

Immersive Experience: An Exploration of the Implementation Path for the Ideological and Political Education Function of University Libraries—A Case Study of Southeast University Library

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Abstract

To fulfill the fundamental mission of fostering virtue through education, universities need to mobilize the entire faculty and staff to jointly construct a comprehensive education system. As a crucial cultural and educational front, libraries must particularly play a role in realizing the function of ideological and political education. This paper investigates the current state of research and practice on ideological and political education in university libraries, proposes the concept of enhancing the realization of ideological and political education functions in university libraries through “immersive experiences,” and elucidates its advantages and feasibility. It designs implementation pathways with educational materials, immersive contexts, and interactive activities as the three immersive elements. Simultaneously, drawing on practical cases from Southeast University Library, it summarizes three models—site-based experiential, multimedia audio-visual, and virtual reality—in terms of their content characteristics, practical strategies, and application scenarios, aiming to provide references for other university libraries in developing immersive ideological and political education.

Full Text

Immersive Experience: Exploring the Implementation Path of Ideological and Political Education Functions in University Libraries — A Case Study of Southeast University Library*

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Abstract

To fulfill the fundamental task of cultivating virtue and nurturing talent, universities must harness the collective efforts of all stakeholders to build a comprehensive educational system. As a vital cultural and educational hub, the university library should play a particularly significant role in realizing ideological and political education functions. This paper surveys the current state of research and practice on ideological and political education in university libraries, proposes the concept of enhancing these functions through “immersive experience,” and elaborates on its advantages and feasibility. The implementation pathway is designed around three immersive elements: educational materials, immersive contexts, and interactive activities. Drawing from the practical case of Southeast University Library, we summarize the content characteristics, practical strategies, and application scenarios of three primary models—base experience, multimedia audio-visual, and virtual reality—to provide reference for other university libraries developing immersive ideological and political education initiatives.

Keywords: University library; Immersive experience; Ideological and political education; Red resources

At the National Conference on Ideological and Political Work in Higher Education, General Secretary Xi Jinping explicitly proposed the “Grand Ideological and Political Education” concept, emphasizing that “ideological and political work must run through the entire process of education and teaching to achieve whole-process and all-round education” [1]. The Ministry of Education’s *Implementation Outline for the Quality Improvement Project of Ideological and Political Work in Higher Education* further stressed the need to comprehensively coordinate all educational resources and forces to create a pattern of education involving all staff, the entire process, and all dimensions. Specifically regarding university libraries, it calls for “continuously deepening service education, constructing literature and information resource systems and service systems, optimizing service spaces, focusing on user experience, and improving resource utilization rates and service efficiency” [2].

In response to these requirements, university libraries across China have been actively building and excavating red resources in their collections, creating physical spaces for ideological and political education, offering internship positions for labor education, and exploring diverse forms of educational activities. In the new era, to further enhance user experience, the innovative development of library-based ideological and political education must align with the characteristics of contemporary youth. Today’s university students no longer rely solely on traditional classrooms and books for information; they increasingly favor immersive experiential activities and methods characterized by contextualization, experiential learning, three-dimensionality, and multimedia integration. Therefore, introducing immersive experience into library ideological and political education represents an important exploration that can help integrate the

traditional advantages of ideological and political work with new media technologies, thereby enhancing the appeal and effectiveness of library-based education.

1. Current State of Research and Practice on Ideological and Political Education in University Libraries

Using the CNKI database as the data source and employing the search query ((Title=University Library) AND (Title=Ideological and Political Education OR Political Education)), we retrieved 308 relevant documents, with 90% originating from the library and information science discipline. As early as 1983, scholars explicitly proposed that university libraries are the cradle of campus spiritual civilization and must strengthen their ideological and political education functions by using publications to conduct patriotism and communist ideal education among young students. Since 2006, research in this area has gradually gained momentum and continues to maintain high scholarly interest. In terms of content, studies on ideological and political education in university libraries have primarily focused on functional roles and advantages, implementation paths and strategies, and practical case studies of specific libraries [3-6].

After four decades of research, scholars have reached a broad consensus: university libraries should leverage their advantages in literature resources, space, personnel, and cultural activities to play a role and demonstrate distinctive features in ideological and political education work. By forming educational synergy with other university departments, they can construct a development pattern for ideological and political education with library characteristics, thereby enhancing the overall level of ideological and political education in higher education institutions.

In practice, most domestic university libraries have developed rich practical cases by combining their unique features and learning from one another. These can be summarized into three main aspects: (1) Establishing red culture resource databases to provide comprehensive and professional ideological and political literature resources for faculty and students, including excavating red literature in collections, building specialized databases, and creating online reading zones for ideological and political education. (2) Creating physical ideological and political education spaces to support red reading, such as the Dazhao Reading Room at Peking University Library, the Study Room at Southeast University Library, the Party History Learning and Education Reading Space at Harbin Institute of Technology Library, the “Four Histories” Education Theme Space at Hunan University Library, and the Research Academy at South China University of Technology Library. (3) Conducting red culture-themed activities, primarily through traditional reading promotion models including book recommendations and guides, thematic exhibitions, reading sharing sessions, film appreciation, and collective reading activities.

2. Deficiencies in Ideological and Political Education in University Libraries

With the development and changes of the times, university library ideological and political education faces new challenges and transformations. These are mainly reflected in insufficient innovation in educational content, carriers, and forms, with traditional methods lacking appeal and influence among contemporary university students, thereby affecting educational effectiveness. Specific manifestations include:

First, educational content remains relatively superficial. The excavation depth of red resources is insufficient, and educational content lacks ideological depth, cultural richness, and narrative appeal. Most activities focus on simple book displays and recommendations without exploring underlying historical contexts, red spirits, or red stories, making it difficult to evoke emotional resonance among students. Meanwhile, the construction of red reading promotion teams remains inadequate, and librarians' excavation and utilization of red resources lack depth.

Second, educational carriers are rigid and monotonous. Traditional ideological and political education carriers primarily consist of red print books, electronic resources, and red films, with insufficient integration with modern information technology. Readers find it difficult to immerse themselves in specific historical contexts to experience educational content. Additionally, the atmosphere creation and environmental construction of red reading spaces fail to meet readers' multi-sensory experience needs, affecting the immersive experience and cultural influence of red reading.

Third, educational forms lack appeal. Most ideological and political education activities adopt traditional book exhibitions and other red reading promotion activities, lacking attractiveness, influence, and interactivity, resulting in poor participation and experience among contemporary young university students. Moreover, educational activities lack effective collaboration with other departments and functional units, further limiting their impact.

To address these issues, introducing immersive experience into ideological and political education and utilizing new media technology to enhance users' immersive and interactive experiences can effectively solve problems of insufficient appeal and weak sense of interaction in library-based ideological and political education, thereby improving faculty and student engagement, experience, immersion, and sense of gain.

3.1. Concept of Immersive Experience

In the field of positive psychology, immersive experience refers to a state in which individuals, when engaged in activities, become completely absorbed in the situation, focus their attention, and filter out all irrelevant perceptions [7]. The concept was first proposed by American psychology professor Mihalyi Csik-

szentmihalyi in 1975. Immersive experience is characterized by embodiment, interactivity, and personalization, providing individuals with great pleasure during activities. As shown in [Figure 1: see original paper], immersive experience primarily utilizes human sensory and cognitive experiences, employing sound, light, and electricity technologies alongside video, audio, and image methods to enrich cognitive carriers. Combined with comprehensive three-dimensional perception through sight, touch, hearing, and smell, it significantly enhances cognitive and emotional experiences.

Immersive ideological and political education refers to a new educational form in which learners receive ideological and political education while in an immersive state. This includes using modern information technology and new media technology to create lifelike educational situations, adopting diverse educational methods, and thereby enhancing learners' sense of presence, interactivity, and embodiment to maximize educational effectiveness [8].

3.2. Practical Foundation for Developing Immersive Ideological and Political Education

In recent years, some universities have conducted ideological and political education through VR interactive experiences, red education practices, red film viewing, red script killing, stage play arrangement, and other forms. Immersive experiential activities are deeply favored by youth groups. For example, Beijing Institute of Technology has established the nation's first university immersive virtual simulation ideological and political experience teaching center, enabling students to "personally" experience the historical stories of the Communist Party of China. Jiangxi Normal University has built a red culture education hall, creating multiple red cultural experience scenes including Four Histories exhibition halls, Red Jiangxi exhibition halls, red study rooms, red lecture halls, red film halls, red cultural creativity spaces, and red karaoke rooms, presenting the "Four Histories" and Jiangxi red history through vivid images and comprehensive approaches [9]. The "Red Classics Reading and Communication" social practice course offered by the School of Journalism and Communication at Central China Normal University achieves "immersive walking and reading" by having students read red classics at red bases and conduct field publicity practices [10]. The School of Marxism at Beijing Information Science and Technology University has built multiple red VR exhibition halls including the Pingjin Campaign Memorial Hall, the Long March Culture Hall, and the Xibaipo Memorial Hall, providing immersive ideological and political education experiences for faculty and students. Additionally, numerous visualization technologies have been widely applied in revolutionary memorial halls, history museums, and public libraries, most commonly through artifacts, multimedia displays, and various commemorative activities that reproduce historical scenes. For instance, the "Great Spirit Builds a Great Era—Exhibition on the Great Founding Spirit of the Communist Party of China" at Shanghai Library employs infectious expression techniques and interactive, participatory, and immersive experience modes.

To further enhance the effectiveness of ideological and political education, some university libraries have actively explored innovative service models. The library at Tianjin University conducts red technology experience activities in the “Red Classics Digital Experience Zone” at red education bases, creating immersive learning environments for readers and enhancing students’ red reading experiences. Nanjing University Library has launched a Party History Knowledge Learning “Cloud Platform,” fully utilizing modern technologies such as human-computer interaction, augmented reality, and virtual reality to construct a distinctive, innovative, and diversified learning platform [11]. Activities designed to meet readers’ audio-visual sensory needs are also widely popular, such as the “Red Classics Vinyl Record Exhibition” held by Tsinghua University Library and the micro-course “Do You Know the Story of This Character in the TV Series *The Age of Awakening*?” organized by Central China Normal University Library. These cases provide a rich practical foundation for university libraries to construct immersive ideological and political education pathways.

3.3. Advantages and Feasibility of Libraries Conducting Immersive Ideological and Political Education

Libraries possess rich collections of red resources that can provide abundant and vivid educational content and materials for immersive ideological and political education. Red resources carry rich spiritual connotations, and their educational value highly aligns with the educational functions of ideological and political education, making them important resources for such education. Integrating red resources into university ideological and political education has become a hot topic in academic research [12]. In 2022, during his inspection of red literature at the library of Renmin University of China, General Secretary Xi Jinping emphasized the need to carefully protect red documents, gradually promote digitization, and enable more people to receive education and gain inspiration [13]. Therefore, utilizing red cultural resources to conduct ideological and political education has become an inevitable orientation of library responsibilities, and digitizing red literature represents an important means for libraries to develop immersive ideological and political education.

Library space serves as a crucial resource carrier for realizing library functions, providing readers with immersive, contextualized spatial environments for learning and interaction that exert subtle influence. Current research on immersive experience applications in university libraries primarily focuses on reading promotion, with a concentrated viewpoint on building immersive reading spaces or designing immersive reading promotion activities to enhance reader experience and interest [14,15]. With the application of multimedia, virtual reality, metaverse, and other technologies in libraries, creating immersive environments through space renovation and future learning center construction will undoubtedly become an important measure for library service innovation. Thus, red resources and spatial environment constitute important elements and advantages for university libraries to implement immersive ideological and political

education.

4.1. Theoretical Framework Selection

Immersive education is a new educational concept constructed by integrating relevant theories from education, psychology, and other disciplines. Immersive ideological and political education represents the application of these theories in the field of ideological and political education. This paper employs flow theory and embodied cognition theory from psychology, as well as constructivist learning theory and experiential learning theory from education to design the immersive ideological and political education pathway. The application results of relevant theories are summarized in .

In the psychological domain, flow theory (also known as immersion theory) and embodied cognition theory provide solid theoretical foundations for immersive experiences and immersive space construction [16]. Flow theory emphasizes that individuals achieve a self-forgetful mental state through highly concentrated focus, while embodied cognition theory posits that humans acquire experiences and cognition through their bodies and activities. In immersive experiences, these theories advocate that participants mobilize their bodies, become fully engaged, obtain experiences and cognition, and achieve psychological satisfaction.

In the educational domain, the concept of immersion aligns with constructivist learning theory and experiential learning theory. Constructivist learning theory emphasizes that the interaction between learners and situations is crucial for learning effectiveness, advocating for the design of immersive experiential spaces as learning contexts. This provides personalized and interactive knowledge experience spaces for student learning, helping learners fully immerse themselves in situations to complete knowledge construction and thereby achieve psychological immersion. Experiential learning theory advocates using visible, audible, and sensible teaching media to mobilize student enthusiasm, forming deep cognition in immersive learning spaces where environment and body unite [16].

4.2. Pathway Design

Applying immersive education theories to design library immersive ideological and political education primarily unfolds around three elements: educational materials, immersive contexts, and interactive activities. The specific educational methods and content are designed across four dimensions: resources, space, activities, and organizational support. Drawing from practical case experience in immersive ideological and political education, three main models are proposed: base experience, multimedia audio-visual, and virtual reality. This forms the implementation pathway for university libraries to conduct immersive ideological and political education, as shown in [Figure 2: see original paper]. The key to achieving immersive ideological and political education goals lies in how university libraries design immersive educational methods and content across these four dimensions.

Figure 2. Pathway for Immersive Ideological and Political Education in University Libraries

First, **excavate perceivable red resources**. The rich collection of red resources in university libraries represents an important resource advantage for conducting ideological and political education. Libraries should deeply excavate red cultural resources and their connotations to provide three-dimensionally rich educational materials for immersive ideological and political education. In terms of format, static print and electronic red resources should be expanded from text into multimedia educational materials such as images, audio, and video to meet readers' tactile, visual, and auditory needs for a three-dimensional experience, thereby enhancing resource perceivability. In terms of content, vivid historical stories should be created from historical figures, events, and spirits within red resources to enrich ideological and political education materials and enhance their appeal.

Second, **create immersive experience spaces**. The spatial environment of university libraries can subtly influence students' thoughts and behaviors, making the creation of immersive experience spaces a necessary measure for libraries to conduct immersive ideological and political education. In physical space design, artistic media should be used to shape situational contexts, light-shadow interactions to create atmosphere, and color variations to render emotions, transforming spaces into immersive ideological and political education bases for thematic cultural immersive experience activities. In virtual space creation, new technologies should be actively introduced to construct embodied, dynamic, and interactive learning scenarios through virtual scene building, creating virtual immersive spaces for ideological and political education that achieve a sense of immersion where "environment and body unite."

Third, **conduct interactive experience activities**. Immersive experiential activities feature strong interactivity and a powerful sense of involvement. University libraries should fully utilize perceivable red resources and immersive experience spaces to conduct diverse and interactive ideological and political education activities. In terms of types, activities may include immersive base visits and explanations, virtual scene interactive experiences, red film viewing, micro-course broadcasting, and red story telling. In terms of methods, student-centered approaches should be adopted with librarians and teachers as guides and AI as assistance, allowing students to fully experience the joy of interacting with environmental scenes, learning resources, and artificial intelligence. This achieves effective integration of physical perception and internal cognition, continuously stimulating students' active learning interest and improving knowledge internalization effectiveness.

Fourth, **construct multi-department collaboration mechanisms**. Establishing multi-department collaborative mechanisms where all staff form synergy can provide sound organizational support for university libraries to conduct immersive ideological and political education. At the library level, the principal role of librarians should be fully leveraged to establish a team with firm

ideals, beliefs, and outstanding professional competence capable of professionally excavating, organizing, revealing, and disseminating red resources. At the university level, a horizontal inter-departmental collaborative network that responds to the library deeply and efficiently should be formed, fully mobilizing functional departments, schools, student organizations, and party organizations to leverage their respective advantages. This builds more effective service teams, broadens the reach and influence of library immersive ideological and political education, and ensures the sustainability and effectiveness of library ideological and political education work.

5. Immersive Ideological and Political Education Practice at Southeast University Library

Based on the above design concepts, Southeast University Library has made immersive ideological and political education a key project since 2021, conducting diverse immersive education through three models: base experience, multimedia audio-visual, and virtual reality.

5.1. Base Experience Model of Ideological and Political Education

Southeast University Library has meticulously created physical red cultural spaces such as the “Study Room” and “Chinese Spirit Culture Wall,” establishing them as theoretical learning bases for ideological and political education at the university. Using a “base visit + red literature exhibition + story telling” model, the library provides faculty and students with immersive on-site educational experiences.

In terms of material excavation, the library centrally displays Marxist-Leninist classics, works by Xi Jinping, Party history learning bibliographies, and materials on new-era ideologies, excavating red stories and Party history materials from literature, such as the centennial development of the Communist Party of China and Chinese spirit. In spatial design, extensive use of red—representing unity and revolutionary spirit—creates strong visual impact, while numerous historical images vividly reproduce historical stories. Changes in element proportions and scales enhance momentum, and designs such as the Red Boat and Xi Jinping’s study room model increase cultural atmosphere, attracting readers to enter and immerse themselves. In activity planning, regular literature exhibitions are held, featuring special exhibitions on 17 versions of *The Communist Manifesto*, 16 versions of *Selected Works of Mao Zedong*, Marxist-Leninist classics, and 12 “must-read” books for cadres. In collaborative interaction, after the base’s establishment, multiple departments including the university youth league and schools jointly promoted it, attracting faculty and student visitors from both inside and outside the university. Collaborating with student organizations, the library formed a red 宣讲 team to provide long-term explanation services for internal and external faculty and students, leveraging students’ principal role and transforming them from passive recipients to active disseminators

of red culture, telling Party history stories embedded in literature and culture walls.

The base experience model vividly and three-dimensionally presents ideological and political education content to students, enhancing the library's educational influence and the appeal of service activities among groups. To date, over 100 party and youth league organizations from inside and outside the university have visited and studied at the base, serving more than 5,000 people, with extensive coverage by multiple campus and external media outlets.

5.2. Multimedia Audio-Visual Model of Ideological and Political Education

Southeast University Library has digitized and multimedia-ized red resources, using red film broadcasting, red classics recitation, and red micro-course construction to fully immerse readers' visual and auditory senses in the environment, achieving a full-media experience for ideological and political learning.

The library collaborated with academic schools to co-build the "Light-Chasing Theater," a space equipped with a multimedia audio-visual system and cinema-grade sofas. Focusing on ideological and political education, the theater has launched 100 red films, broadcasting red movies monthly while providing group reservation services for party organizations across the university. Red film works recreate historical events and figures through imaging technology and artistic methods, creating a three-dimensional, lively immersive classroom for university students. The library has established a film viewing interaction community to create an exchange space for red spirit, guiding individual emotions toward collective resonance. Red classics recitation activities are conducted using reading booths and recording studios within the library to record recitation works, increasing the fun and engagement of ideological and political education. A "Micro-Course" column on the library's official website excavates red micro-course resources, with library party members telling stories of Chinese spirit based on the Communist Party of China's spiritual spectrum, transforming red literature into multimedia formats favored by students and providing them with immersive learning experiences.

The multimedia audio-visual model continuously enhances students' emotional experiences in library ideological and political education scenarios by increasing activity interactivity and strengthening audio-visual effects. The series of activities has attracted over 1,000 participants, with the film viewing interaction community comprising more than 500 members. Due to its high-quality immersive experience, the "Light-Chasing Theater" has established brand recognition among the university's readership, becoming an important distinctive ideological and political education position on campus with continuously increasing activity reputation.

5.3. Virtual Reality Model of Ideological and Political Education

Southeast University Library has established deep cooperation with the university's School of Marxism to co-build a virtual simulation teaching base, using VR technology to achieve immersive experiences. The library's future learning center has constructed a VR experience zone and VR training classrooms. The library provides open red VR experience services for readers, offering scenarios such as the Red Army crossing snow-capped mountains and grasslands and visiting red memorial halls. A VR red resource explanation team has been formed with professional guidance from School of Marxism teachers, actively exploring the construction of three-dimensional classrooms combining virtual and real elements. Red VR training resources are fully applied to conduct virtual simulation ideological and political courses for faculty and students across the university. Wearing VR helmets to enter virtual situations makes red cultural resources more vivid, realistic, and lively, enabling multi-sensory interactive experiences of sight, hearing, and touch that quickly generate physiological and psychological immersion among learners.

The virtual reality model reforms the teaching mode of ideological and political courses using modern educational technology, enhancing readers' learning interest and sensory experiences to make ideological and political education truly impactful. Currently, over 30 VR red education courses have been conducted for party and youth league branches and ideological and political teaching classes across various schools, reaching undergraduate and graduate students from various majors and receiving unanimous praise from faculty and students.

Conclusion

Immersive ideological and political education in university libraries effectively overcomes the limitations of traditional education models in terms of influence and appeal. This study integrates immersive experience into ideological and political education, designing a comprehensive implementation pathway based on immersive education theories. Using the practice of Southeast University Library as an example, we examined educational models, immersion methods, and effectiveness summaries, finding that library immersive ideological and political education utilizing red collection resources has achieved remarkable educational results. The limitations of this study include: immersion effectiveness evaluation is currently based only on activity data and reader feedback, which has certain constraints. Future work will establish more scientific and systematic evaluation indicators to verify immersion effects. Additionally, the proposed implementation pathway requires broader promotion and application in university libraries to verify its universality and effectiveness and enable further optimization.

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