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Taking the Class Advisor System as an Opportunity: A Practical Exploration of Collaborative Education in Public Security Technology Major Courses

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Abstract: Class advisors' work in public security colleges mostly focuses on routine affairs management, and its educational value has not been fully tapped. Relying on the course *Fingerprint Examination Technology* in the Criminal Science and Technology major and giving full play to the dual identity advantage of specialized course teachers serving concurrently as class advisors, a four-dimensional collaborative education pathway of "academic tutoring, career guidance, value shaping, and mechanism linkage" was constructed and implemented. According to the survey, 89.1% of students believe that the class advisors' work is mainly routine affairs management, 91.5% of students hope that the class advisors can provide guidance in subject-specific Q&A and career planning, and 83.3% of students hope that they can have experience-sharing sessions with alumni working in public security technology positions. The practical results show that 91.7% of the students in the experimental class approved of the professional tutoring of the class advisor, 93.8% approved of the frontline experts who came to teach in the classroom, students won multiple awards in national handprint examination competitions, and the college was awarded the Outstanding Organization Award. The study finds that combining specialized courses and the class advisor system in depth can effectively activate the educational advantages of specialized course teachers, realize the organic unity of knowledge transmission, ability cultivation and value shaping, and provide practical reference for public security colleges to improve the class advisor system.

Keywords: Public Security Colleges; Class Advisor System; Specialized Course Teachers; Collaborative Education; Fingerprint Examination Technology

1. Introduction

The class advisor in general higher education institutions is a guide for students' professional learning and innovative practice, an important participant in students' ideological and political education and daily management, and a guide for students' healthy growth. Class advisors in public security colleges are specialized course teachers serving concurrently and are assigned and managed under the "four-year continuous system" and complete the duties of class advisors in general education institutions, while also taking on the educational functions of professional education, ideological education, and value shaping. For class advisors of public security colleges, how to better achieve educational goals is an important long-term issue. The study of the class advisor system in higher education institutions has become more extensive in recent years. Chen et al. [1] systematically reviewed the models for building the class advisor team in higher education institutions, emphasizing the institutionalization of selection and appointment, duty specification and training and assessment; Geng [2] pointed out that clearer boundaries of duties between counselors and class advisors, and an efficient communication and collaboration mechanism will enable higher education institutions to ensure that counselors and class advisors complement each other in educational guidance and daily management, improve the utilization efficiency of educational resources, and in turn, more effectively promote student development; Rao et al. [3] explored a new all-staff class advisor education model of "one class with multiple teachers, one teacher for

multiple grades" ; Wu [4] demonstrated the unique role of specialized teachers who also act as class advisors for their students in the construction of class climate; Pan and Liu [5] focused on the moral education work of young teacher class advisors, and identified the key links in transforming their professional advantages into educational advantages; Zhong [6] proposed that the class advisor work in higher education institutions should shift from a management-oriented model to a precision empowerment-oriented model; Liu [7] constructed a crisis public relations response mechanism for collaborative education of "counselors–class advisors"; Xu [8] believed that class advisors are not only transmitters of knowledge, but also gatekeepers of students' emotions, resolvers of family education confusion, and connectors of school-family-society interaction. Wang et al. [9], Meng et al. [10] and Zhang et al. [11] under the background of new agricultural science, discussed how class advisors should break through traditional management functions and integrate multiple roles such as ideological leaders, academic mentors, career planners, psychological counselors, and cultivators of sentiments toward agriculture, rural areas, and farmers, and further clarified their core responsibilities in value guidance, professional enlightenment, innovation ability cultivation, individual growth support, and the cultivation of affection for agriculture, rural areas, and farmers. In general, the current studies fully affirm the importance of class advisors' role in the education system, but most remain at the level of general discussion and do not have any empirical answer to the question of how specialized course teachers can feed back into the development of courses and how they can achieve collaborative education in the role of class advisor.

In the actual operation of public security colleges, there is an obvious "triple misalignment" in class advisor work: first, role misalignment, class advisor work is mostly occupied by routine affairs such as attendance checking, award and honor evaluating, etc., the role of professional guidance or career leadership is weakened; second, underutilized strengths, the knowledge expertise and industry experience of specialized course teachers have not been transformed into educational resources, so that professional education and ideological education are operating on two separate tracks; third, the absence of institutional mechanisms, class advisor and course teachers are not systematically connected with industry experts, and the collaborative education becomes a mere formality. Take the course *Fingerprint Examination Technology* as an example: it contains rich educational elements: fingerprint examination plays a key role in case investigation, and public security criminal technology police officers show great dedication; this course naturally has the conditions to combine professional education with value shaping. But limited by the above misalignments, its educational value has yet to be fully realized. The problem of how to make best use of the carrier of specialized courses in the role of class advisor and how to combine "course-based education" with "class-based education" remains a pressing issue that public security colleges must address.

2. Survey and Diagnosis: Students' Cognition of and Expectations for the Role of Class Advisors

2.1 Survey Design

A questionnaire survey was conducted among the 198 students of four teaching classes of the 2024 Criminal Science and Technology major of Hubei University of Police, and finally, 192 valid questionnaires were collected, with a valid return rate of 96.97%. The questionnaire was divided into three dimensions: cognition of current class advisor work, expectations of the class advisor education, and identification with curriculum-based ideological and political education, to reveal students' genuine attitudes to class advisors' work and to lay the foundation for the construction of the practical pathway.

2.2 Main Findings

The results of the survey indicated (refer to Table 1): In terms of cognition of the current situation, 89.1% of the students deemed that the current work of class advisors was mainly routine affairs management, and only 10.9% said that class advisors often participated in professional guidance; in terms of educational expectations, 91.5% of students hoped that class advisors could guide them in subject-specific Q&A and career planning, 83.3% hoped that class advisors could hold experience-sharing sessions with the alumni who served in public security technology positions, and 78.6% approved of class advisors conducting ideological and political education in combination with specialized courses; in terms of

identification with curriculum-based ideological and political education, only 29.7% of students believed that the existing content of curriculum-based ideological and political education was close to professional practice, and most students hoped to enhance their career identity through cases of public security heroes and models.

Table 1. Students' Cognition of and Expectations for Class Advisor Work (n = 192)

Survey item	Proportion
Believe that class advisor work is mainly routine affairs management	89.1%
Expect class advisors to provide subject-specific Q&A and career planning guidance	91.5%
Hope to hold experience-sharing sessions with alumni working in public security technology positions	83.3%
Approve of class advisors conducting ideological and political education in combination with specialized courses	78.6%
Believe that the existing content of curriculum-based ideological and political education is close to professional practice	29.7%

2.3 Problem Diagnosis

Through the survey results, it is found that, first, the role of the class advisor is closer to the "affairs-oriented" end than to the "education-oriented", and the identity advantage of specialized course teachers is diluted by routine work; second, students have strong expectations for the Q&A, career planning, and sharing of industry experience of class advisors, but the current supply of class advisor work is clearly insufficient compared with students' expectations; third, the relevance of the curriculum-based ideological and political education in the current survey is low, indicating that the shaping of values has not yet found a good carrier. All of the above point to the need to change the orientation of class advisor work from a "management-based" orientation to an "education-based" orientation, and from "affairs-driven" to "profession-driven".

3. Practical Pathway: Four-Dimensional Collaboration of "Class Advisor × Specialized Course"

Since September 2024, based on the position of class advisor in the major of Criminal Science and Technology, the researchers took the course *Fingerprint Examination Technology* as a carrier and built a four-dimensional collaborative education pathway of "Class Advisor × Specialized Course" (as shown in Figure 1).

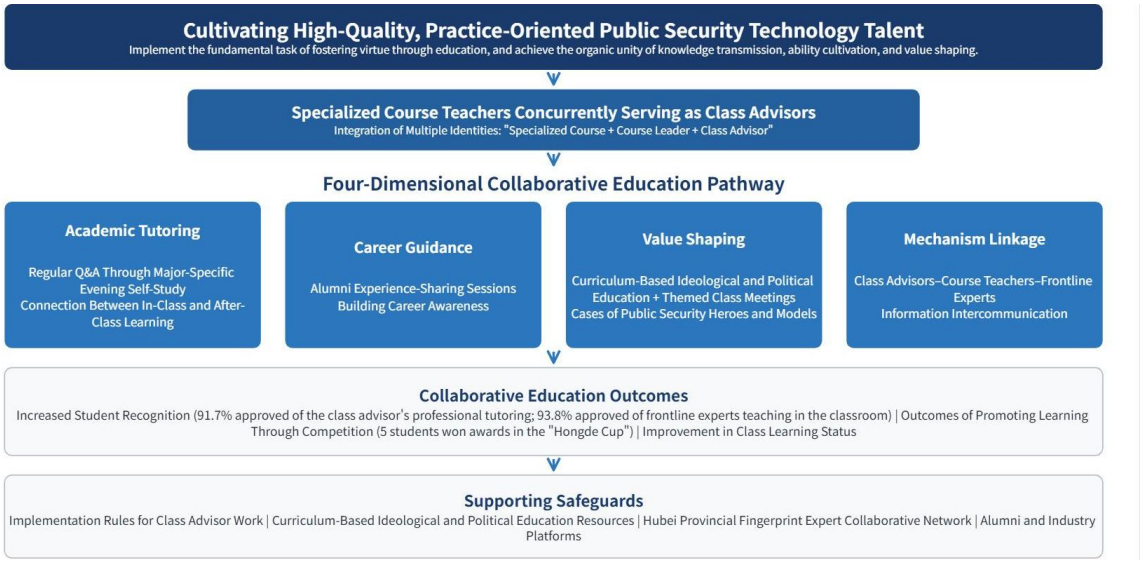


Figure 1. Mechanism Diagram of the Four-Dimensional Collaborative Education of "Class Advisor × Specialized Course"

3.1 Academic Tutoring: Building a Regular Q&A Platform through Major-Specific Evening Self-Study

One major-specific evening self-study session was arranged each week with focused group Q&A sessions and guidance on study methods for important courses such as *Fingerprint Examination Technology*, based on the role of class advisor. Unlike one-way lecturing in classroom teaching, the evening self-study adopted "student questions–teacher guidance–peer mutual explanation", connecting common difficult points in class with individual confusion

after class and forming a closed loop of "in-class teaching–after-class tutoring". The essence of major-specific evening self-study is to inject the class advisor's professional identity into the students' self-study and to make self-study of professional knowledge a daily part of class management.

3.2 Career Guidance: Building Career Awareness through Alumni Sharing Sessions

To meet the need of 83.3% of students to have experience-sharing sessions with alumni from public security technology positions, two alumni experience-sharing sessions for public security technology positions were organized every semester. Graduates working in crime scene investigation and physical evidence examination at grassroots public security organs were invited back to campus to exchange ideas on topics including job responsibilities, career development, technological frontiers, etc. Lower-year students were helped to develop clear career awareness through real-life stories and to translate abstract professional learning goals into concrete career development prospects and thereby stimulating their intrinsic learning motivation.

3.3 Value Shaping: Integrating Curriculum-Based Ideological and Political Education through Themed Class Meetings

To address the pain point that only 29.7% of students felt that curriculum-based ideological and political education was close to the professional practice, one themed class meeting was held every month. The key role of fingerprint examination in case investigation, the deeds of public security criminal technology heroes and models, and typical cases in grassroots case handling were integrated into class meetings to connect "curriculum-based ideological and political education" and "class-based ideological and political education". Themed class meetings give full play to the specialized course teachers' strengths of "knowing the profession and having ready case materials", and the value shaping was no longer "empty preaching" away from the profession, but the identity construction was rooted in the professional practice, echoing the development of curriculum-based ideological and political education of the course *Fingerprint Examination Technology*.

3.4 Mechanism Linkage: Promoting Teaching through Management via Tripartite Intercommunication

A tripartite information-sharing mechanism linking class advisors, course teachers, and frontline experts was established. Class advisors regularly collected students' learning status, career confusion and course feedback and fed them into the course design and practical teaching. The student performance observed by the course teachers and the fingerprint experts from Hubei Province in the course of joint lesson preparation and practical training guidance was also timely fed back to the class advisors for guidance on a one-on-one basis. The tripartite linkage accomplished "promoting teaching through management and guiding management through teaching", using class management data as a basis for course improvement and course teaching information as a resource for class-based education.

4. Practical Outcomes

4.1 Significant Increase in Student Recognition

The collaborative education outcomes of the experimental class (48 students) were evaluated in combination with the teaching of *Fingerprint Examination Technology* from March to July 2026. The results indicate (refer to Table 2): 91.7% of the students approved of the class advisor's professional tutoring and 93.8% approved of frontline experts teaching in the classroom. The evaluation results show that the integration of academic tutoring, career guidance, value shaping and mechanism linkage in the daily work of class advisors has received a relatively high level of recognition from students.

Table 2. Collaborative Education Outcomes in the Experimental Class (n = 48)

Evaluation indicator	Proportion
Approval of the class advisor's professional tutoring	91.7%
Approval of frontline experts teaching in the classroom	93.8%

4.2 Prominent Outcomes in Promoting Learning through Competition

Promoting learning through competition is an important test of the effectiveness of the class advisors' collaborative education. In 2026, relying on the class-advisor role, integrating the course content, and working with fingerprint experts in Hubei Province, the class advisor organized systematic training for the sophomores

who had registered, and they were organized to participate in the 3rd "Hongde Cup" Handprint Examination Competition. The competition statistics are: 1) 49 students registered in the competition, 32 students handed in their answer papers, the submission rate was 65.3%; 2) 23 students passed the assessment, the pass rate was 71.9%; 3) 5 students won awards, among which 1 won a national second prize and 4 won third prizes; 4) the college won the Outstanding Organization Award and the instructors were named as Outstanding Instructors. The organization procedure of the competition itself was a complete educational activity, including mobilization, registration, pre-competition training, summary and review, and the class advisor was involved in all aspects, turning the goals of the competition into the motivation for class learning and the results of the competition into career confidence.

4.3 Continuous Improvement of the Class Learning Ecosystem

After two academic years of operation, the class developed a learning ecosystem with "regular major-specific evening self-study sessions, periodic exchanges with alumni, and serialized themed class meetings". The frequency with which students sought advice on professional questions rose markedly, their class learning environment improved greatly; the class advisors changed from "affairs managers" to "professional guides", and the trust relationship between the class advisors and students was significantly enhanced.

5. Conclusion

In public security colleges, specialized course teachers serving concurrently as class advisors integrate the two roles of "teacher" and "manager" in educational goals, naturally combining professional knowledge, industry experience, and class management; this is the organizational basis for collaborative education. Four-dimensional education is an institutionalized arrangement designed around students' growth needs, transforming educational work from "occasional" to "routine". The class advisor mechanism integrates course resources, expert resources and alumni resources into the class-based education scenario, breaking the bottleneck of limited resources of a single entity.

The list of class advisors' duties in public security colleges should be improved. Career guidance and professional guidance should be integrated into the scope of class advisors' duties, the assessment orientation focusing on routine affairs management should be changed, and space should be made within the institution for "education-based" class advisors. The linkage mechanism between class advisors and course development should be established, class advisors should be encouraged to implement class-based education based on the courses taught, and curriculum-based ideological and political education and class-based ideological and political education should be intertwined. Educational carriers such as promoting learning through competition should be built, and industry competitions and skills competitions should be incorporated into the class advisor work platform to form a positive feedback loop of "promoting learning through competition and promoting teaching through competition". The class advisor training and assessment system should be improved, special training for class advisors in career guidance and educational methods should be strengthened, and educational outcomes should be included in assessment and incentives.

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