Exploration of E-Commerce Law Curriculum Reform Based on Situational Teaching Mode

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Abstract

E-Commerce Law is a comprehensive and practical legal discipline in the e-commerce field. To achieve the teaching goal of applying knowledge, its teaching must be closely linked to judicial practice. The situational teaching mode can effectively enhance students' independent thinking and problem - solving abilities during higher education curriculum innovation. This paper deeply analyzes the characteristics of the E-Commerce Law course and the key issues in current teaching. It then focuses on the practical application of situational teaching in this course, covering aspects such as course content rearrangement, teacher - student positioning, classroom teaching planning, teaching materials, and assessment and evaluation.

Keywords: situational teaching, e-commerce law, practice, positioning

1. Introduction

The situational teaching method, also known as the audiovisual teaching method, has long been a central focus in international educational research. Scholars from diverse fields have been actively exploring its applications and impacts.

The roots of situational teaching can be traced back to John Dewey, an American philosopher and educator. In his work, Dewey emphasized that learning should emerge from actual experiences within relevant situations. His ideas, as presented in "Democracy and Education" (Macmillan, 1916), laid the groundwork for situational teaching, arguing that students' engagement with real - world scenarios enhances their understanding and retention of knowledge

In the realm of language education, Michael West and Harold E. Palmer made significant contributions. Their work on the situational approach to language teaching, as described in "A General Service List of English Words" (Longman, 1953) by West, advocated for teaching language in context. By creating situations where learners could practice language use, they aimed to make language learning more practical and effective .

The concept of situated cognition, proposed by Jean Lave and Etienne Wenger in "Situated Learning: Legitimate Peripheral Participation" (Cambridge University Press, 1991), further advanced the understanding of situational teaching. They posited that learning is a social process embedded in the context of a community of practice. This perspective influenced educators to design learning situations that mimic real - world communities, allowing students to learn through interaction and participation

More recently, Ahmady and Khani (2022) used a situational analysis approach in a study on clinical education in Iran. By analyzing teaching - learning situations in medical education through three types of maps (situational, social worlds/arenas, and positional), they provided insights into improving clinical teaching. Their research, published in "BMC Medical Education" under the title "The situational analysis of teaching - learning in clinical education in Iran: a postmodern grounded theory study", demonstrated the practical application of situational analysis in a specific educational context.

After the 1970s, situational teaching was introduced to China, where it garnered extensive attention and found wide application. This teaching mode takes scenarios as the core, simulates and reproduces real - life scenes, and integrates multiple teaching aids to create a vivid learning environment. It is highly authentic, interesting, and interactive. The situational teaching mode involves three teaching links: perception, comprehension, and in - depth exploration, enabling students to immerse themselves in the constructed scenarios (Wang Chunyan, 2024). Interesting scenarios can not only

arouse students' emotional resonance and innovative thinking but also encourage them to cooperate with classmates in task - performing, problem - discussing, communicating, and sharing. Moreover, it helps teachers guide students more effectively and provide timely assistance.

The E-Commerce Law course is designed for higher - education students, most of whom have a certain degree of learning autonomy. During the course teaching, we focus on creating learning scenarios that meet actual work and vocational needs. We aim to cultivate students' thinking and learning methods centered on achieving work tasks and solving practical problems, reversing the traditional teaching form that emphasizes knowledge transfer and accumulation. Instead, we strive to shape a student - led and ability - cultivating teaching pattern based on typical work scenarios.

2. Characteristics of the E-Commerce Law Course

The E - Commerce Law course focuses on the study of laws and regulations governing e- commerce activities. It comprehensively expounds on various legal knowledge areas such as the rights and obligations of e-commerce business entities, transaction standards, and consumer rights protection. Through this, it aims to cultivate professional talents with e- commerce legal literacy who are capable of handling practical e - commerce legal issues.

The E-Commerce Law course is centered on the research and standardization of laws and regulations related to e-commerce activities. It comprehensively expounds upon diverse legal knowledge domains, including the rights and obligations of e-commerce business entities, transaction regulations, and the safeguarding of consumers' rights and interests. This disciplinary offering is designed to nurture professional individuals with e-commerce legal acumen, equipping them to address practical e-commerce legal challenges. The course showcases the following distinct characteristics:

1) Remarkable practicality: It is deeply integrated with and closely related to actual cases. The course content is intertwined with real - world e-commerce cases. Through the analysis and discussion of cases like product quality disputes and false promotions on platforms such as Taobao and JD.com, students can better understand and apply e - commerce law knowledge. Students are expected to flexibly use the e - commerce law knowledge they have learned to handle practical problems, such as drafting e - commerce contracts, handling consumer complaints, and dealing with intellectual property infringement. Some courses also include practical sections, such as mock court trials and legal consultation services, to enhance students' practical legal skills through hands - on operations (Zhu Shengchu & Li Peipei).

2) Prominent comprehensiveness: The E-Commerce Law course encompasses knowledge from multiple fields, including law, business, information technology, and finance. For example, when studying the legal system of electronic payment, one needs to be familiar with financial knowledge and the application of information technology in the payment process. Case analyses in this course often involve knowledge points, principles, and rules from multiple disciplines. In intellectual property infringement cases on e - commerce platforms, legal knowledge is used to determine infringement acts and responsibilities, while also considering the impact of business operation models and information technology on such acts. The judicial practice of e - commerce law often involves the cross - integration and application of multiple legal domains and is related to other disciplinary fields like economics and information technology, posing strict requirements for teaching.

3) Distinct timeliness: It closely follows the development of the e - commerce industry. Given the rapid development and continuous innovation in the e - commerce industry, the E-Commerce Law course must be continuously updated, iterated, optimized, and improved. The course content reflects emerging trends, new problems, and the latest regulatory provisions in the e - commerce field, such as the legal norms in live - streaming e - commerce and tax issues in cross - border e - commerce. This helps students accurately grasp the cutting - edge e - commerce law knowledge system and meet the practical needs of industry development. It also focuses on the legal challenges brought about by technological innovation. With continuous breakthroughs in technologies like Internet technology, big data, and artificial intelligence, the e - commerce industry faces numerous legal challenges, such as data privacy protection, the determination of the legal effect of electronic signatures, and the application of blockchain technology in e - commerce business scenarios (Zhang Kun et al., 2023). The E-Commerce Law course closely follows these legal issues and encourages students to think deeply about promoting the stable and healthy development of the e - commerce industry within the legal framework. Since e - commerce transactions are constantly evolving, the E-Commerce Law adapts to the industry's development and addresses legal problems caused by technological innovation.

4) Obvious internationality: E - commerce is a global economic activity, and its relevant legal norms have international characteristics. The course content covers international treaties and related practices, such as the United Nations Convention on Contracts for the International Sale of Goods and the Model Law on Electronic Commerce.

This aims to help students understand international e - commerce legal rules and cultivate their international vision and cross - cultural communication abilities. With the booming development of cross - border e - commerce, legal issues in multinational e - commerce, such as jurisdiction conflicts, applicable law choices, and consumer rights protection, have become more prominent (Yang Yafen & Shijia, 2021). The E-Commerce Law course conducts in - depth research on these issues to enable students to master the basic concepts and practical skills for handling multinational e - commerce legal affairs.

3. Problems in the Current Teaching of E-Commerce Law

3.1 Poor Integration of Course Content with Judicial Practice

The E-Commerce Law course is typically divided into seven parts: the legal systems of electronic contract, electronic signature and authentication, electronic payment, domain name, online copyright protection, consumer rights protection in e - commerce, and e - commerce regulation. The case - setting in this structure is usually limited by the content framework, mainly related to the current teaching laws and regulations. However, e - commerce judicial practice problems often span multiple legal fields and are comprehensive. Students often struggle with such problems, lacking the ability to make comprehensive judgments and solve them. Therefore, the course content needs to be re - integrated to highlight practical issues.

3.2 Overemphasis on Knowledge Indoctrination and Neglect of Ability Training

In the previous teaching of E-Commerce Law, due to the complexity of the course content and knowledge points, most teachers focused on teaching laws and regulations. As a result, the classroom teaching mainly adopted indoctrination and cramming methods, paying little attention to cultivating students' independent learning and thinking abilities. In the long run, students tend to develop a rote - learning, passive - acceptance, and fixed - thinking learning pattern. When faced with new situations or problems, they are often at a loss and do not know how to solve them or learn independently. As the saying goes, "It is better to teach people to fish than to give them fish." In the current era of rapid information technology development, knowledge can be acquired through multiple channels. While knowledge teaching is necessary, the practical application of knowledge is the core of teaching. In a comprehensive and practical course like E-Commerce Law, it is crucial to cultivate students' independent thinking, problem - solving - centered knowledge integration, and practical operation abilities. To achieve this, the traditional cramming teaching method needs to be changed. When dealing with practical problems, a decentralized and open thinking mode and learning path are more important than a layer - by - layer learning method following the discipline system. This is the basis for the teaching reform of the E-Commerce Law course.

4. The Practice of Situational Teaching in the E-Commerce Law Course

4.1 Restructuring of Teaching Content

Currently, the content arrangement of most textbooks for the E-Commerce Law course follows the order of the seven main parts, and the teaching cases are usually restricted by the chapter content and taught knowledge. This lack of comprehensiveness detaches the teaching from e - commerce judicial practice, making it difficult for students to develop the ability to comprehensively analyze and solve practical problems.

For the E-Commerce Law course reconstructed with learning scenarios, the first step is to break free from the chapter constraints. Instead of splitting cases based on laws and regulations and knowledge points, we should take the learning scenarios constructed from actual cases as the core, reorganize knowledge points, and establish a new thinking mode for students to search for relevant information and master necessary knowledge to solve problems.

Traditional teaching unfolds step - by - step according to the chapter order of e - commerce law, first expounding on subject registration, then platform responsibilities, and then consumer rights. In contrast, under the situational teaching mode, it is more vivid and intuitive to reconstruct the teaching content system by taking a specific e - commerce enterprise as an example. For instance, take a physical store named "Green Garden Fruits and Vegetables" that decides to open an online store to increase its operating income. The following shows how to integrate the relevant e - commerce law knowledge into the classroom through situational teaching:

(1) Store opening preparation stage

Integrate subject registration and taxation knowledge. Explain how "Green Garden Fruits and Vegetables" should choose an appropriate type of industrial and commercial registration (such as individual industrial and commercial households or limited liability companies) according to its scale and business model (individual operation, partnership, or corporate form) when starting an online business. Detail the required registration materials (such as ID cards, articles of association, and proof of business premises) and the corresponding tax obligations after registration (such as value - added tax and income tax). For example, if it operates as an individual industrial and commercial household,

it may be eligible for a simplified value - added tax collection policy, and personal income tax is calculated based on business income. Also, emphasize the legal risks of non - compliance, such as being fined by the market supervision department.

(2) Platform entry and operation stage

Platform selection and entry: Analyze the characteristics, rules, and entry requirements of different e - commerce platforms. Taking "Green Garden Fruits and Vegetables" choosing to enter a large fresh e - commerce platform as an example, explain the platform's merchant qualification review process and standards, including the review of business licenses and food business licenses (since selling fruits and vegetables involves the food industry), and the rationality and legality of platform - charged fees (such as deposits and commissions).

Product listing and promotion: Combine the regulations on product information display and advertising promotion in the Advertising Law and E-Commerce Law. When "Green Garden Fruits and Vegetables" lists products on the platform, it must truthfully fill in details like the origin, variety, picking time, and preservation method of fruits and vegetables and avoid false and exaggerated promotion. For example, it cannot claim that ordinary fruits have special medicinal effects. Also, when using promotional materials such as pictures and videos, it should avoid intellectual property infringement. Using others' pictures of fruits and vegetables requires authorization; otherwise, it may face infringement lawsuits and platform penalties.

Transaction management: Focus on the conclusion and performance of electronic contracts. When a customer places an order for "Green Garden Fruits and Vegetables" products on the platform, the two parties conclude an electronic contract through click - confirmation. Explain the establishment time of the electronic contract (such as when the order is successfully submitted and the merchant confirms it), the effective conditions (usually effective upon establishment, but special conditions can be agreed), and the rights and obligations of both parties during contract performance. For example, the merchant should deliver goods on time, at the agreed place, and in the agreed manner, and ensure the quality of fruits and vegetables matches the description; the customer should pay on time. In case of a breach of contract, such as the merchant's delayed delivery or the customer's unjustified rejection, explain the liability for breach of contract (such as paying liquidated damages and compensating for losses) according to e - commerce law and relevant laws.

(3) After-sales service stage

Consumer rights protection: When a customer finds that the fruits and vegetables are damaged, deteriorated, or do not match the description, explain how "Green Garden Fruits and Vegetables" should handle it according to the E-Commerce Law. The customer has the right to return and exchange goods and claim compensation. For example, if there is a quality problem, the customer can request a return and refund within the specified time, and the merchant should cooperate unconditionally and bear the return freight. If the customer suffers physical discomfort from eating the fruits and vegetables, the merchant may need to bear the corresponding medical expense compensation liability. Also, emphasize the platform's coordinating and supervisory role in protecting consumer rights. If the platform fails to fulfill its responsibilities, it may bear joint and several liability.

Data and privacy protection: During the after - sales service process, "Green Garden Fruits and Vegetables" collects customers' purchase information, feedback, and possible personal information (such as delivery addresses and contact information). Explain how to legally and securely store and use this data, such as using encryption technology and using the data only for service improvement and marketing promotion within the scope of customers' consent. In case of a data leakage, it should promptly notify customers and relevant regulatory departments and take remedial measures; otherwise, it will face serious legal consequences.

By reorganizing the teaching content with the e - commerce operation process as the main line, students can systematically understand the application of e - commerce law in various links in a simulated real - life situation, improving their practical problem - solving ability instead of learning e - commerce law knowledge points in isolation. The E-Commerce Law course reconstructed with learning scenarios is essentially a project - driven and action - oriented course. The key to content reconstruction is to create a learning scenario that reflects e - commerce judicial practice. In this scenario, the teaching materials become a knowledge reference manual, and teachers should guide students to search for relevant knowledge points.

4.2 Planning and Arrangement of Classroom Teaching

In the E-Commerce Law course using the situational teaching mode, each learning scenario is regarded as a basic module, and students' learning goal is to solve the problems set in each scenario. The classroom teaching process is as follows:

In the first step, the teacher explains in detail the tasks, problems, and expected goals in the learning scenario.

In the second step, the teacher elaborates on the key knowledge points needed to solve the problem and the ways to explore this knowledge. The teacher can explain the key knowledge in - depth, while students are required to explore and digest the secondary knowledge independently.

In the third step, after receiving the teacher's guidance, students use in - class or after - school time to study, search for relevant knowledge and cases, and independently solve the problems in the learning scenario to complete the tasks.

In the fourth step, students submit their learning reports or assignments to the teacher. They can conduct group communication in class, or the teacher can select representative students' work for everyone to discuss and explore problems.

In the fifth step, the teacher comments on and corrects the mistakes and presents the teacher's own completed task report.

In the sixth step, students review the learning scenario and self - correct their misunderstandings.
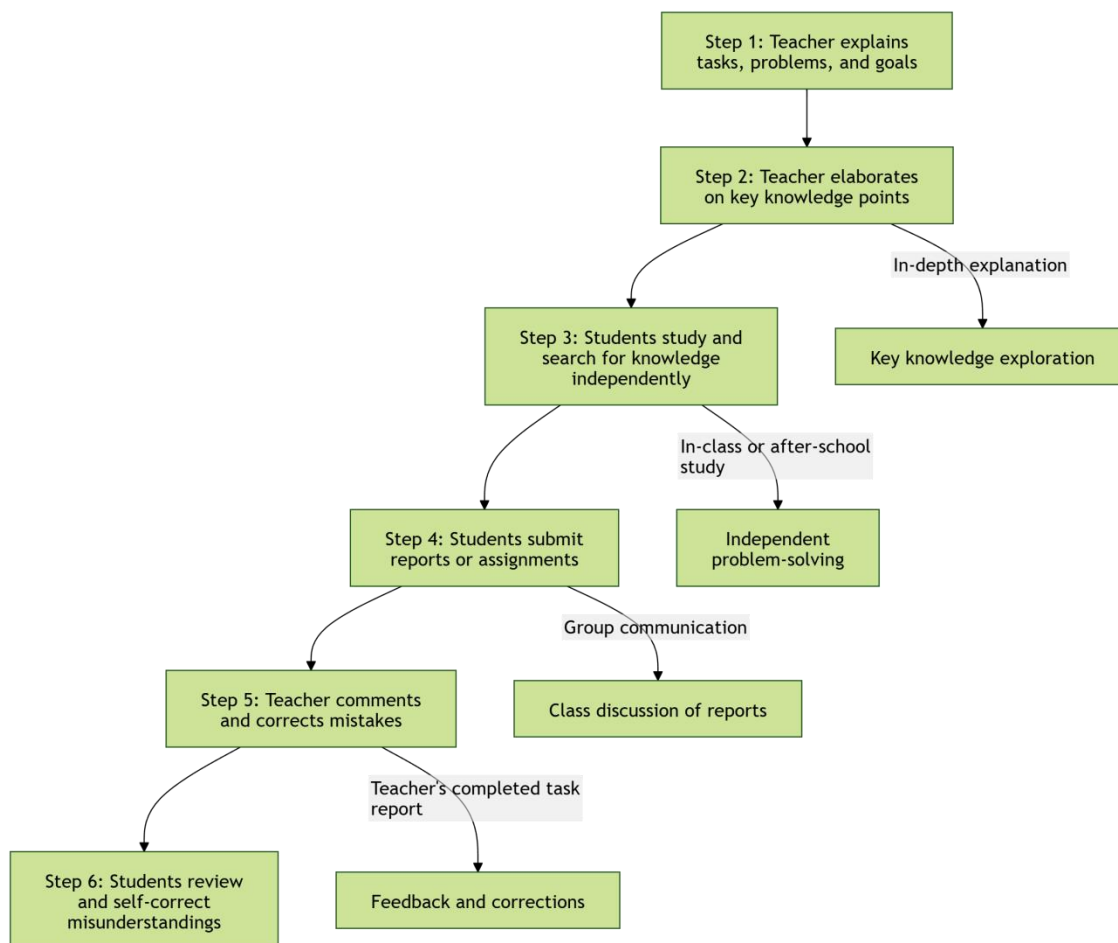
When setting learning scenarios, it is necessary to follow the principle of starting from simple to complex and from small - scale to large - scale problems. Here is an example of teaching scenario setting for the E-Commerce Law course:

Scenario One: Amateur Online Store Attempt: Li Lei, a college student, loves making pet accessories in his spare time and opens a small store on a social platform to sell his works. A classmate places an order for a pet collar, and Li Lei is about to ship it. This scenario involves basic e - commerce law knowledge points. First, the subject registration issue. Guide students to discuss whether Li Lei, with his small - scale and non - commercial - dominated operation, needs to go through industrial and commercial registration based on the definition of individual sporadic small - amount transactions in the E-Commerce Law and consider the impact of registration or non - registration on his future business expansion. Second, the transaction contract issue. Discuss whether the oral agreement between Li Lei and his classmate constitutes a valid electronic contract, its establishment and effectiveness conditions. If Li Lei fails to make and ship the product on time due to insufficient materials, whether it constitutes a breach of contract and what liability he needs to bear, enabling students to initially understand the contract relationship in e - commerce transactions.

Scenario Two: Starting on a Platform E - Commerce: As the number of orders increases, Li Lei decides to enter a professional e - commerce platform. The platform requires him to provide business license and other qualification certificates and reviews the product pictures and descriptions he uploads. After entering the platform, a customer reports that the received accessory has flaws and requests a return or exchange. At this stage, the teaching focus shifts to platform - related regulations. For example, the scope of the platform's responsibility for merchant qualification review. If the platform fails to conduct strict review and allows false merchants to enter, what legal consequences it should bear. In terms of consumer rights protection, teach students how Li Lei should handle the customer's return or exchange request according to the E-Commerce Law, including the process, costs, and possible complaint - handling mechanism, so that students can understand the rights and obligations relationship among the platform, merchants, and consumers in actual operations.

Scenario Three: E - Commerce Business Expansion: Li Lei's store is booming. He registers a company, starts mass production, and cooperates with suppliers. He plans to launch a "buy two get one free" promotion activity and sign a long - term cooperation agreement with a logistics company. This scenario involves more complex legal issues. In the promotion activity, discuss the risk of price fraud, how to ensure compliance with the E-Commerce Law and the Price Law, and avoid misleading consumers (Zhou Chen et al., 2024). The cooperation with suppliers involves contract conclusion and performance, such as the legality and rigor of clauses on product quality standards, delivery deadlines, and liability for breach of contract. In the logistics link, clarify the responsibility definition and compensation mechanism for goods damage or loss during transportation, enabling students to deeply study the legal key points and risk prevention in multiple e - commerce business links.

In the initial phase of implementing this teaching mode, students are bound to experience a certain level of discomfort. This is mainly because of the long - standing cramming teaching method they've been exposed to, which has suppressed their self - learning and active - learning awareness. As a result, at the onset of the practice, teachers should design relatively straightforward learning scenarios and tasks that students can manage to complete on their own. This approach helps foster students' enthusiasm for learning, a sense of achievement, and self - confidence.

Once students' enthusiasm is fully ignited, teachers can gradually raise the difficulty level and expand the scope of the learning tasks within the scenarios. This encourages students to broaden their thinking and conduct more in - depth information searches. Consequently, it comprehensively enhances and fortifies their comprehensive application abilities.

4.3 The Positioning and Role of Teachers

In the project - oriented situational teaching model, the role of teachers differs significantly from that in traditional teaching. At the start of each scenario - based learning session, teachers act as guides and leaders. They not only need to explain key knowledge points but also elaborate on case content. This initial guidance sets the foundation for students' understanding of the learning scenario.

As the learning process unfolds, students take center stage. They become the main actors in the learning journey, independently seeking relevant information to address the various problems and tasks within the learning situation. During this time, teachers shift into the role of mentors. They are available for students to consult, offering advice and support when needed, but allowing students the freedom to explore and learn on their own terms.

Once students have completed the situational tasks and submitted their assignments, teachers resume the role of leaders and evaluators. However, it's crucial that teachers approach the task of commenting and summarizing in a non - dogmatic way. Instead of adhering to the idea of a single correct answer, teachers should make it clear to students that the steps, conclusions, or insights they present are merely examples for reference. Students are encouraged to use these examples as a starting point, make adjustments based on their own understanding, and are fully entitled to retain their unique perspectives (Zhang Zheng, 2024).

Throughout the situational teaching process, teachers should employ a diverse range of teaching methods and tools. By doing so, they can effectively support students' learning activities and fully inspire their enthusiasm and motivation for learning, creating a dynamic and engaging learning environment.

4.4 Innovation of Teaching Materials

When adopting the situational teaching model, e - commerce course materials differ notably from traditional ones. These differences stem from variations in teaching concepts and classroom organization. Each learning scenario typically encompasses the problem's background, tasks or subtasks, detailed explanations of task objectives, relevant knowledge points, descriptions of the teaching process, the teaching environment, teaching requirements, and proposed learning methods (Dnamika Sexbingh, 2022).

Regarding lecture scripts, they are tailored to each learning scenario. They usually include an explanation of the

situational task's background, clear statements of learning objectives, in - depth explanations of knowledge points, and records of common problems that arise during students' independent learning, along with their solutions.

At the curriculum standards (course syllabus) level, it's essential to design learning scenarios that can meet the goal of segmented ability development, based on well - defined curriculum competency guidelines. Establishing a clear correspondence between learning scenarios and knowledge points ensures comprehensive coverage of the latter. By leveraging situational tasks, educators can plan and arrange the recombination of knowledge points, thus achieving the teaching objective of enabling students to apply what they've learned.

In addition, other commonly used teaching materials in this context include learning scenario design plans, unit evaluation forms, teaching activity task lists, record forms, and student extracurricular activities record booklets. These materials play a crucial role in facilitating the implementation of the situational teaching model, providing teachers with a structured approach to teaching and students with clear guidance for learning.

4.5 Innovative Course Assessment Form

When implementing course assessment under the situational teaching model, it is crucial to focus on testing and evaluating the learning effectiveness of daily teaching units. This principle applies equally to E - Commerce Law courses. The specific assessment process is as follows:

For each learning scenario unit, teachers collect students' homework or task reports to record their grades. In addition to teacher - based evaluations, performance assessment also incorporates student self - evaluation and peer - to - peer evaluation. These different evaluation methods are weighted appropriately to make a comprehensive determination of students' performance.

At the end of the semester, the grades from each unit are aggregated and calculated. These unit grades are then incorporated into the category of regular grades. The overall course evaluation is determined by taking into account the unit grades, students' attendance records, and their performance on the final exam paper. This multi - faceted approach to assessment provides a more comprehensive and accurate reflection of students' learning achievements and abilities throughout the course.

5. Conclusion

Within the framework of the traditional teaching model, students' learning activities predominantly revolve around teachers' lectures. As a result, the learning process is marked by a high degree of passivity. In contrast, situational teaching is a student - centric approach that emphasizes students' active exploration mindset and inquisitive spirit.

During the initial phase of implementing situational teaching, students may experience discomfort. Their level of active participation may be low, and they might exhibit varying degrees of psychological resistance. To address this, teachers should, on one hand, thoroughly explain their teaching plans and concepts to students. This helps students gradually understand and embrace the shift in teaching ideas and methods.

On the other hand, when planning and designing situational tasks, it is essential to fully consider students' capacity for acceptance and comprehension. Employing a strategy that progresses from simple to complex, incorporating engaging elements into the tasks, and leveraging cutting - edge multimedia technology can effectively enhance students' participation and enthusiasm. This way, students can better adapt to the situational teaching mode and actively engage in the learning process.

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Data sharing statement

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