
Research on the Long-Term Mechanism for College Academic Conduct Construction in the Context of Digitalization

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Abstract: In current university classrooms, digital terminals not only help students find learning materials but also often distract them. With the increasing popularity of online learning platforms, some students merely attend classes but do not listen attentively. When encountering problems, they simply search for answers instead of actively thinking. Digitalization has brought new opportunities for the construction of university academic atmosphere, but it also brings practical problems such as insufficient self-discipline among students and inadequate guidance from schools. Based on the actual situation of university academic atmosphere construction, finding long-term solutions suitable for digital scenarios, addressing the mismatch between traditional mechanisms and digital environments, and making good use of technology without losing the essence of education, can provide some feasible ideas for universities to improve academic atmosphere.

Keywords: Digitalization; University academic atmosphere; Long-term mechanism; Education practice; Digital empowerment

Online publication: November 26, 2025

1. Introduction

Digital technology is gradually penetrating into campuses, changing the learning methods and daily habits of college students. The online and offline learning models have become quite common. However, in some universities, the construction of academic atmosphere still adopts traditional methods and fails to keep up with the pace of digitalization. Problems such as poor utilization of digital resources, poor self-discipline of students, and insufficient supervision of academic atmosphere have emerged, which have affected the effectiveness and sustainability of academic atmosphere construction. Academic atmosphere is the key to the quality of education in universities. Establishing a long-term mechanism for academic atmosphere construction suitable for the digital environment and solving these practical difficulties is not only a requirement for implementing the fundamental task of fostering virtue and cultivating talents, but also can help universities improve the quality of talent cultivation, and has very practical significance and value in practice.

2. The current scenario and challenges of college academic conduct construction in the digital age

2.1. The multifaceted impact of digitalization on college academic conduct construction

Digital technology has broken the limitations of time and space in traditional learning. College students can find abundant learning resources through various online platforms and arrange their study schedules independently. This flexibility has, to some extent, stimulated the enthusiasm of some students for learning. Many universities have also utilized digital tools to build learning platforms, integrating functions such as attendance tracking, feedback on demands, and academic warnings, attempting to make academic conduct management more precise. This reflects the positive role of digitalization in academic conduct construction to some extent.

However, the negative impacts brought by digitalization are also obvious. During online learning, students are easily distracted by various entertainment information, and it is not uncommon to see them watching short videos and playing games in class. Some students even leave online meetings in the background, appearing to be in an online state but actually not participating in the learning at all. This situation is gradually increasing, which may have a negative impact on the academic atmosphere of universities and reduce the effectiveness of classroom teaching^[1].

From the perspective of individual students, the immediacy of digital tools has led some students to develop a reliance habit. When encountering learning difficulties, they are more willing to use question-solving software to directly find answers, unwilling to think deeply, and gradually developing a perfunctory learning habit. This habit not only affects students' solid mastery of professional knowledge but may also weaken their ability to learn independently. Moreover, students' interests and career plans are different, and their attitudes towards digital learning resources vary greatly, which makes this situation more prominent.

1.2. Core challenges in the construction of academic atmosphere in universities

Some universities have not given sufficient attention to the construction of academic atmosphere in the digital era. They have not adjusted their construction strategies in line with the characteristics of the digital age. Instead, they still rely mainly on the old methods of classroom supervision and discipline enforcement, without making good use of digital resources or guiding students' digital behaviors correctly. This construction model that fails to keep up with the times is difficult to adapt to the changes in students' learning methods and also makes it impossible to sustain the construction of academic atmosphere over the long term.

The academic atmosphere construction mechanism is not systematic, and the connections between various links are not smooth. Most of the activities are of a phased nature and lack long-term planning and the motivation for continuous advancement. Many academic atmosphere construction activities in universities are concentrated at the beginning of the semester or during certain specific periods. After the activities end, there is no follow-up and consolidation, making it difficult to turn excellent academic atmosphere into students' conscious behavior. This reflects the relatively scattered nature of the current academic atmosphere construction mechanism.

The digital teaching ability of teachers is still insufficient, and they cannot fully utilize the educational role of digital tools. Some teachers only use digital tools superficially, treating online platforms merely as places to store courseware and collect homework. They do not use the interactive functions to stimulate classroom atmosphere and cannot use data to understand students' learning status. When faced with students' distraction during online learning, they often have no good solutions. Young teachers, although familiar with the operation of digital tools, lack the awareness to guide students and are unable to guide students to conduct in-depth independent research using digital tools^[2].

In addition, students' digital self-discipline ability also needs to be improved. Facing a large amount of digital information, they cannot effectively screen useful learning resources and are easily trapped in aimless learning. Some students do not have clear learning goals and are easily lost in the digital learning environment. They spend a lot of time on entertainment and social activities unrelated to learning, neglecting the study of professional knowledge and the improvement of their own abilities. This lack of digital self-discipline is one of the prominent problems currently faced by

the academic atmosphere construction in universities.

2. Construction path and practical cases of long-term mechanism for college academic conduct building in the digital era

2.1. Concept innovation: establish the core concept of integrating digitalization with academic conduct building

Universities should change their traditional concepts of academic conduct building, break the mindset of “emphasizing management but neglecting guidance” and “emphasizing form but neglecting effectiveness”, and integrate the digitalization concept into every aspect of academic conduct building. Do not merely regard digital tools as management means; instead, fully explore their educational value and combine “technological empowerment” with “educational essence” to make digitalization the main driving force for improving the quality and efficiency of academic conduct building.

Strengthen the concept of all-staff education, clarify the responsibilities of different groups such as teachers, counselors, and student leaders in digital academic conduct building, and form a working pattern where everyone works together. Teachers should actively enhance their digital teaching capabilities, deeply combine digital tools with course teaching, and guide students to use digital resources correctly; counselors should strengthen the guidance and management of students’ digital behaviors and help students develop good digital learning habits; student leaders should play a leading role, motivating their classmates to actively participate in digital learning and creating a good learning atmosphere^[3].

Respect the students’ dominant position, consider students’ learning needs and behavioral characteristics more, and establish a digital academic conduct building model that suits students’ actual situations. Do not use a “one-size-fits-all” management approach; instead, provide personalized learning guidance and resource support based on the characteristics of different majors and grades of students, and mobilize students’ learning initiative and consciousness. This personalized construction approach may make academic conduct building more targeted and have better results.

2.2. Practical approach: establishing a multi-dimensional collaborative long-term mechanism

Build a digital learning platform suitable for university realities, integrate high-quality learning resources, optimize the platform’s functional design, and enable students to easily access the necessary learning materials, course videos, academic literature, etc. At the same time, add interactive communication modules to encourage students to discuss learning issues and share learning experiences online, creating a learning atmosphere where online and offline can interact with each other. The platform can also set up an academic warning function, using big data analysis to identify students’ learning risk points and sending timely reminders and assistance information^[4].

Improve the digital supervision and guidance mechanism, abandon the traditional single supervision model, adopt a combination of “online monitoring and offline inspection”, and appropriately guide students’ learning behaviors. Online, rely on the learning platform to monitor students’ study duration, homework completion, classroom interaction performance, etc.; offline, counselors and head teachers conduct regular classroom inspections and dormitory visits to promptly discover and correct students’ improper learning behaviors. This combination of supervision and guidance can, to a certain extent, regulate students’ learning behaviors.

Strengthen digital literacy education, incorporate digital literacy into the university’s talent cultivation system, offer related general education courses or special lectures, help students master the methods of screening and utilizing digital resources, and cultivate students’ digital self-discipline ability and information discrimination ability. Guide students to establish a correct digital learning concept, reasonably arrange online study time, and not overly rely on digital tools, learn to use digital technology to improve learning efficiency and quality^[5].

Establish an incentive and feedback mechanism, set up various incentive awards, commend students and classes that perform well in digital learning and have good study habits, and play the leading role of role models. At the same time, open feedback channels, collect students’ opinions and suggestions on digital learning atmosphere construction through

online questionnaires, symposiums, individual talks, etc., and continuously adjust and optimize the construction plan based on feedback to ensure the scientificity and operability of the mechanism.

2.3. Practical case: the practice of digitalization empowering academic atmosphere construction at zhengzhou institute of technology

The Information Engineering College of Zhengzhou Institute of Technology, leveraging its own professional advantages and educational responsibilities, set the core goal of “promoting excellent academic atmosphere and cultivating a nurturing environment” and, with the aid of digital technology, also referred to the idea of the “Unstoppable Community” which “allows conflicts to be resolved by oneself, provides adequate services, and jointly builds and governs together”, innovatively developing a “three-one” educational model, attempting to explore the specific paths of academic atmosphere construction in the digital age. Currently, they have established a preliminary model with their own distinctive characteristic long-term mechanism.

This college, relying on the advantages of its information engineering major, has established a digitalized governance system and created a combination of online and offline educational scenarios. Online, they use the school’s “Integrated Service Portal” to build a digital platform, integrating functions such as attendance checking, complaint feedback, academic warning, and activity registration. When students have learning-related or life-related needs, they can submit them at any time, and the system will automatically identify the problem areas through big data analysis and directly push them to the responsible teachers, ensuring that students’ demands can be directly conveyed and teachers can respond promptly. Offline, with the idea of “any campus space can be used as a classroom”, they have established a “classroom + community + public area” three-dimensional digitalized educational environment. Teachers and students jointly write academic atmosphere slogans, and the large screen of the community sets up a “Digitalized Academic Atmosphere Broadcast Network” to display the college’s distinctive promotional content. Public areas also establish a “Spiritual Culture Corridor” to allow students to feel the influence of the academic atmosphere wherever they go.

They also drew on the core idea of the “Unstoppable Community” which “does not submit conflicts to higher authorities but resolves them in the initial stage”, and constructed a complete service process of “identifying problems - intervening and helping - feedback on effects - consolidation and improvement”. Through digital platforms, daily inspections by counselors, feedback from academic atmosphere supervisors, and other methods, they precisely collect various problems in students’ learning, interpersonal relationships, and psychology, and establish a dynamic ledger. Based on students’ different needs, they carry out layered assistance such as academic method exchanges, self-discussion in theme classes, and psychological counseling. At the same time, they will track the effectiveness of the assistance and promptly adjust and feedback, resolving students’ academic and growth issues at the grassroots level and preventing small problems from escalating.

In addition, they have integrated various forces and formed a collaborative educational team, creating a “1+N” collaborative educational model. The core leading force is counselors and professional teachers. Counselors are responsible for coordinating daily management and ideological guidance, while professional teachers leverage their technical advantages to help build the digitalized governance system and provide academic assistance to students. There are also outstanding student leaders and former students who will share their experiences in project work and job hunting, passing on the rigorous and conscientious learning attitude to their peers. Additionally, they have invited industry experts and outstanding alumni to give lectures to students, explaining professional skills and enriching the educational methods.

This practice model has been implemented for several semesters. It has gradually shifted from relying on activities to drive the academic atmosphere to relying on mechanisms to lead the academic atmosphere. From the school’s unilateral management, it has turned into a joint governance by all. The effect of academic atmosphere management has significantly improved, and students’ learning initiative and comprehensive literacy have also made certain progress. This approach of integrating digital technology with grassroots governance concepts provides some reference ideas for other universities to carry out academic style construction in the digital era. However, each university has its own unique characteristics in

terms of operation and student situation, and simply copying and pasting may not achieve the desired results.

2.4. Mechanism optimization: avoiding risks in academic conduct construction caused by digitalization

In the context of digitalization, when universities carry out academic conduct construction, they may encounter certain risks. The most significant ones are the excessive amount and complexity of information, as well as the negative information on the internet that can affect students. Therefore, universities need to strengthen the management of the online environment, standardize the content of online learning platforms, filter out the bad information, and create a healthy and safe digital learning environment for students. At the same time, they should guide students to establish correct online concepts, improve their ability to distinguish information, and consciously resist bad online information.

Moreover, they should not rely too much on digital tools. Otherwise, academic conduct construction will fall into the “only focusing on technology” trap. Digital tools are ultimately just auxiliary means to carry out academic conduct construction and cannot replace offline classroom teaching, teacher-student communication, and humanistic care. Universities should focus on the combination of online and offline, and both leverage the advantages of digitalization and retain the good practices in traditional academic conduct construction, such as holding theme class meetings, organizing academic lectures, and helping younger students by senior students, etc., to achieve the organic combination of technology empowerment and humanistic education.

In addition, a dynamic optimization method for the academic conduct construction mechanism should be established. Based on the development of digital technology and changes in students’ learning behaviors, the strategies and methods of academic conduct construction should be adjusted in a timely manner. Regularly assess the implementation effect of the academic conduct construction mechanism, analyze the existing problems and deficiencies, and continuously optimize and improve it to ensure that this mechanism can always meet the needs of academic conduct construction in the digital environment. This dynamic adjustment and continuous optimization thinking is a crucial point for ensuring that academic conduct construction can be long-term and effective.

3. Summary

In the digital era, the construction of academic atmosphere in universities presents both opportunities and challenges. The traditional mechanisms for academic atmosphere construction have become difficult to meet the demands of the new era. Establishing a long-term mechanism for academic atmosphere construction in the digital context requires basing it on the actual situation of universities, transforming the construction concept, building a digital learning platform, improving the collaborative education mechanism, strengthening digital literacy education, and at the same time avoiding various risks brought by digitalization. The practical case of Zhengzhou Institute of Technology provides useful references for the construction of a long-term mechanism for academic atmosphere construction. However, different universities should combine their own characteristics and find their own suitable paths. Academic atmosphere construction is a long-term task. Only by continuously exerting efforts and dynamically optimizing can we achieve the regular cultivation of excellent academic atmosphere and provide a strong guarantee for university talent cultivation.

Disclosure statement

The author declares no conflict of interest.

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