

Position Construction of "One-stop" Student Community Education Mode in Higher Vocational Colleges

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Abstract: This article focuses on the position construction of "one-stop" community education model for students in higher vocational colleges (HVC). Under the background of tertiary education reform, "one-stop" community education mode for students has become an important exploration to improve the quality of education. The research uses literature research method to sort out the relevant theoretical achievements, and uses logical analysis method to analyze the main points of position construction. It is found that the position construction of "one-stop" student community education mode in HVC covers key elements such as spatial layout, resource allocation and cultural atmosphere. Spatial layout needs to pay attention to functional zoning and connectivity, resource allocation involves the rational allocation of human, material and information resources, and the creation of cultural atmosphere includes spiritual, institutional and material cultural aspects. Based on this, this article puts forward strategies such as optimizing spatial layout, integrating and utilizing resources, and strengthening cultural construction, aiming at providing theoretical and practical reference for the position construction of "one-stop" student community education mode in HVC and helping to improve the effectiveness of education.

1. Introduction

Under the background of the rapid development of tertiary education, the educational environment of HVC is undergoing profound changes [1]. With the diversified development of society, the needs of higher vocational students are increasingly diversified, and the traditional education model gradually shows its limitations in meeting the needs of students' all-round development [2]. In this situation, the "one-stop" community education model for students came into being and became an important exploration direction of education reform in HVC [3].

"One-stop" student community aims to integrate all kinds of educational management service resources into the student community space and provide students with convenient, efficient and all-round service and education guidance [4]. This model is not only a re-planning of physical space, but also an innovative change of educational concept and mechanism, which is of great significance to improve the quality of education in HVC [5].

This article aims to deeply study the position construction of "one-stop" student community education mode in HVC, and clarify the key elements and effective strategies of position construction through theoretical discussion and logical analysis, hoping to provide theoretical support and practical reference for HVC to improve the effectiveness of education. Theoretically, it is helpful to enrich and improve the theoretical system of educational mode in HVC; From a practical point of view, it can provide practical guidance for the concrete "one-stop" student community construction in HVC.

2. Theoretical basis of "one-stop" community education mode for students in HVC

2.1. Definition of the concept of "one-stop" student community

The "one-stop" student community in HVC is a living and learning space that deeply integrates the functions of education, management and service [6]. It takes students' needs as the core, breaks

down the barriers between traditional departments, and concentrates all kinds of resources originally scattered in different departments of the school, such as academic guidance, life service, ideological education, etc., in the community to realize the convenience and efficiency of services. This kind of community is not a simple accommodation area, but a multi-functional one, aiming at providing all-round and whole-process support for students and promoting their all-round development.

2.2. Education mode theory

Holistic education emphasizes the cultivation of a complete person and pays attention to the coordinated development of students' knowledge, emotion, physical and social skills. In the "one-stop" student community education model, the theory of holistic education provides value orientation for it [7]. The community not only pays attention to the study of students' professional knowledge, but also carries out various cultural, sports and social practice activities to cultivate students' comprehensive quality, shape students' sound personality, and strive to improve students' morality, intelligence, physical fitness, beauty and labor.

The theory of collaborative education holds that education is a process in which many subjects participate together. In the "one-stop" student community, the school administrative departments, teaching units, logistics departments and student organizations cooperate with each other. The administrative department provides policy support and resource allocation, the teaching unit is responsible for imparting professional knowledge and academic guidance, the logistics department guarantees the life service of the community, and the student organizations play the role of self-management and self-service. All subjects work together to form a joint force of educating people and jointly promote students' growth.

2.3. Positions related theory

The theory of space construction emphasizes that space has an important influence on people's behavior and psychology. In the construction of "one-stop" student community positions, according to this theory, it is necessary to create a dynamic and friendly space environment [8]. By reasonably planning different functional areas such as study, leisure and communication, and using appropriate colors, decorations and facilities layout, we can create a comfortable, convenient and cultural space and stimulate students' interest in learning and desire for communication.

The theory of resource integration points out that effective integration of scattered resources can bring greater benefits into play. For the "one-stop" student community, we should integrate the resources such as manpower, material resources and information within the school, and introduce external resources, such as enterprise internship opportunities and expert lecture resources, to realize the optimal allocation of resources and provide students with more opportunities for learning and development.

3. Key elements of the position construction of "one-stop" student community education mode in HVC

3.1. Spatial layout

(1) Functional partition

The spatial layout of "one-stop" student community in HVC needs scientific and reasonable functional zoning [9]. The study area should be equipped with quiet and comfortable study rooms and discussion rooms to meet the needs of students' daily study and group discussion; The living service area covers canteens, supermarkets, clinics, etc., providing convenience for students' daily life; Auditorium, gym and cultural corridor can be set up in the cultural activity area to enrich students' extracurricular cultural life. For example, the study room in the study area should ensure sufficient lighting and good sound insulation effect, and the seminar room should be equipped with multimedia equipment to support diversified learning exchanges.

(2) Spatial connectivity

Connectivity between different functional spaces is very important. Convenient spatial connection can promote students to switch freely between different activities and improve the efficiency of community use. For example, from dormitory to study area, living service area and cultural activity area, there should be convenient passages to reduce the time and energy spent by students on the road and create a smooth community activity experience.

3.2. Resource allocation

(1) Human resources

Community education is inseparable from all kinds of human resources. Teachers should not only have professional course teachers, but also be equipped with ideological and political teachers and life tutors. Professional course teachers can carry out extracurricular tutoring in the community, ideological and political teachers can guide their thoughts, and life tutors can solve students' life puzzles. Student backbones, such as student union members and class cadres, can assist teachers in community management and activity organization, and play the role of peer assistance. Different human resources have clear roles in community education and cooperate with each other (see Figure 1).

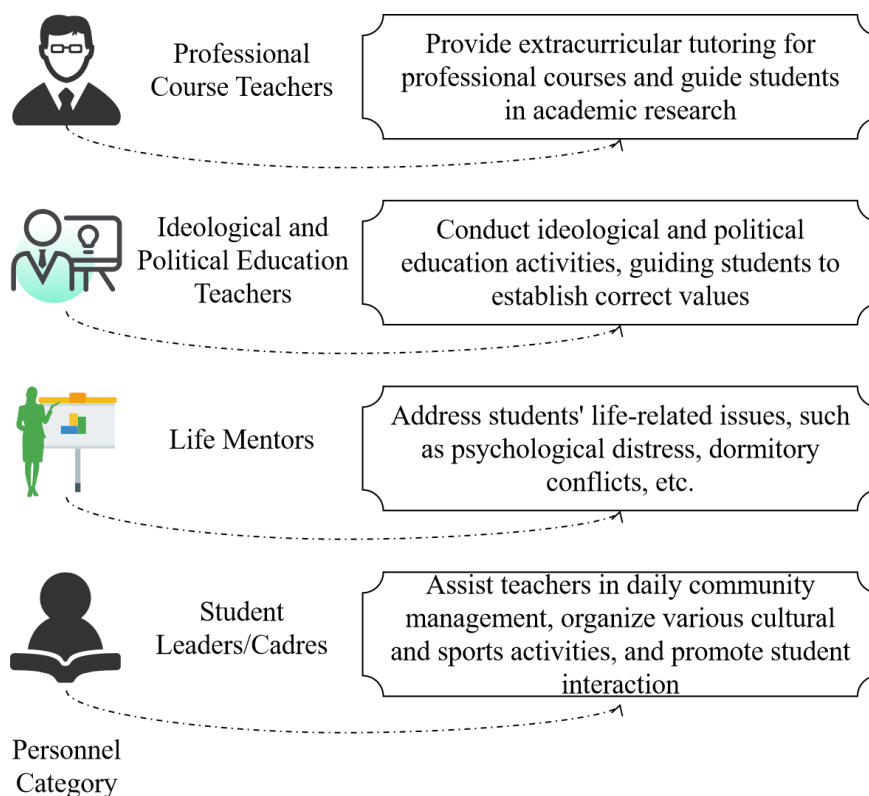


Figure 1 Roles and responsibilities of human resources in "one-stop" student community in HVC

(2) Material resources

In terms of teaching facilities, in addition to traditional classrooms, communities should be equipped with modern laboratories and training bases to meet the needs of practical teaching. Cultural facilities, such as art exhibition halls and library branches, enrich students' cultural horizons. Living facilities include comfortable dormitory furniture, convenient public laundry equipment, etc., to improve students' quality of life. All kinds of material resources need to be maintained and updated regularly to ensure their normal use.

(3) Information resources

In the study materials, we should integrate all kinds of professional course materials and academic documents to facilitate students to consult at any time. Life information covers campus activity notices, employment information, life tips, etc. Schools can build a community information platform to realize the centralized release and sharing of information, so that students can get the information they need in time.

3.3. Cultural atmosphere

The community should cultivate positive spiritual culture and shape unique educational ideas and values. Through carrying out thematic education activities, such as the theme propaganda of "artisan spirit", students are guided to establish correct professional outlook and values. Hold a sharing meeting of outstanding students' deeds, encourage students to learn from role models, and create a diligent and enterprising atmosphere.

A perfect institutional culture is the guarantee for the orderly operation of the community. From the daily management regulations of the community, such as dormitory schedule and health system, to the norms of student behavior, it should be clear and reasonable. While strictly implementing the system, we should pay attention to humanized management, so that students can develop self-discipline consciousness in the process of observing the system.

The material culture of the community is embodied in the environmental layout and logo design. Sculptures and murals with cultural connotations are set up at community entrances, corridors, squares and other areas to show the historical and cultural characteristics of the school. Design a unique community logo to enhance students' sense of identity and belonging to the community.

4. Strategies for the position construction of "one-stop" student community education model in HVC

4.1. Optimization of spatial layout strategy

(1) Student-oriented design

Through questionnaires, student seminars and other ways to understand the needs of students. In a demand survey of 100 students (see Table 1), more than 70% students want to set up a special creative studio in the community to carry out innovative practice activities; About 60% students expect to increase outdoor leisure communication space. Based on the results of this kind of research, we should rationally plan the space, transform some idle spaces into creative studios, and plan an outdoor communication area with pleasant scenery in the community, equipped with comfortable tables and chairs to meet the diverse needs of students.

Table 1: Survey Results on Higher Vocational College Students' Demand for "One-Stop" Student Community Spaces

Space Demand Item	Expected Proportion of Respondents
Creative Studio	70%
Outdoor Leisure and Communication Space	60%
Quiet Independent Study Room	55%
Multi-functional Performance Hall	40%

(2) Create a multi-functional integration space

Break the single function of traditional space and create a "learning-leisure integrated space". In this space, some areas are set as quiet reading areas, equipped with comfortable tables and chairs and plenty of books; The other part is set as a leisure discussion area, where sofas and coffee tables are placed and coffee drinks are provided. Students can not only study alone here, but also have group discussions or relax with their classmates. Another example is the "life-education integration space", which combines dormitories with small learning exchange areas and cultural exhibition areas, so that students can receive cultural edification and ideological education in their daily lives.

4.2. Resource integration and utilization strategy

School departments should break down resource barriers and establish a sharing mechanism (see Figure 2). For example, the teaching department will open professional laboratories to community students in their spare time for students to independently carry out experimental exploration. The library connects some electronic resources to the community information platform, which is convenient for students to consult at any time. The logistics department regularly provides life skills training for students, such as home appliance maintenance and cooking skills. Through resource

sharing, we can improve the efficiency of resource utilization and meet the various development needs of students.

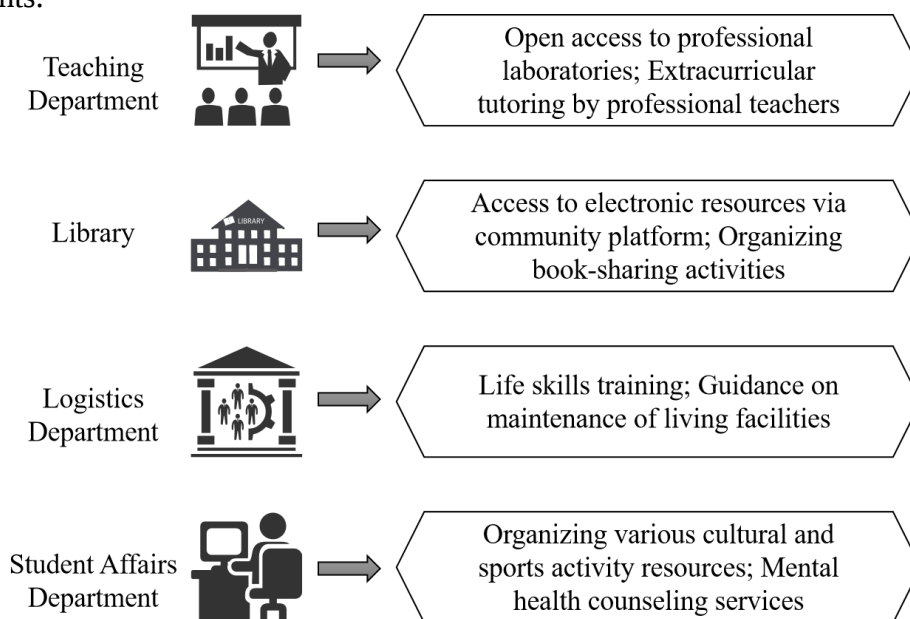


Figure 2 "One-stop" student community resource sharing departments and resource types in HVC

Schools should strengthen cooperation with enterprises and social organizations, and fully tap into social resources. Enterprise technical backbone can be invited to conduct vocational skills lectures in the community, providing students with cutting-edge industry information and practical experience; Social organizations can collaborate to introduce volunteer service projects, further expanding students' social practice channels. For example, universities can establish practice bases with well-known local enterprises to provide students with holiday internship opportunities, effectively enhancing their professional quality and practical abilities.

4.3. Cultural construction strategy

Community management departments should regularly carry out various themed cultural activities to enrich residents' cultural life. For example, community cultural centers can hold "traditional culture festivals" to promote excellent traditional Chinese culture through activities such as calligraphy, painting, and traditional handicraft exhibitions; Vocational colleges can hold "Vocational Skills Competition Month" activities, organize skills competitions related to their majors, and effectively stimulate students' enthusiasm for learning professional skills. Each activity is carefully planned in advance and widely publicized to attract students' active participation.

Use online and offline channels to spread community culture. Online, through the community official WeChat WeChat official account, Tik Tok account, etc., release cultural activity information and push cultural knowledge content. Offline, cultural posters are posted on community bulletin boards and corridors, and cultural display walls are set up to display outstanding works of students and achievements of community cultural activities, so as to create a strong cultural atmosphere in all directions.

5. Conclusions

This article discusses the position construction of "one-stop" community education mode for students in HVC, and draws the following conclusions:

On the theoretical level, the "one-stop" student community integrates the theories of holistic education and collaborative education, takes the all-round development of students as the core, and realizes the educational goal through multi-agent collaboration. Its position construction involves space construction, resource integration and other related theories, which provides a basis for creating a high-quality educational environment.

In terms of key elements, the rational planning of spatial layout, the effective allocation of resources and the careful creation of cultural atmosphere are the core of the "one-stop" student community education model. The space with clear functional divisions and good connectivity, the optimization and integration of human, material and information resources, and the positive spirit, system and material culture together constitute a solid foundation for educating people.

The planning and design team should optimize the spatial layout according to the actual needs of students, and focus on creating a multifunctional comprehensive space; The resource management department needs to establish a sound resource sharing mechanism and actively explore social resources to ensure effective integration and full utilization of various resources; The cultural propaganda department should regularly carry out themed cultural activities and broaden cultural exchange channels to continuously strengthen campus cultural construction. These strategies are of great significance to improve the effectiveness of educating people.

In the future, we should further deepen the research on the position construction of "one-stop" student community education mode, and innovate the education mode and position construction method in combination with the development of new technology, so as to better meet the needs of the all-round development of higher vocational students and promote the high-quality development of tertiary education.

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