

Exploration of Teaching Modes of Laws in Modern Distance Education: Taking the Integrated Utilization of Online Teaching Resources as the Background

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Abstract

Modern distance education is different from traditional education and it has some unique features. Education and teaching should adopt different methods and approaches according to the personality and characteristics of the educational subjects. Modern distance education and teaching modes should be designed based on the particularity of distance education to integrate various teaching resources and exploit their respective advantages so as to achieve the purpose of education and teaching.

Key words: Modern distance education; Teaching mode; Teaching resource integration

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INTRODUCTION

Modern distance education is a new type of education which is produced and developed on the basis of computer network technology. It has a broad prospect for development. The prominent advantage of modern distance education is that it can utilize remote transmission means to send various qualities learning resources to any teaching site with a capacity of receiving conditions and

students can learn independently and flexibly according to their own time schedule. Compared with traditional teaching way, modern distance education is very different in terms of both education and teaching conditions and the environment, which propose different requirements on modern distance education in terms of teaching ways, learning ways and the organizational management of the education. Teaching organizational way and learning way of modern distance education determine that the teaching quality of modern distance education largely depends on the quality of online learning resources, the effective guidance of independent learning and the full guarantee of the network transport condition.

1. THE PARTICULARITY OF MODERN DISTANCE EDUCATION

1.1 The Particularity of the Educatees

The educatees of modern distance education are mostly working people and even get married with work experience and life experience. Their understanding and acceptance of laws are different from that of ordinary college students. That they choose to re-learn through distance education is mostly related to their work and real life and generally it is not for the need of research.

1.2 Not Limited by Time and Space

Modern distance education breakthroughs time and space constraints and it opens its door to all people who have to learn intention, interest and ability. There is no “wall” in this school; therefore it greatly expands the space of education, fully embodies the advanced modern concept of lifelong education, and adapts to the needs of people’s personalized learning and diverse learning in the learning society. The construction of the “learning environment” in modern distance education provides students with space to independently construct knowledge, help people learn anytime and anywhere and achieve the integration of

individuals and groups so as to meet people’s aspiration of getting higher education outside of campus. Meanwhile, it provides the educatees with greater autonomy and the educatees can study at the time and in the way they choose, which changes passive receptive learning into active learning and changes the traditional teaching-oriented education way into a learning-oriented way, reflecting the feature of self-learning.

1.3 A Different Form of Education

Different from traditional forms of education, modern distance education achieves the purpose of teaching by developing teaching products and transmitting of the media. The teaching and learning process is relatively separated. Teachers and students don’t work together face to face and there is almost no “face-to-face” communication even via the Internet. Students learn through pre-recorded video materials and online courseware, so that excellent university education resources break through the restrictions of campus walls and allow more learners to share.

2. THE OVERALL IDEAS AND REQUIREMENTS OF ONLINE EDUCATION AND TEACHING REFORM

According to the characteristics of online students and online teaching, we should embody and reflect these characteristics in the creation of teaching plans, the preparation of teaching materials, the arrangement of teaching resources and in the production of teaching courseware. Therefore, we have the following overall ideas and requirements regarding online education and teaching reform.

2.1 To Reflect the Characteristic of Online Students’ Autonomy and to Benefit Students’ Self-Learning

In order to improve the quality of online teaching, stimulate students’ enthusiasm and initiative on learning, and facilitate students’ self-learning, we should focus on

the characteristics of online teaching and online learning when we make teaching plans, arrange teaching tasks and teaching resources, prepare teaching materials and make courseware to reflect the characteristics of online teaching modes and teaching methods.

2.2 To Closely Combine the Textbook With Other Teaching Resources, Especially With the Online Courseware

The learning time and place of online students are not fixed. In order to enable learners to study even without a computer and Internet and to understand the complete knowledge system, we should focus on the textbook when we prepare the teaching materials and create courseware and other teaching resources, create and expand materials on the basis of the textbook, and closely integrate with the knowledge points instead of an accumulation of resources.

2.3 Adopt the Teaching Unit Learning Mode to Facilitate Students to Use Their Spare Time to Learn

Online courses take teaching units as the basic learning unit. A teaching unit is the smallest complete knowledge unit for learners to learn. The learning time for a teaching unit is usually arranged for about 30 minutes. Teachers can use chapters to organize teaching units and constitute a complete online course. Each chapter consists of a number of teaching units, its structure is shown Figure 1.

2.4 According to the Course Features, Each Teaching Unit Is Able to Adopt Different Teaching Modes

According to the different features of each subject, each teaching unit of the online course can adopt different teaching modes (such as the basic explanation, case teaching, thematic discussion, research, virtual experiment and practice mode, etc.). Teachers can choose one or more teaching modes to conduct their teaching activities in each teaching unit to achieve better teaching results.

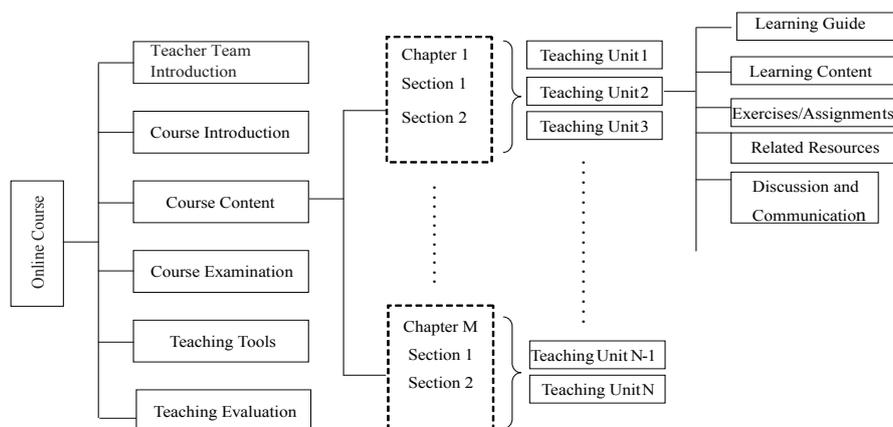


Figure 1
Structure of Online Courses Take Teaching Units

2.5 To Combine the Theory With Practice

Online education learners stress the practice and purpose of their study. They can clearly combine their learning demands with personal work and development and use what they learn. The preparation of teaching materials, the creation of online courseware and the production of other teaching resources should be a combination of theory and practice to allow learners to understand the basic theory and also know how to apply the theory to practice, that is, to combine the learning of basic theory and real life and work, so as to achieve the purpose of applying their knowledge.

3. THE RELATIONSHIP BETWEEN ONLINE TEXTBOOKS AND OTHER TEACHING RESOURCES

3.1 Online Textbooks and Online Scripts

Online learning is not constrained by time and space. Learners can make use of different learning methods and multiple ways of information transmission to comprehensively understand the knowledge learned, deepen the impression and produce better learning results. Meanwhile, most learners are working people and they take work trips frequently; therefore, they might not necessarily have a computer or Internet around them anytime and anywhere. However, in order not to delay the learning because of these reasons, that is to say, to allow learners to learn anytime and anywhere and it is learning systematically, we must make the textbooks and scripts have the same strain. They should be consistent with each other, but not copy. The scripts can make use of the advantages of the Internet to add some teaching resources based on the textbooks, such as good pictures and vivid videos, etc. Meanwhile they can add some news articles which are consistent with the knowledge points and some related theoretical articles to broaden students' horizons and knowledge.

3.2 Other Teaching Resources in Online Textbooks and Courseware

Online courseware presents script content and other teaching resources by using the Internet as the carrier. As mentioned above, scripts are created on the basis of textbooks and other teaching resources are expansions and reproduction in another form of the knowledge points involved in textbooks and the purpose is to allow learners to better understand and acquire knowledge, to expand knowledge surface, and to better apply the theory to the practice of life and work.

3.3 Online Textbooks and Online Teaching

Online textbooks provide students with learning basis and provide teachers with teaching references; therefore the creation of textbooks should facilitate

students' learning and at the same time it should help teachers' teaching. It should follow the writing norms of textbooks: providing systematic and integrate knowledge; meanwhile it should reflect the practicality of the online textbooks.

4. REQUIREMENTS OF THE CREATION OF TEXTBOOKS

4.1 Concise and Focused

The textbooks should be concise and give prominence to key points. They have changed the creation form of traditional textbooks which are text-based narratives. Considering that most modern distance education students are working people, the text narratives of textbooks should be concise on the basis of carefully combing the content and ensuring the knowledge system complete and the content accuracy. Through various "teaching modules", textbooks display the key points of the learning and control the time of a complete and systematic learning unit to about 30 minutes to facilitate their self-learning

4.2 Applying What They Learn to Practice and Learn and Use

Apply what they learn to practice. Learn and use. Use various modules and units to display the learning content to make it easy to understand. The law is a practical and operational course. In the process of writing textbooks, we should try using "case study mode", "thematic discussion mode", "virtual trial mode", etc. to highlight the applicability and practicality of textbooks to enhance students to think over, analyze and solve problems independently.

4.3 Combining Text With Illustrations to Make It Easy to Understand

Display the key points in learning units through various forms of structural diagrams. In addition, use tables to distinguish or summarize concepts or systems so as to make the content clear and easy to understand; consciously add "test", "notice", "thinking", "summary" and "tips" and etc. to the content to facilitate student to memorize and master the knowledge and to allow learners to follow the questions, tips and self-tests and other ways to achieve the purpose of self-learning.

4.4 Gaining New Knowledge by Reviewing the Old

Gain new knowledge by reviewing the old. Lay emphasis on students' consolidation of knowledge and the cultivation of their ability. Attach exercises and answers at the end of each learning unit. In addition, according to different content of each learning unit, it attaches "connected with reality", "discussion and communication", "knowledge extension" and other forms to help teachers achieve interactive teaching.

5. NORMS FOR THE CREATION OF ONLINE COURSEWARE

Multimedia materials used in online courses can be divided into five categories: text materials, graphic (image) materials, audio materials, animation materials, and video materials. Using various media materials cannot only increase the expressive ability of online courses to make knowledge easy to understand and enhance readability and ornamental, but also promote students' enthusiasm and interest in learning to improve the learning outcomes. In addition, it is an important factor in evaluating the quality of a course.

5.1 Text Materials

Text materials refer to text content presented in online courses. They are important media elements to accurately and effectively disseminate teaching information. In online courses, the elaboration of concepts, definitions and principles, the presentation of problems and background information are inseparable from text information. The content of text materials must be complete and is closely related to the content of knowledge points to help learners expand their knowledge.

5.2 Graphic (Image) Materials

Pictures are information that are easy to be received by learners. A picture can vividly, intuitively demonstrate large amounts of information. Pictures provided by teachers should be related to the content of the knowledge points. It requires that the pictures are clear and easy to make.

5.3 Audio Materials

Audios are also widely used in online courses. Using audios to transfer teaching information, to conduct language explanation and to provide background music and sound effects in learning can mobilize learners to use auditory to acquire knowledge. It helps students to focus on study, cultivate students' sentiments, and inspire students' learning potentials. Teachers can provide various formats of audio clips and then online academy technicians can conduct postproduction of these clips.

5.4 Animation Materials

Animation is the simulation of the movement and changing process of things. It can be used to simulate the changing process of things and explain scientific principles. Using animation in an online course can assist the content explanation of knowledge points, simplify the learning difficulty, and increase the fun and interest of learning. Animation can be used to present an experimental demonstration, operational procedures and explanation of key and difficult points. The production process of animation is relatively complicated. Teachers must provide detailed animation production description and closely cooperate with technical staff the production animation.

5.5 Video Materials

Videos are a true record of the real world. Videos contain a large amount of information and have a stronger appeal. They are suitable to present show teaching content which is unfamiliar to learners and difficult for them to understand. Videos are widely used in experimental, demonstrative, and operative knowledge explanation. Teacher can provide video clips related to learning content in various formats. Due to the limitation of Internet transmission speed, we divide long videos into sections and each section is about 10 minutes long to facilitate learners to view.

Multimedia materials are very important; therefore for the teaching of the key and difficult examinations points in each teaching units, teachers should make full use of the advantages of various materials, design appropriately, reflect the fun and interesting aspect of learning, and stimulate students' enthusiasm and autonomy of learning.

Modern distance education, as a new form of education, breaks the time and space constraints, fully embodies the advanced educational concept of lifelong education, adapts to the needs of personalized and diverse learning of people in a study-oriented society. Different from traditional educational forms, distance education has created a mode in which teaching and learning are relatively separated. It is open, interactive, sharing, collaborative, and autonomous.

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