Application of Computer Information Technology in the Reform of Law Classroom Teaching Method

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Abstract. In the context of the Internet, various information transmission methods are more convenient. The network is open and can share resources. Therefore, "Internet +" provides a new way of teaching in the field of education. In the process of law education in colleges and universities, teachers should make full use of the Internet to create a variety of teaching methods for students. Efficient use of information technology to promote continuous innovation and change in higher education models, creating a network and digital higher education system, laying the foundation for a harmonious society of learning at any time, anywhere, and everyone, and training innovative talent. The purpose of this article is to explore its application in the reform of law classroom teaching methods through computer information technology. This article establishes a legal resource database, creates a virtual legal classroom, and makes an electronic bulletin board to propose changes to legal education. It is concluded through experiments that under the teaching method of computer technology, students have improved significantly in all aspects of law. Under the traditional teaching method, students have only improved a small part in law study, and even declined in some aspects. Compared with traditional teaching methods, the effect of teaching methods under computer technology is relatively significant. In the former, it improved by 4.09 points on average, but the latter regressed by 4.02 points, and the former communicated a lot more than the latter. In terms of homework assignment, the latter over-time about three times.

Keywords: Education Field, Legal Education, Education System, Computer Information Technology

1. Introduction
With the continuous improvement of education and teaching requirements in China's colleges and universities, focusing on the improvement of classroom teaching quality in the corresponding teaching process has become a key task, and teachers need to be able to discuss and use it from multiple angles in detail. For college law classroom teaching, as a relatively important course, it is not only necessary to teach students related knowledge and theory, but also to ensure that education and teaching can have practical benefits for college students and help optimize the practical work of future college students. The focus is to improve the comprehensive quality and work skills of college students. On this basis, it is very important to improve the quality of law classroom teaching. Since the 1990s,
China's major universities have been continuously exploring methods and ways to innovate law teaching models, which has greatly promoted the steady improvement of China's law teaching level. With the deepening reform and development of the Internet on a global scale, it has had a profound impact on China's legal teaching model. This new teaching mode that combines Internet technology and teaching process has improved the outdated factors in the previous university law teaching mode to a certain extent, and has greatly promoted the improvement of domestic law teaching effect.

Alanah Mitchell pointed out that with the rapid development of modern network information technology, basic education is ushering in an incredible revolution. Education informatization is developing rapidly in all areas of education. With the development of network technology and the improvement of the school's informationization level, computers and other powerful interactive platforms based on network informationization are entering our classrooms in various ways. Modern and efficient information-based teaching technology is bringing our previously unimaginable teaching methods to the classroom [1]. Angela Urbina proposed that the use of high-speed computer computing can reduce the increasing workload of legal information workers, replace many human labors and quickly process various legal information tasks, accurately provide legal information to users, and make the actual legal information workload into Computer applications are conducive to the development of scientific management of legal information work, the completion of information feedback on legal information management work, and the exchange of legal information between legal information departments and the outside world to meet the various needs of various users and provide new developments in the legal field in a timely manner. The legal information work should also make full use of computer networks to enable various departments to make fuller use of legal information resources and realize resource sharing at an early date [2]. Ieda M. Santos proposed a transition from teaching to interactive teaching, diversified changes in information inquiry centered on lectures, a change from classroom-centered to the combination of classrooms and unlimited Internet space, and a book-oriented approach to books and The transformation of equal emphasis on multimedia. Moreover, we must improve the evaluation system of multimedia teaching, strengthen the training of teachers on computer knowledge, and provide better equipment conditions for teachers to produce multimedia teaching courseware [3].

This article establishes a legal resource database, creates a virtual legal classroom, and makes an electronic bulletin board to propose changes to legal education. Moreover, students of law-related majors in a certain university were experimented and divided into a control group and an experimental group. The control group was taught using traditional education. The experimental group was taught under computer technology. During the learning process, students' mastery of theoretical knowledge will be presented through regular classroom test results. Students' proficiency in computer simulation scenarios will be judged by the quality of homework submitted in class.

2. Method

2.1 The Core Concepts of Law Classroom Teaching Under Computer Information Technology
In college law classroom teaching, in order to better encourage college students to gain more knowledge, their own abilities can be greatly improved. Paying attention to the introduction and application of computer teaching is also an important and effective method. This kind of computer teaching is mainly to introduce some information-based forms in the classroom teaching of law in colleges and universities, to promote students to study and practice in the scene constructed by the Internet, to achieve the effect of applying what they have learned [4-5]. For example, the application of mock court is a relatively common method. Introducing mock court in the law teaching of colleges and universities, so that students play different roles, such as judges, lawyers, defendants, etc., with the help of appropriate cases, urge students to simulate how to conduct court. In this way, it can urge college students to flexibly apply the legal knowledge involved in this case on the basis of being familiar with the corresponding process [6]. After the computer teaching work is completed, the necessary summaries and reflections are also extremely important. College law teachers should
evaluate the specific performance of college students in a timely manner, require college students to reflect on themselves, and consider where they have done well and which ones have failed. It can lay a solid foundation for their follow-up work [7].

2.2 Establishment of Legal Resources Database

Law is a practical discipline. The main purpose of teaching is to enable students to answer practical cases using legal knowledge. Traditional teaching focuses on classrooms and teaching materials. It focuses on teaching and emphasizes understanding and memory of laws and regulations. The main teaching resources are laws and regulations and teaching materials. This teaching resource is no longer suitable for the current development of legal education [8]. Therefore, relevant colleges and universities must establish a database of legal resources and detailed catalogs to ensure that teachers and students can use the database to find relevant resources and give full play to their due role.

2.3 Create a Virtual Law Classroom

The information technology applied in law education mainly includes computer-assisted instruction technology, video-on-demand technology and so on. Taking CAI technology as an example, it is mainly the technology and means of carrying out various teaching activities based on virtual simulation technology. Multimedia technology and computer interface technology, and discuss the teaching content, curriculum and training teaching with students through dialogue [9-10]. This technology can create a good learning atmosphere for students. In law education, we must give full play to the role of information technology, create virtual classrooms, and improve the quality of law education.

2.4 Making Electronic Bulletin Boards

The electronic bulletin board is a real-time two-way electronic information service system that can provide users with a public electronic whiteboard. At present, the system is gradually developing in a direct direction. Using the freedom, openness and timeliness of information technology, we can fully display the main content of law teaching and make full use of them in the teaching process. It not only enables each student to post information or express opinions on the platform, but also to discuss and exchange related cases to achieve common progress [11]. In the traditional form of teaching, due to lack of self-confidence, students are afraid to participate in the discussion of related content and do not put forward their views. However, on this teaching platform, each student can use relevant search engines to find the required information, initially grasp the relevant information, and learn to use modern tools to obtain the required information, so as to cultivate students' modern learning abilities [12]. The bulletin board also allows each student to easily or timely post or obtain text, images, pictures, and other information, and share resources with others so that each student can experience a sense of learning achievement.

3. Experiment

3.1 Experimental Environment

Because experiments are conducted in the context of teaching activities, the teaching environment can be understood as an experimental environment. The teaching environment mostly refers to teaching-related external factors such as teaching equipment, teaching resources, and learning atmosphere (such as class atmosphere, school atmosphere, etc.). The teaching in the experiment was conducted in the traditional classroom teaching environment and the environment under computer technology. Because it is a controlled experiment, the consistency of factors such as teachers, teaching equipment, teaching resources, and course content is controlled while setting different teaching environments.
3.2 Subjects
This article sets the teaching content in the experiment as a law teaching course, which is one of the important courses of the university. The law teaching course uses a mixed teaching environment that combines traditional classroom teaching and a teaching platform under computer technology, which is conducive to the realization of learning analysis in the teaching process and can ensure the smooth application of the object-oriented learning analysis model in teaching. In this paper, the subjects of the experiment are set as students in classes 3 and 4 of a certain grade of law teaching course in computer science at a university, and divided into two groups according to the natural classes. Both groups of learners have the same teaching environment and basic legal knowledge reserve. Using them as experimental objects can largely guarantee the accuracy and effectiveness of the experiment.

3.3 Experimental Content
The teaching content of this experiment is the content of the law teaching course in the first semester of the 2017-2018 school year. During the learning process, students' mastery of theoretical knowledge will be presented through regular classroom test results. Students' proficiency in computer simulation scenarios will be judged by the quality of homework submitted in class. At the end of the course, the teacher will test the students' learning results of law teaching knowledge through a final exam. At the same time, a comprehensive homework will be arranged to test whether the students can skillfully use the theoretical knowledge for computer simulation.

4. Discussion

4.1 Teaching Methods
In the early stages, specific learning analysis goals need to be established and teaching activities conducted in an appropriate form. This article sets the learning analysis goals as the evaluation and intervention of learning effects, that is, the analysis and evaluation of online student data, and feedback of the visual evaluation results to students, and the teacher-student interaction in the teaching environment under computer technology, Intervening. In addition, it is necessary to uniformly control the irrelevant variables of the two groups of experimental subjects to keep them consistent, and to ensure that there is only one unique variable in the experimental group and the control group during the experiment-the teaching mode variable. Both groups can use the teaching environment under computer technology to receive feedback from the instructors on their learning results. In addition, the experimental group's instructors will regularly send appropriate information to the students in the group based on the survey results of learner characteristics and their learning status. Inspiring and personalized learning suggestions. In this way, it can enhance students' feeling of being concerned during the learning process, and thus actively self-intervene.

4.2 Experimental Results and Analysis
In the teaching activities using the object-oriented learning analysis model, through the implementation of personalized manual intervention based on the characteristics of students and their learning conditions, the experimental group with lower grades was repeatedly implemented to promote the students in the experimental group to actively self-intervent and actively use class Mobile learning is much more active than the control group in terms of homework submission, browsing resources, and online interactive discussions. After a period of study, the entire experimental group formed a learning atmosphere with a progressive orientation, and the enthusiasm for learning and the use of classroom school increased significantly. In order to ensure the security and privacy of the interactive information during the intervention process, the supervisors implemented manual intervention with the help of the private message function in the classroom. The following table is a comparison of the two groups of experimental subjects. It can be seen that the lack of intervention in the control group weakened the interest in learning, the performance also declined, and the two-level differentiation was severe.
Table 1. Comparison table between experimental group and control group

| Indicator data                        | test group | Control group | difference |
|---------------------------------------|------------|---------------|------------|
| Pretest score                         | 74.53      | 75.36         | 0.83       |
| Exchange private messages with        | 63         | 4             | 59         |
| supervisors                           |            |               |            |
| Number of submitted jobs              | 14         | 37            | 23         |
| overtime                              |            |               |            |
| Post Test Results                     | 78.62      | 71.34         | 7.28       |

Figure 1. Learning progress in experimental classes

The experimental group's learning effectiveness in the teaching supported by the object-oriented learning analysis model is better than the control group in terms of progress or difference, and the experimental effect is obvious. This article compares the learning level distribution of the experimental group students before and after teaching as shown in Figure 1 above. On the whole, the teaching supported by the object-oriented learning analysis model improves the average learning level of the class, and the level of each level is evenly distributed. Although there are still a few students who fail in the experimental group after teaching, the specific members have changed. However, the learning interest of the control group students who lacked intervention weakened with the study time, which eventually led to a significant decline in their scores and severe polarization. This phenomenon shows that the implementation of interventions is an important means of applying learning analysis to the teaching process. The object-oriented learning analysis model is based on the needs of stakeholders, borrows different technologies, and implements different forms of intervention based on learner characteristics. The model demonstrates the process and purpose of learning analysis based on the integration of object-oriented technology, while emphasizing the constraint of humanistic perspective. Among them, the purpose and constraints of learning analysis directly affect the choice and implementation of intervention measures, and the intervention link is the key to achieving the purpose of promoting learning process by guiding students to self-intervention advocated by the object-oriented learning analysis model. Therefore, the implementation of interventions is a major feature of students' learning analysis models and a key link in optimizing the teaching process.

5. Conclusion
The emergence of "Internet +" has promoted the popularization of information technology in education. It provides new ideas for the development of education, and puts forward new requirements for the education level of educators. In the process of college legal education teaching, we must
combine the requirements of the new era, constantly innovate teaching models, and improve the quality of college legal education. This article establishes a legal resource database, creates a virtual legal classroom, and makes an electronic bulletin board to propose changes to legal education. It is concluded through experiments that the effect of teaching methods under computer technology is relatively significant compared to traditional teaching methods. In the former, it improved by 4.09 points on average, but the latter regressed by 4.02 points, and the former communicated a lot more than the latter. In terms of homework assignment, the latter overtime about three times.

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