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Research on the Digital Transformation of the "One-Stop" Student Community in Higher Education Institutions from a Scenario Perspective

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Abstract: This study examines the digital transformation of university "one-stop" student communities in China through the lens of scenario theory and a multi-case research approach. It identifies that while this transformation demonstrates patterns of policy diffusion, digital infrastructure development, and spatial redesign, it is hindered by systemic blockages stemming from data silos, a disconnect between technology and practice, and the inertia of conventional administrative practices. The core issue lies in the insufficient integration of technological logic with educational purposes. Consequently, the paper proposes a pathway toward integrated intelligent governance, involving: (1) a governance shift from traditional student management approaches to scenario adaptation; (2) technology-enhanced integration of value guidance, academic development, and life service scenarios; and (3) a sustainable support system synergizing personnel, data, and institutions. This research moves beyond an instrumental view of digitalization, offering insights for building a student-centered smart education ecosystem.

Keywords: One-stop student community; Digital transformation; Scenario governance; Integrated intelligent governance; Spatial restructuring

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1. Introduction

With the pervasive integration of information technology and the evolving focus of educational efforts within universities, student communities have transcended their traditional role as mere residential spaces. They are increasingly becoming comprehensive frontlines for education, integrating ideological guidance, academic support, life services, cultural immersion, and social interaction.

In response to the demands for innovating talent cultivation models and modernizing educational governance, China's Ministry of Education has systematically promoted the development of the "one-stop"

student community management model since 2019 [1]. This initiative aims to address long-standing issues such as fragmented educational resources and disjointed management services through institutional reforms and resource allocation, thereby ensuring the final-mile delivery of the fundamental task of fostering virtue and cultivating talents. Currently, digital transformation has become a key driver and widespread practice in building these "one-stop" communities. Universities have made significant progress in upgrading infrastructure, integrating service platforms, and consolidating data resources. However, practical observation reveals that many outcomes remain at a superficial level of "technology stacking" and "platform development." A common tendency persists—prioritizing hardware over contextual application, data collection over meaningful connection, and control over empowerment. Digital tools often fail to adequately integrate into the community's distinctive context of daily life, emotional engagement, and dynamic interaction, leading to a noticeable disconnect between technology and educational practice, which limits the full realization of its potential.

The core issue lies in not recognizing the student community as an organic whole composed of specific, dynamic, and complex educational scenarios. Within digital governance theory, a "scenario" is not merely a physical container for technology application; it serves as a crucial governance unit and a medium for value realization, connecting diverse stakeholders, adapting to varied needs, and integrating multiple resources [2]. Therefore, adopting a "scenario" perspective to systematically analyze the current practices, existing challenges, and potential pathways for the digital transformation of "one-stop" student communities holds significant theoretical value and practical urgency.

2. Theoretical basis: Digital governance and spatial restructuring driven by scenarios

Scenario theory, emerging from interdisciplinary research between dramaturgy and sociology, emphasizes the systematic convergence of multiple elements, their sustained interaction, and the collective construction of meaning within a specific spatiotemporal context. This process gives rise to a behavior setting and a form of social practice characterized by high functional integration and a coherent experiential nature. Within the contemporary discourse of digital governance, the concept of a scenario has been extended. It is now regarded as a critical mediating layer and an interface that connects physical spaces, real-world social relations, and online digital interactive systems. Its core features can be summarized as: trans-spatiotemporality (leveraging digital networks to transcend geographical and temporal boundaries, enabling extensive connections and the persistent existence of elements), representativeness (using multi-source data fusion and intelligent modeling to approximate the true state and generative logic of complex social realities), and interactivity (identifying and responding to stakeholder needs through bidirectional, dynamic processes to form holistic and personalized solutions) [3].

The "one-stop" student community in higher education is, in essence, a composite educational governance scenario. It carries educational responsibilities, aggregates diverse actors, and encompasses various activities. Its digital transformation is not merely about introducing technological tools or establishing information platforms. Rather, it is a synergistic and systematic process of profound restructuring, involving the community's spatial architecture, the modes of interaction among its members, and the underlying operational logic of its institutions.

Drawing on the theoretical perspectives of spatial sociology and digital governance, this study aims to systematically examine the practical configurations, existing challenges, and advancement pathways of the

digital transformation of one-stop student communities in higher education, so as to provide theoretical support for promoting such transformation.

3. Current practices in the digital transformation of one-stop student communities in higher education

3.1. Policy guidance and pilot expansion

Since the Ministry of Education initiated pilot programs for the comprehensive "one-stop" student community management model in 2019, the practice has evolved from localized trials to widespread adoption across universities nationwide, demonstrating a systematic and phased deepening. At the policy level, a three-tiered, coordinated institutional framework has been established, characterized by macro-level guidance from national authorities, coordinated promotion by provincial education departments, and autonomous implementation and innovation by individual universities. Key national policy documents, such as the *Guidelines for Developing the Comprehensive "One-Stop" Student Community Management Model in Higher Education*, have outlined the primary framework, key indicators, and quality requirements. This has guided the initiative's transition from initial exploratory efforts towards a more standardized and refined development path [4].

Regarding the geographical distribution of pilot institutions and their demonstration effect, the current development shows a general pattern of "pioneering efforts in eastern regions, followed by steady adoption in central and western regions." Furthermore, significant disparities exist in implementation depth and resource commitment among different types of institutions. Leading research universities, particularly those part of the "Double First-Class" initiative, often take a leading role in areas such as renovating educational spaces, developing integrated smart platforms, and innovating governance mechanisms. They leverage their advantages in resource allocation and institutional capacity. Conversely, some universities in central and western regions, as well as vocational colleges, are actively exploring distinctive pathways suited to their specific contexts and resource constraints. Collectively, these diverse practices paint a multi-layered and differentiated picture of the "one-stop" student community development across China's higher education landscape.

3.2. Digital platform and data infrastructure development

In advancing the "one-stop" student community initiative, universities widely regard digital transformation as a key strategy. Leveraging the nationally coordinated "cloud platform" guided by the Ministry of Education's Department of Political and Ideological Affairs, alongside institution-specific smart systems, efforts are focused on building unified information portals and integrated data platforms. This approach not only facilitates the cross-level and cross-campus sharing of policy information, service resources, and exemplary cases but also aims to dismantle the long-standing issues of "data silos" and "system fragmentation." These efforts are establishing a preliminary data foundation that supports refined community governance and the precise allocation of educational resources. For instance, Renmin University of China developed the "Micro-RUC" unified portal, deeply integrating services and data from various campus departments [5]. Tianjin University of Technology constructed a "1+5+N" digital intelligence support matrix, linking one central platform with five major operational areas and N application scenarios, effectively promoting inter-departmental data connectivity and operational synergy [6].

Currently, the functionality of student community digital platforms is gradually expanding from basic online administrative processing to more in-depth student growth tracking and support. By integrating multidimensional dynamic data—such as learning behaviors, transaction records, campus activities, and

psychological assessments—these platforms create detailed, personalized student profiles. They also incorporate intelligent modules for academic early warning, psychological crisis monitoring, and career development recommendations. This evolution indicates that the educational work within "one-stop" student communities is shifting from a previously broad and reactive management model towards an intelligent management paradigm characterized by data-driven decision-making, precise identification of needs, and timely intervention. This transition provides robust digital support for fostering students' holistic development.

3.3. Spatial reproduction and the contextual reconfiguration of educational functions

The digital transformation of "one-stop" student communities in higher education is first manifested through a fundamental change in their physical spaces. These spaces are evolving from units primarily focused on accommodation management into modern "integrated educational complexes" that combine multiple educational functions. This evolution involves more than just adding facilities or expanding services. Grounded in the theory of "spatial restructuring," it constitutes a systematic re-creation of the community's physical structure, its internal social dynamics, and its cultural symbolism.

Universities are intentionally designing and introducing diverse, context-specific functional zones. These include areas for Party and youth league activities, academic support stations, spaces for teacher-student interaction, shared kitchens, thematic cultural corridors, and psychological counseling corners. This practice essentially drives a profound process of "spatial reproduction." The aim is to transform previously homogeneous spaces, dominated by the single function of lodging, into heterogeneous educational environments. These new spaces integrate diverse elements such as value cultivation, academic discussion, life skills practice, social interaction, and personal development.

This process of spatial re-creation in "one-stop" student communities can be analyzed across three interconnected dimensions:

(1) Physical space: This involves breaking away from the closed and segmented layouts of traditional dormitory buildings through composite functional design and the reorganization of spatial flows [7]. The result is the formation of open, shared, and interconnected zones for public activities. For example, Shanghai Jiao Tong University's "Student Center" aggregates various activity and service areas, creating a diverse, open "campus public living room" conducive to spontaneous interaction. Nanjing University of Aeronautics and Astronautics has leveraged its disciplinary strengths to establish specialized thematic spaces like the "Aerospace Dream Workshop," thereby extending professional educational resources from formal teaching areas into the living community.

(2) Socio-relational space: The new spatial configurations foster novel modes of interaction and organizational forms. Shared spaces encourage more equal and informal exchanges among students and between students and faculty. Functional Party branches, academic clubs, and project-based groups can form and operate naturally within the community context, thereby reshaping the internal network of social connections.

(3) Cultural-representational space: Through the strategic naming of spaces, visual design systems, and the embedding of cultural symbols, universities infuse spaces with meaning. For instance, Nanjing University of Posts and Telecommunications named its residential colleges after "Plum, Orchid, Bamboo, and Chrysanthemum" (symbolic plants in Chinese culture), symbolizing the university's traditions, educational philosophy, and values. This allows students to be subtly influenced and inspired by the cultural ethos in their daily living and activities.

In summary, the core of spatial reconfiguration in "one-stop" student communities lies in translating abstract educational concepts into tangible, participative, and immersive physical environments and situations. This spatial transformation goes beyond mere physical improvement. It represents a strategic change in spatial form, driving the expansion of educational activities from traditional classrooms into all aspects of campus life. It facilitates the seamless integration of management, service, and educational functions along the trajectory of students' daily experiences.

4. Spatial blockages and scenario-based challenges in digital transformation

4.1. Data silos: Structural barriers and data fragmentation in cross-departmental collaboration

A primary and critical challenge in advancing the digital transformation of "one-stop" student communities is the blockage in integrating data across different systems, commonly known as the "data silos" phenomenon [8]. This manifests mainly as the ineffective flow and sharing of data among various administrative departments, constituting a structural obstacle to collaborative governance. Although universities are actively building unified data platforms, the deep-seated "departmental-centric" mindset inherent in bureaucratic structures, coupled with long-standing technological heterogeneity, remains unresolved.

Concretely, information systems serving different functions—such as academic affairs, student affairs, logistics, and psychological counseling—often operate in isolation, forming multiple disconnected "data chimneys." This isolation stems from their independent development timelines, diverse technical standards, and dispersed data management authority. A particularly notable issue involves systems managed vertically by national or provincial authorities. Data from these systems tends to flow upward and centralize at higher-level platforms, but rarely filters back down to the university-level platform, creating a structural gap in the institution's data ecosystem from the outset.

This blockage in data circulation makes it difficult to construct accurate "holistic student profiles" aimed at comprehensively mapping student development, due to a lack of complete, real-time, and multidimensional data support. This fundamental issue, in turn, severely impedes the effective implementation of deeper intelligent applications that rely on cross-scenario data linkage, such as early academic warning systems, comprehensive mental health assessments, and personalized development planning. The inherent managerial potential and educational value of data resources remain largely unrealized, constrained by insufficient flow, aggregation, and integration.

Fundamentally, this problem undermines the data-driven decision-making and precision service capabilities essential for the envisioned "integrated intelligent governance" model. Therefore, overcoming this core bottleneck of data fragmentation is a priority for deepening the digital transformation of "one-stop" student communities.

4.2. Superficial technology application: The misalignment between platform functions and needs, and the distortion of instrumental rationality

The phenomenon of "superficial technology application" has become a significant bottleneck hindering the educational effectiveness of the digital transformation in "one-stop" student communities. The design and development of certain platforms or features are often driven primarily by considerations of "technical feasibility" or the need to "visibly demonstrate policy compliance," rather than being grounded in a deep understanding of and genuine response to students' actual developmental needs, the complex realities of

frontline student work, and the daily operational logic of counselors and staff.

Specific manifestations include: platforms that pursue "comprehensive yet bloated" functional systems and visually impressive interfaces, but feature complex operational procedures poorly aligned with the high-frequency, essential governance and service scenarios of the community. Alternatively, an excessive focus on converting performance metrics into data dashboards can distort platform functions, reducing them to mere "digital interfaces for reporting" or "electronic channels for task management."

This misalignment between design and actual needs prevents technological tools from becoming deeply embedded in the community's daily operations. It results in poor user experience and low perceived value for both students and frontline staff, undermining platform engagement and the willingness for sustained use. Consequently, technological investments risk falling into a predicament where "the scale of input is disproportionate to the effectiveness of use." In such cases, the instrumental logic of technology can overshadow, and even divert from, its fundamental purpose of serving students' holistic development.

4.3. Governance conflict: The structural constraint of bureaucratic inertia on digital governance logic

A profound challenge in developing "one-stop" student communities stems from the inherent operational conflict between the digital governance model and the traditional bureaucratic structures of universities. The conventional university bureaucracy operates on clear, specialized divisions of labor, defined hierarchical approval processes, and a mode of operation that prioritizes stability and control. This has created a powerful institutional inertia in student management.

Conversely, the digital transformation of "one-stop" student communities inherently advocates for a flattened, networked approach based on real-time data sharing, agile collaboration, and rapid response mechanisms. In practice, these contrasting logics generate significant tension: digital workflows for student management are often fragmented again by existing departmental boundaries, leading to redundant processes characterized by "online procedural flow coupled with offline multi-party coordination." Cross-departmental data integration and operational synergy progress slowly due to authority barriers.

Furthermore, digital assessment tools designed for refined management can inadvertently increase the administrative burden on frontline counselors and may encourage "performative" data reporting practices aimed merely at meeting metrics [9]. This indicates that if the introduction of digital technology is not accompanied by a corresponding restructuring of organizational processes and authority distribution, it is easily absorbed, diluted, or even distorted by the pre-existing bureaucratic system. It risks becoming merely a "technological shell" wrapped around traditional management methods, falling into the trap of "digital formalism."

5. Towards integrated intelligent governance: Pathways for scenario-based transformation

5.1. Transformation of the management paradigm: From traditional student management models to context-adaptive modes

Deepening the digital transformation of "one-stop" student communities in higher education fundamentally hinges on shifting the management paradigm. The focus must move away from a control-oriented logic characteristic of traditional student management models, which are often based on bureaucratic division and departmental silos, and towards a collaborative service and empowerment logic centered on students' actual developmental trajectories and their complex, context-based needs. Traditional management models

often allocate student affairs to distinct functional departments following a linear principle of "categorical management with separate responsibilities." This approach frequently leads to issues like "delayed response" and "diffused accountability" when dealing with intertwined, contextual needs, such as psychological crises stemming from academic pressure or interdisciplinary innovation and entrepreneurship guidance.

In contrast, context-based governance thinking requires moving beyond static departmental responsibility lists and rigid institutional documents typical of conventional models. Instead, it focuses on dynamic, holistic, and specific "educational incidents." Student management actions must be deeply "embedded" into the real contexts of students' daily academic and social lives. By accurately identifying and understanding specific situations, resources and services can be dynamically assembled and precisely delivered. This facilitates a qualitative shift from uniform "institutional regulation" to differentiated "context generation."

Firstly, achieving context adaptation in the "one-stop" community necessitates a shift in focus from the static departmental mandates of traditional models to dynamic, complete, and concrete student development events [10]. The "context-adaptive mode" posits that governance must begin by understanding the problems and needs students face within specific spatiotemporal contexts, rather than merely matching them to predefined departmental functions. For instance, a uniform academic support policy must be translated into differentiated service packages and intervention strategies tailored to distinct contexts, such as "pre-exam anxiety counseling," "introductory research guidance," or "organization of sports activities."

Secondly, the core of transitioning from traditional management logic to a context-based mode lies in establishing a data-driven, closed-loop student management system centered on "context awareness, agile resource allocation, and continuous iterative optimization." First, it is essential to utilize multi-source information—such as data from the Internet of Things (IoT) and student behavior analytics—to achieve dynamic sensing and intelligent diagnosis of various contexts within the student community. Second, a corresponding cross-departmental resource coordination and rapid response mechanism must be established. For example, in response to identified specific contexts like "high-risk mental health situations" or "emerging innovation and entrepreneurship interest," temporarily authorized cross-functional teams can be formed. This enables the swift bundling and precise delivery of integrated resources, including policies, personnel, and support services. Finally, it is crucial to implement an iterative mechanism based on context outcome feedback. Effective practices and insights gained from implementation should be solidified into new standardized workflows or data-informed rules. This approach drives the entire governance system to continuously learn and evolve in response to complex situations, ultimately achieving a fundamental shift from reliance on static "institutional constraints" associated with past models to dynamic, intelligence-informed "context-based adaptability."

5.2. Technology-enabled integration and intelligent restructuring of community scenarios

A key pathway to advancing the digital transformation of "one-stop" student communities is through the deep integration of physical spaces, student social networks, and digital platforms. Using technology as a mediating force, this approach aims to bridge the long-standing divides between physical locations, interpersonal interactions, and data flow. The goal is to cultivate an intelligent student community ecosystem capable of real-time situational awareness, dynamic relationship mapping, intelligent analysis and intervention, and autonomous, sustained evolution. Current development practices primarily focus on the following three core educational scenarios:

(1) Creating immersive party-building and ideological education scenarios focused on value cultivation:

Moving beyond traditional lectures and static publicity, this involves embedding mainstream ideology and ideals education organically into the community environment through more contemporary, interactive, and engaging formats. These include establishing digital Party member service stations, VR-based historical education experiences, and interactive theoretical learning platforms [11]. By transforming abstract values into tangible situations that students can experience, discuss, and actively participate in, value guidance shifts from one-way instruction towards a dual emphasis on environmental immersion and self-directed exploration, achieving a subtle yet profound educational impact.

(2) Creating personalized learning and collaborative innovation scenarios to support academic development: In response to students' diverse learning and collaborative needs, efforts focus on building smart learning spaces for ubiquitous learning, discipline-specific smart classrooms, cloud-based virtual teaching communities, and cross-domain project collaboration platforms [12]. These scenarios not only provide advanced facilities and network resources but also leverage data from student usage patterns to enable the precise recommendation of personalized academic resources. This effectively breaks down the physical and administrative barriers between traditional classrooms, academic departments, and living communities, transforming the latter into extended teaching fields, open learning spaces, and vibrant communities for academic innovation. This facilitates a crucial shift in learning modes from the passive reception of knowledge to active construction and collaborative inquiry.

(3) Creating agile service and growth support scenarios attentive to student life: Addressing the practical needs and challenges of community life involves the deep integration and intelligent redesign of service processes. By leveraging dedicated community service apps or smart terminals to connect systems for intelligent maintenance requests, online mental health appointments and screenings, activity management, smart security, and energy control, the aim is to achieve "single-point online access, integrated service windows, and instant feedback" for daily affairs, significantly enhancing service efficiency and transparency [13]. Analyzing the data continuously generated from these service interactions allows for the identification of common student needs, potential risks, and behavioral trends. Consequently, the service model can be upgraded from passive response to proactive, predictive service delivery and developmental growth intervention.

5.3. Constructing a sustainable support system through the tripartite synergy of personnel, data, and institutions

The sustained advancement and stable operation of the digital transformation within "one-stop" student communities depends on the deep integration and coordinated evolution of personnel organization, data resources, and institutional frameworks.

Regarding personnel and organizational development, a fundamental shift is required: moving from symbolic, occasional visits by staff to their regularized and embedded involvement in the community. This necessitates moving beyond the traditional model centered solely on counselors. Through systematic institutional design and incentive mechanisms, diverse stakeholders—including university and college leadership, faculty, administrative and service staff, and outstanding students—should be actively encouraged to engage deeply and consistently within the community's physical spaces and daily life networks. They can participate in roles such as "resident mentors," "peer mentors," or "community governance committee members." The objective extends beyond mere "physical presence"; it aims to foster the restructuring of

relationships and the organic integration of educational functions. The goal is to build an educational symbiosis based on frequent interaction, strong connections, and complementary capabilities, thereby effectively pooling and synergizing all-around, whole-process educational efforts at the crucial "last mile."

Regarding data resource governance, the key lies in establishing a university-wide data governance framework driven by specific educational scenarios to overcome the persistent challenge of data silos. This requires top-level coordination at the university level to formulate and rigorously implement unified metadata standards, system interface specifications, and secure, trusted data-sharing mechanisms. The core task involves constructing thematic data resource pools centered on critical areas of student development and community operations. These pools would integrate data across departments such as academic affairs, student affairs, logistics, mental health, and campus security—for instance, creating a Comprehensive Student Development Database or a Community Operations and Safety Database. This enables the real-time collection, cleansing, and integration of core operational data, making data-driven precision decision-making and scientific management a tangible reality.

6. Conclusion and discussion: Towards a smart and symbiotic new ecosystem for the "one-stop" student community

The digital transformation of "one-stop" student communities in higher education is, in essence, far more than the simple introduction of technology or the building of platforms. It represents a profound, technology-mediated and driven process of coordinated "social-technical-spatial" restructuring. This process reshapes the community's physical environment, the networks of social relations among students, and the operational logic of educational practices.

The "scenario" perspective introduced in this paper provides a framework for shifting university student management from a bureaucratic-control logic towards data-driven, integrated intelligent governance. It further encourages the evolution of the traditional educational ecosystem into a new, smart paradigm characterized by virtual-physical integration, precise adaptation, and participatory governance by all stakeholders.

However, current practices and research still exhibit a significant limitation: an excessive focus on the "hardware" aspects, such as technology application and organizational structure, while paying insufficient attention to the "software" dimensions. These include how digital transformation reshapes meaningful interaction, emotional connection, and cultural generation within the community. Precisely, these socio-humanistic elements are crucial for the deep effectiveness of educational work. Therefore, future theoretical exploration and practical innovation should pay greater attention to questions such as: How can digital technologies enhance efficiency while simultaneously nurturing a sense of community spirit and belonging? A deeper reflection on human-centered values is the necessary direction for ensuring that "one-stop" student communities truly achieve an organic unity of "smartness" and "education," fostering a harmonious symbiosis between technological logic and educational logic.

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