Research on the Teaching Mode of International Police Cooperation in Law Enforcement Based on Hybrid Learning

Chun-liang SHUANG
Chinese People’s Armed Police Forces Academy, Hebei, China
13831628182@139.com

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Abstract. Nowadays, with the increasing promotion of globalization, countries increasingly interlinked, strengthen international police cooperation in law enforcement is the inevitable choice. Hybrid learning has become an important part of teaching reform in colleges and universities, and the advantages of hybrid learning model in education and training are becoming increasingly prominent. Based on the theory of hybrid learning, with the teaching mode of international police cooperation in law enforcement as the research object, this paper discusses four aspects that may impact on training effect that includes teachers, learners, learning environment design and the quality of education and training policy etc., and conducts a systematic study on the construction of hybrid learning model in international law enforcement training from four aspects including teaching analysis, design, evaluation and feedback.

1. Research Background

1.1 Overview of Hybrid learning theories

With the promotion of the process of informationization of higher education and the development of the digital campus construction, the reform of classroom teaching organization form which assisted by using the network technology has become an important means to improve teaching quality in colleges. In our country, the level of information literacy of college students increased year by year. At present, there are more than 60% colleges and universities have started to use the network teaching course management system to support the hybrid teaching for the full-time students. Hybrid learning has become an important part of teaching reform in colleges and universities. The application of network teaching platform which is based on the hybrid learning mode will provide a new idea for teaching reform in colleges and universities [1].

Table 1. The comparison for the teaching elements between traditional learning and hybrid learning.

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching elements</th>
<th>Traditional learning</th>
<th>Hybrid learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>Knowledge Teaching</td>
<td>Knowledge teaching, group collaboration, independent study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom-teaching &amp; Homework</td>
<td>Classroom-teaching, online learning, communication and collaboration</td>
</tr>
<tr>
<td>2</td>
<td>Instructional mode</td>
<td>Lecturer &amp; Classroom-manager</td>
<td>Lecturer, participant, facilitator</td>
</tr>
<tr>
<td>3</td>
<td>Teacher</td>
<td>Passive recipients</td>
<td>Active learning &amp; Passive acceptance</td>
</tr>
<tr>
<td>4</td>
<td>Student</td>
<td>Traditional paper tests</td>
<td>Full range &amp; multi-level evaluation</td>
</tr>
<tr>
<td>5</td>
<td>Evaluation method</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.2 Overview of international police cooperation in law enforcement

In recent years, along with the development of our country’s economy and the enhancement of the opening up degree, the number of inter-regional criminal cases is increasing constantly, and the organized crime has become increasingly regionalization and internationalization. Therefore strengthening the international police cooperation and the prevention and control of international crime have the important practical significance for the maintenance of world peace, development, stability and creation a favorable international environment of society, maintenance the normal order of regional and international social security and stability. First is that as the international crime is an important factor in the field of non-traditional security threats and the effects of peace, stability, and security, there is an urgent need to strengthen cooperation in international law enforcement cooperation in police affairs. Second is that the demand of multinational investigation case has become normalization gradually, and the number of judicial assistance for the multinational (boundary) quantity of drugs, money laundering crime, cybercrime cases and other cases involving foreign elements has already met the substantial growth. International police cooperation is conducive to the promotion of national investigative skills and the overall potential of police cooperation, and it also can achieve complementary advantages, promote the exchange between the International Criminal Police Organization and its members and form the formation of international crime deterrent. Third is that through the international police cooperation, it can jointly combating the international crime, improve the ability of fighting the crime and punish the domestic criminals who fled abroad after committing the crime and the criminals abroad according to the law. This will enhance the international law enforcement capacity and the effectiveness of foreign criminal jurisdiction. Forth is that the amount of foreign residents has increased year by year, and the pressure of the security risk management has become more and more serious, therefor there is an urgent need to strengthen international cooperation in law enforcement to enhance the control ability of overseas personnel.

2. Factor Analysis of Hybrid Learning

2.1 Teachers

The application of hybrid learning mode is emphasizing the combination of teachers and students. The teachers who conducting the hybrid learning model not only should have the traditional teaching design and implement abilities but also have the abilities of network curriculum development, network learning process management, and hybrid learning content and activity design, besides, the promotion of students’ learning skills and promotion of the teacher-student interaction skills are also needed. Teachers should consider how to make full use of the advantages of face-to-face learning and e learning to create a more suitable environment for students’ active learning and collaborative learning, and should using a variety of techniques to facilitate the exchange between teachers and students, supervise the network learning of students, and implement various kinds of learning evaluation. Therefore, in order to ensure the smooth development of hybrid learning, a full range of training should be needed includes the hybrid learning concept, idea, theory, implementation measures, technology application and other aspects. [2]

2.2 Quality of learners

The differences of the students’ major, personality, basic knowledge of international policing, information capacity will influence the effect of hybrid learning. To reach the expected goals, the learner-centered mode, comprehensive consideration of the learner’s learning needs, interests, ability level, cognitive characteristics the target etc. should be required. In the network-learning environment, according to the provided learning resources students can carry out the independent study, project practice, group discussion and collaboration and other activities. And the teachers need to intervene in the online learning stage to enhance the initiative of students, such as provide the resources and methods that matching the learning target; provide counseling support for group collaborative tasks; coordinate the learners’ communication; provide the learning strategy
instruction for learners when facing the specific knowledge; provide the technology when learners encounter technical problems or difficulties in the process of online learning.

2.3 Design of learning environment

Hybrid learning is a combination of aspects of classroom learning and network learning, and the key is to seek the ways to solve the learning problems through the complementary advantages of the two ways and promote the effective learning of students and complete the learning objectives. First is to choose the appropriate contents. Second is to choose the appropriate learning process. Third is to make good use of network environment.

2.4 Education and training policies

Research and practice of hybrid learning is a long-term work. The sustainable development of the hybrid learning not only needs the subjective consciousness of the teachers and the actively participate of the students, but also needs a clear policy and development direction, such as the stability of the network learning environment, the reliability of the network teaching system, perfect online learning support service system, the technical support for carrying out the network, the teacher incentive mechanism, teaching workload calculation, and teaching evaluation. All these policies and mechanisms will promote the effectiveness of hybrid learning mode application in Colleges and universities [3].

3. The Construction of the Hybrid-learning Model

For the training course of the international law enforcement, a unified national education and training platform should be established. The training resources should be integrated to unify the training materials, and the teachers’ library and curriculum resources library should be established as well. At the same time, the dynamic updating training content should be grasped, and the lecture notes, courseware, teaching syllabus and other auxiliary materials also should be gathered so that to improve the teaching level and effect.

Based on the hybrid learning theory, the teaching part is divided into two parts: face-to-face teaching and online teaching.

Table 2. The three phases of the implementation of the international police cooperation in law enforcement training courses.

<table>
<thead>
<tr>
<th>Training time</th>
<th>Training types</th>
<th>Training contents</th>
<th>Evaluation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>4 weeks</td>
<td>Online learning</td>
<td>Basic knowledge &amp; basic skills</td>
</tr>
<tr>
<td>Phase 2</td>
<td>2 weeks</td>
<td>Face to face teaching</td>
<td>Key points &amp; theories</td>
</tr>
<tr>
<td>Phase 3</td>
<td>4 weeks</td>
<td>Online learning &amp; Remote guidance</td>
<td>Application of knowledge &amp; skills</td>
</tr>
</tbody>
</table>

3.1 Teaching analysis

The teaching objectives are the expressions of the visible behaviors that the learners should have after the teaching activities. The analysis should be made for the whole course and each teaching unit to determine the basic concept, principle, method and process. The analysis of the teaching objectives of international police cooperation in law enforcement is based on the general teaching goal prescribed by the syllabus, and its every sub objective is gradually identified and the diagram of the relationship between them is also clearly drawn out, which can help to further determine the teaching contents and teaching order to achieve the prescribed teaching objectives. By analyzing the teaching content, the teacher can know that the students get the knowledge whether through the
traditional classroom or the network, that is facilitate for the teachers to design the proportional relationship of face-to-face and online learning.

Table 3. Content analysis table of classroom learning and online learning.

<table>
<thead>
<tr>
<th>Content that is suitable for classroom learning</th>
<th>Content that is suitable for online learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning content has the characteristics of continuity and procedural, and is conducive to cooperate.</td>
<td>Learning content has the characteristics of unstructured and nonlinear, and is conducive to carry out the independent thinking and make summary.</td>
</tr>
<tr>
<td>Learning motivation is weak, and difficult to be stable and sustainable.</td>
<td>Learning motivation is strong.</td>
</tr>
<tr>
<td>Content is complex, and may have some ambiguous understandings; teacher must explain, and it needs more exchanges.</td>
<td>Foundational and relative simple knowledge; easy to understand; less prone to ambiguity and deviation.</td>
</tr>
<tr>
<td>Need to pay attention to consider student’s attitude, emotion and behavior.</td>
<td>Have no relationship with student’s attitude, emotion and behavior.</td>
</tr>
<tr>
<td>Focus on the understanding of knowledge, and have more complex hands-on and practical abilities.</td>
<td>Basic knowledge, and the knowledge is relatively stable</td>
</tr>
<tr>
<td>The prepare knowledge of the students and the abilities has the obvious differences.</td>
<td>The prepare knowledge of the students and the abilities are same.</td>
</tr>
<tr>
<td>The strategies and the interactive mode should be designed by focusing on the teaching task and the teaching objectives. and</td>
<td>The strategies and the interactive mode should be designed by focusing on the guidance of the task.</td>
</tr>
</tbody>
</table>

3.2 Face to face teaching

- Teacher-centered teaching
  The traditional centralized face-to-face teaching, is mainly aiming at providing a systematic explanation and guidance on the key and difficult theories for students, especially according to the network learning and the collaborative learning. And it can help students to establish the knowledge system of the courses to complete the learning tasks. At the same time, the teachers should collect the learner’s formative evaluation results, learning situation, learning problems, learning expectation and other aspects of the information.

- Remote guidance
  In the process of hybrid learning, the teachers can choose the suitable teaching style to conduct the remote guidance according to the analysis of the previous teaching result. The teachers also can communicate with the students through online FAQ, e-mail, and BBS to help the students to solve problems when they encounter some difficult problems, or need the direct help of teachers. By this way, the teachers not only can solve the problems of the students, but also can understand the information of the students’ learning situation and status, and change and adjust the teaching style.

3.3 Online learning

- Autonomic learning
  According to the personal characteristics, the will and the evaluation of the self-metacognitive ability, choose the learning style of self-selecting the learning content, self-plan the learning progress, self-arrange the learning time and place, self-evaluate the learning activities. The learners begin to learn mainly are to solve the practical problems, so the motivations of the learners are clear and strong.

- Collaborative learning
  Cooperative learning is a strategy for learning by groups of students. In order to achieve the goal, the team can use the dialogue, discussion, debate and other sufficient demonstration forms to solve
the problems. This kind of learning is conducive to the development of learners’ individual thinking ability, and also can enhance learners’ individual communication ability and the tolerance ability for the students’ individual differences.

- Research Learning
  Research learning is a kind of learning activity to acquire knowledge, apply knowledge, and solve the problem actively in the process of research under the guidance of the teachers. The purpose is to construct the open learning environment for the learners, and provide the multi-channel to get the knowledge and make good use of it so that to promote the students to form a positive learning attitude and good learning strategy.

- Online video
  In order to facilitate the learners’ autonomy, online video is aiming to show the teaching contents through the online video. Because the learning time is not unified, the show of the online video must be repeated on a rolling for the convenient learning.

3.4 Teaching evaluation

As the hybrid learning combines a variety of learning styles, the hybrid learning should adopt diversified and comprehensive evaluation method. The effective teaching process evaluation can understand students’ learning conditions, teaching effect and the existence problems in teaching so that can timely make a feedback to improve the teaching result.

- Summative evaluation is conducive to the formation of the students’ knowledge structure of subjects, including the evaluation of classroom teaching and skill training evaluation. The evaluation of classroom teaching is mainly carried out by the final examination, which focuses on examining whether the students grasp the knowledge and the theories or not; skills training evaluation mainly for the skill training process and the experimental report, which focuses on examining the students’ practical ability and the ability in the application of the theories.

- Formative assessment is mainly composed of students’ classroom performance evaluation and the network learning evaluation. Classroom performance evaluation mainly examines the students’ learning attitude, attendance, answer questions in class, homework and other aspects; network learning evaluation mainly examine the main performances of the students including the login, online time, group self-evaluation and mutual evaluation. The hybrid learning fully mobilizes the enthusiasm of the bilateral interaction between the teachers and the students. The students can master the knowledge and skills and promote the physical and mental development by achieving the joint activities of teachers and students.

Teaching practice has proved that, the using of hybrid learning model for international police law enforcement training course can achieve the complementary advantages of the traditional classroom teaching and online teaching, and handle some of the problems that the traditional classroom teaching is difficult to solve; hybrid learning teaching can also enhance the interaction between the teachers and students, and provide the rich affinity support atmosphere for the students to enable students to complete the boring study in a relaxed and pleasant mood. At the same time, the hybrid learning can meet the students’ different learning styles and learning needs, and is beneficial to the promotion of the students’ personality development and professional skills. In a word, hybrid-learning theory can provide a new idea and method for the international law enforcement training, and the effective application can improve the teaching effect and enhance the effectiveness of the learning purpose.

References
