

Exploration of the Library Venue-Based Education Model

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Abstract

Against the backdrop of the in-depth advancement of the "Project of Cultivating New Era Talents with Strong Convictions" and the full implementation of the education system featuring "simultaneous development of moral, intellectual, physical, aesthetic, and labor education", the traditional service model of university libraries can no longer meet the needs of venue-based education. Taking the Library of Tianjin University of Technology and Education as the research carrier and supported by the embodied cognition theory, this paper discusses how to construct a venue-based education model with "book repair" as the core link and "hands-on book repair - intellectual reading - heartfelt comprehension of principles" as the logical main line.

Keywords

Project of Cultivating New Era Talents with Strong Convictions; University Library; Venue-Based Education.

1. Introduction

The "Opinions of the CPC Central Committee and the State Council on Comprehensively Strengthening Labor Education in Primary and Secondary Schools and Universities in the New Era" clearly defines labor education as the basic pillar of the "five-in-one education" system, emphasizing the cultivation of students' labor literacy and sense of responsibility through practical carriers[1]. The "Implementation Outline for the Project to Improve the Quality of Ideological and Political Work in Universities" focuses on improving the quality and efficiency of ideological and political education, proposing to "tap the ideological and political education potential of various carriers"[2]. These two policies jointly point to the core demand of "collaborative education through labor and ideological and political education", and the "Project of Cultivating New Era Talents with Strong Convictions" further materializes this demand into the goal of "cultivating new-era youth with ideals, courage to take responsibility, ability to endure hardships, and willingness to strive", delineating the direction for the innovation of university education carriers[3].

As a special venue with both "educational functions and information service functions", university libraries' collections (especially red documents and local classics) are natural ideological and political teaching materials, and their physical spaces (repair rooms, special collections exhibition areas) are immersive educational venues[4]. However, some university libraries are still confined to traditional document lending and basic reading promotion, failing to fully activate the educational value of venue resources. Others only focus on labor skill training (such as simple book repair activities) without ideological and political value guidance, or emphasize theoretical ideological and political education (such as red lectures) divorced from practical carrier support. This leads to the separation of "labor" and "ideological and political education" and fragmented educational effects.

Based on this, the Library of Tianjin University of Technology and Education explores and constructs the "Labor-Ideological and Political Education Double Helix" education model. Taking book repair as the starting point of practice, it integrates document restoration techniques with classic reading, and realizes the resonance between labor education and

ideological and political education through "embodied learning", providing an innovative path for university libraries to practice "integration of five educations".

2. Connotation and Theoretical Support of the Labor-Ideological and Political Education Double Helix Education Model

2.1. Connotation of the Model

The "Labor-Ideological and Political Education Double Helix" education model uses the DNA double helix structure as a metaphor, setting labor education and ideological and political education as two core "chains" to achieve collaborative education through dynamic coupling:

Labor education chain**: Centered on "hands-on book repair", it focuses on "skill acquisition - quality cultivation - responsibility shaping". Through document restoration practices (such as fragmented page splicing and cover reloading), it cultivates students' fine operation ability, patience and concentration, as well as the sense of responsibility to cherish documents and inherit culture.

Ideological and political education chain**: Taking "intellectual reading - heartfelt comprehension of principles" as the main line, it focuses on "cognitive deepening - value perception - belief internalization". Relying on joint reading of red documents and sharing of restoration insights, it guides students to explore revolutionary spirit, craftsmanship spirit and family and country feelings from the document content, realizing the shaping of values.

2.2. Theoretical Support

2.2.1. Embodied Cognition Theory

The embodied cognition theory breaks through the traditional "mind-body dualism", with the core view that "cognition originates from the interaction between the body and the environment, and the essence of the mind is a product of physical experience"[5]. Ye Haosheng points out that human cognitive activities such as thinking and learning are constrained by physical experiences, and abstract cognition divorced from practice is difficult to form in-depth understanding[5]. Zhang Jing and Chen Wei further supplement that cognition from an embodied perspective is not a "pile of symbolic logic", but a "dynamic generation process rooted in specific practices"[6].

This theory provides the core logic for book repair activities: in the fine operations of "disassembling fragmented pages - smoothing wrinkles - gluing defects", students' physical perception and document cognition form two-way activation. The touch of paper texture and binding structure with hands strengthens the cognition of documents as "historical carriers". The presentation of revolutionary stories and cultural thoughts in documents elevates the restoration behavior from "technical operation" to "cultural inheritance practice". This cognitive coupling of "repairing books - reading books" is a typical application of the embodied cognition theory in library education, effectively making up for the limitation of traditional reading that "emphasizes text over experience".

2.2.2. Theory of Integration of Labor Education and Ideological and Political Education

The integration of labor education and ideological and political education is rooted in the Marxist theory of "all-round development of humans". Marx proposed in "Das Kapital" that "the combination of productive labor with intellectual and physical education is the only method of producing fully developed humans"[7]. Scholars such as Xiang Xianming further explain that ideological and political education divorced from labor practice is prone to "empty preaching", and labor education lacking value guidance is reduced to "simple skill training". The two need to be organically unified through specific carriers[8].

Book repair activities have become an ideal carrier for this integration. On the one hand, restoration labor provides a "concretized scene" for ideological and political education, allowing students to intuitively feel the thickness of revolutionary history in the process of "restoring red documents". On the other hand, ideological and political guidance endows labor education with a "value core", extending the book repair behavior from "restoring paper" to "inheriting spirit", and finally realizing the dual goals of "material restoration" and "spiritual shaping".

3. Practical Construction of the Labor-Ideological and Political Education Double Helix Education Model

Based on the core logic of "three-stage progression and dual-line integration", the Library of Tianjin University of Technology and Education promotes practice in phases, forming a complete educational chain of "skill cultivation - cognitive deepening - value dissemination". see Figure 1.



Figure 1. "Three-Stage Progression and Dual-Line Integration" Practical Framework of Labor-Ideological and Political Education Double Helix for Education

3.1. Initial Stage: Basic Repair Phase - Laying the Foundation with "Book Repair" to Achieve "Skill + Cognition" Enlightenment

This stage is the "foundation link" of the educational chain. The core goal is to complete the threefold construction of "labor skill acquisition, red cognition enlightenment, and document protection responsibility" through the restoration of red documents.

3.1.1. Document Selection: Focusing on "Ideological and Political Adaptability + Restoration Feasibility"

To ensure educational pertinence, the selection of collected red documents adheres to three dimensions:

Historical value dimension: Prioritize documents carrying revolutionary history and cultural inheritance, such as early editions of "Selected Works of Mao Zedong", Tianjin local revolutionary historical materials, and biographies of revolutionary figures, to ensure the depth of ideological and political connotation.

Damage degree dimension: Select documents with "moderate damage that can be repaired and displayed after restoration" (such as torn pages and worn covers), avoiding those that are too simple (without technical training value) or too complex (beyond students' ability).

Educational adaptability dimension: The content of documents should be consistent with themes such as "ideal and belief" and "craftsmanship spirit". For example, select documents recording "Yan'an Spirit" and "model worker deeds" to reserve entry points for subsequent ideological and political guidance.

3.1.2. Team Building: Constructing a Dual Guidance System of "Restoration + Ideological and Political Education"

To avoid restoration becoming "simple physical labor", an interdisciplinary guidance team is established:

Restoration technology group: Composed of librarians from the Special Collections Department of the library and external experts in ancient book restoration, responsible for teaching basic techniques such as "paper cleaning, fragmented page splicing, and thread binding".

Ideological and political guidance group: Composed of teachers from the School of Marxism and Party member librarians, embedding "document background explanation" (such as the compilation history of a red document) and "responsibility guidance" (such as "restoring a page of document is inheriting a period of history") in the restoration link.

3.1.3. Core Activity: "Skilled Hands Bring Books Back to Life" Book Repair Workshop

Adopting the model of "3 class hours of practical operation + 1 class hour of sharing", students participate in the restoration of a single red document throughout the process:

Practical operation link: From "document damage assessment" to "restoration plan formulation" and then to "tool use (such as bamboo knives and paste)", the technology group provides guidance throughout.

Ideological and political embedding: In the restoration sharing stage, the ideological and political guidance group synchronously explains the stories behind the documents.

Educational effect: 21 students participated in the first workshop. 100% of the participants mastered basic restoration techniques, and 90% of the participants mentioned discussions related to "repairing books and repairing 'spirit'" in the class hour sharing session.

3.2. Middle Stage: In-depth Joint Reading Phase - Empowering with "Reading" to Achieve "Cognition + Perception" Upgrade

This stage is the "core link" of the educational chain. Through "post-restoration re-creation + classic joint reading", it promotes the two-way breakthrough of labor skill advancement and ideological and political cognitive deepening.

3.2.1. Secondary Creation: Turning "Restoration Achievements" into Ideological and Political Carriers

Centering on the themes of restored documents, guide students to carry out "document-derived creation" and transform labor achievements into ideological and political communication media:

Bookmark design: Hold the "Dialogue Between Pages" bookmark design competition, requiring works to combine the content of restored documents (such as designing "Snow Mountain and Grassland" themed bookmarks inspired by the document "Long March") and integrate personal restoration insights.

Restoration notes: Encourage students to record their thoughts during the restoration process and compile the restoration process into "Red Document Restoration Notes".

3.2.2. Classic Joint Reading: Creating an Immersive Classroom of "Book Repair and Joint Reading Corner"

Taking "restored documents" as the core texts, construct a joint reading model of "1 teacher from the School of Marxism + 1 restoration specialist + N students":

Joint reading process: First, the restoration specialist shares "discoveries during restoration" (such as the historical background reflected by the binding method of documents), then the teacher from the School of Marxism leads the intensive reading of document excerpts (such as the chapter "Serve the People" in "Selected Works of Mao Zedong"), and finally students share their insights combined with restoration experiences.

Scene creation: Create a "Book Repair and Joint Reading Corner" in the library's book repair studio, displaying restored documents, student-created bookmarks, and playing historical images related to red documents to build an immersive ideological and political scene.

3.2.3. Core Activities: "Repair Time" Exhibition and "I Am a Book Restorer" Communication

Repair Time" Book Exhibition: Collect restored red documents, with a QR code next to each volume. Scanning the code allows viewing of "before and after restoration comparison pictures", "restorer's notes", and "document background".

I Am a Book Restorer" Video Creation: Guide students to use video editing software to make short videos of the restoration process (including technique explanation and insight sharing) and publish them on the library's official WeChat account to realize the secondary communication of educational achievements.

3.3. Later Stage: Innovative Communication Phase - Expanding Dimensions with "Creation" to Achieve "Value + Ability" Radiation

This stage is the "sublimation link" of the educational chain. Through "pop-up book creation", ideological and political content is visualized, completing the closed loop of "skill → cognition → value dissemination".

3.3.1. Pop-up Book Creation: Making Ideological and Political Content "Touchable and Interactive"

Focusing on themes such as "red culture" and "craftsmanship spirit", guide students to transform reading insights into three-dimensional pop-up book works:

Technical support: Offer micro-courses on "basic structures of pop-up books", teaching core structures such as "pop-up", "rotary", and "foldable". For example, use a "layered pop-up structure" to present the scene of "Jinshangqiao Convergence in the Pingjin Campaign", allowing "People's Liberation Army, masses, and bridges" to pop up in sequence to enhance scene impact.

Theme orientation: Require works to be closely linked to the content of restored documents. For example, create "craftsmanship spirit" pop-up books based on books related to character deeds, using a "rotary structure" to show the struggling stories of model workers in different eras.

3.3.2. Interdisciplinary Collaboration: Strengthening the Professionalism and Ideological and Political Nature of Creation

Joint the School of Art and the School of Marxism to form a "pop-up book creation guidance group": teachers from the School of Art are responsible for guiding "structural design and aesthetic presentation" to ensure the artistry of works; teachers from the School of Marxism are responsible for "theme control and content review" to ensure the accuracy of ideological and political connotation; librarians are responsible for "document resource support" to provide relevant red document references.

3.3.3. Core Activities: Pop-up Book Exhibition and Lecture on Book Art and Cultural Inheritance

Pop-up Book Achievement Exhibition: Display student-created pop-up book works, set up an "interactive experience area" to allow visitors to operate pop-up structures with their own hands and feel the visualized presentation of ideological and political content.

Lecture on Book Art and Cultural Inheritance: Invite professors from the School of Art to explain "the historical and cultural value of book binding", and analyze "how to inherit red culture through book art" combined with student pop-up book works, further deepening students' understanding of "document education".

4. Practical Effects and Innovative Value

4.1. Multi-dimensional Effect Evaluation (Based on "Quantitative + Qualitative" Methods)

4.1.1. Significant Improvement of Labor Literacy

Quantitative data: Through the "Restoration Skill Proficiency Questionnaire" (10-point scale) survey, the skill score of participating students increased from an initial 3.2 points to 9.5 points, and the tool use accuracy rate reached 100%.

Qualitative feedback: 90% of the interviewees said that repairing books improved their "sense of responsibility" and "patience and meticulousness".

4.1.2. In-depth Deepening of Ideological and Political Cognition

Theme focus: Compared with traditional reading activities, the proportion of themes such as "family and country feelings", "red culture", and "craftsmanship spirit" in students' works such as pop-up books and bookmarks reached 65%, while the proportion of choosing such themes in traditional reading activities was about 20%, showing a significant improvement.

Cognitive change: In interviews, 85% of students said that "previously reading red documents felt 'distant' and 'boring', but now reading after restoration feels more warm and has a more specific understanding of 'ideal and belief'".

4.1.3. Activation of Venue Educational Functions

Space utilization: The book repair studio and the library's joint reading corner, together with other associations, will be built into a university-level "ideological and political practice base".

Resource activation: The borrowing volume of collected red documents has increased by more than 40% compared with before the practice. The linkage model of "restoration + reading" has driven students' attention and understanding of red documents.

4.2. Innovative Points of the Model

4.2.1. Carrier Innovation: Constructing an Educational Chain Covering the "Full Life Cycle of Documents"

Breaking through the limitation of traditional "single book repair activities", starting with "document restoration", it extends to "joint reading - creation - communication", covering the full life cycle of documents "restoration - use - derivation". It provides continuous carrier support for labor education and ideological and political education, avoiding the fragmentation of "activity-based education".

4.2.2. Mechanism Innovation: Solving the Dilemma of "Separation of Labor and Ideological and Political Education"

Construct a transmission chain of "operation - cognition - value" through "embodied learning": book repair operation triggers document cognition, document cognition deepens value understanding, and value understanding feeds back operation investment, forming a dynamic

cycle. It solves the problem of "labor only training skills and ideological and political education only preaching" in traditional models.

4.2.3. Evaluation Innovation: Introducing "Value-Added Evaluation" to Focus on Growth Range

Abandoning "result-oriented evaluation" (such as only looking at restoration quality and work quality), "value-added evaluation" is adopted. Through "initial evaluation (skills + cognition) - process recording (restoration logs, joint reading notes) - final evaluation (skill improvement degree, cognitive depth)", it focuses on the "progress range" of students in labor literacy and ideological and political cognition, more objectively reflecting the educational effect.

5. Conclusion

The core of the innovation of venue-based education in university libraries lies in "basing on their own resources and finding the integration point between hands-on practice and comprehension of principles". The "Labor-Ideological and Political Education Double Helix" model constructed by the Library of Tianjin University of Technology and Education takes book repair as the link, and through the progressive chain of "hands-on practice - intellectual thinking - heartfelt perception", transforms collected documents into "living educational textbooks" and physical spaces into "immersive ideological and political classrooms", providing a practical sample for the implementation of "five-in-one education" in library scenarios.

In the future, we will further deepen theoretical research, improve the long-term interdisciplinary collaborative education mechanism of "library - School of Marxism - School of Art", promote the transformation of the library from a "document service center" to a "comprehensive educational position", and contribute more venue-based education cases to the "Project of Cultivating New Era Talents with Strong Convictions".

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