

The Value Implications and Pathways of Integrating Red Culture into “One-Stop” Student Communities: A Case Study of Haitang College, Harbin Institute of Technology (Weihai) [Postprint]

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Abstract

The report of the 20th National Congress of the Communist Party of China explicitly proposes making good use of red resources, promoting the normalization and institutionalization of ideal and belief education, and focusing on cultivating new-era individuals capable of shouldering the great responsibility of national rejuvenation. Through in-depth analysis of the important value and significance of integrating red culture into the “one-stop” student community education system, it identifies the practical difficulties in this integration, and based on specific practical work, proposes research on pathways for integrating red culture into “one-stop” student community construction.

Full Text

Research on the Value Implications and Pathways of Integrating Red Culture into “One-Stop” Student Communities: A Case Study of Haitang College at Harbin Institute of Technology (Weihai)

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The report of the 20th CPC National Congress explicitly calls for making full use of red resources, promoting the regularization and institutionalization of ideals and beliefs education, and cultivating new-era talents capable of shouldering the great rejuvenation of the Chinese nation. This paper analyzes the important

value implications of integrating red culture into the “one-stop” student community education system, identifies the practical dilemmas in this integration, and proposes research on pathways for incorporating red culture into “one-stop” student community construction based on concrete work experience.

Keywords: Red culture; “One-stop” student community; Education system

The report of the 20th CPC National Congress clearly states that we must promote the Communist Party of China spirit, which originates from the great founding spirit of the Party, make full use of red resources, and focus on cultivating new-era talents capable of shouldering the great rejuvenation of the Chinese nation. General Secretary Xi Jinping has repeatedly emphasized the importance of “making good use of red resources, passing on the red gene, and preserving the red legacy for generations.” The Ministry of Education’s comprehensive promotion of the “one-stop” student community integrated management model represents both an implementation of General Secretary Xi Jinping’s important discourses on education and a crucial measure to enforce the spirit of the 20th CPC National Congress. In recent years, numerous universities in mainland China have combined the residential, credit, and tutorial systems with college education to explore modern collegiate education reforms. The Ministry of Education and eight other departments have also proposed relying on student residential areas such as colleges and dormitories to implement “one-stop” student community integrated management reforms. Consequently, how to leverage the “one-stop” student community to integrate red culture into its education system has become a vital research topic for strengthening ideals and beliefs education among young students and enhancing their patriotism and love for the Party.

I. The Important Value Implications of Integrating Red Culture into “One-Stop” Student Communities

Red culture is an advanced revolutionary culture with distinctive characteristics gradually formed by the Communist Party of China leading the Chinese people through revolution, construction, and reform, while integrating excellent traditional Chinese culture. It possesses specific historical and contemporary value and represents precious spiritual wealth for achieving the great rejuvenation of the Chinese nation. Effectively utilizing red cultural resources is crucial for continuing the red legacy, inheriting the red gene, and shouldering the red mission. Red culture is not merely a cultural form but also a valuable resource for cultivating new-era talents. An in-depth analysis of current dilemmas in integrating red culture into the “one-stop” student community education system, fully leveraging the educational advantages of red culture, and incorporating it into the main channels, positions, and forces of university education holds extremely important significance for further shaping correct values among college students.

1. Nurturing Students' Love for the Party and Patriotism Through the CPC' s Revolutionary History

Since its founding, the Communist Party of China has been immersed in a storm of revolution. Bearing the original mission of seeking happiness for the Chinese people and rejuvenation for the Chinese nation, countless revolutionary martyrs shed their blood and laid down their lives for the liberation and happiness of the people. When they marched to their execution grounds shouting “Long live the Communist Party of China,” their hearts were filled with the people and their determination and pride in loving the Party and the country. Young people in the new era must also be fearless of sacrifice, brave in struggle, and charge forward, being able to step up when the Party and people need them most. Using exemplary role models from generation after generation of youth can strengthen the ambition, backbone, and confidence of contemporary youth as Chinese people, continuing and deepening their love for the Party and patriotism.

2. Establishing Students' Value Coordinates Through the CPC' s Spiritual Pedigree

The report of the 20th CPC National Congress emphasizes promoting the Communist Party of China spirit, which originates from the great founding spirit of the Party. Without spirit, individuals cannot stand, and without spirit, a nation cannot become strong. The CPC' s spiritual pedigree transcends history and inspires people, establishing value coordinates for youthful struggle among new-era students. For instance, the “Two Bombs, One Satellite” spirit, the great anti-epidemic spirit, and the scientist spirit all present the best form of patriotism to youth—studying hard and serving the motherland. The Jiao Yulu spirit and Kong Fansen spirit provide the best examples of how to serve the people wholeheartedly. The Soviet Area spirit, Long March spirit, and Anti-Japanese War spirit demonstrate the firm beliefs of Communist Party members, remaining fresh and relevant through time.

3. Strengthening Students' Historical Confidence Through the CPC' s Centennial Achievements

General Secretary Xi Jinping has pointed out that on the new journey of examination, the key to whether we can continue to deliver outstanding answers lies in having firm historical confidence. In today' s world, where contradictions and conflicts occur frequently, the century-long changes and the pandemic intertwine, hegemonism and power politics persist, and the global economy faces anti-globalization trends with continued sluggish growth. The great rejuvenation of the Chinese nation cannot be achieved easily or with fanfare; it may even encounter unexpected risks and challenges. The Sixth Plenary Session of the 19th CPC Central Committee comprehensively and systematically summarized the Party' s major achievements and historical experiences over the past century, enabling young students to strengthen their historical confidence and draw strength for struggle from these great historical accomplishments.

4. Inspiring Students' Lifelong Commitment Through the CPC' s Grand Vision

The 20th CPC National Congress clearly proposed the “two-step” strategic arrangement for comprehensively building a modern socialist strong country, establishing a timetable and roadmap that demonstrates the grand vision for the great rejuvenation of the Chinese nation. Contemporary Chinese youth are born in this great era of transformation and are destined to strive and struggle for life. However, due to the absence of ideals and beliefs education in family and primary/secondary education under China' s exam-oriented education system, college students increasingly suffer from learning weariness, heightened anxiety, unclear personal growth planning, insufficient learning motivation, and improper learning attitudes. Therefore, universities urgently need to innovate ideological and political education models to break through the “last mile” of ideological and political education, enabling young students' personal plans to resonate with the grand vision of the Party and country, and allowing contemporary youth born at the right time to dedicate themselves to the fiery practice of comprehensively building a modern socialist country.

II. Practical Dilemmas in Integrating Red Culture into the “One-Stop” Student Community Education System

1. Unsmooth Collaborative Education Mechanisms and Insufficient Red Culture Leadership

Party building leadership is an important guarantee for leveraging the advantages of “one-stop” student communities and strengthening red culture integration. However, implementation faces mechanism challenges. First, the top-level design of Party building leadership in student communities is inadequate. Student community construction is typically led by student affairs or logistics management departments rather than Party organization departments, resulting in a lack of integrated Party building planning for issues such as Party building guidance, resource allocation, and funding guarantee. Second, Party building work in student communities often fails to deeply integrate with student Party building work led by school Party organization departments. While daily education and role performance of student Party members can be completed in student communities, the physical affiliation of student Party branches is difficult to implement in communities, making it hard to conduct “three meetings and one lesson” education activities in communities. Even when branch student Party members participate in community Party day activities, they may not be simultaneously counted toward the college Party branch' s daily management, leading to low participation of student Party members in community Party building work and insufficient play of Party building leadership.

2. Weak Mentor Identity and Insufficient Red Education Synergy

Although “one-stop” student communities explicitly require adherence to the “frontline principle,” employing pilot mentors, academic mentors, general education mentors, growth mentors, and peer mentors to guide school, college, and department Party and government leaders, professional teachers, expert alumni, and outstanding students to bring leadership, ideological, management, and service forces to the frontline for comprehensive education, the actual operation reveals that not all mentors fully recognize the educational functions and value connotations of “one-stop” student communities, resulting in weak mentor identity. Particularly, some Party affairs department leaders, full-time ideological and political course teachers, and frontline counselors and organizers engaged in student ideological and political education fail to understand the importance of using “one-stop” student communities to expand from student life management models to student ideological guidance and ideal belief positions. Consequently, they fail to provide more proactive support and assistance in red culture education and dissemination, making it difficult to professionally and meticulously promote student ideal beliefs education and value guidance.

3. Monotonous Forms and Dry Content Leading to Poor Red Theory Dissemination

The report of the 20th CPC National Congress explicitly proposes arming youth with the Party’s scientific theories. Strengthening youth theoretical arming should be based on the laws of youth growth and talent development, focus on the overall situation of Party and country development, and commit to the great rejuvenation of the Chinese nation, continuously improving relevance and effectiveness to truly achieve deep understanding and mastery of theoretical weapons. Since “one-stop” student community construction adheres to the “frontline principle” as its basic guideline, regulations require the “four forces” of leadership, ideological, management, and service to reach the frontline, and specifically require various mentors to regularly go deep into communities to conduct ideological guidance activities. However, frequency does not guarantee diversity of forms or improved quality and effectiveness. Party theory learning and dissemination often suffer from monotonous forms, dry content, obscure difficulty, or rigid dogmatic preaching. Counselors who understand student growth confusion and needs often lack in-depth and systematic study of Party history and theory; professional ideological and political teachers often emphasize theory over practice and fail to understand student needs and attractions. Although both are main forces in red theory dissemination, their respective limitations result in insufficient deep understanding and effectiveness.

4. Underutilization of College Physical Space and Insufficient Red Culture Influence

Corridors, functional activity rooms, and public spaces in student community apartment buildings are powerful positions for creating “immersive” red cul-

tural spaces. They can completely integrate red educational resources such as the disciplinary history of resident students and Party and school history to create cultural atmospheres featuring advanced scientist role models, national demand outlooks, and innovative development blueprints, condensing characteristic ideological and political culture and enhancing community red culture education effectiveness. However, these physical spaces are often neglected or insufficiently recognized by apartment managers or ideological and political educators. Either there is ample physical space but cultural construction needs are ignored in favor of living comfort, or facilities are backward and lack activity rooms and physical space from the start, resulting in insufficient cultural immersion and influence of red culture in physical spaces.

5. Lack of Unity Between Knowledge and Action in Red Education and Insufficient Practical Education

“Practice is the sole criterion for testing truth.” Social practice is a mobile ideological and political classroom; only through unity of theoretical knowledge and practical experience can knowledge and action be unified. Although campus red educational resources include ideological and political classroom teaching, campus cultural influence, and college general education courses, more red resources lie off-campus. Unity of theory and practice enables genuine listening, belief, and action. However, implementation often suffers from weak awareness of practical education among college managers, insufficient student mobilization, inadequate activity funding, insufficient team leaders, or sudden difficulties such as pandemics, resulting in few red social practice projects organized by colleges and low student participation enthusiasm, consequently affecting education effectiveness.

III. Research on Pathways for Integrating Red Culture into “One-Stop” Student Community Construction

Since 2015, Harbin Institute of Technology (Weihai) has successively established six colleges: Dingxiang, Yahe, Jinsong, Wutong, Zhuxian, and Haitang, proposing the “eight integrations” college construction concept of “school + college” and forming a distinctive HIT college construction model. In 2021, the campus was listed as one of 31 Ministry of Education pilot units for “one-stop” student community construction (the only selected university in Shandong Province). Following the “frontline principle” as its basic guideline and building on distinctive college construction, the campus Party committee actively explored and formed a “Party building leadership, school-college integration ‘one-stop’ student community integrated management model.”

Haitang College was established on the campus anniversary in June 2018, named after the crabapple flower beloved by Premier Zhou Enlai. It houses all male freshmen annually. With “patriotism” as its main theme, “reading for the rise of China” as its mission, and “promoting red culture and rooting red genes” as

its construction goal, the college cultivates “Party-loving, excellence-pursuing” outstanding new-era talents. Following the “school + college” model, Haitang College is specifically constructed by the Party committee of the School of Information Science and Engineering. The college Party committee closely integrates the “one-stop” student community construction goal of “Party building leadership” with the college characteristic of “patriotism,” creating a new red education model for Haitang College through five “efforts,” breaking through the “last mile” of education work and providing the “Haitang College solution.” This approach has published seven typical practice news articles on the Ministry of Education’s “One-Stop” Student Community Integrated Management Model Pilot Work Cloud Platform. The proportion of eligible freshmen applying for Party membership increased from 77.35% in 2020 to 92.4% in 2022. Approximately 30% of graduates enter national defense, SASAC, and central enterprises, with 112 selected for central and local 选调生 programs. The campus’ school-college collaborative education characteristic model received special attention from Vice Minister of Education Weng Tiehui, with Higher Education Department Director Wu Yan visiting the Weihai campus to inspect and guide college work and giving high praise, winning the First Prize of the 9th Shandong Provincial Teaching Achievement Award (Higher Education Category) in 2022.

1. Designing and Perfecting the Top-Level Architecture Through Collaborative Education Mechanisms

Further designing a “one-stop” student community organizational structure with “Party building leadership” as its goal, based on the “eight integrations” college system, represents the innovation and characteristic of the campus Party committee’s “one-stop” student community construction. The campus Party committee’s Party building leadership design mainly manifests in organizational aspects by fully leveraging the political functions of the campus Party committee and college Party committees, bearing primary responsibility for “one-stop” student community construction, and establishing a “One-Stop” Student Community Integrated Management Model Construction Work Leading Group to coordinate campus-wide resources. Each college has correspondingly established a college-level leading group headed by the dean and Party secretary, responsible for leadership, guidance, and coordination of related work. Simultaneously, community workstations have been established corresponding to each college, responsible for coordinating various organizations and teams entering the community. Workstations operate jointly with colleges, with the college executive dean concurrently serving as workstation director. Consequently, the Weihai campus has formed a collaborative education mechanism where ten schools vertically provide Party building, mentorship, disciplinary expertise, and various support, while six colleges horizontally integrate resources to conduct cross-disciplinary cultivation for young students, building upon the “eight integrations” college characteristics and “one-stop” student community organizational structure.

2. Bringing Red Mentors to the Frontline to Strengthen Education Synergy

Haitang College enhances mentors' full understanding of red culture education functions and value connotations through various methods, including inviting campus Party affairs leaders into small classes, jointly conducting classic reading with the School of Marxism, and establishing growth mentor training camps. The college has employed over 20 campus, school, and department leaders and renowned alumni, led by the campus Party secretary, as pilot mentors; engaged 10 campus and off-campus experts, including renowned professors from the School of Marxism, as general education mentors; and organized more than 60 professional teachers as academic mentors. To further strengthen the inheritance of the manned spaceflight spirit and Party building leadership for School of Information Science and Engineering students, the college has also employed 27 aerospace alumni as growth mentors, assigned 17 graduate students as peer mentors in freshman classes, and covered 110 freshman dormitories with 363 undergraduate senior Party members as undergraduate Party member peer mentors. All types of mentors closely combine their advantages with student needs, regularly entering student communities to conduct diverse ideological and political activities, including interpretation of the 20th CPC National Congress report, policy theory dissemination, ideological and political practice study tours, and academic assistance planning, creating a splendid red education synergy.

3. Conducting Red Classics Guided Reading to Enhance Political Theory Study

To further improve young students' political theory study, implement the regularization and long-term effectiveness of Party history learning education, and stimulate enthusiasm for reading original works, studying original texts, and comprehending principles, Haitang College established a Red Classics Guided Reading Studio in April 2022. The studio invites experts from the School of Marxism and frontline counselors to conduct collective lesson preparation and learning exchanges, complementing each other's strengths and jointly improving. The studio closely integrates the basic principles of Marxism with hot issues and confusions of contemporary youth, jointly creating the "Red Classics Through History" lecture series and innovatively advancing the sinicization and modernization of Marxism. For example, during the spring 2022 Weihai pandemic lockdown, the studio explained the red classic work "On Protracted War" online to students, guiding them to deeply understand how to fight the "protracted war" of pandemic prevention and control and the rich connotations of General Secretary Xi Jinping's "persistence is victory." During the period of serious online public opinion during the Shanghai pandemic, the studio explained "Against Dogmatism," reminding students to improve their ability to discern online information. During the period of strengthening academic style construction, the studio interpreted "Reform Our Study" for class academic commissioners, teaching student cadres how to apply Marxist scientific theo-

ries to guide specific work by deeply analyzing current problems and situations in college academic style construction. By combining the basic principles of Marxism with the specific realities and needs of college students, the studio has effectively enhanced the political acumen and ideological consciousness of young students. During critical periods of pandemic prevention, sensitive periods of online public opinion, and consolidation periods of academic style construction, college students have been able to unite their thoughts, work together with one heart, and overcome difficulties without any problems arising.

4. Excavating Red Education Positions Through Education Space Development

Overcoming difficulties such as backward apartment facilities and shortage of activity rooms, Haitang College fully utilizes open public physical spaces like college corridor walls and floor passages to create red culture education positions. Each year, the college carefully designs red education spaces around major activity themes, having completed multiple red-themed activity areas including “Flying Sky Cabin,” “Learning Sea Hall,” “Ink Fragrance Pavilion,” “Faith Boat,” and “Elegance Garden,” as well as special exhibitions on the Party’s centenary, the Youth League’s centenary, and “HIT Under the Party’s Leadership,” integrating great founding spirit, manned spaceflight spirit, and HIT spirit into the student community. The college has also established characteristic studios including student Party branch studios, academic mentor studios, red classics guided reading studios, career planning studios, and secondary psychological counseling stations to comprehensively serve student growth.

5. Organizing Red Social Practice to Unify Knowledge and Action

Haitang College adheres to “integrating learning, thinking, and application, and unifying knowledge, belief, and action,” organizing more than ten red-themed social practice teams annually. Among them, the “Red Footprints” social practice team, after ten years of inheritance, has covered revolutionary bases in red old districts, winning the Outstanding Practice Team award in Shandong Province’s summer “Three Rural Areas” social practice activities for college students for seven consecutive years, being rated as one of the Top 100 Communication Teams nationwide in 2018, and winning the “Excellent Team” award in the National College Students “Belt and Road” Summer Social Practice Special Action in 2019. The “Patriotism Journey” social practice team seeks out major national defense projects and outstanding alumni in the aerospace field, studies the manned spaceflight spirit, and inherits the red gene of serving the Party and country, publishing over 100 articles in media such as China Youth Net and China College Student Net.

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Innovative Exploration and Practice of Building a Community Cultural Education System Driven by the Dual Cores of “Leadership” and “Home Culture” from the Perspective of the College System: A Case Study of Huaguo College at Chongqing College of Mobile Communication

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Cultural education holds significant and far-reaching importance for quality education in universities. In recent years, the cultural education under the college system reform implemented by domestic universities has demonstrated remarkable practical effectiveness. This paper introduces the practice of Huaguo College at Chongqing College of Mobile Communication in college cultural education, preliminarily summarizes experiences in constructing community char-

acteristic culture under the college system, and reflects on the exploration and innovation of the cultural education system.

Keywords: College system; Cultural education; Talent cultivation; Reform

I. The Scientific Nature and Importance of Cultural Education in University College Systems

1. The University College System Currently, the “college system” model being explored and implemented in Chinese universities is a student management system based on student residential communities that conducts quality education and implements student self-governance. The “college system” model represents an active exploration of talent cultivation and ideological and political work in the new era of universities, representing both an innovation and a philosophy.

In China, there are traditional colleges such as the four major colleges of Ying-tian, Yuelu, Bailudong, and Songyang, which have been passed down for thousands of years, integrating education, lecturing, and book collection, and embodying ancient Chinese educational wisdom. In the West, the boarding schools originating from Oxford and Cambridge in the UK formed a “British college system” that integrates teaching, research, accommodation, and cultural life, characterized by liberal education, tutorial systems, and community life, pointing to education and guidance beyond professional classroom teaching, aiming to help students integrate into university life, form identification and belonging to university culture, which not only promoted the development of British higher education but also profoundly influenced higher education worldwide. The modern university college system gradually emerging in China in recent years combines traditional Chinese colleges with Western residential colleges, using student dormitories as a platform and focusing on general education to enhance students’ comprehensive abilities, aiming to cultivate a group of high-quality, creative talents with comprehensive development who can meet social needs. This approach not only makes learning accessible in professional classrooms but also roots education in real life, breaking through the “last mile” of comprehensive education.

New Asia College, established in 1949 by scholars including Qian Mu, was the first school in China to implement the modern college system and later merged with the Chinese University of Hong Kong. Since 2005, domestic universities have conducted preliminary explorations of the college system, with Xi’an Jiaotong University and Fudan University leading the reform. Over the past decade, the college system has rapidly developed in Chinese universities, with over a hundred universities establishing college systems and forming distinctive college education adapted to local conditions. In 2012, Chongqing College of Mobile Communication (formerly Chongqing University of Posts and Telecommunications College of Mobile Communication) began exploring the establishment of its first college, creating an innovative education mechanism that endows tra-

ditional education positions with modern educational connotations. In 2017, it proposed and implemented a comprehensive college system for all students and conducted comprehensive reforms. In September 2019, to implement the Ministry of Education's "Opinions on Deepening Undergraduate Education and Teaching Reform to Comprehensively Improve Talent Cultivation Quality," the college comprehensively deepened reforms around "service-style management, lifestyle learning, and community-style education," focusing on building a comprehensive management model of "one-stop" student communities under the full college system. Established in 2017, Huaguo College of Chongqing College of Mobile Communication is one of the college's thirteen community cultural colleges, undertaking the management and education of over 3,000 students. Over six years, Huaguo College has grown from nothing to excellence, continuously exploring on the path of college system reform and forging a distinctive new path for college education.

2. Cultural Education Construction Under the University College System General Secretary Xi Jinping has pointed out that we must "pay more attention to educating and nurturing people through culture, widely carry out civilized campus creation, and develop diverse, healthy, and elegant campus cultural activities." Universities are both important carriers of cultural inheritance and important sources of ideological and cultural innovation. University cultural education constitutes an important component of university talent cultivation and plays a decisive role in strengthening the sense of responsibility and improving the effectiveness of university cultural education. As a model for higher education reform and innovation, the college system must establish the educational concept of cultural education and maintain its consciousness. For colleges, culture is the core of quality education; we must continuously strengthen college cultural construction, promote cultural education, and actively promote the combination of culture and science. Colleges must not only conduct specific quality education for students but also convey the spiritual and cultural connotations of the college. In terms of educational methods, we must pay more attention to the internalization and sublimation of educational content, guide students to transform college cultural connotations into their own humanistic spirit, and reflect it in their thoughts, emotions, and behaviors, thereby improving students' cultural consciousness and confidence, and striving to cultivate a group of people with ideals, beliefs, sentiments, and comprehensive qualities.

As a community cultural college, Huaguo College of Chongqing College of Mobile Communication has always stood at the height of cultural consciousness, improving and perfecting the operational mechanism of college quality education. The college insists on making great efforts in cultural education work, focusing on building a community-based, interactive, and shared education platform driven by the dual cores of charisma (one of the leadership qualities) and home culture, to achieve students' comprehensive, harmonious, and individualized development. Through community positions, interactive spaces, cultural

immersion, and mentor guidance, the college organically integrates ideological and political education, quality education, general education, and cultivation education, implementing the cultural education model in the college living community, merging students' life, learning, and growth into one, and realizing a new model of comprehensive, all-round, whole-process, and all-weather education.

II. Centering on College “Charisma” Culture to Build a Multi-Dimensional Education Model

Charisma (in Greek meaning “divine charm”)

Note: Figure translations are in progress. See original paper for figures.

Source: ChinaXiv –Machine translation. Verify with original.