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Practice and Innovation in Cultural Education for Engineering Departments at Local Undergraduate Institutions

Tiebin Wu[1], Yunlian Liu[2,*], Wangfei Cai[1], Bo Liu[1], Pan Wu[1]

[1]*College of Energy and Mechanical and Electrical Engineering, Hunan Institute of Humanities, Science and Technology, Loudi, 417000, China*
[2]*College of Information, Hunan Institute of Humanities, Science and Technology, Loudi, 417000, China*
[*]*Corresponding author*

Abstract: *In response to issues such as a weak atmosphere, an unclear philosophy, a lack of distinctive features, and limited channels for cultural education in engineering departments of local undergraduate universities, the School of Energy and Mechanical Engineering at Hunan University of Humanities, Science and Technology has developed a cultural education model known as the "Two Forums, Three Focuses, and Four Guidances." To ensure the effective implementation of this model and foster a strong synergy in talent development, the school has established safeguard and collaboration mechanisms for cultural education. Additionally, a feedback and evaluation mechanism has been introduced to assess the effectiveness of these efforts. Building on this foundation, a continuous improvement mechanism has been put in place to refine the cultural education model and its supporting systems, ensuring sustained and enhanced outcomes.*

Keywords: *Cultural Education; Local Undergraduate Universities; Engineering Departments; Safeguard Mechanism; Collaboration Mechanism; Continuous Improvement Mechanism*

1. Introduction

Universities bear the significant mission of fostering virtue and cultivating talents. The students they educate must not only possess extensive professional knowledge and a relatively high level of practical ability but also hold correct values, demonstrate perseverance, and embody qualities such as innovation. Cultural education serves as one of the key means to strengthen ideological and political work among university students and plays an extremely important role in nurturing their healthy personalities [1]. As global economic activities become increasingly interconnected, the exchange, integration, and confrontation of various ideologies and cultures grow more frequent, placing university students in an environment characterized by diverse thoughts and pluralistic values. Universities must leverage the vital role of cultural education to inspire students' sense of responsibility and mission, thereby strengthening their moral foundation and character.

Universities worldwide place high importance on cultural education and have conducted extensive research and practice in this area. Foreign scholars have studied university culture and its educational function, with representative theories including Reber's "implicit learning" theory proposed in 1967 and Albert Bandura's social learning theory [2-3]. Many foreign universities incorporate humanistic spirits—such as character cultivation, moral qualities, and artistic sentiment—into their educational philosophies [4-5] and emphasize the integration and infiltration of ideology [6].

Domestic scholars have also conducted substantial research on cultural education. Li Jiaqian studied the use of red university history and culture to cultivate excellent moral qualities in university students [7]. Huang Jiahui proposed developing university network culture to subtly cultivate noble sentiments among students [8]. Xie Hai et al. researched mechanisms for deeply integrating engineering culture education with intellectual, moral, aesthetic, and labor education [9]. Xiao Nan analyzed the difficulties in realizing the educational function of university discipline culture and proposed targeted functional optimizations [10]. Wu Peixing advocated guiding cultural education in universities with advanced socialist culture [11]. Yang Ming offered some countermeasures for cultural education in university dormitories [12]. Liu Yang explored how to effectively leverage the educational impact of the craftsmanship spirit [13]. Some scholars have also studied the safeguard mechanisms for cultural education in universities [14]. Li Feng et al. investigated the mechanisms and carriers of cultural education work in universities [15]. Hang Pinhou studied the acculturation and internalization mechanisms of university cultural education [16]. Liu Jia et al. explored the collaborative mechanisms of university cultural education [17]. The aforementioned research has laid a solid foundation for cultural education in universities; however, some difficulties and problems persist [18]. Currently, the carriers for cultural education are mostly singular, and well-developed models are rare. Research on cultural education is almost exclusively conducted from the university level, with very few studies adopting the perspective of secondary departments or schools. There is no literature specifically addressing research and practice on cultural education within engineering departments of local undergraduate universities.

Compared to established undergraduate universities or "Double First-Class" institutions, local undergraduate universities generally have shorter histories and have not yet developed a strong campus culture. Awareness of cultural education is not widespread. Particularly for engineering undergraduate programs, which have been established for a relatively short time, awareness of cultural education is even weaker, and a well-developed cultural education model has yet to be formed. Currently, several problems exist regarding cultural education in engineering departments of local undergraduate universities. (1) The mechanisms for cultural education in these departments are inadequate, and top-level design is insufficient. The authority over personnel and finance at the departmental level is far lower than at the university level, and the resources that can be mobilized are also limited, as the mechanisms for cultural education at the departmental level differ significantly from those at the university level. Research on cultural education mechanisms at the departmental level remains almost non-existent. However, certain safeguard, collaborative, and continuous improvement mechanisms are essential prerequisites for ensuring the effectiveness of cultural education. (2) The atmosphere for cultural education in engineering departments of local undergraduate universities is weak. Some local undergraduate universities exhibit tendencies such as prioritizing research over teaching, and emphasizing knowledge transmission over cultural education. This issue is relatively more pronounced in engineering departments, where a concerning phenomenon has emerged: purely imparting professional knowledge while lacking the infusion of correct core values. Some even view cultural education as optional, not worth significant effort, believing it yields little substantial outcome, resulting in a weak cultural education atmosphere. (3) The philosophy of cultural education in engineering departments is unclear and lacks distinctive features. Most engineering departments in local undergraduate universities lack a clear philosophy of cultural education. They perceive the cycle of cultural education as long and its outcomes as not immediately apparent. Some equate cultural education with general campus cultural activities. Although some engineering departments have attempted cultural education initiatives, they have not considered the characteristics of engineering students, leading to unsatisfactory educational outcomes. (4) The carriers for cultural education in engineering departments are relatively singular, and a well-developed model has not been formed. Although some engineering departments in local undergraduate universities have implemented cultural education, the carriers are limited. Some departments only organize entertainment activities such as speeches and singing competitions. Others focus solely on dormitory culture construction. Some promote socialist core values through class meetings. Others incorporate traditional or local culture into education. However, well-developed cultural education models are rare. Student recognition and participation rates are low, and the educational outcomes are not ideal. The problems of cultural education in engineering departments being "soft, weak, vague, and fragmented" have not been resolved.

Professional knowledge and skills constitute the "hard power" that enables students to establish themselves in society. However, what determines how far and how long students can go, and whether they can follow the right path, are often "soft power" qualities such as diligence, perseverance, pioneering spirit, and sound values. This "soft power" is primarily cultivated through cultural education. Engineering departments in local undergraduate universities enroll a large number of students who are important future technical talents serving local economies. There is an urgent need to construct a cultural education model and mechanism with engineering characteristics, optimize the carriers of cultural education, enhance its appeal and penetrative power, and establish a favorable cultural education environment to achieve the effect where "in a good environment, character shapes itself." Therefore, constructing cultural education models and mechanisms for engineering departments in local undergraduate universities is of significant importance.

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2. Top-Level Design of Cultural Education for Engineering Departments in Local Undergraduate Institutions

In response to issues such as the singular approach to talent cultivation, incomplete mechanisms for cultural education, and unclear conceptual frameworks in engineering departments of local undergraduate institutions, this paper takes the School of Energy and Mechanical Engineering at Hunan University of Humanities, Science and Technology as an example to construct a cultural education model for engineering departments known as the "Two Forums, Three Focuses, and Four Guidances." Additionally, it establishes safeguard and collaborative mechanisms for cultural education to ensure the smooth implementation of this model, thereby forming a powerful synergy for talent cultivation. Based on the feedback and evaluation mechanism for cultural education, the effectiveness of such efforts is assessed. Building on this foundation, a continuous improvement mechanism is established to refine the cultural education model, collaborative mechanisms, and safeguard mechanisms, ensuring that cultural education consistently achieves new results. The top-level design of the cultural education model is illustrated in Figure 1.

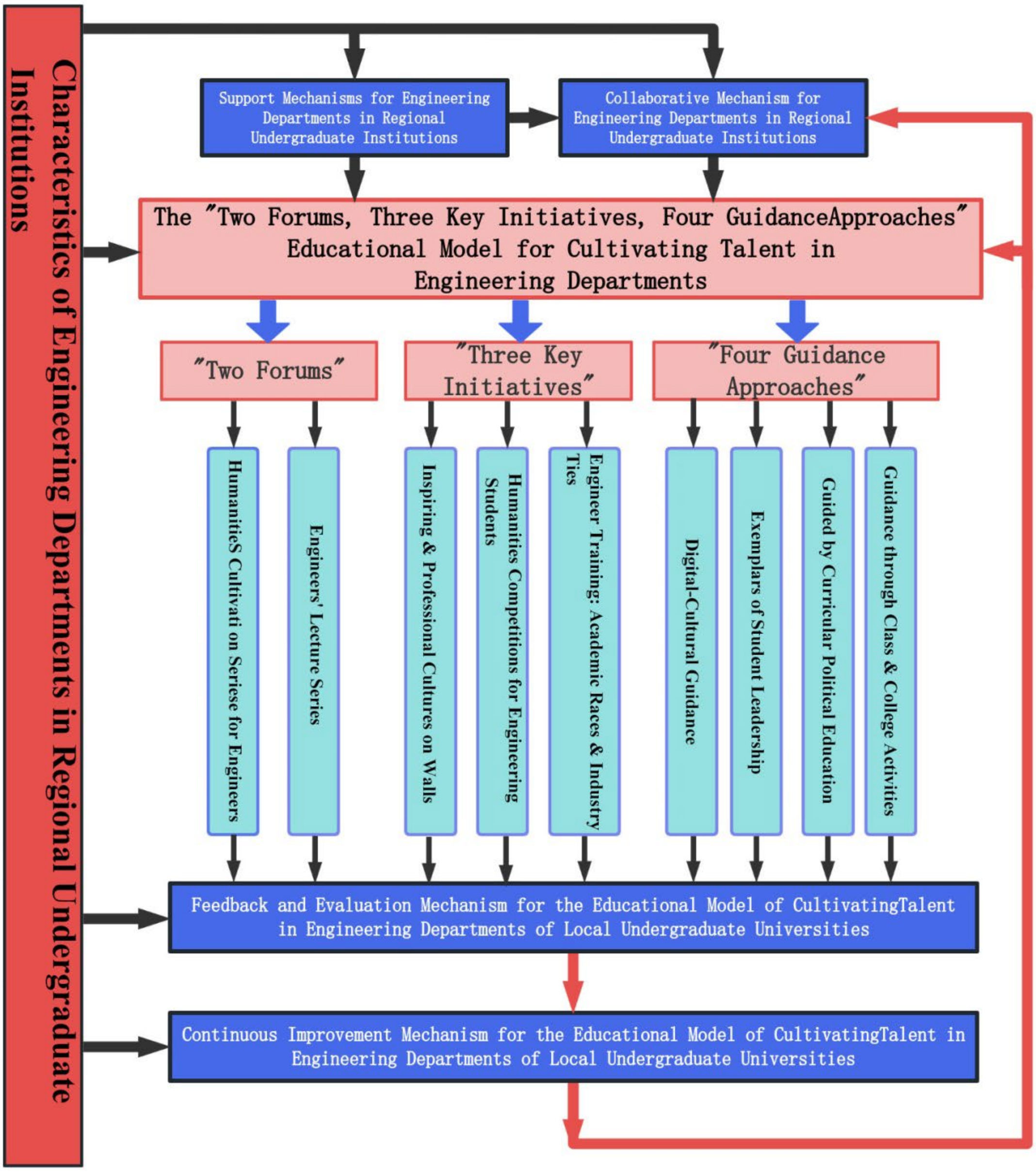

Figure 1: Top-Level Design of Cultural Education for Engineering Departments in Local Undergraduate Institutions

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3. Establishment of Safeguard and Collaboration Mechanisms for Cultural Education in Engineering Departments of Local Undergraduate Institutions

Local undergraduate institutions have become a crucial force in China's higher education system. Unlike traditional academic universities or higher vocational colleges, they represent a blend of academic and vocational education, primarily serving local needs and cultivating applied talents. However, most applied undergraduate institutions have a relatively short history of undergraduate education, resulting in a weak atmosphere for cultural education. Very few have established mechanisms for cultural education, and even those that do often have incomplete systems. Compared to the university level, secondary departments have relatively weaker authority over personnel and financial matters, as well as limited resources. In response, the School of Energy and Mechanical Engineering at Hunan University of Humanities, Science and Technology has developed cultural education safeguard and collaboration mechanisms tailored to the characteristics of engineering departments in local undergraduate institutions.

Based on the specific features of engineering departments in local undergraduate institutions, the School of Energy and Mechanical Engineering at Hunan University of Humanities, Science and Technology has formulated appropriate safeguard and collaboration mechanisms. The safeguard mechanisms primarily include organizational and managerial safeguards as well as funding safeguards. To ensure the smooth implementation of cultural education, an organizational and managerial safeguard mechanism has been established. This includes the formation of a departmental cultural education leadership group, led by the dean and the Party secretary as co-chairs, with other college leaders as deputy chairs. Members consist of the dean of student affairs, the dean of academic affairs, heads of teaching and research offices, and laboratory directors. This group is responsible for overall planning, guidance, and coordination of cultural education and cultural development initiatives within the department, aiming to enhance the effectiveness of various activities and measures related to cultural education. Given the limited funding available to engineering departments in local undergraduate institutions, resources for cultural education are also constrained. Therefore, efforts are made to secure financial support from alumni, faculty, and enterprises, or to seek assistance from relevant university administrative departments. To ensure the rational use of cultural education funds and maximize their impact, the school has established a "Cultural Education Fund Management System."

Given the broad scope of cultural education and the diverse platforms it relies on, it is challenging to accomplish through the efforts of only a few teachers or a single department. Fragmented approaches hinder the formation of a cohesive force. Therefore, a collaborative mechanism for cultural education has been constructed, emphasizing joint management and shared responsibility across the engineering department. Certain cultural education activities at the departmental level require support from university-level offices such as the Academic Affairs Office, Student Affairs Office, Research Office, and Publicity Department. This support may come in the form of policy guidance, technical assistance, venue provision, or even funding. For instance, inviting renowned experts to deliver lectures for forums like the "Humanistic Quality Cultivation Forum for Engineering Students" or the "Engineers Forum" may involve seeking honorarium support from the Research Office. Organizing large-scale concerts may require assistance from the Publicity Department for promotion. Accordingly, a collaboration mechanism has been designed between the secondary department and relevant university administrative offices. Some cultural education activities also require parental support, necessitating the establishment of a collaboration mechanism between the department and families. Various entities within the engineering department, including student affairs offices, academic affairs offices, specialized laboratories, class advisors, and full-time teachers, must participate in cultural education. This requires clear division of responsibilities as well as coordinated efforts. For example, the installation of motivational cultural displays in office and teaching buildings, as well as humanistic competitions for engineering students, are managed by the student affairs office with the assistance of class advisors. Promotional slogans in specialized laboratories are handled by the laboratories with support from teaching and research offices. Consequently, a collaborative education mechanism has been established involving the student affairs office, academic affairs office, specialized laboratories, teaching and research offices, class advisors, and full-time teachers. This mechanism leverages their respective strengths, fosters close cooperation and mutual support, and effectively enhances the collective impact of cultural education.

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4. Establishment of Feedback, Evaluation, and Continuous Improvement Mechanisms for Cultural Education in Engineering Departments of Local Undergraduate Institutions

The effectiveness of cultural education is closely linked to the quality of talent cultivation. Feedback and evaluation of its outcomes are of great significance for enhancing the quality of talent development. Feedback and evaluation of cultural education encompass both internal assessments within the institution and input from various sectors of society. At the School of Energy and Mechanical Engineering, Hunan University of Humanities, Science and Technology, internal feedback and evaluation of educational effectiveness include input and self-assessments from students and faculty. External feedback and evaluation primarily come from alumni and employers. This feedback and evaluation mechanism is multi-layered and comprehensive.

A faculty discussion-based feedback and evaluation mechanism has been established to determine the aspects to be assessed, the scoring criteria for each item, the frequency (such as the number of sessions per academic year), and potential areas for improvement. A student discussion-based feedback and evaluation mechanism has been designed, focusing on rating the effectiveness of various cultural education carriers (or activities) and gathering suggestions for improvement. An internet-based questionnaire survey mechanism for feedback, evaluation, and opinion collection among teachers and students has been developed. While the evaluation aspects are largely similar to those in the discussion sessions, the online questionnaire allows for a broader collection of student feedback and opinions, resulting in more objective evaluations. An alumni and employer evaluation mechanism has also been established, primarily through online questionnaire surveys. The surveys are designed to gather evaluations and improvement suggestions from alumni and employers.

5. Establishing the "Two Forums, Three Focuses, Four Guidances" Cultural Education Model

In response to issues such as a weak cultural education atmosphere, unclear concepts, lack of distinctive features, and relatively singular approaches within engineering departments, the School of Energy and Mechanical Engineering at Hunan University of Humanities, Science and Technology has developed a cultural education model based on the "Two Forums, Three Focuses, and Four Guidances."

Two Forums: The "Humanistic Quality Cultivation Forum for Engineering Students" and the "Engineers Forum" serve as key platforms for education, inviting professors, doctoral researchers, and corporate engineers to deliver lectures aimed at fostering students' comprehensive humanistic qualities and enhancing their engineering cultural literacy. The "Humanistic Quality Cultivation Forum for Engineering Students" is utilized to improve students' humanistic cultivation. For instance, the school has invited experts and scholars to conduct special lectures on topics such as "On Literary Cultivation," "The Art of Delivering Outstanding Speeches," "Ecological China, Beautiful Humanities," "'Understanding' Music," and "Norms of Civilized Etiquette." The school's "Engineers Forum" cultivates students' engineering professionalism, guiding them to embrace the concept of building a "strong engineering nation" and inspiring them to aspire to become outstanding engineers. Examples include invited lectures by experts and scholars on themes such as "Learning from the Spirit of the Academicians Conference of the Two Academies, Building Loudi's Dual Engines for Advanced Manufacturing," "Steel Materials and Heat Treatment," and "The Development and Applications of Welding Technology."

Three Focuses: The initiatives center around "Motivational and Discipline-Specific Cultural Displays," "Humanities Competitions for Engineering Students," and "Engineer Quality Cultivation Based on Research, Competitions, Innovation, and Industry-Academia Collaboration." Since 2019, the school has formally implemented the "Motivational Culture Display" initiative, which has received high praise from the university and alumni, and was featured in the Guangming Daily in 2023. "Motivational and Discipline-Specific Cultural Displays" primarily involve posting motivational quotes (famous sayings) in the corridors and stairwells of the school's administrative building, which integrates offices, classrooms, and laboratories. In specialized laboratories, slogans related to the discipline's philosophy, as well as quotes and brief introductions of notable scientists, experts, or renowned engineers in the field, are displayed. The "Cultural Displays" in student dormitories emphasize discipline-specific characteristics and engineering traits. "Humanities Competitions for Engineering Students" aim to cultivate students' artistic literacy through activities such as speech contests, calligraphy, singing, and painting competitions. For instance, a speech contest titled "Study Ideology, Tell Stories" was organized to revisit significant historical moments, learn from history to gain wisdom, and strengthen ideological foundations. A calligraphy competition named "Unleashing

Elegance with Brush and Ink" was held to inherit, promote, and develop traditional Chinese culture. A concert themed "Youth Embarks on the Journey of the 20th National Congress, Composing a Chapter of National Strength with Our Efforts" was conducted to nurture engineering students' artistic qualities and cultivate noble sentiments. Additionally, painting competitions and interest classes were organized, significantly enhancing students' painting skills. In 2020, Li Junting's work Glory won the provincial first prize in the non-professional category (Group A), and Huang Jia's work The Most Beautiful Imprint received the provincial second prize in the same category. The school adheres to the principles of educating through beauty, shaping character through beauty, and fostering fundamental values through beauty, using art to refine sentiments and cultivate noble minds. "Engineer Quality Cultivation Based on Research, Competitions, Innovation, and Industry-Academia Collaboration" leverages students' participation in scientific research, discipline-specific competitions such as mechanical innovation contests, engineering skills training competitions, metallographic competitions, energy-saving and emission-reduction contests, and electronic design competitions, as well as innovation and entrepreneurship activities and industry-academia collaboration projects to cultivate engineering professionalism. For example, teachers guide students in scientific research and engage in technical services within enterprises, fostering a sense of serving society and contributing to the nation. Competitions like mechanical innovation and engineering skills training require collaboration between mechanical and automation majors to design a product. These contests not only develop students' practical and innovative abilities but, as interdisciplinary events, also cultivate engineering leadership and cross-disciplinary integration skills. Energy-saving and emission-reduction competitions sometimes involve multiple disciplines, such as energy and power engineering, mechanical engineering, and automation, working together to design a product. Beyond practical skills, innovation, and leadership, these activities instill a sense of ecological responsibility for environmentally coordinated development. Collaborative work among students from different disciplines enhances their ability to listen attentively, embrace diverse perspectives, and integrate strengths from various fields. During competitions, students are guided to uphold the school's motto: "Virtue Encompassing Past and Present, Learning Aimed at Innovation and Excellence." Deepening industry-academia collaboration, corporate engineers are invited to co-instruct practical courses, bringing the spirit and culture of exemplary enterprises into the campus. Students are also guided to intern in production companies, immersing them in the corporate culture. Through research, competitions, innovation, and industry-academia collaboration, students develop an innovative spirit, a pursuit of excellence, craftsmanship, precision, and a dedication to societal contribution—all essential qualities of engineering professionalism.

Four Guidances: The four "guidances"—"Internet + Cultural Guidance," "Student Role Model Demonstration and Leadership," "Curriculum-Based Ideological and Political Guidance," and "Class Activities and School-Themed Event Guidance"—are designed to enhance the dimensionality, breadth, and depth of cultural education. In today's era of rapid internet development, where diverse ideologies and values both converge and compete, relying solely on offline cultural education is no longer sufficient. It is essential to establish an integrated offline and online cultural education model. "Internet + Cultural Guidance" utilizes platforms such as WeChat groups, grade-level QQ groups, class QQ groups, student WeChat public accounts, and the school's official website to strengthen ideological guidance. Through these online media, socialist core values are consistently promoted to cultivate moral character and nurture students, enabling engineering students to establish correct values, internalize them as spiritual pillars, and externalize them into conscious actions, thereby laying a solid foundation for their ideals and convictions. Additionally, these platforms disseminate the essence of traditional Chinese culture to foster engineering students' sense of patriotism and virtues such as benevolence, righteousness, propriety, wisdom, and trustworthiness. They also highlight the guiding role of regional traditional cultures like Huxiang culture, nurturing a pioneering spirit and unwavering resilience among students.

"Student Role Model Demonstration and Leadership" leverages exemplary figures within the student community, such as student Party members, outstanding student cadres, and top performers in academics and discipline-specific competitions, to serve as role models and leaders. This initiative fosters a culture of striving for excellence and being guided by advanced examples. For instance, the school has launched the "Student Party Member One-on-One Targeted Assistance" program (reported in Guangming Daily and New Hunan), where student Party members provide personalized support to peers facing academic difficulties, psychological challenges, or motivational issues. This effort has been extended to the "Party Member Dormitory Plaque Display" campaign, where one Party member influences one dormitory, and one dormitory influences many others, ensuring that every Party member becomes a standard-bearer, bringing ideological guidance and support wherever they go. The initiative has further expanded to include non-Party member outstanding student cadres, who set examples in

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their dormitories in areas such as academics and hygiene. Students who win provincial awards in various discipline competitions or succeed in postgraduate entrance examinations are recognized on honor rolls or featured in reports of outstanding achievements, encouraging others to follow their lead. Plans are underway to further strengthen and refine the role model demonstration and leadership mechanism.

"Curriculum-Based Ideological and Political Guidance" integrates ideological and cultural education into all practical teaching components, embedding ideological education into professional courses to enhance the effectiveness of curriculum-based cultural education. This approach aims to create a new educational ecosystem where "every course incorporates ideological and political elements, and every teacher emphasizes education." "Class Activities and School-Themed Event Guidance" utilizes class activities and school-themed events to cultivate students' qualities. For example, the school has organized themed activities such as "Study, Reflect, Practice, and Understand the Spirit of the 20th National Congress, and Embark on a Journey of Gratitude Education" to foster qualities like gratitude, responsibility, self-reliance, and resilience (reported by New Hunan). Other initiatives include themed flag-raising ceremonies like "Youth Embarks on the 20th National Congress Journey, Shouldering the Mission and Striving Together," "Freshmen Class Patriotic Education Theme Class Meetings," "Theme Education Flag-Raising Ceremonies: Striving for Progress, Aspiring to Be Outstanding Youth of the Era," and "Youth Confession to the Motherland" theme class meetings. Through these activities, the school aims to cultivate high-level applied engineering talents who take national prosperity and people's happiness as their mission, harbor lofty ideals, and aspire to greatness. Efforts will continue to expand and refine the "Class Activities and School-Themed Event Guidance" approach.

6. Conclusion

In response to issues such as a weak cultural education atmosphere, unclear concepts, lack of distinctiveness, and relatively singular approaches in engineering departments of local undergraduate institutions, the School of Energy and Mechanical Engineering at Hunan University of Humanities, Science and Technology has constructed a cultural education model for engineering departments characterized by the "Two Forums, Three Focuses, and Four Guidances." To address the inadequate mechanisms and insufficient top-level design for cultural education in such departments, the school has established safeguard mechanisms, collaboration mechanisms, as well as feedback and evaluation mechanisms alongside a continuous improvement mechanism. These institutional measures ensure that cultural education consistently achieves new outcomes.

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