

Analysis of Case-Based Teaching in Public Security Education in China

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Abstract

With the gradual improvement of socialist legal construction, social demand for high-quality and high-level public security policy has become increasingly urgent. To improve the teaching level of public security education is a major measure to cultivate high-quality public security police. This paper analyzes the importance of case-based teaching in Chinese public security education and the feasible approaches to the proper use of case-based teaching in Chinese public security education. Case-based teaching has become an important way to promote public security education and train high-level application-oriented public security personnel.

Key words: China; Public security education; Case-based teaching

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INTRODUCTION

In the public security education in China, we have always paid attention to the cultivation of basic disciplinary knowledge while paying insufficient attention to the training of the practical ability of police, which make it difficult to adapt to the needs of modern society. Many colleges and universities have strengthened the practice and internship of police during public security education

reform; however, short-term police practice cannot truly improve students' practical ability in public security. Case-based teaching gives us a lot of valuable experience in training students' practical ability and it should cause great concern of us as public security educators.

1. THE IMPORTANCE OF CASE-BASED TEACHING IN PUBLIC SECURITY EDUCATION IN CHINA

Case-based teaching or case method originated in the West. In 1870, the dean of Harvard Law School, Christopher Columbus Langdell introduced case-based teaching to legal education in order to strengthen students' professional training and he also prepared the world's first text book of case-based teaching. Harvard University has been practicing, improving and enhancing case-based teaching, which is a strong impetus to the use of case-based teaching in the world. At present, the case method has been widely used in teaching philosophy, political science, economics, sociology, psychology, education and other fields and it shows strong vitality. Applying case-based teaching to the public security educational practices has very important significance.

1.1 It Helps Facilitate the Implementation of "People-Oriented" Teaching Philosophy

Education is a social practice to cultivate people. "People-oriented" teaching philosophy is based on full respect for the students' major player position, starting from students' interest, will, emotions, knowledge, ability and creativity, etc. to have them actively integrate into the teaching process to achieve knowledge mastery and understanding. In traditional public security education, the teachers are accustomed to using textbooks as the only teaching resources and the use of knowledge and authority to dominate classroom teaching, while students can only passively accept the teachers' knowledge and obey the

teachers' classroom management. Over time, students will gradually transform the awe of teachers into a variety of complex emotions such as conflict, which is a serious departure from the "people-oriented" teaching philosophy. Case-based teaching adheres to "people-oriented" teaching philosophy. It takes students as an important part in a teaching process and fully gives students the autonomy to actively participate in the teaching. This revolutionizes teachers' dominant position in classroom teaching and stimulates students' initiatives. In the analysis and discussion of the case among the teacher and students, each student has the opportunity to express their views and opinions, making simple classroom teaching of teachers into collective discussion of all students, so that students' dominant position gets effectively protected and reflected. The teaching goes from transverse to longitudinal direction.

1.2 It Helps to Enhance the Classroom Vitality

Modern teaching model theory believes that "teaching is to create a good learning environment". This is a very significant point of view. A good classroom environment is conducive to the promotion of mental compatibility and emotional communication between teachers and students and between students and students. It also improves the effectiveness of teaching and learning. Excessive use of "injective" and "spoon-feeding" teaching methods and emphasis of students' mechanical memory and recite largely suppresses students' independent learning and inquisitive spirit and stifles students' interest and curiosity, making classroom teaching lack of vigor and vitality. The introduction of case-based teaching into public security education effectively solves the classroom teaching scene in which teachers teach and students listen, making teaching form transformed from one-way to interaction. Through case analysis, teachers achieve the dissemination of knowledge; through participation of case analysis, students' motivation to learn has been released. The classroom teaching environment has become full of vitality. In the active classroom atmosphere, abstract and obscure knowledge becomes easier to understand. Students have mastered knowledge with pleasure.

1.3 It Effectively Stimulates Students' Questioning Spirit

"Suspicion is the source of thinking and the start of learning." Suspicion can start the gate of creation and trigger imagination and reflection; daring to question can develop creative thinking. Public security education lacks the survival and development space for innovative talents. Teachers tend to focus on teaching of existing theoretical knowledge, focusing on the findings and the de facto standard answer, which causes students being accustomed to passive acceptance, but not good at independent thinking. This traditional way of teaching seriously hinders the development of students' spirit to question

and ability to explore. Case-based teaching focuses on inspiring students' thinking, broadening their horizons. While acquiring knowledge, students' abilities to think, speak, and do have been trained. In the process of case-based teaching, teachers organize students to conduct investigation, reading, thinking, analysis, discussion and communication and other activities, teach them the approaches to analyzing problems and solving problems, and improve their ability to analyze and solve problems; under the guidance of teachers, students analyze the case from different positions and angles, resulting in a spark of thinking and generation of inspiration or insight.

1.4 It Efficiently Cultivates Students' Teamwork Spirit

Teamwork spirit is a foreign word originating from behavior management science, referring to a group of people with complementary talents and shared responsibility dedicated to the same purpose and standards, in order to achieve the common goal, have formed a "positive, hardworking, harmonious, sincerely cooperative" wishes and style for the overall situation. In the classroom teaching, in the absence of team spirit among members, the team is bound to be a mess, affecting the achievement of teaching objectives. Therefore, to enhance teamwork spirit is an important part of teaching, but also the basis and prerequisite to ensure the accomplishment of teaching objectives. Case-based teaching method adopts the main teaching form of "group discussion and collective learning". In the entire preparation, operation and summary procedures of educational activities, all team members have a wide range of cooperation and coordination. Students participate in case studies. While winning the equal opportunity to express their views and share ideas of others, they have developed a good habit with an open mind to listen to the views of others; teachers are no longer standing alone on the podium to perform "a one-man show".

1.5 It Comprehensively Enhances the Overall Quality of Teachers

As designers and implementers of educational activities, teachers' quality will directly determine the quality and effectiveness of classroom teaching. Case-based teaching, as a teaching method, has incomparable advantages that other teaching methods cannot match in the cultivation of students' thinking skills, analytical and problem-solving skills as well as in promoting teacher-student interaction and establishing a good teacher-student relationship. First, to carry out case-based teaching will help improve teachers' logical thinking and analytical skills; second, to carry out case-based teaching helps teachers consolidate and improve the relevant expertise and improve their ability to solve practical problems; third, to carry out case-based teaching help teachers break the limitation of traditional teaching mode and innovative their teaching

methods and philosophy; and finally, to carry out case-based teaching can cultivate teachers' classroom management skills and techniques to guide the students and help teachers enhance classroom control capabilities.

2. FEASIBLE APPROACHES TO THE PROPER USE OF CASE-BASED TEACHING IN PUBLIC SECURITY EDUCATION IN CHINA

Through case-based teaching to achieve teaching objectives, it requires teachers to take more effort and labor than traditional teaching methods. For teachers who implement case-based teaching, only when they grasp the rule of case-based teaching can they ensure the smooth implementation of teaching activities.

2.1 The Selection of Cases

Case selection is the premise to ensure the success of case-based teaching. There are numerous cases related to public security education. In order to select typical case that can cause students' interest, teachers need to pay attention to the following points: the first point is the authenticity of cases. Authenticity is the most important feature of case-based teaching. Only real cases and objective events can realistically reproduce the scene which actually happened and guide students to combine their own experience and practice to reveal the value behind the cases and benefit from the self-reflection. The second point is the representation of the case. Cases selected in case-based teaching should be able to reflect the essential attribute of certain class of phenomena and facts. Teachers should not use randomly selected cases just for the sake of case-based teaching. Otherwise, they cannot answer students' doubts nor perform the function of inferring from one to more cases, affecting the effectiveness of teaching. The third point is the complexity of cases. Case method is an inspiration and discussion based teaching form. Problems are an important and indispensable part of cases. A good case should include one or more problems to be solved. If the selected cases are relatively simple cases and students can easily conclude from the cases, such cases are of less value to be discussed, nor can they reach the purpose of case method.

2.2 The Preparation Before Class

Case-based teaching is different from example-based teaching. In example-based teaching, teachers use a specific event to explain the relevant knowledge, while case method is based on a case and teachers and students participate in the discussions and analysis of the case so as to gain knowledge. It requires teachers and students to do a lot of preparatory work before class. After selecting the appropriate case, the teacher should carefully arrange the classroom teaching. The teacher should start with

the law of the development of students' understanding, from shallow to deep, from easy to difficult, from simple to complex, designing multiple case themes to explore new ideas and improve the comprehensive analysis and multi-directional thinking ability. Also, the teacher should combine with students' behavioral practice to design some assignments to correct students' behavior. Through careful preparation prior to the class, students can carefully collect relevant information and have a full vision of problems and treatment approaches that may arise in the case discussion.

2.3 Classroom Discussion

Classroom discussion is the main part of case-based teaching, is the key to success or failure of case-based teaching, is a test to evaluate students' understanding of the case and mastery of the theoretical knowledge and is an effective way to train students to analyze and solve problems and improve the skills of expression. First, teachers should encourage students to actively participate in the discussion and become the protagonist of the classroom. Classroom discussion is generally in the form of group discussion. Classroom discussion process is the process of cooperative learning. Students express their views, opinions in the case discussion, absorb or argue the view of others. During the discussion, teachers also need to create harmonious teaching situation full of vigor and vitality, allowing students to have a more comprehensive and more profound understanding of the knowledge. Second, teachers should be good at managing the classroom. When the teachers are conducting case-based teaching, on the one hand, they should stimulate students to participate in the discussion, and encourage students to think independently; on the other hand, they should provide timely guidance according to the situation to enable students to always focus on case analysis and to keep the discussion to develop in depth and breadth.

2.4 Classroom Case Review

After discussion, teachers should provide timely reviews. Teachers' wonderful reviews tend to have the authority and credibility and they are the crowning touch in case-based teaching. When teachers give their reviews, they should evaluate students' participation in the discussion and the evaluation should focus on students' thinking and demonstrative analysis. At the same time, teachers should also come up with a case analysis conclusion of a certain breadth and depth. For those there is no standard answer, teachers should propose preference opinions for students' reference, so that students who deviate from the actual situation can find the deviation and students that are confused can feel suddenly see the light and feel enlightened.

2.5 To Write a Case Analysis Report

To write a case study report is the last link in case-based teaching. To write a case study report is not a simple

list of the knowledge involved in the case, but also a summary and refinement of the discussion results of the case. It should specify abstract theoretical knowledge. Through this link, students are able to further deepen their understanding of the content of the discussion. This can also train their writing skills. In this way, students feel pressure while enjoying case-based teaching atmosphere which is full of vigor and vitality. It helps to enhance the effectiveness of teaching.

To sum up, in addition to spreading the professional knowledge of public security to students, public security education should also pay attention to cultivate students' ability to analyze and solve problems. Case method helps students to experience and understand knowledge, helps to develop students' innovative ability and helps to develop students' practical ability and entrepreneurial spirit. However, case-based teaching is

not the only form of teaching and it cannot be used in all of the teaching content. Case-based teaching should be used in conjunction with other teaching methods. They complement and mutually promote one other. When teaching different contents, the integrated use of a variety of teaching methods in accordance with the actual situation is the approach to achieve the desired teaching effects.

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