

Interpreting the Practical Aspects of Contemporary Criminal Law Education Programs



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Abstract: With the continuous progress and development of society, the status and role of criminal law education in the field of law have become more and more important. However, the traditional criminal law education model often favors the teaching of theoretical knowledge and neglects the cultivation of students' practical operation ability, which is unable to meet the students' demand for the practical ability of criminal law. Therefore, it has become an inevitable choice to carry out practical sessions in contemporary criminal law education programs. In this paper, we will discuss the effective strategy of carrying out practical aspects in contemporary criminal law education courses, to provide theoretical support for improving students' practical ability and meeting the social demand for talents in the field of jurisprudence.

Keywords: contemporary; criminal law education program; practical sessions

Introduction

The importance of the practical aspects of contemporary criminal law education courses is becoming more and more prominent. Traditional criminal law education often focuses on theoretical knowledge and lacks practical operation combined with actual cases, which makes it difficult to meet students' needs for practical ability in criminal law. Therefore, it is of great significance to explore the effective strategies of practical aspects of contemporary criminal law education courses to improve students' practical ability and professionalism.

1. Problems in Carrying out Practical Sessions in Contemporary Criminal Law Education Courses

There are some problems in carrying out practical sessions in contemporary criminal law education programs. First of all, the educational content of the practical session is too theoretical. In the current education model, the transmission of criminal law knowledge and practical operation are severed, and students are often only asked to

memorize the laws and cases (Hou, 2020) but lack the opportunity to analyze and discuss real cases. This one-way transmission teaching mode cannot meet students' needs for practical experience, and at the same time limits their in-depth understanding of criminal law theory. Secondly, the organization of practical sessions is not scientific and reasonable enough. At present, some colleges and universities tend to arrange the practical sessions of criminal law education at the end of the semester, resulting in students facing a large number of case analyses and practical tasks within a limited time, which makes it easy for them to be overloaded with information and cope with perfunctory situations. In addition, the practical sessions in some schools are still stuck in the traditional forms such as moot court or statute lectures, which lack pertinence and flexibility (Li, 2020) and cannot cultivate students' independent thinking and problem-solving abilities. Again, the practical sessions are out of touch with legal practice. The practical aspects of criminal law education should be combined with the actual legal practice, but at present there is a problem that the practical

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content is not compatible with the practice. The practical aspects of criminal law education should be combined with the actual legal practice, but at present there is a problem that the practical content is not compatible with the practice. Some practical sessions emphasize too much on the teaching of theoretical knowledge and neglect the development of activities such as actual case analysis, court observation, and moot court. This makes students lack experience and skills in practical operation when they face actual work after graduation. Finally, the evaluation mechanism of practical sessions is not sound. At present, the evaluation of practical sessions in some schools is mainly in the form of examination, which lacks a comprehensive assessment of students' practical ability. This kind of performance-oriented evaluation method makes it easy to make students hold a test-taking mentality, only pursuing superficial knowledge mastery, but neglecting the cultivation of practical application ability.

2. The Significance of Carrying out Practical Aspects in Contemporary Criminal Law Education Courses

2.1. Strengthen the ability of knowledge application

In the field of criminal law, the mastery of theoretical knowledge is only the first step, it is more important to be able to apply the knowledge learned to actual cases and realize the effective transformation of knowledge. Therefore, the development of practical sessions is the key to cultivating students' knowledge application ability. Through practical sessions, students can exercise case analysis and debate ability in real or virtual case situations. The mock court is a very effective way for students to play different roles, such as prosecutors, defense lawyers, judges, etc., to apply the learned criminal law knowledge to specific cases, to understand and apply the criminal law knowledge more deeply, and to improve the ability of practical application of knowledge. In addition, practical sessions can help students develop problem-solving abilities. In the process of dealing with actual cases, students are often faced with complex legal problems and contradictions, which need to be solved by

applying skills such as analysis, reasoning, and argumentation. Through interactive discussions with classmates and guidance from teachers, students can gradually develop the ability to solve problems and improve their ability to cope with complex situations. It is worth noting that practical sessions can also stimulate students' sense of innovation and practical ability. In practice, students often need to face a variety of practical situations and problems need to flexibly apply criminal law knowledge, and may need to make innovative strategies and initiatives according to specific situations. Through practical sessions, students can have the opportunity to give full play to their creativity and innovative thinking (Ma, 2019), propose novel solutions in actual operation, and verify their effectiveness through practice. Such practical sessions can cultivate students' innovative consciousness and practical ability, laying a solid foundation for future practical work in the field of criminal law.

2.2. Enhancing legal thinking ability

Legal thinking is the way of thinking to analyze, reason, and make decisions on problems under the framework of law. For students in the field of criminal law, good legal thinking ability is crucial to the correct understanding and application of criminal law provisions. Practical sessions can help students combine abstract legal concepts with concrete cases so that they can understand the facts of the case and the legal provisions in real or virtual case situations, and apply them to the analysis and judgment of the case so that they can understand the actual meaning of the legal provisions in a deeper way, and cultivate the ability to solve problems by applying legal thinking. Meanwhile, in the practical session, students need to carefully study the facts and evidence of the case, analyze various legal issues, and make corresponding reasoning and argumentation. Through such a process, students can gradually develop the ability to identify the key points of the problem, sort out the logic of the case, and make correct judgments by applying legal knowledge, so that they can better apply legal thinking to solve practical problems. In addition, practical sessions can also exercise students' problem-solving ability and critical thinking. In

practical case analysis, students often encounter a variety of complex legal problems and conflicts that need to be solved through analysis, reasoning, and argumentation. Through interactive discussions with classmates and guidance from teachers, students can gradually develop their problem-solving ability, so that they can better use legal thinking to identify problems and propose reasonable solutions.

2.3. Enhancing students' awareness of the rule of law

Awareness of the rule of law is one of the basic qualities that citizens in modern society should possess. It involves the degree of personal knowledge of, compliance with, and respect for the law, and plays a crucial role in the construction of the rule of law in society and the country. Practical sessions in contemporary criminal law education programs can enable students to experience first-hand the authority and universal applicability of the law. By participating in activities such as simulated case analysis and practical legal operations, students can gain an in-depth understanding of the importance and role of the law in social life. They are personally involved in it, witnessing the implementation process of legal norms and feeling the importance of the law in upholding fairness and justice and safeguarding the rights and interests of citizens. This kind of personal experience can enhance students' sense of identity and respect for the law, and then cultivate their awareness of the rule of law. In addition, practical sessions help to cultivate students' sense of cooperation and the spirit of the rule of law. In practical activities, students usually need to cooperate with their classmates to accomplish tasks and solve problems together. This requires them to collaborate cooperate and abide by the rules and laws. Through such teamwork, students can feel the importance of the rule of law in collective behavior, understand the principles of universal application and fairness of the law, and cultivate the spirit of the rule of law. At the same time, the practical sessions will also emphasize the constraints and norms of the law, requiring students to strictly abide by legal provisions and ethical norms in their activities,

further consolidating their awareness of the rule of law.

3. Effective Strategies for Carrying out Practical Sessions in Contemporary Criminal Law Education Programs

3.1. Carry out situational simulation teaching

Situational simulation teaching is an effective method to improve students' understanding and application of criminal law theoretical knowledge by letting them participate in simulated real-case scenarios, play relevant roles, and conduct interactive discussions. Before implementing this teaching method, teachers need to design case scenarios in a targeted manner. These cases should have a realistic background and be closely related to the content of criminal law teaching. Choosing recent popular criminal cases or creating cases based on students' backgrounds and interests can ensure that the case scenarios are thought-provoking and discussion-provoking (Zhou, 2021) and involve core concepts and principles of criminal law. Meanwhile, clarifying students' roles and tasks is the key to teaching scenario simulation. In the scenario simulation, students can play different roles, such as judges, prosecutors, defense lawyers, defendants, and so on. Each role has corresponding tasks and responsibilities and needs to debate and make decisions according to the facts of the case and the law. By playing different roles, students can better understand the positions and conflicting interests of various parties and develop legal awareness and thinking skills. To help students better play their roles and conduct discussions, teachers should also provide relevant legal documents, judgments, investigation reports, and other materials for students to study and analyze. These materials can guide students to gain an in-depth understanding of the facts of the case and the legal provisions and promote independent learning and independent thinking. In the scenario simulation, students can debate and discuss according to their positions and roles. Teachers can guide students to focus on the key issues of the case in this process, encourage them to think and express their views from different angles and argue and counter-argue with each other. Group

discussions, debates, and other forms can be organized to improve students' critical thinking and oral expression skills (Yu, 2020). Of course, after the implementation of scenario simulation teaching, teachers should timely communicate with students about their gains and experiences, encourage them to put forward questions and opinions, and assess and feedback on student's performance to help them find deficiencies and make improvements, to enable students to obtain better learning experiences and results in scenario simulation.

3.2. Introducing the flipped classroom mode

Introducing the flipped classroom model means realizing students' independent learning and ability improvement through three steps: pre-study, classroom interaction, and consolidation practice. When teachers make teaching plans, they need to clarify the course objectives, teaching contents, and assessment methods, and combine them with learning materials. Learning materials include pre-study materials, video explanations, case studies, etc., which are designed to help students prepare in advance. At the start of the flipped classroom model, students need to do pre-study first. The content of the pre-study can cover literature and videos provided by the teacher, or relevant materials searched by students themselves. The purpose of pre-study is to enable students to have a basic understanding of the relevant knowledge and think about it, to prepare for the subsequent classroom interaction and practice sessions. In the classroom interaction session, the teacher minimizes the original lecture time and devotes most of the time to discussion, debate, and practical activities. At this stage, the teacher can learn from the "paired classroom" teaching model, and maximize the use of class time, according to the student's preparation and their interests to design appropriate interactive sessions (Sun, 2020). These sessions include guiding students to think about cases, moot courts, group discussions, etc. These sessions help to improve students' thinking skills. These sessions help improve students' thinking ability, oral expression ability, and teamwork ability. In the consolidation practice stage, teachers can organize students through group work, individual quizzes, and practical exercises. The purpose of this stage is to let

students consolidate the knowledge they have just learned, and at the same time, they can also carry out a self-assessment of their learning effect.

3.3. Rational use of social resources

In the practical aspects of contemporary criminal law education, making full use of social resources means that schools need to actively seek, explore, and utilize resources in all aspects of society to provide students with richer and more practical educational opportunities. With the development of science and technology, many innovative enterprises, organizations, and associations have emerged in society, which can provide students with a broader practical platform and allow them to practice in more diverse scenarios (Wu, 2021). For example, students can enter enterprises and participate in solving real-life legal problems, as well as carry out activities such as legal counseling in associations, all of which will enable them to get closer to reality and gain a deeper understanding of the actual situation, thus better utilizing their legal thinking and problem-solving abilities. At the same time, various professional organizations and institutions can also provide students with more targeted and professional practical sessions to help them acquire richer professional knowledge and skills, and further enhance their legal thinking and problem-solving abilities. For example, professional organizations can allow students to play the roles of litigants for experiential learning, simulating the actions and words of the parties involved in a case, so that students can better understand the provisions of criminal law and its relevant procedures. In addition, there are many excellent professionals and educators in the community whose experience and knowledge can provide students with more in-depth guidance. For example, schools can invite experts in related fields or people from the business sector to conduct lectures, interactive exchanges, and other activities on campus to help students understand and master strategies and methods for solving practical problems, and thus improve their legal thinking ability.

3.4. Actively organizing group cooperation

The purpose of actively organizing group cooperation is to establish a learning mode of collaborative cooperation, information sharing, and

resource integration. The group collaboration approach can improve students' practical operational ability and their legal thinking ability. In this process, group discussions and collaborative projects provide a platform for students to interact, learn from each other, communicate, share, and work together in teams to solve complex problems. In teams, students brainstorm and conduct in-depth thinking and research on collaborative projects to fully grasp the key elements of each case, such as the background, circumstances, legal application, and implications (Wen, 2019). This not only improves students' learning outcomes but also enhances their self-confidence and enthusiasm for learning, making them more actively involved in criminal law education. Meanwhile, in this process, students need to work as a team to develop criminal law reform proposals, programs, or solutions, which allows each team member to participate in it, think independently, and develop their talents, to complement and assist each other, and to work together to complete the task until the final goal is achieved. In addition, life's legal problems are often complex and require students to think, analyze, and solve them in a variety of ways to deal with them. Therefore, participating in the practical group work program of criminal law education can help students develop the ability to solve real-life problems, which can greatly improve their comprehensive quality and resilience.

Summarize

In summary, effective strategies for the practical aspects of contemporary criminal law education courses include carrying out situational simulation teaching, introducing the flipped classroom model, rationally utilizing social resources, and actively carrying out interactive teaching. These strategies not only help students deepen their understanding of criminal law practice but also cultivate their legal awareness and practical ability. Through the implementation of these practical aspects, students will gain more comprehensive and enriched knowledge and experience in criminal law education, to make more active and meaningful contributions to the future construction of the rule of law and social

development.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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