

## Three-Dimensional Construction of the “One Body, Two Wings, Three Synergies” Venue Education Model: A Case Study of Anhui Agricultural University Library

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### Abstract

[Objective/Significance] Exploring the “One Body, Two Wings, Three Collaborations” venue-based education model facilitates the deep integration of venues and resources, two-way linkage between management and services, and collaborative innovation among multiple stakeholders, which is of great significance for university libraries in constructing an education ecosystem and enhancing education effectiveness. [Method/Process] Employing methods such as literature review, questionnaire surveys, and case analysis, and taking the improvement of education effectiveness as the starting point, this study analyzes the current status of university library education, discusses the three-dimensional construction logic of the venue-based education model from theoretical foundations, the integrated education mechanism of field and resources, systematic education through management and services, and collaborative education among multiple stakeholders, and introduces the construction mechanism of the “One Body, Two Wings, Three Collaborations” venue-based education model through the practical exploration of Anhui Agricultural University Library. [Result/Conclusion] Through the practice of the “One Body, Two Wings, Three Collaborations” venue-based education model, Anhui Agricultural University Library has constructed a sound education ecosystem and achieved favorable education outcomes, providing a replicable practical example for venue-based education in university libraries.

## Full Text

# Three-Dimensional Construction of the “One Body, Two Wings, Three Coordination” Venue Education Model: A Case Study of Anhui Agricultural University Library

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## Abstract

[**Purpose/Significance**] Exploring the “One Body, Two Wings, Three Coordination” venue education model facilitates the deep integration of physical spaces and resources, two-way linkage between management and services, and collaborative innovation among multiple stakeholders. This approach holds significant importance for university libraries seeking to construct an educational ecosystem and enhance educational effectiveness. [**Method/Process**] Employing literature review, questionnaire surveys, and case analysis methods, this study examines the current state of university library education with the goal of improving educational outcomes. It investigates the three-dimensional construction logic of the venue education model from four perspectives: theoretical foundations, the integrated education mechanism of field and resources, systematic education through management and services, and collaborative education among multiple stakeholders. Using the practical exploration of Anhui Agricultural University Library as a case study, the paper elaborates on the construction mechanism of this innovative model. [**Result/Conclusion**] Through implementing the “One Body, Two Wings, Three Coordination” venue education approach, Anhui Agricultural University Library has successfully built a robust educational ecosystem and achieved notable educational results, providing a replicable practical model for university library venue education.

**Keywords:** venue education; university library; education model; educational ecosystem; three-dimensional construction

**Classification Number:** G258.6

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## 1. Introduction

In February 2017, the CPC Central Committee and the State Council issued the *Opinions on Strengthening and Improving Ideological and Political Work in Higher Education under New Circumstances* [1], introducing the “Three All-Around Education” concept that emphasizes education by all personnel, throughout the entire process, and in all aspects, with fostering virtue through education as the fundamental task. This policy requires universities to break traditional educational boundaries and integrate resources across all departments to jointly participate in talent cultivation. In 2019, Xi Jinping emphasized in his reply to

senior experts at the National Library that libraries are important indicators of national cultural development levels and crucial venues for nourishing national spirit and cultivating cultural confidence [2], highlighting the significance and status of libraries in national and social development.

Venues inherently belong to the realm of culture, and venue education represents a transformation from cultural spaces to educational domains. As higher education shifts from scale expansion to connotative development, single classroom-based education can no longer meet the needs of comprehensive student development. University libraries, as “knowledge centers” and “second classrooms,” must transition from a supporting role to a primary educational entity to respond to the demands of educational modernization.

Implicit education serves as an important implementation pathway for “Three All-Around Education” [3]. Through the collaborative interaction of hardware and software elements such as library environments, cultural atmosphere, and document resources, libraries create subtle and lasting educational effects. However, current university library educational practices still have considerable room for improvement. For instance, resource integration remains unsystematic, weak technological empowerment exacerbates resource fragmentation, insufficient collaboration leaves cross-departmental coordination mechanisms underdeveloped, and monolithic services fail to match diverse needs. These factors constrain educational effectiveness to varying degrees. Through long-term educational practice, Anhui Agricultural University Library has explored a venue education mechanism based on library spaces and resources. By strategically designing cultural layouts, strengthening document resource construction, issuing systematic management regulations, innovating service content and methods, creating educational service brands, and building educational service platforms, the library has constructed a “One Body, Two Wings, Three Coordination” venue education mechanism that effectively leverages the library’s educational function and has generated positive influence in both professional and academic circles.

## 2. Concept of Venue Education and Literature Review

Currently, academia has not yet established a formal conceptual definition of “venue education.” Some scholars have attempted to define it from alternative perspectives, such as “red venue education” and “venue education” in general. Li Xian’ e et al. conceptualize red venue education as the process by which venues utilize their red cultural resources through knowledge education, collection exhibitions, off-site services, and situational experiences to integrate and coordinate human, material, knowledge, and information flows, thereby enabling learners to gain wisdom, trigger emotions, cultivate character, and elevate their spiritual realm. The essence lies in using physical and virtual spaces to design and express educational scenarios that shape learners’ thinking patterns and values [4]. Sue Mitchell broadly defines venue education as activities that use venue resources to stimulate visitor learning [5]. Wang Le et al. further elaborate on the concept by arguing that “exhibits constitute knowledge,” “visiting constitutes learning,”

and “venues constitute educational domains” [6]. Based on these conceptualizations, venue education can be understood as an informal educational approach that relies on the spaces, resources, and environments of libraries, museums, exhibition halls, and gymnasiums to shape values and provide ideological guidance through off-site services and learners’ practical experiences.

Foreign research on venue education began relatively early, focusing primarily on macro perspectives of venue education in three main areas. First, scholars have explored new theoretical frameworks, such as Hein et al.’ s introduction of constructivist theory into the venue context [7], emphasizing the interactive and open nature of individual meaning-making and advocating a shift “from objects to people” [8]. Second, research has emphasized new technological applications. The *2016 NMC Horizon Report: Museum Edition* identified digital humanities technologies, maker spaces, intelligent positioning, virtual reality, information visualization, and networked objects as technologies that would impact museum education in the coming years [9]. Third, studies stress outcome evaluation. The U.S. National Research Council proposes that venue education goals include generating learning interest and motivation, understanding scientific knowledge, developing scientific reasoning abilities, actively reflecting on science during learning, participating in scientific activities, possessing the ability to use scientific tools, and developing self-identity capabilities [10].

Domestic research primarily focuses on venue education practices, exploring functions, models, and pathways, though a mature theoretical system has not yet been established. Scholars have conducted explorations from three main perspectives. First, research on red venue education covers concepts [4], platform construction [11], evaluation mechanism design [12], pathways [13], mechanisms and practical strategies [14], values [15], and integrated education [16], with rich and extensive content. Second, studies on museums, science and technology museums, and exhibition halls address connotations [17], implementation pathways [18], educational functions [19], and integration with ideological and political education [20], with most research targeting primary and secondary school students. Third, research on university library education includes Lu Heng et al.’ s proposal for constructing venue education mechanisms and platforms using emerging information technologies [21]; Fan Jian’ s suggestions for optimizing library educational functions through environmental improvement, humanistic care, institutional refinement, and beneficial activities [22]; Wang Yu et al.’ s exploration of red cultural space education [23]; and Liu Ran et al.’ s investigation of learning commons education [24].

### 3. Current Situation Analysis

#### 3.1. Theoretical Research Requires Further Deepening

Current literature primarily concentrates on practical summaries of venue education functions, models, and pathways, with scarce discussion of conceptual definitions and connotations. No authoritative conceptual formulation has emerged

in academia. Venue education practices mainly represent exploratory efforts by practitioners based on their work experience, lacking mature theoretical guidance. Moreover, systematic research on the linkage mechanism and collaborative pathways of libraries' "field-management-service" integration is rarely found in existing databases.

### 3.2. Educational Effectiveness Requires Further Enhancement

To objectively understand the current state of venue education in university libraries, our research team distributed questionnaires to 20 university libraries in central China's W Province, as shown in . To ensure data authenticity, questionnaires were distributed directly to responsible persons for document resource construction and reading promotion at each library. All 20 questionnaires were successfully collected. The questionnaire comprised 10 mandatory questions, including 8 multiple-choice and 2 fill-in-the-blank questions. Among the 20 universities, there was 1 double-first-class university and 19 non-double-first-class institutions; 15 undergraduate universities and 5 vocational colleges; and 19 public institutions and 1 private institution. The sample covered diverse disciplines including science, engineering, agriculture, medicine, and humanities and social sciences.

shows the distribution of research samples across various indicators including library area, document resource construction funding, reading activity brands, annual reading activity frequency, activity formats, regulations, implementation effectiveness, and environmental education measures.

**3.2.1. Insufficient Resource Guarantee for Education** Venue education relies on comprehensive education through venue spaces, resources, and off-site services. Survey results reveal that 6 libraries (30%) have total areas (including main and branch libraries) under 20,000 square meters, while 9 libraries (45%) have annual document resource construction funding below 3 million RMB. Regarding environmental education design, 25% of libraries exhibit deficiencies in layout, facilities, and librarians' exemplary roles. Small venue areas, insufficient funding for document resources, and inadequate librarian competence constitute core constraints on educational effectiveness.

**3.2.2. Weak Brand Influence in Education** Educational brands reflect learners' cognitive recognition of educational activities and content, with brand influence directly affecting educational outcomes. Survey results show that among the 20 libraries, 1 has not created any reading activity brand; 7 libraries (35%) have created 1 brand; and 7 libraries (35%) have created 2 brands. Libraries with 2 or fewer reading activity brands account for 75% of the sample. Regarding annual reading activity frequency, 13 libraries (65%) hold 20 or fewer activities, while none hold more than 50 activities. Brand quantity and activity frequency serve as important indicators of brand influence, directly affecting readers' brand recognition.

**3.2.3. Lackluster Innovation in Educational Services** Cultural education services based on venue resources constitute the primary form of venue education. The educational function of resources requires service support, with service formats and content being key factors attracting reader participation. Beyond reading activities, brands, and regulations, when asked about innovative educational practices, only 1 library reported creating a regional culture exhibition hall featuring “small cart spirit,” while others mentioned conventional activities such as new student orientation, information literacy training, and reader participation in document resource construction.

**3.2.4. Imperfect Educational Management Systems** In venue education, regulation formulation itself represents an educational form that cultivates readers’ awareness of rules. Regarding regulatory completeness, most libraries have established basic regulations on document procurement and attendance, but need improvement in areas such as librarian professional ethics, organizational culture, air conditioning usage, and smoking prohibition. Concerning implementation effectiveness, 2 libraries (10%) reported regulations as “existing in name only,” while 9 libraries (45%) rated effectiveness as “average.”

**3.2.5. Incomplete Educational Mechanisms** Venue education is a systematic project requiring effective coordination among venues, spaces, resources, and services. Isolated educational activities rarely achieve satisfactory results. Survey results indicate that insufficient funding, inadequate space, limited reading activities, and imperfect regulations constitute common challenges. Under these circumstances, effective coordination among educational elements becomes difficult.

## 4. Construction Logic of the “One Body, Two Wings, Three Coordination” Venue Education Model

### 4.1. Theoretical Foundations

The “One Body, Two Wings, Three Coordination” venue education model represents the deep integration of modern educational theory, constructivism, field theory, and collaborative education theory. From an educational ecology perspective, the model treats the library as a complete educational ecosystem that maximizes educational functions through optimizing internal element allocation and external environmental interaction. Constructivist learning theory provides effective support by emphasizing learners’ active construction processes within specific contexts. Field theory establishes that libraries’ spatial, cultural, relational, and information fields lay the foundation for developing readers’ “habitus.” Synergy theory explains how multiple stakeholders achieve “1+1>2” educational effects through resource sharing and complementary advantages.

The essence of venue education lies in using physical and virtual spaces to design and express educational scenarios that shape learners’ thinking patterns

and values. Its core characteristics include: spatial educativeness, resource integration, service permeability, management standardization, and systematic collaboration. These features collectively constitute the theoretical core of the “One Body, Two Wings, Three Coordination” model.

## 4.2. “One Body” Construction: Integrated Education Mechanism of Field and Resources

**4.2.1. Field Empowerment Logic** The educational function of spatial fields builds upon environmental psychology and situated learning theory. University libraries can achieve educational goals through three-dimensional field design:

First, **reconstruct functional zones**. Designing different functional areas such as shared spaces, maker spaces, and special exhibition zones meets diverse learning needs while helping cultivate students’ self-discipline and social norm awareness through published and implemented regulations. Seat reservation systems not only provide convenience but also enhance readers’ digital literacy and time management concepts. This functional reconstruction transforms traditional spaces into scenario-based educational environments.

Second, **create cultural atmosphere**. Through cultural walls, themed exhibitions, and special bookshelves, libraries integrate socialist core values, excellent traditional Chinese culture, and patriotism into spatial designs, enabling readers to experience cultural influence subtly and achieve implicit education functions. This “silent education” often produces more lasting impact than explicit instruction.

Third, **build smart scenarios**. Applications of virtual reality (VR), artificial intelligence (AI), and intelligent guidance systems break physical space limitations, creating immersive learning experiences that extend spatial education from physical to virtual realms and from synchronous to asynchronous modes, thereby expanding educational dimensions.

**4.2.2. Resource Integration Pathways** Document resource construction follows the dual logic of “carrier as content, process as education.” On one hand, coordinated allocation of print and digital resources meets different learning preferences. On the other hand, the resource construction process itself holds educational value. Special resource development reflects cultural inheritance functions, such as “Four Histories” special collections and local rare documents that integrate ideological and political education into resource systems. Democratized resource recommendation systems cultivate participation awareness, while attention to resource utilization efficiency guides readers to develop cost-effectiveness concepts. This resource education goes beyond simple knowledge transmission, achieving value shaping and capability development through the entire process of resource selection, organization, revelation, and utilization.

### 4.3. “Two Wings” Support: Systematic Education Through Management and Services

**4.3.1. Institutionalized Management Design** Management serves as the “hard support” for education, with its educational value manifested in three aspects:

**Institutional education:** Scientific and comprehensive management norms (such as seat reservation systems and resource construction regulations) cultivate readers’ discipline awareness and public spirit through rule constraints. The democratic participation in regulation formulation, interpretation, and supervision itself constitutes vivid rule-of-law education practice.

**Technology empowerment:** Smart management systems (such as seat reservation systems and user profiling) combine technological application with literacy education, naturally developing students’ information literacy and digital citizenship awareness during usage.

**Librarian exemplification:** Through professional ethics norms and service standards, libraries enhance librarians’ educational awareness and capabilities, enabling them to lead by example and exert demonstrative influence in daily work.

**4.3.2. Branding Strategies for Service Support** As the “soft support” for education, service effectiveness depends on stratification and branding. The **stratified service system** designs differentiated projects for different user groups (undergraduates, graduates, faculty) based on their characteristics and needs, forming a service chain covering the entire campus lifecycle, such as new student orientation, graduate research support, and faculty teaching services.

The **branded activity matrix** enhances educational appeal through serialized and distinctive cultural activities (such as reading festivals, cultural forums, and special practice projects). Brand building involves more than simple activity packaging; it requires clear educational positioning, systematic content design, and continuous quality control to ensure brands become guarantees of educational effectiveness and carriers of cultural inheritance.

### 4.4. “Three Coordination” Mechanism: Collaborative Education Among Multiple Stakeholders

**4.4.1. External “Library+” Collaboration** The “Library+” collaboration mechanism breaks organizational barriers to construct a three-dimensional education network. **Collaboration with university functional departments** (such as publicity, student affairs, and youth league committees) enables joint special education activities and resource complementarity. **Collaboration with academic units** involves cooperative resource procurement and embedding library resources into professional courses to integrate information literacy with disciplinary learning. **Collaboration with social forces** (such as enter-

prises and cultural institutions) expands educational horizons through practical education activities. This collaboration should not be temporary but based on shared educational goals and long-term cooperation mechanisms.

**4.4.2. Internal Departmental Functional Coordination** Internal library coordination through project-based operations achieves seamless departmental integration. The acquisition and cataloging department handles resource construction and content planning, circulation manages reader communication and activity implementation, and technical departments provide platform support and data assurance, forming educational synergy around shared goals. This coordination requires breaking departmental barriers and establishing flat communication mechanisms to integrate dispersed professional strengths into systematic educational forces.

**4.4.3. Librarian-Volunteer Interactive Coordination** Student volunteer team participation creates a new “bidirectional education” model where readers are both service subjects and objects, both educators and learners. Through participation in library management and cultural activity organization, readers’ comprehensive qualities are comprehensively enhanced while librarians continuously update educational concepts through guidance, achieving a virtuous cycle of mutual growth. This coordination transcends traditional “lecturing” models to construct a librarian-student co-development educational community.

#### 4.5. System Characteristics and Practical Value

The “One Body, Two Wings, Three Coordination” model exhibits three distinct system characteristics: **holistic** (organic connections among elements), **dynamic** (adjustable according to changing needs), and **open** (continuously absorbing new resources with lasting vitality). Its practical value manifests in three ways: educationally, it achieves organic integration of explicit and implicit education, complementary coordination of regular services and special activities, and synergy between internal and external resources, constructing an all-around education pattern; for library development, it drives transformation from traditional document service institutions to modern education platforms, elevating libraries’ strategic position in higher education; theoretically, it enriches the connotation of venue education theory and provides new perspectives for university library cultural education.

### 5. Practice and Exploration at Anhui Agricultural University Library

#### 5.1. “One Body” Practice: Integration of Field and Resources

**5.1.1. Creating Educational Atmosphere and Optimizing Environment** **Practice-based education:** The library has opened 6 student team activity rooms accommodating over 50 people for exchange activities, accessible

through convenient smart campus reservations. To provide innovation and entrepreneurship opportunities, the library has established a student innovation and entrepreneurship space in the first-floor lobby, currently hosting three platforms: Qinghe Bookstore, “Miao Senlin” Coffee Bar, and “Yi Zhan Nianhua” Tea Bar, which have enhanced students’ entrepreneurial enthusiasm.

**Culture-based education:** This is manifested through cultural wall and pillar designs that create an educational atmosphere. To facilitate borrowing of new books and “Four Histories” materials, the library has created “New Book Shelves” and “Four Histories” special collections on the first floor, improving borrowing efficiency and optimizing the educational atmosphere. The first Reading Culture Festival employed diverse promotional methods including official websites, WeChat platforms, and offline booths to create a strong reading culture.

#### **5.1.2. Building Educational Platforms and Optimizing Ecosystem**

Several librarians have been appointed as part-time ideological and political education teachers, integrating library venue education concepts into classrooms and exploring the “venue + ideological and political course” approach. As an Anhui Provincial Social Science Popularization Base, the library integrates science popularization with cultural education through branded activities to expand educational depth. Student innovation and entrepreneurship platforms such as Qinghe Bookstore, Miao Senlin Coffee Bar, and Yi Zhan Nianhua Tea Bar provide opportunities for undergraduate entrepreneurship. Student volunteer teams including the Student Service Center, Qinghe Reading, Micro Media, and New Media participate in library management and services, totaling over 200 members. These volunteers are both educational objects and subjects, facilitating implementation and enhancing effectiveness.

In 2015, the library publicly solicited library emblems and mottos from all faculty and students, ultimately selecting a green emblem incorporating the library name, books, and founding date, along with the motto: “Establish Virtue, Establish Merit, Establish Words; Be a Person, Do Things, Pursue Scholarship.” This practice, aligned with the service philosophy of “Readers First, Service Foremost, People-Oriented,” enhances readers’ cultural identification and sense of belonging.

#### **5.1.4. Deepening Resource Construction and Building Guarantee**

**Systems** The library holds over 1.6 million print books and 1.3 million e-books, with 58 purchased and 80+ shared Chinese and foreign databases. Print resource acquisition involves three channels: librarian selection, reader recommendation, and social donations. Acquisition librarians connect with publishers for catalogs while maintaining regular contact with academic departments to ensure targeted procurement. Recommended and donated books undergo content review by the cataloging department. E-resource construction includes purchased, self-built, and trial resources. Purchased resources require departmental recommendation, director’s office approval, and expert evaluation before

procurement, with annual effectiveness evaluations ensuring quality. Self-built databases include dissertations, gene family databases, and digitized periodicals. Trial databases are evaluated based on user feedback. Document delivery services and resource discovery systems further facilitate resource access.

## 5.2. “Two Wings” Innovation: Bidirectional Optimization of Management and Services

**5.2.1. Standardizing Field Management and Issuing Educational Measures** To create a beautiful, comfortable, and harmonious learning environment, the library has formulated regulations including *Interim Provisions on Prohibiting Seat Occupancy*, *Smoking Penalties*, *Central Air Conditioning Management*, and *Fire Safety Systems* to cultivate rule awareness. To improve resource quality, it has issued *Interim Provisions on Print Book and Database Procurement* and *Print and Periodical Management*. To enhance librarian competence and service awareness, it has established *Professional Ethics Norms*, *Attendance Provisions*, *Teaching and Research Workload Calculation Methods*, and *Assessment and Reward Provisions*, while organizing series lectures on competency improvement, effectively reducing librarian-reader conflicts.

**5.2.2. Creating Educational Service Brands and Building Service Systems** The library website offers specialized services including new student columns, graduate columns, seat reservation systems, and team room reservation systems to facilitate efficient library use. Through long-term practice, the library has developed high-quality reading activities and created a series of reading brands that serve as educational carriers with growing audiences.

“Qinghe”(green seedlings), representing the university’s agricultural heritage, has been a campus cultural element since 2013, with 10 consecutive years of World Book Day activities. In 2024, these were upgraded to the first Reading Culture Festival, which integrates campus cultural forces and creates brands including Qinghe Forum, Qinghe Reading, Qinghe Bookstore, Qinghe Station, Qinghe Dialogue, Qinghe Digital Intelligence, Qinghe Experience, and Qinghe Practice. Each brand forms a comprehensive education system based on its educational orientation. For example, Qinghe Dialogue integrates reading, exchange, and sharing; Qinghe Station extends reading services to rural revitalization; and Qinghe Experience immersively inherits excellent traditional Chinese culture [25].

## 5.3. Implementation of “Three Coordination” Mechanisms

**5.3.1. “Library+” Education** Single-library education often yields limited results. In recent years, the library has proactively contacted campus functional departments and colleges including the Party Committee Propaganda Department, Student Affairs, Graduate Affairs, Academic Affairs, Youth League Committee, Marxism School, and Humanities School to jointly organize educational activities with good results. For example, it co-hosted Qinghe Dialogue with

the Propaganda Department, Qinghe Forum with the Humanities School, and Qinghe Digital Intelligence with Graduate Affairs. To expand influence, the library has reached out to social forces, partnering with Anhui Time Publishing and Anhui Film Group to create Qinghe Bookstore and Qinghe Cinema, and collaborating with Xiangyuan Tea Company to establish Yi Zhan Nianhua · Xi-angyuan Tea Bar, managed by students to provide innovation platforms and broaden educational channels.

**5.3.2. Inter-Departmental Coordination** Educational activities are systematic projects that require multi-departmental cooperation. For Qinghe Forum, the Acquisition Department plans and contacts speakers, the Comprehensive Service Department handles publicity and on-site support, and the Systems and Digitalization Department manages video recording. For Qinghe Experience, the Acquisition Department explains ancient books while the Circulation Department teaches thread-bound book production. Clear division of labor and smooth progress strengthen departmental connections and facilitate other work.

**5.3.3. Department-Student Volunteer Team Coordination** Each department establishes student volunteer teams based on their functions: the Acquisition Department guides Qinghe Reading for cultural education; the Office guides the New Media Team for online education; the Comprehensive Service Department guides the Student Service Center for management service education; and the Systems Department guides the Micro Media Team for ideological and political education. Volunteer members serve as both educational subjects and objects, achieving bidirectional education.

## 6. Conclusion

Through years of practice, Anhui Agricultural University Library has constructed a new “One Body, Two Wings, Three Coordination” venue education model. By systematically integrating spatial fields, document resources, management services, and multi-stakeholder coordination mechanisms, it provides a demonstrable practical solution for university library education transformation in the new era. Through field-resource integration, management-service linkage, and multi-stakeholder collaborative innovation, the model addresses the challenge of fragmented education in university libraries. Practice has verified its operability and effectiveness, offering a “space-resource-mechanism” integrated framework for university libraries.

Future developments will explore applications of virtual reality (VR), artificial intelligence (AI), and metaverse technologies to construct immersive virtual-integrated education scenarios and establish scientific evaluation mechanisms to quantify the impact of spaces, resources, and activities on readers’ comprehensive qualities. The “One Body, Two Wings, Three Coordination” model represents both a practical summary of Anhui Agricultural University Library and new thinking for university library transformation: only by reconstructing libraries

from “knowledge warehouses” to “educational ecosystems” can they truly fulfill their educational and information service functions.

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