

# Activating Student Participation in Online Cultural Education within the One-Stop Student Community: A Case Study of Soochow University

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**Abstract:** With the continuous advancement of the “one-stop” student community in Chinese universities, online cultural education has gradually shifted from traditional online publicity platforms to community-based interactive spaces embedded in students’ daily lives. However, in practice, student participation still faces challenges such as passivity, superficiality, homogenization, and discontinuity, making it difficult for students to transform from passive recipients of information into active co-creators of content and disseminators of values. Taking Soochow University as a case, this paper finds that its “one-stop” student community has stimulated student participation through peer mentor groups, growth support centers, and coordinated online–offline platforms. The activation of students’ subjectivity requires support from organizational deepening and platform empowerment. By transforming the positioning of the subjects, optimizing the functions of the platform, strengthening peer collaboration, and improving the feedback and incentive mechanisms, students can be encouraged to shift from passive acceptance to active participation.

**Keywords:** One-stop student community; Online cultural education; Student participation

**Online publication:** March 26, 2026

## 1. Introduction

The “Opinions on Accelerating the Construction of the Ideological and Political Work System in Higher Education Institutions,” issued by eight departments, including the Ministry of Education, stipulates that the ideological and political work should be further decentralized by leveraging the “one-stop” student community platform, and that the online ideological and political education should be extended to the student life areas <sup>[1]</sup>. As an important educational carrier, online culture has gradually shifted from traditional campus websites and public accounts to embedded interactive communities. The “one-stop” student community platforms of various universities have been continuously improved, but there is still a phenomenon where students do not truly participate deeply. Most students merely engage in shallow behaviors such as liking and forwarding, and are unable to become content producers, issue setters, and value disseminators <sup>[2,3]</sup>.

## 2. The actual manifestation of student-centered participation

In the “one-stop” student community network-based cultural education practice, there are multiple practical difficulties for students’ participation. The overall situation can be summarized in the following four aspects.

First, the student role shows a tendency of acceptance, with students being positioned more as information recipients rather than content co-creators, resulting in limiting their right to speak and participation rights. Students often remain at the shallow level of behaviors such as liking, forwarding, and checking in, and are unable to enter the stages of issue setting, content planning, and value expression <sup>[4]</sup>.

Second, the participation methods exhibit a “surface-level” characteristic. The student community activities mainly consist of task-based check-ins, voting, messages, and online quizzes, lacking the issue design that combines with students’ learning life, emotional experience, and growth confusions, leading to insufficient recognition of its value by students <sup>[5]</sup>.

Third, the participation content has the problem of homogenization. The platform content is templateized and unified, lacking student perspectives, community characteristics, and contextual expressions, and disconnected from daily experiences, resulting in weakened participation intention and dissemination motivation of students <sup>[6]</sup>.

Fourth, the participation chain shows a fragmentation phenomenon. There are breaks in the complete chain from issue generation to outcome transformation. The front end is set unilaterally by management departments, while the feedback absorption and result accumulation are insufficient, making it difficult to form a continuous impact in the actual operation process <sup>[7]</sup>.

## 3. Case analysis: Insights from Soochow University

As a pilot university for the “one-stop” student community construction project by the Ministry of Education, Soochow University has established 5 Party building leadership stations and 12 functional-type Party branches in 6 student communities, and has formed a 949-member peer mentor group and 30 student growth and development support centers <sup>[8]</sup>. The university has integrated forces from the School of Marxism, the School of Communication, and others, promoting integrated offline education and training to expand online coverage. In the online cultural education section, the panoramic portrait system Sudan’s Collection, community video channels, and lobby TVs are used to push student-made short videos and a series of experiences related to Jiangnan culture. Through teacher-student tea parties and cross-disciplinary exchange meetings, the university encourages students to submit topics for community cultural exhibitions and interest workshops <sup>[9]</sup>.

This organized embedding mechanism provides an important practical approach to addressing the current practical difficulties of students’ active participation. Peer mentors, in their institutionalized roles, enter the communities, clearly defining their roles as the main actors in issue setting, content planning, and value expression. The stable organizational platform and continuous interaction channels break through the limitations of traditional task-based interactions, enhancing the substantive depth and value recognition of participation. At the same time, relying on the advantages of the peer organization’s proximity to students’ lives, the network cultural content becomes more targeted and contextually expressed, effectively bridging the fragmentation problems in the participation chain.

## 4. Student-centered participation activation path

### 4.1. Shift the subject position

Shift from being an educated object to a co-construction subject. Universities should reposition students as network culture co-creators. Through institutional mechanisms such as peer mentor groups and growth support centers, clearly define the student’s role as the subject in issue setting, content planning, and brand projects. Only by fully respecting students’ expression rights and creativity can the cultivation of talents in network culture achieve a fundamental transformation from

being oriented towards students to relying on students.

#### **4.2. Optimize platform functions**

Shift from information release to interactive co-creation. The platform should shift from one-way dissemination to two-way interaction. Add functions such as issue solicitation, content submission, voting and comments, and real-time feedback. By developing mobile submission modules, a big data profiling recommendation system, and integrating artificial intelligence tools to achieve precise push and personalized responses, the platform becomes more closely aligned with the dormitory life scene, and the students' initiative and depth of participation become stronger.

#### **4.3. Strengthen peer organizations**

Shift from scattered participation to gradient collaboration. Relying on student party members, club leaders, building managers, etc., form a network culture backbone team, forming a gradient structure of "teacher guidance - student backbone organization - ordinary students participation". By leveraging the emotional proximity and peer demonstration effect of peers, it can effectively drive more students to shift from passive observation to active co-creation.

#### **4.4. Establish feedback and incentive mechanisms**

Shift from short-term mobilization to long-term closed-loop. The students' performance in content creation, activity organization, and participation in network issues should be included in the comprehensive quality evaluation, merit awards, and growth record system. The platform should promptly display students' achievements and respond to suggestions and opinions, forming a participation - feedback - transformation closed-loop mechanism, thereby enhancing students' intrinsic motivation and sense of gain for continuous participation.

### **5. Conclusion**

The essence of "one-stop" student community network-based cultural education lies in whether students can truly become the initiators, users and shapers of the platform. The organized support practice of Soochow University demonstrates that the dual mechanism of organizational deepening and platform empowerment is an effective path to activate students' participation as the main body. This mechanism not only promotes the transformation of network cultural education from one-way dissemination to collaborative construction, but also provides a practical model for building a "life - growth - value" community.

### **Funding**

Sichuan Network Culture Research Center, a Key Research Base of Philosophy and Social Sciences in Sichuan Province, "Online Cultural Construction and Governance in Universities in the New Era" (Project No.: WLWHZX25-23)

### **Disclosure statement**

The authors declare no conflict of interest.

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