

The Practice Path of College Campus Culture Construction under the "Three All-Round Education" Background

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Abstract: As a strategic idea to implement the fundamental task of cultivating morality and talents, the concept of "three all-round education" is profoundly reshaping the educational ecology of universities. The educational pattern of "all staff, all process, and all aspects" breaks through the temporal and spatial boundaries of traditional education, integrates ideological and political education into various aspects of teaching, scientific research, and practice, and constructs a three-dimensional community for educating people. As an important field for talent cultivation, universities also need to deeply integrate campus culture construction with the concept of holistic education. This paper explores the relationship between comprehensive education and campus culture construction from the perspective of holistic education, as well as the current situation and innovative paths of campus culture construction. It aims to provide reference and guidance for the construction of campus culture in other universities.

Keywords: Three All-Round Education; Campus Culture; Construction and Practice

1. Introduction

Under the guidance of the "three all-round education" concept, the construction of campus culture in universities has become an important way to cultivate new talents of the times and provides strong support for shaping a good educational environment. As a place for imparting higher knowledge, universities are still a key battlefield for shaping values and cultivating personality; Campus culture is a subtle educational force that runs through students' daily learning, life, and social interactions, deeply influencing their ideological concepts, moral qualities, and

comprehensive literacy. Building a campus culture with distinctive connotations and the spirit of the times is not only an inevitable requirement for implementing the fundamental task of cultivating morality and talents, but also an important manifestation of enhancing the core competitiveness of universities.

2. The Relationship Between Comprehensive Education and Campus Culture Construction in Universities

2.1 Three All-Round Education is the Guiding Ideology for the Construction of Campus Culture in Universities

The "three all-round education" is an important guiding ideology for the construction of campus culture in universities, with the aim of building a comprehensive education system that cultivates students in all aspects, throughout the entire process. Under the guidance of this concept, the educational work of universities should not be limited to classroom teaching, but should run through every aspect of campus life, from multiple levels such as management, service, and practice, to achieve multi-dimensional collaborative education. All members such as university teachers, administrators, and logistics service personnel should play a role in educating students; We should influence students through words, deeds, and subtle influence, so that they can enhance their moral cultivation and sense of social responsibility while acquiring knowledge. At the same time, education should not be limited to specific time points, but should be integrated into the entire process of students' growth. From the adaptation education at the beginning of students' enrollment, to the value guidance in professional learning, to the social practice and career planning before graduation, universities need to fully play their role in educating

students at every stage to comprehensively ensure their development.

2.2 The Construction of Campus Culture in Universities is an Important Carrier for "Three All-Round Education"

If "three all-round education" is the core idea of talent cultivation in universities, then campus culture construction is the practical basis for the implementation of this idea. The construction of university culture is a concrete manifestation of the concept of "three all-round education" and an important means to achieve the goal of "three all-round education". The construction of campus culture can provide a practical platform for educating all students; Campus cultural activities typically involve the participation of multiple stakeholders. Schools can organize interdisciplinary innovation competitions, allowing teachers, corporate mentors, social experts, and others to jointly guide students, breaking the traditional "single teaching by teachers" model and facilitating students to receive more comprehensive education through multi-party collaboration. The construction of campus culture ensures the continuity of the entire process of educating people. The four years of university are an important period for students' values to gradually mature; Campus culture ensures that students are influenced by positive culture at different stages through activity planning, environmental shaping, and other methods, thus making cultural construction run through the entire process of student growth. Most importantly, campus culture construction can effectively achieve all-round education. A high-quality campus cultural environment can stimulate students' ideological depth, artistic cultivation, social responsibility, and other aspects of literacy. For example, some universities have established "Plastic Free Campus" programs to encourage students to reduce the use of plastic products, and to integrate environmental protection concepts into students' daily lives through various methods such as environmental lectures, themed exhibitions, and volunteer actions. These measures enable students to develop environmental awareness unconsciously, which is the concrete practice of all-round education.

3. The Current Situation of Campus Culture Construction in Universities under the

"Three All-Round Education" Background

3.1 Lack of Long-Term Planning for Campus Culture Construction

The construction of campus culture requires a systematic top-level design and a long-term promotion mechanism. However, in reality, some universities still have obvious shortcomings in this aspect. Some universities' campus cultural construction plans lack continuity and foresight, and many cultural activities are mainly short-term projects or phased activities, lacking long-term development plans. This leads to poor coherence in cultural construction. For example, some universities vigorously promote certain cultural activities at a certain stage, but with the replacement of leadership teams or changes in policy priorities, most of these activities are shelved or even cancelled. This has led to a fragmented state of campus cultural construction. Some universities lack a comprehensive layout and systematic implementation plan for cultural construction. In promoting cultural construction, there is a lack of systematic coordination and arrangement, and various links are often disconnected, failing to form a joint force. Although some universities have established various cultural activities, these activities are often independently planned by different departments, lacking unified goals and overall direction. It results in scattered cultural activities and ultimately affecting the educational effectiveness of these activities. [1] In addition, the lack of effective evaluation and feedback mechanisms is also an important factor affecting the sustainable development of campus culture construction. Many universities lack a scientific evaluation system after implementing cultural construction plans, making it difficult to measure the effectiveness of cultural activities.

3.2 The Characteristics of Campus Culture Construction Are not Obvious

The construction of campus culture in universities not only needs to comply with the national education policy, but also should demonstrate its uniqueness. However, in reality, many universities lack personalization in their cultural construction, and there is a phenomenon of homogenization, resulting in the failure to form unique cultural brands and

the homogenization of cultural content. Currently, many campus cultural activities in universities revolve around the values of socialism with Chinese characteristics; However, in practical applications, the methods and contents adopted by various universities are mostly similar. For example, many universities hold events such as "Academic Culture Festivals" and "Science and Technology Innovation Competitions", but the modes and themes of these activities are monotonous and lack innovative points that can reflect the characteristics of the university. In addition, the lack of integration between regional culture and disciplinary characteristics is also a problem. The cultural construction of universities should fully integrate the historical and cultural resources of the location and the disciplinary advantages of the university, in order to form a unique campus culture. However, most universities fail to fully tap into their own academic traditions and regional culture in the process of cultural construction, and simply borrow or replicate cultural activities from other universities. This kind of "appropriation" makes campus culture lack distinct personality and difficult to generate lasting attraction for teachers and students. [2] In addition, the construction of cultural brands in universities is insufficient. Although some universities have carried out cultural activities with certain influence, they have not been able to carry out systematic brand building. Although these widely influential activities have received attention for a while, they have not been able to maintain their influence in the long term due to the lack of sustained promotion, and it is difficult to form lasting cultural effects.

4. The Practice Path of Campus Culture Construction in Colleges and Universities under the "Three All-Round Education" Background

4.1 To Improve Top-Level Design and Build a Collaborative Mechanism

The construction of campus culture in universities must achieve long-term development under the background of "three all-round education", focusing on the overall layout and establishing a systematic and sustainable promotion mechanism to enhance the coherence and effectiveness of cultural

construction and education. To this end, schools should start with top-level design, formulate campus cultural construction plans that are in line with the school's development positioning, incorporate cultural construction into the overall development strategy of the school, clarify long-term goals, phased tasks, and specific implementation paths, in order to ensure the continuity and sustainability of cultural activities. Then, the school will establish a stable management system and policy guarantee mechanism to ensure that cultural construction will not be interrupted during the process of changing leadership teams or policy adjustments, but can be continuously optimized and upgraded on the basis of existing achievements, forming a long-term cultural tradition. This enables campus culture to innovate and develop through inheritance and innovation. Subsequently, universities need to pay attention to strengthening overall coordination, promoting the organic integration of various aspects of cultural construction, break down barriers between different departments, and establish cross departmental collaborative work mechanisms; it can help build a unified framework for cultural construction, and coordinating the planning of ideological and political education, disciplinary and professional construction, social practice activities, and other aspects. Various cultural activities should be carried out around a common goal of educating people, avoiding the problem of campus cultural activities acting independently and with scattered goals; At the same time, universities should also plan resource allocation reasonably, fully leverage the positive role of teachers, student organizations, and social resources, and make cultural construction more dynamic and diverse. [3] In addition, universities should abandon the previous simple assessment based solely on the number of activities and participants, and build a more targeted, scientific, and feedback mechanism improved evaluation system. By using a combination of quantitative and qualitative methods, the influence, recognition, and promotion of student growth of cultural construction should be comprehensively examined; We should also strengthen the feedback from teachers and students, use methods such as survey interviews and case analysis to gain a deeper understanding of the

actual effectiveness and existing problems of cultural construction, and use this as a basis for dynamic adjustment and optimization. This enables the construction of campus culture in universities to truly achieve long-term development under the background of "all-round education", providing lasting and profound cultural nourishment for students' comprehensive growth.

4.2 To Highlight Distinctive Development and Build Campus Brand

To break away from the tendency of homogenization and demonstrate uniqueness in the construction of campus culture in universities, schools should first deeply explore disciplinary advantages and regional cultural resources, combine their own historical characteristics with campus cultural construction, and carry out activities that combine professional depth and cultural interest, such as science and technology humanities forums, engineering design competitions, cultural theme theaters, etc., rather than simply copying the cultural festival models of other universities. For example, Jilin International Studies University has launched more than 20 campus brand activities with the characteristics of Jilin International Studies University, such as "Strengthening the Foundation and Cultivating Virtue", "Diligent Learning Style", or "Innovation Empowerment", with the brand themes of "Ambassador Lecture, Respecting China, Volunteer Overseas Chinese, Wisdom Academy, Peer Assistance, Career Exchange, Sower Action", and the results have been good. At the same time, campus cultural construction should not be limited to the level of activities, but should also establish a systematic cultural education system. To this end, universities can promote interdisciplinary and cross disciplinary cultural integration, allowing knowledge systems from different disciplines to interweave and permeate campus culture. For example, in addition to traditional academic lectures and literary performances, cultural themed activities can also introduce interdisciplinary cultural experimental courses, allowing the speculative spirit of humanities to be organically combined with practical exploration, thus forming a campus cultural ecology with profound connotations. The most important thing is that every university should

create a unique cultural IP based on its own cultural traditions, shifting cultural activities from single dissemination to long-term accumulation; The unique cultural achievements of the school can be accumulated through methods such as the school history museum, cultural databases, and platforms for original works by teachers and students. With the help of new media for systematic dissemination, cultural brands can be deeply rooted in people's hearts or deeply explore their own characteristics, strengthen the integration of academia and culture, and build a sustainable brand system, such as the "Celebration Event in Tsinghua University" and "Cherry Blossom Festival in Wuhan University" events. This enables universities to truly shape the uniqueness of campus culture.

5. Conclusion

In summary, the proposal of the "three all-round education" concept provides a new opportunity for the construction of campus culture in universities. Under the guidance of adhering to the core values of socialism with distinctive characteristics, universities should collaborate to highlight their characteristics and build campus cultural brands. This aims to continuously broaden the depth of campus cultural construction and create a strong new era campus cultural atmosphere.

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