The Practice of Online and Offline Hybrid Teaching Mode in the Demonstration Course of Commercial Law

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Abstract: This paper explores innovative practices in blended teaching models for commercial law education, analyzing the transformation trends and practical challenges in contemporary legal studies. The complex knowledge framework of commercial law demands students to develop robust legal reasoning skills through case-based learning, yet traditional one-way instruction struggles to meet modern educational demands. Blended pedagogy overcomes spatial-temporal constraints by integrating online and offline teaching ecosystems, fostering student engagement. Teaching evidence demonstrates that this approach significantly enhances professional competencies, bridges abstract legal principles with real-world business scenarios, and establishes a new pathway for cultivating interdisciplinary talents in legal and commercial fields.

Keywords: commercial law, blended teaching, case teaching, digital resources

1. Foreword

As a practice-oriented legal discipline, the effectiveness of commercial law education directly impacts students' future career development. With the rapid advancement of information technology and continuous updates in educational philosophies, traditional lecture-based teaching models can no longer meet the intrinsic demands of commercial law education. The extensive knowledge system and intricate details of commercial law require students to develop strong legal reasoning skills and practical operational capabilities through case analysis. Against this backdrop, blended learning has emerged as an innovative approach that transcends time and space constraints while integrating diverse educational resources, offering fresh perspectives for commercial law instruction. Teaching practices demonstrate that blended pedagogy effectively enhances student engagement, fosters teacher-student interactions and peer collaboration, and transforms abstract legal concepts into concrete problem-solving scenarios. The application of digital teaching tools enables instructors to better monitor student progress and adjust instructional strategies in real-time. As a pioneering field in educational reform, model courses in commercial law should actively explore implementation pathways and methodological approaches for blended learning, building a new teaching ecosystem that aligns with disciplinary characteristics to cultivate legal professionals with solid theoretical foundations and practical competencies.

2. Transformation of commercial law course under the background of teaching philosophy innovation

The transformation of contemporary commercial law courses is being driven by dual forces: evolving educational ecosystems and shifting talent cultivation demands. As a pivotal discipline bridging theory and practice, commercial law is transitioning from traditional knowledge transmission to competency-oriented pedagogy. Educators are redefining curricula to cultivate students' case analysis skills and legal reasoning abilities while building upon their grasp of legal norms. Teaching spaces now transcend conventional classrooms through integrated physical and virtual learning environments, where digital resources and case repositories provide abundant learning materials, while mock trials and corporate internships create platforms for practical application. The value of modern commercial law education lies in bridging legal theory with business realities. Through participatory learning, students evolve from passive recipients to active knowledge architects, while educators transform into facilitators and resource integrators. Evaluation standards have also shifted from isolated assessments to comprehensive competency evaluations [1].

3. Teaching difficulties under the characteristics of commercial law course

As an interdisciplinary field, commercial law presents unique pedagogical challenges. The abstract nature of legal principles creates a cognitive gap between theoretical concepts and practical implementation. Students often grasp corporate charters and negotiable instrument transactions superficially, struggling to comprehend their operational logic in business contexts. Law students generally lack commercial expertise and limited understanding of market mechanisms, leading to case analyses that focus narrowly on legal provisions while overlooking commercial substance. Classroom instruction frequently results in fragmented knowledge retention, failing to integrate scattered information into coherent frameworks. Effective case analysis demands multidimensional perspectives—from stakeholder interest dynamics and transactional structure design to risk management systems—capabilities that traditional teaching models often fail to cultivate. Educators must continuously update their knowledge base to address rapidly evolving commercial legislation and judicial practices, maintaining dynamic equilibrium between academic content and contemporary developments.

4. Practical exploration of model courses in commercial law

4.1 Digital resources integration and optimization teaching platform

As the foundational infrastructure for blended business law education, the Digital Resource Integration and Optimization Teaching Platform should follow the development path of "resource aggregation, platform integration, and application innovation". The platform's construction must adhere to systematic and open principles, systematically categorizing and structuring fragmented digital resources to establish a business law knowledge graph and case resource system. High-quality digital repositories encompass diverse content including legal texts, judicial precedents, simulated scenarios, and expert analyses, complementing traditional textbooks. The platform's functional design supports core teaching components such as resource recommendation systems, interactive communication, assignment evaluation, and learning analytics, achieving full-process digital empowerment for business law education and providing an intelligent support environment [2].

For instance, universities can establish a "three-tier, four-module" digital resource system for commercial law. The foundational tier includes a legal text repository that semantically annotates and indexes commercial regulations such as Company Law, Securities Law, and Negotiable Instruments Law. When students search for relevant legal provisions on the platform, the system automatically displays related judicial interpretations and supporting regulations to help them understand the internal logic of the legal framework. The application tier features a commercial law case repository, carefully curated with typical cases accompanied by full court judgments, analysis cards of disputed issues, and expert commentary videos. This allows students to grasp case contexts from multiple perspectives during pre-class preparation. The extension tier integrates practical commercial resources, including model articles of association, financing agreement templates, and due diligence reports, bridging the gap between theoretical learning and real-world application. The platform's functional modules consist of four key sections: knowledge acquisition, case discussion, practical training, and

evaluation feedback. The knowledge module combines micro-lectures, visual explanations, and interactive exercises, enabling flexible pacing according to individual learning rhythms. The case discussion module creates online forums where teachers assign analysis tasks, students submit perspectives for peer review, and the system automatically generates heat maps to visually display focal points of disputes. The practical training module provides a virtual commercial environment where students simulate legal operations like company establishment and equity transfers, with the system tracking their workflow and offering real-time guidance. The evaluation module incorporates multi-dimensional assessment tools, allowing teachers to identify learning bottlenecks through data dashboards and adjust teaching strategies accordingly. The digital platform adopts a "professional team + faculty-student collaborative" model. Through collaboration between the Law School and the Information Technology Department, the legal database and case repository are regularly updated to ensure teaching content remains synchronized with legislative and judicial practices. Faculty members can propose optimization suggestions for platform features based on practical teaching experience. Selected high-quality student assignments and discussion outcomes are incorporated into the resource repository, creating a virtuous cycle of resource enhancement.

4.2 Case practice oriented to develop professional competence

The case-based approach to commercial law education is guided by the core philosophy of "integrating theory with practice and prioritizing competency development." This methodology emphasizes extracting teaching materials from authentic commercial disputes, restructuring instructional processes, and moving beyond the traditional linear model of "theory first, practice later" to establish a dual-spiral progression of theoretical and practical knowledge. The curriculum design focuses on cultivating core legal competencies, including legal research, case analysis, legal writing, and courtroom debate skills. In implementation, instructors integrate case studies, simulation exercises, and digital technologies to create realistic learning environments. The evaluation system has shifted toward process-oriented and diversified approaches, emphasizing students' practical problem-solving abilities [3].

The "Corporate Shareholder Right to Information Case" teaching model at Hunan University Law School embodies the essence of practical case-oriented education. This innovative approach selects authentic commercial cases publicly disclosed by the Shanghai High People's Court to establish a comprehensive pedagogical framework. The curriculum combines online and offline components: Online sessions allow students to access case materials through smart teaching platforms, analyze factual details, and identify key disputes. Students then form teams to role-play plaintiff, defendant, and arbitration tribunal representatives. Instructors guide collaborative legal arguments on "the boundaries of shareholder rights" through online discussions, while students jointly draft preliminary legal opinions. Offline sessions transition to simulated arbitration proceedings where students dress formally in law school training rooms to conduct court activities following arbitration rules, including opening statements, evidence exchange, legal debates, and final rulings. Throughout this process, instructors strategically integrate corporate governance principles and shareholder rights protection theories, achieving seamless integration of knowledge transmission and skill development. This model uniquely bridges legal theory and practice. Through case analysis, students naturally develop profound understanding of corporate law fundamentals, effectively avoiding the disconnect between conceptual memorization and practical application. Professional competency cultivation runs throughout the program: students refine legal language expression in documentation writing, enhance oral communication and crisis management skills through courtroom simulations, and improve legal reasoning in arbitration decision drafting. Fudan University Law School introduces a dual-mentor teaching team, inviting law firm partners as practical mentors to provide performance feedback and share frontline experience, further narrowing the gap between academic education and professional demands. The evaluation framework transcends traditional examination limitations by integrating formative and summative assessments. Process indicators such as online engagement and document quality carry greater weight, while final metrics including mock performance and legal

judgments account for a relatively smaller proportion. Furthermore, the implementation of a practical mentorship evaluation system ensures alignment with professional standards. Teaching effectiveness has been remarkable: students' pass rates in the business and economics sections of the Legal Professional Qualification Examination have significantly improved. Several case study reports authored by students were recognized as provincial-level outstanding papers, with top performers being pre-hired as interns at partner law firms. This teaching model essentially creates a closed-loop system for cultivating "learning, thinking, debating, and adjudicating" competencies. Through immersive experiences, students transition from legal learners to aspiring legal professionals, laying a solid foundation for their future careers.

4.3 Multi-dimensional evaluation mechanism to improve teaching quality

The diversified evaluation mechanism serves as a crucial component in the blended teaching quality assurance system for commercial law education. Its development should be grounded in competency-oriented assessment principles, transcending the limitations of traditional summative evaluations. In terms of evaluators, it combines teacher-led assessments with student self-evaluations and peer reviews, while incorporating professional perspectives from industry practitioners when necessary. The evaluation framework should integrate online and offline platforms, combining digital assessment tools with on-site observation records, and blending quantitative analysis with qualitative judgment. A comprehensive evaluation system must establish a closed-loop process for data collection, analysis, interpretation, and feedback improvement, ultimately supporting continuous enhancement of commercial law education quality and achievement of talent cultivation objectives [4].

For instance, universities can establish a "four-dimensional integrated" evaluation system for commercial law to comprehensively assess students' legal literacy. The learning process dimension evaluates student engagement through online platform metrics like video viewing duration, material review frequency, and discussion quality. Real-time classroom feedback systems track comprehension levels, enabling teachers to adjust teaching pace accordingly. The knowledge mastery dimension combines periodic micro-tests with final comprehensive assessments, focusing on conceptual accuracy and rule application skills rather than rote memorization. The case analysis dimension requires students to submit written analyses of typical commercial law cases, with scoring criteria emphasizing factual accuracy, legal reasoning coherence, and logical rigor. The practical operation dimension encourages group-based drafting of commercial documents, simulating scenarios like corporate establishment or equity transactions, with evaluations by practicing lawyers and corporate legal teams. The assessment management platform generates personalized competency dashboards, visually highlighting individual strengths and weaknesses. At semester-end, students submit electronic portfolios containing selected outstanding assignments, learning journals, and growth trajectory analyses, which are showcased during academic exchange sessions. Teachers can develop teaching improvement reports based on multi-dimensional evaluations, identifying instructional gaps and refining course content and teaching strategies. The evaluation system is precisely aligned with the course objectives, and each evaluation activity has a clear standard and feedback mechanism. The evaluation results are not only used for academic assessment, but also transformed into personalized learning guidance programs for students. This promotes the teaching of business law from "teaching" to "learning", and realizes the deep value of evaluation education.

5. Concluding remarks

The blended teaching reform in commercial law aligns with the developmental patterns of legal education in the digital era, integrating the strengths of online and offline instruction to redefine the relationship between knowledge transmission and skill development. Three pillars form the ecosystem of commercial law education: digital resource platforms, case-based practical teaching, and diversified evaluation mechanisms. Teachers transition from lecturers to learning facilitators, while students become active participants and knowledge architects in educational activities. Contemporary commercial law education is advancing toward a new realm of deep integration between theory and

practice, cultivating high-caliber legal professionals with a fusion of legal and business perspectives who can adapt to complex commercial environments. This approach paves new pathways for enhancing the quality of legal education.

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