

From Tangible to Effective: A Study on the Practical Pathways of Consolidating Education on a Sense of Community for the Chinese Nation in Colleges and Universities under the Concept of "Three Comprehensive Education"

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Abstract: In November 2025, the meeting to strengthen the pilot reform of education for consolidating a sense of community for the Chinese nation clearly stated that it is necessary to promote a systematic leap in this education from "tangible to perceptible" and from "perceptible to effective". This necessary indication shows that colleges and universities in the new era should enhance education with a sense of social responsibility for the Chinese nation. As the basic idea and general direction of ideological and political education in colleges and universities in the new era, "Three Comprehensive Education" is in harmony with and serves this educational cause. In accordance with the concept of "Three Comprehensive Education", this paper systematically studies the practical paths for promoting education in the sense of community for the Chinese nation in colleges and universities from three dimensions: comprehensive education for all staff, comprehensive education at every stage of life, and comprehensive education in all aspects. To this end, we will strengthen the cultivation of students' learning and application abilities by deepening their sense of meaning in learning and thereby enable them to take an active part in building a modern, high-quality Chinese civilization.

Keywords: Three-in-one Education, a Sense of Community for the Chinese Nation, Systematic Leap, Practical Pathways, Colleges and Universities.

Introduction

Colleges and universities should promote moral education to nurture a new generation of individuals who are fit to carry out the great cause of national rejuvenation. At the meeting to strengthen the pilot reform of education for consolidating a sense of community for the Chinese nation in November 2025, it was pointed out that one needs to understand the new circumstances, new tasks and new demands, improve problem orientation, goal orientation and effect orientation, constantly identify traction points, strengthen monitoring and evaluation, consolidate reform achievements, and thus promote a systematic leap in the education of consolidating a sense of community for the Chinese nation "from tangible to perceptible and from perceptible to effective"^[1]. The "three comprehensive education" at colleges and universities fully integrates the basic task of cultivating virtue and nurturing new generations into all aspects of education and teaching, covering the whole process of student growth and development comprehensively^[2]. It is to be expected that, in the new era, a high-quality system of ideological and political work will be established and a talent cultivation system will be built. Promoting the education of consolidating a sense of community for the Chinese nation in light of the concept of "Three Comprehensive Education" is an aim to achieve the basic task of cultivating virtue and nurturing new generations, and it is also an unavoidable choice in realising the systematic leap of education from "tangible" to "perceptible" and then to "effective".

1. Logic of the Systematic Leap in Education for Consolidating a Sense of Community for the Chinese Nation: From Tangible to Perceptible to Effective

To go from tangible to perceptible, a carrier needs to be built and emotions evoked. Tangible refers to the construction of carriers, positions and systems for education that strengthen the sense of

community for the Chinese nation, and it serves as the material carrier foundation for educational work. Most colleges and universities have created some material carriers so far, such as curriculum systems, practice bases and cultural symbols. However, in order to achieve a leap from the tangible to the perceptible, educational work should move from building external carriers to evoking internal emotions. More participatory and experience-oriented teaching materials can help students have a better emotional experience in learning and foster a sense of belonging.

Awareness has caused a change in behaviour as a result of an emotion. Perceptibility is a way of expressing one's emotions psychologically, and it can help students develop a deeper sense of awareness and belonging to the Chinese nation through emotional experience^[3]. To move from the perceptible to the effective, emotional identification needs to be further transformed into value beliefs and behavioural consciousness; thus, the sense of community for the Chinese nation should be truly internalised in the mind and externalised in action.

Organised leaps in education have strengthened the sense of community among the Chinese nation, advanced the progress from concrete to abstract and from abstract to concrete, and thus placed higher demands on the systematic nature, synergy and continuity of educational work. The idea of "Three Comprehensive Education" is to provide all-encompassing education for all students at all times and in all areas, and it is highly consistent with the demands of systematic progress in educational work. Only through the combined effect of the "Three Comprehensive Education" concept can we promote the systematic leap in education, strengthen the sense of community for the Chinese nation effectively, move from the construction of "tangible" carriers to "perceptible" emotional resonance, and finally achieve the transformation of "effective" behaviour.

2. Practical Pathways for Consolidating Education on a Sense of Community for the Chinese Nation in Colleges and Universities from Tangible to Effective under the Concept of "Three Comprehensive Education"

2.1 Based on Comprehensive Education for All Personnel, Expand the Scope of Education and Enhance the Sense of Community for the Chinese Nation

2.1.1 The Educational Responsibilities of Multiple Subjects

The "Three Comprehensive Education" in colleges and universities requires that ideological and political education be integrated into all aspects of education and teaching, as well as into the process of student development, to achieve an organic combination of ideological and political education with education and teaching in fulfilling their educational functions^[4]. It is not only the responsibility of counsellors and teachers of ideological and political courses but also the active participation and full support of professional course teachers, administrative management staff and logistics service personnel. Joint operation of multiple-subject educational models can expand the scope of education and enable students to feel the influence of a sense of community for the Chinese nation in all aspects of their school life.

2.1.2 The Construction Pathways of the Educational Community

By establishing the concept of comprehensive education for all staff, clarifying the responsibilities and missions of different types of "personnel", and strengthening the construction of both full-time and part-time teaching staff inside and outside the school, one can create a "big ideological and political" pattern that promotes education based on a sense of community for the Chinese nation; this pattern should have unified leadership from the university, clear division of labour and cooperation among departments, and full participation of teachers and students. Build an all-inclusive education system for all staff, strengthen top-down design, scientifically design work systems and implementation systems to ensure full participation, and clarify the responsibilities of all kinds of staff in different departments. Build an evaluation system for the comprehensive education of all staff and improve the feedback and evaluation system of each category of "personnel"; thus, an educational community that can foster a sense of community for the Chinese nation will be established.

2.1.3 Addressing the Problem of "Personnel" Shortage Caused by Cognitive Biases in Educational Subjects

Comprehensive education for all staff in colleges and universities does not mean that everyone needs to be in charge of the students; rather, it means that everyone is responsible for education, and each position has its own teaching duties. The boundary cognitive bias is the belief that educational

work is solely the responsibility of counselors and ideological and political course teachers, and it does not concern oneself with it; the capability cognitive bias is a lack of knowledge about what to teach and how to teach, and due to the fear of doing so poorly, one chooses not to do it at all; the mechanism cognitive bias is the absence of motivation, paths, and feedback for educational work. Reduce the bias and inform the staff that all-encompassing education for them is not extra work but a necessary part of their jobs. Organise case presentations based on different jobs, such as how logistics staff can participate in consolidating education on the sense of community for the Chinese nation, to break the idea that only counselors and ideological and political course teachers are responsible for education. By creating responsibility lists for each position, it can be helped to clarify the specific duties of professional course teachers, administrative management personnel, logistics staff and other categories of "personnel" and make these responsibilities visible, concrete and feasible. Organize job-specific education and training; build a mutual-assistance education system to solve the problem of not knowing how to carry out education by teaching people how to learn; establish assessment standards for job-specific education and change the form of educational work from "soft demand" to "hard constraint"; actively promote educational role models and create platforms for sharing educational stories to build an environment of all-encompassing education for all staff; change the mode of educational work from "being told to do" to "wanting to do", so that the slogan of "comprehensive education by all personnel" becomes a work pattern in which everyone feels a sense of responsibility, takes the initiative in their duties, and has the ability to do so; thus, it will solve the problem of "personnel" shortage caused by cognitive biases in educational tasks.

2.2 Integrate all-round education at all levels and promote the all-round development of education to strengthen the sense of community among the Chinese nation

2.2.1 A Three-Stage Development Plan for Opening Up the Progressive Vertical Educational Context

The foundation for all-round education at all times is to continuously advance ideological and political education during the university years, and to build a closed-loop system from admission to graduation with strong links among all these links^[5]. It is concerned with the continuity and stability of the educational process, covering all students at all times and in all stages of their lives, from their time at university and during their studies to their work and life after graduation^[6]. Considering the growth and cognitive development of students, a whole-process education system will be gradually built in stages. The first stage is the enrollment adaptation period, and at this time, all kinds of educational activities will be organised, such as orientation education, theme class meetings, environmental acclimatisation and course studies, to sow the seeds of identity, help students develop a sense of belonging, achieve cognitive enlightenment, and reach the leap from tangible coverage to perceptible resonance in education for strengthening a sense of community for the Chinese nation. The second stage is a time of rapid development, and during this period, various forms of education, such as curriculum-based ideological and political education, cultural immersion, club activities and role model guidance, are employed to cultivate students' value identification and achieve a leap from perceptible identification to value resonance. The third stage is the graduation practice period; at this time, various educational modules will be integrated, such as internships, career guidance and graduation education, to allow students to gain more practical experience, take the initiative, move from internalisation of thought to externalisation in practice, and achieve a leap from value resonance to effective practice.

2.2.2 A Five-Ring Linkage for the Horizontal Educational Path

Education to strengthen the sense of community for the Chinese nation is now one of the five educational areas: curriculum, scientific research, practice, culture and employment; thus, a five-ring linkage educational structure has been formed. One should make full use of the main channel for curriculum education, make full use of the role of the main front, carefully improve high-quality courses, explore relevant elements in professional courses, build a thematic teaching content system, and promote students' deeper understanding of ethnic unity through their professional studies. Organise and carry out teaching and research activities, guide teachers and students to conduct targeted related research in their respective fields, improve the effectiveness of curriculum integration through teaching and research activities, and strengthen the theoretical confidence of teachers and students with scientific research activities. Enhance the teaching effect of practice by integrating education with the cultivation of a sense of community among the Chinese nation in internships, training and other social activities, so that students can move from practical participation and emotional resonance to a sense of social responsibility. Expand the front of cultural education by inheriting excellent traditional Chinese culture and creating distinctive campus cultural brands so that students can experience all kinds of emotions through cultural immersion. Take an employment-oriented approach to integrate education

that fosters a sense of community for the Chinese nation into career planning and employment guidance, help graduates find jobs at the grassroots level, and motivate them to contribute to the development of regions in urgent need of such support for the motherland.

2.2.3 Strengthen Safeguard Measures for the Educational Support System

According to the different stages of change in students' cognition, a spiral-up curriculum system with vertical consistency and horizontal integration should be established. By keeping the educational goals clear at all times, we can build a three-tier curriculum system of "mandatory courses + elective courses + implicit courses", reasonably plan the content of these courses, and adjust teaching methods in a timely manner so that the goal of strengthening the sense of community for the Chinese nation is covered in all links of cultivation and achieved fully. Build a monitoring and evaluation system to track how well the implementation process is going and what educational results have been achieved in fostering a sense of community for the Chinese nation in a regular and systematic way. Target the students' cognitive foundation, emotional tendencies and behavioural habits before enrollment; observe the changes in their cognition, emotions and behaviour after enrollment; and at the time of graduation, assess their all-round literacy, career values and future plans with basic knowledge tests, emotion scales, growth portfolios and comprehensive literacy tests. Collect the results of the above assessments, and according to them, adjust the cultivation plan, strengthen supervision and evaluation, etc. A Home-School-Community Collaborative Education Model will be established. Through home-school cooperation, university-local coordination and university-enterprise cooperation, it is possible to break away from the isolation of university education and achieve a state of collaborative education involving the university, family and society.

2.3 Strengthening All-round Comprehensive Education and Building a Solid Foundation for Education in Consolidating a Sense of Community for the Chinese Nation

2.3.1 Management Education and the Manifestation of Value Orientation in System Operation

All kinds of management systems have been employed to manage the students during their time at university, such as dormitory management, class attendance, disciplinary actions, awards and recommendations, financial aid, etc. The Design and Implementation of these Systems will indirectly promote the moral education of students. The first three items in the management system are fairness and justice, student-centredness and value education. In the Design of the system, the value orientation of consolidating a sense of community for the Chinese nation should be added to the system text; thus, the management system will be turned into an effective educational carrier to clarify the responsibilities of students and the university, using warm language to explain "how to do" and "why one should do it this way". In the course of building the system, help students learn about the reasons for doing so; flexibly arrange according to the ideas of fairness and justice; respect the different abilities of the students and respond to their individual needs. As managers, we should lead by example, respect all the students, and be fair, honest and consistent in our words and actions. At the same time, according to the evaluation results of the system, one can obtain knowledge on the progress of implementation, promptly correct any problems that occur, and continue to improve the educational function of the management system.

2.3.2 Service Education: Spreading Warmth in Daily Life Services

Service education can help make the abstract carriers of service, such as logistics support, daily life services and hardship assistance, concrete experiences of warmth for students; thus, students feel cared for and strengthen their sense of identity in the course of receiving services. All parts of students' lives are covered by this type of education, and it can directly touch their senses and emotions to gradually convey values. Given the diversity of students in the catering service, a large number of various food options should be provided; activities such as distributing Tangyuan (sweet rice balls) during the Lantern Festival and mooncakes during the Mid-Autumn Festival can be organised to strengthen ethnic identity in a festive atmosphere, and themed food events can be held to promote mutual understanding among students from different backgrounds. Participation in the organisation of canteen and kitchen work can help students learn to value food and respect labour. Dormitories are the students' "homes" in the school, and they can help foster a sense of belonging and psychological stability. These areas should be improved by building multi-functional themed rooms for study, communication and activities, and also organising life skills workshops that integrate ideological and political education into the daily life of the dormitory and cultural development. The goals of the educational objectives for the financial aid service are to provide targeted assistance, keep detailed records of the support provided, highlight

outstanding aided students as role models, promote gratitude education, and motivate recipients to engage in volunteer work; thus, they will be able to help others and receive support at the same time. In addition to the regular medical services, health education can also be offered in the form of student wellness programs, outreach activities on disease prevention, first aid and medication safety, and the establishment of accessible mental health counselling centers. Finally, with the provision of all-round daily service support, such as convenient shopping, prompt maintenance, safe transportation and reliable security, students can focus on their studies and enjoy life at school without the burden of basic necessities.

2.3.3 Organisational Education: Fostering a Sense of Community in Collective Life

Educational institutions, such as classes and clubs, can help students develop a sense of belonging and identity in the Chinese nation by organising group activities, and make the "tangible carriers" of organisational work more "perceptible" collective experiences for the students. Take the class as the basic unit, then improve the composition of the class, increase class activities, and strengthen class construction to form a small unit of ethnic unity. Integrate education on strengthening the sense of community for the Chinese nation with association activities, encourage participation from all sectors, and organise joint activities to promote cross-ethnic cooperation among associations. Support should be given to the development of ethnic culture associations, such as ethnic song and dance troupes and craft societies, to create a colourful platform for the integration of all sorts of interests.

2.3.4 Spatial Education: Promoting Interaction, Exchange and Integration in an Inter-embedded Environment

Through Spatial Planning, Design and Construction of the Campus, it is possible to create an environment that promotes interaction, communication and integration among students of different ethnic groups, and thus make space itself a vehicle and a source of education. Introduce mixed accommodation to promote the communication and integration of students from different ethnic groups, organise mutual-aid activities in the dormitories and on all floors and buildings, create a warm atmosphere, and at the same time set up a dynamic accommodation adjustment mechanism to make timely and reasonable dormitory allocations. Students can use the classrooms, study rooms and experimental-training rooms for further study, promote collaboration and cooperation in learning, etc. Public places, such as libraries, teaching buildings and cafeterias, are rich in cultural symbols of the university, slogans for ethnic unity and other pictures that can be used to create thematic landscapes to spread a sense of community among the Chinese nation and move people's hearts, much like the spring breeze and autumn rain. Expand the area of multi-functional activities, the cultural exhibition area and the space for interaction and exchange to create a relaxed atmosphere for interaction and promote interaction, exchange and integration among students of all ethnic groups.

2.3.5 Cultural Education: Building a Common Spiritual Homeland through Immersion and Influence

Culture is a rich source of values and has had a long-lasting impact on education. Through all kinds of cultural activities, such as reciting classical Chinese, showing off calligraphy, learning the skills of intangible cultural heritage velvet flower making, etc., students can be led to experience and feel the beauty of traditional Chinese culture and gain spiritual inspiration. Organise studies of the advanced deeds of national ethnic unity and progress models and exemplary figures of the era, carry out theme education on "strengthening the country depends on us", foster a culture of innovation and entrepreneurship, inspire students' sense of mission and responsibility, motivate them to integrate their own development with the general development of the nation, and achieve self-worth in serving the motherland.

2.3.6 Online Education: Expanding the Educational Space through the Integration of Virtual and Real-World Teaching

Online space has the characteristics of being always-on, ubiquitous, immersive, interactive and precise in education. Therefore, we need to firmly hold the front line of online education and make cyberspace a core platform for building a sense of community for the Chinese nation, thus inspiring students to expand their horizons and deepen their ideological identification through the integration of online and offline experiences. Communication matrices need to be built for all media, such as official websites, WeChat public accounts, short-video channels, etc., and an integrated digital ideological and political platform should be created to break through the limitations of time and space, strengthen the connection between teaching and learning, and allow students to actively learn and explore topics together. Build an intelligent service window that can offer personalised and intelligent

recommendations for the supply of cultural resources based on Big Data analysis to achieve "precision-based" supply. In terms of the construction of content, one should create high-quality online educational works and continuously increase the appeal and influence of online education. With the help of new technologies, AR/VR and virtual simulations have been introduced to make education more immersive and narrow the gap between teaching and learning. Build an all-weather, all-purpose, co-created and shared online campus community ecosystem to motivate students to share all kinds of talents and ideas in the community area and thus promote a positive peer-learning environment based on mutual encouragement. Students can choose all kinds of cloud-based practical activities according to their own interests, such as volunteer service, research study and teaching assistance, and learn about society through service.

Conclusion

In short, cultivating a sense of community for the Chinese nation is both the main purpose of nurturing virtue and cultivating new generations in colleges and universities, and an unavoidable demand in educating new generations who are capable of taking on the great task of national rejuvenation. To promote the systematic leap in education for strengthening a sense of community among the Chinese nation, "from tangible to perceptible and from perceptible to effective", guidance is needed from the concept of "Three Comprehensive Education". Expand the educational scope by providing comprehensive education for all staff, promote the deep cultivation of education at all stages of the process through comprehensive education, and build a solid educational foundation in all aspects with comprehensive education. Thus, the sense of community for the Chinese nation can be deeply embedded in the minds of the people and manifested in their actions to provide strong support for the achievement of the great rejuvenation of the Chinese nation.

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