



# Research on Cultivating Operational Talents of Public Security Intelligence Major from the Perspective of Practice and Teaching Integration

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## Abstract

This paper analyzes the main problems in cultivating the operational talents of the Public Security Intelligence major in China through a literature review and investigation. It proposes countermeasures and suggestions, including optimizing major settings, reforming teaching contents and methods, expanding practical training channels, and improving process management from the perspective of integrating practice and teaching. The study suggests that there are issues such as over-theorization and inadequate practical training in the current development of operational skills for public security intelligence majors. This situation results in a gap between graduates' job requirements and their actual working abilities. It is imperative to fundamentally adjust major settings and curriculum systems by increasing case teaching, situational simulation, police skill training, and other methods to enhance operational skill cultivation. Meanwhile, school-enterprise cooperation should be deepened to provide high-quality internship positions, extend the duration of internships, and enhance the outcomes of internships. It is expected that the development of operational talents will progress towards specialization, application, and flexibility to achieve the integration of production and education, as well as the unification of knowledge and practical skills. This research provides references and inspiration for transforming and innovating cultivation modes for operational talents.

## Keywords

Practice and teaching integration, police operations, talent cultivation, public security intelligence, major settings, teaching models

## 1. Introduction

### 1.1 The Importance of Cultivating Operational Talents in Public Security Intelligence Major

At present, with the rapid development of the global economy and society, the social structure is increasingly complex and diverse, and various illegal and criminal activities emerge one after another, bringing new challenges to public security work (He Feifei, 2020; Duan Yanyan & Zhang Chunping, 2019; Owen Gallupe et al., 2019). Facing the complicated criminal forms and means, public security organs urgently need a large number of high-quality operational talents who have both solid theoretical foundations and rich practical experience, so as to improve the level of public security work. As the major that directly supplies talent to the operational departments of public security, the quality of talent cultivation in public security intelligence major directly affects the ability of public security organs to maintain social security and combat illegal and criminal activities. Therefore, deeply studying how to improve the

quality of cultivating operational talents in public security intelligence majors is a core task currently faced by public security colleges and universities in China. Correcting the orientation of talent cultivation and constructing curriculum systems and teaching models guided by operational capabilities is an inevitable way to cultivate high-quality operational talents (Chen Yong, 2022).

## **1.2 The Role of Practice and Teaching Integration in Cultivating Operational Talents**

Practice and teaching integration refers to the in-depth integration of military education and public security education according to operational needs, so that students can obtain necessary military skills training and public security operational exercises while receiving general education. Practice and teaching integration provide a new perspective for cultivating public security operational talents. On the one hand, the introduction of relevant military training content, such as shooting, reconnaissance, sniping, etc., can enhance students' physique, willpower, and emergency response capabilities. On the other hand, public security colleges can cooperate with armed police forces to carry out case simulation exercises, criminal investigation skills training, and other teaching activities, so that students can learn to apply professional knowledge to deal with cases in a simulated environment and achieve twice the result with half the effort. The implementation of practice and teaching integration can break through the limitations of traditional teaching models, and achieve the organic combination of classroom teaching, military training, and public security exercises, which can effectively improve students' professional skills and operational level. Therefore, practice and teaching integration provides strong support for cultivating public security operational talents.

## **1.3 Domestic and Foreign Research Status on Cultivating Operational Talents**

At present, domestic and foreign research on cultivating operational talents is mainly concentrated on the following aspects. Firstly, some scholars propose that ability orientation should be emphasized, and a curriculum system with new-generation information technology ability cultivation as the core should be constructed (Ouyang Guoliang, 2019). Secondly, some studies explore the implementation of operational teaching reforms such as public recruitment training and thematic training for police officers to directly improve students' practical operation skills. Some experts advocate building school-enterprise cooperation models and establishing order-based cultivation mechanisms to promote in-depth collaboration between production, academia, and research (Gao Yi et al., 2017; Li Weili, 2022). However, some scholars also propose drawing on the experience of military academies to organically integrate military training into public security education to broaden the channels for cultivating public security talents. However, there is still insufficient integration between theory and practice in existing research, and the time for operational training is relatively limited, which needs further in-depth exploration.

## **1.4 Research Progress on Practice and Teaching Integration Theory and Practice**

Current research on practice and teaching integration mainly includes the following aspects: Some scholars try to define the connotation of practice and teaching integration, proposing that its core is to achieve organic integration of military education and other education (Yu Guangheng, 2023). Some experts discuss how to construct supporting curriculum systems for practice and teaching integration, such as setting up general military courses. Other researchers focus on the implementation path of practice and teaching integration, and propose the idea of building integrated on-campus and off-campus military training bases. In addition, some papers summarize the implementation effects of practice and teaching integration and find that it can improve students' operational quality. At present, the research on practice and teaching integration has initially formed a theoretical system (Fan Wei, 2023), but its application in cultivating public security operational talents is not deep enough. This study will fill this research gap and provide a new perspective for cultivating public security operational talents.

## **2. Problems Existing in Cultivating Operational Talents of Public Security Intelligence Major**

### **2.1 Disconnection between Curriculum Settings and Operational Requirements**

#### **2.1.1 Imbalanced Curriculum Structure with Overemphasis on Theoretical Teaching**

In the curriculum settings of public security intelligence majors, colleges and universities generally focus on ideological and political courses, which include Marxist theory, ideological and moral cultivation, laws, and regulations. To some extent, this is necessary to strengthen students' political awareness and moral quality training. However,

excessive theoretical courses will squeeze the class hours of other courses. At the same time, public basic courses also take up a large proportion of class hours, such as advanced mathematics, English, computer science, etc. In addition, there are a large number of professional theoretical knowledge courses, such as criminal psychology, investigation principles, prevention science, and so on. As a result, the number of practical skill courses and training classes is seriously insufficient. Although students have mastered solid theoretical knowledge through these courses, they do not have the opportunity to exercise professional practical operation skills, which obviously disconnects from the actual requirements of public security intelligence work. Therefore, in future course settings, the class hours of theoretical courses should be appropriately reduced, and modular and project-based reforms should be adopted to significantly increase the proportion of professional skill courses such as criminal technology, intelligence information analysis, investigation file management, detention interrogation, etc., so as to fundamentally adjust the curriculum structure and cultivate practical talents that truly meet operational requirements.

### **2.1.2 Outdated Knowledge Failing to Meet Practical Needs**

The content of some core professional courses has been using the same teaching materials and handouts for a long time, with extremely slow update speed. As a result, the teaching content is divorced from reality and lacks pertinence. Take criminal psychology courses as an example, many colleges are still using teaching materials from the 1990s, which are apparently insufficient in analyzing the psychological characteristics of new types of crimes such as Internet fraud, illegal fundraising, and transnational smuggling. Also, in criminal investigation courses, the main teachings are traditional physical evidence investigation and testimony collection, and other basic knowledge, with insufficient attention paid to the application of modern technology in investigation work. Such outdated knowledge with weak practicality can hardly arouse students' learning interest and fails to meet the training requirements for operational talents. Currently, colleges and universities should strengthen the updating of professional core course content, continuously enrich and improve teaching content by utilizing police scientific research achievements, timely integrate the latest crime situation analysis and cutting-edge police technology applications and other practical experience, and form a knowledge system combining theory with practice to ensure the practical pertinence of courses (Ma Lifeng, 2020; Zhang Liyuan, 2022).

## **2.2 Theoretical Teaching Remaining Dominant in Teaching Methods**

### **2.2.1 Dominance of Traditional Teaching Methods and Insufficient Application of Modern Teaching Methods**

The teaching of public security intelligence major has long formed a pattern of "emphasis on imparting theoretical knowledge and weakness in ability development". In specific teaching methods, the traditional model of teachers' lecturing and students' passive listening still dominates. Teachers explain chapters in textbooks one by one, students concentrate on listening to lectures and taking notes, and this duck-stuffing method of knowledge transfer cannot stimulate students' learning initiative. At the same time, modern teaching methods such as computer simulation and multimedia case teaching are insufficiently applied, and some courses are still taught in the old blackboard way. This leads to the disconnection between theory and practice and low efficiency of knowledge dissemination, which is not conducive to ability development. Therefore, it is imperative to reform the traditional teaching methods, and promote the case teaching method, situational simulation method, discussion method, and other methods, using multimedia means to increase intuition and interaction, arouse students' learning interest, and promote knowledge internalization into ability.

### **2.2.2 Single Evaluation Method Failing to Motivate Ability Development**

At present, the curriculum evaluation of public security intelligence majors mainly adopts the method of closed-book written tests at the end of each semester. This overemphasizes the assessment of memory and understanding abilities while neglecting the evaluation of practical application abilities. Various evaluation methods should be increased, such as open-book tests, appraisal performances, and project assessments based on practical training cases and situational simulations, so as to comprehensively examine students' comprehensive application abilities and independent analytical problem-solving abilities. At the same time, the mentor system can be implemented to evaluate students' daily performance. This can motivate students' initiative to practice and independent thinking from multiple dimensions and promote the generation and improvement of abilities (Mi Jia, 2021).

## **2.3 Limited Internship Time and Effect**

### **2.3.1 Reduction of Internship Leading to Insufficient Skills Training**

At present, the total class hours of internship training for public security intelligence major students usually only account for about 10% of the total teaching hours, far from meeting the needs of post-skills training. Internship units are mostly administrative departments in local public security bureaus at county and district levels, lacking opportunities of training at frontline criminal investigation teams and security management departments. The internship training work students participate in are mostly simple office work like document processing and file management, with few chances for hands-on public security operational work. As a result, after entering the actual work, graduates often need another period of full-time training before meeting the requirements of taking up posts, with their operational skills far from reaching the requirements for taking up jobs. Therefore, the total hours of internship training should be further extended in the future to ensure sufficient proportion in professional teaching, and representative frontline departments should be chosen as internship bases to provide students with more opportunities to contact real public security work and improve operational skills.

### **2.3.2 Loose Management and Insufficient Evaluation of Internship**

Some schools have insufficiently standardized management of the internship links, without clear internship plans and strict assessment. Some internships are simple site visits in police units without explicit work tasks. After the internship, the evaluation also becomes a formality, unable to accurately assess students' actual gains. In the future, specific internship programs need to be formulated to clarify the goals and assessment criteria of internships, and the mentor system should be implemented for tracking guidance throughout the whole process. Meanwhile, internship effect evaluation mechanisms should be established, using methods such as log evaluation, skills assessment, internship reports, etc., to ensure standardized process management and maximized results of internships.

## **3. Cultivation Path of Public Security Operational Talents under the Perspective of Practice and teaching Integration**

### **3.1 Adjusting Major Settings and Building Curriculum Systems for Operational Talents**

#### **3.1.1 Building Curriculum Systems Aligned with Operations and Establishing Complete Internship Chains**

In view of the current problem of disconnection between curriculum settings and operations, adjustments, and optimizations need to be made at the level of major settings. Firstly, major directions should be refined with majors oriented to frontline operations such as criminal investigation, economic crime investigation, network security, etc., so that major settings are more closely aligned with categories and post requirements of public security work. Secondly, a "platform + module" curriculum system should be established. Platform courses include political theories, legal knowledge, public basics, etc., and module courses are set up for different major directions, including basic modules, core modules and expansion modules. Among them, core modules emphasize practical and application-oriented courses, such as setting up case filing, interrogation and evidence collection, investigation measures, and other modular courses in criminal investigation direction with project teaching methods. Thirdly, a four-year consistent internship curriculum system should be constructed, with courses like public security skills training, public security operational simulation, graduation internship, etc. set up to make internship teaching more systematic. Through professional adjustment and curriculum reform, professional education can be organically linked with career demands, and composite talents meeting post requirements can be cultivated.

#### **3.1.2 Promoting Teaching Content Modernization Upgrade with Information Technology**

While adjusting major settings and curriculum systems, the modernization of teaching content should also be emphasized. Firstly, research on new conditions and problems in public security operations should be strengthened, and a rapid feedback mechanism for curriculum content update should be established to form a virtuous cycle of "one research, one curriculum update". Secondly, immersive virtual training environments and online open course platforms should be created by taking advantage of virtual simulation and digitization, constantly optimizing teaching content and forms using information technology. Thirdly, high-quality domestic and foreign curriculum resources should be actively introduced and absorbed, such as introducing practical virtual training systems from police academies, jointly developing online courses with top foreign police colleges, etc., to promote the internationalization of teaching content. Fourthly, an expert library for curriculum development and evaluation should be established to

form scientific and efficient curriculum construction management mechanisms. Through continuous optimization of curriculum systems and teaching content, teaching reforms can be further deepened.

### **3.2 Reforming Teaching Methods and Strengthening Case Teaching and Operational Simulation Training**

#### **3.2.1 Promoting Case Teaching Method to Strengthen Public Security Skills Training**

The case teaching method uses real or simulated public security cases as carriers to enable students to learn theoretical knowledge while analyzing cases and improve their ability to solve practical problems. Firstly, a large number of typical public security cases covering areas of prevention and control, criminal investigation, security management, etc. with different difficulty levels need to be collected and built. Secondly, complete case teaching processes need to be designed, including stages such as raising questions, independent analysis, group discussion, summarization, refinement, etc. Thirdly, a case teaching resource repository should be established, developing case teaching courseware to increase intuition using multimedia. Fourthly, case design competitions can be organized to encourage teachers to write cases and demonstrate case teaching. Fifthly, public security skills training rooms can be set up and equipped with physical samples to carry out on-site simulated operations. Through case teaching, students' ability to analyze and solve problems can be greatly improved with half the work.

#### **3.2.2 Building Immersive Virtual Simulation Systems to Strengthen Operational Training**

With the help of virtual simulation technology, an extremely realistic 3D virtual public security training environment and case training systems can be constructed. Firstly, virtual training bases covering scenarios such as street patrols, public places, criminal scenes, etc. need to be built. Secondly, public security tasks simulation systems need to be developed, with modules for handling police affairs, criminal investigation, comprehensive social management and stability maintenance, etc., equipped with role-playing and decision evaluation functions. Thirdly, practical training curriculum systems should be established, adopting situational teaching methods to train students repeatedly in the virtual environment. Fourthly, students' performance data in the virtual system can be tracked and recorded, and training accuracy can be improved by using big data analysis. The application of virtual simulation systems greatly enriches operational teaching methods and enables public security training to develop in the direction of informatization and intelligence.

### **3.3 Expanding Internship Channels and Constructing New School-Enterprise Cooperation Models**

#### **3.3.1 Deepening School-Enterprise Cooperation to Achieve Full Docking of Operational Training**

Deepening school-enterprise cooperation is an effective way to make up for the shortcomings of operational training and achieve talent cultivation goals. Strategic cooperation agreements can be signed with public security organs to establish stable order-based talent cultivation relationships. Joint training bases can be established to share training equipment and teaching resources. Frontline police officers can be hired as part-time teachers to undertake case teaching and skills training. Teachers can also be selected for short-term positions in enterprises to understand frontline operational requirements. Training outlines can then be jointly developed to enable internships to better meet job requirements. Two-way evaluation mechanisms should also be established to continuously improve training quality. Through in-depth school-enterprise integration, the shortage of application ability cultivation can be effectively compensated.

#### **3.3.2 Expanding Internship Bases to Achieve Full Coverage of Operational Scenarios**

Expanding diversified internship bases is an effective way to broaden students' operational training. Firstly, representative frontline police forces can be chosen as internship locations to enrich training channels. Secondly, online virtual internship platforms can be developed using internet technologies for online public security training, exchange, and connection. Thirdly, students can be encouraged to participate in teachers' scientific research projects to be exposed to cutting-edge practical issues. Fourthly, social practice activities and voluntary services can be arranged for students to understand grassroots social conditions. Fifthly, overseas exchange opportunities can be provided to broaden international perspectives. Sixthly, a credit certification system can be established to incorporate various types of internships and social practices into talent cultivation programs. By expanding training channels in various ways, integration of knowing and doing as well as win-win situations for colleges and enterprises can be achieved.

## **4. Safeguard Measures for Cultivating Public Security Operational Talents under Practice and teaching Integration**

### **4.1 Increasing Resource Input to Improve Training Conditions**

#### **4.1.1 Improving Information-Based Construction Levels of Training Bases**

Improving the information-based construction of training bases is the main technical direction. On the one hand, virtual simulation technologies need to be deeply integrated with real scenarios to build immersive digitized training environments and achieve intelligent management of different scenes. On the other hand, practical virtual simulation training systems with strong pertinence should be developed, with abundant operational task modules set up. Also, online practical training teaching platforms integrating theoretical learning, skills operation, and comprehensive evaluation functions need to be built. Meanwhile, big data and artificial intelligence technologies can be utilized to achieve refined analysis of training processes and personalized guidance. In addition, information-based training management systems need to be established for unified scheduling and effect evaluation. Network security management should also be strengthened to ensure the security of systems and data. The application of these information technologies can greatly improve training quality and results.

#### **4.1.2 Constructing Professional Training Venues and Facilities**

Constructing professional training venues and facilities is the hardware foundation for delivering operational teaching. Firstly, specialized training bases integrating indoor and outdoor spaces need to be planned and constructed, equipped with professional training venues such as criminal psychology theaters, interrogation simulation rooms, firearms shooting ranges, etc. Secondly, professional training equipment and facilities need to be configured, such as case investigation virtual sand tables, forensic appraisal instruments, security equipment, etc. Thirdly, training towns with traffic and living functions can be built to carry out integrated operational exercises. Fourthly, advanced training systems and content resources can be introduced to achieve domestic and international resource sharing. Fifthly, dynamic update mechanisms for training bases need to be established to keep the venues and facilities advanced. Sixthly, experts can be invited to conduct practical training curriculum design to improve pertinence. By building specialized training bases, the foundation of talent cultivation can be consolidated.

### **4.2 Establishing Incentive Mechanisms to Create Teaching Competition Atmosphere**

#### **4.2.1 Improving Teaching Quality Assessment System to Form Progressive Teaching Landscape**

Establishing scientific and rational teaching quality assessment mechanisms is the fundamental measure to ensure teaching quality. Assessment indicators need to be fully detailed, paying attention to the scientific nature of teaching design, the effectiveness of the teaching process, and evaluating whether the teaching outcomes reach the standards. Assessment methods can be diversified, adopting traditional methods like student evaluation, expert listening in class, and also introducing teaching demonstration and evaluation activities. Regular assessment systems need to be established, carried out once every semester or every year, and link the assessment results with teachers' professional title promotion, salary allocation, and benefits, so as to give play to the value-orienting role of assessment. Outstanding teaching quality awards can also be set up to promote competition and progression between teachers through evaluation and comparison. The establishment and implementation of these assessment mechanisms will stimulate teachers' subjective initiative and promote continuous improvement of teaching quality.

#### **4.2.2 Implementing Competitive Project Systems to Encourage Teaching Innovation Outputs**

Competitive teaching innovation project systems can be established. Specific projects can be set up in areas like teaching reform, textbook compilation, and teaching achievement awards, and teachers can voluntarily submit proposals. Adopt competitive application methods, and conduct review and screening by expert groups to identify projects with truly strong feasibility and good originality for approval and support. Ample time support should be provided to approved project undertakers to ensure smooth implementation. The implementation of such project systems will fully stimulate teachers' innovation potential and enable teaching vitality to emerge competitively.

### **4.3 Strengthening Management Assessment to Improve Teaching Quality**

#### **4.3.1 Building Process Monitoring Mechanisms to Strengthen Teaching Operation Management**

Systematic teaching process monitoring mechanisms need to be established to strengthen daily management in all

links. Firstly, quality standards for each teaching link should be refined to provide the basis for management. Secondly, various systems should be implemented, for example, the class meeting system can supervise teachers to prepare lessons and carry out research discussions. Thirdly, student feedback systems should be set up to collect student opinions on teaching effectiveness and timely alert teachers for improvement when problems arise. Fourthly, experts should be organized to regularly listen in class and identify existing issues. Teachers should also establish work logs to record teaching situations. In addition, inspection and communication methods can be adopted to examine and guide the teaching process. The implementation of these management measures will regulate teaching operation order and play a fundamental role in ensuring teaching quality.

#### **4.3.2 Implementing Teaching Quality Package Accountability Systems to Establish Conclusive Evaluation**

The implementation of a teaching quality package accountability system is to make conclusive evaluations of teaching outcomes. Teachers make commitments based on the completion of teaching objectives for the courses they undertake. Adopt a combination of process inspections and end-of-term examinations for evaluation. Organize experts to evaluate the quality of exam questions to ensure the scientific nature of examinations. Carry out student satisfaction surveys to understand student feedback on teaching effectiveness. Expert groups make quantified pass judgments on teaching quality based on various indicators. Teachers' fulfillment of quality package accountability will be incorporated into performance appraisal to verify the effects of process management. This output-oriented quality package accountability system reinforces teachers' responsibility for teaching outcomes and serves as a powerful supplement to process management.

### **5. Conclusion**

Through the analysis in this study, some prominent problems are discovered to exist in the current cultivation of operational talents in public security intelligence majors. Firstly, traditional cultivation over-emphasizes theoretical teaching while setting relatively few practical training courses, resulting in the disconnection between graduates' actual working abilities and job requirements. Secondly, insufficient application of case teaching and situational simulation leads to singular teaching methods, which cannot stimulate students' learning interest. Thirdly, limited internship time and effects cannot meet the requirements of cultivating operational talents. It can be seen that reforms need to be taken in multiple aspects, starting from adjusting majors and curriculum systems, in order to transform the modes and methods of cultivating public security operational talents to make them closer to practical needs. Specifically, the proportions of practical training courses like criminal technology and criminal psychology analysis should be expanded, and interactive teaching links like case teaching and on-site simulation exercises should be increased, while cooperation with practical departments should be carried out to provide high-quality internship positions, extend internship time, and improve internship effects. Only by integrating theory with practice and unifying knowing and doing can truly competent application-oriented talents for public security jobs be cultivated.

Looking forward, the cultivation of public security operational talents will develop towards specialization, application, and flexibility. Major settings will become more refined with majors oriented to different police job categories and requirements set up. School-enterprise cooperation will also become closer with teaching resources built and shared together. Digital teaching methods will be vigorously promoted to create an immersive virtual training environment. In addition, teaching management systems will continue to be reformed and innovated with scientific quality standards and assessment mechanisms established to comprehensively improve talent cultivation quality. Specifically, it is expected that subdivision of different major directions will become clearer, with specialized majors set up for criminal investigation, economic investigation, network security and other positions to carry out customized training based on specific jobs. The cooperation between schools and enterprises will also become more normalized to form integrated talent cultivation mechanisms combining production and education. The application of virtual simulation, and digital learning platforms will continue to expand in depth to create extremely simulated training environments and systems. Moreover, the establishment of scientific quality monitoring systems will also be crucial, and quality-oriented process management and outcome evaluation mechanisms need to be formed to keep optimizing the cultivation of public security talents.

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