

Analysis of the Path to Constructing a Campus without Fraud in Universities from the Perspective of “Holistic Education”

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Abstract:

In recent years, with the rapid development of internet technology, the methods of telecommunications fraud have become unpredictable and diverse, leading to many cases of college students falling victim to scams. Universities have become hotspots for online telecommunications fraud. Therefore, it is crucial and urgent to enhance students' awareness and ability to counter fraud, and to establish a safe and fraud-free campus environment. This paper summarizes and analyzes the characteristics of current telecommunications fraud in universities, including clear targets, diverse forms, rapid evolution of tactics, well-organized networks, and difficulties in recovering lost funds. From the perspective of “holistic education”, the paper proposes a comprehensive anti-fraud education model that involves the collaboration of all members, continuous monitoring throughout the process, and comprehensive supervision to reduce campus fraud. The aim is to promote the construction of a fraud-free campus system, effectively maintain campus security and stability, and better achieve the educational goal of cultivating students with moral character.

Keywords:

Fraud-Free Campus, Campus Telecommunications Fraud, Holistic Education, Campus Security

1. Introduction

With the rapid development of the Internet and the widespread use of mobile payments, people's lives have undergone tremendous changes. However, while providing great convenience in our daily lives, it also creates opportunities for criminals. According to the “2022 Research Report on Mobile Payment Security Survey”, the problem of telecommunications fraud remains severe. Among them, fraud related to investment returns has the highest occurrence rate, while part-time job scams are particularly prominent. Losses from virtual currency fraud are also significant. It is worth mentioning that the younger demographic is at high risk of falling victim to fraud. Among individuals under the age of 25, there is a lack of personal protection awareness when using mobile phones and bank cards, and they

exhibit poorer usage habits compared to the societal average [1]. Moreover, a large portion of this demographic consists of college students who have not yet developed mature consumer and value perspectives. They lack social experience and have a weak sense of personal protection, making them more susceptible to trusting others. This is a significant factor contributing to the frequent occurrence of fraud cases on university campuses. Due to a lack of sufficient financial resources and social support, students who fall victim to fraud often face significant disruptions to their academic and personal lives. This burden leads to increased psychological stress, and in severe cases, may result in mental health issues or disorders. Such situations pose a significant threat to the physical and mental well-being of affected students, the harmonious family relationships, and the overall stability of campus security. Despite various measures taken by the government, society, and educational institutions, satisfactory outcomes have yet to be achieved.

In February 2017, the Communist Party of China Central Committee and the State Council issued the “Opinions on Strengthening and Improving the Ideological and Political Work in Universities in the New Era.” It explicitly stated that it is necessary to adhere to the Party’s leadership in universities, uphold the socialist direction of running schools, implement the principle of educating all students comprehensively, and follow the educational laws, laws of ideological and political work, and laws of students’ growth. It also emphasized the importance of reform and innovation, in order to strengthen and improve the ideological and political work in universities [2]. The concept of “holistic education” aligns with the characteristics of ideological and political education laws and is closely related to the fundamental task of cultivating students’ moral character [3]. It helps create a favorable atmosphere where education is integrated into every aspect of life. In this era, it is necessary to integrate the concept of “holistic education” deeply into the current management system of university students, in order to provide a more scientific and effective methodology for anti-fraud education on campuses. By fully utilizing the approach of collaboration from all members, continuous monitoring throughout the process, and comprehensive supervision, the occurrence rate of campus fraud cases can be reduced. This will contribute to the construction of a fraud-free campus, effectively maintaining campus security, stability, and long-term development, and better achieving the educational goal of cultivating students with moral character.

2. The Current Status of Telecommunications Fraud in University

“Post-00s” is the generation of students born after the year 2000 and they are the main force of contemporary university students. They have grown up during the period of the internet’s development and expansion, and their daily lives are deeply influenced by the internet. The internet has become an important means for them to access various kinds of information. As “digital natives”, the “Post-00s” university students have distinct characteristics and group attributes shaped by their era. Therefore, the types of scams they fall victim to and the reasons for their victimization also exhibit noticeable patterns.

2.1. The key features of telecommunications fraud in university at present

2.1.1. Clear objectives and strong targeting

Firstly, university students are a clear and highly targeted group due to their limited life experience and lack of strong personal security awareness. They are often curious

about new things and tend to explore them. Additionally, the university campus environment is relatively open, making them more susceptible to fraud. Secondly, university students, who often have no independent source of income, are eager to pursue economic independence and alleviate the financial burden on their families. In their pursuit of part-time jobs, they may neglect protecting their personal information and easily place trust in others. Furthermore, prior to falling victim to scams, many students generally believe that they are unlikely to be deceived. Lastly, university students tend to have a weak understanding of legal matters. Due to the generally small amounts involved in fraud cases and the fear of being ridiculed by their peers, some students intentionally conceal their experiences and hesitate to seek help proactively [4]. These factors contribute to university students being prime targets for fraudsters. Exploiting the psychological conditions of students, criminals execute precise scams, enticing them with alluring conditions and benefits, gradually leading them into carefully planned traps.

2.1.2. The types and forms of fraud are diverse

Once telecommunications fraudsters identify their targets, they employ corresponding methods based on the characteristics of the target group. Generally, in the context of higher education institutions, online fraud includes various forms and types such as brushing scams, posting false part-time job recruitment information, fraudulent transactions, impersonating customer service, false loans, false prostitution solicitations, false refunds, false winnings, false training fee processing, false gambling, false investments, and more. These diverse forms of fraud make it challenging for university students to guard against them, and a slight oversight can lead them into the trap set by criminals. For instance, some students are exploited by unscrupulous individuals who rent out their personal WeChat accounts to criminals for small profits. Subsequently, the fraudsters use these accounts to post false part-time job recruitment information on their friends' circle, taking advantage of the mutual trust among classmates. This ultimately leads to their classmates being deceived. Moreover, the students themselves are in violation of the "People's Republic of China Anti-Telecommunications Fraud Law".

2.1.3. The methods and techniques of fraud are constantly evolving

With the rapid development of information technology and the internet, criminals strive to gain people's trust more easily. They often keep up with social hot topics or tailor their fraud methods and techniques based on issues that the target individuals are more concerned about. For example, during the period of annual scholarship evaluations, they may impersonate the financial department of the university and send emails or text messages to students, asking them to click on a link and provide personal information. The criminals create a bewildering situation for students, making it difficult for them to distinguish between genuine and fraudulent communications. If a student believes the scam to be true, they fall into the trap set by the criminals.

2.1.4. The organizational structure of fraud is relatively systematic and well-developed

The recent movie "No More Bets" has sparked discussions on telecommunications fraud. The film is based on thousands of real fraud cases and sheds light on the shocking inner workings of the entire overseas telecommunications fraud industry. It

reveals a tightly-knit internal organizational structure with well-coordinated roles and responsibilities among its members. In reality, fraudulent organizations often operate in a corporate-like manner, with clear division of labor and efficient collaboration between departments. There are individuals dedicated to promoting false information online to gain the trust of potential victims. There are others responsible for enticing victims to transfer money step by step according to pre-set tactics. Technical personnel handle the support of network information, while there are also personnel tasked with the transfer of funds in the background. By employing multiple strategies simultaneously, these fraudsters make it extremely difficult for victims to defend themselves.

2.1.5. Recovering the funds after falling victim to fraud is often challenging

Due to the well-organized nature of fraud syndicates, once the money is received, specialized individuals immediately transfer it to numerous secondary and tertiary accounts, acting swiftly. These accounts are often opened by criminals using false identities or obtained through deception, making it difficult for law enforcement agencies to trace them. Based on the experience of police officers handling such cases, it is known that the first hour after the victim's funds are transferred to the criminals' accounts is a critical time for intercepting the flow of funds [5]. However, in many cases, students do not report the incident immediately, and by the time they realize they have been scammed, the funds have already been transferred. Even if the defrauded students report the incident to the police immediately after making the transfer, it is often challenging to recover the funds.

2.2. Analysis of the reasons for frequent scams targeting college students

College students tend to have a relatively naive mindset and lack social experience, making them more susceptible to trusting others. "Post-2000 generation" students have become the majority of today's college students, with a high proportion of them being only children. They have been protected and well-cared for by their parents since childhood, leading to a relatively naive mindset and a lack of strong personal awareness for self-protection. Due to their limited social experience, they are more prone to believing the sweet words of others and being manipulated. Moreover, college students are at a crucial stage of personal development where they have not yet formed mature worldviews, life philosophies, and values. They are easily influenced by current trends of excessive consumption and the culture of comparison. They may be tempted by small gains or seeking personal benefits without putting in much effort, hoping to gain something for nothing. This makes them vulnerable to being exploited by individuals with ulterior motives who engage in fraudulent activities.

Lack of targeted anti-fraud education. Under the exam-oriented education system, people often prioritize learning cultural knowledge and overlook safety education. This results in students, upon leaving their parents and entering college campuses, having to face a wide range of society on their own [6]. They lack sufficient safety awareness and preventive capabilities, making them susceptible to falling into the traps set by criminals. Additionally, although universities conduct anti-fraud campaigns through themed class sessions, lectures, and other forms, these activities often become mere formalities with limited and monotonous content. They struggle to resonate with students, and as a result, the effectiveness is often unsatisfactory.

Societal factors. The rapid advancement of technology has made fraudsters more sophisticated and, to some extent, acted as an “enabler” for telecommunications fraud. Exploiting the weak personal awareness of college students, fraudsters continuously adapt and update their methods, keeping up with the hot topics that students are interested in, such as gaming accounts, brushing orders, and certificate training. They leverage human vulnerabilities and constantly introduce new scamming techniques. Furthermore, despite the increasing number of fraud cases, there is a lack of a strong anti-fraud atmosphere in society. This leads many people to underestimate the seriousness and harm of fraud, overlooking the scamming techniques and methods employed by fraudsters, thereby objectively increasing the likelihood of their success.

3. Practical Path for Establishing a Fraud-Free Campus Working System

3.1. Full participation: mobilizing three forces

According to the concept of “Holistic Education”, the emphasis of “Full Participation” is on the universal responsibility for education. This means that all faculty and staff in universities, including school leaders, counselors, ideological and political teachers, subject teachers, psychologists, youth league cadres, as well as other teaching assistants and administrative personnel, should undertake their respective educational missions and responsibilities in their positions [7]. It has been proven that students in their youth stage exhibit a clear tendency to imitate their role models. They often determine their own behaviors based on the actions of those around them. Therefore, to promote campus safety and establish a fraud-free campus, it is essential to actively mobilize every mentor or role model in the lives of college students to participate in anti-fraud education. By setting a good example and actively guiding young students, these mentors can enhance their awareness of online security and their ability to respond to risks. This approach will contribute to the improvement and effectiveness of educational work in universities.

Firstly, university leaders should develop effective management strategies and prioritize the construction of campus anti-fraud work. They should leverage the political and organizational advantages of the university party committee to coordinate and align the goals of all stakeholders, creating a holistic approach to education. Additionally, they should establish comprehensive anti-fraud work plans, clearly assign responsibilities at all levels, and ensure effective implementation and enforcement. Lastly, it is important to improve the assessment and incentive system of the university, integrating the achievements in anti-fraud propaganda, anti-fraud education, and anti-fraud activities into the performance evaluation mechanisms of various departments. Student participation in anti-fraud activities should also be considered as part of the criteria for recognition and rewards. This will maximize the attention and engagement of all stakeholders and students, fostering a strong collective atmosphere of anti-fraud awareness [8][9].

Secondly, university management and service personnel should fulfill their responsibilities and safeguard the campus as a safe and clean environment. The campus security department should play a leading role in campus security protection, placing importance on preventing campus fraud incidents and establishing grassroots-level teams for collective prevention and control. Collaborating with local law enforcement, a long-term mechanism of joint efforts between campus police and local police should be established. Regular thematic educational activities on preventing

telecommunications fraud should be conducted, and a preventive system of collective prevention and control should be built. The security department should also enhance its own capacity building, improving emergency response capabilities and coping mechanisms for students who have been deceived [10].

Thirdly, the teaching staff should cultivate students' awareness and abilities to prevent and combat fraud through the main channel of the curriculum. In the teaching process, teachers should adopt an internet-oriented mindset, keep up with the times, and use student-friendly approaches to impart relevant knowledge and skills. This will enhance students' ability to adapt and respond to challenges in society. Additionally, the role of the psychological health teaching staff should be fully utilized. They should promptly understand the psychological state of deceived students and intervene in the process of psychological reconstruction, ensuring timely detection, effective intervention, scientific guidance, and jointly safeguarding campus safety and stability.

3.2. Full process participation: grasping three classrooms

Full Process Education emphasizes the continuity of the education process. The university stage is an important period during which young students gradually form and stabilize their worldviews, life perspectives, and values. Relevant theories in psychology also confirm that changes in a person's knowledge, attitudes, and behaviors are a long-term and progressive process. This means that anti-fraud education in universities is not simply a sporadic or short-term education effort. It cannot rely solely on anti-fraud-themed class meetings, lectures, or individual anti-fraud courses. Instead, it requires the integration of anti-fraud education throughout the entire process of university education and student growth. University educators need to continuously carry out anti-fraud education for students, from the moment they step into the university campus until they graduate and enter society. They must grasp the "Three Classrooms" and ensure that anti-fraud education is present throughout the student's university journey. This can be achieved through the following approaches:

Firstly, through the classroom teaching platform, grasp the in-class and out-of-class settings. The classroom is the main battlefield for student education, and it is important to emphasize the significance of conducting anti-fraud education in the primary classroom. By fully utilizing the theoretical knowledge and methodological guidance within the curriculum, the student's susceptibility to deception can be reduced. Through course instruction, students should be made aware of common fraud methods, guided to practice civilized internet usage, and developed with self-prevention awareness and legal rights protection consciousness. From the first class students attend when they enter the campus to the employment guidance courses before graduation, relevant educators need to provide timely and appropriate anti-fraud education, ensuring that students receive scientifically effective anti-fraud education at different stages of their university experience to prevent potential risks.

Secondly, through campus culture construction, grasp the on-campus and off-campus environments. By organizing campus cultural activities, a positive campus atmosphere against fraud can be fostered. Establish media platforms and student organizations with anti-fraud themes to conduct diverse on-campus and off-campus anti-fraud activities and lectures. Promote anti-fraud guidelines and allow students to understand real-life campus fraud cases, systematically cultivating their anti-fraud

awareness. Organize competitions on anti-fraud knowledge and skills to encourage active student participation in the construction of an anti-fraud culture, helping them recognize their important role in combating fraud on campus. Highlight exemplary individuals and publicize outstanding anti-fraud stories to inspire students' enthusiasm and engagement in anti-fraud education[10].

Thirdly, through social practice, bridge the gap between university and society. Society can be seen as the third classroom for students' education. To establish a fraud-free campus work system and evaluate the effectiveness of anti-fraud education, students need to step out of the classroom, leave the campus, and engage with society. For example, "summer community outreach" social practice activities can be conducted with the theme of "anti-fraud promotion in the community". Students can participate in spreading anti-fraud knowledge and promoting anti-fraud skills, deepening their understanding of the importance of anti-fraud education. By fully utilizing students' active roles, the achievements of anti-fraud education can be better consolidated.

3.3. Comprehensive participation: utilizing three systems

Comprehensive education emphasizes the three-dimensional nature of the educational environment. In the past, anti-fraud education for young students mainly relied on verbal propaganda and preaching. This traditional educational approach was single in form and had limited effectiveness, making it difficult to meet and adapt to the current open, inclusive, and rapidly changing complex situation. In fact, in various aspects of school education management, such as curriculum education, research education, practical education, cultural education, online education, psychological management, service education, financial support education, and organizational education, rich and vivid educational resources can be found [11]. By utilizing them properly, the effectiveness of anti-fraud education can be improved.

Firstly, in the educational system, anti-fraud knowledge should be integrated into the curriculum by designing anti-fraud courses targeting different ages and educational stages. Teaching methods such as case analysis and discussion should be introduced to help students understand different types of fraud cases and methods and engage in critical thinking and discussions. Utilizing technological means such as virtual reality and online interactive platforms can provide simulated environments and scenario training to help students deal with various fraud situations. By strengthening media literacy education, students can be taught how to properly use the internet and social media, as well as how to identify and prevent online fraud. Emphasis should be placed on personal information protection, teaching students how to handle and safeguard personal information cautiously to avoid disclosing sensitive information. Students should be trained in critical thinking, analytical skills, and strategies to enable them to identify and analyze potential fraud risks. It is essential to cultivate their values, moral qualities, and sense of social responsibility, enabling them to resist and reject fraud and uphold social order and moral standards. Finally, it is important to strengthen cooperation between parents and schools, involving parents in anti-fraud education, recognizing the importance of family education, and increasing parents' active participation in preventing fraud risks in both school and society.

Secondly, in the management system, the importance of anti-fraud education should be emphasized at the school management level. It should be incorporated into the

school's development plans and management policies, with clear anti-fraud policies and guidelines, demonstrating the school's determination to combat fraud. Furthermore, a sound anti-fraud management mechanism should be established. This includes setting up dedicated anti-fraud education organizations or departments responsible for formulating, promoting, and monitoring anti-fraud education work. Establishing channels for reporting and handling fraud cases, ensuring that students and staff can safely and conveniently report and address fraud-related incidents. Implementing data collection and analysis mechanisms to timely gather statistics, analyze and research fraud incidents, and provide references for effective prevention and precautionary measures. Additionally, enhancing personnel training and professional development is crucial. Conducting anti-fraud training for faculty and staff, enhancing their understanding and awareness of fraud forms and prevention measures, and making them key personnel in campus anti-fraud efforts. Encouraging continuous learning and updating of anti-fraud knowledge among faculty and staff to address evolving fraud methods. Finally, establishing campus security inspection and monitoring systems, enhancing the identification and prevention of campus security vulnerabilities and risks, installing security cameras and alarm devices, providing security personnel to promptly detect and respond to suspicious activities, and taking appropriate measures.

Thirdly, in the service system, establishing a dedicated anti-fraud service center or hotline to provide professional anti-fraud consultation and guidance services to students and parents, helping them understand fraud risks and preventive measures, and answering their questions related to fraud. Organizing various activities such as lectures, exhibitions, interactive games, etc., to popularize anti-fraud knowledge and skills among students, parents, and staff. Developing anti-fraud promotional materials such as posters, brochures, videos, etc., and using various forms of communication to spread anti-fraud information. Increasing the anti-fraud awareness of the entire school community. Additionally, collaborating with local police stations, community organizations, etc., to provide professional anti-fraud services and resources. By providing comprehensive support and services, helping students and staff better cope with fraud risks in their daily lives and studies.

4. Conclusions

Preventing telecommunications fraud in higher education institutions has become an important part of campus security construction. To adhere to the fundamental mission of moral education and construct a comprehensive, lifelong, and all-round anti-fraud education framework based on the educational concept of "holistic education", it is necessary to effectively utilize numerous educational resources. The focus should be on creating a comprehensive and enveloping anti-fraud education model to immerse young students completely in a positive anti-fraud atmosphere. This will help them secure the first button of their lives during their crucial developmental stage and avoid taking wrong paths. Only by doing so can we effectively promote the construction of fraud-free campuses and contribute to the high-quality development of higher education.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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