

Exploration on Curriculum Ideological and Political Teaching Reform in Police Colleges Based on OBE Concept

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ABSTRACT

The transformation of public security work in the new era places higher requirements on the comprehensive quality of police talents, and police colleges need to consolidate the foundation of cultivating police spirit and shaping souls through ideological and political education in courses. The OBE concept is highly consistent with ideological and political education in police college courses in terms of goal orientation, practice orientation and continuous improvement orientation, providing support for solving problems such as a single teaching path and imperfect evaluation mechanism. This paper explores the logical consistency and existing problems between the two, and proposes the reform path of ideological and political education in courses based on the OBE concept from four aspects: reverse-designing the goal system, reconstructing the "ideological and political + practical" content, innovating teaching paths, and establishing a closed-loop evaluation mechanism, so as to help cultivate a high-quality public security iron army.

KEYWORDS

OBE concept; Police colleges; Ideological and political education in courses; Teaching reform

1 Introduction

With the in-depth advancement of the construction of a law-based China, public security work in the new era is undergoing an all-round modern transformation. The complex and ever-changing law enforcement environment and new-type policing tasks have put forward more stringent requirements for the comprehensive literacy of policing talents. They are required to have not only solid professional practical capabilities, but also firm political stance and noble professional ethics. As the main position for cultivating reserve forces of the public security team, police colleges shoulder the core mission of "cultivating police officers with lofty ideals and empowering them with strong capabilities". As a key carrier for implementing the fundamental task of moral education, the quality of curriculum ideological and political construction directly determines the cultivation quality of a strong public security iron army.

2 The Logical Compatibility between OBE Concept and Curriculum Ideological and Political Education in Police Colleges

2.1 Goal-oriented Compatibility: Focusing on the Core Literacy of Policing Talents

The OBE (Outcome-Based Education) concept takes learning outcomes as the core anchor and reversely designs the entire teaching process. Its essence is to build a feasible and verifiable capacity-building framework around professional needs. The core task of curriculum ideological and political education in police colleges is not simple value indoctrination, but cultivating reserve policing forces with political resolve, legal literacy, professional feelings and practical skills, which is naturally compatible with the competency-based orientation of the OBE concept. Different from ordinary universities, curriculum ideological and political education in police colleges must closely adhere to the professional characteristics of public security, and transform the political requirements of "absolute loyalty, absolute purity and absolute reliability" into specific goals corresponding to practical capabilities such as law enforcement, case handling and emergency response.

2.2 Practice-oriented Compatibility: Meeting the Practical Education Needs of Public Security

The OBE concept emphasizes the practicality and transformability of learning outcomes, and advocates relying on practical training in real scenarios to enable students to internalize literacy and improve abilities while solving practical problems. This is highly compatible with the integrated education model of "teaching, learning, research, training and combat" in police colleges. The practical nature of public security work determines that curriculum ideological and political education cannot be limited to classroom theoretical teaching, but must be integrated into practical links such as police tactical training, law enforcement standard drills and complex case handling. The shortcoming of traditional ideological and political teaching, which "emphasizes theory over practice", is likely to lead to students' superficial understanding of professional spirit and law enforcement ethics. In contrast, the student-centered and task-driven teaching advocated by the OBE concept can promote curriculum ideological and political education to shift from "passive listening" to "active practice".

2.3 Continuous Improvement Compatibility: Adapting to the Development Needs of Public Security Work

A core feature of the OBE concept is to build a dynamic closed-loop education system. By collecting feedback from

stakeholders, it continuously optimizes teaching goals, contents and methods to ensure that education outcomes are adapted to industry development. Public security work is always in dynamic evolution. With the deepening of the construction of a law-based China, the emergence of new types of criminal forms and the popularization of smart policing technology, the requirements for the literacy of policing talents are constantly upgrading. Curriculum ideological and political education needs to be iterated simultaneously, and timely integrate new policies, new cases and new requirements. The OBE concept provides a methodology for the dynamic optimization of curriculum ideological and political education. By connecting with public security organs, industry experts, graduates and other subjects, it can accurately capture the new demands of practical positions for ideological and political literacy, adjust the content focus, teaching methods and evaluation standards of curriculum ideological and political education, and form a positive cycle of "goal setting - teaching implementation - evaluation feedback - optimization and improvement", ensuring that curriculum ideological and political education keeps pace with public security work in the new era.

3 Existing Problems in the Curriculum Ideological and Political Teaching Reform of Police Colleges

3.1 Single Teaching Path and Insufficient Reflection of Competency Orientation

Traditional curriculum ideological and political education mainly adopts the mode of "teacher's lecture + case analysis", which leans towards theoretical indoctrination with weak interactivity and practicality, and there is a gap with the competency-based and personalized cultivation emphasized by the OBE concept. Students in current police colleges have active thinking and pay attention to practical experience, so their acceptance of one-way theoretical preaching is relatively low. At the same time, some teachers lack innovative ideas for integrating ideological and political elements, fail to carry out immersive teaching based on police training scenarios, and the integration of ideological and political elements is rigid, making it difficult to stimulate students' enthusiasm for active practice.

3.2 Imperfect Evaluation Mechanism and Lack of Support for Continuous Improvement

In terms of evaluation subjects, it is dominated by teachers, lacking the participation of public security practical instructors and industry experts, resulting in a single evaluation perspective that cannot reflect the real needs of practical positions for ideological and political literacy. In terms of evaluation indicators, it focuses on explicit contents such as classroom performance and homework completion. For implicit literacy such as professional attitude, ethical adherence and teamwork, there is a lack of scientific evaluation methods, and subjective scoring is mostly used instead of quantitative assessment. The evaluation results are disconnected from teaching improvement. Most colleges do not have a normalized feedback mechanism, and evaluation data is only used for course assessment, which cannot be used to optimize goals, contents and methods in a targeted manner, making it difficult to form a closed-loop education system and restricting the improvement of the effectiveness of ideological and political education.

4 The Path of Curriculum Ideological and Political Teaching Reform in Police Colleges Based on OBE Concept

4.1 Reverse Design: Clarifying the Outcome-oriented Goal System of Curriculum Ideological and Political Education

Guided by the OBE concept, combined with the needs of public security work in the new era and the overall goal of policing talent training, a hierarchical and classified outcome-oriented goal system of curriculum ideological and political education is reversely constructed. It is designed progressively at three levels: low-level, medium-level and high-level. The low-level goals focus on the cognition and understanding of ideological and political knowledge, enabling students to clarify the value orientation and ethical norms of police work; the medium-level goals emphasize the application and practice of ideological and political elements, enabling students to adhere to professional bottom lines and practice the concept of rule of law in simulated scenarios; the high-level goals pursue the internalization and sublimation of professional literacy, forming stable professional ethics and value pursuit. Differentiated goals are set according to the characteristics of different courses: professional police courses focus on the tempering of literacy in practical scenarios, while public basic courses focus on the cultivation of national feelings and cultural confidence, thus building a goal system of "overall goal guidance, sub-goal support and adaptation of various courses".

4.2 System Reconstruction: Building a "Ideological and Political + Practical Combat" Curriculum Content System

On the one hand, it deeply excavates ideological and political elements, builds an element database with the cultivation of loyal police spirit as the main line, covering four dimensions: law enforcement standards, model deeds, professional ethics and requirements of the times, and accurately locates the ideological and political entry points of different courses. On the other hand, it aligns with the practical needs of public security, optimizes the content presentation form, introduces vivid materials such as real law enforcement cases, major security work records and interviews with model police officers, seamlessly integrates ideological and political elements into teaching links such as

simulated law enforcement, practical combat drills and case deduction, and builds a content chain of “theoretical cognition - case analysis - practical practice - reflection and sublimation”, allowing students to deepen their ideological and political cognition while solving practical problems.

4.3 Method Innovation: Creating a Diversified Teaching Implementation Path

Practicing the student-centered OBE concept, it breaks through the limitations of traditional teaching and constructs a diversified immersive teaching path. It implements the “three-class integration” model: the first classroom realizes the deep integration of ideological and political education and professional knowledge through situational teaching, case discussion and group debate; the second classroom strengthens professional identity and national feelings relying on police camp associations, volunteer services and lectures by model police officers; the third classroom allows students to temper their moral character in real law enforcement environments through internships, on-the-job learning and front-line research. It builds an online and offline hybrid platform relying on information technology, integrates resources such as model police videos, case analysis and legal lectures, sets up online discussion areas and ideological and political practice check-in sections, and expands the coverage of education.

4.4 Closed-loop Optimization: Establishing a Diversified and Three-dimensional Evaluation and Improvement Mechanism

It sets up a diversified evaluation team, where teachers evaluate classroom performance and theoretical cognition, practical combat instructors focus on the practice of literacy in training, industry experts assess the adaptability of outcomes to positions, and students conduct self-evaluation and peer evaluation to ensure objective and comprehensive evaluation. It constructs an evaluation system combining explicit and implicit indicators, where explicit indicators include quantifiable contents such as classroom performance, homework results and practical combat assessment scores, and implicit indicators cover professional attitude, ethical adherence and value judgment in emergency response. It establishes a normalized feedback mechanism, regularly collects evaluation data and opinions from stakeholders, forms an improvement report, adjusts teaching goals, contents and methods in a targeted manner, and links evaluation results with the optimization of talent training programs, the construction of teaching teams and the improvement of course quality, realizing the closed-loop operation of “evaluation - feedback - improvement - promotion” and enhancing the effectiveness of ideological and political education.

5 Conclusion

Integrating the OBE concept into the curriculum ideological and political teaching reform of police colleges is an important path to adapt to the modernization needs of public security work in the new era and improve the quality of policing talent training. The inherent compatibility between the OBE concept and curriculum ideological and political education in police colleges in terms of goal orientation, practice orientation and continuous improvement provides theoretical support and practical guidance for solving the current problems such as vague goals and single evaluation in curriculum ideological and political education. Through the reverse design of the outcome-oriented goal system, the reconstruction of the “ideological and political + practical combat” curriculum content system, the innovation of diversified teaching paths and the establishment of a closed-loop evaluation mechanism, it can realize the deep integration of curriculum ideological and political education and professional teaching, and promote the transformation of policing talent training from “knowledge imparting” to “competency and literacy cultivation”.

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