



Research on Class Network Culture in Private Medical Colleges under New Media

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Abstract: Based on the "Three-wide Education" concept (whole-staff, whole-process, all-round), this study explores construction paths and strategies for class network culture in private medical colleges under new media. Using literature review, questionnaire, and empirical analysis, it examines current situations, problems, and influencing factors, then proposes a targeted system. Results show new media integration can break traditional bottlenecks, enhance participation and identity of Generation Z medical students, and promote integration of professional characteristics with network culture. The conclusion emphasizes that class network culture construction should adhere to moral education, rely on new media platforms, and establish collaborative education mechanisms.

Keywords: new media environment, private medical colleges, class network culture, three-wide education, Generation Z

1. Introduction

Rapid internet and new media development has profoundly changed college students' learning and living environment [1]. Generation Z medical students in private medical colleges are digital natives with distinct personalities and diverse values [2]. Traditional offline class culture construction no longer meets their needs.

The "Three-wide Education" concept—whole-staff, whole-process, all-round education—is central to implementing moral education. As basic organizational units, classes play key roles in cultivating medical students' professional ethics, humanistic literacy, and comprehensive abilities. Class network culture refers to value systems, behavioral norms, and activities formed by class members via new media platforms, featuring openness, interactivity, immediacy, and virtuality.

Private medical colleges are important in China's higher medical education, with flexible mechanisms and diverse student sources, yet face challenges like insufficient resources and weak cultural foundations [3]. Current research on new media and class culture mainly targets public universities, with few focusing on private medical colleges. Thus, this study investigates class network culture construction in private medical colleges under new media.

2. Core Concepts and Theoretical Basis

2.1 Core Concepts

New media environment: Media ecosystem based on digital, network, and mobile technologies, characterized by interactivity, immediacy, personalization, and social networking.

Private medical colleges: Supplement to public medical education, with flexible, market-oriented cultivation and close industry ties, but facing funding and recognition challenges.

Class network culture: New form of class culture in the new media era, including spiritual (values, identity), institutional (online norms), behavioral (online interactions), and material (platforms) aspects.

Three-wide Education: Whole-staff (all members), whole-process (enrollment to graduation), all-round (all aspects of student development).

2.2 Theoretical Basis

Group dynamics theory (Lewin): Individual behavior influenced by group environment; positive class network culture enhances cohesion. **Cultural identity theory:** Strengthens confidence and belonging; class network culture boosts identification with class, school, and medical profession. **Constructivist learning theory:** Learning as active knowledge construction; new media facilitates interactive, cooperative environments.

3. Current Situation and Problems

3.1 Current Situation

Widespread use of new media: Almost all students have smartphones and use WeChat, short video platforms; most classes have WeChat/QQ groups.

Diverse online activities: Themed class meetings, knowledge competitions, talent shows, ethics seminars, short video creation.

Gradual integration of professional characteristics: Medical ethics, humanistic care, medical knowledge become core content.

3.2 Main Problems

Weak integration of Three-wide Education: No whole-staff mechanism, lacking whole-process planning, insufficient all-round education [4]. Homogenized, featureless content: Mostly imitates public universities, not reflecting private medical college or Gen Z traits. Imperfect construction mechanism: Lacks systematic planning, evaluation, feedback; poor long-term effectiveness. Imbalance between online and offline activities: Over-reliance on online weakens offline interaction, or online just copies offline without leveraging new media. Risks of negative information and online misconduct: Openness and anonymity bring false info, cyberbullying, uncivil behavior.

4. Construction Paths under Three-wide Education

4.1 Whole-staff Education: Build Collaborative Team

Define roles: counselors (planning), professional teachers (ethics, academic support), administrators (policy, resources), corporate mentors (career), student cadres (implementation). Regularly train in new media skills, network culture theory, ideological education [5].

4.2 Whole-process Education: Design Systematic Content

Stage-specific plans:

Freshman: Adaptation and identity cultivation (university history, major introduction, class spirit).

Sophomore/Junior: Professional ability and ethics (clinical case discussions, medical ethics education).

Senior: Career planning and employment guidance (skills training, alumni sharing).

Enrich content: strengthen ideological guidance (e.g., "Learning the Spirit of Great Doctors"), highlight professional characteristics (medical knowledge sharing), emphasize humanistic care (online mental health services).

4.3 All-round Education: Build Multi-dimensional System

Multi-platform system: WeChat for communication, official accounts for content push, short video platforms for creative content, online communities for discussion. Innovative activities: interactive experiences (live streaming, virtual simulation), creative competitions (short video, graphic design), social practices (online volunteering), peer exchange. Promote online-offline integration: use online platforms for information and interaction, offline activities to enhance emotional bonds and belonging [5].

4.4 Improve Safeguard Mechanisms

Strengthen top-level design: include class network culture in school development plan; establish information release and conduct regulations. Build evaluation and feedback mechanism covering content quality, participation, satisfaction, professional literacy, class cohesion. Enhance cybersecurity education and risk prevention: legal education, strict information audit, emergency response for online incidents[6].

5. Conclusion

5.1 Theoretical Value

This study integrates Three-wide Education into class network culture research in private medical colleges, enriching theoretical perspective. It systematically analyzes core concepts, theoretical foundations, problems, and constructs a path system oriented to whole-staff, whole-process, all-round education. Application of group dynamics, cultural identity, and constructivist learning theories expands their scope.

5.2 Practical Value

Proposed strategies address weak Three-wide integration, content homogenization, imperfect mechanisms, online-offline imbalance, and network risks. They enhance class cohesion, Gen Z students' participation and identity, promote professional ethics and comprehensive ability cultivation, and help private medical colleges implement moral education and improve talent training quality[7].

5.3 Limitations and Future Research

Limitations: narrow sample (mainly private medical colleges in Shandong Province), single research method (lack of qualitative methods like case studies, interviews), insufficient long-term follow-up. Future research should expand sample to different regions, apply multiple methods (case studies, action research), and conduct long-term assessments to optimize paths.

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