



Development of A Civil Law Course Based on Heuristic Teaching Method Combined with Case Teaching Method to Enhance University Students' Civil Dispute Resolution Ability and Students' Satisfaction

Tian Ai¹, Nitikorn Onyon², Sombat Kotchasit³ and Phithack Nilnopkoon⁴

¹ PhD.student, Curriculum and Instruction Program, Valaya Alongkron Rajabhat University under the Royal Patronage, Pathum Thani Province, Thailand

^{2,3,4} Curriculum and Instruction Program, Valaya Alongkron Rajabhat University under the Royal Patronage, Pathum Thani Province, Thailand

E-mail: dasgluck@yeah.net, ORCID ID: <https://orcid.org/0009-0003-9808-9954>

E-mail: nitikorn@vru.ac.th, ORCID ID: <https://orcid.org/0009-0005-5171-3953>

E-mail: sombat@vru.ac.th, ORCID ID: <https://orcid.org/0000-0002-8057-7656>

E-mail: phithack@vru.ac.th, ORCID ID: <https://orcid.org/0009-0008-6063-9830>

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Abstract

Background and Aims: The civil law course was recognized by the Ministry of Education of the People's Republic of China in 1999 as one of the 14 core courses in law, and education in civil law plays a key role in cultivating the awareness of the rule of law and legal literacy among contemporary college students. Civil law is also a legal course closest to the practical life of college students. However, the traditional civil law course suffers from three main problems: abstract theoretical knowledge and a wide range of legal texts involved, insufficient motivation of students to learn and high learning pressure, and insufficient ability to solve actual civil disputes, which leads to poor teaching effect of the course. Civil law studies possess the significant feature of "coexistence of abstraction and concreteness, and equal emphasis on theory and practice", which determines that civil law teaching not only needs to help students establish a systematic theoretical knowledge system but also cultivate their ability to apply legal knowledge to solve practical problems. In response to the three issues mentioned above in the civil law course, this article intends to start from constructing a brand-new teaching strategy, changing the traditional model of merely using the case teaching method or the heuristic teaching method for course instruction: although the case teaching method can provide vivid practical scenarios, it may lack theoretical depth; while the heuristic teaching method can guide students to think deeply, it may lack specific cognitive carriers. Empirical evidence shows that adopting a new teaching strategy that combines the case teaching method with the heuristic teaching method can form a virtuous cycle of "cases arouse interest—heuristic prompts thinking—interaction promotes internalization—transfer enhances ability", enabling students to mobilize comprehensive legal knowledge to solve real-world problems at a deep level. Students actively construct knowledge in the process of "analyzing cases - responding to questions - debating legal principles", while simultaneously improving their ability to apply the law and resolve civil disputes. This study aimed to (1) focus on the





elements of the course, existing problems and theoretical foundations, and systematically sort out the background information of the civil law course in China; (2) develop the course based on heuristic teaching method and case teaching method to enhance students' civil dispute resolution ability and students satisfaction; (3) evaluate the effectiveness of the implementation of the civil law course in China based on heuristic teaching method and case teaching method.

Materials and Methods: This study used a pretest-posttest design to conduct an instructional strategy with 30 students (1 class) who took a course in civil law at Chongqing Polytechnic University of Electronic Technology in the second semester of the 2024-2025 academic year. Participants were selected through a cluster random sampling method. The new civil law course consisted of eight lesson plans focusing on the new instructional strategy based on the heuristic teaching method combined with the case teaching method. Data were collected using three instruments: 1) An assessment of the applicability of the eight lesson plans ($M=4.87$, $SD=0.18$); 2) A pretest-posttest paper focusing on students' civil dispute resolution ability (pre-test mean: $M = 50.65$, $SD = 7.85$; post-test mean: $M = 86.32$, $SD = 5.32$; Reliability 0.823); 3) A student satisfaction questionnaire (Reliability 0.936).

Results: The results showed that 1) existing problems of the current course were abstract theoretical knowledge and numerous legal provisions, low learning motivation and interest, resulting in high learning pressure, and the ability to resolve civil disputes through the knowledge of civil law is not high. 2) The new course adopts a new teaching strategy that combines heuristic teaching methods and case teaching methods. It integrates abstract legal knowledge into actual cases. Through methods such as inspiration and guidance, it enables students to shift from passively accepting knowledge to actively seeking legal support behind the cases, which greatly stimulates students' interest in learning and significantly improves students' Civil Dispute Resolution Ability. 3) Posttest scores of civil dispute resolution ability were statistically significantly higher than the pre-test scores with a significance level of 0.01 ($t_{29} = 21.23$, $p < 0.01$) with a large effect size (Cohen's $d = 3.88$). Students' satisfaction scores ($M=4.49$, standard deviation 0.55) were significantly higher than the standardized score of 3.51 (70%) ($t_{29} = 44.58$, $p < 0.01$) at the 0.01 level of statistical significance, indicating that the course was extremely effective.

Conclusion: This study revealed that incorporating a new instructional strategy based on a heuristic teaching method combined with the case teaching method in a civil law course can effectively stimulate students' interest in learning and substantially improve college students' ability to apply their knowledge of civil law to resolve actual civil disputes. The findings contribute to course development by providing an innovative teaching model that can sustainably promote the enhancement of students' civil dispute resolution ability and increase





students' satisfaction. Future research should explore the long-term impact of this approach and its applicability across different disciplines.

Keywords: Civil Law Course; Case Teaching Method; Heuristic Teaching Method; Civil Dispute Resolution Ability; Students' Satisfaction

Introduction

China's universities and colleges have made civil law courses one of the 14 law courses that enhance college students' awareness of the rule of law and their legal literacy. The Ministry of Education of the People's Republic of China, through three important policy documents in 1999, 2007 and 2018, has emphasized the need to make the civil law course one of the 14 mandatory law courses, and at the same time, for non-law majors, the civil law course should also be included in the curriculum of colleges and universities as an important course in the popularization of law.

Despite this strong policy support, civil law courses still face many implementation challenges. The legal concepts and theories involved in civil law are sometimes relatively abstract, making it difficult for students to understand and apply them. (Wang Zhiqiang, 2019). The complexity and abstraction of legal knowledge, as well as the monotony of traditional teaching methods, have led to students' low interest in learning law and high learning pressure. Educators should use diversified teaching methods to stimulate students' interest in learning (Liu Yan, 2018). Although students learn a lot of legal knowledge during university, their ability to resolve actual civil disputes is often insufficient. This is mainly due to students' lack of practical experience and practical ability, as well as deviations in the understanding and application of legal knowledge (Zhou Wei, 2019).

Theoretical Foundations

1. Educational Philosophy: 1) Progressivism: Emphasizes student-centered learning, experiential education, and problem-solving. Education should be based on students' interests and real-life experiences (Dewey, 1938). 2) Constructivism (Vygotsky, 1978): Emphasizes experiential learning and active participation to ensure students apply civil law knowledge in real-world contexts.

2. Learning Theory) Outcome-Based Education (OBE): Emphasizes focusing on student competency development as the core driving force in educational design, adhering to principles of result-oriented, student-centered, competency-based, performance accountability, and continuous improvement (Spady, 1994). 2) Combining Theory with Practice (CTP): Advocates that knowledge acquisition must be closely integrated with practical application (Klein)

3. The selection of progressivism, constructivism, outcome-based education (OBE), and theory-practice integration (CTP) as the four major theories is primarily due to their high



alignment with the attributes of civil law and the core demands of legal talent cultivation - addressing both the dual characteristics of civil law, which are "abstract theory + concrete disputes", and precisely targeting the core skill goals of "legal thinking + dispute resolution". The specific reasons are as follows:

3.1 The "practical orientation" of civil law determines the direction of theoretical selection. Civil law is the "encyclopedia of social life" that regulates social property and personal relationships. Its ultimate teaching goal is not to have students memorize legal provisions but to cultivate their ability to "apply legal principles to solve real disputes". All four theories focus on "ability cultivation" rather than "knowledge imparting", which is highly consistent with the essence of civil law, which is "learning for application".

3.2 The "multi-dimensional composition" of dispute resolution skills requires support from multiple theories. Legal dispute resolution requires three core abilities: first, the "ability to deconstruct legal principles" (converting abstract rules into grounds for judgment), second, the "ability to adapt to the situation" (flexibly applying the law based on case facts), and third, the "ability to communicate and collaborate" (resolving disputes with the participation of multiple parties). The four theories correspond to different ability dimensions: Constructivism supports the "ability to deconstruct legal principles": guiding students to actively sort out legal relationships and construct logical chains; OBE supports "ability achievement control": clarifying the assessment standards and implementation paths for dispute resolution abilities; Progressivism supports the "ability to communicate and collaborate": stimulating students' active participation and interaction through practical scenarios; CTP supports the "ability to adapt to the situation": building a direct bridge between theory and real disputes.

3.3 The limitations of a single theory require complementary synergy. Civil law teaching is prone to three major predicaments: "disconnection between theory and practice", "vague ability assessment", and "passive learning by students". A single constructivism lacks a clear outcome orientation, a single OBE lacks practical implementation carriers, a single progressivism is prone to deviating from the legal principal system, and a single CTP lacks a scientific teaching design logic. The four theories form a complete closed loop of "concept (progressivism) - method (constructivism) - goal (OBE) - path (CTP)", collaboratively resolving the above-mentioned predicaments.

Existing Problems in the Civil Law Course: Insights from Interviews and Documents

Based on the interview records of five civil law teachers, it was indicated that the current civil law courses mainly had the following problems:

1. Course principles: 1) Deficiencies in legal and professional ethics education, weak integration of theory and practice, and limited cultivation of legal application skills. 2) Insufficient attention to students' critical thinking.

2. Course objectives: 1) Learning objectives are vague and inconsistent with course content. 2) Current objectives do not effectively cultivate students' ability to resolve civil disputes. 3) Objectives should focus more on developing specific skills throughout the course.

3. Course content: 1) The course lacks a clear distinction between primary and secondary content. Modular teaching and real-time updates of judicial cases are needed. 2) The amount of material exceeds the available class time.

4. Instructional Strategies: 1) Over-dependence on the teacher-led teaching method, which fails to effectively stimulate students' interest in learning. 2) The current participation rate of students in civil law class is very low, and their enthusiasm is not high.

5. Course material: 1) The resources are outdated and lack diversity, which cannot meet the current teaching needs. 2) The multimedia materials are limited and cannot effectively attract students.

6. Course evaluation: 1) Assessments overemphasize final results and neglect learning processes and progress. 2) A lack of diverse evaluation methods prevents a full reflection of students' creativity and sustainable learning development.

Research Gap and Study Contributions

Although previous studies have explored case-based pedagogy and heuristics in civil law courses, respectively, there has been no research on integrating the two teaching strategies and applying them to civil law courses. In addition, most of the studies on the overall development and design of civil law courses have not been conducted at the level of educational philosophy and learning theory. There is also a lack of quantitative evidence from almost all researchers on how teaching strategies based on the combination of case-based and heuristic teaching methods affect students' ability to resolve civil disputes and student satisfaction.

This study aims to fill these gaps by:

1. To establish a brand-new civil law course with constructivism and progressivism as its educational philosophy and Outcome-Based Education (OBE) and Combining Theory with Practice (CTP) learning theory as its learning framework.

1.1 Constructivism: The "Core Logic" Guiding Case Design and Classroom Activities

The core of constructivism is that "learners construct knowledge through active participation and interactive exploration, rather than passively accepting it". Its guidance for the comprehensive teaching method runs through the entire process of "case design - classroom implementation - knowledge internalization", directly translating into actionable teaching steps:

Case Design: Stimulate active construction through "cognitive conflict". Design Logic: Based on core knowledge points of civil law (such as property rights change, the relativity of debts, the validity of format clauses), construct cases with "controversies and multiple solution

paths", avoiding shallow designs with "unique standard answers", and forcing students to actively sort out legal principles and argue viewpoints.

Specific Practice: For example, when teaching "invalidity of format clauses", design the case: "The user agreement of an APP stipulates 'the platform will not be responsible for losses caused by platform failures', and the user suffered property losses due to data loss from the platform and sued the platform for compensation." The case includes three controversial points: "Notice of the obligation to explain the terms of the format clause", "The validity boundary of exemption clauses", "Fault liability determination". Students need to actively consult Articles 496-497 of the Civil Code and combine legislative purposes and judicial interpretations to construct a "judgment framework for the invalidity of format clauses".

Classroom Activities: Promote knowledge reconstruction through "inquiry-based tasks".

Core Activity Design: Transform classroom activities into "legal professional work scenarios", allowing students to construct legal principles while completing tasks, rather than simply "discussing cases".

1.2 Outcome-Based Education (OBE): The "System Design" Guiding Learning Outcome Assessment

The core of OBE is "oriented by the preset learning outcomes, designing teaching content and assessment methods in reverse". Its guidance for the comprehensive teaching method focuses on "outcome definition - assessment dimensions - assessment tools", ensuring that "dispute resolution ability" is measurable and achievable:

Step 1: Based on the teaching objectives of civil law, preset three learning outcomes (quantifiable and assessable): Legal principle application ability - able to accurately search and interpret civil law provisions, correlate abstract legal principles with case facts; Legal thinking ability - able to clearly sort out legal relationships, break down dispute focuses, and form a logical closed argument chain; Practical operation ability - able to write standardized legal documents (such as complaint forms, defense statements, case analysis reports), simulate the dispute resolution process.

Step 2: Design a "multidimensional and three-dimensional" assessment system (matching outcome indicators): Use a combination of "process assessment + final assessment", with each assessment module directly corresponding to the core outcome indicators.

Step 3: Establish a "feedback-improvement" closed-loop mechanism (OBE core closed-loop): Adjust teaching based on assessment results to ensure that students who did not meet the standards can be targeted for improvement. After each assessment, provide students with an "outcome compliance checklist", clearly marking the non-compliant items (such as "legal principal application ability: unable to accurately distinguish the priority effect of property rights and debts"). Design "completing tasks" (such as providing similar cases and

requiring re-organizing the basis of claims), re-assess until compliance; Conduct an "outcome review meeting" at the end of the semester, allowing students to compare with the initial outcome indicators, summarize the path of improvement in dispute resolution ability, and teachers provide personalized improvement suggestions.

1.3 Progressivism: The "Practical Implementation" of Teaching Philosophy and Scenario Design

The core of progressivism is "centering on students, stimulating learning initiative through real practical scenarios, and cultivating the ability to solve practical problems", and its guidance for the comprehensive teaching method focuses on "scenario creation - teacher-student role positioning". The teaching scenarios extend from "classroom" to "dispute scenes". The design logic should abandon the one-way model of "teacher lecturing, students listening", and transform the teaching scenarios into "legal practice scenarios" so that students can "learn by doing".

Specific practice is to introduce "simulated mediation scenarios": for neighborhood disputes, contract disputes of civil law cases, have students play the role of mediators and parties, use civil law rules to negotiate solutions, and the teacher only acts as a "scenario guide" (such as "if the parties do not agree on the compensation amount, a compromise solution based on the fair principle of the Civil Code can be proposed");

Connect with "real judicial case resources": select effective judgments from the China Judgments Online that match the teaching content, hide the judgment results, have students play the role of judges, write a summary of the judgment, and then compare with the real judgment to analyze the differences in the judgment thinking. Teacher-student roles: from "knowledge transmitters" to "learning guides."

1.4 Integration of Theory and Practice (CTP): The "Path Construction" for Guiding the Transformation of "Theory - Practice."

The core of CTP is "breaking the barriers between theory and practice, achieving direct connection of 'legal theory - case - dispute resolution'", and its guidance for the comprehensive teaching method focuses on "case selection - teaching process - practical extension", ensuring that theoretical learning can directly serve dispute resolution.

Case selection: take "real disputes" as the theoretical carrier. Design logic: the case must come from real judicial practice (such as guiding cases, typical judgments), rather than fictional simple scenarios, to ensure the "authenticity" of theoretical application.

Specific practice: when teaching the "good faith acquisition system", select the 95th guiding case of the Supreme People's Court ("The China Construction Bank Co., Ltd. Huaihua Branch and China Huarong Asset Management Co., Ltd. Hunan Branch and Other Financial Loan Contract Dispute Case"), the case includes core elements such as "unauthorized disposition, good faith determination, reasonable price, registration and public notice",

students need to apply Article 311 of the Civil Code, combined with the bank transfer records, registration process and other details, to determine whether it constitutes good faith acquisition - theoretical learning directly connects to the core controversy points of the real dispute.

Teaching process: build a "theory - case - practice" transformation chain. Design logic: each class follows the process of "in-depth explanation of theory (15 minutes) - application of case (30 minutes) - practical extension (10 minutes)", ensuring the immediate transformation of theory.

The collaborative application of these four theories is different from the traditional single teaching strategy. It is a result of critical reflection and summary of the original teaching strategies of civil law courses, forming a "educational concept - teaching theory - teaching strategy integration - educational goal - teaching path" collaborative loop, constructing a complete system for cultivating "civil law dispute resolution ability", precisely responding to the core demand of civil law teaching "both to solidify the theoretical foundation and to cultivate practical ability", and combining case teaching method with heuristic teaching method with a new teaching strategy that upgrades from "method superposition" to "logical consistency, clear goals, and clear paths" of a scientific teaching system.

2. Innovatively constructed a brand-new teaching strategy based on the combination of heuristic teaching and case-based teaching, which promoted the classroom revolution.

3. A brand-new six-step instructional framework has been established: Case preparation; pre-class group discussion Preparation; Questioning and Role-playing; Clarify Learning, Summarize Cases, and Systematize Knowledge; Practical Application; Evaluation, Summary, and Improvement.

4. The validity of the civil dispute resolution ability test paper for university students and Students' satisfaction was examined through quantitative analysis.

5. To provide practical suggestions for continuous improvement of the overall design and teaching strategies of the civil law course.

Research Objectives

The objectives of this research are as follows;

1. To study the background information focusing on existing problems of the current course, and relevant theories to develop a civil law course based on a heuristic teaching method combined with a case teaching method to enhance university students' civil dispute resolution ability and students' satisfaction.

2. To develop a civil law course based on a heuristic teaching method combined with a case teaching method to enhance university students' civil dispute resolution ability and students' satisfaction.

3. To determine the effectiveness of implementing a civil law course based on a heuristic teaching method combined with a case teaching method; (1) To compare civil disputes solving ability before and after implementing the civil law course based on the heuristic teaching method combined with the case teaching method. And (2) to compare students' satisfaction after implementing the course with the criterion set at 70%.

Literature Review

1. Civil Law Course

Civil law is the regulation of property relations between all equal subjects. The general term of the legal norms of personal relations is closely related to all aspects of social life, so civil law is called the foundation of public law, and is even known as "imperial law".

The civil law course covers core teaching contents such as property, debt, ownership, marriage, succession, and torts. The aim is to systematically introduce the legal content related to the civil field to students, with the core being to enhance students' ability to resolve civil disputes and also to increase students' satisfaction. To achieve the goals of the civil law course, the newly developed civil law course is based on the learning theory of Outcome-Based Education (OBE) (Spady) and Combining Theory with Practice (CTP) (Klein), and integrates heuristic teaching and case teaching strategies, creating an engaging and participatory learning environment. By incorporating these theories, the civil law course follows a structured six-step framework:

Step 1: Case preparation—Build an "Integration Foundation" and define the Incentive Direction

Key points for integrating case teaching method: Focus on the teaching objectives of civil law (such as property rights transfer, contract validity determination), select real, typical, and controversial cases (preferably using guiding cases and real judgments from the Judgment Database), ensuring that the cases cover core knowledge points and practical dispute scenarios (such as "double sale of a house" and "dispute over the validity of standard terms"). Adapt the cases: Simplify redundant facts, retain key controversial points (such as omitting complex financial data and focusing on "whether unauthorized disposition constitutes good faith acquisition"); Mark relevant legal provisions (such as Article 311 of the Civil Code, Article 496), providing a basis for subsequent discussion.

Key points for integrating heuristic teaching method: Based on the core controversy points of the case, pre-set a progressive heuristic question chain, clearly defining the "incentive goal" of each question (such as the case "Party A sold the house without transfer to Party B and then transferred it to Party C", the pre-set questions: ① Is the contract between Party B and Party A valid? ② Does Party C obtain the ownership of the house? ③ Why does the law prioritize protecting Party C's rights? - Gradually guiding students to understand the

principle of "property rights take precedence over creditors' rights. Design "cognitive conflict points": Set ambiguous scenarios in the case (such as "platform agreements use small print to mark exemption clauses, and users did not notice"), laying the groundwork for students to think about "the boundary of the obligation to provide notice for standard terms" in the subsequent discussion.

Collaborative Logic: The case provides a concrete carrier for heuristic questions, and the heuristic guidance list promotes students' in-depth exploration of the case, avoiding the blindness of case selection and the vagueness of the heuristic.

Step 2: Pre-class Group Discussions—Guide "Independent Exploration" to Deepen Case Analysis

Key points for integrating case teaching method: Distribute case materials (including case details, relevant legal provisions, and controversy focus prompts) to students 3-5 days in advance, requiring groups to organize a "legal relationship diagram" (such as subjects, rights, obligations, and controversy points). Clearly define the group tasks: Each group needs to form a preliminary analysis conclusion (such as "This case should support the plaintiff/defendant"), and list the legal provisions basis and logical reasons supporting the conclusion, providing a basis for the classroom discussion.

Key points for integrating heuristic teaching method: Distribute "heuristic guidance list" to each group, including open-ended questions (such as "Are there other remedies for the plaintiff besides claiming contract invalidity? " "If the house in the case has been delivered to Party B for use, will the conclusion change? "), guiding students to think from multiple angles. Teachers provide real-time answers through the online platform, conducting "pointed heuristic" for the confusion in the group discussion (such as "You have overlooked the 'reasonable price' requirement of good faith acquisition, you can combine market prices for judgment"), not giving direct answers.

Collaborative Logic: The case provides a common topic for group discussion, the heuristic guidance list promotes students' in-depth exploration of the case, avoiding the superficiality of the discussion, and achieving the connection of "independent case analysis - heuristic deep thinking".

Step 3: Questioning and Role-playing—Activate "Classroom Interaction" and Enhance Contextual Awareness

Key points for integrating case-based teaching method: Design role-playing tasks based on case scenarios: For example, have students play the roles of "judge", "plaintiff's attorney", "defendant's attorney", "third party", etc., to recreate scenarios such as court debate and negotiation (for instance, in "Format Clause Dispute", the plaintiff's attorney states that the exemption clause was not prompted, while the defendant's attorney defends by fulfilling the obligation to prompt). The role players must closely adhere to the case facts and legal

provisions to ensure the performance is in line with the logic of legal practice and enhance the immersive understanding of the case.

Key points for integrating heuristic teaching method: Progress classroom questioning in a hierarchical manner: ① Basic level (such as "What legal basis does the plaintiff rely on to claim the contract is invalid?"); ② Deepening Layer (e.g. "Why are special warnings necessary for standard terms? What is the underlying legislative value?"); ③ Expansion Section (e.g. "If this case involves an oral agreement between natural persons, how would the handling approach differ?"). Instantaneous inspiration for controversial points in role-playing: For example, when "the judge" is stuck on "how to determine the 'good faith' of the 'good faith acquisition'", the teacher asks, "Did the third party know that the seller had no right to dispose? How to prove it?", guiding students to argue based on the details of the case.

Collaborative logic: Role-playing makes the case scenarios "come alive", and heuristic questions push students from "participating in the situation" to "deep reflection", achieving an upgrade from "perceiving the case - exploring legal principles".

Step 4: Problem-Solving, Knowledge Summarization, and Systematization—Sort out "legal reasoning logic" and build a knowledge system.

Integration of case teaching method: Centered on cases, connect related knowledge points: For example, through the "one house two sales" case, sort out the connections of knowledge points such as "contract validity", "property right change", "good faith acquisition", and "liability for breach of contract" (such as "validity of the contract ≠ property right change, and the property right change requires the conditions of registration/delivery"). Summarize the "judicial thinking template" of the case: such as "steps for analyzing the basis of the claim" (clear the type of claim → search for legal provisions → determine the constituent elements → exclude defenses), providing methods for students to analyze similar cases in the future.

Integration of heuristic teaching method: Clarify misconceptions in student discussions through "clarifying-type inspiration": For example, when students confuse "property right change" and "contract validity", ask, "If the contract between A and B is valid, but the transfer has not been completed, why can't B obtain the ownership of the house?", guiding students to independently discover the "principle of the distinction between creditor's rights and property rights". Guide students to independently construct a knowledge framework, such as asking students to use a mind map to sort out the corresponding relationship between "case", "law", and "legal principle", and the teacher only supplements and improves (such as "Besides good faith acquisition, what other circumstances can lead to property right change?") .

Collaborative Logic: The case serves as an "anchor point" for the systematic organization of knowledge, and heuristic guidance helps students extract "systematic legal logic" from the "fragmented knowledge points" of the case, achieving the transformation from "specific cases" to "abstract knowledge".

Step 5: Practical Application—Consolidate "Integration of Knowledge and Action", and Transfer Learning Outcomes

Key points for integrating case teaching method: Design "Variant Cases of the Same Type" or "Real Scene Tasks": For example, based on the previous "Format Clause Dispute" case, provide a new case ("The agreement for courier service stipulates that 'lost uninsured items shall be compensated at three times the freight rate'"), and require students to independently analyze. Assign "Legal Practice Simulation Tasks": Such as writing a complaint form, a response form, or designing a dispute resolution solution (such as "Provide legal consultation opinions on neighborhood lighting disputes for community residents"), ensuring that the practical tasks are highly relevant to the cases.

Key points for integrating the heuristic teaching method: Set "Staged Inspirational Questions" for practical tasks: For example, when analyzing the new case, ask "What are the similarities and differences between the format clause in this case and the APP agreement clause before? Are the standards for judging the duty of explanation the same?" Guide students to transfer their learned knowledge. Conduct "Optimizing Inspirational Questions" for practical outcomes: For example, if the complaint form written by students lacks a factual basis, ask, "What evidence do you need to provide to prove that the defendant has breached the contract? Which facts in the case can support your claim?" Guide students to refine their thinking.

Collaborative Logic: The practical tasks are the "extension application" of the cases. The heuristic questions help students achieve "Case Learning - Practical Migration", avoiding "Just discussing the case", and strengthening the flexible application ability of knowledge.

Step 6 : Evaluation, Summary, and Improvement—Closed-loop "Teaching Effect", Optimize Integration Strategy

Key points for integrating case teaching method: Evaluation focuses on "Case Analysis Ability": For example, through "Case Analysis Report" and "Simulated Court Trial Performance" to assess students' ability to sort out facts, apply legal provisions, and make logical arguments. Collect students' feedback on cases, such as "Is the difficulty of the case appropriate?" "Does the case cover the core knowledge points?" To provide a basis for subsequent case selection and optimization.

Key points for integrating the heuristic teaching method: Evaluation includes "Thinking Process" dimension: For example, through classroom questioning and responses, group discussion records, assess whether students can think actively, analyze problems from multiple perspectives, rather than mechanically memorizing conclusions. Based on the evaluation results, conduct "Teaching Improvement Inspirational Questions": For example, if students have a shallow understanding of "Good Faith Acquisition Constitutive Elements", subsequent heuristic question chains will be designed more specifically (such as "If a third

party purchases at a price significantly lower than the market price, does it constitute good faith?") ; If students' practical application ability is insufficient, the frequency of "case variation training" will be increased.

Collaborative logic: The assessment focuses not only on the "results" of case learning but also on the "thinking process" of heuristic teaching. The summary and improvement steps reverse-optimize the five previous steps of case design and teaching methods to form a complete closed loop of "integrated teaching - effect assessment - optimization iteration".

By integrating teaching strategies based on the Heuristic Teaching Method Combined with Case Teaching Method, the civil law course fosters deeper understanding, engagement, and enhances University students' civil dispute resolution ability.

2. Curriculum components

The curriculum serves as a foundation for education, guiding teaching and learning through a structured framework. Scholars offer varied perspectives on its components:

(1) Taba (1965) expanded on this view by highlighting the importance of needs diagnosis in determining curriculum components. She emphasized that curriculum components should reflect:1) Student background variations;2) Learning capacity differences;3) Content validity and significance;4) Various levels of content development;5) Continuity and sequence in learning.

(2) Tyler (1969) emphasized that curriculum components should be derived from clear educational objectives. He argued that these objectives become the criteria by which Materials are selected;2) Content is outlined;3) Instructional procedures are developed;4) Tests and evaluations are prepared.

(3) Stenhouse (1975) emphasized that curriculum components should be flexible and adaptable, viewing curriculum as a dynamic structure shaped by teaching practices and student feedback. He particularly emphasized:1) Clear educational goals and values;2) Teachers' professional judgment in content selection;3) Learning activities based on student needs;4) Evaluation processes focusing on both outcomes and effectiveness;5) Continuous innovation and adaptation.

(4) Oliva (2001) provided a comprehensive interpretation of curriculum components, describing curriculum as encompassing:1) that which is taught in school; 2) a set of subjects and content;3) a program of study; 4) A set of materials; 5) A sequence of courses; 6) a set of performance objectives; 7) everything planned by school personnel; 8) a series of experiences undergone by learners

Synthesizing these views, the curriculum comprises six key components: principles, objectives, content, instructional strategies, materials, and evaluation, ensuring a structured yet adaptable approach to education.

3. Students' civil dispute resolution ability

University students' civil dispute resolution ability is of great significance in the field of civil law and is also one of the core teaching objectives of civil law courses.

According to the research findings of numerous legal scholars from Western countries and China (Wang Liming, 2006; Liu Lei, 2022), University students' civil dispute resolution ability mainly encompasses five aspects:

1) Ability to master legal knowledge. Students need to acquire basic legal knowledge, such as property law, which is the cornerstone for resolving civil disputes. Legal courses should focus on enhancing students' legal literacy and integrating legal provisions and theoretical knowledge into the interpretation and analysis of practical cases, thereby strengthening students' ability to master legal knowledge and logical thinking.

2) Evidence collection ability. In the process of resolving civil disputes, evidence collection is of vital importance. Students need to master the skills of collecting, organizing, and preserving evidence, so as to gain an advantageous position in dispute resolution. When teaching civil law courses, teachers should guide students on how to collect, organize, and preserve evidence, thereby gaining an advantage in dispute resolution.

3) Communication skills. Solving civil disputes requires students to possess excellent communication skills, being able to clearly express their viewpoints and demands. At the same time, they also need to understand and respect the positions and requirements of the other party.

4) Logical thinking ability. Handling civil disputes requires students to have rigorous logical thinking skills, be able to analyze problems, reason and judge, and propose reasonable solutions. This is crucial for college students to resolve civil disputes.

5) Civil litigation response ability. Students need to possess the litigation ability to apply the learned civil law knowledge to solve practical problems. They must be able to draft legal documents such as civil complaint forms, defense statements, and mediation agreements, and clearly explain the facts of the case and legal basis. Familiarize themselves with the basic procedural rules of mediation and arbitration, and be able to choose appropriate solutions based on the specific circumstances of the case.

In conclusion, the ability to resolve civil disputes holds significant importance and value in the field of law. By strengthening the training in five aspects: mastering legal knowledge, evidence collection ability, legal knowledge learning ability, communication skills, logical thinking ability, and civil litigation defense ability, the ability of college students to resolve civil disputes will be improved.

4. Students' satisfaction

Students' satisfaction is an important indicator of education quality from a psychological perspective. Students' satisfaction is defined as students' attraction, pride, or positive feelings toward civil law courses (Song Xiaole, 2019). This definition emphasizes students' subjective

feelings and attitudes during their educational experience, as well as their expectations and evaluations of curriculum and teaching quality. This helps to gain a deeper understanding of how students view and evaluate their educational experiences, providing valuable reference for educational management and improvement. As far as civil law courses are concerned, evaluation should mainly be based on the following six aspects.

1) Satisfaction with teaching content: Students are evaluated on whether they are interested in the teaching content of the civil law course, whether the content is substantial, easy to understand, and whether it is closely related to real life.

2) Satisfaction with teaching methods: Students evaluate whether the teaching methods (such as case analysis, mock court, discussion, etc.) used in civil law courses are appropriate and effective, and whether they can improve their ability to solve practical problems.

3) Satisfaction with teacher level: Students evaluate whether students are satisfied with the teaching level (such as teaching skills, expression ability, professional knowledge, etc.) of teachers in civil law courses, and whether they can impart knowledge clearly and accurately.

4) Satisfaction with course organization: Students evaluate whether the organization and management of the civil law course is reasonable and orderly, whether the course arrangement is compact, and whether the learning resources are rich.

5) Satisfaction with teaching effect: Evaluate whether students are satisfied with the learning effect of the civil law course, whether they can master the basic knowledge, skills, and thinking methods of civil law, and whether they can use the knowledge they have learned to solve practical problems.

6) Satisfaction with the learning atmosphere: Evaluate whether students are satisfied with the learning atmosphere of the civil law course and whether the learning exchanges and cooperation between classmates are positive and enjoyable.

Through a comprehensive evaluation of satisfaction in these aspects, we can have a more comprehensive understanding of students' satisfaction with civil law courses, and thus provide a reference for teachers to improve teaching methods and teaching quality.

Conceptual Framework

Conceptual framework: The development of the civil law course was based on educators' curriculum development theories, such as Tyler (1949), Taba (1962), Stenhouse (1975), and Oliva (2001). For the instructional strategy, this research uses a heuristic teaching method combined with a case teaching method to enhance university students' civil dispute resolution ability and students' satisfaction.

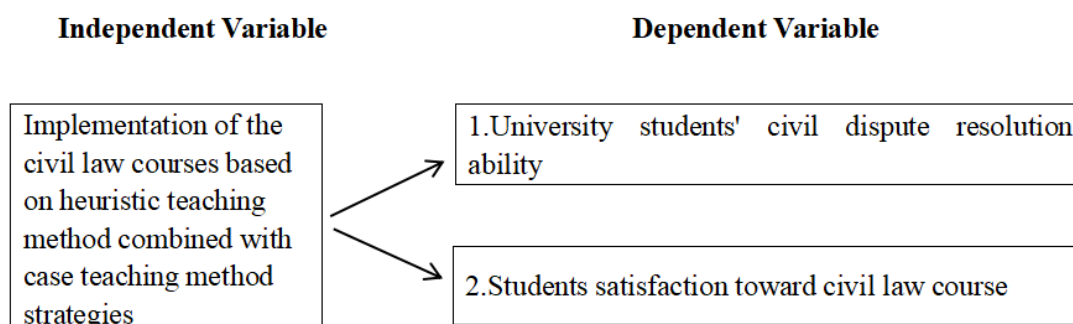


Figure 1 Conceptual Framework

Methodology

This study followed a three-phase research design to develop, implement, and evaluate the civil law course, integrating heuristic teaching and case teaching approaches to enhance university students' civil dispute resolution ability and students' satisfaction.

Phase 1: Study the background information, focusing on course components, existing problems, and theoretical foundations of the civil law course to enhance university students' civil dispute resolution ability and students' satisfaction.

This phase studies the theoretical foundations, course components, and challenges of the current course at Chongqing Polytechnic University of Electronic Technology.

1. Participants

Teachers: 5 teachers who were the teachers of civil law with the title of associate professor or above, by using purposive sampling

Students: 10 students who have completed the civil law course by using purposive sampling.

2. Research instruments

According to the purpose of this stage, a total of 14 interview questions is designed (including 8 interview questions for civil law teachers and 6 interview questions for students) to interview teachers and students, respectively.

3. Data Collection & Analysis

Document analysis: Review of educational theories, course policies, and institutional guidelines.

Structured interviews: Conducted with teachers relevant to the current course problems, which covered principles, objectives, content, instructional strategies, course material, and evaluation. For students relevant to objectives, content, instructional strategies, course material, and evaluation.

Content analysis: Applied to identify key issues affecting course effectiveness.

Phase 2: Develop the civil law course based on a heuristic teaching method combined with a case teaching method approach

1. Develop draft course

This step aimed to develop the draft course based on the problems found in the civil law course in the first phase, and the heuristic teaching method combined with the case teaching method approach, to develop the civil law course. The course development process consists of the following six steps:

- 1) Formulation of principles
- 2) Formulation of objectives and learning goals
- 3) Selection of content
- 4) Selection of instructional strategy to accomplish these objectives
- 5) Organization and selection of materials
- 6) Selection of evaluation method

2. Evaluation of the draft course by experts

This section aimed to verify the effectiveness of the draft of the civil law course before its implementation. The review of the draft course is conducted by a group of five experts, including two experts in the field of the course, two teaching experts related to the specific content, and one expert in measurement and evaluation (one Thai expert and four Chinese experts). The five experts will conduct an adaptive assessment and a consistency assessment of the draft course. The feedback from the experts will be adopted to improve the course components.

3. Lesson plan development

The eight lesson plans were developed through a new teaching strategy which covered 6 steps of teaching: 1) Case preparation, 2) Pre-class Group Discussions, 3) Questioning and Role-playing, 4) Problem-Solving, Knowledge Summarization, and Systematization, 5) Practical Application, 6) Evaluation, Summary, and Improvement. These lesson plans aimed to change the traditional chapter-based teaching method, stimulate students' interest in learning, and enhance university students' civil dispute resolution ability and students' satisfaction.

Phase 3: Implementing the civil law course based on the heuristic teaching method combined with the case teaching method

The course implementation was conducted through the use of 8 lesson plans for 32 class hours, and then evaluating the results of teaching.

The population of this study was 60 students (2 classes) taking civil law courses in Chongqing Polytechnic University of Electronic Technology, Chongqing Municipality. The sample of this study was 30 students (1 class) taking civil law courses in Chongqing Polytechnic University of Electronic Technology, and was selected by a cluster random sampling method.

1. Research instruments

It was the tools for conducting the research to collect data. The research instruments that were used in this study were as follows:

Instruments for data collection consisted of:

1) A pre-test and post-test paper of university students' civil dispute resolution ability with a reliability of 0.823, the difficulty ranged from 0.62-0.80, and the discrimination ranged from 0.38-0.51.

2) A student satisfaction questionnaire with a reliability of 0.936.

2. Data Collection

In the second semester of the 2024-2025 academic year, the researchers conducted the teaching of the civil law course based on a heuristic teaching method combined with a case teaching method on the research samples. The data collection process was as follows:

1) Before teaching the civil law course, students completed the pre-test paper to assess their ability to resolve civil disputes.

2) The experimental group studied the new civil law course.

3) At the end of this semester, students completed the post-test paper to assess students' civil dispute resolution ability;

4) Students completed the student satisfaction questionnaire.

3. Data Analysis

In this study, quantitative data were analyzed using statistical procedures that were consistent with the research objectives; (1) To compare civil dispute resolution ability before and after implementing the civil law course based on the heuristic teaching method combined with the case teaching method; (2) To conduct a one-sample t-test to compare students' satisfaction with the criterion set at 70%.

Results

This study adopts a three-phase research design, aiming to develop, implement, and evaluate the civil law course. Through the implementation of a new course based on a heuristic teaching method combined with a case teaching method, it aimed to enhance university students' civil dispute resolution ability and students' satisfaction.

Phase 1: The findings of the background information of the course, focusing on the existing problems, and the theoretical basis of the civil law course.

The findings of the interview with teachers and students could be summarized as follows:

1.1 Course principle: 1) There are problems in legal ethics and professional ethics education, the combination of theory and practice, and the cultivation of the ability to apply law; 2) There is insufficient attention to students' critical thinking.

1.2 Objectives: 1) The objectives are vague and inconsistent with the teaching content. 2) It is not suitable to cultivate students' ability to solve civil disputes. 3) The objectives should be more focused on the specific skills we should develop throughout the whole course.

1.3 Content: 1) The content of the civil law course is not divided into primary and secondary, so it is necessary to adopt modular teaching content and update typical judicial cases in real time. 2) There is too much content in the civil law course to complete the study of all the courses within a limited course time.

1.4 Teaching strategies: 1) Over-dependence on the teacher-led teaching method, which fails to effectively stimulate students' interest in learning. 2) The current participation rate of students in civil law class is very low, and their enthusiasm is not high.

1.5 Course materials: 1) The resources are outdated and lack diversity, which cannot meet the current teaching needs. 2) The multimedia materials are limited and cannot effectively attract students.

1.6 Evaluation: 1) Overemphasizes the final result and ignores the learning process and progress. 2) Lack of diversified Evaluation, which cannot fully reflect students' creativity and sustainable development.

2. The findings of the theories in education

2.1 Philosophy of education: The design of this course adheres to the educational concepts of constructivism and progressivism. Constructivism emphasizes experiential learning and active participation to ensure that students can apply civil law knowledge in real-life situations (Vygotsky, 1978), while progressivism focuses on practical application (Dewey, 1938). By integrating the teaching concepts of progressivism and constructivism into the civil law course, especially through interactive and practical activities, it can effectively enhance the ability of college students to resolve civil disputes.

2.2 Learning theories: The design of this course adopts the theory of outcome-oriented education and the combination of theory and practice. Outcome-oriented education (OBE) emphasizes that the development of students' abilities should be the core driving force in educational design, following the principles of result-oriented, student-centered, ability-based, performance accountability, and continuous improvement (Spady, 1994). Combining theory and practice (CTP) advocates that the acquisition of knowledge must be closely integrated with practical application (Klein, 1893). These theories emphasize the importance of collaborative activities, role-playing, and situational teaching, which help students build legal knowledge and improve their ability to resolve civil disputes through meaningful learning environments.

Phase 2: The findings of the civil law course based on the heuristic teaching method, combined with the case teaching method development

1. The findings about the Development of the civil law course

The civil law course integrates a heuristic teaching method combined with a case teaching method to enhance university students' civil dispute resolution ability and students' satisfaction. It consists of six components: course principles, Objectives, content, instructional strategies, course materials, and evaluation.

1.1 Course principles) Combine theory with practice; 2) Combine system with special topic; 3) Integrate knowledge, ability, and quality.

1.1.1 Principles Based on Educational Philosophy) Practical Application (Constructivism & Progressivism) – Engages students in experiential learning, linking theory to practice (Vygotsky, 1978; Dewey, 1938);

1.1.2 Principles based on learning theories: Outcome-Based Education (OBE) (Spady, 1994) and the theory–practice integration tradition of Felix Klein (Klein, 1893–1894).

1.1.3 Principles Based on Government Policy: Law Literacy & National Identity – Aligns with policies on new era legal education (Ministry of Education of China, 2018; State Council, 2017).

1.2 Objectives: This course follows the Bloom's Taxonomy, focusing on the cognitive, affective and psychomotor domains: 1) Cognitive: Deeply master and solve civil law-related knowledge, and enhance the ability to resolve civil disputes; 2) Affective: Strengthen national identity; 3) Psychomotor: Gradually acquire the basic legal literacy of college students and develop a sense of awe towards the law.

1.3 Content: The curriculum consists of eight learning units balancing theory and practice: 1) Overview of the General Principles of Civil Law; 2) Property; 3) Ownership; 4) Debt; 5) Marriage; 6) Succession; 7) Tort; 8) Mock court

1.4 Instructional Strategies (6 steps of teaching):

Step 1: Case preparation;

Step 2: Pre-class Group Discussions;

Step 3: Questioning and Role-playing;

Step 4: Problem-Solving, Knowledge Summarization, and Systematization;

Step 5: Practical Application;

Step 6: Evaluation, Summary, and Improvement

1.5 Course Materials: The teaching materials integrate traditional and digital resources to support case-based and heuristic learning. 1) Civil Law-related teaching materials: The textbook "Civil Law" (Wang Liming, 2023) is selected to provide students with comprehensive civil law knowledge. Teachers will develop course plans, lecture notes, and multimedia courseware based on the textbook and actual judicial cases. 2) Online judicial case readings and civil law video resources are provided through channels such as the Supreme People's Court WeChat official account, Chaoxing Learning Platform, and Today's Legal Insights to enhance student engagement and cultivate critical thinking.

1.6 Evaluation: 1) Learning outcomes: Pre-test and post-test paper of university students' civil dispute resolution ability; 2) Engagement and overall learning experience: Student satisfaction questionnaire.

2. The findings of the evaluation civil law course by experts

Five experts in curriculum and instruction evaluated the draft course documents, with all submissions receiving a 100% response rate. The experts' average score was 4.87 (SD=0.18), indicating high congruence and appropriate expert opinions. These results demonstrated that the draft course documents are well-suited for implementation.

3. The findings of the lesson plans' evaluation by experts

The eight lesson plans were reviewed by the same five experts to ensure their quality, alignment with course objectives, and instructional effectiveness. The results showed consistently high approval ratings, with an overall Mean score of 4.78 (SD = 0.41). These findings indicated that the lesson plans effectively support the course structure and promote student engagement in the learning of the civil law course.

Phase 3: The findings of the civil law course based on the heuristic teaching method, combined with the case teaching method implementation

The course was implemented with 30 students at the Chongqing Polytechnic University of Electronic Technology School. The one-group pretest-posttest paper (Campbell and Stanley, 1963) was used as a procedure to investigate the effectiveness of course implementation. The findings were presented as follows.

1. After completing the Civil Law course based on a heuristic teaching method combined with a case teaching method, the comparative analysis was conducted through testing the different students' test scores before and after the study. The table below compares pre-test and post-test scores of students' civil dispute resolution ability using t-tests, aiming to address the research objective of whether the civil law course can effectively enhance students' civil dispute resolution ability.

The effectiveness of the civil law course to enhance university students' civil dispute resolution ability was assessed using a paired-samples t-test.

Table 1 The comparison of students' civil dispute resolution ability between before and after course implementation

Group	n	Total scores	Pre-test scores		Post-test scores		t	p	Cohen's d value
			M	SD	M	SD			
experimental group	30	100	50.65	7.85	86.32	5.32	21.23**	.001	3.88

**p < .01

As presented in Table 2, the pre-test mean score of students' civil dispute resolution ability was 50.65 (SD=7.85), and the post-test mean score was 86.32 (SD=5.32). Furthermore, the comparison of their civil disputes solving ability progression before and after course implementation revealed that post-test scores of students' civil dispute resolution ability were significantly greater than pre-test scores ($t_{29}=21.23, p<0.01$). The effect size of Cohen's d in this study was 3.88. It was considered to be a large effect of course implementation on students' civil dispute resolution ability.

The Result of comparing the different scores of students' satisfaction after implementing the civil law course with the criterion set at 70%.

Table 2 The comparison of students' satisfaction with the course with the criterion of 70%

Group	n	Total scores	Criterion scores of 70%	M	SD	t	p
experimental group	30	5.0	3.51	4.49	0.55	44.58**	.001

**p < .01

As presented in Table 3, the mean of students' satisfaction score after implementing the civil law course was 4.49 (full score of 5.00), with a standard deviation of 0.55. In addition, when comparing the students' satisfaction toward the course with the criterion of 70%, it was revealed that students' satisfaction toward the course after implementation was statistically significantly greater than the criterion of 70% ($t_{29} = 44.58$, $p < .01$).

Conclusion

A developed civil law course combines heuristic teaching method and case teaching method, consisting of 6 teaching steps: 1) Case preparation; 2) Pre-class group discussions; 3) Questioning and role-playing; 4) Problem-Solving, knowledge summarization, and systematization; 5) Practical application; 6) Evaluation, summary, and improvement. The findings of the course implementation revealed a high course effectiveness.

This innovation significantly enhances students' civil dispute resolution ability, particularly through steps 3, 4, and 5. By engaging in these interactive learning activities, students gain substantial opportunities to strengthen their problem-solving skills. Additionally, the new course has effectively improved students' satisfaction with the course.

The research findings demonstrate that this course has significantly enhanced students' capacity to resolve civil disputes and improved their overall satisfaction. Students have gained a deeper understanding of civil law-related knowledge, developed stronger critical thinking skills, and shown increased engagement in classroom activities. Statistical analysis further confirms the substantial improvement in Students' satisfaction, demonstrating the effectiveness of the course design and teaching methodologies.

Discussion

The findings of this study indicate that integrating a new teaching strategy that combines heuristic teaching with case teaching into the civil law course significantly enhanced students' performance in terms of their mastery of civil law knowledge, students' civil dispute resolution

ability, and their satisfaction. These results are consistent with previous studies, all of which emphasize the effectiveness of heuristic teaching or case teaching strategies in stimulating students' interest in learning and retaining memory.

Firstly, the combination of the two teaching methods essentially forms a closed-loop learning model of "case guidance - inspiration and thinking - practice verification - reflection and optimization". This not only overcomes the abstraction of the traditional lecture method but also avoids the fragmentation of simple case analysis. Ultimately, it enables students to develop systematic thinking and practical skills for resolving civil disputes. Students achieved significant progress in their mastery of civil law knowledge, which confirmed the effectiveness of our structured six-step teaching framework. By integrating components such as grouping, participation, collaboration, and reflection, students, through role-playing, interactive discussions, and the application of mock courts, deepened their understanding of civil law knowledge at a deeper level and effectively enhanced students' civil dispute resolution ability. These results are consistent with those of Wang Liming (2019), Zhao Wanyi (2017), and Sun Peng (2021), who found that heuristic teaching and case teaching can promote the internalization of civil law knowledge and the establishment of critical thinking, and improve students' civil dispute resolution ability.

The research results are in line with Vygotsky's educational philosophy that emphasizes experiential learning and active participation, ensuring that students can apply what they have learned in real-life situations (1978), and Dewey's progressive education philosophy that focuses on practical application (1938). At the same time, the improvement of college students' ability to resolve civil disputes also supports William G. Spady's Outcome-Based Education (OBE) (1994) and Felix Klein's theory that practicality must be linked to theory (1893). Emphasizing student ability development as the core driving force, following outcome-oriented, student-centered, ability-based, performance accountability, and continuous improvement learning theories. It is advocated that knowledge acquisition must be closely integrated with practical application. These theoretical frameworks jointly validate our approach, indicating that the newly constructed teaching strategies can effectively enhance students' civil dispute resolution ability.

Secondly, the high satisfaction level of the students indicates that the new teaching strategy combining the heuristic teaching method and the case teaching method, when applied to the civil law course, meets the students' learning expectations. Our research results are in line with the findings of Sun Peng (2021): Integrating the teaching strategies based on the heuristic teaching method combined with the case teaching method helps students consolidate their learning outcomes, thereby enhancing students' civil dispute resolution ability. Therefore, the corresponding increase in student satisfaction is both logical and reasonable.

Practical Implications for the Civil Law Course:

The findings of this study offer significant insights for the design of civil law courses. Traditional civil law courses often suffer from the problem of covering too much knowledge and failing to highlight key points, emphasizing the explanation of civil law theoretical knowledge while neglecting the improvement of students' ability to resolve civil disputes. As a result, civil law courses become courses that students find boring. They merely obtain credits but fail to enhance their ability to resolve civil disputes by taking the civil law course. This study suggests that a new teaching strategy combining the heuristic teaching method and the case teaching method can make civil law courses more attractive. Educators can improve the teaching effectiveness of civil law courses through the following methods:

1. Reconstruct the civil law course through progressive and constructivist educational philosophies, as well as outcome-oriented and theory-practice-linked learning theories.
2. Abandon the traditional method of compiling teaching plans by chapters, and apply a new teaching strategy that combines the heuristic teaching method and the case teaching method to the civil law course. Write a brand-new teaching plan for the course, with emphasis on different aspects, integrating theory with practice, and effectively stimulating students' interest in learning.
3. Introduce more quantitative analysis tools to thoroughly evaluate the teaching effectiveness of the civil law course, to continuously summarize in practice, overcome difficulties, and improve teaching outcomes.

Recommendations

1. Recommendations for practical implications

1.1 The course design emphasizes role-playing, group discussions, and collaborative tasks. However, due to differences in students' comprehension levels of civil law knowledge and varying levels of engagement motivation, some students find it challenging to fully participate. Future implementations should explore more effective methods to help students quickly grasp civil law concepts and boost their enthusiasm for participation, thereby supporting better performance from students within this teaching environment.

1.2 Teaching Strategies: Ensure full participation throughout the teaching process. While group discussions and role-playing are highly effective, some students may feel less confident. Assigning specific roles (e.g., lawyer, judge, plaintiff, or defendant's representative) in group tasks helps maintain balanced participation. By integrating a new teaching strategy that combines the heuristic teaching method and the case teaching method into the civil law course, this research proposes an expandable and innovative teaching method for civil law courses, making them more interactive, attractive, and effective. Enhancing students' civil dispute resolution ability and cultivating their legal awareness and



legal literacy. Universities in China can consider providing training for teachers on these methods to ensure that teachers have effective teaching strategies. In addition, education policy makers should formulate guidelines to incorporate this method into national civil law courses, providing institutional support for course innovation.

1.3 Developing contextualized course materials. To effectively implement case-based and heuristic teaching methods, well-structured instructional materials are essential. However, many existing resources primarily rely on textual content, which limits students' engagement with real civil cases. Future curriculum development should integrate multimedia resources, case studies, and experiential learning materials that align with students' interests and contemporary contexts. Providing diverse learning resources will help students better understand and apply civil law knowledge in practical scenarios, enhance their legal awareness and sense of moral responsibility, cultivate values of respecting life, honoring others' rights, and abiding by legal norms, while fostering college students' social responsibility and sense of justice.

1.4 Establishing a comprehensive evaluation framework. While this study has assessed students' civil dispute resolution ability, a more integrated and multidimensional evaluation system is required to comprehensively assess the long-term impact of legal education. Future evaluation should combine qualitative and quantitative methods, such as student self-reflection, peer assessment, and practical application projects. Furthermore, longitudinal research tracking students' improvements in civil law provisions and legal values after course completion will provide a clearer understanding of the long-term effectiveness of blended teaching strategies that integrate case-based instruction with heuristic learning.

2. Recommendations for Further Research

2.1 Long-term research. Future studies should employ longitudinal tracking to examine the impact of civil law courses on students' legal literacy, dispute resolution capabilities, and career development. While this study has demonstrated short-term improvements, it remains unclear whether these effects will persist. Long-term research could provide deeper insights into how students maintain and apply their acquired civil law knowledge in both personal and professional contexts.

2.2 Technology integration. The research should explore how AI-powered platforms, virtual reality, and gamified pedagogy can enhance the depth and interactivity of civil law education. Technologies enable immersive learning experiences that transcend geographical barriers while catering to diverse learning needs, making civil law knowledge more accessible to contemporary college students. Understanding how digital tools support legal education will help optimize teaching strategies in the digital age.





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