

An Analysis of the Reform Path of Teaching and Writing Practices in Applied Writing for Public Security Academies from a Constructivist Perspective

Qi Zhang

Beijing Police College, Beijing, China

Abstract: Applied writing, as a core professional competence for public security police officers, is of paramount importance. The course on applied writing in public security aims to cultivate the writing abilities of students in police academies and serves as a fundamental subject. Currently, the teaching of applied writing faces common challenges such as students' lack of motivation and limited effectiveness. Moreover, there is a prominent issue regarding the inadequate writing skills of grassroots police officers who frequently require applied writing capabilities. This highlights the necessity for reforming the teaching of applied writing and provides guidance for such reforms. This paper, grounded in constructivist principles, suggests that the reform of teaching applied writing in the field of public security should focus on five aspects: reconstructing the teaching content, establishing a comprehensive teaching case library, reforming the teaching methodologies, cultivating key abilities, and optimizing assessment and evaluation methods. By enhancing the effectiveness of the curriculum, the aim is to better serve the applied writing needs of public security police officers.

Keywords: Applied Writing in Public Security; Writing Skills; Teaching Reform

1. Introduction

The practical writings within public security agencies not only accurately reflect the content of public security work but also demonstrate the standardization and efficiency of such work. These documents play a crucial role in the personal development of frontline police officers and serve as a significant criterion for assessing their professional capabilities.

Therefore, grounding oneself in the theories of applied writing and delving into the norms and techniques of writing practical writings is particularly critical in cultivating the applied writing abilities of students in public security academies. Presently, public security academies across the nation offer courses in applied writing; however, the teaching effectiveness is far from ideal. Students commonly exhibit a lack of intrinsic motivation and external drive, while frontline police officers face an urgent need for document writing skills, yet grapple with insufficient writing abilities, leading to a predicament where they “need to write frequently but lack proficiency”. In order to tangibly enhance the applied writing abilities of students in public security academies and subsequently elevate their fundamental professional capabilities as police officers, this paper, drawing from constructivist educational principles, thoroughly analyzes the issues present in the current teaching of applied writing in public security academies. It also examines the challenges that frontline police officers encounter in their daily writing tasks, along with specific suggestions for enhancing their writing abilities. Based on this analysis, the objective of this paper is to articulate the direction for the educational reform of the Applied Writing in Public Security course, in order to comprehensively enhance the teaching quality of the curriculum and lay a solid foundation for cultivating more public security personnel with outstanding document composition skills.

2. The Philosophy of Constructivist Education

The theory of Constructivism in Education emerged as a philosophical concept rooted in disciplines such as psychology, sociology, and anthropology. With the gradual decline of

traditional learning theories in the 1990s, the principles of Constructivism began to disseminate in the field of education. Constructivist learning theory posits that learning is a process where learners construct knowledge of the external world through interactions with their environment. The reconceptualization of knowledge, learning, and teaching through the lens of Constructivism has had a profound impact on educational reforms. Within the Constructivist perspective, knowledge is viewed as a phenomenon that is reworked and recreated within specific contextual realities; learning is seen as a process where individuals construct knowledge actively; and teaching involves guiding students as active constructors of knowledge, with teachers serving as facilitators of students' learning journey. According to Constructivist educational principles, teaching should prioritize the cultivation of students' abilities, with educators assuming roles as organizers, facilitators, and catalysts of learning. The focus is on developing key competencies and guiding students towards autonomously resolving complex issues, thereby shaping teaching content, processes, and methods towards this goal. Students are encouraged to aim for interdisciplinary knowledge acquisition, leveraging diverse learning channels both online and offline, with teachers acting as guides, facilitating their role as active constructors in the learning process [1].

3. Establishing a Path for Reformation in Teaching Applied Writing Based on the Current Teaching Situation

3.1 Student Weak Foundations and Inadequate Intrinsic Motivation for Learning

Students represent the core of knowledge acquisition and skill development. Their proactive engagement in learning, active participation in classroom activities, inherent interest in writing, and possessing a certain level of writing ability are indispensable key factors for enhancing the effectiveness of teaching applied writing. However, various factors contribute to the weak foundations and lack of internal drive among students in public security academies. Firstly, the stringent selection criteria in local police academies and

the relatively limited social allure of the police profession collectively result in significant disparities in the overall quality of students in public security academies, with many students exhibiting weaker foundations, particularly in the area of written expression. Secondly, compared to students in civilian institutions, graduates of public security academies face relatively lower pressures in terms of employment, leading to a lack of intrinsic motivation for active learning. Many students resort to rote memorization solely to pass exams, failing to genuinely apply their knowledge in practical scenarios. Lastly, the curriculum of applied writing in public security academies tends to be tedious and complex, fostering a sense of aversion towards applied writing training among many students. Therefore, the weak foundational knowledge and lacking intrinsic motivation among students in public security academies serve as internal factors contributing to the subpar effectiveness of teaching applied writing.

3.2 Lack of Emphasis on Key Teaching Points and Weak Specificity

Public security applied writing encompasses various types of legally mandated documents and administrative documents that support daily operations. The category of legally mandated documents alone comprises 15 varieties, with administrative documents numbering over a dozen. Given the practical requirements of serving at the grassroots level, the importance of each document type in the daily work of grassroots police officers varies. Therefore, it is essential for police academies to selectively focus on commonly used document types at the grassroots level during instruction to strengthen the teaching emphasis. However, the current curriculum on applied writing faces multiple challenges, leading to unsatisfactory teaching outcomes. Firstly, due to constraints in class schedules, the teaching time allocated to each document type is relatively limited, making it difficult to provide in-depth explanations and targeted training on key content. Secondly, some instructors lack practical experience in police secretarial work, resulting in overly procedural teaching content that fails to align closely with the actual requirements of grassroots work, thereby impacting the specificity and effectiveness of teaching. Additionally, certain instructors do

not prioritize writing training sufficiently, resulting in a lack of systematic content organization, insufficient emphasis on key teaching points, inadequate practical training hours, and unsound design. These factors contribute significantly to the subpar teaching outcomes.

3.3 Ineffective Teaching Design Resulting in Insufficient External Motivation for Student Learning

The philosophy of Constructivist education emphasizes the need for teaching to align with the characteristics of the subject matter, creatively constructing teaching scenarios, and employing diverse teaching methods to meet the learning needs of students [2]. Effective classroom teaching design aims to improve the effectiveness of teaching by strategically organizing and designing classroom activities, taking into account elements such as classroom composition, operational processes, and teaching strategies, ultimately developing the optimal classroom teaching plan [3]. However, many instructors of applied writing courses still adhere to traditional teaching models and outdated teaching philosophies, which hinder the effective design of classroom teaching activities and result in a lack of external motivation for student learning, thus impeding the desired teaching outcomes. Specifically, these instructors' teaching philosophies are obsolete, heavily reliant on the traditional mode of teachers delivering information and students passively receiving it. As a consequence, students struggle to actively engage in classroom interactions. Furthermore, they tend to rely on monotonous lectures focused solely on theoretical knowledge and rigid formatting standards, leading to low student engagement during class and poor quality of completed assignments. Moreover, the teaching methods employed excessively emphasize theoretical instruction while neglecting practical training opportunities. The design of practical training exercises lacks innovation and fails to align with the reality of grassroots work scenarios. Lastly, the evaluation system for teaching is imperfect, relying heavily on post-class assignments and final assessments, which primarily assess theoretical knowledge through rote memorization rather than effectively promoting the improvement of students'

writing abilities. Due to the outdated teaching philosophies, teaching models, teaching methods, and evaluation systems, students lack external motivation for learning, struggle to actively participate in class, and lack targeted training. As a result, the teaching effectiveness is compromised.

4. Investigating the Writing Abilities of Grassroots Police Officers and Constructing the Path for Reforming the Teaching of Public Security Applied Writing

The need for reform in teaching applied writing arises from the unsatisfactory teaching outcomes. Simultaneously, the urgency to enhance the writing abilities of grassroots police officers serves as a crucial external factor driving curriculum reform. Following the principles of problem-oriented and goal-oriented teaching reform, this section will conduct descriptive statistical analysis on the core survey data from the Survey on the Writing Abilities of Grassroots Police Officers. The aim is to thoroughly analyze the main issues faced by grassroots police officers in applied writing and determine the direction of teaching reform for the public security applied writing course. The Survey on the Writing Abilities of Grassroots Police Officers aims to comprehensively understand the level of awareness among police officers regarding the importance of document writing, their grasp of fundamental knowledge in document writing, the frequency of daily document writing, self-assessment of their writing abilities, as well as the key and challenging document types in writing. The survey also aims to explore the key points for enhancing document writing abilities. A total of 138 police officers were covered in this survey, including frontline departments in municipal bureaus, sub-bureau departments, and grassroots police stations, ensuring a broad and representative sample. The basic information of the respondents, including gender, age, education level, and work experience, has been detailed in Table 1, providing strong data support for subsequent analysis. Through in-depth analysis of this data, we hope to identify the actual needs and challenges faced by grassroots police officers in document writing, providing a solid basis and guidance for the teaching reform of the applied writing course.

Table 1. Basic Information of Surveyed Participants

Participant Profile	Gender		Age (years old)			Education Level		Work Experience (years)		
	Male	Female	Below 28	29-40	Above 40	Undergraduate	Master's	Less than 3	4-9	10 and above
Number of people	103	35	26	109	3	86	52	20	51	67
Percentage (%)	74.64	25.36	18.84	78.99	2.17	62.33	37.67	14.49	36.96	48.55

4.1 The Necessity of Reforms in Public Security Applied Writing Education

As per the survey findings, a striking 77% of police officers recognize the significance of document writing for their personal career development, with fewer than 10% considering document writing to be of little importance. Although over 85% of the officers lack a habit of daily writing, more than 67% of them need to write practical writings every week due to work demands, with 25% of them requiring completion of four or more documents weekly. Despite this understanding of the importance of document writing and the regular need to write, approximately 80% of the officers have less than five hours of weekly reading time due to their busy work schedule. Furthermore, over 70% of the officers have never systematically studied document writing courses or received related training, indicating their desire to participate in specialized document writing training courses. Conversely, looking at the current educational landscape, students exhibit a lower proficiency in applied writing. Due to insufficient intrinsic motivation and the absence of external driving forces, the teaching effectiveness is unsatisfactory. Even among those who have taken applied writing-related courses, students demonstrate evident deficiencies in reading comprehension and written expression. Moreover, due to limited familiarity with police operations, many students still lack the ability to write official documents. Therefore, from the perspective of educational qualifications and the practical needs of police officers, along with the learning conditions of students, the existing issues in document writing for police officers and their learning status make it imperative to undertake teaching reforms in the public security applied writing course. These reforms aim to enhance students' applied writing abilities and meet the actual requirements of public security work.

4.2 Evaluation of Advanced Document Writing Abilities among Grassroots Police Officers

The document writing abilities encompasses both lower-level and higher-level skills. While the lower-level skills refer to the basic ability to write, the higher-level skills encompass the proficiency to write effectively and efficiently, which are essential for self-realization and recognition from leadership. The self-evaluation of officers' writing abilities primarily focuses on the writing process, including the difficulty in establishing the main idea, gathering and organizing materials, constructing a coherent structure, and organizing language effectively. This evaluation aims to provide a comprehensive assessment of officers' self-capabilities in document writing. On the other hand, the leadership's evaluation of officers' writing abilities is outcome-oriented, emphasizing whether the written documents align closely with the department's actual circumstances, accurately reflect leadership intentions, demonstrate clear logical structures, and adhere to professional language and formatting standards. The purpose of self-evaluation is to promote self-reflection and enhance document writing efficiency, while the leadership's evaluation intends to identify specific shortcomings in the written documents and provide targeted adjustments and revisions. Thus, these two evaluations complement each other and form an important mechanism for a comprehensive evaluation and improvement of the document writing abilities among police officers.

Overall, grassroots police officers' writing efficiency and writing quality are both at a relatively low level, indicating subpar writing abilities. According to the results of a satisfaction survey, a mere 10% of police officers expressed satisfaction or higher in their self-evaluation of writing abilities. In contrast, a substantial 90% of officers

considered their writing abilities to be at a level of basic satisfaction or below, with 30% even reporting infrequent satisfaction. Similarly, in the leadership's evaluation of officers' document writing abilities, only 17% received ratings of satisfaction or higher, while 47% were considered to be at a basic satisfactory level. Notably, the combined proportion of occasional dissatisfaction and infrequent satisfaction reached 36%. Thus, the existing data highlights a pressing need for teaching reforms focused on enhancing the advanced document writing abilities among grassroots police officers. These reforms should place emphasis on improving writing efficiency and quality, with particular attention given to enhancing the logicity of teaching content, refining language usage, and adhering to standardized formatting practices.

4.3 Identification of Key Focus Areas and Challenges in Document Writing for Grassroots Police Officers

To accurately identify the key focus areas and challenges in document writing for grassroots police officers, an analysis is conducted based on survey data categorizing document types into "commonly encountered", "frequently composed", and "most challenging". By examining these three aspects, the focus and difficulties in public security applied writing can be determined. Initially, the document types that are both "frequently composed" and "commonly encountered" are combined to establish the instructional priorities in public security applied writing. Subsequently, the intersection of the above set with the document types deemed as "most challenging" further pinpoints the critical focus and challenges in teaching public security applied writing.

Firstly, as per the survey data on "commonly encountered" documents, grassroots police officers most frequently encounter statutory documents such as requests, reports, and notifications in their daily work. In terms of administrative documents, while the usage of various document types is relatively balanced, officers engage most frequently with summaries, briefings, and plans compared to other administrative documents, making them the most common types encountered by grassroots police officers. Collectively, the types of practical writings commonly encountered by grassroots police officers

encompass requests, reports, notifications, summaries, briefings, and plans. These six types of practical writings place significant demands on the document writing capabilities of grassroots police officers, highlighting the need to focus teaching reforms in public security applied writing around these key document types to enhance the reform's effectiveness.

Secondly, based on the data regarding "frequently composed" documents, grassroots police officers most often compose statutory documents such as requests, reports, and notifications in their daily work. Regarding administrative documents, officers frequently compose document types including summaries, briefings, and plans. Therefore, the practical writings that grassroots police officers "frequently compose" include requests, reports, notifications, summaries, briefings, and plans.

Further analysis of the survey data on "most challenging" documents reveals that grassroots police officers widely perceive the greatest writing difficulties in statutory documents, particularly reports, proposals, opinions, and meeting minutes. In administrative documents, speeches, summaries, plans, and investigative reports are also considered challenging to write. Overall, the documents with the highest perceived writing difficulty include reports, proposals, opinions, meeting minutes, speeches, summaries, plans, and investigative reports. These challenging document types are attributed to factors such as complex structures, high content requirements, or difficult mastery of writing skills. By intersecting the focus areas with the challenges, the critical and challenging document types in Applied Writing in Public Security are identified as reports, summaries, and plans.

Therefore, the primary instructional focus in public security applied writing includes requests, reports, notifications, summaries, briefings, and plans, while the main instructional challenges are reports, summaries, and plans.

4.4 Analyzing Key Competencies to Enhance the Level of Document Writing

The multitude of document types often renders the writing process intricate and mundane. Despite the differing writing requirements for each type, there exists a connection among them, particularly in terms of structure, all

adhering to certain “consistent ” patterns. Therefore, mastering templates for document writing is crucial for enhancing writing efficiency. However, while grasping the “immutable” aspects of document writing, we must also acknowledge the “mutable” elements. These “changes” are vital factors influencing the quality of document writing, including synthesizing and summarizing materials, accurately grasping leadership intentions, skillfully applying writing techniques, and mastering the standardized format of documents. To enhance both the efficiency and quality of writing, it is essential to conduct targeted writing training. From an instructional perspective, understanding the “immutable” and “mutable” aspects of document writing and conducting targeted writing training based on this understanding is the core task of practical training in various document types in the instructional framework of public security applied writing. This aids students in mastering the basic rules of document writing and enhancing their adaptive writing capabilities in different situations.

Based on the survey data, it is evident that grassroots police officers generally have a limited understanding of document writing templates. Only 12% of the officers indicated that they “understand” or “completely understand” document writing templates, while a significant 40% expressed “scant understanding” or “lack of understanding”. The remaining 48% stated they have “some understanding”. This reflects a deficiency among grassroots police officers in essential knowledge and application skills related to document writing templates. The investigation into factors influencing the quality of document writing revealed that “accumulation of materials” and “synthesis and summarization” were considered the most critical factors. Other important factors included “grasping leadership intentions”, “comprehension of national policy directions”, “mastery of writing techniques”, and “familiarity with document format and rules”. These factors together constitute the key aspects for enhancing the document writing capability of grassroots police officers. Thus, accurately understanding the “immutable” and “mutable” aspects of document writing and providing targeted training and guidance based

on the basic structure of document writing and critical factors influencing document writing quality is an important subject for instructional reform, particularly in the realm of practical training.

5. The Reform Path of Public Security Applied Writing Teaching Based on Constructivism

The lackluster effectiveness of public security college applied writing instruction calls for an internal demand for reform in public security applied writing teaching. Survey results on the document writing abilities of grassroots police officers revealed current deficiencies in their knowledge and relatively weak writing capabilities, highlighting an external demand for reform in public security applied writing teaching. The myriad issues present in the applied writing curriculum and the specifics outlined in the survey on the writing abilities of grassroots police officers pinpoint the key content of instruction, the focal points of writing training, and the critical areas, offering a new direction for reform in public security applied writing teaching. Drawing from constructivist theory, public security applied writing should emphasize the systematic nature of document writing knowledge, centering on cultivating students’ abilities in commonly used document genres. It should also prioritize enhancing students’ autonomy and initiative in writing, leading to a reform path in teaching that includes content restructuring, the creation of a case database for instruction, the reform of teaching methods, the cultivation of core competencies, integrated curriculum assessment, and a systematic overhaul in teaching methodologies.

5.1 Knowledge Restructuring: Problem-Oriented, Emphasizing Key Elements

Constructivism posits that knowledge reflects and reconstructs the objective world subjectively. The theory of Knowledge Building represents a robust attempt at innovative education, transforming learning from a focus on acquiring knowledge and skills to the objective of developing student knowledge [4]. Different types of applied writing, due to their varying frequency of use and levels of difficulty, should be given differential emphasis in terms of class allocation. Public security applied writing

should aim to enhance students' reading and analytical capabilities, focusing on the mastery of commonly used document genres. It involves restructuring knowledge, increasing the proportion of class hours dedicated to key document genres, intensifying the training content on persuasive writing, and enhancing the intensity and specificity of training on pivotal document genres. Primarily, key document genres should be the focal point of instruction, with reports, summaries, and plans holding utmost importance. These genres are frequently used in daily work, demanding relatively high levels of writing skills, necessitating more teaching resources and attention. Moreover, incorporating training on reading comprehension and inferential summarization before writing is essential. Given the weak foundations of public security college students and their subpar written expression abilities, there is a prevalent lack of basic knowledge in document writing. Students often rely on rote memorization methods, lacking the ability to analyze materials and write documents. Hence, teaching should emphasize essay writing training to assess students' reading comprehension, critical analysis, problem-solving, and writing abilities. Scientifically designing a systematic curriculum that reflects progressive learning, matching the content closely to the students' abilities and educational objectives, is crucial. Structuring courses to follow a logical progression from reading comprehension to summarization to written expression to simple and complex document genre writing facilitates the enhancement of students' applied writing abilities from nascent to advanced stages.

5.2 Curriculum Case Database Construction: Leveraging Scenarios and Standardization

In line with the constructivist belief that knowledge evolves through subjective understanding and practical application [5], it is essential for educators to continually expand their perspectives when teaching applied writing. One effective approach is to introduce real-life scenario cases, fostering students' autonomous learning within contextualized settings. To achieve this, the restructuring of teaching content should be complemented by the development of a standardized curriculum case database, utilizing rich and vivid case

resources from the field of public security practice, as well as online platforms and social networks. The term "standardization" implies that each case within the database adheres to a unified set of criteria encompassing format, practical requirements, training processes, and assessment. This ensures consistency and effectiveness across the board. The following five modules provide the framework for this standardization: (1) Authenticity: Each case should provide genuine and representative materials, allowing students to engage with realistic scenarios. (2) Training Objectives: Clear and specific objectives should be outlined for each case, covering aspects such as summarization and genre-specific writing. By targeting these objectives, students can enhance their overall abilities and practical skills. (3) Training Requirements: Well-defined requirements, including content, format, and submission guidelines, should be established to ensure the training is rigorous and effective. (4) Online Training Processes: A systematic online training workflow should be established, outlining tasks for both students and teachers. Leveraging online platforms can facilitate efficient and engaging training sessions. (5) Assessment Standards: Comprehensive assessment criteria, including reference answers, quantitative evaluations, and feedback sessions, should be employed to thoroughly evaluate students' training outcomes. This assessment data can then inform subsequent teaching improvements. It is worth mentioning that for more universally applicable cases, students should be encouraged to practice writing exercises tailored to the specific requirements of different document genres. This approach helps them develop an in-depth understanding of the distinct characteristics and demands of each genre, as well as the appropriate contexts in which they should be used. For example, constructing a case repository based on exemplary figures and their accomplishments within the realm of public security allows students to engage in writing exercises related to commonly used genres such as reports, briefings, and anecdotal materials. Through these exercises, students can grasp the unique writing nuances associated with each genre, fostering their overall proficiency in applied writing.

5.3 Teaching Mode Reform: Goal-Oriented, Task-Driven

The reform of teaching modes is paramount in enhancing students' learning motivation and instructional effectiveness [6]. Based on constructivism and communicative approaches, the BOPPPS teaching model is renowned for its outstanding instructional design, emphasizing active student engagement and real-time feedback. This model forms a closed-loop teaching process and is greatly favored by numerous prestigious institutions in North America [7]. By integrating the six major teaching components of the BOPPPS teaching model into applied writing courses, the teaching process can be divided into three closely interconnected stages - pre-class, in-class, and post-class [8]. During the pre-class phase, instructors utilize online teaching platforms to assign preparatory tasks, guiding students to read designated materials with specific questions and engage in discussions. Through quantitative assessment based on student inquiries and discussions, instructors gain insights into students' readiness, clarify course objectives, and conduct initial assessments of student learning statuses. In the in-class phase, instructors flexibly employ various teaching methodologies, such as lectures, questioning, discussions, and practical training, to introduce course content, define teaching objectives, and create a participatory learning environment. Particularly during practical training sessions, instructors guide students through specific tasks, facilitating hands-on operations to achieve an immersive and contextualized learning experience.

Throughout this process, instructors provide timely guidance on students' writing processes, address queries, ensuring the effectiveness and relevance of practical teaching. In the post-class phase, instructors conduct detailed evaluations and reviews of practical assignments, administer post-class quizzes, and summarize the course. Students submit their practical assignments online for assessment, with instructors providing ratings (excellent, good, fair, poor) based on assignment quality. Notably, instructors offer critiques on representative assignments before the next class, employing guiding and questioning techniques to help students identify writing issues and propose improvements. Feedback includes quantitative

assessments of student interaction to incentivize active participation.

5.4 Key Abilities Cultivation: Understanding the “Immutable” and “Variable” Aspects of Writing

Constructivist theory emphasizes the cultivation and shaping of students' key abilities. With a multitude of official document types, each having unique writing points, they are both distinct and interconnected. It is the skill of understanding the “immutable” and “variable” aspects of official document writing - mastering the “immutable” can significantly boost writing efficiency, while mastering the “variable” can notably enhance writing quality. Primarily, the “immutable” aspects of official document writing are manifested in the writing structure, also known as the writing “routine” [9]. From the perspective of writing studies, applied writing can be categorized into matters-based documents and factual documents. Matters-based documents mainly focus on “what needs to be done” and “how it needs to be done”, with the writing emphasis on “matters to be addressed”, such as requests, notifications, letters, announcements, plans, and similar document types. Their structure can generally be summarized as “reason – matters”. On the other hand, factual documents emphasize “what has been done” and “how it was done”, focusing on the organization, summarization, and conclusion of past events, such as reports, summaries, briefings, research reports, and incident materials. These documents, with longer content, require special attention to hierarchical organization during writing, and their unchanging writing structure typically follows a logical “general – specific” or “general - specific – general” structure. Furthermore, the “variable” aspects of official document writing mainly involve the clarity of expressing the main idea, the standardization of writing language, and the standardization of writing formats. According to data on grassroots police writing capabilities, the key factors influencing the quality of official document writing include the accumulation, organization, and summarization of materials, understanding leadership intentions, understanding national policy directives, mastery of writing techniques, as well as mastery of official document formats and protocols. Hence, in the teaching process of

applied writing, instructors should guide students to deeply grasp leadership intentions, establish effective role positioning, adeptly accumulate and utilize materials, accurately reference national policy directives, and more. Throughout the instructional process, instructors can demonstrate how these key factors are comprehensively and normatively manifested in an official document through the appreciation of model articles and the correction of flawed writing.

5.5 Scientific Assessment: Integrated, Elaborate Standardization

Constructivist theory emphasizes the effectiveness of teaching, and teaching evaluation plays a crucial role in determining the significance of teaching outcomes. In the core instructional phase of applied writing in public security, the focus lies in the training of writing skills. It is vital to stimulate students' initiative in writing and cultivate their attitude of applying knowledge in order to improve teaching effectiveness. Outcome-based education (OBE) philosophy emphasizes competency-based education, where schools and teachers should set learning outcome goals to integrate teaching experiences and their assessment. Based on this, Jonathander Host and Lary McDonald proposed six key competencies for competency-based education, including precise evaluation standards for learning outcomes and phased outcome assessments, highlighting the evaluation of final learning effects based on outcome production and assessment [10]. As official document writing is often perceived as dry, students lack intrinsic motivation for writing and rely on external motivation provided by teachers during guidance and supervision. Constructing a standardized instructional assessment system provides the necessary external motivation for outcome-oriented task-based learning. The assessment system for evaluating the competency in public security applied writing should adopt an integrated "five-in-one" approach, encompassing pre-class task assessment, in-class questioning and discussions assessment, practical training assessment, post-class assignment assessment, and final assessment. This system requires the elaboration of assessment criteria and the scientific allocation of weights for each assessment component. During the pre-class

phase, teachers can publish instructional tasks on an online teaching platform and evaluate students' task completion through evaluative questions. In-class assessment includes both lecture-based evaluation and practical training evaluation. The lecture segment is primarily evaluated through questioning and discussions, while the practical training segment is assessed based on students' performance during the training process. For the post-class phase, teachers can provide online evaluations for students' practical assignments submitted through the online teaching platform and quantitatively evaluate key document-type assignments. Furthermore, there should be a reform in the final assessment approach, transforming the previous rote memorization of knowledge points into competency-based assessments that enhance reading comprehension and writing abilities. This can include an increased focus on essay writing assessments and requirements for students to demonstrate their skills in key document writing, supplementation, as well as correcting flawed writing in a simulated assessment setting. By constructing a standardized and explicitly defined assessment system that aligns with the OBE teaching philosophy, and utilizing the external motivation provided by comprehensive assessment, it can effectively stimulate students' intrinsic motivation for active learning.

6. Conclusions and Outlook

The integration of public security applied writing with the daily work of public security has become increasingly important as the field undergoes digitalization, standardization, and legal development. This has raised the bar for the requirements of standardized and electronic writing in public security, presenting greater challenges and demands for the teaching of the course Applied Writing in Public Security. In this study, we have proposed a new framework for curriculum reform in five key areas: the restructuring of teaching content, the establishment of a comprehensive teaching case library, the innovation of teaching methodologies, the enhancement of writing structure training, and the improvement of assessment and evaluation. These measures aim to strengthen students' external motivation for learning, which, in turn, will ignite their intrinsic drive to excel. By implementing these

reforms, we anticipate an increase in teaching effectiveness and the cultivation of a larger pool of proficient individuals in the field of public security applied writing.

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