

Research on the Teaching Reform of Criminology from the Perspective of Digital Empowerment

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Abstract: Entering the digital society, the current crime situation has changed. Criminology, as one of the important subjects in the study of social order, has been paid more and more attention by universities in recent years, but its subject development still faces many difficulties. Therefore, based on the perspective of digital empowerment, the teaching reform of criminology course is analyzed. By adhering to the basic ideas of problem-oriented, based on local feelings and relying on digital enabling, the reform of criminology curriculum teaching is designed and explored from four aspects: focusing on interdisciplinary, updating teaching content, strengthening curriculum ideology and politics, deepening practical teaching, so as to achieve better development of this discipline.

1. Introduction

In recent years, with the rapid development of the information society, significant changes have taken place in the criminal structure, and traditional crimes have continued to decline. New types of network crimes, represented by telecommunications network fraud, have become mainstream crimes and become a global challenge in combating and governance. The report of the 20th National Congress of China emphasizes "promoting the modernization of the national security system and capabilities, resolutely maintaining national security and social stability", and explicitly proposes "building a higher level of safe China", indicating the direction and requirements for the reform of criminology teaching in the new era, with criminal phenomena as the main research object. The changes in the current criminal situation inevitably require that the teaching of criminology should adapt to the development of society and meet the ever-changing social needs. The teaching reform of criminology courses in the new era has once again been put on the agenda.

2. The research status of this problem

Some scholars have analyzed the necessity of curriculum provision, the current situation and existing problems of curriculum provision, and foreign experiences that can be used for reference. Based on the social reality of frequent campus violence incidents at that time, Shi Qiang discussed

the necessity of setting up criminology courses in universities^[1]; Cao Hong analyzed the current situation and existing problems in the construction of the curriculum system of criminology in China^[2]; Li De provided extraterritorial experience for the development of criminology in the mainland through comparative research^[3]. With the rapid development of information technology, "Internet plus education" has become the main direction of undergraduate teaching reform. Wang Zhihong proposed to apply the "open" teaching model to the "criminology" curriculum in universities^[4]. Wang Yanfei comprehensively analyzed the specific content of criminology teaching reform^[5]. In the context of "Internet plus", Zhang Xin proposed to use information technology to activate the classroom and create a golden course for criminology^[6].

Some scholars have specifically discussed the reform of criminology teaching from the perspective of teaching methods. Hu Caixia believed that through discussion based teaching methods, students' comprehensive abilities can be improved^[7]. Liu Aijiao analyzed the advantages and disadvantages of reversing the classroom teaching model^[8]. Some scholars have specifically analyzed and discussed the reform of practical teaching in criminology. Wu Yilan proposed to establish a "four in one" practical curriculum model of classroom flipping, project experiments, internship training, and innovative practice^[9]. Sun Boyang believed that it is necessary to introduce a practical teaching model to improve the disconnection between traditional teaching model theory and practice^[10].

Overall, with regard to the current development of criminology courses, researchers have relied on existing social realities to conduct a large number of discussions on the teaching reform of criminology courses, especially on teaching methods and practical teaching. The problem is that the current society is constantly developing and changing. In the current rapid development of the digital era, the digital transformation of the entire society has become the forefront of modern development. The criminology curriculum, which focuses on crime prevention as one of its main research contents, must focus on the digital society, adhere to digital empowerment, actively promote innovation in the digital governance model of crime, contributing to the modernization of national governance system and governance capacity.

3. The basic concept of teaching reform of criminology course

3.1. Adhere to problem orientation

The report of the 20th National Congress of China pointed out that problems are the voice of the times, and answering and guiding the solution of problems is the fundamental task of theory. We need to enhance our awareness of issues, and constantly propose new ideas, new ideas, and new methods to truly solve problems. Currently, although the nature and attributes of new criminal acts have not changed, significant changes have taken place in their implementation methods and manifestations, making crimes occurring in the current digital social environment more concealable, confusing, convenient, and evolving than those occurring in the traditional social environment. This requires that the teaching reform of the criminology curriculum adhere to the guidance of the innovative theory, take the current new type of crime issues as the guide, closely focus on the hot and difficult issues of crime governance, carry out thematic research, provide reliable theoretical support for the country to formulate and improve relevant policies and laws, and continuously improve the quality and efficiency of criminology research.

3.2. Based on local sentiment

The report of the 20th National Congress of China emphasizes opening up a new realm of sinicization and modernization of Marxism. At present, the basic direction of China's criminology

teaching reform is also based on localization and modernization. Among them, "localization" means that the development of criminology needs to be based on China's actual situation in order to fit and serve China's national governance in the new era. "Modernization" means the development of criminology. It is necessary to achieve integrity innovation based on making foreign things serve China and making the past serve the present. Integrity cannot lose its direction, can it be based on local sentiments, and innovation can grasp the new changes in crime in the new era and lead the localization construction of criminology teaching. This requires that the reform of criminology teaching should be based on the localization foundation and governance objectives of the current criminal situation in China, in order to build criminology with Chinese characteristics and promote the innovation and prosperity of criminology.

3.3. Relying on digital empowerment

In the digital era, data is the most important resource and data utilization is the most important working method. Theoretical research on criminology, practical work on crime governance, and teaching reform of criminology courses must also achieve "digital empowerment". Digital empowering crime governance is driven by data, using data algorithm technology to collect, share, clean, compare, and mine massive data stored in networks and computer systems, transforming crime information data from different time and space into massive structured data, and clearly outlining the factual context of cybercrime through correlation analysis of criminal behavior information. In the face of new forms and changes in crime in the digital era, the teaching of criminology courses should focus on and utilize data, achieve the best combination of theory and practice through data analysis and judgment, lead the development of practical work, sublimate theoretical research in criminology, and deepen practical work in crime governance.

4. Exploration of teaching reform design of criminology course

4.1. Focus on interdisciplinary intersection

The report of the 20th National Congress of China pointed out that we should strengthen the construction of basic, emerging, and interdisciplinary disciplines. Compared with the more developed neighboring disciplines, criminology has a significant weakness in its ability to compete in academic, practical, and public discourse space, which has led to the fact that the due role of criminology in the actual process of crime governance has not yet been fully played. Therefore, the teaching reform of criminology courses should seize future development opportunities, innovate and develop theories on crime issues, focus on real issues in China's crime governance, expand a more diverse interdisciplinary research perspective, increase the intersection and integration with substantive law, procedural law, and social governance, and balance the development of a diverse methodological system including theoretical and empirical methods, quantitative methods, and qualitative methods, to enhance the discourse construction, dissemination, and influence of criminology, and contribute to China's crime governance.

4.2. Update teaching content

The teaching reform of the criminology course must constantly adjust and update the teaching content, paying attention to the expansion and extension of the teaching content. During the teaching process, teachers should supplement new knowledge that is not available in the textbooks to ensure the vitality of the criminology knowledge system. On the one hand, it can be solved through the introduction of reference materials and reading materials by teachers; On the other hand,

it is solved through teaching materials, which are regularly updated, and small links, small knowledge, and small cases are inserted in the necessary extended and expanded content of the teaching materials to facilitate students' understanding and in-depth exploration. At the same time, teaching will be conducted in combination with the new criminal situation and criminal governance practices to enable students to understand the latest theoretical trends and practices in the development of criminology, guide students to judge the criminal situation, and explore effective countermeasures. For example, the vast majority of existing criminological research achievements (especially textbooks) focus on the phenomenon of primary crime, and the discussion of the phenomenon of recidivism is relatively weak and not in-depth, which is a strong contrast to the important theoretical value and practical needs of recidivism research. The reasons for insufficient research on recidivism include insufficient understanding, difficulty in obtaining research data, and lack of relevant research methods. In the future, on the basis of raising awareness, we should focus on building unique theoretical theories of recidivism, conducting research on the risk assessment of recidivism, strengthening innovative research on crime correction, promoting legislative research on the prevention of recidivism, and enhancing the ability of recidivism research.

4.3. Strengthen curriculum ideological and political education

The report of the 20th National Congress of China points out that education is the major plan of the country. What people to cultivate, how to cultivate them, and for whom are the fundamental issues of education. The root of educating people lies in establishing morality. Article 9 of the "40 Articles of Higher Education in the New Era" states that curriculum and professional ideological and political education should be strengthened. The curriculum on ideological and political education emphasizes the teaching of ideological and political content in professional courses, which is conducive to strengthening the power of education and strengthening political identity. In the process of building a comprehensive pattern of "three comprehensive education" with all staff, all processes, and all aspects, efforts have been made to promote universities to comprehensively strengthen the ideological and political construction of courses. The teaching reform of criminology curriculum should strengthen curriculum ideological and political education, develop case teaching materials of different levels and types of curriculum ideological and political education, strengthen education guidance from multiple perspectives, practice Tao Xingzhi's educational philosophy of "life is education, society is school", enhance students' awareness of social service, and cultivate students' sense of family and responsibility.

4.4. Deepen practical teaching

John Laub, a famous criminologist at the University of Maryland in the United States, proposed the concept of translational criminology. He believed that in order to prevent and reduce crime, scientific discoveries must be translated into policies and practices ^[11]. The teaching reform of criminology courses should also strive towards practical combat and strengthen the transformation and application of criminology research results ^[12]. To achieve this goal of teaching reform, it is necessary to enhance the practicality of teaching. On the one hand, teachers are important implementers of teaching reform practices in criminology courses, and their educational awareness and level directly affect the effectiveness of teaching reform. Therefore, it is necessary to strengthen teachers' practical training and enrich and improve the teaching content of criminology with new methods and problems in practice. Integrate various resources, explore the reform and application of various teaching methods in criminology courses through strengthening simulated teaching, and innovate classroom teaching models that effectively improve classroom learning efficiency. On the other hand, strengthen practical teaching and ability training. Through extracurricular surveys,

students can improve their understanding of the overall crime situation, various specific crime types, and new features. Improve students' problem-solving abilities through situational teaching, such as identifying and training victims' situations. Through case teaching, increase the practicality of teaching content, conduct criminological analysis of relevant criminological cases, focus on the overall national security concept, and take political security, economic security, social security, and network security as the entry points. On this basis, conduct exploration and analysis of crime prevention and governance, and provide advisory reports for government decision-making.

5. Conclusion

With the comprehensive arrival of the digital society, while accelerating the emergence of the digital economy, the real society and the network society have deeply blended, and the types and characteristics of crime have undergone tremendous changes. Data crime has also begun to breed and mutate. With the establishment of a new type of cybercrime space, the legal regulations that should have grown synchronously have not grown synchronously, and the benefits of the digital social environment for illegal crime are gradually known to potential criminals. As one of the important disciplines for studying the phenomenon, causes, and prevention of crime, the teaching of criminology courses must grasp the current new criminal situation, focus on "the governance of China" from a digital perspective, adhere to the combination of theoretical research and service practice in curriculum teaching, and contribute to the construction of a rule of law China and a higher level of safe China.

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