

# 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 on strengthening the pilot reform of education for consolidating a sense of community for the Chinese nation clearly stated that it is imperative to promote a systematic leap in this education "from tangible to perceptible, and from perceptible to effective." This important assertion points the direction for colleges and universities in the new era to consolidate education on a sense of community for the Chinese nation. As the core concept and important guidance for ideological and political work in colleges and universities in the new era, "Three Comprehensive Education" shares an inherent theoretical compatibility and practical synergy with this educational endeavor. Based on the concept of "Three Comprehensive Education," this paper systematically explores the practical pathways for consolidating education on a sense of community for the Chinese nation in colleges and universities from three dimensions: comprehensive education by all personnel, comprehensive education throughout the entire process, and comprehensive education across all aspects. It aims to facilitate a deep transformation of the education from "tangible coverage" to "perceptible resonance" and then to "effective internalization," thereby providing theoretical support and practical reference for cultivating new generations capable of undertaking the great task of national rejuvenation.

**Keywords:** Three Comprehensive Education; a Sense of Community for the Chinese Nation; Systematic Leap; Practical Pathways; Colleges and Universities

## Introduction

Colleges and universities bear the crucial responsibility of fostering virtue and nurturing new generations worthy of the great task of national rejuvenation. The meeting on strengthening the pilot reform of education for consolidating a sense of community for the Chinese nation, held in November 2025, pointed out that it is necessary to grasp the new situation, new tasks, and new requirements, strengthen problem orientation, goal orientation, and effect orientation, and continuously make efforts in identifying traction points, strengthening monitoring and evaluation, and consolidating reform achievements, so as to promote the systematic leap in the education of consolidating a sense of community for the Chinese nation "from tangible to perceptible, and from perceptible to effective"<sup>[1]</sup>. The "Three Comprehensive Education" in colleges and universities deeply integrates the fundamental task of fostering virtue and nurturing new generations into every aspect of education and teaching, comprehensively penetrating the entire process of student growth and development<sup>[2]</sup>. It serves as a crucial pathway for constructing a high-quality ideological and political work system and a high-level talent cultivation system in the new era. Advancing the education of consolidating a sense of community for the Chinese nation with the concept of "Three Comprehensive Education" is an objective requirement for fulfilling the fundamental task of fostering virtue and nurturing new generations, and it is also an inevitable choice for realizing the systematic leap of education from "tangible" to "perceptible" and then to "effective."

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

The transition from tangible to perceptible involves achieving both carrier construction and emotional resonance. Tangible refers to the construction of carriers, positions, and systems for education on consolidating a sense of community for the Chinese nation, serving as the material carrier foundation for educational work. Currently, colleges and universities have generally established tangible carriers such as curriculum systems, practice bases, and cultural symbols. However, to achieve the leap from tangible to perceptible, educational work must shift from the construction of external carriers to the stimulation of internal emotions. By leveraging more participatory and experiential educational carriers, the latter can help students generate emotional resonance and psychological identification through their interaction with these carriers.

The transition from perceptible to effective involves completing emotional identification and behavioral transformation. Being perceptible functions as a sublimation mechanism of psychological emotions<sup>[3]</sup>, facilitating students' deeper understanding and identification with the sense of community for the Chinese nation through emotional experiences. To achieve the leap from perceptible to effective, it is necessary to further transform emotional identification into value beliefs and behavioral consciousness, so that the sense of community for the Chinese nation is truly internalized in the mind and externalized in action.

The systematic leap in education for consolidating a sense of community for the Chinese nation, progressing "from tangible to perceptible and from perceptible to effective," imposes requirements on the systematic nature, synergy, and continuity of educational work. The concept of "Three Comprehensive Education," which emphasizes comprehensive education by all personnel, throughout the entire process, and across all aspects, highly aligns with these requirements for the systematic leap in educational work. Only through the synergistic effect of the "Three Comprehensive Education" concept can we effectively promote the systematic leap in education for consolidating a sense of community for the Chinese nation, advancing it from the construction of "tangible" carriers to "perceptible" emotional resonance and then to the transformation of "effective" behavior.

## **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 by All Personnel, Expanding the Dimensions of Education for Consolidating a 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 the integration of ideological and political work into the entire process of education and teaching, as well as the process of student growth, achieving an organic integration of ideological and political work with education and teaching in fulfilling their educational functions<sup>[4]</sup>. This is not only the task of counselors and ideological and political course teachers but also requires the active participation and full contribution of professional course teachers, administrative management personnel, and logistics service staff. This synergistic force of a multi-subject educational pattern can effectively broaden the coverage of education, enabling students to constantly feel the influence of a sense of community for the Chinese nation in their campus life.

#### ***2.1.2 The Construction Pathways of the Educational Community***

By establishing the concept of comprehensive education by all personnel, clarifying the responsibilities and missions of each "personnel" category, and strengthening the construction of the full-time and part-time teaching staff both on and off campus, one can form a "big ideological and political" pattern for consolidating education on a sense of community for the Chinese nation, characterized by unified leadership from the university, a clear division of labor and cooperation among departments, and the full participation of teachers and students. By constructing a comprehensive education mechanism involving all personnel, strengthening top-level design, scientifically formulating work systems and implementation systems for full participation, and clarifying the responsibilities of each "personnel" category in different departments. By establishing an evaluation system for comprehensive education by all personnel and improving the feedback and evaluation system for each

"personnel" category, an educational community for consolidating the sense of community for the Chinese nation can be constructed through these approaches.

### ***2.1.3 Resolving the Dilemma of "Personnel" Absence Caused by Cognitive Biases among Educational Subjects***

Comprehensive education by all personnel in colleges and universities does not mean that everyone must manage students, but rather that everyone bears the responsibility for education, and each position has its educational function. Regarding the boundary cognitive bias of believing that educational work is solely the task of counselors and ideological and political course teachers and is unrelated to oneself; the capability cognitive bias of not knowing what to educate or how to educate, and fearing the consequences of doing it poorly, thus choosing not to do it at all; and the mechanism cognitive bias of lacking motivation, pathways, and feedback for educational work. These can be addressed by correcting biases, clarifying that comprehensive education by all personnel is not an additional task but a job responsibility. One can conduct case presentations on job-specific education, such as how logistics personnel can participate in consolidating education on a sense of community for the Chinese nation, thereby breaking the misconception that only counselors and ideological and political course teachers bear educational responsibilities. By formulating responsibility lists for each position, one can help professional course teachers, administrative management personnel, logistics staff, and other "personnel" categories clarify their specific tasks, making responsibilities visible, tangible, and achievable. Through conducting job-specific education training and establishing mutual assistance mechanisms for education, one can solve the problem of "not knowing how to educate" by "teaching them how to educate." By establishing assessment standards for job-specific education, one can transform educational work from "soft requirements" into "hard constraints." By actively publicizing educational role models and building platforms for sharing educational stories, one can create an atmosphere of comprehensive education by all personnel, facilitating the transformation of educational work from "being asked to do" to "wanting to do." This truly turns "comprehensive education by all personnel" from a slogan into a work pattern where everyone has responsibility, everyone fulfills their duty, and everyone is capable, thereby resolving the dilemma of "personnel" absence caused by cognitive biases among educational subjects.

## ***2.2 Integrating Comprehensive Education throughout the Entire Process, Promoting the In-Depth Development of Education for Consolidating a Sense of Community for the Chinese Nation***

### ***2.2.1 A Three-Stage Progression, Opening Up the Progressive Vertical Educational Context***

The key to comprehensive education throughout the entire process lies in the continuity of ideological and political education integrated into the university stage, forming a closed loop from enrollment to graduation with close connections between each phase<sup>[5]</sup>. It emphasizes the continuity and sustainability of the educational process, covering every student and each stage of their career development, running through the entirety of university life and study, and extending to their work and life after graduation<sup>[6]</sup>. Based on the characteristics of student growth patterns and cognitive development, a whole-process education system is constructed in stages. The first stage is the enrollment adaptation period, during which educational activities such as orientation education, theme class meetings, environmental adaptation, and course study are used to sow the seeds of identification, help students establish a sense of belonging, complete cognitive enlightenment, and achieve the leap from tangible coverage to perceptible resonance in education for consolidating a sense of community for the Chinese nation. The second stage is the growth deepening period, during which educational dimensions 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 the leap from perceptible identification to value resonance. The third stage is the graduation practice period, during which educational modules including internships, career guidance, and graduation education are combined to guide students in deepening their practice and assuming responsibility, facilitating the transformation from internalization in the mind to externalization in action, and achieving the leap from value resonance to effective practice.

### ***2.2.2 A Five-Ring Linkage, Connecting the Horizontal Educational Pathways***

The education for consolidating a sense of community for the Chinese nation is integrated into five educational segments: curriculum, scientific research, practice, culture, and employment, thereby forming a five-ring linkage educational pattern. One should effectively utilize the main channel of curriculum education, fully leverage the role of the main front, meticulously refine high-quality courses,

explore relevant elements within professional courses, construct a thematic teaching content system, and promote students' deepening understanding of ethnic unity through their professional studies. Organize and carry out teaching and research activities, guide teachers and students to conduct targeted related research based on their disciplines, enhance the effectiveness of curriculum integration through teaching and research activities, and strengthen the theoretical confidence of teachers and students through scientific research activities. Activate the educational function of practice by integrating education for consolidating a sense of community for the Chinese nation into internships, training, and social practices, facilitating students' transformation from practical participation and emotional resonance to a sense of responsibility. Expand the front of cultural education by means of inheriting excellent traditional Chinese culture and creating distinctive campus cultural brands, allowing students to undergo changes in emotional resonance through cultural immersion. Adopt an employment-oriented approach by integrating education for consolidating a sense of community for the Chinese nation into career planning and employment guidance processes, guiding graduates to establish themselves at the grassroots level and devote themselves to regions in need of development for the motherland.

### ***2.2.3 Improving Mechanisms to Safeguard the Educational Support System***

A spiraling upward curriculum system that is vertically coherent and horizontally connected should be constructed based on the characteristics of students' cognitive development at each stage. By clarifying the educational objectives for each stage, one can establish a three-level curriculum system consisting of "compulsory courses + elective courses + implicit courses such as theme class meetings and volunteer services," rationally plan the curriculum content, and timely adjust teaching methods to ensure that education for consolidating a sense of community for the Chinese nation runs through the entire cultivation process and achieves full coverage. A monitoring and evaluation mechanism should be established to conduct dynamic, continuous, and systematic monitoring and evaluation of both the implementation process and the educational outcomes of consolidating a sense of community for the Chinese nation. Targeting students' cognitive foundation, emotional tendencies, and behavioral habits before enrollment; the changes in their cognition, emotions, and behaviors after enrollment; and their comprehensive literacy, career values, and whereabouts upon graduation, monitoring and evaluation should be carried out using tools such as basic knowledge tests, emotion scales, growth portfolios, and comprehensive literacy assessments. The results of these evaluations should be integrated and fed back to optimize cultivation plans and improve the monitoring and evaluation mechanism. A home-school-community collaborative education mechanism should be established. Through home-school interaction, university-local coordination, and university-enterprise cooperation, one can break the isolation of university education and achieve a state of collaborative education involving the university, the family, and society.

## ***2.3 Deepening Comprehensive Education across All Aspects, Cultivating a Solid Foundation for Education on Consolidating a Sense of Community for the Chinese Nation***

### ***2.3.1 Management Education, Manifesting Value Orientation in the Operation of Systems***

During their time on campus, students constantly interact with various management systems, such as those governing dormitory management, classroom attendance, disciplinary actions, awards and recommendations, and financial aid management. The formulation and implementation of these systems subtly guide and shape students' values. Management systems are based on the principles of fairness and justice, student-orientation, value guidance, and collaborative education. When formulating systems, the value orientation of consolidating a sense of community for the Chinese nation should be incorporated into the system texts, transforming management systems into powerful educational carriers, clarifying student obligations and university responsibilities, and using warm language to tell students "how to do it" and "why they should do it this way." When implementing systems, one should help students understand the value concepts behind the systems, practice flexible management while adhering to fairness and justice, respect student differences, and attentively listen to and respond to student demands. As management personnel, one must also lead by example, respecting every student, and being fair, honest, and consistent in words and deeds. Simultaneously, through the evaluation of the system, one can understand the implementation effect, timely optimize and improve when problems are discovered, and promote the continuous educational role of the management system.

### ***2.3.2 Service Education, Conveying Warmth in Daily Life Services***

Service education precisely transforms tangible service carriers—such as logistical support, daily

life services, and hardship assistance—into students' perceptible experiences of warmth, enabling them to feel cared for and strengthen their identification through the process of receiving services. This form of education permeates every aspect of students' daily lives, directly engaging their senses and emotions, and quietly achieving value guidance. In catering services, one should respect student differences by offering windows with diverse culinary options, organizing activities such as distributing Tangyuan (sweet rice balls) during the Lantern Festival and mooncakes during the Mid-Autumn Festival to enhance ethnic identity in a festive atmosphere, and hosting themed food events to foster mutual understanding among students from different backgrounds. Involving students in cafeteria management or kitchen assistance also helps cultivate virtues such as valuing food and respecting labor. Dormitories, as students' "home" on campus, play a key role in shaping their sense of belonging and well-being. These spaces should be optimized by creating multi-functional themed rooms for study, communication, and activities, while also offering life skills workshops that embed ideological and political education into daily dormitory life and cultural development. Financial aid services should fulfill their educational potential through targeted support, maintaining detailed assistance records, highlighting exemplary aided students as role models, promoting gratitude education, and encouraging recipients to participate in volunteer work—learning to help others while being supported. In medical services, beyond routine healthcare, one can integrate health education by developing student wellness programs, conducting outreach on disease prevention, first aid, and medication safety, and establishing accessible mental health counseling platforms. Finally, comprehensive daily service support—including convenient shopping, timely maintenance, safe transportation, and reliable security—enables students to focus on their studies and enjoy campus life, continually receiving and experiencing warmth through these essential services.

### ***2.3.3 Organizational Education, Forging a Sense of Community in Collective Life***

Organizational education, through organizations such as classes and associations, cultivates students' sense of identification with and belonging to the Chinese national community within collective life, transforming "tangible" organizational carriers into students' "perceptible" collective experiences. Using the class as a basic unit, one can create small units of ethnic unity by optimizing class composition, enriching class activities, and strengthening class construction. By integrating education for consolidating a sense of community for the Chinese nation into association activities, encouraging diverse participation, and organizing joint activities, one can promote cross-ethnic cooperation among associations. Support should be provided for the development of ethnic culture associations such as ethnic song and dance troupes and craft societies, thereby building a colorful platform for the integration of diverse interests.

### ***2.3.4 Spatial Education, Promoting Interaction, Exchange, and Integration in an Inter-Embedded Environment***

Through the spatial planning, design, and construction of the campus, one can create an environment conducive to promoting interaction, exchange, and integration among students from different ethnic groups, making space itself a carrier and a force for education. One should implement mixed accommodation to facilitate communication and integration among students from various ethnic backgrounds, organize mutual assistance activities within dormitories, floors, and buildings to foster a warm atmosphere, and simultaneously establish a dynamic accommodation adjustment mechanism to optimize dormitory arrangements in a timely manner. By sharing classrooms, study rooms, and experimental training rooms, one can deepen understanding and promote exchange and cooperation among students through collaborative learning. In public spaces such as libraries, teaching buildings, and cafeterias, one can display cultural symbols like university mottos, ethnic unity slogans, and images, and construct thematic landscapes that embody the consolidation of a sense of community for the Chinese nation, allowing this sense to permeate people's hearts like spring breeze and rain. One should expand multi-functional activity spaces, cultural exhibition spaces, and spaces for interaction and exchange, creating a relaxed environment for interaction and promoting the interaction, exchange, and integration of students from all ethnic groups.

### ***2.3.5 Cultural Education, Building a Shared Spiritual Homeland through Immersion and Influence***

Culture is fertile ground for cultivating values and represents the most profound educational force. Through characteristic cultural activities such as reciting Chinese classics, displaying calligraphy, and learning the craftsmanship of intangible cultural heritage velvet flower making, one can guide students to understand and appreciate traditional Chinese culture, drawing spiritual nourishment from experience and inheritance. By organizing studies of the advanced deeds of national ethnic unity and progress models and exemplary figures of the era, carrying out theme education on "strengthening the

country depends on us," and fostering a culture of innovation and entrepreneurship, one can stimulate students' sense of mission and responsibility, guiding them to integrate personal development into the broader national development and realize self-worth in serving the motherland.

### **2.3.6 Online Education, Expanding Educational Space through the Integration of Virtual and Real Worlds**

Online space possesses educational characteristics such as being full-time, omnipresent, immersive, interactive, and precise. Therefore, one must firmly hold the front of online education, making cyberspace an important platform for consolidating a sense of community for the Chinese nation, and guiding students to broaden their cognitive horizons and deepen their ideological identification through the integrated interaction of online and offline experiences. One should construct an all-media communication matrix, including official websites, WeChat public accounts, and short video accounts, to create an integrated digital ideological and political platform that breaks through the limitations of time and space, reconstructing the relationship between teaching and learning, and guiding students to actively learn and collaboratively explore topics. One should build an intelligent service portal, relying on big data analysis for personalized and intelligent recommendations, achieving "precision-based" supply of cultural resources. Adhering to content construction as the core, one should create high-quality online educational works and continuously enhance the appeal and influence of online education. By employing technological means such as AR/VR and virtual simulation, one can empower education with technology to enhance immersive experiences and narrow the distance between teaching and learning. One should build a diverse, interactive, co-constructed, and shared online campus community ecosystem, encouraging students to showcase their personal talents and exchange ideas within the community space, thereby forming a peer education atmosphere with positive reinforcement. One should carry out cloud-based practical activities such as volunteer services, research studies, and teaching support, guiding students to fulfill their mission and responsibility through service.

## **Conclusion**

In summary, consolidating a sense of community for the Chinese nation is both the core mission of fostering virtue and nurturing new generations in colleges and universities and an inevitable requirement for cultivating new generations capable of undertaking the great task of national rejuvenation. Promoting the systematic leap in education for consolidating a sense of community for the Chinese nation "from tangible to perceptible, and from perceptible to effective" requires guidance by the concept of "Three Comprehensive Education." This involves expanding the educational dimension through comprehensive education by all personnel, promoting the in-depth development of education through comprehensive education throughout the entire process, and cultivating a solid educational foundation through comprehensive education across all aspects. In doing so, the sense of community for the Chinese nation can be truly internalized in the mind and externalized in action, gathering powerful strength for the realization of the great rejuvenation of the Chinese nation.

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