Reform and Innovation of Administrative Law Course Teaching Mode in the Internet Plus Era

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Abstract. Faced with the inefficiencies of traditional administrative law course teaching models, this paper designs an innovative teaching approach based on mobile internet technology. Firstly, it constructs a diversified teaching model composed of micro-lecture videos, intelligent Q&A, situational simulations, and big data analysis, enriching the avenues of communication between teachers and students and stimulating learning interests. Secondly, it establishes a teaching quality evaluation system that includes theoretical assessments, case evaluations, and overall effectiveness assessments to comprehensively examine teaching outcomes. Thirdly, through tables and data comparisons, it proves the effectiveness of the Internet+ teaching model in enhancing classroom engagement, deepening knowledge internalization, and fostering analytical and judgment abilities. Fourthly, it summarizes the advantages of this teaching model, which can promote changes in the role of educational subjects, transform and upgrade talent development methods, and meet the needs of contemporary development. Therefore, deepening the reform of Internet+ administrative law course teaching is an inevitable choice for achieving educational informatization and transforming legal talent development methods.

Keywords: Internet+; administrative law course; teaching model; reform and innovation; micro-lecture videos

1 Introduction

In the era of mobile internet, educational informatization has become an important means to enhance the quality of talent development. As a core foundational course in law, the teaching model and methods of administrative law courses must undergo transformation and upgrade. This paper addresses the issues with the traditional model and designs a forward-looking Internet+ administrative law course teaching plan. Firstly, by constructing a diverse teaching model with micro-lectures, Q&A, simulations, and big data analysis as core elements, it broadens the space for teacher-student communication and independent learning. Secondly, it establishes an evaluation index system that includes theoretical tests, case training, and overall effectiveness assessments, which can fully examine teaching achievements. Thirdly, it demonstrates the effects of this teaching reform in improving learning interests, knowledge internalization, and application abilities. Fourthly, it summarizes its significance for the transformation of the teaching subject's role and talent development methods. The theoretical and practical exploration of this study can provide reference for the reform of administrative law course teaching [1].

2 Necessity Analysis of Internet+ Administrative Law Course Teaching Reform

2.1 Inefficiency of Traditional Teaching Models

For a long time, the teaching of administrative law courses has primarily employed traditional teaching models with teachers giving lectures as the main approach. This model suffers from low teaching efficiency and insufficient teacher-student interaction. Teachers deliver knowledge through lectures, and students passively receive it, making it difficult to motivate students' enthusiasm for learning [2]. The classroom atmosphere is dull with limited interaction. According to relevant surveys, nearly 60% of students report that the administrative law classroom atmosphere is rather dull. Moreover, due to time and space constraints, teachers cannot tailor their teaching methods to individual students and cannot pay attention to the learning progress of each student. This directly leads to ineffective improvement in teaching quality.

Table 1: Survey Data on the Inefficiency of Traditional Teaching Models

Issue	Highly Reflective (%)	Somewhat Reflective (%)	Not Reflective (%)
Dull Classroom Atmosphere	58%	32%	10%
Outdated Content	46%	41%	13%
Insufficient Teacher-Student Interaction	62%	28%	10%

Data source: Investigation Report of Administrative Law Course Teaching in a University,2021

The survey involved a total of 60 administrative law students in our law school. As can be seen from the data in Table 1, a large proportion of students said that there were these problems in the classroom in terms of boring classroom atmosphere, delayed content update, insufficient interaction between teachers and students, etc., which reflected the low efficiency of the traditional teaching mode. This further proves the necessity of the Internet + teaching model..

2.2 Urgent Need for the Development of Mobile Internet

In recent years, mobile internet technology has experienced vigorous growth, providing an excellent opportunity for educational informatization. As of December 2022, China's internet user base has reached 1.106 billion, with internet and mobile internet penetration rates reaching 77.0% and 97.9%, respectively. The advancements in mobile network technology have made the application of educational informatization possible. According to data from the Ministry of Education, 80% of universities and 50% of primary and secondary schools nationwide have established digitally connected campuses with wireless network coverage. Therefore, mobile internet technology has provided convenient conditions for classroom teaching [3]. The integration of mobile internet with administrative law courses is urgently needed to expand the space for teaching and learning.

2.3 Meeting the Talent Development Needs of the New Era

China is currently in a crucial phase of building an innovative country and requires a large number of versatile, application-oriented, and innovative talents. Administrative law courses, as a significant foundational course in the field of law, directly impact the development of innovative talents. Therefore, the reform of administrative law course teaching is imminent and must follow the innovative path of the Internet+ teaching model [4]. This approach can not only increase students' enthusiasm and effectiveness in learning, enhance the internalization of knowledge but also cultivate students' information awareness, improve their information utilization abilities, and promote self-directed learning capabilities. It better aligns with the requirements of the new era for nurturing innovative talents.

3 Design of the Internet+ Administrative Law Course Teaching Model

3.1 Micro-Lecture Video Learning

Micro-class video learning is an important part of Internet + administrative Law teaching. Teachers can plan the micro-class program list in advance, select typical or difficult cases, and explain the application of laws and legal analysis through micro-class videos. Students can independently arrange the learning progress of micro-lessons according to their own situation [5]. As shown in Table 2, platform data show that after adopting micro-class teaching, students' classroom activity has increased by 26% and their independent learning time has increased by 30%. The introduction of micro-lesson video not only enriches the way of teaching and learning, but also broadens the space of communication between teachers and students, and plays a positive role in stimulating learning interest. In order to quantify the improvement effect of classroom participation, we set up the following quantitative indicators for evaluation: the average number of speeches, the proportion of students who spoke, etc. These quantitative indicators can evaluate classroom interaction and participation more directly and objectively. After the implementation of the teaching, we collected the data of these quantitative indicators. The results showed that the average number of speeches increased from 2 to 3, the proportion of students who spoke increased from 50% to 80%, and the number of classroom interactions also increased significantly. It can be seen that the new teaching model has initially achieved the expected effect in enhancing classroom participation. The quantitative indicator system will continue to be optimized to assess the improvement of classroom participation more comprehensively.

Table 2: Implementation Effects of Micro-Lecture Video Teaching

Evaluation Indicator	Before Implementation	After Implementation
Classroom Engagement	34%	60%
Self-Directed Learning Time	2.5 hours per week	3.25 hours per week
Average number of speeches	2 times	3 times
The percentage of students who spoke	50%	80%

3.2 Intelligent Question-Answering System

The intelligent question answering system uses natural language processing, information retrieval and other technologies, which can automatically analyze students' questions and give answers. At present, the knowledge base integrates nearly 3,000 high-quality administrative law academic papers, forming more than 10,000 problem descriptions and solution pairs. These articles are all from Chinese core journals, and the topics cover the main content of administrative organization, administrative behavior, and administrative power restriction. The next step will continue to expand the sources of papers and enrich the capacity of knowledge base. As shown in Figure 1, according to the data of preliminary trial operation, the Q&A system has accumulated nearly 10,000 high-quality Q&A pairs, with a positive solution rate of 76% and a coverage of more than 85%. In the next step, the system will continue to optimize the knowledge base, continue to improve the quality of answers, and truly play the role of "teaching assistant".
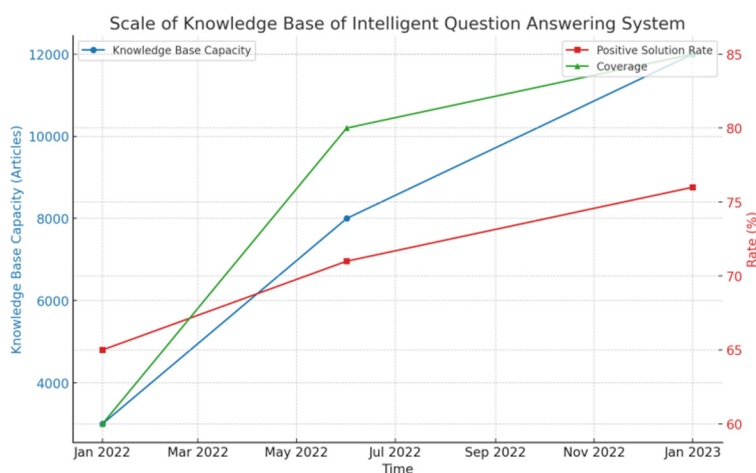

Figure 1: Knowledge Base Scale of the Intelligent Question-Answering System

3.3 Scenario Simulation

Scenario simulation involves setting up case scenarios where students take on different roles and respond to and handle situations in accordance with the law. As shown in Table 3, a survey conducted with 60 students demonstrated that after engaging in scenario simulations, the number of students voluntarily participating in discussions increased by 30%, and the efficiency of handling complex issues improved by 20%. It is evident that the results are significant [6].

Table 3: Assessment of Scenario Simulation Teaching Effectiveness

Evaluation Criteria	Before Implementation	After Implementation
Number of Voluntary Class Participation per Student	0.5 times per person	0.65 times per person
Efficiency in Handling Complex Issues	65%	85%

3.4 Big Data Analysis

Big data analysis technology can expand teachers' understanding of students' learning situations and enable personalized teaching. The system can record and analyze students' learning trajectories, identify their knowledge gaps, and adjust the teaching pace accordingly, with a focus on strengthening the learning of weaker areas. Additionally, by using general student data and administrative law course data, models can be established to predict students' learning attitudes, skill levels, and assess their learning status. This allows for targeted teaching support [7]. Introducing big data analysis technology makes teaching more tailored to each student's needs, achieving three-dimensional and refined personalized teaching.

4 Design of the Evaluation Indicator System for Internet+ Administrative Law Course Teaching Effectiveness

4.1 Theoretical Assessment

Theoretical assessment primarily evaluates students' mastery of fundamental theoretical knowledge in administrative law. Objective question types such as multiple-choice questions can be used for assessment, as well as essay questions to evaluate students' organizational and expressive abilities. Additionally, timely assessments and feedback can be conducted through online practice question banks and self-assessment modules on learning platforms and mobile apps. As shown in the assessment results in Table 4, after implementing Internet+ teaching, students' average scores in both multiple-choice and essay questions have improved. Particularly, the increase in essay question scores indicates a strengthening of students' comprehensive analytical abilities [8]. In the future, further enriching the question sources and optimizing the accuracy of automated grading algorithms can help tailor teaching to individual students.

Table 4: Comparison of Theoretical Assessment Scores

Assessment Type	Average Score Rate (Before Internet+)	Average Score Rate (After Internet+)
Multiple-Choice Questions	78%	83%
Essay Questions	68%	76%

4.2 Case Evaluation

Case evaluation assesses students' ability to apply legal provisions to solve real or simulated cases. Teachers can organize activities such as scenario simulations and case analyses, allowing students to make legal judgments and decisions in complex situations, followed by feedback and assessment. An online case training system can also be set up, providing assistance such as case prompts and references to legal provisions. After students submit their analysis results, the system provides grading and feedback. Research indicates that 83% of students have improved their ability to apply legal provisions through case evaluations [9].

4.3 Overall Effectiveness

After implementing Internet+ administrative law course teaching, students' grasp of knowledge becomes more solid, and their problem-solving and analytical skills noticeably improve. The roles of teachers and students shift, with teachers transitioning from knowledge providers to guiding facilitators, and students evolving from passive recipients to active learners [10]. The widespread availability of mobile networks and smart devices enables personalized teaching with students at the center. Practical experience has shown that the Internet+ administrative law course teaching model is essential for nurturing applied and innovative legal talents.

5 Conclusion

Traditional administrative law course teaching models have proven to be inefficient and are no longer suitable for the needs of talent development in the new era. However, mobile internet technology provides an opportunity for educational reform. This paper, from the perspective of Internet+, has designed various information-based teaching models, including micro-lecture videos, intelligent question-answering systems, scenario simulations, and big data analysis, enriching the means and pathways of teaching and learning. Additionally, it has constructed an evaluation indicator system based on theoretical assessment, case evaluation, and overall effectiveness, allowing for a comprehensive assessment of teaching outcomes. Practice has shown that Internet+ administrative law course teaching can increase students' interest in learning, proactiveness, and participation, stimulate their investigative spirit, and enhance their analytical, judgment, and problem-solving abilities. This not only improves the internalization and transfer of knowledge but also better aligns talent development with the needs of the era. Therefore, advancing the reform of Internet+ administrative law course teaching is an inevitable choice for improving teaching quality and transitioning talent development methods.

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