote the core socialist values, deal with crimes individually, and realize the real equality of everyone before the criminal law. At the same time, pay attention to moral education and value shaping, organically combine ideological and political education and legal education to achieve the healthy growth of minors and prevent the root cause of crime;
3. Problem orientation. The classroom teaching of "Criminal Procedure Law" is problem-oriented. In the course teaching, cases, inspiration and discussion teaching are combined to stimulate students' interest in learning and subjective initiative. Teachers use typical criminal cases to elicit problems, teach relevant teaching content according to the problems, and guide students to use the knowledge they have learned to find answers to problems based on inspiration and student participation and interaction, so that students can deepen and consolidate in the process of analyzing and discussing case problems. Class lecture content. For example, the case of "Yu Jinping's traffic accident" was introduced when explaining the system of admitting guilt and accepting punishment. The case bears two key issues. One is whether it is a procedural violation of the court of first instance to change the sentencing recommendation of the procuratorate when the defendant admits guilt and accepts punishment; The second is whether the second-instance court aggravated the appellant's sentence under the circumstances that the procuratorial authority asked the light to resist the serious. Through the explanation of the case and the discussion of the problems, the students' understanding and understanding of the relationship between the right of public prosecution and the right of trial under the background of judicial reform and the establishment of the principle of no penalty for appeal have been deepened. Therefore, the problem-oriented teaching method that inspires students to interact and discuss can avoid the drawbacks of only unilateral knowledge output by teachers to students, and improve the quality and efficiency of course teaching.

In view of the fact that the OBE concept guides teaching by results, and the "Criminal Procedure Law" course focuses on cultivating students' ability to actually solve problems, the "Criminal Procedure Law" focuses on the simulation of the whole process of criminal procedure activities to carry out teaching activities. Specifically, when teaching, teachers connect the processes of investigation, review and prosecution, and court trials, and conduct them in sections, so as to realize the actual combat simulation of the whole process of criminal litigation activities. The simulation teaching method incorporates the needs of students, industry and society into the important factors of course teaching, theoretical teaching is closely combined with practical

teaching, and the effective connection between school teaching and workplace needs is realized. In the teaching process, the teaching is carried out with the students as the center, mobilizing the enthusiasm of the students, paying attention to the performance of the students in the classroom, the effect of knowledge acquisition, etc., and adjusting the teaching in time according to the feedback. At the same time, try to use group discussions, simulation exercises and other methods in teaching, and also allow students to exchange identities with teachers, let students explain in class, teachers listen and ask questions at any time, and communicate with students. Of course, the above teaching methods require students to conduct sufficient preview before class, so that teachers can guide students to analyze and think about the underlying legal knowledge, and promote the formation of students' legal thinking.

3.4. Perfect Teaching Continuous Improvement System

One of the core requirements to implement the OBE concept is to have a complete teaching continuous improvement system. That is, under the guidance of the OBE concept, the teaching of "Criminal Procedure Law" should be student-centered, combined with the achievement orientation to establish a sound teaching quality monitoring system, change the traditional teaching quality evaluation concept, pay attention to what students have gained in teaching, and combine Students obtain learning outcomes after teaching, and judge whether the teaching meets the requirements of training objectives. The evaluation and construction center of a science and engineering university in Guangdong has established a student-centered teaching quality monitoring system. The school supervision, teaching units and students jointly carry out class evaluation to conduct comprehensive evaluation and feedback on teaching activities, forming a mature teaching quality monitoring network. . Teaching activities can be standardized through the teaching quality monitoring system, thereby improving teaching quality. In a nutshell, after years of reform and exploration, under the guidance of the OBE concept, the practice links such as mock trial, evidence analysis, and other scattered practice links in criminal proceedings have been integrated, and a 48-hour "social investigation" course and a 56-hour graduation practice have been set up. course. In the graduation practice, teachers can use the same case to lead students to carry out full-process and practical training on the case through three stages of simulated investigation, review and prosecution, and moot court. The teaching mode of criminal procedure law.

4. The Teaching Process of "Criminal Procedure Law" under the OBE Concept

The OBE concept focuses on results-oriented and student-centered, enabling students to achieve certain learning outcomes in teaching activities and improve their own literacy. The "Criminal Procedure Law" course of a science and engineering university in Guangdong takes the establishment of criminal legal thinking as the core, the whole process of simulated litigation as the carrier, and the goal of cultivating students' criminal practice ability, which effectively integrates the "intelligent skills" of criminal procedure law. and "practical skills". The purpose of this course is to improve the core competitiveness of graduates in employment by deeply integrating legal professional education and legal professional skills training.

4.1. Optimize Course Offerings

In response to the social needs of new technology and the legal challenges brought by it, a law major in a science and technology university in Guangdong uses the concept of law-industry integration and technology empowerment to compare the traditional legal education of judicial centralism and the simplistic and unclear science and technology academy. The training objectives of school law education should be reformed and replaced by a legal talent training model oriented by the needs of new technology and emerging industrialization. With the new

concept of intersection, synergy and integration, focus on the integration of law and engineering, mutual learning between law and technology, and build the goal of training diverse and outstanding legal talents. While reconstructing legal education to be sensitive to social needs, it focuses on cultivating students' legal processing skills and complex qualities in new technologies such as big data, cloud computing, artificial intelligence, and blockchain. The goal of the "Criminal Procedure Law" curriculum is to cultivate students with mature knowledge of criminal law theory such as criminal evidence law and criminal procedure and excellent graduates who master legal practice skills. Long-term practical experience shows that the traditional "cramming" teaching method not only limits students' autonomous behavior, but also greatly affects their interest in participation, resulting in very low work efficiency and quality. In fact, domestic scholars and front-line teachers have made many useful discussions on this, such as case teaching method, moot court method, situational guidance method, etc., which can achieve twice the result with half the effort. In the specific practice process, teachers should adopt reasonable methods and methods according to the teaching needs of criminal procedure law, take students' interests as the starting point, organically combine theory with practice, complete the construction of visual knowledge, and guide students to interact and discuss, which in turn promotes their better understanding and mastery. Especially in the information age, teachers should make full use of the advantages of multimedia teaching, collect case materials related to the "Criminal Procedure Law" teaching course, create real scenes through short videos, and ask representative and typical questions, and guide them in groups. Students collaborate and discuss, so as to activate the classroom atmosphere, complete the transmission of knowledge subtly, and exercise students' abilities in all aspects, including thinking ability, comprehension ability, expression ability and application ability. In addition, teachers also need to focus on the integration of theoretical teaching and practical teaching, and organize diverse cultural and sports activities, such as community legal consulting services, to promote students' all-round development, enrich their extra-curricular life, and stimulate academic interest.

In this regard, the course of "Criminal Procedure Law" should take the OBE concept as the starting point, comprehensively consider the core content of criminal substantive law and criminal procedure law, supplemented by the study of investigative law and evidence law, and then allow students to discuss with a systematic and comprehensive criminal legal thinking. Learn case facts and criminal procedure practice. In order to meet the needs of students' career development, the criminal procedure law course trains students' practical skills based on results-oriented training, guides students to learn different litigation links such as investigation, prosecution, defense, and trial, and is familiar with the litigation skills of different roles. At the same time, professional legal thinking and legal literacy are mainly reflected in the process of performing litigation functions through document writing and oral expression. Therefore, based on the result orientation, the course teaching of criminal procedure law pays attention to the cultivation of students' writing ability and language ability, and the teaching is carried out with students as the center. The OBE concept focuses on the implementation of curriculum education based on training objectives and results-oriented. Therefore, the course of "Criminal Procedure Law" can be taught by means of simulated investigation, graduation training, and simulated trial. In the process of simulated investigation, the teacher must first restore the case investigation scene, and let the students investigate the reproduced case scene. In this process, teachers should guide students to carry out investigation and let students experience the practical process, such as crime scene investigation, physical evidence collection and other projects. In teaching activities, teachers should fully guide and evaluate students' various operation links with practical standards, so that students can quickly grasp the key points of the investigation process and improve their shortcomings in time. The simulation investigation focuses on cultivating students to form a certain perceptual understanding and accumulate

certain investigation practice experience in the sources of evidence, the acquisition of evidence, and the probative power of evidence. Graduation training includes graduation practice, social investigation and other trainings. Teachers select relevant cases, students play a role in them, and students have to discuss this, and finally write a training summary. Try legal clinic training, and legal clinic training is a practical teaching mode of legal education "drawing on the form of practicing doctors in hospital clinics". Students should provide legal advice or legal assistance to "patients" under the guidance of professional teachers. In this process, students' practical application ability will be better cultivated. In a nutshell, mock investigation enables students to gain practical training in the whole process of criminal proceedings, overcoming the limitations of only moot court training. Graduation training focuses on cultivating students' abilities in analyzing and judging cases, classifying and using evidence, writing legal documents such as indictments, and legal counseling. Mock trial is for students with corresponding knowledge of substantive law and procedural law. Under the guidance of professional teachers, they can play different roles to simulate the trial process of relevant cases. In the moot court process, students face the whole process of the trial, which is more vivid than the classroom teaching of this Xuanke.

4.2. Improve Teaching Methods

Under the guidance of the OBE concept and the idea of criminal integration, the course teaching of "Criminal Procedure Law" takes the actual simulation of the whole process of criminal procedure as the main line. Criminal integration requires that the teaching of criminal law should be combined with other criminal laws such as criminal procedure law and criminal evidence law. The whole process of criminal procedure simulation practice includes the investigation stage, the review and prosecution stage and the court trial stage. It runs through the whole process of criminal procedure activities. What students face in the learning process is no longer dry theoretical knowledge, but fresh knowledge acquisition process. The whole-process simulated actual combat drill can promote the cultivation of students' criminal litigation thinking and the improvement of legal practice skills, and advance the skills that students need to acquire in off-campus practice to study during the school period until they master it, thereby improving the career competition of graduates ability. Criminal litigation activities are divided into stages such as filing, investigation, review and prosecution, and court trial. For this, it is reasonable and necessary to teach the course of Criminal Procedure Law in stages. On the one hand, the actual combat simulation exercise of criminal litigation involves all stages of criminal litigation activities. Coherent learning in stages is conducive to students' complete experience of criminal litigation activities at the practical operation level, better understanding of criminal theoretical knowledge, and further promotion of their legal practice literacy. 's cultivation. On the other hand, coherent learning in stages is conducive to giving full play to the subjectivity of students. Teachers can understand students' mastery of each stage, and adjust the key points and difficulties of the classroom in time according to students' learning conditions, thereby improving the pertinence and purpose of teaching. Criminal procedure law courses are generally taught in small classes, and group discussions are used in the classroom. In this way, the development of small-class teaching based on achievement orientation is conducive to the development of actual combat simulation exercises in criminal proceedings, and can ensure that the knowledge acquired by students in the classroom meets the training objectives and graduation requirements. The teaching is student-centered, and teachers can understand the students' knowledge mastery through the students' classroom performance, and then adjust the classroom content in time. In the above-mentioned teaching links, the teaching team adopts the "dual-teacher mechanism", that is, the on-campus teachers of the course are all dual-qualified and dual-skilled teachers, and a number of legal practice experts are hired from outside the school to better solve this problem. Course teaching teachers and grasp of the case. The implementation of teaching under the "double-teacher mechanism"

is based on the learning outcomes that students will obtain in the future. It not only requires the use of the excellent legal knowledge literacy advantages of on-campus teachers, but also the rich practical experience advantages of off-campus practical experts, so as to ensure students' comprehensive ability. 's cultivation.

It should be noted that, when implementing the classroom teaching plan, the teaching content of the on-campus teachers and off-campus practitioners should be coordinated and linked together. The "Criminal Procedure Law" teaching model under the OBE concept helps students to form a criminal procedure thinking, promotes students' comprehensive and systematic understanding and mastery of criminal law knowledge, and makes full use of moot courts, ADR training rooms, etc. The content of criminal substantive law and the content of criminal procedure law are integrated to study, which not only enables students to deeply understand the knowledge, but also facilitates students to form a procedural awareness in the process of case simulation. In a nutshell, the criminal procedure course moves the practical links such as investigation, review and prosecution, and court trials to the school, and students actively participate in it, realizing an effective connection between theoretical teaching and judicial practice.

4.3. Strengthen Practical Operation

The teaching of "Criminal Procedure Law" focuses on the teaching of theoretical knowledge, and at the same time strengthens the cultivation of students' practical skills, prevents the phenomenon of social needs and legal education being disconnected, and lays a solid foundation for students to be able to deal with various problems independently after graduation. The "criminal integration" practical teaching mode emphasizes the organic combination of criminal substantive law and procedural law under the system integration of criminal training. The teaching goal of the practical teaching mode of legal personnel training based on the OBE concept is to cultivate students into excellent practical For legal talents, the teaching design is carried out around the training objectives and graduation requirements, and the "criminal integration" teaching is realized, so that students can maximize the learning effect in the process of learning knowledge. Under the concept of OBE, the practice of the practical teaching mode of "Criminal Procedure Law" The logic mainly includes three aspects: "student-centered", "result-oriented" and "continuous improvement".

First, the student-centered approach emphasizes that the teaching process revolves around students and focuses on students' learning outcomes. Students are the main body of the whole teaching activity, and the teaching objectives should be designed according to the students' learning achievements, the design of the teaching mode should be formed around the acquisition of students' actual ability, and a closed loop should be formed with the needs of the society. The student-centered educational philosophy requires all students to be the main body in the teaching process, and the teaching objectives, teaching design, teaching mode, and teaching evaluation and improvement are closely designed and planned around students, and the acquisition of students' learning results is regarded as the whole teaching activity. core logic. Second, the OBE concept focuses on the cultivation of results-oriented application ability, and builds a talent training system set up to meet the needs of society. The "outcome" in the outcome orientation is not only reflected in the student's academic performance, but also in various aspects such as the student's class participation, the student's thesis defense, and the student's employment situation after graduation. Outcome-oriented education takes students as the main body of teaching activities, emphasizes that teaching activities start from students' learning achievements, sets training goals according to the current situation of the industry and school characteristics, and emphasizes that every student gains learning results and achieves success in teaching activities. Set training goals and teaching plans through achievement orientation, carry out teaching activities with students as the center, and continuously improve

the design of teaching activities through supervision and regulation, improve the fit between teaching activities and teaching training goals, and improve teaching quality.

Third, continuous improvement in the education quality assurance and supervision system is a necessary condition to ensure that the talent training system remains good and stable. "Continuous improvement is a procedural and institutionalized improvement system", through the evaluation and feedback of the teaching process, to discover problems in teaching, improve teaching design in time, and promote the improvement of teaching quality. Under the guidance of the concept of continuous improvement, teachers should form a cycle of teaching-evaluation-improving teaching for teaching activities, and promote the improvement of teaching quality in the process of continuous improvement and optimization of teaching activities. First of all, based on the achievement orientation, establish a student-centered teaching system. Secondly, establish a diversified teaching evaluation system, refine the evaluation standards, and conduct assessments in stages to obtain the most comprehensive feedback. Finally, teachers continuously improve the teaching design according to the evaluation of teaching activities, timely highlight the problems existing in teaching activities, and timely improve the design of teaching activities and training objectives.

To sum up, the practical teaching mode of Criminal Procedure Law under the OBE concept needs to implement "student-centered", and the design and implementation process of practical training are strictly carried out around the output of students' learning. The teaching mode is generally in the form of small class teaching and group discussion, which guides students to actively participate in classroom learning and discussion, and improves the efficiency of students' knowledge acquisition. The design of the practical teaching mode should follow the following logic: first, determine the talent training goals of the college based on the actual talent needs of the industry or its related fields; second, design teaching links based on results-oriented; third, build an integration of on-campus and off-campus around results-oriented Teaching evaluation and evaluation system. At the same time, continuous improvement requirements should be followed. The key to continuous improvement lies in the emphasis and persistence on "continuity", so as to reflect the continuity of improvement in all levels of practical teaching and highlight the result-oriented nature of teaching.

4.4. Optimize Course Assessment Methods

Since the fundamental goal of the "Criminal Procedure Law" course is to cultivate talents of socialist rule of law with Chinese characteristics in the new era who have both German and French studies, it is enough to continue to promote the ideological and political construction of the course and deeply implement the fundamental task of morality and talent cultivation. The rapid development of modern information technology has greatly enriched teaching methods and resources. Teachers can try to use Mu Classroom, the school's online teaching platform, and China Court Trial Open Network to establish online auxiliary teaching resources, encourage students to actively carry out independent learning, and strengthen the discussion and interaction between teachers and students and students for problems in the process of independent learning. Self-learning ability; at the same time, make full use of the QQ exchange group and the online teaching platform of the course to timely transmit the cutting-edge theories of criminal proceedings, the latest judicial cases and the knowledge points of the legal professional qualification examination closely related to this course to the students, and patiently answer the students' learning and life. , the ideological confusion existing in career planning, dedicated to helping every student grow, adult, and talent, and extend the value-leading function of classroom teaching and courses. The course evaluation of "Criminal Procedure Law" mainly adopts the method of closed-book written examination. The overall evaluation score of students = usual score * 20% + final exam score * 70% + teaching process score * 10%. The main methods of performance assessment are classroom speeches, including

asking questions and their own views on the issue, sharing learning experiences, and participating in discussions on theoretical issues and cases. The results of the teaching process mainly include the students' moral accomplishment, autonomous learning ability, and course ideological and political values in the whole teaching process.

5. Innovations in the Teaching of "Criminal Procedure Law" under the Concept of OBE

5.1. Perspective Innovation

Guided by the OBE education concept, it especially highlights the practicality of the Criminal Procedure Law, its teaching carrier and its realization form. At the same time, the exploration of the curriculum method and the discussion of the guarantee mechanism are carried out at the same time, and the internal and external mechanisms jointly ensure the construction of a teaching system that adheres to the OBE concept. In short, the Criminal Procedure Law course fully implements the OBE concept. While teaching legal theoretical knowledge, it attaches great importance to the cultivation of students' legal professional skills, shortens the transition time between law professional education and legal profession, and can train students systematically. The criminal law thinking, will be familiar with the criminal procedure skills. Guided by results and student-centered, we carry out actual combat simulation exercises for the whole process of criminal litigation activities during teaching, and advance the practical practice stage in traditional legal education to the school period, focusing on the cultivation of students' legal thinking and legal professional skills. It helps to enhance students' ability to apply legal knowledge in practice, instead of relying only on books for theoretical study.

5.2. Innovative Ideas

Always adhere to the OBE concept, expand the breadth and depth of research on the basis of absorbing and learning from the relevant research experience of domestic and foreign counterparts, and propose the internal creation and external guarantee of a long-term teaching mechanism to ensure that courses adhere to the OBE concept. The participation of college students in OBE concept education and training is closely combined with the daily behavior of college students, which not only pays attention to the actual effect of education and training, but also enables college students to make full use of the conditions of the school and society to improve their practical ability. When teaching, the teaching of "Criminal Procedure Law" integrates the knowledge in the courses of criminal substantive law, criminal procedure law, and criminal evidence law, and carries out systematic criminal case handling activities, breaking the barriers between the knowledge teaching stage and the practical teaching stage. The "Criminal Procedure Law" course closely integrates legal knowledge teaching and practical teaching, allowing students to establish criminal litigation thinking at the beginning of their studies, which promotes the cultivation of students' systematic legal thinking and the overall analysis ability of the whole process of criminal case handling. .

5.3. Method Innovation

The design object of goal-oriented education theory is a complete set of teaching implementation strategies. In addition to teaching content and class setting, it also includes design requirements for teaching means and methods based on teaching goals. It is one of the important propositions of goal orientation to take the learning experience obtained by students in the learning process, that is, students' learning output as the driving force for driving education and teaching activities, rather than content-driven or process-driven.

5.3.1. Goal Achievement Teaching Method

On the basis of paying full attention to students as the main body of learning, goal-oriented education theory has also developed a set of teaching methods for the purpose of stimulating students' learning motivation - the TARGET teaching method. It can assist the practical operation of goal orientation in the teaching design of legal courses, that is, goal achievement teaching method. There are six elements involved: task design, power distribution, affirmation method, group arrangement, evaluation ability, and time allocation. This is an effective teaching method that fully stimulates students' intrinsic motivation, greatly mobilizes students' enthusiasm, enhances students' self-realization sense of value and sense of achievement, optimizes students' study plans, improves students' learning process, comprehensively evaluates students and gives timely feedback and suggestions to achieve The three-dimensional goal of teaching.

5.3.2. Case Teaching Method

The case teaching method is the most important teaching method in legal teaching. Law and cases are closely related, and law teaching without cases is nothing but talk on paper. Purely expounding theoretical concepts cannot achieve good teaching results. As a teacher of legal education courses, you must have the awareness of case teaching. The so-called case teaching is to use multimedia or relevant news materials to analyze legal issues by citing existing or fictitious cases in real life when expounding relevant concepts, so as to present the teaching content more intuitively. Due to the weak knowledge base of undergraduates, they should be good at introducing case-assisted teaching when explaining legal knowledge. The means of displaying cases include text introduction and interpretation, playing video and audio of relevant cases, reproduction of classroom simulation situations, and students' self-collection and display. The case teaching method takes the case as the center to carry out the understanding, discussion and thinking on the subject of the class, and the teacher is an important guide in this process. After the case is presented, the role of the teacher will be highlighted, organize students to think and discuss related topics around the case, fully mobilize the students' awareness of active thinking, brainstorming to encourage correct attitudes and timely correcting defective remarks and thoughts, and finally to the classroom. Teaching summary evaluation and reflection. The advantages of the case teaching method in the application of secondary vocational law courses are mainly manifested in two points: First, it adapts to the characteristics of secondary vocational students who are weak in knowledge and immature in physical and mental development and have obvious individualized characteristics of training objects. The second is to meet the training target needs of vocational education to cultivate applied social workers who are directly oriented to various occupational positions in the society. This method is not only convenient for students to understand and master concepts, but also can attract students' attention and increase classroom vitality. The most important thing is to help students combine theoretical knowledge with practical life, use knowledge correctly, and adapt to the learning characteristics and characteristics of secondary vocational students. The educational goals of the rule of law education. This is also the principle elaboration of goal-oriented education theory with training goals and teaching goals as the basis for teaching methods.

5.3.3. Simulation Situation Teaching Method

The teaching method of simulated situation is to simulate and reproduce the situation involved in the teaching content in the classroom, so that students can experience the situation more intuitively. This kind of teaching method is more necessary in the law classroom. Due to the limitation of students' knowledge level, in order to make it easier for students to understand various legal relationships and disputes over rights and obligations, students can play relevant roles in classroom teaching to realize the recurrence of disputes. In this way, students can not

only intuitively understand the teaching content, improve their interest in learning this course, but also deepen their after-class impression and consolidate their learning effects. The most common simulated situational teaching methods in legal classroom teaching are moot court and debate competition. Of course, if this highly specialized situational simulation teaching method is to be effective in students' classrooms, it must be changed accordingly. Law teaching should focus on the application of debate competitions. Divide students into positive and negative groups to debate related arguments, such as whether law study is important to students, whether schools should offer special law courses, etc., which can allow students to think independently through debate, not only can teachers The leading classroom becomes student-led, and it can also promote students' ability to learn and think independently, and view the course of law from their own perspective; there is also a series of mock trial activities that can be arranged after the relevant teaching of criminal procedure law; when citing relevant cases, you can also let students play the plaintiff and defendant of the case, explain their own reasons, the reasons do not need to be too professional, just make sense, which can also improve students' participation and interest in the course. In addition, students can also be organized to simulate "legislative" activities, such as making their own class rules and school rules, and supervising their implementation. On the one hand, this simulated situational teaching method adapts to the course nature and characteristics of legal teaching, and at the same time, it also helps to exercise students' hands-on, hands-on-brain practical learning ability, conduct application experiments on knowledge in a simulated environment, and promote students' active legal thinking training and rule of law. The establishment of the concept interprets the goal-oriented teaching concept of focusing on the improvement of students' learning ability.

5.3.4. Practical Teaching Method

The education of the rule of law needs to be closely integrated with the teaching practice, which is the requirement of law teaching and the requirement of the society for the talents of the rule of law. Goal-oriented education is based on the ability-based theory, and it pays special attention to the practical ability training of legal talents. Law originates from social life, and legal education should serve social life. The goal of talent training is applied legal talents. Therefore, if you want to have the legal literacy and ability that is in line with the professional society, you must go into the society and experience it for yourself. This is the purpose of practical teaching. significance. First of all, the teaching tasks related to social practice should be added to the legal textbooks. You can organize speech competitions on related topics, such as moot court activities when learning about criminal procedure law, so that students can deepen their own and other students' concept of the rule of law through emotional court lectures; carry out "law into campus into life" publicity Activities, or students enter the community to publicize the law after conducting relevant studies, and make relevant hand-written newspapers and boards to promote the popularization of the basic requirements of ruling the country by law; participate in court hearings on the spot, put themselves in the shoes of the state's coercive features of the law, and form a sense of awe for the law; When it comes to the procedural issues of civil and criminal proceedings, since this part of the knowledge points involves procedural issues, the content is specific and professional, which is not conducive to students' mastery, you can consider arranging students to enter the judicial organ to observe the court trial and write down their impressions. Students can also be arranged to visit places such as prisons and juvenile detention centers. By letting them experience the serious consequences of violating relevant laws and regulations and the legal responsibilities they should bear, what kind of strict punishments they will face, take this as a warning, and always remind themselves to respect the law in their future work and life. The application of practical teaching method in the teaching of secondary vocational law courses should pay attention that the difficulty should not exceed the scope of students' knowledge and ability, and

should be closely linked to the teaching objectives of legal literacy. Any practice content that exceeds the scope of students' or teachers' abilities and is deviated from the teaching objectives of legal education is meaningless. of.

In addition, the criminal procedure law course is taught in combination with various experimental training teaching software. Teaching facilities and teaching links meet the needs of students, which is the proper meaning of student-centered teaching activities. Our school not only has offline simulated moot courts, evidence analysis laboratories, ADR training rooms and other experimental training rooms that can carry out litigation procedures such as investigation, review and prosecution, and court trials, but also allows students to realize legal clinics, case analysis, public Online training simulations such as policy case analysis and network investigation provide students with an operating platform to consolidate classroom knowledge and improve professional skills.

5.4. Innovation in Teaching Mode

The criminal procedure law course fully absorbs the results-oriented requirements of the OBE concept, and invites legal practice experts to conduct "double-teacher" lectures in the same class. The legal practice experts' teaching brings students another dimension of legal knowledge learning, not only teaching students theoretical knowledge, but also teaching students. Focus on imparting practical skills to students that are not accessible in school. Under the "Double Teacher Mechanism", on-campus teachers and off-campus practical experts communicate with each other in the teaching process, achieving a connection in teaching, and at the same time promoting the interaction between legal research and legal practice. In addition, this project highlights the innovation of the course teaching mode, not only using the laboratory to carry out scenario simulation teaching, but also improving teaching and improving student evaluation methods by analyzing typical cases and processes, and strengthening social practice practice. In a nutshell, the innovative teaching method of the Criminal Procedure Law course not only improves students' interest in learning legal knowledge, but also legal practice experts will impart legal practice experience to students.

6. Reforming the Evaluation System of Criminal Procedure Law Courses

A sound evaluation mechanism is an important component of the criminal procedure law teaching curriculum system, which plays the role of "baton" and provides a basis for the follow-up teaching and learning activities. Although traditional exam-oriented education can reflect a certain level of students' learning, it is more about assessing students' memory of theoretical knowledge and cannot meet the needs of guiding students' all-round development. A perfect evaluation mechanism should be a dynamic process, which needs to organically combine result evaluation with process evaluation, teacher evaluation and student evaluation, so as to reflect students' learning level as comprehensively, objectively and truly as possible, find problems in time, and take targeted measures to strengthen them. measure. In the specific practice process, teachers need to pay close attention to the teaching process, evaluate and summarize students' daily performance, including learning attitude, homework, discussion and participation, etc., and incorporate them into the final grade according to certain evaluation standards. Supervise students' self-discipline and improvement. At the same time, teachers should also understand the students' own thoughts, organize self-evaluation and mutual evaluation, review the teaching process of the Criminal Procedure Law, follow the students' wishes, and improve and perfect them under feasible conditions. In addition, through social practice, we can understand the actual level of students, analyze the problem, and organize teaching intensive training in a targeted manner.

Based on the OBE concept, the "Criminal Procedure Law" course has various forms of assessment and evaluation of students' performance. That is to say, from the original single

assessment of teachers to multiple assessments: assessment of teachers, mutual assessment of students, etc. In addition to written assignments, it also depends on their usual performance, such as whether they actively ask questions and speak in class, whether they carefully read and collect the literature assigned by the teacher, whether they actively respond to the content of classroom teaching, whether they actively participate in social practice, and whether their language skills have improved. Teamwork spirit and so on should be included in the assessment. The performance assessment of students is also carried out in the whole process, and the performance of every link, every activity, and every student is carefully recorded. It cannot be limited to the final written assessment. The assessment of student performance should be real-time and open, and a study file should be established for each student. In order to motivate students to always pay attention to their own performance, teachers should give feedback to students on their performance in the teaching process in a timely manner, so that outstanding students can continue to maintain them. Correct and improve yourself. Establish a teaching QQ group, release teaching effect feedback in a timely manner, grade each student's performance in a timely manner, and accept the student's supervision. If there is any objection, adjustments can be considered. In addition, in the teaching process, the pen suggested that the student work department of the college should select outstanding students, outstanding team members, and scholarships. In addition, based on the OBE concept, we will timely innovate the practice curriculum systems of legal clinics, mooted courts, professional practice, civil procedure law, etc. in the law disciplines of our school, and at the same time try to propose a reform plan for the evaluation system of existing practice courses.

7. Conclusion

As a systematic project, the teaching of "Criminal Procedure Law" is affected by multiple factors, and many problems have been exposed in practice. The future research on this topic has a long way to go. Under the OBE concept, the teaching of "Criminal Procedure Law" can enable students to understand the process of criminal law operation, and enhance the ability of professional technical application and basic operation. An in-depth analysis of it can not only enrich relevant theories, but also provide experience and reference for relevant practices. In view of the fact that the teaching model of the Criminal Procedure Law guided by the OBE concept is student-centered, results-oriented and continuous improvement as its core requirements, relevant teaching workers should first analyze the training objectives and graduation requirements, and then continuously optimize the practice according to the feedback results. Only the teaching system and the teaching process of criminal procedure law courses can achieve the established training objectives and graduation requirements.

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