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Research on the Application of Micro Bullet Screen in Law Case Method

An Zihui*
Manzhouli College, Inner Mongolia University, Inner Mongolia, China
*Corresponding author, e-mail: 99296340@qq.com

Abstract: *The use of micro bullet screen technology in the case method of law in universities is refreshing. It liberates students from the serious and restrained atmosphere of traditional law professors, and improves the current situation of students' low willingness to listen, interact and learn feedback. First of all, the paper defines and introduces the concept and characteristics of micro bullet screen, and then describes the difficulties encountered by traditional case method, as well as the advantages of micro bullet curtain technology in case method. Finally, in order to give full play to the auxiliary role of the micro bullet screen, this paper also puts forward some suggestions for the teachers, such as controlling the rhythm of the use of the micro bullet screen in the classroom, improving their comprehensive quality in many aspects, and accepting the subculture context of young groups.*

Key words: *Micro bullet screen; Case method; Law education*

Micro Bullet Screen in Case Method

"Bullet screen" originated from Japanese "NicoNico" video website. It is a subtitle technology that supports users to realize real-time interaction when watching video. This technology often embeds video player by independent plug-in. Users send comments while watching the video, and synchronously present the video content and comment content based on the video time point (Liu & Zheng, 2015). The screen can give the audience an illusion of "real-time interaction". Although the time when the user sends the bullet screen is different, it will appear at a specific point in the video. Therefore, the bullet screens sent at the same time basically have the same theme. When participating in the comments, they will have the illusion of commenting with other audiences at the same time. With the help of wechat public platform, the micro bullet screen is an interactive software that can be displayed on the screen by sending text at the activity site. The micro bullet screen uses wechat and LAN connection to send comments and appears on the screen at the same time in the form of sliding subtitles (Luo, Huang & Li, 2014).

In recent years, although law education in universities is constantly exploring new educational ideas and trying to carry out curriculum reform, the main task in traditional college classroom is to teach theoretical knowledge. Students lack the opportunity of questioning in the classroom, they are accustomed to passively accepting knowledge, and they lack critical thinking ability. There is also a lack of necessary interaction between teachers and students. Students regard the teacher as authority, the content taught by the teacher as standard explanation, blindly accept information transmission, and lack of interest and curiosity in analyzing problems. College classroom is often lifeless and lacks the fun of thinking collision. The program design of the micro bullet screen overcomes some shortcomings of the original bullet screen technology.

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By using the bullet screen like by the post-90s and post-00s to assist the classroom teaching, students can be better liberated from the serious and restrained traditional classroom atmosphere. Under the proper guidance of teachers, students can immediately express their cognition of theoretical learning through questioning, interaction and learning feedback, and can also brainstorm the teaching content, so that they can spontaneously become the master of the classroom, rather than just passively accept knowledge.

The micro screen technology has the following characteristics: First, subculture context. Subculture context is relative to mainstream culture context. Micro bullet screen technology is the product of network video and network games. The main body of its use is the youth group. In order to meet the needs of personalized self display, this group often uses some popular words on the Internet for instant communication, so as to generate a sense of consensus among small groups. This kind of context is different from the mainstream context, which is interpreted temporarily in the designated context or hidden context, and has no obvious value for the group outside the context.

Second, stream of consciousness. The knowledge accumulation of the system is not needed for the exchange of micro bullet screens. Publishers can express their ideas at any time and express what they think. The content of the barrage is diverse and changeable, the theme is complex, and the communication efficiency is high. The life cycle of each theme is different, showing obvious characteristics of consciousness flow.

Third, low constraint. It has a high degree of freedom to express opinions in the form of micro bullet screens. It is not necessary for the speech publisher to worry about whether his speech conforms to the mainstream view, whether the form and content are standardized, or even whether he should bear the corresponding responsibility for his speech. In the classroom teaching, students can let go of the worries that disturb the teaching order, without worrying that their views will be denied, and can express themselves freely.

Fourth, high immediacy. The micro bullet screen can make comments appear on the screen synchronously, and let people present publish and view all people's comments synchronously. This can focus students' attention on the classroom to a certain extent, which has a positive impact on students' active participation in classroom teaching.

Fifth, interaction. This feature is particularly prominent in classroom teaching. Students can express their opinions freely through the micro bullet screen, and have multi angle thinking and brainstorming discussion. In the process of thinking collision, it can not only wake up students' cognition from different angles, but also promote teachers to correct students' ideological errors and gradually improve teaching methods. This kind of interactive communication between students and teachers makes the course teaching enter a virtuous circle of interactive change.

Sixth, quasi social. Micro bullet screen comes from the network life. While expressing their opinions, information publishers are also conducting online social activities. In the process of using the bullet screen, the publisher can freely integrate personal feelings and characteristics, exchange views with each other, and also exchange emotions.

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The Application of Micro Bullet Screen in Law Case Method

In traditional education, teachers usually give students an indoctrinated explanation of knowledge, and students are in a passive position. The use of micro bullet screen assisted teaching is to explore the knowledge of students as the leader of the classroom, which helps to play the subjective initiative of students, improve learning efficiency and enthusiasm. This is more helpful to cultivate students' enthusiasm for learning and enhance their interest in learning. There are many ways of teaching assisted by micro bullet. This paper only starts with the new teaching mode of case method, so as to explain the advantages of micro bullet assisted law classroom teaching.

The dilemma of current case method

“Case Method” was initiated by C.C. Langdell, the former dean of Harvard Law School in 1870. It was promoted by W.B. doham, the director of Harvard Business Management Research Institute, and quickly spread from America to many parts of the world. It is considered as a successful education method representing the direction of non education. Therefore, it is also called Harvard teaching method, also known as Socrates teaching method (Wu, 2015). Case method was first used in medical teaching. In order to inspire students to master the diagnosis and treatment of diseases, the professors of Medical College recorded the diagnosis and treatment process of different diseases and organized them into cases for analysis in class, so as to cultivate students' ability of diagnosis and reasoning of diseases. Later, the professors of law school sorted out the typical cases into law teaching cases, and reappeared the defense and adjudication process of the actual cases, so as to guide the students to think deeply and cultivate their reasoning ability.

In recent years, due to the contradiction between the talent training mode of law major and the social demand in China's higher education, the case method mode has attracted great attention in the process of teaching reform. Case method in law major is under the guidance of teachers. Students can understand and master the basic knowledge of law deeply and comprehensively through the analysis of cases. In addition, through the logical analysis and discussion of teaching cases, improve students' practical ability of analyzing and solving problems. This is an effective method to cultivate students' ability of applying law in class. The case method mode breaks through the defect of only paying attention to theoretical knowledge in traditional education. This mode not only pays attention to the students' ability of law application, but also takes the cultivation of students' ability of thinking of trial and defense as an important goal of talent cultivation. Therefore, case method requires to break the original cramming education mode and allow good interaction between students and teachers. In the classroom, teachers can arouse the enthusiasm of students' participation, and train students' practical ability to analyze and solve problems.

Although the direction and goal of the reform is very clear, but in the teaching practice, if we want to play a positive role in case method, we still need to face up to and solve the existing teaching difficulties. First of all, the dilemma of teaching lies in Teachers' inadequate understanding of teaching. The case method has not formed a set of scientific system in the existing teaching practice. The scope of case selection is limited. These cases are usually in the minority of traditional textbooks. Although it can help to prove the theoretical knowledge, it is not typical, and has a very limited role in improving the legal application ability of students. In pre class preparation, teachers often ignore the overall design of case analysis, lack of problem guidance,

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so it is difficult to motivate students to analyze. Due to the lack of gradual discussion process, the goal of case method is difficult to achieve.

Secondly, the traditional teaching mode also hinders the effectiveness of case method. In the traditional teaching mode, the teacher is always the leading role in the classroom, while the student is only the listener. In the whole process, only teachers teach and analyze cases, students participate in the process of expressing opinions less, and students are less willing to express their opinions. The purpose of teachers' listing cases is to analyze theoretical knowledge, and rarely let students really participate in case analysis. It is difficult for teachers to guide students' questions after listing cases. Students lack the opportunity to think and express their own views independently, which is not conducive to the effective interaction between teachers and students.

Finally, the lack of students' cognition of the classroom subject is also an important factor that affects the effectiveness of case method. College students are in the process of increasing self-awareness. On the one hand, they submit to the authority of teachers, on the other hand, they want to prove the existence of self-worth. However, due to the low ability of students to resist attack, when the role of classroom teaching changes, they often adopt self-protection mechanism to subconsciously avoid the risk of receiving bad evaluation. Therefore, when teachers conduct case guidance, students either show lack of interest, or do not agree with teachers' questions, or follow authoritative explanations and opinions of the majority. The traditional classroom model can not arouse students' interest in participation, and can not help students overcome the psychological barriers of raising their hands to speak, so it is difficult to achieve the preset goal.

Advantages of micro bullet screen assisted case method

The object of case method is students. In order to achieve the expected effect of case method, we must mobilize the enthusiasm of students. At the beginning of the change from passive learners to classroom leaders, students will not adapt to the situation, do not know how to think, and there are some psychological obstacles in discussing and speaking. At this time, it not only needs the guidance and encouragement of teachers, but also needs to improve the traditional teaching mode. With the help of micro bullet screen, students can get rid of the constraint and uneasiness faster and achieve self breakthrough.

First of all, the sociality of the micro bullet screen can effectively stimulate the enthusiasm of students to participate in the classroom. With the increasing popularity of mobile phone and Internet technology, it is becoming more and more difficult for students to focus on the classroom by banning the use of mobile phones. While the bullet screen itself is derived from video websites and online games. Most of the users are young students today. They use bullet screens to express their emotions on the one hand, and to prove their existence in virtual social activities on the other. In this case, due to the young students' preference for bullet screen technology, their attention is easily attracted to the classroom. Encourage college students to express their ideas directly and present them through the micro bullet screen technology, so as to achieve the purpose of locking their attention on the course teaching screen.

Secondly, the interaction and low constraint of the micro bullet screen can stimulate students' in-depth thinking on case study, and also promote teachers' continuous demonstration and improvement of case method methods. There is little communication between teachers and students in the process of classroom

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teaching, let alone in-depth analysis and discussion. In addition to passively learning theoretical knowledge, it is difficult for students to achieve the expected goal of case method - to cultivate students' legal application ability and reasoning ability. However, in fact, young students have their own subjective initiative and unique perspectives and expressions. However, due to the "authority" of traditional classroom standard answers and the personal evaluation of teachers and students, students are often unable to express their views freely. Micro bullet screen assisted case method allows students to freely express their own views and divergent thinking on the case at a fixed time point, so that students can wake up their cognition from different angles and cause resonance. With the help of micro bullet screen, teachers can better understand students' thinking mode and misunderstanding of specific problems. Teachers can realize innovative cognition and improve teaching ideas and methods through students' participation in class discussion. On this basis, teaching and learning are brought into a virtuous circle of interaction.

Then, the consciousness flow and instantaneity of the micro bullet screen can stimulate the vitality of the classroom and improve the interest of students and teachers. Because the content of the message belongs to the result of accidental thinking, its unpredictability makes students curious. When different and novel ideas appear, it will arouse students' interest to a great extent. This immediacy can draw students' attention to the course. In addition, if teachers guide students properly, students' thinking will focus on the key points of problem analysis. The students' high spirited points constantly promote their understanding and absorption of other people's views, and identify the value points in many views, so as to generate their own thinking results. At this time, the instantaneous efficiency of case method in the student group will play to the maximum.

Finally, the subculture context of micro bullet screen can stimulate the students' sense of identity. The subculture context used by many students in their private social network communities is often difficult to be recognized by the mainstream society. But in the case method class assisted by micro bullet screen, students are set as the main body of the class. Students can choose the mainstream cultural context to communicate, but they can also use the self created subculture context to communicate. This kind of communication can quickly close the identity between students, make them have identity belonging, and break the psychological barrier to express their views bravely. The teacher's tolerance of subculture context can also shorten the psychological distance between teachers and students and melt the unnecessary and actual psychological gap between them. When students become the leading role in the classroom, they can spontaneously produce teaching energy efficiency under the proper guidance of teachers (Chen, Wang, Geng, Huang, & Jin, 2017).

Some Suggestions on Case Method Assisted by Micro Bullet Screen

Properly grasp the use frequency of micro bullet screen

Different from the traditional teaching classroom, the micro bullet assisted teaching is that the teacher actively invites students to enter the micro bullet program and becomes the main body of classroom discussion. This can make the students put down the worship of the authority of the teacher for a while, release their own ideas in a relaxed way, and even do not have to worry about the consequences of the speech. At this time, the role of teachers is very important. If teachers are too strict with students' speech requirements, it will destroy the free atmosphere created by the micro barrage, and also wake up the identity recognition between students and teachers, which will produce a sense of restraint, so that the expected stimulating effect can

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not be achieved. However, if the teacher excessively indulges the students, the students' thinking will enter an unrestricted state of divergence, which makes the sociality of the micro screen submerge the function of classroom teaching and discussion, and will seriously interfere with the teaching rhythm and deviate from the teaching objectives. Therefore, teachers should properly grasp the use rhythm of the micro bullet screen. When students have obvious entertainment tendency on the micro screen platform, teachers should guide the classroom atmosphere back to the lecture content in time. At the same time, teachers should guide students to generate learning motivation spontaneously with equal roles, let them perceive their own classroom dominant position, and actively build cooperative relationship with teachers to complete classroom teaching together.

Further improve teachers' ability of classroom adaptation

The effectiveness of case method needs teachers to make full preparation before class, and also puts forward higher requirements for teachers' on-the-spot adaptability. Young students' thinking is generally more flexible and open than that of teachers, and the flow of consciousness and instantaneity of micro barrage make the communication content in micro barrage difficult to predict in lesson preparation. Therefore, teachers should not only be familiar with the case related knowledge, but also expand the scope of knowledge reserve as much as possible. Even so, there are bound to be problems that cannot be solved by teachers. At this time, teachers are required to have good adaptability to minimize the negative impact of improper words and deeds on students. At the same time, teachers should also take advantage of such an opportunity to teach students to face up to the blind area of learning through words and deeds, so as not to produce inferiority and self blame.

Understand subculture context and promote smooth communication

Subculture context is the expression of young students' self cognition. In the micro bullet screen environment of the classroom, students will directly transfer their subculture context communication in the network video and online games into the classroom. This is a test of teachers' ability of understanding and communication. When there are a large number of language symbols that teachers can't understand in the micro bullet screen, teachers are easy to lose the dominant position in the classroom. When teachers do not adapt to students' Subculture context communication, it is easy to generate generation gap with students, which makes students feel that their ideas are not recognized, or meaningless communication in different spaces. All of these make the auxiliary effect of micro bullet screen counterproductive.

As mentioned above, in order to achieve better teaching effect, the micro bullet screen assisted case method puts forward higher requirements for teachers under the condition of reducing the requirements for students.

Conclusion

Legal science is a humanities and social subject which integrates theory and practice. In the process of teaching, teachers not only need to transfer theoretical knowledge, but also need to make students master all kinds of legal skills and take on practical legal work through correct education methods. Therefore, it is very important to strengthen the practical education of law. As an important part of the practical education of law, case method provides students with the opportunity to develop the ability of legal practice through the cognitive process of "practice theory practice". By encouraging students to think independently and

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combining the theory they have learned with the actual cases, teachers can really improve their students' professional quality of learning and applying law, so as to cultivate the practical workers needed by the cause of the rule of law in China. The micro bullet screen assisted case method can break through the dilemma of traditional case method to a certain extent, and make the preset goal of case method better realized.

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