

Research on Mixed Teaching of International Commercial Law Course

-- Taking the Law of International Sale of Goods as an Example

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Abstract. This thesis mainly studies the teaching mode led by participatory learning and interactive teaching, which the BOPPPS model is introduced into the mixed teaching mode of "online + offline" to analyze the modern teaching mode of "International Commercial Law" course. Under this model, the problems faced by the course design of International Commercial Law are given corresponding solutions in the implementation process.

Keywords: BOPPPS; Mixed Teaching; International Commercial Law Course.

1. Introduction

In recent years, with the development of teaching reform and the trend of output-oriented, the teaching mode of various disciplines has taken on a new look. As a highly comprehensive subject combining economics and law, International Commercial Law is a professional course in the third year of university. Its purpose is to train students to solve various problems in international commercial activities on the basis of having certain knowledge of commercial law. Therefore, the teaching of the subject is extended to practical experience based on books, rather than focusing on memorizing relevant commercial regulations. The innovation of the teaching mode of "International Business Law" came into being, and laid a solid foundation for cultivating a new generation of students with advanced economic management and practical ability.

2. "Online + Offline" Mixed Teaching Mode

2.1. Overview of Mixed Teaching Mode

In order to better adapt to the trend of The Times and the needs of students, knowledge and skills, and accurately locate the degree of students' perception of knowledge, the teaching mode should also be reformed accordingly. The traditional teaching mode takes offline 40-minute teaching class as a space to transfer knowledge to students in a concentrated way. To some extent, this teaching mode is helpful to focus students' attention on course knowledge and systematically accept knowledge. However, due to the constraints of time and space, it is not conducive for students to re-perceive course content in scattered time. Therefore, the innovation of the teaching mode is to cleverly use the after-school time to review the past and learn new things. On the basis of the existing offline teaching mode, the "online + offline" teaching mode is launched.

The so-called "online + offline" teaching mode is the combination of traditional teaching mode and network teaching mode [1]. Online teaching mainly focuses on knowledge and skills learning, during which teachers guide, inspire and monitor, and offline is to carry out interactive activities and problem solving as the core, and fully and efficiently use the 40 minutes of offline class to solve problems for students. Therefore, this hybrid teaching model embodies the sense of integration and control online and the precision and hierarchy offline. In other words, each student can take the initiative to learn the course and watch the online teaching video repeatedly according to their own sensitivity to

knowledge. Meanwhile, teachers can know the students' learning of the course content through the background, so that offline teaching will not be filled with teaching but detailed discussion.

2.2. Design of BOPPPS Model Teaching Mode

Based on the mixed teaching mode of "online + offline", the "BOPPPS" model is introduced here to refine the course teaching mode [5]. The so-called "BOPPPS" teaching mode is a teaching process based on curriculum introduction, learning objectives, pre-assessment, participatory learning, post-learning assessment, and summary, as followed:

Table 1. "BOPPPS" teaching model

Curriculum introduction	(1) Attract students' attention through social hot news and hot topics. (2) Use "Super Star Learning APP" to publish discussion-type topics to arouse students' hot discussion and strengthen students' sense of participation in the course.
learning objectives	Based on the teaching objectives formulated under the syllabus, this chapter aims to plan the teaching content and highlight the important and difficult points of teaching.
pre-assessment	(1) Pre-class orientation test to examine students' existing knowledge reserves (2) Pre-evaluate the teaching effect through the teaching of course knowledge points "online + offline".
participatory learning	(1) Adhere to the teaching goal-oriented, student-centered teaching method (2) The key and difficult points of the course are analyzed in depth, and the case analysis method is used to carry out group open discussion, guiding students to strengthen the integration of knowledge point and practice.
Post-school assessment	(1) Use modern software to outline the mind map in this chapter (2) Set basic questions and improvement questions on the "Super Star Learning APP" to understand students' mastery of knowledge.
summary	(1) Further innovate teaching methods according to students' learning outcomes and observe students' common problems (2) Monitor students' activity "online" and the length of stay in some modules to further improve teaching methods

At present, the teaching model is widely used in various professional courses in colleges and universities, and it also has a certain degree of inspiration for the updating of the teaching model of International Commercial Law. The following will be based on the characteristics of the course of "International Commercial Law", supplemented by the more core chapters of "International Commercial Law" course as an example, introducing "BOPPPS" teaching model to analyze the reform of the course mode.

3. Analysis of Curriculum Model reform of International Commercial Law -- Taking International Sale of Goods Law as an example

3.1. Brief Introduction of the Course of International Commercial Law

3.1.1. Introduction of International Commercial Law course

With The course of International Business Law is interdisciplinary, practical and comprehensive. It not only covers the knowledge points of law but also integrates professional knowledge related to international economy and trade. It is a professional course for junior students majoring in international economy and trade. This course aims to familiarize students with the public international law, international practices and specific provisions of relevant national private laws, master basic

international commercial laws and regulations and practical knowledge, and correctly understand the status and role of international commercial law in international trade. In addition, the course of International Commercial Law consists of relevant chapters such as International Commercial Organization Law, Commercial Contract Law, International Sale of Goods Law and international Transport of Goods Law, which covers all aspects of international commercial activities and can effectively train students to quickly adapt to the needs of foreign trade business activities after entering the job.

3.1.2. Overview of the Law on the International Sale of Goods

The international sale of goods is the central part connecting international commercial organizations, commercial contracts, cargo transportation, cargo insurance, arbitration and other related commercial activities. As an important chapter in the course of International Commercial Law, the law of International Sale of Goods which is based on substantive commercial activities, is comprehensively expounded.

The law on the International Sale of Goods, adhering to the purpose of international conventions, puts forward the rights and obligations of the buyers and sellers in the international commercial subject, with the obligations of the buyers and sellers as the focus. The obligations of the seller mainly reflect the quality guarantee of the goods, in addition to the time, place and documents of delivery, and the quality guarantee of the goods includes the period of quality guarantee, remedy method and the corresponding rights guarantee. At the same time, the obligations of the buyer are mainly reflected in the payment, payment time, payment place and receipt of the goods. In international commercial transactions, the breach of contract between buyer and seller and the transfer of ownership and risk of goods are not only stipulated in China's Civil Code, but also have corresponding definitions in international conventions. According to our Civil Code, provisions concerning the delivery of the subject matter by the seller to the first carrier is the risk of damage or loss of the subject matter shall be borne by the buyer after the seller has delivered the subject matter to the first carrier.

Based on an overview of the content of the International Sale of Goods Law course, Under the "BOPPPS" teaching model, how to effectively design the teaching model?

3.2. Analysis of the Course Mode of International Sale of Goods Law under the "BOPPPS" Teaching Model

3.2.1. Teaching Model on the Law of International Sale of Goods

The traditional teaching mode of the Law of International Sale of Goods is based on textbooks, emphasizing the completeness of teaching and the importance of important and difficult knowledge, focusing on the instilling of knowledge in the classroom by teachers, while students receive course knowledge in a passive manner, lacking the interaction and seminar between teachers and students. However, With the introduction of "BOPPPS" teaching model, the teaching of "International Business Law" course will be reformed for the purpose of output, with students' perception of knowledge as the core. The Law of International Sale of Goods, as an important chapter of the course of International Commercial Law, will concretely show the teaching mode under the "BOPPPS" model, as shown in the following table [4]:

3.2.2. Problems in the Implementation of "BOPPPS" Teaching Model

(1) The timeliness of teaching mode

The teaching model of "BOPPPS" involves six elements, and it takes more time to implement each element according to the steps, which is difficult to implement and cannot guarantee the timeliness [2]. For example, even if students can use their spare time to answer the topic of course introduction, on the one hand, students do not always open such as "Super Star Learning APP", and there are many courses under different majors. If each course is set up in this way, the burden on students is greater. On the other hand, since students have no limited time to answer the topics introduced before class, the information obtained by the teacher is relatively scattered, so that the demands of the students

cannot be grasped in time before class. In addition, the most reflects the timeliness of teaching is participatory learning among which it is mainly reflected in offline teaching. However, due to the limited time and space of offline teaching, it is inevitable that students cannot effectively use the 40-minute course to solve key problems due to divergent thinking.

Table 2. Law of International Sale of Goods under the "BOPPPS" model

BOPPPS indicator	model of teaching	Estimated effectiveness
Curriculum introduction	Pre-class introduction based on the trading methods in traditional foreign trade and cross-border e-commerce, supplemented by Posting a topic on the "Super Star Learning APP" about "How to conduct transactions between buyers and sellers on Alibaba's International platform and talk about your views", to stimulate students' interest in the current foreign trade mode conducted through cross-border platforms.	Arouse students' interest in learning Strengthen students' sense of participation
Learning objectives	With the development of digital economy, foreign trade shows a digital development form. The study under the International Sale of Goods law should focus on the rights and obligations of both buyers and sellers, the ownership of goods and the transfer of risks, and students are able to understand and apply the international Sale of goods law to solve the case of default by both buyers and sellers.	Combining with practice, guiding students to apply theory to practical business helps students integrate knowledge points with social practice.
Pre-estimate	The International Sale of Goods Law is a chapter after the International Commercial Contract Law, and before teaching, students can take a simple test through the "Super Star Learning APP" to test the student's grasp of what has been learned.	
Participatory learning	According to the current international trade operation mode published on the online platform before class, discuss with offline teaching to deepen students' understanding of knowledge points. At the same time, guide students to the relevance of current facts and knowledge points in this chapter.	Strengthen the interaction between teachers and students deepen the knowledge of knowledge from different angles
Post-school assessment	On the one hand, students are required to summarize the structure of knowledge points; On the other hand, online teaching tools can be used to issue test questions to test the learning effect of students.	Evaluate students' mastery of knowledge points Understand student learning outcomes
Summary	Based on students' grasp of the knowledge points of this chapter, as well as the number of clicks, page views and correct rates of exercises on the "Super Star Learning APP". the teaching situation is summarized, adjustments are made, and teaching methods are constantly improved	improve teaching quality Improve the professional level of students

(2) Student cooperation problem

The teaching mode under this model is student-centered, but it is difficult for students to keep interest in the course and interact with teachers and students. In particular, based on the participatory learning introduced under the International Sale of Goods Law, even if relevant cases are introduced into the course to discuss the remedies available to the buyer and seller for breach of contract, students' understanding is uneven, so they cannot rise from the knowledge points in books to the level of solving actual cases, and the case discussion of the course is limited to the elaboration of a few students due to limited time and space, so that it is impossible to understand the acceptance of knowledge of all students.

(3) The comprehensive level requirements of teachers

Based on the "BOPPPS" teaching model, teachers should not only have a good professional level, but also be able to track current politics, social hot spots in real time and understand the interest points of current students, so as to set courses, plan course content and form new knowledge heights from the perspective of students. In addition, in terms of deepening knowledge understanding, the comprehensive ability of teachers is not only reflected in teaching experience, but also in practical experience, which requires them to master practical activities carried out by industries or enterprises,

just as true knowledge comes from practice. Therefore, under this teaching model, the requirements for teachers are no longer pure teaching, but practical application-oriented teachers with "dual skills and dual abilities".

3.2.3. Solution

(1) Optimize the teaching mode, efficient use of time

"BOPPPS" teaching model sets six elements. although each element is closely linked, one link after another, for different courses can make appropriate adjustments rather than adhere to a fixed model. For example, in the pre-class introduction of the Law on International Sale of Goods, the issue of "How buyers and sellers deal and the rights and obligations of both parties based on the platform of Alibaba International Website" is introduced for free discussion. Then, in the part of participatory learning of the course, the issues introduced before class can be followed by in-depth discussion, instead of adding new cases. On the one hand, it helps to interpret the topic from the perspective of students and improve students' interest in learning; on the other hand, it improves the efficiency of learning and makes full use of the 40 minutes of class.

(2) Cultivate proactive learning and improve students' cooperation [3]

Turning passive into active learning helps to strengthen students' sense of identity and practicability of knowledge. Before teaching, teachers should emphasize the importance of this subject to the major and the connection between the course objectives achieved by the knowledge points in this chapter and the graduation requirements. After students fully understand the connection between the discipline and the major, they can understand the graduation requirements achieved by learning this course. Based on the law of product liability in the International Sale of Goods Law, the course objective to be achieved in this knowledge point is to understand and be able to analyze practical cases related to the unlimited joint liability of the producer and seller to the victim in the event of personal and property damage caused by defective products. The future positions of students majoring in international economy and trade are related to both buyers and sellers and tend to be more toward sellers, while product liability is the responsibility of sellers to buyers. Therefore, the professional requirements and graduation requirements of international economy and trade students are to clearly understand the principles of product liability law and relevant regulations of China's Product Quality Law. Once students understand that the textbook knowledge can be used in future employment needs, students will increase their participation in the course.

(3) Improve knowledge system, strengthen practical skills

With the update of teaching mode, a teacher not only focuses on teaching materials and combing knowledge points, but also needs to have a more comprehensive knowledge system and be able to teach knowledge from here to there, and constantly improve students' understanding of existing knowledge. In addition, teachers can no longer satisfy students' demand for knowledge by simply giving lectures and solving puzzles. Teachers need to have a deep understanding of the current requirements of front-line jobs in enterprises, and then analyze the professional requirements from the job requirements, to achieve a truly student-oriented teaching model.

4. Summary

The reform of the course of International Commercial Law is mainly to enable students to apply what they have learned and solve relevant problems in international commercial activities. Although a series of uncertainties will be accompanied in the implementation process, compared with the traditional teaching mode, the introduction of the teaching mode of "BOPPPS" will improve the performance of the course. The reform of the International Business Law course can make students no longer stop at memorizing knowledge points, but rise to understanding and applying knowledge points. At the same time, with the help of online software, teachers can also understand the degree of students' mastery of knowledge points, so as to truly cultivate high-quality interdisciplinary talents.

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