
Research on the Reconstruction of Campus Cultural Spaces Under the Comprehensive Management Model of “One-Stop” Student Communities

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Abstract: Amid the in-depth development of connotative higher education and the deepening of the “all-round education” pattern, “one-stop” student communities have become the core front for universities to cultivate talents. Yet their supporting campus cultural spaces still have problems—like inadequate functional adaptation, weak cultural connotation, and lack of coordination—which hold back the full play of educational effectiveness. This study isn’t just theoretically meaningful; it also has practical value. Theoretically, it enriches the interdisciplinary research between “one-stop” community management and campus cultural spaces. Practically, it offers actionable references for universities looking to optimize their cultural education carriers. Drawing on the core viewpoints of designated literature, we take “cultural education” as the core, clarify the goals of campus cultural space reconstruction, and build a cultural space system that fits the “one-stop” community’s comprehensive management model—one that’s both educational and innovative—so as to achieve in-depth integration of space functions, cultural connotation, and management models.

Keywords: One-stop student community; Campus cultural space; Space reconstruction; Cultural education; Integration of five educations

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1. Introduction

As universities fully push forward the comprehensive management model of “one-stop” student communities, these communities have shifted from just living spaces to integrated education hubs that combine education, management, service and culture. Campus cultural spaces, as the material carrier for cultural education, their construction level directly influences how well the educational function of “one-stop” communities works in practice. Right now, some universities still have a problem: their cultural spaces don’t fit well with the “one-stop” community management model, failing to fully play the role of cultural infiltration. Based on the actual situation of university education, together with relevant theories and research results from designated literature, this paper explores the path of campus cultural space reconstruction from three aspects—theoretical support, core orientation and implementation strategies—to offer new ideas for universities to improve the educational quality of “one-stop” communities.

2. Theoretical Support for the Reconstruction of Cultural Spaces in “One-Stop” Student Communities

2.1. Spatial Production Theory

Lefebvre’s Spatial Production Theory puts forward that space is a social product, including three aspects: spatial practice, spatial representation and representational space, and its key lies in the dialectical unity of space and social culture. As an important field for talent cultivation in universities, the cultural space of “one-stop” student communities is not just a simple physical container, but a social space that carries educational concepts, cultural connotations and teacher-student interaction. What matters is that aligning with the core demand of “one-stop” communities—“integrating resources and co-educating people”—is the key logic for cultural spaces to adapt to the community management model. When it comes to space reconstruction, the key guidance provided by this theory is clear: break the limitations of traditional spaces with single functions and mutual separation, quietly integrate the concept of cultural education into every link of planning, construction and management, promote the in-depth integration of physical space, cultural space and educational space, and thus serve as an important basis for conveying values and cultivating literacy.

2.2. Cultural Carrying Capacity Theory

The Cultural Carrying Capacity Theory originated from ecology. After being introduced into campus space research, it’s used to measure the maximum capacity of a specific space to maintain cultural diversity, support cultural activities, and convey cultural connotations without causing a decline in cultural quality. Its core is to achieve a dynamic balance between cultural supply and the cultural needs of teachers and students. We must take three aspects into account as a whole: material carrying, activity carrying, and meaning carrying. Optimizing hardware like space facilities is the foundation; meeting the cultural activity needs of teachers and students is just as important. More importantly, we need to dig deep into the cultural core and pass on the university spirit — we must avoid falling into the trap of “valuing physical form over cultural connotation”. Some studies have highlighted the importance of “school motto cultural education” and “cultural connotation empowerment”, which can precisely lay a solid foundation for the scientificity and rationality of space reconstruction.

2.3. Collaborative Governance Theory

Collaborative governance theory focuses on multiple subjects working together to integrate resources, complement each other’s strengths, and boost governance effectiveness. The core of the “one-stop” student community’s comprehensive management model is breaking down departmental barriers and integrating education resources—and this fits closely with the core essence of collaborative governance theory. When it comes to reconstructing campus cultural spaces, all departments and faculty-students in universities have to get clear on their respective powers and responsibilities. Departments like student affairs, academic affairs, logistics, and the youth league committee can’t work in isolation; only by uniting forces and cooperating closely will it work. Faculty and students also need to take the initiative to participate and deeply engage in space planning and cultural construction, eventually building a sound pattern of “unified leadership by the Party committee, coordinated linkage among departments, and full participation of teachers and students”^[1]. On top of that, we need to coordinate and integrate various resources such as aesthetic education, integrity culture, and school motto culture, so that cultural spaces can work together with community management, education and teaching, and service guarantees to form a joint force and move in the same direction.

2.4. Five Education Integration Theory

The Five Education Integration Theory emphasizes the all-round development of morality, intelligence, physical education, aesthetic education and labor education, requiring us to break the fragmented situation of the five educations and achieve organic integration of each educational dimension. Li Mengchao and Jin Zhijie pointed out in their research that the construction of “one-stop” student communities should be based on the perspective of “five education integration”

to promote the integration and optimization of various educational resources^[2]. The educational demand of attaching equal importance to the five educations can never be lopsided—overall consideration is the key. Core elements like moral education, aesthetic education and labor education need to be integrated into every detail of space design and cultural construction. As the core of moral education, school motto culture and integrity culture must be highlighted; and elements related to aesthetic education practice are equally indispensable. Only when a cultural space can carry the educational goal of five education integration can it be truly up to standard.

3. Core Orientation of the Reconstruction of Cultural Spaces in “One-Stop” Student Communities

3.1. Party Building Leadership Orientation to Consolidate the Foundation of Talent Cultivation

Party building leadership is the core principle for building “one-stop” student communities, and it’s also the fundamental direction for reconstructing campus cultural spaces. In the research of Liu Tianyi and Gu Ronghua, the role of party building leadership in the construction of “one-stop” student communities has long been explained thoroughly^[3]. When reconstructing campus cultural spaces, we need to focus closely on the core of party building leadership. Red culture and party building culture need to be subtly integrated into every part of space design to create a cultural field with red genes. The core socialist values need to be fully conveyed, and the foundation of young students’ ideals and beliefs should be further consolidated. Based on party building leadership, we can promote active linkage and cohesion among various departments, identify the connection point between party building work and cultural space construction, enable cultural spaces to truly shoulder the mission of party building education and value guidance, and achieve in-depth integration and joint progress of party building, cultural education and community management.

3.2. □ Cultural Immersion Orientation, Highlighting the Characteristics of Education

Cultural immersion is the core function of campus cultural spaces, and it’s also a key path for the “one-stop” community to fulfill its educational role. Drawing on the research results of the designated literature, the cultural immersion orientation focuses on three core points, which are closely linked and complement each other. First, we need to dig deep into the school motto culture. As Liu Wei’s research points out, the school motto, as the core of the university’s spirit, should be integrated into the whole process of the “one-stop” community construction^[4]. In the process of space reconstruction, we should turn the school motto spirit into visible spatial elements, so that students can feel the edification of the school motto culture in their daily study and life, and realize the inheritance of the university’s spirit. Second, we need to strengthen aesthetic immersion. Aesthetic education is an important part of talent cultivation, and the “one-stop” community should take aesthetic practice as an important starting point to integrate aesthetic elements into the space design, so that students can feel the influence of beauty in the process of using the space, and gradually improve their aesthetic literacy. Third, we need to integrate integrity culture. The concept of integrity education is not only applicable to vocational colleges, but also suitable for all types of universities. We should integrate integrity elements into the space construction, create an atmosphere of advocating integrity, and let students imperceptibly establish the awareness of integrity in the process of using the space.

3.3. Demand-Oriented Adaptation to Boost Educational Effectiveness

The core of a “one-stop” student community is putting students first—when reconstructing campus cultural spaces, we’ve got to base it on the actual needs of teachers and students, making sure space functions fit those needs perfectly. Looking at relevant practical studies, this demand-oriented adaptation has three key aspects to cover. First, it needs to fit students’ growth needs: focus on their varied needs like studying, communicating, relaxing and growing, and build a multi-functional integrated space to meet their requirements for all-round development. Second, it has to match the community’s management needs: align with the “one-stop” community’s comprehensive management model, make cultural spaces

connect smoothly with community services and daily management, and boost the community's management efficiency. Third, it should fit the needs of educational practice: follow the concept of integrating five educations, so that cultural spaces can not only support academic exchanges and cultural activities, but also serve educational work like aesthetic education practice, integrity education and school motto inheritance. This way, we can truly align space functions with educational needs, making cultural education more targeted and effective.

4. Implementation Strategies for the Reconstruction of Cultural Spaces in “One-Stop” Student Communities

4.1. Optimize Spatial Function Layout and Build a Composite Education Space

Reconstructing spatial functions lies at the heart of optimizing cultural spaces—we've got to get rid of the limitations of traditional spaces that are single-function and fragmented. Align with the “one-stop” community's traits of “integrating resources and being convenient and efficient”, and put together a “multi-functional, integrated and composite” cultural space system. First off, build a core cultural hub: set up a comprehensive cultural hall in the community center, bring together functions like cultural display, event holding, teacher-student communication and service consultation, and use it as the core carrier for community cultural communication. At the same time, set up a school motto cultural display area, integrity cultural publicity area and aesthetic education work display area to realize the centralized presentation of diverse cultures^[5]. Then, optimize the functional zoning layout: follow the principle of “separating dynamic and static areas, adapting to supply and demand”, and divide into learning and discussion areas, cultural activity areas, leisure communication areas and practical experience areas. Among them, the learning and discussion area is equipped with convenient learning facilities, the cultural activity area fits various small-scale cultural activities and aesthetic education practices, and the practical experience area can set up integrity cultural practice corners and school motto cultural experience areas to achieve precise matching between spatial functions and educational needs. And finally, promote the integration of physical and digital spaces: rely on the “one-stop” community digital management platform to build an online cultural space, integrate functions such as online cultural display, event booking and cultural learning, realize the digital extension of offline spaces, break time and space restrictions, improve the accessibility and convenience of cultural spaces, and fit the educational trend of “online + offline” integration.

4.2. Embed Diverse Cultural Connotations and Create an Immersive Cultural Field

Cultural connotation is the soul of campus cultural spaces. We've got to combine the core viewpoints of designated references, embed diverse cultural elements, achieve in-depth integration of cultural connotations and spatial carriers, and build an immersive cultural field with university characteristics. First, deepen the embedding of school motto culture: turn the spirit of the school motto into visible spatial elements, display the school motto, school history stories and deeds of outstanding alumni in community public spaces, stairwells and corridors through sculptures, stone carvings and cultural walls. This way, students can feel the influence of the school motto culture in their daily life and strengthen their cultural identity. Second, strengthen the integration of aesthetic education and integrity culture: following the aesthetic education practice paths proposed by Li Fei and others, as well as the integrity culture construction requirements emphasized by He Min and others, integrate aesthetic education elements such as calligraphy, painting and intangible cultural heritage into cultural spaces. Set up integrity cultural corridors and aesthetic education work display walls, and hold small-scale aesthetic education salons and integrity cultural lectures to make aesthetic education infiltration and integrity education a regular practice. Third, integrate elements of the five education integration: based on the research results of Li Mengchao and Jin Zhijie, take into account the needs of morality, intelligence, physical education, aesthetic education and labor education in space design. For example, set up physical fitness facilities in leisure areas and labor practice corners in practice areas, so that cultural spaces can become an important platform for practicing the concept of five education integration and achieve organic unity of cultural education and five education integration.

4.3. Improve Collaborative Mechanism Guarantee to Promote Long-Term Implementation of Reconstruction Work

The collaborative mechanism is what ensures the cultural space reconstruction can really take effect. We've got to combine collaborative governance theory with the requirements of the "one-stop" community management model, and build a multi-stakeholder, long-term operating guarantee mechanism to make sure the space reconstruction keeps going and delivers real results. First off, set up a party-building-led collaborative management mechanism. Let the university party committee take the lead, make clear the powers and responsibilities of departments like the Student Affairs Office, Youth League Committee, Logistics Management Office, and all secondary colleges, and push these departments to work together on space planning, construction and management—so we can form a work pattern of "linkage from top to bottom and coordination from left to right". Second, improve the teacher-student participation mechanism. Draw on the student self-governance concept of "one-stop" communities, set up teacher-student councils and cultural construction volunteer teams, and invite teachers and students to take part in discussing, designing and supervising the space reconstruction plan. Respecting their needs will boost their sense of participation and belonging, making sure the reconstruction fits the actual situation. Third, refine the resource guarantee mechanism. Increase funding for cultural space reconstruction—use it for space renovation, facility updates, cultural element embedding and other work. At the same time, integrate on-campus cultural resources, link up with units like the library, museum and art college, and provide professional support for cultural space construction. Fourth, establish an evaluation and optimization mechanism. Take the effectiveness of cultural education and teacher-student satisfaction as the core evaluation indicators, regularly assess the use of cultural spaces and the effect of education, and timely optimize the space layout and cultural connotation based on the evaluation results. This way, we can promote the continuous improvement of cultural space reconstruction and achieve long-term development.

5. Conclusion

Built on the comprehensive management model of "one-stop" student communities, this paper is backed by multidisciplinary theories and research results from designated references. It explores the path of campus cultural space reconstruction from three angles: theoretical support, core orientation, and implementation strategies. It makes clear that the reconstruction work must stick to three key orientations—Party building leadership, cultural immersion, and demand adaptation. By optimizing spatial functions, embedding diverse cultures, and improving collaborative mechanisms, we can build a composite, immersive campus cultural space that fits the "one-stop" community. This research adds to the interdisciplinary study of "one-stop" community management and campus cultural spaces, giving practical, workable references for universities to boost their cultural education effectiveness. Looking ahead, we can combine the school-running characteristics of different types of universities to further refine reconstruction strategies, explore paths for digital and intelligent cultural space construction, push for higher-quality development of "one-stop" student community cultural spaces, and fully bring into play the core role of cultural education.

Disclosure statement

The author declares no conflict of interest.

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