

# *An Analysis of the Management Model of "One-Stop" Student Communities in Higher Education under the Context of "Three-wide" Education*

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**Abstract:** The "one-stop" student community is an important field for cultivating students in the new era and a new goal and requirement for achieving the "three-dimensional" education pattern. Building a student community has rich connotations on physical, social, and symbolic levels. However, the current basic "one-stop" functional areas face challenges in terms of transformation and integration, as well as practical difficulties in educational thinking, development goals, and management models. Universities should drive functional integration to nurture a community-based educational ecosystem, strengthen management efficiency to create a community-based educational mechanism, stimulate intrinsic motivation to achieve community-based educational guidance, and deepen exploration of the student community education model.

Since the 19th National Congress of the Communist of China, the Ministry of Education has initiated comprehensive reforms in the "three-dimensional" education, focusing on achieving education for all, throughout the entire process, and in all dimensions. In order to bridge the gap in education, in February 2019, the Ministry of Education held a special conference on ideological and political education, clearly stating the implementation of comprehensive management reforms in the "one-stop" student community. Through pilot projects and theoretical and practical exploration, the reform of the "one-stop" student community management has now become a new goal and requirement for achieving the "three-dimensional" education [1]. In February 2022, the Ministry of Education released the "Work Points for 2022" which emphasizes the continuous deepening of the quality improvement of ideological and political work and the comprehensive reform of "three-dimensional" education, as well as the promotion of the comprehensive management model in the "one-stop" student community, covering 1,000 universities effectively. Therefore, in the new context, deepening the exploration of the "one-stop" student community education model, actively exploring practical paths for effective education, and creating innovative spaces that encourage diversity, community interaction, and intrinsic motivation, is not only an objective requirement for ideological and political work in universities but also an important approach to promote the formation of the "three-dimensional" education pattern.

## **1. Theoretical Significance of Exploring the "One-Stop" Student Community Education Model in the Context of "Three-Dimensional" Education**

The "one-stop" student community integrates student-centered transactional processes and the integration of university management, ideological and political work, and services in one space. It creates a unified configuration of physical space, social space, and symbolic space within a relatively integrated environment, emphasizing resource integration, party and youth league development, and community governance. It addresses the real needs and nurtures new generations according to local conditions, fully realizing the educational potential of the student community. The exploration of the "one-stop" student community education model aligns with the practical goals of universities to continuously deepen "three-dimensional" education and opens up new areas for ideological and political education [2]. Therefore, whether the "one-stop" student community can become a leading and exemplary area for student education in universities is of great significance for achieving the new pattern of "three-dimensional" education and nurturing new generations for the era.

### **1.1 Leveraging Physical Space to Implement Comprehensive Reform with a Student-Centered Approach**

The "one-stop" student community is a flexible, closed physical structure within universities for student education and management. It aims to satisfy the material and cultural needs of various roles within this fixed space as much as possible, embedding the concept of "three-dimensional" education into the forefront of student community development. By integrating party building leadership rooms, comprehensive service centers, psychological counseling rooms, entrepreneurship incubation spaces, student club activity rooms, fitness facilities, dining, and living amenities, as well as incorporating bookstores, art studios, and cultural galleries, it imparts cultural and educational values and creates an atmosphere of moral education. This design and functional radiation have a positive impact on the formation of good habits, well-rounded personalities, and social skills in students, creating a harmonious, safe, open, and personalized physical space foundation.

### **1.2 Creating a Sense of Community and Emotional Attachment through Social Space**

Within the physical space of the student community, the spatial configuration of social relationships among individuals is key to explaining the social value of the student community. In pursuit of the "three-dimensional" education pattern, the development of internal individuals' social practices within the student community involves the exchange of information and interactive learning with others. By deploying management officials, faculty, student support personnel, and logistical services within the student community, a scientific and effective collaborative management system is established. Peer influence in the form of "transmitting, assisting, and mentoring" becomes a crucial support[3]. It nurtures the sense of ownership in internal individuals, strengthens the collective identity and belonging of the student community, enhances the awareness of the deployed teams, and achieves educational synergy based on the principles of education for all and service for all. This reinforces emotional identification between faculty and students.

### **1.3 Exploring Symbolic Space to Create an Innovative Field for Nurturing New Generations**

The development dimensions and degree of alignment between the physical and social spaces of the student community significantly impact the symbolic space. The "one-stop" student community

creates a high-quality new development pattern for community education through a multi-dimensional, open platform, and effective ideological guidance. This enhances the participation of internal individuals in various activities, awakens self-management and self-development awareness, and allows them to overcome developmental challenges through the strong bonds of the faculty-student community. It becomes an essential field for individual career guidance, innovation and entrepreneurship incubation, and comprehensive development in terms of morality, intelligence, physical fitness, aesthetics, and labor. It fully harnesses the innovative educational power within the community ecosystem [4].

## **2. Real Challenges in the Comprehensive Education of the "One-Stop" Student Community**

Since the pilot implementation of the "One-Stop" student community comprehensive management model in 2019, more than 40 universities have participated in two batches, aligning their educational management and ideological and political education with the concept of "three-dimensional" education based on the characteristics of the times and students. However, the development of student communities in pilot universities still faces challenging issues that need to be addressed to fully harness their potential and demonstrate their educational effectiveness. Many universities are in the process of exploring this model from scratch and are facing various practical difficulties, which limit the pace of their development.

### **2.1 Basic "One-Stop" Functional Areas Need Transformation and Integration**

The current single-mode teaching approach can no longer meet the increasing demands for high-quality development and education in universities. Research shows that the majority of universities have shown effective results in new forms of student affairs and development, such as student affairs and development centers, online integrated systems, and residential colleges. These existing resources and prior experiences are valuable assets for building the "one-stop" student community, but they have not been clearly integrated with the current state of universities. Some universities have uneven distribution of basic functional areas in terms of quantity and spatial arrangement. The hardware functionalities are often limited, failing to highlight the gathering advantages of the "one-stop" student community. There is a lack of a forward-looking development vision. Among the pilot universities, "family-style" and "residential college-style" approaches are more common, but achieving an organic combination of community functional areas to support "second classroom" education, student affairs management, logistical services, and self-governance remains challenging.

### **2.2 Fixed Traditional Educational Mindsets Lead to Unclear Development Goals**

In the existing student community settings, university administrators have not effectively achieved co-governance with students. Consequently, students lack effective utilization of the student community platform and articulation of their needs. This hampers their ability to enhance self-development and practice self-service through autonomous management. The concept of the "one-stop" student community enriches the traditional classroom-based educational context but may also lead to students' social adaptation anxiety by de-emphasizing the class-based concept. In the pilot phase, it was observed that student support teams assumed much of the workload, and some teaching and administrative staff had a weak sense of self-awareness in the student community. Their participation was limited, and some students still saw themselves as passive recipients or only participated as "volunteers." The depth and breadth of student and faculty participation in community co-governance are constrained [5].

## **2.3 One-Sided Management Models Require Effective Mechanism Improvement**

While some universities have creatively explored replacing the traditional dormitory management model with a multi-entity co-management approach, the resources of these multiple entities have not been fully tapped, and there is a lack of consensus on the goals of student community development among different entities. Collaborative management lacks experience. Some communities lack substantial educational measures and lack influence. Currently, the promotion of student communities in universities has not considered the uniqueness of community education. Normalized and long-lasting management mechanisms have not been established, and there is a lack of comprehensive planning on how to effectively carry out student community education practices. Homogenization is rampant. Without addressing these issues, the "one-stop" education function in student communities may not meet the desired outcomes.

## **3. Specific Approaches to Achieving Comprehensive Education in the "One-Stop" Student Community**

### **3.1 Drive Functional Integration to Cultivate a Community Education Ecosystem**

Expanding and optimizing the "one-stop" student community education space is a crucial foundation for creating an educational ecosystem. University administrators, based on student characteristics and the educational values of the school, need to engage in in-depth exploration and theoretical practice to re-engineer and consolidate the essential elements of community functionality. A strategic approach should be used to upgrade the multidimensional educational functions of the student community. Based on pilot experiences, the following steps should be taken:

Vocational colleges need to strengthen the top-level design and educational layout of their existing basic functional areas, drawing inspiration from the "residential college" management model, infusing educational innovation and cultural resources, and promoting the internationalization of holistic education [6].

Furthermore, vocational colleges should enhance the business value of their student affairs development centers, learning from early experiences of cross-functional collaboration in these centers, restructuring the organizational framework, and using the reconfiguration of space and concepts as a starting point for building the student community.

Additionally, vocational colleges need to embed intelligence and interconnectivity into the overall design, using a digital and refined approach to explore the layout of the student community. This involves establishing an interactive network for dynamic facial recognition, academic records, and developmental information to improve the utilization of community functions.

### **3.2 Strengthen Subject Management Efficiency to Create a Community Education Mechanism**

Comprehensive and diverse community spaces should align with innovative education mechanisms. It's essential to transform the management and education mindset and enhance subject management efficiency. The following measures are recommended:

Vocational colleges need to establish a collaborative education mechanism, form a school leadership management team, introduce multiple departments to operate within the same space, simulate various community scenarios, and create a comprehensive education and management framework with clear responsibilities, strong expertise, and high service efficiency [7].

When developing rules and regulations, vocational colleges should recognize the value of students in community management, provide open and equal recognition, ample self-development

social space, and guide students correctly in assigning community roles, while improving the community collaborative education system.

Vocational colleges can establish a systematic evaluation system covering construction and management planning, the development of diverse deployment teams, and the effectiveness of implementation to ensure the regularity and effectiveness of the daily management system in student communities. They should also explore the innovative evaluation function of student communities in student development and create a comprehensive student growth and development value assessment system to gradually diversify the evaluation system.

### 3.3 Ignite Intrinsic Motivation in All Members to Realize Community Education Guidance

In the context of vocational colleges integrating multi-functional spaces and ensuring effective mechanism support, it is crucial to fully stimulate motivation within the community ecosystem to achieve comprehensive community education. This can be accomplished through the following measures:

Vocational colleges should cover various aspects of education, including student development, academics, ideological and political education, labor, sports, and the arts. They should identify students' practical needs such as employment, financial aid, and psychological support, and establish targeted service areas. Vocational colleges need to introduce community courses, student clubs, and "personalized" practices, utilize innovation incubators, cultural corridors, screening rooms, sandboxes, and online community platforms to guide students in transitioning from a "passive" mindset to active participation, and strengthen the involvement and enthusiasm of student community organizations to achieve comprehensive coverage of educational and self-management committees[8].

Vocational colleges should use data integration as a significant tool to record, analyze, evaluate, address, and track changes in student self-development. Vocational colleges should capture students' "self-portrait" in extracurricular activities through big data, and combine the established diversified evaluation mechanism to clarify the direction of educational work. Simultaneously, they create a digital "one-stop" student community, ensuring alignment between students and the community, as well as between teachers, administrative service personnel, and the community.

This becomes an effective support for clarifying student development factors and igniting intrinsic motivation.

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