

Study on the Transformation of the "Service-Learning" Paradigm for the Cultivation of Practical Rule of Law Competence-Reconstruction of the Educational Model Under the Threshold of the Public Legal Service System

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Abstract: Taking the national strategy of public legal service system construction as the background, this study deconstructs the paradigm dilemma of "technical rationality" dominance in traditional rule of law practical education, and constructs a new paradigm of "cognitive apprenticeship + community embedded" service learning. Through the cross-fertilization of phenomenological pedagogy and critical jurisprudence theory, we put forward the "double-cycle quality improvement model" of legal clinic education, which reveals the dialectical law of "experience embodiment-meaning generation-value reconstruction" in the cultivation of rule of law competence. The research results provide a theoretical framework under the perspective of embodied cognition for the cultivation of rule of law talents in the new era, and promote the paradigm shift of legal education from "professional training" to "social justice practice".

Keywords: Service Learning; Rule of Law Practice; Public Legal Services; Cognitive Apprenticeship; Double-Loop Modeling

1. Introduction

The cultivation of practical rule of law skills is facing a paradigm crisis at the ontological level: the traditional "moot court - legal clinic" model of technical education has reduced the practice of the rule of law to a mechanical exercise of procedural techniques (Sullivan et al., 2007), which has severed the value of the link between legal knowledge and public good governance. In the strategic context of the construction of public legal service system, there is an urgent need to realize a triple shift in

the cultivation of rule of law talents: from "technical rationality" to "practical wisdom", from "academy-centered" to "community-embedded", and from "competence-based" to "justice practice".

Based on Dewey's philosophy of empirical education (Dewey, 1938) and Lave's theory of contextual learning (Lave & Wenger, 1991), this study reconstructs the theoretical connotation of service learning: the rule of law practice competence is essentially a practical existence constructed by the subject in the context of legal service. The innovative "Double Cycle Quality Improvement Model" breaks through the unidirectional cultivation logic of "skill training - case representation" in traditional legal clinic education, and builds a symbiotic evolution mechanism of "competence development - system improvement". Its theoretical value lies in revealing the ecological characteristics of the cultivation of rule of law competence and providing an epistemological framework for legal education to respond to the needs of social governance in the new era.

2. The Paradigmatic Dilemma of Practical Education for the Rule of Law

2.1 Alienation of Technical Rationalism

1. Fragmentation of practical knowledge: Technical rationalism deconstructs rule of law competencies into isolated skill modules, fragmenting the holistic nature of legal practice. The fragmentation of the knowledge system has led to a "skills puzzle" in which lawyers have lost the ability to integrate systematically in complex cases.

2. The obscuring of the value dimension: the myth of "value is not involved" driven by

technical rationality obscures the dilemma of ethical decision-making in public services. The symbiotic relationship between technical means and value judgment has been severed, resulting in the failure of the ethical navigation function of legal services.

3. Instrumentalization of the subject relationship: the object of service is reduced to the technical treatment of "teaching resources", which dissolves the essence of the public nature of legal services. The construction of interpersonal relations has been weakened, and has evolved into a mechanized technical operation process.

2.2 Limitations of Traditional Service Learning

1. Contextual embeddedness is superficial: traditional service learning stays in community affairs participation and does not build institutional linkage mechanisms. The shallow interaction model obscures the complexity of the community, resulting in the diminishing value of service learning in governance empowerment.

2. Cognitive development is fractured: empirical learning and theoretical reflection are mechanically superimposed, and the dynamic transformation mechanism of "practice-theory-practice" is missing. The break in the cognitive chain causes knowledge production to fall into a low-level cycle, blocking the process of unity of knowledge and action in legal education.

3. Closed quality improvement: quality assessment is limited to the closed diagnosis of teaching effect, and the synergistic evolution of the legal service system has been cut off. Neglect of system-environment interaction weakens the catalytic function of service learning on social governance innovation.

3. Theoretical Reconstruction of Service Learning Paradigm

3.1 Characteristics of the Paradigm in the Context of Public Legal Services

1. Ontological shift: the practice of the rule of law is a collaborative process of "state-society-subject", breaking through the paradigm of state-centrism. The law has been upgraded to a media tool for self-governance of multiple subjects, and a common governance ecology of "system construction - social

response - subject participation" has been constructed.

2. Epistemological innovation: legal knowledge is dynamically generated and contextually verified in public service, breaking the static view of knowledge. A practice-oriented knowledge production model is established, so that legal knowledge is deeply embedded in the capillaries of social governance.

3. Methodological integration: build a two-way construction path of "capacity development - service optimization", forming a synergistic evolution mechanism between individuals and the system. Through capacity enhancement, the service iteration is driven, and the system improvement feeds the capacity upgrade, realizing the spiral evolution of the rule of law ecology.

3.2 Theoretical Framework of the Double-Loop Quality Improvement Model

1. Micro-loop (competence generation):

Embodied engagement: cognitive apprenticeship facilitates the embodied encoding of practical knowledge.

Critical Reflection: Structured reflection tools deconstruct power structures in experience.

Reconstruction of Meaning: Individualized networks of meaning for rule of law values are constructed in service practice.

2. Macro-cycle (institutional evolution):

Problem Identification: Extracting the practical wisdom of institutional improvement in service practice.

Knowledge Transformation: Individual experiences are transformed into public service benchmarks through standardized processes.

System Reconstruction: Adaptive system reconstruction of the legal service system.

The model breaks through the traditional "teaching-practice" dichotomous framework to form an educational ecosystem of synergistic evolution of "subjective ability - institutional environment".

4. Innovative Paths of Educational Models

4.1 Embodied Implementation of Cognitive Apprenticeships

1. Legitimized marginal participation: Through community legal volunteer services, students can gradually integrate into the "community of practice". In embodied practices such as dispute mediation, learners complete the cognitive

anchoring of their professional identities and the ethical construction of their responsibilities through contextualized role experiences.

2.Cognitive scaffolding: A three-stage support system of "demonstration-guidance-removal" is adopted to realize the transformation of procedural knowledge into strategic thinking. Teachers dynamically adjust the intensity of support to guide learners from skill imitation to autonomous decision-making, completing the stepwise development of vocational ability.

3.Transfer of practical wisdom: Activate the transfer of tacit knowledge by representing real cases. In courtroom representation scenarios, learners internalize the paradigm of professional thinking by experiencing legal reasoning patterns and professional judgment skills.

4.2 Deep Realization of Community Embedding

1.Institutional Embedding: Constructing a regularized collaboration mechanism between education practice and community governance, upgrading the social responsiveness of legal education through two-way demand docking, and enhancing the social governance empowerment effect of teaching activities.

2.Cultural embedding: decoding the local knowledge spectrum of grassroots rule of law, promoting the resonance between theoretical cognition and rational practice of community rule of law. Through field research and other forms of incarnational cognition, we build a bridge of dialog between normative jurisprudence and civil law and order.

3.Embedding values: Cultivate the belief in the rule of law in public services such as legal aid, and reshape the value coordinates of lawyers through the situational construction of professional ethics. Students will perceive the governance effectiveness of the rule of law in such embodied practices as dispute mediation, and complete the practical generation of value rationality.

4.3 Operational Safeguards for the Double-Cycle Mechanism

1.Development of reflective practice tools: Develop embodied cognitive tools such as "power analysis matrix" and "ethical decision tree" to help students deconstruct power relations and ethical dilemmas in practice. The

structured reflection framework guides the generation and iteration of practical wisdom and the systematic upgrading of problem-solving ability.

2.Knowledge Transformation System Construction: Constructing the institutional transformation mechanism of "practice wisdom - service standard", realizing the systematic leap from implicit experience to explicit service benchmarks through the process of case coding and knowledge extraction, and driving the spiral improvement of service quality.

3.Co-evolutionary platform construction: Form a university-community-government triadic governance alliance to build a collaborative network of "knowledge production-policy making-community practice". Through complementary resources and collaborative decision-making, the adaptive evolution of the social governance system will be driven.

5. Theoretical Contributions and Academic Value

1.Ontological breakthrough: The theory proposes the essence of "practical existence" of the rule of law ability, and reshapes the paradigm of embodied cognition in legal education. The theory reveals the synergistic mechanism of body perception, contextual field and subject interaction in the practice of the rule of law through the three-dimensional framework of body embedding, contextual interaction and subject co-construction.

2.Methodological innovation: the construction of the "double cycle quality improvement model", which opens up the synergistic evolution channel between individual ability and institutional system. The micro-cycle focuses on the cognitive leap of "experience reflection - ability iteration", while the macro-cycle drives the system reconstruction of "problem diagnosis - system adjustment", forming a symbiotic evolution mechanism between theory and practice.

3.Expansion of Value Theory: Reconstructing the public core of legal services, and anchoring its value coordinates as the "social justice engine" of social governance modernization. Through the analysis of the triple functions of fair supply, risk prevention and consensus building, legal services play an important role in maintaining social stability.

6. Conclusion

This study reveals the ecological characteristics and dialectical development law of rule of law competence cultivation by reconstructing the service learning paradigm, puts forward the essence of "practical existence" of rule of law competence, emphasizes the synergistic mechanism of bodily perception, situational interaction and subjective co-construction, and constructs the "double-cycle quality improvement model" to realize the synergistic evolution of individual competence and the institutional environment, and at the same time, reconstructs the core of the public nature of the legal service, and establishes the value positioning of legal service as the core driving force of the modernization of social governance. At the same time, the core of the public nature of legal services is reconstructed, and its value positioning as the core driving force of social governance is established. The study shows that rule of law education should go beyond the transfer of skills and be upgraded to a social practice that drives the evolution of the public legal service system. In

the future, it is necessary to deeply explore the micro-macro system interaction mechanism in the double-loop model and the transformation path of the service learning paradigm in the digital era, in order to provide a new growth point for the theoretical innovation of legal education.

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