

Research on the Ethics Education Support System in University Libraries from the Perspective of "Three-Wholeness Education": A Case Study of the Library at Inner Mongolia University of Science and Technology

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Abstract: University libraries are academic institutions serving talent cultivation and scientific research, and are critical sites for the development of campus culture and ideological construction. This paper discusses the construction of an Ethics education service system centered around the educational support departments, using the Inner Mongolia University of Science and Technology Library as a case study. It delves into the foundational security, service mechanisms, and sharing systems of the Ethics education support system in university libraries, providing an in-depth summary and analysis of the practical work conducted in this field by the library. The paper proposes the main practices for carrying out Ethics education in university libraries, highlighting the intertwined roles of resource services and quality cultivation in enhancing the "whole-person education" effect.

Keywords: Whole-Person Education; University Library; Ethics Education; Educational Support System

1. Introduction

The 14th Five-Year Plan for the Development of Education in Inner Mongolia Autonomous Region, issued by the People's Government of Inner Mongolia, mandates that universities shoulder the fundamental responsibility of fostering virtue and nurturing individuals, fortify awareness of the Chinese national community, and cultivate well-rounded young talents in moral, intellectual, physical, aesthetic, and labor education. This aims to provide more advantageous talent support and intellectual backing for the economic and

social advancement of Inner Mongolia. The Ministry of Education's Regulations on the Libraries of General Higher Education Institutions (2015) explicitly stipulate that libraries should comprehensively participate in the cultivation of talents and fully leverage the role of extracurricular activities. Although existing scholarship has analyzed and researched aspects such as the theoretical studies on ideological and political education services in university libraries^[1], the support and service strategies of university libraries from the perspective of ideological and political education curriculum^[2], and the development strategies for ideological and political education services in university libraries^[3], little literature has addressed the practical system of ideological and political education auxiliary support centered on libraries as the primary implementer. Therefore, this paper, grounded in the "whole-person education" philosophy, aims to explore methodologies for actively incorporating ideological and political education services within university libraries. Taking the Library of Inner Mongolia University of Science and Technology as the research subject, it reviews the specific practices undertaken to advance ideological and political education, with the aspiration of offering guidance and reference for the enhancement and refinement of ideological and political education efforts within university libraries.

2. Analysis of the "Whole-Person Education" Philosophy

The concept of "Whole-Person Education" encompasses the ideals of comprehensive involvement by all personnel, continuous

nurturing throughout the educational journey, and multidimensional development. The foundation of this philosophy is inclusive engagement, which stipulates that all faculty and staff within higher education institutions bear the responsibilities and obligations related to ideological and political work. This entails embodying the roles of imparting knowledge, serving students, and managing educational affairs to foster overall development. "Continuous nurturing" mandates that educational efforts be seamlessly integrated across the entire spectrum of teaching activities and students' growth processes, ensuring that the cultivation of virtues and talents is an ever-present endeavor. "Multidimensional development" emphasizes the extension of character-building and moral education beyond classroom boundaries, encompassing both online and offline environments, within and outside campus grounds, thereby achieving an omnipresent nurturing landscape^[4].

3. The Practical Significance of Higher Education Libraries in Conducting Ideological and Political Education

In the current context of integrating ideological and political work throughout the entire educational process-achieving comprehensive participation, continuous engagement, and multidimensional development-the strategic exploration of the ideological and political educational resources inherent within university libraries assumes profound importance. Proactively harnessing and amplifying their role in ideological and political guidance is of critical significance for establishing a broad-oriented moral and ideological cultivation framework, enhancing the cultural education function of university libraries, and elevating the overall level of ideological and political work within higher education institutions.

3.1 The Conduct of Ideological and Political Education by Libraries as an Essential Mandate of Their Educational Function

As a secondary classroom for university students, higher education libraries-with their abundant literary resources, comfortable reading environments, and exemplary reader services-not only serve to guide, educate,

unify, and motivate students but also stand as pivotal arenas for ideological and political education within universities^[5]. The library uniquely boasts innate advantages in this domain. Effectively harnessing and magnifying the educational potential of university libraries in ideological and political work is crucial for fulfilling the fundamental mission of moral cultivation and character development, bridging the final mile of the "Whole-Person Education" approach, and providing robust support for nurturing the emerging generation charged with the mission of national rejuvenation.

3.2 The Conduct of Ideological and Political Education by Libraries as a Practical Need in Building a Comprehensive Ideological and Political Support System within Higher Education

As vital bastions of ethnic higher education, universities in ethnic regions shoulder dual responsibilities: diligently implementing national ethnic policies and fostering economic and social development as well as ethnic unity through talent cultivation. Consequently, the ideological and political education centered on forging a strong sense of Chinese national community constitutes both a noble duty and an essential task for universities in ethnic areas. These institutions' libraries should innovate a new paradigm of "Whole-Person Education", integrating into the broader ideological and political educational framework of the university, embedding the core goal of cultivating a shared national identity into library practices, and establishing a comprehensive system for nurturing the consciousness of the Chinese national community. Elevating the level of ideological and political education within university libraries by constructing a support system rooted in the library as the primary experiential platform not only presents a fresh opportunity bestowed by the new era but also signifies a vital new mission for these institutions.

4. Challenges in the Ideological and Political Education Work within Higher Education Libraries

4.1 Lack of Systematic Understanding of Ideological and Political Education

As a vital component within the university's educational infrastructure, higher education libraries serve as essential academic support and instructional auxiliary entities, dedicated to fostering talent development and advancing scientific research. They are also key venues for campus culture and cultural nurturing, bearing significant educational responsibilities. Owing to their inherent resource, environmental, and methodological advantages, libraries possess unique strengths in supporting ideological and political education. Nonetheless, despite achieving certain progress, current efforts are hindered by issues such as a weak consciousness of educational responsibility, low satisfaction with collection resources, limited effectiveness of service demonstrations, insufficient environmental influence, and operational difficulties in functional practice. Consequently, the library's support for ideological and political work remains relatively passive, and its cultural nurturing functions have yet to be fully realized.

4.2 Lack of Coordinated Mechanisms with Other Campus Departments

At present, the approach to ideological and political education in higher education institutions primarily relies on classroom teaching, manifested through explicit teaching methods such as ideological and political theory courses, ethnic theory and policy courses, and curriculum-based ideological and political education. However, this approach remains monotonous and has yet to establish a comprehensive whole-person education system involving all personnel, encompassing the entire process, and covering all dimensions^[6]. Furthermore, activities are conducted in isolation ("behind closed doors") without sufficient collaboration with other departments or integration into the broader Ideological and Political Education system on campus. This situation underscores a widespread issue among university libraries: the necessity to transform traditional, didactic teaching modes by combining classroom instruction with practical education, and integrating implicit curricula through university management mechanisms, campus cultural development, and auxiliary educational functions of the library. Such strategies can help construct a multi-layered,

systematic talent cultivation model for ideological and political education.

4.3 Lack of a High-Quality Ideological and Political Educator Service Team

Renowned library scholar Harrison once remarked, "Even the world's best library would find it difficult to provide broad and effective reader services without skilled librarians who are adept at exploiting collection advantages, emphasizing efficiency, and training rigorously^[7]". In the context of fully leveraging the ideological and political education potential of university libraries, the capability-building of the librarian workforce is paramount. Currently, the professional competencies of university library staff are insufficient to meet the demands of contemporary ideological and political work. Many librarians hold traditional, conservative viewpoints and lack a deep understanding of the importance of ideological and political education within libraries. Additionally, their fundamental qualities and professional skills aligned with the requirements of this work need substantial enhancement, highlighting the pressing need to cultivate a team of high-level, specialized ideological and political education librarians.

5. Constructing a Practice Path for a University Ideological and Political Education Support System Centered on the Library as the Main Actor

5.1 Fundamental Foundations for Building an Ideological and Political Support System in University Libraries

5.1.1 Continuously enhancing the political assurance function of collection resources

The abundant collection resources of university libraries serve as a robust foundation for advancing ideological and political education. The library of Inner Mongolia University of Science and Technology continuously optimizes its collection structure, delving into the rich connotations and contemporary significance of its holdings. It actively explores, interprets, and highlights the historical and cultural value embedded in its collections, particularly emphasizing red-themed literature. Efforts are also made to strengthen the construction of databases related to ideological and political

education. For instance, during reading promotion months, the library organizes thematic exhibitions such as “Remembering the Glorious Years and Striving for a New Era”. Simultaneously, digital resources with ideological and political elements are enhanced by applying for the activation of platforms like the Red-themed Hall and the Ideological and Political Cloud Classroom. Through integration of print and electronic resources, their implicit values are uncovered, excavated, and showcased, thus further transmitting the “red gene”, inheriting revolutionary culture, and promoting red spirit.

5.1.2 Continuously strengthening the political assurance function of spatial resources

The unique spatial resources of university libraries provide a powerful support for ideological and political education. Libraries should enhance the development of spatial resources to cultivate a culturally nurturing atmosphere. The library of Inner Mongolia University of Science and Technology consistently plans and optimizes its spatial layout. The library’s upgrade and renovation project, approved by the university, includes dedicated spaces such as the “Pomegranate Seed” reading room and red-themed ideological education zones. Additionally, the first on-campus brick-and-mortar bookstore, “Reading Bar”, established within the library, features an ideological and political book section. The library also opens its collaborative learning center and Marxist College’s resource room to all faculty and students, creating an environment conducive to interaction, cooperative innovation, and scholarly discussion. These measures aim to improve the user experience and meet the learning needs, thereby leveraging physical spaces to fulfill the educational function of ideological and political cultivation.

5.1.3 Continuously strengthening the human resources’ political and ideological support function

The Guidelines for Modernization of University Libraries (2021) emphasizes that the modernization of librarians is the soul of university library development, and that the professional team is crucial for sustainable growth. Building a proficient and politically aware librarian workforce remains a top priority for high-quality development^[8]. It is

essential to elevate librarians’ ideological and political theories, understanding the developmental patterns of university students and the principles of ideological education, to better facilitate the library’s role in ideological and political work. The library of Inner Mongolia University of Science and Technology promotes bi-weekly collective studies on political theory among staff, invites university propaganda team members for lectures, and organizes screenings of red-themed films to enhance overall political literacy. Furthermore, librarians are encouraged to undertake ideological and political research projects; in recent years, they have secured multiple provincial and municipal-level grants, thereby improving their research capabilities and strengthening their ideological and political theoretical understanding.

5.2 Service Mechanisms for Constructing the Ideological and Political Education Support System in University Libraries

5.2.1 Cultivating personalized services

Adhering to the principles of integrating commonality and individuality, combining theoretical and practical approaches, and promoting coordinated and cross-disciplinary integration, efforts should be made to facilitate the permeation and convergence of ideological and political education among university students. In response to latent and profound informational needs of readers, an interactive service framework should be established. The library of Inner Mongolia University of Science and Technology capitalizes on its role as a nationwide reading demonstration base, innovatively launching the “Quality Service Month” activities. These encompass six major series, including “Building a ‘Home-Library’ Community”, “Reading Youth, Reading Wonderful”, exploring library collections and services, face-to-face interactions with readers, “Encouraging Learning Through Competitions”, and enhancing staff competencies. By creating a branded activity ecosystem and designing diverse themes and scenarios, ideological and political elements are seamlessly embedded into the event programs. Participants are encouraged to spontaneously uncover value orientations and ethical principles embedded within these scenarios, thereby broadening their reading

horizons and cultivating personal virtues^[9].

5.2.2 Implementing proactive services

University libraries should fully harness their cultural nurturing functions by organizing campus cultural activities such as orientation weeks, reading promotion months, and ethnic unity and progress months. These initiatives, centered around reading promotion, aim to expand readers' perspectives on ideological and political education, emphasizing the importance of propaganda and publicity efforts to leverage their inherent advantages. The library of Inner Mongolia University of Science and Technology rigorously conducts ethnic unity and progress education, focusing on strengthening the awareness of the Chinese national community. Activities include "Fostering a Strong Sense of the Chinese National Unity-Promoting Putonghua and Reading the Same Book", and "Reading for National Day, Celebrating the Anniversary with Fragrant Books", featuring red-themed classical recitations. Additionally, in line with the regional and institutional plans for ethnic unity and progress months, the library promotes electronic book recommendations related to strengthening national consciousness among faculty and students. It also organizes theme-based film screenings centered on national unity and progress, offering a range of red-themed and ethnically unifying films. Through these creative and targeted reading promotion activities, the library creates a hospitable environment for cross-ethnic communication and interaction, actively fostering an atmosphere of ethnic unity and progress. These efforts deepen the recognition of Chinese culture among all ethnic groups, amplifying the library's role in service-oriented education and campus cultural development, ultimately advancing mutual learning and harmonious integration among diverse student communities.

5.3 Shared Mechanisms for Constructing the Ideological and Political Education Support System in University Libraries

5.3.1 Integrating into the broader structure of ideological and political education

The essence of the overarching ideological and political education framework lies in the systemic integration of all its elements through a holistic perspective, cultivating a cohesive mechanism that bridges classroom instruction,

social practice, and cultural cultivation. The ultimate goal is to achieve synergistic enhancement of educational environments and the virtuous dissemination of values. University libraries must shift their perspectives, proactively embedding themselves within this comprehensive ideological and political framework. It is imperative to recognize that the educational role of libraries constitutes an integral part of the university's broader cultivation efforts, with the nurturing of a cultural atmosphere being a core component of campus life. Libraries should resonate harmoniously with the institution's educational ethos, creating a synchronized rhythm that amplifies their collective impact. Enhancing the integration of ideological and political education into library daily operations-serving, managing, and cultivating-enables libraries to play a pivotal role in talent development, scientific research, and educational activities on campus.

5.3.2 Establishing a long-term collaborative mechanism

The formulation of a synergistic mechanism for ideological and political education within university libraries necessitates the inclusion of the library as a vital component of the university's broader ideological and political education system at the institutional level. Developing an auxiliary support system for ideological and political work within the library enhances its positional significance and functional impact. Coordination among various university departments should be strengthened to foster a unified effort, ensuring collaborative synergy and mutual reinforcement. This collective endeavor should maximize the library's role in the comprehensive educational practice^[10], thereby guaranteeing the regular and sustained advancement of ideological and political education initiatives within university libraries.

6. Conclusion

University libraries should center their efforts on the fundamental mission of fostering virtue and nurturing individuals. They must play their pivotal role as vital cultural arenas by leveraging the pedagogical value of their collections, cultivating an enriching environment infused with cultural ambiance, shaping influential reading promotion

endeavors, and nurturing library staff with elevated ideological and political consciousness. Through these initiatives, an all-encompassing ideological and political education support system-centered on the library as the primary experiential platform-can be systematically constructed. This approach aims to pioneer a holistic, continuous, and comprehensive framework wherein educational and auxiliary departments collaboratively practice and advance ideological and political education, thereby fully harnessing the cultural nurturing function of university libraries.

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