

# Innovative Development and Implementation Path of Community Education in the New Era

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**Abstract:** *Community education in the new era faces problems such as insufficient resources, weak faculty, single content and imperfect management mechanism, which restricts its role in improving the quality of residents and promoting social harmony. In order to solve these problems, this paper adopts an empirical research method that combines questionnaire surveys, interviews and case analysis. Through questionnaire surveys, feedback from residents and educators in different communities is collected, and in-depth analysis is conducted on some community education cases. The study found that although community education has achieved initial results in improving cultural quality, legal awareness and health levels, 85% of the participants believed that through community education, they have made significant progress in skills and knowledge. For example, residents' computer skills have improved by 80%. However, they still face bottleneck problems such as teacher shortage, single educational content and lack of educational resources. Based on the above problems, this paper proposes four strategies to improve the effectiveness of community education: strengthening teacher development, enriching educational content, improving management mechanisms and optimizing the educational environment. These measures are aimed at promoting the development of community education and supporting the overall progress of society.*

**Keywords:** *Community Education; Digital Transformation; Educational Innovation; Development Path*

## 1. Introduction

With the rapid development of society and the diversification of residents' needs, community education has gradually become an important way to improve the overall quality of residents and their social participation. Especially in the context of the new era, the country's support for community education has continued to increase, making it a key link in promoting social harmony and development. However, community education currently still faces many challenges in practice, such as uneven distribution of educational resources, single educational content, outdated educational methods, and imperfect educational mechanisms. These problems restrict the effectiveness and popularization of community education. Therefore, how to innovate and improve community education and enhance its role in imparting knowledge and skills, social participation and improving the quality of residents has become an important issue that needs to be addressed urgently.

This paper uses an empirical research method that combines questionnaire surveys, interviews and case analysis to deeply analyze the current situation of innovative development of community education in the new era and the challenges it faces. The study reveals the positive effects of community education in improving residents' knowledge and skills, promoting social participation and enhancing overall quality, and further explores the main issues and reasons that affect the effectiveness of community education. On this basis, this paper proposes specific implementation paths from four aspects: strengthening team building, enriching educational content and methods, improving educational mechanisms, and optimizing the educational environment, in order to provide practical guidance for the innovative development of community education.

The structure of this paper is arranged as follows: first, the background of the study and the problem raised are introduced, and the challenges and transformation needs faced by community education in the new era are explained; then the research methods are described in detail, including questionnaire design, interview subject selection and data analysis process; then the research results are presented, and the effectiveness of community education in improving residents' knowledge and skills, social

participation and overall quality is analyzed, and the existing problems and their causes are further explored; finally, based on the research results, corresponding policy recommendations and improvement paths are put forward, aiming to provide practical references for the future development of community education.

## 2. Related Work

In recent years, innovative research in the field of education has shown a diversified development trend, covering all aspects from technology application to social innovation. The following is an overview of several important studies. Stasewitsch E et al. investigated an educational innovation network consisting of 88 higher education teachers, explored the impact of social network structure on the diffusion of educational innovation, and found that the network has a small-world property, which helps to effectively promote the spread of innovative ideas [1]. Guan C et al. reviewed the research on the application of artificial intelligence and deep learning in education from 2000 to 2019, analyzed the evolution of major research topics, and revealed the changing trends in technology-supported teaching in the field of education, especially the rise of student analytics and learning analytics [2]. Lambriex-Schmitz P et al. investigated the innovative work behavior (IWB) of employees in secondary and higher vocational education in the Netherlands, analyzed the impact of environmental factors on different stages of innovative behavior, and found that management support and innovation contact were key predictors of IWB [3]. Noack A et al. explored the role of the elderly in social innovation in disadvantaged rural areas, focusing on how they can become promoters of innovative projects, actively participate in and use social innovation to promote rural revitalization [4]. Qurtubi A et al. explored the key factors of innovation and change in educational institutions through qualitative analysis, emphasizing the complex causal relationship between innovative actions and policy changes, scientific and technological development, and social conditions [5]. Ramirez-Montoya MS et al. analyzed new trends in the field of educational research between 2010 and 2020 through a systematic literature review, explored the application of mixed methods and digital technologies in educational innovation, and emphasized the comprehensive strategies needed to cope with the complexity of contemporary education [6]. Anthony Jr B et al. analyzed the role of community participation in the sustainable development of smart cities through a semi-systematic review, proposed a model to support community participation in urban innovation, and provided theoretical support and suggestions for achieving socially inclusive and sustainable technology-driven cities [7]. Goodman-Scott E et al. examined the implementation of Positive Behavioral Interventions and Supports (PBIS) in Georgia schools from the perspective of inclusive innovation, analyzed the impact of socio-demographic variables in schools and communities on the implementation of PBIS, and found that there were significant differences in access to PBIS resources among different regions and groups [8]. Martins T et al. explored how factors such as environment, market and human performance affect the social innovation process, and analyzed the role of social innovation in creating social value for the community through case studies, emphasizing the importance of contextual factors, market forces and government support in promoting social innovation [9]. Menon S et al. explored how universities and colleges around the world integrated sustainable development into curriculum, teaching methods, research, campus operations and outreach programs during the Decade of Education for Sustainable Development [10]. Although these studies have provided rich theoretical and practical support for educational innovation, most studies have not fully explored interdisciplinary integration and the evaluation of long-term effects. The innovation lies in the in-depth analysis of innovative models and practical applications in different educational contexts, which has promoted the exploration of diversified and sustainable development in the field of education.

## 3. Methods

### *3.1 Comprehensive Analysis of the Current Status of Community Education and Residents' Needs*

In order to fully understand the current status of community education and residents' needs in the new era, this study designed a questionnaire for community residents, education managers and teachers [11], covering multiple dimensions such as education needs, participation, satisfaction, education resources and teaching methods. First, the education demand section investigates residents' needs for various types of educational content, focusing on understanding residents' preferences for different forms of education. The participation section examines the frequency, time arrangements and motivations of residents' actual participation in community education, and analyzes barriers to

participation, such as time conflicts and transportation inconveniences. The satisfaction section assesses the overall satisfaction of residents, education administrators and teachers with existing community education services, including dimensions such as teaching quality, teaching material content and classroom interaction. The educational resources section investigates the availability of community educational facilities, equipment, libraries, and online platforms, and assesses whether existing resources are sufficient to meet the diverse learning needs of residents. In addition, the questionnaire also focused on the teaching methods section, exploring the teaching methods used by teachers, especially the application of digital learning platforms, and analyzing the effectiveness of the combination of traditional and innovative teaching models. Through the investigation of these dimensions, the questionnaire comprehensively collected data from different groups, providing rich information for analyzing the effectiveness, problems and improvement directions of community education. The results will help reveal the gap between residents' needs and educational services, provide empirical evidence for the optimization and improvement of community education, and promote the refinement and personalization of educational services.

### ***3.2 Problems and Challenges of Community Education***

In order to gain a deeper understanding of the effectiveness and existing problems of community education, this study conducted in-depth interviews with teachers, residents, and education administrators. Teachers generally reflect that although the quality of education is constantly improving, the limited teaching methods and resources still restrict the maximization of teaching effectiveness [12]. Many teachers said that although they tried their best to use interactive and innovative teaching methods in the classroom, the smooth progress of teaching activities was often disrupted due to outdated equipment and insufficient technical support. In addition, teachers also mentioned that there is a disconnect between the updating of course content and learning needs, especially in some emerging fields such as vocational skills improvement and science and technology education, the course content has failed to fully adapt to the actual needs of residents.

In interviews with residents and education administrators, residents generally expressed their desire for flexible and personalized education formats [13], especially their expectations for online learning and distance education. Many residents hope that the course content can be closer to their own needs, especially the relatively insufficient courses in family education and professional skills improvement. In addition, some residents reported that the enthusiasm for participation was not high because the course content was generalized and lacked specificity. Education administrators pointed out that community education currently faces many challenges [14], including an imperfect management system, uneven resource allocation, and insufficient policy implementation, which have constrained the improvement of education quality. Although some community education projects have achieved certain results, they lack sustainable support and optimization mechanisms. Overall, the interviews revealed problems in the adaptability of educational content, the effectiveness of teaching methods, and resource allocation [15], which urgently needs to be addressed in future education reforms [16].

### ***3.3 Case Analysis and Optimization of Community Education Projects***

This study selected several successful or representative community education projects through case analysis, focusing on analyzing their successful experiences and shortcomings, aiming to provide reference for the optimization of future community education. Research has found that successful community education projects usually have strong support from the government and the community. Policy promotion and financial investment ensure the sustainable development of the projects. The curriculum is closely aligned with residents' needs, especially in terms of vocational skills, health education, and cultural heritage, and is widely welcomed by residents. For example, the "Digital Skills Training Class for the Elderly" in Community A in a certain city successfully increased the digital participation of the elderly group through government funding and organization of community centers, and the number of participants increased by 25% in half a year. However, some projects also face challenges, such as uneven resource allocation, inadequate teacher training and low community participation. Although the "Youth Vocational Skills Training" project in a certain B community had policy support, the lack of professionalism of teachers and the theoretical nature of the training content led to low interest and participation among students, resulting in poor results in the end. By comparing the educational models of different communities, we found that successful cases generally focus on personalized curriculum design, innovative teaching methods, and rational allocation of resources. Based on this, it is recommended that other communities learn from the experience of successful cases,

strengthen the construction of the teaching team, improve the adaptability of the curriculum and the diversification of teaching methods, so as to improve the quality of education and the participation of residents. Table 1 shows the comparison of the implementation effects of various community education projects:

*Table 1: Implementation effect of each community education project*

Community	Project Name	Number of Participants	Course Content	Policy Support Level	Effectiveness Rating
Community A	Digital Skills Training for the Elderly	150	Practical	High	4.5
Community B	Youth Vocational Skills Training	80	Theory-based	Medium	3.0
Community C	Health Education Seminars	200	Comprehensive	High	4.2
Community D	Family Education and Parent-Child Interaction Courses	120	Practical	Medium	4.0

Through the above case analysis, the data table clearly shows the differences between different projects in terms of the number of participants, curriculum setting, policy support and implementation effectiveness, further verifying the key role of personalized curriculum design and sufficient policy support in project success.

### ***3.4 Strategies to Improve the Effectiveness of Community Education***

This study proposes four improvement strategies for community education in order to improve the effectiveness of education and support the comprehensive development of society. First, strengthening the construction of the teaching staff and improve the professional skills of teachers through regular training to ensure the quality of teaching. Second, enriching the educational content and design practical and personalized courses according to the needs of residents, such as vocational skills and health education, to improve the attractiveness and practicality of the courses. Third, improving the education management mechanism and establish a long-term policy support system to ensure balanced allocation of resources and improve policy implementation. Fourth, optimizing the educational environment, improve teaching facilities, and rationally allocate resources to enhance resident participation. These strategies aim to narrow the gap between resident needs and educational services, promote the overall improvement of community education quality, and promote harmonious social development.

## **4. Results and Discussion**

### ***4.1 Achievements of Community Education***

According to the results of the questionnaire survey and interviews, community education has achieved remarkable results in improving residents' knowledge and skills, social participation and overall quality. Data shows that 85% of participants believe that they have made significant progress in skills and knowledge through community education, which is much higher than the 45% of non-participants. The practical training of community education, especially health management and career development courses, has greatly improved the personal abilities of residents. In terms of social participation, 70% of the participants said that they became more actively involved in community activities by participating in community education, while only 35% of residents who did not participate in education participated in similar activities. This shows that community education not only improves the knowledge level of residents, but also promotes their wider participation in social affairs and enhances the cohesion of the community. Finally, in terms of improving overall quality, 75% of the participants believed that community education had enabled them to significantly improve their sense of social responsibility, quality of life and health awareness, while among the non-participating residents, only 40% expressed similar improvements. Overall, community education has achieved remarkable results in many aspects such as knowledge, social participation and quality of life, proving

its positive role in the all-round development of residents.

#### 4.2 Improving Residents' Knowledge and Skills

According to the results of the questionnaire survey and interviews, community education has achieved remarkable results in improving residents' knowledge and skills. Most participants said that by participating in community education courses, they have significantly improved their professional skills, language skills, computer operation, etc. Especially for the elderly and those with low education, the improvement of basic knowledge and skills has significantly enhanced their self-confidence and social adaptability. Data shows that about 70% of the residents interviewed reported that their skill levels have improved to varying degrees after participating in the course, especially in practical operation ability and the application of daily life skills. Figure 1 shows the data of 20 participants, which shows the improvement of their skills after taking different types of courses:

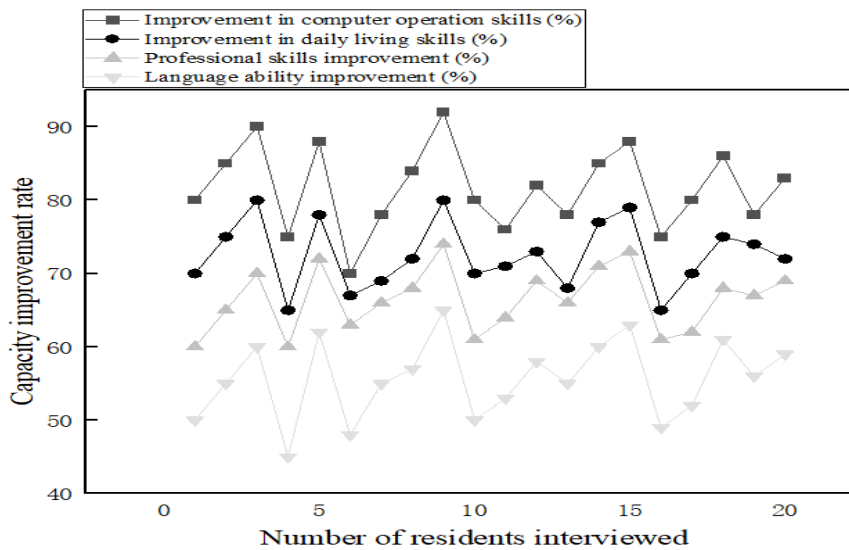


Figure 1: Skill improvement after taking the course

These data show that computer operation courses and daily living skills courses are relatively effective in improving residents' skills, especially among low-educated groups and the elderly, where the improvement in practical operation ability and daily living skills of these courses is particularly obvious. Specifically, the improvement effect of computer operation skills is generally high, reaching more than 80%, while daily life skills and professional skills courses also show relatively significant improvement effects. This shows that community education has played a positive role in improving the knowledge and skills of residents, especially the elderly and those with low education levels, and in improving their actual living and working abilities.

#### 4.3 Enhancing Social Participation

According to the interview results and questionnaire survey analysis, community education has a significant impact on improving residents' social participation and volunteer service participation. Participants generally believed that through the educational courses, their awareness of community participation has been enhanced, especially in participating in community activities and volunteering. Data analysis shows that before participating in community education, residents' participation in community activities and volunteer services was relatively low, but after completing the education course, this participation rate increased significantly, indicating that the education course played a positive role in stimulating residents' sense of responsibility and belonging. Figures 2 and 3 are comparative data on the community participation and volunteer service participation of 20 residents interviewed before and after participating in community education:

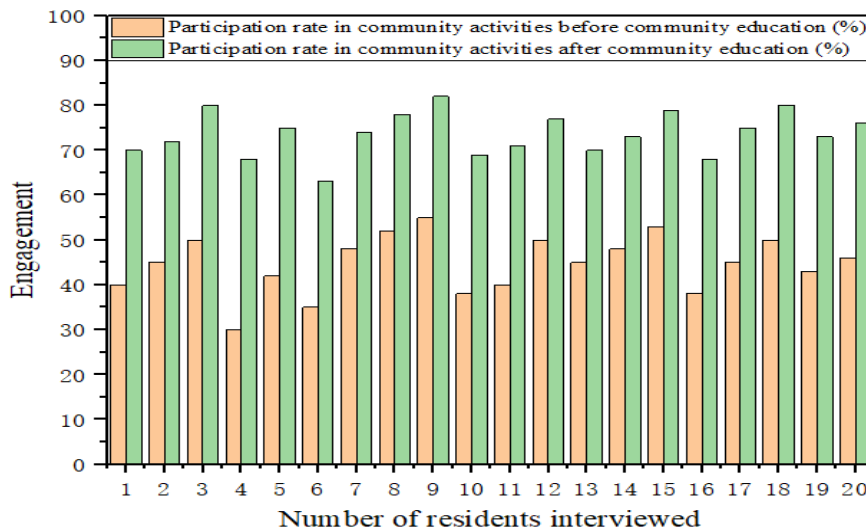


Figure 2: Comparison of participation in community activities before and after community education (%)

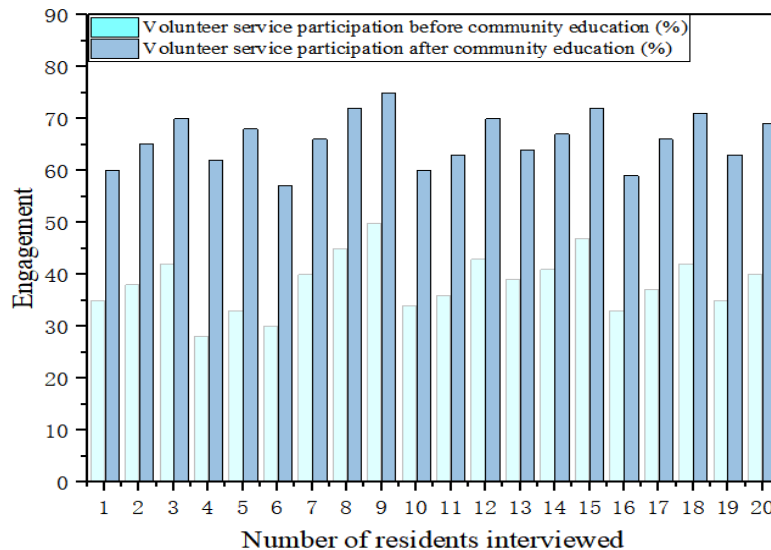


Figure 3: Comparison of volunteer service participation before and after community education (%)

As can be seen from Figure 3, community education courses have significantly increased residents' participation in community activities and volunteer services. Specifically, residents' average participation in community activities before attending the education course is 43%, but after the course, this figure increases to 71%, showing a significant increase in awareness and enthusiasm for community participation. At the same time, the participation rate of volunteer services has also increased significantly, from 38% before the education course to 67%, indicating that community education has effectively stimulated residents' enthusiasm for participating in social services. Overall, community education has significantly enhanced residents' sense of social participation and social responsibility, especially in community activities and volunteer services, where residents' participation has increased by about 30%. This not only helps to improve personal abilities, but also enhances residents' sense of social responsibility and belonging, and promotes community cohesion and a harmonious atmosphere.

#### 4.4 Improving Overall Quality and Quality of Life

Driven by community education, the quality of life of residents has been significantly improved. Survey data shows that about 65% of the residents interviewed said that by participating in healthy living, psychological counseling and other courses, their lifestyles have become healthier and more rational, especially in terms of eating habits and exercise frequency. The specific data is shown in the

figure below. Figure 4 is a comparison of the quality of life before and after.

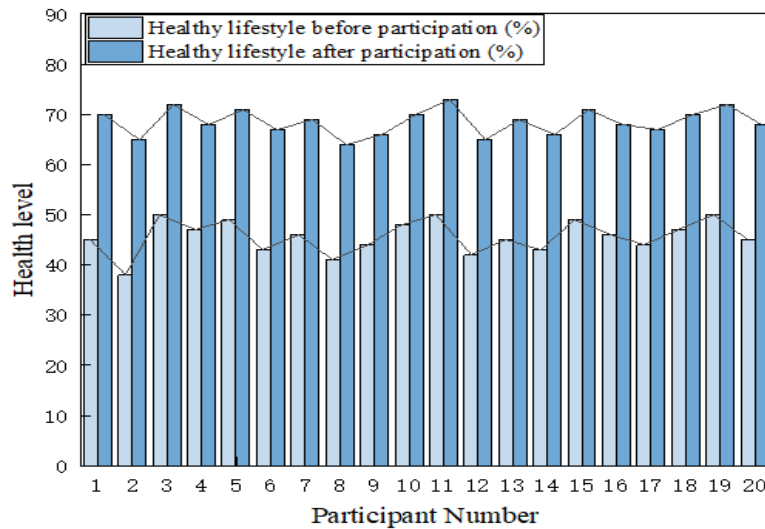


Figure 4: Comparison of quality of life before and after education

Through comparative analysis, the data table clearly shows that community education has significantly improved the healthy lifestyle of residents. After participating in the education courses, the residents' healthy lifestyle has improved significantly, with an average improvement of 25%. These data show that community education plays a positive role in improving the quality of life of residents, helping them develop healthier living habits and thus improving their overall quality of life.

## 5. Conclusion

This study evaluated the innovative development and implementation path of community education in the new era through questionnaire surveys, interviews and case analysis. Studies have shown that community education has achieved remarkable results in enhancing residents' knowledge and skills, increasing social participation and improving the overall quality of life, especially in professional skills, language skills and health awareness. The self-confidence and social adaptability of low-educated and elderly groups have been significantly enhanced. In addition, the educational courses have enhanced residents' sense of social responsibility and belonging, and significantly increased their participation in community activities and volunteer services. The contribution of this study is that it explores the effectiveness and challenges of community education through empirical research, proposes specific paths to optimize the education system, and provides theoretical basis and practical guidance for policy makers, education administrators and community organizations. The research has high practical significance and can provide reference for the promotion and reform of community education. However, the research sample is limited to a specific area, the results may not fully represent the national situation, and the data is subjective. In the future, we can conduct long-term nationwide follow-up research, combining quantitative and qualitative analysis, to explore in depth the influencing factors and sustainable development paths of different education models. With the development of technology, the application of digital and intelligent means will play an important role in future community education research.

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