

Research on the Teaching Reform Framework of Public Security Colleges and Universities from the Perspective of Smart Education

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Abstract: Continuous innovations in smart education are driving the reform and development of higher education. Based on the actual situation of teaching reform in public security colleges and universities, this study analyzes the importance of public security higher education reform from the perspective of smart education, explores the overall idea of smart education empowering teaching reform in such institutions, and focuses on the key focuses of this reform. These key focuses include five aspects: innovating the path of teaching model reform, integrating “on-campus + off-campus” resources, innovating curriculum design and teaching models, expanding personalized teaching assessment, and strengthening the construction of teaching staff. On this basis, the study systematically puts forward the vision of smart education supporting teaching reform in public security colleges and universities, which mainly covers three dimensions: forging one core concept, enhancing two key capabilities, and promoting the integration of three aspects.

Keywords: Smart education; Public security colleges and universities; Teaching reform; Analytical framework

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1. Introduction

Smart education is not only an advanced form of educational informatization development but also an ideal state for the future development of education. Internationally, research and practice on smart education started relatively early, and various countries and numerous international organizations have conducted more active explorations in educational digital transformation^[1]. Foreign scholars' research on smart education mainly focuses on the construction of smart learning environments, the innovation of learning technologies, and the realization of personalized learning. Domestically, although China's educational informatization process lags behind some developed countries, there is no generational gap in terms of technological innovation and educational concepts. The digital and intelligent revolution is accelerating innovation and rapidly integrating into all fields and the entire process of economic and social development^[2]. As one of the important initiatives of the national digital strategy,

smart education has been effectively promoted. In view of this, it is necessary to conduct research on the teaching reform of public security colleges and universities from the perspective of smart education to better respond to the opportunities and challenges brought by the information age.

2. The importance of public security higher education reform from the perspective of smart education

Smart education is significantly different from traditional education. It can provide students with broader learning and practice platforms, featuring advanced educational concepts and methods. It emphasizes the shaping of students' thinking abilities, which is conducive to promoting students' acquisition of good learning abilities and sustainable development capabilities. Historically, education is not only an important force driving the scientific and technological revolution but also an important object continuously reshaped by science and technology ^[3]. In this regard, this study proposes a practical plan for smart teaching in colleges and universities, continuously improves the smart teaching system, and enhances the informatization level of teaching. Long-term classroom teaching practice has been carried out based on specific disciplinary courses, which has developed the ideas and methods of teaching design in colleges and universities to a certain extent. In this process, smart education is integrated into all links of talent training, and the innovative development of practical teaching in different majors is promoted in close combination with the integration of production and education.

3. The overall idea of smart education empowering teaching reform in public security colleges and universities

The overall idea of teaching reform in public security colleges and universities should take smart education as the core concept and the reform of educational models as the starting point. On the basis of integrating previous research results, this study examines the innovation and practice of teaching models in public security colleges and universities under the background of the national medium and long-term education plan, focusing on the guiding ideology, guarantee mechanism, training plan, and curriculum teaching system of smart education curriculum construction. In the new era of smart education reform, the internal elements of the teaching ecosystem and the interrelationships between elements will become increasingly close ^[4]. Educators need to explore and establish a teaching model adapting to smart education, follow the logical line of “theoretical construction—practical exploration—effect evaluation—optimization and improvement”, and focus on the pain points and needs of teaching reform in public security colleges and universities in the smart education era. Based on the dual logic of “technology empowerment” and “police attributes”, educators will explore an innovative and operable teaching model system.

Firstly, by systematically sorting out smart education theories and public security education and teaching theories, and combining with the intelligent development trend of public security work, educators will construct a theoretical framework for the reform of the integrated talent training model of “education, learning, scientific research, training, and practice” in the smart education era, and clarify the reform goals, principles, and core elements. Secondly, educators will conduct in-depth research on the practical experience of public security colleges and universities at home and abroad in terms of teaching models, curriculum systems, and teaching methods. Combined with the actual construction of smart education in Chinese public security colleges and universities, typical colleges and universities will be selected to carry out teaching model reform practices, and innovative

teaching methods such as intelligent teaching platforms and virtual simulation technology will be applied. Thirdly, a multi-index evaluation system will be constructed from the dimensions of students' learning effects, teachers' teaching abilities, and talent training quality, and big data analysis, questionnaires, and other methods will be used to evaluate the reform effectiveness. Fourthly, based on the classroom evaluation results, existing problems will be analyzed, optimization strategies will be proposed, and a promotable reform plan for the integrated talent training model of "education, learning, scientific research, training, and practice" in the smart education era will be formed.

4. Key focuses of smart education empowering teaching reform in public security colleges and universities

4.1. Innovating the path of teaching model reform

Curriculum design and teaching models adhere to the principle of "teaching closely following police work and serving police work." Educators adhere to the value orientation of using technology to alleviate educational problems and improve educational quality^[5]. Through the innovation of project-based, inquiry-based, and team-based teaching models, students' digital scientific literacy, information literacy, and comprehensive literacy are cultivated. Based on the concept of smart education, smart education is applied to public security education. Educators will conduct an in-depth exploration of teaching model reform theories in different public security colleges and universities, clarify the existing teaching model patterns, innovate the path of teaching model reform, and connect cleaned big data cases to the smart education teaching module to enhance the practicality of classroom teaching.

4.2. Integrating "on-campus + off-campus" resources

Educators should firmly seize the opportunity of the joint construction of "urban integration" between public security colleges and local public security organs, and do a good job in "personnel exchange and institutional co-construction." On the one hand, educators will strengthen cooperation between schools and public security bureaus, send outstanding "teachers" to public security departments as police officers for research to learn the latest police work methods, and carefully design relevant cases to integrate into classroom construction. On the other hand, educators will set up "police instructors" in relevant teaching institutions of public security colleges and universities to guide the construction of teaching model reform in the front line of teaching; at the same time, introduce outstanding "police officers" into campus classrooms as instructors to enrich teaching content with police cases.

4.3. Innovating curriculum design and teaching models

Educators will cultivate students' police work capabilities of "graduation-ready for employment and competent upon appointment." Break through the traditional segmented training model of "first theoretical teaching, then practical training", and construct a full-process intelligent closed loop of "education, learning, scientific research, training, and practice", realizing "data running through the entire training process and technology empowering every link." Educators will build a "data-driven and dual-party collaborative" police link, import safe and reliable data such as fraud early warnings and public security hotspots in real time, develop a "teaching police situation simulation model", and create a teaching ecology of "virtual simulation + police work-oriented" teaching and training.

4.4. Expanding personalized teaching assessment

Through the innovation and setting of teaching assessment and supervision models, educators will give play to the advantages of smart education in personalized teaching. Improve the ability to efficiently collect and integrate data and analyze data with high quality, so as to make students take the initiative to learn and mobilize their internal enthusiasm ^[6]. On the basis of cultivating qualified graduates, educators will focus on “cultivating top-notch innovative talents” and cultivating “elite police officers” for public security organs in advance, so as to actively adapt to the ever-changing public security challenges.

4.5. Strengthening the construction of teaching staff

Educators are committed to building an excellent teaching team that “can fight in the front line and teach in the classroom”, and lead the overall construction of the teaching staff in public security colleges and universities through the concept of smart education. Teachers’ digital literacy provides important support for the development of smart education and the high-quality application of educational digitalization ^[7]. Educators will establish a tripartite collaborative mechanism of “colleges and universities—public security organs—technology enterprises” to address the dual bottlenecks of “insufficient technical supply” and “limited police resources” in public security education. Establish a “college—grassroots police station” dual-mentor system, where student police participate in grassroots smart police projects (such as the construction of smart community security systems), and police officers guide students to solve practical police problems, forming results of “research and training reports + solutions.”

5. The vision of smart education empowering teaching reform in public security colleges and universities

5.1. Forging one core concept

The construction of a powerful education country is inseparable from a solid digital and intelligent foundation ^[8]. Educators will integrate the concept of closely combining teaching reform with smart education into the teaching reform and scientific research management of public security colleges and universities, and these two need to be organically integrated. Especially in carrying out teaching model innovation and modular curriculum content design under the guidance of AI large model concepts, educators will strive to promote the in-depth and effective development of teaching reform.

5.2. Enhancing two key capabilities

Promoting the reform of smart education teaching models under the concept of smart education is inseparable from the improvement of teachers’ capabilities. On the one hand, educators should improve the smart education teaching capabilities of teachers in public security colleges and universities, guide teachers to “be willing to use, happy to use, and dare to use” new digital teaching methods, and enable them to take the initiative to carry out teaching reform with the help of smart education media including smart education ^[9]. On the other hand, educators should cultivate the ability of teachers in public security colleges and universities to conduct scientific research on smart education as the theme. Through the method of “promoting research through teaching and integrating teaching with research”, educators will fundamentally lay a solid foundation for smart education and teaching reform.

5.3. Promoting the integration of three aspects

Firstly, integrate the internal departments of public security colleges and universities with grassroots public security departments. Incorporate the cooperation of “colleges and universities + public security bureaus” into the annual assessment of grassroots public security organs, and establish a stable cooperative relationship at the upper-level structure by signing institutional cooperation agreements, dispatching “police instructors”, and jointly carrying out activities such as “police work + classroom teaching.” Secondly, integrate “teachers” from public security colleges and universities with “police officers” from grassroots public security organs. Teachers from public security colleges and universities will participate in police work departments through temporary appointments, research training, and other methods to engage in front-line police work; “police officers” from public security organs will enter classrooms as instructors to enrich teaching content. Thirdly, integrate students’ internships with police work. By modularizing student internships and continuously improving the effectiveness of students’ internships in public security organs, educators aim to promote the effectiveness of students’ policing learning by focusing on grassroots policing work.

6. Conclusion

Educational digital transformation is an important engine and innovative path to effectively promote the high-quality development of education ^[10]. Closely aligning with the national smart education development strategy, this study deeply promotes the teaching reform of colleges and universities. Focusing on the existing smart education environment in current colleges and universities, it studies how to scientifically allocate teaching resources, establish a sound practical teaching system, integrate smart teaching into all links of talent training, and build an intelligent and digital teaching model with the Internet as the core. Although both domestic and foreign countries attach importance to the application of smart technologies, the localized theoretical framework in the field of public security education is not yet mature. Looking forward to the future: first, continuously iterate smart education technologies, establish a mechanism for mutual promotion between classroom teaching and smart education technologies, and continuously enrich and improve teaching methods with technological progress. Second, promote the “smart” transformation of teachers’ assessment. Establish a mechanism that not only focuses on the effectiveness of smart education reform but also takes into account the improvement of teachers’ digital and intelligent capabilities, laying a foundation for building a team of teachers with profound theoretical literacy, cutting-edge technical vision, and rich experience in grassroots police work.

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