

Curriculum reform and practice of construction regulations

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Abstract

Due to the course nature of more content and fewer courses, the acceptance degree of students adopting traditional teaching methods is not good. Therefore, the teaching mode must be changed. With the emergence of new teaching media and means, students' learning methods are not limited to the classroom. By analyzing and studying the form of flipped classroom and combining case analysis method, this paper designs a new teaching mode suitable for the construction of laws and regulations course, and applies it in the course to obtain good feedback from students.

Keywords

Construction laws and regulations, Teaching reform, Flipped classroom, Case study.

1. Introduction

Construction law is the understanding of civil engineering project compulsory course for the students of relevant laws and regulations, with relevant national laws, administrative rules, regulations and judicial interpretations, guided by the engineering construction program order, explain throughout the course construction of the legal relationship, system, liability for breach of contract as well as the solution to the dispute[1]. However, because the legal provisions involve a lot of literal understanding, it is difficult for students to accept them by direct teaching. Further, if the traditional teaching method is adopted, students' attention is not easy to focus, and high intensity of legal knowledge infusion and understanding will make students unable to focus after a period of time. It is generally believed that students' attention is distributed in a u-shaped curve, as shown in figure 1. It can be seen from the figure that students' attention cannot be maintained after 10 minutes. Therefore, teachers should grasp the first 10 minutes of class[2]. In the modern emerging teaching media and teaching means are constantly updated today, teachers should update their teaching means. Therefore, this paper considers the combination of flipped classroom and case analysis to carry out the study of construction laws and regulations on the basis of fully understanding the learning situation of students[3].

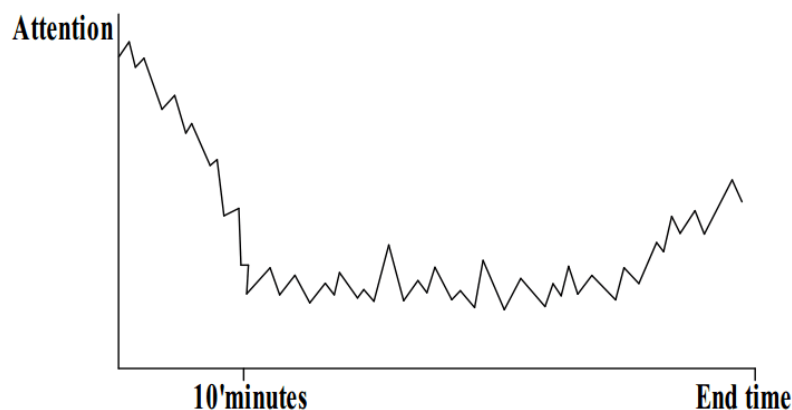


Fig. 1 Attention distribution curve

2. The meaning of flipped classroom and its application in construction regulations

Flipped classroom refers to the readjustment of learning time inside and outside the classroom to transfer the decision of learning from teachers to students. After class, students use moocs, network resources and other ways to study first[4]. In the valuable time in class, students can use what they have learned in the form of project discussion to jointly study some practical problems to be faced by this course. Teachers no longer occupy classroom time to teach information, which requires students to complete independent learning before class, and to be able to refer to the required materials at any time. Teachers can also have more time to communicate with everyone. After class, students independently plan the learning content, learning rhythm, style and way of presenting knowledge, while teachers use lecturing method and collaboration method to meet students' needs and promote their personalized learning. The goal is to enable students to achieve more real learning through practice[5].

The flipped classroom model for the construction of legal courses can be adopted: firstly, the content of the courses should be divided into modules that need to be learned according to the syllabus; Then divide the students into several groups according to the number of sections; After that, students will study and discuss in groups after class[6]. Teachers in difficult places will give guidance after class. Other students should also study the contents of each section before class begins. Then, each group will be responsible for the section of learning content into PPT, to show their learning results to other students; Finally, other students ask questions to the group responsible for the presentation, and discuss complex problems. In this way, students can not only develop their self-study ability, but also improve their office software skills. Students can also show themselves in class and exercise their expression ability.

3. The meaning of case analysis and its application in construction regulations

Case Analysis Method, also known as Case study Method, was developed by Harvard University in 1880. Later, it was used by harvard business school to train senior managers and management elites in education practice, and gradually developed today's "Case Analysis Method"[7]. Take the problems in actual work as cases, and give them to trainees for research and analysis, so as to cultivate their analytical ability, judgment ability, problem solving and operational ability training methods. A basic premise of case teaching method is that students can learn by studying and discussing cases, discovering and solving problems, and recall, apply and consolidate the knowledge and skills they have learned when necessary. Table 1 Three Scheme comparing[8].

Construction law is a theoretical course based on law, and legal knowledge should be applied to practical life after all. Therefore, there are too many practical engineering cases, which can be extracted and applied to the study of construction laws and regulations, so that students can learn how to operate laws and regulations in practice through case analysis. Case teaching method focuses on the cultivation of students' creative ability and the development of their ability to analyze and solve problems [9]. Through case discussion and analysis, students can acquire knowledge more effectively. In case teaching, teachers actually stand behind students more from the front of the platform. Teachers and students have equal status to discuss academic problems and legal doubts together, which not only arouses students' enthusiasm, but also enables students to have the opportunity to show their ability.

4. The practical application of flipped classroom combined with case analysis in the course of construction laws and regulations

The method of combining flipped classroom with case analysis is applied to the course teaching of construction laws and regulations, that is, on the basis of classroom presentation after students learn the course sections before class, and then the cases in the corresponding sections are provided by teachers for analysis and discussion in class. In this process, students take the initiative to participate,

teachers help promote, and give full play to the advantages of flipped classroom and case analysis. Finally, the course is assessed by combining teacher evaluation with student evaluation.

This new method, this paper has been in the course of some practical application. This course is an examination course in our school. In other words, without the traditional paper test, teachers can evaluate and score students' learning effects in the process of learning. Therefore, a good basic condition is created for the new teaching mode of this course. Therefore, it is feasible to combine flipped classroom with case analysis in this course. In the process of practical operation, teachers divide sections and groups of students in the first class hour. Then, teachers teach some basic knowledge of law in the first few class hours, and then carry out pre-class learning, classroom presentation and case analysis of students.

At the end of the course, the teaching effect of the course is investigated in the form of student evaluation and feedback. Through the evaluation of the students, it reflects that the students have high enthusiasm for this teaching method and are quite satisfied with this teaching method. In this way, they believe, their comprehensive ability has been improved and the course effect is better than the traditional teaching method. However, some Suggestions were also extracted from the students' feedback:

- (1) Students do not study deeply enough before class, and the effect of classroom presentation is not as good as that of direct teaching by teachers. Therefore, it is suggested that teachers should do more supervision and guidance in the process of pre-class learning
- (2) Students in other groups may not listen to the presentations carefully. Therefore, it is suggested that teachers should do a good job in classroom supervision and guidance.
- (3) The degree of case analysis is not as thorough as expected. Therefore, it is suggested that teachers should send the cases to students for pre-thinking before class, so that the class can proceed on a more prepared basis.

5. Conclusion

In general, the combination of flipped classroom and case analysis in the course of building laws and regulations can effectively help students to learn actively and independently. In this way, students' self-study ability can be cultivated and their office software skills can be improved. Students can show themselves in class and exercise their expression ability. And improve their ability to solve practical problems.

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