

1 Thoughts on Constructing Online Education Course of 2 Constitution in China

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6

7 **Abstract**

8 As a compulsory course of law specialty in China's online higher diploma education, online
9 education course of constitution has the features that meet the necessity of distance education
10 in the Internet age as well as the basic requirements of constitutional course teaching to be a
11 vital way to perfect the constitutional course teaching. The springing up of various network
12 media technology and the lower demands for the software and hardware in learning the course
13 provides the indispensable components for the realization of constitutional online education
14 course. The design of teaching technique environment, teaching structure, teaching contents
15 and the evaluation of teaching quality is the elemental path for constructing constitutional
16 online education course.

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18 **Index terms**— Constitution; online education; curriculum design.

19 **1 Thoughts on Constructing Online Education Course of Con- 20 stitution in China**

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29 **Keywords** : Constitution; online education; curriculum design.

30 I.

31 **2 DEFINITION OF ONLINE EDUCATION COURSE OF 32 CONSTITUTION a) Concept**

33 As a specialized course of China's online higher diploma education, online education course of constitution refers
34 to the distance education activity in law major utilizing internet to teach constitutional curriculum. "Online
35 higher diploma education is a new type to transmit and learn knowledge by taking advantage of modern network
36 based on WEB technology in the Internet age, which develops two-way interactive teaching activity through
37 internet technology, satellite communication technology, multi-media technology, video technique and other
38 modern teaching methods and, by network technologies it processes and prepares the teaching contents to realize
39 distance transmission and management." [1]As one of the specialties in China's online higher diploma education,
40 the law specialty enjoys great popularity among the students and the public due to its open education character
41 which provides more convenience and has been established in most of the 68 colleges and universities which are

4 NECESSITY AND FEASIBILITY FOR CONSTRUCTING ONLINE EDUCATION COURSE OF CONSTITUTION A) NECESSITY

42 available for recruiting students of online higher diploma education in China currently. [2]Constitution, as a
43 required course in law major, is quite generally set in the online education teaching plan.

44 Author : Law School, Southwest University. E-mail : honeywindy@hotmail.com b) Features First of all,
45 resource sharing. By Internet the related teaching resource of constitution could be coshared to form a cross-
46 regional and distributed teaching resource network which broadens the function of traditional course teaching
47 of constitution with its special two-way and even multi-way exchange, and thus improves the covering scope
48 and time efficiency of course teaching effect and lets the course teaching of constitution break through the limit
49 of traditional course teaching. Besides, internet also provides abundant special teaching resources for online
50 education course of constitution, especially the quality course project which publicizes the course resources
51 through internet. Secondly, openness for student sources. Unlike the traditional class teaching which is bound
52 to the registered university and college students, the students sources for constitutional online education course
53 are open. It sets much lower threshold for the students who want to fulfill their professional background in law
54 major and improve their vocational skills. Taking the enrollment targets and terms of Southwest University
55 on online education for an example: any on-the-job employees and waiting-for-job persons above 18 years old
56 (including) are allowed to apply without limitation for the specialty. Application for special course starting
57 from high school level must have a diploma of general high school, secondary technical school, secondary normal
58 school or vocational high school recognized by the country; application for undergraduate course starting from
59 the junior college level must have the college diploma of national education series recognized by the country.
60 These conditions are shard by the other 67 colleges and universities. Since lower recruiting threshold enables
61 more people to share high-class education resources via online education course, thus they could acquire more
62 opportunities and development space.

63 way and multi-way interactivity and openness which enable the teacher and student, student and student to
64 make all-around exchange by internet. The teacher could make statistics and analysis on the question types,
65 numbers and times, etc of the students by computer to understand the doubtful points and difficult points in
66 the students' studying process so as to instruct the students more targetedly and make the students learn the
67 constitution courses in any time at any place upon any schedule. "Teaching method is the collective name for
68 the various tactics that teachers and students adopt in the teaching activities aiming at achieving the established
69 teaching goals." [4] Multimedia web-based education method even overthrows the teacher-student positioning
70 in the traditional class teaching, which transfers the simple subject-object relationship and the contents and
71 means for the entire teaching activity are not all dominated by the teachers any longer, making it easier for the
72 teacher and student to form a new relationship of learning together and progressing together. The former Soviet
73 Union educationist Babansky pointed out, "one of the most important as well as most difficult problem in the
74 optimization procedure of teaching method is to select the different teaching ways and combine them in such
75 a way that gains the best teaching effect in a limited time under such conditions." [5] Characterized by e-mail,
76 BBS and other instant messaging services, constitutional online education course is the result of utilizing various
77 teaching methods rationally and comprehensively to realize better teaching effect in a more open time and field
78 setting.

79 3 II.

80 4 NECESSITY AND FEASIBILITY FOR CONSTRUCTING 81 ONLINE EDUCATION COURSE OF CONSTITUTION a) 82 Necessity

83 Construction of constitutional online education course does not exist merely as an indispensable component
84 of online education and teaching plan in law major, but should also highlight the pragmatic, applicable and
85 interactive reform orientation of constitutional course, so as to be a critical approach to perfect constitution
86 lecturing. Constitution is the core course of law major, which plays a basic role in the whole law discipline system.
87 "Whether one knows constitution decides one's potential to be a modern jurist, where lies the fundamental
88 difference between China's traditional jurisprudence and China's modern jurisprudence. The cornerstone or
89 premise of western modern law science lies in its constitutional government theory characterized by power's
90 separation and counterbalance and its jurisprudence theory of legalism." [6]This course takes the lecturing of
91 basic principles of constitution, state theory and citizen theory as its core contents aimed to make students be
92 familiar with the clauses and texts of constitution and relevant regulations, and requires the students to connect
93 constitution theory with constitutional government practice to positively obey, perform and protect constitution.

94 However, the abovementioned basic requirements are not well met by the traditional constitution course
95 teaching due to the following reasons. The students are lacking in practice in constitution of China; especially, the
96 external environment for practical application in constitution theory is rather insufficient because of unrealized
97 "judicialization of constitution" or the missing in the application of "constitution as private law" and other
98 reasons; and the deficiency in result-oriented, applicability and interactivity of current constitution course
99 teaching takes the bigger part. More emphasis is put on the theoretical depth, international contrast and
100 new academic viewpoints; instead the students' comprehension and realistic needs are thus overlooked. In
101 addition, though the soil for constitutional government practice is deficient, that does not mean the deficiency

102 in individual case or related material which was well verified by the selection activity of "Top 10 Constitutional
103 Cases" organized by the research association of constitutional law of China. So could such case study and analysis
104 go beyond academic research or highstage master and doctor degree's study and penetrate into the constitutional
105 teaching of lower degree for undergraduate and junior college stage? Additionally, the current teaching model
106 still maintains the traditional tripartite "teacher-teaching material-class" type in which the teacher dominates by
107 lecturing and the student's study subject position is neglected so as to cause the less participation of them in the
108 class discussion. Thus the students are passive in learning, and they could not thoroughly master the constitution
109 theory or the rules for constitutional government practice, which directly depresses and blots out their productive
110 thinking so that they won't be able to analyze or extrapolate the cases and instances systematically. "carrying out
111 online teaching and learning will release the students from time and space limit to receive quality jurisprudence
112 education, and their hope for knowledge updating and life-long study would be possible." [7] Consequently it is
113 necessary to perfect constitutional course teaching through the construction of constitutional online education
114 course with means of internet technology on its openness, instantaneity and interactivity.

115 **5 b) Feasibility**

116 The rising of various network media technologies makes it possible for highlighting the pragmatic, applicable and
117 interactive teaching of constitutional course. Fist of all, the e-mail technique. E-

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119 including teaching instruction, teaching texts etc, and the student could receive it non-real-timely. E-mail
120 realizes non-real-time different venues information exchange between teachers and students and among students
121 themselves. The list function of e-mail also makes it possible for all the students and the teachers to join in. the
122 student could receive all the related subject study materials periodically from the teacher or classmates simply
123 by subscribing the special topic email list of constitutional online education course. Next, the bulletin board
124 system (BBS) technology. The popularity of BBS realizes networking storage of the materials published by the
125 teacher and the students, the students could arrange their time to participate in the study and discussion in
126 different scenes, while the teachers extend the time for regular class teaching, exchanging and discussing and
127 are able to make indepth thinking for the questions and comments of the students. BBS also makes it possible
128 for discussion and exchange of special topics such as constitutional supervision issue and electoral system issue
129 in the constitutional online education course. Then the teacher could analyze the students' study attitude
130 and grasping degree on relevant knowledge according to their postreplying speed, post quantity and quality.
131 Through posting a topic and replying a topic, the teacher and the student could make deep research in the theme
132 discussed and finish ask & answer on curriculum knowledge. Even better the teacher may hold symposiums or
133 academic exchange meetings to deepen the student's understanding on relevant knowledge points especially the
134 most disputable issues or the cutting-edge academic problems. Lastly, instant messaging service (CHAT). The
135 popularization of all kinds of CHAT tools provides a more real-time and targeted communication approach for
136 the teacher and student in constitutional online education course, among which, chatting room, QQ group and
137 other group instant chatting tools especially supply a convenient exchange platform for the practical, applicable
138 and interactive teaching. In such a CHAT platform, the teacher and students could not only exchange by writing
139 text, they could also interact realtimely with words and body gestures by means of voice and video technology
140 so that they are free to develop further discussion and analysis outside the teaching materials and textbooks
141 concerning the constitutional government focus problems and hot cases and events in the practical field; they are
142 even capable of building network virtual moot court or virtual law clinic to let the students acquire more direct
143 and concrete constitutional government practice knowledge.

144 Furthermore, the demands for the essential software and hardware of constitutional online education course
145 learning are not high, which further emphasizes the openness of the course. Taking the online education in
146 Southwest University for an example: the common software used by the students includes machine examination
147 simulation exercise, RTX set-up software, JRE, Flash Player 8.0 ActiveX Control, RealPlay 10. The teaching
148 technique environment could adopt VTEL video meeting system, computer internet distance teaching and live
149 broadcasting of satellite video in overall design to play real-time or non-real-time teaching activity in the online
150 education course. The students could go to different teaching stations in all the regions to receive the video,
151 study and take an exam, while the teaching stations may take the uniform teaching plan, syllabus and teaching
152 materials of the school in which the students get registered and give the universal examination as per the same
153 marking standard. Meanwhile, the students may use the online courseware, e-mail and BBS supplied on the
154 teaching website to complete their learning, discussing and problem-solving.

155 The key point in the whole teaching technique environment design is the design of network study system
156 of the school's teaching website, by which a complete system tracking and recording could be realized on each
157 student's personal data, learning process and stage status, and thus a study recommendation could be customized
158 for each student. Taking the constitutional online course in Southwest University for an example, whose online
159 study system mainly consists of two main interfaces of study system and course study. After logging in, the
160 student could interface of study system, and the interface includes personal information area, learning plan
area, course announcement area, course navigation area, course assignment notice area and course BBS area.

162 In the personal information area, the student could have access to check and reply the messages received from
163 teachers or classmates, as well as looking over one's own register information such as communication address,
164 working unit etc, modifying partly one's information and one's logging-in password in the study system or just
165 log out. In the study plan area, current study time calendar and current month study plan are displayed. In the
166 curriculum announcement area, the related announcements of current constitution course are demonstrated. In
167 the curriculum navigation area, all the sub-systems connected with constitution course could be smartly guided
168 to. In the course assignment notice area, the prompt message for all the homework of the constitution course is
169 presented. In the BBS area of curriculum, the hot posts for constitution course exchange are shown.

170 Compared with the traditional class teaching courseware, teaching video recording and homework assignment,
171 the online course teaching of constitution should put more emphasis on the application of network media
172 technology. By inserting visualized teaching flash plug-in linking of constitutional cases and events in the teaching
173 courseware webpage, teaching video webpage and homework system webpage, one clicks the linking and the flash
174 plug-in will run automatically in popup window form and other forms. The plug-in flash could be divided into
175 six parts according to specific contents, that is, cases list, self-test exercise collection, relevant reference linking,
176 relevant laws and regulations linking, relevant database resources linking and instant messenger service linking
177 for teacher-student exchange. By such audio-visual angle as flash plug-ins to demonstrate the knowledge would
178 train, consolidate and test the grasping degree of the student for the knowledge acquired, and accordingly they
179 could easily approach the authority study resources websites to get the most advanced constitution knowledge;
180 at the same time, the theoretical lecturing and practical teaching would, by such means, connect closely with
181 and complement each other.

182 b) The design of teaching structure.

183 Online education teaching structure of constitution course covers image, sound, text, animation demonstration
184 and lecture note etc, which make the student feel like taking lessons in a virtually truthful college classroom. For
185 example, in Southwest University, teaching structure of constitution's online course includes online courseware,
186 video explanation and homework assignment.

187 Online courseware is the basic phase in implementing online teaching, which is composed of syllabus, lecture
188 notes and simulation tests. And the syllabus is further divided into four parts, i.e. nature and task of the course,
189 basic requirements for course teaching, course teaching structure, teaching material and major references of the
190 course. The 12 chapters in 3 units of the lecture notes are separately Unit 1 for Constitution Principle (Chapter
191 1 The introduction, Chapter 2 The basic theories of constitution and Chapter 3 the history of constitution); Unit
192 2 for Citizen Theory (Chapter 4 The basic rights and responsibilities of a citizen and Chapter 5 the autonomous
193 mass organizations at grass-root level; Unit 3 for State Theory (Chapter 6 State nature, Chapter 7 Form of
194 government, Chapter 8 State structure, Chapter 9 Economic system, Chapter 10 Cultural system, Chapter 11
195 State institutions and Chapter 12 State symbol). The simulation tests are mostly the judicial examination
196 papers on constitution over the years and their answers and explanation for the answers. As the core content
197 of performing online teaching, video instruction could be cut into 12 tutoring sessions based on teaching notes.
198 Composed of 10 single choice questions, 10 multichoice questions and 8 expounding questions, the homework
199 assignment is the main method to ensure online teaching quality, and is assigned in six times through the
200 homework system completed in three months. And teachers could synchronously and timely check and make
201 feedback to the works submitted by the students.

202 As to the specific teaching structure design of each chapter, the plate of basics explanation and the plate of
203 cases and events analysis could be divided generally, in which the former contains 5 parts of introduction, learning
204 contents, questions for thinking, relevant resources linking and discussion & exchange, and the latter includes 8
205 parts of introduction, cases presentation, constitution questions, teacher commenting, related knowledge linking,
206 questions for thinking, relevant resources linking and discussion & exchange. The introduction part further
207 contains study requirements, study key points and study difficult points. The design for studying contents
208 could be arranged based on the traditional teaching notes by inserting minor cases and events, relevant law
209 clauses, words from celebrity, representative pictures and videos, forms and knowledge structure chart to make
210 the contents interesting and three-dimensional. And the discussion & exchange could be designed into five parts,
211 that is, title, reading materials, topic, objective & requirement and discussing process.

212 c) The design of teaching content.

213 Online education and teaching contents design of constitution curriculum shall pay attention to the extension
214 and popularity of the theoretic knowledge.

215 the speculative theoretic disputes of different factions. Great emphases shall be put on lecturing basics of
216 dominant ideology and based on this the theoretical edge-cutting knowledge in academic research could be
217 introduced properly striving to "simplify the complicated constitutional government theory rather than obscure
218 it". In the selection of key teaching points, more attention shall be attached to constitution implementation in
219 constitution principle session. The key to realizing constitutional government in China doesn't lie in the creation
220 of constitution itself, but the application and implementation of it. As one of law enforcements, constitutional
221 enforcement is the actual operation and implementation of constitutional codes and principles in real society,
222 which reflects the true working state after constitution was formulated and is the most fundamental form for
223 constitution to adjust specific social relationship with its direct value goal pointing to orderly law relation state,
224 i.e. constitution order expected by constitutional government subject. Practically carrying out constitution is

225 the premise and base to realize constitutional government and rule of law in China, so the students shall not
226 linger their understanding on the literal texts, that is, the obligatory written constitution, but care more about
227 the existing realistic constitution and the ideological constitution in between, forming the value of constitution
228 order in the analyzing process of constitution.

229 As far as the balance of teaching structure of state theory and citizen theory is concerned, both shall be
230 emphasized. Citizen theory shall be arranged as Unit 2 following Unit 1 "Constitution principles" and followed
231 by Unit 3 "State theory", in which the basic rights of a citizen shall be placed extra emphasis and also stress that
232 such citizenship shall progress with time and accord with the world. Besides, the citizen rights idea shall be taught
233 throughout the whole curriculum. For example, in teaching the function and power of state organs and mutual
234 relationship, the idea that all modern state power should be restricted shall be associated with. Because power
235 as the production of rights, its justification also comes from rights. As the power grantee, the state institution
236 is only the performer of state power; therefore the citizen rights shall not be interfered illegally by any state
237 organs, organizations or individuals, nor will the rights be deprived illegally. All the state power must exist and
238 work under the premise of being helpful to guarantee the citizen rights. Stressing citizen theory in constitution
239 teaching is useful for developing the students' law ruling sense to actually ensure citizen rights and prevent the
240 abuse of state power. "Through studying constitution, the students shall realize that protection of individual
241 interests and realization of individual freedom is guaranteed by setting up legal rights." [8] As to joining theoretical
242 teaching with judicial examination, the answers will be as follows. Although constitution does not take up mega
243 percentage in judicial exam, yet it's still very critical. In the process of theoretical teaching, the constitution
244 section in judicial examination syllabus over the years shall be read carefully, especially in combination with the
245 clauses covered in the judicial examination papers, based on constitution code and legislative law and aided by
246 electoral law, organization law of villagers committee and other relevant provisions and clauses modified currently
247 to emphasize the memorization and understanding of key articles and at the same time highlight the introduction
248 of judicial examination papers and the answering process and thoughts analysis in the case study teaching. In
249 the assessment design for the course, students could be guided to analyze the repeated points and its frequency
250 on constitution in the examination papers so as to take them into consideration for important selection design
251 of teaching point.

252 d) The design of teaching quality evaluation.

253 Monitoring the student's constitution learning process strictly and effectively is the key link in improving the
254 teaching quality of constitution online education and completing teaching quality evaluation, which is charged
255 by the special institution of the school's online education and the distributed teaching stations to promote the
256 students to independently fulfill all the study task regulated in the teaching plan and elevate their study capability
257 and knowledge attainments.

258 Firstly, it's necessary to perfect the monitoring and organizational system of the student's study process
259 which includes the specialized online education teaching affairs management department in the colleges and
260 universities developing online higher diploma education and the students' affairs management department in the
261 teaching stations of different places. Consequently the concrete work is done by the professional teachers in
262 charge of teaching administration of the colleges and the instructors of the teaching stations. The teachers are
263 required to have certain network media technology knowledge besides the basic occupational skills to instruct the
264 students' study in using related network teaching resources. So the departments and teachers are responsible for
265 making all-around supervision throughout the process on whether the constitution curriculum study is made in
266 accordance with the teaching plan, whether all the teaching activities have been done under the requirement of
267 course syllabus, and the independent appraisal on the constitution curriculum learning effects and the lecturing
268 results of the teachers. The second is to quantitatively manage the students' study process. This activity could
269 be done with the students' log-in times, log-in duration and the mouse-clicking status and other elements in
270 self-directed study. Their study effectiveness could be judged through analyzing the student's study record by
271 the relevant study data statistics. The more detailed the data is, the more effective management could be done
272 by the teachers. By surveying the different judging factors in the students' autonomic study, the teachers could
273 timely relate to their study process, single out the problems and take corresponding solutions. However, such
274 check and supervision shall be taken in a regular manner rather than as a formality. Cutting in through both the
275 students and the teachers, both the students' completion status of constitution curriculum study plan and the
276 teacher's instruction and review status shall be checked, and detailed situation feedback report shall be submitted
277 to them.

278 The last is to intensify the monitoring function of examination. Through the unified exam in every teaching
279 station, comprehensive analysis and test on the students' constitution knowledge acquired shall be made
280 systematically. During the exam, we should adhere strictly to the examination disciplines to guarantee student's
281 real testing scores and let them realize the problems existing in their independent study and then adjust their
282 study methods or skills to finally improve study efficiency and quality. The testing papers shall also embody
283 the training objective of constitution online education course by taking the degree of constitution knowledge the
284 students acquire and the ability to utilize the curriculum knowledge as the essential starting point, while the test



Figure 1: -© 2012

Figure 2:

28

Figure 3:

III. DESIGN IDEA FOR ONLINE EDUCATION COURSE OF CONSTITUTION

[Note: a) The design of teaching technological environment.]

Figure 4:

285 question design shall enhance cultivating the students' study ability, overall ability to apply knowledge and their
286 innovative ability. ^{1 2 3 4}

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